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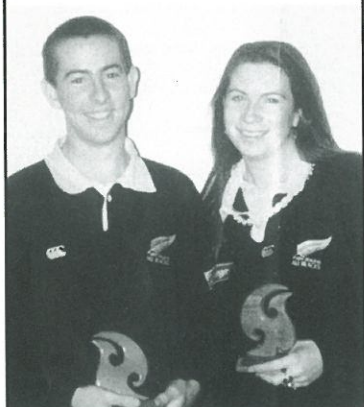


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Contest – 2H-09, 1300 S. Clinton St., Fort Wayne, IN 46802.

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NFL Topic Page: [sites.netscape.net/topicpagenfl/homepage](http://sites.netscape.net/topicpagenfl/homepage)

## THE ROSTRUM

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

James M. Copeland  
Editor and Publisher  
Sandy Krueger  
Publications Director  
P.O. Box 38

Ripon, Wisconsin 54971-0038  
(920) 748-6206

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

### SUBSCRIPTION PRICES

Individuals: \$10 one year; \$15 two years. Member Schools \$5.00 each additional sub.

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**JANUARY:** A potpourri of articles about various speech activities.



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

## Lincoln Financial Group/NFL January/February L/D Topic

**R:** Oppressive government is more desirable than no government

## NFL EXECUTIVE COUNCIL MINUTES ON PAGES 33 - 34

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# THE SEVEN AGES OF FORENSICING

written and performed  
by  
Tony & Joan Haigh

*(Tony is the bold voice)*

*(Joan is the regular voice)*

*(Italics indicates character voice)*

Darling: Where are the kids?

Forensics.

Forensics? Like bodies?

No

Cutting up? "Quincy" I saw "Quincy" reruns.

No, from the Latin - speaking in public - what they did in the Forum

Oh.

In Rome.

Not soccer?

The Coliseum

Ah, right...Not music?

No

Not the extra - credit-study-group-watching-of-a-film kinda event...?

No

Not drama rehearsals?

No - forensics!

Oh.

You remember - getting up in the middle of the night?

Oh Yes!

Buying special food.

Yes!

Waiting in the dark for your children to turn up,  
Right!

Pacing the corridors, waiting for the results,

Talking to walls

Good, now you have it.

Like having a baby.

Precisely!

*(together)* The Seven Ages of Forensicing

By Tony,

and Joan,

*(together)* Haigh.

With apologies to Will.

And anyone else that might be offended

All the world's a Forensics tournament,

And all the men and women merely coaches, chaperones, judges....

They have their exits

*Do I have to travel on the bus with them again?*

and their entrances;

*I could drive my own car!*

And one man in his time plays many parts -Dec, Duo, Improv, Solo,  
Broadcasting, Interp, Exterp...

His acts being seven ages.

At first the infant, novice competitor

Mewling and puking on the long bus ride.

Carrying his blanket, pillow and bag of "road food."

And then the whining school-boy, with his folder,

*Mom, where's my folder, the little black book? Mr. Meadows  
will kill me if I can't find my folder.*

And shining morning face

Hair too well done, baggy eyes, dressed for bed and for the office.

Creeping like snail

Slug

Unwilling to catch the bus.

*I can get up on my own; it's only 4:30.*

4:30!

*It takes an hour to do my hair, duh!*

And then the lover,

*What's that happening at the back of the bus?*

*Adam? I mean Matt!*

*--and who's that with you? I don't care if she "just fell asleep in your lap" She's a freshman damn it!*

Sighing like furnace,

*Don't sigh at the end of every line, or gasp at the beginning.*

*Pronunciation!*

*You have to think through the thought, and Breathe! If you don't breathe, how can the judges?*

*Project!*

with a woeful ballad

*Isn't that piece just a little depressing? How many dramatic interp pieces are there about a retarded, deaf, blind, handicapped, abused individual who kills his mother?*

Made to his mistress' eyebrow.

*Don't you think that make-up is a little over the top dear?*

Than a soldier,

Full of strange oaths, and bearded like the pard,

*The stroking the beard gesture looks fine, but don't do it on every line. And the language...? I know they're not supposed to judge for content, but that...it's a little scary, even for me.*

Jealous in honour, sudden and quick in quarrel,

I'll decide who does what speech.

*I know you did it last year; but that was last year.*

*She's your duo partner - get along!*

You will have to share with him - no you can't pay extra for a private room!

Seeking the bubble reputation

*Take the gum out of your mouth before you begin. Good.*

Even in the cannon's mouth

*Be subtle, don't blast me away! Project - don't shout!*

And then the justice,

In fair round belly with good capon lin'd,

*Everyone puts on a little weight when they go to college. The Freshman 15! It's normal! You should be grateful I came back to coach.*

With eyes severe, and beard of formal cut,

Full of wise saws and modern instances;

*When I was in forensics it was really fun. We mooned half the Bluegrass Parkway! Cool! But now I'm a coach and a judge, so there won't be any of that kind of stuff. And everyone in their room by 11.*

And so he plays his part.

The sixth age shifts.

Into the lean and slipper'd pantaloons,

Off to college in the fall. A shelf full of trophies. The admiration and unrequited passion of Freshmen following their every step.

*What is he wearing? Pantaloons? Slippers? Oh it's a senior English project. That Miz Haigh - always up to something!*

With spectacles on nose and pouch on side,

*You have to wear your glasses when you give your speech.*

His youthful hose well sav'd, a world too wide

*Do you know how hard it is to keep that boy in suits? He grows an inch a week! I just thought I'd buy big this time.*

For his shrunk shank;

and his big manly voice,

Finally!

Turning again toward childish treble, pipes

(continued on page 61)



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# CLASSICAL MENTORING IN FORENSICS EDUCATION

## The Coach as Mentor and the Contestant as Protege

by

Robert C. Carroll

Forensics can best be described as competitive debate, public speaking and the oral interpretation of literature. Forensics is an outgrowth of those societies, which came into existence during the Renaissance, reached their apex in the Enlightenment and were dedicated to the pursuit of better public discourse about politics, science, arts and literature. Although the activity is European in origin and although debating and speaking organizations currently exist in every developed, representative democracy around the globe, forensics has evolved into a truly and uniquely American activity, offered at high schools and colleges across the country at both the secondary and postsecondary level.

As a forensic participant of twenty years; a former contestant for eight years, a coach for seven years and a current judge and writer, I have noticed that the relationship in forensics between a coach and his/her contestants is analogous to what is referred to in the literature of teacher education as the mentor-protegee method of individual instruction, and indeed, that forensics itself can be thought of as a delivery system of individual instruction. This paper will examine forensics as a method of mentoring instruction at the secondary level through a two-step process: first, explaining the requirements of mentoring instruction; and second, demonstrating how forensics fulfills these requirements of mentoring instruction.

### ELEMENTS OF MENTORING

A heightened awareness of mentoring can be accomplished by first, listing the categories of mentoring instruction, second, inquiring into the psychological principles of mentoring, and third, examining the common characteristics of mentoring.

#### Categories

The literature on mentoring essentially divides the method of instruction into three categories. The first category is developmental mentoring, with a senior teacher as mentor and a junior teacher as protegee (Bova & Phillips, 1984; Chauvin,

1988; Clifford & Green, 1996; Galvez-Hjorneveck, 1986; Giles & Endsley, 1988; Harris, 1995; Krupp, 1987; McKenna, 1998; Mullin, 1992; Parkay, 1988; Perna, 1995; Rackin, 1996; Reiman & Thies-Springthall, 1996; Seamen *et al.*, 1997; Weeks, 1992).

The second category is classical mentoring, with a teacher as mentor and a student as protegee (Ayvazian, 1997; Berger, 1992; Brown, 1996; Bunda, 1996; Campbell & Campbell, 1997; Chao & O'Leary, 1990; Cesa & Fraser, 1989; Egan, 1996; Gaskill, 1991; Goldberg & Sedlacek, 1996; Grant-Thompson & Atkinson, 1997; Haring-Hidore, 1987; Herbst, 1996; Johnston, 1994; Kelly, 1984; Menicucci, 1996; Moccia, 1989; Muskal & Chairez, 1996; Pucey, 1998; Ragins & McFarlin, 1990; Reglin, 1996; Rodgers & Tiffany, 1996; Summers, 1996; Tarter, 1996; Taylor, 1992; Torres *et al.*, 1997; Wilkins, 1996; Wold & Worth, 1996).

The third category is peer mentoring, with one student as mentor and another a protegee (Devlin-Scherer, 1996; Ganser, 1998; Torrance *et al.*, 1996; Yates *et al.*, 1997). Many authors consider this category analogous to tutoring and treat it as such. In this section of the paper, the focus is the second category of mentoring, classical mentoring, the one most associated with the term in the educational setting (Fagan, 1988; Gray, 1996; Paludi, 1988; Playko, 1990; Wright, 1992). In the third section, the focus of the paper is further narrowed to classical mentoring in secondary schools, although evidence obtained from teacher-student relationships on the postsecondary level is introduced for clarification and descriptive purposes.

#### Principles

The psychological principle behind mentoring is best described by Vygotsky's model of mediated learning in the zone of proximal development. As Gage and Berliner (1998) explain, "Instruction is good only when it proceeds ahead of developmental level. Instruction must awaken and bring to life those functions that are in the process of maturing, that is, those in the zone of proximal development. It is in the way that direct tutelage and other forms of in-

struction play an important role in the cognitive development of the child" (111). Gage and Berliner (1998) go on to elaborate, "Mediated learning environments occur when a adult or other knowledgeable person intercedes - mediates - between things in the environment and the child" (112). By the mentor providing not only factual information to the protegee, but also working through the process of rational problem-solving with the protegee, the mentor goes beyond the mere what, where, when and how of learning into the realm of the condition, reason and why.

