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(please vote for one topic)

Vote for the one topic you prefer.
The area that receives the most votes will be the 2000-2001 debate topic.

Right of Privacy

Resolution: Resolved: That the United States federal government should significantly increase protection of privacy in one or more of the following areas: employment, medical records, consumer information, search and seizure.

Although the word "privacy" does not exist in our constitution, the Fourth Amendment serves as a basis for the discussion of a "right of privacy" in our country, a right which has been controversial since its inception. However, there has been an increasing assault on this right as reliance on science, technology, and the role of government as protector has made it possible to circumvent traditional protections on privacy and subject the individual to increasing scrutiny by government, employers, and the public at large. Affirmative cases include drug testing in employment, investigation of job applicants, employer intrusion into lifestyle, access to electronic mail, direct marketing, identify theft, dissemination of credit reports, regulation of on-line drug stores, genetic testing, regulation of medical records dissemination to limit insurance availability, Miranda warning, student rights, search warrants, and DNA testing for law enforcement purposes. The negative has a significant amount of ground on this topic in multiple paradigms. Stack issue arguments include a lack of significance of the problem, solvency/workability arguments isolating other means to get the information, and justification arguments about the need for the federal government or why self regulation of business/agencies isn't sufficient. Inherency arguments include the idea that current regulations are sufficient to protect privacy. From a policy making perspective counterplan ground exists in the area of state or self-regulation or counterplanning with a different agent (legislation or the Supreme Court). Possible disadvantages include economic downturns, business confidence, political arguments (Clinton/Gore/Bush/Dole), increased crime, court clog, judicial activism, hollow hope and social movements. Other negative positions exist within the notion of "communitarianism," the idea that community interests outweigh individual rights.

Media Violence

Resolution: That the United States federal government should establish a comprehensive policy regulating violence in the mass media.

Perhaps no singular event has done more to focus our nation's attention on the pervasiveness of violence in the media than the tragic deaths at Columbine High School in Littleton, Colorado. While there is no definitive answer that would explain why two young men spent nearly a year planning and then executing a massacre of their classmates, it is clear that these two as well as other teens like Michael Carneal, the shooter in the Paducah, Kentucky, school killings, were clearly influenced by images in the mass media. Our culture is inundated by images of violence, whether the nightly news slogan of "If it bleeds, it leads," the graphic and unrelenting violence presented in such popular movies as Natural Born Killers, or the increasingly realistic and gratuitous violence in children's video games. Affirmatives debating this topic area might institute clearer rating systems for violent content, restrict violent television to certain hours, reduce children's access to violent programming, or any of a variety of other options that might reduce either the overall level of media violence to which our society is exposed or limit who may be exposed to that violence. Negatives might choose to examine the causes of violence in society, the disadvantages associated with limiting an individual's right to view any programming, the media's right to produce its product without censorship, or which agent is best equipped to deal with these issues.

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(The deadline date for voting is established by the National Federation Debate Topic Committee)
SECRET REVEALED: PARTICIPATION KEY TO SUCCESS
by Cinthia Salinas

Given my incredible career as an incredible speech/debate coach during my young and incredible years, it is quite common for colleagues—especially younger ones—to ask me about the "secret" to my incredibleness. (To know me, by the way, is to realize that last sentence was in jest).

Often, I have trapped these curious ones in complex discussions about structuring practices based on child development theories. Often I have subjected these ambitious ones to a treatise on the curricular and pedagogical implications in aligning instruction with assessment. And every once in a while, I have enticed these desperate ones with tips on how to influence judges and UIL directors with their public school teacher salaries.

But now that I have been enticed by the curious, ambitious and desperate ones, I can come clean.

The secret weapon? The answer to all these questions and more? The not yet published dissertation? Listen one and all so that I may tell you how you too can be thin, good looking, and at the State Meet come this spring—get 'em on the bus.

Bottom line is that no matter how we structure practices, or how many theories about child development we apply, or how much time we spend deciphering paradigmatic schema, our students benefit the most from simply hopping on the yellow dawg, and getting to a competitive tournament.

If you can persuade teenagers to give up their precious afterschool time, learn how to pronounce Kant, write tags that have nothing to do with the cards, memorize introductions about their personal schizophrenia, and wear pants that aren't a bright and wide "blast from the past," then you are inching them toward those moments of glory and trophy heaven. But competitors who can pronounce Kant, write tags that match the cards, build rapport with a 30-second glimpse into the next seven minutes, and pose for GQ magazine will succeed when they compete. Get 'em on the bus!

I don't want to discount the value of planning practices with great care or requiring afterschool speeches and performances. I won't diminish the importance of reviewing our students' cases or helping with the cutting of pieces. And I certainly will not deny that coaching is key to our students' success. However, I do believe that there is no substitute for experience. Get 'em on the bus.

Only when our students can sense the exhilaration and intellectual challenges of round one, will they fully grasp the amazing value of academic excellence through competition. Only when our students can see their names posted in marker on a board on the wall of a hot gym in the middle of the day, will they embrace the excitement of matching one's talent against another's. Only when our students can sit late at night in a crowded and noisy auditorium, and hear their name called out loud, will they share with us a pride in their abilities and potential. Only when we get 'em on the bus.

So the secret is out. Since I no longer coach, I felt comfortable revealing the biggest secret to my incredulous career. By many accounts, I have not cornered the market on prose and poetry, or extemp or debate theory. What I have discovered after years of hard work and dedication toward the principles of academic competition is that only when our students' worn bags and stuffed tubs are packed, wrinkled permission slips turned in, and bodies cramped between backpacks, snacks, blankets, and bottled water containers could I help these young visionaries achieve what they so richly deserve—the time of their lives. After a decade of coaching, it all seems so simple now—get 'em on the bus.

Cinthia Salinas spent 12 years as a successful speech and debate coach in the Rio Grande Valley and now serves as a UIL consultant and state contest director. Reprinted from ULL Leaguer by permission of the author.

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JANUARY - FEBRUARY LINCOLN FINANCIAL GROUP/NFL L/D TOPIC

Resolved: Violent juvenile offenders ought to be treated as adults in the criminal justice system.
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THE COACH AS COUNSELOR:
"WHERE TO DRAW THE LINE"
by Audra L. Colvert

As a competitor, I thought my team was unique. One of my debate partners was bulimic, two were on antidepressant medications, and everyone hated their home life. I remember one tournament where I watched my debate partner eat dinner and then excuse herself to go to the restroom. I wasn’t more than five seconds behind her, yet she was able to vomit before I entered the restroom. The next day, she was so weak, she couldn’t concentrate at the tournament. Other teams didn’t have these problems—did they? As a coach, I have once again been faced with student’s problems ranging from low self-esteem to rape. As I sought advice from colleagues, I learned that I wasn’t the only coach being confronted with forensicker’s problems. Other teams did have many of these same problems.

As authority figures, with whom students spend a lot of time, coaches are being asked to counsel or help them through these psychological difficulties. When students bring these kinds of problems to the coach, it creates a unique situation. We are no longer just teaching them how to write a good introduction, now we are being asked advice... As coaches/counselors we are asked to move beyond our training, and become counselors. But are we qualified?

At the 1992 Speech Communication Conference in Chicago a roundtable discussion entitled “I’m your coach not your therapist” was held. This panel discussed the ramifications of coaching a person’s life as well as their individual events. While few solid conclusions were drawn, the panel did set the groundwork for a new area of study. The panel identified a number of questions coaches should address if they are considering helping students with their personal problems. Are we qualified? Should we counsel students? And if so, how far should we go? All of these are valid concerns when considering our expanding roles as coaches.

It is the goal of this article to look at the role of coach as counselor and attempt to define the role more clearly. It will offer guidelines and suggestions concerning where to draw the line between coaching and counseling forensickers, first by defining our roles as coaches; then examining where the line is drawn. It is my premise that we do have a responsibility to our students. And this responsibility includes significant dimensions of counseling.

As coaches, we have a responsibility to help our students through these troubled times when it affects their individual performances and the team.

Lawrence Brammer, a counseling theorist, defines helping as a process of enabling another person to grow in the directions that person chooses, to solve problems, and to face crises. Brammer believes that helping is a function of all concerned human beings and is not limited to professional helpers. He states, “Help consists of providing conditions for helpese to meet their needs. The kind and amount of help given depends on the needs at the time” (Brammer, 1985, p. 8).

William Schutz suggests that the three basic human needs that influence individuals are inclusion, control, and affection (Schutz, 1966). Forensics provides for each of these factors. Choosing which events to enter, examples to use, or selections to perform gives students control over their environment. For others, it is the interactions at team meetings, tournaments, and in vans that makes them feel a part of a group. Also, their interactions with coaches can meet the basic need for affection. Coaches can act as substitute caregivers by being concerned about how a student is feeling. The emotional support team members give to each other and coaches give to their teams creates a healthy environment which allows students’ interpersonal needs to be met.

While many students are well adjusted and enjoy the positive interactions and achievements that forensics has to offer, some students require more attention and have greater needs. This creates problems for coaches when individual needs start to interfere with the needs and goals of the team. At this point, coaches must consider what type of action should be taken. Do they remove the student from the team or do they work through the problem?

A winning performance is more than delivering a well-written speech. A student must be convinced that they have the talent necessary to succeed. Forensics is a co-curricular activity that supports the concept of improving students overall communication skills. Helping students grow as individuals is one of our responsibilities as educators.

If Klopf and Lahman (1976) were correct in stating that the paramount goal of the forensics program is the total growth of the student, then I believe it is the responsibility of the coach to work with the whole student. In fact, I contend the well-being of individual competitors is necessary for a successful team. When you have one student draining the energy from the coach and other team members, it will impact performances.

Forensics can and should address the whole student. As a result of the Delphi Conference, which was conducted in the mid 1970's to formulate a statement which would define forensics, resolutions were adopted by the American Forensic Association and the Speech Communication Association concerning the goals and roles of forensics as a communication activity. Resolution four states:

"Forensics should be viewed as humanistic education. Forensics educators should provide a wholesome, exciting, learning environment in which students are encouraged to develop positive attitudes toward the worth of ideas and toward themselves, other persons, and society at large” (McBath, 1975, p. 14).

The discussion that followed this resolution dealt with students' personalities and how they are affected by their experiences in forensics. Conference acknowledged that: "Inquiry into, and confrontation among ideas and values inevitably must affect their own conscious and unconscious choices in personal values, self-images, and world views. Hence, the forensics educator should be concerned that the impact of forensics participation upon the student be positive. Such a result is enhanced by regarding forensics as an enterprise in humanistic education” (McBath, 1975, p. 92).

While trying to coach a poetry selection, we ask students to interpret the feelings of the authors. In persuasive speeches we ask...
students to appeal to our emotions as well as our sense of logic. Forensics is a communication activity. If we ask the students to explore their emotions and internalize the characters we must be available to work with the results.

Sillars and Zarefsky, believe if "we were to limit our definition of the roles of forensics and forensics directors to pedagogy and scholarship, there would be enough to do within the interdisciplinary goal structure set out there. But there may be other roles" (McBath, 1975, p. 92). Traditionally, a coach was thought of as a teacher of skills, an administrator, and a chaperon. The coach is much more than that. As coaches, we have a great deal of contact with the students. We see them in practice, at team meetings, and during the tournaments. The coach must also be a friend, a parent, a role model, and a counselor. Many teachers do not get to know students very well in a personal sense, but a coach who has built up rapport with students by establishing trust and building relationships in real life contexts is both exposed and accessible to those with troubles (Jones et al., 1982 p. 22).

If we are to be effective coaches, we must be aware of the duties it involves and prepare to be confronted with the problems they bring. Creating a positive climate where students feel welcomed is very important (Destephen, 1982, pp. 5-6). If they do have low self-esteem or poor self-concepts, coaches sometimes need to address the behaviors associated with these feelings in order to be able to focus on individual performances. If a student is unwilling to look you in the eye then as their coach we must address that behavior. Once we start trying to change behaviors we are counseling.

"Behavior therapy is a belief that emotional, learning, and adjustment difficulties can be treated through a variety of prescriptive, mechanical, usually nondynamic techniques and procedures" (Belkin, 1987, p. 92). Even if we use the traditional definition of coach—the teacher of skills—we are using practice and repetition to change performance behaviors. The key to incorporating counseling philosophies is being very conscious of our limitations in each specific situation.

Limitations

There are many reasons why we should limit our involvement in helping students with their problems. The amount of time it consumes, the legal ramifications, and our qualification are three very serious issues that must be addressed.

Time. There never seems to be enough of it. Trying to balance a personal life with coaching and teaching seems almost impossible. Adding a new dimension to the coaching role does not have to take a lot of additional time. Some will argue that if you open your door to students you will end up doing more and more helping and less coaching (Kuper, 1991, p.3). Helping may require some extra time, but by adding esteem building techniques to your coaching style and encouraging students with confidence, the long term benefits outweigh any additional time commitment that may be involved in helping students. It may even be as simple as listening to students in the van on the way to a tournament.

Legally, there are many dilemmas coaches face when they become involved in the personal lives of students. If the student is a minor, teachers and coaches are required by law to report cases of abuse or neglect to the appropriate child welfare agencies. As students become adults, the legal line is very complicated. "Establishing trust with students is a paramount goal. Being able to keep information confidential is very important, but, coaches may be asked to testify in an action involving information learned through the counseling situation. Privileged communication is a formal legal confidentiality extended to a few such as priests, lawyers, and physicians, but is not given to teachers and coaches" (Jones et al., 1982 p. 25).

The 1992 SCA panel recommended the creation of a contract between coaches and students to protect coaches from liability. One possibility is to have that contract notarized. Some states such as California have medical release forms for students. Perhaps altering that type of document could protect coaches. Legally, the grounds are very unclear. In certain cases you may be confronted with turning your students over to the proper authorities. Do you handle someone who is stealing from the team or do you report them to the police? Is it a tough call. I challenge forensic theorists to investigate the legal ramifications of counseling students more closely.

Lack of experience and qualifications are the greatest limitations which may present coaches from counseling students.

While coaches feel relatively comfortable identifying the problems, they feel much less comfortable counseling or helping students with specific problems. (Colvert, 1993)

When looking at psychological problems such as depression, substance abuse, eating disorders, severe anxieties, and dealing with sexuality problems, on average less than thirty percent of the respondents believe they are qualified to help students with these problems. This is not surprising. The frequency of occurrences as well as the lack of training in these areas does not qualify us to be primary counselors in these situations. So what should we do if we have students with these problems?

GUIDELINES AND RECOMMENDATIONS:

- General-

Dr. Alan Schmitz, a licensed psychologist and counselor at the James Madison University Counseling Center recommends if you are going to counsel a student you should be aware of what obligations you are going to be taking on and what your motivation is for taking on the role of counselor (Colvert, 1993).

