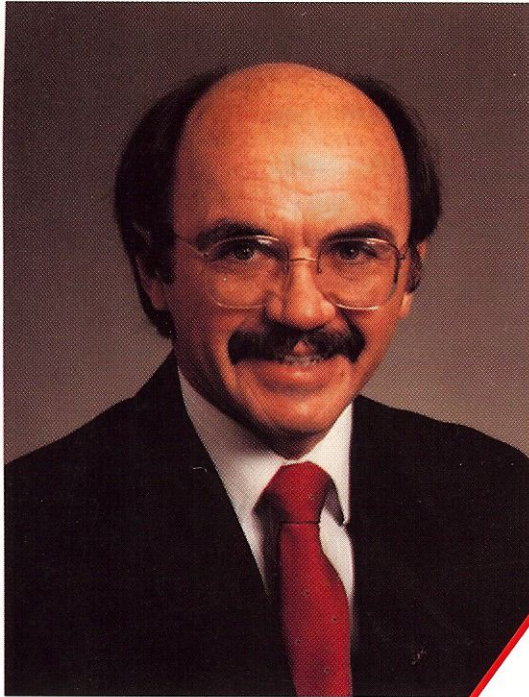


# ROSTRUM

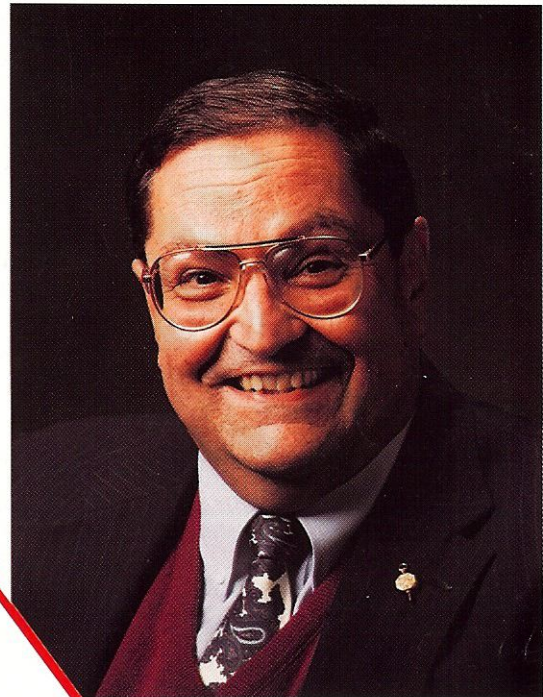
VOLUME 70

NUMBER 4

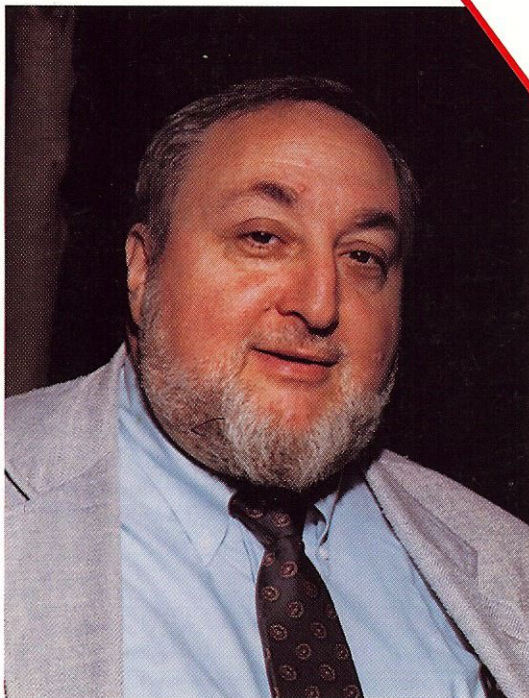
DECEMBER 95



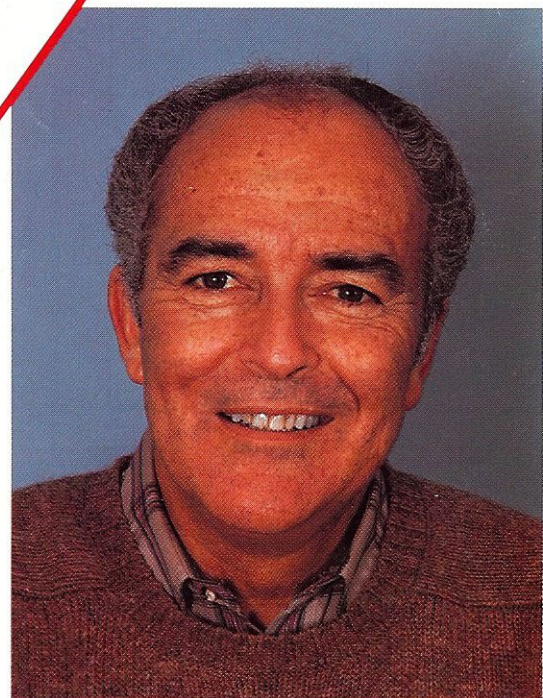
Mr. Ron Carr



Mr. Frank Sferra



Mr. Richard Sodikow



Mr. Tedd Woods

*Focus on Coaches*



# The Enlightened Storyteller

*A Comprehensive Guide to the  
Art of Extempore*

E L I J A H • Y I P

## THE BEST BOOK EVER WRITTEN ON EXTEMPORANEOUS SPEAKING

**NEW**

Extemp and Extemp Commentary have long lacked a quality work to guide the student to success. **HERE IT IS.** Don't wait to order this magnificent educational book.

Included are sections on preparation, research, filing techniques, introductions, conclusions, organizational patterns, fluency, practice devices, critiquing, learning, blocking issues, and much more.

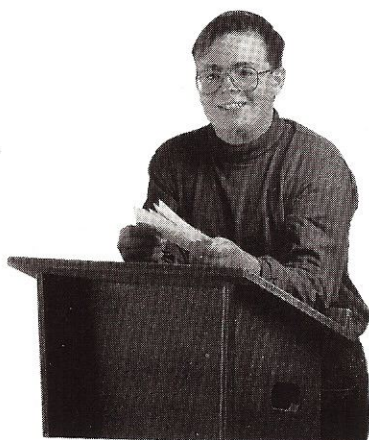
And after the beautifully done and developed text there are specialty articles to help you on commentary, history and examples in extemp, how to invest your research dollar, generic verses topic specific introductions, advanced organizational options, and much more.

It's the key tool that beginners need and experienced students must have.

\$24.00 for one copy, \$16.00 each for 6 or more.

Author: E. Yip

## IMPROMPTU



Ted Scutti

CDE

## A BOOK BY A CHAMPION FOR CHAMPIONS

The most challenging speech event offered demands expertise and knowledge unknown to most competitors. Ted Scutti, a national individual events champion in both high school and college, offers the reader all of the essentials **plus** the extra approaches that separate finalists from trophyists.

Included is how and what to read, developing introductions and introduction techniques, organization, making the most of minimal prep time, selecting your topic, structure and organization, practice, dress and other nonverbal communication factors, personality, fluency, and other essentials.

This is a book of breadth and depth. It does not augment other works, it is **the book** that is **essential** for the student who wants to win.

\$15.00 for one copy, \$11.00 each for six or more.

**NEW**

Mail to: **CDE**, P.O. Box Z, Taos, N.M. 87571  
(505) 751-0514



Name \_\_\_\_\_

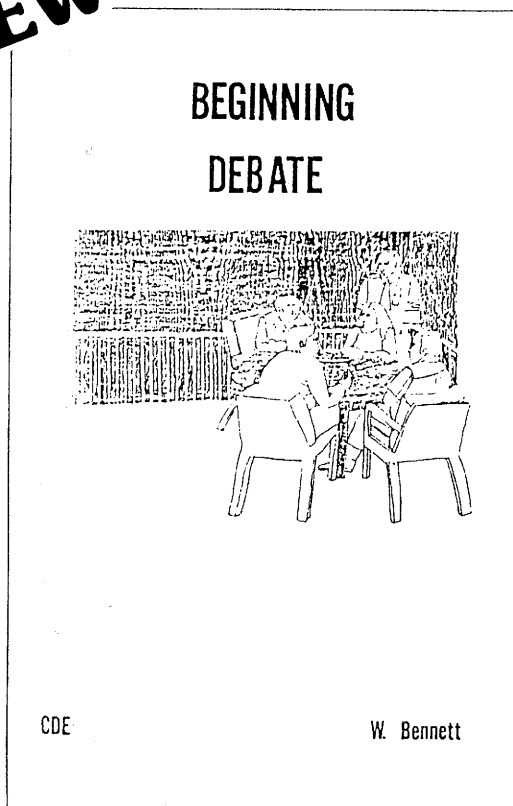
Mailing Address \_\_\_\_\_

☐ The Enlightened Storyteller \$24

☐ Impromptu \$15

# CLASSROOM Debate Texts

**NEW**



## For Beginners

BEGINNING DEBATE is designed for the student who has no knowledge of team debate. Step-by-step each chapter introduces him (or her) to what it takes to compete successfully at the novice and junior varsity level.

The text is **not** tied to any specific topic. You **can** use this book with any topic in any policy debate class. And it is not necessary that the teacher know debate. The learning experiences in the book, the simple short text, and the TEACHER'S GUIDE (included free with orders of 10 or more books) make this a book that the novice coach will enjoy as well as the novice debater.

The 13 simple chapters include over 50 learning experiences (crossword puzzles, word searches, quizzes, discussion questions, library forms, work-sheet, self-tests, and more). Every chapter starts by telling the student why this concept is important to know and then explains it in easy-to-understand language. "How To" advice is integrated into **every** appropriate chapter, and in the learning experiences at the end of the chapter.

Chapter topics, in order, are: Why Debate, Basic Ideas & Words, Rules & Speaker Duties, Introduction To Research, Writing A Block, Writing An Affirmative Case, Practice Debates & Tournaments, Flowsheeting, Voting Issues, Cross-Examination, Delivery & Ethics, Counterplans.

The author is WILLIAM BENNETT, one of the nation's outstanding teachers. Mr. Bennett is a past National Debate Champion and has coached several National Champions.

One copy is \$19.00, orders of ten or more are \$13.00 each. One **free** TEACHER'S GUIDE is included with each order of ten or more. Or you can buy the guide for \$20.00.

## The Lincoln Douglas text

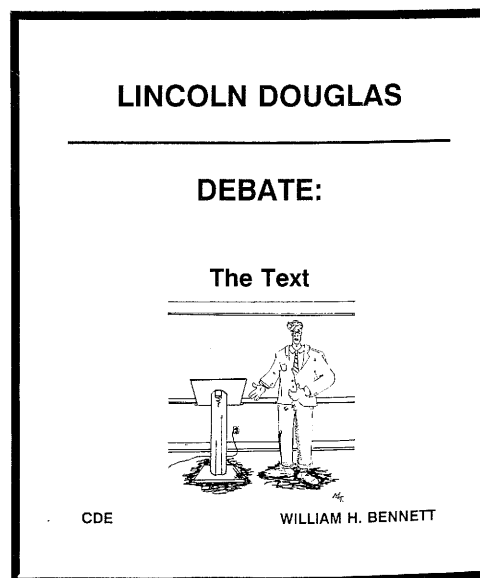
by America's finest teacher

This textbook moves students from an introduction to the event all the way to a chapter on philosophy. Includes a superb annotated bibliography. Includes a free TEACHER'S GUIDE with every order of 10 or more.

And it's written by William Bennett, the only man to ever have his students "close out" a final round at Nationals. You'll understand how he did it when you read this book. Chapters: Introduction, The Basics, The Most Common Issues, Writing The Case, Learning How To Research, Delivery, Attack and Defense, Judging, Theory and Strategies, Philosophy and Values, Being The Best You Can Be. Appendices include superb bibliography, sample topics, a value dictionary.

By far the best book ever written on Lincoln Douglas debate. \$18.00 for one copy, \$12.00 per copy for ten or more.

**N E W**



To order or query  
write or phone:

**C.D.E.,**

P.O. Box Z, Taos, N.M. 87571  
505-751-0514

**Q** WHY DO SAVVY DEBATE COACHES  
& SPEECH TEACHERS TURN TO  
NATIONAL TEXTBOOK COMPANY FOR ALL  
THEIR DEBATE NEEDS?

**A** BECAUSE NTC HAS  
THE RIGHT MATERIAL  
TO MEET THEIR NEEDS AT  
EVERY LEVEL!

From beginning  
students... to intermediate  
and advanced debaters  
looking to develop  
stronger argumentation  
skills and strategies...

NTC has the  
interactive,  
hands-on texts  
they need for  
winning debate.

FOR INFORMATION  
OR A FREE CATALOG

CALL 1-800-323-4900



**National Textbook Company**

a division of NTC Publishing Group

4255 West Touhy Avenue • Lincolnwood, IL 60646-1975

1-800-323-4900 or 1-708-679-5500 • FAX: 1-708-679-2494 • E-mail: NTC PUB2@AOL.COM

Area code changes to 847 after January 20, 1996

AD0865



On the Cover: Ron Carr, Frank Sferra, Richard Sodikow and Tedd Woods, NFL's newest Five Diamond Coaches. (Profiles on Page 15.)



This publication is made possible by the Phillips Petroleum Company



Next Month: Focus on Policy Debate. Articles by Minh A. Luong and Lois Askew.

## THE ROSTRUM

Official Publication of the National Forensic League  
(USPS 471-180) (ISSN 1073-5526)

Donus D. Roberts, President

William Woods Tate, Vice President

James M. Copeland

Editor and Publisher

P.O. Box 38

Ripon, Wisconsin 54971

(414) 748-6206

The Rostrum (471-180) is published monthly, except July and August each school year by the National Forensic League, 125 Watson St., Ripon, Wisconsin 54971. Second-class postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to THE Rostrum, P.O. Box 38, Ripon, Wisconsin 54971.

### SUBSCRIPTION PRICES

Individuals: \$10 one year; \$15 two years. Member Schools \$250 each additional sub.

## NEW RULES

This article is a digest of rules passed by the Executive Council in the past year which directly affect NFL chapters and students. New manual pages will be sent out in January. Council minutes are on page 23 in this issue.

### Point Recording

The Council recommends passage of a constitutional amendment to enable coaches to count every round of debate or speech in which a student competes after September, 1995. This amendment also removes school "isolated status" since all rounds count for points. The rule for a practice congress: a maximum of 24 points per student per day, is not changed. Also unchanged is the 4 service speech per day limit and the 4 round per day judging credit.

### Duo Interp

The new rules for duo interp were on page 3 of the November Rostrum.

### Eligibility

No student may participate in any NFL District or National Tournament who has not met the age and eligibility requirement of his/her State Activities Association.

### Harassment

Harassment by any participant in any NFL event will not be permitted.

### NJFL

The NFL Council has created a National Junior Forensic League for students in grades 6, 7, 8. Persons interested in receiving information about this distinct and separate organization may write to the NFL office.

### National Entry Deadline

Due to the complexities of scheduling, the deadline for alternates to register for the National Tournament will be Wednesday before the Sunday of registration (in 1996 June 19). No alternates may register after that time.

### National Tournament Points

At the National Tournament all ranks of 6, 7, and 8 will be recorded as 5ths (except in the final round). Students will receive NFL points for 5th place even if 6th, 7th, or 8th.

### Timing at District and Nationals

Students, coaches, and judges who have been concerned about accurate timing in NFL tournaments, are allowed to bring mechanical timers to tournaments and use them in rounds. One such acceptable timer is Pacesetter.

### National Judging

Every NFL district as a matter of rule must designate three judges: debate, speech, and an alternate who must be available to judge semi and final rounds at Nationals

## JANUARY FEBRUARY LINCOLN LIFE L/D DEBATE TOPIC:

Resolved: An oppressive government is more desirable than no government.

*The Rostrum provides an open forum for the forensic community. The opinions expressed by contributors to the Rostrum are their own and not necessarily the opinions of the National Forensic League, its officers or members. The National Forensic League does not recommend or endorse advertised products and services unless offered directly from the NFL office.*

*The Lincoln Museum*  
*Fort Wayne, Indiana*

and

**Lincoln National Life Insurance Co.**

announce a

call for nominations

for the

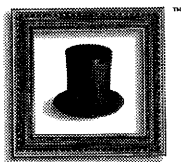
## **Spirit of Lincoln Award**

The winner of the Spirit of Lincoln award  
will be a nationally-known individual who:

- Recognizes and mobilizes the power of language in pursuit of the public good.
- Demonstrates personal conviction.
- Stands for truth and plain speaking, is honest and direct.
- Makes a positive contribution to society by giving something of himself or herself.

I nominate \_\_\_\_\_

for the Spirit of Lincoln Award. (S)He meets the criteria of the award because



*The Lincoln Museum*  
*Fort Wayne, Indiana*

Mail nomination to:

Amy I. Haycox  
Lincoln Life  
P.O. Box 7888  
Fort Wayne, IN 46801-7885  
Fax: (219) 455-3514





# A RHETORIC OF CRITICISM

by David Baker

Persuasion is the most powerful force in the universe. Humans may rule the universe, but persuasion rules humans. What we are persuaded to believe governs all of our actions. Everything that we believe, is the result of an argument that persuaded us.

As Professor Zarefsky so articulately summarized: I. A. Richards and Marshall McLuhan wrote of rhetoric as meaning, Richard Weaver advanced rhetoric as value, Kenneth Burke claimed rhetoric as motive, Stephen Toulmin and Chaim Perelman argued rhetoric as a way of knowing. With those significant views in mind,

**Teaching students a critical method of thinking is perhaps more important today than at any other time.**

I will advance a rhetoric of criticism as the most essential element of a student's education, the most significant offering across the range of the curriculum, the most important skill to be taught.

Simply, I believe that the skill necessary to critique the mass of information that students encounter each day is the most important skill of all. A rhetoric of criticism is basic to all intelligent understanding. Persuasion is the most powerful force in the universe, and because it is, a rhetoric of criticism is the most essential element of education. There is no course in the academic world that better equips students to deal with the rhetoric of the world than the

one we teach.

But, what is it exactly that we do? Perhaps the first task is to place the term "rhetoric" into a common context. Simply, no human institutions can exist without the power of speech. Isocrates in 354 B.C. argued that, "...generally speaking, there is no institution devised by man which the power of speech has not helped us to establish. ... Through this we educate the ignorant and appraise the wise; for the power to speak well is the surest index of sound understanding..." With this faculty we both contend against others on matters which are open to dispute and seek light for ourselves on things which are unknown;... And if there is need to speak in brief summary of this power, we shall find that none of the things that are done with intelligence take place without the help of speech..." Persuasive speech is the launching pad of ideas. We all advance our ideas, we all attempt to persuade others to our views, we all try to get our way. We are all then, debaters.

We advance a position and we defend positions against the arguments of the opposition. Perhaps we can, in this context, refine our definition of debaters as people. Perhaps we can also classify them. In our society, we refer to poor debaters as naive. Excellent debaters we refer to as scholarly. Abusive debaters we refer to as politicians, political spin-doctors, used car salesmen, red necks, and hormonally imbalanced sixteen-year-olds. It is our job to create scholarly debaters who are prepared for the challenges of their lives.

We do not always reach our goal of creating scholarly debaters. I clearly remember a cold morning in the early 80's at Seminole High School in Oklahoma. I was judging an extem-

poraneous speaking contest. A young man entered the room wearing what was obviously his father's leisure suit: Bat wing lapels, and pants accordioned for about five inches at his feet. Suspecting that he was required to feed the cows prior to coming to the contest this morning, I settled in to hear his home-spun perspective on world events. "My topic is", he blurted, "Creationism should be taught in the public schools." My interest grew with the prospect of hearing his unique views on this subject. "I think we should", he said "because we Americans ain't nearly creative enough." What followed was a pretty good

**... to give students the power to process, evaluate, and critique the massive amount of information ...**

analysis of the technology gap between the U.S. and the Soviet Union. Perhaps our educational aim is not always right on the mark, but even when we miss, good things happen.

Teaching students a critical method of thinking is perhaps more important today than at any other time. Daily, our students are attacked with persuasive techniques. Our mission is to teach a rhetoric of criticism: to give students the power to process, evaluate, and critique the massive amount of information that comes their way.

Plato lived in a time when instruction in persuasion was reserved for the most pure of men--and only men. It was assumed that the good man and

the good orator were one and the same. It was a society that clearly understood the power, and danger of persuasion. Today, the techniques of persuasion are everywhere. They are employed by people with a variety of motives. We can no longer count on the concept of the good man and the good orator. If we do not teach students how to evaluate information, then how can they be expected to defend themselves against the modern day techno-sophist? Without the ability to evaluate information, we leave our students open to persuaders who cajole our children to: "just do it", identify the term "cool" with Joe Camel, and take Rush Limbaugh seriously.

**Persuasive speech is the launching pad of ideas. We all advance our ideas, we all attempt to persuade others . . .**

Everything in our society is designed to make a sale in the marketplace of ideas. From consumer products to political ideology the competition to make a sale in this market is intense. There is the story told by Plato of the Egyptian King Thamus, who was leery of the new technology of writing because it was (in his opinion) bound to weaken people's memories. Worst of all, Thamus warned, writing would lead to an overflow of undigested information, allowing those who were merely crammed with facts to pass themselves off as wise. Not to think critically, not to have a mastery of a rhetoric of criticism is to be unarmed in the marketplace of ideas. In his book *Technopoly* Neil Postman argues that, "To a man with a hammer, everything looks like a

nail." In an information society, we are all consumers of ideas. To those who sell consumer products, we are all potential customers; to those who sell political philosophy we are all potential voters.

Polarized positions on hundreds of issues are debated daily. The same questions that have been debated by our students over the years. Their knowledge on these issues is simply a by-product of the process of evaluation and research. Our students have taken an active role in forming their opinions. Our goal is not simply to impart knowledge; it is to empower our students to make intelligent judgments in light of adequate information. We seek to teach a rhetoric of evaluation, understanding, and criticism.

The process of competitive debate forces students to face issues squarely. It is this kind of rhetorical ethic that is needed if we are to resolve the issues facing the world. As Raymond F. Dasmann wrote in his book *An Environment Fit for People*, "Once you could run away from the problems that seemed to confound and confuse life in the places where people congregated. You could go back to the farm and forget the city. You could go off to the colonies and forget the home country. You could head for the South Seas. But today the mushroom clouds from atomic blasts climb into the air not far from Tahiti. Bulldozers and chain saws roar in the upper Amazon. There is no place left to hide. If you want a world fit to live in, you must fight for it now." There was a time when students could run away. A time when evaluation, understanding and criticism were an option. No longer. Our students must face the issues of their day. They have nowhere to run. A rhetoric of criticism is critical not only to their success but to our collective survival.

Nature is powerful. Persuasion is more powerful. Growing

up in a farm community in Southern Oklahoma, I have seen nature's power. I have seen entire communities destroyed by tornadoes. I once walked across an entire five acre hay field while stepping on nothing but refuse from a tornado that devastated the city of Wichita Falls, Texas. I have seen hailstones larger than baseballs. (I have also arm-wrestled my father. I know nature's power.) Those whose homes were ravaged by wind remain because they are persuaded that they belong there. (In spite of an 0 and 40 record, I still believe that I can whip my father.) Persuasion is an awesome force.

Jim Jones persuaded over seven-hundred people that they

**. . . techniques of persuasion are everywhere. They are employed by people with a variety of motives.**

should drink arsenic-laced Kool-Aid as an expression of their religious beliefs. David Koresh persuaded dozens of people (many with college degrees) that they should burn to death for their religious beliefs. Governments around the world have persuaded millions of women and men that they should give their lives in defense of a particular political philosophy.

