



# ROSTRUM

December 1999



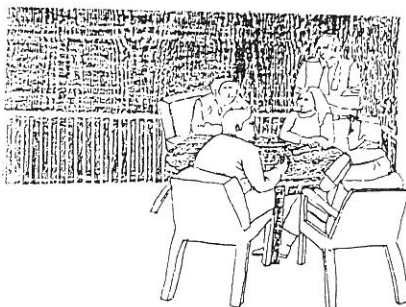
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Volume 74 Number 4



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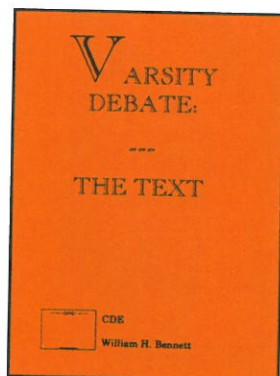
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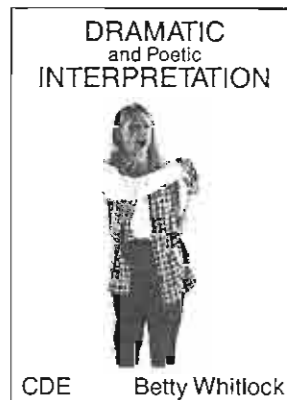
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# **FINAL DEBATE VOTE 2000-2001 TOPIC**

## **(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.**

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### **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, identity 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. Stock 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.

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### **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.

**NAME:** \_\_\_\_\_

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(The deadline date for voting is established by the National Federation Debate Topic Committee)



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## THE ROSTRUM

Official Publication of the National Forensic League

(USPS 471-180) (ISSN 1073-5526)

James M. Copeland

Editor and Publisher

P.O. Box 38

Ripon, Wisconsin 54971-0038

(920) 748-6206

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

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**ON THE COVER:** Some winning coaches at the 1999 Lincoln Financial Group/NFL National Tournament

**COVER BY:** George Alper, Desert Vista (AZ) High School

**NEXT MONTH:** Introduction to the Academic All American Program. New Congress rules.

## 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 encircled 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 exuberance 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, blankees, 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 UIL Leaguer by permission of the author]*

## 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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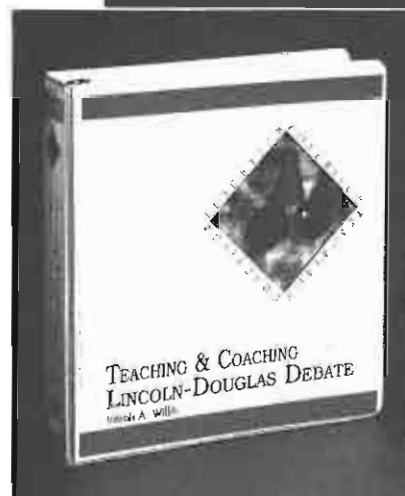
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# THE COACH AS COUNSELOR: "WHERE TO DRAW THE LINE"

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 forensicator'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 forensicators, 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 helpees 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 Klopff 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. Conferees 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 (Destephens, 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 is-

ues 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 empowering 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? It is 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 Schwitzer, 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 Brammer suggests using helping skills that will promote understanding of the student and their problems. Brammer 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 into a counseling situation and where to draw the line of involvement.

For some people, coaching is their life. Dr. Schwitzer 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 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 (bingeing and purging) are potentially life-threatening problems. Eating disorders usually affect young women who have low-self esteems 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 we 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 competitors'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 bingeing 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 team's 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 forensics 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 alcohol 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 foren-

sics. 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).

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# THE D G E

## 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 rewrites 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 into 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 hierarchial: 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 "hard 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 regulative 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 contending 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 reference "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 conduct. 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 Fou-

cault 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 Olssen 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 (Cheshire to page 45)

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

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

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

### • LD 104 What are Values? and Applying Value Standards to Lincoln/ Douglas Debate

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

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

### • INT 101 An Overview of Interpretation and The Qualities of an Effective Selection

*Instructor: Ron Krikac, Bradley University, IL*

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

### • INT 102 Script Analysis

*Instructor: Ron Krikac, Bradley University, IL*

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

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

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

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

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

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

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

### • OO 103 Oratory Overview

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

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

### • OO 104 Oratory Introductions and Conclusions

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

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

### • OO 105 Oratory Content

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

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

## NEW! Volume II

## VOLUME II

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

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

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

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

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

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

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

*Instructor: James Copeland, Executive Secretary, NFL*

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

**MORE TAPES, NEXT PAGE**

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

## VOLUME II (Continued from previous page)

### • CX 110 Paradigms

*Instructor: Dr. David Zarefsky, Northwestern University*

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

### • CX 111 Demonstration Debate and Analysis

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

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

### • CX 112 Flowing a Debate

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

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

### • CX 113 Recruiting Roundtable

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

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

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

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

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

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

*Instructor: Diana Prentice Carlin, University of Kansas*

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

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

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

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

### • LD 108 Rebuttal Preparation

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

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

### • INT 103 Interpretation of Poetry and Prose

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

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

### • INT 104 Critique of Interpretation

*Moderator: Ron Krikac, Bradley University, IL*

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

### • INT 105 Introduction to Poetry Interpretation

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

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

### • INT 106 Characterization in Interpretation

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

*Joe Wycoff, Chesterton High School, IN*

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

### • INT 107 Breaking the Ice

*Instructor: Rosella Blunk, Sioux Falls, IA*

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

### • GEN 101 Ethics in Competition

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

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

### • EXT 105 First Experiences

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

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

### • EXT 106 Expert Extemp: Advanced Techniques

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

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

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

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

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

### • EXT 108 Advanced Extempore Speaking

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

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

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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).*

Passed 7-2. Aye Sterner, Keller, Brannan, Tate, Crabtree, Ferguson, Roberts. Nay: Sferra, Belch.

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.*

Passed, 7-1-1. Aye: Roberts, Crabtree, Roberts, Sferra, Brannan, Sterner, Keller. Nay: Belch. Abstain: Ferguson.

## — 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 the NFL District and National Tournaments.*

Defeated. Aye: Sferra, Sterner, Crabtree, Keller. Nay: King (for Brannan, temporarily absent), Ferguson, Belch, Roberts, Tate.

## — 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.*

Passed, 5-4. Aye: Keller, Brannan, Belch, Roberts, Tate. Nay: Sferra, Ferguson, Sterner, Crabtree.

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, J1-20= 2 and 2)		

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.*

Passed, 5-4. Aye: Ferguson, Crabtree, Sterner, Brannan, Roberts. Nay: Sferra, Keller, Belch, Tate.

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 Senates, 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*

*e. School entries in the House must be proportionally divided in the several House chambers.*

*f. No more than four (4) students may qualify for the National House of Representatives from a District based on the total number of students entered in the District House and based on the number of Chambers in which those students were divided.*

*National qualification is to be based on number of Congress participants as well as the number of Chambers.*

*It is encouraged that when multiples of 30 students are entered in the House, an additional Chamber be established. Ideally, a chamber should seat no more than 25 Congress contestants.*

Passed, 6-3. Aye: Ferguson, Crabtree, Sterner, Brannan, Keller, Roberts. Nay: Sferra, Belch, Tate.

Moved by Roberts, seconded by Sferra:

*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.*

Passed, 5-4. Aye: Ferguson, Roberts, Keller, Crabtree, King (for Sferra). Nay: Sterner, Brannan, Belch, Tate.

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 1,000,000<sup>th</sup> 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." "Forensickers" (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, stewards, 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 heretofore competing orators at civic meetings are heard--for what they say as well as who they are. Some extempers think on their feet on the job, 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 schoolday 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," s/he 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 Forensicker 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 Forensickers) and faculty to (Pugh to page 45)

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## DISTRICT NEWS

# 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 extemp) 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 necessarily 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 extemp, 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 fiscally, 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 administering 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 the 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.

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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 flited. 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 45)

# CHAIN REACTION

by Jim Fleissner

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 forensic 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 (*50 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 Pfifer 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 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, 1995.



\*\*\*\*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, 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.

Topeka High School was awarded the Leading Chapter Award in 1989 and 1996. Others awards include: Karl E. Mundt National Congress Award, 1981; Largest Chapter in Flint Hills, 1990, 1991, 1993 & 1994; National Sweepstakes Award placing 5th in 1989 and 6th in 1990. In 1993 and 1996, Topeka High School received a Phillips Petroleum Performance Award.

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 5<sup>th</sup>, a 3<sup>rd</sup>, 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



\*\*\*\*Anne Sullivan  
Bozeman HS, MT

January 22, 1999

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 Interscholastic 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.

\*\*\*\*James R. Chase  
Overland HS, CO

March 10, 1999

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.



\*\*\*\*Randall McCutcheon  
Albuquerque Academy, NM

March 17, 1999

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.



# THIRD DIAMOND

## CAN DO!

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 reward-



*Ann Tornberg with her 1999 State Champion team which includes her daughter Michelle and Nathan Peterson.*

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**Ann Tornberg is a role model for all small school coaches.**

*James Copeland*

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ing 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.

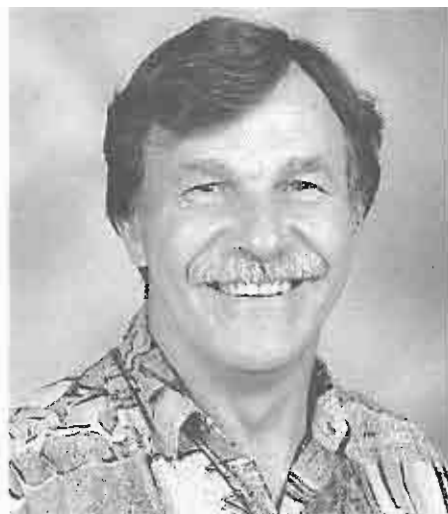
Too many teachers try to make students feel better by giving them high-interest, low-level projects with little challenge to their vocabulary or thinking skills. It's easy and the grade is a sure thing, but the kids really don't advance. I have seen more kids blossom when things were hard to understand 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

6,038 points

Dr. Tichy began with the National Forensic League about twenty years ago at Centereach 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

6,004 points

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

10,324 points

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. Extemp, 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

6,008 points

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 Geronio HS, CA

**March 12, 1999**

**6,007 points**

Gary Walker has been coaching for 20 years, 14 years at San Geronio 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 Bernadino 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**  
Arvado-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 AWHHS 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!



## FIFTH DIAMOND COACH

### \*\*\*\*\*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

Mead High School, WA

May 11, 1999

11,023 points

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

Mercer HS, PA

July 1, 1999

6,002 points

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 sportscaster and talk show host. He serves as a National Tournament Official in Impromptu Speaking.



## DOUBLE DIAMOND COACHES



**\*\*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**  
Stemboat 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

33



**\*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

(Points on record as of August 31, 1999)