Being able to notice the problem or having someone bring the problem to you is the first step towards treatment. Next, you must decide on what approach is right for the situation. Is it something that you should approach with a student? Is it something that could be solved by working with the team? Is it something that should be referred to outside professionals? Or should you simply stay out of this situation?

Lawrence Brummer suggests using helping skills that will promote understanding of the student and their problems. Brummer clusters these skills into seven areas. Listening, leading, reflecting, summarizing, confronting, interpreting, and informing skills are all important for a helper to learn before they enter a counseling situation (Brammer, 1985 p. 61).

As communication teachers these skills are already taught in a variety of our classes. The key is learning how to successfully implement them as a counseling situation and where to draw the line of involvement.

For some people, coaching is their life. Dr. Schmitz cautions coaches from becoming too involved in student's personal lives. Examine your motivations for helping students. Are you helping students because they have asked, or is there a risk to them or the team? If so, you are probably engaging in healthy interactions. However, are you helping students because of your interpersonal needs for control, affection, or inclusion? If so, you may be crossing the
line and doing more harm than good. Students must be as self-sufficient as possible. Coaches should be available to help students when they need it.

Many of the problems we are asked to deal with are communication based and we are qualified to handle these situations. Mediating conflicts among team members, teaching assertiveness, and preparing students for their first job interviews are topics we are qualified to handle and should handle. I believe we must be willing to practice what they are teaching in the classroom. However, while helping students with relationship problems may be within our grasp, it is the other psychological problems that are outside of our expertise and where great caution is advised.

No one will argue with the fact that forensics attracts an eclectic group of students. However, we also attract their problems, some of which may be potentially life-threatening. The following guidelines are offered for dealing with students with three major psychological problems that coaches reported facing during their careers (Colvert, 1993).

**- Eating Disorders -**

Eating disorders such as Anorexia Nervosa (starving one's self) and Bulimia (binging and purging) are potentially life-threatening problems. Eating disorders usually affect young women who have low self-esteem and a predisposition to intense mood swings. Eating disorders occur in both sexes and usually occur during adolescence and young adulthood. Frequently, eating disorders occur in our female students who consider to be "ideal". It is this need to be perfect that causes a person to try to change their body to meet the perfect "standard" (University of Illinois, 1999).

The forensic community prides itself on our competitor's being brighter and more motivated than the average student body. This motivation may drive a perfectionist. It also drives a bulimic. The pressure to succeed can often set the person off and cause an attack. So what can you do to help the student before it affects the team?

Meal times at tournaments are usually a time for social bonding. If you know that you have a student with an eating disorder, or even if you don't, I offer a suggestion concerning food. Forensics tournaments are not the most healthy settings. Donuts and coffee at 8:00 a.m. and lunch if there is time, makes eating regularly very difficult. Everyone is concerned about their health. If you can help your team eat better-do so. Try to avoid restaurants that specialize in high fat foods. Also, if you can pack healthy lunches or snack foods instead of skipping meals or eating fast food all weekend, it will help everyone on your team increase the energy they have while competing. Your team will appreciate the break from fast food and the student with the disorder will feel less threatened by their environment.

One coach reported that her student was recovering from bulimia. When the student joined the team, she was very open with the coach about her disorder. The student asked if they could avoid eating pizza. It seems that the student was especially vulnerable to binging on this food. It was easy enough to eliminate pizza from the menu when that student was traveling. This change let the student concentrate on competition rather than eating. You can't let the student control the teams actions, but you can adjust your habits if it's beneficial to everyone.

**- Depression -**

Dr. Schwitzer mentioned that depression is a life threatening illness that cannot be ignored. He states: "In your roles as coaches you need to take on the responsibility of approaching students. But first, you must be educated on the signs of depression and realize they may even be present when the person gets help." There must be a distinction made between a student in a blue mood and student with a depressive illness. A student with a depressive illness may have any or all of the following: prolonged feelings of sadness and irritability, loss of interest or pleasure in activities (such as forensics), changes in weight or appetite, changes in sleeping pattern, feeling guilty, hopeless, or worthless, inability to concentrate, remember things, or make decisions, extreme fatigue or loss of energy, restlessness or decreased activity; and finally thoughts of death or suicide (Diagnostic and Statistical Manual of Mental Disorders III, 1994). Students who feel blue today can feel good tomorrow. A person with a depressive illness cannot.

The American Psychiatric Association recognizes several different types of depression. The first type of depression is a normal depressed mood and grief due to loss of a loved one. This type of depression is caused by a triggering life event and recovery is expected. The second type of depression is an adjustment disorder with a depressed mood. Coping with life changes such as a move to a new city or a new school may send students into a gloomy or angry period. It is the duration of this period that can become troublesome and may cause concern. It may lead to a mild depression (dysthymia) which includes chronic depressed moods, poor self-esteem, and lower daily functioning. This type of depression does not disable individuals, but keeps them from feeling good. The "seriously depressed" student experiences profound despair and hopelessness. Major depression may strike without a triggering loss, it lasts for at least two weeks and is characterized by sleep problems, appetite problems, lack of energy, difficulty concentrating, and possible suicidal thoughts. Other forms of depression include bipolar disorder (cycles of elevation and depression), Seasonal Affective Disorder (winter blues), or even post-partum depression. (Depression.com, 1999).

A depressed student can seriously affect the morale of the team. Dr. Schwitzer emphasized that a student should not be allowed to manipulate the team. If behaviors become disruptive, the coach must be consistent with team policies and enforce appropriate consequences.

Suicide is a great possibility in people who are lonely and depressed. Don't let the warning signs go unnoticed. Many persons state their intent while others may hint at their plans. General statements describing feelings of hopelessness, despair, self-doubt, and, extreme loneliness may suggest suicidal thoughts (National Depressive and Manic-Depressive Association, 1999). Tragically, the forensic community has been made aware of the effects of suicides on surviving coaches and team members. As one coach stated: "It causes me to be more proactive and aggressive in getting students help." If you suspect a student is severely depressed and experiencing suicidal tendencies, refer the student to the appropriate resources. If you have to, go with them to seek professional counseling. The risk of not getting involved in this type of problem is too great.

**- Substance Abuse -**

Most [schools] have a policy concerning alcohol consumption on sponsored activities. Once again, students must be responsible for their actions. Consumption of alcohol becomes the team's problem when it starts to interfere with a person's emotional or physical well-being. When drinking starts interfering with a student's per-
formance in rounds the next morning, something needs to be done. Alcohol abuse can result from attempts to cope with stress, depression, loneliness, anxiety, pressure and also from social environments that encourage heavy drinking (Halek, 1991, p. 37). Heavy drinking is often a sign that there is a more severe problem that needs to be examined. There is something we can do as coaches.

What you do and how you behave is extremely important. Students watch their coach carefully. When [students] like and respect their coach, they imitate their behavior; they see and accept many attitudes they detect in the coach (Coaching Theory Level Two, 1981 p. 1-6). I am not saying that if you set a good example it will prevent an alcoholic from drinking. If a student physically needs the drink and the student's drinking is harming the performance of the individual or the team enforcing an alcoholic policy is your only option. As an individual, you can only help an alcoholic, if they want it. Your first responsibility is to the team.

If you suspect students are using drugs, once again you have a decision to make. Drug use and abuse are beyond the abilities of coaches. Being a good listener and supporter of the student should be a main objective after a student has received help for a substance abuse problem.

Many students are already in recovery programs and simply need someone to support them and help them rebuild their self-esteem. Forensics can offer students an outlet for building self-confidence. Providing students with an environment that promotes growth and understanding can be a healthy alternative to a past lifestyle.

Conclusions

The forensics coaching community does have a responsibility to help students grow both mentally and emotionally. This responsibility requires commitment. Since the forensics community does not require coaches to be certified or have any formal training in counseling, educators should strive to reach this commitment by educating themselves on crisis counseling and basic counseling techniques. To prepare for problem situations it is recommended that in-services or panels at major communication conferences attack specific guidelines for dealing with students needs. Also, we must delve into researching the interpersonal communication patterns in the forensics arena. Ultimately, students must direct their own course of events in which they participate and their lives outside of forensics. If we can instill self-confidence and self-esteem in our students by helping them through troubled times by: listening, advising, referring, and helping when we feel qualified then we will be accomplishing our goal as humanistic educators which is aiming for the total well-being of students and fostering social and mental growth. Ultimately, the coach who cares about the team and its competitive success will also care about the players [forensicators] and will listen, help, advise, and stand by the players [forensicators] as a true friend and counselor (Jones et al 1982 p. 24).

References Cited


(Audra L. Colvert, Assistant Professor Towson University, presented this paper at the SCA Convention, 1993. This revised and edited version is used with permission.)
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FOUCAULT & EDUCATIONAL REFORM
by David M. Cheshier

When Michael Foucault was given the chance to name his own professorial chair at the College de France, a position he occupied for many years, he chose the magisterial title "Professor of the History of Systems of Thought." Such a title must have seemed pretentious to his critics, but the sweep of Foucault's philosophizing before his premature death in 1984 justifies the name. Even his fierce opponent Jurgen Habermas, heir to the Frankfurt School legacy so problematized by Foucault and others, had to concede at Foucault's death that, "within the circle of the philosophers of my generation who diagnose our times, Foucault has most lastingly influenced the Zeitgeist."

Part of the reason for Foucault's continuing relevance (which can be indirectly measured by the growing shelf space today filled by Foucault commentaries) is the approach which characterized so much of his early work. It was for a time Foucault's standard method to diagnose the ills of mass society by doing a close critical analysis of some particular institution of total control, and then to observe how such places stood as microcosms of larger forces. Schools, mental asylums, prisons: these and other institutions, Foucault thought, reveal the strategies entire cultures use to deal with opposition, construct self-identities, and manage collective power.

In contrast to those who believe that Western societies have participated in an irregular but forceful March of Progress, Foucault's work is a warning against such optimism. Instead, it calls on readers to look carefully so they can see the subtle ways power is deployed to
manipulate others. In his book on the history of sexuality (volume 1), for example, Foucault rewrote the historical account, the standard version of which goes something like this: People used to be hung up and repressed about sex (we called such attitudes "Victorian"). But today we are "sexually liberated." Supposedly no one cares today whether others are gay or straight, sexually conservative or promiscuous, or what their preferences are. It's the age of "no fault" divorce and "live and let live."

Foucault saw the issue differently. While there was no denying that legal prohibitions on controversial sexual conduct had been loosened and liberalized (most jurisdictions don't throw someone into prison for being gay anymore), Foucault emphasized how such legal trends tell only part of the story. His work traces the nuanced, often covert ways our culture continues to enforce sexual norms by the use of education, childrearing, and immersion in language traditions that stigmatize people different from the norm.

Or consider an example more closely relevant to this year's educational reform topic, which concerns Foucault's analysis of the prison system. Foucault found himself interested in a never-realized proposal for prison construction envisioned by the English utilitarian philosopher Jeremy Bentham. Bentham called his proposed prison the Panopticon. The idea arose from his opposition to prisons that simply warehoused convicts, insufficiently rehabilitating them. This was the height of negligence, in his view, since most crime was caused by something controllable: the fact that criminals were inadequately exposed to norms which shame most people into leading law-abiding lives. Thus, people who know they are being watched, and are therefore always conscious of the social consequences of their actions, were thought less likely to violate norms designed to sustain broader community. The Panopticon was a design intended to place prisoners under constant surveillance, to thereby shame them into lives of rectitude. All the cells faced an interior courtyard occupied by guards. Day and night every single activity of the prisoner would be in full and public view. At least the design was intended to make prisoners think so.

The Panopticon, for Foucault, teaches us something important about contemporary culture, more than just the history of prison reform. Foucault saw modern society as placing all of us under surveil-

lance. In the age of security cameras, high-tech miniaturized equipment, interactive television, digital cameras, and the World Wide Web, we are increasingly acculturated to think we are always being watched, if only by anonymous security guards. Foucault was interested in how our resulting self-concepts cause us to interact differently with others, how the knowledge that we are always watched causes us to discipline our own behaviors, wholly outside of official legal prohibition.

As these examples illustrate, Michael Foucault's restless curiosity has made his work a subject of continuing interest for philosophers, but also for historians, sociologists, anthropologists, and others. In my own field of communication studies, for example, Foucault's work on the disciplinary power of language structures has been quite influential. In the remainder of this essay I want to describe the relevance of all this for policy debate, centered as it is this year on educational reform. Then I will quickly review some of the major questions you might want to consider in preparing to argue for or against the Foucault critique.

Educational Institutions as Centers of Disciplinary Power

Today, readers of Foucauldian philosophy often start with the observation that Foucault was concerned mostly with power: how it is created by institutions, how it circulates in society (often invisibly), and how it can be resisted, if at all. While useful in some ways, reading Foucault as singlemindedly interested in power relationships oversimplifies the issues he addressed. At one time, in fact, Foucault insisted "the goal of my work in the past twenty years has not been to analyze the phenomena of power." Instead, he wrote, his interest was in creating "a history of the different modes by which, in our culture, human beings are made subjects."

Such a distinction sounds confusing, but it is no less important on that account. To clarify the point it may be useful to think about a "debate" Foucault once had with the noted MIT linguistic theorist Noam Chomsky on Dutch television. As the episode is recounted by Paul Rabinow, the exchange revealed an important disagreement. For Chomsky the starting place for the investigation of human behavior is agreement on the essential nature of human beings. If "human nature" is not a relatively stable or fixed idea, then how can we even begin to generalize our scientific findings to all of humanity? By comparison, Foucault shifted the question: he was less interested, it turned out, in knowing the fundamental and unchanging nature of human beings than in knowing how the concept of human nature had changed over time. One might say that Foucault's work centers more on the function of "human being" than on the fact of its existence. This is not to say Foucault thinks every human being is different or acts differently. But if we start with an assumption that all humans are the same, we risk missing something important; namely, an understanding of the ways we are made the same by the nature of our interactions.

One of the social institutions essential in teaching us to use and respond to power in predictable ways is the school. Schools are what Foucault (and others) call "normalizing institutions." In part Foucault means that, if only because it is organized around the task of educating vast numbers of children, the secondary school setting is institutional and regimented. Students are segmented into precisely timed classes. The arrangement of many classrooms remains rigidly hierarchical: students face forward, arrayed before an authority figure who stands at the front of the room (the students are usually seated), and who is usually addressed formally (as in "Mr. So-and-So, may I use the bathroom please?"). The testing procedures used by many teachers reinforce rote styles of learning and retention, where facts are privileged over concepts, and where kids are taught more for the nationally standardized tests than for intellectual nourishment.

Those who characterize schools and the typical learning situation in this way often mean no insult to teachers, who perform extraordinarily important work, under situations of real stress and often in the absence of meaningful support. But teachers do play their part, if only because of administrative requirements. Working within bureaucratic systems, teachers in the worst schools can too easily find their original passion for teaching replaced by the dull monotony of moving their students through the motions of a lesson plan.