A recent report in *Newsweek* noted that ninety-six percent of six year old children could identify Mickey Mouse. Ninety-four percent could identify Joe Camel. Faced with that kind of advertising success, I think that teaching children to think critically is a good mission, a worthy goal. Teaching children to investigate is an essential skill. Without an ability to



weigh the evidence, evaluate the intent of the authors, critique the critics, students are helpless in the marketplace of ideas.

While I am honored to be speaking to one of the most distinguished group of educators in the United States, we are not the best teachers in the land. The best teachers in the world do their work on Fifth Avenue in New York, inside the Beltway in Washington D.C., in churches around the world, behind the school house, and at dinner tables. Advertisers, politicians, clergy, peers, and parents effectively persuade children on issues related to political philosophy, religion, sexual behavior, personal values, and consumer choice. It is our job to arm those children with the power of a rhetoric of criticism.

Persuasion is more significant than truth. In spite of the fact that every credible scientific study in the world has concluded that the consumption of tobacco is a health hazard, millions of children annually are persuaded that tobacco use is "cool". They are persuaded to use tobacco even though they are aware of the disastrous consequences. Even though they know tobacco can, and probably will, kill them.

If scientists were to discover that reading Shakespeare caused a slight increase in the risk of brain tumors, do you think there would be anyone left in the average English Literature Class? Do you think that after that discovery, children might be caught behind the barn with their *Riverside Shakespeare* in hand spouting sonnets in spite of the medical risk? Can you imagine a child caught red-handed proclaiming, "It's not my Shakespeare! I am just keeping it for someone else!" If I could package my lessons in the language and imagery found in tobacco advertisements, I too might be able to claim a 94% retention rate. I am giving C's to

students in Public Speaking who are making A's in chemical abuse.

In the past, teachers have counted on the isolation of the classroom as a barrier between the world of commercial persuasion and the world of academic criticism. We have had the luxury of a captive audience. We have been able to teach our lessons without direct competition from *M.T.V.* Once all the walkmans, *Playboys*, and *Cliff's Notes* have been confiscated, we

**We can no longer count on the concept of the good man and the good orator. If we do not teach students how to evaluate information, then how can they be expected to defend themselves against the modern day techno-sophist?**

have pretty much been the star of the show. We have controlled what our students read. We have held the power of the grade as a mechanism to focus their attention. No longer. Now, corporate entities have invaded the classroom with commercial messages disguised as educational material.

Lifetime Learning Systems is now the corporate archetype for educational/promotional materials. Lifetime Learning markets corporate advertising to schools under the guise of educational materials. For example, according to Proctor & Gamble's in-class "Decision Earth" program: "Clear-cutting removes all trees...to create new

habitats for wildlife," "P & G uses this economically and environmentally sound method because it most closely mimics nature's own processes." Lifetime Systems finds a willing audience of frustrated teachers whose budgets have been cut, and who are desperate for hands-on material. Lifetime Learning fills the need with corporate sponsored material (and product samples) from companies such as American Express, Frito Lay, The National Live Stock and Meat Board, The National Rifle Association, Coca-Cola Corporation (that hurt), The National Pork Producers Council, Pepsico Incorporated, The Snack Food Association, and dozens of others.

Lifetime's own promotional literature claims that, "If there's a cardinal rule in preparing sponsored material," "...it is that it must serve the needs of the communicator first. But it also must have *perceived* value in the classroom." Another passage from the literature of Lifetime reads: "Imagine millions of students discussing your product in class. Imagine their teachers presenting your organization's point of view. Imagine your corporate message reaching their parents through literature the students take home. At Lifetime Learning Systems, we don't just imagine. We create the award-winning educational programs that make these marketing strategies work. A Lifetime Learning Systems teaching kit is a marketing tool that opens minds."

Persuasion is the most powerful force in the universe. Humans may rule the universe, but persuasion rules humans. A rhetoric of criticism, what we teach, is the only thing that serves as a buffer between students, and a world of persuaders. We seek to persuade about persuasion. We seek to empower students with an ability to evaluate objectively the mass of information that is designed to influence

their behavior. Nothing taught in school could be more important.

For the past ten years I have been an instructor at the Dartmouth Debate Institute and the Dartmouth Juniors Workshop. The first session of that program, the workshop, is reserved for around forty students who are in the summer after their sophomore year. These sophomores-to-be-juniors come to Hanover, New Hampshire, to work on their skills as speakers, and to research the new debate topic. Frankly, their intellect is an embarrassment to the Dartmouth academic community. These students drive the college library staff to gridlock. They are, by the Dartmouth librarians' admission, the single largest impact group on the library system for the entire year. I have observed Dartmouth students looking over debaters' shoulders, and asking their advice on matters of scholarly research. High school kids are doing research that overwhelms an Ivy League college library. High School Debaters compete in an activity that might best be described as full-contact Social Studies. They do not enjoy the luxury of time monopoly. Rush Limbaugh and Howard Stern would not stand a chance against our students. Our students mock the shallow nature, and scholastically inept format of contemporary political debate. They compete in a world where they must where they must defend their ideas in a timed format against opponents who are well prepared to present an alternative view. Editorial authors enjoy the ability to spew their usually exaggerated opinions in a forum that would never survive the format of high school debate. Our students must answer questions, and deal with a respondents' opinions within minutes, not days, of their claims.

In the world of academia, high school debate students are

exploring the academic universe, in vehicles designed with imagination, scholarly rigor, and deft perception, while the rest of the academic world is just starting to understand the uses of the wheel. Our students scoff at research assignments that dumbfound their classmates. Their research papers often dumbfound their teachers. Our students are conducting research that rivals Ph.D. level work on significant national



*David Baker*

and international issues. High School debaters enter college with research and writing skills that warp the learning curve. Our students master a rhetoric of criticism that spills positively into all aspects of their academic and personal lives. A rhetoric of criticism empowers them to evaluate, critique and better understand the mass of information that is fired at them daily.

Once in a while, you should hear that what you do is important. Every so often, you should return from a grueling weekend of bad food, no sleep, and late nights knowing that you have made a difference in the lives of students. You will return from this tournament knowing that few try to understand what you do. You will continue to fight the war of budget, continue to seek opportunity for your students, and continue to advance

a rhetoric of criticism. Someone will probably ask you if you had a good time in Atlanta--as though it were a vacation. You will probably tell them, yes. It is our curse, and our blessing. Your students will return years later with thanks for the skills that they learned. Those in this room know, but should be reminded. Once in a while, we should abandon our competitive nature and recognize that we are we. That--win or lose--our students are empowered by our influence. Persuasion is the most significant force in the universe. Humans may rule the universe, but persuasion rules humans.

We have the answer. Your [Barkley Forum] gold keys charge you with the mission of spreading the value of a rhetoric of criticism. Collectively, you have taught me that lesson. It is a message that is too important to keep to ourselves. My lesson to you is the lesson that you taught me. A rhetoric of criticism is the most important lesson of all. The Key Coaches in this room should know that they are the most important teachers in the land. Every once in a while, you should hear that. What we teach, the power we wield is enormously important and potentially dangerous. From time to time we should be reminded of the awesome responsibility that our keys represent. That is my lesson to you. A rhetoric of criticism is critical to the future of our students, and our nation. Listen to me, hear yourselves.

*(David Baker coaches at The St. Mark's School of Texas. His debate teams have thrice reached the National Final Round, winning in 1990. This address was given to the Key Coach banquet at the Barkley Forum of Emory University in February, 1995.)*



# ON GROWING OLD

by Leslie Phillips

I turned forty in October. I don't feel old, or middle aged, but I don't feel young either. I am a person who counts years. When I see a newspaper article about a new Clinton Administration appointee, or a profile of some suddenly successful actor or businessman, my mind quickly settles on the detail of age -- two years younger than me -- one year older than me -- six years younger than me. Until recently, I thought of myself as young. So it astonishes me to count back and realize that this is my twenty-sixth year in forensics; my fifteenth year in coaching high school debate; my fourteenth Barkley Forum. When St. Augustine sat down to write his *Confessions*, and toted up all his misdeeds, his work in forensics was near the head of the list. He wrote: "From my eighteenth to my twenty-seventh year I was led astray and led others astray in turn. I was a teacher of public speaking. How wicked are the sins of men!"

I have now exceeded Augustine's record of depravity by thirteen and one half years. I have sinned, I continue to sin, and I shall go on sinning. I know who to blame. I blame not my parents for raising me badly, nor the Christian education of my childhood for its inadequacies. I do not blame society for creating an imperfect world. One person did this to me.

I blame Mrs. Charline Burton, of Heritage Hall, Oklahoma.

You may recoil in shock at my bad taste. Blame Charline Burton! Such a wonderful lady. Not even here to defend herself. But listen: Eight years ago this evening it was Mrs. Burton who stabbed the key into my breast and emitted a bloodcurdling exhortation: "Les! Become one of our old warhorses!" This com-

mand has hovered over my life ever since. It has had the effect of a curse or a prophecy in a Greek tragedy. After much consideration of the difficulties of a beast of burden, and with one eye on the glue factory, I'd have to conclude that, indeed, I'm going to be an old warhorse. And I want to share with you this evening my reflections on that decision -- on why I will grow old in debate, and how.

It has not exactly escaped my attention that fewer and fewer people are growing old in this activity -- even as old as I am. This is not new. I had two wonderful high school coaches. The first one got out when she was twenty-eight and never

**But I will keep  
on because I  
think we have  
a mission.  
There are special  
things that  
we have to do.**

looked back. Her successor made it to thirty. Most of the people I coached with in the Northeast ten years ago have gotten out. Fifty women and men have been named Key Coaches of the Barkley Forum in the past fifteen years. Twenty of them have gotten out. Several good coaches my age or younger are hanging on by their thumbs, desperately seeking a successor; they are trying to get out. They are tired. I am tired. Some weeks I am just exhausted. The driving -- farther and farther each year, as New England debate completes its collapse. The practice rounds, sometimes four or five a week. The grading, the fundraising, the talks with parents,

the amateur medical treatments, the photocopying, the adolescent crisis management, the adult crisis management, the tournament-running, the seven years' war against the assistant principal, the state tournament-running, the district-tournament running, the thirty years' war against the custodians, the car washes, the undone laundry, the friends not seen, the letters unanswered, the family neglected, the van which breaks down at 1 a.m. on the Massachusetts Turnpike when the wind chill is thirty below. Inherency asks: Why do good men tolerate evil? Debate coaching asks: Why do sane women and men tolerate this?

But when I asked myself whether I wanted to quit, the answer was always surprisingly clear. No. Will I keep the same pace into middle age? No. I've cut back already. Do I want to travel less? Yes. Do I want to go home earlier? Yes. But I will keep going. And what keeps me going, apart from a compelling need to appease my landlord and pay the Visa bills?

I do love my students. But I could find students to enjoy outside debate. I like arguments, but the fascination I used to have with the design of a debate round is gone. I am not looking for one last championship to crown a career. I have been to enough round robins. I am not sentimental about the value of what I do. And I do not think I am indispensable.

But I will keep on because I think we have a mission. There are special things that we have to do.

First of all, debate must be a force which counters the dilution of secondary education. Now I am very uncomfortable in the role of educational traditionalist. I am not frequently

confused with a conservative of any sort. But I hope I am not the only person who notices that high schools are dumbing down their curricula and expectations. I speak only for myself, but I find that year by year I must pull and push and stretch and goad my freshman debaters harder, longer, more vigorously to get them where they need to be intellectually. Their middle school preparation has simply left them without the social studies context, the reading skills, the notetaking skills, the attention span, or the simple work ethic necessary to do this activity well -- or to do any other serious academic work. I know that academics is not all of secondary education. I truly believe that schools must help build a whole person, and that self-esteem is the key to that whole person. But when schools make self-esteem and challenge mutually exclusive, when they seek to insulate students from difficulty or the possibility of failure, they have betrayed the meaning of self-esteem. No one knows better than the people in this room that self-esteem is built by presenting students with challenges -- goals beyond their reach -- and then preparing them to meet that challenge. When schools allow their expectations to decline to the level of what a fourteen-year-old happens to feel like doing that day -- when schools treat sloth as a "learning style" instead of a deadly sin -- they betray education. Robert Frost once defined education as "hanging around until you've caught on." Robert Frost was wrong. An educator, true to the Latin root of the word, leads the student out of his self-satisfaction to something new. I will go so far as to predict that as the rest of education is watered down, and as it becomes "incorrect" to focus on gifted students, parents will rediscover the value of forensics. I want to be around to see that happen.

The second thing we need to do is make certain that debate continues to be education. There are any number of committees, platforms, and movements afoot to enhance, reform, and expand debate in America. My three predecessors at this pulpit have spoken somewhat programmatically, and I'm not going to try to improve on what they have said. My particular worry is that fewer debaters seem to understand that debate is arguing, not reading; that the best arguments are those you derive, not borrow or purchase; that evidence should come from the library, not the friend who knows someone who was in Cheshier's lab last summer. I worry that actual debate, rather than reading, may be retreating into a small elite corner of the activity. Working on the funda-

## We need to make certain that debate continues to be education

mentals with students is not always interesting. But it is what we on the front line of debate education must do. The summer institute teacher may know the evidence better. She may be the superior strategist. But no one at Dartmouth or Michigan or Northwestern is better equipped to teach thinking better than the people in this room.

None of these good things happen if we all get out.

I can't presume to tell anyone here how to live their lives. Each of your circumstances are different, and I don't know them all. But I know that, as I decided not to get out, I knew that I could not stay in unless I made some changes in the way I did things. And I was able to see how to make those changes precisely because I am getting older. Four years ago my aunt, a person I loved very much, died too young.

Then an uncle, a year later. My mother and father are in good health, but those other deaths forced me to really think about my parents' mortality. They will die. Which means -- you are unequivocally the adult now. Your full maturity is not something that will happen later. You have become what you will be. So if you are a debate teacher, it's time to batten down and prepare for the long haul.

That meant confronting the workaholic martyr in myself. The part that worried that if I admitted that any portion of the work that I did turned out to be dispensable, somebody might come along and get rid of all of me. The part of me that needed to think of the job as huge, impossible, thankless. I had to begin to tame that inner workaholic. I had to start delegating. I had to learn to get in the car and go home at four-thirty. I can assure you that my program has not collapsed as a result. My principal has not hauled me up on charges of negligence. My students have noticed that I stay home once in a while and don't hear quite as many rounds. They have also noticed that I'm a little more approachable, a little more fun to be around, less exhausted. Besides, everyone has noticed that Lexington never wins the final round if Phillips is present at the tournament.

I'm going to work hard for thirty more years doing what I think I do well -- teaching novices, especially, and advanced debaters to be critical, to be subversive in their questioning and thinking. Whether you stay in for another year or another thirty, or more, please do what you do best. Teach the young. Love your work.

And goodnight, Mrs. Burton, wherever you are.

*(Les Phillips is the debate teacher at Lexington (MA) HS. Coach of a large squad, and not the star system, Mr Phillips' teams have won most major invitationals.)*



# SECRETS OF SUCCESSFUL COACHING

by Susan Stolen

How can we coach our especially talented speech students so that they achieve their potential? How can we get them to do well in state finals or in national competition?

Like many coaches who have been around for a while, I have had some success in preparing students as public speakers. I have had many state and national competitors but no National champions yet. I have watched in awe at state and national speech finals as students from Minnesota schools have performed flawlessly. What do their coaches know that I don't know?

The most consistently successful students seem to have some elements in common. They all have a "presence" in the room or on the stage that cannot be ignored. They all convey a pleasing personality and sparkle. If they are having any dark thoughts, these are not visible. In a highly subjective activity, they are able to please the majority of judges the majority of times.

Since I long ago got over my major shyness, I decided to ask some coaches of highly successful students how they did it. I asked them to comment on several areas: Charisma or Presence, Motivation, Preparation, and Expectations. In this article, I'll share their secrets.

## Charisma

So how do successful coaches help students to attain the kind of charisma or presence that cannot be ignored? Carol Purington of Marshall helps students learn how to move in the rooms they will compete in by modeling how to walk to the front of the room, how to pause long enough, how to stand, etc. She discusses with them what to do at the end of the speech, as well to hold that moment and what to do if the

student makes a flub. She encourages a strict dress code among her team members.

Pam Cady of Apple Valley feels that charisma can't be taught. "Unfortunately, for the most part this is an innate quality that ultimately can't be manufactured. Either the student has it or not and the coach recognizes it the first time the student speaks. For those who aren't blessed with this, conviction and experience gives presence, but charisma can't be duplicated."

Joni Anker of Eagan agrees that charisma is "tough to coach" but she feels it is helpful to give "students ample opportunity to perform in order to develop confidence. She also stresses the importance of grooming and dress as it projects an image. Many of her students also develop a sense of presence by modeling other strong performers."

Gretchen Heath of Robbinsdale Armstrong says, "Lucky are those who have it! But you can teach poise and style by careful modeling and reinforcement."

Linda Heinze, formerly of Forest Lake and now of Mounds Park Academy, agrees that charisma is very important. Appearance contributes to confidence which helps project credibility and communication with your audience."

Appearance is certainly not the only component of a successful speaker but it is important. Whether we like it or not, over 90% of communication by some estimates is nonverbal and that includes appearance.

## Motivation

What secrets of motivation do these coaches possess? Carol Purington is a strong believer in finding the toughest competition the student can handle. She often sends her beginners to one meet and her more experienced

students to a meet that has a final round. If they don't make the final, they watch it to find out why they didn't. She has her top students record other competitor's selections and rank them. Later they compare their rankings with those of the judge and strive to understand what judges look for in a good performance.

She also likes to get parents involved in their students' commitment to speech and hosts a Parents' Night. Carol appreciates the motivational power of NFL membership and its point and award system and has a recognition banquet each year.

Deb Bendix of Forest Lake agrees that tough competition is a good motivator and adds that the coach's expectation for each student is extremely important. She points out that the coach must truly believe that the student is capable of reaching the next level. The coach's belief will help the student to believe in himself or herself. She likes the N + 1 theory: assess where the student is now and expect one level beyond.

Peter Thurgood of Anoka adds that it helps to motivate students during tough competitions by reminding them of the time and effort they have put in to get there. Review old critique sheets to see where the student has come from.

Gretchen Heath feels that some of the motivation must come from the team as well. Students must support each other.

Joni Anker feels that "generally students that do well at State and Nationals are quite self-motivated by various factors. Some students are motivated by the relationship with a particular coach because they have worked together closely and the student wants to do well for the coach. Many students are motivated by peers--they

want to be recognized by fellow team members as successful. Some students are motivated by the competitive atmosphere--the stiffer the competition, the better....Finally, many students are motivated by their pieces or speeches. We hope that the students on our team are internally motivated to communicate the message of their piece whether it is an oratory or dramatic piece. As coaches we try to build motivation by building the importance of state and national competition, helping students set realistic goals, building their confidence through praise, and helping students see that their selections have important messages to communicate to the audience."

### Expectation

Along with motivation is the important concept of expectation. Peter Thurgood finds it is necessary to reevaluate expectations of individual students as you get to know them better. Gretchen Heath stresses that she will take students wherever they are and build individual expectations of them.

Carol Purington has different expectations for her top competitors, of course. She is much more careful with their selections and topics. She expects all of her students to commit to at least four invitational competitions.

Linda Heinze expects her top students to do the best they can both at practices and competitions. They must also have a commitment to the activity and set reasonable personal goals. Her job is to help them meet their goals.

Pam Cady says, "A good exercise that is worth investing time into at the beginning of the season involves goal clarification. What does the student want to accomplish over the course of the year? What does he or she hope to get from the experience? Are they realistic, achievable goals? Work through the goals together, share your

thoughts, so that it is one that you can work towards together. In the end, they need to know that you believe in those goals, that you believe in their ability to attain those goals, and that those goals are worthy of attaining."

### Preparation

To help achieve consistency, Linda Heinze has speakers give a complete speech before the first round to eliminate "jitters." She also believes in "regular and consistent writing/analysis sessions as well as practice speaking sessions." She provides individual tapes for "at home" practices.

Gretchen Heath is another believer in regular practices where student and coach are "working to keep spontaneity even with consistency. I believe one should keep looking for ways to 'keep it alive' even as you have to do in a long stage run." Gretchen also believes we would not follow the "do as I do" imitative method of coaching, but rather "try to elicit an individual style through analysis, trial and error, repetition, and various strategies often used by actors."

A technique Carol Purington uses to help achieve consistency of performance is to keep a notebook of comments received from the coach and from critique sheets. Be sure a student selects a challenging enough subject or selection so that concentration can be maintained through continual practice sessions.

Joni Anker believes there are no short cuts to "hours and hours of practice!.... We try to take the selection segment by segment, line by line in some cases, and talk about how to interpret and which interpretive choices would be best for the text, character, etc... For national competition we add new material to keep it fresh, kick up the intensity a bit, and we have often added physical stuff and bits that we may not use in Min-

nesota."

Pam Cady suggests that coaches "enable the students to experience speech on a level deeper than just plain old competition. Let them kick back, enjoy each other, and share their talents and abilities. A beginning of the year 'lock-in,' if you have the energy, can be quite meaningful; especially later in the year when 'in house' battles are bound to happen. Without that initial bonding experience, these conflicts can be messier than what they need to be. The most important technique, however, is finding some way of organizing and maintaining a workable practice schedule with students. Ideally the schedule should be consistent, with enough room to allow flexible practice times for students who want to put extra time into their pieces." To help achieve consistency, Pam recommends a no excuses attitude. "Particularly in interpretation events, students have the tendency to explain away their bad rounds by saying, 'Well, I just didn't feel it this time.' Feasibly, if the audience had to wait for its performers to feel something, we would all be numb by now.

"A vigilant eye towards the standards of excellence, the importance of the message, the perfection of the techniques, and consciously making decisions/choices about the performance that are worth sticking to enhances consistency."

"The word 'expect' needs to also be addressed. Students should never be in a position where they 'expect' to win. They should be in the position where they can 'expect' an opportunity to perform, to show their stuff, to attain excellence. The old cliché should ring true: Excellence is the goal. Winning is the bonus."

*(Susan Stolen coaches at Duluth-East (MN) HS. This article is reprinted from the Speech Association of Minnesota Journal, Volume XIII, 1986. Author permission given.)*

# MY "COACH OF THE YEAR"

by William H. Bennett

When he was headmaster of the Westminster School in London from 1640 to 1695 Richard Busby had a great reputation as both teacher and disciplinarian. As Dr. Busby was showing King Charles II around his school, it was noticed that, contrary to etiquette, the headmaster kept his hat on in the royal presence. Busby excused himself in these words: "It would not do for my boys to suppose that there existed in the world any greater man than Dr. Busby."

Great teachers are rare and becoming rarer. Bad pay, increased personal safety risks in public schools, and confronting too many parents who are more interested in grades than in learning, lures most good teachers to other occupations. S.A.T. scores of education majors are now the lowest of any academic discipline in our nation's colleges. So it is important that we reward and praise those teachers who defy the trend, the Dr. Busby's of the 1990s who remind us what a good teacher can be and should do.

In speech we give awards to teachers. The NFL gives its Coach of the Year Award, plus diamond degrees to successful educators who excel the required number of years. Emory has its key, and many state associations recognize coaches for competitive excellence. But too many of these honors rest on or incorporate as a very important facet a dubious criteria: prolonged competitive success. Thus coaches with large budgets or an abnormally large number of higher socioeconomic and/or high intelligence students receive almost all of these honors.

But what other criteria are there? How should the speech community determine who deserves our greatest coaching honors? Six tests suggest themselves. First is longevity. Staying with the activity deserves commendation. Second is working successfully with students of average economic and intellectual background; coaching the average student well deserves acknowledgment. Third is to demonstrate an appropriate emotional concern for students, to care for your students. Fourth is proven

ability to survive and even produce winners on a minimal or nonexistent budget. Next is keeping a speech program alive when there are few students to draw from. And a final criteria is demonstrated ability to coach alone, to succeed when there is nobody else to help you.