*****		MRS. LEORA K. HANSEN	12,153	MR. MERLED. ULERY	13,966
MR. RON UNDERWOOD	32,499	BLACKFOOT HIGH SCHOOL, ID		NORTH MIAMI BEACH HS, FL	
MODESTO-BEYER HIGH SCHOOL, CA		MR. STEVEN DAVIS	12,020	MR. LESLIE PHILLIPS	13,838
MR. DONUS D. ROBERTS	27,894	ZEBULON B VANCE HS, NC		LEXINGTON HIGH SCHOOL, MA	
WATERTOWN HIGH SCHOOL, SD		MR. GARY ADDINGTON	11,930	MRS. MARTHA L. KENNEDY	13,401
*****		CHERRY CREEK HIGH SCHOOL, CO		REDLANDS HIGH SCHOOL, CA	
DR. JANE ELDRIDGE	22,026	MR. DONALD N. BELANGER	11,906	MR. MAHLON COOP	11,968
HUNTERS LANE HIGH SCHOOL, TN		CADDO MAGNET HIGH SCHOOL, LA		BLUE VALLEY NORTHWEST HS, KS	
MR. RICHARD YOUNG	20,731	MR. LEE D. ALTO	11,873	MR. PAUL GIERINGER	11,721
LITTLE RIVER HS, KS		GRAND RAPIDS HIGH SCHOOL, MN		MARSHALL HIGH SCHOOL, MO	
MR. ROGER BRANNAN	19,663	MR. WAYNE AVERY	11,794	MS. PAM CADY	11,703
MANHATTAN HIGH SCHOOL, KS		WICHITA-SOUTHEAST HS, KS		APPLE VALLEY HIGH SCHOOL, MN	
MR. DAVID JOHNSON	18,130	MS. LYDIA ESSLINGER	11,701	MRS. GAY BRASHER	11,179
HOUSTON-BELLAIRE HS, TX		SYOSSET HIGH SCHOOL, NY		LELAND HIGH SCHOOL, CA	
MR. A.C. ELEY	16,720	MRS. SHIRLEY KELLER-FIRESTONE	11,523	MS. DEANA BUTCHER	10,730
SHAWNEE MISSION NORTH HS, KS		LYNBROOK HIGH SCHOOL, CA		SPRINGFIELD-HILLCREST HS, MO	
MR. RALPH E. BENDER	16,160	MR. DANIEL TYREE	11,462	MR. MARK HARRIS	10,711
CENTERVILLE HIGH SCHOOL, OH		PLYMOUTH HIGH SCHOOL, IN		RAYTOWN HIGH SCHOOL, MO	
*****		MS. LOIS GORNE	11,410	MS. CHARLENE BRADT	10,658
MR. DONALD CRABTREE	23,870	FEDERAL WAY HIGH SCHOOL, WA		ALVA HIGH SCHOOL, OK	
PARK HILL HIGH SCHOOL, MO		MS. CHERYL V. RYNE	11,392	MRS. TERESA E. SPARKMAN	10,594
MR. RON CARR	20,954	FRIENDSWOOD HIGH SCHOOL, TX		KICKAPOO HIGH SCHOOL, MO	
SARASOTA-RIVERVIEW HS, FLA		MR. T. W. OGLESBY	11,318	MR. RON JACKSON	10,284
MR. DENNIS R. EDMONDS	18,571	WABASH-SOUTHWOOD HS, IN		NORTH KANSAS CITY HS, MO	
JORDAN HIGH SCHOOL, UT		MRS. DIANE MASTRO-NARD	11,186	MR. SKIP ALTIG	9,940
MR. RICHARD B. SODIKOW	18,083	YOUNGSTOWN-MOONEY HS, OH		NORTH PLATTE SR HIGH SCHOOL, NE	
BRONX HS OF SCIENCE, NY		MR. DOUGLAS TSCHETTER	10,952	MS. MARILEE DUKES	9,899
MR. WILLIAM S. HICKS	15,420	MILBANK HIGH SCHOOL, SD		VESTAVIA HILLS HIGH SCHOOL, AL	
BREBEUF JESUIT HS, IN		MR. HARLAN M. SHUCK	10,863	MS. SANDRA E. BIRD	9,844
MRS. DALE MCCALL	15,152	MOORHEAD HIGH SCHOOL, MN		SAN FRAN-LOWELL HS, CA	
WELLINGTON HIGH SCHOOL, FL		MR. JAMES HARVILLE	10,858	MS. JUDY KROLL	9,749
BRO. GREGORY RENE STERNER, FSC	14,855	BELLARMINE COLLEGE PREP, CA		BROOKINGS HIGH SCHOOL, SD	
LA SALLE COLLEGE HS, PA		MR. WILLIAM W. TATE, JR.	10,849	MR. LINCOLN RECORD	9,627
MR. DONOVAN CUMMINGS	14,849	MONTGOMERY BELL ACADEMY, TN		FORTWAYNE-NORTHROP HS, IN	
BROOKSIDE CHRISTIAN HS, CA		MR. BILL JORDAN	10,776	MR. WAYNE GESSFORD	9,624
MR. FRANK SFERRA	14,782	SPRINGFIELD-GLLENDALE HS, MO		GRESHAM-BARLOW HS, OR	
MULLEN HIGH SCHOOL, CO		MR. TED W. BELCH	10,720	MS. JULIE SHEINMAN	9,276
MR. GREGORY J. CULLEN	14,768	GLENBROOK-NORTH HIGH SCHOOL, IL		STUYVESANT HIGH SCHOOL, NY	
ALHAMBRA HIGH SCHOOL, CA		MR. HOWARD G. HUDSON	10,620	MR. BOB J. SIEFERT	9,273
MR. HAROLD M. MCQUEEN	14,741	PICHER-CARDIN HIGH SCHOOL, OK		LOGANSPOUT HIGH SCHOOL, IN	
BEN DAVIS HIGH SCHOOL, IN		MR. RANDALL MCCUTCHEON	10,615	MR. TERRY PETERSON	9,224
MR. DONALD L. SMITH	14,699	ALBUQUERQUE ACADEMY, NM		MILLARD-NORTH HIGH SCHOOL, NE	
SALT LAKE CITY-EAST HS, UT		MRS. CARLYN C. LINDLEY	10,564	MR. ROBERT D. NORDYKE	9,198
MR. CARL SWANSON	14,606	ACADEMY OF THE HOLY NAMES, FL		WICHITA-CAMPUS HIGH SCHOOL, KS	
SIoux FALLS-LINCOLN HS, SD		MS. JANET ROBB	10,547	MR. EDWIN M. KELLY	9,148
BRO. GEORGE ZEHNLE, SM	13,892	MCKEESPORT AREA HS, PA		PINE CREST SCHOOL, FL	
CHAMINADE HIGH SCHOOL, NY		MR. ROBERT BEISCH	10,514	MRS. DIANE EDGINTON	9,062
MR. HAROLD C. KELLER	13,119	OTTUMWA HIGH SCHOOL, IA		CLACKAMAS HIGH SCHOOL, OR	
DAVENPORT-WEST HIGH SCHOOL, IA		MR. JOHN N. REVEZZO	10,443	MR. TOM MONTGOMERY	9,025
MR. LOUIE MATTACHIONE	13,079	NILES-MCKINLEY HIGH SCHOOL, OH		LODI HIGH SCHOOL, CA	
PERRY HIGH SCHOOL, OH		MS. ANNE M. SULLIVAN	10,337	MR. W.E. SCHUETZ	9,002
****		BOZEMAN HIGH SCHOOL, MT		GREGORY-PORTLAND HS, TX	
MR. JOHN M. HIRES	18,613	MR. S. L. CHANDLER	10,250	MR. MICHAEL E. STARKS	8,879
DOWNS GROVE-SOUTH HS, IL		DREW COLLEGE PREP SCHOOL, CA		CHEYENNE-EAST HIGH SCHOOL, WY	
MRS. PAMELA K. MCCOMAS	17,112	MR. DARREL HARBAUGH	10,231	MR. TIMOTHY C. AVERILL	8,832
TOPEKA HIGH SCHOOL, KS		FIELD KINDLEY HIGH SCHOOL, KS		MANCHESTER HIGH SCHOOL, MA	
MR. KENNETH A. CARANO	15,630	MR. RAY SCHAEFER	10,213	MR. JOHN S. TURNER, JR.	8,773
AUSTINTOWN-FITCH HS, OH		SHERMAN OAKS CES, CA		IDAHO FALLS-SKYLINE HS, ID	
MR. RANDY PIERCE	15,551	MRS. HELEN ENGSTROM	10,141	MRS. R. LYNN RHODES	8,752
PATTONVILLE HIGH SCHOOL, MO		MUNSTER HIGH SCHOOL, IN		LOUISVILLE SENIOR HS, OH	
MR. JOHN S. TREDWAY	13,882	MR. JAMES R. CHASE	10,095	MR. DONALD RAMSEY	8,608
ASHLAND HIGH SCHOOL, OR		OVERLAND HIGH SCHOOL, CO		KANSAS CITY-ROCKHURST HS, MO	
MR. GARY G. HARMON	13,693	MR. KENNY BARFIELD	10,048	MS. REBECCA PIERCE	8,523
SALINA-CENTRAL HS, KS		MARS HILL BIBLE SCHOOL, AL		PARKWAY-SOUTH HS, MO	
MR. CARL F. GRECCO	13,235	MR. RONALD STEINHORST	10,026	MR. BILL DAVIS	8,347
TRUMAN HIGH SCHOOL, PA		NEW LONDON SR HIGH SCHOOL, WI		BLUE VALLEY NORTH HS, KS	
MS. GEORGIA BRADY	13,111	***		MR. ALLEN JANOVEC	8,298
BLUE SPRINGS-SOUTH HS, MO		MR. ERIC DI MICHELE	17,073	NORFOLK HIGH SCHOOL, NE	
MR. LOWELL SHARP	12,852	REGIS HIGH SCHOOL, NY		MR. JAMES ROBBINS	8,161
GOLDEN HIGH SCHOOL, CO		SR. MARY P. PLUMB	15,723	CHRYSLER HIGH SCHOOL, IN	
MR. JAMES MENCHINGER	12,694	ACADEMY OF THE HOLY NAMES, FL		MR. HARRY B. DAVIS	8,160
PORTAGE-NORTHERN HS, MI		MR. STEVEN WOOD	15,610	HUNTER HIGH SCHOOL, UT	
		FREE STATE HIGH SCHOOL, KS		MR. BILL R. BLAND	8,142
		MS. SANDRA STARKE	14,615	TULSA-WASHINGTON HS, OK	
		MIRAMONTE HIGH SCHOOL, CA		MR. GLENN R. CAVANAUGH	8,050
				DERRY AREA HIGH SCHOOL, PA	

MR. ROBERT BRITTAIN	7,925	MS. BARBARA TUCKER GARNER	6,759	MS. JAN HEITEEN	8,405
COLUMBIA CITY HIGH SCHOOL, IN		DUNCANVILLE HIGH SCHOOL, TX		DOWNERS GROVE-SOUTH HS, IL	
MR. P. ERIC BRANNEN, JR.	7,920	DR. THOMAS D. CASTLE SR.	6,729	MR. DOUG CAMPBELL	8,383
WESTMINSTERSCHOOLS, GA		BETTENDORF HIGH SCHOOL, IA		SAN GABRIEL HIGH SCHOOL, CA	
MR. NOEL TRUJILLO	7,911	MS. SUSAN B. MCCLAIN	6,710	MS. PEGGY BENEDICT	8,148
LOS ALAMOS HIGH SCHOOL, NM		GLENCOE HIGH SCHOOL, OR		CHERRY CREEK HIGH SCHOOL, CO	
MR. CHUCK BALLINGALL	7,850	MR. DON VETTEL	6,706	MISS CYNTHIA A. BURGETT	8,076
DAMIEN HIGH SCHOOL, CA		BAKERSFIELD-WEST HS, CA		WASHBURN RURAL HS, KS	
MR. RICHARD OCHOA	7,809	MS. GLADYS ROBERTSON	6,692	MR. TODD CASPER	7,915
ALTA HIGH SCHOOL, UT		T L HANNA HIGH SCHOOL, SC		CARROLLTON HIGH SCHOOL, OH	
MS. KANDI KING	7,640	MR. JAMES M. DENEKAS	6,680	MRS. CYNTHIA TIMMONS	7,472
SAN ANTONIO-CHURCHILL HS, TX		LE MARS COMMUNITY HS, IA		COLLEYVILLE-HERITAGE HS, TX	
BRO. ANTHONY K. CAVET CFC	7,621	MR. RUSSELLE BROCK	6,657	MS. MELISSA REYNOLDS	7,358
ARCHBISHOP CURLEY-NOTRE DAME, FL		MONETT HIGH SCHOOL, MO		BISHOP MIEGE HIGH SCHOOL, KS	
MRS. LINDA M. HENRY	7,534	MR. GREGORY P. DAWSON	6,646	MR. STAN MCGRADY	7,175
LABETTE COUNTY HIGH SCHOOL, KS		THE BLAKE SCHOOL, MN		BOISE HIGH SCHOOL, ID	
MR. JAMES R. CARLSON	7,522	MR. RYAN MCKEITHAN	6,638	MS. LISA MILLER	7,047
BISHOP HEELAN HIGH SCHOOL, IA		TOPEKA-SEAMAN HIGH SCHOOL, KS		NOVA HIGH SCHOOL, FL	
MR. DON OBERTI	7,500	MR. THOMAS ISENHART	6,535	MR. DON M. HEINSOHN	6,968
CLOVIS-WEST HIGH SCHOOL, CA		PARKERSBURG-SOUTH HS, WV		JAMES LOGAN HS, CA	
MR. ROBERT L. JONES	7,498	MRS. LINDA S. BOX	6,512	MS. KELLI MORRILL	6,792
FRESNO HIGH SCHOOL, CA		LADUE HORTON WATKINS HS, MO		RAYTOWN-SOUTH HS, MO	
MR. ED TRIMMER	7,471	MR. ANTHONY F. FIGLIOLA	6,460	MR. ROBERT E. DEGROFF	6,724
WINFIELD HIGH SCHOOL, KS		HOLY GHOST PREP, PA		COLTON HIGH SCHOOL, CA	
MRS. MARY B. MCCARTHY	7,339	MR. WILLIAM B. VAILL	6,450	MS. BETH GOLDMAN	6,663
HAYDEN HIGH SCHOOL, KS		NORTON HIGH SCHOOL, OH		TARAVELLA HIGH SCHOOL, FL	
REV. RAYMOND HAHN	7,332	MRS. ANN TORNBERG	6,446	MRS. FRANKIE REYNOLDS	6,648
CATHEDRAL PREP SCHOOL, PA		BERESFORD HIGH SCHOOL, SD		MOUNTAIN VIEW HIGH SCHOOL, UT	
MR. ROBERT H. IHRIG	7,313	MS. DORIS J. SEXTON	6,399	MRS. ANN C. STEPP	6,608
MANKATO-WEST HIGH SCHOOL, MN		WEST BEND-EAST HIGH SCHOOL, WI		BEN DAVIS HIGH SCHOOL, IN	
MR. MARK V. KAPFER	7,303	MR. ROBERT L. JONES	6,368	MR. GLENN M. NELSON	6,518
SHAWNEE HEIGHTS HIGH SCHOOL, KS		CANBY HIGH SCHOOL, OR		HUTCHINSON HIGH SCHOOL, KS	
MRS. ROBERTA GRENFELL	7,265	MRS. CAROL STRICKLAND	6,308	MR. STAN MAGEE	6,511
KLEIN HIGH SCHOOL, TX		EMPORIA HIGH SCHOOL, KS		DULLES HIGH SCHOOL, TX	
MR. JACK D. TUCKNESS	7,230	MS. LOIS PIERSON	6,290	MR. SCOTT MILLIKEN	6,431
SPRINGFIELD-CENTRAL HS, MO		VALLEY CENTER HIGH SCHOOL, KS		MILLARD-NORTH HIGH SCHOOL, NE	
MR. JACK STAFFORD	7,204	DR. CHARLES A. TICHY	6,192	MR. MIKE WILLIAM BEATTIE	6,429
DEL NORTE COUNTY HIGH SCHOOL, CA		RALSTON HIGH SCHOOL, NE		WAYNESVILLE HIGH SCHOOL, MO	
MR. MARK ETHERTON	7,191	MS. BONNIE GALEY	6,191	MR. MICHAEL PATTERSON	6,263
MURRAY HIGH SCHOOL, KY		COTTONWOOD HIGH SCHOOL, UT		GUYMON HIGH SCHOOL, OK	
MR. DOUGLAS R. SPRINGER	7,188	MRS. CATHERINE BERMAN	6,181	MS. SHERRIL SHUMAKER	6,069
NEW TRIER TWP HIGH SCHOOL, IL		EL CERRITO HIGH SCHOOL, CA		BLUE SPRINGS HIGH SCHOOL, MO	
MRS. ELEANOR R. LANGAN	7,187	MR. JAMES BUTCH	6,172	MR. DAVID BAUMEISTER, JR.	6,055
SCRANTON HIGH SCHOOL, PA		KETTERING-FAIRMONT HS, OH		YANKTON HIGH SCHOOL, SD	
MR. DAVID S. SMITH	7,172	MS. PEGGY A. OLIVER	6,169	MS. VICKIE FELLERS	6,019
SALT LAKE CITY-HIGHLAND HS, UT		IDAHO FALLS-BONNEVILLE HS, ID		WICHITA-EAST HIGH SCHOOL, KS	
DR. LARRY B. STUBER	7,164	MS. YVONNE SUTTER	6,147	MR. DAVID W. LOOS	6,009
VALPARAISO HIGH SCHOOL, IN		GRANDVIEW SR HIGH SCHOOL, MO		ALGOMA HIGH SCHOOL, WI	
MS. GAIL NAYLOR	7,133	MR. STANLEY LEWIS	6,105	DR. JACQUELINE REEDY	5,987
SILVER LAKE HIGH SCHOOL, KS		OLATHE-EAST HIGH SCHOOL, KS		SONORA HIGH SCHOOL, CA	
MR. LEE J. TURNER	7,099	MS. SUSAN NELSON	6,094	MR. DOUG GALVIN	5,974
PINE CREST SCHOOL, FL		DULUTH-EAST HIGH SCHOOL, MN		ROCK SPRINGS HIGH SCHOOL, WY	
MS. PEGGY DERSCH	7,098	MR. ROBERT LEVINSON	6,061	MS. CATHY C. MCNAMARA	5,969
PARKWAY-WEST HIGH SCHOOL, MO		BRONX HS OF SCIENCE, NY		SHAWNEE MISSION SOUTH HS, KS	
SR. DIANE WEIFENBACH	7,049	MR. GARY WALKER	6,057	SR. ROSEMARY FLOERSCH	5,892
ST IGNATIUS COLLEGE PREP, IL		SAN GORGONIO HIGH SCHOOL, CA		OMAHA-MERCY HIGH SCHOOL, NE	
MR. PAUL HAYWOOD	6,974	MR. GREGG C. HARTNEY	6,041	MR. MICHAEL GONZALEZ	5,872
HOMEWOOD-FLOSSMOOR HS, IL		CHARLES PAGE HIGH SCHOOL, OK		ST VINCENT HIGH SCHOOL, CA	
MS. VEVA K. BISSONNETTE	6,971	MR. LAWRENCE HAVENS	6,039	MR. CLIFTON MORTON	5,844
SARATOGA HIGH SCHOOL, CA		ARVADA-WEST HIGH SCHOOL, CO		HORTONVILLE HIGH SCHOOL, WI	
MS. CAT HORNER BENNETT	6,914	MS. CAROL PURRINGTON	6,037	MR. THOMAS K. BIDDLE	5,842
TAOS HIGH SCHOOL, NM		MARSHALL HIGH SCHOOL, MN		BEAR CREEK HIGH SCHOOL CO	
MR. LESLIE KUHN	6,891	MR. HUGH RINGER	6,002	MRS. GLORIA ROBISON	5,816
TOPEKA-WEST HIGH SCHOOL, KS		MERCER AREA HIGH SCHOOL, PA		TEXAS MILITARY INSTITUTE, TX	
MR. JAMES CAVALLO	6,887	**		MR. NICK NELSEN	5,813
CHESTERTON HIGH SCHOOL, IN		MR. MICHAEL W. BURTON	13,158	WEST DES MOINES-VALLEY HS, IA	
MS. JEANNE DEVILLIERS	6,841	AUBURN SR HIGH SCHOOL, WA		MR. MARK QUINLAN	5,797
SAPULPA HIGH SCHOOL, OK		MR. TOMMIE LINDSEY, JR.	11,143	CIRCLE PINES-CENTENNIAL HS, MN	
MS. JUDY DALEY	6,827	JAMES LOGAN HS, CA		MR. NELSON L. WARREN	5,781
LAFAYETTE HIGH SCHOOL, LA		MR. DANIEL H. DURBIN	11,129	REMINGTON HIGH SCHOOL, KS	
MRS. DEBORAH BENDIX	6,817	EVANSVILLE-REITZ HIGH SCHOOL, IN		MR. DOUGLAS JOHNSON	5,772
ST CLOUD APOLLO HS, MN		MRS. RUTH B. MCALLISTER	10,414	BRAINERD HIGH SCHOOL, MN	
MS. SUSAN MALONE	6,808	RIVERSIDE HIGH SCHOOL, SC		MRS. PAMELA TIMOSHENKO	5,737
ALTA HIGH SCHOOL, UT		MR. MIKE JEFFERS	10,325	JOHANSEN HIGH SCHOOL, CA	
MRS. PEGGY A. MADDEN	6,803	INDEPENDENCE-TRUMAN HS, MO		MS. CHERYL GILMORE	5,713
NORTH HILLS HIGH SCHOOL, PA		MS. KIM R. MAASS	9,750	LAFAYETTE-ACADIANA HS, LA	
SR. MARY RAIMONDE	6,769	SIoux FALLS-LINCOLN HS, SD		MRS. LINDA ODDO	5,706
ST JOSEPH HILL ACADEMY, NY		MR. DAVID L. WATKINS	9,491	NEW TRIER TWP HIGH SCHOOL, IL	
DR. ELIZABETH L. BALLARD	6,763	NEOSHO HIGH SCHOOL, MO		MS. LEXY GREEN	5,676
NORMAN HIGH SCHOOL, OK				COLLEGE PREP SCHOOL, CA	