Nor is this to say that education never happens in schools. Wonderful teachers and motivated students can triumph even in the face of challenging obstacles. But even under the best of circumstances, critics like Foucault and those who write in the so-called "critical pedagogy" tradition (Giroux and others) call attention to the subtle lessons students internalize after
spending so many years in regimented classrooms: obedience to authority, a preference for jumping hurdles rather than actually learning material, and an overly respectful sense of the boundaries of appropriate behavior.

Because this year's resolution requires affirmative teams to defend improvements in academic achievement, which are typically measured by use of standardized exams, negatives use Foucault's multifaceted critique of total institutions to argue for the plan's rejection. Since even the best curricular reforms occur in schools whose main mission (according to the critique) is to train students for rote participation in the workplace and unquestioning involvement in civic affairs, judges are asked to reject even wonderful-sounding reforms as piecemeal and co-opting. Rather than reform the system, judges are instructed to reject it. And like many other critique arguments, the Foucault critique is sometimes argued as a "total solvency takeout," on the grounds that attempts at education within such systems of oppression can never succeed.

What is the alternative? Those who opposed Foucault's arguments about the nature of totalizing institutions have done so on many grounds. But perhaps the most abiding criticism is that Foucault so completely credits culture with the power to determine and control human beings that he underestimates or obliterates altogether any possibility for human freedom. In the philosophical literature this attack is often referenced as the "problem of agency." If schools, the state, the corporation, and even language itself control us in ways more subtle than we typically see or conceptualize, then how are we to resist, or resist successfully? Among other attacks, the agency argument has been central in many feminist critiques of Foucault (a literature which provides rich ground for mounting a so-called "counter-critique"). One of Foucault's harshest critics, Christopher Norris, puts it this way: it is "hardest to comprehend how the subject [in Foucault] could achieve any degree of autonomy, given the extent to which, on Foucault's own submission, this freedom is necessarily shaped or constrained by existing structures of regulatory control," Norris finds Foucault's conception of individuality so cramped that any particular man or woman is, in such a world, nothing more than a "place-filler," the mere "product of various contesting forces."

To find Foucault's answer (and the answer is not completely clear in his work) one must attend closely to the emphasis of his later writing, which centers on Ethics (this is the subject, incidentally, of his second and third volumes on sexuality). As he described the term in his essay "On the Genealogy of Ethics," he means the term to refer to "the kind of relationship you ought to have with yourself... which determines how the individual is supposed to constitute himself as a moral subject of his own actions." As the quote implies, the project of ethical living is a local one, accomplished step by step, person by person. It is clear that Foucault does not consider this effort a futile gesture - there is the implicit assumption that individuals can transform their circumstances (or their relationship to them) by asserting their own influence (deploying their own power). In fact there is so much implicit potential for freedom in such an idea that some have wondered whether Foucault was renouncing his earlier work on culture by making the argument, though Foucault vigorously denied any fundamental break in his work. Importantly, Foucault was not interested in ethics as empty philosophical abstraction: as his work on the history of sexuality reveals, his concern is with ethical practice, even to the extent of an elaborate focus on what he calls the aesthetics of ethics (i.e., the style one brings to one's engagement with others).

In the context of debate critiques centered on Foucault, those arguing for rejection of the plan often attempt to persuade the judge to use their ballot to assert their own ethical control. By choosing to reject educational reformism, debaters and judges are said to assert their own unwillingness to be the hostages of totalizing institutions. Of course there is a certain irony in such advocacy, which is often highlighted by affirmatives in the form of performative contradiction claims: it seems rightly suspicious to say that a judge, who has agreed to participate in the highly regimented, rule-governed, and hierarchical activity of debate, should choose to render her verdict (that is, vote negative, obediently following tournament guidelines) on the grounds that such collaboration is actually a kind of liberation.

Some Final Clarifications

An essay this short cannot hope to introduce all the dimensions of Foucault's philosophical approach. But in these last few paragraphs I want to draw attention to several issues easily confused when Foucault is argued against education reforms.

One clarification is that Foucault is not arguing against all power. He is not saying that because schools are institutions of power they are necessarily evil as a result. Foucault does not reject the idea of "education" as inevitably dominating or coercive, a point made most clear in his assessment of the classical educational systems (contained in History of Sexuality). As Mark Olsen put it in his recent book on Foucault and education, "educating oneself and caring for oneself [Foucault's way of describing ethics] are interconnected activities, especially those aspects of the care of the self for which one seeks a teacher, making them forms of adult education." In reviewing the educational systems of the Greek city-states, Foucault also seems to defend the important role of teachers - he notes that "it was a generally accepted principle that one could not attend to oneself without the help of another." All of this is consistent with Foucault's critiques of total institutions because of his view of the inevitability of power; it would not make sense within a Foucauldian framework to speak of "ending" or "obliterating" power, since power is a certain and unending feature of human interaction. The issue instead is how individuals (in this case, students) can wield power or resist it productively.

Nor is Foucault arguing for the rejection of all systems of organized pedagogy. In fact, if individuals are to create local sites of meaningful resistance, they "must be given the weapons and the courage that will enable [them] to fight all [their] lives." Of course sometimes this education involves "unlearning," ridding oneself of the bad lessons acquired by poor teaching or parenting, but there is no sense I know of in Foucault which requires a complete renunciation of organized schooling. The difficult issue for debaters to resolve is whether a system as supposedly corrupt as the American public schools can ever truly serve as a vehicle for emancipatory learning.

Finally: a quick statement about the use of Foucault in educational studies. The incorporation of Foucault's work in educational studies is rather recent, but the attention given him by theorists of the educational process has recently exploded. Much of the educational writing on Foucault done in the 1980's and early 1990's is concentrated on proving the utility of Foucault's work for educational philosophy. I particularly (Chesher to page 45)
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Executive Council Meeting
Portland, Oregon
September 26, 27, 1999

Present: President William Woods Tate, Jr., Vice President Frank Sferra (Sept. 26 only), Alternate Kandi King (Sept. 27 voted for Sferra), Bro. Rene' Sterner FSC, Donus Roberts, Roger Brannan, Don Crabtree, Harold Keller, Ted Belch, Glenda Ferguson.

President Tate, as Presiding Officer, offered no motions but debated and voted on all motions.

--- Financial ---

Moved by Sferra, seconded by Keller:
Adopt FY2000 NFL Honor Society budget as presented by Secretary James M. Copeland.
Passed. Unanimous.

--- National Tournament ---

Moved by Belch, seconded by Sferra:
Revise point totals necessary to win School of Excellence Award -- Debate, 40 rounds; Speech, 60 rounds; All Events, 80 rounds.
Passed. Unanimous.

Moved by Keller:
Limit School of Excellence Awards to one trophy per school.
Defeated, no second.

Moved by Keller, seconded by Roberts:
Rescind School of Excellence motion.
Passed, Unanimous.

Moved by Roberts, seconded by Keller:
Lay the School of Excellence subject on the table.
Passed. Unanimous.

Moved by Roberts, seconded by Keller:
Take the School of Excellence subject from the table.
Passed. Unanimous.

Moved by Roberts, seconded by Keller:
School of Excellence Awards given at the 2000 National Tournament will require 40 rounds in debate (includes L/D and Congress); 50 rounds in individual events; and at least 30 rounds of debate and 40 rounds of individual events for an overall trophy. The speech and debate trophies will be smaller replicas of the overall trophy, which will be the same as 1999.
Passed. Unanimous.

Moved by Sterner, seconded by Keller:
Judges at the National Tournament should not disclose ranks or decisions in prelim rounds (1-6).

Moved by Sferra, seconded by Brannan:
Adopt NFL National Tournament Budget as presented by Secretary James M. Copeland
Passed. Unanimous.

Moved by Roberts, seconded by Crabtree:
A student who speaks in other than the posted section or debates other than the posted opponent, forfeits that round.

--- Event Rules ---

Moved by Crabtree, seconded by Belch:
Adopt the proposed rules for Storytelling as amended. (to be published in the February Rostrum)
Passed. Unanimous.

Moved by Sferra, seconded by Sterner:
Ban low point debate wins at NFL District and National Tournaments.

--- National Congress ---

Moved by Roberts, seconded by Sferra:
The coach or judge furnished by a school which qualifies only in Congress must score or serve as parliamentarian in Congress.
Passed. Unanimous.

Moved by Sferra, seconded by Roberts:
No NFL district committee or district official shall state or imply that if a student qualified in another event, that student may not qualify for the National Congress.
Passed. Unanimous.

Moved by Sferra, seconded by Roberts:
If a student qualifies in Congress and in another event or events, s/he must make a decision and notify the District Chairperson concerning the event s/he decided not to enter at the National Tournament. Participation in Congress and any other main event is not permitted.
Passed. Unanimous.

Moved by Keller, seconded by Belch:
No District Committee should set limits on the number of students entering the District Congress that is in conflict with the Congress Tournament Manual concerning apportionment.

Adopted by the Council without objection:
Drop the signature of the Parliamentarian on the National Congress certificates and replace that signature with the signature of the Congress Director.

The District Congress should align that Congress, as closely as possible, with the Student Congress Manual guidelines as well as align itself as closely as possible with the guidelines and protocol of the National Student Congress.

--- District Congress ---

Moved by Sferra, seconded by Ferguson:
Amend the Congress Apportionment for MEMBERS AND DEGREES ON RECORD [SCM Page 6] to:
1-20 Members & Degrees 2 - Senate
2 - House
(Currently 1-10=2 and 1, 11-20= 2 and 3)
Passed. Unanimous.
Council Minutes

Moved by Roberts, seconded by Brannan:
The minimum number of hours for on floor legislative debate for a one-day Student Congress shall be:
A Congress with 20 or more students = 5 hours;
A Congress with 19 or fewer students = 4 hours.
All two day Congresses must have a minimum of 8 hours of on floor debate for the two days combined.

Moved by Sferra, seconded by Crabtree:
A district with 8 schools or more represented may qualify 2 Senators for the National Senate.

Without 8 schools no Senate may be seated but a district may still conduct a House with sufficient entries (see below). It is strongly encouraged that when 30 or more students are entered in the District Senate, two Senators, or a "Super Session" Senate, should be conducted to determine the National Senate qualifiers.

Passed, 8-1. Aye: Sferra, Ferguson, Keller, Sterner, Brannan, Roberts, Crabtree, Tate. Nay: Belch

Moved by Roberts, seconded by Sterner:
A district may qualify students to the National House of Representatives according to the following criteria:
a. 15 to 29+ students in 1 House only may qualify 1 to Nationals
b. 30 to 60+ students in 2 Houses may qualify 2 to Nationals
c. 61 to 90+ students in 3 Houses may qualify 3 to Nationals
d. 91+ in 4 Houses may qualify 4 to Nationals
f. School entries in the House must be proportionately divided in the several House chambers.

Moved by Sferra, seconded by Roberts:
Adopt and publish the "Guidelines for a Final Session of District Congress" as presented by Congress Director Harold Keller.
Passed. Unanimous. Abstain, Belch. [These guidelines will be sent to the District Chairs and appear in the Congress Manual.]

Moved by Sferra:
In districts where in 2 consecutive years a single school has taken 60% of the national entries, a third place student, not from that school, may attend nationals.
Defeated, no second.

Moved by Sferra, seconded by Ferguson:
A school whose total of members and degrees is 70 or fewer and enters at least one entry in each district tournament contest, may enter one bonus entry in the district tournament.
Passed, 6-3. Aye: Sferra, Ferguson, Crabtree, Sterner, King (for Brannan), Keller. Nay: Belch, Roberts, Tate.

— Duo Interpretation Doubling —
Moved by Roberts, seconded by Ferguson:
Allow doubling in Duo interpretation and either Humorous or Dramatic Interpretation at district and nationals.

Moved by Keller, seconded by Ferguson:
Rescind the motion to allow Duo doubling.
Passed, 7-1. Ferguson, Keller, King (for Sferra), Brannan, Sterner, Crabtree, Belch, Tate. Nay: Roberts.

In order to have Duo double with HI and DI at Nationals, all Duo teams with a double entry would always speak in first position, to allow students to then go to solo events. This dislocation of the speaking order for other contestants was not acceptable to the council. The other alternative, to run Duo during the debate time block, would cause L/D to be moved to the Extemp time block, which is unacceptable, since the greatest number of doubles are L/D and Extemp.

Moved by Ferguson, seconded by Crabtree:
At the district tournament only a student may enter duo interp and either HI or DI, but if a student qualifies in both events s/he may attend nationals only in Duo not in HI or DI.
Passed. Unanimous.

— Academic All Americans —
Moved by Keller, seconded by Roberts:
Accept the NFL Academic All American forms as amended.
Passed. Unanimous.

Forms and qualification rules will be in the January Rostrum

— NFL and the Millennium —
Moved by Belch, seconded by Roberts:
Purchase a digital camera and a camcorder for use by the NFL office (Rostrum) and the NFL Oral History Project (Roger Brannan, Project Director).
Passed. Unanimous.

The Council discussed honoring NFL's 1,000,000th member.

Dr. Kenny Barfield, coordinator of the NFL 50th anniversary book, was asked to coordinate the 75th anniversary book.

The Council discussed outreach to former NFL members and former National participants.

— Spring Meeting —
April 30, May 1, 2000
I WOULD DO IT AGAIN:
THIRTY YEARS OF COACHING
by Dr. Kathryne H. Pugh

Tammy said, "Mrs. Pugh, I don't mean to be nosey, but there's something white that looks like glue in your hair."

"Can't be," I said. "I washed my hair this morning before I left." Then I felt the back of my head and realized that I had put the shampoo in my hair with the intent to wash it, but I had not. So, with styrofoam cup of coffee, steering wheel, and shampoo in hair, I was off for the weekend forensic trip—the fifth weekend running. Then, my hair was dark, and my glasses were single vision ones.

When my fellow teacher strolled into room 208 in 1963 to say, "Kathryne, you have a forensic background; won't you help us here at Maplewood High School," I did not hesitate to say "yes." As a high school sophomore I had become a member of the National Forensic League; it was natural that as a high school English and Speech teacher I would also be a coach. The thirty years that I served were outstanding. When I retired after thirty years of coaching, I reflected. What did I learn? What can I pass on to the novice coach?

Being at Nationals as a coach was a dominant honor. "Running" a tournament with a staff of subordinates who "follow directions" because their coach "knows how to do it", handing out much deserved trophies at public events as local committee member or chair, making decisions on time limits, rules, and other constitutional demands: these responsibilities bring joy and become routine. Yet, having a student disqualified because of "coaching" error or being denied admittance into the inner circle of coaches because of limited years of coaching experience serves to ebb the excitement already established. Therefore, what things really matter? I will name four.

—First—

The principal boon of the program is the yield. Since 1978 students and teachers are process rather than product writers. Outcomes in all academia are based on the methods used. Knowing how to achieve and knowing what steps to take are valued as more important than "getting there.