A coach who can succeed at all these levels deserves our greatest honors. This is the type of teacher who can get students to learn not only because the material is useful but because they want to please the teacher. As George Farquhar reminded us in *The Inconstant* "Charming women can true con-



*Sister Isabella Glenn*

verts make. We love the precepts for the teacher's sake." Sister Isabella Glenn of Trinidad Catholic High school in Colorado is such a teacher. She is a woman of amazing skill, perseverance, and love.

Sister Isabella will be celebrating her diamond anniversary (75 years) as a Sister of Charity this coming August. She has been teaching 72 years and has taught English I, II, III, and IV; Latin I, II, III, IV; Journalism; Religion at all grade levels; World History; Government; Chemistry; Geometry; Algebra I and II; and, of course, Speech and Debate.

Sister started teaching in January 1923 at St. Mary's School in Morrow, Ohio. She had 72 children in her class of second and third grade students. The mind boggles at the control, discipline and learning challenges that confront a teacher with so many kids. But

Isabella loves to teach. As she says "It is one way to pass along Christian love to the young. It is also exciting -- it's fun to see ideas come to life in other people's minds and to know you lit the match!"

For the last 21 years she has taught at Trinidad Catholic. As the years have passed her coaching and speech involvement has remained undiminished. She supports speech because "it defines us in our social life, in business, sometimes even within the home." And she continues to coach and support debate at a very small school with few students and a tiny budget. Most of the last decade she has had to be the only coach. She loves speech though because "it helps the reasoning process. Competition has a salutary effect on a student who gives a sloppy presentation. Being judged in tournaments is often a painful experience which, if survived, can lead to real progress."

Sr. Glenn's interests are not all teaching and speech. She is an avid Bronco football fan. She enjoys reading Louis L'Amour and other "good western" authors. Isabella delights in a good game of pinochle.

Her one truly challenging wish is to go to Ireland, "if not now then on my way to heaven". But that will only be possible, says Principal Joseph Reorda, if someone outside the school is generous enough "to make this possible".

What Sister Isabella represents is more than the deserving recipient of a coach's award. Her method, her involvement and her commitment to speech reflects a commitment to knowledge. And in that she serves more than her students, more than her school. As Adlai Stevenson told a Wisconsin audience in 1952: "If we value the pursuit of knowledge, we must be free to follow wherever that search may lead us: The free mind is no barking dog, to be tethered on a ten foot chain." Sister Isabella Glenn reflects the best in speech. As a teacher and coach she has pushed forward the pursuit of knowledge.

*(William Bennett is Chairperson of the CDE National Debate, L/D and Extemp Camps.)*

# FOUR GREAT COACHES ACHIEVE RARE FIFTH DIAMONDS

\*\*\*\*\*Ron Carr  
Sarasota-Riverview HS, Florida  
Fifth Diamond #20

In 1969 a young Florida educator took on a difficult task: to build a program at Riverview HS in a town where Sarasota HS had received national acclaim under the leadership of Miss Etta, Hall of Fame coach Etta Scarborough. Ron Carr did a brilliant job!

Since Ron became coach, Sarasota-Riverview has been among the largest chapters in the United States and has also been consistently among the leaders in the nation in enrolling new members and degrees. Almost 3000 degrees and over 1000 members have been added to NFL during Mr. Carr's tenure.

Ron insists that all students can benefit from speech training and only a program available to all students can be educationally justified. And the Riverview chapter has been most successful: Four times Leading Chapter, Riverview has won the District Tournament Trophy in 1979, 1988, and 1994. The district plaque has twice been won. Ron has qualified students to eleven National Tournaments.

Mr. Carr not only coaches his many students but also serves all schools in Florida.

He has served on the NFL District Committee and for twelve years as District Chair. He has received the District Chair Gold Award and is currently District Chair of the Florida Sunshine NFL District.

Ron was instrumental in founding the Sunshine District in 1986 and re-apportioning Florida into three districts. He is known for conducting eminently fair and beautifully organized tournaments.

Each year he is invited to be a national tournament official. Last year Mr. Carr served as principal at Riverview. One of the hardest working and most respected men in forensics is Ron Carr. He is a role model for coaches in Florida and across the U.S. Ron Carr's friend, Miss Etta, would have been proud!

\*\*\*\*\*Frank Sferra  
Mullen High School, Colorado  
Fifth Diamond #22

What more can be said about a legend? Frank Sferra's record is so impressive! District Chair since 1966 (three Gold awards); National Council since 1971; SCA High School Representative; National Federation Speech Committee Delegate; numerous State offices; National Tournament Host in 1976 and 1989; NFL Vice-President and President.

Frank has been honored with induction into the NFL Hall of Fame, the Colorado Activities Association Hall of Fame, the Glen Pelham Commendation, the Ralph E. Carey award for career service as district chair, the NF Speech award, and the NFL Distinguished Service Key.

An outstanding coach for more than thirty-five years, Mr. Sferra has coached 40 district champions, including 16 debate teams and 7 L/D winners, and won the sweepstakes plaque six times and the district trophy five. Mullen has won the state debate championship numerous times.

Nationally, Frank has coached a national winner in Oratory, two final round debate teams, a Congress winner, the Senator Karl Mundt student congress sweepstakes champions and 5 students who placed in the top 7 nationally in NFL points.

Under Frank's leadership the Mullen Chapter has led the Colorado District seven times as the largest chapter; twice in the new enrollments; and has thrice received the Leading Chapter Award. Seventeen times a Mullen student led the district in NFL points and three times were second in the nation.

"I'm in this business for kids", is Frank's well known saying. His work with kids and colleagues has earned him love, respect, enormous popularity, and five NFL diamonds.

\*\*\*\*\*Richard B. Sodikow  
Bronx High School of Science, New York  
Fifth Diamond #21

Although a man who loves to teach students who love to learn and therefore one who eschews awards for their own sake, there are few major awards that have not been won by Richard B. Sodikow or by his students. Elected to the NFL Hall of Fame in 1995, his first year of eligibility, Richard has also earned the Barkley Forum Key and the NFL Chair Gold Award.

During his tenure as coach at Bronx Science, Richard has established an impressive record at the NFL District, New York State, NCFL Grand and the National Tournament. He has coached over 100 students to 24 National Tournaments including a National Lincoln-Douglas Debate Champion, a runner-up Cross-Examination team, a Most Outstanding Representative, and a host of semi-finalists and finalists. His students won the Bruno E. Jacob Sweepstakes Trophy and are contenders for the National Student Congress Trophy.

Under his direction Bronx Science has consistently been one of the largest Chapters in the U.S. in both chapter size and the enrollment of new members and degrees. Richard's chapter has won the Leading Chapter Award four times and the District Sweepstakes 14 different years.

Mr. Sodikow served as head of delegation at three World Debate Tournaments. The American team won in 1994. Bronx's New York Invitational and Big Apple Round Robin are among the nation's top tournaments.

Mr. Sodikow's eight years on the Executive Council were critical for the reformation of the NFL. He authored major initiatives in the Point System and National Tournament Qualification. His service as associate Ombudsman and last year as guest associate director of the National Tournament was exemplary. Now retired from teaching but still actively coaching, Richard continues to serve his students, his profession, and the National Forensic League.

\*\*\*\*\*Tedd D. Woods  
Harvard School, California  
Fifth Diamond #23

"That's Harvard" said the dapper man quietly as the ballots were tallied showing first rank after first rank for the students at a certain school, "That's Harvard". The speaker, Tedd D. Woods, always took quiet pride in the outstanding results compiled by his students. And well he should as Tedd guided the Harvard School program to a "golden age" where Harvard was the largest NFL chapter in the nation for thirteen years! Tedd coached 89 students to the Nationals including two National Congress Champions, runners-up in Congress, Oratory, Drama, and Expository and a score of semi-finalists and finalists. Harvard won the National Student Congress Sweepstakes in 1982. Under Tedd's direction Harvard earned 448 National Sweepstakes points. Harvard School dominated the West LA NFL District by winning the NFL District Sweepstakes Plaque thirteen times and the District Trophy three times. Harvard School has also had several All American Point Leaders. Tedd's personal philosophy in teaching Speech and Debate is "Encourage each" and every Harvard student to "tackle" as many speech events as possible and NOT coach only trophy winners or the top debate team."

During Tedd's tenure as coach 85% of the Harvard School student body became NFL members. Tedd himself earned a remarkable 31,600 coaching points--a record!

Known as the coach of "stars", Tedd coached Mark Harmon and Sally Kellerman. Tedd's brilliant career was capped by election to the CHSSA and NFL Hall's of Fame and a huge retirement party at Hollywood's famous Sportsman's Lodge. "That's Tedd!"



# MIRACLES COME IN ALL SHAPES AND SIZES -- AND HAPPEN TO THOSE WHO BELIEVE IN THEM

by Terri Branson

It's every coach's nightmare: a natural disaster that makes the trip home impossible. In my case, it was snow. We had traveled to the two-day tournament on Friday afternoon in pouring rain. We awoke on Saturday morning to a thin layer of ice that covered everything. Certain that warming temperatures and salt would clear the way by Saturday afternoon, we did what any serious forensic team would do—we went to rounds and ignored the problem. Some of us ignored it better than others.

I don't judge at tournaments anymore; I hide. While doing just that and reading through scripts in the library, I glanced up and saw a friend of mine, his mouth hanging open and his finger pointing at the window behind my head. When I looked behind me, I beheld huge, beautiful, innocent looking white flakes floating gently to earth. My first thought, "Oh, how beautiful!" was interrupted by Tommy's horrified exclamation: "Children! We're gonna die" I guess we wouldn't be forensic coaches if we weren't—uh—dramatic.

Tommy, a fellow coach and friend of mine, had traveled a long way from the eastern mountains of our state, a region known for impassable roads in winter. I tried to calm him, as did his assistant coach, a delightful woman named Kathy. We both assured him that snow was a good sign because it meant that the temperature had risen and that the salt would work now, unlike in the earlier icy conditions. He refused to be consoled.

Shortly after we had convinced Tommy to at least stop screaming, Steve, a coach from another school and a former student of mine, entered the library. "Children!" he yelled, in his best imitation of our friend Tommy. "We're gonna die!" Oh, Lord, I thought, here we go again... Steve intensely dislikes driving anything larger than his compact car, so I approached him with

what foolishly imagined to be a soothing thought: "It's okay. You don't have to drive." I honestly don't think he even heard me. No assurance would do until he felt he had released his fear. (I later found out his reasoning. With his fear vented, he was able to calmly walk out and tell his team that no decision had been made about traveling but that everything would be okay. His students immediately stopped worrying and went back to business as usual.)

A little while later, I gave up my hiding place to join the general confusion in the hospitality room. I found one of the coaches pacing and wide-eyed. She saw me and came to stand beside me. "I'm going to be hysterical," she announced. "I think you're going to have to slap me." Laughing, I assured her that I had some experience in that area; I had already "slapped" Tommy and Steve earlier. We walked into the hallway where Tommy and Steve were talking, no longer screaming but looking tense and edgy. Suddenly, Jennifer let out a wail, drew a breath, let out another wail, and began to draw another breath when—I grabbed her, wondering what Tommy and Steve thought was so darn funny.

Looking back, I now see that part of the humor came from the fact that I was the calm one, the one in complete control. I, known as the Pickle Lady at that particular tournament because I eat BOWLS of the local deli pickles every year, could not possibly be the one in control. My antics in times of stress (Can I help it if I'm always stressed?) have entertained the central and eastern half of the state for years. Seeing me mother the very people who had long been looking out for me provided the comic relief the situation seemed to demand. I was funny even when I wasn't funny! I was determined to go home; after having slept the night before on a rollaway with a mattress that nearly touched the floor—not everywhere, mind you, just halfway between my head and my feet—I

wanted nothing more than to sleep in my own bed. We had run into some other problems, too. Our bus driver, a good sport from beginning to end, had backed into a van behind the bus the night before, breaking its headlight. Fortunately, it was a parent of one of our students. The next morning, in another scene from the nightmare, he had gallantly offered to help a different parent loosen her wiper from the frozen windshield of her car; the wiper came off in his hand. I can, even now, hardly express just how much I wanted to go home before anything else happened. Knowing that I had no money and no way to pay for rooms (if any were vacant) made me even more determined to leave. It wasn't a good idea, but—I really wanted to go home.

As the day progressed, phone calls kept the wires humming to hometowns as we sought information about weather conditions. Forty-five miles south of our location, temperatures were well above freezing, and rain replaced the snow. The problem, it turned out, would be getting past those fifty-five miles. At last, after Tommy threatened to lie down in front of the bus if I tried to leave, the decision was made. We were stuck. Period.

I was talking on the phone to the transportation director when I began to realize that all the things we say to our kids about forensics being more than winning were going to be lived out in front of them. "Do you have any money?" he asked.

"No."

"What are you going to do?" He sounded concerned and startled at my calm. (A few years earlier, I had been encouraged to take bus driver's training in order to save money for the team. Mr. Smith was the one who had been honest enough to tell my principal that I should NOT be driving busloads of kids anywhere.)

"Well," I said, knowing that what I was about to say is the true meaning of the entire forensics ex-

perience, "being in speech is like being a part of a large family. We'll be taken care of."

And so we were.

Kathy calmly made reservations for ten rooms for three schools to share. Their team would pay, and we would pay them back the next week. Not counting the students whose parents had come to judge and were stranded also, 66 people needed housing. We would stuff people wherever necessary, we decided, but at least we wouldn't be out in the snow.

Other schools were in the same predicament (although most of them had money with them), and somehow, they found extra room if we needed to stuff some people in with their students. (One of my students, wandering the halls looking for breathing space, was offered a place to sleep in a room occupied by ten guys he had never seen before. They just wanted to be sure he had a place to go.) Miraculously, the bus drivers for mine, Tommy's, and Steve's schools got a separate room-free. We all had a place to sleep. A miracle.

Tommy, Steve, and I gathered in the lobby to try to decide where to put all the kids. Another coach came to tell us that the hotel had agreed to open a conference room so that the teams could have a central gathering place. If our kids didn't have enough money to eat, they could join their teams and eat the pizza they were ordering; they were also welcome to go with the group to the movie (within shivering waking distance). "Snowball fight-nine o'clock!" a student announced while running past.

We were lucky to be housed in a central location close to a variety of restaurants. No transportation would be necessary. We could choose what we wanted to eat and walk to get it. They weren't fast food places, either. How would people pay? Most of them had brought only money enough to last through lunch of that day. I've often heard that disaster brings out the very best and the very worst in people. Our students showed great generosity, their best, and all of them (as far as I could tell) were fed and full by bedtime. Did I say BEDTIME?? When we went to check on people around the time of curfew (surely a better word choice than "bedtime"), we could hardly tell who belonged to whom. The same kids who had been appalled earlier in the day that some

students from another school might ride our bus home were enmeshed in the rooms of most of the schools who had attended the tournament. They were watching movies, playing cards, and just talking. We had a devil of a time chasing them out of each other's rooms and back into the rooms they were sharing with people from "home."

We coaches were wild. Steve and Scott, my student assistant coach, carefully planned a snowball attack on Tommy, who was holding the window in a position to slam it shut and shield himself after he taunted the folks outside from the warmth of his room. Steve faked a throw, Tommy dodged, and Scott plastered him before Tommy even thought about that window. Tommy fell back into the room, soaking wet and laughing like a kid himself.

Later, Steve, incoherent at best when he is sleepy, became a walking nonsense man. He fell over on the bed in the middle of kids and critique sheets and began mumbling hilarious nonsequiturs. Kathy was answering the door and the phone and generally mothering all the teenagers, taking care of their problems and (truth be told) the coaches' problems, too. It was Kathy who paid for my dinner, urging me to save my money in case one of my kids needed it on the way home.

After much rushing around trying to insure SOME sense of order, we finally slept. Morning came, and a hotel of sleepyheads awoke and stumbled down to the lobby where a Continental breakfast was spread before us-FREE and there for our students to help themselves. Another miracle, indeed.

The bus drivers had agreed that we should travel in a caravan in case we ran into bad weather on our way home, or as Steve put it, "So we can at least all die together." Our next challenge was getting the kids on the buses; I had no idea of the impact of the night before. I had forgotten how sharing even brief times in confined spaces (church lock-ins, summer camps, bus trips for band and ballgames) can bring people together. For goodness' sake, they were hugging, holding hands, taking pictures...

I realized that the rest of the season would be different. Not every team in the state had been at that particular competition, of course, and perhaps those students wouldn't

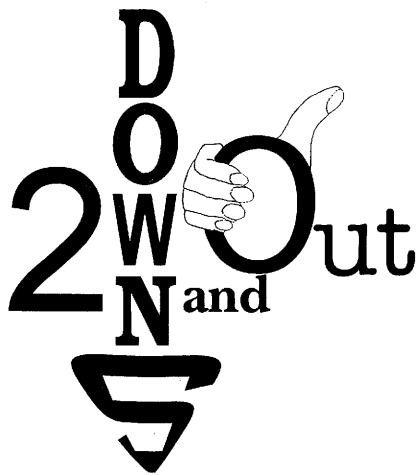
notice the difference at the tournaments that would follow this one. The atmosphere would be different, just the same. We coach to teach students healthy competition, to be the best at their talents, and to learn lessons about life: Be a gracious winner and a gracious loser. Use this opportunity to make new friends. Speech is not just about winning; it's about finding out about yourself. Sometimes they believe us; sometimes they only learn how to win trophies. That morning, as the laughter echoed across the white, frozen ground, I knew that at the next tournament the desire to win could not be diminished, but I also knew that it would no longer be the single, driving force behind students dragging themselves out of bed before daylight on Saturday mornings. We arrived home safely and stopped at a convenience market so that students could make arrangements for rides home from school. The manager, upon finding out about our experience, allowed the students to get free doughnuts. I was amazed, once again, at the kindness of humanity.

We are left now with special memories and private jokes that will be long remembered and make class reunions particularly poignant. We are known at the bus garage; the fear on the face of the transportation director can be seen by one and all when we approach with a bus request. Students who never hear of the team before suddenly want to know how to join. "It sounds like such fun!" They say. Too late, I think! That special nightmare was meant only for those of us who had the courage to dream before snowball fights and new romances born on a snowy night.

The nightmare is over. I wouldn't want to go through it again. I will, however, consider it as one of the most confirming events of my life, an event that prones:

Miracles come in all shapes and sizes—to those who believe in them (*Terri Branson teaches at Jessamine County High School (KY)*)

**Phillips 66 NFL  
National Tournament  
Hope Mills, N.C.  
June 23-28, 1996**



## WHAT I DID ON MY SUMMER VACATION

It was still early when the bus came.  
The Man With The Clipboard got out.  
YO. OLMAN. WHACHOO  
NEED?

i'm here to go to camp.  
HA! YOU? I DUNNO OLMAN. YOU  
DOAN LOOK MUCH LIKE A PERSON  
WHO WOULD WANT TO GO TO THIS  
CAMP, YA KNOW?

well, my students paid for it.  
WOW YOUR KIDS MUST LOVE YOU  
VERY MUCH. HEY DINO, GOT A NOT  
VERY LIVE ONE HERE. WANNA  
HELP HIM ON?

Dino is the student I flunked a couple  
of years ago. Except now he's the bus  
driver, and now he's blind.

COACH! WOW, WISH I COULD SAY  
GLAD TO SEE YA, BUY YA KNOWS  
HOW THAT GOES.

yes, just let me on the bus  
please.

SHORE THANG, BUT WE HAVE  
ASSIGNED SEATS. YOU SIT DOWN  
THERE.

but there's no one else on the bus.  
RULES IS RULES, COACH. YOU OF  
ALL PEOPLE OTTA KNOW THAT.  
The Man With the Clipboard returns  
and sits in the front row. Dino fires  
up the bus and does curb checks on  
the first three corners.  
sir?

WHAT'S ALL THE NOISE BACK  
THERE? SAVE YOUR BREATH. YOU  
GOT A LONG DAY AND YOU'LL  
NEED EVERY BIT OF ENERDGY YOU  
CAN USE.

yessir, sir. where are we going?  
FOR CRYIN' OUT LOUD. HEY DINO,  
WE MAY HAVE A WRONGO ON THE  
BUS AGAIN.

Dino grins. He has no teeth.  
NO, SIR. HE BELONGS HERE SHORE  
NUFF. GIVE HIM SOME LITERA-  
TURE TO READ. THAT ALWAYS

KEEPS 'EM QUIET.  
A heavy book falls on my head. It is  
titled

### CAMP PURGATORY.

It is illustrated with stick figures  
drawn on a blackboard.  
READ THAT. IT SAYS WHAT ALL  
YOU GET TO DO FOR THE NEXT  
NINE MONTHS.

well i was hoping i could get some  
sleep. could you turn off the lights?  
WHAT? NO TELLIN' WHAT WOULD  
BE GOING ON BACK THERE. THE  
LIGHTS STAY ON, STATE LAW.  
but you said i needed my energy for  
the day.

JUST WHO HAS THE CLIPBOARD  
HERE?

i open the book.

Welcome to Camp Purgatory  
You're Glad We're Here!

Already you have met our counse-  
lors. They are here to assist you in  
your Mission in any way they  
determine you need.

Of course, you have prepared your  
events. All of this was made clear in  
your advance literature.

Naturally, as one of the goals of  
Camp Purgatory is to provide you  
with a realistic experience, the  
events that you have prepared are  
not offered at the camp tournament.

At Camp Purgatory, you have a  
choice of activities from 12 Midnight  
to 3 AM. Please do what you wish  
during these hours, but remember,  
failure to complete Homework will  
result in the revocation of your  
teaching certificate.

The rest of your day is carefully  
planned.

### 3AM-Wake-up call

3:01 AM Bus departs to Camp Purga-  
tory from deserted parking lot  
seventeen miles from your dorm. For  
your convenience, the directions to  
the parking lot, which will change  
every day, will be drawn in crayon  
by an illegible hand. Please do not  
carry money to the parking lot. It is  
not lighted. Don't worry. Meals are  
provided.

7:30 AM Bus returns to Camp Purga-  
tory.

7:32 AM Breakfast. Only the finest of  
Cookies and Kool-aid will be served.  
7:33 AM Put on Competition Clothes.  
Tailors will stand by to assist the men  
in shortening the crotch of their  
trousers, and tightening their collars  
by that crucial half-inch!

The Ladies will wear something  
different each day designed by Men  
Who Don't Know Better At Wal-Mart.

We also use only our own special  
panty-hose, equipped with tiny  
computers that cause them to "come  
alive" whenever you are competing.

7:45 AM Opening assembly. Atten-  
dance required. The Man With The  
Clipboard will give you an opening  
speech welcoming you to the assem-  
bly. He will tell you how lucky you

are, and that you are all winners. He  
will then make sure you are all  
losers.

10:30 AM Assembly ends. You will  
then be forced to Lose Your Cookies.  
At Camp Purgatory, it is required  
that you learn how the most nervous  
of the competitors feels.

Enjoy, and remember how much you  
must appreciate this opportunity.

10:45 AM Class-Understanding Interp.

Each camper will prepare a ten  
minute selection from the Vedas, the  
sacred texts of India. To assist in the  
interpretation of the documents,  
they will be translated into blank  
verse. In German.

Each day for three hours the campers  
will perform their selection for  
sixteen judges, each of whom will  
describe what Interp Really Should  
Be. Points will be awarded for  
refusing to cry when criticized, but  
then crying upon command.