The mentor-protegee relationship commences when the protegee approaches a mentor whom the protegee considers an expert in a certain field, while the protegee is a novice in the same field. At the onset, the zone of proximal development is huge, as the difference between what the protegee can accomplish with and without the guidance of the mentor is immense. As the mentor-protegee relationship develops, the zone of proximal development diminishes; simultaneously, the mentor continues to increase the level of what the protegee can accomplish with his/her guidance, forcing the protegee to internalize more of the social knowledge of the mentor. Thus, as the relationship progresses, the potential of the protegee continues to develop until, ultimately, the mentor can increase the level of guidance no higher and the zone of proximal development eventually disappears. At that point, the mentor and protegee are on the same level of development, and the relationship is one of equals. The relationship between the mentor and protegee may continue, but it is no longer a mentoring relationship, as the protegee is now also an expert. As Gage and Berliner (1998) summarize, "In the zone of proximal development, social knowledge - knowledge acquired through social interaction - becomes individual knowledge, and individualized knowledge grows and becomes more complex. Ultimately, development leads to a successfully functioning adult in a particular community" (114).

Classical mentoring, both natural, but even structured, has shown to be relatively

effective in increasing the achievement levels of proteges. Its ability to increase achievement is documented for undergraduate college students (Campbell & Campbell, 1997; Wold, 1996), seventh and eighth grade middle school students (Wilkins, 1996) and even second grade elementary school students (Tartter, 1996). Its demonstrated effectiveness has persuaded the Federal Department of Education to increase support for pilot programs under the Fund for the Improvement of Postsecondary Education (FIPSE) (Rackin, 1996; Tartter, 1996).

Perhaps its greatest importance to the field of education, however, is in its ability to assist traditionally underserved populations of students, including: gifted and talented children (Menicucci 1996; Torrance *et al.*, 1996; Torres *et al.*, 1996); children with physical and mental handicaps (Moccia, 1989); African-American adolescents (Ayvazian, 1997; Summers, 1996), especially males (Grant-Thompson & Atkinson, 1997); Latin-American adolescents (Ayvazian, 1997; Muskall & Chairez, 1996); and especially young women (Chao & O'Leary, 1990; Egan, 1996; FDE, 1996; Gaskill, 1991; Goldberg & Sedlacek, 1996; Haring-Hidore, 1987; Paludi, 1988; Ragins & McFarlin, 1990; Taylor, 1992). Interestingly, for African-American and Latin-American adolescents, the race or ethnicity of the mentor makes no difference in the achievement level of the protege (Ayvazian, 1997; Muskall & Chairez, 1996). While the race of the mentor might affect his/her initial credibility with the protege, it has no impact on his or her effectiveness (Grant-Thompson & Atkinson, 1997). The idea of mentor credibility is therefore, not surprisingly, more important in structured mentoring than in natural mentoring (Summers, 1996). The same holds true for young women; the gender of the mentor makes no difference in the achievement level of the protege (Egan, 1996; Gaskil, 1991; Goldberg & Sedlacek, 1996; Haring-Hidore, 1987; Ragins & McFarlin, 1990). In fact, some authors contend that it is actually better for a young woman to have a male mentor than a female (Chao & O'Leary, 1990; Paludi, 1988). In both instances, it appears to be a case of the Hawthorne Effect in action. In closing, Taylor (1992) notes that in many instances, proteges have multiple mentors, just as most mentors have multiple proteges. "Findings indicate that 60 percent [of proteges] had one or more mentors" (Taylor, 1992, 49).

### Characteristics

According to the authors surveyed, the elements of classical mentoring vary greatly with each mentor-protege relationship, however, three elements appear to common in most, if not all, relationships: mutual initiation, open communication and reciprocity. Mutual initiation stresses that the relationship occurs spontaneously and cannot be planned. Johnston (1994) and Kelly (1984) argue that the relationship must be initiated by the protege when he or she finds someone with both the requisite expertise and temperament, although the mentor is free to decline the approach. Both parties understand that either could terminate the relationship at any time and both understand that the relationship will eventually be terminated upon the completion of a certain task, such as a thesis or dissertation, or by matriculation. But while classical mentoring is not permanent, it is certainly not transient. Cesa and Fraser (1989) and Chauvin (1988) discern that one of the distinguishing characteristics of mentoring, as opposed to teaching, is that the mentor-protege relationship takes place over a much longer period of time than the standard teacher-student relationship. It must be noted that the mutual initiation aspect of classical mentoring cannot be overemphasized. Whereas the mentor-protege relationship is often described as "spontaneous, natural and informal" (Brown, 1996, 7), studies of structured classical mentoring often describe the relationship as "planned, artificial and formal" (Brown, 1996, 7). Indeed, several authors (Bova & Phillips, 1984; Playko, 1990; Prucey, 1998) explain that the failure of structured mentoring can, in some instances, be traced to an inability to "replicate the 'magic' of natural relationships" (Brown, 1996, 7).

A relationship described by such terms as "spontaneous", "natural" and "informal" is one marked by open communication. Weeks (1992), analyzing the relationship from the point of view of the mentor, and Parkay (1988), examining it from the angle of the protege, both note that the collegial atmosphere of the relationship lends itself to discussing topics that would normally never be approached during a standard teacher-student relationship, such as career plans, self-direction and self-efficacy. Such discussions serve to increase the level of trust the protege has in the mentor, which is necessary for the mentor to truly serve as a role model for the protege. Open communication also serves to decrease the depen-

dency of the protege upon the mentor and increase autonomy (Playko, 1990), one of the foremost goals of any mentoring relationship.

Open communication also demonstrates the reciprocal nature of classical mentoring. Without exception, authors note that mentoring is a two-way street, as both the mentor and the protege benefit from it. Cesa and Fraser (1989) and Chauvin (1988) discern that another of the distinguishing characteristics of mentoring, as opposed to teaching, is that the mentor-protege relationship is marked by a much greater amount of give and take than the standard student-teacher relationship. The protege benefits through acquiring the skills and knowledge of the mentor and through associating with a person of notoriety, while the mentor benefits from a sense of pride in the accomplishments in the protege and a responsibility for his or her future success. In fact, Bunda (1996) discovers that scholarly faculty at the University of California at Berkeley, who see their primary mission as researching over teaching, nonetheless place a great deal of emphasis on the development of a new generation of scholars to perpetuate their work. For some, the development of scholars to further their research is equally as important and satisfying as the research itself (Bunda, 1996).

In summation, the five requisite elements for productive mentoring instruction are: (1), initiation by the protege; (2), acceptance by the mentor; (3), moderate, but finite duration; (4), open communication; and (5), reciprocity or mutual benefit. We will now investigate how successful forensic education is at fulfilling these requirements.

### FORENSICS AS CLASSICAL MENTORING

An effective analysis of how forensic fulfils the requirements of classical mentoring can be achieved through first, grouping the first three requirements into one characteristic of initiation, second, examining open communication, and third, describing reciprocity.

#### Initiation

Unlike classroom activities, which are mandatory, extracurricular activities, such as forensics, are voluntary. The student makes the conscious decision to "try-out", or audition for the team and continues to practice and work in order to remain active. This audition serves as an approach by a novice protege (the contestant) to an ex-

pert mentor (the coach); indeed, at most programs, first-year contestants are expressly referred to as novices. Also, unlike classroom activities, which are egalitarian, extracurricular activities, like forensics, are exclusive. The teacher must make the conscious acceptance of the protege by the process of "cutting", or releasing those students whose work ethic does not meet with his or her approval. The voluntary and exclusive nature of the forensic program ensures the relationship develops mutually; the contestant is free to leave at any time should the requirements of the coach become excessive and the coach is free to release the contestant should the contestant fail to meet his or her requirements.

Once the student learns enough about forensics and his or her particular talents to determine on which events he or she wishes to specialize, the real mentoring process begins. With most forensic programs, a staff of several coaches is involved; one who specializes in debate events, another who concentrates on public address, and another who focuses on interpretation. Most nationally recognized programs have a staff of seven coaches, with each coach narrowing his or her expertise to two or three events. Thus, when the contestant makes the choice of specialization for his or her secondary school career, he or she is committing to work with one coach over a period of three to three-and-one-half years (most programs allow contestants to experiment during the first semester or year to make an informed choice). This element fulfills the requirement of moderate, but finite, duration. By practicing with a contestant for a couple of hours each afternoon for several days a week over the course of multiple academic years, the coach and contestant have a much greater exposure to each other. Contrast this to the typical teacher-student relationship, where exposure is limited to one hour per day for one academic year, and it is clear why forensics, as most extracurricular activities, is naturally more fertile ground for mentor-protege relationships.

### Open Communication

This greater exposure leads to more open communication. As the relationship develops, coaches and contestants will sit down and discuss both short-term improvements (what aspects the contestant needs to practice to improve for the next contest) and long-term strategies (what goals and objectives the contestant has set for him or

herself and how can the coach assist him or her in achieving those objectives). Often times, the topics of discussion will expand even further to include career plans, college enrollment and coursework, academic study, summer workshops, hobbies and interests, and professional behavior. In an environment such as forensics, where adolescents are being evaluated on their abilities to present themselves as competent and mature by adults, the "dress for success" discussion and the "appropriate language" discussion are inevitable.