MRS. KATHY MULAY	5,676	MR. CARL WANGSVICK	5,160	MS. KATHLEEN O'HALLORAN	4,710
PORTAGE-CENTRAL HIGH SCHOOL, MI		ROCKY MOUNTAIN HIGH SCHOOL, CO		NORWIN HIGH SCHOOL, PA	
MS. DEBRA BARRON	5,606	MS. WANDA V. MANTHER	5,148	MR. DAVID TRIPPE	4,699
MAULDIN HIGH SCHOOL, SC		ROSEMOUNT SR HIGH SCHOOL, MN		NIXA R-2 SCHOOLS, MO	
MRS. GLORIA WASILEWSKI	5,604	MR. DAVID B. MOULTON	5,132	MS. SHERYL KACZMAREK	4,692
RIVERSIDE HIGH SCHOOL, PA		PERRY MERIDIAN HIGH SCHOOL, IN		NEWBURGH FREE ACADEMY, NY	
MS. CONNIE MCKEE	5,602	MS. LYNDA MELANSON	5,124	MRS. CLARYN M. MYERS	4,612
AMARILLO HIGH SCHOOL, TX		HANKS HIGH SCHOOL, TX		FORT WAYNE-NORTHSIDE HS, IN	
MS. SALLY M. FINLEY	5,598	MR. DAVID MCKENZIE	5,111	MS. PAULINE J. CAROCHI	4,610
BELLE VERNON AREA HS, PA		NORTHFIELD HIGH SCHOOL, IN		CANON CITY HIGH SCHOOL, CO	
MS. DAPHNE MORMAN-STURTZ	5,585	MRS. BARBARA MUHLBACH	5,093	MS. KAREN COLTON-MILLSAP	4,606
ROSEBURG SR HIGH SCHOOL, OR		MASSILLON-WASHINGTON HS, OH		AURORA HIGH SCHOOL, MO	
MS. GAIL SARFF	5,563	MS. PAULETTE M. MANVILLE	5,052	MRS. LINDA WILSON	4,582
WAYZATA HIGH SCHOOL, MN		SHAWNEE MISSION EAST HS, KS		HENRY COUNTY HIGH SCHOOL, TN	
MRS. JANIS B. MYERS	5,541	MRS. KAREN MIYAKADO	5,048	MR. ROBERT J. HOY	4,573
SPENCER HIGH SCHOOL, IA		RADFORD HIGH SCHOOL HI		BRUNSWICK HIGH SCHOOL ME	
MR. C. FREDERICKSNOOK	5,530	MS. CONNIE J. LINK	5,035	MS. KATHY MARTIN	4,571
CRESTWOOD HIGH SCHOOL, OH		HEYWORTH HIGH SCHOOL, IL		DILWORTH-GLYNDON-FELTON HS, MN	
MR. RANDALL R. SHAVER	5,508	MR. THEODORE CARTER	5,007	MR. JOHN DURKEE	4,563
HIGH POINT-ANDREWS HS, NC		LEE COUNTY HIGH SCHOOL, GA		LARAMIE HIGH SCHOOL, WY	
MR. JOSEPH BUZZELLI	5,495	MS. JONIHANSON ANKER	5,006	MS. BEVERLY RUFF	4,546
ST IGNATIUS HIGH SCHOOL, OH		EAGAN HIGH SCHOOL, MN		PAPILLION-LA VISTA HS, NE	
MRS. SUSAN J. BAKER	5,484	MS. DIANNE B. MOELLER	4,997	MR. STEVE D. MARSH	4,521
SHERIDAN HIGH SCHOOL, WY		SKYLINE HIGH SCHOOL, CO		PLYMOUTH CANTON EDUC PARK, MI	
MR. ANTHONY STOKES	5,455	MS. MARYANN YOSKEY-BERTY	4,997	MR. BRUCE ROGERS	4,515
KISKI SCHOOL, PA		TRINITY HIGH SCHOOL, PA		NORTHSIDE HIGH SCHOOL, GA	
MS. JUDITH MCMASTERS	5,453	MR. DAVID M. MONTERA	4,993	MRS. ELIZABETH WHITE	4,482
BISHOP KELLEY HIGH SCHOOL, OK		PUEBLO-CENTENNIAL HS, CO		SAN ANTONIO-CHURCHILL HS, TX	
MR. RONALD KRIKAC	5,432	MS. MARY M. HOWELL	4,968	MR. JERALD T. EILER	4,472
SHERIDAN HIGH SCHOOL, WY		MOUNTAIN VIEW HIGH SCHOOL, AZ		ROSSVILLE HIGH SCHOOL, IN	
MRS. MARILYN KLEBAN	5,418	MR. ROBERT D. NEULEIB	4,966	MR. FRED ROBERTSON	4,458
LAFAYETTE-ACADIANA HS, LA		UNIVERSITY HIGH SCHOOL, IL		FREMONT HIGH SCHOOL, NE	
MRS. ELLEN K. LANGFORD	5,412	MRS. KITTY PECK	4,955	MR. CORNELL A. LOSCHEN	4,451
DECATUR HIGH SCHOOL, AL		RIVERTON HIGH SCHOOL, WY		WORLAND HIGH SCHOOL, WY	
MR. JIM LONG	5,405	MISS DEBORAH E. SIMON	4,944	MS. LYNDA LUCE	4,446
PLANO SR HIGH SCHOOL, TX		MILTON ACADEMY, MA		WAUPACA HIGH SCHOOL, WI	
MR. SHELBY MCNUTT	5,390	MS. DEBBY WARSTLER	4,933	MRS. MARTHA B. EBELING	4,432
GARDEN CITY HIGH SCHOOL, KS		PERRY HIGH SCHOOL, OH		DAYTON-OAKWOOD HS, OH	
MRS. CAROLYN WILLIAMSON	5,368	MRS. JILL I. GRIMES	4,932	MRS. GLORIA HENRY	4,408
DENVER-WASHINGTON HS, CO		MOFFAT COUNTY HS, CO		RUSKIN HIGH SCHOOL, MO	
MRS. DONNA FRENZEL	5,359	DR. RICHARD JOHNSON, PHD.	4,929	MS. PAULINDA KRUG	4,398
WISCONSIN RAPIDS-LINCOLN HS, WI		LAKEWOOD HIGH SCHOOL, CO		TRINITY HIGH SCHOOL, TX	
MR. WILLIAM C. ROBINSON, JR.	5,354	DR. JOHN R. WOOLLEN	4,925	MRS. BARBARA WATSON	4,391
SHAWNEE MISSION SOUTH HS, KS		ENLOE HIGH SCHOOL, NC		GREAT BEND HIGH SCHOOL, KS	
MS. SARAH THOMAS	5,351	MR. LARRY B. ROSS	4,903	MS. SHERI COLE	4,384
WASHBURN RURAL HS, KS		HUMBLE HIGH SCHOOL, TX		EDMOND-MEMORIAL HS, OK	
MS. ANNSHOFNER	5,321	MR. CONRAD JESTMORE	4,900	MR. ROGER C. PALDAUF	4,369
AMARILLO-TASCOSA HS, TX		WICHITA-EAST HIGH SCHOOL, KS		JACOBS HIGH SCHOOL, IL	
MR. RICHARD BRACKNELL	5,298	MR. PAUL LEWELLAN	4,898	MRS. JEANNINE RICHISON	4,368
CARROLLTON HIGH SCHOOL, GA		BETTENDORF HIGH SCHOOL, IA		ARROYO GRANDE HS, CA	
MR. JOSEPH WYCOFF	5,297	MS. CHERYL A. WATKINS	4,895	MR. BRENT A. FARRAND	4,365
APPLE VALLEY HIGH SCHOOL, MN		FARGO-SOUTH HIGH SCHOOL, ND		SCIENCE HIGH SCHOOL, NJ	
MRS. SHAREN ALTHOFF	5,281	MR. PAUL A. HARENS	4,878	MR. JACK L. ARMSTRONG	4,357
WOOSTER HIGH SCHOOL, OH		YANKTON HIGH SCHOOL, SD		DULUTH-CENTRAL HS, MN	
MR. JOSEPH GAINS	5,277	MS. CATHERINE SMITH	4,871	MRS. DARCY BUTRIMAS	4,355
WADSWORTH HIGH SCHOOL, OH		OLATHE-SOUTH HIGH SCHOOL, KS		TRINITY PREP SCHOOL, FL	
MS. KAREN S. FINCH	5,276	MR. JAMES F. GRAUPNER	4,851	MS. CAROL S. ANDERSON	4,330
BLACKSBURG HIGH SCHOOL, VA		STILLWATER HIGH SCHOOL, MN		LA CUEVA HIGH SCHOOL, NM	
MS. ALICE J. URSIN	5,271	MR. PETER K. REDMOND	4,838	MR. MITCH GAFFER	4,324
BETHEL PARK HIGH SCHOOL, PA		ST LOUIS PARK HIGH SCHOOL, MN		HURON HIGH SCHOOL, SD	
MRS. LINDA C. DENCKER	5,268	MR. ROBERT J. TINDEL	4,836	MR. DONALD J. TANTILLO	4,283
HOWELL NORTH HIGH SCHOOL, MO		PITTSBURG HIGH SCHOOL, KS		WHEELING HIGH SCHOOL, IL	
MS. ROSE M. JOYCE-TURNER	5,240	MR. CHARLES H. NICHOLAS JR.	4,826	MR. STAN AUSTIN	4,266
MONTICELLO HIGH SCHOOL, NY		BOB JONES ACADEMY, SC		WHEATON-NORTH HIGH SCHOOL, IL	
MS. MARILYN SCHIEL	5,229	MRS. GLENDA FERGUSON	4,815	MS. A. JANE BERRY-EDDINGS	4,264
STEVENS POINT HIGH SCHOOL, WI		OKLA CITY-HERITAGE HALL HS, OK		SPRAGUE HIGH SCHOOL, OR	
MR. N. ANDRE' COSSETTE	5,224	MR. KEN OGDEN	4,813	MR. LARRY E. EAKIN	4,263
GONZAGA PREP HIGH SCHOOL, WA		STRATFORD HIGH SCHOOL, TX		COX HIGH SCHOOL, VA	
MR. STEVE O'BRIEN	5,212	MR. R. D. RIGGLEMAN	4,811	MS. MARGARET GAGNON	4,261
SIoux FALLS-WASHINGTON HS, SD		DENISON HIGH SCHOOL, IA		JACKSON HOLE HIGH SCHOOL, WY	
MISS JUDITH VASCONCELOS	5,211	MRS. JAN COOK	4,808	MS. HARRIET L. MEDLIN	4,256
RENO HIGH SCHOOL, NV		CHEROKEE-WASHINGTON HS, IA		BRENTWOOD HIGH SCHOOL, TN	
MS. VIRGINIA LANDRETH-ETHERTON	5,199	MR. MARK D. ONSTOTT	4,790	MR. JEFF BORST	4,248
ROWAN COUNTY SR HS, KY		EAGLECREST SCHOOL, CO		SIERRA HIGH SCHOOL, CO	
MR. RICHARD CHUNAT	5,195	MS. DIANE SMITH	4,779	MR. GABRIEL R. SANTO	4,231
ST EDWARD HIGH SCHOOL, OH		NORTH POSEY HIGH SCHOOL, IN		ROCKY RIVER HIGH SCHOOL, OH	
MR. TOM GIST	5,183	MR. JAMES WAKEFIELD	4,777	MS. GAIL L. INGRAM	4,228
SPRINGFIELD-CENTRAL HS, MO		FORT LAUDERDALE HIGH SCHOOL, FL		GAINESVILLE HIGH SCHOOL, GA	
MR. MIKE KOLODZIEJ	5,172	MR. JAY STUBBS	4,737	MS. VIVIAN E. ZABEL	4,213
GLENBARD-WEST HIGH SCHOOL, IL		HOUSTON-BELLAIRE HS, TX		DEERCREEK HIGH SCHOOL, OK	



