

RUM ROSTRUM

DECEMBER 75 NUMBER 4 DECEMBER 2000

FINANCIAL CHAMPION COACHES



CDE Debate and Extemp Camps?!



Anton Ford
Twice a National Champion (1993,1994).
Twice an L.D. Trophyist, CDE Alumnus



Isaac Potter
2000 National Champion
Twice a CDE Alumnus



Winthrop Hayes
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National Champion

Team Debate World Champions Twice



Ami Arad
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CDE Alumnus

LINCOLN DOUGLAS NATIONAL CHAMPIONS

- Since 1994 over thirty percent of the top finishers at Nationals have been CDE alumni.

- CDE is the only camp to ever have its students from the same school close out L.D. final round at Nationals.



Josh Levine
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National College Extemp Champion

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- In 1994 the U.S. won the world high school championships for the first time.
- 4 National Championship Teams have been CDE alumni



Geof Brodak and Bill Herman
Both CDE alumni, 1999 National Debate Champions

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- Since 1983 CDE alumni have won 14 National Championships in Extemp
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CDE Alumnus 1994



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CDE Alumnus 1993-94



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1997 National Champion
CDE Alumnus 1996



Courtney Meyer
2nd U.S. Extemp
CDE Alumnus



Joseph Jones
NFL National Champion 1996
CDE Alumnus 1994



Jill Van Pelt
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kking003@NEISD.NET

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crab@ponyexpress.net
crabtree@ParkHill.k12.mo.us

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James M. Copeland
Editor and Publisher
Sandy Krueger
Editorial Assistant
P.O. Box 38

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ON THE COVER: Coaches of NW Rose National Champions.

JANUARY:

International Issue. Guest Editor
Professor Alfred "Tuna" Snider.

JEAN BOLES 1921 - 2000

NFL has lost a Great Lady!

Hall of Fame Secretary Jean Boles died of pancreatic cancer on October 20. Her career began as a poor Oklahoma schoolgirl under the tutelage of legendary debate coach H. B. Mitchell, and reached the zenith of being one of the greatest Texas debate and speech coaches at a time when NFL Hall of Fame coaches like Johnson, Henderson, Fleming, and Pickett were making Texas the most powerful state in NFL. After her retirement she was inducted into the Hall of Fame where as Secretary she was instrumental in its establishment as a tax exempt association to honor coaches and provide scholarships to students.

With Mr. Mitchell, until his death, and with Dr. Jane Eldridge and Bob Jones thereafter, Jean conducted the Extemp Speaking Prep Room at the National Tournament

Recently Jean made a magnificent gift of \$25,000 to perpetuate the H.B. Mitchell debate trophy and to increase Hall of Fame scholarships to winners of the Supplemental Events at Nationals. Dr. Eldridge has moved to have these named the "Jean Boles Scholarships."

Last summer Councilor Roger Brannan, Chair of the NFL Oral History project, had a chance to interview Jean. He has culled the following impressions from the several hours of tapes:

"Pride attracted her to debate and forensics. Mr. Mitchell selected her for the program after she was nominated by her history teacher, freshman year in high school. Did not live with parents. Broken family. Poor. In 13 different schools. Got stability at Seminole. Lived with her aunt who encouraged her to do activities.

Awestruck when she met Mr. Mitchell. 'He was the type of coach that when he said "frog", you jumped. You never did ask how far.'

On the way to a tournament, Mitchell told her she was to do extemp. She was so nervous that she touched the desk all during the speech. She won first place at that contest. Carried debate materials

in a small satchel.

She did try Dramatic Interp with the selection called *Camille*. She didn't recall an event called Humorous Interp although she said, 'Probably what I did in Dramatic could be called Humorous.' She was afraid of Mitchell, but knew that she was gaining something.

Of her high school debate colleague, Jean said, 'Pauline was the brains, and I was the mouth.' Mitchell got her a scholarship to the college at Ada, OK. Money was tight. She majored in speech. She got a teaching degree.

After she began coaching, her husband Palmer developed the belief that everybody should take speech, but nobody should take debate. Reason? 'My husband would never win an argument.' But her husband was supportive. Jean began teaching in 1959/1960. She thought she knew what she needed to know for coaching debate, but soon learned that she didn't know what she needed to know. She had some very tolerant children as students who helped teach her. She did not know about cross-ex debate. 'Go listen and you'll learn.' She was proud of the job she did at Sam Houston HS because it was a 'blue collar' area, and she got the support of the parents. She encouraged several of her students in that area to go to college. Of that first year, she told her husband she and her squad would probably travel only 6 to 8 weekends of the year, however, it turned out that she was home only 6 to 8 weekends of the year. She describes her husband as a 'tolerant spouse'.

She recalls her first tournament hosting experience as a 'fiasco' with her crying in the girls' bathroom. She learned a lot and didn't repeat the mistakes.

She had other challenges such as taking away a cigar from a student on the bus and throwing it out the window. The student protested, 'But I paid a quarter for it.' Response: 'I don't care if you paid \$5 for it, you don't smoke on this bus.' She didn't have any more smokers on the bus.

(Jean Boles to Page 26)

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

Ⓐ: The possession of nuclear weapons is immoral.

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FINAL DEBATE VOTE 2001-2002 TOPIC **(Please vote for one topic)**

Vote for the one topic you prefer.

The area that receives the most votes will be the 2001-2002 debate topic.

WEAPONS OF MASS DESTRUCTION

Resolved: *That the United States federal government should establish a foreign policy significantly limiting the use of weapons of mass destruction.*

The United States is threatened by the proliferation of weapons of mass destruction: nuclear, chemical and biological weapons. A single such weapon could kill millions of people. While in the past the nuclear threat comprised the largest U.S. foreign policy concern, the recent use of chemical weapons in Iraq, and the threatened use of biological weapons such as anthrax in several instances, helps explain the use of the encompassing-term "weapons of mass destruction." Possible case areas include: foreign policy agreements that would allow for the construction of a missile defense system; agreements that would allow for increased inspections of those nations suspected of building such weapons; aggressive actions taken to seize such weapons; and the outright ban or the limitation of nuclear weapons in the United States. This topic area also allows affirmative teams to propose methods to avoid nuclear, chemical and biological terrorism. Negative ground includes: deterrence disadvantages; military preparedness arguments; presidential popularity disadvantages; and counter-planning alternate methods of limiting the use of these weapons. Whether the United States effectively prepares to limit the threat of weapons of mass destruction is certainly one of the single greatest security concerns facing this country.

WORLD HUNGER

Resolved: *That the United States federal government should establish a foreign policy substantially increasing its agricultural assistance to reduce world hunger.*

According to the United Nations Food and Agriculture Organization, 828 million people are affected by chronic undernourishment. This situation has gained worldwide attention and has raised the question of what can the world do to alleviate this growing problem. The resolution requires that affirmative plans increase agricultural assistance. Agricultural assistance includes such things as working towards the advancement of agricultural products for the purpose of consumption. The problems surrounding this issue are wide and diverse so as to allow the affirmative team plenty of possible affirmative cases. Some of the possibilities include: technology sharing in plant seeds and farming equipment, education for better land management and crop rotations to allow the revitalizing of the soil, privatization, debt forgiveness, and many others. Negative ground will include plenty of options. Negative approaches could focus on problems with technology, the role of women, and grassroots movements, among others. The disadvantage debate could include: problems with subsidies, loss of American jobs, federal spending, and many other economic issues. Some negative teams may argue that world hunger is better addressed by population control, environmental protection, or international programs than through U.S. agricultural assistance. Evidence is available in all regions of the nation from a variety of sources.

NAME: _____

SCHOOL/STATE: _____

BALLOTS MUST BE RECEIVED BY NO LATER THAN JANUARY 8, 2001
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(The deadline date for voting is established by the National Federation Debate Topic Committee)

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COACHING CONFIDENCE

by
Joseph P. Zompetti

It has been said with some frequency that debaters are typically the most egotistical students. Perhaps this is true. Debate, unlike most activities, encourages people to disclose to the rest of the world some of the most personal and important elements that constitute a person — their intellect and their ability to support positions of advocacy. Once one masters the use of their intellect and advocacy skills, they no doubt will appear "egotistical" to those who have not. However, there is also something else at work here. Debaters may "seem" to be conceited, but what lies underneath is often something that is extremely fragile, unrefined, and even unstable. The often touted "egotistical" nature of a debater, then, might actually be a sign or outward defense of a much larger self-confidence problem, rather than the other way around. In my years of coaching, it has become obvious to me that we need to spend more time increasing debaters' confidence, and less time trying to deflate their egos.

This brief essay is about combating this problem, a problem that is seemingly more pervasive today than ever. Confidence is a vital element for any debater, as well as any person. Confidence is necessary to win rounds, but it is also necessary as people venture out into other areas of the world. Confidence, in short, is a requirement for people to gain understanding, to become more respectful and tolerant, and to become more mature. So, the question then becomes: How can coaches help improve the confidence in their debaters?

I want to approach this issue by providing practical suggestions that coaches can utilize before, during and after tournaments to improve all of their debaters' confidence. Before I do that, however, I want to discuss a few caveats. The first is that a coach should not assume that what works for one debater will work for all of their debaters. While it is true that, in general, praising someone publicly will tend to increase their confidence, such strategies are not universally successful. In fact, I have coached one debater who had such a low self-esteem that praising her in public made her feel worse because she felt that there

were others more deserving of praise than she. In her case, I had to try a different approach first, and then use some of the strategies I outline here. Second, while I have no intention of essentializing difference, I do want to point out that men and women in our activity confront different challenges and obstacles which tend to impact self-confidence in different ways. As a result, strategies to boost the confidence of women debaters may differ, even radically, from the strategies used on men debaters. The same could be said for minority debaters.

In other words, people come from different experiences and face different problems; hence, they may deal with problems — especially problems regarding self-confidence — differently as well. At the outset, one thing a coach can always do with their debaters is simply ask them what they want or what they like. A coach can ask a debater, particularly at the beginning of the season, how they want to be praised or criticized. I suggest that this be done in a non-threatening situation, such as on a walk or during a meal. The purpose is to see how the individual debater deals with their confidence issues. Another simple thing a coach can do, as one of my debaters has suggested, is simply to show the debaters that the coach cares — about the debater's academics, debate work, or life in general. In conjunction with an individual approach or even separate from it, there are some things coaches can do to help boost the confidence of their debaters. With this in mind, the following suggestions are intended to get coaches thinking and are not intended to provide an absolute blueprint to help with confidence issues in a universal way.

Dealing With Confidence Before the Tournament

One way of addressing confidence issues before they erupt into nightmares is to boost confidence before tournament time. If a coach can help a debater long before the actual competition begins, chances are that the debate rounds and the judges' decisions will be easier to handle. There are

several things a coach can do to help a debater's confidence before attending a tournament.

First, scheduling a sufficient number of practice drills and debates before a tournament can do wonders for a debater's confidence. It will help them to feel more prepared, as they explore their best and weakest arguments. Perhaps more importantly, the constructive comments that a coach can give will aid in alleviating anxiety. In addition, the presence of a coach during these practices will offer a sense of care and appreciation for the debater, since they will know that attendance during such drills requires much time and energy from their coach. Related to this issue is a point worth mentioning. When meeting with debaters and teams before a tournament, it is extremely important to try to meet with teams and debaters equally, or at least as equitably as possible. Debaters are very perceptive when it concerns equity issues. The last thing a coach should want to do is to exacerbate team tensions, rivalries or confidence problems because there is perceived inequity with the amount of time the coach spends with certain debaters. Therefore, a coach should try their best to balance their time with teams and individual debaters.

Second, a general feeling of preparedness will help a debater's confidence. Of course, practice drills and debates will help with this. Moreover, topic discussions with coaches and fellow debaters, file drills (ensuring that a team has their important files before a tournament), cross-examination drills, and coach-team meetings can help alleviate debater anxiety. In addition, sincere yet constructive comments from the coach regarding one's debate delivery, style and/or arguments can help to reduce confidence issues. Another way to assist debaters in this regard is to project an aura of confidence as well. If a coach makes comments indicating that he or she feels prepared for a tournament, then it is likely that the team will feel prepared as well.

In a related way, the coach can also help to reduce confidence anxiety by telling debaters that they are able to win or do well at a tournament. Notice that I do not

suggest that a coach instruct her or his debaters to tell their debaters that they will actually win. If one gives the impression that a debater will win, and then they do not, that may have a serious, albeit counterproductive, implication on the debater's self-confidence. If, however, a debater feels like they possess the skills and talents necessary to win debate rounds, then they may feel more confident going into those rounds of competition.

Dealing With Confidence During the Tournament

Debaters will no doubt experience confidence issues before and after tournaments, but one of the most intense times that confidence problems become acute is during a debate tournament. This can become particularly trying on a coach, who also has to deal with fiscal, judging and other coaching responsibilities. Despite these other roles a coach must play, it is imperative that a coach try to remain patient and understanding when a debater has confidence issues during a tournament. Problems at a tournament could very well determine a debater's success, or even their long-term mental health.

As I mentioned during practice times, it is important that a coach try to coach their teams evenly and equitably during a tournament as well. Of course, logistically this might be impossible. Having assistants can help. Another strategy is to set times when a coach can meet with her or his debaters, such as in-between rounds or during lunch breaks. Also, a coach may want to emphasize his or her teams who are scheduled to debate on the negative, since they may require more coaching advice. Regardless of the technique, a coach should be conscientious of the time they spend with their debaters at tournaments. Failure to do so could cause (mis)perceptions of favorites or just a general lack of care which could reinforce confidence problems.

When coaching a team or individual debater who suffers from low self-esteem, it is important that a coach never presume that they need help. Avoid assuming that they could use coaching. Instead, ask them if they need help or special coaching. This will empower them to make the decision and reduce potentially patronizing actions by the coach. While some coaches may read this and think that I am undermining their coaching roles, it should be remembered that some debaters are extremely sensitive, especially where confidence is involved. The

question must be continually asked, "What is more important, the win or the debater's interests?"

Furthermore, there are several strategies a coach can utilize if they surmise that a debater needs help, particularly with confidence issues. A coach should try to listen to their debaters, instead of forcing coach-driven strategies and ideas into the debate context. A debater-driven strategy should be applauded, even if it requires re-vamping. A coach should give additional words of encouragement if they are needed. In addition, a coach should never feel demeaned if a debater requests that evidence be high-lighted or if they need water, etc. A coach should remember that their role is one of guidance and support, not just a tactician. In this way, and perhaps the most important thing I could say in this essay, a coach should never feel that saying "you're awesome" or "I have faith in you" could ever be said enough. Such statements can mean a great deal to a debater, whether it is before or after a debate, for a win or a loss. Knowing that a coach cares about them can make all the difference.

If a debater loses (and they will), it can be very frustrating, especially if the debater is also wrestling with self-confidence issues. If a coach shows them that they care, that will help. In addition, coaches should be prepared to briefly console their debaters after losses, but this should not be overdone. Too much emphasis placed on consoling can give the impression that a coach also feels this is a major problem and/or that it was the debater's fault. Too much consoling may also risk beating the proverbial dead horse, thereby encouraging the debater to repress his or her feelings in the future. Nevertheless, a coach should console after losses, focusing on elements that were out of the debater's control. Furthermore, the coach can use the loss as, what Melissa Wade, the director of debate at Emory University, calls, a "teaching moment," when the coach can ask the debater questions that lead to an ultimate conclusion that the debater can learn from.

One last suggestion I have regarding confidence issues at tournaments is to reward debaters. Even if they have lost every round, reward them with something for their courage and for the elements that they learned while debating. A coach could tell a special story to the whole squad about the debater that highlights a moment that expresses the coach's pride in them from the tournament, or they could treat them to

candy or even to a special team "reward" dinner. Coaches can come up with their own special ways of rewarding their debaters. The point is, coaches should express their pride in their debaters at the tournament. This will definitely support their debaters who are struggling with confidence issues.

Dealing With Confidence After the Tournament

Post-tournament management of confidence is generally an extension of what a coach can do during the actual tournament. A coach should congratulate their debaters, both privately and publicly (assuming the debaters do not have confidence issues with group praise). If a debater lost some or all of their debates, the coach should emphasize the learning aspects of those rounds. A coach can discuss how the debater has progressed, even if the debater lost some or all of their rounds (speaker points can be very helpful in this regard, especially if there has been no progress in the win/loss record).

One final suggestion for post-tournament confidence issues is something that has worked extremely well in my coaching experience. After every tournament, regardless of how successful or unsuccessful the debaters were, I write a "press release" that details the achievements (a coach can always find something) of the debaters at the previous tournament. I mention each debater by name, so that even if a team lost all of their debates, they are associated with the larger squad's success. I then circulate this press release via email to the entire school. Each individual debater's professor receives the email, which typically gets translated into a recognition of the debater's extra-curricular performance and success during their class. It takes little time for the news to spread across the campus. The overall aura of the squad as well as the individual initiatives of the debaters becomes recognized and applauded. Seeing one's name in such a press release gives the debaters a sense of pride and achievement, and it lets them know that I genuinely care about them. There is no question that such a simple technique goes a long way in helping their confidence.

Concluding Remarks

There are, of course, many more things a coach can do to help improve his or her debaters' confidence, for example, special announcements focusing on indi-
(Zompetti to page 16)

TEACHING & COACHING LINCOLN-DOUGLAS DEBATE

AND

TEACHING & COACHING STUDENT CONGRESS

TEACHING & COACHING LINCOLN-DOUGLAS DEBATE

Joe Willis

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TEACHING & COACHING STUDENT CONGRESS

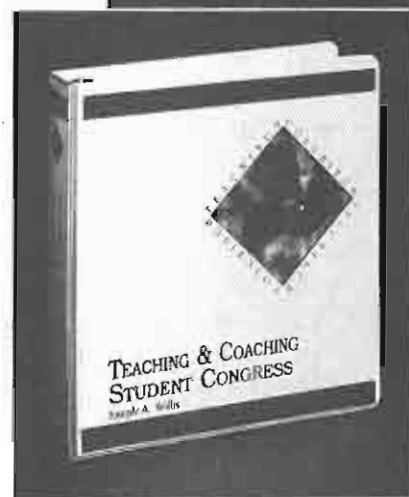
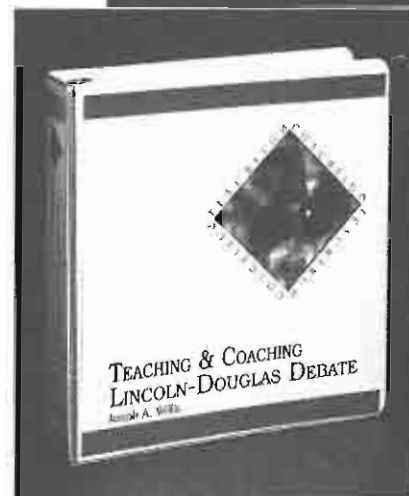
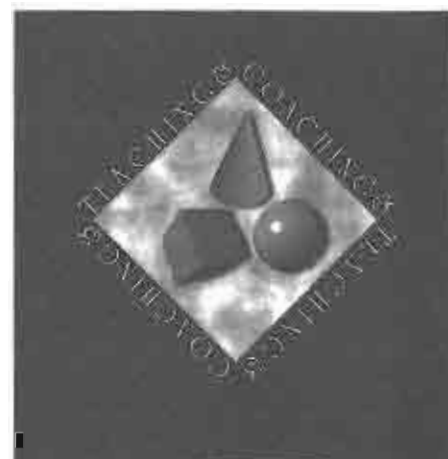
Joe Willis

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DOWN AND OUT IN FORENSICS TOWN

by
Tim S. McGlasson

It is the Y2k and I have hit the wall. After 18 years of coaching Forensics and Debate, I'm hanging up my NFL Membership and Degrees....this is The End. I've had enough.

The Cause: Burnout.

The Reason: A yearly schedule of family obligation-abuse and infernal marathon-like tournament woe in the name of scholastic competition.

The Standard: Holidays and weekends are blurred visions enroute to an early grave or a messy divorce settlement.

Of all the unnecessary pain I have had to endure throughout my life, Forensics contains the most in superfluous suffering. I faintly resemble my formerly enthusiastic young self who came into this profession with wide eyed anticipation of each new season of competition. My thirst for knowledge has been usurped by yet another tearful good-bye from my son and daughter and a view from my spouse's jaundiced eye. My Forensics Widow wife is left, yet again, to provide the sole parental support for our two, beautiful young ones. Unfairly, I wave as I drive off to yet another tournament only to return long after dark and long after my wife has tucked them in. Another lost weekend. Another missed opportunity.

Meanwhile, as I make that final early AM phone call to one more overslept debater or forgetful Interper, I herd my Team onto the bus or van to drive the hour long journey to the Tournament site. There, I am greeted by several other coaches whose families miss them, and the younger and most single coaches without the heartache of family time lost. I look at them and wonder, "Do they feel the same as I? Do the coaches sans all things kindred cared or even understand the sacrifice? Quickly, my mind is jolted from the constant self loathing and guilt as I stumble into the TAB room. Deadlines, angry Forensic Directors, hag-

gard Tournament Hosts, clueless school administrators and a veritable plethora of TWO judges asking where to go and what school I do if my Billy needs his medicine during the Out Rounds? Confusion reigns supreme and rampant irresponsibility leads the march.

Round 1. My Pain has been replaced by frustration as I work out yet another DROP from the event I'm running. LONG past due, for the judges who aren't there.

Round 2. The morning judges are dropping like flies as the thoroughly panicked Tournament Host looks to the coaches to judge, again, and bail his/her butt out. And the jockeying for position of competitors continues behind the scenes in another politically inspired effort to gain advantage over a competing squad.

Round 3. By late afternoon, we have split the tournament into Varsity versus the REST of the field: Varsity gets the benefit of judges competition and JV/Novice gets to wait around.

Round 3. By late afternoon, we have split the tournament into Varsity versus the REST of the field: Varsity gets the benefit of judged competition and JV/Novice gets to wait around.

Round 3.01. The JV/Novice Fourth Round has been canceled and the three remaining judges are begged to stick around long enough to get the Varsity competition out. This now consists of tired and bored kids completely disgusted and miffed by the inability of the adults to actually run a smooth tournament.

Round 3.02. In a heated debate, the more rabid coaches, generally the family-less ones, complain loudly to the Tournament Host about the audacity of some to wish the tournament declared: Sine die. After all, it's only 8:35 PM and we have ALL Sunday to sleep.

By 10 PM, the headlights of our bus

FINALLY reach the walls of our high school and the incessant Wait for less than circum-spect parents begins. And I wait and wait. One car comes then two. A couple phone calls more and the last parent staggers in to claim his/her child. The day is finally and mercifully....almost over.

As I grope through the darkened halls of my school lugging the Extemp boxes or debate evidence books, left shoes, blankets, favorite pens, pillows, hotel souvenirs and fit the key into my classroom door, the Pain returns. Sometimes, as I close the door and make my way back to the parking lot...I weep. And for the last time this season, as I turned the key in the ignition, I wondered what my son looked like when he was just a baby.

Response by
Sandy Krueger, *Rostrum* Editor

"Forensics are the ones who change the world; who make a difference."

Hats off to all of the dedicated coaches, parents and individuals who firmly believe in NFL and are willing to give of their time and share their talents. *Hats off* to those coaches who firmly believe that it is important to work with students to become responsible, effective communicators and citizens. Ann Tornberg said it well, (December, 1999 *Rostrum* issue) "Even if you give students 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."

It doesn't matter what size school you come from. *Hats off* to those coaches, teachers and administration who provide the necessary tools needed to become an NFL member and work with students.

Hats off to those coaches who take personal gratitude in what they do and what they believe in. There may be days it seems like a thankless job, but the end results are gratifying! Just attend a District or National Tournament. You can feel the electricity in the air!

"SO HERE'S TO THE SMALL PROGRAMS"

by
William L. Crocker, Jr.

On January 28, 2000, two wonderful things happened to me that tie the sometimes unrelated ends of forensic coaching together. First, the National Forensic League calculated that as of that date, I had finally, after 14 years of coaching, accrued enough points to become a diamond key coach. It is an honor I have secretly coveted since the first day I restarted the program at Silver Lake Regional High School. The other thing I will relate later.

In September of 1986 I started a new job and moved about 50 miles. After finding an apartment and settling into the new position, I started looking for a school that needed a speech coach. As luck (or intervention) would have it, not far away, Silver Lake needed to get their program up and running again after years of languishing.

In early September, I placed daily notices that if anyone was interested in speech, to come to a meeting in the cafeteria. I was scared that no one would show up. Luckily, three people did. And that was the start.

Alecks, Kerri-Lynn and Jim were the nucleus. Well, they were the entire team! At the first tournament, Alecks and Jim actually broke into final rounds and we were also awarded the best new school and were given a trophy and a standing ovation. (A rather dubious honor since Silver Lake had been around since the early 1970's). I will never forget that day!

Since that time, we have grown larger, but never more than 15 members for some unknown reason. It has always bothered me why we never got any larger. But, I was happy with what we had and continued plugging along. At the banquet the previous May, I asked the returning members to each bring a new person to the first meeting of the year in the fall. That they did...and then some! At that meeting there were 34 people. After all was said and done, we still had about 26 members...only six were veterans.

So this was the first year we competed with the larger teams and had a chance to win some sweepstakes trophies. We took



"That's what we are in this for!"

our share, but that is not what this endeavor is all about and not what this missive is all about, either.

Getting to the point, I want to express my respect, my admiration and my "I know....I've been there's to the small speech and debate programs. The ones that do not receive the ink, the glory and hardware. The ones that keep plugging on, year after year and to the coaches who know just what it is like.



Here's to the small programs...

The one's run by non-educators who, have to deal with being an outsider. Who hear the "Who's He" from teachers and staff when they walk into school each day.

Here's to the small programs...

The one's that need only a van and not a bus, or even two. And here's to the coaches who drive those vans, year in and year out.

Here's to the small programs...

The one's who go to district tournaments knowing there is not a chance that they will win one of those big trophies, but go to compete anyway.

Here's to the small programs...

The one's that take on the huge schools, hoping that maybe they'll be lucky

and send one to nationals. And here's to the coaches who know what it's like to hear a quiet van on the way home when it doesn't happen...and blame themselves.

Here's to the small programs...

The one's that have to beg for recognition in a school where sometimes it's not fashionable to do speech and debate.

Here's to the small programs...

The one's that have no budget lines, but still manage to get what they need to prosper...one way or another.

Here's to the small programs...

The one's with one coach but with parents, wives, fiancées, alumni and friends willing to make it work.

Here's to the small programs...

The one's that don't have to worry about having too many people on the team.

And, here's to the small programs and to their coaches...

Your deeds and works may not get the attention they deserve, but that's not what you are in this for anyway.

To complete this tome, I mentioned two wonderful things happened to me on January 28. The other was the mother of one of the first members of the team stopped by my room and asked if I was the speech and debate coach. I answered that was I. She said she was Alecks' mother and that he was doing fine and working in Boston. She also told me that he often tells her that speech and debate was one of the best things that happened to him in high school. She added, that what I taught him in speech, he uses every day in his work. Good for you Alecks!

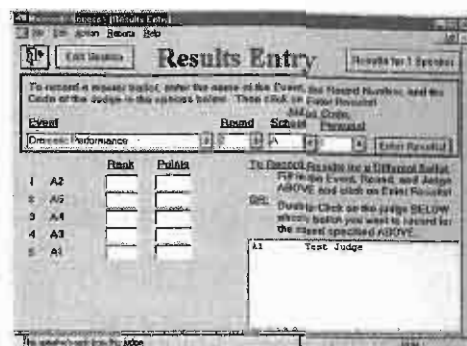
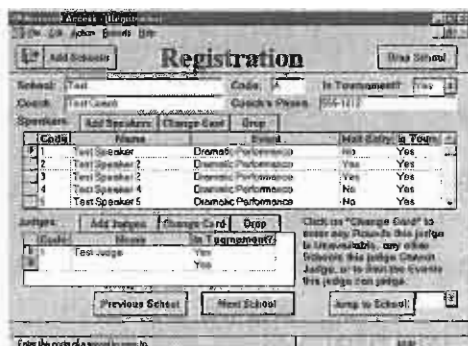
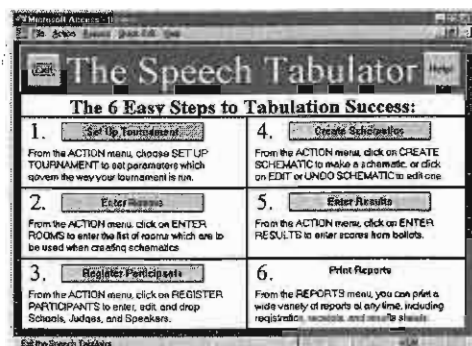
That's what we are in this for!