The level of trust the contestant places in the coach furthers open communication. In forensics, a coach can never judge his or her own contestants or even contestants from his or her program, so others always evaluate the protege's performance. Thus, the coach is never viewed as a barrier to overcome, analogous to earning a grade in a classroom, but as an assistant to surmounting an obstacle. The coach never acts as judge or final decision-maker; he or she only serves to elevate the accomplishments of the protege.

### Reciprocity

This sense of the mentor sharing in the accomplishments of the protege, while the proteges basks in the notoriety of the mentor is at the center of the mutual benefits forensics bestows upon its coaches and contestants. The experience of the coach is passed along to the contestant, while the enthusiasm of the contestant rubs off on the coach. This exchange ensures both parties benefit from the relationship and as long as the exchange continues, the relationship continues to develop. Even though a coach attends a tournament every year for two decades, attending it with another team of new contestants makes each tournament unique. Even though a novice contestant never participated in an advanced level of competition before, working with an expert coach prepares him or her for almost all possible contingencies (and unanticipated contingencies can still be met with confidence.).

Perhaps the greatest benefit of forensics is the sense of the repaid debt (Kay, 1992). At some point in time in the career of every forensic coach, he or she learned to recognize the benefits of forensics education; greater self-confidence; improved social skills and increased knowledge. Thus, many coaches feel as though they have an obligation to extend those benefits to others, and by mentoring contestants, they

"give back" or return to forensics something comparable to what forensics has given them.

It is also important to note that the two other categories of mentoring are also present in forensics. Developmental mentoring occurs when senior coaches mentor junior coaches, particularly those junior coaches who were never contestants and enter the activity without the requisite background knowledge about forensics content and procedure. As a matter of fact, the Indiana High School Forensic Association (IHSFA) appoints a mentor for each new coach who registers with that organization each year, especially for those coaches who are starting new programs or taking over existing programs without assistants. Peer mentoring occurs when coaches structure tutoring systems whereby varsity contestants work with novice contestants, usually serving as a resource to answer questions that the novice contestant would be too embarrassed to ask a coach. As an example, several recognized programs are so large, with over 100 students, that it is impossible for a coach to work extensively with all students, even if the staff has seven coaches. These programs implement the controversial "star system", whereby the coach works with the top one to three contestants in each event and those varsity contestants, in turn, each practice with two or three novice contestants in that event. And if a contestant chooses to work with two different coaches in two different events, something most programs strongly encourage, he or she will doubly benefit by having multiple mentors.

In conclusion, forensics fulfills the five requisite elements for productive mentoring instruction: (1), initiation by the protege through audition; (2), formal acceptance by the mentor; (3), moderate, but finite duration, usually three or four years; (4), open communication, trusting and non-evaluative; and (5), reciprocity or mutual benefit, through the repaid debt. The coach-contestant relationship, therefore, is definitely a form of the mentor-protege method of individualized instruction.



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(Robert C. Carroll is a former contestant for and graduate of Homewood-Flossmoor (IL) High School and Bradley University. He has earned masters degrees in both public administration (University of Kentucky) and education (Saint Xavier University) and has coached with Homewood-Flossmoor and Merrillville (IN) high schools.)



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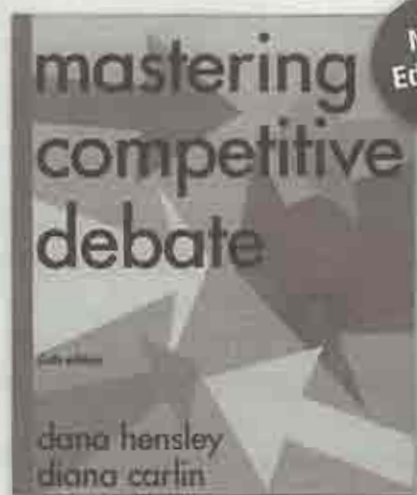
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Kelly McDonald, Ph.D., Director of Forensics  
The Hugh Downs School of Human Communication  
College of Public Programs  
Arizona State University  
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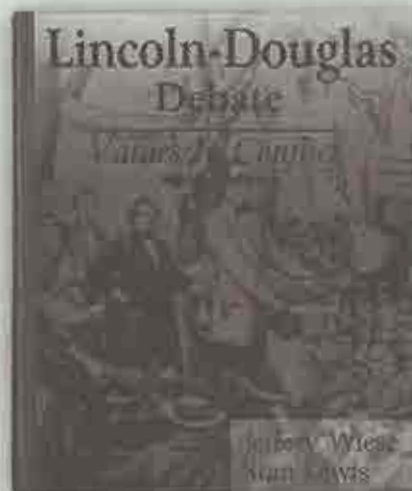
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## 2001 DEBATE TOPIC

# DARK WINTER

by  
**Margaret A. Hamburg, M.D.**

Mr. Chairman and members of the Committee, thank you for the invitation to discuss the need to enhance our nation's capacity to respond to the threat of biological terrorism. Your leadership and commitment in addressing this challenge comes at a critical time.

The tragic attacks last month have been a powerful reminder of our nation's vulnerability to terrorism, and have increased fears that we could face even more devastating assaults in the future, including the possible use of biological weapons.

Certainly, the events of recent days have underscored how seriously we must take this emerging threat. Whether an unsophisticated delivery system with a limited number of exposures, as we have seen in several American cities, or the potential of a more high-technology, mass casualty attack, the prospects are frightening. Today, no one is complacent about the possibility that a biological agent might be intentionally used to cause widespread panic, disease and death.

In this time of heightened anxiety and concern, our nation has a real opportunity—and obligation—to make sure that we have in place the programs and policies necessary to better protect ourselves against this threat, and perhaps to prevent such an attack from occurring in the first place. While there are many challenges before us, we do know a great deal about what needs to be done and how to do it. I will address these issues in more detail later in my testimony, but I want to emphasize at the outset that improving the national response to bioterrorism must include several broad elements, such as:

### (1) *Prevention*

Every effort must be made to reduce the likelihood that dangerous pathogens will be acquired or used by those that want to do harm. This must include improving intelligence, limiting inappropriate access to

certain biological agents and efforts to establish standards that will help prevent the development and spread of biological agents as weapons;

### (2) *Strengthening public health*

Rapid detection and response will depend on a well-trained cadre of trained public health professionals to enhance disease surveillance and outbreak investigation, educated and alert health care providers, upgraded laboratories to support diagnosis, and improved communications across all levels of government, across agencies and across the public and private sector.

### (3) *Enhancing medical care capacity*

We must improve treatment for victims of an attack by enhancing local and federal emergency medical response teams, training health professionals to diagnose and treat these diseases, developing strategies to improve the ability of hospitals to rapidly increase emergency capacity, and providing necessary drugs or vaccines where they are needed through a national pharmaceutical stockpile.

### (4) *Research*

A comprehensive research agenda will serve as the foundation of future preparedness. Perhaps most urgently, we need improved detectors/diagnostics, along with better vaccines and new medications.

Some of these activities are already underway, but need to be strengthened and extended; other programs and policies still need to be developed and implemented. This hearing represents an important forum to better define the agenda we must pursue to be a nation prepared.

### **DARK WINTER EXERCISE**

I have been asked in my testimony to address "Dark Winter," a recent bioterrorism exercise which involved the intentional release of smallpox and the lessons learned. Although a simulation of a worst-case scenario, it powerfully conveyed the distinctive—and sobering—features of a potential bioterrorist attack and helped to spotlight

many of the vulnerabilities that we must urgently and effectively address.

"Dark Winter" simulated a series of National Security Council (NSC) meetings dealing with a terrorist attack involving the covert release of smallpox in three American cities. The exercise was conducted by the Center for Strategic and International Studies, the Johns Hopkins Center for Civilian Biodefense Studies, and the ANSER Institute for Homeland Defense, under the leadership of John Hamre, Tara O'Toole and Randy Larsen, respectively. Many of the participants in "Dark Winter" had served previous Presidents in cabinet or sub-cabinet positions. Most knew how the NSC worked, and they were all individuals with considerable expertise and perspective in the security, law enforcement and health fields. I served as the Secretary of Health and Human Services.

In the opening minutes of "Dark Winter" we learned that cases of smallpox had just been diagnosed by the Centers for Disease Control. Given the propensity of this disease to spread person-to-person, the 30% fatality rate of the disease, and the limited supply of smallpox vaccine, it was not surprising that we were soon dealing with an epidemic of devastating, if not catastrophic, potential.

In the 20<sup>th</sup> century, more than 300 million people died from smallpox—more than those killed in all wars of the century combined. Thanks to a massive and highly collaborative international campaign, smallpox as a naturally occurring disease was eradicated, and vaccination against the disease stopped. Consequently, each passing year has seen the birth of new generations of unvaccinated citizens, and a decrease in the potency of previous vaccinations among adults. So although the eradication of smallpox has saved thousands of lives, the end of vaccination against it has paradoxically left the world more vulnerable to the disease.

This fact would be of little consequence if we did not know that smallpox was made into a weapon by the Soviet Union, and that other nations or groups may have successfully acquired stocks of the virus.

Today, a single case of smallpox anywhere in the world would constitute a global medical concern. An example of the seriousness of this disease is the wave of smallpox that was touched off in Yugoslavia in 1972 by a single infected individual. The epidemic was stopped in its fourth wave by quarantines, aggressive police and military measures, and 18 million emergency vaccinations, this to protect a population of 21 million that was already highly vaccinated.