"Forensics" (My first troupe pegged themselves by this tag.) know "how to get there", they also are the ones who change the world, who make a difference. My grandfather, having taught school for forty-two years, was fond of reminding us that he was "represented from the pulpit to the pen." In the legislatures, the law firms, the churches, the classrooms, the offices, the theatres, on the movie sets, as homemakers, salespersons, tellers, business owners, students, and laborers, the truth about Forensic students is that they are better because they have experienced the program. Some erstwhile "interpreters" can "read" picture books to their children with a flair that brings rewards in the future. Some prior competitive debaters speak out in a public forum about education reform. Some herefore competing orators at civic meetings are heard—for what they say as well as who they are. Some extemporize think on their feet, often moving up in the world.

—Second—

Some of the best lessons are those that are learned from competition—outside the realm of "public speaking." Getting along with others at 4:00 a.m. sometimes requires compassion, constancy, and discretion. Not "breaking" in debate or "making it" to finals, especially when other team members do, often takes courage. A school day impasse and "dateless" weekends are results of one's willingness to "give up" Saturdays when others do not. Most of all, when a student is rejected by a judge for whatever reason and learns to "hold your cool," she exercises an arrangement that will take one far. Modern academicians often point out that America trails other nations because "we" are rarely relevant, but have they been on a Forensic van at 3:00 on a Friday morning or 11:00 on a Sunday evening? Have they spilled negative cards, lost an "interp" folder, forgotten an intro-
duction, missed a round, worn the wrong shoes, forgotten money for lunch, or had sources challenged in a round of competition?

A PFS, Previous Forensic Star, would know how to handle the upset and disgruntled "older" employee who is answering the phones in a rude and unsettled way. A PFS would go on with the meeting even though s/he has been up most of the night and doesn't feel very well. A PFS goes on with the conference in the wrong pair of shoes and partially combed hair. A PFS wears a suit and tie even into a jeans and sneakers affair because it is "the right thing to do."

—Third—

Forensics gives structure to life. Balancing entrance tests, band contests, proms, homecoming, and club weekends, Forensic days are arranged amongst classwork, homework, and practice. Rarely is there a day without multiple plans, at least counting points for personal degrees and for school and district success. A typical Thursday or Friday in the life of a Forensic begins with choices of what to wear to meet the daily routine, what to carry to hand in the coach's room for the afternoon, and how many bags will fit on the van for the weekend. When s/he returns to school on Monday morning with hurriedly or haphazardly completed work, teachers and comrades rarely recognize the hours taken to make the team effort succeed. "Where have you been... " says one, "out of town on personal business?" "Yes" is the correct response.

—Fourth—

 Depending upon others is mandatory. Forensic tournaments cannot exist without willing drivers and judges: mothers, fathers, ministers and other teachers who use their vehicles and gas, their free time, their extra energies to drive and to judge. These adjuncts become doctors, bankers, counselors, tour guides, and amateur radio persons. Critiquing in areas of expertise and only partial knowledge and baking goodies for judges' lounges at local tournaments, they become jacks of all trades along with the coach. Local colleges send their students (often former Forensics) and faculty to (Pugh to page 45)
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CALIFORNIA PLAN FOR YOUR DISTRICT TOURNAMENT?

by Mark Quinlan

Over the last several years, the Central Minnesota district has sought ways to increase the number of schools in the district and to increase the participation in our District Individual Events Speech Tournament. The coaches had discussed the possibility of using the California Plan, but since it was the perception of the coaches that it required a large district and/or large numbers of participants in each event, we had never pursued it beyond informal discussions. Central Minnesota is a relatively small district, with, currently, fifteen chapters, six of which do not generally participate in the speech tournament. In addition, there are 2-3 affiliates that generally participate in speech. Over the last several years, entries in the tournament have generally ranged from 12 (both extepts) to approximately 20-24 (Dramatic, Humorous, or Duo). In addition, we have had to hire a large number of judges due to the parameters of the entries in the tournaments. Since we had never had enough entries to have more than four sections in any event (some with only two sections), and since a few of the schools typically entered 3-4 in each event, it was impossible for the coaches from those schools to judge more than a round or two where they didn't happen to have a student in the section. Additionally, since these same few schools tended to have a large proportion of the students in semi-final and final rounds, coaches from those schools were also prohibited from judging at that level. Consequently, in order to cover costs, a $10 per student entry fee was charged, as well as a fee to cover judges based on a formula that varied from year to year. As a result, some schools often paid entry fees of $250 to $300, and more (for approx. 18-22 entries). For these and other reasons, the coaches in the district were not entirely pleased with the tournament and wanted to explore alternatives.

The Decision-Making Process

In the spring of 1998, members of our committee had the opportunity to discuss tournament management with a couple of committee members from a neighboring district which has used the California Plan for a few years. We discussed the use of the California Plan and the benefits that had accrued in their district since they had started using the California Plan. We also learned that the relatively small size of our district would not necessitate prohibit us from using it. Consequently, the possibility of using the California Plan was placed on the agenda for our spring coaches' meeting. That discussion led to a motion that established a committee to look at the possibility more closely in the fall of 1998.

Coaches from five different schools formed the committee. At the first meeting, the committee developed a list of advantages to using the California plan:

1) Students would have (in our case) a minimum of three rounds of competition, rather than the "2-downs and out" experience.
2) Since the top twelve in each event make the semi-finals, each student would have a much better chance of making the semi-finals. Students reaching the semi-finals could be awarded a ribbon or other award and could be recognized for their achievement at the awards ceremony.
3) The progression of the tournament would be more like that of an invitational and section/region tournament, something the students are more comfortable and familiar with.
4) Students would have a more positive experience because they would not have to approach each round thinking that it might be the round where they get their second down and are eliminated. This again, would be more like the other tournaments with which students are familiar.
5) Since the overall results are based on cumulative ranks, a "squirrel" judge in a round would not have the capability of having as much of a negative effect (i.e., in the up/down system, a 4 instead of a 3 in a round of six has much more impact than it does in the California plan).
6) Advancing to semi-finals and finals, and the selection of national qualifiers would be based on more ballots than had usually been the case in the up/down system. For example, with typically 12 or 13 entries in both extepts, we usually went to finals after two rounds. This means that finalists were determined by 2 ballots, and the national qualifiers by 5. Under the California Plan, even with using only one judge in the prelim rounds as we did (see explanation below), semi-finalists would be determined by 3 ballots, finalists by 6, and national qualifiers by 11.
7) There could be a set schedule. This would allow the tournament to have all the rounds scheduled in advance. Therefore, except for the normal lateness of tournaments, coaches, contestants, and judges would know when they would be done each day. With the set number of rounds, there would not be the possibility of final rounds lasting until after 10:00 as had sometimes been the case in the past.

We also worked out a schematic of how a California Plan tournament might run. Because of the judge situation discussed previously, it looked as if, due to the need to have panels of three in the prelim rounds, followed by panels of three again in the semi-finals, and panels of five in the finals, the cost of hiring the judges that we would need would be prohibitive.

We would need to have a student to hired judge ratio of nearly 2:1, which would have resulted in entry fees, for at least a couple of schools, in excess of $700. Without a much higher number of entries resulting in more sections (5 or more) and/or an
increased number of participating schools to provide more coach/judges who would be "clean", it looked as if running our tournament by the California Plan was going to be an unattainable goal.

However, being neophytes on the subject, the committee did not want to give up the effort until we had consulted people with more expertise on the subject. Subsequently, members of the committee consulted with people knowledgeable on the California Plan to see if there were some way that we could run the our tournament on the California Plan under our current parameters. In consulting Mr. Copeland, we found out that, with the approval of the national office and unanimous approval of the coaches in the district, we could use one judge in each of the preliminary rounds as opposed to the specified panel of three. In our case, this would only require us to hire a few more judges than we had traditionally done; something that, practically and financially, made the prospects for running the tournament on the California Plan entirely feasible.

Therefore, an explanation and ballot was sent to each coach in the district. Because the desire to try something different was so strong, it was no surprise then, that the proposal to use the California Plan with the stipulation that only one judge be used in the preliminary rounds instead of a panel of three was approved unanimously. This approval was then communicated in a letter to Mr. Copeland where we sought permission, as required by the rules, to use the California Plan. Subsequently, permission was granted for us to use the California Plan, in a modified form. We were excited to see how things would work.

The Tournament

Because of several recent changes on the Central Minnesota District Committee, the level of experience in administrating the district tournament was low. Going to the California Plan made it even more imperative that we seek the help of people experienced in running a tournament by the California Plan. Therefore, with the support of the district coaches, we enlisted the services of two committee members from the aforementioned neighboring district to run our tab room for the 1999 I.E. Tournament. They were well-experienced from running their own tournament, and the cost of the stipends, lodging, and mileage were well-worth the peace-of-mind from knowing that the tournament would be run efficiently and correctly.

Some observations resulting from our first California Plan tournament:

1) As we had hoped/expected, the atmosphere of the tournament was much more positive. Our tournament was much less stressful and hectic than it had been in past years. Coaches seemed more relaxed and under less pressure. Students seemed to act as if they were under less pressure. It may have been coincidence attributable to this particular group of students, but we noticed much more conviviality and social interaction between students from the various schools participating.

2) The people from the neighboring district had told us that their participation levels increased as a result of changing to the California Plan. We did gain a couple of new member schools for 1999, but none less, our entries were up markedly in all events, including getting to 38 in Dramatic Interp and sending 3 to nationals for the first time in anyone's memory. There was general agreement among the coaches that both they and their students felt that the California Plan, with the minimum of three rounds instead of two, and other factors, was a definite influence in more schools participating and several schools entering more students.

3) Students, coaches, and judges all appreciated knowing the specific schedule ahead of time and not having to stay for the long night on the second day of the tournament. In the past, with late finishes, the awards ceremony was somewhat anticlimactic in that very few coaches/students stayed around if they weren't involved in the final round. With the set schedule this year, even though we were a bit behind our intended schedule, most of those who qualified for the second day by making semi-finals stayed for the awards ceremony.

4) Having a clear-cut semi-final round, rather than "semi-finals" being the last round before we get to seven or fewer, was a positive. The students seemed to have more of a sense of accomplishment (a minimum of twelve make it in each event), and each semi-finalist was recognized and presented with a ribbon at the awards ceremony.

5) Tournament format/schedule -- With the number of entries we had, by rule, we were required to have three preliminary rounds. Being that the sections must be 5-7, we thought that 90 minutes between starting times in the rounds was adequate. Under the California Plan, the first round is prescheduled, but subsequent rounds are scheduled based on the results of previous rounds. Because of the tabulation time needed after the first and second rounds, the 90-minute interval was too short and the tournament ran about an hour behind schedule. We will increase the intervals to two hours next year. If and when we reach the point where we are required to have four and five preliminary rounds, this may cause a problem completing all the preliminary rounds on day one.

All three preliminary rounds were completed the first day. Due to the fact that only one judge was required for each section, we were able to schedule all the sections at the same time. In order to use the judges most efficiently, and not have to hire an inordinate number of judges, the semi-finals and finals were split. In the semi-finals, one section of each event was scheduled at the same time, followed by the second section of each event. In the finals, three events were scheduled in the first "flite" and three in the second. For consistency and efficiency, the same panels judged both flites of the same event. Rotating judges between events and flites would have created too many "dirty" judges, resulting in having to hire more judges.

We found that, even with more sections (allowing schools who entered four students in an event having a better chance of judging that event), we ran short of judges for the preliminaries. We used several assistant coaches in attendance who were not required to be there based on the ratio for judges to entries. The logistics of this just didn't fall perfectly, and we were fortunate to have enough qualified people in attendance.

6) The intricacies of the California Plan were a bit befuddling to the (Quinlan to page 48)
I know I date myself by keeping my notes on these little index cards. It has been 20 years since I was a high school debate student and 10 since I was a coach. As a person who literally grew up in this activity, but who now has the perspective that a little distance brings, I am here today to pay tribute to you, the coaches—especially those of you who have spent your careers in coaching and devoted your lives to this activity.

It is an honor to be once again in your midst. As my wife, Eileen, and I made the trip from Macon this morning to be with you, I had a feeling about bringing her here. I realized that it was the very same kind of feeling I had when I brought her to meet my family and to see the place where I was raised.

You coaches have a remarkable impact as teachers. You have a profound effect on the intellectual growth of your students and, because of the great amount of time you invest in your students, you have an effect other teachers seldom can: You are role models and counsellors and friends.

Your powerful influence as teachers extends beyond the students currently in your program. Coaches are often relied upon by students after graduation. That's a sign of how you are mentors who guide students in their continuing education, their careers, and their lives.

As I see it, coaches set in motion a chain reaction of good effects. When you teach skills and substance and serve as role models, your effect on students starts a chain reaction that extends through the students' lives and to the lives of the persons they encounter. It is difficult to imagine the sum total of the chain reaction caused by a devoted career coach. And thinking about the sum total of the chain reactions caused by all the people in this room simply boggles the mind.

Part of your effect is the result of the skills you teach—communication skills, argument skills, and research skills. And part of it is the result of attitudes you encourage in your students—attitudes about hard work and determination, about thorough preparation, about learning from mistakes, about competing fairly, about losing and winning with grace. You even encourage intellectual curiosity, itself.

For me, the skills and attitudes I learned in debate have meant everything. I recall a moment in the fall of 1971 like it was yesterday. I remember going to school as a ninth grader one day that fall and going to the glass trophy cases of the Marquette High School forensics team. I was looking to see if my name was on a list posted there, a list of those selected by the coach, Jim Copeland, to be on the team. Seeing my name on that list was the critical moment in my education.

The lessons I learned from my coach served me well when I became a coach, and later as a law student and as a prosecutor in the trial court and the court of appeals. As a prosecutor, those lessons were also invaluable to me when trying to solve difficult problems and make hard decisions. Mr. Copeland used to have a saying: "Evidence is where you find it."

You are members of... "The Academy of Debate"

Now there is a generation of federal prosecutors in Chicago, a group I was fortunate to help train, who are familiar with that concept. And let me also add that the lessons from debate also were with me when I first stood, somewhat petrified, in front of a law school class last fall.

Don't mistake me. I'm not just saying those lessons helped me in my pursuits and in achieving any success I've had. I'm saying they made those pursuits possible.

Beyond the skills and attitudes, let me mention an often neglected facet of your teaching: the substantial body of knowledge acquired by your students. Debate students study about complex issues of public policy. In the fall of 1971, we were debating a topic concerning the jury system. I bet there were not many ninth graders who, when asked by their parents what they wanted for Christmas, gave the answer I did. I wanted a copy of The American Jury, the famous book by Professors Harry Kalven and Hans Zeisel. If ideas are the currency of our political system, your students leave high school with hefty savings accounts.