2:00 PM Lunch. Sandwiches from  
Subway will be delivered, which the  
judges will eat while the campers  
watch. This valuable educational  
experience will remind campers of  
the times they have dined in the  
lounge within full sight of students.

2:15 PM Extemp sensitivity. Campers  
will prepare six speeches each day on  
topics chosen from *Reader's Digest*,  
*Modern Maturity*, and *Diabetes*  
*Forecast*. They will be judged by  
residents of the Forest Glen Nursing  
Facility, solely on whether the  
campers "are right or not". Points will  
be awarded to campers who keep the  
judges awake.

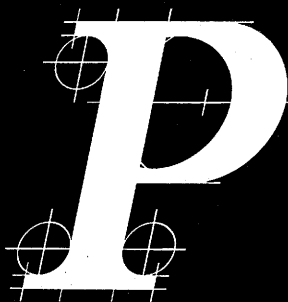
4:00PM Chalktalk - The Man With The  
Clipboard will explain why speech  
competition is the most important  
event in the camper's life, with the  
possible exception of being born. It is  
emphasized that Hard work = Success,  
although constant examples to the  
contrary should be ignored. Each  
camper will be expected to nod  
vigorously while Ben-Gay is applied  
to the neck to prevent stiffening.  
Points given for obsequious toadying.

4:30 PM Lincoln-Douglas Debate -  
Philosophy Ed. Study of Marx,  
Marcuse and Limbaugh. Essay tests  
will be given each day. Points will be  
given to students who can find  
philosophical enlightenment in mud  
wrestling and/or cock fighting.  
6:00 PM Dinner. Provided courtesy of  
Taco Hell, a local eatery. Student will  
place their orders for dinner at  
breakfast, which will then be pre-  
pared immediately and allowed to  
soak through the wrappers for  
eleven hours.

6:15 PM Environmental Awareness.  
Dinner will be fed to the neighbor-  
hood dogs

6:30 PM Recreation. A laugh riot as  
the campers dig holes to dispose of  
the neighborhood dogs.

(Davis to Page 39)



# *Philosophy in Practice:* Understanding Value Debate

*Philosophy in Practice* is a new kind of Lincoln-Douglas text for both debaters and coaches. Written by a college philosophy instructor, it explains the major philosophical theories and concepts in terms that are understandable to students at all levels, while remaining true to legitimate philosophical interpretations. This book provides authoritative insights into the real strengths and weaknesses of each theory, as well as practical strategies for attacking and defending these theories developed by an author who has experience as both an L-D debater and coach.

Material is presented in an easy to use outline format, and sections are identified as either novice, intermediate, or advanced — making this book accessible to new debaters and yet insightful for experienced debaters.

In addition to elucidating theories and concepts, the book also provides several chapters designed to teach new debaters, as well as chapters on the underlying theory of L-D.

No other Lincoln-Douglas text has ever done so much to contribute to a genuine understanding of the philosophical theories and concepts employed in this event.

**PHILOSOPHY IN PRACTICE IS A MUST HAVE FOR ANYONE STUDYING LINCOLN-DOUGLAS DEBATE, AND THE PERFECT COMPANION TEXT TO JEFFERY WEISE'S LINCOLN-DOUGLAS DEBATE: VALUES IN CONFLICT**

*Philosophy in Practice* is available exclusively from Clark Publishing, Inc. To order the most thorough and insightful text on philosophical argumentation in Lincoln Douglas debate available, Call Clark Publishing Toll Free at:

by

**R. Eric Barnes**

Available  
Winter 1995

**1-800-845-1916**

**OUTSIDE U.S. 1-913-862-0218**

*Developing Communication Skills*

**Clark**

*Publishing*  
Since 1948



## FOURTH DIAMOND COACHES

\*\*\*\*Lowell Sharp  
Golden HS, Colorado

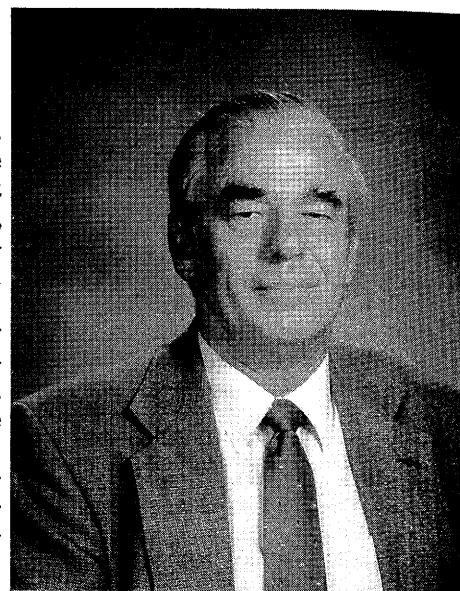
December 27, 1994

10,284 points

If you see a man with boots and a big smile, it is probably Lowell Sharp. Recipient of the 1995 Ralph E. Carey Award for Distinguished Service as District Chair, Lowell was the founder of the Rocky Mountain District and helped Rocky Mountain, at that time NFL's largest district tournament, split into two districts, North and South. Since 1979 Lowell has been a district chair, receiving NFL's Gold Award in 1986 and 1994. In 1989 he co-hosted the NFL Nationals at the Colorado School of Mines.

His Golden H.S. (CO) Chapter has compiled a superior record under Lowell's direction: 15 times leader in new enrollments, 14 times largest chapter in the district, and the Leading Chapter Award in 1980, 1986, and 1992. Thrice Golden has won the District Sweepstakes Trophy; 31 students have qualified for Nationals, 16 in Congress.

Lowell Sharp is co-chair of the L/D Topic Wording Committee and donates many hours seeking good topics for the four day topic selection meeting which he chairs at Nationals. Lowell, his popular wife Becky and daughter Tammie Peters, who also coaches, are a family devoted to NFL.



\*\*\*\*Gary Addington  
Cherry Creek HS, Colorado

January 10, 1995

10,974 points

One of the nation's most competitive and successful coaches is Gary Addington. His Cherry Creek HS (CO) squad has compiled serious numbers: 3 District Trophies, 13 Sweepstakes Plaques, 6 District champion debate teams, 12 L/D National qualifiers, and 51 National speech qualifiers.

The Cherry Creek chapter led the district 16 years in new members and 13 times as largest chapter. Gary's squad earned four Leading Chapter Awards. At Nationals, Mr. Addington coached three second place finishers in HI, finalists in USX and DI, and 4 finalists in Prose or Poetry. Four times Creek has placed in the top 10 schools at Nationals. In 1991 they won the Bruno E. Jacob Trophy.

Gary travels widely and often takes groups of students to foreign nations.



\*\*\*\*Kenneth Carano  
Austintown Fitch HS, Ohio

February 8, 1995

10,762 points

Ken Carano of Austintown-Fitch HS (OH) is an impressive man with an equally impressive record. He has qualified 423 students to State including 81 finalists and eleven State Titles. Ken's team is certainly the team of the '90's, winning first place at the Ohio State Tournament every year except a second place in 1992. Mr. Carano has qualified 34 students to Nationals with 4 in finals. One daughter, Patricia, qualified in Drama in 1989. The other daughter, Marla, is a junior at Fitch.

The Fitch Chapter, under Ken's direction, has also set records. Fifteen times the Northern Ohio NFL District's largest chapter, the squad won the Leading Chapter Award in 1978, 1987, and 1995. Ken coached the District's High Point Student four times. At the District Tournament Fitch has won three Sweepstakes Trophies and seven Plaques.

"The voice of Falcon Football", Ken is an expert in Broadcasting and Production. He manages Austintown Community Channel 19. He teaches Speech and Broadcasting at Fitch, and speech at Youngstown State.

Ken has served as NFL Chair and Committee member for 26 years and the OHSSL Executive Committee for 25 years. He was elected to the OHSSL Coaches Hall of Fame in 1987. Ken Carano: a great coach and a great guy!



# The National Forensic Library



An Instructional Videotape Series produced by NFL with a grant from the Lynde and Harry Bradley Foundation

## VOLUME I

### • CX 101 Developing the Negative Position in Policy Debate Cross Examination

*Instructor: Diana Prentice Carlin, University of Kansas*

Addresses several key points in The Negative Position—reasons for use, ways to construct, how to use in a round, risks involved. *Length: 53:00*

### • CX 102 Constructing Affirmative Positions

*Instructor: Greg Varley, Lakeland High School, NY*

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution, building a successful affirmative case. *Length: 45:00*

### • CX 103 A. Speaker Duties: The Conventions of Debate

*Instructor: Bill Davis, Blue Valley, High School, KS*

For novice debaters—outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

#### B. Stock Issues in Policy Debate

*Instructor: Glenda Ferguson, Heritage Hall School, OK*

For novice debaters—gives background and applications of significance, inherency, solvency, and topicality. *Length: 61:00*

### • CX 104 Cross Examination—Theory and Techniques

*Instructor: Dr. George Ziegelmueller, Wayne State University, MI*

An in-depth study of the finer points of cross-examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence and reasoning, and preparing stock questions. *Length: 48:00*

### • CX 105 Advocacy—How to Improve Your Communication in the Context of Debate

*Instructor: Dr. George Ziegelmueller, Wayne State University, MI*

Recommendations for improving your speaking style. *Length: 56:00*

### • CX 106 "Unger and Company," Chapter 1

*Moderator: Dr. James Unger, Georgetown University, Washington D.C.*

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. *Length: 60:00*

### • LD 101 Debating Affirmative Lincoln / Douglas Debate

*Instructor: Pat Bailey, Homewood High School, AL*

*Marilee Dukes, Vestavia Hills High School, AL*

Topics include designing affirmative strategy—considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications, and duties of 1AR and 2AR. *Length: 56:00*

### • LD 102 Debating Negative in Lincoln / Douglas Debate

*Instructor: Pat Bailey, Homewood High School, AL*

*Marilee Dukes, Vestavia Hills High School, AL*

Topics include organizing the negative constructive and strategies and rules governing the negative rebuttal. *Length: 58:00*

### • LD 103 Cross Examination in Lincoln / Douglas Debate

*Instructor: Aaron Timmons, Newman-Smith High School, TX*

Tips in conducting successful cross examination with student demonstrations and critique. *Length: 48:00*

### • LD 104 A. What are Values?

#### B. Applying Value Standards to L / D Debate

*Instructor: Dale McCall, Wellington High School, FL*

Detailed examination of value standards as they apply to L / D Debate. *Length: 52:00*

### • INT 101 A. An Overview of Interpretation

#### B. The Qualities of an Effective Selection

*Instructor: Ron Krikac, Bradley University, IL*

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. *Length: 49:00*

### • INT 102 Script Analysis

*Instructor: Ron Krikac, Bradley University, IL*

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. *Length: 35:00*

### • OO 101 Coaching Original Oratory: A Roundtable Discussion 1

*Moderator: Donovan Cummings, Edison High School, CA*

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. *Length: 49:45*

### • OO 102 Coaching Original Oratory: A Roundtable Discussion 2

*Moderator: Donovan Cummings, Edison High School, CA*

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. *Length: 35:00*

### • OO 103 Oratory Overview

*Instructor: L. D. Naeglin, San Antonio, TX*

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. *Length: 1:25:00*

### • OO 104 Oratory Introductions and Conclusions

*Instructor: L. D. Naeglin, San Antonio, TX*

A continuation of OO103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. *Length: 59:25*

### • OO 105 Oratory Content

*Instructor: L. D. Naeglin, San Antonio, TX*

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. *Length: 56:20*

### • EXT 101 Issues in Extemp: A Roundtable Discussion 1

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. *Length: 43:00*

### • EXT 102 Issues in Extemp: A Roundtable Discussion 2

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

Continuation of EXT 102. Topics covered include organizing the speech body, use of sources, humor, use of canned or generic introductions. *Length: 48:00*

### • EXT 103 Championship Extemp: Part 1—U.S. Extemp

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

A critique of two U.S. Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

### • EXT 104 Championship Extemp: Part 2—Foreign Extemp

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

A critique of two Foreign Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

## NEW! Volume II

## VOLUME II

### • CX 107 "Unger and Company," Chapter 2

*Moderator: James J. Unger, The American University*

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, Real World Arguments. *Length: 59:00*

### • CX 108 "Unger and Company," Chapter 3

*Moderator: James J. Unger, The American University*

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. *Length: 58:00*

### • CX 109 Introduction to Debate Analysis: Affirmative

*Instructor: James Copeland, Executive Secretary, NFL*

A clear and precise introduction to affirmative case and plan writing for novice debaters. *Length: 1 hour 12 min.*

MORE TAPES, NEXT PAGE

**Your students will see and hear winning tips from the finest coaches in the nation**

# NEW•NEW•NEW•NEW•NEW•NEW•NEW•NEW•NEW•NEW

## VOLUME II (Continued from previous page)

### • CX 110 Paradigms

*Instructor: Dr. David Zarefsky, Northwestern University*

Nationally renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious students of debate. *Length: 54:10*

### • CX 111 Demonstration Debate and Analysis

*Instructor: Greg Varley, Lakeland High School, NY*

Provides detailed explanation of each step of a cross examination debate, from opening arguments to closing rebuttals. Using as his model the final round debate from the 1992 National Tournament in Fargo, Coach Varley has produced a "winning" tape for both novices and experienced debaters. *Length: 2 hours*

### • CX 112 Flowing a Debate

*Instructor: Greg Varley, Lakeland High School, NY*

Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. A sample flow sheet is included with each tape. *Length: 35:25*

### • CX 113 Recruiting Roundtable

*Moderator: Greg Varley, Lakeland High School, NY*

Three outstanding coaches with very different debate programs offer insight and suggestions on recruiting new members. The discussion follows an excellent film that can be used as a recruiting tool. *Length: 53:10*

### • LD 105 How to Prepare for your L / D Rounds

*Instructor: Dale McCall, Wellington High School, FL*

A comprehensive discussion about the preparation steps students need to undertake to compete confidently in Lincoln-Douglas Debate. *Length: 35:00*

### • LD 106 Value Analysis in L / D Debate

*Instructor: Diana Prentice Carlin, University of Kansas*

An examination of value analysis by an outstanding debate coach. *Length: 35*

### • LD 107 L / D Debate: The Moderate Style

*Instructor: Pam Cady, Apple Valley High School, MN*

Coach Cady provides invaluable advice on developing a moderate debate style. Her points are demonstrated by two outstanding student debaters. *Length: 53:00*

### • LD 108 Rebuttal Preparation

*Instructor: Carol Biel, Chesterton High School, IN*

Coach Biel moderates a group discussion with outstanding young high school debaters in this examination of rebuttal preparation. *Length: 55:00*

### • INT 103 Interpretation of Poetry and Prose

*Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY*

Imagery, narration, and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image, Chat Chat Chat, and Make Us Believe You. *Length: 1 hour 25 min.*

### • INT 104 Critique of Interpretation

*Moderator: Ron Krikac, Bradley University, IL*

What works and what doesn't work in dramatic and humorous interpretation? Three esteemed coaches analyze and critique performances in humorous and dramatic using examples drawn from national final rounds. *Length: 59:25*

### • INT 105 Introduction to Poetry Interpretation

*Instructor: Barbara Funke, Chesterton High School, IN*

One of the nation's best interpretation coaches teaches a detailed and honest approach to poetry. Coach Funke provides insight into how to choose a poem and how to establish commitments as a performer. A practical and enlightening tape for all participants in individual events. *Length: 56:20*

### • INT 106 Characterization in Interpretation

*Instructors: Pam Cady, Apple Valley High School, MN*

*Joe Wycoff, Chesterton High School, IN*

Outstanding national coaches Cady and Wycoff team up to share their expertise in the area of characterization. Cady takes on vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 National Tournament are used throughout the presentation. *Length: 54 min.*

### • INT 107 Breaking the Ice

*Instructor: Rosella Blunk, Sioux Falls, IA*

A terrific tape for beginning and advanced classes in drama and speech. How does one go about putting students at ease in a performance environment? Coach Blunk and her students provide several fun and easy activities that will make your students glad to be in class. *Length: 34:25*

### • GEN 101 Ethics in Competition

*Instructor: Joe Wycoff, Chesterton High School, IN*

Hall-of-Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. *Length: 40 min.*

### • EXT 105 First Experiences

*Moderator: L.D. Naegelin, San Antonio, TX*

Members of this panel of former high school extemp speakers discuss how they got started in extemp and share advice they found invaluable. *Length: 42*

### • EXT 106 Expert Extemp: Advanced Techniques

*Moderator: L.D. Naegelin, San Antonio, TX*

On this program the panelists detail the skills and techniques they've learned on their way to becoming advanced extempers and champions. *Length: 44:30*

### • EXT 107 Expert Extemp: Speech and Critique

*Moderator: L.D. Naegelin, San Antonio, TX*

The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. *Length: 42:30*

### • EXT 108 Advanced Extempore Speaking

*Instructor: James M. Copeland, Executive Secretary, NFL*

A practical tape for competitors which covers the basics of research, file building, and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection, and attention factors. *Length: 1 hour 23 min.*



## National Forensic Library Order Form

**\$17.99 per tape (includes shipping)**

**\$357 special package price for all 21 tapes**

**Add \$2 if invoicing is required**

Make checks payable to: **Tape Distribution Center**

**P.O. Box 51**

**Greenwood, MO 64034**

**Special Package Price!**

Item No.	Title/Description	Qty.	Price
Vol. I	Special Package Price	21 tapes	\$357.00
Vol. II <b>NEW!</b>	Special Package Price	21 tapes	\$357.00
	Invoicing (if required)		(\$ 2.00)

Send order to:

Shipping Address:

Total:

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

# TRIPLE DIAMOND COACHES



**\*\*\*Allen Janovec**  
Norfolk HS, Nebraska

December 29, 1994

6097 points

Allen Janovec and his co-coach Richard Cross, also a triple Diamond recipient, have built an outstanding program at Norfolk H.S. (NE). Since Allen joined NFL in 1978, Norfolk has been Leading Chapter, twice largest chapter in Nebraska, four times tops in enrolling new degrees, and four times home of Nebraska's High Point Student. Allen has served as District Chair in 1990, and was instrumental in dividing Nebraska into two districts. He is District Chair for the Nebraska District this year. Norfolk has won the District Sweepstakes Trophy and qualified 8 students to Nationals, including a fifth place in L/D debate. A man who believes in communication and opportunity for all students, Allen is admired by students, colleagues, and the National Forensic League.

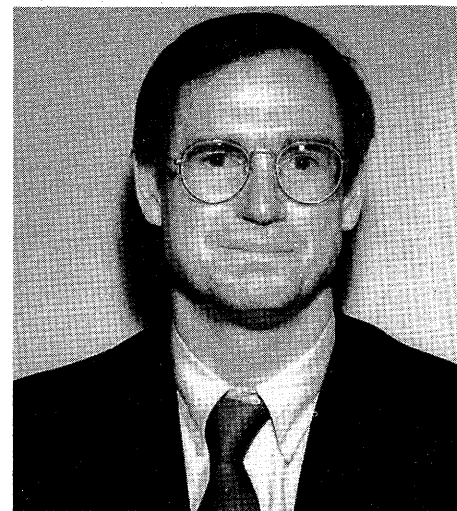
**\*\*\*Tim Averill**  
Manchester HS, Massachusetts

January 26, 1995

6027 points

Tim Averill has coached all forms of debate successfully: policy, Lincoln-Douglas, and international parliamentary. Mr. Averill's outstanding 1987 policy team of Zach Leber and Sarah Gannett were undefeated at Nationals. His L/Ders have won National Invitationals. He has taken a squad to England to debate their Oxford Union style. Under Tim's leadership, the Manchester Chapter has won two District Sweepstakes Trophies and the Leading Chapter Award in 1988 and 1994. Five policy teams, eight L/Ders, two Congresspersons, and one speaker have qualified for Nationals.

Tim is a Barkley Forum Key Coach and a member of the New England NFL District Committee. A fine bocce player Tim has a court in his backyard.

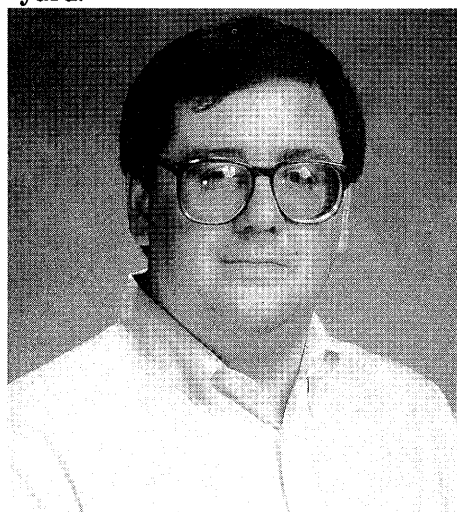


**\*\*\*Chuck Ballingall**  
Damien HS, California

January 31, 1995

6086 points

One of America's finest young debate coaches is Chuck Ballingall. A high school NFL debater and a college champion at Redlands, Chuck took over the Damien H.S. (CA) program from the great Fr. Martin O'Loughlin in 1980. Since 1990 Chuck has qualified two debate teams each year to Nationals, one of which finished third and one twelveth. A total of 30 Damien students have qualified for Nationals. Chuck's chapter was the largest in the district in 1995 and has won 3 District Plaques and the District Trophy. Damien competes on the National Circuit and has won major invitationals. Chuck Ballingall is also well known as a fine tournament director and outstanding judge.



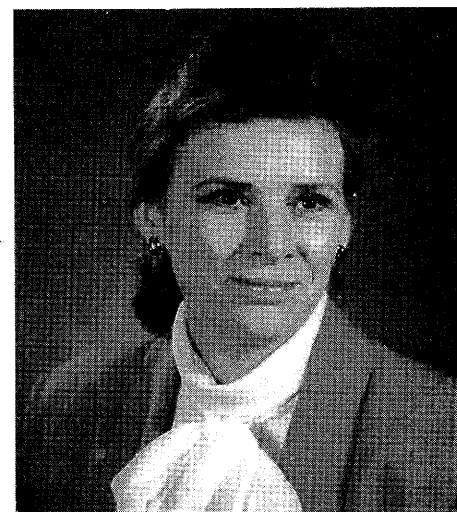
**\*\*\*Teresa Sparkman**  
Kickapoo HS, Missouri

March 6, 1995

7873 points

One of America's top coaches, Teresa Sparkman of Springfield-Kickapoo H.S. (MO) has qualified sixty students to ten National Tournaments. She has coached qualifiers in every event including an FX champion, fifth places in L/D and Congress, an FX finalist, and a top 10 Sweepstakes team. Ms. Sparkman's students have won state titles in policy and L/D debate, extemp, drama, storytelling, and radio. The Kickapoo Chapter has been Leading Chapter and twice won the District Sweepstakes Trophy.

Teresa has served as District Chair, President of the Southwest Missouri Speech Association, and Governor of the Speech and Theater Association of Missouri. Her warmth and love for students makes Teresa special to the NFL.





## Executive Council Minutes Sept. 29, 30, 1995 Green Lake, WI

Present: President Donus D. Roberts, Vice President Billy Tate, Cat Bennett, Don Crabtree, Glenda Ferguson, Harold Keller, Lanny Naegelin, Frank Sferra, Bro. Rene Sterner, FSC, alternate Ted Belch.

### Lincoln Douglas Debate Topics

Moved by Ferguson, seconded by Naegelin, that all remaining L-D topics be resubmitted for a re-vote by first class mail with an explanation that the reason this is necessary is because Cat Bennett released the topics to the CDE workshop and that the third topic (Society's obligation to the poor ought to be valued above individual economic freedom) was taught at the workshop.

Unanimous, with alternate voting. 9 - 0 - 0.