By comparison, in America today we have less than 15 million effective doses of vaccine to protect a population of 275 million that is highly vulnerable to the disease. The Yugoslavia crisis mushroomed from one case; the "*Dark Winter*" exercise began with 20 confirmed cases in Oklahoma City, 30 suspected cases spread out in Oklahoma, Georgia, and Pennsylvania, and many more individuals who were infected but not yet ill. Initially, we did not know the time, place or size of the release, so we had no way to judge the true magnitude of the crisis. We could easily predict, however, that it would get worse before it would get better.

Over a 24-hour period at Andrews Air Force Base, our NSC "war gamers" dealt with three weeks of simulated shock, stress and horror. We learned that on December 9, 2002, some dozen patients reported to the Oklahoma City Hospital with a strange illness confirmed quickly by the CDC to be smallpox. While we knew only about the Oklahoma cases the first day, we later learned the scope of the initial infections and the sites of three simultaneous attacks in shopping centers in Oklahoma, Georgia and Pennsylvania. The initial infection quickly spread to five states and 3,000 victims, although at this point, most infected individuals had not displayed symptoms or gone to the hospital, so it was impossible to tell who or where they were.

The two primary tools for containing a smallpox epidemic are isolation of cases and vaccination of contacts. In accordance with this, a strategy was devised to include strict isolation of those with disease and a

firewall of vaccine protection around those cases, but from the beginning, that strategy was limited by the large numbers of people initially infected, the rapid spread of the disease, and our limited supply of vaccine. Unfortunately, we had only enough vaccine for one out of every 23 Americans. (This remains the case in America today, although a contract is in place and is being accelerated to produce at least 40 million new doses by the end of 2002).

The Secretary of Defense demanded that all 2.3 million of U.S. military personnel be immediately vaccinated wherever they were in the world. In his wisdom, the President decided against this policy. Instead, we administered vaccine to U.S. military, including the National Guard, and security and medical service personnel who were on the front lines locally, and also those who were in areas of the world where a smallpox attack was more likely to occur.

So, on the first night of decision-making, we designed the vaccination strategy, and we ordered accelerated production of new stock. We even asked the Secretary of State to try to find surplus stock from other countries, but we were doubtful that they would comply with our request in the face of a smallpox epidemic that would in all likelihood become global.

On Day Six of the crisis, very little vaccine was left. The situation required that we consider measures considered draconian by modern standards, including enforced isolation, restrictions on travel, and providing food and other essential supplies to affected areas in the face of these restrictions. These problems were exacerbated by the fact that, by this point, we could no longer provide vaccine to essential providers.

On Day Twelve, when the war game ended, we were beginning the next stage of the epidemic — those who caught smallpox from the original 3,000 people who were infected in the initial terrorist attack. Epidemiologic models predicted that without effective intervention, every two to three weeks the number of cases would increase ten-fold.

At the conclusion of the exercise, the epidemic had spread to 25 states and 10 foreign countries. Civil disorder was erupting sporadically around the nation. Interstate commerce had ceased in large areas of the

country. Financial markets had suspended trading. We were out of vaccine and were using isolation as the primary means of disease control.

For each of us around the table, the lessons learned were somewhat different depending on our various backgrounds, experience and expectations. It was fascinating to see the differing perspectives that were brought to bear on the same fundamental sets of data and decision-points. At times, the old adage "what you see depends on where you sit" came to mind. Yet I think we all agreed that the exercise was indeed plausible — even conservative — in the framing of the scenario and the assumption made about disease exposure, transmission and treatment. Certainly, we all left the room humbled by what we did not know and could not do, and convinced of the urgent need to better prepare our nation against this gruesome threat.

In my role as the Secretary of Health and Human Services, the perspective brought to the table was that of someone who served first as a local health officer (New York City Health Commissioner) and then as a federal public health official (Assistant Secretary for Planning and Evaluation, Department of Health and Human Services). I felt first hand the devastation of terrorism as New York City's Health Commissioner when the World Trade Center was first bombed in 1993. Today, the horror of that event is dwarfed by the attacks of September 11<sup>th</sup>. Yet despite the incredible scale of these attacks, it is clear that an attack with a biological weapon has the potential to inflict even greater damage upon our country, both in terms of the extended timescale of the unfolding disaster and the numbers of people affected.

I should state that my bias is to approach the bioweapons issue in the broader context of infectious disease threats, both naturally occurring and intentionally caused. There is a continuum. A bioterrorist attack such as that depicted in "*Dark Winter*" would certainly represent the extreme end of that continuum, both in terms of its potentially catastrophic consequences for health and because of the disruption and panic that it would cause.

#### ISSUES RAISED BY DARK WINTER EXERCISE

"*Dark Winter*" raised many important

issues and provided an opportunity to enhance awareness about the complexities of a bioterrorist attack. It served as a compelling illustration of just how much an attack caused by biological weapons would differ from conventional terrorism, military strikes or even attacks caused by other weapons of mass destruction.

It demonstrated how such an attack would unfold slowly - over days, weeks, months - as an infectious disease epidemic, with the potential to cause enormous suffering and death, as well as panic, destabilization and quite possibly civil disorder. There was little doubt that this would be a true public health emergency, for which our nation is ill-prepared to respond. Moreover, it showed how a bioterrorist attack would represent a national security crisis of enormous proportions, yet many of the traditional strategies to manage such an event would not apply. For example, identification of the perpetrator, as well as avenues for possible retaliation, might not be feasible. "*Dark Winter*" also underscored the intertwined legal, ethical, political and logistical difficulties that attend contagious disease containment and control.

"*Dark Winter*" further demonstrated how poorly current organizational structures and capabilities fit with the management needs and operational requirements of an effective bioterrorism response. Responding to a bioterrorist attack will require new levels of partnership between public health and medicine, law enforcement and intelligence. However, these communities have little past experience working together and vast differences in their professional cultures, missions and needs. The "*Dark Winter*" scenario also underscored the pivotal role of the media, and how a productive partnership with media will be paramount in communicating important information to the public and reducing the potential for panic.

Another clear lesson that emerged from "*Dark Winter*" was that effective response will also require stronger working relationships across levels of government. While national leadership, guidance and support will be essential, it must be recognized that much of the initial crisis response and subsequent consequence management will unfold on the local level. "On-the-ground" local providers—public health and medical professionals, emergency response personnel, law enforcement officials and

government and community leaders—will provide the foundation of the response and will deal with the problem from the moment the first cases emerge until the crisis is over.

The "*Dark Winter*" scenario also brought into bold relief the fact that management of such a crisis would almost certainly occur in the context of an already strained health care system and severe limitations on certain critical resources, including shortages of vaccine, hospital beds and isolation capacity.

### CHALLENGES FOR THE FUTURE

As an exercise, "*Dark Winter*" was not designed to provide answers, but rather to raise critical questions and issues about our current preparedness to address the bioterrorist threat - Certainly it achieved that goal, but how do we begin to address these critical concerns? Building on lessons learned from "*Dark Winter*" from the perspective of public health and medicine, let me emphasize several key challenges as we move forward.

(1) Focus on the real threat/ strengthen public health. In previous testimony before Congress, I have emphasized the need to convince policymakers and the public that the threat of bioterrorism is real. However, the recent cases of anthrax in Florida and New York City have made this point more forcefully than I ever could. However, even in the context of current events, I believe that a major challenge remains the need to get policymakers, legislators, and program planners to really comprehend that the threat of bioterrorism is fundamentally different than the other threats we face, such as "conventional" terrorism, or attack with a chemical or nuclear weapon.

Meaningful progress against this threat depends on understanding it in the context of an infectious and epidemic disease. It requires different investments and different partners. Until bioterrorism's true nature as an epidemic disease event is fully recognized, our nation's preparedness programs will continue to be inadequately designed: the wrong first responders will be trained and equipped; we will fail to fully build the critical infrastructure we need to detect and respond; the wrong research agendas will be developed; and we will never effectively grapple with the long-term consequence management needs that such an

event would entail.

Unfortunately, if we look at our current preparedness efforts to date, necessary public health and medical care activities have been underdeveloped and underfunded. Of the roughly \$10 billion budget for counterterrorism efforts in FY 2001, only a very small percentage has supported activities that truly can be considered as core elements of a coherent program to address the bioterrorist threat. In the current environment, it is clear that very substantial new monies will be available, and we must ensure that a significant component of those resources are targeted to address these critical concerns.

(2) Build on existing strategies. Effective strategies must build on existing systems where possible, but build in flexibility. We do not want to develop an entire ancillary system for responding to the bioterrorist threat. Rather, we should strive to integrate our thinking and planning into the continuum of infectious disease threats and potential disasters that public health agencies are already charged to respond to. The last thing we want is to find ourselves trying out a plan for the very first time in the midst of a crisis. Instead, we want to find the systems that work in routine activities and then identify what we need to do to amplify or modify them to be appropriately responsive for these more acute and catastrophic situations.

(3) Support the health care system's capacity for mass casualty care. Controlling disease and caring for the sick will require a deep engagement of the public health and medical community. There are currently many pressures on health care providers and the hospital community that limit their ability to prepare in some of the critical ways necessary for effective planning in the face of the bioterrorist threat. The enormous downsizing that has occurred, the competitive pressures to cut costs, the just-in-time pharmaceutical supplies and staffing approaches, and the limited capacity for certain specialty services such as respiratory isolation beds and burn units that may become critical in a biological or chemical terrorist attack, all need to be recognized and addressed.

