

# ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 86 ■ ISSUE 6 ■ FEBRUARY 2012

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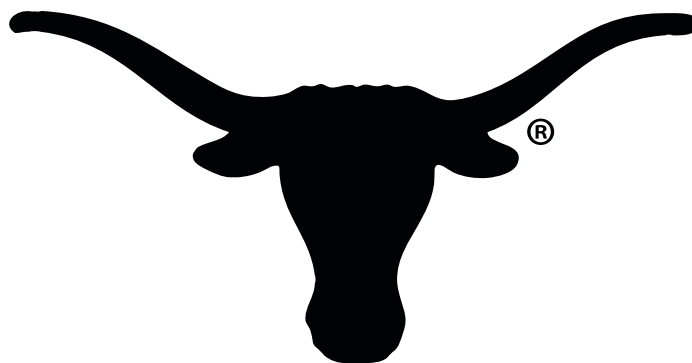
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### 2012 PROGRAMS AND DATES

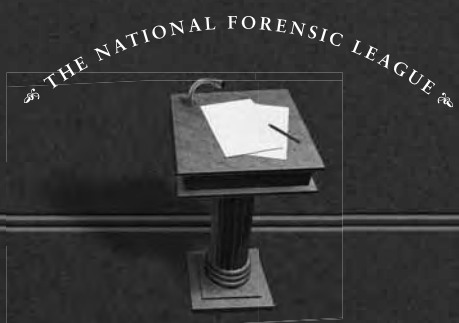
CX 6 week Survivors	June 22 - August 3
CX Session 1 (Skills and Topic Intensive)	June 22 - July 12
CX Session 2 (Skills and Topic Intensive)	July 14 - August 3
CX Sophomore Select	June 22 - July 12
CX Novice	July 14 - July 22
CX UIL 1 Week	July 14 - July 20
Lincoln-Douglas	July 15 - July 29
Lincoln-Douglas with Extension	July 15 - August 3
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Public Forum Experienced	July 1 - July 8
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Individual Events with Extension	June 23 - July 10

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## From the Editor

Dear NFL,

This issue of *Rostrum* focuses on advocating forensics. As any coach can tell you, forensics trains students to serve as effective advocates for important causes, issues, and groups. Conversely, advocating forensics itself is key to reaching new students and keeping our community strong,

We take advocacy seriously here at the NFL. As a result, we maintain one of the largest online collections of advocacy materials for speech and debate programs at [www.NFLonline.org/AboutNFL/Advocate](http://www.NFLonline.org/AboutNFL/Advocate). I encourage you to visit this page and download some of our outstanding resources. Feel free to share what you learn with administrators, parents, friends, and community members.

Thank you for being an advocate for speech and debate. Together, we can give youth a voice.

Sincerely,



J. Scott Wunn  
Executive Director  
National Forensic League



## ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

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Phone 920-748-6206 • Fax 920-748-9478

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

# TOPICS

## February 2012 Public Forum Debate

**Resolved: Birthright citizenship should be abolished in the United States.**

## January / February 2012 Lincoln-Douglas Debate

**Resolved: It is morally permissible for victims to use deadly force as a deliberate response to repeated domestic violence.**

## 2011-12 Policy Debate

**Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.**



## 2012-2013 Policy Debate Topic

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

Over the last ten years, there have been a series of significant transportation infrastructure failures indicating the nation's once world-class infrastructure is falling apart and other nations are pulling ahead of the United States. Transportation infrastructure policy was featured prominently in President Obama's 2011 State of the Union address and is likely to be a main component of his re-election campaign. This topic offers debaters a rare opportunity to consider how government and policy affect the physical structures of daily life, at the same time as the public at-large considers these investments. The national policy debate topic has only discussed transportation policy once, in 1939-40, and the national topic has never considered "infrastructure." Proponents of increasing investment in transportation infrastructure argue there is a substantial need to invest in transportation infrastructure and that infrastructure is central to a modern economy, the United States' leadership position in the world, the security of our nation and a high quality of life. Opponents argue that government spending in this area is unnecessary and further complicates fiscal policy. Examples of affirmative cases include direct investment in high-speed rail, highways, bridges, airports, and seaports. Other affirmatives might propose new federal structures to finance transportation infrastructure projects. Negative positions could focus on the economic consequences of additional spending, the effectiveness of various transportation solutions, the political implications of infrastructure investment, and critiques of economic development.

*Imagine...*  
*a stress-free ceremony.*

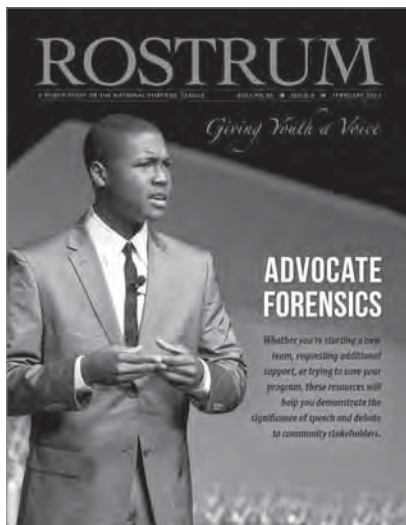
The materials you need for a remarkable honor society ceremony are available as a single, easy-to-use resource—the NFL's free **Honor Society Guide**. The guide includes downloadable templates such as press releases, invitations, programs, scripts, and more. Visit [www.NFLonline.org](http://www.NFLonline.org) to download your guide.

*Be free to focus on what really matters.*



# ROSTRUM

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*For a complete list of advocacy resources, visit us online:*  
**[www.NFLonline.org/AboutNFL/Advocate](http://www.NFLonline.org/AboutNFL/Advocate)**

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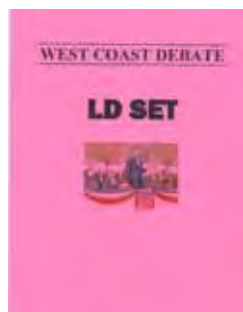
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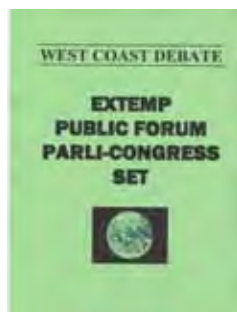
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go to [www.samford.edu/debate](http://www.samford.edu/debate).





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*— Pam Cady Wycoff, Apple Valley High School, MN*

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### Who can take the exam?

Anyone! Mock Exams are not restricted to NFL students only; anyone at your school can take them by registering at [www.revolutionprep.com](http://www.revolutionprep.com) and using the code **NFLTEST**. Have your members advertise to help boost enrollment and drive additional funds to your chapter. Visit [www.NFLonline.org/Main/RevPrep](http://www.NFLonline.org/Main/RevPrep) to download color posters. Put them up in classrooms and hallways, and give them to your career center and guidance centers.

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**2012 NFL NATIONAL  
TOURNAMENT**  
The Brickyard Nationals  
*Raising the Game*

THE HOST CITY OF INDIANAPOLIS will be an excellent location for the 2012 NFL National Tournament. To make planning easier, the NFL is happy to provide an overview of key logistical information. Please refer to the following pages for essential venue and lodging information. Keep in mind that all logistics are tentative and subject to change.



Indiana Convention Center

# 2012 LFG / NFL NATIONAL TOURNAMENT

## INDIANAPOLIS, INDIANA • JUNE 10-15, 2012

### A BRIEF OVERVIEW OF TOURNAMENT LOGISTICS

#### **SUNDAY • JUNE 10** (*Registration*)

This year, the tournament registration and NFL vending expo will take place on Sunday, June 10, from 8 a.m. to 4 p.m. at the Indiana Convention Center in downtown Indianapolis, IN. The Convention Center is centrally located from all hotels. Schools staying in the recommended downtown properties will find this extremely convenient.

#### **MONDAY AND TUESDAY • JUNE 11-12** (*Preliminary Rounds/Early Elims/Host Party*)

There will be two venue areas used for the preliminary competition, June 11 and 12. The Crowne Plaza Hotel, located in downtown Indianapolis, will host Congressional Debate. The Ben Davis High School competition venue, which includes the attached Ninth Grade Center, the adjacent Chapel Hill 7th/8th Grade Center, and the adjacent Chapelwood Elementary School, will host all speech and debate preliminary rounds.

All main event preliminary and early elimination competition on Monday and Tuesday will occur between 8 a.m. and 6 p.m.

The local host party will take place in downtown Indianapolis at the Indianapolis Zoo. Students eliminated from main event competition on Tuesday will re-register for Wednesday supplemental events at the Indianapolis Zoo during the local host party.

#### **WEDNESDAY • JUNE 13** (*Elimination Rounds/Supplemental Events*)

There will be two venues used on Wednesday, June 13. Students who qualify for elimination round 9 of all main event speech and debate events (Dramatic Interp, Humorous Interp, Duo Interp, Original Oratory, United States Extemp, International Extemp, Lincoln-Douglas Debate, Policy Debate, and Public Forum Debate) will compete at the Ben Davis High School venue on Wednesday. Congressional Debate semifinals will be held at the Crowne Plaza Hotel and Conference Center. Those students re-registered for supplemental events will compete at the Ben Davis High School venue on Wednesday. All competition will occur between 8 a.m. and 7 p.m. on Wednesday.

#### **THURSDAY • JUNE 14** (*Elim Rounds/Supp/Cons Events/Interp Finals/Diamond Awards*)

On Thursday morning, debate elimination rounds will continue at Ben Davis High School. Congressional Debate will hold its final round sessions at the Crowne Plaza Hotel. All supplemental and consolation events will occur at Ben Davis High School.

On Thursday evening, attendees will enjoy the national final rounds of Humorous, Dramatic, and Duo Interpretation, as well as the Coaches' Diamond Ceremony at the Indiana Convention Center.

#### **FRIDAY • JUNE 15** (*Supp/Cons/Main Event Finals and National Awards Assembly*)

The remaining main event final rounds (Original Oratory, United States Extemp, International Extemp, Lincoln-Douglas Debate, Policy Debate, and Public Forum Debate), as well as the supplemental and consolation event finals, will be held throughout the day on Friday, June 15 at the Indianapolis Convention Center. On Friday evening, the National Awards Assembly will also be held at the Indianapolis Convention Center.

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# IMPORTANT CONSIDERATIONS

## WHEN SELECTING AND RESERVING HOTELS FOR THE 2012 INDIANAPOLIS NATIONALS

### PLEASE READ BEFORE SELECTING LODGING!

1. All schools should stay at one of the NFL recommended hotels in downtown Indianapolis. The lowest rates have been negotiated for our members. **Please do not stay outside the block.** Properties that do not appear on this list, especially those closer to the Ben Davis competition venue, are likely inconvenient for participation in the tournament, including lack of safety, amenities, and proximity to restaurants. Morning and afternoon traffic could add substantial time to your commute if you are located outside the block. In addition, hotels not on the list have no contractual obligation to the NFL and therefore, we cannot provide any level of reservation protection at these properties.
2. When calling hotels, all coaches must mention the "NFL/National Forensic League" block to receive the posted rate. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties.
3. All hotel properties on the NFL list are easily accessible and are within 15-20 minutes by interstate or surface streets of every Monday-Friday competition venue. The tournament website will have downloadable maps from every hotel to the Indiana Convention Center, the Indianapolis Airport, and all competition sites. You can print all needed maps before ever leaving home.
4. **The Congressional Debate Headquarters is the Crowne Plaza Hotel, located in downtown Indianapolis.** It is recommended that teams with Congressional debaters stay at Crowne Plaza or at one of the downtown properties located near it. These hotels are an excellent choice in both price and feature. Travel time between each hotel is less than 5 minutes walk. The Crowne Plaza will host all rounds of Congressional Debate competition.
5. It is recommended that coaches go to the individual websites of the hotels to determine which property fits the needs of their program. All hotels on the list are conveniently located to restaurants, the registration and final round venue (Indiana Convention Center), and the downtown Indianapolis Zoo. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
6. **Key Travel Times to Note:**
  - a. All hotels to the Ben Davis High School competition venue (15 to 20 minutes)
  - b. All hotels to Indiana Convention Center (less than 5 minute walk)
  - c. All hotels to Crowne Plaza Hotel and Conference Center (less than 5 minute walk)
7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Indianapolis area to get a better perspective on travel logistics. Also look at downloadable maps on the tournament website. The key to a less stressful week is to consider following the above lodging suggestions provided by the national office.



**Ben Davis High School**

*(competition venue includes the attached Ninth Grade Center, the adjacent Chapel Hill 7th/8th Grade Center, and the adjacent Chapelwood Elementary School)*



**Crowne Plaza Downtown**

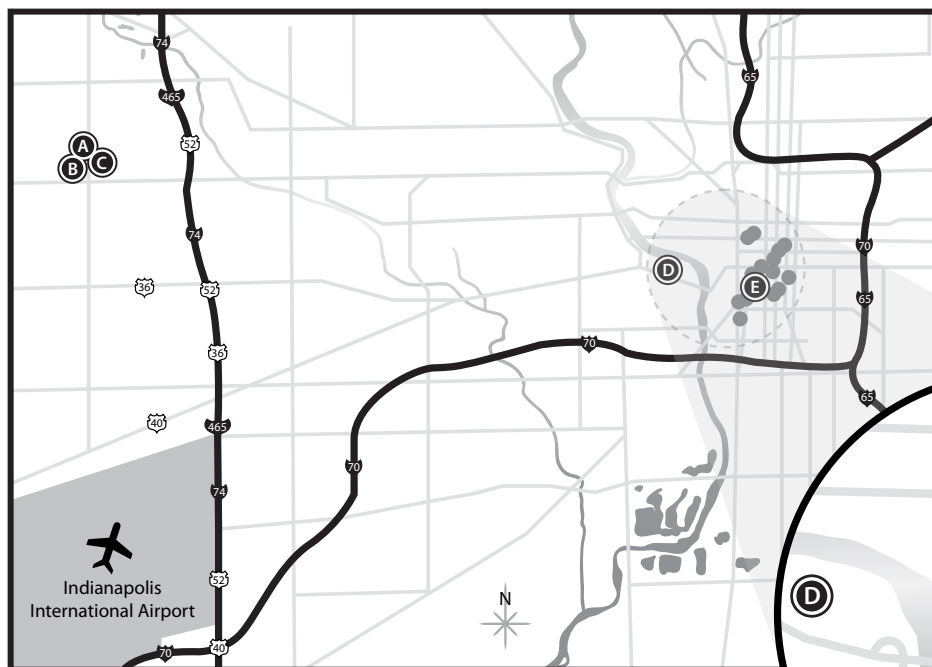


**Indianapolis Zoo**

*Additional tournament information will be available at [www.NFLonline.org](http://www.NFLonline.org).*







#### AMENITIES LEGEND

- AS** = Airport Shuttle
- CB** = Complimentary Breakfast
- CI** = Complimentary Internet
- FC** = Fitness Center
- GL** = Guest Laundry
- IP** = Indoor Pool
- OP** = Outdoor Pool
- R** = Restaurant

**MAP OF INDIANAPOLIS** Hotel and venue notations are approximate within this map of the downtown (enlargement) and surrounding areas. Visit [www.NFLonline.org](http://www.NFLonline.org) to access our interactive Google map.

## HOTELS

- |   |   |
|---|---|
| <p><b>1 Courtyard by Marriott at the Capitol</b><br/>320 North Senate Avenue</p> <p><b>2 Residence Inn by Marriott Downtown on the Canal</b><br/>350 West New York Street</p> <p><b>3 Sheraton Indianapolis City Centre</b><br/>31 West Ohio Street</p> <p><b>4 Hilton Indianapolis Hotel and Suites</b><br/>120 West Market Street</p> <p><b>5 Embassy Suites Indianapolis Downtown</b><br/>110 West Washington Street</p> <p><b>6 The Westin Indianapolis</b><br/>50 South Capitol Avenue</p> <p><b>7 Hyatt Regency Indianapolis</b><br/>One South Capitol Avenue</p> | <p><b>8 Indianapolis Marriott Downtown</b><br/>350 West Maryland Street</p> <p><b>9 Hampton Inn Indianapolis Downtown</b><br/>105 South Meridian Street</p> <p><b>10 Omni Severin Hotel</b><br/>40 West Jackson Place</p> <p><b>11 Crowne Plaza Downtown at Historic Union Station</b><br/>123 West Louisiana Street<br/>... Congress Hotel ...</p> <p><b>12 Holiday Inn Express Indianapolis Downtown</b><br/>410 South Missouri Street</p> <p><b>13 Comfort Suites City Centre</b><br/>515 South West Street</p> <p><b>14 Staybridge Suites City Centre</b><br/>535 South West Street</p> |
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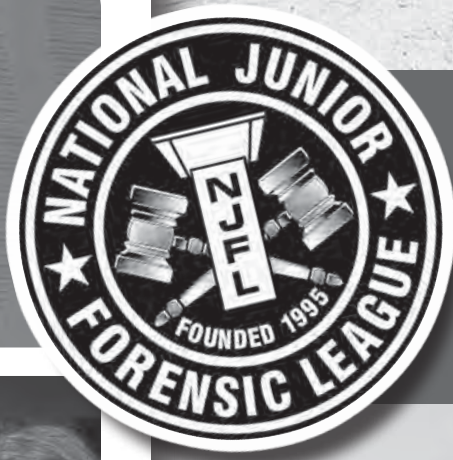
## VENUES

- A Ben Davis High School and Ninth Grade Center**  
1200 North Girls School Road
- B Chapel Hill 7th / 8th Grade Center**  
7320 West 10th Street
- C Chapelwood Elementary**  
1129 North Girls School Road
- D Indianapolis Zoo**  
1200 West Washington Street
- E Indiana Convention Center**  
100 South Capitol Avenue
- 11 Crowne Plaza Downtown at Historic Union Station**  
123 West Louisiana Street  
... Congress Hotel ...