(William L. Crocker, Jr. coaches at Silver Lake Regional (MA) HS)

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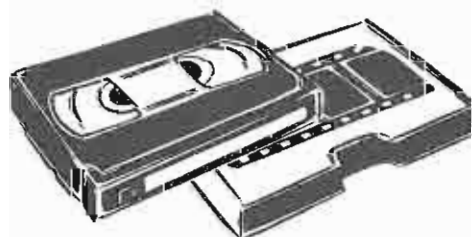
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OVERVIEW OF THE URBAN DEBATE PROGRAM

by
Beth Breger

The mission of the Urban Debate Program (UDP) is to make competitive policy debate accessible to students in urban school districts around the nation. The Urban Debate Program is one of the many grantmaking initiatives funded by the Open Society Institute's Office of U.S. Programs. The Open Society Institute (OSI) is a private operating and grantmaking foundation that seeks to promote the development and maintenance of open societies around the world by supporting a range of programs in the areas of educational, social, and legal reform, and by encouraging alternative approaches to complex and often controversial issues. Established in 1993 and based in New York City, the Open Society Institute is part of the Soros foundations network, an informal network of organizations created by George Soros that operate in over 30 countries around the world, principally in Central and Eastern Europe and the former Soviet Union but also in Guatemala, Haiti, Mongolia, Southern Africa, and the United States.

OSI first launched the Urban Debate Program (UDP) in the spring of 1997. OSI funds urban debate leagues (UDLs) because debate provides urban youth with the skills they need to actively participate as citizens in an open society, so that their voices are heard and their opinions are considered in public discourse, both in their communities and beyond. The first urban debate league was founded in 1985 in Atlanta, Georgia by Melissa Maxcy Wade of Emory University and by Dr. Larry Moss at Spelman College. OSI's Urban Debate Program was designed to create a mechanism to support the replication of the Atlanta model, and the first urban debate league replication was piloted in New York City in 1997. Since the launch of the UDP program, OSI has been fortunate to have both Melissa Wade and Larry Moss as advisors to the UDP initiative, with Ms. Wade serving as a strategic consultant on national program implementation and Dr. Moss serving as a training director for high school coaches in urban debate leagues around the country. OSI has funded urban debate leagues in twelve cities, including Atlanta, Detroit, Chicago, Tuscaloosa, St. Louis, Kansas City, the San Francisco Bay Area, Baltimore, Providence, and Southern California.

In order to provide a forum for the

voices of the urban debate leagues to be heard in America's forensics community, the National Forensic League has graciously offered to provide space in each issue of *The Rostrum* for program directors, teachers, and others from the urban debate leagues to voice their opinions on issues and challenges surrounding the teaching and institutionalization of debate in the United States. In order to introduce the first of the upcoming series of articles, I have provided an overview of the Urban Debate Program and have explained the rationale for its design and implementation.

Why Debate?

The goal of the Urban Debate Program is to empower urban youth by teaching them debate. By targeting schools which serve those students who stand to benefit most from the skills which the activity provides, the programs offer young people from some of America's most underserved high schools access to formal debate competition, thereby enabling them to have the opportunity to excel in a rigorous intellectual activity which positively affects all aspects of their lives.

The preparation and delivery of debate arguments challenges students to think critically, develop their academic research skills, improve their communication abilities, solve problems creatively, and increase their self-confidence. Debaters often receive higher grades and are more likely to graduate high school and continue on to college. Debate teaches students to command attention with words so that their voices may be heard, and gives them a tool with which they can combat physical aggression. The UDP typically funds grants to university debate programs in order to conduct outreach into the local urban school districts. The funding provides teachers and students from selected high schools with intensive summer training in policy debate, weekend tournament competitions, on-going mentoring, debate materials and curricular resources, scholarships to national summer debate camps, and a final awards banquet for students, families, and members of the school community.

Policy Debate and Academic Achievement

Not only does participation in policy debate affect students' self-development,

but the activity also strongly impacts students' ability to meet graduation requirements in their schools. Many states' learning and performance standards recognize what the debate community has known for a long time; learning happens through the application of skills in a meaningful way, and through continued practice. Preparing to debate requires students to conduct research in both mainstream and scholarly publications, to perform comparative analyses of data, and to develop strategy. Defending their positions in competition allows them to draw from their prepared materials, but also requires students to listen closely and critically to others before organizing and articulating a persuasive reply. Winning a round requires them to follow the accepted conventions of logic, to work within a formal system, and to exhibit exemplary sportspersonship under the pressure of intense competition.

Furthermore, policy debate is an inherently flexible, interdisciplinary activity. Coaches include teachers in all subject areas. The resolutions are broad enough to allow for argumentation drawn from the natural sciences, world and domestic affairs, the humanities and arts, etc. Students therefore develop skills in analyzing and comprehending the content of policy issues covered in the both global studies and American history and government. They regularly read newspapers, follow current events, and monitor political activities in the United States and beyond.

Many school districts' English standards measure student performance in other skills which debate coaches have been teaching students all along, including listening comprehension, reading comprehension, policy analysis, and oral persuasion. Finally, math standards measure student performance in logical argumentation and sequential analysis, yet another skill taught by debate. It's no surprise that students who debate improve their school performance, and that coaches are often consulted by colleagues seeking to implement debate techniques in their own classrooms. In fact, debate has become an approved curricular offering in many urban high schools around the country as a tool to improve academic achievement.

(continued to page 51)

URBAN DEBATE LEAGUES AND THE ROLE OF CLASSROOM TEACHERS IN GUIDING HIGH SCHOOL DEBATING

by
Brent Farrand

"In an effort to support the development of democratic societies in Eastern Europe and the Former Soviet Union, the Open Society Institute introduced high school debate as part of a larger movement to help transform the Soviet, monolithic education structure. Debate was introduced to provide a forum for secondary school students to develop sophisticated communication skills, understanding of current social and political events and a tolerance for different ideas, in order to enable them to participate as citizens in what were becoming newly democratic societies." Beth Breger, OSI Program Officer, October, 2000

In 1997 the Open Society Institute, an international foundation established by George Soros, turned its philosophy to high school youth in America's urban centers. Based on the urban debate league model developed by Melissa Wade at Emory University, since 1997 the OSI has supported the establishment of urban debate leagues (UDL) in 12 cities. Exclusively focused on policy debate the UDL movement counts 150 inner schools (125 new since 1997) with a current student participation of over 2000. The UDL's function as incubator leagues, training new coaches and leveling the social, economic and experiential playing field. As programs and debaters rapidly mature within the UDL, they merge into the established debate circuit. But there is more afoot than the assimilation of "a great wave of immigration."

The UDL movement represents the most explosive growth in high school debate in the 68 history of the National Forensic League. After decades of struggling at the margin of secondary education, this growth is exhilarating and startling to the coaches who kept high school academic debate alive during the a time of contraction and isolation. The celebration of growth although heartfelt must be brief. There lies immediately ahead critical decisions and

important work for us all from the stalwarts of the established national circuit to the neophytes of the UDL's. The Urban Debate Program looks forward to future cooperation with the NFL.

In the 1960's our community reassessed comfortable structures and norms and embarked on a journey away from the intellectual monopoly held by the stock issues paradigm. We need now to reassess the assumptions we have grown comfortable with in the past three decades. Some of these assumptions serve our craft well, some have vastly enriched the intellectual experience of debaters. Other assumptions have prolonged and contributed to our isolation; still others have miseducated debaters. American education has for the past 10 years submitted itself to a thorough critical review. Instructional content and methodology is being consciously and carefully resculpted as secondary education steers across the glacial divide between an industrial society and an information technology society. There is nothing which indicates that American high school debate should stand apart from or exempt itself from this fundamental reexamination. Indeed, the UDL movement has the potential of propelling us into the heart of the education reform movement.

The effect of the UDL movement presents the opportunity for more than quantitative growth. At an honors program orientation held by prestigious university a concerned parent asked, "What is the basic skill you find students most deficient in?" The Dean of Academics replied, "The ability to communicate effectively to diverse audiences." For most of the recent past, high school debate has been part of this problem. Coaches, debaters and judges...we looked alike, talked alike and thought alike. The urban debate movement will sweep that away, refreshing and enriching the learning curve for all of us.

American society grows richer through diversification but it remains troubled by racial and economic schisms. Too often issues of class and race are either trivialized as differences in style or demonized through racial profiling. Rarely are they examined for understanding. Well privileged, well schooled suburban teenagers research, talk about and propose solutions for life on the other side of the great American divide. On the other side are hundreds of thousands of urban teenagers with active minds and great ideas. The intellectual richness of American debate will be significantly enhanced now that their voice is heard directly in the round rather than refracted through clipped evidence on a debate brief.

There have been some whispered concerns among established programs that the UDL movement will dilute the scholarly discussion of "heady" issues like postmodernism, deontology, Foucault..... Intellectual history is replete with strident warnings that intellectual quality can only be guarded through elitism. When an intellectual discipline lifts its feet from the ground to avoid the mud of real people it moves from intellectualism to mysticism from disciplined study and discovery to cultist practice. Many might remember Judge Pelham's stern warning to high school teachers that if we did not regain control of this activity we might find ourselves holding national tournaments on a tiny, deserted island.

We do not structure our sport to have players who specialize in offense (affirmative) and players who specialize in defense (negative) because logic, argumentation and persuasion are weakened when the direct experience is one-sided. The thought process of specialists is trapped by their own well practiced structures and habits. We abandoned four person teams knowing that diversifying the experience of novices elevated the learning curve; we shattered the

monopoly of the stock issues paradigm knowing that the resulting diversity in argument forms would elevate our thinking to a new plane. Viewed from the reality of American life, our high school students have been competing in a one-sided debate. The urban debate movement provides us with the most powerful diversity, human diversity.

American high school debate has been troubled by a lack of coaches. The National Forensic League and the National Debate Coaches Association have placed coach recruitment and retention at the top of their agendas. In many instances the lives of long standing programs have been maintained by volunteers from outside the ranks of secondary school educators - parents, lawyers, accountants, graduate students and a doctor or two. We are indebted them for keeping the flame lit. Furthermore, they have enriched the pool of ideas precisely because they come from without the walls of the school. But they also represent the inability of high school teachers to exercise leadership in this the preeminent academic activity. High school debate is more than a series of competitions to crown the best of the brightest. High school debate is an educational activity whose existence ought to be justifiable within the educational mission of American secondary schools and its direction ought to be in the hands of the professionals who understand the classroom process, whose job it is to teach.

It has been a requirement by OSI that every school joining a UDL be coached by at least one classroom teacher. The result is close to 200 new debate coaches, every one of them a classroom teacher. For the first time in decades high school teachers are numerically strong enough to be the dominant adult voice in high school debate. The implications are far reaching. UDL coach discussions eagerly probe winning strategies and the latest evolutions in critiques. But there is a new dimensions. One too long missing. High school teachers also worry about what lessons are being learned and what patterns of thought are being molded. In short they are teachers first and coaches second. A short vignette is instructive. Its 1:00 a.m. in a hotel room in Albany after the first day of state finals. A handful of UDL coaches are gathered, talking over a year of experience on the "outside circuit." One says, "Tabula rasa lacks intellectual honesty. What does it teach to say 'I have no opinion about the logic of the link between education standards at avoiding a

nuclear conflict with North Korea. I am a blank slate' But then at the same time have a whole list of preconceptions, very rigid, about the structure and theory of a counterplan or topicality argument.

The debate coach in us scoffs at Governor Bush's remark - "That was a good high school debate trick" - as sophomoric. The high school teacher in us winces at its truthful implication. It will be refreshing to have coach gatherings and judge pools filled with two hundred intelligent, dedicated and highly professional classroom teachers. There will be new perspectives and perhaps some old sacred cows will be deconstructed with a bit of healthy irreverence for the past. Such is the cost and benefit of a free market of ideas.

The Association of Supervision and Curriculum Development argues that the last decade of the 20 century and first decade of the 21st century will be identified as a period of educational revolution. Debate will not be exempted. Strengthened with the influx of 200 new coaches who are teachers, we are better positioned to place our mark on this revolution.

The guiding ideology of this revolution is constructivism. Based on the teaching of Jean Piaget and confirmed in the research of cognitive science, constructivism argues that humans learn through a constant cycle of constructing their own internal understandings, facing contradictory external stimuli and then refining and restructuring the internal constructs. Cognitive science research has found the human brain uniquely wired to detect, detest and resolve contradictions. Understanding is not acquired from the outside but rather constructed from the inside.

At first blush debate seems a most natural ally for the constructivist approach. But we need to ask whether a great deal of the "heady" argumentation flowing from debate theorists and accomplished lab leaders has produced deep learning or shallow knowledge. Speed does not disturb our new coaches. That is something which can be learned. What is most disturbing is the cascade of factual errors and conceptual inconsistencies which pass unchallenged as good coin when repeated in the script of sophisticated structure and erudite terminology. That should not be learned.

It is no exaggeration or a high school debate trick to say that the high school debater of today will be the decision maker of tomorrow, affecting the lives of hundreds of thousands people. We need to teach

them well. We are poised now to do it better. Soon thousands of urban youth from some of the most maligned schools of our nation will board buses and travel to the Glenbrooks, the Emorys, and the Lexingtons, compete and forge a truly national debate circuit. I think this is far better than sliced bread.

(Brent Farrand founded the nationally successful debate program at Newark Science (NY) HS. He has been awarded the coveted Paul Slappey Diversity Award by the Barkley Forum at Emory University.)

(This article is the first in a series of articles that will appear each month about the Urban Debate Leagues)



(Zompetti from page 7)
vidual debaters, special awards at the end of the year (maybe at a team banquet), notes to parents or counselors, etc. The number one thing a coach can do, however, is simply to show their debaters that they care. Kind comments, constructive criticism, meaningful rewards, equitable coaching time, etc., all can help foster an environment that is conducive to confidence-building. A coach often needs to devote a great deal of energy to what Carrie Crenshaw, the director of debate at University of Alabama, calls "intellectual capital," or maybe a coach needs to devote very little energy. What matters is that they do it.

I would like to thank my debaters for their help over the years.

(Joseph P. Zompetti, associate professor of communications and director of debate at Mercer University, Macon, GA. Debated at Ben Davis High school in Indianapolis, B.A. from Butler University, M.S. from Illinois State University, and Ph.D. from Wayne State University.)

THE URBAN DEBATE TEAM

by

William C. Thomas

HOW A TEAM IS BUILT

CHAPTER II

Dierdre sat tensely in Mrs. Abercrombie's office, looking at the carpeted floor as the terms were given me by Mrs. Abercrombie: Dierdre was to be an independent study student in Competitive Speech, Accelerated, provided I agreed to take her on. Dierdre was one of the best students in the tenth grade. Her older sisters had been valedictorians of their respective classes, and there was a good chance that Dierdre would be the valedictorian of her class, too.

An urban high school is a contradiction of sorts: It strives to offer the same courses as its suburban counterparts, yet has little funding for them and sometimes less interest. Comparing course syllabi between schools would reveal little difference in content or textbooks, but the day-to-day reality of these courses and whether they're offered is questionable. Whether the course is even taught to the syllabus in the urban high school is also questionable. This is not only because finding a teacher willing to grapple with the vagaries of Accelerated Microeconomics is difficult; it is also nearly impossible to find students with the backgrounds and interests to take the course.

Nevertheless, the urban high school must make the pretense of offering these courses because the city needs the publicity and the school board and "community" need the assurance that "we're just as good as they are," even though test scores have been falling for years and the dropout rate in the city is significantly higher than in the suburbs.

At Millard Fillmore High School, course offerings are dictated by the administrative requirements of so many hours in English, Gym, Science, Electives, Social Studies, and Math. Any course not listed among the requirements is up to the teacher to offer as an independent study—a sort of punishment for both teacher and student because both have to give more than the basic requirements of the school day allow. No provision is made for the time an independent study will take and no financial provision is made for the teacher's time or

expertise. It is strictly voluntary.

Consequently, Millard Fillmore High School's course offerings are almost strictly utilitarian: The college-bound students take accelerated courses in History, Mathematics, English, Chemistry, and Physics. Accelerated French and Spanish are also offered; when there are fourteen students or more enrolled. That's the other problem of my high school: Each class has to have fourteen students, minimum, in order to be on the year's schedule. If thirteen or fewer students sign up, the course doesn't exist. This is why Latin, Accelerated Composition, Accelerated German and Accelerated Chinese are not on the class offering list in the spring. This is also why Creative Writing, World Literature, Physiology, Zoology, Women's Studies, and a host of other courses are not offered. The teacher who was willing to teach Latin, for instance, would offer it as an independent study, owing to too few students; then spend the rest of the semester in torment because the six students who'd signed up for independent study weren't doing their jobs or performing their work. To fail them would mean the end of the program, but it would also credit the teacher's integrity. The students failed at semester's end. The teacher's integrity was secure, but the program was not offered again.

I offered a college-level Composition Course that gave students joint credit at the University of Colorado and at Fillmore at the same time. We met at 7:00 every morning. The students read essays, wrote essays, and I graded them on a college level. Word got out that all but one of the four students enrolled had failed, and the course was never again offered at Fillmore. In some ways, it was a relief not to teach the class again, because it took up my evenings and Sundays; in other ways, it made me sad to see it go, because I dearly wanted to help the students by giving them a "leg up" in their college preparation. I had the absurd dream that the class would expand after one semester and that my students would lead others in Denver toward the establishment

of college courses in the high schools.

This was the dilemma I faced with Dierdre. If I agreed to take her on as the one independent study student in Speech, I might be opening myself to the charge of failing a student and dismissing a program. On the other hand, I knew that if I did not accept her plea of an independent study, I would not be building a program over the nine months of school.

I took a deep breath. "Okay, Dierdre," I said. "Just what do you know about Speech?"

The only other way I knew to build a program was to actively recruit. In football, basketball, wrestling and other sports, active recruiting is a waste of time. The coach figures that if the kids show up for practice, they already know what's expected of them and that they'll either perform or wash out. It's as simple as that. Unfortunately, with an academic program in a school that doesn't value academics greatly, recruiting is one of the most important aspects. The teacher who sits back and expects students "with an interest" to show up may as well offer Animal Dentistry to orangutans for all the good that it will do. With an independent study student, I realized, I needed to build a speech team: not only for competitive purposes, but because I needed a contrast to grade her against. If my recruiting succeeded, I would have students who were better competitors than she and students who were worse competitors than she. All this was going through my mind as I awaited her answer.

"Well," she began self-deprecatingly, "I know that Franklin Pierce is the best Denver School in Speech; and I know that if I want a scholarship to college, Speech will help, and I know that it's a lot of work. I know that's why my sisters were never in Speech—they felt they just couldn't handle it."

"But you can?" I asked, thinking that she would probably do well in Original Oratory because her mannerisms were already persuasive.

She nodded.

"It's every other Saturday, from October through March—longer if you make it to Nationals."

She nodded. "That's why I don't have a job on Saturdays."

"But you want it accelerated?" I asked with incredulity.

She nodded. "I want to keep my grade point average up."

"What if Speech is too hard?"

"Is it?" She asked brightly.

She had me there. "No, it isn't," I admitted. "Your grades certainly justify it, but can you stand losing every weekend?"

She nodded.

"I'm not saying you will," I continued. "I just want you to know that because of experience or maturity, we might be at a disadvantage against other teams."

She nodded.

"You'd need to learn all the events—Oratory, Extemporaneous Speaking, Humorous, Dramatic, Poetry Interpretation, Duo Interpretation, and Debate."

She nodded.

So what could I do? I could recruit like mad. I hastily figured that my accelerated students in British Literature would like extra credit for attending speech meets and I figured that some students in my Oral Communication class would like to perform at Speech Tournaments instead of following the more "set" curriculum of the class. Maybe there would also be some other students who would sign up for independent study in Speech and give me a basis for comparison.

"Now, Mr. Thomas," Mrs. Abercrombie assured me, "You don't have to do it. I want to be sure that you and Dierdre both know what's expected of you." She looked meaningfully at me. Her twenty some years of experience had seen a number of idealistic teachers and willing students who had made a perfect hash of an independent study because both had different expectations. Mrs. Abercrombie had another thought in mind as well: She knew that I expected the best of my students and that I knocked myself out on their behalf. She had known me, three years previously, to pay for debate coaching out of my own pocket when I felt that one of my more promising students could benefit. Mrs. Abercrombie also knew that I was out \$200.00 when the student abruptly left the Speech program.

"I'm more worried, Mrs. Abercrombie, that Dierdre doesn't understand the number of hours that this requires."

"How many?" Dierdre asked.

"At least five per week outside of class, and heaven knows how many hours at speech meets."

Dierdre nodded. "I already have an independent study in French during lunch, and I've had independent studies in Math. I can handle it."

Mrs. Abercrombie agreed.

"What hour were you thinking of, Dierdre? I'd need to meet with you every day."

"I have sixth hour open. Right after lunch."

"That's when I have hall duty. I suppose that you and I can do hall duty together."

"Is it ok if I get my lunch and bring it upstairs during that hour?"

"Yeah. Because I'm going to be clearing the halls during the first part of the hour anyway. You'll have the last half of the hour with me." That line from the movie, *Field of Dreams*, flashed through my mind as I inwardly sighed. "You build it and they will come." I knew I could build it. I knew they would come. I thought about my five year old home. I thought about my Saturdays. I thought about the journey I was about to embark on.

"Okay. Mrs. Abercrombie, I'll fill out the paperwork today, and please schedule Dierdre for Competitive Speech Accelerated, Sixth Hour. Dierdre, I'll meet you upstairs in the second floor hallway, during the second half of sixth hour tomorrow. I'm going to start you in Oratory."

Perhaps, from the point of view of a teacher who wants to build a program regardless of the consequences or the position of the program once it had been built, I was being rather conservative and reluctant in my acceptance of Dierdre. That teacher would embrace Dierdre without question, encourage her, and downplay the failures she might encounter. That sort of teacher deals with numbers and with the "flash" of a successful program that lasts as long as the teacher is around to promote it. That sort of teacher usually becomes a school administrator. I've seen it occasionally, and it has made me sick. A colleague of mine, for instance, promoted an ethnic awareness club that dealt with issues chiefly of concern to Hispanics. The club had some noble principles and some noble solutions to those concerns and issues. Unfortunately, the club depended on the enthusiasm of its sponsor to exist. She had recruited eighteen very bright and talented

students to form its core, then opened its enrollment to the entire school. Students flocked to meetings after school and my colleague happily presided over those meetings, at one time happily recording the attendance of 300 members. As a resume' builder for her, it was impressive. It was so impressive that she was offered an assistant principal's job the next year.

But it was a house of cards. Without its sponsor, the club ceased to exist. The students who had argued so beautifully about their concerns, addressed solutions, and began to understand themselves in the process, were, in a sense, betrayed. My colleague, in order to secure a job in the administration, had used the students to make herself look good.

With my independent studies and with my recruiting, I continually want a speech team that will survive me. I do not have any personal experience of sponsors who have "ditched" me; but I have known students who have been disillusioned and ultimately have hurt themselves because they believed too much in a sponsor or a coach who had promised too much and who had left.

With Dierdre, I already knew: I'd had independent study students before who had not hit the mark and received lower grades than they had earlier expected. Whether they performed to expectation was debatable. Most of the time, they did not. They looked at independent study as "fun." I could not and never can agree. I knew that she would probably give her heart and soul to Speech during the first two weeks and then start to withdraw from her earlier commitment for some reason—don't ask me what it was—and spend the rest of her independent study droning in a workbook. When she received a lower grade than she felt she deserved, Dierdre would be the first to disdain the program. It had happened twice before with independent study students, and probably would continue to happen because their independent study set them at a higher level than their peers and they were graded accordingly. Unfortunately, they would not see it that way, expecting a level playing field for every student; not realizing that their levels of commitment were expected to be higher. Such an attitude can be deadly if a teacher is grading fairly because the teacher is constantly questioning his own motives as well as those of the student, and if the teacher grades the lax attitude of the student honestly, the student

winds up badmouthing the teacher and the program—because she wasn't allowed to slack off.

Dierdre's and my "honeymoon period" lasted for two weeks. She was dedicated to Speech; she outlined the articles I culled from various Speech publications; we discussed the articles she'd read; we argued whether or not one should change one's personality in order to perform in Original Oratory, and she grew from a shy and deprecating fifteen year-old to a sarcastic fifteen year-old. While sarcasm is an immature reaction to life, it shows an ability to manipulate facts and feelings above deprecation. I wish she'd moved beyond that; unfortunately, she never did; but I know that the sarcasm she exhibited allowed her to perform for her peers and teachers. She has a certain self-possession today that allows her to hide her own lack of self-confidence, and, because, like most who wish to hide their lack of confidence, she uses others as her "tools," she has tremendous persuasive ability. Her laugh, her cutting remarks; they mark her as a big fish in a small pond. And, if awards are given for sheer catiness, then she deserves her spot as the valedictorian of her class. She learned that by learning Oratory from Mr. Thomas during his hall duty sixth hour. She learned the moves, the patterns, the style of sincere persuasion that marks Oratory. She hasn't stopped using it.

So much for the "honeymoon" with Dierdre. Things came crashing down when I was removed from hall duty during sixth hour to teaching a Mythology class because no one else could cover it.

In many urban high schools, probably because of the sheer weight of the bureaucracy which doesn't allow the hiring of new teachers except in an "emergency situation," when the student population has risen by 500 souls, the number of classes offered in the fall is set three months before the school opens, which allows little variation if the school population has increased or decreased over the summer. Consequently, schools must "make do" if their populations have increased by 300 students because there is not funding to hire another teacher or two; instead teachers are taken off duty assignments and find themselves teaching whatever course has been designed for them.

"But I have an independent study sixth hour," I told the Assistant Principal who presented this idea.

"Is it sanctioned by the District?" she

asked.

"No; but it was met with your approval, according to the independent study form I have a copy of." I rootled in my briefcase for it and produced it.

"Well," she said primly, "I need a teacher to teach Mythology. We could enroll her."

"No." I took a deep breath. "Enroll her in Speech. I will split the class."

The Assistant Principal shook her head. "That's not possible. You can't dash from class to class. She'll have to do her independent study some other time."

"There's no other way?"

"Not that I can see."

So, for a week, I sent Dierdre to the Library during sixth hour and worked with her shortly after school. She was gracious enough about it; after all, she'd signed on for an independent study and she got lots of independence, but it still meant that she was not getting my full attention, which is crucial at the season's beginning.

"Orders are orders," I told her sarcastically on Wednesday as I wrote her a pass for the library, "And we have to follow them."

"Can't you send Mythology to the Library?" she asked brightly, "And we work in here?"

"Nice try," I grinned, imagining all seventeen juniors and seniors descending en masse on the sparrowlike librarian and her willowy assistant.

"But I don't get much instruction," Dierdre observed, "And the librarian won't let me walk around and talk. She says it scares the other kids."

I sighed. "I don't like it any more than you do, kiddo. But I'm just doing what the Assistant Principal told me to do. Let's work on movement after school, okay?"

She shook her head. "Dentist."

"Tomorrow?" I asked hopefully.

She nodded. "I'll try," she promised.

Limited time is something that plagues an independent study, and even though both teacher and student are willing to re-arrange their schedules to accommodate the study, the insertion of a class where there had not been one is still disconcerting and rather disheartening. Granted, Hall Duty is not the most placid assignment for working with a student, but it would allow for freedom of movement and some excellent give and take between teacher and student.

So, feeling hamstrung by this new assignment, I hammered the Greek Gods and

Goddesses into the minds of seventeen bored juniors and seniors. Dierdre haphazardly prepared for her first tournament which was two weeks hence.

WHY SPECIAL EDUCATION IS A GODSEND:

I had earlier mentioned that even though I had one independent study student signed up for Speech, I needed a group of like-minded competitors in order for her to hone her skills and make the independent study a true competitive and academic exercise. A one-person Speech Team is a very ridiculous prospect and academically, it's untenable in a school with an enrollment of 1,300 because the teacher needs the objectivity in grading that the other students provide.

So, I was recruiting like mad. "Need extra credit?" I asked Mythology, Oral Communication, Ninth Grade English, and Accelerated British Literature students. "Join Speech!"

Of course, most of the students did not; however, a small cadre formed from Oral Communication and British Literature.

Candy was a sophomore who wanted to act when she finished high school. I immediately handed her some poetry. Mitzi was a junior whose English skills made her the top of her class. But she was shy. She figured poise was what she needed. I handed her some Drama. Bob was an Oral Communication student who'd memorized "The Raven" a year before; he was immediately put into Poetry Interpretation. Hunh, a survivor of Cambodia's "killing fields," wanted extra credit because her writing was not as good as she'd liked it to be. She was also interested in Poetry.