We must be realistic about the potential costs that would be incurred by these institutions and individuals, as well as the

enormous up-front investments needed if they are truly to prepare. And in many ways, if you are a health care institution today, making those preparatory investments is a high-risk undertaking. By preparing, you are also almost setting yourself up to incur a series of costs that may not be reimbursed after the crisis is over.

We know that we must find better ways to strategically support our health care institutions, both because of the implications of a bioterrorist attack but also because of the existing demands on the system, as evidenced this past year when a routine flu season overwhelmed hospital capacity in several cities.

There is an urgent need to develop programs that target dollars for health care disaster planning and relief, including training, templates for preparedness, and efforts to develop strategies in collaboration with other critical partners for providing ancillary hospital support in the event of a crisis. This could be done either through the army field hospital model or what was done in the 1918 pandemic flu, when armories, school gymnasiums and the like were taken over to provide medical care. In doing this, we need to support local and state planning efforts to assess community assets and capabilities, and we need to look at what federal supports can be brought to bear locally in a crisis.

(4) Invest in research. Today's investment in research and development will be the foundation of tomorrow's preparedness. A comprehensive research agenda should be developed and pursued that extends across many important research domains. For example, our capability to detect and respond to a bioterrorist attack depends largely on the state of the relevant medical science and technology. Without rapid techniques for accurate identification of pathogens and assessment of their antibiotic sensitivities, planning for the medical and public health response will be significantly compromised. Without efficacious prophylactic and treatment agents, even the best planned responses are likely to fail. Biomedical research is needed to develop new tools for rapid diagnostics, as well as improved drugs and vaccines. At an even more basic level, we must invest in research to enhance the fundamental study of genomics, disease pathogenesis and the human immune response.

In addition to biomedical research, further research into such diverse concerns as defining appropriate personal protective gear or decontamination procedures under different circumstances will be important to our overall preparedness for a bioterrorist attack.

Research to support deeper understanding of the behavioral issues and psychosocial consequences of a catastrophic event of this kind is currently very limited but should be made a high priority. I believe that the importance of all of these areas has been underscored by our recent experience in responding to the mounting set of anthrax cases and exposures. These events have demonstrated critical gaps in our knowledge as well as deficiencies in our tools for detection, response and consequence management that we can and should swiftly address.

(5) Understanding the public response. Sadly, the many fears, anxieties and uncertainties that have surrounded the current anthrax scare reinforce another major gap identified in current preparedness and planning efforts. This involves how to engage the public, and importantly, how to most effectively work with the public in the event of a crisis. The recent small-scale anthrax attacks, although they have sickened only a handful of people, have given new insights into how complex these issues may be. Certainly, the specter of a silent, invisible killer such as an infectious agent evokes a different level of fear and panic than other disaster scenarios. Indeed, response to previous major disease epidemics—such as the outbreak of pneumonic plague in Surat, India in 1994—suggests a level of panic and civil disruption on a far greater scale.

Anyone who has ever dealt with disaster response knows that how the needs of the public are handled from the very beginning is critical to the overall response. In the context of a biological event, this will no doubt be even more crucial. Managing the worried well may interfere with the ability to manage those truly sick or exposed. In fact, implementation of disease control measures may well depend on the constructive recruitment of the public to behave in certain ways, such as avoiding congregate settings or following isolation orders. In the final analysis, clear communication and appropriate engagement of the public will be the key to preventing mass chaos and enabling disease control as well as critical

infrastructure operations to move forward. Correspondingly, the needs and concerns of response personnel, including health care workers, must also be addressed. Again, prior experience with serious infectious disease outbreaks tells us that when this does not occur, essential frontline responders and key workers are just as likely as the public to panic, if not flee. The mass exodus of health care workers following onset of the Ebola epidemic in Kikwit, Zaire in the mid 1990s serves witness to this point.

(7) Engage the media. The media is key to efforts in a crisis to communicate important information to protect health and control disease, as well as to reduce the potential for panic. Over the past days, we have seen both the press and the public receive a crash course on anthrax. They have been fast learners, and for the most part, the media has done a credible and responsible job in communicating this important information. But there must be a clear plan for providing the news media with timely and accurate information. Furthermore, the credible and consistent voice of well-informed health officials is critical to this effort.

Stepping back, it is clear that the ability of the media to mobilize effectively in a crisis is greatly enhanced by a process of ongoing and continuing mutual communication and education in calmer times. We must strive for the development of a set of working relationships grounded in trust—trust that they will be provided with information in a timely and appropriate manner, and in turn, that they will use that information in a responsible, professional way.

No doubt there will always be tensions between the desire to get out a good story and an appreciation of the complexities, sensitivities and uncertainties inherent in such a crisis. But stonewalling the press or viewing them as the enemy is virtually guaranteed to make the situation worse.

(8) Clarify legal authorities. In planning for an effective response, an array of legal concerns need to be addressed. Issues include such basic ones as the declaration of emergency—what are the existing authorities? Are they public health, or do they rest in other domains that will be relevant? What are the criteria for such a declaration? What are the authorities that still

need to be established?

Other outstanding legal questions concern the ability to isolate, quarantine, or detain groups or individuals; the ability to mandate treatment or mandate work; restrictions on travel and trade; the authority to seize community or private property such as hospitals, utilities, medicines, or vehicles; or the ability to compel production of certain goods. Also, questions concerning emergency use of pharmaceuticals or diagnostics that are not yet approved or labeled for certain uses need to be answered.

These questions involve many different levels of government, many different laws and authorities, and raise many complex and intertwined ethical, political and economic issues. In a systematic and coherent way, we must address this array of pressing issues and concerns. And not just what laws are in place or could be put in place, but then also what policies and procedures would be necessary to actually implement them.

(9) Plan, prepare and practice. Perhaps most fundamentally, "*Dark Winter*" signaled the need for more planning and preparation—across all the domains mentioned above and more. Planning can make a difference, but we cannot begin to prepare in the midst of a crisis. As "*Dark Winter*" unfolded, it was evident that a sense of desperation about what needed to be done arose, at least in part because the country had not produced sufficient vaccine; had not prepared top officials to cope with this new type of security crisis; had not invested adequately in the planning and exercises needed to implement a coordinated response; and had not educated the American people or developed strategies to constructively engage the media to educate people about what was happening and how to protect themselves.

Prior planning and preparation can greatly mitigate the death and suffering that would result from a serious bioweapons attack. As a nation, we need comprehensive, integrated planning for how we will address the threat of bioterrorism, focusing both on prevention and response. We need to define the relative roles and responsibilities of the different agencies involved, and identify the mechanisms by which the varying levels of government will interact and work together. We need true national leadership

to address the bioweapons threat to our homeland. Planning efforts must be backed by the necessary resources and authority to translate planning into action. Moreover, we must practice what we plan. Preparations must be exercised, evaluated and understood by decision-makers if they are to prove useful in a time of crisis.

(10) The importance of prevention. The many intrinsic challenges involved in mounting an effective response to a bioterrorism attack - and the many casualties that will inevitably occur—should compel us to make a greater commitment to what can be accomplished to reduce the fundamental threat of their use. Clearly, measures that will deter or prevent bioterrorism will be the most cost effective means to counter such threats to public health and social order - both in human and economic terms. Are there strategies to limit or prevent these often frightening microbes from getting into the hands of those who might misuse them, and how do we reduce the likelihood that they would be misused?

On a policy level, such prevention efforts require a global approach, including the need to find ways to meaningfully strengthen and enforce the Biological Weapons Convention, as well as international scientific cooperation to create opportunities for scientists formerly engaged in bioweapons research to redirect their often considerable talents and energy into more constructive and open research arenas. For example, a number of scientific collaborations have begun in Russia in an attempt to address this goal.

We must also strengthen and expand efforts to control access to and handling of certain dangerous pathogens, including proactive measures by the scientific community to monitor more closely the facilities and procedures involved in the use of such biological agents.

#### THE NUCLEAR THREAT INITIATIVE —A New Foundation—

Encouraging and supporting our government to deter, prevent, and defend against biological terrorism is a central part of our mission at the Nuclear Threat Initiative (NTI) - an organization founded by Ted Turner and guided by a distinguished board co-chaired by him and former Senator Sam Nunn. We are dedicated to reducing the

global threat from biological, nuclear, and chemical weapons by increasing public awareness, encouraging dialogue, catalyzing action, and promoting new thinking about these dangers in this country and abroad.

We fully recognize that only our government can provide the leadership and resources to achieve our security and health priorities. But within that context, NTI is:

- Seeking ways to reduce the threat from biological weapons and their consequences.
- Exploring ways to increase education, awareness and communication among public health experts, medical professionals, and scientists, as well as among policy makers and elected officials - to make sure more and more people understand the nature and scope of the biological weapons threat.
- Considering ways to improve infectious disease surveillance around the globe - including rapid and effective detection, investigation, and response. This is a fundamental defense against any infectious disease threat, whether it occurs naturally or is released deliberately.
- Stimulating and supporting the scientific community in its efforts to limit inappropriate access to dangerous pathogens and to establish standards that will help prevent the development and spread of biological agents as weapons.
- And finally, NTI is searching for ways to help our government and the Russian government to facilitate the conversion of Russian bioweapons facilities and know-how to peaceful purposes, to secure biomaterials for legitimate use or destruction, and to improve security of dangerous pathogens worldwide.