Moved by Tate, seconded by Ferguson that pursuant to the preceding motion, that since the release of the topic choices by Cat Bennett is a personal matter of propriety, BE IT RESOLVED that she should take whatever action, if any, she deems appropriate to address this issue.

Unanimous, with alternate voting. 9 - 0 - 0.

Moved by Naegelin, seconded by Sferra that the Lincoln Douglas topic selection process including guidelines for NFL LD Committee membership, deadline dates, numbers of topics, selection/voting process, announcement dates and procedures and other related matters, be written and published as part of NFL records.

Unanimous, with alternate voting. 9 - 0 - 0.

Moved by Sferra, seconded by Keller, that we allow the LD Committee to select the topics for chapter vote.

Unanimous 9 - 0 - 0.

Moved by Keller, seconded by Sferra that the NFL LD Wording Committee release at Nationals the top 10 topics that they have chosen in Committee and that said list of 10 topics be available to all coaches at the National Tournament and be available from the national office following the tournament.

Unanimous 9 - 0 - 0.

Moved by Sferra, seconded by Naegelin, to change deadline for topic voting from Sept. 18-19 to Sept. 12-13 and allow fax votes to be sent.

Unanimous. 9 - 0 - 0.

*[Lowell Sharp will give Jim Copeland the topic list at nationals and the September Rostrum will be mailed earlier. Since everyone will have seen the topics, votes must be back by September 12 and votes may be faxed. October Rostrum which contains the November-December Topic will be mailed before September 15.]*

*Release dates for topics are: September-October topic August 15.*

*November-December on October 1, January-February on December 1, March-April on February 1 and national topic on April 15.]*

A future council committee on LD will be appointed after all information on council actions is available and it will study formation of the LD Committee as to how chair is appointed, how the composition of the committee is appointed,

the rotation off the committee and geographical representation on the committee.

### National Junior Forensic League

Moved by Sferra, seconded by Naegelin, that the Council adopt the proposal for a National Junior Forensic League as amended, pending final review

Unanimous. 9 - 0 - 0.

A committee of Billy Tate, chair, Harold Keller and Lanny Naegelin will work on designs for an NJFL logo including colors, etc. This must be done by November 15.

Moved by Naegelin, seconded by Tate, that the NJFL start January, 1996 and no retroactive points can be counted.

Unanimous. 9 - 0 - 0

Moved by Naegelin, seconded by Tate, for the 1995-96 school year, school fee will be \$20.00 to become \$35.00 when NJFL operates the full school year. The student fee will be \$5.00. Coach membership is included in school fee.

Unanimous. 9 - 0 - 0.

Moved by Bro. Rene Sterner, FSC seconded by Lanny Naegelin, that the first 100 schools be designated charter schools.

Unanimous. 9 - 0 - 0.

*[Notification about the new NJFL will be sent to all district chairs and to all schools that have inquired about NJFL in January. An announcement will appear in the February Rostrum.]*

### National Tournament

Moved by Naegelin, seconded by Tate that if a tab room error at the national tournament results in an announcement at the awards assembly of an incorrect placement in a final round, no contestants rank will be lowered from the announcement. Contestants whose ranks move up will be awarded the higher rank.

Moved by Sferra, seconded by Ferguson to table this motion until spring meeting.

Unanimous. 9 - 0 - 0.

Moved by Naegelin, seconded by Sferra, that the deadline for alternates registering for the national tournament will be Wednesday, prior to the start of the tournament the following Sunday.

Carried. 8 - 1 (Bennett) - 0

Moved by Naegelin, seconded by Sferra, that at the national tournament no rank lower than 5 be reported or recorded for NFL points, except in the final round.

Carried. 9 - 0 - 0.

Moved by Sferra, seconded by Keller that we accept the national tournament bid from St. Louis for June 14 - 19, 1998.

Unanimous. 9-0-0

With regard to problems with timekeeping at nationals, if was agreed upon by consent that if coaches and students are concerned about timing in rounds the National Forensic League allows that they may bring a mechanical timer to use during the round. The Pacesetter is one example.

## Duo Interpretation

Moved by Sferra, seconded by Tate, that we accept duo interp rules as printed.

Unanimous 9 - 0 - 0.

*[Duo Interp will be labeled as a trial event and will be Conference topic. There will be an evaluation sheet to fill out at districts and nationals for feedback on this event.]*

Moved by Naegelin, seconded by Tate that at the district tournament for the 1995-96 school year each school may enter one duo team in excess of quota for this one year trial basis only. Additional duo teams must be included in entry quota. There is a maximum of 4 Duos permitted from a school.

Carried. 8 - 1 (Keller) - 0.

## Debate

The Council received a letter from Cindy LaMendola regarding judges at nationals. A considerable amount of time was spent discussing her letter.

Moved by Ferguson, seconded by Sferra, NFL appoint a Committee of four people from the Council of different viewpoints on policy debate to discuss and delineate common areas of agreement with possible rule changes in policy debate.

Unanimous 9 - 0 - 0.

Donus Roberts appointed Debate Committee:  
Glenda Ferguson, Chair  
Don Crabtree  
Frank Sferra  
Billy Tate

Moved by Naegelin, seconded by Tate, that for future use the terms debate and LD debate not be used, but that it should be Policy Debate and LD Debate and that these changes should be made in the manual.

Unanimous. 9 - 0 - 0.

Discussion held re whether or not a debate team has the right to ban anyone from the room during the debate. Donus Robert said that he would like a legal opinion before any action is taken.

## Meeting and Conference Dates

Moved by Keller, seconded by Tate, that we accept Mr. Copeland's suggestion to give Frank Sferra permission to schedule August 3, 4, 5, 6, 1996, if rates are available, for 1996 Conference. In on August 3, 1996 and check out Tuesday, August 6.

Carried. 7 - 0 - 2 (Bennett-Sferra)

*Conference material will be in March Rostrum.*

Moved by Sferra, seconded by Ferguson, that the 1997 spring meeting be May 9, 10, 11 and that the Spring Council meeting be held the second weekend in May.

Unanimous. 9 - 0 - 0.

Moved by Keller, seconded by Bennett that we change the dates of the March 29, 30, 31 spring meeting to March 30, 31, April 1. That we arrive Saturday and leave on Monday after 1:00 PM.

Carried. 6 - 3 (Sferra, Ferguson, Naegelin) - 0 - .

Fall Meeting will be held September 27, 28, 29, 1996 in

Bloomington, MN.

Passed by mutual consent.

## Future Meeting Agenda Items

Moved by Keller, seconded by Crabtree that the Advisory Board be put on the spring meeting and discussed at that time.

Unanimous. 9 - 0 - 0.

Offer of internet space to NFL by Professor "Tuna" Snyder discussed and it was the consensus of the group that the NFL Conference in July, 1996 will have a large portion of the conference dedicated to computers and NFL.

With regard to letter from American Academy of Achievement, the time of Nationals precludes students from participating this year, but NFL would be happy to explore the issue for following year.

Moved by Sferra, seconded by Bennett to put on the agenda for the spring meeting the matter of tabulating individual events. A consensus of council agreed this should be done.

## Grants and Awards

Moved by Tate, seconded by Bro. Rene that Ted Woods be awarded his fifth diamond. He has the number of years and points required.

Unanimous. 9 - 0 - 0.

Moved by Tate, seconded by Naegelin, that the Council accept the proposal from Carla Brown for the Wayne Brown Show Me Excellence Award.

Unanimous. 9-0-0.

Discussed grants to workshops, institutes, etc and following were listed as being recommended by Mr. Copeland.

Melissa Maxcy Wade - \$5000 student institute and \$2000 for urban grant

Wisconsin Institute - \$250 for student institute.

Tommie Lindsey, Urban Grant - \$2000 - \$3000 urban grant

If additional money is available after all grants have been awarded Council would recommend they go to Melissa Maxcy Wade at Emory.

## Budget and Finance

Moved by Sferra, seconded by Naegelin, to accept the proposed budget.

Unanimous 9 - 0 - 0.

Moved by Keller seconded by Naegelin that recommend raises for the NFL staff be accepted.

Unanimous 9-0-0.

## International Debate

Moved by Belch, seconded by Keller, that the NFL should not provide NFL funds for the International Debates.

Carried. 7 - 0 - 1 (Bennett).

## Executive Council Business

Moved by Ferguson, seconded by Naegelin, that names of Executive Council with school addresses be published in the Rostrum at least once a semester. A note should accompany

list stating that if anyone has a concern they should write the national office.

Carried. 8 - 0 - 0.

Requested by Ted Belch and Lanny Naegelin that a Council Member should write an explanation of their vote when it was a situation that needed clarification as to why the member voted the way he did and that this be published in the Rostrum with the vote.

Moved by Ferguson, seconded by Naegelin, all items discussed should be listed at the end of the minutes, including motions that were withdrawn.

Carried. 8 - 0 - 0.

Council held discussion on the proposal to have a I. E. event judge paradigm card.

Moved by Sferra seconded by Naegelin that we recommend the possibility of the design that Mr. Tate has shown us and that the person who has worked on this design work on the color scheme for the NJFL emblem. That various color combinations including red, white and blue be investigated.

Motion and second withdrawn.

Moved by Naegelin, seconded by Crabtree, that NFL schedule 5 judges in the semi final round and count all five ballots.

Motion and second withdrawn.

Move by Tate, seconded by Ferguson, that NFL postpone the Conference to the following summer when we do not have the conflict with dates we have now.

Motion and second withdrawn.

---

## Executive Council Meeting Saturday, June 17, 1995 Ft. Lauderdale, FL

Present: President Donus Roberts, Vice President Billy Tate, Cat Bennett, Don Crabtree, Glenda Ferguson, Harold Keller, Lanny Naegelin, Frank Sferra, Bro. Rene Sterner, Alternate Ted Belch and Executive Secretary James Copeland.

### Duo Interp

Agreed that in Duo Interp, each of the two performers must play one sustained character; the two roles should be as nearly balanced as possible.

Agreed by a majority of the Council that in Duo Interpretation, focus may be direct during the introduction but must be indirect (off-stage) during the performance itself.

It was agreed to add the following to Re-Use for interp events: "A student may not use a cutting from a source that the student used in NFL district or national competition in any previous contest year in any interp event."

*[This includes Duo]*

Moved by Sferra, seconded by Tate, the council discuss parameters of the event and refine the wording at the fall meeting. Carried. All ayes except Harold Keller voted no.

### Extemp

Definition of Parameters for Extemp Topics: United States Extemp: domestic affairs and U. S. Foreign Policy; Foreign Extemp: domestic affairs of foreign nations, foreign policy of foreign nations and U. S. Foreign Policy.

### Nationals Awards

Moved by Sferra, seconded by Bennett that the council

accept the recommendation of Secretary Copeland and award the Phillips Petroleum Awards to the top NFL point students but that the council explore other possibilities for the future. Carried unanimously.

Moved by Sferra, seconded by Keller, that NFL not give the coach of the year award this year. Carried. All ayes except Ferguson abstained, Bennett voted no.

### International Debates

Medical form presented by Frank Sferra for suggested use by the international debates participants.

### National Judging

Agreed to change wording on District National Judge Nomination Form from "nominate" to "designate". Frank suggested a picture of people who showed up for judging semi final and publish it in Rostrum with "Thank You".

### Hall of Fame

List Hall of Fame nominees should be alphabetical on Hall of Fame Ballot.

### 1996 Conference

Discussion on conference for summer of 1996. Conference possibly to cover all events except CX and LD. Possible sites: Colorado, New Mexico. Possible weekend date August 8, 9, 10, 11. Arrive on Thursday, out on Sunday.

### Meeting Dates

Possible dates for fall meeting, Sept. 30, October 1, 2. Green Lake, WI.

Spring meeting dates possibly March 29, 30, 31 in Fayetteville.

## DOUBLE DIAMOND COACHES



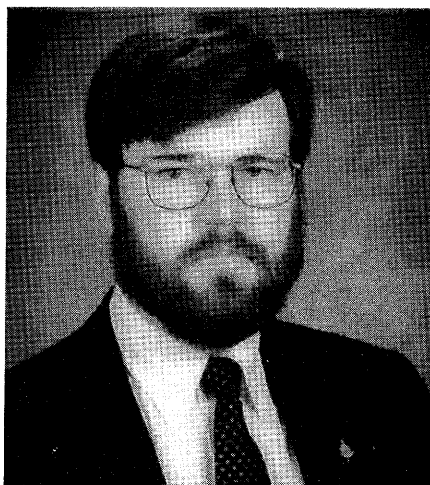
**\*\*Janice J. Raines**  
Corpus Christi-Carroll HS, TX  
October 10, 1994      3064 points



**\*\*Debby Warstler**  
Perry HS, OH  
January 12, 1995      3550 points



**\*\*Sheryl A. Kaczmarek**  
Newburgh Free Academy, NY  
March 1, 1995      3262 points



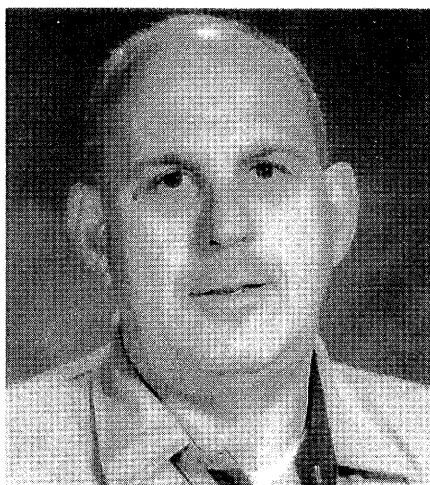
**\*\*Mike W. Beattie**  
Waynesville HS, MO  
March 13, 1995      4385 points



**\*\*Jeff Holt**  
Sheboygan-North HS, WI  
March 22, 1995      3338 points



**\*\*David Loos**  
Algoma HS, WI  
March 22, 1995      4370 points



**\*\*Ken Simpson**  
Sanger HS, CA  
May 25, 1995      3018 points



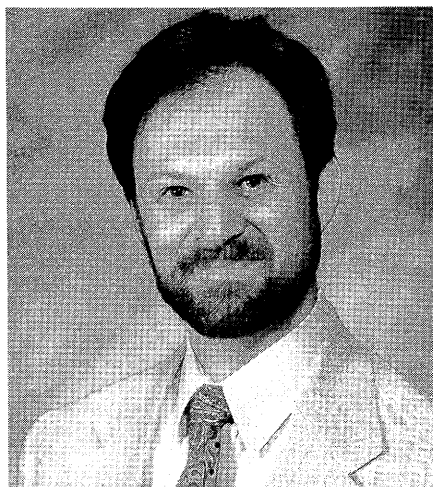
**\*\*Jan Mitchell**  
Marshalltown HS, IA  
May 30, 1995      3009 points



**\*\*Glenn Nelson**  
Concordia HS, KS  
June 7, 1995      4169 points



## DOUBLE DIAMOND COACHES



**\*\*Thomas Huber**  
Oak Hill HS, IN  
December 27, 1994 3056 points



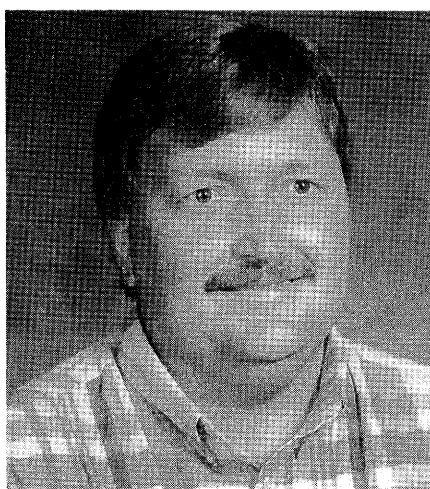
**\*\*Sally Hofmeister**  
Poland HS, OH  
January 30, 1995 3262 points



**\*\*Glenda Ward**  
Cassville HS, MO  
January 30, 1995 3321 points



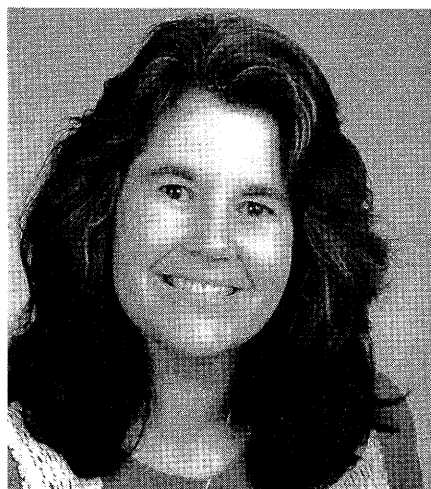
**\*\*Kristi SanRomani**  
North Eugene HS, OR  
March 7, 1995 3027 points



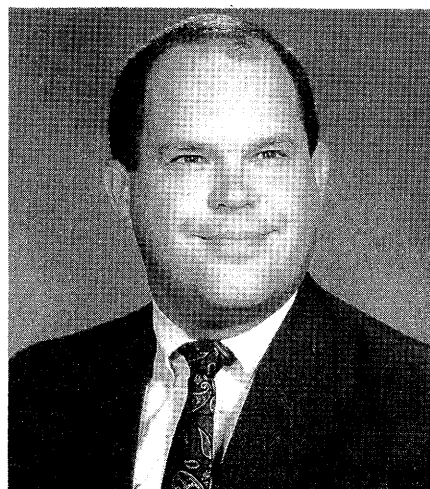
**\*\*Donald J. Tantillo**  
Wheeling HS, IL  
March 21, 1995 3199 points



**\*\*Marla Drinnon**  
Salpointe HS, AZ  
March 28, 1995 3076 points



**\*\*Deborah Middleton**  
Glenbrook-North HS, IL  
April 1, 1995 3099 points



**\*\*Charles Nicholas**  
Bob Jones Academy, SC  
April 3, 1995 3275 points

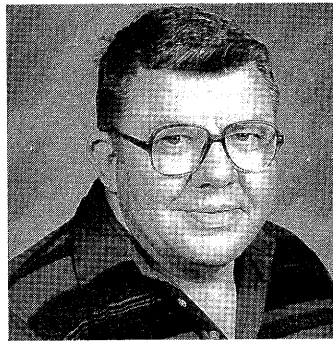


**\*\*Harriet L. Medlin**  
Brentwood HS, TN  
April 25, 1995 3501 points

# SINGLE DIAMONDS



**\*Rob Chalender**  
El Dorado HS, KS  
September 22, 1994 2525 points



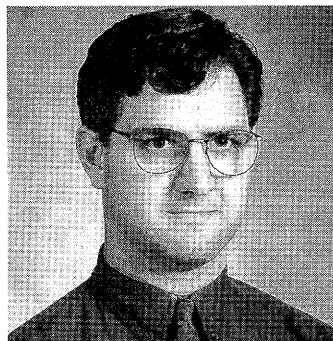
**\*Lynn Schmid**  
Worthington HS, MN  
December 20, 1994 1516 points



**\*Cindy Stoker**  
Jersey Village HS, TX  
January 31, 1995 1793 points



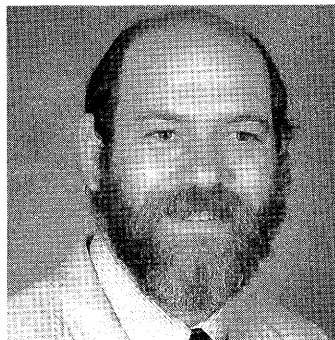
**\*Terry Peters**  
Lake City HS, ID  
February 20, 1995 1822 points



**\*Richard Mittelstedt**  
Watertown HS, SD  
February 23, 1995 1667 points



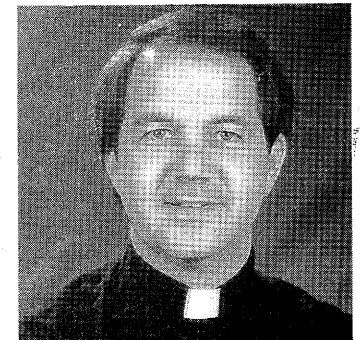
**\*Virginia N. Kohl**  
Boone Co. HS, KY  
February 24, 1995 1519 points



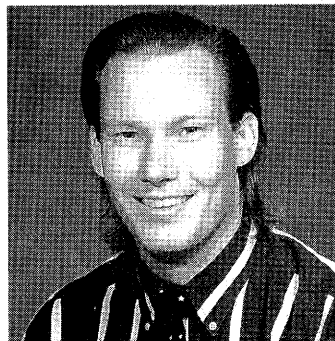
**\*Ted W. Menke**  
Greybull HS, WY  
March 9, 1995 1506 points



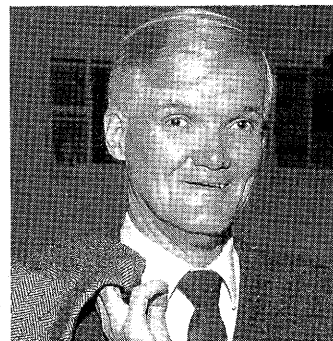
**\*Norma Garrett**  
El Paso-Coronado HS, TX  
March 10, 1995 1801 points



**\*Rev. Mark Kurzendoerfer**  
Evansville-Mater Dei HS, IN  
March 29, 1995 1513 points



**\*David Thweatt**  
San Marcos HS, TX  
April 6, 1995 1608 points



**\*Gerald Meier**  
Black Hawk HS, WI  
April 25, 1995 1522 points

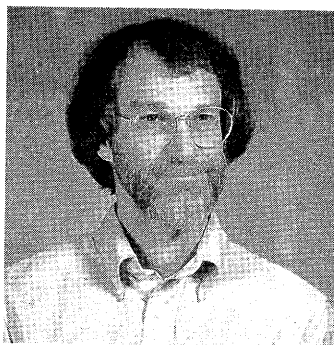


**\*Melba La Caze**  
Bolton HS, LA  
May 2, 1995 1525 points

## SINGLE DIAMONDS



**\*James McPheeters**  
McPherson HS, KS  
December 1, 1994 2885 points



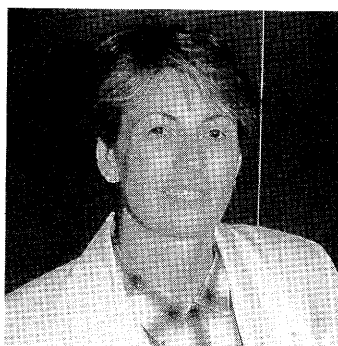
**\*Gregory Davis**  
Lakewood HS, CO  
December 28, 1994 1581 points



**\*Karen Pyron**  
Arco Butte HS, ID  
January 16, 1995 1554 points



**\*Candis Pees**  
Dayton-Oakwood HS, OH  
January 30, 1995 1531 points



**\*Mary T. Gormley**  
Montville HS, NJ  
February 13, 1995 1569 points



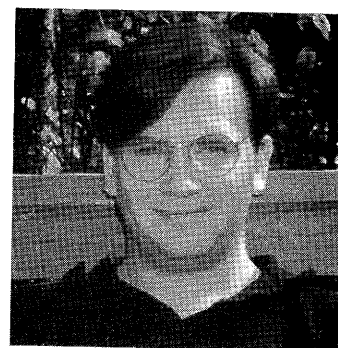
**\*Robyn Roberts**  
Coon Rapids HS, MN  
February 14, 1995 1615 points



**\*Janet C. Kinstle**  
Lexington Clay HS, KY  
February 14, 1995 1530 points



**\*Gina Wilkinson**  
Turner HS, TX  
February 22, 1995 1713 points



**\*Todd A. Murray**  
Jenks HS, OK  
February 23, 1995 1519 points



**\*Jane Nelson**  
Council Bluffs Lincoln HS, IA  
March 28, 1995 1504 points

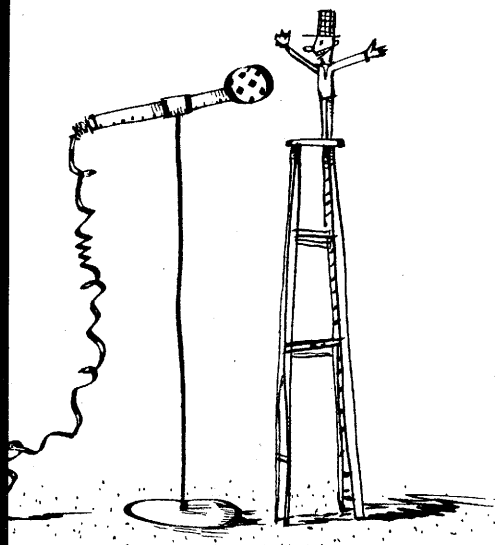


**\*Eileen Waite**  
Randolph HS, NJ  
March 31, 1995 1508 points



**\*Lana Hall**  
Hereford HS, TX  
April 3, 1995 1523 points

# Northwestern University School of Speech



## SUMMER FELLOWSHIPS

for Secondary Teachers of Speech, Theatre, and Media

- Six weeks on Northwestern's beautiful lakefront campus
- Courses in theatre, performance studies, radio/television/film, and communication studies
- A chance to share teaching experiences with colleagues
- Special seminars with School of Speech faculty
- Theatre outings and other social occasions
- Opportunities to explore Chicago and its summer festivals and cultural events

Applications must be received by February 23, 1996

For further information and application materials, contact

Northwestern University  
School of Speech  
Summer Fellows Program

Annie May Swift Hall  
1905 Sheridan Road  
Evanston, Illinois  
60208-2260

phone 708/491-7023\*  
fax 708/467-1464\*  
e-mail sumfell@nwu.edu  
\*Area code 847 after  
January 20

<http://www.umich.edu/~debate>

The Michigan National Debate Institute and the Michigan *Classic* are on the World Wide Web, offering you access to dozens of internet resources leading to literally thousands of documents pertinent to the national debate topic concerning China. These include publications from academic, government, journalistic, and many other types of sources. The page also includes information about the summer debate workshops offered at Michigan, as well as links to other major debate sites.