Then there was Tom.

Every beginning speech program needs some kind of firecracker to get it started and Tom was that firecracker. He was enrolled in Accelerated British Literature, having come directly from the city's premiere high school to Fillmore because he liked the atmosphere at Fillmore. "It's lived in," he told me. "Besides, you guys," (The Fillmore Faculty), "are a lot harder to drive insane than the other faculty was."

He'd been kicked out of Franklin Pierce High School because of a troubled background and an inability to show respect for his teachers. "Look at this here," his counselor suggested, handing me a three inch thick folder with Tom's name on it. "The kid's bright as hell and can't pass the City's toughest classes at Pierce; but not because

he couldn't; he refused to. I had a long talk with him when he breezed in here two weeks ago because he was court-ordered to see me."

I looked at the folder. Disciplinary referrals formed the bulk of it. There were outstanding test scores, I.Q. tests that were through the roof—"This kid's more intelligent than most of his teachers"—I murmured.

"Yeah," the counselor continued. "They didn't know what to do with him at Pierce. He was taking Calculus in tenth grade, Advanced German, God knows what all else—and doing real well when his mother entered a nursing home. Cancer. His grades started dropping—"

"Understandable."

"—and instead of granting the kid some kind of leave until he got it together again, appealing to a counselor or something, his father insisted that he just continue."

"Like nothing was happening?"

"Exactly. Father's a city employee who never got a college degree because of one thing or another—kind of bitter about it—and told Tom just to soldier on."

"So what happens?"

"The kid soldiers on, but instead of just earning excellent grades, he decides to start asking his teachers questions. That's why all the referrals. Questions like—"

"—Was Beowulf a homosexual, trying to prove his masculinity by boasting about his deeds?" I asked, remembering that question from fourth hour. "I'd wondered why he'd asked such a thing; but I answered it as best I could."

"Bingo," the counselor told me. "You did something that the folks at Pierce couldn't do—you answered him."

"Oh boy. Is that why you wanted to see me?"

"Well, yes and no. I wanted to see you because that kid just took up my whole lunch hour, making me reschedule all his classes and put him into two independent studies—*Physics Accelerated and Competitive Speech*."

"That's wonderful. I'm glad you put him there."

"You don't understand, do you? The reason I spent all lunch hour with that kid was because he sees a lot more in you than just a teacher. He sees a mentor, a friend, and a role-model. He sees you as a father-figure. He doesn't have one at home, really; and he has a mother who's on morphine most of the time. You're it."

"It?"

"It."

Okay. I've been a help and I've been some kind of role model in the past and I know I've been an influence in the lives of some of my students, but it hasn't been anything I've actively sought. I've tried to honestly answer my students' questions and I've tried to work with them within the limits of my own capabilities. I've found that my capabilities are greater than that of some of my peers.

"But you cannot run two classes at the same time!" the Assistant Principal told me.

"I've got two students I'm responsible for during that hour; and one is special Ed. By law, Ms. Jones, I've got to have him under my supervision. I'd feel more comfortable if he were assigned to my classroom."

"I'm not at all happy with that."

"Neither am I. But I do have that responsibility."

She began to say something, thought better of it, and set her jaw. Somewhere, in the thick notebook on directives that specified the daily progress of Fillmore High School was the caveat that if "special needs" students signed up for a course, they should be "accommodated," which meant, as far as she understood it, that if a special ed. kid like Tom was going to sign up for a course, he had to be supervised in it. I understood that, too.

Quietly, I offered a prayer of thanks that the School District would allow me to teach Competitive Speech in a scenario so bizarre that no one who wrote the directive regarding Special Education could have anticipated its results.

WHY MIXING CLASSES IS A SUPERVISORY NIGHTMARE:

And Tom was the spark that really began the speech program. "During sixth hour, couldn't Dierdre and I just work on Speech in your room?" he asked. He didn't know that I was responsible for him. He'd thought that he'd have to spend sixth hour in the library with her for the rest of the semester.

"I guess so; but I'm teaching Mythology that hour, Tom."

"Good. You won't even notice we're there."

"Right," I answered him, knowing that his behavior would appeal to my sense of irony.

The bell rang for sixth hour. I started

in on page 99 in Mythology for High School Students. Tom and Dierdre rushed in five minutes after the class began. She was giggling. He demanded some Magic Markers and paper to "recruit students for speech."

"Okay," I replied in measured tones, irritated that I would be so rudely interrupted. "You will find them in the Audio-Visual Room," where I hoped Tom and Dierdre would stay until hour's end until I could see the posters.

Tom and Dierdre took off for the AV room. I tried, gamely, to call attention to the problems of Hera with a philandering husband.

By the end of sixth hour, Tom and Dierdre had worked their magic: All over the third floor of Millard Fillmore High School, courtesy of the AV room and its variety of magic markers, were posters that said: SEX: JOIN THE SPEECH TEAM. UNDERWEAR: FILLMORE SPEECH. DO YOU LIKE NAUGHTY PICTURES? JOIN SPEECH! Oh boy.

"Can't we have our own class, Mr. Thomas?" Tom asked me.

"No. We must share our time with Mythology, Tom."

"Really? I've already found five more people who want to take Speech sixth hour."

"You did?" I asked without enthusiasm.

"Yeah. I took speech at Pierce, but it was never like this."

"I don't doubt it. You know, if it turns out that the other five people do sign up, I think I'll put all you guys in my backroom during class hour."

"The backroom? That closet?"

"It's actually pretty big. It's just used for storage, now, but it could be a second classroom for six to ten students."

And Tom brought along three other students: Julian, who needed the English credit; Mack, who was in love with ammunition and the guns to fire it; and Khalid, who was in love with Dierdre and would take any class that she was part of.

In the annals of supervisory folklore, there are stories of office managers and lieutenants and squadron leaders and executive vice presidents who, through dedication, compassion, understanding, and sheer charisma make the previously dysfunctional organization work. I often thought of James Caan in the film, *The Dirty Dozen*, who manages to transform criminals into a proud fighting assault unit, and wondered why Mythology and Competitive Speech couldn't work together as well as the crimi-

nals did. I think the problem was that the students had no shared purpose but to make my life as difficult as possible.

The idea was really very simple: Speech would work in the backroom for the first twenty-two minutes of the period on its independent "stuff." Julian, Mack, Tom, and Khalid would each try to answer a question on International Affairs, for instance. They would use the twenty minutes for research. Dierdre would memorize the elements of a Speech event such as Dramatic Interpretation, or look through a play for a scene that could be presented in ten minutes' time. Meanwhile, I would be teaching Mythology in the main classroom from whatever chapter we were on, then give the students a twenty minute writing assignment while I went to the backroom and listened to the Speech students "report."

James Caan didn't have to try and remember to keep the Dirty Dozen reading or writing; nor do I remember seeing him banging on a wall behind him in order to stop the noise coming from a back room while he tried to lecture. I cannot remember a single instance when George C. Scott in *Patton* ever had to take away portable compact disc players so students could write their answers legibly; and I cannot remember any management literature that advocated "time out in the hallway" for a junior with overactive hormones.

"You could send us all to the Library," Tom suggested helpfully.

"And I could go to jail for inflicting pain and suffering on the librarian," I answered grimly.

DO THE HUSTLE!

Every high school has one or two of them every year: The students seeking accelerated credit to boost their grade point averages. They don't want to do the work; nor do they value the additional knowledge such a course offers. They merely want to earn credit toward the valedictorian's position at graduation. They do it with skill and charm, manipulating adults who are only too willing to take on such a seemingly bright and promising student.

Dierdre was one of these.

She'd almost patented charm and used it in a masterful way. She'd seduced the French Teacher into granting independent study during lunch and she seduced me into granting Speech Independent Study for her. And she used the French teacher. Dierdre would look up with her soulful eyes at Mlle Devereaux and touch

her heart, the same way she touched mine. This is because every teacher loves a "bright" and "promising" student who seems to have unlimited potential; maybe more so in the urban high school, where grades aren't taken as seriously by the general population; nor is scholarship. When a student appears who seems to have a concern for grades and scholarship, urban teachers automatically melt.

Dierdre bragged, when she thought I wasn't listening, that she had only read Chapter I of her French book and had also never turned the pages of Huckleberry Finn in her Accelerated American Literature Class. "That's why I can tell some people that I only do an hour's worth of homework a night," she told Tom, alluding to one of her classmates who was finding Trigonometry a struggle. "It's so easy! Just say something that sounds intelligent!"

That stung. I wondered, when I overheard her in late December, whether she realized what she was saying: That the confidence several teachers had in her was a lie or whether we, as teachers, were so grateful to find someone who excelled that we were willing to overlook her lack of scholarship or serious attention to her work in our classes; in essence, rewarding mediocrity and charm because we didn't see it often.

It made me suspicious and made me follow her progress in Speech more closely than I might have. Because she was on an accelerated schedule and expected to work independently, her assignments were more intensive and more extended than those of my regular students.

I found that she had no intention of improving or of doing any more than she had to. When competing, she exhibited a great deal of charm but very little logic, as her orations and subsequent extemporaneous speeches revealed. She still received As throughout the season because my contract with her had no proviso regarding her improvement. However, once the season ended in February and Dierdre had to learn debate from a workbook and lecture, her grades dropped. I noticed that her sarcasm increased exponentially... When asked about an assignment that was a week late, she smiled sweetly and told me that the workbook was "too simple" and that she should be given a "harder" text. She would always follow her statement with a forced laugh which deflected a retort but allowed the barbs of her words to stick. I got so sick of it, finally, that I suggested she check out

Aristotle's Rhetoric, and outline the first book for me. That stopped the "simple workbook" routine, but it did not stop her from complaining about the marginalization of her role as principal member of the Speech Team, about her comparison of herself to every other member of the team: "They steal; they carry knives; they're freaks..."

"They do their work," I told her shortly. "You should do yours."

In retrospect, I feel rather sorry for her. She'd done the hustle of signing up for all accelerated classes and the one class she thought she'd sail through with no problem caused her a multitude of problems.

Those problems included being required to work when every other class was slowing down and realizing that Speech as an academic study involves the understanding of logic. To a girl whose charm managed to save her grade point average, logic is something almost unobtainable.

Her written "cases" on alternative energy revealed this fallacy. Because someone said it was so, Dierdre felt, then it was so. There was no questioning of the "authorities" regarding solar or wind energy versus fusion or fission. There was little discussion as to what the best source of alternative energy would be—she merely copied the book on solar energy she'd checked out. A non-logical thinker thinks that way, I've found: If it's "safe," often quoted, and copied widely, it must be the truth.

"Dierdre," I told her, "Put yourself in the place of a cotton planter in Mississippi in 1858. Isn't slavery logical?"

"Oh no, Mr. Thomas. Slavery isn't logical. The Civil War was fought over it."

"Is that the only reason the Civil War was fought?"

She nodded brightly.

"Is it logical to think that human beings have only one motive to do things?"

"What does that have to do with the Civil War or being a cotton planter?"

"Because, if you look at people's motivation for doing things, they don't do things for a single reason only. Now, if you're a cotton planter in 1858, would you want slavery to be abolished?"

"Of course. Because it's right. They fought the Civil War because it was right."

"What about the South? Weren't they right?"

"No. And they lost because they weren't right." She giggled.

I was losing patience with the "safe" world view she was presenting to me. Af-

ter all, this was supposedly the best student in the sophomore class. Even Julian, with his ridiculous reading scores, would be able to realize that humans were motivated by a variety of needs and wants and desires.

Mrs. Abercrombie was understandably concerned when she saw Dierdre's grade for Competitive Speech, Accelerated. "It's the first C she's ever earned," the counselor told me. "Was she really that bad a student?"

"Yes," I answered, smarting from the manipulation that Dierdre had inflicted upon me, thinking, I suppose, like a spurned lover, who, in offering his greatest gift, hadn't the slightest idea that it could be twisted to another purpose, "She charmed all of us into thinking she'd be an amazing student. She wasn't."

"Do you have this documented?" Mrs. Abercrombie asked quietly, knowing that she'd be asked this question by the parents, then by the administration.

I handed her copies of my lesson book and my grade book. "I'm ahead of you there. But I'd like to be in on any conference, if you don't mind."

She looked grimly at the sheaf of papers I proffered. "Your presence will likely be required."

I smiled. "I don't think so. Again, I'll be along because I'll be interested in seeing how this issue plays itself out; but look over what I've left you, please. I imagine just reading some of it aloud over the telephone will probably stop a stream of protests."

I went to administer a final, knowing that Mrs. Abercrombie would find a bunch of letters between Dierdre and her friend that described how she avoided work in Speech. The letters were submitted with Dierdre's Affirmative case on alternative energy, probably to make it look more complete. I merely kept the letters after I graded the "case." In the letters, Dierdre described her lies about not finding other books in the Denver Public Library on energy, her use of her older sister's notes on the same subject for a different class, and her interest in a debater from Franklin Pierce who had the information already. I figured that if Dierdre wanted to pursue the matter of her C, I could invoke that college rule of plagiarism resulting in failure for the course.

Aside from a submissive question from Dierdre, presented the next year after school about her semester grade in Speech, the grade has not been challenged.

It's been three years since Dierdre and I parted company. She is bright and charming in her classes. She will not compete in Speech. When I greet her, she will either ignore me or say "hi" if she is in the company of a teacher. To all appearances, I am the most inconsequential person in her life.

I take pride in the fact that she deliberately avoids me because I did not do the Hustle with her.

We went to our first tournament in October. Tom took ribbons; Dierdre took ribbons. Khalid almost won a ribbon. Mitzi won a ribbon. We were on our way. The idea that several inexperienced speakers could compete well against the premiere suburban high schools and those of the city was all important and that they were well-coached was all important. They were and we won an overall third place. I wrote a press release about it, which was published in the following Thursday's local newspaper. We had a speech team.

"I need to tell you about Mack," Tom's counselor told me, handing me another file an inch thick. "He decided to join because he figures he'll pass English if you're teaching it. Just what do you do in Speech?"

"English stuff. The students need to read in order to figure out the answers to the questions I toss them. What they write is usually the answer. Do you know anything about Belize?"

"Huh?"

"You should take Speech. You'd learn about it."

"Primary textbook?"

"*Time*, *Newsweek*, *U.S. News and World Report*. There's also a speech textbook which I use occasionally."

"This kid has a sixth grade reading level."

"So do the two kids you sent with him: Julian and Khalid. What's the problem? *Time* magazine is written for readers between the sixth and eighth grades. I don't see a problem."

"That's what he thought, too. You think he'll pass the class?"

"If he tries; attends the tournaments; attends class. That sort of thing."

"He's willing to make a go of it."

"That's all I need. I'm not expecting great things; just a willingness to work and do better. If he's willing, he'll probably bump up his reading level to high school."

"You really think so?"

I shrugged. "His English scores in ninth grade weren't good, were they?"

"He never went to class. It had something to do with the fact that he threatened Miss Thistlebottom with evisceration."

"And he won't threaten me?"

"That's what I want to tell you about, besides his reading score. He can be uncontrollably violent."

"Um—"

"Oh—he won't harm you or anyone else—he'll only harm himself."

"Why?"

"Oh—he gets frustrated sometimes when he doesn't understand."

"Has this happened often?"

"Not since last year. Nothing to worry about, though. He's on medications."

"What do I do when he gets frustrated?"

"Explain the information to him calmly and clearly. He'll get it."

At our second tournament, two weeks after the first, we again won ribbons. Julian took the only place he would win throughout the year. Dierdre won; Tom won. Mitzi won. Mack seemed happy with the lousy scores he'd received because I'd told him the truth about his presentations in Extemporaneous Speaking: that they were slurred, not thought out, and lacked information. He would spend the year testing my words against reality, but as he did so, he also learned that there was one adult in his life who wouldn't try and shield him from reality or lie to him. Because of that, he never exhibited his lack of control in my presence or in the presence of his teammates. As a matter of fact, he was quite gracious and thoughtful most of the time.

Our third tournament: the first "varsity" tournament of the season, was something of a disaster. No one won ribbons; no one placed in the final rounds. My efforts to have them watch the finals round went unheeded, except by Dierdre, who dutifully went off to find out why others had beaten her. I already knew why: She was losing patience with her oration and couldn't understand why I kept telling her that practice was the key. She misunderstood that throughout the year. She thought that half an hour's work could equal someone else's diligence throughout the summer. Of course, she was wrong, but pride would not let her admit it. Mack, Candy, Tom, Bob, and Khalid took the *Radio Flyer* wagon that Tom used to haul his Extemp. files around to offer other people rides during final rounds. They had a riotous time.

I didn't. I wanted them to learn something from the finalists—that one can get

to finals and awards if one works hard enough—but, I reasoned, a number of them hadn't the maturity or the experience to realize this yet. It would take time to hammer this fact into their heads. Like a lot of life's experiences that make a significant difference, such realization would take time and more time. Meanwhile, because I was so disgusted with their behavior, I docked the grades of Tom, Mack, Khalid, and Mitzi from an A to a B because they hadn't attended the final rounds and made sure they knew it on Monday. Mack shrugged; Khalid looked sheepish, and Tom laughed.

And the Speech Team continued to function. We would order a bus to hold all ten of us and compete in Poetry and Oratory and Extemporaneous Speaking and Humorous Interpretation and Dramatic Interpretation every other week. And we would lose grandly. And every week I would write a press release about some aspect of the speech team: I wrote a brilliant article about Hunh's oration concerning her childhood in Cambodia's "Killing Fields" and I wrote a brilliant article about Tom's oration for the *Voice of Democracy* contest.

At semester's end, Mitzi left us for a suburban school; Khalid left us for other pursuits, and some students from British Literature, Accelerated, decided to join for extra credit. Our numbers included Robert, a humor reader, and another Mitzi, who, with Vidal, worked in Duo Interpretation. They all participated, to varying degrees, in Congress, and by the end of the year, I had twelve students who had earned enough competition points to join the National Forensic League, an honor society for Speech students.

SPEECH AND THE INFLEXIBLE TEACHER

Building a speech team is not only about recruiting students, although that is the basis of it. It's about understanding the needs and goals of the students themselves and being flexible enough to accommodate them. I think this is true with any new program. If it is going to last, its first year needs flexibility or it will fail.

"They just don't care," my friend Stephanie told me. "I set up times for practice, get them scripts, help them with debate—after two weeks, I haven't seen them."

"They meet everyday after school?"

"They're supposed to," she brooded. "And I've got a strict attendance policy—miss two practices, and you're out—and all

I get is excuses: 'Miss Smith, I can't because I've got to babysit; Miss Smith, I've got tennis.'" She sighed. "I can't run a speech team with such excuses!"

No—I guess she couldn't. She proved to her principal that the students weren't willing to study Speech. Then she concentrated on her composition classes and evidently had some success. She also got married and left the District a couple of years later. I think of her when I see her successor at speech tournaments. The successor has some promising debaters and humor readers. The successor was flexible; Stephanie was not.

I don't think it is possible with the urban speech team to expect a fully-formed, academically-inclined forensics program with students who have nothing else to do. To have such an expectation is to invite disaster. Most of the students simply do not have the perseverance to plug along because everything they've worked at has not been long-term. With the exception of some home-schooled students, my experience with demanding attendance at practices has come to naught. There are too many other demands on the student's time and the expectation of the students is that Speech is like any other class: It can be ignored until the next day. It is up to the coach to keep hammering away at the basics: "Mitzi, have you memorized your drama script yet?" "Bob—did you pause more on 'The Raven'?" "Mack—what did you find on the News last night about Pakistan?" After awhile, after watching those who win, the students get the idea that talent alone does not win, but perseverance does. Unfortunately, that takes a while.

"It's taken me four years to build a debate team," Curtis Garret told me the first year I ran a speech team, "and finally, they're seniors and winning tournaments. I wish they'd learned that stuff as ninth graders. But it takes time."

It also takes time to find students who will remain. Out of every ten, maybe two will compete the next year; but their staying is entirely dependent, in the urban high school, on the coach.

"Do you want to be able to get a job?" I asked the drips in Study Hall. "Do you want the poise to be able to ask any girl out? Then you should join Speech."

They nodded. They thought my presentation was phenomenal. There were about eighteen of them. When seventeen of them found out about the Saturday tournaments, they bailed. Number eighteen,

however, decided to join me.

It's happened over and over: If the coach believes in the program, then the students show up; and maybe a quarter of the initial number who show up remain to help develop the program and make it successful. They become "speechies" and they reflect the character of the coach and they represent the school at the tournaments where their endeavors are remembered long after championship football games—because they carry their speech reputations with them into college and they carry their poise and knowledge with them "I always know a former speech student when I'm teaching Freshman Composition," a University of Colorado professor told his graduate seminar in 1985, "Because that student can think and argue with facts; not feelings. Most eighteen year-olds are filled with feelings. The speech student knows that feelings are secondary to facts and he is an adult before children."

THE "PEP" TALK

And the season ground on. We scored spectacular losses in Poetry, Oratory, Extemporaneous Speaking, Humorous Interpretation and Dramatic Interpretation at every tournament we attended. And at the end of each, after the students read their ballots, I told them that they needed to practice, as all the ballots indicated. We would work after school in my classroom on Humor or Poetry or Drama or Extemp or Duet Acting long into the evening. My car would be the only one left in the parking lot when I finally was able to leave at 4:30 or 5:00 on those January days.

And after each tournament, I would write something about it for the local press; never lying about our record, but certainly making it sound optimistic, because I knew that my optimism was one of the things that kept the program going.

I have always, ever since my debut as a speech coach in 1984, called the team together before its first tournament: Novice or Varsity, because I wanted them to understand what they faced; but more importantly, what I anticipated. I think it is essential for the urban speech team because it gives them an idea as to what is expected of them.

"The trophies you win are yours after the National Quads tournament," I tell them, "except the State and National trophies. They belong to you after a year's time." That sets the mood. Even if I'm not at all certain that the students have a single hope of making the State tournament or of

going to the National Speech and Debate Tournament, I still set that mood because they need to know that such a thing is possible—even for an urban speech team.

"The importance of what you will do tomorrow I hope I do not need to impress upon you. I hope you already know. You are Fillmore's only academic competitive team. The OM team has folded; there is no longer a Physics competition team; and although this school has a strong ROTC program, its reputation is not academic, but based on the ability to work together in a coordinated fashion.

"So are you getting some idea of what you're expected to do tomorrow? You're going to show your suburban peers that we can do just as well as they can; that even though they have budgets that exceed ours by seventy five thousand dollars, that we can beat them evenly through our skills and persuasion. That Fillmore isn't just a school where the dropout rate is fifty percent, but it's a school where the students show pride in their work and have minds that are just as good as those of their suburban peers. That Fillmore may be full of different colors, but by gum, we all have minds.

"Now, as you know, I'm white. As you know, you may not be. So what? In speech competition, whether white, black, brown, green, yellow or purple, the mind is what counts. Talent, of course, is part of it, but only part. It's your ability to speak that is being judged. Unfortunately, especially at a novice tournament, you'll hear folks talking stuff to irritate you. It's only stuff. Because Speech is an almost white activity, there are a bunch of kids every year who think they're special. Just keep your cool. If there's something that truly bothers you, see me. Don't start something. Don't think you're defending the team's honor because you challenged someone's threat to your clothing or your color—See me. Understand?"

The students nod.

"Good. Because I'll deal with it. And you won't see that little snot again after that tournament or he will apologize to you. I know the coaches and I can work miracles when I need to. To give you an example, when I was a little speech coach, at the Mapleleaf Tournament, right around the first of February, a student of mine, happened to be black, named Dana, was doing Extemp. She went into her second round and was judged by a kindly old lady, who remarked to my student afterwards, 'I didn't know

black people could talk so well.' Now, if you can't understand the whole picture, let me explain it a bit: The judge had just told Dana that because she was black, she couldn't talk as well as her peers—implying her white peers—and the judge had just told Dana that because she was black, her speaking skills were already preconceived as inferior. I went straight to the tournament director after I'd heard that. That particular judge, no matter how well-meaning, was never again allowed to judge at a speech tournament. I work hard to make sure we've got a level playing field.

"Another thing that you must know is that the clothes you wear—the clothes you wear to church or a job interview—tomorrow show respect for yourselves; not for the competition. You'll see competitors wearing five hundred dollar suits while you're wearing whatever you could find at the Dollar store. The coats and ties, the dresses, all of them show respect for what you can do and be. Like a successful businessman, you dress to please your customers. Don't dress to come to school. It's not cool to show up at a speech tournament wearing your baggy overalls and five cent sweater—you're competing against the best of the state. Look like it and show how beautiful you can be.

"There's also another reason to wear your church clothes. We're being watched. You all know that: If you look different from the rest of the folks, you're watched. If you act differently, you are watched. We'll be watched. We'll be watched for some slip-up that we do or some mess we're making or watched just because everybody's bored. Don't let it get to you. You have the training, you have the expertise, you have the knowledge. You are better than what they expect—and stay that way."

Ramon raises his hand, clearing his throat as he does so. "But Mr. Thomas, what if they laugh at my Mexican accent?" he asks, using his accent thickly.

The students laugh. So do I. "What if they do? It's part of your oration."

"What if we do incur laughter? You already know that the trophy is yours if you're the best. If you're not the best, then let them laugh. Use your time to practice and to learn and to be the best. Then, you can laugh; Mexican accent or not. Understand?"

They all nod.

"I follow two rules at tournaments. And these you must consider each time you go to a tournament because if you don't, you will be told not to come to any tourna-

ment ever again. The first is: Don't make me ashamed of you or your actions; and the second is Don't do anything that would shame you or me. If you take these two rules seriously, you will succeed. If you don't, you won't. That's it. Things that make me ashamed of you are bad attitude, vandalism, and an inability to say 'thank you.' Most students are better than that; and most of my students have been superb. Once upon a time, we were at Plush High School, at National Quals., and I had a pretty good chance of placing two students in the National Tournament when some kid knocked an outside lamppost over. Cost: One hundred twenty dollars. When the vandalism had been discovered, I asked my students who'd been wandering around, whether they knew who'd been responsible. None of them knew. Remember that folks were watching us? That was the time I felt it the most. But because I felt my students were telling the truth, I told the police that they had no right to interrogate any of my students."

I paused a moment to let that sink in.

"Now, remember, I was the only coach of a chiefly minority speech team in the middle of a bunch of people who figured my students would be the chief culprits, and we were in a hick town."

I could see the understanding dawn on their faces. I see it every year. They are the ones who typically get searched at the local convenience store and who are sworn at by the police for no particular reason. They knew the plight of my students well.

"And I stood between those students and the police. It's not because I could have prevented the police; but I'd be damned if a bunch of fifteen, sixteen, seventeen, and eighteen year-olds were going to be interrogated because they were different.

"And the police didn't do anything." I pause. "Maybe they thought I was crazy. But my students knew differently. They knew something that vindicated them a month later when the whole story came out—about some upper-class kid who'd pushed the lightpole over because he thought it was funny—they knew the secret to any of my coaching:

"I believe in you."

(Each month the Rostrum will feature a chapter from William C. Thomas' book, "The Urban Speech Team")

2000 Debate Topic

by
Mary D. Ross

GATHER INGREDIENTS

-- STIR GENTLY --

-- DO NOT SHAKE --



A Rationale for Establishing Long Term Privacy Parameters Now

Consider for a moment why the modern world is experiencing medical and scientific breakthroughs every day -- and every day seems to bring more and more rapid change. We have more people, you say -- very true. Half of all the people who have ever lived are alive right now. But, that really only explains why we are producing such vast winds of carbon dioxide and oceans of other waste and why we are consuming forests of goods daily. People have proved they don't need to do much thinking to be consumers. There must be more to it than that. Examine these major components of change to see why taking action too little too late has much more drastic consequence today than it would have had in the past. Three compelling facts explain why modern life has changed more in the last hundred years than in the previous 5000.

Knowledge Base First, we stand on the shoulders of giants. Clever people have offered theories about the universe in ever-increasing numbers over the last three centuries. Europe ascended from the dark ages by steps. The independent thinking of Copernicus made Galileo possible which meant Newton could arrive. But, any new way of thinking was a hard sell -- and took centuries. After all, people were understandably reluctant to go from being the center of the universe to being not -- terribly significant creatures on a medium sized glob of rock tied by unseen forces to a rather ordinary star.

Person-Hours Second, more people working either together or separately are capable of solving more problems. That seems obvious. One reason why earlier civilizations did not "progress" as quickly as we are was that mere survival made all other problems seem mere trivia. It's a fact of life. People's brains don't work well when their stomachs are empty. Humans could only make time for thinking after solving a good many of our food problems through improved agriculture. Once we no longer had to trust to haphazard hunting and gather-

ing, we could devote time to other things. Next we had to find better ways of clothing ourselves. Then we had to invent superior building materials to put roofs over heads so they stayed dry when we wanted to use them for thinking. Of course, time alone is not enough. The growth of higher education for people with leisure had to exist as well. Now we have millions more people; and those millions have vast amounts of leisure, not to mention access to the capital needed to bring their ideas into reality.