For prompt and accurate service, mention the  
**"NFL / National Forensic League block"**  
 when booking your rooms to receive the posted rate.

MAP	HOTEL / ADDRESS / WEBSITE	PHONE	RATE	AMENITIES
5	<b>Embassy Suites Indianapolis Downtown</b> 110 West Washington Street, Indianapolis, IN 46204 <a href="http://embassysuites1.hilton.com/en_US/es/hotel/INDWWES-Embassy-Suites-Indianapolis-Downtown-Indiana/directions.do">http://embassysuites1.hilton.com/en_US/es/hotel/INDWWES-Embassy-Suites-Indianapolis-Downtown-Indiana/directions.do</a>	317-236-1847	\$114	CB, FC, GL, IP
8	<b>Indianapolis Marriott Downtown</b> 350 West Maryland Street, Indianapolis, IN 46225 <a href="http://www.marriott.com/hotels/fact-sheet/travel/indcc-indianapolis-marriott-downtown/">http://www.marriott.com/hotels/fact-sheet/travel/indcc-indianapolis-marriott-downtown/</a>	317-405-6086	\$114	CI, FC, IP, R
6	<b>The Westin Indianapolis</b> 50 South Capitol Avenue, Indianapolis, IN 46225 <a href="http://www.starwoodhotels.com/westin/property/overview/index.html?propertyID=1033">http://www.starwoodhotels.com/westin/property/overview/index.html?propertyID=1033</a>	317-262-8100	\$114	CI (public areas), FC, IP, R
4	<b>Hilton Indianapolis Hotel and Suites</b> 120 West Market Street, Indianapolis, IN 46204 <a href="http://www1.hilton.com/en_US/hi/hotel/INDDNHF-Hilton-Indianapolis-Hotel-Suites-Indiana/index.do">http://www1.hilton.com/en_US/hi/hotel/INDDNHF-Hilton-Indianapolis-Hotel-Suites-Indiana/index.do</a>	317-822-5802	\$109	FC, IP
7	<b>Hyatt Regency Indianapolis</b> One South Capitol Avenue, Indianapolis, IN 46204 <a href="http://indianapolis.hyatt.com">http://indianapolis.hyatt.com</a>	317-616-6082	\$109	CI, FC, IP, R
1	<b>Courtyard by Marriott at the Capitol</b> 320 North Senate Avenue, Indianapolis, IN 46204 <a href="http://www.marriott.com/hotels/travel/indcd-courtyard-indianapolis-at-the-capitol/">http://www.marriott.com/hotels/travel/indcd-courtyard-indianapolis-at-the-capitol/</a>	317-684-7733	\$104	CI (public areas), FC, GL, IP, R
2	<b>Residence Inn by Marriott Downtown on the Canal</b> 350 West New York Street, Indianapolis, IN 46202 <a href="http://www.marriott.com/hotels/travel/indri-residence-inn-indianapolis-downtown-on-the-canal/">http://www.marriott.com/hotels/travel/indri-residence-inn-indianapolis-downtown-on-the-canal/</a>	317-822-3500	\$104	FC, IP
14	<b>Staybridge Suites City Centre</b> 535 South West Street, Indianapolis, IN 46225 <a href="http://www.ichotelsgroup.com/staybridge/hotels/us/en/indianapolis/indci/hoteldetail">http://www.ichotelsgroup.com/staybridge/hotels/us/en/indianapolis/indci/hoteldetail</a>	317-536-7500	\$104	CI (public areas), FC, GL, IP
11	<b>Crowne Plaza Downtown at Historic Union Station</b> 123 West Louisiana Street, Indianapolis, IN 46225 <a href="http://www.ichotelsgroup.com/crowneplaza/hotels/us/en/indianapolis/inddt/hoteldetail">http://www.ichotelsgroup.com/crowneplaza/hotels/us/en/indianapolis/inddt/hoteldetail</a>	317-631-2221	\$99	CI (public areas), FC, IP
... Congress Hotel ...				
9	<b>Hampton Inn Indianapolis Downtown</b> 105 South Meridian Street, Indianapolis, IN 46225 <a href="http://www.hamptoninn.com/en/hp/hotels/index.jhtml?ctyhocn=INDDTHX">http://www.hamptoninn.com/en/hp/hotels/index.jhtml?ctyhocn=INDDTHX</a>	317-261-1200	\$99	CB, FC, GL
10	<b>Omni Severin Hotel</b> 40 West Jackson Place, Indianapolis, IN 46225 <a href="http://www.omnihotels.com/FindAHotel/IndianapolisSeverin.aspx">http://www.omnihotels.com/FindAHotel/IndianapolisSeverin.aspx</a>	800-843-6664	\$99	AS (6 a.m. & 10 a.m., M-F), CI (public areas), FC, IP, R (ask about other benefits with Omni rewards program—free to join)
3	<b>Sheraton Indianapolis City Centre</b> 31 West Ohio Street, Indianapolis, IN 46204 <a href="http://www.starwoodhotels.com/sheraton/property/overview/index.html?propertyID=3054">http://www.starwoodhotels.com/sheraton/property/overview/index.html?propertyID=3054</a>	317-635-2000	\$97	CB, CI (public areas), FC, OP
13	<b>Comfort Suites City Centre</b> 515 South West Street, Indianapolis, IN 46225 <a href="http://www.comfortsuites.com/hotel-indianapolis-indiana-IN233">http://www.comfortsuites.com/hotel-indianapolis-indiana-IN233</a>	317-631-9000	\$95	CB, CI, FC, GL, IP, R
12	<b>Holiday Inn Express Indianapolis Downtown</b> 410 South Missouri Street, Indianapolis, IN 46225 <a href="http://www.ichotelsgroup.com/ihg/hotels/us/en/indianapolis/indms/hoteldetail">http://www.ichotelsgroup.com/ihg/hotels/us/en/indianapolis/indms/hoteldetail</a>	317-968-9595	\$95	AS (\$7), CB, CI, FC, GL, IP



# National Junior Forensic League

Speech and Debate Honor Society



## 2012 NJFL NATIONALS

*June 12-15, 2012*

*Indianapolis, Indiana*

For more information, visit:

[www.JuniorForensicLeague.org](http://www.JuniorForensicLeague.org)



## NJFL MIDDLE SCHOOL TOURNAMENT LOGISTICS

### Tentative Schedule

#### TUESDAY • JUNE 12

Registration will be held 6-9 p.m. at the Crowne Plaza Hotel in downtown Indianapolis.

#### WEDNESDAY • JUNE 13

Students will compete at Ben Davis High School on Wednesday, between 8 a.m. and 8:30 p.m. The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

#### THURSDAY • JUNE 14

Competition continues at Ben Davis High School between 8 a.m. and 8:30 p.m.

#### FRIDAY • JUNE 15

Semifinal and final elimination rounds will be held at the Indianapolis Convention Center. The awards assembly will commence at 3 p.m., followed by the high school national awards assembly at 5 p.m.

### Important NJFL Dates

- Coaches can register online at JoyofTournaments.com. Registration will open on **March 20**. Entries are due **May 18**.
- Congressional Debate legislation must be emailed by **May 1** to [legislation@juniorforensicleague.org](mailto:legislation@juniorforensicleague.org).
- Orations must be emailed by **May 30** to [orations@juniorforensicleague.org](mailto:orations@juniorforensicleague.org).
- Media release forms, signed by each student's parent/guardian, must be submitted with fees by **May 30**.
- All fees, including judge bond, must be received in the national office by **May 30**.
- A school/club risks forfeiting participation if fees and media release forms are not received on time; a late fee of \$200 will be assessed for fees and forms received after **June 3**.

### Other Details

- Coaches are asked to *carefully* review all tournament information at [www.JuniorForensicLeague.org](http://www.JuniorForensicLeague.org).
- High school student judges will be trained more rigorously and used more sparingly. We are requiring middle schools to bring judges for each division in which they have students (CX, LD, or PF, Speech, and Congress) as a condition for registering. More details will be available on the website.

### Please Read Before Selecting Lodging!

Please read the information for high school coaches, relative to lodging (p. 10-13). Please say "NFL / National Forensic League" block when booking rooms, and only book with recommended hotels for the reasons listed. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties. All hotel properties on the list are easily accessible and are within 15-20 minutes by interstate or surface streets of every competition venue. Maps from all listed hotels and competition venues will be available online at [www.JuniorForensicLeague.org](http://www.JuniorForensicLeague.org).

### Competition Event Patterns

(NEW FOR 2012)

**Pattern A:** Public Forum, Lincoln-Douglas, Policy Debate, Duo, Impromptu, Poetry

**Pattern B:** Congress, Extemp, Oratory, Declamation, Prose, Humorous, Dramatic, Storytelling

# REACH

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***The checkered  
flag is waving, and  
Indianapolis  
is just around  
the next turn!***

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when I kept running into NFL National  
Champions among the camp staff.”***

***– Bobby Phelps,  
Coach, Fort Osage High School (MO), 2011 NCI Attendee***

### Our reputation is in our students' success...

- ❖ Wake Forest Champion in Original Oratory
- ❖ 2 New York City Invitational Champions
- ❖ 2 Yale Invitational Champions
- ❖ 5 Blue Key Invitational Champions
- ❖ 3 Glenbrooks Champions
- ❖ Princeton Invitational Champion in Dramatic Interpretation

**Don Crabtree,  
Curriculum Director**

***July 20–August 3, 2012  
Extension August 3–6, 2012***



## NFL Seeks Content Manager / Learning Management System Administrator



### Job Description:

The National Forensic League (NFL) seeks a content manager who will be responsible for developing the content and voice for all aspects of the organization's online presence. The NFL will debut a new website with a learning management system that will also involve new content for speech and debate activities. This site as well as other NFL web properties will require full time management from our regional office located in West Des Moines, IA.

In addition to writing, editing, and proofreading site content, this person also will work closely with our in-house video productions staff, as well as our third party web developers, to maintain site standards with regard to new development. This person will manage a team of volunteers who will produce content for the site. A high level of editing and formatting for consistency and pedagogical standards will be required. Content creation may be required, so the individual will have extensive knowledge of contemporary high school speech and debate activities, preferably as an alum or a coach.

The manager also will be responsible for managing the organization's new learning management system. This will involve identifying potential for new material and working with staff and volunteers to obtain new content, as well as setting pedagogical standards for the instructional material. This position will be responsible for building the coursework and distributing it online. Previous experience with online learning or learning management systems preferred.

### Qualifications:

- Previous experience with National Forensic League activities is required. Candidates without such experience will not be considered, without exception. Previous teaching/coaching experience is desired but not required.
- Exceptional communication and organizational skills.
- Advanced knowledge of HTML and experience with popular content management systems (Drupal, Word Press, etc.).
- Ability to manage multiple projects in a fast-paced, deadline-driven environment.
- Knowledge of Adobe products including eLearning Suite (especially Captivate) desired.
- Proven ability to build consensus and work effectively within a cross-departmental team.
- Experience managing content and production for high traffic websites.
- Bachelor's degree.
- Passion, integrity, and energy!

**Location:** West Des Moines, IA.

**Salary and Benefits:** Competitive compensation offered, dependent upon qualifications; vacation and sick time; health benefits.

**About the NFL:** We are a 501(c)3 not-for-profit honor society created to recognize high school students in speech and debate. This year, more than 120,000 high school and middle school students, representing nearly 3,000 schools nationwide, are building their communication, leadership, cognitive, and presentational skills as members. Since 1925, more than 1.3 million students have found their voice in the NFL. For more information, visit [www.NFLonline.org](http://www.NFLonline.org).

Please submit cover letter,  
Curriculum Vitae, and evidence  
of qualifications to:

National Forensic League  
Content Manager Job Search  
125 Watson Street, PO Box 38  
Ripon, WI 54971-0038



# Families *Leading* the Way

The parents of the students featured here made recent gifts to the **Bruno E. Jacob Youth Leadership Fund** in honor of their 2011 National Tournament competitor. Their generosity supports the NFL in giving youth a voice for generations to come.

**HONORING  
STUDENTS**



To: **Kevin L. Colbert, Jr.**  
*Memorial High School, TX*

Message: **Way to go, Kevin! Wishing you much success this year in debate.**

From: Cynthia Colbert Riley

To: **Sarah Lubiner**  
*Pine View School, FL*

Message: **Congratulations, Sarah! We are so proud of you. Love, Mom and Dad**

From: Jill and Eric Lubiner

To: **Catherine Holland**  
*University High School, IL*

Message: **Congratulations, Catherine Holland, NFL Finalist, 2011 Dallas**

From: Patricia Carlson and Daniel Holland

To: **Anne Meeker**  
*Laurel School, OH*

Message: **Your accomplishments leave us speechless!**

From: Mom and Dad

To: **Marc Jacome**  
*Glenbrook South High School, IL*

Message: **Son, we continue to be amazed! We respect your hard work and the person you have become.**

From: Mom and Dad

To: **Serene K. Singh**  
*The Classical Academy, CO*

Message: **For Our National Champion 2011... Dear Serene: Life may not be the party we hoped for, but while we are here, let's forensicate! Love, Papa, Mom, Gobind, and Naureen**

From: Dr. G. B. Singh

To: **Madeline N. Krebs**  
*Ronald Reagan High School, TX*

Message: **Maddie, we are so proud of your hard work and accomplishments while involved with forensics. Your commitment to the program is outstanding. Love, Mom and Dad**

From: Vance and Laura Krebs

*Thank you!*

**Today's students need forensics  
more than ever before.**

*The NFL's mission is to promote high school and middle school speech and debate activities as a means to develop a student's essential life skills and values. To join us in this critical effort, please send your tax-deductible donation to NFL, PO Box 38, Ripon, WI 54971-0038. You may also visit [www.NFLonline.org/Giving](http://www.NFLonline.org/Giving) to contribute online.*

## PROGRAM DESCRIPTION

The Ivy Scholars Program offers three innovative, intensive summer educational experiences for 2012 that feature interdisciplinary college-level non-credit academic study with leading scholars and practitioners. A very select group of high school students from across the United States and around the world will learn from members of Yale's world-class faculty, scholars from other leading institutions, distinguished fellows, and top government and business practitioners on a wide range of issues facing national and international leaders. Over the past several years, instructors have included such luminaries as Paul Kennedy, John Lewis Gaddis, Charles Hill, Adam Tooze, John Negroponte, Paul Solman, Robert Shiller, Steven Smith, Walter Russell Mead, Jonathan Schell and others.

## STUDENT PROFILE

We are seeking outstanding high school student leaders with strong academic records, passion for national and international issues, and who wish to make substantive and lasting contributions to their communities and the world. Because our programs are conducted as college-level academic and leadership development programs, students are expected to be mature, focused, responsible, articulate, passionate, and willing to engage in discussions over difficult moral and policy issues. The Ivy Scholars Program focuses on developing future senior leaders in government, business, public service, and education, and to that end, seeks student scholar-leaders who have strong written and verbal communication skills, can read and analyze large amounts of material, draw well-reasoned conclusions, and consistently adhere to a high standard of personal and professional conduct. These special academic and leadership development programs are for extraordinarily capable individuals of strong character who know who they are, possess a strong desire to study the most important ideas of our time, and have a calling to someday serve at the very highest levels of government, business, public service, and education.

## THREE INTENSIVE ACADEMIC AND LEADERSHIP DEVELOPMENT EXPERIENCES FOR 2012:

### **Program in American Political Philosophy, Law, and Economics • 8 July – 21 July 2012**

- Focus on the great ideas and thinkers in American political philosophy, legal thought, economics and financial literacy
- Ideally suited for scholar-leaders who are considering careers in politics, law, business, and public service
- Designed for rising junior and senior high school students as well as post-high school, pre-college students

### **Global Leaders Development Program • 28 July – 11 August 2012**

- Focus on executive writing skills, group facilitation and deliberation skills, and study of major global challenges
- Tracks include *Global Health*, *International Security*, and *International Institutions and the United Nations*
- Designed for rising sophomore, junior, and senior high school students

### **Studies in Grand Strategy for Rising High School Seniors • 29 July – 12 August 2012**

- Focus on strategic writing skills, advocacy and persuasion skills, and the study of Grand Strategy
- Designed for rising seniors and top alumni of the Global Leaders Development Program

Admission is competitive and applicants are encouraged to apply as early as possible.