MS. SHARON STENDER	4,205	MS. JANE G. BOYD	3,785	MS. MARIE DZURIS	3,351
HOT SPRINGS COUNTY HS, WY		GRAPEVINE HIGH SCHOOL, TX		CENTERVILLE HIGH SCHOOL OH	
MR. EDGAR J. MARCH	4,201	MS. GAY HOLLIS	3,779	MR. JOSEPH B. SIREN	3,348
CANTON-GLENOAK HS CAREER CTR, OH		JEFFERSON DAVIS HS, TX		ALLENDALE-FAIRFAX HS, SC	
MRS. SHIRLEY L. DOHERTY	4,196	MR. FRED MONBERG	3,773	MRS. SUSAN MARSHALL	3,344
GRANBURY HIGH SCHOOL, TX		HAMMOND HIGH SCHOOL, IN		LAS VEGAS ACADEMY, NV	
MR. JULIAN M. KITE	4,162	MR. DAVID BAKER	3,740	MR. TERRANCE M. SHUMAN	3,319
JOHN F HODGE HIGH SCHOOL, MO		ST MARK'S SCHOOL, TX		BISHOP LEBLOND HS, MO	
MS. CAROLYN L. MARTINEZ	4,149	MS. KIM-MICHELLE PULLAN	3,722	MR. DAVID HUSTON	3,308
PALISADE HIGH SCHOOL, CO		PLEASANT GROVE HIGH SCHOOL, UT		DES MOINES-ROOSEVELT HS IA	
MRS. LESLIE S. WATKINS	4,137	MS. KATE LINDSAY	3,722	MR. R. KENTHYER	3,287
BROOKWOOD HIGH SCHOOL, GA		SALINA-SOUTH HIGH SCHOOL, KS		NORTH RIDGE HIGH SCHOOL, UT	
MR. DALE DELETIS	4,126	MS. SAMMY GREEN	3,717	MR. ELWIN C. ROE	3,279
MILTON ACADEMY, MA		SPRING HIGH SCHOOL, TX		MCDONALD COUNTY HS, MO	
MR. MAX H. BROWN	4,115	MS. ANITA BOYD	3,716	MS. CAROL J. LESHOCK	3,279
BLUE VALLEY NORTH HS, KS		R H WATKINS HIGH SCHOOL, MS		GREENSBURG-SALEM HS, PA	
MR. PHILIP M. WERTZ	4,114	MR. VINCENT BORELLI	3,689	MRS. MYRNA B. GOODWIN	3,256
THOMAS COUNTY CENTRAL HS, GA		LONG BRANCH HIGH SCHOOL, NJ		MOUNT MIGUEL HIGH SCHOOL, CA	
MS. CHRISTINE M ADAMS	4,109	MR. DENNIS ELLER	3,683	MR. DAVID J. HOOPER	3,253
INDEPENDENCE-TRUMAN HS, MO		CANTERBURY HIGH SCHOOL, IN		CLOVIS-WEST HIGH SCHOOL, CA	
MR. THOMAS W. HUBER	4,091	MS. ALLENE MILLER	3,672	MRS. PAMELA SPITZER	3,249
OAK HILL HIGH SCHOOL, IN		DIAMOND HIGH SCHOOL, MO		CODY HIGH SCHOOL, WY	
MS. JANICE J RAINS	4,091	MRS. MARGARET RILEY	3,656	MS. ZONA L. LUDLUM	3,241
CORPUS CHRISTI-CARROLL HS, TX		ACADEMY OF THE HOLY NAMES, NY		HILLSBORO SR HIGH SCHOOL, MO	
MR. DALVIN R. YAGER	4,081	MR. MIKE HARRISON	3,655	MS. SUSAN M. VAUGHN	3,240
DERBY HIGH SCHOOL, KS		SAN ANTONIO-MADISON HS, TX		MCQUEEN HIGH SCHOOL, NV	
MS. CANDACE NEWMAN	4,069	MR. KIERAN LARKIN	3,648	MRS. STEPHANIE A. SMITH	3,238
GAITHER HIGH SCHOOL, FL		THE MARY LOUIS ACADEMY, NY		WARREN EAST HIGH SCHOOL, KY	
MS. BARBARA MILLER	4,064	MR. EUGENE BURNETT	3,637	MRS. PAMELA DEUTSCH	3,238
SOUTH MECKLENBURGH HS, NC		PONTIAC TOWNSHIP HS, IL		WEST LAFAYETTE HS, IN	
MS. JOYCE A. SINN	4,042	MS. DEANNE VANDEVERT	3,625	MR. GRANT HANSEN	3,237
FORT SCOTT HIGH SCHOOL, KS		NORTH VALLEY HIGH SCHOOL, OR		ROY HIGH SCHOOL, UT	
MS. KRISTINE HAYES	4,022	MR. JOHN A. CARDOZA	3,623	MR. JOHN MCCLELLAN	3,233
SIOUX FALLS-LINCOLN HS, SD		CARONDELET HIGH SCHOOL, CA		WARNER ROBINS HS, GA	
MRS. DEBBIE LUEDERS	4,012	MS. BETH YOUNG	3,622	MR. BRIT MCCABE	3,227
CARROLLTON HIGH SCHOOL, MO		NORTH CATHOLIC HS, PA		BISHOP MCGUINNESS HS, OK	
MS. MARILYN O. OLIN	4,010	MS. SANDRA S. SAGE	3,608	MS. GAIL L. NICHOLAS	3,208
PAXON SCHOOL FOR ADV STUDIES, FL		DUMAS HIGH SCHOOL, TX		BOB JONES ACADEMY, SC	
MS. REBECCA S. WILEY	3,982	MRS. DEBORAH MIDDLETON	3,603	MRS. DIANA PRENTICE	3,203
DUVAL HIGH SCHOOL, WV		GLENBROOK-SOUTH HS, IL		TOPEKA HIGH SCHOOL, KS	
MR. MARIO B. MALDONADO	3,977	MS. MELANIE RALSTON	3,596	MS. SUSAN L. NOVAK	3,198
MONTWOOD HIGH SCHOOL, TX		TOPEKA-WEST HIGH SCHOOL, KS		ST CLOUD APOLLO HS, MN	
MRS. BETTY WHITLOCK	3,972	MS. KAREN GLAHN	3,589	MS. CAROL W. MOLLOY	3,187
CLINTON HIGH SCHOOL, MS		STOCKTON-LINCOLN HS, CA		EL PASO-DEL VALLE HS, TX	
MS. MARGARET A. EMELSON	3,971	MRS. PAM HUMMEL	3,588	MS. KATHRYN G. O'KEEFE	3,166
UNIONTOWN AREA SR HS, PA		SANDRA DAY O'CONNOR HS, TX		FREMONT HIGH SCHOOL, CA	
MS. LORETTA TEBBE	3,964	MR. THOMAS JOE PABST	3,588	MRS. BARBARA K. BICKEL	3,151
HASTINGS SENIOR HIGH SCHOOL, NE		SNIDER HIGH SCHOOL, IN		CANTERBURY HIGH SCHOOL, IN	
MS. RHEA HOPPES	3,961	MS. MARGARET KENDRICK	3,582	MS. BECKY G. ISBELL	3,150
MACONQUAH HIGH SCHOOL, IN		SHARPSTOWN HIGH SCHOOL, TX		ODESSA SR HIGH SCHOOL, TX	
MS. LORI LEE	3,960	MS. KRISTI A. SANROMANI	3,578	MRS. NANCY WALKER	3,143
OGDEN HIGH SCHOOL, UT		NORTHEUGENE HIGH SCHOOL, OR		HOCKADAY SCHOOL, TX	
MS. PAULA NETTLES	3,917	MR. ROBERT KELLY	3,549	MS. NANETTE D. STARK	3,143
WOODWARD ACADEMY, GA		CHESTERTON HIGH SCHOOL, IN		HORIZON HIGH SCHOOL, AZ	
MISS FRANCES SCHOOLCRAFT	3,897	MS. JANE TERRELL	3,519	MR. JAMES F. X. LYNESS, JR.	3,139
WHEELING PARK HIGH SCHOOL, WV		L B J HIGH SCHOOL, TX		LOYOLA SCHOOL, NY	
MS. SALLY L. HOFMEISTER	3,896	MR. DEL HOLZ	3,513	MR. BRENT PESOLA	3,138
POLAND HIGH SCHOOL, OH		BLOOMINGTON-JEFFERSON HS, MN		UNIVERSITY SCHOOL, FL	
MS. KRISTINA JONYHA-BERTCH	3,895	MR. STEPHEN LARSON	3,513	MR. JIM GRANT	3,136
OMAHA-CENTRAL HIGH SCHOOL, NE		COON RAPIDS HIGH SCHOOL, MN		WILLAMETTE HIGH SCHOOL, OR	
MR. LYLE A. JACKSON	3,874	MR. NICK BOLLAS	3,504	MS. MORGIA BELCHER	3,128
SUNNYSIDE HIGH SCHOOL, WA		CANTON-GLENOAK HS CAREER CTR, OH		FRANKLIN PIERCE HS, WA	
MISS ANDARA MACDONALD	3,847	MR. JAMES FOUNTAIN	3,487	MRS. JUDITH H SCHAEFER	3,125
HOLTVILLE HIGH SCHOOL, CA		DESERT VISTA HIGH SCHOOL, AZ		SHERMAN OAKS CES, CA	
MR. ROBERT H. STEFFEN	3,846	MR. R. ZANE HARWELL	3,464	MR. CHARLES OAKES	3,115
OLATHE-NORTH HIGH SCHOOL, KS		CRANE HIGH SCHOOL, TX		BATTLE GROUND ACADEMY, TN	
MR. PATRICK REIS	3,845	MRS. JERRY STEWART	3,458	MRS. JANET DOYLE	3,114
MARK KEPPEL HIGH SCHOOL, CA		KUNA HIGH SCHOOL, ID		PHARR-SAN JUAN-ALAMO-NORTH HS, TX	
MR. MICHAEL LAPMARDO	3,837	MR. JEFFREY HOLT	3,441	MS. MARY J. PELSON	3,111
WARREN-KENNEDY HS, OH		SHEBOYGAN AREA LUTHERAN HS, WI		TIGARD HIGH SCHOOL, OR	
MS. COLLEEN BLANKENSHIP	3,823	MS. KIM JONES	3,440	MRS. CHARLOTTE TYREE	3,101
EAGLE HIGH SCHOOL, ID		BELLARMINE COLLEGE PREP, CA		PLYMOUTH HIGH SCHOOL, IN	
MS. SHERRY WOODWARD	3,817	MS. ROSELLA BLUNK	3,396	MS. KATHY FAULKENBERRY	3,097
LONE PEAK HIGH SCHOOL, UT		SIOUX FALLS-LINCOLN HS, SD		CANEY VALLEY HIGH SCHOOL, KS	
MS. CAROLANN BIEL	3,806	MR. RANDY ELLIS	3,383	MR. THOMAS H. DE YARMAN	3,057
CHESTERTON HIGH SCHOOL, IN		SPRING HIGH SCHOOL, TX		PUEBLO-CENTENNIAL HS, CO	
MS. DEBORAH H. MCBRIDE	3,800	MR. ROBERT PACILIO	3,380	MR. DAVID M. PRICE	3,055
THE BARSTOW SCHOOL, MO		MT CARMEL HIGH SCHOOL, CA		KATELLA HIGH SCHOOL, CA	
MR. DANIEL MATHENY	3,792	MR. N. J. POND	3,357	MR. TIMOTHY J. WAXENFELTER	3,046
FINDLAY HIGH SCHOOL, OH		MURRAY HIGH SCHOOL, UT		QUIGLEY CATHOLIC HS, PA	