#### CONCLUSION

In conclusion, let me re-emphasize that a sound strategy for addressing bioterrorism will need to be quite different from those that target other types of terrorist acts. While a large-scale event most likely remains a relatively low probability event, the high consequence implications of bioterrorism place it in a special category that requires immediate and comprehensive action. Yet as we move forward to address this disturbing new threat, it is heartening (Hamburg to page 61)

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## by Glenda Ferguson

Long ago (the fall of 1946) and far away (Henryetta, Oklahoma) there were two eager high school debaters (Bill Sholer and Mike Barcus) who were dead set on qualifying for the NFL Nationals. They were hampered a bit as they didn't have a coach. It seems that World War II was being fought and their coach had been drafted. Bill and Mike would have liked a coach as they had to debate the teams of the legendary H.B. Mitchell, but they were determined to forge ahead by themselves. Not only were they debating without a coach, they were debating without any help at all as they were the only team on the Henryetta High School debate squad.

Bill and Mike were persistent, and they were successful. They did, indeed, win State and qualify for Nationals. However, they were not to realize their dream as Nationals was cancelled that year due to the war.

Bill went on to become a very successful lawyer and Mike, a very successful psychiatrist. Everyone except the families of the young debaters could have forgotten this part of their lives, but Oklahoma became the 2001 host of the NFL Nationals and all kinds of debate and speech war stories started to emerge. It seems that Bill Sholer's granddaughter is an NFL member at Edmond Santa Fe High School in Edmond, Oklahoma, and competes in drama events coached by Catherine Johnston. She told her coach about her grandfather. I was contacted; and consequently, I contacted Bill and Mike. I invited them to come to Nationals to participate as observers of the final debate round and to finally get the recognition they had deserved for so many years. Both agreed and I was fortunate enough to spend time with them on the Friday of NFL Nationals. This was truly the highlight of the tournament for me.

These interesting gentlemen reminisced about their debate rounds as if they had just happened recalling moments when they had "crushed" their opponents. (yes, "crushed" is a term that has been around for a long time). They recalled arguments that had been particularly successful and laughed about teams that had been particularly fun to beat. After watching the final round, they both told me how and why they would have voted. They quoted particular arguments and evidence in the round. Remember that they were not flowing. They

listened. They both said that they would have voted affirmative. I said, "Bill, would you have voted affirmative because it was the last speech?" He replied, "Just how old do you think I am?"

I was especially interested in hearing them compare debate of the 40's and the one that they had just heard. Both mentioned the speed, of course, but had little trouble following the arguments. They preferred a slower rate of speed, but didn't seem particularly bothered one way or the other. They did, however, seem perturbed by the amount of evidence and seemed to think that the debate would have been much more interesting if less evidence had been read and more analysis had been given. Both Bill and Mike thought that both teams over claimed evidence and said that both teams seemed a little "paranoid", or at least the evidence seemed that way.. They did comment on how talented the debaters were and realized how much work had gone into the final product.

But, this is the good part. They were very impressed with ALL of the kids. Not just the ones in finals, but the students in general. Bill told me later that some of the contestants were in his hotel and he asked them the outcome of the debate as he had left before the awards assembly. He remarked how pleasant and polite they were.

Bill had wanted to speak to the debaters to make sure that they knew how fortunate they were to actually have the experience of participating at Nationals. When we presented Bill and Mike with their national qualifier plaques right before the final debate, he only said how much he had wanted to compete himself and didn't elaborate. He has said to me several times that he hoped that our students don't take the experience for granted.

The team of Sholer and Marcus got a standing ovation from the audience on the day of Finals. I can't think of anyone who deserved it more. I received a note from Mrs. Barcus telling me how touched Mike had been by the reaction of the audience. Mrs. Barcus wondered if other World War II veterans in other states had received similar honors. I don't know, of course, but it seems like a good idea to me.

*(NFL Councilor Glenda Ferguson coaches at Heritage Hall HS (OK))*

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# THE D G E

## IS THE CONSULTATION COUNTERPLAN LEGITIMATE?

by David M. Cheshier

The most popular category of counterplan on the "weapons of mass destruction" (WMD) topic involves consultation. The negative argues that instead of promptly adopting and implementing the plan, the United States should consult some specified government beforehand, only moving forward if the plan meets the approval of our consultation partner. Many versions were produced over the summer, including counterplans to consult NATO, Japan, Russia, China, Israel, India, and Canada.

On this resolution, the consultation counterplan is often an irresistible strategic option for the negative. Because most plan texts as written advocate immediate implementation (if they don't the affirmative may be in topicality trouble), the counterplan is mutually exclusive, for one can't act and consult about acting at the same time. Because the resolution locks the affirmative into frequently defending policies the rest of the world would agree to, the counterplan consultation process would usually culminate in the eventual passage of the plan. Thus, the negative is able to argue there is little or no downside to asking for input. Consultation promises to capture the advantages, with the value added benefit of an improvement in America's relations with NATO, Russia, or China (from here on I'll use Russia as my example). The view is also prevalent that the consultation counterplan cannot be permuted by the affirmative, since to do so invariably commits the affirmative either to severance or intrinsicness (more on this shortly). Consultation is here to stay.

For the counterplan to work, the negative must include language, which gives the consultation partner a "veto" over the

plan. That is, Russia must be able to say no, and if they do, we must agree to follow. To do anything less is to promote illegitimate or artificial consultation, which the literature typically condemns. The idea is that Russia doesn't want to be dictated to; rather, they want to be taken seriously, with assurances their objections and suggestions will be incorporated, and this is true of NATO, China, and all the rest.

Advice to explicitly include a veto provision may seem counterintuitive, especially to those affirmative debaters willing to defend the standard of "textual competition." The logic of textual competition when advocated by the affirmative goes like this: if language from the counterplan can literally be pulled from the counterplan and affixed to the plan (with the effect of generating a permutation, yielding net benefits), then the counterplan does not compete even if the attached counterplan text radically alters the meaning of the original plan. In the consultation context, to provide an example, textual competition defenders will seize on the "veto" language for the purpose of a permutation. They will say they can permute the plan by affixing the veto language to the original plan text, even though this transforms the plan into something probabilistically topical, and in effect makes the permutation the equivalent of the counterplan. Because textual competition standards are not widely endorsed on the national circuit, I'll pass up the chance to discuss them in more depth, except to say that apart from this difficulty, including veto language in the counterplan is in every other respect I know a good idea for the negative.

The events of September 11, devastatingly tragic as they were, have changed the strategic landscape in ways favorable to consultation arguments. Before September 11, the Bush Administration was widely criticized for its ungentle commitment to alliances – in Europe, for instance, Bush and his team were widely dismissed as permanently predisposed against genuine deliberation. Instead, Bush's preferred policy, on everything from Kyoto to missile defense, was to arrive for talks where the main purpose was for Bush to tell Europe and others what he intended to do. All this seems to have changed, if only momentarily, in the aftermath of the terrorist attacks on New York and Washington. Now, if only out of the urgent American self-interest in alliance building, the Bush team is consulting everyone in sight. This fact is not without benefits to the affirmative – after all,

perhaps consultation truly is now the "normal means" by which the United States does business. But the main effect is to strengthen the negative's hand: the normal means argument is weak for other reasons beyond the fact situation of American diplomacy, and given the current urgency of alliance consultation there is less reason than ever to force a plan into existence without seeking advice and input from our allies or strategic competitors.

I highly recommend an essay on the NATO consultation counterplan written by Dan Shalmon, formerly a national championship debater from Glenbrook North High School (IL), now enjoying considerable success on the college circuit as a debater for the University of California at Berkeley. His essay in this year's *Hitchhiker's Companion* (organized by Stefan Bauschard, published by Paradigm – [www.oneparadigm.com](http://www.oneparadigm.com)) introduces the argument in a sophisticated way. Shalmon lays out how to set up the argument in cross-examination so that some affirmative escape paths are foreclosed, includes a very good bibliography, and prepares the negative to answer the most common responses. Although his essay is specifically organized around the NATO literature, Shalmon's theoretical advice is applicable and sound for counterplans engaging other consultation partners. My essay is to supplement his thoughts by addressing some of the larger theoretical issues, and by adding another perspective to his discussion of the most often defended permutations.

## Two Weak Objections:

### International Fiat and Plan-Inclusion

Debaters are often tempted to initiate two theoretical objections to consultation, though neither really pertains. Some argue the counterplan should be rejected because it necessarily entails international fiat. As you know, some object to international fiat (which usually takes the form of a plan or counterplan acting through some other actor, such as a counterplan to have Russia dismantle its nuclear forces at its own initiative) as distortive of routine policy comparison. In the context of an American debate, which we imagine might be happening among American decision makers, it would simply not be normal or germane for a senator to stand up and say: "Hold on! We should not act in this case. Rather, we should imagine that Russia has acted to solve the problem for us." Others oppose permitting debaters to fiat through the so-called "object" of affirmative scrutiny; thus,

if the affirmative is urging us to contain 1930's-era Nazism, they would object to a counterplan saying Hitler will voluntarily suspend his genocide on the grounds the counterplan is just as abusive as a crime topic counterplan which has criminals abandon their racketeering.