Need-based financial aid is available. Last year's program attracted top scholar-leaders from across the U.S. and Canada, South America, Europe, the Middle East, and throughout Asia.

Visit our website:

**[HTTP://IVYSCHOLARS.YALE.EDU/](http://ivy scholars.yale.edu/)**



# GAIN EXPERIENCE EXPERIENCE SUCCESS

**Learn from nationally recognized high school coaches when you attend the 6th annual Gustavus Adolphus College Summer Speech Institute for high school students July 21-28, or add two days with our champions' extension session.**

Gustavus has a tradition of forensics excellence. We're 1 of 11 schools in the U.S. to be nationally ranked 5 consecutive years.

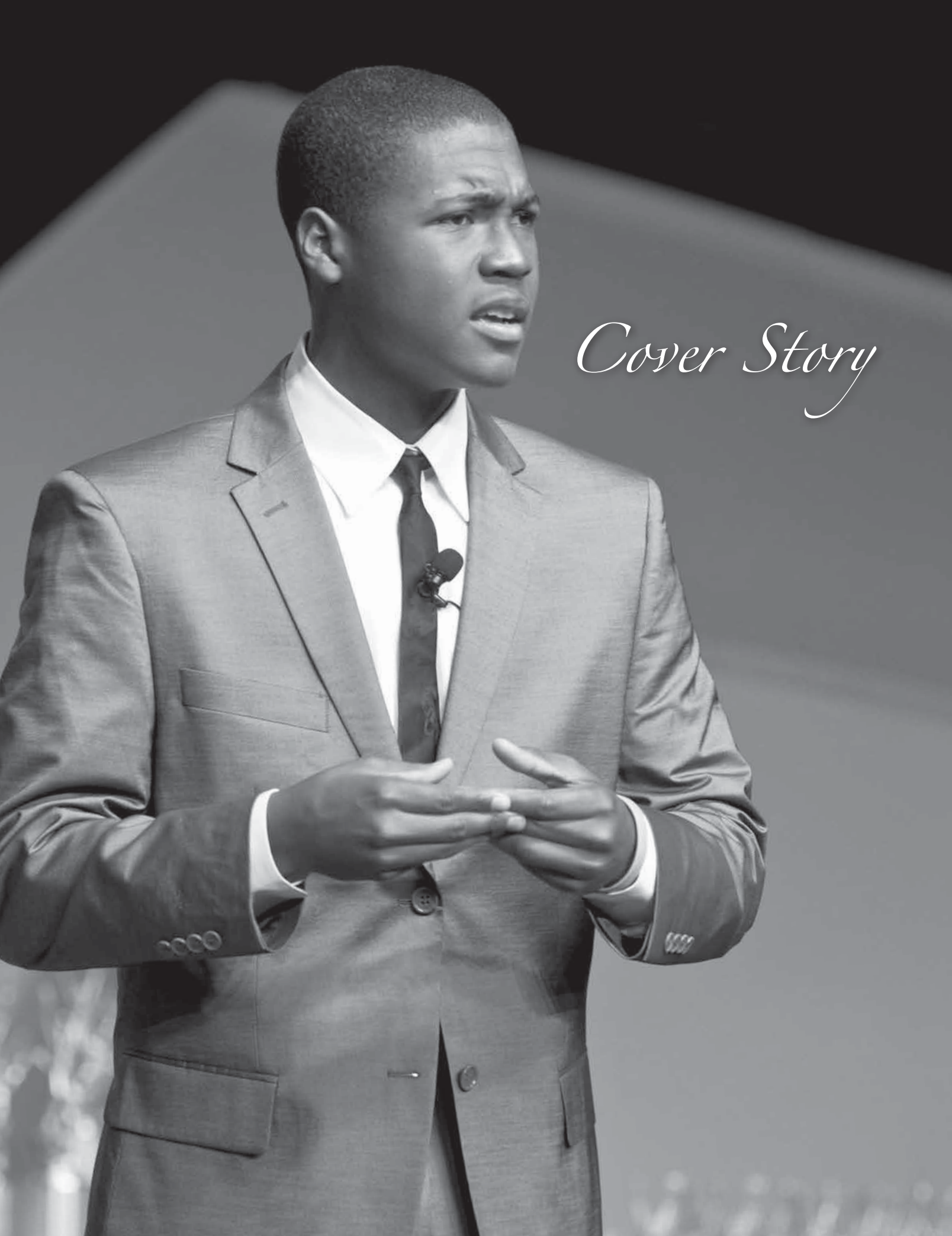
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*Cover Story*



advocacy  
n. The act of arguing in favor of something, such as a cause, idea, or policy; active support.

## Advocating Forensics

by Craig T. Cobane, Ph.D.,  
and Jace T. Lux

*"Coaches are not powerless when it comes to the daunting task of advocating forensics.*

*They have a great 'product,' and they can use the contacts they have to become the academic good news machines for the school."*

Since you are reading this magazine, chances are you have, at the very least, more than a passing interest in speech and debate, and you realize that the tangible and intangible benefits of participation for students, coaches, and schools are immeasurable. Numerous previous studies have demonstrated that speech and debate activities can help produce confidence, speaking skills, research abilities, organizational skills, and writing proficiency in student participants. Speech and debate allows coaches to share and develop valuable skills with their students that they might not be able to share through traditional classroom curriculum. And, of course, a speech and debate team's demonstration of competitive excellence can further the overall academic and co-curricular reputation of the school itself.

Despite its multi-faceted benefits, however, speech and debate teams still often lack the support of more high profile school activities. No one will argue that schools currently face budgetary concerns unlike any others encountered in the past, and these restrictions cause many principals and administrators to make difficult decisions about programs. Most schools can be

pretty sure that the football team is there to stay, but the victims of these cuts are quite often the lower-profile, unsung heroes of the school—programs like the forensic team.

The cost of funding a program is a major consideration. Teams travel to tournaments nationwide during a season that spans from September to June. Add to that the already growing list of travel expenses, the stipends (if any) for a team's coaching staff, the cost of sending students to summer forensic institutes, and ordering literature, and the costs associated with starting and maintaining a team can be viewed by some administrators as unfeasible. These expenses are especially difficult to justify when the benefits are not well understood by decision makers.

This issue of whether or not to fund a forensic team is nothing new. Thompson (1930) argued nearly a century ago that "[p]rincipals have reduced budgets for debating, have ignored debate coaches, and have reduced academic credits for debates" (p. 555). VerLinden (1985) claims, "administrators who would not think of eliminating a science laboratory perceive forensics as an activity that is acceptable but quite expendable" (p. 79).

***"If a school's administration—and, more specifically, the principal—does not support the speech and debate team, it is nearly impossible for that team to flourish."***



It is difficult to pinpoint why support for forensic programs is often scant, but Spiker (1980) claims that "forensic programs have become increasingly isolated from the instructional goals and academic concerns of the speech communication discipline" (p. 78). Hill (1993) states that he finds no correlation between forensics and a development of critical thinking skills. Littlefield (2006) claims "the cost of supporting forensic programs has been held up against the backdrop of unhealthy competition fostering practices considered by some as neither educational nor ethical" (p. 3). As Bartanen (1994) explains:

"Economic conditions and lingering questions about the precise educational benefits of forensics continue to challenge the activity. Recent economic downturns have severely pinched higher education. The resulting resource scarcity has led to the cutback or cancellation of many programs, particularly at state supported institutions... This puts additional pressure on high school programs. Many states do not recognize speech communication as a high school competency area... This does not bode well for the long-term health of the activity at either the high school or college level" (p. 7).

Clearly, the activity is not one whose future is always certain.

It is perhaps most troubling that the positive effects of forensic participation on students are simply not readily apparent to outsiders. Those of us involved in the activity see its benefits every weekend at tournaments, but often, coaches and team supporters have no place to turn to demonstrate its numerous benefits to key decision makers at a school. That is why it is essential that students, coaches, parents, and other supporters are doing all they can to advocate the activity. This article is in no way an all-inclusive list of steps to take in promoting forensics, but rather, offers suggestions that we believe can help foster a supportive environment at your school based on our own personal involvement in the activity and our observation of successful high school and collegiate programs over the last decade.

### **Build Relationships With Administrators**

Obviously, if a school's administration—and, more specifically, the principal—does not support the speech and debate team, it is nearly impossible for that team to flourish. As Cunningham (2005) notes, "the goals of the institution and the

goals of administrators have a definite impact on forensics" (p. 15). Therefore, it is essential that speech and debate coaches and students are doing all they can to build a positive relationship with the school's principal. Numerous high school coaches have told us that one of the best moves they ever made was to schedule a meeting with a new principal and have a student or two give a demonstration so the principal understood exactly what forensics was, the skills it develops, and the impact it has on students.

I (Jace) still compose a press release following every tournament that lists the general achievements of the team, as well as the specific individual achievements of each participating member. One of the regular recipients of this press release is our university President, because it is important to keep him abreast of recent team accomplishments. When he came to our university over a decade ago, he had no previous involvement in or experience with forensics, but through the years, he has developed a passion for the activity and our students. At least once a year, I invite him to a performance to see our students in action and witness firsthand the important work our students are doing.

The forensic coach should seek out opportunities (e.g., school

board meetings, PTA events, etc.) to showcase the talent of these students. The more educational decision makers who see these talented students in action, the better it is in the long run for your program. The accomplishments of the team should be included in the school's newsletter, press releases to area media (and sent to the Board of Education), and prominently displayed within the school. When and where appropriate, include your colleagues (e.g., respected teachers, principals, assistant principals, superintendents, members of the board, etc.) to assist in preparation for tournaments, judge a round or two, and even travel once a year with the team. Then, be sure to share credit for the team's success with them. Use the time with key administrators to continue educating them about forensics and help keep them appropriately engaged. No one will support what they do not understand.

### **Build Relationships With Alumni**

One can never underestimate the value of alumni involvement. Former competitors are a walking testament to the benefits of speech and debate participation. In many instances, they can help coach, judge, and fundraise for the team. They can raise general awareness of the

activity, and can work with current team members to help them carry on the traditions and culture unique to that team. They are in many ways your greatest assets and allies.

Building a strong alumni presence begins when they are students. After every tournament, have a student or two write thank you notes, include a team photo, and send it to key administrators who have assisted the team. Not only is it the right and proper thing to do, but it is a recurring reminder to the administration of the value of their investments. In the Honors College at WKU, we strongly encourage (i.e., do everything possible short of requiring it) every student who is studying abroad or interning outside of Bowling Green to send a few post cards to senior administrators, faculty who wrote letters of recommendation, department heads, and/or college deans, thanking them for their support and for the life-changing opportunity. Invariably, I (Craig) will get an email from the recipient telling me how that post card made their day. Upon the students' return to WKU, I do my best to introduce the students to the recipients and let them talk in more detail about their experiences. I have been surprised how these relations have flourished over time, and now our alumni

are sending post cards, emails, Facebook posts, etc., back to us (and the administrators they bonded with), keeping us abreast of their success. I make it a habit to pass the "continuing good news" on to key administrators. In the short time (five years) we have been doing this, we are seeing a unique connection being made between administrators and these students. These types of connections have been huge dividends for the Honors College and assisted in gaining the support of a number of administrators across campus.

In much the same way, forensic coaches can help foster and develop similar relationships. Teach your students the importance of sending thank you notes, post cards, team photos, etc., from their experiences. It is important that students understand it is about being thankful and gracious, not about "protecting forensics." Additionally, when the local media interviews students, be sure they mention by name the support of the principal, school board, and other key stakeholders.

These small steps are important and will help institutionalize the support of your program over time. Thanking the right people publicly and repeatedly creates an aura of support. If the school board,

***"Teach your students the importance of sending thank you notes, post cards, team photos, etc., from their experiences. It is important that students understand it is about being thankful and gracious, not about 'protecting forensics.'"***

superintendent's office, etc., become some of your biggest supporters, it will be more difficult for them to reduce funding for your program. In the process of institutionalizing your program and creating greater visibility in the community, you will do something even more important—help develop young people who understand the importance of appropriately expressing gratitude to others.

There is no doubt that many of these students will go on to do great things, and will do it with a sense of appreciation to the entities which helped them succeed. Your role is to stay connected and help your team members stay connected to alumni. Create an alumni mailing list, and send your good news (e.g., press releases, newsletters, photos, etc.) to the alumni. Create a Facebook presence for keeping past, current, and future supporters connected. By reaching out to them, you make it more likely that they will reach back to your program. Be sure to invite alumni to annual banquets, tournaments, fundraising events, etc. Even if they cannot attend, they will appreciate the invitation. If they do attend, serve as a judge, or donate financially, be sure to have the students say thank you. If a successful alum is in attendance, and there are members of the administration present, make sure to make introductions (if necessary) and facilitate conversation. Administrators love to hear about success stories (so they can talk about them to state legislators). If that success story has your forensic team as a catalyst, you want it to

be known. In short, alums can help administrators draw a straight line between the forensic experience and success in life. Your job is to help connect the alum and your administration.

### **Build Relationships With Your Community**

Often the biggest proponents for a school's athletic programs are not that school's teachers, coaches, or alumni, but members of the local community. So why should it be any different in the case of forensics? Community members are often the loudest voices of support for school initiatives, and getting them on board with forensics can be a valuable move for a coach. Coaches have a tough challenge of introducing the activity to members of the community, but it is a challenge that can be extremely rewarding. Team showcases, if promoted well, can expose a whole new audience to the activity, which can foster support through word of mouth. Inviting influential community members to serve as final round panelists at local tournaments expands your program's reach. Additionally, every community has a range of professional and service organizations (e.g., Chamber, Rotary, Kiwanis, etc.). These groups are always looking for speakers for their meetings. Make connections with these organizations, provide your best students as speakers, and then keep the members of the club connected to the success of the student and team. Make sure that your administration is aware

that your students are talking to these organizations. The members of these civic organizations are key leverage points within a community, not to mention potential financial supporters to your program. You can imagine how difficult it would be for a principal to cut funding to a program when more than 100 of his/her Rotarian colleagues gush annually about the demonstration your forensic team did at the Rotary Club meeting.

Finally, make sure your team volunteers within the community and put your talented students side by side with people they might not otherwise have encountered. Students learn the importance of giving back, and it helps the community learn more about your program. Community members love to take pride in local students, and if they are made aware of the speech and debate team from a local high school, and can see that team in action both competitively and in the community, they are much more likely to be supportive of the program, and to make their support known.

### **Conclusion**

It is a fact that the forensic team will likely never have its own section in the newspaper, and its accomplishments will rarely be heralded as much as we would like. But forensic coaches are not powerless when it comes to the daunting task of advocating forensics. Forensic coaches have a great "product," and they can use the contacts they have to become the academic good news machines for



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[www.NFLonline.org/DistrictInformation/StudentoftheYear](http://www.NFLonline.org/DistrictInformation/StudentoftheYear)

the school. Establishing relationships with administrators, alumni, and the community will make your task of advocating forensics a little bit easier. ■

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**Craig T. Cobane, Ph.D.**, is the Jarve Endowed Professor in Honors at Western Kentucky University and serves as both the Executive Director of the Honors College and the university's Chief International Officer. His academic background is international relations/security studies, but he is also the author of a number of articles on working with high achieving students and building Honors Colleges/Programs.

**Jace T. Lux** is the Director of Forensics at Western Kentucky University. He has helped transform the WKU forensic team into the most successful college program in the country over the past decade in both individual events and LD debate. He will finish his doctoral work in Educational Leadership in the spring of 2012.

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# Success

## Finding Success

### *The Benefits of NFL Membership*



*"Forensics is important to me personally because it helped me find myself as an individual, as a writer, a speaker, and a human being. Forensics has taught me that I have a voice, and that it matters. And it's only as loud as I allow it to be."*

*— Marcela Rodriguez  
Foothill High School, Nevada*

The NFL approach is simple yet radical: rather than teach students a body of knowledge, forensics provides a unique tool with which students can analyze and synthesize all other information. In doing so, forensics helps students examine all subjects from a critical angle while finding personal connections and meaning within the content. This approach increases retention and understanding while also promoting student engagement and satisfaction.

Interestingly, forensic education affords significant benefits to both gifted and under-performing students, enabling both groups to learn at their own pace and forge personal connections with the material.

Similarly, forensics is equally accessible to wealthy and disadvantaged schools, rural and urban schools, award winning and struggling schools. Anywhere stories are told and arguments rendered, forensics is available to augment the learning process.

National Forensic League membership provides simple, effective resources to help secondary school educators harness critical thinking and student proficiency in listening and speaking literacy to meet **Common Core Standards** outcomes.

- Our speech and debate honor society incentivizes personal growth and achievement for each student and educator member. Our online point structure documents

participation and service, with benchmark degree levels, and national recognition opportunities to acknowledge success both in and outside the classroom.