How many times have you heard a news report about some startling new development, only to realize that you heard about it years ago in debate? For example, the first time I encountered the notion that there were forces that might cause the collapse of the Soviet Union resulting in dangerous regional instability was in a high school debate over a decade ago. Silly academic dream-world arguments? I say if you want a glimpse at the issues of 2005, listen to a high school debate today.

Of course, exposure to the complexity of issues and the value of research imparts another critical lesson to students. In an age when politics seems driven by polling data based on quick and easy responses to general propositions, it is your students who are most likely to respond by saying "What are the specifics of the plan?" or "I'd have to do some research to give you an intelligent answer."

Finally, I want to remark about an even more neglected fact about your work, and that is the achievement of the learning you do. Being a coach is to be enrolled in a continuing graduate course in public policy.

You are members of what might be called "The Academy of Debate." The knowledge acquired over the years by career coaches is formidable. As a person who graduated from "The Academy of Debate", I envy the breadth and depth of your continuing education. This group is a great resource with tremendous potential to do good.

And so I congratulate you on your careers in coaching. I know it is consuming, hard work. But when you are next pacing a dank, dark school corridor late on a weekend evening, waiting for the last round to end and the long drive home, please be mindful of the chain reaction of good effects you continually set off, and remember that it touches people—at that very moment and for generations.

(A former coach at Kinkaid School (TX), Jim Fleissner was a debate semifinalist at the 1973 National Tournament and was the 1971 NCFL debate champion. He is now a Professor of Law at the Walter George School of Law, Mercer University (GA). This speech was delivered at the Barkley Forum coaches luncheon in 1995.)
FIFTH DIAMOND COACHES

*****Bro. George Zehnle SM  
Chaminade HS, NY  
#31

November 30, 1998  
13,177 points

Brother George Zehnle SM has coached at Chaminade H.S. on Long Island since 1967. A master carpenter during the summer, a teacher-coach during the school year and a Christian Brother year round, George has qualified 27 students to the National Tournament including a finalist and a runner-up in Humorous and 25 students to the National Student Congress, winning the Karl E. Mundt Congress Sweepstakes in 1992 and a second in the House in 1999.

Brother George is one of NFL’s best district chairs, serving the NYC district since 1991. He has received the Bronze, Silver, and Gold Chair Awards. He serves as a National Official in Tab or Congress each year.

Brother has coached the High Point Student in NYC eight times. Chaminade received the Leading Chapter Award in 1977, 1988, and 1997 and won the district Sweepstakes plaque and four district trophies during Zehnle’s tenure.

Bro. George Zehnle is a past president of the National Catholic Forensic League as well as a premier NFL official. His outstanding career is a model of service to students!

*****Louie Mattachione  
Perry HS, OH  
#33

April 29, 1999  
13,073 points

Hall of Fame Coach "Louie" Mattachione has displayed "Perry Pride" at Perry High School (OH) for thirty-six years, directing superior plays, exciting musicals and coaching NFL interpretation events: Humor, Drama and Duo. Perry has won the district Sweepstakes trophy thrice and the Sweepstakes plaque at the district tournament six times. Under the direction of "Louie", Mark Ferguson won the National title in Drama in 1973. Twenty-three others among "Louie's" drama kids have qualified for nationals.

Perry High School has been recognized as the Largest Chapter from 1980 through 1991 and was awarded the Leading Chapter Award in 1975, 1983, 1989 and 1997. Perry has also been recognized as first in their district with the largest NFL enrollment of new members from 1977 through 1990. "Louie" was elected to the NFL Hall of Fame in 1994.

If "All the World's a Stage" and "everyone gets to play their part", a chosen few are lucky enough to be directed by "Louie" Mattachione!
FOURTH DIAMOND COACHES

****Dr. Kenny Barfield
Mars Hill Bible School, AL

April 7, 1999
10,048 points

Dr. Kenny Barfield serves as Academic Dean and Director of Forensics at Mars Hill Bible School in Florence (AL). As founding chair of the Deep South District, he served as one of the hosts for the 50th Anniversary NFL Nationals in Huntsville (AL). In conjunction with the 50th Anniversary Tournament, he compiled and edited a book of testimonials (30 Golden Years: The N.F.L. Nationals) from numerous individuals from a wide variety of vocations that stressed the value of forensics and the NFL. His doctoral dissertation dealt with the relationship between debate and the GPAs and critical reading/thinking skills of high school students. He has also published articles in the Rostrum and The Forensic Educator. Dr. Barfield currently serves as the Vice-President for High School Affairs for the American Forensic Association and is a former Alabama Speech Teacher of the Year. His students have qualified for NFL Nationals on several occasions and Kenny has been recognized with NFL’s Distinguished Service Award. Known for encouraging participation in academic debate by all students at Mars Hill, Dr. Barfield included 65 of the 208 students in grades 9-12 as active members of the school’s policy debate team during the 1998-99 term which saw his policy debaters attend 26 tournaments in 13 states. The Mars Hill chapter has been named to the NFL “200 Club” for four consecutive years. In addition to earning his fourth NFL diamond, Dr. Barfield has been named a Key Coach by the Barkley Forum at Emory University, a Faulkner fellow at UMiss and a Pfister award from FSU.

****Ron Steinhorst
New London HS, WI

April 20, 1999
10,020 points

For the past thirty-six years Ron Steinhorst has been a member of the Language Arts Department and forensic coach at New London High School (WI). From a team of three in his first year of coaching, Ron has built a state championship team and his school has been an active NFL member since chartering in 1976. Ron’s first student attended the national tournament in San Francisco in 1982, finishing 7th in Impromptu that year.

Each year Ron hosts debate and two speech tournaments at New London. Ron has been tournament director for the Wisconsin Forensic Coaches Association for the past 17 years. This past year the organization honored Ron by naming a scholarship after him. Since 1986 Ron has been Chair of the Northern Wisconsin District, where his school has earned the Leading Chapter Award twice. Ron has received the Gold Chair Award and has been an official at national tournaments since 1985. Currently he is indispensable as National Judges’ Chairman. Ron is currently the President of the National Catholic Forensic League and chaired the 1994 NCFL nationals tournament in Oshkosh. Ron’s claim to success: a supportive community and school administration, and a personal drive to reach every student at his or her potential. Awards and recognition include: Wisconsin High School Forensic Coach of the Year, 1978; the Andrew T. Weaver Award for Excellence in Teaching Speech, 1983; State Award of Excellence as High School Teacher of the Year, 1991; and Herbert Kohl Teachers’ Fellowship, 1993.

****Paul Gieringer
Marshall HS, MO

November 8, 1999
11,793 points

One of NFL’s unsung heroes is Paul Gieringer. District Chair of Heart of America, one of NFL’s largest districts, Paul received the District Chair Gold Award in 1999. Ten years earlier he achieved the Distinguished Service Key. Paul is invited each year to serve as a National Tournament Official and conducts one of the nation’s largest district tournaments.

Marshall H.S., north of Kansas City, won the Leading Chapter Award in 1981 and 1986. Paul has also coached a district point leader who was 6th in the nation. He has qualified two senators and three Lincoln-Douglas debaters to the National Tournament. His students have earned a host of state and invitational awards.

Marshall was one of NFL’s earliest chapters dating back to 1934. Paul’s program is one of the strongest in a very strong district. His work as District Chair is exemplary.
FOURTH DIAMOND COACHES

****Wayne Avery
Wichita-Southeast HS, KS
October 18, 1998  11,572 points

Wayne Avery has coached debate and individual events for 24 years in the state of Kansas, the last 21 at Wichita Southeast. Under his direction, Southeast has qualified for 16 national tournaments. Among his coaching accomplishments are 30 individual events students to nationals and 5 debate teams.

Honors at nationals include: the national champion debate speaker, two other debate top speaker awards, four teams going ten rounds or more with 10th, 11th, and 13th place finishes. His debate win-loss record at nationals is 36-14. He also coached semi-finalists in humorous interpretation, poetry and commentary; 7th in Student Congress, and quarter-finalists in several IE events, including HI, DI, USX, and FX. In Kansas, he has coached three state debate championship teams as well as IE state champions in humorous interpretation and extemporaneous speaking. His team accomplishments include: the Leading Chapter Award in 1986 and 1997, the District Tournament Trophy twice, and the 200 club.

He has recently co-authored a text entitled Mastering Competitive Individual Events for Clark Publishing. His wife Nancy is a teacher at Wichita Collegiate, their son Craig holds the degree of distinction in the NFL while competing for Southeast, and daughter Jennifer, resides in Oregon, where she is expecting a child in April, making Coach Avery a grandpa.

Wayne is also an accomplished musician on the guitar, piano, and as vocalist and songwriter.

****Pamela K. McComas
Topeka HS, KS
October 26, 1998  15,818 points

Pamela K. McComas has been at Topeka High School since 1978 coaching speech and debate. Pam has qualified students for 22 National Tournaments. Over the years, her students have qualified in every event. Students have placed 1st in Foreign Extemp, United States Extemp and Dramatic Interp as well as being the top student point earner at Nationals. Pam’s debate team was National runnerup in 1989.


Pamela K. McComas is currently district chair for the Kansas Flint Hills District and has been since 1992. Her district was recognized as first in the nation in 1992 and 1996. Pam has received the Distinguished Service Key award, Distinguished Service Plaque (third honors), District Chair Gold Award, 1994 and 1998; and through Pamela's leadership, Topeka High School received the Bruno E. Jacob Memorial National Sweepstakes Trophy in 1999.

Four times Pam has coached the nation’s Leading Point Student. Topeka High has won 9 district plaques and 3 district trophies. Pam's work defines excellence!

****Bill Jordan
Springfield-Glendale HS, MO
December 7, 1998  10,297 points

Bill has coached speech and debate for 22 years, 7 years at Webb City High School (MO), and 15 years at Glendale High School in Springfield, Missouri.

He has qualified students to 14 National Tournaments. Over the years his students have qualified in every event. His students have placed in the semifinals and finals of Foreign Extemp, and eight times have performed in the Super Session of Student Congress. Bill's Congress finalists have earned a 5th, a 3rd, and two National Championships: Most Outstanding Senator in 1986 and 1995. Bill has served in the National Tournament tab room, and since 1994, has worked on the National Tournament Judges' Committee. Under his direction Glendale earned the Leading Chapter Award in 1989 and 1996, and the District Tournament Travelling Trophy twice. He has coached four All-American students.

Bill has served on the District Committee and as District Chair. He has received the NFL Distinguished Service Key and Distinguished Service Plaque and is the 1998-99 recipient of the Missouri State High School Activities Association Distinguished Service Award.

He has coached Missouri State Champions in CX Debate, Lincoln-Douglas Debate and Extemporaneous Speaking. He currently serves on Missouri State High School Activities Association Speech Advisory Committee. In 1999 the Board of Governors of the Speech and Theatre Association of Missouri awarded Bill its Distinguished Service Award.
FOURTH DIAMOND COACHES

January 22, 1999
****Anne Sullivan
Bozeman HS, MT

10,210 points

Montana NFL district chair since 1985, Anne Sullivan is in her twenty-eighth year of teaching and coaching in Montana high schools. She is currently chairperson of the Language Arts Department and head forensics coach at Bozeman High School.

She has coached over one hundred National qualifiers and won the District Sweepstakes ten times. Ten of her teams have also won State Sweepstakes trophies and thirty-one of the debaters captured State Debate championships.

She has been recognized three times as Montana's Speech Coach of the Year and was named an Outstanding Speech Educator by the National Federation Intercollegiate Speech and Debate Association. She has served as a National tab official, and on the Wording Committee of the Debate Topic Selection Committee, including two terms as its chairperson.

Anne was the 1999 recipient of the Ralph E. Carey Award for Distinguished Career Service as District Chair.

March 10, 1999
****James R. Chase
Overland HS, CO

10,001 points

James R. Chase has been coaching since 1962. His coaching career began from 1968-78 at Cathedral High School, Denver (CO); Jim has taught at Overland High School since 1978. A great coach of all events, his specialty is Extemporaneous Speaking.

He has qualified over 50 students to 20 National Tournaments. He has coached thirteen Colorado State Champions in Speech and Debate.

Jim received Denver Archdiocese Teacher of the Year in 1974, and Newsweek/Sallie Mae Teacher Tribute Award in 1991.

Mr. Chase has served as Chairman of the Speech Activities Committee of the Colorado High School Activities Association from 1972-90, a member of the Rocky Mountain District Committee and currently a member of the Colorado District Committee.

An outstanding teacher and man of high ethical standards, Jim Chase is one of NFL's most admired citizens. NFL is proud that his children Cynthia and Brian were also NFL members.

March 17, 1999
****Randall McCutcheon
Albuquerque Academy, NM

10,379 points

Randall McCutcheon has been coaching for 24 years in four different states: Nebraska, Massachusetts, Iowa, and New Mexico. His teams have won 22 state speech championships. Approximately 160 students have qualified for nationals, 17 of them were in major finals and four were national champions: recently Dramatic Interp in 1995, Original Oratory in 1996. Academy's Duo team has finished 3rd the last two years. Randy's teams have placed first and second in the National Sweepstakes (1988, 1992) and won the Bruno Jacob/PiKappa Delta Sweepstakes (1995).

Special recognitions include: NFL Coach of the Year in 1987 and Nebraska Teacher of the Year in 1985.

Randall co-authored a textbook titled Communication Matters in 1994. In 1990 he received a National Book Award for Can You Find It? (it teaches research skills to students) the Ben Franklin best self-help book of the year.

Arguably the finest all events coach since Lanny Naegelin, even Randy's battle against major illness did not stop his intense desire to teach large numbers of students to communicate and to seek excellence.
C A N  D O!
by Ann Tornberg

Beresford HS, SD
February 19, 1999  6,351 points

While I was in high school, I began my interest in speech and debate at Beresford High School. At that time, we had an excellent oral interp and theatre program, but no debate. During the summer between my freshman and sophomore year of high school, I attended (at my own expense) a debate camp at Black Hills State University. There, in the summer of 1971, during an intensive two weeks, I first learned about debate. When I came back to Beresford that fall, I was ready to share with my classmates. A small group was formed and we were even given permission to work together on debate in a "luxurious" band practice room on alternating days when we didn't have PE. Thus, I actually started coaching and teaching while I was still in high school! Of course, a "real" teacher accompanied us to tournaments, but we were, in fact, entirely self-coached. What a rare, creative power we were given! The next summer, several of us went off to camp and a full-fledged, competitive team was traveling within the next year. How proud we were to become state champions in those years! My closest friends are still from that group of inspired young advocates.

This is my 23rd year teaching in Beresford, a small school that averages 250 students 9-12. Our NFL Chapter has currently 120 members and degrees. I direct the 1-Act play and our shows have received many "Superior Ratings" at the State Festival, I coach debate, oratory, extemporaneous speaking, oral interp, advise the student council, direct the homecoming variety show, and have directed a wide variety of dramatic productions during my tenure. Unlike most of the schools we compete against all year long with multiple coaches, I run these programs myself.