Transmission of Knowledge Third, it was all well and good for the body of knowledge to grow and for more people to have the leisure and the access to education to increase our knowledge by studying the natural world and beginning to codify what they saw there. One thing more had to exist for the rapid development of all things new. The information must be able to get out to those people who are able to do something with it. Consider this. Heinrich Hertz produced the first man-made radio waves in 1888. Wouldn't he be amazed at the cell phones, TV's, radar, satellite relays, ultrasound medical diagnoses and microwave ovens made possible by his breakthrough? Yet, it took many people possessing much knowledge to branch electromagnetism into the multitude of uses possible today. That's the bottom line of why we need education. In our era of incredibly rapid change, we need people who are capable of solving and who are at this very moment actually working to solve the problems created by the problems we have already manufactured on our road to "progress." The internet now offers a quantum leap in information which became possible only a few years ago.

The thing to remember is that, with the help of mother nature, in the past we have always been able to atone for our mistakes. That may be our greatest comfort as we seek the future. Certainly our greatest challenge is to look to the long term. We can no longer afford to just dream up inno-

ventions and throw them out into the world without considering their long term effects. If we don't test and adapt, we will surely face a string of new catastrophes to mop up after. Consider these which were all once considered to be wonderful solutions: thalidomide, phen-fen, atomic energy, genetically altered foods, breast implants, corporate farms, BST, and the automobile.

Please note that if Y2K had materialized, we would have to include the computer in that column also. Personally, I won't be ready to give a clean bill of health to those low-dose radiation devices which flood us on every side -- television, microwaves, cell phones, beepers, medical diagnostics, computers and heaven knows what else, until at least two more generations are past. Already, some evidence suggests that the antenna placement on some cell phones may have a link to certain types of cancer. Let's stop the helter-skelter ever-faster rush to get stuff to market when we do not have even rudimentary knowledge of the long term results.

How does this all relate to personal privacy? It suggests that we call an all-out halt to certain types of information gathering. If a consumer research business calls and gets your answers to questions with your permission, that is a choice you should have. But, should a business -- or anyone else have the right to track your online movements which they very easily can do -- and without your knowledge? Armed with such knowledge, anyone and everyone from the government who might at some time want your e-mails as evidence if you should ever wind up in court -- to businesses who might slam the doors on your insurance applications because they can find out your medical history -- to clever crooks who can steal your identity and spend all your money in a matter of hours.

(Mary D. Ross coached at Parkway Central (MO) HS. She co-hosted the 1998 Nationals in St. Louis. She was inducted into the NFL Hall of Fame in 1998.)

(Jean Boles from Page 3)

First year at Memorial HS, Palmer had to drive and drive and drive (debate trips). Logistics of large squad were overwhelming. She felt she was responsible for each team.

To raise money for her program, the best money-raising project, and the messiest, was to sell snowcones. She had to set up the stand before 3 p.m. and then take the materials home to wash up. Then bring all of it back to school. The students would be assigned jobs for money raising. Heaven help them if they didn't do their jobs. 'The wrath of Boles would descend.' One of the money projects was delivering ring boxes for 50 cents a box. Kids liked the project because they could legitimately get out and use the car.

Soon after she was elected District Chair, she found out that their group was going to host Nationals at Rice University within a year. This led to an introduction to Bruno Jacob. She liked and admired the man. She liked his philosophy that things should be done correctly. There was one way, 'his way.' Her biggest challenge was recruiting judges. She was assigned to work with Jim Hawker on judges. Some thought she would not last 2 days working with him. She lasted the week and enjoyed working with him. She drew her husband into judging debate when the coaches demanded 'fresh' judges. They didn't say 'qualified judges.'

Her children got involved. She took her daughter Linda to a tournament when she had to judge. Linda served as timekeeper for her mother. Linda was raring to participate after that. Zack was interested in the drama events because he was a 'cut-up.' Bryan was also active in debate and almost qualified to go to Nationals. He did come to Nationals as a chapter sponsor. He started going to tournaments when he was five.

She was awed by the size and the growth of the National Tournament. She thought that the tournament has gotten better especially in the area of tournament management.

I asked if she remembered having any problems in the extemp prep room. She said yes, but as long as Mr. Mitchell was there, the problems didn't last long. She remembered a boy missing his rounds because he was asleep on the bleachers. His name was called many times. Hard to remember names but could remember faces. Remembers a student in the prep room on the first day that she thought wouldn't make it past the prelims because he seemed half asleep. Not sure he would even make his rounds. He ended up winning first. 'So you can't judge a speaker by his looks.' As for the extemp prep room: 'We were destined to be in gymnasiums -- ordinarily a non air conditioned gymnasium.'

Not difficult to decide to retire. Palmer had bypass surgery. Nine years older than Jean. He didn't like to be alone. 'I'll hate myself if something happens to him.' They met when Jean was lined up as a blind date for Palmer. What endeared him to her was she didn't like to wear glasses on dates. She wore glasses since age 13. On the date she was holding the menu very close. Palmer said, 'Why don't you put your glasses on?' 'You know I wear glasses?' 'Well anyone can see the rings on the bridge of your nose?' Palmer wore glasses. They knew each other 2 1/2 months before they were married. They were married in Marietta, OK., which was the county seat of Love County. She accused him of not being able to find a girl at his hometown, so he had to come up to meet her.

NFL Hall of Fame

I'm not sure how I got elected. I think I must have bent over to tie my shoe and when I raised up, I'm on the committee to investigate the feasibility of having a Hall of Fame.' Why we should do it? The consensus was it was a way to give scholarships to students that were not being recognized by other scholarships, the supplemental winners. She was assigned to write a letter to all of the members of the NFL Hall of Fame. It was not an overwhelming task to do it. Suggested \$100 contribution. She was glad to bear the expense of communication to the Hall of Fame. Expense was small. Whatever effort she put into it, she felt was worthwhile. Happy to put in later money.

Called Nationals 'My Working Vacation.' She always missed Palmer's birthday. 'Most young coaches don't know what they are getting into.' 'Coaching will add to your life experience favorably.' Must be willing to give up some of your own time and some of your family's.

Do you ever regret getting into the field? Firm, 'No!' 'My children tell me I was a better mother when I began to work because I think I was a perfectionist. You learn when you coach that you can't be a perfectionist. My family was very cooperative. Even the baby didn't resent it.' Their father was the Saturday child keeper. Couldn't have done it without his cooperation. 'I was of a generation that you were supposed to do something, you were not supposed to take all the time.' 'You have to give back. I feel indebted to NFL.' She felt it was good to work with her high school coach at the National Tournament later in life. She found out that he was human. She could talk back to him.

'It's tough to have your own children as competitors.' She had a team competing against her daughter Linda's team. Jean's team offered to throw the round, but Jean wouldn't hear of it. It was a 4 to 1 decision against Linda and her colleague. She wasn't sure her daughter was speaking to her after the round. 'It wasn't a real victory. It couldn't be a real victory.' (I think she means it was bitter-sweet.)

Roger Brannan

— Jean Emery Boles —

After graduating from Seminole, Jean earned her BA from East Central State College (OK) and her Masters from the University of Houston. She married Palmer Boles and their three children all became NFL members.

Jean earned three diamonds coaching at Sam Houston and Memorial. Her students won the Karl E. Mundt National Congress Trophy in 1978. Several times Jean coached the district's largest chapter and leading point student. Memorial won the Leading Chapter Award under her leadership as did Sam Houston. Both schools won the district trophy.

Mrs. Boles served as NFL District Chair and President of the Houston Association of Teachers of Drama and Speech. She was elected to the NFL Hall of Fame in 1983.

Husband [Walker] Palmer Boles died in 1995. Jean is survived by a daughter Linda B. Frazier of Houston, and two sons, Zack A. Boles and wife, Marie Gallo-Boles, of Sacramento (CA) and Brian D. Boles and wife, Sharon A. Boles of Aberdeen Scotland. She is also survived by four grandchildren: Nathan Frazier, Eric Boles and wife Emily, Alexis Boles, and Julien Descamps.

SIXTH DIAMOND COACH



*****Ron Carr

Sarasota-Riverview HS, FL

November 9, 1999

20,988 points

"When I look back at my thirty-three year involvement in forensics and especially my participation in the National Forensic League, I feel truly insignificant. My participation has been the joy of my life, but my deeds pale in comparison to those men and women who helped shape my coaching philosophy: Etta Scarborough, Ralph Carey, and Sandra Silvers. My impact on forensic has been more George Burns-like. George Burns was never the star, Gracie was. But George's career spanned the decades and so he was honored. I too have put in my time and so I have been honored, but I was never a star. Just as Gracie was the star...Etta, Ralph, and Sandra were the true stars.

I have many "forensic" memories ranging from my first national qualifier, Monica Kelly, who was Emmett Kelly's daughter to the note Ralph Carey gave me as parliamentarian for the Florida District Congress in the Senate Chamber in the Capitol Building in Tallahassee that read "congratulations you are the father of a bouncing baby boy" to my first diamond award to being named District Chairman of the year to last year in Phoenix when Riverview High School won recognition as one of the Schools of Excellence. But most of all, I will remember the individual students and their dedication to excellence. There have been several thousand students over

the years willing to be dedicated to the task of forensic competition. Today, these students own companies, serve in local, state and federal government, practice law and medicine, sit on the bench of district and state courts, produce Emmy award winning programming, work in broadcasting, a lucky few have made education their profession, and a very lucky few are coaching forensic activities.

My official retirement date is 2003, but right now I have too many goals to accomplish in forensics and my other areas of interest to be terribly concerned with retirement. I just helped Riverview High School establish an IB magnet program. In addition to debate and mass media classes, I am now teaching Theory of Knowledge classes in the IB program. Also, my interest in nature video photography and kayaking keep my non-tournament weekends busy. As always, my wife Becky and son Aaron support the crazy day to day routine all too characteristic of a forensic coach.

Finally, I would like to thank you for all that you have done to make the National Forensic League the best of the best. My biggest accomplishment, to this day, was finishing second to Jim Copeland in a humorous impromptu speech contest at Ralph's Miami Beach National Invitational Tournament those many years ago before I knew what a senior Citizen moment was."

Ron Carr

A modest man who has had a truly distinguished career, Ron Carr is a giant among NFL coaches. A longtime National Tournament Official and District Chair of the Florida Sunshine District for 15 years, Ron has achieved greatly: 45 students qualified to nationals; Chair of the Year and NFL Gold Chair Award; Leading Chapter Awards in 1974, 1980, 1981, 1992, 1998; seven District Plaques, and District Trophies in 1979, 1988, 1994, 1996 and 1999. Sixteen times Riverview was the largest chapter and 16 times Riverview led the district in new members.

Ron is beloved by his students and revered by his colleagues. He is a future Hall of Famer to be sure.

James M. Copeland

SIXTH DIAMOND COACH



*******Dale McCall**
Wellington HS, FL

June 30, 2000

16,169 points

"The Queen of Lincoln Douglas Debate", Dale McCall has coached speech and debate in Palm Beach County, Florida, for the past 32 years; both at Twin Lakes High School and Wellington High School. During this time, she has been named a Key Coach of the Barkley Forum, elected to the NFL Hall of Fame, and most importantly was the the major figure in the implementation of Lincoln-Douglas Debate. Dale codified the original set of Lincoln Douglas rules and practices that created a sound base for NFL's fastest growing event.

Dale has served as District Chair for the South Florida District, helped create the Manatee District, where she served as Chair and spearheaded the drive to create the newly founded Orange Blossom District. In addition, as a staunch advocate of academic freedom in the classroom, Dale was named as the winner of Florida's Intellectual Freedom Award.

As coach at Twin Lakes Dale coached National Boys Extemp champion Barry Mann, who finished 4th two years earlier, as well as Jeanette Kuvin, runnerup in oratory. In all, 51 qualifiers represented Twin Lakes at Nationals, many placing in late rounds of L/D, Debate, Oratory and Extemp.

The Twin Lakes Chapter was one of Florida's best at a time when Florida was a single NFL district and one of the (McCall to page 51)

*******Richard B. Sodikow**
Bronx HS of Science, NY

December 16, 1999

18,208 points

Famous coach Les Phillips once remarked "Richard's life should be viewed as performance art". Indeed. And what a grand performance! In a career of not much longer than twenty-five years who but Richard could have: been selected to the NFL Hall of Fame; earned six diamonds; been awarded a Barkley Forum Gold Key (and been invited to address the Key Coach Luncheon); coached NFL Champions in LD and Congress (and a Runnerup Debate Team); coached several NCFL and TOC Champions, entered the TOC and Buford Society Halls of Fame; served eight years on the NFL Executive Council; achieved the position of National Tournament Auditor, as well as custodian of NFL final found debate ballots (only Richard knows the results prior to finals).

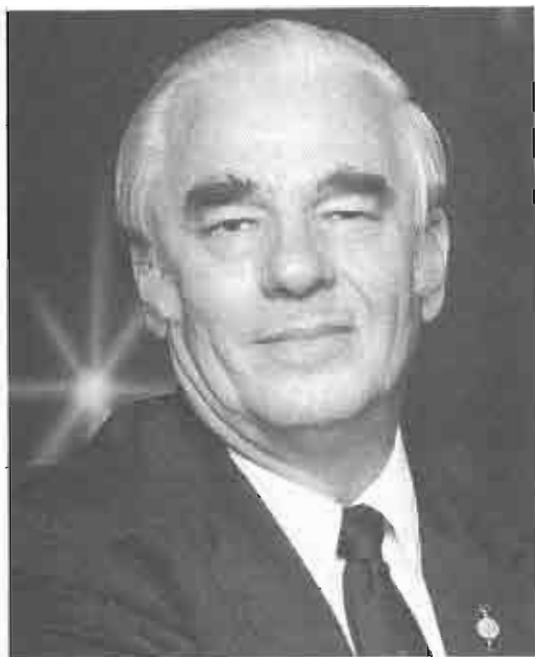
Part Sebastian Cabot, part lovable curmudgeon, part Sheridan Whiteside, the courtly, bombastic, naive, intelligent, overworked, meticulous, caring Richard is truly a Legend at every level of NFL -- Chapter, District, and National.

Richard is Bronx Science and Bronx Science is Richard. He singlehandedly built a world class program of bright, diverse kids at a time when debate in New York City was on the decline.

(Sodikow to page 51)



FIFTH DIAMOND COACHES



*****Lowell Sharp
Golden HS, CO

February 1, 2000

13,029 points

Recently tapped for the Colorado Hall of Fame and a member of the NFL Hall of Fame, Lowell Sharp has had a distinguished career in NFL.

Lowell currently serves as Chair of the NFL L/D Topic Wording Committee, where he has worked tirelessly to develop an open process, including coaches, students and committee members, to create excellent L/D Topics.

Mr. Sharp, who served 21 years as District Chair of both the Rocky Mountain District and Rocky Mountain South won the NFL Gold Award twice and in 1995 received the Ralph E. Carey Award for Distinguished Career Service. In 1989 Lowell hosted the National Tournament.

Lowell coached 43 students to 18 nationals. Golden has perennially led the district as largest chapter and received the Leading Chapter Award in 1980, 1986, 1992 and 1999.

Lowell's family also contributes to NFL. Becky as an auditor at Nationals and daughter Tammy as coach.

*****Kenneth A. Carano
Austintown-Fitch HS, OH

February 8, 2000

16,550 points

Active in speech, sports and politics, Ken runs one of the largest and most successful speech programs in the nation and successfully competes in one of America's toughest NFL districts for individual events -- Northern Ohio.

Kenny has qualified 82 students to nationals including an L/D quarter finalist, a third in impromptu and a fifth in radio.

Mr. Carano has four times coached the district's high point student, 17 times Fitch has been the largest Chapter in Northern Ohio, 11 years Fitch enrolled the districts largest number of new degrees, and Ken's team won the Leading Chapter Award in 1978, 1987, 1995, and 2000.

Ken's daughters, Marla and Patricia both qualified for Nationals. Marla in Oratory and Patricia in Dramatic Interpretation.



*****James E. Menchinger
Portage-Northern HS, MI

April 13, 2000

13,143 points

In New York "an all around good guy" is often referred to as "a mench." That is Jim's nickname -- and not just because his surname is Menchinger, but because he is one of the finest men in forensics -- a great role model.

Jim has built a powerful program at Portage Northern and has dominated the Michigan State Tournament in several different events. In NFL Menchinger has qualified 53 students to the National Tournament, including third and fifth in Prose/Poetry and seventh in Duo. Northern has qualified 18 to the National Student Congress including a runnerup in the Senate and sixths in both the Senate and House.

Jim has coached district point leading students twelve times. Northern has won 11 district plaques, 6 district trophies and 4 Leading Chapter awards. Jim Menchinger served terms as District Chair winning the bronze award and keeping the Michigan district growing despite opposition. Most of all Mench is a "mench". He is always willing to help -- a novice student, a new coach, a tournament director.



FOURTH DIAMOND COACHES

******Darrel Harbaugh**
Field Kindley HS, KS

May 4, 1999

10,066 points

One of the great young professionals in NFL, Darrel has built a great program at Kansas's Field Kindley High School.

Darrel has qualified 30 students to the National Tournament and 15 to the National Congress. Field Kindley students have qualified in every event except humor and placed 4th in Dramatic, 6th in US Extemp, 6th in Congress twice, 7th in Congress twice and 9th in Debate.

Darrel's teams have won two district sweepstakes plaques and the district trophy in 1991 and 1997.

The Field Kindley NFL Chapter was first in district enrollments in 1992 and 1993, was the district's largest chapter in 1994 and 1995 and has featured the district's high point student three times, including two top ten finalists nationally.

Darrel has served as District Chair nine times, winning two Gold awards. He is the recipient of the Distinguished Service Key and Plaque. Field Kindley was Leading Chapter in 1993.

Darrel has served as a National Tournament official in Extemp and has been a candidate for the Executive Council. Darrel believes "The experiences NFL offers our youth is priceless."



******Lincoln Record**
Fort Wayne-Northrop, IN

February 10, 2000

10,027 points

Lincoln Record received his triple diamond in 1996 and has since modeled exemplary forensic leadership as NFL coach, high school/university educator, commercial broadcaster and political and community activist. During his 37 years of coaching, Record has received the Leading Chapter Award in 1991 and in 1998; has coached 28 NFL National Finalists; and has coached his NFL teams to the State Top Ten nine times. For four years he has placed a Chapter in the 200 Club.

His leadership includes chairing speech Sectionals, Regionals, and Districts fifteen times and serving as National NFL Senate President and National NFL Congress Parliamentarian. A coveted honor is Record's induction into the Indiana Speech Hall of Fame in 1995.

Record's career as an educator includes 37 years as a public school educator, 26 years as an associate faculty member at Indiana-Purdue University at Fort Wayne, Chairman of the English Department, designer of a Forensic class model for the Fort Wayne community schools, and recipient of numerous speech kudos.

Record has served as Maconaquah/DeKalb Education Association President. Lincoln Record was instrumental in the production of NFL's video "Discover the Power of Speech".





****Judy Kroll
Brookings HS, SD

February 17, 2000

10,342 points

Judy Kroll has taught speech and debate for 25 years with the last 20 years spent at Brookings (SD) HS, where she has qualified 35 students to the National Tournament. In 7 of the past 11 years her school has received the District Tournament Sweepstakes award and twice received the Leading Chapter Award. Her teams have won the State tournament four times and have been in the elimination rounds an additional twelve times. Twenty-one of her students have been recognized as top debaters in the state of South Dakota. In addition, Judy has worked in the national tab room six times and has been District Chair for seventeen years.

Judy has served as South Dakota Speech Communication Association President and ten years on the South Dakota High School Speech Advisory Board. She has received the Distinguished Service Award from the South Dakota Speech Communication Association, the regional award for service from the National Federation and was selected as the South Dakota Teacher of the Year for 1997. In addition, Judy has received the "Coach of the Year" award from the South Dakota Forensic Coaches five times. At the NW Rose Nationals her debate teams almost "closed out" the finals -- finishing second and third.

****Teresa E. Sparkman
Kickapoo HS, MO

March 6, 2000

11,143 points

Missouri is the "Show Me" State and Teresa Sparkman has shown Missouri and the Nation what success looks like. Coach at Springfield Kickapoo HS in the Ozark District, Teresa's Chapter has twice been the district's largest and four years led the district in new enrollments. Teresa's team won the District Plaque six different years and the Sweepstakes Trophy three times. Four times Teresa coached the District's Leading Students including students ranked second and fourth in the U.S. Kickapoo won the Leading Chapter Award in 1981, 1990 and 1997.

Ms. Sparkman qualified 63 students to the National Tournament and 14 to Congress, including the children of NFL Legendary Coaches Jack Tuckness and Bob Bilyeu. (Alex Tuckness won FX in 1990). Teresa coached eight semi finalists in six different events and had a top team Sweepstakes finish in 1990.

Seven terms Teresa served as District Chair, earning the NFL Gold Award. She also has served as an official at Nationals.

A fourth diamond is a great honor but it is surely not the last honor for Teresa. More success is yet to come.



****Wayne Gessford
Gresham-Barlow HS, OR

April 14, 2000

10,000 points

Wayne was the major force that produced the widely acclaimed NW Rose Nationals, arguably the most popular national tournament in NFL history. Wayne, always calm in any crisis, met every challenge by visualizing potential problems, working out viable alternatives, and smoothly meeting every glitch with aplomb.

Mr. Gessford coached and taught at Sam Barlow High School for a quarter century. During that time he served 14 terms as District Chair winning both the Silver and Gold NFL Awards. In 2000 he was named "District Chair of the Year." Earlier Wayne was instrumental in the creation of two districts in Oregon.

The Barlow Chapter received the Leading Chapter Award in 1984 and 1995. Five times Barlow led the district in new enrollments and five times Barlow was the district's largest chapter. Twice Wayne coached the high point student. Wayne's squad won four District Plaques and three Sweepstakes Trophies.

Mr. Gessford qualified 59 students to the National Tournament and ten to Congress. One qualifier in the House in 1984 and 1985 and in debate in 1986 was (Gessford to page 51)



TRIPLE DIAMOND COACHES



*****Bonnie Gailey**
Cottonwood HS, UT

March 16, 1999

6,062 points

In November, 1980, Bonnie began her coaching career at Granger HS, UT. In 1990 she transferred to Cottonwood HS in Utah where she currently coaches. Bonnie Gailey has qualified 20 students to 13 National Tournaments.

Bonnie's chapter received the Leading Chapter Award in 1993. Her chapter was the Great Salt Lake District's Largest Chapter in 1993 and 1994 and in 1992 led the Great Salt Lake District in new enrollments.

Through Bonnie's leadership, her students have participated in not only Individual Events, but also Lincoln Douglas Debate, Team Debate and Congress. In 1992 Cottonwood won the District Sweepstakes Trophy. Bonnie is serving on the District Committee.

*****Carol Strickland**
Emporia HS, KS

July 6, 1999

6,308 points

Carol Strickland began her coaching career in 1968. From 1968 through 1987 Carol coached at Denver East (CO) High School and from 1987 'til now Carol has been coaching at Emporia (KS) High School.

Carol has qualified 27 Emporia students to Nationals; her school won District Sweepstakes Plaques in 1971, 1973, 1975, 1976, 1977 and 2000.

Through Carol's leadership her school has received the Leading Chapter Award in 1972, 1988 and 1999. USA Today named Carol to the All-Teacher Team for 2000.



*****Doug Galvin**
Rock Springs HS, WY

December 8, 1999

6,065 points

Doug Galvin's coaching career began in 1974 in Cody, Wyoming (at a non NFL member school), coaching debate and individual events. From 1982 to present, Doug has taught and coached at Rock Springs High School in Rock Springs, WY.

Doug has coached a remarkable 38 State Champions, placing winners in Extemp, LD Debate, Oratory, Interp and Student Congress. In addition, Doug has qualified 25 individuals to Nationals in various categories: Extemp, LD Debate, Oratory, Interp and Student Congress.



*****Vickie Fellers**
Wichita-East HS, KS

December 13, 1999

6,105 points

Vickie Fellers has been coaching for 21 years, the last four at Wichita-East High School. During her tenure at Wichita East, she has qualified 19 students to the National Tournament, in debate, extemp, oration, and interp, including a record tying three debate teams for the NW Rose Nationals. The Wichita-East chapter has won the district sweepstakes plaque the past three years. She also has coached state champions in both team debate and Lincoln-Douglas debate.

In addition to coaching, Vickie has been active in the Kansas Speech Communication Association, and in 1995 was named the Outstanding Kansas High School Speech Teacher. She currently serves on the Sunflower District committee.





*****Cathy C. McNamara**
Shawnee Mission South, KS

January 7, 2000

6,260 points

Cathy McNamara began coaching in 1981 at Shawnee Mission South. Through Cathy's leadership, Shawnee Mission South has experienced a steady growth of NFL student enrollment. In 1986 and 1998 the school received the Leading Chapter Award, along with District Plaques in 1984, 1985, 1995 and 1996.

Cathy has qualified students to 18 national tournaments including a national champion in 1987 in Dramatic Interpretation. South is a member of the 200 Club.

Cathy McNamara has served as District Chair for the East Kansas District since 1997 and in 1999 Cathy was presented the District Chair Silver Award. In addition, Cathy has served on the National Tournament Tabulation Committee since 1997.

*****David Baumeister, Jr.**
Yankton HS, SD

February 7, 2000

6,088 points

David Baumeister, Jr. coached debate and speech at O'Gorman High School in Sioux Falls, SD from 1983-1999. During that time he coached two dozen national qualifiers in policy debate, United States and Foreign extemp, dramatic and humorous interpretation, and student congress; including place winners in policy debate in 1988 and 1993, and a national champion in dramatic interp in 1984.

During Mr. Baumeister's time at O'Gorman, the squad earned two Leading Chapter awards, and has been in the "200 Club" six times. Dave has served on the Rushmore District N.F.L. committee since 1990.

This year, Dave returned to Yankton High School (where he first became an NFL member in 1973) coaching debate and individual events.



*****Ruth B. McAllister**
Riverside HS, SC

February 14, 2000

10,414 points

Ruth began her teaching career in Memphis, (TN) where she established two NFL chapters. In 1967, Ruth was named Tennessee Speech Teacher of the Year and Outstanding Educator for the City of Memphis.

After a leave of absence, Mrs. McAllister returned to coaching in 1988, established an NFL chapter at Riverside HS in Greer (SC) and has qualified for the national tournament each year since. Mrs. McAllister's students have placed 6th and 8th in L/D, 3rd in Congress, 2nd in Extemp Commentary and 2nd in Poetry Interpretation. Ruth's school has won the Leading Chapter Award twice, the District Sweepstakes Plaque twice and the Tournament Trophy once. She served on the South Carolina District Committee for 8 years and as President of the South Carolina Forensic Association.



*****Cheryl Gilmore**
Lafayette-Acadiana HS, LA

February 23, 2000

6,004 points

Cheryl Gilmore has taught and coached for twenty-four years. During that time, Cheryl coached at Our Lady of Fatima High School, Lafayette for six years, coaching national qualifiers five of the six years. Cathedral-Carmel and Fatima consolidated to form St. Thomas More HS where Cheryl coached one year and then retired. That year Cheryl qualified four students for Nationals. In 1983 Cheryl received her first diamond. In 1987 she returned from retirement and has been at Acadiana High School ever since. In 1991 Cheryl has received her second diamond and has qualified more students in Congress than any other event. Cheryl has served as Louisiana District Chair for the past four years, as Executive Secretary of the Louisiana High School Speech League and has also served twice as their President.



TRIPLE DIAMOND COACHES



*****Nelson L. Warren**
Remington HS, KS

February 29, 2000

6,020 points

Nelson L. Warren of Remington High School, Whitewater, (KS), has coached individual events 29 years and debate 22 years. Mr. Warren's four-speaker debate team took the state championship in 1984, a two-speaker team took third place in 1992, and the individual events team took third place in 1991.

Mr. Warren has coached several state champions: extempore in 1988, improvised duet acting in 1995, humorous interpretation in 1996, and Lincoln-Douglas debate in 1999. Mr. Warren has sponsored an NFL chapter for 16 years. He was a recipient of the CARE program and attended his first national tournament in 1995. He was elected to the West Kansas District Committee last year and is a current member of the Sunflower District.

*****Mike William Beattie**
Waynesville HS, MO

March 13, 2000

6,641 points

Mike William Beattie has been coaching at Waynesville R-VI Schools for seventeen years. During that time he has built a solid program which in 1992 led to the Leading Chapter Award. Mr. Beattie's team also captured the district sweepstakes trophy in 1992.