MS. NELDA D. CHAPMAN	3,046	MS. JANET ROSE	3,661	MS. LANA S. HALL	3,023
RANGEVIEW HIGH SCHOOL, CO		KEARNEY SR HIGH SCHOOL, NE		HEREFORD HIGH SCHOOL, TX	
MS. DORENE NELSON	3,045	MS. GAY JANIS	3,644	MR. JEFFREY HANEY	3,018
GROTON HIGH SCHOOL, SD		GILMOUR ACADEMY, OH		ATCHISON HIGH SCHOOL, KS	
MR. MARTIN LAMANSKY	3,038	MR. CALVIN J. VANDE HOEF	3,638	MS. HELEN P. KELLEY	2,982
STEAMBOAT SPRINGS HS, CO		SIMLEY HIGH SCHOOL, MN		OREGON CITY HIGH SCHOOL, OR	
MS. SALLY SQUIBB	3,034	MR. KEN PADEN	3,614	MRS. SHERRY WHITCOMB	2,980
LEWISVILLE HIGH SCHOOL, TX		ST JOSEPH-CENTRAL HS, MO		KOKOMO HIGH SCHOOL, IN	
MR. DON SCHULTE	3,021	MR. MICKEY D. HUTSON	3,576	MR. JOHN HALL	2,966
PATTONVILLE HIGH SCHOOL, MO		COLLIERVILLE HIGH SCHOOL, TN		LAWRENCE CENTRAL HS, IN	
MR. WAYNE WAGNER	3,015	MR. RICHARD MITTELSTEDT	3,523	MS. SUSAN MOORE	2,956
ROLLING MEADOWS HIGH SCHOOL, IL		WATERTOWN HIGH SCHOOL, SD		SCOTT COUNTY HIGH SCHOOL, KY	
		MR. MICHAEL TRAAS	3,513	MR. ROBERT R. LARCHER	2,947
		APPLETON EAST HIGH SCHOOL, WI		ST JOHN'S JESUIT, OH	
MR. CRAIG A. AUSTIN	6,487	MS. KIM R. CRANSTON	3,498	MS. CAROLE DICKEY	2,945
CENTENNIAL HIGH SCHOOL, CA		MARQUETTE HIGH SCHOOL, MO		DES MOINES-LINCOLN HS, IA	
MR. NICK PANOPOULOS	6,362	MR. BILL SEYMOUR	3,491	MS. KATHRYN A. WANER	2,932
CHEYENNE-CENTRAL HS, WY		ACTON BOXBOROUGH REG HS, MA		COLUMBIA-HICKMAN HS, MO	
MR. TRUMAN HUMBERT	6,210	MS. JUDITH JAVERSAK	3,481	MRS. PAMELA SCHULTZ-TACCONA	2,925
SOUTHSIDE HIGH SCHOOL, SC		STURGIS-BROWN HIGH SCHOOL, SD		GLENBROOK-SOUTH HS, IL	
MR. JAMES R. MORRILL	6,169	MR. DEREK L. YUILL	3,471	MS. CAROL HARDTKE	2,918
RAYTOWN-SOUTH HIGH SCHOOL, MO		GABRIELINO HIGH SCHOOL, CA		MARQUETTE UNIVERSITY HS, WI	
MR. SCOTT GINGER	6,151	MR. WEDGE CROUCH	3,430	MS. SUSAN L. ANDERSON	2,910
GREEN VALLEY HIGH SCHOOL, NV		OZARK HIGH SCHOOL, MO		RICHARDTON-TAYLOR HS, ND	
MR. ROBERT A. CHALENDER	55,21	MR. JON KACHELMACHER	3,429	MR. THOMAS VAVRA	2,910
EL DORADO HIGH SCHOOL, KS		ROSEMOUNT SR HIGH SCHOOL, MN		LOYOLA HIGH SCHOOL, CA	
MR. DAVID MATLEY	5,511	MR. TIM STROUD	3,425	MS. LEE ANN JONES	2,905
DANVILLE-MONTE VISTA HS, CA		W T WOODSON HIGH SCHOOL, VA		HARLINGEN HS SOUTH, TX	
MR. MICHAEL C. GROVE	5,489	MR. WILLIAM BARTHELME	3,415	MS. MARTHA BENHAM	2,900
LA COSTA CANYON HS, CA		BERGENFIELD HIGH SCHOOL, NJ		COLUMBINE HIGH SCHOOL, CO	
MS. TERESA LEE	5,274	MR. KEVIN MEYER	3,387	MS. EILEEN WAITE	2,895
ALIEF-HASTINGS HS, TX		ANDOVER HIGH SCHOOL, KS		RANDOLPH HIGH SCHOOL, NJ	
MS. SUZANNE S. MUNSELL	5,239	MS. LINDA SHIPLEY	3,378	MR. GREGORY R. STEVENS	2,888
ESPERANZA HIGH SCHOOL, CA		BARTLESVILLE HIGH SCHOOL, OK		OKOBOJI COMMUNITY SCHOOL, IA	
MR. TODD A. MURRAY	4,984	MR. FRANK A. LANGHEINRICH	3,368	MS. RITA PRICHARD	2,881
JENKS HIGH SCHOOL, OK		SALT LAKE CITY-EAST HS, UT		GALT HIGH SCHOOL, CA	
MS. CONNIE AUFDENBRINK	4,773	MRS. GINA WILKINSON	3,279	MR. RICHARD GOLDIE	2,879
LAMAR CONSOLIDATED HS, TX		CREEKVIEW HIGH SCHOOL, TX		LEXINGTON HIGH SCHOOL, SC	
MS. SUZANNE E. THEISEN	4,767	MS. JODY EVES	3,270	MR. ARCHIE PAINTER	2,875
STOW MUNROE FALLS HS, OH		SALINA-SOUTH HIGH SCHOOL, KS		SHERANDO HIGH SCHOOL, VA	
MR. MATTHEW WHIPPLE	4,704	MS. GRETCHEN G. NASH	3,254	MR. IRA L EVERS	2,871
GLENBROOK-SOUTH HS, IL		HAMILTON HEIGHTS HS, IN		ALAMO HEIGHTS HIGH SCHOOL, TX	
MS. D'ARCY PATEY	4,642	MR. MARIO L. HERRERA	3,213	MS. SANDRA D. SCHNEIDER	2,870
FOREST HILLS HIGH SCHOOL, ME		ELDORADO HIGH SCHOOL, NM		LAKE TRAVIS HIGH SCHOOL, TX	
MR. GREG GRAFFMAN	4,573	MS. LARA S. BOUCHARD	3,212	MS. JILL LOFALD	2,863
HAVEN HIGH SCHOOL, KS		ADVANCED TECHNOLOGIES ACADEMY, NV		DULUTH-DENFELD HS, MN	
MR. RON GRIMSLEY	4,523	MS. MARY A. BETANCOURT	3,209	MS. JUDITH M. ROGERS	2,857
MITCHELL HIGH SCHOOL, SD		MOORESTOWN HIGH SCHOOL, NJ		CASCIA HALL PREP, OK	
MS. CHARLOTTE BROWN	4,430	MS. REGINA REYNOLDS	3,202	MS. KATHERINE CAMPBELL LIGON	2,851
GREGORY-PORTLAND HS, TX		CANFIELD HIGH SCHOOL, OH		COOKEVILLE HIGH SCHOOL TN	
MRS. DEBRAL L. WEIHER-TRAAS	4,289	MR. STEVEN M. HELMAN	3,199	MRS. LEE ELLEN BEACH	2,849
APPLETON EAST HIGH SCHOOL, WI		KAMIAK HIGH SCHOOL, WA		CLARKSVILLE-NORTHEAST HS, TN	
MR. THOMAS WILLIAMS	4,098	MR. STEVEN GARGO	3,190	MR. ROBERT SPEIRS	2,845
HOWLAND HIGH SCHOOL, OH		APPLETON-WEST HIGH SCHOOL, WI		SPEARFISH HIGH SCHOOL, SD	
MS. KAYE MAGILL	4,044	MS. ANNE WALLIN	3,151	MR. THOMAS S. MCCLARY, JR.	2,837
WESTFIELD HIGH SCHOOL, TX		STANDLEY LAKE HIGH SCHOOL, CO		MIAMI-SOUTHRIDGE HS, FL	
MR. GREGORY N. DAVIS	3,975	MS. VIRGINIA KOHL	3,136	MS. KELLY J. SMITH	2,835
LAKEWOOD HIGH SCHOOL, CO		BOONE COUNTY HIGH SCHOOL, KY		LA JUNTA HIGH SCHOOL, CO	
MS. MELBA LA CAZE	3,932	MR. THOMAS J. DOWNS	3,127	MRS. IDOLENE MAZZA	2,834
BOLTON HIGH SCHOOL, LA		BISHOP KEARNEY HIGH SCHOOL, NY		WARRENSBURG HIGH SCHOOL, MO	
MRS. JOANNA CONE	3,904	MR. MARTIN A. CRONIN	3,125	MR. JAMES COLEMAN	2,821
ODESSA-PERMIAN HS, TX		DOUGLAS HIGH SCHOOL, NV		RAPID CITY-CENTRAL HS, SD	
MS. SUZANNE WOLFE TERRY	3,900	MS. PAULA PARTAIN	3,115	MR. RICHARD L. BALFE	2,814
HAMBLIN HIGH SCHOOL WEST, TN		CENTRAL KITSAP HIGH SCHOOL, WA		B F TERRY HIGH SCHOOL, TX	
MR. NOEL S. SELEGZI	3,885	MS. LORI MASTRUD-BABCOCK	3,108	MS. PAT CANNON	2,809
HUNTER COLLEGE HIGH SCHOOL, NY		DULUTH-EAST HIGH SCHOOL, MN		HIGHLAND PARK HIGH SCHOOL, IL	
MR. CURTIS W. SOMERS	3,883	MR. MICHAEL B. VERGIN	3,107	MR. JOHN D. EICHMAN	2,800
JAMES MADISON HIGH SCHOOL, VA		MOUNDS PARK ACADEMY, MN		YUCAIPA HIGH SCHOOL, CA	
MR. DAVID DUTTON	3,816	MS. PEGGY L. HESS	3,101	MS. JOANN HAMM	2,788
PENN HIGH SCHOOL, IN		PENSACOLA HIGH SCHOOL, FL		WEBSTER SR HIGH SCHOOL, NY	
MRS. TERRY PETERS	3,798	MR. KARL R. PACKER	3,100	MRS. TRUDY K. KINMAN	2,786
LAKE CITY HIGH SCHOOL, ID		ALTA HIGH SCHOOL, UT		NORTHEAST NODAWAY R-V HS, MO	
MS. MARY T. GORMLEY	3,782	MR. DAN JOHNSON	3,068	MS. CAROL ANN HART	2,784
MONTVILLE HIGH SCHOOL, NJ		RAYMOND-CENTRAL HIGH SCHOOL, NE		LANGDON PUBLIC HS, ND	
MR. ANTHONY E. MYERS	3,780	MR. ANDREW G. WEST	3,065	MR. JOE D. TREVINO, JR.	2,783
DURANGO HIGH SCHOOL, CO		MYERS PARK HIGH SCHOOL, NC		BISHOP HIGH SCHOOL, TX	
MR. TOM CUBBAGE	3,780	MR. GLEN COOK	3,047	MS. CHARLOTTE BOTEILHO	2,773
GREAT FALLS-RUSSELL HS, MT		GREELEY-CENTRAL HIGH SCHOOL, CO		H P BALDWIN HIGH SCHOOL, HI	
MR. EDWARD DAVIS	3,706	MR. TRACY M. STEINER	3,025	MR. JAMES ROSENBERG	2,772
CENTENNIAL HIGH SCHOOL, CA		BEULAH HIGH SCHOOL, ND		CRYSTAL LAKE-SOUTH HS, IL	