# DIAMOND KEY COACHES

(Points on record Aug. 23, 1995)

*****		Steve Davis	11,187	Vernon Metz	8,349
Reserved for Donus Roberts (Jan 28, 1996)		Chapel Hill, NC		North Hills, PA	
*****		Bro. George Zehnle, SM	11,118	S. L. Chandler	8,338
		Chaminade, NY		San Fran-Washington, CA	
Tedd D. Woods	31,600	Gary Addington	10,993	Ann Cierley	8,337
Harvard Westlake-Upper, CA		Cherry Creek, CO		Bakersfield-West, CA	
Ron Underwood	26,125	James Menchinger	10,512	Edwin M. Kelly	8,296
Modesto-Beyer, CA		Portage-Northern, MI		Pennsbury, PA	
Donus D. Roberts	24,414	Lowell Sharp	10,473	Ted W. Belch	8,290
Watertown, SD		Golden, CO		Glenbrook-North, IL	
James F. Hawker	17,219	Carlyn C. Lindley	10,425	James R. Chase	8,284
West Lafayette, IN		Academy of the Holy Names, FL		Overland, CO	
*****		T. W. Oglesby	10,120	Ronald Fisher	8,226
		Wabash-Southwood, IN		Billings West, MT	
Richard Young	18,175	***		James Robbins	8,140
Hutchinson, KS		John M. Hires	13,660	Chrysler, IN	
Ron Carr	18,120	Downers Grove-South, IL		Anne M. Sullivan	8,111
Sarasota-Riverview, FL		Randy Pierce	13,013	Bozeman, MT	
Roger Brannan	16,756	Pattonville, MO		Bill Jordan	8,052
Manhattan, KS		Pamela K. McComas	12,821	Springfield-Glendale, MO	
Richard B. Sodikow	16,754	Topeka, KS		W. E. Schuetz	8,041
Bronx HS of Science, NY		Gary G. Harmon	10,408	Gregory-Portland, TX	
Jane Eldridge	16,182	Salina-Central, KS		Joseph H. McGinnis	7,997
Hunters Lane, TN		Donald N. Belanger	10,005	Taos, NM	
Ralph E. Bender	15,761	Caddo-Magnet, LA		Teresa E. Sparkman	7,991
Centerville, OH		Shirley Keller-Firestone	9,856	Kickapoo, MO	
Lawrence C. Brown	15,080	Lynbrook, CA		Bob J. Siefert	7,875
Shawnee Mission North, KS		Carl F. Grecco	9,827	Logansport, IN	
Donald Lee Smith	14,682	Truman, PA		Larry G. Weise	7,836
Salt Lake City-East, UT		Howard G. Hudson	9,812	Harrison, IN	
A. C. Eley	14,534	Picher-Cardin, OK		Wayne Gessford	7,789
Shawnee Mission North, KS		Wayne Avery	9,793	Gresham-Barlow, OR	
David Johnson	14,146	Wichita-Southeast, KS		Douglas Tschetter	7,769
Houston-Bellaire, TX		Georgia Brady	9,752	Milbank, SD	
Larry Highbaugh	14,028	Blue Spring-South, MO		David P. Jack	7,696
Brebeuf Prep., IN		Mary D. Ross	9,658	Turlock, CA	
Donovan Cummings	13,947	Parkway Central, MO		Randall McCutcheon	7,693
Stockton-Stagg, CA		Leora K. Hansen	9,636	Albuquerque Academy, NM	
Dale McCall	13,367	Blackfoot, ID		R. Lynn Rhodes	7,617
Wellington, FL		Lydia Esslinger	9,569	Louisville, OH	
Ronald Shafer	13,271	Syosset, NY		Diane Mastro-Nard	7,612
John F. Hodge, MO		Robert Beisch	9,506	Youngstown-Mooney, OH	
Frank Sferra	13,009	Ottumwa, IA		Richard Ochoa	7,604
Mullen, CO		Lois Paddor	9,421	Alta, UT	
****		Gardena, CA		John N. Revezzo	7,574
Donald Crabtree	18,210	James Harville	9,360	Niles-McKinley, OH	
Park Hill, MO		Bellarmine College Prep., CA		Larry England	7,522
Dennis R. Edmonds	15,189	Mike Jeffers	9,237	Calloway County, KY	
Jordan, UT		Independence-Truman, MO		R. M. Duesterbeck	7,331
Richard L. Rice	15,063	Helen Engstrom	9,236	Durand, WI	
Kansas City-Oak Park, MO		Munster, IN		Ray Schaefer	7,329
Carl Swanson	14,566	Cheryl V. Ryne	9,159	S O Center Enriched Studies, CA	
Sioux Falls-Lincoln, SD		Friendswood, TX		Robert C. Fleischacker	7,213
William S. Hicks	13,314	John S. Tredway	9,137	Lynbrook, NY	
Brebeuf Prep., IN		Ashland, OR		Bill Davis	7,175
Bro. Rene Sterner, FSC	12,849	Lee D. Alto	9,107	Blue Valley, KS	
La Salle College, PA		Grand Rapids, MN		Robert Brumley	7,169
Gregory J. Cullen	12,765	Paul Gieringer	9,089	Evansville-Reitz, IN	
Alhambra, CA		Marshall, MO		Darrel Harbaugh	7,168
Wayne E. Brown	12,050	Larry Smith	9,068	Field Kindley, KS	
Kansas City-Center, KS		Fresno-Hoover, CA		John S. Turner, Jr.	7,162
Harold M. McQueen	11,946	Janet Robb	9,067	South Fremont, ID	
Ben Davis, IN		McKeesport Area, PA		Robert L. Jones	7,159
Harold C. Keller	11,852	Don Queener	9,038	Fresno, CA	
Davenport-West, IA		Concord, IN		Gregory Varley	7,115
Rhoda Radow	11,716	William Woods Tate, Jr.	9,001	Lakeland, NY	
Nova, FL		Montgomery Bell Academy, TN		Lincoln Record	7,088
Louie Mattachione	11,677	Lois Gorne	8,732	Fort Wayne-Northrop, IN	
Perry, OH		Federal Way, WA		Kenny Barfield	7,085
Richard Hunsaker	11,346	Harlan M. Shuck	8,689	Mars Hill Bible, AL	
Belleville-West, IL		Moorhead, MN		Thomas C. Roper	7,076
Bob Bilyeu	11,330	Ronald Steinhorst	8,658	Yucaipa, CA	
Greenwood, MO		New London, WI		Nancy S. Smith	7,072
Kenneth A. Carano	11,203	Daniel Tyree	8,546	Salt Lake City-East, UT	
Austintown-Fitch, OH		Plymouth, IN		Rosemarie C. McCoy	6,978
				Muscatine, IA	

Rebecca Pierce Parkway South, MO	6,976	Martha L. Kennedy Redlands, CA	9,629	Donald Ramsey Kansas City-Rockhurst, MO	5,667
Lee J. Turner Pine Crest Prep., FL	6,927	Timothy R. Gore Clayton, MO	8,956	Roberta Grenfell Klein, TX	5,645
Richard H. Cross Norfolk, NE	6,891	Mark Harris Parsons, KS	8,354	Cynthia Lamendola Grapevine, TX	5,645
Diane Edginton Clackamas, OR	6,858	Pam Cady Apple Valley, MN	8,296	Russell E. Brock Monett, MO	5,617
Robert Brittain Columbia City, IN	6,840	Mahlon Coop Blue Valley Northwest, KS	8,005	Susan Stolen Duluth East, MN	5,585
Judy Kroll Brookings, SD	6,835	Cheryl J. Bramlette Lee's Summit, MO	7,980	James R. Carlson Bishop Heelan Catholic, IA	5,560
Glenn R. Cavanaugh Derry, PA	6,723	Charlene Bradt Alva, OK	7,334	Peggy Ann Madden North Hills, PA	5,536
Bro. Anthony K. Cavet, CFC Iona Prep., NY	6,713	Skip Altig North Platte, NE	7,294	G. David Richardson Omaha-Westside, NE	5,526
David Fruits Ind'pls-North Central, IN	6,683	Sandra E. Bird San Fran-Lowell, CA	7,141	Janis B. Myers Spencer, IA	5,490
Thomas D. Castle, Sr. Bettendorf, IA	6,645	Penny Johnston Mead, WA	7,097	Mildred A. Peveto Newman Smith, TX	5,480
Tom Montgomery Lodi, CA	6,634	P. Eric Brannen, Jr. Westminster, GA	7,087	Michael E. Starks Cheyenne-East, WY	5,430
Randall Keillor St. Francis, MN	6,595	Deana Butcher Springfield-Hillcrest, MO	6,974	Veva K. Bissonnette Saratoga, CA	5,413
Noel Trujillo Los Alamos, NM	6,564	Ben F. Martin, III Lee's Summit, MO	6,890	Marilyn Kleban Lafayette-Acadiana, LA	5,396
Mark V. Kapfer Shawnee Heights, KS	6,558	Marilee Dukes Vestavia Hills, AL	6,637	Doris J. Sexton West Bend East, WI	5,371
Don Vettel Bakersfield-West, CA	6,552	Terry Peterson Millard-North, NE	6,615	Sandra Oliveras North Medford, OR	5,360
Robert D. Nordyke Wichita-Campus, KS	6,544	Susan Malone Hillcrest, UT	6,571	James Butch Kettering-Fairmont, OH	5,347
Weston G. Henrie Logan, UT	6,539	Ron Jackson North Kansas City, MO	6,510	Lawrence Havens Arvada-West, CO	5,323
Don Oberti Clovis-West, CA	6,523	Julie Sheinman Stuyvesant, NY	6,446	Larry B. Stuber Valparaiso, IN	5,318
William B. Vaill Norton, OH	6,406	Harry B. Davis Hunter, UT	6,386	Susan B. Davis-McLain Glencoe, OR	5,311
Timothy C. Averill Manchester, MA	6,339	Sr. Diane Weifenbach St. Ignatius College Prep., IL	6,386	Jack Cody Los Gatos, CA	5,274
Ed Trimmer Winfield, KS	6,272	Mary Beth McCarthy Hayden, KS	6,358	Charles A. Tichy Ralston, NE	5,268
Chuck Ballingall Damien, CA	6,250	Ruth B. McAllister Riverside, SC	6,353	Mel Olson Dobson, AZ	5,264
Wayne F. Brinton Apple Valley, MN	6,214	Linda M. Abel Wichita Heights, KS	6,327	Michael G. Wallmark Portland-Lincoln, OR	5,260
Alan B. Rubinstein Canton-McKinley, OH	6,173	Kandi King San Antonio-Clark, TX	6,325	Michael Gonzalez St. Vincent, CA	5,259
Jack Stafford Del Norte County, CA	6,164	David S. Smith Salt Lake City-Highland, UT	6,274	Rev. Raymond Hahn Cathedral Prep, PA	5,257
Paul Haywood Homewood-Flossmoor, IL	6,117	Cynthia Bateman Independence-Chrisman, MO	6,027	Michael Marks Hattiesburg, MS	5,248
Ronald R. Stefancic Youngstown-Boardman, OH	6,116	Sr. Mary Raimonde St. Joseph Hill Academy, NY	5,906	Nick Nelsen West Des Moines-Valley, IA	5,236
Allen Janovec Norfolk, NE	6,104	Thane Hascall Atlantic, IA	5,899	Ronald Krikac Sheridan, WY	5,233
Robert M. Leet Sheboygan-South, WI	6,091	Jeffrey B. Larson Cedar Rapids-Washington, IA	5,899	Sr. Rosemary Floersch Omaha-Mercy, NE	5,221
Gary D. Roney Joplin, MO	6,056	Douglas R. Springer New Trier, IL	5,847	Douglas Johnson Brainerd, MN	5,219
Eleanor R. Langan Scranton, PA	6,033	Jacqueline Reedy Sonora, CA	5,834	Barbara Tucker Garner Duncanville, TX	5,204
**		Gregory P. Dawson The Blake School, MN	5,792	Peggy Dersch Parkway West, MO	5,198
Francine Berger Miami-Palmetto, FL	18,421	Mark Etherton Murray, KY	5,762	Joseph Wycoff Chesterton, IN	5,198
Sr. Mary Patricia Plumb Academy of the Holy Names, FL	12,550	James M. Denekas Le Mars Community, IA	5,759	Ryan McKeithan Topeka-Seaman, KS	5,186
Eric Di Michele Regis, NY	12,033	Robert H. Ihrig Mankato-West, MN	5,748	Charles L. Johnson San Diego-Patrick Henry, CA	5,161
Deborah S. Glenn Shawnee Mission Northwest, KS	10,619	Robert L. Jones Canby, OR	5,747	Tom Gist Springfield-Central, MO	5,154
Steven Wood Lawrence, KS	10,599	Elizabeth L. Ballard Norman, OK	5,743	Gay Brasher Leland, CA	5,143
Sandra Starke Miramonte, CA	9,890	Pamela Timoshenko Johansen, CA	5,730	Thomas Isenhardt Parkersburg South, WV	5,138
Leslie Phillips Lexington, MA	9,752	Bernard T. Roberts Trinidad, CO	5,725	Carol Strickland Emporia, KS	5,132
Merle D. Ulery North Miami Beach, FL	9,702	Judy Hadley Lafayette, LA	5,699	Clifton Morton Hortonville, WI	5,117

Thomas Sullivan Dallas-Highland Park, TX	5,111	Conrad Jestmore Wichita-South, KS	4,576	Kathleen Viscardi Shrewsbury, MA	4,192
Judith Vasconcelos Reno, NV	5,109	Elaine Coughlin Beaverton, OR	4,567	Deborah E. Simon Milton Academy, MA	4,180
Jeanne Devilliers Sapulpa, OK	5,095	Hugh Ringer Mercer Area, PA	4,566	Glenn M. Nelson Concordia, KS	4,180
Cat Horner Bennett Taos, NM	5,090	Randall R. Shaver High Point-Andrews, NC	4,547	John Parker Richfield Springs Central, NY	4,155
Leslie Kuhns Topeka-West, KS	5,059	John C. Triplett Junction City, KS	4,537	Jeannine Richison Arroyo Grande, CA	4,152
Gregg C. Hartney Charles Page, OK	5,051	Deborah Bendix Forest Lake, MN	4,534	Linda Oddo New Trier, IL	4,151
Joe Dunbar Kokomo, IN	5,038	Anthony Stokes Kiski, PA	4,491	Linda Wilson Henry County, TN	4,145
Marsha W. Forsgren Uintah, UT	5,030	Gloria Robison Texas Military Insititue, TX	4,489	Nelson L. Warren Remington, KS	4,135
Jim Long Plano, TX	5,013	Sandra Silvers Calhoun, GA	4,494	Billy M. Pullen Germantown, TN	4,123
Patricia A. Bailey Homewood, AL	4,993	Barbara Kersten Roseville, MN	4,486	Peggy Fleming Eldorado, NM	4,114
Linda Mead Creighton Preparatory, NE	4,981	Valleri D. Speer Clear Creek, TX	4,486	Ellen K. Langford Decatur, AL	4,107
Gayle Hyde Fargo North, ND	4,930	Doug Galvin Rock Springs, WY	4,476	Edgar J. March Canton-GlenOak, OH	4,103
Terry D. Stephens Abilene, KS	4,894	Joseph A. Dionisio Widefield, KS	4,475	Judy Indest Stratford, TX	4,102
Richard Johnson Lakewood, CO	4,891	Linda C. Dencker Howell North, MO	4,475	Ann Tornberg Beresford, SD	4,096
Bonnie Gailey Cottonwood, UT	4,891	David W. Loos Algoma, WI	4,463	Mary L. Lindquist Mercer Island, WA	4,082
Carl F. Mibeck Lawrence, KS	4,867	Catherine Berman El Cerrito, CA	4,427	Karen Miyakado Radford, HI	4,065
Larry B. Ross Humble, TX	4,863	James Cavallo Chesterton, IN	4,400	Roger C. Paldauf Dundee-Crown, IL	4,060
Paul Lewellan Bettendorf, IA	4,858	Ronda Nielson Salt Lake City-Skyline, UT	4,398	Linda S. Box Horton Watkins, MO	4,056
W. Lee Wright Sanders-Valley, AZ	4,843	Sally M. Finley Belle Vernon Area, PA	4,370	Cathy C. McNamara Shawnee Mission-South, KS	4,038
Yvonne Sutter Grandview, MO	4,840	Bruce Gevirtzman La Mirada, CA	4,365	Daryl Fisher Newman, LA	4,023
Lynda Melanson Hanks, TX	4,820	Anthony F. Figliola Holy Ghost Prep., PA	4,362	A. Janie Berry-Eddings Sprague, OR	4,018
Lois Pierson Valley Center, KS	4,807	Richard Bracknell Carrollton, GA	4,351	Diane Smith North Posey, IN	3,992
Robert W. Bishop Box Elder, UT	4,793	Michael Remick Eagle Point, OR	4,340	Wanda V. Manther Rosemount, MN	3,979
R. D. Riggelman Denison, IA	4,762	Stanley Lewis Olathe East, KS	4,338	Max L. Freifield La Habra, CA	3,970
Judith McMasters Bishop Kelley, OK	4,747	David Dunne Marion, IN	4,317	David Baumeister, Jr. Sioux Falls-O'Gorman, SD	3,963
Gladys Robertson T L Hanna, SC	4,741	James R. (Dick) Morse Sacramento-Kennedy, CA	4,315	Gloria Henry Ruskin, MO	3,952
Bill R. Bland Tulsa-Washington, OK	4,721	Norman A. Leistikow Bloomington-Jefferson, MN	4,296	Marilyn O. Olin Terry Parker, FL	3,902
Cheryl Gilmore Lafayette-Acadiana, LA	4,698	Mary Ann Yoskey-Berty Trinity, PA	4,289	Sandra Boldway San Dieguito, CA	3,896
Gloria Wasilewski Riverside, PA	4,683	Arnold Weintraub Los Alamitos, CA	4,285	Luanne Pendorf Standley Lake, CO	3,877
Robert D. Neuleib University, IL	4,670	Dewain R. Lien Mt. Rainier, WA	4,283	Peter K. Redmond St. Louis Park, MN	3,873
Joseph B. Gerace Wheaton Warrenville South, IL	4,670	Donna Frenzel Wisconsin Rapids-Lincoln, WI	4,268	Kathleen O'Halloran Norwin, PA	3,860
William C. Robinson, Jr. Shawnee Mission-South, KS	4,660	C. Frederick Snook Crestwood, OH	4,264	King Schofield Harvard-Westlake Upper, CA	3,856
Gary Walker San Geronio, CA	4,655	Maridell Fryar Midland-Lee, TX	4,259	Ron Acol Lakewood, CO	3,829
Peggy A. Oliver Idaho Falls-Bonneville, ID	4,639	Carol Purrington Marshall, MN	4,256	Sharon Stender Hot Springs County, WY	3,825
Barbara Smith Miami, OK	4,633	Kitty Peck Riverton, WY	4,239	James F. Graupner Stillwater, MN	3,820
Gail Naylor Silver Lake, KS	4,608	Mechelle Bryson Newman Smith, TX	4,223	Barbara Elliott Bullitt Central, KY	3,811
Ruth Litterini Chaparral, NV	4,580	Scott Milliken Millard-North, NE	4,222	Alex L. Pritchard The Greenhill School, TX	3,806
Mike William Beattie Waynesville, MO	4,578	L. D. Naegelien San Antonio-Churchill, TX	4,209	Edward M. Morris Whitman, MD	3,806
David S. Jenkins Ballwin-Lafayette, MO	4,578	Ann Shofner Amarillo-Tascosa, TX	4,202	Jerald T. Eiler Rossville, IN	3,806
Richard Chonat St. Edward, OH	4,576	Susan Segelstrom St. Croix Falls, WI	4,196	Patty Edwards The Kinkaid School, TX	3,772