- Online resources help coaches at all levels of experience build their skill set. Resources include novice training tools, instructional videos and sample performances, curriculum, advocacy tools, and more.
- Professional development opportunities build and reward educators. Programs include coach accreditation, online professional development, summer workshop scholarships, national clinics, and school faculty seminars.
- Inexpensive materials and merchandise further support your program and commemorate student achievement, including a clearinghouse of texts and videos, lapel pins, chenille patches, and graduation honor cords.
- Our online fundraising portal, *GiveYouthAVoice.org*, enables schools to raise funds through an easy and secure online interface that allow donors to give directly to individual causes. Funds raised help schools offset expenses for their speech and debate squads.

For additional information about the benefits of speech and debate, and strategies for promoting them to key stakeholders, visit [www.NFLonline.org/AboutNFL/Advocate](http://www.NFLonline.org/AboutNFL/Advocate). ■

*For a complete list of advocacy resources, visit us online:*  
**[www.NFLonline.org/AboutNFL/Advocate](http://www.NFLonline.org/AboutNFL/Advocate)**

## NFL Advocacy Letter Template

*This one-page letter can be used to explain the benefits of speech and debate education to administrators, school board members, or other people from whom you will need support. To download the customizable template, [www.NFLonline.org/AboutNFL/Advocate](http://www.NFLonline.org/AboutNFL/Advocate).*

[TODAY'S DATE]

[Mr. / Ms. / Mrs. / Dr.] [FIRST NAME] [LAST NAME]  
[TITLE/POSITION OF RECIPIENT]  
[COMPANY NAME]  
[ADDRESS LINE 1]  
[ADDRESS LINE 2]

Dear [Mr. / Ms. / Mrs. / Dr.] [LAST NAME],

I am writing to encourage you to affirm the importance of speech and debate education. [IF A MORE SPECIFIC ACTION IS NEEDED, MENTION THAT HERE.] Forensics is a unique and valuable activity for students because it promotes success, teaches critical thinking, and helps students belong. Your support can impact the lives of thousands of students by giving them access to these life-changing benefits of speech and debate education.

First, forensics enables students to succeed in the classroom and the business world, often in the face of tremendous adversity. Students receive effective instruction in communication, presentation, professionalism, interpersonal relationships, and a number of other vitally important realms. Not surprisingly, students who have received speech and debate training go on to become leaders in business, government, science, journalism, and education.

Second, forensics teaches students to think. Improvements in critical thinking skills are some of the most commonly documented gains of competitive forensics. This is significant because today's students are bombarded with messaging that is designed to capture their attention and sway their perspectives. Speech and debate education teaches students to be savvy media consumers and critical recipients of the messaging they receive.

Finally, forensics gives students a place to belong. Before tolerance was a buzzword, it was the reality in forensics. Our alumni report that they find their niche in forensics, often using the activity as a sanctuary to embrace their individuality, explore their creativity, or discover their potential. Moreover, increases in student respect and tolerance can help mitigate bullying and promote a safe learning environment for all.

For all of these reasons, I urge you to support speech and debate education in our area. If I can provide any additional information or clarification, please do not hesitate to contact me at the information above.

Sincerely,

[YOUR SIGNATURE]

[YOUR NAME]  
[YOUR TITLE]  
[YOUR EMAIL, IF DESIRED]  
[YOUR PHONE, IF DESIRED]

### MORE DOWNLOADS!



#### Advocating Debate and Speech (Forensic) Education

This comprehensive one-page resource summarizes many of the positive outcomes of forensic education, citing relevant research and providing resources for further reading.

#### Scholastic Benefits of Speech and Debate Activities

This four-page document summarizes key pedagogical and scholastic impacts of speech and debate, providing a list of how specific English language arts and social studies standards are achieved.



# NFLtv.org

## **THE INTERNET'S LARGEST SPEECH AND DEBATE VIDEO PORTAL KEEPS GETTING BIGGER.**

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The interactive series also can be helpful to explain events to new students and coaches and help other educators understand what we do. Members may access these materials at any time, for free!



## Exploring Esteban's World

### *Examining the Role of Speech and Debate in the Life of a Special Needs Student*

*by Allison M. Huntley,  
with Charles L. Slater, Ph.D.*

***Want to learn more?  
Read the full text  
of Huntley's action  
research study online:***

***[www.NFLonline.org/  
Main/Esteban](http://www.NFLonline.org/Main/Esteban)***

**A**utism is a developmental disorder that affects the brain's normal development of social and communication skills (National Center for Biotechnology Information, 2010). A puzzle piece is often used as a symbol for ASD because although there is speculation as to what may cause autism and there are different ways of helping those with autism function alongside those who are neuro-typical, the disorder still remains very much a mystery. Children with ASD do not all exhibit the same behaviors; some have stronger social and communication skills than others. Educational and behavioral interventions are the current ways of treating ASD; millions of dollars are spent each year to find the cure and cause for autism (National Institute of Neurological Disorders and Stroke, 2010).

I teach and coach forensics at California High School in Whittier. Last year, while taking a group picture for speech and debate, I was approached by Esteban (pseudonym); he told me that he would do whatever he had to in order to join the team. We had not yet started recruiting freshmen, but his passion impressed me. After completing the application and interview process, I learned from one of his teachers that he has ASD.

This did not sway my decision either way as to whether to accept him on the team. It did, however, spark my interest in seeing how Autism and forensics might connect.

Esteban is a child with multiple special needs; he is an autistic, English learner from a single parent home. Esteban's Individualized Education Plan (IEP) outlines his strengths and weaknesses. As a result of his IEP, his case manager and teachers work to improve Esteban's written and verbal skills. To improve his verbal communication, Esteban sees a speech therapist every Tuesday in a group setting. She works with him, alongside two other students with ASD, in order to help them learn how to "function in social situations and maintain conversations." She also works with him individually on an irregular basis to work on appropriate phrasing.

California High School is located in an urban area in Southern California. It is part of a district made up of five comprehensive high schools, one adult school, a continuation school, and an alternative studies school (About, 2011). The district has received several accolades. It was determined to be a "district of excellence" by the University of Southern California, with the researchers noting the district is able to overcome the urban challenges it faces. Dr. Doug

Exploring

***"Although it may seem strange to place someone who has speech delays and/or articulation programs into a program where one competes in speech, the nature of the program encourages one to hone his or her speaking skills."***

Reeves and Dr. Rick Dufour have recently written books highlighting the accomplishments of the district (USC Researchers, 2011).

The purpose of this study was to explore the experience in speech and debate of a child with multiple special needs. Through this study, I wanted to learn ways that speech and debate could positively affect children who are English learners and/or autistic. I hoped that it would create a dialogue about the strengths of speech and debate and the need to involve students with special needs in the activity. The question was what is the experience of an autistic, English learner in a speech and debate program?

Several themes emerged. Esteban perceived that speech and debate affected his life in multiple ways, including his social relationships and his written and verbal communication skills. His speech and language therapist saw a change in Esteban's verbal and articulation skills during the time he has been a member of the team. She believed that speech and debate greatly contributed to this change. Esteban's writing became more organized than it was prior to joining speech and debate, but he still struggles with narrative writing. Esteban's father perceived a change in Esteban's attitude toward school during his time on the team.

### **Personal Connections**

Prior to entering high school, Esteban had problems making personal relationships. This was in part because he had changed schools during his middle school years, and it was also because he had problems relating to others. After reading Dale Carnegie's *How to make friends and influence people*, Esteban decided that he wanted to prioritize making friendships because it would help him with his future goal of being a "powerful man, either a businessman or a politician." He had been told by a car salesman that he should join the debate team in high school, and he credited that comment, coupled with Dale Carnegie's writings on the power of public speaking, made him decide that he wanted to join speech and debate.

Esteban said that within the first month of joining speech and debate, he made friends with other team members. Others also reported seeing a difference in his friendships after joining the team.

Personal connections were also seen during observations. When Esteban first joined the team, he offended a few students, so they distanced themselves from him. Within two months of being on the team, I saw him regularly engage in conversations with team members. He even offered to organize a



tournament and a social activity so that his “speech and debate family” could spend more time together outside of school.

### Effects on Skills

I have also seen an improvement in articulation. When he first joined the team, he decided to compete in an event known as Oratorical Interpretation. In this event, students interpret a speech that was given by another person. The first time he gave the speech for me, I told him that he was speaking too loudly and too quickly. These comments were echoed on the ballots that were filled out by his judges. After receiving input from his coach and judges, Esteban worked to speak more slowly, clearly, and at an appropriate volume.

Esteban said that he noticed a difference in his writing skills since joining the team. He acknowledged that he still needs to improve, but he said that debating has helped him with the format of his work.

I saw a difference in his written work from one paper to the next. The first paper was very difficult to follow. It was slightly over one page in length, and it was a single block of text with no paragraphs. There also did not appear to be an introduction or conclusion. The second paper was still difficult to follow, but there were paragraphs and phrases used to clarify arguments in debate. He was asked to write about a person who has made a big difference in his life, and he wrote about his forensic coach. The most recent paper showed that Esteban still struggles

with narrative writing; the paper is a short story, but it lacks a lot of thorough characterization and plot elements.

### Implications

Forensics can be viewed as a possible intervention for students with ASD. Bellini (2006) found that public speaking is an intense fear of children with autism. They become anxious of social situations that cause embarrassment. Forensics, therefore, may seem like something that should be avoided by children with ASD. However, if Esteban’s experience is indicative of involvement in a forensic program, it is an ideal environment for working to overcome this fear. It allows for confronting an anxiety, in this case public speaking, in a nurturing environment.

Forensics may also help with behavioral problems. Osborne and Reed (2011) found that mainstreamed special education students often have difficulty behaving in mainstream classes. Furthermore, Chiang (2008) found that behavior problems often deal with deficiencies in expressive communication. Speech and debate, according to Wade and Zorwick (2009) gives voice to one’s thoughts. Involvement in the program, therefore, may possibly assist one with improving expressive communication which in turn would decrease behavior problems.

Last, students with ASD have difficulty forming peer relationships (McConnell, 2002; Bellini, Peters, Benner, & Hopf, 2007). Forensics offers those students an opportunity

to interact with general education students. Because it is a team requirement to work with others in order to practice and research, an environment that fosters peer relationships is created. These relationships may lead to a decrease in the anxiety and depression often experienced by those with ASD.

Although it may seem strange to place someone who has speech delays and/or articulation programs into a program where one competes in speech, the nature of the program encourages one to hone his or her speaking skills. Algozzine, Browder, Karvonen, Test, and Wood (2001) found that special education students are often denied involvement in designing their educational program, both in terms of input in their IEP and selection in programs outside the school day in which they involve themselves. They contend that allowing special education students to choose their extracurricular activities is an important outcome of the educational process. Encouraging students to join forensics can fulfill this; they would not be required to participate, but if they chose to do so, they would have the option of competing in two of twelve different speech events and/or one of five types of debate.





## Recommendations

Speech and debate programs are rarely funded in high school, despite the fact that the costs of running a program are smaller than the budgets of most sports (N. Kamel, personal communication, March 12, 2011). If administrators and policymakers see the value of forensics for students with ASD, providing funding for each autistic student who is admitted onto the team would create incentive for forensic coaches to encourage autistic students to join. Additionally, this funding could

create opportunities for speech therapists and forensic coaches to collaborate in order to help these students be successful.

This research study may have had as big of an effect on me as forensics has had on Esteban. Speech and debate has always been the defining activity of my life. This study has opened my eyes to even further potential that it has. Working with Esteban has encouraged me to recruit more autistic and special needs students onto my team, which has mostly been restricted to honors students until now. It has

reinforced my view that forensics is the most rewarding extracurricular activity a school can offer. ■

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**Allison M. Huntley** teaches and coaches forensics at California High School in Whittier, where she founded a team in November of 2008. She was a competitor in high school. This article is an abridged version of the action research study she completed as part of her master's degree in Educational Administration from California State University Long Beach.

**Charles L. Slater, Ph.D.**, is Professor of Educational Administration at California State University Long Beach. He previously served as superintendent of schools in Texas and Massachusetts. His major research interest is educational leadership in the U.S. and Mexico.

**Read the full text of Huntley's action research study online: [www.NFLonline.org/Main/Esteban](http://www.NFLonline.org/Main/Esteban)**

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Forensics coach at Central Cabarrus HS. Has coached orators and interpers to finals at Wake, Blue Key, Emory, Harvard, and semifinals at NFL Nationals.

**Robert Sheard, Extemp Curriculum Director:**

Head coach at Durham Academy. Coached the 2008 Public Forum NFL National Champions and the Harvard Extemp champion.

**Juan De La Cruz, Interp Instructor:**

Assistant coach at Centennial HS. Has coached state champions in four different states. His students have reached late elims at various national circuit tournaments and semifinals at NFL Nationals.

**Brittany Stanchik, Congress Instructor:**

Assistant coach for Congress at Desert Vista HS in Arizona. Was a 2009 finalist in Congress at NFL Nationals and coached the 4th place student in House at NFL Nationals in 2011.

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## *In Memoriam*

The National Forensic League mourns the loss of **Robert W. Jordan** of Springfield, Missouri, who died of a heart attack on December 12, 2011, at the age of 46.

Bob attended Baker University and then Southwest Missouri State University, graduating with a degree in Socio-Political Communication and Rhetoric. He was a member of the debate team and finished in third place at the National Tournament his senior year.

He worked in the Systems office of Meyer Library at Missouri State University. Bob also served as head coach for the Pershing Middle School soccer team, where he strove to make certain that players both enjoyed and learned from their athletic experience. A lifelong interest and love of academic debate prompted him to found PFDebate, LLC in 2004, providing research and information to the high school Public Forum debate community.

The NFL expresses sincere condolences to the family of Robert Jordan.



**Donald Queener**, longtime and popular speech coach at Concord High School in Elkhart, Indiana, passed away in his sleep at the age of 81 on December 18, 2011. He suffered from Alzheimer's disease.

In his time at Concord, his positions included speech teacher and coach, musical director, play director, cheerleader sponsor, and English teacher. Don was a three-diamond coach, and served as the Northern Indiana District Chair from 1963 to 1965.

Jeff Stutzman, the current speech coach at Concord, attests that while Don retired from teaching and coaching in 1995, his legacy helped establish the program and still continues in the support the program receives from the administration, school board, and community.

The NFL extends its deepest sympathies to the family of Donald Queener.





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Gregg Martinson	Roseville Area High School	MN	1,233
Adam Webster	Weber High School	UT	1,186
Robyn Haug	Brentwood High School	MO	1,163
Eric M. Oddo	Niles West High School	IL	1,142
Bobby Phelps	Fort Osage High School	MO	1,141
Jennifer Medina	East High School	IA	1,118
Holly Hunt	Vines High School	TX	1,113
Justin Smith	The Pembroke Hill School	MO	1,105
Melissa Lowry Sullivan	Southridge High School	OR	1,096
Stephen Horn	Plano East Senior High School	TX	1,074
Mark L. Urban	Dwight D. Eisenhower High School	IL	1,071
E. Jason Clarke	Fort Collins High School	CO	1,070
Joshua Jackson	Dixie High School	UT	1,068
Amanda Nicole Adams	Campus High School	KS	1,059
Jennifer Stark	Ralston High School	NE	1,054
Margo Batha	Los Alamos High School	NM	1,046
Travis Hiltbrunner	Wylie Sr. High School	TX	1,046
Gretchen Ross	Watertown High School	SD	1,045
Brian Hoff	The Classical Academy	CO	1,041
Sharon Shepard	Valparaiso High School	IN	1,040
Shanda Gance	Centaurus High School	CO	1,034
Sean Hiland	St. Pius X Catholic High School	GA	1,034
Cathryn Geyer	Lodi High School	CA	1,033
Nancy H. Green	The McCallie School	TN	1,032
Dan Hansen	Mukwonago High School	WI	1,032
Sydney Howard Peterson	Ridgeview High School	CA	1,027
Julie Laffen	Pittsburg High School	KS	1,023
Justin Charles Weaver	Coral Springs High School	FL	1,021
Michelle Hill	Desert Vista High School	AZ	1,020
John P. Gonzales	Cleveland High School	OR	1,019
Jason Summers	Iona Preparatory	NY	1,019
Ivan Klousia	St. Michael's Academy	TX	1,017
Tim Cook	Salado High School	TX	1,016
Scott Moore	Deer Lakes High School	PA	1,015
Kristin Carbone	Martin County High School	FL	1,014
Robert Mike Perry	North Crowley High School	TX	1,013
David Dejesa	Riverside High School	SC	1,006
Amelia Toone	Clearfield High School	UT	1,004
Terrick Brown	Alief Taylor High School	TX	1,003
Jessica Matthews	Keys High School	OK	1,002



# *New Diamond Coach Recognition*



## ◆ FIFTH DIAMOND ◆

**Beth Goldman**

Taravella High School, FL

December 7, 2011

20,490 points

Beth Goldman began coaching speech and debate at Taravella High School in Coral Springs, Florida, when the school opened in the early 80s. Prior to that, she taught Speech, Drama, and English at William Cullen Bryant High School in Astoria, New York. She earned her B.A. degree in Speech and Drama from Hofstra University in Hempstead, New York, and her Master of Science in Speech Education from Queens College in Flushing, New York.