International actor counterplans ("have Japan do the plan") have survived these arguments, and with good reason. There is a full and nuanced literature assessing the comparative benefits of American action as opposed to, say, Russian involvement in global affairs. And the Senate example just offered can be dismissed as misconstruing the nature of fiat: even in the world of "magic wand" fiat debaters are not pretending to be senators when they seek a judge's endorsement for federal government action. And if this is so, the counterplan to fiat through India is fundamentally no different than a plan which has a high school student from Boise fiat the Senators of forty-nine states or Representatives of 434 districts of which she is not a citizen, or a regulator who would probably not consent even to an interview with a high school visitor. Both plan and counterplan advocates implore a judge to endorse the governmental action of agents largely foreign to round participants. And who knows what we would do if we (gasp!) selected another topic with an international actor – one supposes debate would have to end.

But whichever side of the issue one endorses, it doesn't matter in the consultation context since the counterplan does not dictate any action or response from another government. Properly written a consultation counterplan will only specify American governmental action: "The U.S. federal government shall consult with Russia over the implementation of de-alerting proposals. If Russia refuses to consult with the United States, or vetoes de-alerting, it will not occur," and so on. This text imagines no fiat Russian action, since it only orders the beginning of the process, which occurs wholly on the American side, and specifies only an American response. And, remember, if even this degree of orchestrated state-to-state interaction is illegitimate fiat, then it is unclear how any affirmative plan operating under the topicality requirement to be a "foreign policy" could survive the fiat challenge either.

Others will be tempted to object to consultation counterplans on the grounds that they are "plan inclusive" (hereafter, "plan-inclusive counterplans" are "PICs").

I don't know a single judge in America who finds the "PICs good"/"PICs bad" debate intellectually illuminating, but that has not much impeded its success as an affirmative counterplan response. As is the case with international fiat, most judges I know have no definitive objection to PICs (and many believe they have much improved plan-centered policy comparison), but because both sides can be reasonably defended, and since it takes little time to initiate the objection, PICs theory debating is now popular.

Again the issue is whether consultation really is plan-inclusive. I don't think it is, although others may disagree. Defenders of the PICs argument will say the counterplan "includes" the plan since it details a scenario by which the plan will be implemented (that is, if Russia says "yes," the plan is enacted). But literally speaking, the mandates of the counterplan do not "include" the plan, for the counterplan explicitly adopts no part of it. The "condition" of Russian acceptance changes everything, in part because what we eventually agree to with our Russian partners after a process of meaningful give-and-take may bear no correspondence whatsoever to the original plan text—that's how genuine consultation works.

### Is Consultation Artificially Competitive?

Debate on the question of artificial competition (by which I mean the issue of whether a counterplan is a genuine or rigged objection to the plan) is today controlled by the back and forth over defended permutations. As a result, there is a tendency to accept the legitimacy of the consultation counterplan, since most (and maybe all) imaginable permutations suffer fatal theoretical deficiencies. We'll look at the specific permutations in the next section, but one example suffices to explain the point for now. The so-called "lie" permutation says "we will commit to the plan (secretly if necessary), and we will 'consult' (or pretend to), taking the chance our certain decision to move forward will not be detected." Beyond the debate one might have over the desirability of this ruse is the theoretical intrinsicness problem. The part of the permutation carrying out the deception is neither a part of the plan nor the counterplan; it is simply invented out of thin air and tacked on so as to produce a net benefit. This is normally thought illegitimate because allowing affirmatives to invent things to add on to the plan and counterplan invites unchecked abusiveness.

But it may be mistaken to so fully conflate the issue of permutation legitimacy and artificial competitiveness. The consultation counterplan may pose an instance of an artificially rigged alternative to the plan, whose artificiality cannot be made plain by the thought experiment of a permutation.

To see why consultation might be illegitimate, even if that fact cannot be expressed in a reasonable permutation, it is productive to compare it to another counterplan thought illegitimate by most judges. If a negative team were to defend a counterplan to "steal the plan's funding and divert it to AIDS treatment in southern Africa," most would find it abusive even though it's not topical (in fact it has nothing to do with weapons of mass destruction use), mutually exclusive ("you can't spend the same money twice"), and net beneficial ("AIDS is the biggest threat to humanity"). The problem is that, in the absence of evidence that WMD and AIDS funding naturally trade off, the counterplan offers a choice only in the falsest, most rigged sense. Reduced funding for AIDS treatment is not regularly an opportunity cost of WMD action, and only becomes one thanks to the counterplan's fiat. Nor, to take a more extreme (and hopefully plainer) example, does the following counterplan pose a genuine choice: "any adoption of de-alerting will be mandatorily interpreted as a repeal of AIDS programs worldwide." To tolerate these counterplans as genuinely competitive is to utterly destroy the ability of affirmatives to win, for as Dallas Perkins argued many years ago, no affirmative can prove its plan desirable in every possible world (as created by counterplans), and the capacity of the negative to "re-define" the world in which the plan is tested, so as to make the plan either unnecessary or undesirable, is unlimited.

The question is whether consultation falls into this category of excludable or artificially competitive counterplans despite our apparent collective inability to produce a legitimate permutation illustrating the point. Does a consultation mandate create a contrived comparison in the same way the "any law that says 'de-alert' will trigger repeal of AIDS treatment" or the "steal their money" counterplans do? In my opinion, the affirmative argument ("consultation is artificial: the only reason 'consultation good' evidence counts against us is because they rigged fiat to consult on our plan") can be compellingly made, although deciding the issue requires us to take account of matters

both factual and theoretical.

It matters, for example, whether consultation normally happens or not. If the United States normally consults (e.g., the NATO Charter requires it), then the counterplan mandate is not so rigged. On the other hand, if we regularly consult as a matter of treaty compliance then wouldn't we automatically do so on the plan too?

A side note: In the context of an otherwise very smart essay, Shalmon's answer to this question seems unusually weak, and in my view deeply flawed. Shalmon recommends the negative concede the "normal means" argument, all to say, "this means the plan is abnormal means; since we consult on everything else, the absence of consultation is unique to this plan." But the whole point of the affirmative "normal means" response is that consultation always happens as a matter of routine; for the negative to concede the point is to admit the link connects to no policy, including the plan. Shalmon's other arguments on this point are equally suspect, although I agree with him that the entire issue can often be headed off given a skilled cross-examination.

This discussion of "artificial competitiveness" leads to this practical advice: you might want to consider adding an argument to your affirmative consultation answers which says, "Reject the counterplan because it artificially competes. It's no more legitimate than a counterplan that steals our funding. They've invented a net benefit purely out of their use of fiat, which is not a valid reason to reject our plan." Run the normal permutations elsewhere, but connect none with this claim. Doing so will give you another place on the flow to make the "non-germaneness" objection to consultation without being held hostage to potentially flawed permutations.

### Can Any of the Obvious Permutations Survive Scrutiny?

A brief review of the major permutations against consultation confirms the suspicion that most, maybe all, cannot find theoretical legitimacy. Simply saying we should "do both" doesn't help, since it is literally speaking impossible to both act and not act while we hear out our allies' concerns, and hard to defend pragmatically given evidence that NATO, Russia, and the rest can't stand it when we say we're listening even while we charge ahead, giving the lie to our claims to care what they think.

Several of the other possibilities are

vulnerable to the objections against "intrinsicness permutations." In addition to the "lie" permutation already discussed, the intrinsicness problem also affixes to the "do the plan and consult on something else" permutation (the consulting on something else part is neither in the plan nor the counterplan, which is incidentally a reason the counterplan should only fiat consultation on the plan and no more).

The permutation which essentially endorses the counterplan ("do the plan but give them a veto") is arguably an act of pure severance, which is to say illegitimate since the affirmative is abdicating its advocacy of the entire, guaranteed adoption plan they originally proposed. And the permutation to "consult but then do the plan either way" only risks adding insult to injury as alliance partners realize we never meant it when we said we wanted their input.

There is one permutation which, in my opinion, survives these theoretical difficulties, and potentially achieves a unique net benefit for the affirmative. Consider a permutation where the affirmative says we should "adopt the plan and then meaningfully consult, including a veto, on mechanisms for implementation." This permutation does not constitute severance, since it includes the mandated adoption of the plan. More importantly, the permutation is not an intrinsicness argument, a point that can be, in my view, convincingly demonstrated in cross-examination.

After the counterplan is read, presumably in the first negative, the first affirmative might ask these questions (I've put likely negative responses in brackets): "Is the counterplan just a one-time, yes or no, up or down vote on the total plan?" ["No" – if the 1N says anything different s/he is conceding away their "genuine consultation" benefit]. "If Russia says yes to adopting the plan, but then we implement the plan in a way totally offensive to them, by let's say running roughshod over their concerns or violating their sovereignty, does the counterplan provide Russia with an ongoing role in the plan's implementation?" ["Yes" – if the 1N says different then there is no solvency to the counterplan, since the genuineness of the original consultation is immediately suspended the first time they express any problems with the policy in action].

If you can elicit a "yes" answer to the second question, then the permutation is not an intrinsicness perm. In fact, the permutation is the same sort of "logical permu-

tation" universally accepted by debate theorists. Here's why: by responding "no" and then "yes," the negative concedes their counterplan logically takes this form: "(a) Consult over the plan's adoption, with a veto. (b) Consult over ongoing implementation, with a veto." Understood as such, the permutation simply affixes part (b) to the plan.