For a small school, we have a very active speech and debate program. Last year, we had over 70 students that competed in at least one interscholastic speech competition. That's 28% of the Student Body! We're very proud of our participation! In addition, last year, our NFL squad won the District Sweepstakes Award. How rewarding it is for kids from this small school to place ahead of the Sioux Falls and Rapid City large school districts in our state. That victory especially reminds our students that speech activities are individualized and reward the size of the endeavor, not the size of the school.

This fall semester I found myself giving the same speech about my attitude towards coaching and teaching speech. The central thesis of the speech is based on what I call the "Beresford Can-Do Attitude." We try to make our students feel that they can accomplish the rather difficult tasks we teach. For example, 65 students are now writing an oration and most will deliver it from memory for competition. In policy debate, students are researching and writing a disadvantage argument in the correct structural form. These are tasks that would be daunting to many adults, and yet, with the right encouragement and guidance, even freshman are getting the job done. My educational philosophy can best be summarized in that "Can-Do" spirit. Any job, no matter how difficult, can be done with the right resources and attitude.

Students need to be challenged. They need to believe that they are intelligent individuals with the competency it takes to understand complicated issues. Give them a difficult task; give them time and instruction to figure it out; give them a goal to reach and reasonable deadlines; and finally, give them the chance to compete and prove that they have conquered the challenge. I believe these are the simple, but effective goals of quality instructors and coaches.

Too many teachers try to make students feel better by giving them high-interest, low-level projects with little challenge to their vocabulary or thinking skills. It's easy and the grade is a sure thing, but the kids really don't advance. I have seen more kids blossom when things were hard to understand and they had to struggle. This is true for kids at all learning levels. The trick, of course, is to find where to start with each individual and keep pushing upward.

My own capsule philosophy of speech education would be the following statement; all students-the so-called normal, the handicapped, and the talented need to work to become adequately adjusted, responsible, and effective communicators and citizens. Even if you give them a very difficult task, as long as you provide them the means to do it and the encouragement they need, they can and will be successful.

(Ann Tornberg's distinguished career has included the 1998 District NFL Sweepstakes, National finalists in American Legion Oratory and FFA Extemp, qualifying 16 students in 21 events at NFL Nationals and coaching 34 South Dakota State Champions. She has been honored as "Outstanding Young Teacher of Speech" in 1980 and in 1992 Coach of the Year in South Dakota. In 1996 she was presented the Speech Communication Association of South Dakota's "Distinguished Service Award", its highest honor. She has served three times as Rushmore district chair. Both Ann's daughter's competed in NFL)
TRIPLE DIAMOND COACHES

***Dr. Charles A. Tichy
Ralston HS, NE

January 14, 1999

Dr. Tichy began with the National Forensic League about twenty years ago at Centercatch High School (NY), where he earned his first diamond. While there, he coached two state champion Lincoln Douglas Debaters and several district champions in extemporaneous speaking. After moving to Nebraska to complete his dissertation, he continued to coach forensics at Ralston High School. He has consistently been elected to the Nebraska NFL District Committee. During his tenure as chair, Dr. Tichy initiated the successful division of the Nebraska District. He has also coached a state champion extemporaneous speaker, NFL runner-up in prose reading, and NFL finalist in extemporaneous commentary.

NFL is very proud that Ph.D.'s like Charles Tichy are in high school coaching.

***Yvonne Sutter
Grandview HS, MO

February 12, 1999

Yvonne has been coaching speech and debate at Grandview HS for 18 years. She began her career in 1969 at Shawnee Mission North (KS) High School teaching drama and coaching forensics. She is listed in Who's Who of American Women and Who's Who Among America's Teachers. Under her direction, Grandview won the Leading Chapter Award in 1993. Yvonne has coached students to national tournaments in extemp, oratory, Lincoln Douglas debate, and policy debate. In addition to numerous conference and district champions and state finalists, her students have won state in poetry and extemp. Yvonne has served on the district committee for many years and this year will host the Show Me District tournament.

***Deana Butcher
Hillcrest HS, MO

February 22, 1999

Deana Butcher has been a coach for 14 years and is a proud mother of three (Ashley 14, Jordan 4, and Austin 11 months). Since becoming head coach at Hillcrest High School in 1986, she has qualified 72 students to the State tournament, with 7 going on to become State champions, and 33 to the National Tournament, where several have gone to finals, including a 3rd in U.S. Extimp, a 3rd and a 7th in Congress, and a 7th in Team Debate. Her team has received the Leading Chapter Award twice in the Ozark District of which she has been a committee member for many years.

***Carol Purrington
Marshall HS, MN

April 28, 1999

Carol Purrington has coached speech for 25 years, the past 20 of which have been at Marshall High School. During that time, her team has grown from 20 members to as many as 78 and has had the distinction of being a member of the "200 Club" several times. Carol has qualified 7 students to the national tournament and developed numerous Minnesota Section and State champions.

In addition to coaching, Carol has been active in the Minnesota Speech Coaches' Association and has served as president. In 1996 Carol was awarded MSCA's Speech Coach of the Year Award. Also Carol has been a member of CTAM (Communication and Theater Association of Minnesota) and received the CTAM Distinguished Service Award in 1996. As a representative of fine arts, Carol Purrington has served on the Minnesota State High School League Board of Directors from 1992-1996.
TRIPLE DIAMOND COACHES

***Gary Walker
San Gorgonio HS, CA

March 12, 1999
6,007 points
Gary Walker has been coaching for 20 years, 14 years at San Gorgonio High School where he has chaired the English and Drama/Speech departments. Gary’s coaching career began at Newport HS, Bellevue (WA), where he qualified national championship competitors in every event. He coached 13 state champions, a DI national champion, a 4th place Orator. Gary has had several students reach the elimination rounds. He also hosted the NFL Seattle tournament in 1977. For several years, Gary was NFL District Chair for the state of Washington. In addition, Gary has served on the California HS Speech Association Council, is a member of the NFL District Committee; a representative on the San Bernardino School District Visual & Performing Arts Council, and Director of the Palm Springs Repertory Theatre.

***James Cavallo
Chesterton HS, IN

March 15, 1999
6,819 points
One of the nation’s most successful debate coaches, James Cavallo debated in college at the University of Illinois. He began coaching speech and debate at Bishop Noll Institute in Hammond, (IN) in 1968. In 1971, he switched to Chesterton where he has coached 10 Indiana State Policy Championship Teams; 1 Indiana State Congress Champion; and helped guide Chesterton to 10 overall Indiana State Championships. He has coached 21 policy teams to the national tournament, twice judged on the final round panel for policy debate, and has worked in the national tournament tabulation room. Presently, Jim is Director of Forensics for the Chesterton program where he co-coached the National Sweepstakes champions five times. He is a member of the Indiana Hall of Fame. His sons Brad and Joel are NFL members.

***Lawrence Havens
Arvada-West HS, CO

March 31, 1999
6,017 points
Longevity is probably the second most proud aspect of Lawrence Haven’s coaching career where he began a competitive speech program at Arvada West in 1967 and established its NFL chapter in 1971. He is most proud of his students, especially those who may never have been trophy winners but reaped the unique benefits of speech competition. Larry has coached the Leading Point Student in the district and has qualified 11 students to the Nationals. West won the Leading Chapter Award in 1984. Mr. Haven came to AWHS with degrees in Speech Education and Oral Interpretation from Northwestern University. Ironically, given his degree from Northwestern University, he had no personal competitive experience at NU or in high school. Larry has coached Colorado State finalists in all events. He was a co-host of the 1989 Nationals.

***Ron Jackson
North Kansas City HS, MO

April 12, 1999
10,193 points
Mr. Ron Jackson became an NFL coach in 1984, earning his 1st diamond in 1989, second in 1994 and his third diamond in 1999. Ron has qualified students to 12 National Tournaments in every event, including a finalist in DI and USX and a semifinalist debate team. He coached the district Top Point Leader four times, one of whom was 4th in the nation. North Kansas City High School won the Leading Chapter Award in 1994. Ron has also earned the Bronze Award in 1995 and the Silver Award in 1996 when he has served as District Chair. North Kansas City High School won two district tournament trophies and district sweepstakes plaques in 1993, 1998, and 1999.

NKC has had several great coaches including Hall of Famer Mabel Hale and Ruth Ann East. Ron Jackson is continuing their excellent work!
*****Harold Carl Keller  
January 28, 1999  13,016 points

They call him "Mr. Congress" and indeed he is the energetic and visionary force which has established the John C. Stennis National Congress as a premier event each summer. But he is so much more!

Totally devoted to students (his motto is "students first!") Harold has influenced policy in all aspects of NFL. His honors are many: Tapped for the NFL Hall of Fame in 1990, elected and four times re-elected to the NFL Executive Council, recipient of the NFL Distinguished Service Key and Plaque (2nd Honors) and the District Chair Gold Award. Harold has qualified 27 students to nationals and 11 to the Stennis Congress, including 1977 National Champion Richard Hendricks.

Harold's Davenport West (IA) Chapter won the Leading Chapter Award in 1972, 1982 and 1992 and won the district trophy three times.

As National Tournament Congress Director, Harold labors long hours in April and May setting up the Congress and a hectic June managing it. All of NFL applauds this great man's tireless efforts, his positive attitude, his caring nature and his warm smile.

TRIPLE
DIAMOND COACHES

***Penny Johnston  
May 11, 1999  11,023 points  
Mead High School, WA

Penny Johnston began coaching in 1970. As coach at Mead (WA) HS she has established a power program which encourages wide participation and excellence!

Mead has participated at 21 national tournaments scoring a second in Expository, fifth in Prose, a debate speaker award and two top 15 finishes in sweepstakes.

Penny is a great NFL citizen who has coached the largest chapter in Eastern Washington 10 times. Mead won 4 district trophies and 6 sweepstakes plaques. Penny's chapter won the Leading Chapter Award in 1988, 1993 and 1998.

NFL has been blessed with many great coaches in the West and Penny Johnston is among the very best!

***Hugh Ringer  
July 1, 1999  6,002 points  
Mercer HS, PA

Hugh Ringer, a triple diamond coach, has been the Director of Forensics/English teacher at Mercer High School for 27 years, and Athletic Director for the past 17 years. Mercer teams have won 26 consecutive P.H.S.S.L. District 1 championships (1974-1999). Mr. Ringer has coached 8 state champions. Fifty-three speakers qualified to NFL Nationals since 1982...236 speakers qualified to Catholic Forensic League nationals since 1979.

Hugh Ringer is a member of the PSEA/NEA, Pennsylvania Speech and Debate Association and Pennsylvania High School Speech League who named him to their Hall of Fame in 1997! Mr. Ringer's credentials include a B.S. in Ed - Youngstown State University (speech major) and M. Ed - Westminster College (communications). For 33 years Hugh Ringer has worked part-time in radio as a sports caster and talk show host. He serves as a National Tournament Official in Impromptu Speaking.
**Karen Glahn**  
Stockton-Lincoln HS, CA  
November 12, 1998  3,184 points

**N. Andre' Cossette**  
Gonzaga Prep HS, WA  
December 1, 1998  4,700 points

**Barbara Watson**  
Great Bend HS, KS  
December 10, 1998  3,959 points

**Janet Doyle**  
Pharr-San Juan-Alamo North HS, TX  
December 22, 1998  3,033 points

**Tommie Lindsey, Jr.**  
James Logan HS, CA  
December 28, 1998  10,526 points

**R. Kent Hyer**  
Northridge HS, UT  
January 26, 1999  3,404 points

**Mario B. Maldonado**  
Montwood HS, TX  
February 11, 1999  3,881 points

**Mary Jane Pelson**  
Tigard HS, OR  
February 26, 1999  3,030 points

**Martin L. Lamansky**  
Stemahorn Springs HS, CO  
March 8, 1999  3,006 points
DOUBLE DIAMOND COACHES

**Nancy Walker**
Hockaday School, TX
March 9, 1999  3,125 points

**David J. Hooper**
Clovis-West HS, CA
March 22, 1999  3,110 points

**Lori W. Lee**
Ogden HS, UT
March 25, 1999  3,951 points

**Don Schulte**
Pattonville HS, MO
March 31, 1999  3,007 points

**Charlotte Tyree**
Plymouth HS, IN
March 31, 1999  3,070 points

**Daphne Morman-Sturtz**
Roseburg Sr. HS, OR
April 5, 1999  5,311 points

**Wayne Wagner**
Rolling Meadows HS, IL
April 12, 1999  3,013 points

**Sherry Woodward**
Lone Peak HS, UT
April 21, 1999  3,764 points

**Sally Squibb**
Lewisville HS, TX
May 14, 1999  3,002 points
SINGLE DIAMONDS

*Tom Williams
Howland HS, OH
September 1, 1998
3,380 points

*Tim Stroud
W. T. Woodson HS, VA
September 16, 1998
2,904 points

*Niki Alderson
Muldrow HS, OK
October 8, 1998
2,193 points

*Kimberley L. Reed-Bracey
Gallatin Sr. HS, TN
October 30, 1998
1,581 points

*Donna R. Matthews
Hattiesburg HS, MS
November 12, 1998
1,706 points

*Simon Chiu
San Fran-St. Ignatius HS, CA
November 12, 1998
1,635 points

*Tom Mosberger
Canton-GlenOak HS, OH
November 17, 1998
1,509 points

*Carrol P. Trusty
Antioch HS, TN
November 19, 1998
1,786 points

*Ken Troyer
Lyons HS, KS
November 23, 1998
1,600 points

*Kevin Meyer
Andover HS, KS
November 30, 1998
3,142 points

*Kelly Parker
Sioux Falls-Roosevelt, SD
December 7, 1998
2,178 points

*Mary A. Williams
Blue Ridge HS, AZ
December 14, 1998
1,505 points
SINGLE DIAMONDS