She has coached for 30 years. During this time, she ran a successful afterschool debate program in Broward County for novices, was Regional Director for the Florida Forensic League, and NFL Chair several times. Her team earned the leading chapter award three times.

She was named Outstanding Speech, Drama, and Debate Educator of the South East Region presented by the National Federation of High Schools in 2000 for the Southeastern section of the country. Goldman also won Regional coach of the year twice and State coach of the year in 2004-05 from the Florida Forensic League. She has coached a CFL National Champion and several NFL finalists and numerous state champions.

She was inducted into the University of Florida Blue Key Gator Guard in 2003. She also received the Mason Mentor award from George Mason University. Goldman also has run workshops and mentored new coaches in her area. Goldman was accepted into the Broward County Recognition Program, which is basically National Boards for teachers who do not teach classes that are recognized by National Board. She also was named one of five finalists in Broward County's Teacher of the Year 2011-2012 competition.

Her biggest challenge occurred four days before the NFL National Tournament in Birmingham, Alabama, when she was diagnosed with stage 3 breast cancer. She postponed her surgery so she could attend the tournament with her students. Her students finished fourth in Public Forum and sixth in Extemp. This encouraged her to continue to teach and coach throughout a grueling year of chemotherapy and radiation. She wanted to be there for her team.

# *Fifth*



# *New Diamond Coach Recognition*



◆ **THIRD DIAMOND** ◆  
**Stan Smith**  
Southeast High School - Wichita, KS  
July 12, 2011  
8,202 points



◆ **THIRD DIAMOND** ◆  
**Eric Simone**  
Boardman High School, OH  
November 15, 2011  
14,519 points



◆ **THIRD DIAMOND** ◆  
**Judie Roberts**  
Skyline High School, UT  
November 27, 2011  
7,804 points



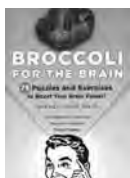
◆ **THIRD DIAMOND** ◆  
**Tim Hughes**  
Belton High School, MO  
December 8, 2011  
10,801 points



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# YOU THINK WHAT YOU READ

READING HELPS YOU BECOME A BETTER SPEAKER  
because books encourage you to be a better thinker. Pick up a  
new book at the NFL store and give your brain some exercise!



**NATIONAL  
FORENSIC  
LEAGUE**

Speech and Debate Honor Society

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[www.NFLonline.org](http://www.NFLonline.org)



# *New Diamond Coach Recognition*



◆ **SECOND DIAMOND** ◆

**Ben Osborne**

Vestavia Hills High School, AL

October 25, 2011

4,803 points



◆ **SECOND DIAMOND** ◆

**Dan Meyers**

Presentation High School, CA

October 30, 2011

3,811 points



◆ **SECOND DIAMOND** ◆

**Jeri Connors Willard**

Winnetonka High School, MO

October 30, 2011

5,081 points



◆ **SECOND DIAMOND** ◆

**Alli Martin**

Alta High School, UT

December 3, 2011

4,355 points



◆ **FIRST DIAMOND** ◆

**Harry W. Strong**

Des Moines Roosevelt High School, IA

October 17, 2011

1,567 points



◆ **FIRST DIAMOND** ◆

**Bryan Whyte**

Carthage High School, MO

November 5, 2011

4,231 points



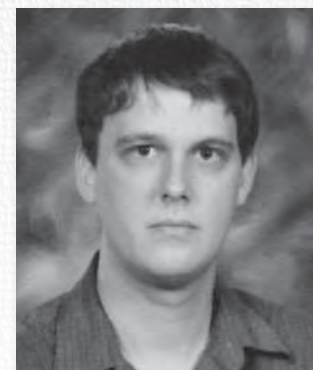
◆ **FIRST DIAMOND** ◆

**Zachary Prax**

Chanhassen High School, MN

November 6, 2011

1,672 points



◆ **FIRST DIAMOND** ◆

**Joshua Furrie**

Maumee High School, OH

November 12, 2011

1,726 points





# COACH PROFILE

## KERRY KONDA

*Kerry Konda is in his fifth year of coaching and third season as head coach at Aberdeen Central. He was selected as the Outstanding Young Speech Teacher Award by the Speech Communication Association of South Dakota.*

- **How did you become involved in speech and debate?** In high school, I was never the top competitor, but I saw speech and public address events as a way that would prepare me for any future career. Very few people would compete in speaking events for scholarships, and oral interp gave me the confidence to be competitive in these types of events.

- **Why did you decide to become a speech and debate coach?** I wanted to pass on the idea of how speech and debate prepares you for any career. The opportunities are endless for people who know how to effectively communicate, research, and write.

- **Tell us a little about your school and forensic program and the features that make them unique.** Our school enrollment is 1,200 students, 9-12, located in South Dakota's third largest city. In the mid-1990s, our program was struggling, with few kids out. It was revitalized under R. Jon Frey, who laid the foundation upon which I have been able to build. When I took over as the novice

debate instructor, we had 65 kids signed up for our hybrid Debate and American Government class. Four years later, 125 kids signed up. The number of degrees and our retention rates has steadily climbed the past four years. Four years ago we barely had over 300 degrees; now we have 430, and the season is just starting.

What makes our program unique is tri-fold. First, the Debate and American Democracy class fulfills two graduation requirements for freshmen, so we recruit early. It is a very hands-on class that has lots of one-on-one time with each student.

Second, I focus a lot on my novices. They are the lifeblood of any program, because without giving novices a firm base and attracting students who are willing to work, your program suffers. You then lose a tradition of excellence, which is a powerful motivator. We focus on making their first two years positive, because then, their last two years, they have the skills to bring home the hardware.

Third, our program philosophy is to create competent speakers, researchers, and writers so when they leave our program, they have the skills to be successful in life. Kids buy into the idea that we will spend time and effort with anyone willing to work. The thing is, if you give the kids these skills, the wins and championships will follow.

- **What challenges do you face as a coach?** Budget cuts have

reduced staff and travel to the bare minimum. We have lost programs due to no funds, declining enrollment, and coach retirement. For example, to have our novice debaters compete in two tournaments, we are now driving seven hours round trip on a Tuesday, when three years ago, we drove three hours. In addition, with our program increasing in size, it is becoming increasingly more difficult to find creative ways to make the budget work.

Coach turnover has been a serious challenge as a head coach. In the past four years of coaching, I have not had a single year where I had my entire coaching staff back. Two consecutive years, I had to replace the entire speech and debate staff. The coaches left because they took different teaching jobs, were burned out from the weekend travel, or were doing it for only one year.

Finally, we are facing an ever increasing number of competitors who have so many outside obligations. It really forces us to be creative with practice schedules and developing competitive teams, because we do not turn anyone away who wants to compete.

- **In what ways has the National Forensic League helped you as a forensic coach?** All the online resources have been a great tool as I develop lesson plans and recruit students. As a new teacher and coach, the resources



# COACH PROFILE.....

have been very useful. The final round DVDs are the best tool when recruiting new students, developing gestures, or when current competitors need some inspiration.

- ***How do your students benefit from membership in the league?***

Students are competitive, so when you talk about the points, awards, and the chance to compete at Nationals, it makes my students excited to get on the bus and go compete. We also showcase the benefits of being a member and how it will help them later on when applying for college.

- ***How does forensics change your students?*** Confidence—that one word says it all. I have watched the shyest girl in the freshman class become a confident speaker by the time she graduates. It engages kids to be active in the classroom and outside. Forensics allows all types of students to shine, because in speech and debate, there is an event for everyone.

It also makes them more rounded and aware of the major issues that are facing our country. For example, every morning, someone is in my room, ready to inform me or discuss a recent happening in world politics or what the 2012 Republican candidates said. Numerous parents have talked to me about how engrossed their child has become with reading current events and wanting to know what they

thought on certain issues. Before, the parents couldn't get them to read anything besides Perez Hilton.

- ***The theme of our February issue is "Advocate Forensics." How do you promote forensics?***

We advocate on two levels: students/parents and school. Our message is, "We are good." Our program is successful, and we take that message on the road to 8th graders and their parents. I argue that my novices have a 71% win rate, showcasing that the students understand and can apply concepts learned in class to competition and other places. I also advocate that the class will challenge them academically and make their child more aware of world events.

We recruit students from the local middle schools before freshman registration. We send over mostly juniors to showcase Public Forum, interp, and Oratory. They talk about their personal experiences and benefits they gain by being in speech and debate. We recruit because our school does not have a middle school program, so these kids have no idea what oral interp, debate, or public address events look like.

In the classroom, a powerful tool I used this year was to record the very first speeches given by seniors when they were freshmen four years ago. I look for the worst speech from a student who is currently on my team. I show the video and then bring in

that now senior student dressed for competition and have them deliver a speech. It has a major impact on the students thinking about joining debate because they literally see the results right in front of them.

On the school level, we showcase that we are competitive each year. We justify our budget by the results we produce and the positive media relations that our program generates. We are a flagship organization, and we work to keep that image by demanding quality productivity from our competitors. We enter various other contests throughout the area like the Voice of Democracy and our kids win. We like to demonstrate that the skills they learn from debating hegemony will be useful elsewhere.

- ***What would you list as your top five reasons to get involved in the NFL, as either a student or coach?***

1. It develops lifelong skills in communication, research, and organization.
2. It's a venue each weekend where you can showcase your skills and what you actually learned in class.
3. It opens your eyes and mind to serious world issues and allows you to develop your own thoughts and opinions.
4. It will make you, either as a competitor or coach, an active and engaged life learner.
5. It develops relationships that you will cherish for a lifetime. ■

# Student Service Citations

The following students have received **Student Service Citations** from the National Forensic League in recognition of outstanding service to speech and debate education. Beginning fall 2011, NFL students receive a Student Service Citation for every 100 service points earned through service activities, such as community speaking or outreach activities. A single act of service usually garners between two and five service points. Students earning Student Service Citations between September 1, 2011, and December 31, 2011, are listed below.



## Student Service Citation, 9th Degree (900+ points)

Michaila K. Nate	Plymouth High School	IN	959
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## Student Service Citation, 8th Degree (800+ points)

Brianna Leigh Drevlow	Drevlow Home School	MN	882
Mikaela A. Henke	Marshall High School	MO	853
Olivia Hilliard	Plymouth High School	IN	819

## Student Service Citation, 7th Degree (700+ points)

Kyle Hendrix	Eastside Catholic High School	WA	792
Sunpreet Singh	The Bronx High School of Science	NY	770
Shai Szulanski	The Bronx High School of Science	NY	752

## Student Service Citation, 6th Degree (600+ points)

Mahmudur Rahman	The Bronx High School of Science	NY	655
Anastasia Kazteridis	The Bronx High School of Science	NY	627
Michael Gellman	The Bronx High School of Science	NY	603

## Student Service Citation, 5th Degree (500+ points)

Ashley Fyffe	Belton High School	MO	590
Patrick Anthony Strickland	Northrop High School	IN	587
Daniel Fabrizio	The Bronx High School of Science	NY	577
Adam Freilich	The Bronx High School of Science	NY	561
Audra Canida	Belton High School	MO	532
Lucy Shen	The Bronx High School of Science	NY	528
Thomas Berruti	The Bronx High School of Science	NY	524
Tyler Morris	The Bronx High School of Science	NY	506
Dale Li	The Bronx High School of Science	NY	505
Anna Carochi	Canon City High School	CO	500

*"In recognition of unselfish devotion to others,  
demonstrating the spirit of the league at its finest."*

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

Navin Gopaul	The Bronx High School of Science	NY	499
Max Weinreich	The Bronx High School of Science	NY	496
Joyce Tang	The Bronx High School of Science	NY	486
Patrick Felke	Plymouth High School	IN	484
Ben Constine	Yorktown High School	VA	481
Jeremy Andreades	The Bronx High School of Science	NY	476
Davis Schrock	Muscatine High School	IA	467
Anyssa Alonso	Plymouth High School	IN	460
Jayne Catlos	Poland Seminary High School	OH	453
Chaitali Chanda	The Bronx High School of Science	NY	452
Alon Handler	The Bronx High School of Science	NY	450
Garrett Evans	Pueblo County High School	CO	445
Taylor Marconi	Cardinal Mooney High School	OH	444
Sadie Alperson	The Bronx High School of Science	NY	436
Andrew Gegios	Whitefish Bay High School	WI	426
Andy Lee	The Bronx High School of Science	NY	426
Ally Jiwon Jung	BC Academy	CN	420
Naima Drecker-Waxman	The Bronx High School of Science	NY	401
Taylor Lind	Belton High School	MO	401

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

Mimi Kang	The Bronx High School of Science	NY	399
Ajay Mayar	The Bronx High School of Science	NY	399
Chloe Jackson	Belton High School	MO	398
Zack Vrana	Brookfield East High School	WI	395
Ellington Kirby	The Bronx High School of Science	NY	393
Jacob Aaron Ewing	Grant County High School	KY	390
Yelin (Christina) Seong	BC Academy	CN	388
Courtney Kaufman	The Bronx High School of Science	NY	380
Diego Ibarra	Plymouth High School	IN	373
Pablo Vasquez	The Bronx High School of Science	NY	373
Emma Bueso	Buffalo Grove High School	IL	372
Nate Ulmo	Belton High School	MO	370
Albert Han	The Bronx High School of Science	NY	369
Karleta Peterson	The Bronx High School of Science	NY	369
Hadrian Balaban	The Bronx High School of Science	NY	363
Sidney Balaban	The Bronx High School of Science	NY	363
Evan Delameter	Damonte Ranch High School	NV	362
Ron Walsh	Green River High School	WY	362
Pauline V. Dagaas	Plymouth High School	IN	361
John Holt	Eastside Catholic High School	WA	360
Erin Pierce	Canon City High School	CO	359
Kelsey Shaffer	Plymouth High School	IN	359
Joseph Salmaggi	The Bronx High School of Science	NY	358
Morry Kolman	The Bronx High School of Science	NY	357
May Hyunji Lim	BC Academy	CN	356
Devin M. Sanchez	Plymouth High School	IN	355
Jacob Custer	Buffalo Grove High School	IL	354
Alexandra Magen Brittany Young	Grant County High School	KY	347
Abla Belhachmi	The Bronx High School of Science	NY	341

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

Kayla Huber	Buffalo Grove High School	IL	340
Danny Messner	The Bronx High School of Science	NY	338
Torisha Dozier	East Carteret High School	NC	323
Emiliano Burr	The Bronx High School of Science	NY	322
Joseph Vincent Kalka	Grand Forks Central High School	ND	320
Casey Rosenberg	Green Valley High School	NV	320
Harry Seongjin Kim	BC Academy	CN	320
Matthew Tomasello	Matawan Regional High School	NJ	320
Sungho Cho	BC Academy	CN	318
Alice Se Eun Kim	BC Academy	CN	318
Jesse Weissman	The Bronx High School of Science	NY	318
Nicole Ji Hyun Bae	BC Academy	CN	314
Anthony Hagouel	The Bronx High School of Science	NY	313
Carley Smith	Kokomo High School	IN	312
Andrew Muo	The Bronx High School of Science	NY	310
Mason Kilpatrick	Buhler High School	KS	303
Christina Jiwoo Jeon	BC Academy	CN	300

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

Loretta Minsun Lee	BC Academy	CN	298
Jy Yang Moon	BC Academy	CN	298
Anthony Holiday	Matawan Regional High School	NJ	296
Alexa Mills	Kokomo High School	IN	295
Michael Chang	The Hun School of Princeton	NJ	290
Megan Elizabeth Hilbish	Emporia High School	KS	290
Paul Mingyu Jung	BC Academy	CN	290
Terry Donghoon Lee	BC Academy	CN	290
Lauren Marie McDowell	Oak Ridge High School	TX	290
Tyler Tallabas	Cheyenne Central High School	WY	290
Ryan Jae Yun Song	BC Academy	CN	290
Josh Junhyeok Song	BC Academy	CN	290
Belgica Berenize Alvarez	Oak Ridge High School	TX	288
Andrey Privin	Buffalo Grove High School	IL	288
Ben Slavin	The Bronx High School of Science	NY	283
Katie West	Belton High School	MO	283
Xavier Amarille	The Bronx High School of Science	NY	281
Christina Carey Trouten	Mountain Home High School	ID	281
Maggie Nannenhorn	Glenbard West High School	IL	280
MyHanh Nguyen	Oak Ridge High School	TX	280
Genevieve Smith	Cheyenne Central High School	WY	280
Ellie Wyant	Glenbard West High School	IL	280
Matthew Lin Hagler	Great Falls Russell High School	MT	275
Yoshi Nava	The Bronx High School of Science	NY	275
Amber Kawakami	Belton High School	MO	273
Rebecca Brumbaugh	Plymouth High School	IN	272
Omair Shahid	The Bronx High School of Science	NY	269
James Reding	Larue County High School	KY	268
Angel Yu	The Bronx High School of Science	NY	267
Carver Hodgkiss	North Lamar High School	TX	263
Jessica Jacobs	Belton High School	MO	260
Kelby McKay Czerwonka	West Plains High School	MO	258
Jaime Vaught	Granite City Sr. High School	IL	258
Frank Cassata	Buffalo Grove High School	IL	254
Ashleigh Parrott	Belton High School	MO	254
Anne M. Patrick	Rowan County Sr. High School	KY	254
Sherry Natasha Tucci	Oak Ridge High School	TX	252
Josette C. Bisbee	Ridgefield High School	WA	251
Nicolas Ryan Duvall	Mountain Home High School	ID	251
Rachel Jacobs	Belton High School	MO	250
Triston Rodgers	Belton High School	MO	250