MS. TWINKLE JOHNSON DEER PARK HIGH SCHOOL, TX	2,765	MS. SANDRA L. MARTINEAU BONITA VISTA HIGH SCHOOL, CA	2,610	MR. JAMES E. MASTERS DALLAS-HIGHLAND PARK HS, TX	2,453
MR. MAX GRIFFITH ELGIN HIGH SCHOOL, OH	2,763	MR. KELLY PARKER SIOUX FALLS-ROOSEVELT HS, SD	2,607	MR. ERIC BECKMAN ANOKA HIGH SCHOOL, MN	2,451
MR. TONY ROSENBERGER RIVER VALLEY HIGH, AZ	2,760	MR. JACOB VOGLER BISHOP MONTGOMERY HS, CA	2,606	MRS. GAIL A. CHASTAIN SAN FRAN-MERCY HIGH SCHOOL, CA	2,445
MRS. KELLY ANN REESE BAKERSFIELD HIGH SCHOOL, CA	2,758	MS. BONNIE O'LEARY SHAW HIGH SCHOOL, OH	2,602	MS. ROBIN KNOEPKE PALMER HIGH SCHOOL, CO	2,445
MS. CANDIS L. PEE DAYTON-OAKWOOD HS, OH	2,750	MRS. DIANE M. RITZDORF ARAPAHOE HIGH SCHOOL, CO	2,591	MR. CHRISTOPHER NORTON EAST GRAND RAPIDS HIGH SCHOOL, MI	2,435
MRS. BARBARA OCHOA ALTA HIGH SCHOOL, UT	2,743	MS. MARY FURLONG DELONE CATHOLIC HS, PA	2,588	MS. SARAH ROSENBERG CLEVELAND HIGH SCHOOL, CA	2,435
MRS. SHARON SUMMERS ARAPAHOE HIGH SCHOOL, CO	2,742	MS. DEBRA THORSON FOOTHILL HIGH SCHOOL, CA	2,585	MR. KENNETH ADAJR HOHANSEN HS, CA	2,435
MS. CATHY JOHNSTON PINE FOREST SR HIGH SCHOOL, NC	2,733	MR. W. MICHAEL NAILOR DANVILLE HIGH SCHOOL, PA	2,584	MR. MICHAEL D. AMSTUTZ VERMILION HIGH SCHOOL, OH	2,426
MS. TERRI FIELDS SUNNYSLOPE HIGH SCHOOL, AZ	2,733	MRS. MARILYN C. CHILDS CHELSEA HIGH SCHOOL, VT	2,583	MS. LESLEY SAXBY FRANKLIN REGIONAL HS, PA	2,398
MR. DAVID A. PETERS ST AGNES ACADEMY, TX	2,731	MR. ROBERT MARKS ALBUQUERQUE ACADEMY, NM	2,583	MS. KIMBERLY HUTCHENS RENO HIGH SCHOOL, NV	2,390
DR. ROBERT LITTLEFIELD FARGO-SHANLEY HIGH SCHOOL, ND	2,729	MS. JANE NELSON COUNCIL BLUFFS-LINCOLN HS, IA	2,581	MR. TOM PRILL LAFAYETTE-JEFFERSON HS, IN	2,387
MS. CINDY BOMBOSKE MONACAN HIGH SCHOOL, VA	2,728	MR. DAVID PHILLER GLYNN ACADEMY, GA	2,575	MS. JAN M. CLARK BAKERSFIELD-HIGHLAND HS, CA	2,370
MRS. GLORIA O'SHIELDS FARMINGTON HIGH SCHOOL, NM	2,721	MR. SANFORD BERMAN EL CERRITO HIGH SCHOOL, CA	2,566	MS. CAROLYN W. SALAM LOGAN-ROGERSVILLE HS, MO	2,362
MR. ROBERT S. DEUTSCH WEST LAFAYETTE HIGH SCHOOL, IN	2,718	MS. JUDITH A. ROBINSON GRESHAM HIGH SCHOOL, OR	2,566	MR. WALTER KAHUMOKU III KAMEHAMEHA SCHOOLS, HI	2,354
MRS. NOELLE BAKER CHADRON HIGH SCHOOL, NE	2,717	MS. THERESA A. MANCHEY JAMES WOOD HS, VA	2,564	MR. CHARLES R. DUNN FORT COLLINS HIGH SCHOOL, CO	2,343
MS. BARBARA FUNKE CHESTERTON HIGH SCHOOL, IN	2,712	MS. SUSAN TELEHANY YSLETA HIGH SCHOOL, TX	2,563	MS. GAIL H. ENDRODIBAUWENS MATAWAN REGIONAL HS, NJ	2,338
MR. DAVID WILLIAMS GARDEN CITY HIGH SCHOOL, KS	2,711	MS. MARY SUE A. CROMMELIN FIRST COLONIAL HIGH SCHOOL, VA	2,556	MR. BILL HEALY BELLARMINE COLLEGE PREP, CA	2,335
SR. ISABELLA TRINIDAD-CATHOLIC HIGH SCHOOL, CO	2,708	MRS. DAYNA WALLMARK PORTLAND-LINCOLN HS, OR	2,551	MS. NANCY GROVES LAMAR HIGH SCHOOL, CO	2,331
MR. JAMES W. RYE, III THE MONTGOMERY ACADEMY, AL	2,702	MR. KIRBY CHIN BRONX HS OF SCIENCE, NY	2,549	MISS VICKIE A. MAYER WASHBURN HIGH SCHOOL, ND	2,328
MS. SUE ELLEN NORRIS FLAGSTAFF HIGH SCHOOL, AZ	2,702	MR. DOUGLAS FRANK SCOTTSBLUFF HIGH SCHOOL, NE	2,544	MRS. JACQUELYN LANGSTON BLUE SPRINGS HIGH SCHOOL, MO	2,312
MS. PAULA MITTLEMAN BRIDGEWATER-RARITAN REG HS, NJ	2,687	MISS SUE KUPFER CAMDENTON HIGH SCHOOL, MO	2,541	MRS. DIANA KRAUSS PHOENIX-CENTRAL HIGH SCHOOL, AZ	2,310
MR. J. CONRAD DAVIS CHAPARRAL HIGH SCHOOL, AZ	2,669	MS. LINDA HEINZE WESTMINSTER SCHOOLS, GA	2,537	MS. DEBORAH LARSEN MARSHFIELD HIGH SCHOOL, OR	2,310
MS. LYNNE R. TSCHUDY JACKSON HIGH SCHOOL, OH	2,667	MR. J. ALAN TRIVETT WEST CHARLOTTE HS, NC	2,537	MRS. LYNNE MOEHRING BUSTLE CENTERVILLE HIGH SCHOOL, OH	2,309
MRS. SANDI SHELTON JASPER HIGH SCHOOL, TX	2,667	MS. TERI ROBINSON GREEN RIVER HIGH SCHOOL, WY	2,528	MR. GARY ELLS ST MARY'S HIGH SCHOOL, KS	2,309
MR. DOUG MILLS GREENSBURG-CEN CATHOLIC HS, PA	2,666	MRS. LINDA MILLER FAIRBORN HIGH SCHOOL, OH	2,518	MRS. MICHELE K. COODY SAINT JAMES SCHOOL, AL	2,308
MS. DONNA BROWN PUTNAM CITY HIGH SCHOOL, OK	2,659	MS. MARY A. FRIDH LA PORTE HIGH SCHOOL, IN	2,516	SR. CECILIA M. HERMANN IMMACULATE HEART CENTRAL HS, NY	2,300
MS. MARY A. SCHICK MICHAEL KROP HIGH SCHOOL, FL	2,656	MS. DEBBIE JOHNSON ROUND ROCK HIGH SCHOOL, TX	2,507	MR. JAMES BERGER RIPON HIGH SCHOOL, WI	2,298
MR. GREG SCHULTZ MEAD HIGH SCHOOL, WA	2,653	MR. STEVE D. ESTENSON COTTAGE GROVE-PARK HS, MN	2,506	MR. DALE KNOWLTON HICKMAN MILLS HIGH SCHOOL, MO	2,273
MS. MARY SHERMAN WEST FARGO HIGH SCHOOL, ND	2,649	MRS. ALICE E. NORTH PINEVILLE HIGH SCHOOL, LA	2,501	MS. LINDA K. PARRISH CORONA DEL SOL HIGH SCHOOL, AZ	2,270
MR. TED W. MENKE GREYBULL HIGH SCHOOL, WY	2,648	MRS. ELOISE A. WEISINGER ALDINE SR HIGH SCHOOL, TX	2,497	MS. BARBARA MCCAIN SAN ANGELO-CENTRAL HS, TX	2,265
MS. OPAL M. MORSE PT PLEASANT SR HIGH SCHOOL, WV	2,643	MS. BRENDA DONOFRIO EVANSVILLE MATER DEI HS, IN	2,492	MR. JAMES E. CASEY COMO PARK HIGH SCHOOL, MN	2,259
MR. MICHAEL BACON NEWBURGH FREE ACADEMY, NY	2,642	MS. NANCY C. PHAUP PRINCE EDWARD COUNTY HS, VA	2,487	MS. SHELLAINE SCHWATKEN FREDONIA HIGH SCHOOL, KS	2,252
MS. THERESE V. RICH PONDEROSA HIGH SCHOOL, CO	2,640	MS. SANDRA BIAS LINN HUNTINGTON HIGH SCHOOL, WV	2,485	MR. NICK P. BOBIS THORNWOOD HIGH SCHOOL, IL	2,249
MS. LEE MYERS CHRISTOPHER COLUMBUS HS, FL	2,639	MRS. KAREN WILBANKS PLANO SR HIGH SCHOOL, TX	2,484	MR. RICHARD DEMPSEY EVANSTON TWP HIGH SCHOOL, IL	2,238
MR. STEVE HAMERSMA ABERDEEN-CENTRAL HIGH SCHOOL, SD	2,638	MRS. SANDRA W. DAVIS BATTLE GROUND ACADEMY, TN	2,480	MR. WILLIAM J. MURRAY MECHANICSBURG HIGH SCHOOL, PA	2,231
MS. SHAWN CRAIN-MENA HANKS HIGH SCHOOL, TX	2,635	MRS. A. H. DORFMAN HALF HOLLOW HILLS HS EAST, NY	2,477	MS. JUDITH A. SPEER REGINA DOMINICAN HIGH SCHOOL, IL	2,225
MS. NIKI ALDERSON MULDROW HIGH SCHOOL, OK	2,629	DR. ROBERT G. EISENHAEUER GETTYSBURG SENIOR HS, PA	2,473	MS. CAROL GRUSKI DAVIS HIGH SCHOOL, UT	2,219
MR. JAMES CASSEY GRAND ISLAND HIGH SCHOOL, NE	2,626	MRS. MARY C. GREEN PASADENA HIGH SCHOOL, TX	2,469	MR. BRYAN R. PURDIE SKY VIEW HIGH SCHOOL, UT	2,218
MS. JO RUSSELL EDMOND-NORTH HIGH SCHOOL, OK	2,622	MS. JANE MCCLARIE LAUGHLIN SCARBOROUGH HIGH SCHOOL, ME	2,469	MRS. PAULA M. REED COLUMBINE HIGH SCHOOL, CO	2,211
MRS. TERRI ROBINSON CANTERBURY HIGH SCHOOL, IN	2,611	MS. MARIA P. CARUSI GWYNEDD MERCY ACADEMY PA	2,460	MS. ELAINE SCHMIDTBERGER BISHOP MIEGE HIGH SCHOOL, KS	2,210

MR. JOSEPH JOHNSON	2,209	MR. EARL SQUYRES	2,092	MS. CHERYL KOZLOW	1,972
SAN ANTONIO-MADISON HS, TX		TWIN FALLS HIGH SCHOOL, ID		HOMEWOOD-FLOSSMOOR HS, IL	
MR. MARTINGLENDINNING	2,208	MR. DALE SHIKOWSKI	2,083	MR. RICHARD MERZ	1,968
BROKEN ARROW HS, OK		GREENDALE HIGH SCHOOL, WI		OXFORD HILLS HIGH SCHOOL, ME	
MR. ROBERT GALLIGAN	2,206	MS. CATHERINE LUHR	2,083	MRS. CARLA BROWN	1,967
KUEMPER HIGH SCHOOL, IA		MOUNT MERCY ACADEMY, NY		LEE'S SUMMIT HIGH SCHOOL, MO	
MR. GREGG REED	2,205	MR. BOB HORLICK	2,081	MS. LORNA KORBER	1,967
LOGANSPOUT HIGH SCHOOL, IN		AUBURN SR HIGH SCHOOL, WA		CLAREMONT HIGH SCHOOL, CA	
MS. DENISE BOOHER WALKER	2,202	MR. CHARLES GOOLSBY	2,079	MR. WILLIAM HORSCH	1,963
LAFAYETTE-JEFFERSON HS, IN		SILVER LAKE HIGH SCHOOL, KS		SHEBOYGAN-NORTH HIGH SCHOOL, WI	
MR. CHARLES SLOAT	2,199	MS. JEANNE SANDE	2,076	MR. MARK E. STUCKY	1,959
IONA PREP SCHOOL, NY		KETCHIKAN HIGH SCHOOL, AK		MOUND RIDGE HIGH SCHOOL, KS	
MRS. JOEY K. MIYAMOTO	2,196	MS. KATHERINE GRIFFIN	2,059	MS. KRIS LINDVALL	1,959
IOLANI SCHOOL, HI		HILLSBOROUGH HIGH SCHOOL, FL		MANKATO-WEST HIGH SCHOOL, MN	
MS. MARY TALSKY	2,194	MR. KEN TROYER	2,055	MS. SHARRON L. HEINRICH	1,956
PIUS XI HIGH SCHOOL, WI		LYONS HIGH SCHOOL, KS		GABRIELINO HIGH SCHOOL, CA	
MRS. BARBARA REED	2,192	MR. BRIAN HAYENGA	2,054	MR. DENNIS DE YOUNG	1,953
PAPILLION-LA VISTA HS, NE		DES MOINES NORTH HIGH SCHOOL, IA		MONTGOMERY BELL ACADEMY, TN	
MR. MARK WEBBER	2,192	MR. MATTHEW SPITLER	2,051	MS. JANET HAAR	1,952
HOUSTON-MEMORIAL HS, TX		ROWLAND HIGH SCHOOL, CA		SIOUX FALLS-ROOSEVELT HS, SD	
MR. KIRBY VOLZ	2,190	MS. CARLA MCKENZIE	2,045	MS. VICKIE WIGINTON	1,951
FORT WAYNE-SOUTH SIDE HS, IN		PAWHUSKA HIGH SCHOOL, OK		LAWTON HIGH SCHOOL, OK	
MR. STEVE MEADOWS	2,187	MR. JIMMY COX	2,038	MR. RANDY LEWANDOWSKI	1,950
DANVILLE HIGH SCHOOL, KY		ST MARTIN'S EPISCOPAL SCHOOL, LA		TORRINGTON HIGH SCHOOL, WY	
MS. CELIA A. FOSTER	2,185	MS. JOAN M. MACRI	2,025	MR. SCOTT TEACHENOR	1,946
MOUNTAIN VIEW HIGH SCHOOL, OR		LEWISTON HIGH SCHOOL, ME		RENO HIGH SCHOOL, NV	
MR. RONALD A. INGLE	2,181	MR. MORRIS BLOCK	2,023	MS. LINDA BROWN	1,944
DENVER-WEST HIGH SCHOOL, CO		RIVERDALE HIGH SCHOOL, LA		PUTNAM CITY-WEST HIGH SCHOOL, OK	
MS. RACHEL K. LEACH	2,174	MR. JOHN C. HAM	2,020	MR. GERALD W. MEIER	1,942
GRESHAM-BARLOW HS, OR		KANSAS CITY-WINETONKA HS, MO		BLACK HAWK HIGH SCHOOL, WI	
MS. TRUDY WORKMAN	2,173	MS. SHARON A. STRONG	2,020	MR. SCOTT ELDER	1,940
LOVELL HIGH SCHOOL, WY		OCEANSIDE HIGH SCHOOL, CA		ALBQ-HIGHLAND HIGH SCHOOL, NM	
MS. FRAN BORCHERS	2,172	MR. JOEL B. SHORT	2,018	MS. SUE MORSE	1,938
SYLVANIA-NORTHVIEW HS, OH		BELTON HIGH SCHOOL, MO		SPRINGDALE HIGH SCHOOL, AR	
MR. STEVEN J. FETZIK	2,167	MS. BETSY SEXTON	2,017	MS. RITA YUNKER	1,931
AUSTIN HIGH SCHOOL, MN		KANSAS CITY-ROCKHURST HS, MO		CANEVIN HIGH SCHOOL, PA	
MS. NORMA L. GARRETT	2,164	MRS. ALICE B. ROTE	2,016	MS. DONNA MILLER	1,929
AZTEC HIGH SCHOOL, NM		COPLEY HIGH SCHOOL, OH		JACKSON PREP SCHOOL, MS	
MR. ROBERT STOCKTON	2,161	MRS. JOSETTE SURRATT	2,013	MR. DOUG MCCONNAHA	1,924
KATELLA HIGH SCHOOL, CA		TEURLINGS-CATHOLIC HS, LA		CORVALLIS HIGH SCHOOL, MT	
MS. MARJORIE BRENNER	2,156	MS. MARY JO MCVAY	2,013	MS. TAMARA REFFETT	1,923
TOLEDO-WHITMER HS, OH		PERU HIGH SCHOOL, IN		LA PORTE HIGH SCHOOL, IN	
MR. SHERWINE BENNES	2,150	MS. SANDY PETERSON	2,010	MS. ROSEMARY KINCAID	1,923
CLARK HIGH SCHOOL, NV		V J AND ANGELA SKUTT CATH HS, NE		ABILENE HIGH SCHOOL, TX	
MR. JAMES R. GUNDERSON	2,148	MRS. LOU HARWELL	2,009	MR. GREGORY F. MAY	1,917
CASPER-KELLY WALSH HS, WY		CRANE HIGH SCHOOL, TX		MAIZE HIGH SCHOOL, KS	
MRS. IVONNE J. COOK	2,143	MS. REBECCA YAGER	2,003	MR. GERALD P. MURPHY	1,916
EVERGREEN HIGH SCHOOL, CO		DERBY HIGH SCHOOL, KS		GLENBROOK-NORTH HS, IL	
MRS. JANET E. DICENZO	2,137	MR. GREG MALIS	2,001	MS. GLENDA L. SULLIVAN	1,912
KENNEDY-KENRICK CATHOLIC HS, PA		NEWMAN SCHOOL, LA		DICKSON COUNTY HS, TN	
MR. GRADY FRANKLIN	2,136	MS. JUDY MCKEEVER	2,001	MR. KEN LOPINOT	1,912
CHASE HIGH SCHOOL, NC		TUALATIN HIGH SCHOOL, OR		PATTONVILLE HIGH SCHOOL, MO	
MS. KELLY JORGENSEN	2,134	MR. ROYCE A. RICE	1,993	MS. CAROL P. TRUSTY	1,906
SKYVIEW HIGH SCHOOL, MT		NORTH HILLS HIGH SCHOOL, PA		ANTIOCH HS, TN	
MRS. JOY ROBBINS	2,132	MS. SUSAN RICHEY	1,993	MRS. SANDRA K. ROSE	1,903
CHRYSLER HIGH SCHOOL, IN		KOKOMO HIGH SCHOOL, IN		FENWICK HIGH SCHOOL, IL	
MR. DAVID GALE	2,131	MR. MICHAEL MILLER	1,989	MS. REBECCA BROUGH	1,900
OTTER VALLEY UNION HIGH SCHOOL, VT		EAST DES MOINES HIGH SCHOOL, IA		OLYMPUS HIGH SCHOOL, UT	
MRS. SUSAN M. HITTSON	2,125	MRS. PAM LISNER	1,988	MR. BRENT C. OBERG	1,892
CHRYSLER HIGH SCHOOL, IN		TYLER-LEE HIGH SCHOOL, TX		HIGHLANDS RANCH HS, CO	
MS. MARY KNUTSON	2,124	MS. DONNA CRANE	1,988	MS. BETSY C. ROSS	1,885
CEDARBURG HIGH SCHOOL, WI		OSAGE CITY HIGH SCHOOL, KS		EAST MECKLENBURG HS, NC	
MRS. CAROL HARMS	2,120	MS. BRENDA BOLLINGER	1,987	MS. MARIANNE STICH	1,881
BELLEVILLE-EAST HIGH SCHOOL, IL		OAKVILLE SR HIGH SCHOOL, MO		BISHOP KELLEY HIGH SCHOOL, OK	
MR. TIMOTHY M. NEVILLE	2,118	MR. MATT DAVIS	1,985	MR. BART SPRAGUE	1,876
WOOD RIVER HIGH SCHOOL, ID		LINCOLN-EAST HIGH SCHOOL, NE		TOPEKA HIGH SCHOOL, KS	
MS. LORI BROWN	2,116	MR. JAMES LESTER	1,982	MRS. RACHEL A. BAUMANN	1,875
CYPRESS HIGH SCHOOL, CA		TALIHINA HIGH SCHOOL, OK		FOREST LAKE SR HIGH, MN	
MR. JACK SMITH	2,116	MR. TODD SCHNAKE	1,980	MR. CECIL M. TRENT III	1,865
MADRID-WASHINGTON CEN SCHOOL, NY		RAYMORE-PEDICULAR HIGH SCHOOL, MO		NORTHBROOK SR HS, TX	
MR. JOE JORLAND	2,112	MRS. KIMBERLY D. GIESTING	1,979	MS. BEVERLY JORLAND	1,860
WALKER HIGH SCHOOL, MN		CONNERSVILLE SR HIGH SCHOOL, IN		WALKER HIGH SCHOOL, MN	
MR. MIKE PITTMAN	2,108	MRS. CARMEN S. ADKINS	1,977	MRS. KATHRYNE PUGH	1,860
SAVANNAH HIGH SCHOOL, MO		SANDALWOOD HIGH SCHOOL, FL		HUNTERS LANE HIGH SCHOOL, TN	
DR. CARL GRAVES	2,105	MR. RICHARD D. BROWN	1,974	MS. SALLY PIES	1,854
PEMBROKE HILL SCHOOL, MO		MILLARD-SOUTH HIGH SCHOOL, NE		BROOKINGS HIGH SCHOOL, SD	
MR. GREG ADKINS	2,103	MS. NANCY L. GINGRAS	1,974	MR. FRED VOGT	1,852
FLATHEAD CO HIGH SCHOOL, MT		ALEXANDRIA SR HIGH SCHOOL, LA		PEKIN COMM HIGH SCHOOL, IL	
MS. SHARON GIVENS	2,095	MS. DONNA R. MATTHEWS	1,973	MR. SIMON CHIU	1,850
PERRY TRADITIONAL ACADEMY, PA		HATTIESBURG HIGH SCHOOL, MS		SAN FRAN-ST IGNATIUS, CA	