*Kristine Besel
Worthington Sr. HS, MN
December 17, 1998 1,508 points

*Jo Russell
Edmond-North HS, OK
December 22, 1998 2,381 points

*Christopher Norton
East Grand Rapids HS, MI
December 30, 1998 2,233 points

*Mike Pittman
Savannah HS, MO
January 20, 1999 1,776 points

*Kimberly Hutchens
Reno HS, NV
January 21, 1999 1,795 points

*Jenny Cook
Milton Academy, MA
January 21, 1999 1,698 points

*Daniel E. Hatch
Licking HS, MO
February 2, 1999 1,556 points

*Kim Gangwish
Bellevue-East HS, NE
February 15, 1999 1,545 points

*Matt Davis
Lincoln-East HS, NE
February 16, 1999 1,660 points

*Elizabeth Lindsay
Tioga HS, LA
February 17, 1999 1,537 points

*Charles Dribin
Glenbrook-North HS, IL
February 23, 1999 1,531 points

*Troy L. Langdon
Ulysses HS, KS
February 24, 1999 1,535 points
SINGLE DIAMONDS

*Katy Kestner
Carmel HS, IN
February 25, 1999 1,627 points

*James Holtz
Ranum HS, CO
March 4, 1999 1,533 points

*Walter Farwell
Buffalo HS, WY
March 11, 1999 1,513 points

*Missy Stertzbach
Lake HS, OH
March 16, 1999 1,526 points

*Robert Yutzy
McDowell HS, NC
March 16, 1999 1,505 points

*Mark Perry
Yukon HS, OK
March 16, 1999 1,543 points

*Beverly Scroggins
Granite City HS, IL
March 18, 1999 1,665 points

*V. Robert Garcia
St. Francis HS, CA
March 18, 1999 1,506 points

*Carol Gruski
Davis HS, UT
March 22, 1999 2,090 points

*Barbara Ann Ferreira
Modesto HS, CA
March 23, 1999 1,659 points

*Jennifer J. Bradley
Abingdon HS, VA
March 23, 1999 1,609 points

*Diane Forbes
Garland HS, TX
March 23, 1999 1,505 points
SINGLE DIAMONDS

*Thomas Sweeney
Homewood-Flossmoor HS, IL
March 25, 1999  1,548 points

*Carol L. Harms
Belleville-East HS, IL
March 26, 1999  2,025 points

*D. Fortner
Munster HS, IN
April 5, 1999  1,535 points

*Tom Krause
Pine View School, FL
April 8, 1999  1,681 points

*Rachel A. Baumann
Forest Lake Sr. HS, MN
April 12, 1999  1,830 points

*Patrick Pins
Mandan HS, ND
April 12, 1999  1,640 points

*Connie McClain
Greater Johnston HS, PA
April 15, 1999  1,525 points

*Glenda N. White
Nacogdoches HS, TX
April 16, 1999  1,572 points

*Janice Caldwell
Lindale HS, TX
April 19, 1999  1,541 points

*Pat C. Feller
El Dorado HS, KS
April 26, 1999  1,646 points

*Michele Lockhart-Henry
Rio Grande HS, NM
April 26, 1999  1,523 points

*Kim Falco
Franklin HS, TX
April 29, 1999  1,550 points
DIAMOND KEY COACHES

(Ponts on record as of August 31, 1999)

MRS. LEORA K. HANSEN (12,153)
BLACKFOOT HIGH SCHOOL, ID

MRS. STANLEY H. DAVIS (12,020)
ZECELOU B VANCE, HS, NC

MRS. GARY ADDINGTON (11,930)
CHERRY CREEK HIGH SCHOOL, CO

MRS. DONALD N. BELANGER (11,906)
CADDIO MAGNET HIGH SCHOOL, LA

MRS. LEE D. ALTO (11,873)
GRAND RAPIDS HIGH SCHOOL, MN

MRS. WAYNE AVERY (11,794)
WICHITA-SOUTHEAST HS, KS

MS. LYDIA ESSLINGER (11,701)
SYOSSET HIGH SCHOOL, NY

MRS. SHIRLEY KELLER-FIRESTONE (11,523)
LYNBOYK HIGH SCHOOL, CA

MRS. DANIEL TYREE (11,462)
PLYMOUTH HIGH SCHOOL, IN

MS. LOIS GORNE (11,410)
FEDERALWAY HIGH SCHOOL, WA

MRS. TERYL Y. RYNE (11,392)
FRIENDWOOD HIGH SCHOOL, TX

MRS. T. W. OSBESLEY (11,318)
WASHAB-SOUTHWOODS, IN

MRS. DIANE MASTRO-NARD (11,186)
YOUNGSTOWN-MOONEY HS, OH

MRS. DOUGLAS TSCHETTER (10,952)
MILBURN HIGH SCHOOL, SD

MRS. HARLAN M. SHUCK (10,863)
MOOREHEAD HIGH SCHOOL, MN

MRS. JAMES HARVILLE (10,858)
BELLAIRMINE COLLEGE PREP, CA

MRS. WILLIAM W. TATE, JR. (10,849)
MONTGOMERY BELL ACADEMY, TN

MRS. BILL JOHNSON (10,776)
SPRINGFIELD-GLENDALE HS, MO

MRS. TED W. BELCH (10,720)
GLENBROOK-NORTH HIGH SCHOOL, IL

MRS. HOWARD G. HUDSON (10,620)
PILCHER-CARDIN HIGH SCHOOL, OK

MRS. RANDALL MCCUTCHEON (10,615)
ALBUQUERQUE ACADEMY, NM

MRS. CARLYN C. LINDLEY (10,564)
ACADEMY OF THE HOLY NAMES, FL

MRS. JANET ROBB (10,547)
MCKEESPORT AREA HS, PA

MRS. ROBERT BEISCH (10,514)
OTTUMWA-DAVENPORT I.A.

MR. JOHN N. REVEZZO (10,443)
NILES-MCKINLEY HIGH SCHOOL, OH

MS. ANNE M. SULLIVAN (10,337)
BOSEMAN HIGH SCHOOL, MT

MR. S. L. CHANDLER (10,250)
DREW COLLEGE PREP SCHOOL, CA

MR. DARREL HARBAUGH (10,231)
FIELD KINDLEY HIGH SCHOOL, KS

MR. RAY SCHAIFE (10,213)
SHERMAN OAKS CES, CA

MRS. HELEN ENGSTROM (10,141)
MUNSTOWN SCHOOL, IN

MR. JAMES R. CHASE (10,095)
OVERLAND HIGH SCHOOL, CO

MRS. BERNIE KENNY (10,048)
MANS MOUTH SCHOOL, AK

MRS. RONALD STEINHORST (10,026)
NEW LONDON SR HIGH SCHOOL, WI

MR. STEVEN WOOD (12,073)
FREE STATE HIGH SCHOOL, KS

MRS. SANDRA STARKER (14,615)
MIRAMONTE HIGH SCHOOL, CA

MR. MERLED J. LERI (13,966)
NORTH MIAMI BEACH HS, FL

MR. LES LEE SHAPER (13,838)
LEXINGTON HIGH SCHOOL, MA

MRS. MARTHA L. KENNEDY (13,401)
REDLANDS HIGH SCHOOL, CA

MR. MAHON COOP (11,968)
BLUE VALLEY NORTHWEST HS, KS

MR. PAUL GIERINGER (11,721)
MARSHALL HIGH SCHOOL, MO

MRS. GAY BRASHER (11,179)
APPLE VALLEY HIGH SCHOOL, MN

MRS. DEANA BUTCHER (10,730)
SPRINGFIELD HILL CO, MO

MR. MARK HARRIS (10,711)
RATPAN HIGH SCHOOL, MO

MRS. CHARLENE BRAD (10,658)
ALVA HIGH SCHOOL, OK

MRS. TERESA S. SPARKMAN (10,594)
KICKAPOO HIGH SCHOOL, MO

MR. RON JACKSON (10,284)
NORTH KANSAS CITY HS, MO

MR. SKIP ALTG (9,940)
NORTH PLATTE SR HIGH SCHOOL, NE

MS. MARLENE DUKES (9,899)
WESTSIDE HIGH SCHOOL, AL

MS. SANDRA E. BIRD (9,844)
SAN FRAN-LOWELL HS, CA

MS. JUDY KROLL (9,749)
BROOKINGS HIGH SCHOOL, SD

MR. LINCOLN RECORD (9,827)
FORT WAYNE NORTHROPS, IN

MR. WAYNE E. SCHLUMB (9,624)
GRRESHAM-BARLOW HS, OR

MS. JOLIE SHENMAN (9,276)
STUYVESANT HIGH SCHOOL, NY

MR. BOB SIEFERT (9,273)
LOGANSPORT HIGH SCHOOL, IN

MR. TERRY PETERTSON (9,224)
MILLARD-NORTH HIGH SCHOOL, NE

MR. ROBERT D. NORDYKE (9,198)
WICHITA-CAMPUS HIGH SCHOOL, KS

MR. EDMUND M. KELLY (9,148)
PINE CREST SCHOOL, FL

MR. EDWIN T SHARNS (9,062)
OTTUMWA-DAVENPORT I.A.

MR. TOM MONTGOMERY (9,025)
LODI HIGH SCHOOL, CA

MR. R. E. SCHUETZ (9,002)
GREGORY-SHOALTS HS, TX

MR. MICHAEL E. STARKS (8,879)
CHEYENNE-EAST HIGH SCHOOL, WY

MR. TIMOTHY C. MURPHY (8,832)
MCKINLEY HIGH SCHOOL, KS

MR. JOHN S. TURCOT (8,773)
IDADEO FALLS-SKYLINE HS, ID

MRS. R. LYNDA WATSON (8,752)
TRAVERSE CITY HIGH SCHOOL, MI

MRS. DONALD RAMSEY (8,608)
KANSAS CITY-ROCKHURST HS, MO

MS. REBECCA PIERCE (8,523)
PARKWAY-SOUTH, MO

MR. BILL DAVIS (8,347)
BLUE VALLEY NORTH HS, KS

MR. ALLEN STAVROS (8,298)
NORFOLK HIGH SCHOOL, NE

MR. JAMES ROBBINS (8,161)
CHRYSLER HIGH SCHOOL, IN

MR. HARRY B. DAVIS (8,160)
HUNTER HIGH SCHOOL, UT

MR. BILL R. BLAND (8,142)
TULSA-WASHINGTON HS, OK

MR. GLENN R. CAVANAUGH (8,050)
DERRY AREA HIGH SCHOOL, PA
MS. SHARON STENDER
HOT SPRINGS COUNTY HS, WY
MR. EDGAR J. MARSH
CANTON-GLENOAK HS CAREER CTR, OH
MRS. SHIRLEY L. DOHERTY
GRANBURY HIGH SCHOOL, TX
MR. J.M. McARLEY
JOHN F HODGE HIGH SCHOOL, MO
MS. CAROLYN L. MARTINEZ
PALISADE HIGH SCHOOL, CO
MRS. LESLIE S. WATKINS
BROOKWOOD HIGH SCHOOL, GA
MR. DALE D. DURHAM
MILTON ACADEMY, GA
MR. MAX H. BROWN
GUTHRIE HIGH SCHOOL, OK
MRS. PHILIP M. WERTZ
THOMAS COUNTY CENTRAL HS, GA
MS. CHRISTINE M ADAMS
INDEPENDENCE-TRUMANHS, MO
MR. THOMAS W. HUBER
OAK HILL HIGH SCHOOL, IN
MS. JANICE J RAINS
CORPUS CHRISTI-CARROLL HS, TX
MR. DAN R. Y. JACOBA
DERBY HIGH SCHOOL, KS
MS. CANDACE NEWMAN
GAITHER HIGH SCHOOL, GA
MRS. BARBARA MILLER
SOUTH MECKLEBURG HS, NC
MS. JOYCE A. SINN
FORT SCOTT HIGH SCHOOL, KS
MS. KRISTINE HAYES
SIOUX FALLS-LINCOLN HS, SD
MRS. DEBBIE LEUDES
CARROLTON HIGH SCHOOL, MO
MS. MARYLIN O. PILAR
MOUNTWOOD HIGH SCHOOL, TX
MR. BETTY WHITLOCK
CLINTON HIGH SCHOOL, MS
MS. MARGARET A. EMELSON
UNIONTOWN AREA SR HS, PA
MS. LORETTA TEBBE
HASTINGS SENIOR HIGH SCHOOL, NE
MS. RHEA HOPPES
MASON-QUAUX HIGH SCHOOL, IN
MS. LORI L. JONES
OGDEN HIGH SCHOOL, UT
MS. PAULA NETTLES
WOODROW ACADEMY, GA
MISS FRANCES SCHOOLCRAFT
WHEELING PARK HIGH SCHOOL, WV
MS. SALLY L. HOFMEISTER
PULASKI HIGH SCHOOL, OH
MS. KIRSTINA JONYHA-BERTCH
OMAHA-CENTRAL HIGH SCHOOL, NE
MR. LYLE A. JACKSON
SUNNYSIDE HIGH SCHOOL, WA
MS. DARLA MACDONALD
HOLTVILLE HIGH SCHOOL, CA
MR. ROBERT H. STEFFEN
OLATHE-NORTH HIGH SCHOOL, KS
MR. PATRICK REIS
MARK KEEPF HIGH SCHOOL, MO
MR. LAPOYARD
WARREN-KENNEDYS HS, OH
MS. COLLEEN BANKSHY
EAGLE HIGH SCHOOL, ID
MS. SHERRI WOODWARD
LONG PINE HIGH SCHOOL, UT
MS. CAROL ANN BIEL
CHESTERFIELD HIGH SCHOOL, IN
MS. DEBORAH MCBRIDE
THE BARSTOW SCHOOL, MO
MR. DANIEL MATHEY
FINDLAY HIGH SCHOOL, OH
MS. JANE G. BOYD
GRAPENVINE HIGH SCHOOL, TX
MS. GAY HOLLIS
JEFFERSON DAVIS HS, TX
MR. FRED MONBERG
HAMMOND HIGH SCHOOL, IN
MR. DAVID KITE
ST MARK'S SCHOOL, TX
MS. KIM-MICHELLE PULLAN
PLEASANT GROVE HIGH SCHOOL, UT
MS. KATE LINDSEY
SALINA-SOUTH HIGH SCHOOL, KS
MS. SAMMIE E
SPRING HIGH SCHOOL, TX
MS. ANITA BOYD
R H WATKINS HIGH SCHOOL, MS
MR. VINCENT BORELLE
LONG BRANCH HIGH SCHOOL, NJ
MR. DENNIS ELLER
CANTERBURY HIGH SCHOOLS, IA
MS. ALLENE MILLER
DIAMOND HIGH SCHOOL, MO
MRS. MARGARET RILEY
ACADEMY OF THE HOLY NAMES, NY
MR. MIKE HARRISON
SAN ANTONIO ADISON HS, TX
MR. KIERAN LARKIN
THE MARY LOUIS ACADEMY, NY
MRS. EUGENE BURNETT
PONTIAC TOWNSHIP HS, IL
MS. DEANNE VANDEVER
NORTH VALLEY HIGH SCHOOL, OR
MR. JOHN A. CARDOZA
CARONDELET HIGH SCHOOL, CA
MS. BETH YOUNG
NORTH CATHOLIC HS, PA
MS. SANDRA S. SAGE
DUNWOODY HIGH SCHOOL, GA
MRS. DEBORAH MIDDLETON
GLENBROOK-SOUTH HS, IL
MS. MELANIE RALSTON
TOPEKA WEST HIGH SCHOOL, KS
MS. KAREN GLAHN
STOCKTON-LINCOLN HS, CA
MRS. FAM HUMMEL
SANDRA DAY O'CONNOR HS, CA
MR. THOMAS J. PABST
SNIERD HIGH SCHOOL, IA
MS. MARGARET KENDRICK
SHARPTOWN HIGH SCHOOL, TX
MS. KRISTEN CANROMAN
NORTEUCHEMIE HIGH SCHOOL, OR
MR. ROBERT KELLY
CHESTERTON HIGH SCHOOL, IN
MS. JANTERELL
L J HIGH SCHOOL, TX
MR. DEL E. STURMer
KUNA HIGH SCHOOL, ID
MS. KIM JONES
BELLAIRME COLLEGE PREP, CA
MS. ROSELLA BLINK
SIOUX FALLS-LINCOLN HS, SD
MR. RANDY ELLIS
SPRINGFIELD HIGH SCHOOL, TX
MR. ROBERT PACilio
MT CARMEL HIGH SCHOOL, CA
MS. J. N. POND
MURRAY HIGH SCHOOL, UT
MS. MARIE DZURIS
CENTERVILLE HIGH SCHOOL, OH
MR. JOSEPH B. SIREN
ALLENDALE-FAIRFAX HS, SC
MRS. SUSAN MARSHALL
LAS VEGAS ACADEMY, NV
MR. MERRILL N. SHUMAN
BISHOP LEBLOND HS, MO
MR. DAVID HUSTON
DES MOINES-ROOSEVELT SHS
MR. R. KENTHYER
NORTHRIDGE HIGH SCHOOL, UT
MR. ELWIN C. ROE
MCDONALD COUNTY HS, MO
MS. CAROL J. LEHOCK
GREENSBURG-SALEM HS, PA
MRS. MYRNA S. GOODWIN
MOUNT MIGUEL HIGH SCHOOL, CA
MR. DAVID J. HOOGER<br> CLOVIS WEST HIGH SCHOOL, CA
MRS. PAMELA SPITZER<br>CODY HIGH SCHOOL, WY
MS. ZONA L. LUDDLUM
HILLSBORO SR HIGH SCHOOL, MO
MS. SUSAN M. VAUGHN
MOUNTAIN HIGH SCHOOL, NV
MRS. STEPHANIE A. SMITH<br>WARREN EAST HIGH SCHOOL, KY
MRS. PAMELA DEUTSCH<br>WEST LAFAYETTE HS, IN
MR. GRANT HANSEN<br>ROY HS, UT<br>MR. JOHN MCCLELLAN<br>WARNER ROBINS HS, GA<br>MR. BRIT MCCABE<br>BISHOP MCQUINNESS HS, OK<br>MS. GAIL L. NICHOLAS<br>BOSWELL ACADEMY, SC<br>MRS. DIANA PRENTICE<br>TOPEKA HIGH SCHOOL, KS<br>MS. SUSAN L. NOVAK<br>ST CLOUD APOLLO HS, MN<br>MS. CAROL W. MOLLOY<br>EL PASO-DEL VALLE HS, TX<br>MS. KATHRYN G. KEEFE<br>REMONT HIGH SCHOOL, CA<br>MRS. BARBARA K. BICKEL<br>CANTERBURY HIGH SCHOOL, IN<br>MS. BECKY G. ISBELL<br>ODESSA SR HIGH SCHOOL, TX<br>MRS. HOCKADAY SCHOOL, TX<br>MS. NANNETTE D. STARK<br>HORIZON HIGH SCHOOL, AZ<br>MR. JAMES F. X. LYNES, JR.<br>LOYOLA SCHOOL, NY<br>MR. JIM WATERS<br>UNIVERSITY SCHOOL, FL<br>Ms. JIM GRANT<br>KILLAMETTE HIGH SCHOOL, OR<br>MS. MORGABEL Cher<br>FRANKLIN PIERCE HS, WA<br>MRS. JUDITH J. SCHEFTER<br>SHERIDAN OAKES HS, CA<br>MR. CHARLES OAKES<br>BATTLE GROUND ACADEMY, TN<br>MRS. JANETTIOYLES<br>PHARR-SAN JUAN-ALAMO-NORTH HS, TX<br>MS. MARY J. PELSON<br>SHEEN HIGH SCHOOL, OR<br>MRS. CHARLOTTE TYREE<br>PYMOUTH HIGHLHSCHOOL, IN<br>MS. KATHY FAULKENBERY<br>CANEY VALLEY HIGH SCHOOL, KS<br>MR. THOMAS H. BARTZ<br>PUEBLO CENTRAL HS, CO<br>MR. DAVID M. PRICE<br>KATELL HIGH SCHOOL, CA<br>MR. TIMOTHY J. WAXENFELTER<br>QUIGLEY CATHOLIC HS, PA
Executive Council Meeting
Phoenix, Arizona
July 12, 1999