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

Lizzie Speed	The Bronx High School of Science	NY	250
Alexis Volta	Cheyenne Central High School	WY	250
Malachi Wickman	Atlantic High School	IA	250
Elijah Jacob Nixon	Mountain Home High School	ID	249
Towsif Ahasan	The Bronx High School of Science	NY	248
Rebecca Worrell	Belton High School	MO	245
Kyle Dale Caldwell	Grant County High School	KY	243
Rebecca Denise Pelletier	Bangor High School	ME	241
Adriana Meadowcroft	Revere High School	MA	240
Makenzie O'Neal	Truman High School	PA	237
Jennifer Nguyen	Truman High School	PA	235
Ryan Reese	Connersville Sr. High School	IN	233
Andrew Krupin	Downers Grove North High School	IL	232
Melonie Collado	The Bronx High School of Science	NY	231
Kunal Rathi	Lynbrook High School	CA	231
Zach Ricklin	The Bronx High School of Science	NY	229
Alyssa M. Cannavo	Mountain Home High School	ID	228
Danny Choo	BC Academy	CN	228
Sam Goree	The Bronx High School of Science	NY	226
Braden Conner Back	Rowan County Sr. High School	KY	225
Fernando Cardenas	Sumner Academy	KS	225
Mia Richardson	Sumner Academy	KS	225
Keni Sabath	St. Agnes Academy	TX	225
Adam Saidian	Wichita Collegiate Upper School	KS	225
Annie Chen	Bronx School For Law Govt & Justice	NY	224
Jennifer Vosters	Brookfield East High School	WI	224
Bethany Sveom	Belton High School	MO	223
David Millstein	The Bronx High School of Science	NY	222
Tiffany Perry	Green River High School	WY	222
Nick Vega	The Bronx High School of Science	NY	221
Michael Blenner	The Bronx High School of Science	NY	220
Natalie Faust	St. Thomas Aquinas High School	FL	220
Darlina Liu	The Bronx High School of Science	NY	220
Angela Kettle	Canon City High School	CO	218
Kenna Golden	Belton High School	MO	217
Samuel Crosby	Belton High School	MO	216
Deonte Minor	Sumner Academy	KS	216
Song Zhan	Oak Ridge High School	TX	216
Emily Bosisio	Canon City High School	CO	215
Fatoumata Camara	Truman High School	PA	215
Emmy Jean Smith	Mitchell High School	SD	212
Hidemi Kurita	BC Academy	CN	210
Shoshana Shapiro	The Bronx High School of Science	NY	210
Ermira Pashtriku	Bronx School For Law Govt & Justice	NY	206
Brett Logan Drevlow	Drevlow Home School	MN	204
Devin Collett	Downers Grove North High School	IL	203
Paul Lisbon	The Pembroke Hill School	MO	203
Margaret Ann Stegall	Bob Jones Academy	SC	203
Sasha Dummars	Carl Sandburg High School	IL	200
Diego Henriquez	St. Thomas Aquinas High School	FL	200
Valentina V. Ferreira	Wellington High School	FL	200

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

Andre Chusan	The Bronx High School of Science	NY	198
Sophia Marsh	El Dorado Springs High School	MO	196
Jeffrey Roberts	Skyline High School	UT	195
Valerie Quirk	Central High School - Springfield	MO	194
Drew Teitelbaum	Yorktown High School	VA	192
Daniel Champagne	Oak Ridge High School	TX	192
Sarah Elizabeth Smith	Central High School - Springfield	MO	191

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

Antonio Albor	Raytown High School	MO	190
Harry Keun Jae Go	BC Academy	CN	190
Elizabeth Kyung Yoon Kim	BC Academy	CN	190
Gina Shin	BC Academy	CN	190
Kevin Seungho Yoo	BC Academy	CN	190
Asia Andrews	Belton High School	MO	189
Lotus Ho	The Bronx High School of Science	NY	189
Aaron Tam	The Bronx High School of Science	NY	189
Mansi Maini	The Bronx High School of Science	NY	188
Victor Miranda	Del Valle High School	TX	188
Ismita Nadia	Bronx School For Law Govt & Justice	NY	188
Nalia Santiago	Bronx School For Law Govt & Justice	NY	188
Alyssa Suess	Belton High School	MO	184
William Guiracoche	The Bronx High School of Science	NY	183
Patricia Tuck	Oak Ridge High School	TX	182
Michael Dubinsky	Buffalo Grove High School	IL	180
Jacob Howell Kinman	Grant County High School	KY	180
Michael Mazursky	The Bronx High School of Science	NY	180
Camille Rosenda Ortiz	Oak Ridge High School	TX	180
Startise Rodriguez	Bronx School For Law Govt & Justice	NY	180
Dalton Speak	Marshfield High School	MO	180
Madison Elizabeth Wallace	Mountain Home High School	ID	180
Sammi Cannold	Byram Hills High School	NY	179
Arjun Rawal	Whitehouse High School	TX	179
Mallory Page Felton	East Carteret High School	NC	178
Elijah Harwell	El Paso High School	TX	178
Matthew Albani	Boardman High School	OH	177
Yemariam Nega	Potomac Senior High School	VA	177
Jason Pickell	Plymouth High School	IN	177
Brittany Wade	Kokomo High School	IN	177
Whitney Erikson	Shelley High School	ID	176
Sarah Mai	Collierville High School	TN	176
Priyanka Das	The Bronx High School of Science	NY	174
Armend Pashtriku	Bronx School For Law Govt & Justice	NY	174
Nicole S. Paulsen	Shelley High School	ID	174
Tiffany Rose Fisher	Moundridge High School	KS	170
Aaron Job Gouvion	Pittsburg Colgan High School	KS	170
Viveka Jagadeesan	Lynbrook High School	CA	170
Kevin Kapoor	Morristown West High School	TN	170
Jared Milfred	Cleveland High School	OR	170
Bobby Benezette	Belton High School	MO	169
Gustavo Sanchez	Potomac Senior High School	VA	169
Heather Nicole Ann Dray	Oak Ridge High School	TX	168
Emily Meyers	Maryville R-II High School	MO	168
Charles Athanasopolous	Bronx School For Law Govt & Justice	NY	167
Brady Brock	Belton High School	MO	167
Shantelle Gao	Bronx School For Law Govt & Justice	NY	166
Trent Sutton	Round Rock Christian Academy	TX	166
Vishal Mahadeo	The Bronx High School of Science	NY	165
Robert Mayfield	Belton High School	MO	165
Chloe Murru	St. Thomas Aquinas High School	FL	165
Zeke Rosenberg	The Bronx High School of Science	NY	165
Efrain Crespo	Bronx School For Law Govt & Justice	NY	164
Ben Greenberg	The Bronx High School of Science	NY	164
Cory Shrecengost	Spring Creek High School	NV	164
Peter N. Casey	Wheat Ridge High School	CO	162
Elizabeth Fetherman	Holy Trinity Catholic High School	TX	162
Betty Mahmud	Bronx School For Law Govt & Justice	NY	162
Allison McKibban	El Dorado High School	KS	162
Talal Syed	The Bronx High School of Science	NY	162
Nicholas T. Tompkins	Wheat Ridge High School	CO	162
Chrysanthe Rose Pappas	Clovis East High School	CA	161

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

Courtney Brunson	St. Thomas Aquinas High School	FL	159
Yussef Benelbar	Plano East Senior High School	TX	158
Brie Brady	Oak Ridge High School	TX	158
Soum Das	The Bronx High School of Science	NY	158
Chirlien Pang	The Bronx High School of Science	NY	158
Mitch Routh	Belton High School	MO	158
Harrison Terry	Belton High School	MO	158
Zoya Prochaza	Belton High School	MO	157
Zully Rosas	Bronx School For Law Govt & Justice	NY	156
Rhaqiem Thom	Bronx School For Law Govt & Justice	NY	156
Gabrielle Toussaint	Bronx School For Law Govt & Justice	NY	156
Christina Bruce	St. Thomas Aquinas High School	FL	155
Zachary Stone	Plano West Sr. High School	TX	155
Frank Chiang	The Bronx High School of Science	NY	155
Geordano Lirano	Bronx School For Law Govt & Justice	NY	155
Madeline Tien	The Bronx High School of Science	NY	155
Baker Weilert	Fort Scott High School	KS	155
Josh A. Knight	Belton High School	MO	154
Paula Morales	The Bronx High School of Science	NY	154
Lisbeth Ortiz	Bronx School For Law Govt & Justice	NY	154
Desiree Quansah	Bronx School For Law Govt & Justice	NY	154
Nikarly Santiago	Bronx School For Law Govt & Justice	NY	154
Jason Vargas	Bronx School For Law Govt & Justice	NY	154
Hannah Zigler	Athenian School	CA	154
Kurt N. Corsbie	Plymouth High School	IN	153
Kaylah Perry	Raymore-Peculiar High School	MO	153
William Seabrook	Brookfield East High School	WI	153
Kathryn Servizio	Academy of Holy Names	NY	153
Albert Gonzalez	Del Valle High School	TX	152
Monica Hutchhausen	Carl Sandburg High School	IL	152
Adrianna Solomon	Belton High School	MO	152
Nick Boustead	Buffalo Grove High School	IL	151
Nancy R. Gallardo	Del Valle High School	TX	151
William Garrett Stanley	East Carteret High School	NC	151
Raven Alston	Bronx School For Law Govt & Justice	NY	150
Dariela Colon	Bronx School For Law Govt & Justice	NY	150
Abby Deely	Freedom High School	PA	150
Anthony Desmond	Carl Sandburg High School	IL	150
Danielle N. Glenn	Clovis East High School	CA	150
Nathan Jenkins	Ridgefield High School	WA	150
Joel Nunez	Bronx School For Law Govt & Justice	NY	150
Amitis Razi	Lynbrook High School	CA	150
Ben Shinogle	Park Hill High School	MO	150
Brandon Valdes	Bronx School For Law Govt & Justice	NY	150
Elaizha Wright	Bronx School For Law Govt & Justice	NY	150
Ting Zhou	Kokomo High School	IN	150
Andrea Forsee	The Pembroke Hill School	MO	149
Amanda Fox	St. Thomas Aquinas High School	FL	148
Laura Foust	Belton High School	MO	147
Claire Elese Ramsey	Central High School - Springfield	MO	147
Matthew Fernandes	The Bronx High School of Science	NY	146
Travis Shane Lawless	Oak Ridge High School	TX	146
Stuart B. Simpton	Oak Ridge High School	TX	146
Autumn Dawne Bailey	Rowan County Sr. High School	KY	145
Andrew Ellison	Kokomo High School	IN	145
Anthony LaFaso	Cheyenne Central High School	WY	145
Prariyart Nimtrakul	The Bronx High School of Science	NY	145
William Cummings	Mauldin High School	SC	144
Michael Fliotics	Carroll High School	IN	144
Sandra Gonzales	Oak Ridge High School	TX	144
Kevin Hornbeck	The Pembroke Hill School	MO	144
Suefie Moghaddassi	Mauldin High School	SC	144

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

Virup Gubba	Lynbrook High School	CA	143
Tara Wu	The Bronx High School of Science	NY	143
Abigail Elmer	The Pembroke Hill School	MO	140
Joann M. King	Mountain Home High School	ID	140
Ashley Ailshire	Belton High School	MO	139
Caroline Trewet	Atlantic High School	IA	139
Megan Elizabeth Porter	Mountain Home High School	ID	138
Maecy Hoffman	Marshfield High School	MO	137
Sarah Batchu	Downers Grove North High School	IL	136
Ellisa Bowen	Park Hill High School	MO	136
Tiffany Brauckman	Atlantic High School	IA	136
Sara R. Fabben	Wellington High School	FL	136
Breeya Johnson	Belton High School	MO	136
Marissa M. Aiken	Mountain Home High School	ID	135
Beth Campbell	Clovis East High School	CA	135
Yeji Jang	The Bronx High School of Science	NY	135
Curtis Milby	Larue County High School	KY	135
Christopher Michael Perez	Rowan County Sr. High School	KY	135
Reed Ramsey	Fort Scott High School	KS	135
Eric Villalobos	Arroyo High School	CA	135
Jenny Zou	The Bronx High School of Science	NY	135
Morgan Lawson	Sumner Academy	KS	133
Sam Turer	The Bronx High School of Science	NY	133
Sara Mae Swann	Oak Ridge High School	TX	132
Rebecca Ann Steel	Oak Ridge High School	TX	132
Matt Cowles	Poland Seminary High School	OH	131
Lauren Hennessey	Belton High School	MO	131
Liam Murphy	Shawnee Mission East High School	KS	131
Glenn Gaeke	Fort Scott High School	KS	130
Eric Garner	Fort Scott High School	KS	130
Brennan Kent	St. Thomas Aquinas High School	FL	130
Josh Krinsky	The Bronx High School of Science	NY	130
Miguel Melgar	Buffalo Grove High School	IL	130
David Monghi	Seymour High School	TN	130
Leon J. Morell	Allendale-Fairfax High School	SC	130
Rachel Pico	St. Thomas Aquinas High School	FL	130
Melinda Potts	Sky View High School	UT	130
Abby Armato	Downers Grove South High School	IL	129
Courtney Buttress	Blue Springs South High School	MO	129
Vianna Chan	The Bronx High School of Science	NY	129
Jake T. Burns	La Porte High School	IN	128
Bhargava Chitti	The Bronx High School of Science	NY	128
Emily Scolaro	The Bronx High School of Science	NY	128
Andrew J. Hoskins	Mountain Home High School	ID	127
Eileen Lee	Gabrielino High School	CA	127
Kaavya Reddy	Athenian School	CA	127
Phillip A. Bustamante	Sumner Academy	KS	126
JJ Zhu	The Bronx High School of Science	NY	126
Ashley Allen	Fort Scott High School	KS	125
Christina Barron	Eisenhower High School	TX	125
Lauren Brouwers	Carl Sandburg High School	IL	125
Amanda Hadlock	Belton High School	MO	125
Jenah Huff	Belton High School	MO	125
Patrick Kelly	Carl Sandburg High School	IL	125
Julianne Kennedy	Carl Sandburg High School	IL	125
Majerle Simpler	Canon City High School	CO	125
Alyssa Zazcek	Carl Sandburg High School	IL	125
Collete Juleson	Morristown West High School	TN	124
Alex Bahaveolos	Downers Grove South High School	IL	123
Dishav Banik	Lynbrook High School	CA	123
Brett Davis	Belton High School	MO	123
Misael Syldor	The Bronx High School of Science	NY	123



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

Spencer Culver	Park Hill High School	MO	122
Jessica Cunningham	Maconaquah High School	IN	122
Cerise Knight	Jefferson County High School	TN	122
Catherine Goggins	Warwick High School	VA	121
Evan Schrader	Gahanna-Lincoln High School	OH	121
Piper Sheren	The Bronx High School of Science	NY	121
Christopher Michael Artificavitch	Oak Ridge High School	TX	120
Leif Bakke	Thomas Jefferson High School Science & Tech	VA	120
Emily Berreth	Kamiak High School	WA	120
Kaitlin Campbell	North Allegheny Sr. High School	PA	120
Samantha Carr	Fort Scott High School	KS	120
Kyle Decamp	Gabrielino High School	CA	120
Marissa DeMeritt	Parsons High School	KS	120
Winston Edgar	Kimberly High School	ID	120
Connor Flynn	Plymouth High School	IN	120
Devon Freeman	Oak Ridge High School	TX	120
Danielle Fritz	Marshfield High School	MO	120
Eric Gelles	The Bronx High School of Science	NY	120
Dalton Glasscock	Maize South High School	KS	120
Jennifer Ha---Yeon Soo	Kamiak High School	WA	120
Wesley Kelly	Kimberly High School	ID	120
Johanna Mason	Homewood-Flossmoor High School	IL	120
Pratyusha Mutyala	The Bronx High School of Science	NY	120
Kayla L. O'Neal	Burwell Jr.-Sr. High School	NE	120
Bruce Rash	Parsons High School	KS	120
Juan Torres	Kimberly High School	ID	120
Rachel Glazer	North Hall High School	GA	119
Elizabeth Kennell	Belton High School	MO	119
Michael Raevsky	The Bronx High School of Science	NY	119
Julian Adler	The Bronx High School of Science	NY	118
Margarita Artoglou	The Bronx High School of Science	NY	118
Soomin Choi	BC Academy	CN	118
Dorian Kaminski	The Bronx High School of Science	NY	118
Amanda N. Klitzke	Mountain Home High School	ID	118
Megan Meier	Park Hill High School	MO	118
Mahdi Russel	Vincent High School	WI	118
George David Torres	Taos High School	NM	118
Megan Williams	Potomac Senior High School	VA	118
Michael C. Cira	Centennial High School	CO	117
Fred Henderson	The Bronx High School of Science	NY	117
Payal Kumar	Buffalo Grove High School	IL	117
Elisha A. Lalani	Monsignor Kelly Catholic High School	TX	117
Cristina Rabionet	St. Thomas Aquinas High School	FL	117
Christian Vaughn	Belton High School	MO	117
Annie Chen	Gabrielino High School	CA	116
Kyle Harlow	Canon City High School	CO	116
Naureen Singh	The Classical Academy	CO	116
Ashlyn Tupper	North Pointe Preparatory	AZ	116
Mikayla Bethurem	Belton High School	MO	115
Jimmy Hua	Arroyo High School	CA	115
Kristie Ko	Gabrielino High School	CA	115
Liam Moore	The Bronx High School of Science	NY	115
Kathy On	Arroyo High School	CA	115
Minahil Khan	The Bronx High School of Science	NY	114
Addy Fox	Belton High School	MO	113
Amanda L. Foltz	Marshall High School	MO	113
Caitlin Grudzinski	Downers Grove South High School	IL	113
Hannah R. Holland	Mountain Home High School	ID	113
Irene Kurtz	Notre Dame High School	PA	113
Stephanie Lynn Jewell	Mountain Home High School	ID	113
Audrey Meyer	Lawrence Central High School	IN	113
Nathan Rothenbaum	Oak Park & River Forest High School	IL	113