MR. JOHN HUFFERD	1,845	MS. BEVERLEY SCROGGINS	1,683	MS. MARY ANN HAMBURGER	1,570
BUENA PARK HIGH SCHOOL, CA		GRANITE CITY SR HIGH SCHOOL, IL		CHEYENNE-CENTRAL HS, WY	
MS. MARY YORKE	1,841	MR. TOM MOSBERGER	1,679	MR. BRET MCCLENDON	1,568
MUNSTER HIGH SCHOOL, IN		CANTON-GLENOAK HS CAREER CTR, OH		WASHBURN RURAL HS, KS	
MR. DAVID W. WITT	1,839	MR. JOHN B. MURPHY	1,675	MRS. JOYCE HANNULA	1,567
COLUMBUS HIGH SCHOOL, NE		PLEASANTVILLE HS, NY		BOZEMAN HIGH SCHOOL, MT	
MR. SCOTT ROWLAND	1,835	MR. SCOTT VOSS	1,674	MS. KAREN S. GRIESINGER	1,566
ELMA HIGH SCHOOL, WA		APPLE VALLEY HIGH SCHOOL, MN		MIDDLETOWN HIGH SCHOOL, OH	
MR. GREG BUNDY	1,830	MR. RALPH J. KARN	1,673	MR. MANUEL HALKIAS	1,565
FRESNO-ROOSEVELT HS, CA		KEYSTONE OAKS HS, PA		CANTON-MCKINLEY HS, OH	
MS. DIANA E. GASSIE	1,825	MS. PAT C. FELLERS	1,671	MR. MARK PERRY	1,556
CECILIA HIGH SCHOOL, LA		EL DORADO HIGH SCHOOL, KS		YUKON HIGH SCHOOL, OK	
MS. CATHY SMALES	1,823	MS. JENNIFER J. BRADLEY	1,671	MS. KIM FALCO	1,555
ELKO HIGH SCHOOL, NV		ABINGDON HIGH SCHOOL, VA		FRANKLIN HIGH SCHOOL, TX	
MS. MARY M. SEIM	1,817	MS. ELIZABETH LINDSAY	1,668	MR. SCOTT FOYT	1,553
WHEATLAND HIGH SCHOOL, WY		TIOGA HIGH SCHOOL, LA		MONMOUTH ACADEMY, ME	
MS. BONNIE S. ADAMS-BARKER	1,809	MRS. KATY KESTNER	1,664	MR. CHARLES DRIBIN	1,550
NASHVILLE-OVERTON HS, TN		CARMEL HIGH SCHOOL, IN		GLENBROOK-NORTH HS, IL	
MR. CARLTON THOMAS	1,802	MR. RUSSELL SCHEMBER	1,664	MS. VICKI BALZER	1,544
CALHOUN HIGH SCHOOL, GA		LAS VEGAS HIGH SCHOOL, NV		MIDPARK HIGH SCHOOL, OH	
MS. LINDA COATS	1,796	MRS. KIM GANGWISH	1,658	MRS. MICHELE LOCKHART HENRY	1,543
A & M CONSOLIDATED HS, TX		BELLEVUE-EAST HIGH SCHOOL, NE		RIO GRANDE HIGH SCHOOL, NM	
MR. LARRY ARNHOLD	1,793	MR. JEFF SCHNEIDER	1,657	MS. SANDRA J. BERKOWITZ	1,542
DEER PARK HIGH SCHOOL, TX		ELIZABETH HIGH SCHOOL, NJ		UNIVERSITY LIGGETT SCHOOL, MI	
MS. JUDY L. SEWARD	1,790	MS. DIANE SWINK	1,655	MS. KRISTINE BESEL	1,541
CENTREVILLE HIGH SCHOOL, VA		CANTON-SOUTH HIGH SCHOOL, OH		WORTHINGTON SR HS, MN	
MS. EARLENE REICHERT	1,787	MR. MATT FRASER	1,652	MS. JANICE CALDWELL	1,541
EL MOLINO HIGH SCHOOL, CA		HEAD-ROYCE SCHOOL, CA		LINDALE HIGH SCHOOL, TX	
MS. KATHRYN F. SUTUSKY	1,776	MR. PATRICK PINS	1,647	MR. TROY L. LANGDON	1,540
COLUMBIA-DREHER HS, SC		MANDAN HIGH SCHOOL, ND		ULYSSES HIGH SCHOOL, KS	
DR. BERNARD ZAIDMAN	1,773	MS. SARA JOHNSTON	1,645	MR. DENNIS HENRY	1,538
GREENVILLE HIGH SCHOOL, SC		CHENEY HIGH SCHOOL, WA		MOUNT MIGUEL HIGH SCHOOL, CA	
MRS. JOAN L. WILLIAMS	1,770	MR. KEITH W. TOWNSEND	1,639	MS. JOANNA M. SMITH	1,537
YOUNGSTOWN-URSULINE HS, OH		BEL AIR HIGH SCHOOL, TX		WEST CHARLOTTE HS, NC	
MS. JENNY COOK	1,766	MRS. ALI TAYLOR	1,639	MR. MIKE FREELAND	1,537
HOPKINS HIGH SCHOOL, MN		GRANADA HILLS HS, CA		JACKSON HIGH SCHOOL, OH	
MR. JAMES G. SAUER	1,758	MR. DANNY BARAK	1,637	MR. V. ROBERT GARCIA	1,534
LA CROSSE CENTRAL HS, WI		DANVILLE-MONTE VISTA HS, CA		ST FRANCIS HIGH SCHOOL, CA	
MR. KEVIN DRESSLER	1,749	MS. VIVIAN LLOYD MCMANUS	1,633	MS. DIANE FORBES	1,534
MOUNTAIN VIEW HS, AZ		KEYSTONE OAKS HS, PA		GARLAND HIGH SCHOOL, TX	
MS. JANE-MARIE MARLIN	1,748	MR. GARY BOEGER	1,632	MISS MISSY STERTZBACH	1,534
MOUNTAIN BROOK HS, AL		CONROE HIGH SCHOOL, TX		LAKE HIGH SCHOOL, OH	
MR. CALVIN HELSLEY	1,745	MR. VINCENT F. MEIS	1,631	BRO. KEVIN DALMASSE	1,531
MANSFIELD HIGH SCHOOL, MO		WAHLERT HIGH SCHOOL, IA		LA SALLE COLLEGE HS, PA	
MR. DOUG HOVERSON	1,742	MS. MARY A. WILLIAMS	1,622	MR. JAMES W. WEAVER	1,528
ST THOMAS ACADEMY, MN		BLUE RIDGE HIGH SCHOOL, AZ		TULSA-UNION HIGH SCHOOL, OK	
MS. RENITA JOHNSON	1,742	MS. SARA COMPTON	1,620	MR. ROBERT YUTZY	1,527
CLEMENTS HIGH SCHOOL, TX		BREBEUF JESUIT HS, IN		MC DOWELL HIGH SCHOOL, NC	
MS. CATHIE HOPPER	1,741	MS. CONSTANCE LEYENDECKER	1,612	MR. BILL GIBRON	1,521
JEROME HIGH SCHOOL, ID		CHISAGO LAKES SR. HS, MN		ACADEMY OF THE HOLY NAMES, FL	
MR. ROY A. SIMMONS	1,740	MR. JOHN D. WILSON	1,607	MR. ROSS GREGORY	1,514
WHITMAN HIGH SCHOOL, MD		NEW HAVEN HIGH SCHOOL, IN		GALENA HIGH SCHOOL, NV	
MR. JEFF KOPOLOW	1,733	MR. BRUCE WILKINSON	1,606	MR. P. J. SAMORIAN	1,512
LADUE HORTON WATKINS HS, MO		LYNBROOK HIGH SCHOOL, CA		LOYOLA ACADEMY, IL	
MR. GERALD FIRESTONE	1,721	DR. ROBERTA C. RICE	1,603	MR. MARK F. LADD	1,510
LYNBROOK HIGH SCHOOL, CA		CENTRAL VALLEY HS, WA		KANKAKEE VALLEY HS, IN	
MRS. KIMBERLEY L. REED-BRACEY	1,717	MS. MARIANN FEDRIZZI	1,602	MS. VINCETTA RUSSO-HABER	1,508
GALLATIN SR HIGH SCHOOL, TN		CYPRESS CREEK HS, TX		YOUNGSTOWN-BOARDMAN HS, OH	
MR. THOMAS SWEENEY	1,715	MS. PAM BOND-SIMMONS	1,600	MR. TIMOTHY E. SHEAFF	1,504
HOMEWOOD-FLOSSMOOR HS, IL		FAIRVIEW HIGH SCHOOL, CO		WEST DES MOINES-DOWLING HS, IA	
MR. J. S. FORAL	1,714	MR. WALTER FARWELL	1,599	MR. MICHAEL P. RAY	1,503
LINCOLN HIGH SCHOOL, NE		BUFFALO HIGH SCHOOL, WY		THE CALHOUN SCHOOL, NY	
MS. JENNIFER BERGAN	1,712	MISS THERESA AGLIARDO	1,593	MR. RICHARD DINKO	1,500
DEUEL SCHOOL, SD		URSULINE SCHOOL, NY		JACKSON HIGH SCHOOL, OH	
MRS. MARSHA WILLIAMS	1,711	MR. DANIEL E. HATCH	1,589		
GREENSBURG-SALEM HIGH SCHOOL, PA		LICKING HIGH SCHOOL, MO			
MR. RANDY HEMPHILL	1,707	MR. JAMES HOLTZ	1,585		
NORMAN HIGH SCHOOL, OK		RANUM HIGH SCHOOL, CO			
MS. SANDY PATRICK	1,705	MR. DONALD FORTNER	1,583		
CHEYENNE-EAST HIGH SCHOOL, WY		MUNSTER HIGH SCHOOL, IN			
MR. TOM KRAUSE	1,700	MR. STEVE X. HARSON	1,581		
PINE VIEW SCHOOL, FL		CARENCRO HIGH SCHOOL, LA			
MRS. REBECCA MEYER-LARSON	1,690	MS. GLENDA N. WHITE	1,577		
MOORHEAD HIGH SCHOOL, MN		NACOGDOCHES HIGH SCHOOL, TX			
MS. ANGELA V. CHOPYAK	1,690	MS. COLLEEN GATZIMOS-REED	1,575		
GATEWAY HIGH SCHOOL, CO		NORTHFIELD HIGH SCHOOL, IN			
MS. BARBARA ANN FERREIRA	1,684	MS. CONNIE MCCLAIN	1,572		
MODESTO HIGH SCHOOL, CA		GREATER JOHNSTOWN HS, PA			
MR. ROBERT M. CANDELARIA, JR.	1,684	MR. TIM EDGERLY	1,571		
EL PASO-CATHEDRAL HS, TX		IRVIN HIGH SCHOOL, TX			