John Durkee	3,734	Sally L. Hofmeister	3,373	Diana Prentice	3,100
Laramie, WY		Poland, OH		Topeka, KS	
Daniel G. Robertson	3,716	Joseph Buzzelli	3,371	Susan Marshall	3,096
Reynolds, OR		St. Ignatius, OH		Cimarron-Memorial, NV	
John Steinbach	3,713	Ann Christine Stepp	3,356	Marla V. Drinnon	3,095
West Bend West, WI		Ben Davis, IN		Salpointe Catholic, AZ	
Glenda Ferguson	3,702	Jeffrey Holt	3,355	Pauline J. Carochi	3,090
Okla City-Heritage Hall, OK		Sheboygan-North, WI		Canon City, CO	
Debby Warstler	3,701	Karen Colton-Millsap	3,352	Carol J. Leshock	3,069
Perry, OH		Aurora, MO		Greensburg Salem, PA	
Brent A. Farrand	3,699	Paula Nettles	3,346	Barbara K. Bickel	3,068
Science, NJ		Woodward Academy, GA		Canterbury, IN	
Paul A. Harens	3,684	Robert J. Tindel	3,339	Thomas Kuykendall	3,063
Yankton, SD		Pittsburg, KS		Eisenhower, WA	
Joseph Gains	3,660	Stanley C. Day	3,338	Bro. Robert Wilsbach, FSC	3,061
Wadsworth, OH		Wheaton, MD		West Catholic, PA	
Paulinda Krug	3,656	Sue Brant	3,334	Linda Kovach	3,060
Trinity, TX		Shawnee Mission Northwest, KS		McCullough, TX	
David B. Moulton	3,656	Sandi Gresham	3,325	Kristi A. Sanromani	3,041
Perry Meridian, IN		Shawnee Mission Northwest, KS		North Eugene, OR	
Theodore Carter	3,628	Robert Pacilio	3,314	Michael Murr	3,041
Lee County, GA		Mt. Carmel, CA		Simley, MN	
Elizabeth White	3,625	David A. Giese	3,309	Kenneth R. Simpson	3,024
San Antonio-Churchill, TX		Mason City, IA		Sanger, CA	
Sharon Prefontaine	3,623	Janice J. Rains	3,308	Sidney Richison	3,017
Monta Vista, CA		Corpus Christi-Carroll, TX		Arroyo Grande, CA	
Daniel C. Roskom	3,611	Vickie Fellers	3,300	Jan Mitchell	3,012
Hartford, WI		Goddard, KS		Marshalltown, IA	
Blair Lybbert	3,606	James Barsotti	3,291	Thomas H. De Yarman	3,008
Burleson, TX		Big Sandy, MT		Pueblo-East, CO	
Betty S. Gunn	3,601	Gabriel R. Santo	3,289	Margaret Riley	3,004
Mountain Brook, AL		Rocky River, OH		Academy of the Holy Name, NY	
David M. Montera	3,596	Charles H. Nicholas Jr.	3,284		
Pueblo-Centennial, CO		Bob Jones Academy, SC			
Jill I. Grimes	3,579	Andara MacDonald	3,277		
Moffat County, CO		Holtville, CA		Michael W. Burton	9,947
Susan J. Baker	3,578	Margaret A. Emelson	3,274	Auburn, WA	
Sheridan, WY		Uniontown Area, PA		Daniel H. Durbin	7,258
Betty H. May	3,578	Ellora Kleven	3,263	Evansville-Reitz, IN	
North Fremont, ID		Dassel-Cokato, MN		Tommie Lindsey, Jr.	6,161
Cheryl Johns	3,572	Robert T. Hansen	3,253	James Logan, CA	
Cypress Falls, TX		Delta, UT		Jack D. Tuckness	6,080
Gail Sarff	3,560	Kelli Hopkins	3,249	Springfield-Parkview, MO	
Wayzata, MN		Webb City, MO		Kim R. Maass	6,062
Charles J. Lovejoy	3,550	Fred Monberg	3,246	Sioux Falls-Lincoln, SD	
Klein Forest, TX		Hammond, IN		Jan Heiteen	6,000
Catherine Smith	3,542	Sandra Lucaa	3,241	Downers Grove-South, IL	
Olathe-South, KS		Dallas-Skyline, TX		Doug Campbell	5,512
Steve D. Marsh	3,534	Deanne Vandeventer	3,232	San Gabriel, CA	
Plymouth Centennial Educ. Park, MI		North Valley, OR		Cynthia A. Burgett	5,399
Glenda Ward	3,529	Robert L. Parlet	3,230	Washburn Rural, KS	
Cassville, MO		Sioux Falls-Washington, SD		Stan McGrady	4,982
Harriet L. Medlin	3,524	William Zubke	3,230	Boise, ID	
Brentwood, TN		Watertown, SD		Brett Miller	4,856
Bruce Rogers	3,522	Sheri Cole	3,216	Springfield-Parkview, MO	
Northside, GA		Edmond-Memorial, OK		Shelby McNutt	4,823
Dorothy J. Sunne	3,510	Max H. Brown	3,215	Garden City, KS	
Forest Lake, MN		Blue Valley North, KS		Craig A. Austin	4,709
Jack L. Armstrong	3,504	Donald J. Tantillo	3,199	Bakersfield, CA	
Duluth-Central, MN		Wheeling, IL		Wade Pogany	4,689
Robert Levinson	3,486	Sandra S. Sage	3,193	Roosevelt, SD	
Bronx HS of Science, NY		Pampa, TX		Jim Paterno	4,535
Sheryl Kaczmarek	3,471	Debbie Brantley Ladis	3,189	Puyallup, WA	
Newburgh Free Academy, NY		Plano, TX		Frankie Liston	4,477
Claryn M. Myers	3,441	Thomas W. Huber	3,187	Mountain View, UT	
Fort Wayne-Northside, IN		Oak Hill, IN		Robert E. DeGross	4,294
Julian M. Kite	3,440	Rebecca S. Wiley	3,185	Colton, CA	
John F. Hodge, MO		Duval, WV		Michael B. Thompson	4,283
Linda Crockford	3,424	Gail Davenport	3,171	Taylor, TX	
St. Brendan, FL		Roslyn, NY		David L. Watkins	4,278
Connie J. Link	3,405	Philip M. Wertz	3,166	Neosho, MO	
Heyworth, IL		Thomas County Central, GA		John R. Woollen	4,192
John A. Cardoza	3,400	Fr. Alfred Naucke, SJ	3,157	Enloe, NC	
Stockton-St. Mary's, CA		Sacramento Jesuit, CA		Betsy Walson	4,189
Steven L. Marques	3,397	Allene Miller	3,151	Martin County, FL	
Kentridge, WA		Diamond, MO		Jacqueline F. Foote	4,155
Jan Cook	3,396	Frances Schoolcraft	3,125	South View, NC	
Cherokee-Washington, IA		Wheeling Park, WV		Thomas K. Biddle	3,969
Wm. Clark Bartley	3,391	Deborah Middleton	3,102	Bear Creek, CO	
Kavelook, AK		Glenbrook-South, IL			



Michael Patterson	3,960	Morgia Belcher	3,045	Pamela Schultz-Tacona	2,765
Guymon, OK		Franklin Pierce, WA		Glenbrook-South, IL	
Cheryl A. Watkins	3,912	James E. McPheeters	3,037	Mike Kolodziej	2,765
Fargo-South, ND		McPherson, KS		Glenbard-West, IL	
Harley Liebenson	3,816	Barbara Watson	3,036	Jane Terrell	2,763
Winston Churchill, MD		Idaho Falls-Skyline, ID		L. B. J., TX	
Melissa Reynolds	3,813	Jan L. Mrachek	3,019	Joyce A. Sinn	2,760
Bishop Miege, KS		Gulfport, MS		Fort Scott, KS	
Todd Casper	3,780	Jay Schuschke	3,019	Daphne Morman-Sturtz	2,758
Carrollton, OH		Capital, ID		Roseburg, OR	
Martha B. Ebeling	3,733	Thomas J. McCoy	3,004	Marcine Solarez	2,758
Dayton-Oakwood, OH		Muscatine, IA		Newbury Park, CA	
Sharen Althoff	3,716	Connie McKee	3,003	Barbara Miller	2,757
Wooster, OH		Amarillo, TX		South Mecklenburg, NC	
Kathy Mulay	3,695	Joni Hanson Anker	2,995	Kristina Bertch	2,753
Portage Central, MI		Eagan, MN		Omaha-Central, NE	
Susan Clark	3,662	Gail L. Nicholas	2,972	Mary M. Howell	2,747
Lakeville, MN		Bob Jones Academy, SC		Mountain View, AZ	
Sandra Laborde Broussard	3,640	Barbara Muhlbach	2,971	Cornell A. Loschen	2,744
Comeaux, LA		Massillon Washington, OH		Worland, WY	
Kelli Morrill	3,639	Del Holz	2,968	Grant Hansen	2,739
Sumner Academy, KS		Bloomington-Jefferson, MN		Roy, UT	
Rose M. Joyce	3,610	Janet L. Peterson	2,968	Gail A. Riddle	2,738
Monticello, NY		Tallwood, VA		Byrd, NC	
Carolyn Williamson	3,600	Peggy Benedict	2,957	Debra Barron	2,720
Denver-Washington, CO		Cherry Creek, CO		Mauldin, SC	
Kathleen D. Hamm	3,578	Michael Sanders	2,955	Barbara Watson	2,719
Iowa City-West, IA		Thornton Township, IL		Great Bend, KS	
Stan Magee	3,576	Pamela Deutsch	2,955	Becky Hodges	2,713
Dulles, TX		West Lafayette, IN		Midway, TX	
Pam Hummel	3,525	Mark D. Onstott	2,953	Gail L. Long	2,703
Taft, TX		Eaglecrest, CO		Presentation, CA	
Mark Quinlan	3,512	Kathy Martin	2,935	Melanie (Matheny) Ralston	2,701
Circle Pines-Centennial, MN		Dilworth-Glyndon-Felton, MN		Topeka-West, KS	
Karen S. Finch	3,504	Ken Ogden	2,902	Lisa Miller	2,693
Blacksburg, VA		McCullough, TX		South Plantation, FL	
David Trippe	3,449	Richard Ramey	2,888	Vicki Russell	2,689
Nixa R-2, MO		Attica, IN		Robert Service, AK	
Kim-Michelle Pullan	3,370	Nick Panopoulos	2,883	Sherry Woodward	2,683
Carbon, UT		Cheyene-Central, WY		American Fork, UT	
Beth Goldman	3,343	Harriet Marriner	2,883	Anne D. Duke	2,682
Taravella, FL		Mt. Carmel, CA		Glynn Academy, GA	
Carol S. Anderson	3,319	Suzanne Whitaker	2,881	Terry Quinn	2,676
La Cueva, NM		New Iberia, LA		Campbell County, WY	
Steve O'Brien	3,288	Lynda Luce	2,878	David A. Wendt	2,672
Sioux Falls-Washington, SD		Waupaca, WI		Keokuk, IA	
Fred Robertson	3,259	David Baker	2,867	Jay Stubbs	2,671
Fremont, NE		St. Mark's School, TX		Highland Park, KS	
Delose Conner	3,253	Leslie S. Watkins	2,867	Sharon Summers	2,667
Layton, UT		Snellville-Brookwood, GA		Arapahoe, CO	
Sherri L. Shumaker	3,198	Myrna B. Goodwin	2,861	Debra L. Weiher-Traas	2,666
Raytown, MO		Mount Miguel, CA		Appleton-East, WI	
Sarah Thomas	3,185	Carolann Biel	2,842	Matthew Whipple	2,658
Washburn Rural, KS		Chesterton, IN		Glenbrook-South, IL	
Richard Mullen	3,185	Douglas S. Jones	2,841	Carl Wangsvick	2,642
Cape Elizabeth, ME		Kent-Meridian, WA		Rocky Mountain, CO	
Maylin K. Olson	3,180	Loretta Tebbe	2,838	James Fountain	2,635
Mitchell, SD		Hastings, NE		McClintock, AZ	
Alice Joyce Ursin	3,163	Margaret Kendrick	2,830	Timothy Willey	2,630
Bethel Park, PA		Sharpstown, TX		Great Falls, MT	
Vivian E. Zabel	3,152	Beth Young	2,829	Jeff Borst	2,629
Luther, OK		North Catholic, PA		Sierra, CO	
Larry E. Eakin	3,122	Dalvin R. Yager	2,825	Sherry Whitcomb	2,626
Cox, VA		Derby, KS		Kokomo, IN	
David McKenzie	3,119	Robert A. Chalender	2,824	Thomas Joe Pabst	2,624
Northfield, IN		El Dorado, KS		Snider, IN	
Calvin J. Vande Hoef	3,116	Peter Bogdanoff	2,811	Robert Lane	2,619
Taft, CA		Bellevue, WA		Shawnee Mission-West, KS	
Dianne B. Moeller	3,094	Betty Whitlock	2,809	Beverly Ruff	2,617
Skyline, CO		Clinton, MS		Papillion-La Vista, NE	
Nick Bollas	3,079	Debbie Lueders	2,806	Margaret Gagnon	2,617
Canton-GlenOak, OH		Carrollton, MO		Jackson Hole, WY	
Lexy Green	3,074	Kieran Larkin	2,804	Stan Austin	2,614
Pinole Valley, CA		Mary Louis Academy, NY		Wheaton-North, IL	
Daniel Matheny	3,051	Thomas S. McClary, Jr.	2,804	Greg Schultz	2,608
Findlay, OH		Miami-Southridge, FL		Mead, WA	
Colleen Blankenship	3,047	N. Andre' Cossette	2,795	Virginia Landreth	2,598
Centennial, ID		Gonzaga Prep, WA		Rowan County, KY	
Robert J. Hoy	3,047	Ronald Dodson	2,775	Mitch Gaffer	2,598
Brunswick, ME		Westlake, TX		Huron, SD	

Kathryn G. O'Keefe Fremont, CA	2,597	Jane Yelton Providence, NC	2,424	Brit McCabe Bishop McGuinness, OK	2,304
Ruth Reed Huntington North, IN	2,586	Sr. Isabella Trinidad-Catholic, CO	2,423	Bob Latta Torrington, WY	2,302
Carl Sturges Rowland Hall-St. Mark's, UT	2,577	Paulette M. Manville Shawnee Mission East, KS	2,417	Mike Harrison San Antonio-Madison, TX	2,298
Teresa Sersland-Reichardt Wichita HS Northwest, KS	2,555	Dorene Nelson Groton, SD	2,414	Elwin C. Roe McDonald County, MO	2,294
Twinkle Johnson Deer Park, TX	2,549	Rhonda G. Sharp Alves Hays, TX	2,414	Kate Lindsay Salina-South, KS	2,291
Eugene Burnett Pontiac Township, IL	2,544	Robert H. Steffen Olathe-North, KS	2,410	Karen Baker Duncanville, TX	2,285
Michael A. Colletti, Sr. Gordon Technical, IL	2,541	Carol Phillips Maryville, TN	2,404	Kathy Fulkenberry Caney Valley, KS	2,280
Louis C. Price Battle Creek Central, MI	2,540	Diane M. Bykowski Cortez, AZ	2,404	Charlotle Boteilho Baldwin, HI	2,278
Robert Kelly Chesterton, IN	2,532	Susan Moore Scott County, KY	2,402	Wayne Ervin Brunswick, GA	2,275
Rosella Blunk Sioux Falls-Lincoln, SD	2,530	Nelda D. Chapman Rangeview, CO	2,400	Debra Dehlinger San Antonio-Jefferson, TX	2,275
Ira L. Evers Alamo Heights, TX	2,528	Barbara Rinnetti Burbank, CA	2,397	Doug Mills Greensburg Cen. Catholic, PA	2,260
Darcey Butrimas Lake Highland Prep, FL	2,528	Diane M. Ritzdorf Arapahoe, CO	2,397	Robin Knoepke Palmer, CO	2,257
John J. Fitzpatrick Hewlett, NY	2,528	David Huston Roosevelt, IA	2,385	Idolene Mazza Warrensburg, MO	2,257
Kathryn A. Waner Columbia-Hickman, MO	2,525	Jerry Stewart Kuna, ID	2,380	Mike Speer Dallas-Jesuit, TX	2,253
Rebecca Gray Elk Grove, IL	2,524	Theresa A. Manthey James Wood, VA	2,377	Rhea Hoppes Maconaquah, IN	2,253
Peter L. Ruscitti Shenendehowa, NY	2,518	Dianne Johnson Houston-Bellaire, TX	2,376	C. Clare Odom Tampa-Jesuit, FL	2,249
Carol W. Poole Hanahan, SC	2,514	Jana McKee Riggins Kaufman, TX	2,375	Pamela Shepherd-Spitzer Cody, WY	2,246
Doris Compere Byram Attendance Center, MS	2,507	Marilyn C. Childs Chelsea, VT	2,374	James F. X. Lyness, Jr. Loyola School, NY	2,245
Shirley L. Doherty Granbury, TX	2,504	Steve Hamersma Aberdeen Central, SD	2,374	James P. Ramsden West Orange-Stark, TX	2,245
Robert S. Deutsch West Lafayette, IN	2,495	James Cassey Grand Island, NE	2,369	Linda Miller Fairborn, OH	2,234
David Matley Danville-Monte Vista, CA	2,489	Steve Mulvenon Salina-Central, KS	2,368	Janet Doyle Pharr-San Juan-Alamo North, TX	2,211
Frank A. Langheinrich Rowland Hall-St Mark's, UT	2,488	Harry L. Steinmetz San Diego-Madison, CA	2,364	Linda Kelso Hicks Portage, IN	2,204
Shawn Crain-Mena Hanks, TX	2,480	Cindy Bomboske Monacan, VA	2,348	Edith Y. Miller Deerfield, IL	2,203
Kristine Hayes Deuel School, SD	2,479	Mario B. Maldonado Montwood, TX	2,348	Betsy A. Geery Bel Air, TX	2,199
Zona L. Ludlum Hillsboro, MO	2,479	Wayne Wagner Rolling Meadows, IL	2,346	Elaine Schmidtberger Bishop Miege, KS	2,197
Ronald Pennell Granite City, IL	2,478	Betty C. Carlson Olympia, WA	2,345	Bonnie Hobbs Woods Cross, UT	2,193
Barbara Funke Chesterton, IN	2,476	Barbara Ochoa Alta, UT	2,339	Janet L. Parsons Arlington, TX	2,191
Carol W. Molloy El Paso-Del Valle, TX	2,473	Michael Major College Prep., CA	2,331	Patricia Foley St. Francis, MN	2,191
Charlotte Brown Gregory-Portland, TX	2,473	Charles J. Beckman Walker, MN	2,331	Marie Dzuris Centerville, OH	2,173
Lyle A. Jackson Sunnyside, WA	2,471	Susan Nordquist International Falls, MN	2,327	Frank Catanzarite Elkhart Memorial, IN	2,169
Vincent Borelli Long Branch, NJ	2,468	Joseph B. Siren Allendale-Fairfax, SC	2,327	Jed Friedrichsen Millard-South, NE	2,168
Martin Lamansky Steamboat Springs, CO	2,466	Dennis Eller Canterbury, IN	2,325	Jan M. Clark Bakersfield-Highland, CA	2,167
James Mellott, Jr. Leavenworth, KS	2,461	Karen Glahn Stockton-Lincoln, CA	2,322	Lee Ellen Beach Clarksville Northeast, TN	2,164
John D. Eichman Yucaipa, CA	2,456	Richard J. Young Nicolet, WI	2,322	Kathleen L. Hewston Hempfield Area, PA	2,158
Trudy K. Kinman Maryville R-II, MO	2,455	Louis W. Cockerham Claremont, CA	2,316	Deborah Larsen Marshfield, OR	2,155
Gail L. Ingram Gainesville, GA	2,443	Teresa Lee Alief Hastings, TX	2,315	Dave Gordon Duluth-Denfeld, MN	2,152
Stephanie A. Smith Warren East, KY	2,438	Nancy Walker Hockaday School, TX	2,312	Connie Aufkembrink Lamar Consolidated, TX	2,150
Candace Newman Gaither, FL	2,429	Tom Prill Lafayette-Jefferson, IN	2,308	Pat Cannon Highland Park, IL	2,140
Maurice J. LaRue Sturgis-Brown, SD	2,425	Jean Ann Hardy Topeka, KS	2,307	Susan L. Novak Forest Lake, MN	2,136
Larry H. Banks Hawken School, OH	2,425	Raymond D. Arnold Olympia, WA	2,307	Richard Dempsey Evanston Twp, IL	2,136

Marcia Schultz	2,135	Jan P. Hart	2,000	Ivonne J. Cook	1,890
Ritenour, MO		Chatfield, CO		Mullen, CO	
R. Kent Hyer	2,129	Wedge Crouch	2,000	Michael Bacon	1,887
Northridge, UT		Ozark, MO		Newburgh Free Academy, NY	
Joy Robbins	2,118	Jim Grant	1,999	Frank McClanahan	1,879
Chrysler, IN		Willamette, OR		Lakeridge, OR	
William Campbell	2,114	John Hall	1,998	Bernie Quilico	1,877
University, TN		Lawrence Central, IN		Skyview, MT	
Paul M. Evans	2,109	Thomas A. Smith	1,997	Lois B. Nemetz	1,870
Benton, MO		Reavis, IL		Carencro, LA	
Joann Hamm	2,108	Norma L. Garrett	1,997	Carol Ann Hart	1,865
Webster, NY		El Paso-Coronado, TX		Langdon Public, ND	
Ralph Jentes	2,107	Sanford Berman	1,996	James Berger	1,860
Louisville, OH		El Cerrito, CA		Ripon, WI	
Deborah H. McBride	2,106	Robert Marks	1,993	Sally Squibb-Tate	1,859
The Barstow School, MO		Albuquerque Academy, NM		Lewisville, TX	
Walter Daumler	2,098	Gregg Munsell	1,987	William Barthelme	1,859
Delavan-Darien, WI		Westminster, CA		Bergenfield, NJ	
Donald C. Rima	2,093	Richard Mittelstedt	1,986	Dayna Wallmark	1,858
Bethel, VA		Watertown, SD		Portland-Lincoln, OR	
Terry Peters	2,091	Brent Pesola	1,983	Neil Hollands	1,856
Lake City, ID		University School, FL		Hillcrest, UT	
Mary Jane Pelson	2,090	Byron Arthur	1,983	Robin M. K. Raco	1,855
Tigard, OR		New Orleans-Jesuit, LA		St. Paul, CA	
Joseph Hoffman	2,088	Sandra Bias Linn	1,980	Susan Telehany	1,855
Seton Hall Prep, NJ		Huntington East, WV		Ysleta, TX	
Lori Lee	2,085	Kevin Caster	1,980	Mary T. Gormley	1,853
Ogden, UT		Iowa City, IA		Montville, NJ	
Sandra Ripperger	2,085	L. Franklin Sharp Jr.	1,968	Jane McClarie Laughlin	1,852
Southport, IN		Catonsville, MD		Scarborough, ME	
N. J. Pond	2,080	Mary Sue A. Crommelin	1,968	John H. Abraham	1,845
Murray, UT		First Colonial, VA		Menomonie, WI	
Duane S. Carr	2,072	James E. Casey	1,966	Belita Nelson	1,841
St. John's College, DC		Como Park, MN		Plano-East, TX	
Nick P. Bobis	2,067	Cindy Stoker	1,964	John F. Scheeler	1,839
Thornwood, IL		Jersey Village, TX		Magic City Campus, ND	
Randy Ellis	2,067	Morris Snively	1,959	Linda Brown	1,828
Spring, TX		Belleville-East, IL		Putnam City-West, OK	
Grady Franklin	2,062	Gina Wilkinson	1,954	Nancy W. Sprowls	1,827
Chase, NC		Turner, TX		Brunswick, OH	
Dick Marr	2,060	Charlotte Tyree	1,953	Steve D. Estenson	1,827
Tabor Academy, MA		Plymouth, IN		Park, MN	
James R. Gunderson	2,060	Timothy J. Waxenfelter	1,952	Charles Goolsby	1,826
Casper-Kelly Walsh, WY		Quigley Catholic, PA		Rossville, KS	
Anita Boyd	2,057	Paulette Reikowski	1,952	Carolyn L. Martinez	1,826
Watkins, MS		Eagan, MN		Palisade, CO	
Donna Brown	2,052	Joan C. Kennedy	1,951	Nancy K. Loucks	1,825
Putnam City, OK		Nashville-Hillsboro, TN		Tolleson Union, AZ	
Ray Soderholm	2,050	Sammy Green	1,948	David Philler	1,820
Minnetonka, MN		Spring, TX		Grady, GA	
Nancy M. Fraleigh	2,048	Mina S. Stecklein	1,944	Kelly J. Smith	1,817
Clovis, CA		Holmes, TX		La Junta, CO	
John Seftas	2,038	Michael L. Cummings	1,942	Lynne R. Tschudy	1,814
Pine-Richland, PA		Star Valley, WY		Jackson, OH	
Lisa Barnett	2,037	Dale Knowlton	1,941	Jill Lofald	1,809
Ponca City, OK		Hickman Mills, MO		Duluth-Denfeld, MN	
Kim Jones	2,031	Lucia B. Gilbertson	1,938	Archie Painter	1,809
Bellarmino College Prep, CA		California, CA		Sherando, VA	
James Rosenberg	2,031	Brian Schuessler	1,929	J. Garland Blair	1,808
Crystal Lake-South, IL		Eastlake HS, WA		LaRue County, KY	
Gretchen G. Nash	2,026	Melba La Caze	1,925	Sandra D. Schneider	1,808
Hamilton Heights, IN		Bolton, LA		Clemens, TX	
Jane G. Boyd	2,023	Bonnie O'Leary	1,925	Jacob Vogler	1,808
Grapevine, TX		Shaw, OH		Bishop Montgomery, CA	
Susan M. Vaughn	2,016	Gail A. Chastain	1,923	Jean A. Streiff	1,806
McQueen, NV		San Fran-Mercy, CA		Oakland-Catholic, PA	
Kris O'Brien	2,015	Jodi L. Shorma	1,922	David Gale	1,804
Sioux Falls-Washington, SD		Wahpeton, ND		Otter Valley Union, VT	
Randall Knudsen	2,014	Becky G. Isbell	1,922	Pam Paricio	1,800
Prospect, IL		Odessa, TX		Columbine, CO	
Carole Dickey	2,013	Barbara Reed	1,917	Martin Schnipper	1,800
Des Moines-Lincoln, IA		Papillion-La Vista, NE		Vero Beach, FL	
Christine Hammersley	2,013	Frederick B. Kimball	1,912	Bill Seymour	1,798
Pittsburg-Colgan, KS		Shorewood, WA		Acton Boxborough Reg., MA	
George Sparks	2,009	Terri Robinson	1,911	Joey K. Miyamoto	1,796
Ferris, WA		McAllen, TX		Iolani, HI	
John McClellan	2,007	William Horsch	1,906	Mary Furlong	1,788
Warner Robins, GA		Sheboygan-North, WI		Delone Catholic, PA	
Max Hoke	2,005	Robert G. Eisenhauer	1,895	Vickie Wiginton	1,786
McCutcheon, IN		Jupiter, FL		Lawton, OK	