Mike has qualified students to Nationals in Oratory, and Lincoln Douglas Debate.

In 1997 his school placed 1st in Ozark District enrollment for new NFL members. Mike's focus is on improving each individual student's skills to prepare him/her for contests, college, and civic leadership.



*****Sally M. Finley**
Belle Vernon Area HS, PA

March 17, 2000

6,009 points

Sally has coached at Belle Vernon Area High School for eighteen years. Her program has gradually evolved from driving one person to a local tournament to commuting by bus or plane to state and national tournaments. It is important to her that each student is respected and honored for their individual achievements.

Sally's forensic goal is to give all students the opportunity to speak in the small, caring setting that forensic competition encourages. By keeping this philosophy in mind, Sally has had local, regional, state, and national finalists.

This year, Sally Finley was honored by the Pennsylvania High School Speech League coaches who inducted her into the 2000 Pennsylvania State Hall of Fame.



*****David W. Loos**
Algoma HS, WI

March 22, 2000

6,009 points

David Loos has coached forensics and directed dramatic productions at Algoma High School for the last 34 years. Starting with a program of ten students, Algoma High School, total enrollment around 300 students, now boasts a program of over 60 students and is a perennial contender for state honors. In 1986, competing against all schools, Algoma became the smallest school to ever win the Wisconsin State Forensic Championship. His teams have also won the State Championship in Division II (schools under 650 enrollment) in 1999 and 2000.

Each year Dave hosts a forensic tournament noted for its smoked fish, deviled eggs, and excellent competition. He has served as Treasurer and President of the Wisconsin Forensic Coaches Association and at present is Chair of the Category Committee. Sixteen of his students have advanced to national competition and one of them reached the finals in Impromptu. He has also coached two American Legion State Oratorical champions and two State Optimist Oratory champions.





*****Clifton Morton**
Hortonville HS, WI

March 27, 2000

6,094 points

Clif Morton has coached individual events for 25 years, debate for 15 years. Mr. Morton has coached 106 students to CFL and NFL Nationals with a second place winner in Impromptu in 1992.

Clif has served as President of the Wisconsin Forensic Coaches Association and President of the Wisconsin Debate Coaches Association.

In 1998, Mr. Morton was Hintz Memorial Award winner (Wisconsin Coach of the Year). Also in 1998 he was winner of the Wisconsin State Human Relations Association Educator of the Year Award. In 1999, Clif Morton was winner of the Wisconsin Indian Education Association "Friend of Indian Education" Award. He has served as a national tournament official.

*****Glenn M. Nelson**
Hutchinson HS, KS

June 27, 2000

7,633 points


Glenn M. Nelson has been teaching for 23 years and has been coaching forensics for 16 years. He has one of the finest records in Kansas!

Glenn has qualified 30 students from four different schools to thirteen national tournaments: one NFL finalist; five NFL semi-finalists; five state team championships in debate and seventeen individual state champions.

Glenn is currently District Chair for West Kansas District.



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Email: nflsales@vbe.com

DOUBLE DIAMOND COACHES



****N. J. Pond**
Murray HS, UT
February 5, 1999 3,138 points



****Timothy J. Waxenfelter**
Quigley Catholic HS, PA
March 31, 1999 3,019 points



****Pamela Spitzer**
Cody HS, WY
June 1, 1999 3,249 points



****Charlotte Brown**
Gregory-Portland HS, TX
September 20, 1999 4,430 points



****Robert A. Chalender**
El Dorado HS, KS
September 22, 1999 5,521 points



****Craig A. Austin**
Centennial HS, CA
October 5, 1999 6,487 points



****Carole Dickey**
Des Moines-Lincoln HS, IA
December 7, 1999 3,129 points

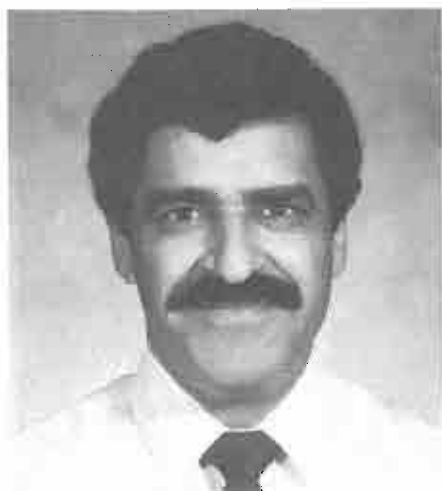


****John D. Eichman**
Yucaipa HS, CA
December 17, 1999 3,203 points



****Gregory N. Davis**
Lakewood HS, CO
December 28, 1999 3,975 points

DOUBLE DIAMOND COACHES



****Wedge Crouch**
Ozark HS, MO

January 10, 2000 3,668 points



****Max Griffith**
Elgin HS, OH

January 14, 2000 3,011 points



****Gretchen G. Nash**
Hamilton Heights HS, IN

February 9, 2000 3,297 points



****Mary T. Gormley**
Montville HS, NJ

February 14, 2000 3,791 points



****Gina Wilkinson**
Creekview HS, TX

February 22, 2000 3,381 points



****Richard Mittelstedt**
Watertown HS, SD

February 23, 2000 3,677 points



****Todd A. Murray**
Owasso HS, OK

February 23, 2000 5,208 points



****Dan Johnson**
Raymond-Central HS, NE

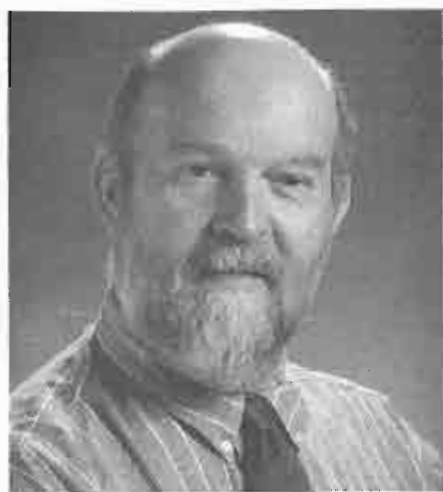
February 24, 2000 3,345 points



****Susan Moore**
Scott County HS, KY

February 26, 2000 3,030 points

DOUBLE DIAMOND COACHES



****Richard G. Mullen**
Elizabeth HS, ME

March 7, 2000

3,206 points



****Candis Pecs**
Dayton-Oakwood HS, OH

March 10, 2000

3,025 points



****Eileen Waite**
Randolph HS, NJ

March 31, 2000

3,322 points



****Lana Hall**
Hereford HS, TX

April 3, 2000

3,188 points



****Richard L. Balf**
B. F. Terry HS, TX

April 13, 2000

3,053 points



****Bonnie J. O'Leary**
Gilmour Academy, OH

April 24, 2000

3,066 points



****Melba LaCaze**
Bolton HS, LA

May 2, 2000

4,045 points



****Carol Ann Hart**
Langdon Public School, ND

May 17, 2000

3,004 points



****Ted W. Menke**
Greybull HS, WY

May 22, 2000

3,076 points

SINGLE DIAMONDS



***Mariann Fedrizzi**
Cypress Creek HS, TX
March 22, 1999 1,561 points



***Tony Rosenberger**
River Valley HS, AZ
April 12, 1999 2,736 points



***Glenna L. Burden**
Arkansas City HS, KS
October 18, 1999 1,912 points



***Joanne Cunningham**
Clinton HS, MS
November 12, 1999 1,503 points



***Russ Tidwell**
Garden City HS, KS
November 18, 1999 2,211 points



***Jo Nell Seifert**
Poplar Bluff Sr. HS, MO
November 29, 1999 1,525 points



***Laurie Z. Cooper**
Woodburn HS, OR
December 16, 1999 1,512 points



***Margaret Marshak**
Hattiesburg HS, MO
December 20, 1999 1,563 points



***Gary W. West**
Grove HS, OK
December 21, 1999 1,508 points



***Larry Wood**
The Woodlands' HS, TX
December 21, 1999 1,521 points



***Arianne G. Fortune**
Kansas City-Oak Park HS, MO
December 28, 1999 3,177 points



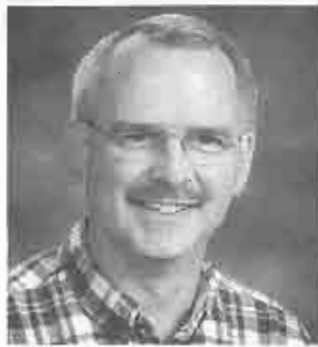
***Lindsey Cummings Henson**
Independence-Chrisman HS, MO
December 28, 1999 2,202 points

SINGLE DIAMONDS



***David W. Abel**
Goddard HS, KS

January 11, 2000 3,075 points



***Tom Backen**
Benilde-St. Margaret's School, MN

January 12, 2000 1,501 points



***Steven Bartholomew**
Rapid City-Stevens HS, SD

January 18, 2000 3,834 points



***Rodney Landes**
Johansen HS, CA

January 25, 2000 1,563 points



***William L. Crocker, Jr.**
Silver Lake Regional HS, MA

January 28, 2000 1,543 points



***Karen Vaughan**
Foothill HS, NV

January 28, 2000 1,845 points



***Larry W. McCarty**
Tom Moore HS, TX

February 3, 2000 1,511 points



***Marlissa Hughes**
Evansville-North HS, IN

February 4, 2000 1,610 points



***Shannon McGillen O'Donnell**
Flathead County HS, MT

February 4, 2000 1,707 points



***Brooke Gregg**
Woods Cross HS, UT

February 7, 2000 1,569 points



***Lyle R. Linerode**
Gahanna-Lincoln HS, OH

February 11, 2000 1,535 points



***Marilyn Mann**
Monett HS, MO

February 15, 2000 1,530 points

SINGLE DIAMONDS

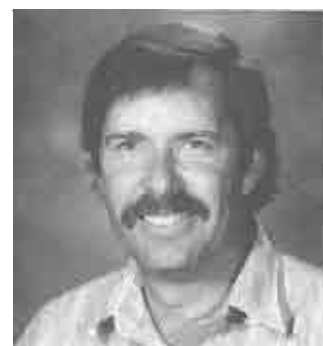
41



***R. Jon Frey**
Aberdeen-Central HS, SD
February 22, 2000 2,098 points



***Robert Patterson**
The Governor's School, VA
February 23, 2000 1,502 points



***Bruce Benson**
Madison HS, ID
February 25, 2000 1,674 points



***Lynn S. Schmitt**
Edina HS, MN
March 1, 2000 1,753 points



***Sally Benton**
Cortez HS, AZ
March 22, 2000 1,751 points



***Anne McSparron**
Fargo-North HS, ND
March 22, 2000 1,818 points



***Kim Heath**
Wellington HS, KS
March 23, 2000 1,505 points



***Richard Herder**
Lely HS, FL
March 24, 2000 2,137 points



***Rosemary Martinez**
Putnam City-North HS, OK
March 28, 2000 1,515 points



***Jane Rinehart**
Kansas City-Central HS, MO
March 28, 2000 1,579 points



***Robert T. Shepard**
Plano Senior HS, TX
April 11, 2000 1,544 points



***Dianne Hickerson**
Spirit Lake HS, IA
April 12, 2000 1,566 points

SINGLE DIAMONDS



***Katrina Mitchell**
Willow Springs HS, MO

April 13, 2000

1,503 points



***Randy L. Story**
West Plains HS, MO

April 13, 2000

1,664 points



***Margaret Oveson**
South Fremont HS, ID

April 18, 2000

1,563 points



***Steve Sexton**
West Bend-East HS, WI

April 20, 2000

1,504 points



***Michelle Hendrix**
Stillwater HS, OK

April 21, 2000

1,500 points



***Wendi Norris Brandenburg**
Plano-Williams HS, TX

April 26, 2000

1,740 points



***Raymond J. Casey**
Bellmont HS, IN

May 2, 2000

1,652 points



***Laurel Scheidt**
Portage-Northern HS, MI

May 11, 2000

1,507 points



***Tommy Thompson**
Pike County Central HS, KY

July 6, 2000

1,608 points



***Thomas Noonan**
Marquette University HS, WI

July 11, 2000

1,523 points

OKLAHOMA NATIONALS

JUNE 10 - JUNE 15, 2000

UNIVERSITY OF OKLAHOMA

DIAMOND KEY COACHES

(Points on record September 6, 2000)

*****		MRS. DIANE MASTRO-NARD	12,431	MR. LESLIE PHILLIPS	14,433
MR. RON UNDERWOOD	34,496	YOUNGSTOWN-MOONEY HS, OH		LEXINGTON HS, MA	
MODESTO-BEYER HS, CA		MR. DONALD N. BELANGER	12,422	MRS. MARTHA L. KENNEDY	14,419
MR. DONUS D. ROBERTS	28,290	CADDO MAGNET HS, LA		REDLANDS HS, CA	
WATERTOWN HS, SD		MRS. SHIRLEY KELLER-FIRESTONE	12,405	MRS. GAY BRASHER	13,056
*****		LYNBROOK HS, CA		LELAND HS, CA	
DR. JANE ELDRIDGE	22,736	MS. LOIS GORNE	12,306	MS. PAM CADY WYCOFF	12,797
GOODPASTURE HS, TN		FEDERAL WAY HS, WA		APPLE VALLEY HS, MN	
MR. RON CARR	21,749	MR. STEVEN DAVIS	12,302	MR. MAHLON COOP	12,091
SARASOTA-RIVERVIEW HS, FL		ZEBULON B VANCE HS, NC		BLUE VALLEY NORTHWEST HS, KS	
MR. RICHARD YOUNG	21,102	MS. LYDIA ESSLINGER	12,262	MS. DEANA BUTCHER	11,604
LITTLE RIVER HS, KS		SYOSSET HS, NY		SPRINGFIELD-HILLCREST HS, MO	
MR. ROGER BRANNAN	19,759	MR. PAUL GIERINGER	12,194	MR. MARK HARRIS	11,574
MANHATTAN HS, KS		MARSHALL HS, MO		RAYTOWN HS, MO	
MR. DAVID JOHNSON	19,015	MS. CHERYL V. RYNE	12,145	MRS. RUTH B. MCALLISTER	11,471
HOUSTON-BELLAIRE HS, TX		FRIENDSWOOD HS, TX		RIVERSIDE HS, SC	
MR. RICHARD B. SODIKOW	18,365	MR. TED W. BELCH	11,614	MS. CHARLENE BRADT	11,373
BRONX HS OF SCIENCE, NY		GLENBROOK-NORTH HS, IL		ALVA HS, OK	
MR. A.C. ELEY	16,808	MR. T. W. OGLESBY	11,524	MR. SKIP ALTIG	10,767
SHAWNEE MISSION NORTH HS, KS		WABASH-SOUTHWOOD HS, IN		NORTH PLATTE SR HS, NE	
MRS. DALE MCCALL	16,182	MR. HARLAN M. SHUCK	11,438	MR. RON JACKSON	10,764
WELLINGTON HS, FL		MOORHEAD HS, MN		NORTH KANSAS CITY HS, MO	
MR. RALPHE. BENDER	16,168	MR. DOUGLAS TSCHETTER	11,422	MS. SANDRA E. BIRD	10,357
CENTERVILLE HS, OH		MILBANK HS, SD		SAN FRAN-LOWELL HS, CA	
*****		MR. RANDALL MCCUTCHEON	11,376	MR. MIKE JEFFERS	10,356
MR. DONALD CRABTREE	25,329	ALBUQUERQUE ACADEMY, NM		INDEPENDENCE-TRUMAN HS, MO	
PARK HILL HS, MO		MR. WILLIAM W. TATE, JR.	11,334	MS. MARILEE DUKES	10,334
MR. KENNETH A. CARANO	16,661	MONTGOMERY BELL ACADEMY, TN		VESTAVIA HILLS HS, AL	
AUSTINTOWN-FITCH HS, OH		MR. BILL JORDAN	11,317	MR. MICHAEL E. STARKS	9,967
MR. WILLIAM S. HICKS	16,153	SPRINGFIELD-GLENDALE HS, MO		CHEYENNE-EAST HS, WY	
BREBEUF JESUITS HS, IN		MRS. TERESA E. SPARKMAN	11,263	MR. ROBERT D. NORDYKE	9,918
MR. FRANKS FERRA	15,449	KICKAPOO HS, MO		WICHITA-CAMPUS HS, KS	
MULLEN HS, CO		MR. JAMES HARVILLE	11,224	MR. TOM MONTGOMERY	9,897
MR. HAROLD M. MCQUEEN	15,376	BELLARMINE COLLEGE PREP, CA		LODI HS, CA	
BEN DAVIS HS, IN		MR. RAY SCHAEFER	10,978	MS. JULIE SHEINMAN	9,812
BRO. RENESTERNER, FSC	15,315	SHERMAN OAKS CES, CA		STUYVESANT HS, NY	
LA SALLE COLLEGE HS, PA		MS. JANET ROBB	10,973	MR. JOHN S. TURNER, JR.	9,782
MR. GREGORY J. CULLEN	15,088	MCKEESPORT AREA HS, PA		IDAHO FALLS-SKYLINE HS, ID	
ALHAMBRA HS, CA		MR. ROBERT BEISCH	10,911	MR. TIMOTHY C. AVERILL	9,727
BRO. GEORGE ZEHNLE, SM	14,647	OTTUMWA HS, IA		MANCHESTER HS, MA	
CHAMINADE HS, NY		MR. HOWARD G. HUDSON	10,709	MR. TERRY PETERSON	9,705
MR. CARL SWANSON	14,636	PICHER-CARDIN HS, OK		MILLARD-NORTH HS, NE	
SIOUX FALLS-LINCOLN HS, SD		MR. DARREL HARBAUGH	10,692	MR. BILL DAVIS	9,485
MR. HAROLD C. KELLER	13,594	FIELD KINDLEY HS, KS		BLUE VALLEY NORTH HS, KS	
DAVENPORT-WEST HS, IA		MS. ANNE M. SULLIVAN	10,607	MR. BOB J. SIEFERT	9,444
MR. JAMES MENCHINGER	13,309	BOZEMAN HS, MT		LOGANSPOETH HS, IN	
PORTAGE-NORTHERN HS, MI		MRS. CARLYN C. LINDLEY	10,589	MR. W.E. SCHUETZ	9,416
MR. LOWELL SHARP	13,040	ACADEMY OF THE HOLY NAMES, FL		GREGORY-PORTLAND HS, TX	
GOLDEN HS, CO		MS. JUDY KROLL	10,585	MR. DONALD RAMSEY	9,396
*****		BROOKINGS HS, SD		KANSAS CITY-ROCKHURST HS, MO	
MR. JOHN M. HIRES	19,163	MR. JOHN N. REVEZZO	10,530	MR. EDWIN M. KELLY	9,157
DOWNERS GROVE-SOUTH HS, IL		NILES-MCKINLEY HS, OH		PINE CREST SCHOOL, FL	
MRS. PAMELA K. MCCOMAS	18,035	MR. RONALD STEINHORST	10,513	MS. REBECCA PIERCE	8,976
TOPEKA HS, KS		NEW LONDON SR HS, WI		PARKWAY-SOUTH HS, MO	
MR. RANDY PIERCE	16,866	MR. KENNY BARFIELD	10,483	MRS. R. LYNN RHODES	8,885
PATTONVILLE HS, MO		MARS HILL BIBLE SCHOOL, AL		LOUISVILLE SENIOR HS, OH	
MR. HENRY WOLF	15,665	MRS. HELEN ENGSTROM	10,368	MR. BILL R. BLAND	8,739
HAYS HS, KS		MUNSTER HS, IN		TULSA-WASHINGTON HS, OK	
MR. JOHN S. TREDWAY	14,668	MR. S. L. CHANDLER	10,267	MR. ALLEN JANOVEC	8,684
ASHLAND HS, OR		DREW COLLEGE PREP SCHOOL, CA		NORFOLK HS, NE	
MR. GARY G. HARMON	14,506	MR. LINCOLN RECORD	10,177	MR. HARRY B. DAVIS	8,514
SALINA-CENTRAL HS, KS		FORT WAYNE-NORTHROP HS, IN		HUNTER HS, UT	
MR. CARL F. GRECCO	14,026	MR. WAYNE GESSFORD	10,000	MR. GREGORY VARLEY	8,357
TRUMAN HS, PA		GRESHAM-BARLOW HS, OR		LAKELAND HS, NY	
MS. GEORGIA BRADY	14,012	***		MR. NOEL TRUJILLO	8,280
BLUE SPRINGS-SOUTH HS, MO		MR. ERIC DI MICHELE	18,620	LOS ALAMOS HS, NM	
MRS. LEORA K. HANSEN	12,793	REGIS HS, NY		MR. JAMES ROBBINS	8,174
BLACKFOOT HS, ID		MR. STEVEN WOOD	16,546	CHRYSLER HS, IN	
MR. DANIEL TYREE	12,737	FREE STATE HS, KS		MR. CHUCK BALLINGALL	8,152
PLYMOUTH HS, IN		MS. SANDRA STARKE	16,236	DAMIEN HS, CA	
MR. GARY ADDINGTON	12,556	MIRAMONTE HS, CA		MR. ROBERT BRITTAIN	8,132
CHERRY CREEK HS, CO		SR. MARY P. PLUMB	16,103	COLUMBIA CITY HS, IN	
MR. LEE D. ALTO	12,511	ACADEMY OF THE HOLY NAMES, FL		MR. GLENN R. CAVANAUGH	8,065
GRAND RAPIDS HS, MN		MR. MERLE D. ULERY	14,531	DERRY AREA HS, PA	
		NORTH MIAMI BEACH HS, FL		MS. KANDI KING	8,063
				SAN ANTONIO-CHURCHILL HS, TX	

MR. RICHARD OCHOA	8,033	MR. PAUL HAYWOOD	6,983	MS. SALLY M. FINLEY	6,127
ALTA HS, UT		HOMEWOOD-FLOSSMOOR HS, IL		BELLE VERNON AREA HS, PA	
BRO. ANTHONY K. CAVET CFC	8,027	MRS. ANN TORNBERG	6,973	MR. DAVID BAUMEISTER, JR.	6,102
ARCHBISHOP CURLEY-NOTRE DAME, FL		SIoux FALLS-LINCOLN HS, SD		YANKTON HS, SD	
MR. ERIC BRANNEN, JR.	7,966	MRS. LINDA S. BOX	6,966	SR. ROSEMARY FLOERSCH	6,051
WESTMINSTERSCHOOLS, GA		LADUE HORTON WATKINS HS, MO		OMAHA-MERCY HS, NE	
MR. JAMES R. CARLSON	7,936	MR. ROBERT M. LEET	6,953	MS. CHERYL GILMORE	6,025
BISHOP HEELAN HS, IA		SHEBOYGAN-SOUTH HS, WI		LAFAYETTE-ACADIANA HS, LA	
MR. JACK D. TUCKNESS	7,846	MS. LOIS PIERSON	6,946		
SPRINGFIELD-CENTRAL HS, MO		VALLEY CENTER HS, KS			
DR. LARRY B. STUBER	7,811	MR. E. L. WILLIAMSON	6,904	MR. MICHAEL W. BURTON	13,388
VALPARAISO HS, IN		KATY HS, TX		AUBURN SR HS, WA	
MR. DOUGLAS R. SPRINGER	7,786	MS. GLADYS ROBERTSON	6,902	MR. TOMMIE LINDSEY, JR.	12,628
NEW TRIER TWP HS, IL		T L HANNA HS, SC		JAMES LOGAN HS, CA	
DR. ELIZABETH L. BALLARD	7,764	MR. SCOTT MILLIKEN	6,870	MR. DANIEL H. DURBIN	11,427
NORMAN HS, OK		MILLARD-NORTH HS, NE		EVANSVILLE-REITZ HS, IN	
MR. ED TRIMMER	7,757	MS. SUSAN MALONE	6,867	MR. DAVID L. WATKINS	10,879
WINFIELD HS, KS		ALTA HS, UT		NEOSHO HS, MO	
MS. GAIL NAYLOR	7,727	MRS. PEGGY A. MADDEN	6,851	MS. KIM R. MAASS	10,737
SILVER LAKE HS, KS		NORTH HILLS HS, PA		SIoux FALLS-LINCOLN HS, SD	
MRS. ELEANOR R. LANGAN	7,724	MR. MEL OLSON	6,821	MS. JAN HEITEEN	9,703
SCRANTON HS, PA		DOBSON HS, AZ		DOWNERS GROVE-SOUTH HS, IL	
REV. RAYMOND HAHN	7,674	MR. GREGORY P. DAWSON	6,796	MR. DOUG CAMPBELL	9,443
CATHEDRAL PREP SCHOOL, PA		THE BLAKE SCHOOL, MN		SAN GABRIEL HS, CA	
MR. GLENN M. NELSON	7,655	DR. THOMAS D. CASTLE SR.	6,737	MS. PEGGY BENEDICT	9,207
HUTCHINSON HS, KS		BETTENDORF HS, IA		CHERRY CREEK HS, CO	
MRS. CYNTHIA TIMMONS	7,598	MS. PEGGY A. OLIVER	6,705	MR. TODD CASPER	9,056
COLLEYVILLE HERITAGE HS, TX		IDAHO FALLS-BONNEVILLE HS, ID		CARROLLTON HS, OH	
MRS. ROBERTA GRENFELL	7,589	MR. RYAN MCKEITHAN	6,704	MISS CYNTHIA A. BURGETT	8,898
KLEIN HS, TX		TOPEKA-SEAMAN HS, KS		WASHBURN RURAL HS, KS	
MRS. LINDA M. HENRY	7,574	MRS. CAROL STRICKLAND	6,686	MS. MELISSA REYNOLDS	8,176
LABETTE COUNTY HS, KS		EMPORIA HS, KS		BISHOP MIEGE HS, KS	
MS. PEGGY DERSCH	7,557	MR. MIKE WILLIAM BEATTIE	6,674	MS. LISA MILLER	7,928
PARKWAY-WEST HS, MO		WAYNESVILLE HS, MO		NOVA HS, FL	
MR. DAVID S. SMITH	7,530	MR. RUSSELLE E. BROCK	6,668	MS. BETH GOLDMAN	7,786
SALT LAKE CITY-HIGHLAND HS, UT		MONETT HS, MO		TARAVELLA HS, FL	
MR. MARK V. KAPFER	7,527	MR. ANTHONY F. FIGLIOLA	6,620	MR. STAN MAGEE	7,375
SHAWNEE HEIGHTS HS, KS		HOLY GHOST PREP, PA		DULLES HS, TX	
MR. JAMES CAVALLO	7,526	MS. CATHY C. MCNAMARA	6,546	MR. STAN MCGRADY	7,370
CHESTERON HS, IN		SHAWNEE MISSION SOUTH HS, KS		BOISE HS, ID	
MR. ROBERT L. JONES	7,512	DR. CHARLES A. TICHY	6,545	MR. DON M. HEINSOHN	7,260
FRESNO HS, CA		RALSTON HS, NE		JAMES LOGAN HS, CA	
MR. MARK ETHERTON	7,462	MR. STANLEY LEWIS	6,509	MR. ROBERT E. DEGROFF	7,055
MURRAY HS, KY		OLATHE-EAST HS, KS		COLTON HS, CA	
MR. ROBERT H. IHRIG	7,398	MR. WILLIAM B. VAILL	6,495	MS. KELLI MORRILL	7,000
MANKATO-WEST HS, MN		NORTON HS, OH		RAYTOWN-SOUTH HS, MO	
MRS. MARY B. MCCARTHY	7,356	MR. DAVID W. LOOS	6,483	MR. NICK PANOPOULOS	6,980
ROSSVILLE HS, KS		ALGOMA HS, WI		CHEYENNE-CENTRAL HS, WY	
MRS. DEBORAH BENDIX	7,350	MRS. LINDA ODDO	6,426	MR. MICHAEL PATTERSON	6,935
ST CLOUD APOLLO HS, MN		NEW TRIER TWP HS, IL		GUYMON HS, OK	
MR. ROBERT C. FLEISCHACKER	7,256	MS. DORIS J. SEXTON	6,413	MRS. FRANKIE REYNOLDS	6,756
LYNBROOK HS, NY		WEST BEND-EAST HS, WI		MOUNTAIN VIEW HS, UT	
MS. JEANNE DEVILLIERS	7,227	MS. BONNIE GALEY	6,402	MR. MARK QUINLAN	6,671
SAPULPA HS, OK		COTTONWOOD HS, UT		CIRCLE PINES-CENTENNIAL HS, MN	
SR. DIANE WEIFENBACH	7,224	MR. DOUG GALVIN	6,402	MS. DAPHNE MORMAN-STURTZ	6,653
ST IGNATIUS COLLEGE PREP, IL		ROCK SPRINGS HS, WY		ROSEBURG SR HS, OR	
MR. JACK STAFFORD	7,211	MR. HUGHRINGER	6,368	MR. DAVID MATLEY	6,625
DEL NORTE COUNTY HS, CA		MERCER AREA HS, PA		DANVILLE-MONTE VISTA HS, CA	
MRS. ANN C. STEPP	7,167	MR. GREGG C. HARTNEY	6,367	MR. CRAIG A. AUSTIN	6,523
BEN DAVIS HS, IN		CHARLES PAGE HS, OK		CENTENNIAL HS, CA	
MS. CATHORNER-BENNETT	7,137	MR. LAWRENCE HAVENS	6,348	MRS. KATHY MULAY	6,495
TAOS HS, NM		ARVADA WEST HS, CO		PORTAGE-CENTRAL HS, MI	
MR. LESLIE KUHNS	7,120	MR. GARY D. RONEY	6,341	MR. ROBERT A. CHALENDER	6,419
TOPEKA-WEST HS, KS		MCAULEY HS, MO		EL DORADO HS, KS	
MS. VICKIE FELLERS	7,119	MRS. CATHERINE BERMAN	6,338	MS. SHERRIL SHUMAKER	6,413
WICHITA-EAST HS, KS		EL CERRITO HS, CA		BLUE SPRINGS HS, MO	
MR. LEE J. TURNER	7,116	MR. JAMES BUTCH	6,337	MR. THOMAS K. BIDDLE	6,175
CLAYTON SR HS, MO		KETTERING-FAIRMONT HS, OH		BEAR CREEK HS, CO	
MR. JAMES M. DENEKAS	7,074	MR. ROBERT L. JONES	6,313	MS. PAULETTE M. MANVILLE	6,107
LE MARS COMMUNITY HS, IA		CANBY HS, OR		SHAWNEE MISSION EAST HS, KS	
MS. SUSAN B. MCLAIN	7,065	MR. GARY WALKER	6,309	MS. GAIL SARFF	5,991
GLENCOE HS, OR		SAN GORGONIO HS, CA		WAYZATA HS, MN	
MS. JUDY HADLEY	7,064	MS. CAROL PURRINGTON	6,301	MS. SARAH THOMAS	5,964
LAFAYETTE HS, LA		MARSHALL HS, MN		WASHBURN RURAL HS, KS	
MS. VERA K. BISSONNETTE	7,006	MR. NELSON L. WARREN	6,255	MS. ALICE J. URSIN	5,956
DEL NORTE COUNTY HS, CA		REMINGTON HS, KS		BETHEL PARK HS, PA	
MS. BARBARA GARNER	7,003	MR. ROBERT LEVINSON	6,171	MR. MICHAEL GONZALEZ	5,953
DUNCANVILLE HS, TX		BRONX HS OF SCIENCE, NY		ST VINCENT HS, CA	
SR. MARY RAIMONDE	6,992	MR. CLIFTON MORTON	6,127	MR. N. A. COSSETTE	5,942
ST JOSEPH HILL ACADEMY, NY		HORTONVILLE HS, WI		GONZAGA PREP HS, WA	