## 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.

*(Cheshier from Page 13)*

recommending the work of James Marshall, who has been prolific on the issue. Marshall's work uses Foucault to stress how the educational establishment participates in the broader project of classical humanism and Enlightenment liberalism, and argues against the still-prevalent idea that education assures collective Progress and Autonomy. One of Marshall's main claims is that an appreciation of Foucault can help us understand how modern institutions of government are organized to produce governable individuals who are especially susceptible to state control because they are taught to believe they are free.

Recent scholarship has clarified how Foucault's perspectives can illuminate educational psychology, and this is among the most direct routes to evidence on this topic, given its standardized testing focus. Foucauldian scholarship in the educational psychology area criticizes how testing operates as a form of administrative control within the learning process, with stultifying results. Mark Olssen's 1993 essay on the subject in the journal *Educational Psychology* is a good starting place.

Take advantage of this topic's opportunity to explore Michel Foucault's rich philosophizing. Most students find his work accessible, historically interesting, and thought-provoking, even if they end up unpersuaded. But even for those, the journey is worth the effort.

*(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University. His column appears monthly in the Rostrum.)*

*(Pugh from page 18)*

"help out" at all levels, to serve as timekeepers, as judges, and as helpers in tabulation. Sometimes they are called upon to advise novice coaches or tournament directors.

In 1963 when my colleague addressed me, I did not pause to say "yes," nor would I today--thirty years later because of the product, the learned lessons, the structure, and the interdependence. I have been blessed by my associates (sometimes accomplices). I have learned from others and have grown. With coffee cup in hand and shampoo in hair, I know now the true duties of a Forensic coach. And if you ask me, I would say without hesitation, "yes, I would do it again."

*(Dr. Kathryn Pugh now serves as the Secondary Language Arts Consultant for the Tennessee Department of Education.)*

*(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 administer 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. Ensher

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 FFA speech experience. These were courageous young people since even in those days 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, Bullard, 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.

*There is a very special  
camaraderie  
a teacher never forgets!*

The satisfaction I received from those beginning years has always remained with me. In any such effort there is a very special camaraderie a teacher never forgets.

These same young adults went on to build on their speaking talent. Today, three of them are successful local lawyers, several are teachers, one has received his Ph. D. and a full professorship in Michigan; another worked with a congressman, and still another became a public relations director and for a while was a pledge host on Channel 18. Their success makes rising early all those Saturday mornings, the hard work and effort worthwhile.

There is a joy in teaching regardless of the low pay, constant public criticism, and extra hours that go with the territory. The joy is in seeing the children who go through our public schools do well as citizens and leaders throughout our American communities.

It is enough to know you did make a difference.

*(Reprinted from CRTA Contact)*

# NFL'S TOP 50 DISTRICTS

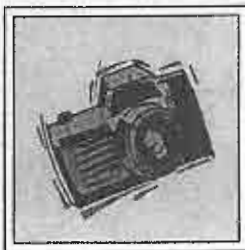
(November 1, 1999)

Rank	Change	District	Ave. No. Degrees	District Coach w/Largest No. of Points	
1.	+3	Northwest Indiana	135.22	Mr. Daniel Tyree	11,462
2.	+4	Northern South Dakota	125.44	Mr. Donus D. Roberts	27,894
3.	-1	Kansas Flint-Hills	120.80	Mrs. Pamela K. McComas	17,112
4.	-1	Heart of America	119.82	Mr. Donald Crabtree	23,870
5.	+52	Show Me	119.40	Ms. Georgia Brady	13,166
6.	-1	New York City	114.30	Mr. Richard B. Sodikow	18,083
7.	+15	East Kansas	113.64	Mr. Mahlon Coop	11,968
8.	-7	East Los Angeles	112.37	Mr. Gregory J. Cullen	14,768
9.	+6	Northern Ohio	111.81	Mr. Kenneth A. Carano	15,630
10.	+2	Rushmore	111.10	Mr. Carl Swanson	14,606
11.	+27	Illini	109.28	Mr. John M. Hires	19,130
12.	-2	South Kansas	108.11	Mr. Darrel Harbaugh	10,231
13.	+4	Florida Sunshine	106.00	Mr. Ron Carr	20,988
14.	-7	Central Minnesota	105.75	Ms. Pam Cady	11,703
15.	+3	Florida Manatee	102.66	Mrs. Dale McCall	15,152
16.	+3	West Kansas	99.63	Mr. Richard Young	20,731
17.	-1	Hole in the Wall	99.10	Mr. Skip Altig	9,940
18.	+13	San Fran Bay	98.30	Ms. Sandra Starke	14,615
19.	+34	California Coast	96.25	Mrs. Shirley Keller-Firestone	11,523
20.	-7	Southern Nevada	95.33	Mr. Scott Ginger	6,151
21.	-1	Carver-Truman	93.54	Mr. David L. Watkins	9,698
22.	-11	Sunflower	93.45	Mr. Robert D. Nordyke	9,327
23.	+17	Montana	89.91	Ms. Anne M. Sullivan	10,337
24.	+4	Hoosier South	84.36	Mr. Daniel H. Durbin	11,129
25.	+5	Northern Illinois	83.23	Mr. Ted W. Belch	10,720
26.	-5	Eastern Ohio	83.00	Mrs. R. Lynn Rhodes	8,757
27.	-13	South Carolina	81.45	Mrs. Ruth B. McAllister	10,414
28.	+24	West Los Angeles	80.42	Mr. Ray Schaefer	10,213
29.	+19	Northern Lights	79.46	Mr. Lee D. Alto	11,873
30.	-6	Michigan	79.40	Mr. James Menchinger	12,694
31.	-2	Southern Wisconsin	78.22	Ms. Doris J. Sexton	6,399
32.	-9	Southern Minnesota	77.35	Mr. Robert H. Ihrig	7,327
33.	-6	Hoosier Central	77.16	Mr. William S. Hicks	15,420
34.	-25	Sagebrush	77.00	Miss Judith Vasconcelos	5,211
35.	+5	Northern Wisconsin	74.76	Mr. Ronald Steinhorst	10,026
36.	+49	Big Valley	74.50	Mr. Ron Underwood	33,196
37.	+5	Heart of Texas	73.27	Mrs. Shirley L. Doherty	4,196
38.	-3	Nebraska	73.00	Mr. Terry Peterson	9,224
38.	+11	West Oklahoma	73.00	Ms. Charlene Bradt	10,658
40.	+9	Big Orange	72.60	Dr. Jacqueline Reedy	5,987
41.	-8	Western Washington	71.55	Mr. Michael W. Burton	13,158
42.	+18	New England	70.88	Mr. Leslie Phillips	13,838
43.	+21	Southern California	69.83	Mrs. Martha L. Kennedy	13,401
44.	+35	Rocky Mountain-South	69.07	Mr. Lowell Sharp	12,852
45.	+31	Colorado	68.40	Mr. Frank Sferra	14,782
46.	+4	Sierra	68.16	Mr. Robert L. Jones	7,498
47.	-4	East Texas	67.90	Mrs. Roberta Grenfell	7,265
48.	+32	North East Indiana	66.92	Mr. Lincoln N. Record	9,641
49.	+2	West Iowa	66.62	Mr. James R. Carlson	7,522
50.	-24	Chesapeake	66.50	Bro. Michael A. Tidd FSC	713

## NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	District Coach w/Largest No. of Points	
51.	-43	Sundance	66.20	Mr. Richard Ochoa	7,809
52.	-13	South Oregon	63.57	Mr. John S. Tredway	13,882
53.	+31	Carolina West	63.20	Mr. Steven Davis	12,020
54.	-8	Eastern Washington	62.33	Mrs. Penny Johnston	11,081
55.	-19	New Mexico	62.25	Mr. Randall McCutcheon	10,615
56.	+5	North Coast	62.20	Mr. C. Frederick Snook	5,530
57.	+5	Tennessee	61.83	Dr. Jane Eldridge	22,136
57.	-20	Lone Star	61.83	Ms. Barbara Tucker Garner	6,759
59.	+4	South Texas	61.46	Mr. David Johnson	18,130
60.	-15	Deep South	61.44	Ms. Marilee Dukes	9,908
61.	+12	Idaho	61.33	Mrs. Leora K. Hansen	12,153
62.	-18	Eastern Missouri	61.11	Mr. Randy Pierce	15,551
63.	-29	Greater Illinois	60.90	Ms. Connie J. Link	5,035
64.	+10	Gulf Coast	60.44	Mr. W. E. Schuetz	9,065
65.	--	Georgia Northern Mountain	60.33	Mr. Eric Brannen, Jr.	7,920
66.	-41	Valley Forge	60.20	Bro. Rene Sterner FSC	14,881
67.	-9	Louisiana	60.05	Mr. Donald N. Belanger	12,013
68.	+1	Utah-Wasatch	59.00	Ms. Lori Lee	3,974
69.	+8	Nebraska South	57.92	Dr. Charles A. Tichy	6,201
70.	-3	New Jersey	57.88	Mr. Brent A. Farrand	4,365
71.	-1	Ozark	56.42	Mr. Bill Jordan	10,780
72.	-13	East Oklahoma	55.88	Mr. Howard G. Hudson	10,620
73.	+8	New York State	55.50	Ms. Rose M. Joyce-Turner	5,241
74.	-19	Pittsburgh	55.35	Rev. Raymond Hahn	7,332
75.	-21	Rocky Mountain North	55.15	Mr. Carl Wangsvick	5,160
76.	-5	Wind River	54.20	Mr. Doug Galvin	5,974
77.	-21	North Dakota Roughrider	53.26	Mrs. Gayle Hyde	5,163
78.	-3	West Virginia	52.60	Mr. Thomas Isenhardt	6,535
79.	-11	Colorado Grande	52.00	Mr. David M. Montera	5,002
80.	+3	Arizona	51.28	Mr. Mel Olson	6,796
81.	+18	Maine	49.57	Mr. Robert J. Hoy	4,681
82.	-35	Mid-Atlantic	47.42	Ms. Karen S. Finch	5,276
83.	-11	Kentucky	46.88	Mr. Mark Etherton	7,191
84.	+8	East Iowa	46.66	Mr. Harold C. Keller	13,119
85.	+4	North Texas Longhorns	46.11	Mrs. Cynthia Timmons	7,472
86.	-20	North Oregon	45.55	Mr. Wayne Gessford	9,624
87.	+6	South Florida	45.40	Mr. Merle D. Ulery	14,064
88.	+2	Georgia Southern Peach	44.25	Mr. Richard Bracknell	5,298
89.	-3	Central Texas	43.88	Ms. Kandi King	7,640
90.	-8	Western Ohio	41.16	Mr. Ralph E. Bender	16,160
91.	--	Pennsylvania	41.00	Ms. Janet Robb	10,547
92.	-14	Mississippi	39.50	Mrs. Betty Whitlock	3,972
93.	-6	Puget Sound	38.14	Mr. Lyle A. Jackson	3,874
94.	+4	Great Salt Lake	37.83	Mr. Donald L. Smith	14,699
95.	--	Iroquois	37.66	Mr. Thomas J. Downs	3,127
96.	-2	Tarheel East	37.33	Dr. John R. Woollen	4,925
97.	--	Capitol Valley	35.00	Mr. Jack Stafford	7,204
98.	-10	Tall Cotton	34.00	Ms. Connie McKee	5,602
99.	-3	Hawaii	27.78	Mrs. Karen Miyakado	5,048
100.	--	Patrick Henry	27.33	Mr. Larry E. Eakin	4,263
101.	-1	West Texas	20.80	Ms. Lynda Melanson	5,124
102.	--	Guam	7.00	Ms. Carolyn L. Kollmeier	113





# NFL COACHES AT WORK AND PLAY

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



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



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



**Combative! Roger Brannan keeps tournament  
protestors 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**

	Quantity	Size	Total
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Khaki (M, L, XL, XX)	_____	_____	_____
Beige (M, L, XL, XX)	_____	_____	_____
Shipping		(add)	\$5.00
Total			_____

## SHIP TO:

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 SCHOOL NAME \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP + 4 \_\_\_\_\_  
 PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

**National Forensic League**  
**P.O. Box 38**  
**Ripon, WI 54971-0038**  
**Phone - 920-748-6206**  
**email - rasmusse@mail.wiscnet.net**



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*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.



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