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

Celeste Ulloa	North Pointe Preparatory	AZ	113
Erika Alba	Del Valle High School	TX	111
Rami Blair	Bangor High School	ME	111
Monica Keim	Belton High School	MO	111
Harish Rajaram	Lynbrook High School	CA	111
Alex Smith	Belton High School	MO	111
Jackson Stern	The Bronx High School of Science	NY	111
Oscar Fernandez	Comm Charter Early College High School	CA	110
Andrew Graham	Cheyenne Central High School	WY	110
Christine Guaragno	Delone Catholic High School	PA	110
Megan Kawakami	Belton High School	MO	110
Tara Kneller	Wichita Collegiate Upper School	KS	110
Johnathan Lee	Gabrielino High School	CA	110
Robbie Madfis	St. Thomas Aquinas High School	FL	110
Jacob Nan	Bullard High School	CA	110
Steven Alba	Del Valle High School	TX	109
Alicia Lawson	Boardman High School	OH	109
John Perrotti	The Bronx High School of Science	NY	109
Constance Sabo	Canton McKinley High School	OH	109
Kiyan Taghaboni	Boardman High School	OH	109
Elena Anderson	The Bronx High School of Science	NY	108
Sheelah Bearfoot	Delta Charter High School	CA	108
Kaylinn Crowl	North Pointe Preparatory	AZ	108
Grant Kyle Homrighaus	Oak Ridge High School	TX	108
William Krinsman	Millburn High School	NJ	108
Ashtyn Siefert	Connersville Sr. High School	IN	108
Tackin Tarighian	Millburn High School	NJ	108
James Clarke	East Mountain High School	NM	107
Will Conway	Fairview High School	CO	107
Daniel McMinn	Strake Jesuit College Preparatory	TX	107
Dhara Puvar	Downers Grove South High School	IL	107
Leeceirra Skoropat	Belton High School	MO	107
Allysa Baumbach	Campus High School	KS	106
Mathew Blake	The Hun School of Princeton	NJ	106
Itzel S. Chairez-Aguilar	Del Valle High School	TX	106
Corey Lipkins, Jr.	Hoover High School	OH	106
Brittany Trub	Douglas MacArthur High School	TX	106
Will Brown	Mars Hill Bible School	AL	105
Alex Carlile	Belton High School	MO	105
Dustin Frank	Cheyenne Central High School	WY	105
Nina Kamath	Lynbrook High School	CA	105
William A. Negri	Mountain Home High School	ID	105
Trisha Nelson	Belton High School	MO	105
Brittany Jo Robertson	Burwell Jr.-Sr. High School	NE	105
Brandon K. Sams	Mountain Home High School	ID	105
Kristie Schroll	Canton McKinley High School	OH	105
Madeleine Snyder	Downers Grove South High School	IL	105
Peyton Yeung	Kokomo High School	IN	105
Laura Cottingham	North Catholic High School	PA	104
Adam Mire	Jefferson City High School	MO	104
Dylan L. Monahan	Golden High School	CO	104
Lydia Noelle Petterson	Bob Jones Academy	SC	104
Haley Sims	Bear Creek High School	CO	104
Michelle Soto	The Bronx High School of Science	NY	104
Angelo P. Angelos	Amos Alonzo Stagg High School	IL	103
Chris Carey	Shawnee Mission East High School	KS	103
Matthew Dietz	Green Valley High School	NV	103
Allison Dolph	Cheyenne Central High School	WY	103
Kaneisha Giles	Belton High School	MO	103
Erin M. Walsh	Downers Grove South High School	IL	103
Varun Arora	Lynbrook High School	CA	102
Taylor Brown	Belton High School	MO	102

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

Hannah Kates	The Bronx High School of Science	NY	102
Kirsten C. Kelly	Marshall High School	MO	102
Travis Noddings	American Heritage High School - Delray Beach	FL	102
Jessica Olavage	Truman High School	PA	102
Amanda Strum	St. Thomas Aquinas High School	FL	102
Rachel Tang	Gabrielino High School	CA	102
Andy Wang	The Bronx High School of Science	NY	102
Mei-ling Eubank	Kokomo High School	IN	101
Michael Papas	St. Michael Albertville High School	MN	101
Myra Bernard	Cheyenne Central High School	WY	100
James Blaisdell	Collierville High School	TN	100
Alex Carey	Bullard High School	CA	100
Chris Chao	St. Thomas Aquinas High School	FL	100
Nathan Clements	Los Alamos High School	NM	100
Nirali Desai	James E. Taylor High School	TX	100
Anthony Farnesi	Bullard High School	CA	100
Faith Fonseca	Park Hill High School	MO	100
Deshae Hill	Alief Taylor High School	TX	100
Shalin Patel	West High School - Torrance	CA	100
Olivia Pridemore	Collierville High School	TN	100
Chris Reuther	St. Thomas Aquinas High School	FL	100
Jace Reynolds	East Mountain High School	NM	100
Erica Vancleave	Park Hill High School	MO	100
Kris Vossmer	St. Mary's High School	CA	100
Erin C. Walsh	Downers Grove South High School	IL	100

**Guest Country Recognition – Student Service Citations****Student Service Citation, 10th Degree (1,000+ points)**

Kyoung Ey Kim	CheongShim Int'l Academy	KR	1,050
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**Student Service Citation, 7th Degree (700+ points)**

Yoo Ji Suh	CheongShim Int'l Academy	KR	795
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**Student Service Citation, 2nd Degree (200+ points)**

Ji Woon Choi	CheongShim Int'l Academy	KR	270
Anica Kim	CheongShim Int'l Academy	KR	200

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

Ji Hong Park	CheongShim Int'l Academy	KR	174
Chae Yeon Hyun	CheongShim Int'l Academy	KR	150
Jee Won Sa	CheongShim Int'l Academy	KR	110

# Richard Holland Memorial Scholarship



The Holland Family Legacy Foundation has established the Richard Holland Memorial Scholarship to be awarded annually to a chosen qualified applicant. The purpose of this scholarship is to continue the legacy of Richard Holland—his passion for helping people while enjoying life. The scholarship is a \$2,500 award, renewable for up to three additional years.

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The Holland Family Legacy Foundation

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# *Academic All Americans*

(December 1, 2011 through December 31, 2011)

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

## **CALIFORNIA**

Hannah Joo	Honor Academics
Diane Dayoung Kim	Honor Academics
Eileen Lee	Gabrielino High School
Jacob Leonard	La Costa Canyon High School
Keizra Mecklai	Mira Loma High School
Michelle Menchaca	Gabrielino High School
Cameron Silverberg	Sherman Oaks CES
Laynie Stephens	St. Vincent High School

## **FLORIDA**

Sarah Baldinger	Dreyfoos School of the Arts
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## **KANSAS**

Barbara F. Haynes	Emporia High School
William M. Kraft	Emporia High School
Lucy (Changyang) Liu	Manhattan High School
Talia A. Smith	Emporia High School

## **NEBRASKA**

Brady McClure	Carrollton High School
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## **OKLAHOMA**

Bryan Ross Lynch	Quinton High School
Stephanie Milligan	Bishop McGuinness High School
Penny Snyder	Edmond North High School

## **UTAH**

Victoria Vincent	Skyline High School
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The Community School of Davidson	NC
Noor-ul-Iman	NJ
Eton Preparatory Conservatory	NV
North Royalton High School	OH
Pittsburgh CAPA 6-12	PA
Sycamore High School	TN
Dickinson High School	TX
Lone Star High School	TX
Manvel High School	TX
The Oakley School	UT
Port Washington High School	WI



## Urban Debate

### *Preparing Urban Youth to Lead in the 21st Century*

*by Linda Listrom*

**T**he opportunity to be on a high school debate team is a privilege. Students in most suburban school districts may not always see it that way, but for students in many urban school districts there are no high school debate teams.

*If having access to a debate team is a privilege, what is the cost to the student, the school, and society where there isn't a high school debate team?*

**Public Schools Are Failing Urban Youth.** The fact is, school districts in urban areas suffer an exigent lack of funding for extracurricular academic activities that can add to and enrich a student's experience of school. With schools unable to provide opportunities for achievement, students often disengage from school and learning. In 2010, in the ten worst performing urban school districts in the country, an average

of only 25% of African American males graduated high school. The 2010 unemployment rate for African American high school dropouts was 22%, more than five times the national unemployment rate for those with a Bachelor's degree or higher.

**While Test Scores Improve, the Achievement Gap Persists.** Perhaps the greatest challenge facing public education in the United States is the persistent "achievement gap" for minority and low-income students. A 2011 National Center for Education Statistics analysis shows that at grade 12, reading scores for black and Hispanic students trail white and Asian-American students on average more than 20 points, a difference equivalent to two grade levels.<sup>1</sup> While reading scores are improving for all racial and ethnic groups, the achievement gap scarcely narrows. Many innovative programs seek to improve academic outcomes for vulnerable and underserved urban students, but the measurable impact of these programs, in most cases, is modest and inconsistent.<sup>2</sup>

In public school systems that are failing minority and low-income students, urban debate works. It works where other solutions have not—in schools plagued with poor test scores and high dropout rates. By giving minority students from low-income families the tools they need to succeed, urban debate literally changes lives.

**Urban Debate Improves Secondary Literacy.** In high school students must learn to read critically.<sup>3</sup> Urban debate teaches these secondary literacy skills. Debaters prepare to compete by reading and analyzing complex non-fiction texts, such as academic journals and policy briefs. They learn how to read for important details, identify causal and comparative relationships, draw conclusions from evidence and evaluate the strengths and weaknesses of an author's argument. As a result, urban debaters score higher than their non-debating peers on standardized tests designed to measure secondary literacy. In a ten-year study of the Chicago Urban Debate League, Dr. Briana Mezuk found that African American males who debated were twice as likely as their non-debating peers to score at or above the ACT's college readiness benchmark in English and seventy percent more likely to score at or above the college readiness benchmark in Reading.<sup>4</sup> These results are remarkable, particularly in comparison to national trends. According to the National Center for Education Statistics, from 1992 to 2005 reading scores for African American students declined sharply.<sup>5</sup>

**Urban Debate Improves Academic Performance.** The thrill of competition ignites a fire in students, inspiring them to spend their afternoons, evenings and weekends conducting research,

Thoughts on this article—or others? Comment on the NDCA website [www.debatecoaches.org](http://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](mailto:nicole.serrano@gmail.com).



*2012 marks the 10th anniversary for the National Association for Urban Debate Leagues. Formed in 2002 by the Open Society Institute, the NAUDL serves as the national leader of the urban debate movement, working with its partner leagues to provide debate programming to urban middle and high school students. Today, there are urban debate leagues in 19 cities across the United States, with an estimated 5,000 low-income and minority students now participating in competitive Policy Debate each year.*

practicing their arguments and competing in tournaments. Not surprisingly, by spending so much out-of-school time doing school-related work, debaters improve their classroom performance. Dr. Mezuk found that by participating in debate African American twelfth-graders raised their grade point averages.<sup>6</sup> The Houston Independent School District recently reached the same conclusion, finding that debaters in the Houston Urban Debate League earned higher grades in core courses than non-debaters and had better attendance rates and fewer disciplinary incidents.

**Urban Debate Improves High School Graduation Rates.** African American and Hispanic students in urban schools have little more than a fifty percent chance of graduating with a high school diploma.<sup>7</sup> Urban debate keeps these students in school. Debate is an academic sport and, like most sports, it is exciting. Debate engages students, even those who previously had no interest in learning. It encourages them to set ambitious goals for the future. By competing and winning, urban debaters learn that high school graduation, and even college, is within their grasp. The results are dramatic. Dr. Mezuk found that African American male students who debate are seventy percent more likely than their non-debating peers to graduate and three times less likely to drop out.<sup>8</sup>

**Debate Prepares Students for College.** More than 75 percent of urban debaters attend four-year colleges. Most are the first in their families to attend college. Moreover, they enter college prepared to succeed. They are more likely to test as college-ready on all four areas of the ACT's subject matter tests—English, Reading, Science, and Math.<sup>9</sup> The Common Core State Standards, developed to provide a clear and consistent framework to prepare children for college and the workforce, emphasize the importance of teaching students to develop logical arguments supported by evidence.<sup>10</sup> This skill lies at the core of Policy Debate.

**Debate Prepares Students for 21st Century Careers.** To compete effectively in the global economy, twenty-first century workers will need to master four important skills, sometimes called the "4 C's": (1) critical thinking and problem solving; (2) communication; (3) collaboration; and (4) creativity and innovation.<sup>11</sup> Urban debate teaches all of these skills. **Debaters learn to think critically.** They learn how to analyze arguments, finding strengths and weaknesses, and how to construct their own arguments, supported with evidence. **Debaters learn to communicate effectively.** To win, debaters must be able to communicate their arguments clearly and persuasively to judges with differing backgrounds and perspectives—teachers, parents,

college students and community leaders. **Debaters learn to be creative.** They quickly discover that they cannot win debates by borrowing arguments from newspapers and magazines. Instead, they must be creative and develop their own unique arguments. **Debaters learn to collaborate.** They work in teams, under the guidance of a teacher-coach, sharing ideas, arguments and evidence with their teammates. Urban debate prepares students for twenty-first century careers. Urban debate alums have established successful careers in many fields, including: medicine, education, government, law, and business.

**Debate Prepares Students for Community Engagement.** Debate gives urban students a voice. Urban debaters learn that their ideas and opinions matter. By reading, thinking and arguing about public policy issues they acquire a lifelong interest in the issues affecting their communities. By learning to think critically and to communicate effectively, urban debaters develop the capacity for leadership. As researchers at Georgetown University found, the skills learned in debate are important to successful leadership in virtually every field imaginable. Debaters are disproportionately represented in leadership ranks in law, business, and academia. A survey by the National Forensic League shows that 64 percent of the Members of the

## NAUDL Partner Urban Debate Leagues

- Atlanta Urban Debate League
- Baltimore Urban Debate League
- Bay Area Urban Debate League
- Boston Debate League
- Chicago Debate League

- Dallas Urban Debate Alliance
- Debate! Kansas City
- Denver Urban Debate League
- Detroit Urban Debate League
- Houston Urban Debate League
- Jersey Urban Debate League
- Los Angeles Metropolitan Debate League

- Memphis Urban Debate League
- Milwaukee Urban Debate League
- Minnesota Urban Debate League
- Nashville Debate
- Rhode Island Urban Debate League
- Southern California/Orange County Urban Debate League
- St. Louis Urban Debate League

United States Congress competed in debate or speech in high school.

### Urban Debate Prepares Urban Youth to Lead in the 21st Century.

Despite the measurable and powerful impact of urban debate, only about 5,000 students are actively debating each year. It's vital that the urban debate movement grows stronger and more sustainable with each passing year. The National Association for Urban Debate Leagues, together with partner leagues across the United States, is working to triple the number of students participating in competitive debate. Key to this growth is assisting leagues in developing leadership and sustainable funding sources. Many leagues now incorporate competitive middle school debate teams and "Debate Across the Curriculum" programs to introduce the principles of debate in middle and high school classrooms, bringing the benefits of debate to even more students. Urban debate leagues offer immeasurable return on investment for students, schools, and communities.