Unanimous resolution commending Mel Olson, Jim Fountain and the Arizona Committee for their excellent planning of the Desert Sun nationals.

Moved by Roberts, seconded by Crabtree:
Replace Iowa in 2001 with Charlotte if willing and allow Iowa to reapply for 2002 if they are willing. Passed. Consensus of the Council.

(Quinlan from page 21)
committee and the coaches (i.e., tie-breakers to advance to semi-finals). However, the experienced tab room staff was able to answer our questions clearly and to allay any misgivings coaches may have had. In particular, there was one question about a tie-breaker that would have been done differently under the traditional up/down plan.

The committee found that we would definitely not have been able to run the tournament ourselves without severe anxiety and perhaps more than a few errors. However, it is our intention to again hire an experienced tab room staff for the 2000 tournament and to use that as, hopefully, the final tutorial which will enable our committee to administrate our tournament in 2001 and subsequent years.

Overview
The response from the coaches was clearly positive. In all regards, but to perhaps varying degrees, using the California plan accomplished all the goals we had hoped for. With some adjustments (i.e., longer intervals between prelim round starting times), we will be using the California Plan again next year, assuming we are granted the exception once again to use one judge in the prelim rounds rather than panels of three. Even though participation growth in our relatively small district may be limited, we believe that participation will continue to increase, which was one of the major goals of moving to the California Plan. This may result in having enough entries in most events to require four prelim rounds, and, hopefully, having enough schools participate that we can go to panels of three judges in the prelim rounds, at least in the most popular events. Of course, the increase of rounds and judges would create more ballots, resulting in an even more fair and evenly-competitive tournament. While the 1999 tournament put a severe strain on the district's budget due to the expenses of the tab room staff and having to hire a few more judges than we have had to in the past, the coaches were 100% behind using the California Plan again, even if it meant having to raise entry fees a slight amount to cover the expenses.

(Mark Quinlan is chair of the Central Minnesota district)

The Satisfaction of Teaching
by Ray F. Enshor

In 1959, after a stint in the Army and five years of teacher training at Fresno University, I was hired to teach English, Drama and speech at Sanger Union High School. One requirement of the job was that I set up a speech and debate squad. To draft a cadre of studious, energetic young people and teach them to think logically and speak coherently was a task, even for the late fifties.

Slowly but surely the team took shape. After weeks of recruiting, the guidance counselor and I were able to recruit twelve young people -- one girl. Most of the youngsters were from farm families, with some having FHA speech experience. These were courageous young people who, even in those days when high school students engaged in critical thinking exercises were considered eggheads.

We knew we were the "new boy on the block" among such prestigious and experienced school competitors as China Lake, Bakersfield High, Redwood High (Visalia), Fresno High, Buell Hall, Roosevelt, Clovis and other valley secondary schools making up the then Redwood Forensic League. In spite of all the difficulties, our young team began to be recognized for their perseverance, talent and doing their homework.

They improved enough during the three years of building the program to be recognized by the National Forensic League. A number of the young people advanced to State competition.

(Reprinted from CFTA Contact)
# NFL'S TOP 50 DISTRICTS
**(November 1, 1999)**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Change</th>
<th>District</th>
<th>Ave. No. Degrees</th>
<th>District Coach w/Largest No. of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>+3</td>
<td>Northwest Indiana</td>
<td>135.22</td>
<td>Mr. Daniel Tyree</td>
</tr>
<tr>
<td>2.</td>
<td>+4</td>
<td>Northern South Dakota</td>
<td>125.44</td>
<td>Mr. Donus D. Roberts</td>
</tr>
<tr>
<td>3.</td>
<td>-1</td>
<td>Kansas Flint-Hills</td>
<td>120.80</td>
<td>Mrs. Pamela K. McComas</td>
</tr>
<tr>
<td>4.</td>
<td>-1</td>
<td>Heart of America</td>
<td>119.82</td>
<td>Mr. Donald Crabtree</td>
</tr>
<tr>
<td>5.</td>
<td>+52</td>
<td>Show Me</td>
<td>119.40</td>
<td>Ms. Georgia Brady</td>
</tr>
<tr>
<td>6.</td>
<td>-1</td>
<td>New York City</td>
<td>114.30</td>
<td>Mr. Richard B. Sodikow</td>
</tr>
<tr>
<td>7.</td>
<td>+15</td>
<td>East Kansas</td>
<td>113.64</td>
<td>Mr. Mahlon Coop</td>
</tr>
<tr>
<td>8.</td>
<td>-7</td>
<td>East Los Angeles</td>
<td>112.37</td>
<td>Mr. Gregory J. Cullen</td>
</tr>
<tr>
<td>9.</td>
<td>+6</td>
<td>Northern Ohio</td>
<td>111.81</td>
<td>Mr. Kenneth A. Catano</td>
</tr>
<tr>
<td>10.</td>
<td>+2</td>
<td>Rushmore</td>
<td>111.10</td>
<td>Mr. Carl Swanson</td>
</tr>
<tr>
<td>11.</td>
<td>+27</td>
<td>Illini</td>
<td>109.28</td>
<td>Mr. John M. Hires</td>
</tr>
<tr>
<td>12.</td>
<td>-2</td>
<td>South Kansas</td>
<td>108.11</td>
<td>Mr. Darrel Harbaugh</td>
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<tr>
<td>13.</td>
<td>+4</td>
<td>Florida Sunshine</td>
<td>106.00</td>
<td>Mr. Ron Carr</td>
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<td>14.</td>
<td>-7</td>
<td>Central Minnesota</td>
<td>105.75</td>
<td>Ms. Pam Cady</td>
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<td>15.</td>
<td>+3</td>
<td>Florida Manatee</td>
<td>102.66</td>
<td>Mrs. Dale McCall</td>
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<tr>
<td>16.</td>
<td>+3</td>
<td>West Kansas</td>
<td>99.63</td>
<td>Mr. Richard Young</td>
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<td>17.</td>
<td>-1</td>
<td>Hole In the Wall</td>
<td>99.10</td>
<td>Mr. Skip Alrig</td>
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<tr>
<td>18.</td>
<td>+13</td>
<td>San Fran Bay</td>
<td>98.30</td>
<td>Ms. Sandra Starke</td>
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<td>19.</td>
<td>+34</td>
<td>California Coast</td>
<td>96.25</td>
<td>Mrs. Shirley Keller-Firestone</td>
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<td>20.</td>
<td>-5</td>
<td>Southern Nevada</td>
<td>95.33</td>
<td>Mr. Scott Ginger</td>
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<td>21.</td>
<td>-1</td>
<td>Carver-Truman</td>
<td>93.54</td>
<td>Mr. David L. Watkins</td>
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<td>Sunflower</td>
<td>93.45</td>
<td>Mr. Robert D. Nordyke</td>
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<td>Montana</td>
<td>89.91</td>
<td>Ms. Anne M. Sullivan</td>
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<td>24.</td>
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<td>Hoosier South</td>
<td>84.36</td>
<td>Mr. Daniel H. Durbin</td>
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<td>+5</td>
<td>Northern Illinois</td>
<td>83.23</td>
<td>Mr. Ted W. Belch</td>
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<td>-5</td>
<td>Eastern Ohio</td>
<td>83.00</td>
<td>Mrs. R. Lynn Rhodes</td>
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<tr>
<td>27.</td>
<td>-13</td>
<td>South Carolina</td>
<td>81.45</td>
<td>Mrs. Ruth B. McAllister</td>
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<td>28.</td>
<td>+24</td>
<td>West Los Angeles</td>
<td>80.42</td>
<td>Mr. Ray Schaefler</td>
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<td>29.</td>
<td>+19</td>
<td>Northern Lights</td>
<td>79.46</td>
<td>Mr. Lee D. Alto</td>
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<td>30.</td>
<td>-6</td>
<td>Michigan</td>
<td>79.40</td>
<td>Mr. James Mentinger</td>
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<td>31.</td>
<td>-2</td>
<td>Southern Wisconsin</td>
<td>78.22</td>
<td>Ms. Doris J. Sexton</td>
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<tr>
<td>32.</td>
<td>-9</td>
<td>Southern Minnesota</td>
<td>77.35</td>
<td>Mr. Robert H. Ihrig</td>
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<tr>
<td>33.</td>
<td>-6</td>
<td>Hoosier Central</td>
<td>77.16</td>
<td>Mr. William S. Hicks</td>
</tr>
<tr>
<td>34.</td>
<td>-25</td>
<td>Sagebrush</td>
<td>77.00</td>
<td>Miss Judith Vasconcelos</td>
</tr>
<tr>
<td>35.</td>
<td>+5</td>
<td>Northern Wisconsin</td>
<td>74.76</td>
<td>Mr. Ronald Steinhorst</td>
</tr>
<tr>
<td>36.</td>
<td>+49</td>
<td>Big Valley</td>
<td>74.50</td>
<td>Mr. Ron Underwood</td>
</tr>
<tr>
<td>37.</td>
<td>+5</td>
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NFL COACHES AT WORK AND PLAY

East Texas Chair Roberta Grenfell and Crew: Paying bills at the District Tournament

Little and Large: Paul Bellus' new baby held by Billy Tate

Wedding bells for Paula Nettles and Greg Myrberg of Georgia and Iowa

Combative! Roger Brannan keeps tournament professors at bay!

Pam McComas resting, but not resting on her laurels! She has a good team again.

Submit pictures of events and activities to: Attn: Sandy NFL 125 Watson St Ripon, WI 54971
NFL Football--NOT T-Shirts

These "50/50 blend" shirts celebrate the original NFL by proclaiming in red letters - NFL on the back, and the NFL key on the front.

Colors: Khaki, Beige, Gray (M, L, XL, XX)

$11.00

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Total

SHIP TO:

NAME
SCHOOL NAME
ADDRESS
CITY STATE ZIP + 4
PHONE EMAIL

National Forensic League
P.O. Box 38
Ripon, WI 54971-0038
Phone - 920-748-6206
e-mail - rasmusse@mail.wiscnet.net
Our members tend to go on and on and on.

To places like Hollywood, Wall Street and Washington D.C.

Just ask anybody. Members of the National Forensic League are strong. Strong enough to stand their ground, with something to say. Some call them opinionated, That's true enough. Who isn't? The difference is they have the guts to get up there and tell it like it is. Do you? For more information about the National Forensic League, talk with members or call 920.748.6206 for an earful.