MR. NICK NELSEN	5,935	MS. CONNIE AUDEMUR	5,382	MR. LARRY B. ROSS	4,916
WEST DES MOINES-VALLEY HS, IA		LAMAR CONSOLIDATED HS, TX		HUMBLE HS, TX	
MS. DEBRA BARRON	5,918	MS. CHRISTINE M. ADAMS	5,375	MR. CONRAD JESTMORE	4,911
MAULDIN HS, SC		INDEPENDENCE-TRUMAN HS, MO		WICHITA-EAST HS, KS	
MRS. SHAREN ALTHOFF	5,896	MR. TODD A. MURRAY	5,371	MR. PAUL LEWELLAN	4,906
WOOSTER HS, OH		JENKSHS, OK		BETTENDORF HS, IA	
MS. ROSE M. JOYCE-TURNER	5,894	MS. JONIANKER	5,369	MS. CHARLOTTE BROWN	4,904
MONTICELLO HS, NY		EAGAN HS, MN		GREGORY-PORTLAND HS, TX	
MR. C. FREDERICK SNOOK	5,865	MS. DIANNE B. MOELLER	5,367	MR. MITCH GAFFER	4,896
CRESTWOOD HS, OH		SKYLINE HS, CO		HURON HS, SD	
MS. LEXY GREEN	5,840	MR. RICHARD CHUNAT	5,338	MR. MARK RASMUSSEN	4,891
COLLEGE PREP SCHOOL, CA		ST EDWARD HS, OH		HILLCREST HS, UT	
MR. DOUGLAS JOHNSON	5,832	MS. PAULINE J. CAROCHI	5,323	MS. SANDRA L. BROUSSARD	4,885
BRAINERD HS, MN		CANON CITY HS, CO		COMEAL HS, LA	
MR. DAVID MCKENZIE	5,809	MR. DAVID B. MOULTON	5,316	MR. CORNELL A. LOSCHEN	4,853
NORTHFIELD HS, IN		PERRY MERIDIAN HS, IN		WORLAND HS, WY	
MS. JUDITH MCMASTERS	5,809	MS. WANDA V. MANTHER	5,316	MR. STAN AUSTIN	4,838
BISHOP KELLEY HS, OK		ROSEMOUNT SR HS, MN		WHEATON-NORTH HS, IL	
MR. MIKE KOLODZIEJ	5,806	MRS. KAREN MIYAKADO	5,293	MR. R. D. RIGGLEMAN	4,825
GLENBARD-WEST HS, IL		RADFORD HS, HI		DENISON HS, IA	
MR. ANTHONY STOKES	5,791	MS. TERESA LEE	5,291	MRS. JEANNINE RICHISON	4,824
KISKI SCHOOL, PA		ALIEF-HASTINGS HS, TX		ARROYO GRANDE HS, CA	
MRS. GLORIA WASILEWSKI	5,776	MR. NORMAN A. LEISTIKOW	5,258	MR. DAVID S. JENKINS	4,814
RIVERSIDE HS, PA		BLOOMINGTON-JEFFERSON HS, MN		BALLWIN-LAFAYETTE HS, MO	
MR. JAMES WAKEFIELD	5,774	MR. ROBERT J. TINDEL	5,254	MS. KATHLEEN O'HALLORAN	4,808
FORT LAUDERDALE HS, FL		PITTSBURGH HS, KS		NORWIN HS, PA	
MS. MARY M. HOWELL	5,754	MR. MATTHEW WHIPPLE	5,251	MRS. CLARYN M. MYERS	4,779
MOUNTAIN VIEW HS, AZ		GLENBROOK-SOUTH HS, IL		FORT WAYNE-NORTHSIDE HS, IN	
MS. KAREN S. FINCH	5,743	MISS JUDITH VASCONCELOS	5,229	MS. LYNDA LUCE	4,754
BLACKSBURG HS, VA		RENO HS, NV		WAUPACA HS, WI	
MR. JOSEPH BUZZELLI	5,733	MS. MARY ANN YOSKEY-BERTY	5,223	MS. MARGARET GAGNON	4,750
ST IGNATIUS HS, OH		TRINITY HS, PA		JACKSON HOLE HS, WY	
MR. JOSEPH GAINS	5,726	MISS DEBORAH E. SIMON	5,211	MRS. LINDA WILSON	4,746
WADSWORTH HS, OH		MILTON ACADEMY, MA		HENRY COUNTY HS, TN	
MR. JAY STUBBS	5,713	MR. TOM GIST	5,193	MR. BRUCE ROGERS	4,725
HOUSTON-BELLAIRE HS, TX		SPRINGFIELD-CENTRAL HS, MO		NORTHSIDE HS, GA	
MS. CONNIE MCKEE	5,707	MR. PETER K. REDMOND	5,179	MR. JOHN DURKEE	4,665
AMARILLO HS, TX		ST LOUIS PARK HS, MN		LARAMIE HS, WY	
MRS. BARBARA MUHLBACH	5,704	MRS. JILL I. GRIMES	5,170	MS. MELBA LACAZE	4,653
MASSILLON-WASHINGTON HS, OH		MOFFAT COUNTY HS, CO		BOLTON HS, LA	
MS. ANN SHOFNER	5,696	MRS. GAYLE HYDE	5,168	MS. CAROLYN L. MARTINEZ	4,651
AMARILLO-TASCOSA HS, TX		FARGO-SOUTH HS, ND		PALISADE HS, CO	
MRS. CAROLYN WILLIAMSON	5,692	MR. JAMES F. GRAUPNER	5,163	MS. VIVIAN E. ZABEL	4,641
DENVER-WASHINGTON HS, CO		STILLWATER HS, MN		DEERCREEK HS, OK	
MR. DAVID M. MONTERA	5,601	MRS. DEBRA L. WEIHER-TRAAS	5,155	MS. HARRIET L. MEDLIN	4,640
PUEBLO-CENTENNIAL HS, CO		APPLETON EAST HS, WI		BRENTWOOD HS, TN	
MR. RANDALL R. SHAVER	5,592	MS. DEBBY WARSTLER	5,154	MR. BRENT A. FARRAND	4,632
SOUTHEAST GUILFORD HS, NC		PERRY HS, OH		SCIENCE HS, NJ	
MS. CATHERINE SMITH	5,589	DR. JOHN R. WOOLLEN	5,148	MRS. BARBARA WATSON	4,617
OLATHE-SOUTH HS, KS		ENLOE HS, NC		GREAT BEND HS, KS	
MS. VIRGINIA LANDRETH-ETHERTON	5,576	MS. KATHY MARTIN	5,147	MRS. ELIZABETH WHITE	4,582
ROWAN COUNTY SR HS, KY		DILWORTH-GLYNDON-FELTON HS, MN		SAN ANTONIO-CHURCHILL HS, TX	
MR. JOSEPH WYCOFF	5,542	MR. MARK D. ONSTOTT	5,141	MR. GREGORY N. DAVIS	4,579
APPLE VALLEY HS, MN		EAGLECREST SCHOOL, CO		LAKEWOOD HS, CO	
MR. RICHARD BRACKNELL	5,524	MR. ROBERT J. HOY	5,122	MRS. GLORIA HENRY	4,578
CARROLLTON HS, GA		BRUNSWICK HS, ME		RUSKIN HS, MO	
MS. MARILYN SCHIEL	5,523	MS. KAREN COLTON-MILLSAP	5,121	MS. PAULINDA KRUG	4,569
STEVENS POINT HS, WI		AURORA HS, MO		TRINITY HS, TX	
MR. SHELBY MCNUTT	5,516	MRS. JAN COOK	5,096	MR. JEFF BORST	4,556
GARDEN CITY HS, KS		CHEROKEE-WASHINGTON HS, IA		SIERRA HS, CO	
MS. CONNIE J. LINK	5,511	MRS. KITTY PECK	5,089	MR. JERALD T. EILER	4,555
HEYWORTH HS, IL		RIVERTON HS, WY		ROSSVILLE HS, IN	
MRS. SUSAN J. BAKER	5,497	MR. ROBERT D. NEULEIB	5,080	MRS. MARTHA B. EBELING	4,544
SHERIDAN HS, WY		UNIVERSITY HS, IL		DAYTON-OAKWOOD HS, OH	
MR. CARL WANGSVICK	5,454	MR. DAVID TRIPPE	5,069	MR. DONALD J. TANTILLO	4,530
FORT COLLINS HS, CO		NIXA R-2 SCHOOLS, MO		WHEELING HS, IL	
MR. STEVE O'BRIEN	5,447	MRS. GLENDA FERGUSON	5,049	MR. ROGER C. PALDAUF	4,518
WATERTOWN HS, SD		OKLA CITY-HERITAGE HALL HS, OK		JACOBS HS, IL	
MR. RONALD KRIKAC	5,445	MR. THEODORE CARTER	5,042	MS. CANDACE NEWMAN	4,503
SHERIDAN HS, WY		CALHOUN HS, GA		GAITHER HS, FL	
MR. JIM LONG	5,417	MRS. DARCY BUTRIMAS	5,041	MR. DALVIN R. YAGER	4,497
PLANO SR HS, TX		TRINITY PREP SCHOOL, FL		DERBY HS, KS	
MR. KEN OGDEN	5,410	MR. PAUL A. HARENS	5,028	MRS. LESLIE S. WATKINS	4,496
STRATFORD HS, TX		YANKTON HS, SD		BROOKWOOD HS, GA	
MR. CHARLES H. NICHOLAS JR.	5,404	MS. BEVERLY RUFF	4,985	MS. KRISTINE HAYES	4,486
BOB JONES ACADEMY, SC		PAPILLION-LA VISTA HS, NE		SIOUX FALLS-LINCOLN HS, SD	
MRS. LINDA C. DENCKER	5,397	MS. SHERYL KACZMAREK	4,980	MS. GAIL L. INGRAM	4,481
HOWELL NORTH HS, MO		NEWBURGH FREE ACADEMY, NY		GAINESVILLE HS, GA	
MR. WILLIAM C. ROBINSON, JR.	5,393	MR. FRED ROBERTSON	4,938	MR. JULIAN M. KITE	4,465
SHAWNEE MISSION SOUTH HS, KS		FREMONT HS, NE		JOHN F HODGE HS, MO	

MS. SUZANNE W. TERRY HAMBLEN HS WEST, TN	4,459	MS. MARY T. GORMLEY MONTVILLE HS, NJ	3,962	MR. KENNETH R. SIMPSON SANGER HS, CA	3,570
MS. A. JANE BERRY-EDDINGS SPRAGUE HS, OR	4,434	MR. LYLE A. JACKSON SUNNYSIDE HS, WA	3,962	MR. JOSEPH B. SIREN ALLENDALE-FAIRFAX HS, SC	3,565
MR. GABRIEL R. SANTO ROCKY RIVER HS, OH	4,401	MS. KAREN GLAHN STOCKTON-LINCOLN HS, CA	3,957	MR. DAVID HUSTON DALLAS-HIGHLAND PARK HS, TX	3,557
MR. PHILIP M. WERTZ THOMAS COUNTY CENTRAL HS, GA	4,400	MS. SAMMY GREEN SPRING HS, TX	3,951	MR. DEL HOLZ BLOOMINGTON-JEFFERSON HS, MN	3,534
MS. JANICE J. RAINS CORPUS CHRISTI-CARROLL HS, TX	4,394	MS. PAULA NETTLES WOODWARD ACADEMY, GA	3,950	MR. JOHN D. EICHMAN YUCAIPA HS, CA	3,515
MS. DEBORAH H. MCBRIDE THE BARSTOW SCHOOL, MO	4,373	MR. WEDGE CROUCH OZARK HS, MO	3,928	MS. CAROL J. LESHOCK GREENSBURG-SALEM HS, PA	3,499
MS. RHEA HOPPE MACONAQUAH HS, IN	4,373	MS. CAROLANN BIEL CHESTERTON HS, IN	3,922	MRS. NANCY WALKER HOCKADAY SCHOOL, TX	3,495
MS. SUSAN SEGELSTROM ST CROIX FALLS HS, WI	4,369	MRS. HELEN S. BRYANT SHAWNEE MISSION NORTHWEST HS, KS	3,914	MS. PEGGY L. HESS PENSACOLA HS, FL	3,491
MR. MARIO B. MALDONADO MONTWOOD HS, TX	4,359	MR. FRANK A. LANGHEINRICH SALT LAKE CITY-EAST HS, UT	3,911	MR. ELWIN C. ROE MCDONALD COUNTY HS, MO	3,485
MS. SANDRA BOLDWAY SAN DIEGO HS, CA	4,342	MR. VINCENT BORELLI LONG BRANCH HS, NJ	3,907	MR. DAN JOHNSON RAYMOND-CENTRAL HS, NE	3,479
MRS. TERRY PETERS LAKE CITY HS, ID	4,332	MR. EUGENE BURNETT PONTIAC TOWNSHIP HS, IL	3,902	MRS. SUSAN MARSHALL LAS VEGAS ACADEMY, NV	3,476
MR. JAMES E. MCPHEETERS MCPHERSON HS, KS	4,310	MS. SALLY L. HOFMEISTER POLAND HS, OH	3,896	MRS. STEPHANIE A. SMITH WARREN EAST HS, KY	3,470
MS. JOYCE A. SINN FORT SCOTT HS, KS	4,306	MS. KATE LINDSAY SALINA-SOUTH HS, KS	3,874	MR. TIMOTHY J. WAXENFELTER QUIGLEY CATHOLIC HS, PA	3,460
MS. LORI LEE OGDEN HS, UT	4,297	MR. ROBERT KELLY CHESTERTON HS, IN	3,866	MS. MARY J. PELSON TIGARD HS, OR	3,448
MRS. BETTY WHITLOCK CLINTON HS, MS	4,277	MR. THOMAS J. PABST SNIDER HS, IN	3,833	MR. GRANT HANSEN ROY HIGH SCHOOL, UT	3,438
MR. MAX H. BROWN BLUE VALLEY NORTH HS, KS	4,277	MS. JODY EVES SALINA-SOUTH HS, KS	3,812	MS. GRETCHEN G. NASH HAMILTON HEIGHTS HS, IN	3,432
MR. KIERAN LARKIN THE MARY LOUIS ACADEMY, NY	4,264	MS. BETH YOUNG NORTH CATHOLIC HS, PA	3,808	MR. MICHAEL L. MIDGLEY CANON CITY HS, CO	3,414
MS. GAY HOLLIS TAYLOR HS, TX	4,259	MS. KIM JONES BELLARMINE COLLEGE PREP, CA	3,800	MR. ROBERT R. PACILIO MT CARMEL HS, CA	3,411
MR. THOMAS W. HUBER OAK HILL HS, IN	4,248	MR. WILLIAM BARTHELME BERGENFIELD HS, NJ	3,798	MS. ROSELLA BLUNK SIOUX FALLS-LINCOLN HS, SD	3,404
MS. KRISTINA JONYHA-BERTCH OMAHA-CENTRAL HS, NE	4,237	MS. LINDA SHIPLEY BARTLESVILLE HS, OK	3,796	MS. CAROLE DICKEY DES MOINES-LINCOLN HS, IA	3,403
MS. BARBARA MILLER SOUTH MECKLENBURGH HS, NC	4,226	MS. MARGARET KENDRICK SHARPSTOWN HS, TX	3,794	MS. EILEEN WAITE RANDOLPH HS, NJ	3,393
MR. GARY K. MINOR NEWTON HS, KS	4,211	MR. FRED MONBERG HAMMOND HS, IN	3,793	MS. SALLY SQUIBB LEWISVILLE HS, TX	3,392
MS. SHARON STENDER HOT SPRINGS COUNTY HS, WY	4,207	MR. DAVID BAKER ST MARK'S SCHOOL, TX	3,763	MR. MICHAEL A. COLLETTI, SR. AMOS ALONZO STAGG HS, IL	3,386
MR. ROBERT H. STEFFEN OLATHE-NORTH HS, KS	4,204	MRS. MARGARET RILEY ACADEMY OF THE HOLY NAMES, NY	3,751	MRS. PAMELA SPITZER CODY HS, WY	3,381
MS. ANITA BOYD R H WATKINS HS, MS	4,151	MR. DENNIS ELLER CANTERBURY HS, IN	3,729	MR. JOHN MCCLELLAN WARNER ROBINS HS, GA	3,375
MR. DALE DELETIS MILTON ACADEMY, MA	4,150	MR. DAVID J. HOOPER CLOVIS-WEST HS, CA	3,707	MS. KATHY FAULKENBERRY CANEY VALLEY HS, KS	3,367
MS. REBECCA S. WILEY DUVAL HS, WV	4,139	MR. N. J. POND MURRAY HS, UT	3,700	MS. MARIE A. DZURIS CENTERVILLE HS, OH	3,352
MS. JANE G. BOYD GRAPEVINE HS, TX	4,136	MRS. DEBORAH MIDDLETON GLENBROOK-SOUTH HS, IL	3,686	MS. MORGIA BELCHER GIG HARBOR HS, WA	3,341
MISS FRANCES SCHOOLCRAFT WHEELING PARK HS, WV	4,112	MS. KRISTI A. SANROMANI NORTHEUGENE HS, OR	3,668	MRS. PAMELA DEUTSCH WEST LAFAYETTE HS, IN	3,335
MS. KIM-MICHELLE PULLAN PLEASANT GROVE HS, UT	4,089	MR. JOHN A. CARDOZA CARONDELET HS, CA	3,664	MS. CAROL W. MOLLOY EL PASO-DEL VALLE HS, TX	3,286
MS. LORETTA TEBBE HASTINGS SENIOR HS, NE	4,084	MS. DEANNE VANDEVERT NORTH VALLEY HS, OR	3,635	MR. BRIT MCCABE BISHOP MCGUINNESS HS, OK	3,279
MS. MELANIE RALSTON TOPEKA-WEST HS, KS	4,044	MR. RANDY ELLIS SPRING HS, TX	3,630	MS. LANA S. HALL HEREFORD HS, TX	3,278
MS. SHERRY WOODWARD LONE PEAK HS, UT	4,013	MS. JILL TERRELL L B J HS, TX	3,630	MS. JILL LOFALD DULUTH-DENFELD HS, MN	3,277
MR. MIKE HARRISON SAN ANTONIO-CHURCHILL HS, TX	4,004	MRS. JERRY STEWART KUNA HS, ID	3,628	MS. SUSAN M. VAUGHN MCQUEEN HS, NV	3,266
MR. BILL SEYMOUR ACTON BOXBOROUGH REG HS, MA	3,998	MR. NICK BOLLAS CANTON-GLENOAK HS CAREER CTR, OH	3,624	MR. MAX GRIFFITH ELGIN HS, OH	3,239
MS. MARGARET A. EMELSON UNIONTOWN AREA SR HS, PA	3,982	MRS. GINA WILKINSON CREEKVIEW HS, TX	3,606	MRS. DIANA PRENTICE TOPEKA HS, KS	3,232
MR. DENNIS B. HADLEY FREMONT HS, UT	3,980	MRS. PAM HUMMEL SANDRA DAY O'CONNOR HS, TX	3,592	MR. SANFORD BERMAN EL CERRITO HS, CA	3,230
MR. PATRICK REIS MARK KEPPEL HS, CA	3,979	MR. KENT HYER NORTH RIDGE HS, UT	3,592	MS. GAIL L. NICHOLAS BOB JONES ACADEMY, SC	3,219
MR. RICHARD MITTELSTEDT WATERTOWN HS, SD	3,974	MRS. MYRNA B. GOODWIN MOUNT MIGUEL HS, CA	3,572	MRS. JANET DOYLE PHARR-SAN JUAN-ALAMO-NORTH HS, TX	3,210
MS. COLLEEN BLANKENSHIP EAGLE HS, ID	3,972	MR. ZANE HARWELL CRANE HS, TX	3,570	MR. RICHARD MULLEN CAPE ELIZABETH HS, ME	3,206

MR. BRENT PESOLA UNIVERSITY SCHOOL, FL	3,176	MR. DEREK L. YUILL GABRIELINO HS, CA	5,034	MS. MARTHA BENHAM COLUMBINE HS, CO	3,309
MR. ROBERT R. LARCHER ST JOHN'S JESUIT, OH	3,168	MS. KAYE MAGILL WESTFIELD HS, TX	4,736	MS. DEBRATHORSON FOOTHILL HS, CA	3,285
MS. LISA BARNETT CARROLL HS, TX	3,159	MS. D'ARCY F. PATEY-ROBINSON POLAND REGIONAL HS, ME	4,663	MS. LEE A. INCE HARLINGEN HS SOUTH, TX	3,279
MS. MARCIA SCHULTZ DESMET JESUIT HS, MO	3,159	MR. SEANNICEWANER NEVADA HS, MO	4,620	MR. JAMES W. RYE, III THE MONTGOMERY ACADEMY, AL	3,276
MS. NANETTE D. STARK HORIZON HS, AZ	3,156	MR. CURTIS W. SOMERS JAMES MADISON HS, VA	4,355	MS. MARY A. SCHICK MICHAEL KROP HS, FL	3,254
MS. BECKY G. ISBELL ODESSA SR HS, TX	3,152	MR. STEVEN BARTHOLOMEW RAPID CITY-STEVENSON HS, SD	4,330	MS. HELEN P. KELLEY OREGON CITY HS, OR	3,240
MR. KIRBY CHIN BRONX HS OF SCIENCE, NY	3,148	MR. NOEL S. SELEGZI HUNTER COLLEGE HS, NY	4,326	MS. SARAH ROSENBERG CLEVELAND HS, CA	3,235
MR. WAYNE WAGNER ROLLING MEADOWS HS, IL	3,145	MR. MICKEY D. HUTSON COLLIERVILLE HS, TN	4,302	MR. JAMES COLEMAN RAPID CITY-CENTRAL HS, SD	3,233
MR. JOHN HALL LAWRENCE CENTRAL HS, IN	3,143	MR. ANTHONY E. MYERS DURANGO HS, CO	4,290	MR. TRACY M. STEINER BEULAH HS, ND	3,224
MRS. JUDITH H. SCHAEFER SHERMAN OAKS CES, CA	3,143	MS. JANET ROSE KEARNEY SR HS, NE	4,247	MS. REGINA REYNOLDS CANFIELD HS, OH	3,216
MRS. CHARLOTTE TYREE PLYMOUTH HS, IN	3,142	MS. KIM R. CRANSTON MARQUETTE HS, MO	4,243	MRS. A. J. SMITH MONTROSE HS, CO	3,190
MS. VIRGINIA KOHL BOONE COUNTY HS, KY	3,136	MR. KEN PADEN ST JOSEPH-CENTRAL HS, MO	4,193	MS. RITA PRICHARD GRANITE BAY HS, CA	3,179
MR. RICHARD L. BALFE B F TERRY HS, TX	3,126	MR. DAVID DUTTON PENN HS, IN	4,152	MR. DAVID ABEL GODDARD HS, KS	3,179
MR. CHARLES OAKES BATTLE GROUND ACADEMY, TN	3,126	MR. EDWARD DAVIS CENTENNIAL HS, CA	4,090	MR. GREGORY R. STEVENS OKOBOJI COMMUNITY SCHOOL, IA	3,135
MR. AARON TIMMONS, JR. THE GREENHILL SCHOOL, TX	3,122	MR. TOM CUBBAGE GREAT FALLS-RUSSELL HS, MT	4,090	MS. LORI MASTRUD-BABCOCK DULUTH-EAST HS, MN	3,134
MS. DORENE NELSON GROTON HS, SD	3,097	MR. MARIO L. HERRERA ELDORADO HS, NM	4,076	MRS. NOELLE BAKER CHADRON HS, NE	3,127
MR. MARTIN LAMANSKY STEAMBOAT SPRINGS HS, CO	3,083	MRS. JOANNA CONE HEBRON HS, TX	4,031	MR. MICHAEL B. VERGIN MOUNDS PARK ACADEMY, MN	3,125
MR. TED W. MENKE GREYBULL HS, WY	3,076	MS. BECKY HODGES MIDWAY HS, TX	4,014	MS. TERRIFIELDS SUNNYSLOPE HS, AZ	3,106
MS. NELDA D. CHAPMAN RANGEVIEW HS, CO	3,074	MS. GAY JANIS GILMOUR ACADEMY, OH	3,978	MS. SUE E. NORRIS FLAGSTAFF HS, AZ	3,104
MS. BONNIE O'LEARY GILMOUR ACADEMY, OH	3,072	MR. BRANDON COSBY EVANSVILLE-REITZ HS, IN	3,958	MR. DAVID WILLIAMS GARDEN CITY HS, KS	3,075
MR. THOMAS H. DE YARMAN PUEBLO-CENTENNIAL HS, CO	3,071	MR. JON KACHELMACHER ROSEMOUNT SR HS, MN	3,832	MS. JUDITH M. ROGERS CASCIA HALL PREP, OK	3,070
MR. DAVID M. PRICE KATELLA HS, CA	3,066	MR. MICHAEL TRAAS APPLETON EAST HS, WI	3,796	MRS. GLORIA O'SHIELDS FARMINGTON HS, NM	3,066
MS. SUSAN MOORE SCOTT COUNTY HS, KY	3,051	MS. ARIANNE G. FORTUNE KANSAS CITY-OAK PARK HS, MO	3,758	MS. DEBBIE JOHNSON ROUND ROCK HS, TX	3,041
MS. CANDIS L. PEES DAYTON-OAKWOOD HS, OH	3,049	MS. JUDITH JAVERSAK STURGIS-BROWN HS, SD	3,745	MRS. LEANN RICHARDS EDISON-COMPUTECH HS, CA	3,024
MR. DON SCHULTE PATTONVILLE HS, MO	3,045	MR. ANDREW G. WEST MYERS PARK HS, NC	3,697	MS. KIMBERLY CUEVAS RENO HS, NV	3,011
MS. KELLY J. SMITH LA JUNTA HS, CO	3,041	MS. MARY A. BETANCOURT MOORESTOWN HS, NJ	3,690	MR. CONRAD DAVIS CHAPARRAL HS, AZ	3,006
MS. LINDA HEINZE WESTMINSTER SCHOOLS, GA	3,032	MR. GLEN COOK GREELEY-CENTRAL HS, CO	3,679	MR. KELLY PARKER CENTENNIAL HS, GA	3,001
MR. PAUL M. EVANS BENTON HS, MO	3,008	MR. STEVEN GARGO APPLETON-WEST HS, WI	3,569	MRS. SHERRY WHITCOMB KOKOMO HS, IN	2,995
MS. CATHERINE D. JOHNSTON PINE FOREST SR HS, NC	3,006	DR. ROBERT LITTLEFIELD FARGO-SHANLEY HS, ND	3,519	MS. SANDRA D. SCHNEIDER DRIPPING SPRINGS HS, TX	2,991
MS. CAROL ANN HART LANGDON PUBLIC HS, ND	3,000	MR. JEFFREY HANEY ATCHISON HS, KS	3,495	MR. THOMAS VAVRA LOYOLA HS, CA	2,991
		MS. LARA S. BOUCHARD ADVANCED TECHNOLOGIES ACADEMY, NV	3,490	MISS VICKIE A. MAYER WASHBURN HS, ND	2,989
MR. SCOTT GINGER GREEN VALLEY HS, NV	6,825	MS. ANNE WALLIN STANDLEY LAKE HS, CO	3,476	MS. LYNNE R. TSCHUDY JACKSON HS, OH	2,973
MR. JAMES R. MORRILL RAYTOWN-SOUTH HS, MO	6,668	MR. STEVEN M. HELMAN KAMIAK HS, WA	3,446	MR. ROBERT SPEIRS SPEARFISH HS, SD	2,969
MR. CHRIS RIFFER BLUE VALLEY HS, KS	6,490	MS. PAULA PARTAIN CENTRAL KITSAP HS, WA	3,403	MS. LEE MYERS CHRISTOPHER COLUMBUS HS, FL	2,968
MR. GREG GRAFFMAN HAVEN HS, KS	5,583	MR. MARTIN A. CRONIN DOUGLAS HS, NV	3,396	MR. ARCHIE PAINTER SHERANDO HS, VA	2,963
MR. MICHAEL C. GROVE LA COSTA CANYON HS, CA	5,513	MS. SUSAN L. ANDERSON RICHARDTON-TAYLOR HS, ND	3,373	MRS. A. H. DORFMAN HALF HOLLOW HILLS HS EAST, NY	2,963
MS. SUZANNE S. MUNSELL ESPERANZA HS, CA	5,449	MS. KATHERINE C. LIGON COOKEVILLE HS, TN	3,361	MR. JOE D. TREVINO, JR. BISHOP HS, TX	2,957
MS. SUZANNE E. THEISEN STOW MUNROE FALLS HS, OH	5,151	MR. THOMAS J. DOWNS BISHOP KEARNEY HS, NY	3,346	MRS. ROBYN VAN HORN COON RAPIDS HS, MN	2,946
MR. RON GRIMSLEY MITCHELL HS, SD	5,128	MR. KARL R. PACKER ALTA HS, UT	3,329	MRS. PAMELA SCHULTZ-TACCONA GLENBROOK-SOUTH HS, IL	2,948
MR. THOMAS WILLIAMS HOWLAND HS, OH	5,082	MR. TONY ROSENBERGER RIVER VALLEY HS, AZ	3,320	MRS. LEE E. BEACH CLARKSVILLE-NORTHEAST HS, TN	2,939