**The National Forensic League Supports Urban Debaters.** Many debaters and coaches in urban debate league schools enjoy benefits of membership in the National Forensic League through a special partnership that waives annual school dues. Additionally,

each participating school receives up to \$500 worth of individual student or coach enrollments in the first year, and \$250 in individual enrollments in each subsequent year. Several of the largest urban debate leagues, including Atlanta, Boston, Chicago, and Dallas are active participants with most—if not all—participating schools as NFL members. Individual student and coach enrollment in the NFL allows for tracking progress, incentivizing further participation, and recognizing achievement and longevity. The NFL honor society gives students a mark of excellence understood by college admissions offices and

scholarships. Coaches benefit from myriad resources, including the NFL's monthly magazine, other print coaching resources, videos, as well as professional development and accreditation opportunities.

As we consider the cost of the absence of a high school debate team, one thing seems clear: to deprive any student of the opportunity to debate—and the opportunity to succeed in school and career and to become an engaged leader in his or her community—is simply too high a cost to pay. ■

*Linda Listrom is the Executive Director of the National Association for Urban Debate Leagues.*

### End Notes

- <sup>1</sup> National Center for Education Statistics, "Condition of Education 2011" 2011.
- <sup>2</sup> Mezuk, B., Bondarenko, I., Smith, S., and Tucker, E. *Impact of participating in a policy debate program on academic achievement: Evidence from the Chicago Urban Debate League*, Educational Research and Reviews Vol. 6(9), pp. 622-635, 5 September 2011.
- <sup>3</sup> Reading Between the Lines (ACT 2006).
- <sup>4</sup> Mezuk, B., Urban Debate and High School Educational Outcomes for African American Males: The Case of the Chicago Debate League, 78 (3) Journal of Negro Education (2009) at 290-304.
- <sup>5</sup> Grigg, W., Donahue, D, and Dion, G., *The Nation's Report Card: 12th Grade Reading and Math 2005* (NAEP 2007), available at <http://nces.ed.gov/nationsreportcard/pubs/main2005/2007468.asp>.
- <sup>6</sup> Mezuk, Journal of Negro Education.
- <sup>7</sup> Swanson, C., *Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001* (The Urban Institute Education Policy Center, 2004).
- <sup>8</sup> Mezuk, Journal of Negro Education.
- <sup>9</sup> Mezuk, Educational Research and Reviews.
- <sup>10</sup> *Common Core State Standards for English Language Arts*, available at [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).
- <sup>11</sup> The Partnership for 21st Century Skills, <http://www.p21.org/index.php>.

# CLAREMONT SUMMER



## **INTERNATIONAL DEBATE (WSDC FORMAT)**

The Claremont Colleges Debate Union is the official representative for the World Schools Debating Council, the organizational host of the international high school debate championship. The Debate Union coordinates US international debate programming – recruiting, selecting, and coaching national teams. Summer programming prepares and auditions students for these contests. From 2010-2012, US teams will attend tournaments and workshops in the Czech Republic, Qatar, England, Korea, Turkey, New Zealand, Slovenia, Thailand, Canada, South Africa, Scotland, Chile, China, and the United States.

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# Outside the Box

## Neg-Neg Policy Debate Theory

### *Escaping the Obligation to Defend a Resolution*

*by David Glass, M.D.*

In academic Policy Debate, the standard practice is for there to be two teams, one of which, the affirmative, is obligated to defend an imposed resolution, usually by presenting a plan of action that is consistent with that resolution—a plan that the affirmative seeks to demonstrate will result in advantageous effects, thereby proving the resolution correct. The other team, the negative, opposes the affirmative claims through a variety of strategems. In modern debate, the negative doesn't necessarily have to argue outside the scope of the resolution—rather, the negative team just has to prove that the affirmative's approach should be rejected for one reason or another, thereby demonstrating the affirmative's conception of the resolution to be unacceptable.

However, in the course of events, there comes to pass every now and then a resolution that is so egregiously written, so poorly conceived, or so incompletely thought out, that few affirmative debaters can defend it in good conscience—or with much plausible chance of being successful in a competitive debate round. Even in settings where the resolution is not on face indefensible, one might ask whether the affirmative, merely by being so-labeled, must in fact be obligated to defend a resolution.

Indeed, one might ask why it absolutely must be the case that the affirmative argue in favor of a resolution that they might in actuality disagree with, and, if an alternate framework for debate is workable, why it might not be advocated by the academic Policy debater. This is to suggest that there is such an alternate possibility—to suggest that rather than the affirmative being obligated to defend the resolution, the affirmative could take the initiative of proving the resolution to be incorrect or false—and to do so in a way that does not require the negative team to defend the resolution (since to require such a thing would establish an untenable situation if the motivating factor for a Neg-Neg Framework is to allow for debate in the setting of a resolution's indefensibility. However, the negative team could choose to affirm the resolution given a particular affirmative approach... it's just important that they not be required to do so).

This theory of debate is called "Neg-Neg," in recognition that it would allow for competing reasons as to why the resolution should be rejected—that the affirmative start with such a reason, and that the negative then argue for the rejection of the affirmative.

In Neg-Neg Theory, the key aspect is competition—that the affirmative and negative teams cannot be two ships passing in the night, but rather that the negative team has to do more than give an alternative rationale as to why the resolution is false... the negative has to prove the affirmative rationale to be incorrect and thus deserving of rejection for some reason.

It may be useful to take a step back and ask why Policy debates are so often (if not always) framed by a particular resolution. The main reason is practical: both teams, and their coaches and judges, need to be informed in advance as to the topic of the debate, so that the debaters can properly prepare to argue, and the judges can take some time to become informed about the topic, so that a competent decision can be rendered. The resolution thus has a limiting function, which is why affirmatives who propose plans that fall outside the scope of the resolution are usually rejected as being “non topical.” This is done for reasons of fundamental fairness—the negative cannot be expected to prepare for an infinite number of proposals advanced by the affirmative (who have the right to set the particular topic of discussion, within the set delimited by the resolution). Also, on a fundamental level, a resolution is proposed for debate in order to present an issue that is deemed worthy of debate.

In Neg-Neg Theory, the resolution would still have the necessary function of limiting affirmative ground. In this case, the affirmative could have the option of demonstrating that the resolution is

flawed for some reason, by arguing that there are certain disadvantages that are intrinsic to topical action (disadvantages to action that falls within the scope of the resolution). The affirmative could demonstrate this by including some examples of topical action, and reasons why that action is bad (this approach was labeled “counter-warrants” in Hypothesis-Testing Theory; though in this case, the approach would be affirmative ground). The affirmative might also advance a proposal that is non-topical, but is limited in scope by solving the disadvantages intrinsic to the resolution. Thus, in Neg-Neg Theory, the resolution does not set the scope of the affirmative plan—rather, the need to solve disadvantages intrinsic to the resolution sets that boundary. The negative then could provide a counter-plan to the affirmative proposal, with the necessity of proving their counter-plan to be superior by solving the intrinsic disadvantages advanced by the affirmative without incurring certain problems caused by the affirmative’s approach. Alternatively, the negative could advocate the resolution, and advance a topical counter-plan to defeat the affirmative; but, again, they would not be required to do so.

As an example where Neg-Neg strategy might be employed, let’s examine the case of the 2011-2012 college debate resolution, that “The United States Federal Government should substantially increase its democracy assistance for one or more of the following: Bahrain, Egypt, Libya, Syria, Tunisia, Yemen.” A Neg-Neg approach to this resolution would be for the

affirmative to argue that increasing United States democracy assistance to Egypt would cause an anti-United States backlash, increasing support for terrorist activity in Egypt. The affirmative would therefore advocate stopping democracy assistance activities in Egypt. The negative could argue that taking the action to stop current activities would be perceived as an admission of guilt, causing even greater backlash, and propose instead to reach out to the Egyptian Military, and allow them to direct aid in any way that they want. This approach by the negative may or may not be topical—but as long as it competes with the affirmative approach, it would fulfill the requirement of a Neg-Neg framework.

A Neg-Neg approach to Policy Debate would be useful in many instances. First, it would free the affirmative team from defending a resolution with which they fundamentally disagree. Second, it would spare the affirmative team from having to find an approach consistent with a resolution in those instances where the resolution does not provide topical ground that is strategic. Third, it would increase the options available to the affirmative team, increasing education.

Indeed, academic Policy Debate exists to teach students to think strategically and to learn how to defend a particular position from attack. Neg-Neg approaches to academic Policy Debate preserve this fundamental purpose of the activity, still allowing focus on either policy concerns brought up by a particular resolution, or philosophical or critical issues that

are suggested by that resolution. Neg-Neg Theory allows for focus on a particular resolution, and on how the problems the resolution is designed to address might best be solved.

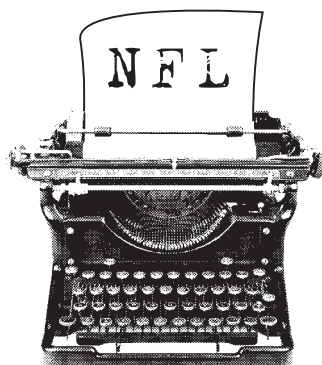
The affirmative team might only be required to “affirm” their position, even if that position is a rejection of the resolution, and the negative to refute the affirmative. The resolution would exist to provide ground for debate, as a tentative idea that might be supported—but one that does not have to be supported.

There exist in life certain situations that are viewed as “no win scenarios”—instances where there is no answer where a good result will be obtained. Students should be trained to avoid such scenarios. Debaters should not be forced to defend statements with which they disagree, or concepts that do not allow them ground that they deem to be strategic. Neg-Neg Theory provides debaters with a way out of potential no-win scenarios, and allows them to increase the scope of possibilities from whence a positive outcome might be discovered.

Therefore, it is advocated that a Neg-Neg Framework of debate be adopted as acceptable within the scope of Policy Debate. ■

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**David Glass** is an assistant debate coach at Harvard. He's published prior debate theory articles in *Rostrum*, and two philosophy papers on scientific experimental design in peer reviewed journals. He has an M.D. and is the author of more than 70 other papers on molecular and cellular biology. He coached high school debate for over 30 years, and is a current board member of the Boston Debate League, and a former president of the National Debate Coaches Association.



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# NFL DISTRICT STANDINGS

(as of January 1, 2012)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	305	Blue Valley North High School	888
2	--	Florida Manatee	227	Nova High School	644
3	--	Kansas Flint-Hills	214	Washburn Rural High School	398
4	--	East Los Angeles (CA)	204	Gabrielino High School	709
5	5	Northwest Indiana	192	Munster High School	473
6	1	Rushmore (SD)	191	Sioux Falls Lincoln High School	560
7	-2	Calif. Coast (CA)	186	Leland High School	858
8	-2	Show Me (MO)	185	Belton High School	402
8	--	East Kansas	185	Shawnee Mission East High School	516
10	-1	New York City	182	The Bronx High School of Science	953
11	2	Northern South Dakota	169	Aberdeen Central High School	429
12	2	Nebraska	164	Millard North High School	472
13	-2	San Fran Bay (CA)	163	James Logan High School	609
14	2	Illini (IL)	155	Downers Grove South High School	354
15	4	Eastern Ohio	154	Jackson High School	355
16	-4	Sierra (CA)	151	Sanger High School	582
17	1	Southern California	150	Claremont High School	326
17	-2	Sunflower (KS)	150	Campus High School	329
19	1	Rocky Mountain-South (CO)	149	George Washington High School	426
20	1	West Kansas	142	Salina High Central	286
20	-3	Ozark (MO)	142	Central High School - Springfield	598
22	2	Northern Illinois	137	Glenbrook South High School	410
23	-1	Southern Minnesota	135	Eagan High School	389
24	-1	Eastern Missouri	132	Pattonville High School	280
25	3	Carver-Truman (MO)	130	Neosho High School	389
26	-2	Heart Of America (MO)	129	Liberty Sr. High School	586
27	2	Northern Ohio	128	Canfield High School	347
28	-2	South Texas	127	Bellaire High School	654
29	4	New England (MA and NH)	126	Shrewsbury High School (TIE)	
				Manchester Essex Regional High School (TIE)	240
30	2	Utah-Wasatch	125	Sky View High School	246
31	-4	Central Minnesota	124	Eastview High School	546
31	-1	Colorado	124	Cherry Creek High School	475
33	1	New Jersey	121	Ridge High School	425
34	1	Sundance (UT)	117	Bingham High School	310
34	7	Montana	117	Bozeman High School	309
36	-1	South Kansas	115	Fort Scott High School	277
37	-6	South Carolina	113	Southside High School	338
38	6	Golden Desert (NV)	112	Green Valley High School	297
39	--	Idaho Gem of the Mountain	110	Mountain Home High School	344
40	1	North East Indiana	106	Chesterton High School	334
41	-1	Southern Wisconsin	105	Brookfield East High School	284
41	-4	East Texas	105	William P. Clements High School	290
43	-3	Deep South (AL)	104	The Montgomery Academy	272
44	5	Lone Star (TX)	103	Plano Sr. High School	231
45	-8	Great Salt Lake (UT)	102	Skyline High School	293
45	-4	Idaho Mountain River	102	Hillcrest High School	258
45	7	Florida Panther	102	Lake Highland Preparatory (TIE)	
				Trinity Preparatory School (TIE)	271
48	-9	Arizona	100	Desert Vista High School	473
48	-4	Central Texas	100	Winston Churchill High School	303
48	-6	New Mexico	100	East Mountain High School	184
51	-5	Western Ohio	99	Mason High School	154
52	-8	Tarheel East (NC)	97	Cary Academy	243
52	-1	Big Valley (CA)	97	Turlock High School	164



Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
52	3	North Texas Longhorns	97	Colleyville Heritage High School	224
55	-8	Heart Of Texas	96	Hendrickson High School	268
56	-9	North Coast (OH)	95	Solon High School	211
57	8	Greater Illinois	94	University High School	145
57	-2	Wind River (WY)	94	Green River High School	260
59	-10	West Iowa	93	West Des Moines Valley High School	300
59	26	Chesapeake (MD)	93	Walt Whitman High School	290
61	6	Colorado Grande	91	The Classical Academy	133
61	6	Nebraska South	91	Lincoln East High School	222
63	9	Inland Empire (WA)	89	University High School	150
64	-5	Carolina West (NC)	88	Myers Park High School	172
64	10	Western Washington	88	Gig Harbor High School	259
66	-2	Georgia Northern Mountain	87	Henry W. Grady High School	264
67	-6	South Florida	87	Ransom Everglades Upper School	201
68	-1	Space City (TX)	86	Cypress Woods High School	259
69	-8	Northern Lights (MN)	85	St. Francis High School	264
69	5	Puget Sound (WA)	85	Newport High School	179
71	1	Hole In The Wall (WY)	83	Cheyenne East High School	211
72	8	Pittsburgh (PA)	82	North Allegheny Sr. High School	368
72	1	Hoosier Heartland (IN)	82	Fishers High School	184
74	8	Rocky Mountain-North (CO)	81	Rocky Mountain High School	159
75	-17	Georgia Southern Peach	80	Carrollton High School	233
75	2	Florida Sunshine	80	Pine View School	222
75	2	Louisiana	80	Comeaux High School	180
75	-12	Northern Wisconsin	80	Appleton East High School	286
79	-9	Mississippi	79	Oak Grove High School	182
79	3	Valley Forge (PA)	79	Truman High School	159
81	-1	West Los Angeles (CA)	78	La Reina High School	193
81	-16	New York State	78	Scarsdale High School	256
83	-13	Hoosier Crossroads (IN)	76	Kokomo High School	210
83	-4	East Iowa	76	West High School - Iowa City	206
83	-5	Tall Cotton (TX)	76	Seminole High School	159
86	8	Western Slope (CO)	75	Central of Grand Junction High School	127
87	9	Arkansas	74	Fayetteville High School	82
87	-1	North Oregon	74	Westview High School	219
87	3	UIL (TX)	74	Lindale High School	145
90	--	Tennessee	72	Morristown West High School	222
91	4	Kentucky	71	Danville High School	176
91	-4	Michigan	71	Portage Northern High School	128
93	-6	West Oklahoma	70	Norman North High School	184
93	-3	Capitol Valley (CA)	70	Granite Bay High School	196
93	-13	North Dakota Roughrider	70	Fargo Shanley High School	162
96	-6	LBJ (TX)	66	Princeton High School	170
97	--	East Oklahoma	64	Jenks High School	184
98	3	Gulf Coast (TX)	60	Gregory Portland High School	183
99	1	Hawaii	59	Punahou School	134
100	-2	South Oregon	58	Ashland High School	101
100	-2	Sagebrush (NV)	58	Reno High School	183
102	--	Maine	54	Cape Elizabeth High School	135
103	--	Pacific Islands	53	CheongShim Int'l Academy	110
103	--	West Virginia	53	Wheeling Park High School	106
105	1	Virginia	52	Broad Run High School	225
106	-1	West Texas	50	El Paso Coronado High School	126
107	1	Iroquois (NY)	42	Towanda Jr.-Sr. High School	108
108	-1	Pennsylvania	40	Bellwood-Antis High School	101

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