Kathryne Pugh Hunters Lane, TN	1,784	Gregg Reed Logansport, IN	1,701	Fred Vogt Pekin Community, IL	1,613
Paula Mittleman Bridgewater-Raritan Reg., NJ	1,782	Marjorie Brenizer Toledo-Whitmer, OH	1,699	Duane Daily Manhattan, KS	1,608
Sheila S. Sundquist Cheyenne-East, WY	1,782	Jerry Unverferth Grand Junction, CO	1,697	Piff Vigil Pueblo-South, CO	1,608
Royce A. Rice North Hills, PA	1,781	Linda Shipley Bartlesville, OK	1,695	Walter Kahumoku III Kamehameha, HI	1,608
Suzanne Wolfe Terry Hamblen HS West, TN	1,781	Todd A. Murray Jenks, OK	1,694	Marilyn S. Boran Robinson Secondary, VA	1,605
James Wakefield Ft. Lauderdale, FL	1,781	Gary Ellis St. Mary's, KS	1,693	Deborah H. Silber Gahr, CA	1,603
Gregory N. Davis Lakewood, CO	1,780	Jeffrey H. Minches Miami Beach, FL	1,689	Eileen Waite Randolph, NJ	1,601
Charles Oakes Battle Ground Academy, TN	1,780	Anne Shapiro Bronx HS of Science, NY	1,686	Susan Richey Kokomo, IN	1,599
Scott Teachenor Reno, NV	1,776	Carolyn Brown Pryor, OK	1,686	David A. Peters St. Agnes Academy, TX	1,598
Susan Welch McClintock, AZ	1,774	John Cowan Kempsville, VA	1,684	Lorraine Strand Lebanon Union, OR	1,595
W. Michael Nailor Danville, PA	1,769	Linda K. Parrish Corona Del Sol, AZ	1,684	Greg Bundy Fresno-Roosevelt, CA	1,593
W. J. Murray Mechanicsburg, PA	1,766	Kevin Dressler Mountain View, AZ	1,681	Jane Nelson Council Bluffs-Lincoln, IA	1,588
Eugene Kail Central Catholic, PA	1,762	Candis L. Pees Dayton-Oakwood, OH	1,678	Patrick Henry Field Kindley, KS	1,587
Cathy Johnston Pine Forest, NC	1,758	Robert Speirs Spearfish, SD	1,678	Ann B. Collins Van Nuys-Birmingham, CA	1,586
Kimberly D. Giesting Connersville, IN	1,757	Judy Bogard Air Academy, CO	1,677	Therese V. Rich Ponderosa, CO	1,582
David J. Hooper Clovis-West, CA	1,748	Nancy C. Phaup Prince Edward County, VA	1,676	Judith A. Robinson Gresham, OR	1,580
Charles R. Dunn Fort Collins, CO	1,748	Jimmy L. Smith Diboll, TX	1,676	George W. Whitton New Hartford Central, NY	1,580
Joel B. Short Belton, MO	1,747	Lynne Moehring Bustle Centerville, OH	1,674	Glen M. Andersen, Jr. Centennial, CA	1,575
Larry T. Adams Bakersfield, CA	1,744	Ellen Bray Northeastern, NC	1,674	Diana E. Gassie Cecilia, LA	1,573
Marianne Stich Bishop Kelley, OK	1,743	Carmen S. Adkins Sandalwood, FL	1,673	Dennis De Young Montgomery Bell Academy, TN	1,570
Gary G. Reed Troy, CA	1,742	Lois A. Askew Huffman, AL	1,667	Lana S. Hall Hereford, TX	1,569
Lucinda Reed Woodland Park, CO	1,740	Kirby Chin Bronx HS of Science, NY	1,664	Peggy L. Hess Pensacola, FL	1,569
Jeanie Astbury Parsons, KS	1,740	Dan Johnson Raymond Central, NE	1,661	Mark Kurzendoerfer Evansville-Mater Dei, IN	1,562
John A. Lawson Beverly Hills-Groves, MI	1,737	Richard L. Balfe B. F. Terry, TX	1,658	David A. Johnson Butte, MT	1,561
Ann Sayas Newman School, LA	1,734	Maryanne B. Lenning Glenbard-South, IL	1,656	Chester Thacker Fort Dorchester, SC	1,560
Mary Lou Beckner Buffalo, MO	1,733	David Thweatt San Marcos, TX	1,655	Rita Yunker Canevin, PA	1,558
Mary Kassmeier Omaha-Marian, NE	1,729	Jody Eves Salina-South, KS	1,651	John Malloy Thornton Township, IL	1,556
Jim Garver Harrison, IN	1,725	Melissa L. Beall Cedar Falls, IA	1,644	Paula M. Reed Columbine, CO	1,552
Aaron Timmons, Jr. The Greenhill School, TX	1,725	Carolyn Winchester Logan-Rogersville, MO	1,643	Janet C. Kinstle Lexington-Clay, KY	1,547
Joanna Erdos Los Angeles-Marshall, CA	1,714	Jo Fejt Moffat County, CO	1,641	Ralph J. Karn Keystone Oaks, PA	1,541
D. C. Fosburgh St. Peter, MN	1,712	James O'Connor Lehi, UT	1,637	Donna Crane Osage City, KS	1,537
Judith H. Schaefer S O Center Enriched Studies, CA	1,710	Joe Jorland Walker, MN	1,633	Merel K. Marine Glenbard-West, IL	1,537
Mary Jo McVay Peru, IN	1,710	Bradley Campbell Rampart, CO	1,632	Sue Wenzlaff St. Francis De Sales, OH	1,535
Pat Morgan John Jay, TX	1,710	Donna Kupper Trinity, KY	1,631	J. Timothy Kane Edison, VA	1,534
Opal M. Morse Pt. Pleasant, WV	1,708	E. Brent Jepperson Ogden-Bonneville, UT	1,630	Anthony J. Nemecek, Jr. Cleveland Heights, OH	1,534
Linda Heinze Mounds Park Academy, MN	1,708	Don Schulte Pattonville, MO	1,626	John C. Ham Kansas City-Winnetonka, MO	1,534
J. A. Vidal Evergreen, CO	1,707	Stephen Timm Little Chute, WI	1,624	Vivian Lloyd McManus Keystone Oaks, PA	1,531
Robyn Roberts Coon Rapids, MN	1,706	Patricia A. White Albq-Manzano, NM	1,619	Lucille Famas Prescott, AZ	1,530
Karen M. Pyron Arco Butte, ID	1,705	Virginia Kohl Boone County, KY	1,618	Juanita S. Ray Trinity, NC	1,529
Richard Merz Oxford Hills, ME	1,704	Roy A. Simmons Whitman, MD	1,615	Mary C. Green Pasadena, TX	1,529



(Davis from Page 17)

7:00 PM Policy debate practice.

Emphasis will be placed on proper delivery techniques. Pencils will be placed under tongues, marbles stuffed in mouths and the *Encyclopaedia Britannica* (all of it) placed on chests while campers practice spewing the *Beijing Review* in the original Chinese.

Camper's efforts will be encouraged by Dino relaxing upon the volumes until the rate of delivery is acceptable. Dino will also occasionally change the direction of the pencil in the mouth.

Points will be given if our expert in ancient Phoenician can suddenly understand you.

7:30 PM Elementary Sneering. Campers will learn how to blame all losses upon judges, including other campers,

grandmothers, and various holy figures. Points will be awarded to campers who can cause thunderstorms with their damnation of the Almighty.

9:00 PM Oration-Modeling and Practice. The Man With The Clipboard will enlighten you on how Prejudice is Bad, Loving Yourself is Good, and Avoiding Solutions. Students will then prepare ten minute orations. Points will be deducted if the judges, recruited from Tender Lambs Orphanage kept up far past their bedtime, see any redeeming value whatsoever.

11:30 PM Point Redemption! Points may be exchanged for Comments from The Man With The Clipboard. Students will be ranked by points, and the six with the highest points will be declared Winners. The other 94

campers will be declared Losers. Then 11:45 PM Backstabbing. The winners will be called Losers by the Losers. And another exciting day at Camp Purgatory will be done.

HEY OLD MAN. GET UP. WE'RE HERE. no. no. i must be dreaming. get this marshmallow out of my mouth- OF COURSE YOU'RE DREAMING. GET UP AND STOP CHEWING ON THE PILLOW.

Huh? Oh, wife, sweet dear wife. You don't know what an evil dream I had. I'LL BET. NOW GET ROLLING. IT'S THE FIRST DAY OF SCHOOL  
aaaauuugggghhhh!!!!

(Bill Davis coaches at Blue Valley, (KS) and writes this regular Rostrum column.)

Albuquerque Academy is soliciting resumes from those interested in a possible teaching/coaching position. The individual we seek must first be a creative and experienced teacher in one of these subjects: English, history, science, mathematics, or foreign languages. Secondly, s/he should be an individual with significant policy debate experience whose teams have been successful on the national (TOC) circuit.

This potential position will be a permanent one, and so requires an advanced degree or the willingness to obtain one.

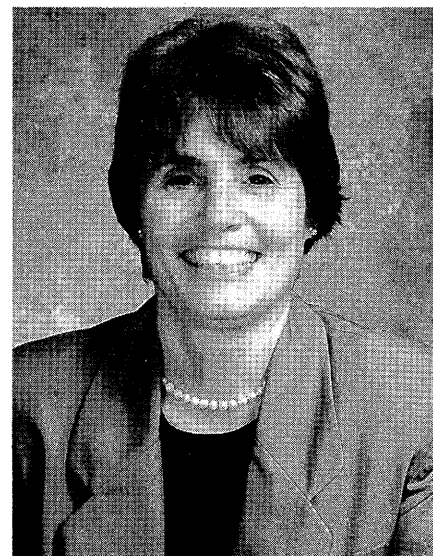
Please address inquiries to:  
Randy McCutcheon  
Director of Forensics  
Albuquerque Academy  
6400 Wyoming Blvd., NE  
Albuquerque, NM 87109

## 2ND DIAMOND COACHES

Ted W. Menke	1,528
Greybull, WY	
Thomas Vavra	1,527
Loyola, CA	
Stephen Henderson	1,525
Marietta, OK	
Emily J. Blair	1,522
Littleton, CO	
Gerald W. Meier	1,522
Black Hawk, WI	
John B. Murphy	1,518
Pleasantville, NY	
Lynn Schmid	1,516
Worthington, MN	
John D. Wilson	1,510
New Haven, IN	
Sandra S. Donahue	1,508
Upland, CA	
Carl Graves	1,508
Pembroke Hill, MO	
Sharon A. Townsend	1,507
Plano-Clark, TX	
Meta Lale	1,507
Sonoma Valley, CA	
David Kay	1,506
Lake Charles-LaGrange, LA	
Rod Dahlquist	1,503
Duluth East, MN	



**\*\*Margaret Riley**  
Academy of the Holy Names, NY  
May 9, 1995 3004 points



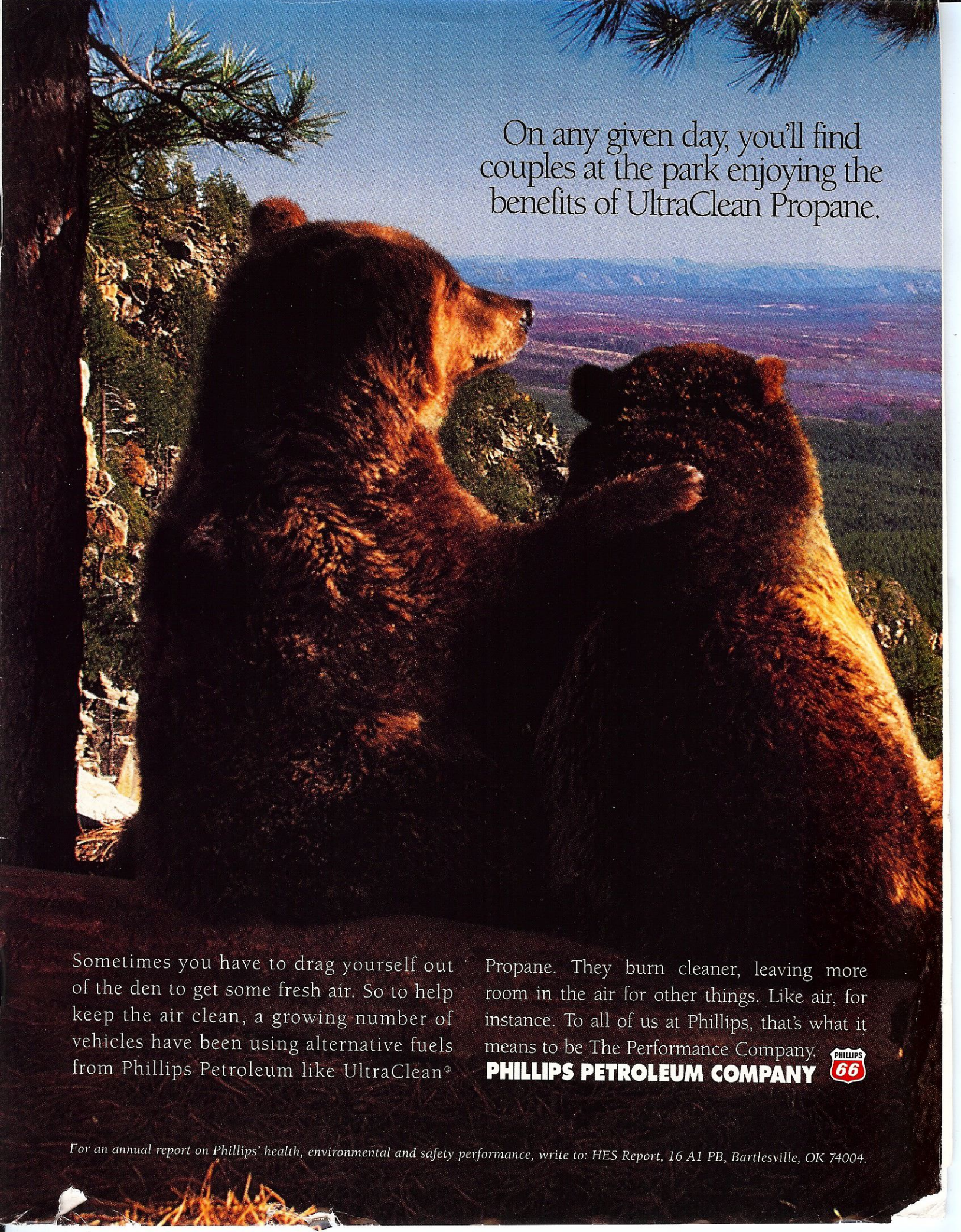
**\*\*Gail Davenport**  
Roslyn HS, NY  
July 5, 1995 3158 points

# DISTRICT STANDINGS

(October 31, 1995)

Rank	Change	District	Ave. No. Degrees	Largest Chapter	Degrees
1.	-	Northern South Dakota	115.11	Watertown	383
2.	+3	Rushmore	99.00	Sioux Falls-Lincoln	206
3.	-1	Kansas Flint-Hills	95.05	Washburn Rural	293
4.	-1	Northern Ohio	94.55	Austintown-Fitch	183
5.	+2	Heart of America	94.52	Independence-Truman	219
6.	-2	West Kansas	88.65	Hutchinson	210
7.	+8	Show Me	84.37	Lee's Summit	195
8.	+45	New York City	82.40	Bronx HS of Science	291
9.	-1	Great Salt Lake	75.09	Kearns	158
10.	-	Hoosier South	74.00	Evansville-Reitz	428
11.	-2	Big Valley	71.50	Modesto-Beyer	246
12.	-6	East Kansas	68.68	Shawnee Mission Northwest	314
13.	-2	South Kansas	66.83	Field Kindley	139
14.	+7	Southern Minnesota	64.60	Eagan	245
15.	+11	San Fran Bay	64.23	James Logan	212
16.	-4	Northern Illinois	63.89	Glenbrook-North	195
17.	+21	Sierra	61.00	Bakersfield	167
18.	-2	North East Indiana	60.50	Chesterton	261
19.	+4	Florida Manatee	60.45	Suncoast	176
20.	+42	Central Minnesota	60.35	Apple Valley	238
21.	-8	Eastern Missouri	60.15	Pattonville	124
22.	-4	Carver-Truman	59.00	Neosho	199
23.	-6	Northern Lights	57.55	Grand Rapids	162
24.	+10	East Texas	57.44	Spring	155
25.	-5	Eastern Ohio	57.33	Stow Munroe Falls	162
26.	+35	Illini	57.00	Downers Grove-South	327
27.	-2	New Mexico	56.14	Albuquerque Academy	182
28.	-14	Rocky Mountain-South	55.14	Golden	151
29.	-5	Nebraska South	53.35	Hastings Senior	122
30.	-3	Northern Wisconsin	53.34	Appleton-East	151
31.	-1	Nebraska	53.25	Millard-North	206
32.	+15	California Coast	52.33	Bellarmine College Prep	237
33.	-11	Hoosier Central	52.09	Ben Davis	216
34.	-15	Ozark	51.50	Springfield-Glendale	122
35.	+5	South Texas	50.58	Houston-Bellaire	214
36.	-4	Central Texas	48.80	San Antonio-Churchill	171
37.	+4	Western Ohio	48.35	Centerville	237
38.	-2	Florida Sunshine	48.28	Academy of the Holy Names	216
39.	+19	Montana	47.38	Bozeman	173
40.	-12	West Iowa	47.15	West Des Moines-Valley	171
41.	+11	Pittsburgh	46.77	North Hills	110
42.	+3	Louisiana	46.55	Caddo Magnet	162
43.	+11	Hole in the Wall	46.52	Sheridan	122
44.	-11	West Virginia	45.83	Wheeling Park	68
45.	+6	Southern Wisconsin	45.50	Greendale	110
46.	-3	South Florida	44.69	Miami-Palmetto	350
47.	+1	North Dakota Roughrider	43.66	Richardton-Taylor	90
48.	+2	Wind River	41.88	Worland	105
49.	-5	Western Washington	41.53	Auburn Sr	180
50.	-19	Northwest Indiana	41.11	Munster	227
51.	-22	East Oklahoma	39.76	Tulsa-Washington	199
52.	+14	Greater Illinois	39.50	Heyworth	85
53.	+3	Tarheel East	39.46	Northeastern	91
54.	+13	Lone Star	39.30	Grapevine	124
55.	+37	North Coast	39.09	St. Ignatius	62
56.	+21	East Iowa	39.04	Muscatine	167
57.	-18	Colorado	38.94	Cherry Creek	148
58.	+17	Rocky Mountain-North	38.88	Greeley Central	79
59.	-2	Nevada	38.66	Reno	125
60.	-11	South Oregon	37.42	Ashland	171
61.	+33	East Los Angeles	37.16	Damien	126
62.	+7	Pennsylvania	37.00	Belle Vernon Area	94
63.	-26	Eastern Washington	36.92	Mead	161
64.	+15	Southern California	36.73	Redlands	154
65.	+6	Tennessee	36.50	Hunters Lane	158
66.	+2	Southern Colorado	36.23	Rampart	80
67.	+27	Idaho	35.90	Boise	120
68.	-9	Georgia Northern Mountain	35.57	Gainesville	100
69.	-34	New York State	35.00	Newburgh Free Academy	134
70.	-7	Deep South	34.83	Vestavia Hills	136
71.	-6	Tall Cotton	34.33	Odessa-Permian	108
72.	+12	New Jersey	34.14	Bergenfield	120
73.	+14	New England	33.50	Lexington	158
74.	+2	Gulf Coast	33.40	Gregory-Portland	115
75.	-33	Valley Forge	33.28	Truman	96
76.	-12	South Carolina	32.60	Riverside	164
77.	-5	West Oklahoma	31.60	Alva	136
78.	-8	Utah-Wasatch	31.58	Ogden	112
79.	+6	Iroquois	31.36	Bishop Kearney	78
80.	-34	Mississippi	31.06	Hattiesburg	163
81.	+5	Georgia Southern Peach	31.04	Carrollton	95
82.	-1	West Los Angeles	30.47	S O Center Enriched Studies	153
83.	-28	North Oregon	28.76	Clackamas	94
84.	-4	Mid-Atlantic	28.26	Edison, VA	138
85.	-11	Sundance	27.14	Mountain View	88
86.	-13	Arizona	26.70	Dobson	114
86.	-8	North Texas Longhorns	26.70	Newman Smith	144
88.	-28	Michigan	25.85	Portage Central	122
89.	+1	Carolina West	25.57	High Point-Andrews	89
90.	-2	Kentucky	20.80	Rowan County Sr	74
91.	-10	Patrick Henry	19.29	Princess Anne	60
92.	-1	Capitol Valley	16.83	Sacramento-Kennedy	77
93.	-	Puget Sound	16.41	Mt. Rainier	85
94.	-5	West Texas	16.33	Montwood	111
95.	-12	Alaska	15.00	Robert Service	23
96.	-2	Maine	14.63	Brunswick	56
97.	-	Hawaii	13.00	Damien Memorial	44
98.	+1	Big Orange	8.76	La Habra	45
99.	-1	Guam	5.50	Academy of Our Lady of Guam	21





On any given day, you'll find  
couples at the park enjoying the  
benefits of UltraClean Propane.

Sometimes you have to drag yourself out  
of the den to get some fresh air. So to help  
keep the air clean, a growing number of  
vehicles have been using alternative fuels  
from Phillips Petroleum like UltraClean®

Propane. They burn cleaner, leaving more  
room in the air for other things. Like air, for  
instance. To all of us at Phillips, that's what it  
means to be The Performance Company.

**PHILLIPS PETROLEUM COMPANY**



*For an annual report on Phillips' health, environmental and safety performance, write to: HES Report, 16 A1 PB, Bartlesville, OK 74004.*





Phillips Petroleum  
Is the National Sponsor of the  
National Forensic League.

*This publication is made possible by  
Phillips Petroleum Company.*