MS. KATHRYN A. WANER COLUMBIA-HICKMAN HS, MO	2,937	MS. SUSANTELEHANY YSLETA HS, TX	2,734	MR. RICHARD DEMPSEY EVANSTON TWP HS, IL	2,543
MRS. BARBARA OCHOA ALTA HS, UT	2,933	MR. STEVE HAMERSMA SIOUX FALLS-WASHINGTON HS, SD	2,731	MISS SUE KUPFER CAMDENTON HS, MO	2,543
MS. NIKI ALDERSON MULDROW HS, OK	2,918	MRS. JACQUELYN LANGSTON BLUE SPRINGS HS, MO	2,718	MR. TOM KRAUSE PINE VIEW SCHOOL, FL	2,539
MRS. SUSAN NORDQUIST INTERNATIONAL FALLS HS, MN	2,903	SR. CECILIA M. HERMANN IMMACULATE HEART CENTRAL HS, NY	2,718	MS. KATHERINE GRIFFIN HILLSBOROUGH HS, FL	2,536
MS. SANDRA W. DAVIS BATTLE GROUND ACADEMY, TN	2,897	MR. RUSS TIDWELL GARDEN CITY HS, KS	2,709	MR. JAMES E. MASTERS DALLAS-HIGHLAND PARK HS, TX	2,523
MS. CHARLOTTE BOTEILHO H P BALDWIN HS, HI	2,896	SR. ISABELLA TRINIDAD-CATHOLIC HS, CO	2,709	MS. LORI BROWN CYPRESS HS, CA	2,522
MS. PAT CANNON HIGHLAND PARK HS, IL	2,894	MRS. ELOISE A. WEISINGER ALDINE SR HS, TX	2,706	MS. JANE M. LAUGHLIN SCARBOROUGH HS, ME	2,521
MRS. IDOLENE MAZZA WARRENSBURG HS, MO	2,891	MS. JANE NELSON COUNCIL BLUFFS-LINCOLN HS, IA	2,699	MRS. CARLA BROWN LEE'S SUMMIT HS, MO	2,520
MS. THERESA V. RICH PONDEROSA HS, CO	2,890	MS. FRANK BORCHERS SYLVANIA-NORTHVIEW HS, OH	2,697	MS. CAROLYN W. SALAM LOGAN-ROGERSVILLE HS, MO	2,516
MS. PAULA MITTLEMAN BRIDGEWATER-RARITAN REG HS, NJ	2,887	MRS. MARY SUE CROMMELIN FIRST COLONIAL HS, VA	2,691	MR. GARY ELLS ST MARY'S HS, KS	2,509
MR. JAMES ROSENBERG CRYSTAL LAKE-SOUTH HS, IL	2,887	MR. STEVED. ESTENSON COTTAGE GROVE-PARK HS, MN	2,674	MR. MAURICE J. LARUE STURGIS-BROWN HS, SD	2,494
MR. MICHAEL NAILOR DANVILLE HS, PA	2,886	MR. JAMES CASSEY GRAND ISLAND HS, NE	2,673	MRS. JOEY K. MIYAMOTO IOLANI SCHOOL, HI	2,493
MR. IRA L EVERS ALAMO HEIGHTS HS, TX	2,880	MRS. MARY C. GREEN PASADENA HS, TX	2,665	MS. GAIL BAUWENS MATAWAN REGIONAL HS, NJ	2,475
MS. MARY SHERMAN WEST FARGO HS, ND	2,878	MR. GREG SCHULTZ MEAD HS, WA	2,665	MR. MATT DAVIS LINCOLN-EAST HS, NE	2,468
MS. DONNA BROWN PUTNAM CITY HS, OK	2,876	MS. CINDI H. SAUKEL JERSEY VILLAGE HS, TX	2,663	MS. MARY KNUITSON CEDARBURG HS, WI	2,460
MR. MICHAEL D. AMSTUTZ VERMILION HS, OH	2,875	MR. JACOB VOGLER BISHOP MONTGOMERY HS, CA	2,660	MR. EARL SQUYRES TWIN FALLS HS, ID	2,455
MRS. MARTHA L CARR W T WOODSON HS, VA	2,871	MRS. TERRI ROBINSON CANTERBURY HS, IN	2,658	MS. CELIA A. FOSTER MOUNTAIN VIEW HS, OR	2,455
MS. JOANN HAMM WEBSTER SR HS, NY	2,868	MS. SANDRA L. MARTINEAU BONITA VISTA HS, CA	2,657	MS. SHARON A. STRONG OCEANSIDE HS, CA	2,446
MR. ALAN TRIVETT WEST CHARLOTTE HS, NC	2,856	MR. KIRBY VOLZ FORT WAYNE-SOUTH SIDE HS, IN	2,651	MS. ROBIN KNOEPKE PALMER HS, CO	2,445
MR. ROBERT S. DEUTSCH WEST LAFAYETTE HS, IN	2,854	MR. ERIC BECKMAN ANOKA HS, MN	2,649	MRS. PAULA M. REED COLUMBINE HS, CO	2,443
MR. MICHAEL BACON NEWBURGH FREE ACADEMY, NY	2,843	MRS. DIANE M. RITZDORF ARAPAHOE HS, CO	2,647	MR. ROBERT STOCKTON KATELLA HS, CA	2,442
MR. TERRY QUINN CAMPBELL COUNTY HS, WY	2,834	MR. BILL HEALY BELLARMINE COLLEGE PREP, CA	2,646	MS. BARBARA MCCAIN PLANO-EAST HS, TX	2,435
MS. MARY FURLONG DELONE CATHOLIC HS, PA	2,828	DR. ROBERT G. EISENHAUER GETTYSBURG SENIOR HS, PA	2,641	MRS. DIANNE JOHNSON HOUSTON-BELLAIRE HS, TX	2,416
MS. JO RUSSELL EDMOND-NORTH HS, OK	2,818	MS. MARY A. FRIDH LA PORTE HS, IN	2,635	MS. GLENNAL BURDEN ARKANSAS CITY HS, KS	2,414
MS. OPAL M. MORSE PT PLEASANT SR HS, WV	2,818	MR. SHERWINE BENNES GREEN VALLEY HS, NV	2,633	MS. TRACY L. MARTIN RED MOUNTAIN HS, AZ	2,408
MRS. TRUDY K. KINMAN NORTHEAST NODAWAY R-V HS, MO	2,795	MRS. KAREN WILBANKS PLANO SR HS, TX	2,630	MR. ROBERT GALLIGAN KUEMPER HS, IA	2,402
MS. BARBARA FUNKE CHESTERTON HS, IN	2,792	MRS. MARILYN C. CHILDS CHELSEA HS, VT	2,629	MS. RACHEL K. LEACH GRESHAM-BARLOW HS, OR	2,399
MRS. SHARON SUMMERS ARAPAHOE HS, CO	2,792	MR. JOSEPH JOHNSON RONALD REAGAN HS, TX	2,622	MRS. CAROL HARMS BELLEVILLE-EAST HS, IL	2,398
MR. DOUGLAS FRANK SCOTTSBLUFF HS, NE	2,790	MS. NANCY GROVES LAMAR HS, CO	2,614	MRS. JOSETTE SURRATT TEURLINGS-CATHOLIC HS, LA	2,398
MRS. KELLY A. REESE BAKERSFIELD HS, CA	2,790	MR. ROBERT MARKS ALBUQUERQUE ACADEMY, NM	2,612	MR. DALE SHIKOWSKI GREENDALE HS, WI	2,397
MR. DOUG MILLS GREENSBURG-CEN CATHOLIC HS, PA	2,789	MRS. MICHELE K. COODY SAINT JAMES SCHOOL, AL	2,605	MRS. SUSAN M. HITTSON CHRYSLER HS, IN	2,382
MS. CINDY BOMBOSKE MONACAN HS, VA	2,787	MR. STEVE MEADOWS DANVILLE HS, KY	2,588	MS. TRUDY WORKMAN LOVELL HS, WY	2,381
MR. DAVID A. PETERS ST AGNES ACADEMY, TX	2,779	MR. KENT TROYER LYONS HS, KS	2,571	MR. KEITH W. TOWNSEND BEL AIR HS, TX	2,378
MS. TWINKLE JOHNSON DEER PARK HS, TX	2,775	MS. NANCY C. PHAUP PRINCE EDWARD COUNTY HS, VA	2,570	MS. ROSEMARY KINCAID ABILENE HS, TX	2,374
MR. DAVID PHILLER GLYNN ACADEMY, GA	2,774	MR. WALTER KAHUMOKU III KAMEHAMEHA SCHOOLS, HI	2,567	MR. CHARLES SLOAT IONA PREP SCHOOL, NY	2,365
MS. TERI ROBINSON GREEN RIVER HS, WY	2,768	MRS. GAIL A. CHASTAIN SAN FRAN-MERCY HS, CA	2,566	MR. GREG ADKINS FLATHEAD CO HS, MT	2,363
MR. MIKE PITTMAN SAVANNAH HS, MO	2,766	MS. CAROL GRUSKI DAVIS HS, UT	2,561	MR. MARK WEBBER HOUSTON-MEMORIAL HS, TX	2,363
MRS. ALICE E. NORTH PINEVILLE HS, LA	2,764	MS. THERESA A. MANCHEY JAMES WOOD HS, VA	2,560	MR. JOSEPH HOFFMAN SETON HALL PREP SCHOOL, NJ	2,357
MS. JUDITH A. ROBINSON GRESHAM HS, OR	2,751	MS. LESLEY SAXBY FRANKLIN REGIONAL HS, PA	2,548	MR. CHARLES R. DUNN FORT COLLINS HS, CO	2,354
MR. MARTIN GLENDINNING BROKEN ARROW HS, OK	2,750	MRS. DIANA KRAUSS PHOENIX-CENTRAL HS, AZ	2,545	MR. GREGG REED LOGANSPOUT HS, IN	2,354

MR. DALE KNOWLTON	2,354	MR. MORRIS BLOCK	2,236	MS. SUSAN RICHEY	2,093
HICKMAN MILLS HS, MO		RIVERDALE HS, LA		KOKOMO HS, IN	
MR. JAMES BERGER	2,353	MR. DOUG MCCONNAHA	2,229	MR. CHRIS COLVIN	2,089
RIPON HS, WI		CORVALLIS HS, MT		LAMP HS, AL	
MRS. LYNNE M. BUSTLE	2,350	MS. DENISE BOOHER-WALKER	2,224	MS. SUE MORSE	2,081
CENTERVILLE HS, OH		LAFAYETTE-JEFFERSON HS, IN		SPRINGDALE HS, AR	
MR. WILLIAM J. MURRAY	2,345	MR. RICHARD D. BROWN	2,223	MR. GERALD W. MEIER	2,080
MECHANICSBURG HS, PA		MILLARD-SOUTH HS, NE		BLACK HAWK HS, WI	
MS. RENITA JOHNSON	2,344	MS. CONSTANCE LEYENDECKER	2,223	MR. SCOTT ROWLAND	2,072
CLEMENTS HS, TX		BENILDE-ST MARGARET'S SCHOOL, MN		ELMA HS, WA	
MS. DEBORAH LARSEN	2,337	MR. THOMAS SWEENEY	2,222	MS. JENNY COOK	2,069
MARSHFIELD HS, OR		HOMEWOOD-FLOSSMOOR HS, IL		MILTON ACADEMY, MA	
MS. MARY TALSKY	2,335	MR. GREG MALIS	2,220	MS. BETSY SEXTON	2,058
PIUS XI HS, WI		NEWMAN SCHOOL, LA		KANSAS CITY-ROCKHURST HS, MO	
MR. MATTHEW SPITLER	2,334	MS. ELAINE SCHMIDTBERGER	2,219	MS. BRENDA BOLLINGER	2,058
ROWLAND HS, CA		BISHOP MIEGE HS, KS		CLAYTON SR HS, MO	
MR. JIMMY L. SMITH	2,333	MS. DONNA R. MATTHEWS	2,215	MS. LORNA KORBER	2,055
PRINCETON HS, TX		HATTIESBURG HS, MS		CLAREMONT HS, CA	
MR. TYRONE WESLEY	2,330	MS. NORMA L. GARRETT	2,214	MR. MAX HOKE	2,055
SHEBOYGAN-SOUTH HS, WI		AMERICA HS, TX		MCCUTCHEON HS, IN	
MR. MARK E. STUCKY	2,330	MRS. LINDSEY CUMMINGS HENSON	2,212	MS. CARROL P. TRUSTY	2,053
MOUNDRIDGE HS, KS		INDEPENDENCE-CHRISMAN HS, MO		ANTIOCH HS, TN	
MR. TIMOTHY M. NEVILLE	2,324	MR. BRENT C. OBERG	2,212	MR. TIMOTHY E. SHEAFF	2,053
WOOD RIVER HS, ID		HIGHLANDS RANCH HS, CO		WEST DES MOINES-DOWLING HS, IA	
MS. PAMELA BALLOW	2,323	MS. JUDY MCKEEVER	2,202	MR. JOEL B. SHORT	2,052
MARCUS HS, TX		TUALATIN HS, OR		BELTON HS, MO	
MR. TOM MOSBERGER	2,322	MRS. BARBARA REED	2,193	MS. JUDY L. SEWARD	2,051
CANTON-GLENOAK HS CAREER CTR, OH		PAPILLION-LA VISTA HS, NE		CENTREVILLE HS, VA	
MR. RONALD A. INGLE	2,318	MRS. REBECCA MEYER-LARSON	2,190	MS. KRIS LINDVALL	2,045
GATEWAY HS, CO		MOORHEAD HS, MN		MANKATO-WEST HS, MN	
MR. BRIAN HAYENGA	2,308	MS. SANDY PETERSON	2,187	MR. TODD SCHNAKE	2,037
DES MOINES NORTH HS, IA		V J AND ANGELA SKUTT CATH HS, NE		RAYMORE-PECULIAR HS, MO	
MR. STEVEN J. FETZIK	2,302	MRS. KATY KESTNER	2,178	MS. SALLY PIES	2,036
AUSTIN HS, MN		CARMEL HS, IN		BROOKINGS HS, SD	
MS. CATHERINE LUHR	2,297	MS. JENNIFER BERGAN	2,159	MS. DONNA CRANE	2,029
MOUNT MERCY ACADEMY, NY		DEUEL SCHOOL, SD		OSAGE CITY HS, KS	
MS. JOAN M. MACRI	2,297	MRS. RACHEL A. BAUMANN	2,156	DR. ROBERTA C. RICE	2,026
LEWISTON HS, ME		FOREST LAKE SR HS, MN		CENTRAL VALLEY HS, WA	
MR. JIMMY COX	2,296	MR. DAVID W. WITT	2,155	MR. GREGORY F. MAY	2,025
ST MARTIN'S EPISCOPAL SCHOOL, LA		HASTINGS SENIOR HS, NE		MAIZE HS, KS	
MR. BOB HORLICK	2,291	MR. RANDALL KNUDSEN	2,153	MS. RITA YUNKER	2,025
AUBURN SR HS, WA		PROSPECT HS, IL		CANEVIN HS, PA	
MR. NICK P. BOBIS	2,290	MRS. JANET E. DICENZO	2,153	MRS. LOU HARWELL	2,020
THORNWOOD HS, IL		KENNEDY-KENRICK CATHOLIC HS, PA		CRANE HS, TX	
MS. MARJORIE BRENNER	2,286	MR. GRADY FRANKLIN	2,149	MR. RICHARD MERZ	2,016
TOLEDO-WHITMER HS, OH		CHASE HS, NC		OXFORD HILLS HS, ME	
MR. JAMES E. CASEY	2,282	MR. RICHARD HERDER	2,147	MR. RANDY COX	2,006
COMO PARK HS, MN		LELY HS, FL		WESTLAKE HS, TX	
MR. DUTCH FICHTHORN	2,281	MRS. JOY ROBBINS	2,143	MS. LINDA COATS	2,000
LINCOLN-SOUTHEAST HS, NE		CHRYSLER HS, IN		A & M CONSOLIDATED HS, TX	
MR. SIMON CHIU	2,280	MS. TAMARA REFFETT	2,141	MR. DAN FLORES	1,998
SAN FRAN-ST IGNATIUS, CA		LA PORTE HS, IN		EL PASO-CATHEDRAL HS, TX	
MS. LINDA K. PARRISH	2,278	MR. JAMES LESTER	2,138	MRS. KIM GANGWISH	1,996
CORONA DEL SOL HS, AZ		TALIHINA HS, OK		BELLEVUE-EAST HS, NE	
MS. DIXIE WALDO	2,276	MR. JOHN C. HAM	2,131	MR. ROYCE A. RICE	1,993
WESTLAKE HS, TX		KANSAS CITY-WINNETONKA HS, MO		NORTH HILLS HS, PA	
MS. JANET HAAR	2,275	MS. CATHY SMALES	2,128	MR. PATRICK HENRY	1,988
SIOUX FALLS-ROOSEVELT HS, SD		ELKO HS, NV		FIELD KINDLEY HS, KS	
MRS. PAM LISNER	2,271	MS. BETSY C. ROSS	2,122	MR. JEFF SCHNEIDER	1,983
TYLER-LEE HS, TX		EAST MECKLENBURG HS, NC		ELIZABETH HS, NJ	
MRS. ALICE B. ROTE	2,269	MRS. RHONDA L. BELL	2,120	MRS. PAULETTE REIKOWSKI	1,982
COPLEY HS, OH		KINGWOOD HS, TX		EAGAN HS, MN	
MS. GLENDA L. SULLIVAN	2,258	MRS. JOAN L. WILLIAMS	2,116	MR. WILLIAM HORSCH	1,982
DICKSON COUNTY HS, TN		YOUNGSTOWN-URSULINE HS, OH		SHEBOYGAN-NORTH HS, WI	
DR. CARL GRAVES	2,253	MS. SHARON GIVENS	2,115	MRS. CARMEN S. ADKINS	1,980
PEMBROKE HILL SCHOOL, MO		NORTH ALLEGHENY SR HS, PA		SANDALWOOD HS, FL	
MS. JEANNE SANDE-KAYHI	2,251	MS. CARLA MCKENZIE	2,110	MR. CECIL M. TRENT III	1,980
KETCHIKAN HIGH SCHOOL, AK		PAWUSKA HS, OK		NORTHBROOK SR HS, TX	
MS. REBECCA YAGER	2,250	MR. MICHAEL MILLER	2,109	MS. PATRICIA STROM	1,978
DERBY HS, KS		EAST DES MOINES HS, IA		SACRAMENTO-KENNEDY HS, CA	
MR. R. JON FREY	2,249	MRS. KIMBERLY D. GIESTING	2,108	MS. SHARRON L. HEINRICH	1,977
ABERDEEN-CENTRAL HS, SD		CONNERSVILLE SR HS, IN		GABRIELINO HS, CA	
MRS. IVONNE J. COOK	2,247	MS. CINDY EDWARDS	2,107	MS. ANNE MCSPARRON	1,977
EVERGREEN HS, CO		CENTENNIAL HS, ID		FARGO-NORTH HS, ND	
MR. JOE JORLAND	2,245	MS. NANCY L. GINGRAS	2,106	MS. BEVERLEY SCROGGINS	1,975
WALKER HS, MN		ALEXANDRIA SR HS, LA		GRANITE CITY SR HS, IL	
MR. DAVID GALE	2,239	MR. CHARLES GOOLSBY	2,105	MS. MARY M. SEIM	1,975
OTTER VALLEY UNION HS, VT		SILVER LAKE HS, KS		WHEATLAND HS, WY	
MS. KELLY JORGENSEN	2,238	MS. BONNIE S. ADAMS-BARKER	2,103	MS. KAREN VAUGHAN	1,975
SKYVIEW HS, MT		NASHVILLE-OVERTON HS, TN		FOOTHILL HS, NV	

MRS. MARSHA WILLIAMS GREENSBURG-SALEM HS, PA	1,967	MRS. ALICE KING CAMPBELL COUNTY HS, WY	1,811	MR. ROBERT M. CANDELARIA, JR. EL PASO-CATHEDRAL HS, TX	1,697
MR. SCOTT TEACHENOR RENO HS, NV	1,963	MR. MANUEL HALKIAS CANTON-MCKINLEY HS, OH	1,809	MS. JENNIFER J. BRADLEY ABINGDON HS, VA	1,696
MRS. RACHEL HANSON NIWOT HS, CO	1,961	MR. LARRY ARNHOLD DEER PARK HS, TX	1,803	MR. SHAWN WINGFIELD WICHITA NORTHEAST MAGNET HS, KS	1,694
MS. BARBARA ANN FERREIRA MODESTO HS, CA	1,958	MR. P. J. SAMORIAN LOYOLA ACADEMY, IL	1,801	MS. LAURIE Z. COOPER WOODBURN HS, OR	1,693
MS. LINDA BROWN PUTNAM CITY-WEST HS, OK	1,957	MR. KEVIN DRESSLER MOUNTAIN VIEW HS, AZ	1,800	MR. WALTER FARWELL BUFFALO HS, WY	1,689
MR. RANDY LEWANDOWSKI TORRINGTON HS, WY	1,956	MS. KATHRYN F. SUTUSKY COLUMBIA-DREHER HS, SC	1,798	MS. JONELL SEIFERT POPLAR BLUFF SR HS, MO	1,687
MR. STEVE X. HANSON CARENCRO HS, LA	1,951	MS. KATHLEEN CROSBY SACRED HEART ACADEMY, NY	1,796	MISS THERESA AGLIARDO URSULINES SCHOOL, NY	1,683
MS. DIANA E. GASSIE CECILIA HS, LA	1,949	MS. MARY A. WILLIAMS BLUE RIDGE HS, AZ	1,794	MR. VINCENT F. MEIS WAHLERT HS, IA	1,673
MS. BEVERLY JORLAND WALKER HS, MN	1,946	MR. DOUG HOVERSON ST THOMAS ACADEMY, MN	1,792	MR. ROBERT YUTZY MC DOWELL HS, NC	1,671
MR. KEN LOPINOT PATTONVILLE HS, MO	1,944	MS. ELIZABETH LINDSAY TIOGA HS, LA	1,791	MR. JAMES W. WEAVER TULSA-UNION HS, OK	1,666
MR. ROBERT GARCIA ST FRANCIS HS, CA	1,943	MR. CHRISTOPHER A. WOLF BELLARMINE COLLEGE PREP, CA	1,790	MR. ROBERT MARTIN NEWMAN SMITH HS, TX	1,664
MR. CHARLES DRIBIN GLENBROOK-NORTH HS, IL	1,939	MR. EUGENE KAIL PITTSBURGH-CENT. CATHOLIC HS, PA	1,789	MR. RANDY L. STORY WEST PLAINS HS, MO	1,664
MR. JEFF KOPOLOW LADUE HORTON WATKINS HS, MO	1,928	MR. MYLES WAGNER COON RAPIDS HS, MN	1,788	MS. MELISSA NEUMAN RANCHO BUENA VISTA, CA	1,659
MS. SANDY PATRICK CHEYENNE-EAST HS, WY	1,926	MRS. WENDI. BRANDENBURG PLANO-WILLIAMS HS, TX	1,780	MR. RAY CASEY BELLMONT HS, IN	1,655
MR. GREG BUNDY FRESNO-ROOSEVELT HS, CA	1,918	MRS. BROOKE GREGG WOODS CROSS HS, UT	1,777	MR. DANIEL E. HATCH LICKING HS, MO	1,653
MS. SARAHTUCHSCHERER RED RIVER HS, ND	1,918	MS. SALLY BENTON CORTEZ HS, AZ	1,777	MRS. MARILYN MANN MONETT HS, MO	1,644
MR. JOHN HUFFERD BUENA PARK HS, CA	1,917	MR. WAYNE PAULUS BALL HS, TX	1,775	MS. KARENS. GRIESINGER MIDDLETOWN HS, OH	1,642
MR. PATRICK PINS MANDAN HS, ND	1,915	MR. SCOTT VOSS APPLE VALLEY HS, MN	1,773	MR. DANNY BARAK DANVILLE-MONTE VISTA HS, CA	1,640
MS. SARA JOHNSTON CHENEY HS, WA	1,914	MS. BARBARA WAAS WOODLAND PARK HS, CO	1,772	MS. PAM BOND-SIMMONS FAIRVIEW HS, CO	1,640
MR. CALVIN HELSLEY MANSFIELD HS, MO	1,909	MRS. ALI TAYLOR GRANADA HILLS HS, CA	1,767	MR. JEROME DUGGAN RAMPART HS, CO	1,634
MR. RODNEY LANDES JOHANSEN HS, CA	1,909	MS. CONNIE MCCLAIN GREATER JOHNSTOWN HS, PA	1,761	MR. LYLER. LINERODE GAHANNA-LINCOLN HS, OH	1,626
MR. FRED VOGT PEKIN COMM HS, IL	1,904	MS. MARLISSA HUGHES EVANSVILLE-NORTH HS, IN	1,758	MR. ROBERT T. SHEPARD PLANO SR HS, TX	1,618
MR. BART SPRAGUE TOPEKA HS, KS	1,904	MS. JANICE CALDWELL LINDALE HS, TX	1,752	MR. BRUCE WILKINSON LYNBROOK HS, CA	1,615
MR. JAMES HOLTZ RANUM HS, CO	1,896	MS. SHANNON MCGILLEN BUTTE HS, MT	1,751	MR. ERIC EWAN PEKIN COMM HS, IL	1,611
MS. MARIANN FEDRIZZI CYPRESS CREEK HS, TX	1,891	MS. CATHIE HOPPER JEROME HS, ID	1,745	MR. TOMMY THOMPSON PIKE COUNTY CENTRAL HS, KY	1,608
MS. MARIANNE STICH BISHOP KELLEY HS, OK	1,891	MR. BRUCE WREN BEAVERTON HS, OR	1,744	MR. MIKE FREELAND JACKSON HS, OH	1,607
MRS. KIMBERLEY L. REED-BRACEY GALLATIN SR HS, TN	1,889	MR. DONALD FORTNER MUNSTER HS, IN	1,743	MR. JOHN D. WILSON NEW HAVEN HS, IN	1,607
MR. MATT FRASER HEAD-ROYCE SCHOOL, CA	1,882	MR. GERALD FIRESTONE LYNBROOK HS, CA	1,741	MR. AL SANDERS BARRINGTON HS, IL	1,605
MS. MARY YORKE MUNSTER HS, IN	1,879	MS. DIANE SWINK CANTON-SOUTH HS, OH	1,740	MS. VERA YIRSA GROVE HS, OK	1,605
MS. LYNN S. SCHMITT EDINA HS, MN	1,875	MR. JOHN A. LAWSON GROVES HS, MI	1,737	MS. KIM FALCO FRANKLIN HS, TX	1,601
MRS. KATHRYNE PUGH GOODPASTURE HS, TN	1,874	MRS. CINDY R. ROTH SHAWNEE MISSION WEST HS, KS	1,735	MR. BRET MCCLENDON WASHBURN RURAL HS, KS	1,600
MR. JAMES G. SAUER LA CROSSE CENTRAL HS, WI	1,865	MRS. MICHELE LOCKHART-HENRY RIO GRANDE HS, NM	1,734	MS. JANE RINEHART KANSAS CITY-CENTRAL HS, MO	1,598
MS. JANE-MARIE MARLIN MOUNTAIN BROOK HS, AL	1,865	MR. BILL GIBRON ACADEMY OF THE HOLY NAMES, FL	1,729	MS. KRISTINE BESEL WORTHINGTON SR HS, MN	1,595
DR. BERNARD ZAIMAN GREENVILLE HS, SC	1,864	MS. VICKI BALZER MIDPARK HS, OH	1,721	MS. COLLEEN GATZIMOS-REED NORTHFIELD HS, IN	1,592
MR. ERIC SACK LINCOLN-SOUTHEAST HS, NE	1,863	MRS. MARGARET MARSHAK HATTIESBURG HS, MS	1,718	MRS. JOYCE HANNULA BOZEMAN HS, MT	1,591
MR. CARLTON THOMAS NORTHWEST WHITFIELD HS, GA	1,851	MR. GARY BOEGER CONROE HS, TX	1,716	MR. ROBERT PATTERSON THE GOVERNOR'S SCHOOL, VA	1,586
MS. DIANE FORBES GARLAND HS, TX	1,846	MR. THOMAS W. KIRBY ARVADA HS, CO	1,712	MS. LAUREL SCHEIDT PORTAGE-NORTHERN HS, MI	1,583
MR. BRUCE BENSON MADISON HS, ID	1,829	MR. J.A. VIDAL HERITAGE HS, CO	1,712	MS. SARAH MCKENZIE NORTHFIELD HS, IN	1,582
MS. LUCINDA REED WOODLAND PARK HS, CO	1,818	MS. ANN B. COLLINS VAN NUYS-BIRMINGHAM HS, CA	1,712	MS. MARY A. HAMBURGER CHEYENNE-CENTRAL HS, WY	1,581
MS. PAT C. FELLERS EL DORADO HS, KS	1,818	MS. KAREN M. PYRON BUTTE COUNTY HS, ID	1,710	MR. SCOTT FOYT MONMOUTH ACADEMY, ME	1,580

MR. TIM EDGERLY	1,571
IRVIN HS, TX	
MS. LINDA PAULEY	1,568
BELLEVUE-WESTHS, NE	
MR. WILLIAM L. CROCKER, JR.	1,567
SILVER LAKE REGIONAL HS, MA	
MR. JOHN FISHER	1,567
MOUNDS VIEW HS, MN	
MS. MARGARET OVESON	1,566
SOUTH FREMONT HS, ID	
MS. DIANNE HICKERSON	1,566
SPIRIT LAKE HS, IA	
MS. PATTY GRIEVE	1,565
ST THOMAS AQUINAS HS, KS	
MR. GARY W. WEST	1,563
GROVE HS, OK	
MR. JIM D. RYNDERS	1,560
BENILDE-ST MARGARET'S SCHOOL, MN	
MR. DENNIS HENRY	1,558
MOUNT MIGUEL HS, CA	
MR. LARRY WOOD	1,555
THE WOODLANDS' HS, TX	
MR. STEVE SEXTON	1,554
WEST BEND-EAST HS, WI	
MR. JOSEPH PELLETIER	1,553
BANGOR HS, ME	
BRO. KEVIN DALMASSE	1,547
LA SALLE COLLEGE HS, PA	
MR. EPHRAIM F. BLUESTEIN	1,545
GERMANTOWN HS, TN	
MR. RANDY POWELL	1,541
NORTH KITSAP HS, WA	
MS. EMILY J. BLAIR	1,540
LITTLETON HS, CO	
MS. DANA VAVROCH	1,537
BETTENDORF HS, IA	
MS. VINCETTA RUSSO-HABER	1,532
YOUNGSTOWN-BOARDMAN HS, OH	
MR. LARRY W. MCCARTY	1,529
TOM MOORE HS, TX	
MR. ROSS GREGORY	1,524
GALENA HS, NV	
MR. THOMAS NOONAN	1,523
MARQUETTE UNIV HS, WI	
MISS JUDITH RAWLS	1,522
AIR ACADEMY HS, CO	
MR. GREGORY W. BOWEN	1,521
LARUE COUNTY HS, KY	
MS. KATRINA MITCHELL	1,518
WILLOW SPRINGS HS, MO	
MR. WAYNE TANG	1,518
MAINE TOWNSHIP-EAST HS, IL	
MS. JOANNE CUNNINGHAM	1,516
CLINTON HS, MS	
MS. ROSEMARY MARTINEZ	1,515
PUTNAM CITY-NORTH HS, OK	
MR. TOM BACKEN	1,510
BENILDE-ST MARGARET'S SCHOOL, MN	
MRS. KIM HEATH	1,505
WELLINGTON SR HS, KS	
MRS. ELAINE M. DALY	1,503
CENTERVILLE HS, OH	
MS. TAMMY SHEDROFF-WALLER	1,502
MOUNTAIN RIDGE HS, AZ	
MS. DEBORAH Y. GEORGE	1,501
SOUTHEAST GUILFORD HS, NC	
MS. MICHELLE HENDRIX	1,500
STILLWATER HS, OK	
MS. ANNE JONES	1,500
CANBY HS, OR	



*****Richard B. Sodikow

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The Bronx Chapter for 25 years was the largest in the NYC District and 23 times led the district in new enrollments. Bronx Science won Leading Chapter awards in 1976, 1981, 1986, 1991 and 1996.

Richard's squad won 13 District Sweepstakes Plaques and 5 district trophies. Nine different years Richard coached the district's leading point student. Mr. Sodikow served ten terms as District Chair winning the NFL Gold Award.

But it was nationally where Richard made his largest contribution. The Bronx Chapter ranked in the U.S. Top Ten in 21 different years. The Bronx Science tournament was one of the great national circuit invitationals. Richard's legendary command, at the opening of the awards assembly, "CLOSE THE DOOR", is widely imitated but never duplicated!

As a member of the Executive Council he was in the forefront of NFL reform: revision of the point system, changes in the district qualification systems, financial accountability, and expansion of the National Tournament, were only a few of his initiatives.

From over 100 qualifiers to the National Tournament, Richard coached two champions, seconds in debate and oratory and three other finalists. In 1992 Bronx Science won the Bruno E. Jacob trophy.

Richard has singlehandedly established the U.S. team which competes at the World School Championships. The U.S. Team won the title in New Zealand in 1995.

Now living in Florida Richard still is active with the Bronx Science Chapter and still serves NFL at the National Tournament.

If indeed Leslie Phillips was correct "That Richard Sodikow's life should be viewed as performance art" one can truly conclude that Mr. Sodikow's performance was State of the Art!

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Conclusions

Urban debate leagues serve as a training ground in which urban schools compete in the short-term so that they can eventually join the local forensics leagues in their communities. The goal of the Urban Debate Program is to institutionalize policy debate competition in urban school districts around the country, so that its place in urban schools is revered with the same importance that high school athletics is today. To this end, it is necessary for school administrators, education leaders, parents, community members, and leaders from the private sector to understand the importance of debate as an activity which profoundly effects students' academic and personal lives. It is hoped that sharing experiences from the urban debate community will help to foster that dialogue. When those students who rarely have the opportunity to interact come together on the common ground of a debate tournament, education becomes the bridge across the chasms of difference. As one inner-city Atlanta student commented, "When we are working together on an argument, I see our similarities instead of our differences."

(Beth Breger is Program Officer of the Open Society Institute in New York City)

*****Dale McCall

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most competitive states in the nation. Dale's chapter at Twin Lakes won two Leading Chapter Awards, the District Plaque and two District Trophies. Dale coached Florida's Student Point Leader five different years. In 1986 Twin Lakes was second in the U.S. in enrollment of new degrees.

Dale's greatest strength was working with parents -- who formed a Booster Club, raised money and judged.

Later at Wellington High School, Dale achieved similar success qualifying 13 students to 8 nationals including late round competitors in debate and L/D. The Wellington Chapter has twice been the largest chapter in the district and has won the district trophy.

Barbara Dale McCall has coached at the Georgetown, American and Iowa institutes and was a most popular teacher. She coached nationally ranked debate teams and extempers early in her career and then almost singlehandedly invented Lincoln Douglas debate in the latter years.

For 32 years, Dale McCall has been a great teacher, outstanding competitor, friendly mentor and exceptional theorist.

Her students have won major invitationals and students she coached at institutes went on to win National Championships. She is NFL's "Queen"!

****Wayne Gessford

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Bruce Wren. In 2000 Bruce was a key member of the NW Rose Nationals Committee.

Wayne, a great man with a "can do" attitude, was presented his diamond by a group of his former students at Wayne's NW Rose Nationals.

Paving the Way

from the desk of

Marilyn Bjork

Los Altos Middle School, Camarillo, CA

I am thrilled that the junior high programs will be recognized not only in the June issue of the Rostrum, but also through the new NJFL Rostrum addition titled "Paving the Way." There are many coaches who are "paving the way" that have inspired me personally. In addition, because of articles in the June issue, a new team joined our league - Jefferson Middle School of San Gabriel, CA., coached by Lee Rosenthal.

Marilyn writes that...building a program is easier than you think. Approximately 30 years ago, as a new member of the Los Altos staff, teaching literature to an excellent group of kids, I received an invitation to have my students participate in a tournament at La Reina (CA) HS. The class decided to get involved. I called Camarillo High School. (We are not unified but found the speech coach willing to help.) and asked for some speech students to come and demonstrate the different types of speeches. i.e., humorous and dramatic interp, impromptu speaking, expository, etc. We had a **winner** that day and that was the beginning of a 30-year commitment to SPEECH!

Speech Elective

For a year or two, I spent most of my lunch periods working with the students known as **THE SPEECH KIDS**. By the third year, I was comfortable enough to let my principal know we needed a speech elective and he agreed. Since that time, I have been teaching two speech classes - a first year and a second year. We now call it 7th Grade Speech and 8th Grade Speech as some students who don't take it as 7th graders are welcomed into the 8th grade class by the kids who take two years of speech. They become "angels" for the new speech students. Each of the "old" members work individually with a "new" kid to search the files, helping them as much as possible to get started. They generate so much enthusiasm for the new kids that in no time, the beginners are ready to compete.

Starting a Speech League

What does it take to start a speech league?? A few diligent teachers who don't mind extending their school days to give kids an opportunity that will make a difference in their lives for the rest of their lives. Believe me, it is worth the extra work!

About 25 years ago, I called a meeting of the coaches from junior high school teams I had met at various high school invitationals. That evening we formed EL CAMINO REAL SPEECH LEAGUE for 6th through 8th graders. CRSL is a two-county league. There are schools from Los Angeles north to Camarillo. We have five to six Saturday tournaments per year with a championship tournament usually held at Pasadena City College to culminate the year. Only students who have won at least a certificate during the school year may participate at this tournament. Awards include:

first, second, and third place trophies; a medal for fourth place and certificates to finish out the top 30% per category. We also encourage versatility -- awarding medals at the championship tournament to students who have won in three or more categories. A special award goes to the student who has won in the most categories -- usually all twelve!

The Los Altos Middle School team, their parents and myself will be running the first 2000-2001 school year tournament on November 4. Categories include:

Category "A": Improvisational Dual, Storytelling,
Humorous Interp and Dual Interp

Category "B": Expository, Sight Reading, Dramatic
Interp and Poetry

Twenty schools have been invited. Most of the schools in the league do not have speech classes as they do at Los Altos. The coaches from these schools work with the students after school and during lunch.

League Categories

There are twelve different categories in the league. In addition to those mentioned above, there is radio/TV speaking and thematic interp as "A" categories and creative dual and oratorical interp as "B" categories.

Category Resources

A teacher just starting a speech program could select a few categories that do not present a huge problem finding resources, such as improv dual, storytelling, humorous (check out Dave Barry's article from most newspapers, Bill Cosby's books, a chapter from any Erma Bombeck, Jerry Seinfeld, or Ellen DeGeneres' books) expository (speech to inform or a "how-to"), sight reading, poetry (our rules says that it must be 20 lines or more and must be of a serious nature.) Any one of these categories is a great place to start. Language Arts teachers should be including **oral language** in their curriculum. This is a great way to do it.

Resource Material

Obviously, I have been collecting material for many years so the Los Altos kids enjoy an extensive library. I never read anything without a scissors in my hand. Junior High School students have a problem "cutting" speeches although I do work on that with them by the time they are in second year class. We find things in their literature books, in newspapers, and in the humor section at the library. There is a great collection of audition pieces at most bookstores.

I tell the students who are reading novels to mark the best part of the story and then I show them how to cut it for a speech. Cuttings from plays work well for dual interp. Storytelling material

Living the Way

Los Altos SPEECH KIDS Officers



(left to right: Claire Padgett, Sec/Treas; Jeremy Merrill, President; Phuong Mai, V.P./Membership Coordinator and Sebastian Szczebiot, NJFL Chapter President)

SPEECH KIDS one-act play "Pirates, Buttons, & Pearls"



(Left: President Jeremy Merrill, one of the mighty pirates in SPEECH KIDS one-act play. All cast members are SPEECH KIDS and NJFL members.)

is easy to find. A trip to the public library and everyone comes away with a story that works. I suggest a story with several voices or animal sounds rather than a story that is narrated. Students write their own expository speeches of course as well as creative dual speeches. We used to have a creative prose category but recently changed that to creative dual as junior high kids love to work with someone else. This has been a very successful category!

In order to get more kids interested in speaking -- many who want to take different electives--I run a special creative dual tournament once a year for the gifted students at our school. One afternoon we have the 8th graders compete with 7th grade students, with 8th grade parents judging. The next afternoon, 7th graders compete with 8th graders, having 7th grade parents judging. The preparation is all done through the language arts classes. This could be done with any group of kids and the results are hilarious. Usually a few SPEECH KIDS go to the classrooms and give a demonstration of creative dual speeches they have written before the students begin writing. I have also developed an "idea sheet" to get them started.

I can't talk about speech without talking about the **district** speech program. I started as a mentor about fifteen years ago. The first week of school, I'd see terror in the eyes of students who'd signed up for the speech elective program. You know they probably signed up because their parents said they *had to*. Most people fear public speaking and I used to feel sorry for the new kids in my class, however I knew in a short time they would feel at ease. I realized that if I could get the children started in public speaking **before** they got to junior high school where the peer pressure is so intense, they wouldn't have to go through this pain. To make a long story short, the SPEECH KIDS run a 4th through 6th grade tournament for the **Pleasant Valley School District** and in May a Kindergarten through 3rd grade tournament.

Early Communication

Early in the school year, it is important to get information out to the teachers about the categories included in the tournaments. I have a teacher at each of the 11 elementary schools coordinating the signups for their school. Before sending out the registration

forms, a group of my students go to each of the schools to do a short speech assembly to get the children excited about competing. Then the forms go home to the families. About two weeks before the tournament dates, we hold two to three workshops at our school for an hour after school. The parents bring their children to Los Altos. The SPEECH KIDS stay and coach. The tournaments are held after school, a different afternoon for each grade level. All of the judges are middle school kids from the three league schools in Camarillo. Students are well prepared by their coaches for this awesome task. This is followed by an awards' assembly. The gym is filled with kids, families, teachers, and the assembly is run by "Junior Directors" --8th graders who love to be on the microphone.

Awards

Participation ribbons are given to everyone and small trophies and certificates are awarded to the top 30%. This has become such a big thing in our district standards.

For the past 10 years or more, when new students come to speech class the first week of school, they are so excited about becoming SPEECH KIDS, their first question is "**When is the first tournament?**" Many of them have six or seven tournaments behind them by the time they hit junior high.

Association with the National Forensic League has been good for us! It's definitely very special for kids who don't win at tournaments to be winners in this national scholastic organization. They get very excited about receiving speaker points and figuring out what they need for the various degrees. We have a remarkably responsible President of our NJFL Chapter this school year. He made a presentation about NJFL at our first SPEECH KIDS meeting and several of the members immediately brought in their membership fees. His name is Sebastian Szczebiot -- born in Poland -- 8th grader in his second year of public speaking. Among a number of trophies he won last year, his most exciting moment came at SPEECH KIDS Award Night when Sebastian received the trophy for "**Best 7th Grade Speaker.**"

Feel free to contact Marilyn Bjork if you have any further questions about her program at Los Altos Middle School, California. marilynbjork@hostaxis.com

NFL'S TOP 50 DISTRICTS

(as of November 1, 2000)

Rank	Change	District	Ave. No. Degrees	District Coach w/Largest No. of Points	
1.	+2	New York City	175.57	Mr. Eric Di Michele	18,620
2.	+5	Northern South Dakota	137.44	Mr. Donus D. Roberts	28,291
3.	+10	California Coast	134.37	Mrs. Gay Brasher	13,075
4.	-3	Heart of America	129.07	Mr. Donald Crabtree	25,329
5.	+5	East Kansas	126.68	Mr. A. C. Eley	16,808
6.	+13	Florida Sunshine	124.25	Mr. Ron Carr	21,749
7.	+7	San Fran Bay	122.23	Ms. Sandra Starke	16,260
8.	-6	Rushmore	115.33	Mr. Carl Swanson	14,636
9.	+21	Central Minnesota	114.81	Ms. Pam Cady Wycoff	12,797
10.	+2	Northern Ohio	114.80	Mr. Kenneth A. Carano	16,661
11.	+7	Kansas Flint-Hills	112.45	Mrs. Pamela K. McComas	18,035
12.	-6	East Los Angeles	102.77	Mr. Gregory J. Cullen	15,088
13.	-2	Florida Manatee	102.50	Ms. Lisa Miller	7,928
14.	+7	Michigan	101.60	Mr. James Menchinger	13,309
15.	+20	Sunflower	101.36	Mr. Robert D. Nordyke	9,983
16.	--	South Kansas	99.54	Mr. Darrel Harbaugh	10,774
17.	+8	Southern Minnesota	99.06	Mr. Robert H. Ihrig	7,398
18.	-1	Northern Illinois	96.28	Mr. Ted W. Belch	11,614
19.	+10	West Kansas	95.85	Mr. Richard Young	21,102
20.	+2	Sierra	95.42	Mr. Robert L. Jones	7,512
21.	-17	Nebraska	92.72	Mr. Terry Peterson	9,705
22.	-14	Northwest Indiana	91.55	Mr. Daniel Tyree	12,737
23.	+9	New England	91.40	Mr. Leslie Phillips	14,752
24.	+9	Illini	88.55	Ms. Jan Heiteen	9,703
25.	+52	South Texas	87.00	Mr. David Johnson	19,015
26.	-6	Eastern Ohio	83.35	Mr. Todd Casper	9,122
27.	+9	Rocky Mountain-South	81.40	Mr. Lowell Sharp	13,040
28.	-4	Southern Wisconsin	79.90	Ms. Doris J. Sexton	6,413
29.	-14	Montana	79.84	Ms. Anne M. Sullivan	10,607
30.	+15	West Oklahoma	79.50	Ms. Charlene Bradt	11,373
31.	+12	Hoosier Central	79.18	Mr. William S. Hicks	16,153
32.	-5	West Los Angeles	78.87	Mr. Ray Schaefer	10,979
33.	-7	Golden Desert	78.66	Mr. Scott Ginger	6,828
34.	-3	Show Me	78.30	Ms. Georgia Brady	14,127
35.	-30	Carver-Truman	77.92	Mr. David L. Watkins	10,879
36.	-8	Eastern Washington	76.85	Mrs. Penny Johnston	11,551
37.	+2	Hole in the Wall	76.54	Mr. Skip Altig	10,767
38.	+10	Northern Wisconsin	75.93	Mr. Ronald Steinhorst	10,513
39.	+2	North Coast	75.30	Mr. C. Frederick Snook	5,865
40.	+35	Georgia Northern Mountain	75.14	Mr. Eric Brannen, Jr.	7,966
41.	+12	Big Valley	75.10	Mr. Ron Underwood	35,169
42.	-19	Valley Forge	73.80	Bro. Rene Sterner, FSC	15,326
43.	+4	Greater Illinois	69.87	Mr. Douglas R. Springer	7,786
44.	-6	South Carolina	69.44	Mrs. Ruth B. McAllister	11,484
45.	+16	Idaho	69.25	Mrs. Leora K. Hansen	12,794
46.	+8	East Texas	68.90	Mrs. Roberta Grenfell	7,589
47.	+33	Gulf Coast	67.88	Mr. W. E. Schuetz	9,416
48.	+7	Great Salt Lake	67.75	Mr. Harry B. Davis	8,514
49.	+8	Heart of Texas	66.85	Ms. Jane Terrell	3,630
50.	-41	Northern Lights	66.23	Mr. Lee D. Alto	12,511

NFL DISTRICT STANDINGS

55

Rank	Change	District	Ave. No. Degrees	District Coach w/Largest No. of Points	
51.	+8	South Oregon	66.20	Mr. John S. Tredway	14,668
52.	+14	Orange Blossom	66.11	Mrs. Dale McCall	16,182
53.	-1	Southern California	64.10	Mrs. Martha L. Kennedy	14,419
54.	-4	Wind River	64.00	Mrs. Kitty Peck	5,089
55.	+18	North East Indiana	63.76	Mr. Lincoln Record	10,177
56.	-10	Deep South	62.90	Ms. Marilee Dukes	10,334
57.	+5	North Dakota Roughrider	62.69	Mrs. Gayle Hyde	5,168
58.	+23	Colorado	62.50	Mr. Frank Sferra	15,449
59.	+23	New Mexico	62.42	Mr. Randall McCutcheon	11,376
60.	+5	Sagebrush	62.16	Miss Judith Vasconcelos	5,229
61.	+3	Nebraska South	61.08	Dr. Charles A. Tichy	6,562
62.	-28	New York State	60.88	Mr. Gregory Varley	8,357
63.	-21	Ozark	60.64	Ms. Deana Butcher	11,604
64.	-13	Western Washington	60.57	Ms. Lois Gorne	12,306
65.	+14	Eastern Missouri	60.53	Mr. Randy Pierce	16,866
66.	+29	Sundance	59.16	Mr. Richard Ochoa	8,033
67.	-30	Hoosier South	58.77	Mr. James Robbins	8,174
68.	-12	Kentucky	58.00	Mr. Mark Etherton	7,462
69.	-6	Louisiana	57.61	Mr. Donald N. Belanger	12,533
70.	-12	Pittsburgh	56.91	Rev. Raymond Hahn	7,674
71.	-1	Tennessee	56.11	Dr. Jane Eldridge	22,736
72.	-3	West Iowa	55.93	Mr. James R. Carlson	7,946
73.	+15	Pennsylvania	53.40	Ms. Janet Robb	10,973
74.	+4	North Texas Longhorns	53.27	Mrs. Cynthia Timmons	7,598
75.	-5	South Florida	52.33	Bro. Anthony K. Cavet CFC	8,032
76.	-36	New Jersey	52.27	Mr. Brent A. Farrand	4,632
77.	-17	Rocky Mountain-North	51.21	Mr. Carl Wangsvick	5,454
78.	-4	Arizona	50.25	Mr. Mel Olson	6,821
79.	-3	Western Ohio	50.15	Mr. Ralph E. Bender	16,168
80.	-31	Chesapeake	50.00	Bro. Michael A. Tidd FSC	1,002
81.	+5	North Oregon	49.58	Mr. Wayne Gessford	10,000
82.	+10	Mississippi	49.36	Mrs. Betty Whitlock	4,277
83.	+8	Georgia Southern Peach	49.00	Mr. Richard Bracknell	5,524
84.	+5	Colorado Grande	48.75	Mr. David M. Montera	5,621
85.	-18	West Texas	48.66	Mr. Zane Harwell	3,570
86.	-19	Maine	46.00	Mr. Richard Mullen	3,206
87.	-3	East Oklahoma	45.22	Mr. Howard G. Hudson	10,709
88.	-5	Carolina West	44.66	Mr. Steven Davis	12,302
89.	+10	Lone Star	43.46	Ms. Barbara Garner	7,003
90.	-3	Utah-Wasatch	42.57	Mr. David S. Smith	7,530
91.	-47	Central Texas	40.76	Ms. Kandi King	8,063
92.	-20	Big Orange	40.50	Ms. Suzanne S. Munsell	5,449
93.	-3	Mid-Atlantic	40.12	Ms. Karen S. Finch	5,743
94.	+5	Patrick Henry	39.33	Ms. Cindy Bomboske	2,787
95.	+6	East Iowa	37.27	Mr. Harold C. Keller	13,594
96.	--	Capitol Valley	34.57	Mr. Jack Stafford	7,211
97.	-3	West Virginia	34.50	Ms. Rebecca S. Wiley	4,139
98.	-5	Tall Cotton	33.28	Ms. Ann Shofner	5,696
99.	-2	Tarheel East	30.50	Dr. John Woollen	5,148
100.	-15	Hawaii	28.21	Mrs. Karen Miyakado	5,293
101.	+1	Iroquois	28.20	Mr. Thomas J. Downs	3,346
102.	-4	Puget Sound	19.80	Mr. Lyle A. Jackson	3,962
103.	--	Alaska	19.00	Mrs. Victoria L. Blakeney	153
104.	--	Guam	--	Miss Joy Namtvedt	315

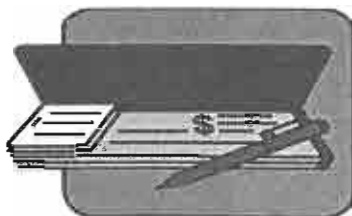


MAKING IT ALL BALANCE



Carol Zanto

NFL Treasurer

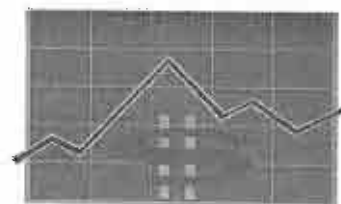


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TOURNAMENT OF EXCELLENCE January 11, 2001

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The Arizona State University Forensics Team invites teams to the 2001 edition of the **Tournament of Excellence** and **Southwestern Championships** in Tempe, Arizona.

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- Policy debate will be a Tournament of Champions (TOC) qualifier for teams in the final round.
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Electronic copies of the applications are available at the Arizona State University Forensics website (<http://com.pp.asu.edu/forensics/invitations.htm>).

TOE bid applications are due by December 15, 2000. Accepted bids will be announced on December 18, 2000. SWC applications are due by January 9, 2001.

For additional information, please contact:
Kelly McDonald, Ph.D., Director of Forensics
Arizona State University
Hugh Downs School of Human Communication
PO Box 871205
Tempe, AZ 85287-1205

E-mail: kelly.mcdonald@asu.edu

Phone: (480) 965-7319

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