Accepting the theoretical legitimacy of the permutation still leaves open the question of whether it constitutes a net benefit for the affirmative, and this is a closer call, for Russia would undoubtedly be even happier to have the opportunity to consult at every point along the way. The affirmative answer to this claim would go something as follows: "While it is true that we do not capture the benefits of consultation in their entirety, we capture almost all of them. And the very slight good will deficit between the counterplan and the permutation is more than justified by the major benefit to be derived by locking in the plan's adoption." In responding to such a claim, the negative will obviously want to revert to their evidence insisting that consultation has to be "genuine, from the start," and they'll want to emphasize that in these "critical times" (Putin instability, Japanese economic vulnerability, NATO cohesion fragility) we must do "everything possible" not to offend Russia or derail NATO or subvert Japan's sense of mission in the world. But these claims are considerably weakened when the affirmative is also defending a version of consultation with a veto, and it cannot be so hard to read uniqueness answers to minimize the marginal risk of giving offense (such as "not unique, since we aren't genuinely consulting on NMD").

By defending one permutation, I am not advising you to abandon the others. You may find more success in defending the legitimacy of severance or intrinsicness than others on your circuit, and if so I wish you luck (if only as someone more inclined than most to accept intrinsicness as theoretically valid). Or you may simply want to laundry list multiple permutations as a way to bog down the second negative. Or you may debate in an area more sympathetic to them than appears the case nationally. My point is that a redeemable permutation may in fact exist, despite the possibly fatal shortcomings which plague the others.

### Concluding Advice

By way of closing, I'd like to offer some practical advice, some of which reiter-

ates essential ideas stressed in Dan Shalmon's essay.

First, *on the affirmative you should never argue that Russia or NATO supports the plan.* Doing so is a virtual suicide tactic, for the negative will immediately respond by saying, "there is now no risk to voting negative. Doing the counterplan will certainly attain the benefits claimed on the case, and only we capture the additional benefit of improving relations." To the contrary, affirmatives should do everything in their power to prove why the plan is likely to be opposed or subverted, so they can beef up a net benefit claim able to outweigh the benefits of genuine dialogue. While this can be difficult – NATO supports many of these plans (although they would oppose policies like "no first use"), and Russia and China would probably support virtually every plan being defended this year – it is not impossible, despite negative evidence that Country X will do whatever we want. Consider the possibility that Russia or China might well torpedo even a plan they support in principle as a way of asserting their own autonomy; since the counterplan gives them the veto power, they'll be more inclined than normal to use it since the very offer of a veto conveys how relatively low a priority the plan is for American decision makers.

Second, *think about adding some version of consultation to the plan text.* Or at least you might consider adding language which makes it explicit that as worded the plan does not foreclose consultation. Negatives will object this means you're not topical – "there's no guaranteed action in the plan," and all the rest. But I think the affirmative can reasonably argue that the limit they implement is made specifically stronger by bringing others on board, and that consultation is necessarily part and parcel of what it means to make "foreign policy."

Finally, a point that simply reiterates the main theme of this essay: Especially given the careful scrutiny which permutations will receive in the consultation context, it is particularly important that you *devise your permutations (and responses) with care.* Script them out, lest you create confusion on the questions of severance or intrinsicness. And on the negative, make sure you pin the affirmative down, so they will not easily evade your responses.

(© David M. Chashier, Director of Debate at Georgia State University.)

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Although only five of the resolutions included will actually be used in competition during the year 2002, each analysis provides commentary on issues that recur within Lincoln Douglas debate over a period of time. These will prove a valuable resource for novice LD debaters as additional areas for analysis and research, and for more experienced competitors as they develop arguments and strategies that transcend specific resolutions.

# CIVICS IN THE CLASSROOM

by Professor Paul Lorentzen, Chair  
PER Youth Program Committee  
Series II - Article 9

By this time it is becoming quite evident why in America public/government employment generally is not considered as prestigious as it is in other Western society countries—which is the topic being explored in Part II of this series of articles. (Part I, Articles 1-5, was devoted to our federal form of government, the nature of public employment, and reasons why there has always been a somewhat anti-government feeling in the United States.)

Three of the four main reasons for this difference in public perception of government employment in relation to prestige have been dealt with in Articles 6-8, i.e.:

- The geographic breadth of our country fostered a sense of individual independence and self-reliance — rather than dependence on any government actions.
- The political development of our country was characterized by a reaction against hierarchic, bureaucratic and generally intrusive type of government in the Old World countries from which the settlers came—which was not conducive to making government employment viewed as prestigious.
- The economic aspect of American society grew similarly in counter-reaction to the restrictive, overly government-regulated, and class-ridden economic environment of the Old World—so that here government's role in the economic sphere was subordinate and an aid to the free-wheeling private sector.

And now we take up the fourth and last major factor for the comparatively low prestige of government employment in the United States, that of the role of social class/rank. It seems quite evident and natural given the geographic opportunities to continually "move onwards," the political tenet-put-into-practice of "the least government is the best," and an economic atmosphere of personal and organizational freedom from governmental restrictions and regulations—that the American people from the beginning developed a society considerably less class-and-rank conscious than those found in the Old World countries. Here a person was expected to use his or her talents and abilities to the full, to be equal in the right to earn and prosper, and to improve on his/her economic and social situation.

There were indeed such institutions as slavery, indentured servants, and even early on landed and mercantile classes—but (except for the African slaves) America was the place where people could aspire to and did move upwards in society. The point is not

that there were no classes, but that movements between and among them were not only possible but encouraged by the total fabric of the American scene.

This is exactly what was not possible in the Old World, where such aspirations were not only uncommon but also severely punished if practiced. The social structure there was more elaborate and quite rigid, starting with royalty, then nobility (in various grades), ecclesiastics, merchants, and onwards through "commoner" ranks. It was expected that a man "knew his place" in the order and kept it.

And what institution saw to it that this social order was regulated and enforced? The government, which mainly consisted of and was controlled by the upper economic and social classes. Young men from these families were prepared in special schools and academies to enter the major government positions. Thus government employment enjoyed popular prestige, and its members were honored and respected.

Of course in America royalty and nobility did not take root, and early in the 19<sup>th</sup> century the work of government started to be considered such that any man could perform the tasks. No special training was considered needed, and any person could aspire to and become a Congressman, Senator, Governor or even President. Far more important and remunerative work and challenges were seen to exist in the private sector, where the Industrial Revolution was taking place. Government's role was simply not to obstruct.

And now in contemporary times, while government service has become far more important to the nation's welfare than it was in the 19<sup>th</sup> and early 20<sup>th</sup> century, there is still a lingering feeling that public sector work is less interesting, less important, and certainly less remunerative than that performed in the private sector. The knowledge the average citizen has of what public employees actually do is minimal—as is that citizen's interest in the subject. Prestige is generally given to those jobs and careers they know about, namely in the private sector such as entertainment, commerce, finance, and sports.

We are now ready to explore a final topic in Article 10: What, if anything, can be done to change this situation.

(Professor Paul Lorentzen, Committee Chair of the Public Employees Roundtable Youth Programs)

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# Lanny Naegelin Dedication

## Winston Churchill High School

On October 6, 2001, the Lanny Naegelin Theatre was dedicated in Lanny's memory. Harold Keller, NFL Executive Council member was privileged to speak. The following is Harold's tribute:

Honorable School Board Members, Superintendent Dr. Middleton, Principal Mr. Reasons, Honored Guests, and especially Mrs. B. J. Naegelin,

It is with humility that I attend this dedication. To stand in the shadow of its namesake causes sentiment, a recalling of the death of my friend and mentor, but also marvelous memories of his life and his dedication to students.

Lanny D. Naegelin built a monument in his contribution to forensics, drama, and communication. The National Forensic League continues to build and grow on the very foundation that Lanny laid. Lanny Naegelin had a vision, a dream, and a plan. Lanny challenged, inspired, and encouraged those around him. He wanted that which was best for the students, with whom he worked and for whom he worked. Lanny Naegelin touched the hearts of students and speech teachers and the total educational community across the nation. Lanny Naegelin impacted everyone that came in contact with him. He impacted the tomorrows.

It is only fitting and proper that a monument such as this magnificent theatre be dedicated to preserve the name and memory of Lanny D. Naegelin. It is also fitting and proper that everyone here work and dedicate themselves to the preservation and fulfillment of the dream that Lanny Naegelin inculcated in the minds and hearts of those that knew him, and in the hearts of those that enter the gateways of this magnificent theatre.

As a representative of the National Forensic League, let the word go forth that we have accepted the Lanny D.



Lanny D. Naegelin

Naegelin challenges. We are dedicated to the development of programs that will challenge the gifts and the talents of the youth of today. We recognize that the youth of today are the leaders of tomorrow. These very students involved today in communication activities are the Nations Future Leaders.

I can still see Lanny Naegelin in the eye of my memory. I can still see his smile. I can still feel his warm brotherly embrace. I can still hear his words of wisdom, his words of counsel, and his words of leadership and encouragement. He was an awesome person and an incredible friend.

It is with honor that I participate in this dedication. May this brick and mortar reverberate with the voices and talent in the shadow of its namesake. May the dreams of Lanny D. Naegelin be personified in the talent that is demonstrated here.

I miss you Lanny. May God bless all of you. May God bless America and continue to protect one of our greatest freedoms that Lanny D. Naegelin was dedicated to--the freedom of speech.

Harold C. Keller

### SPECIAL GUESTS ATTEND DEDICATION



### SPECIAL GUESTS ATTEND DEDICATION



Missy Miller-Berlet, (left) former student of Lanny and B. J. Naegelin pictured with Mrs. Naegelin. Missy is Director of Josephine Theatre.



A toast! Councilor Harold Keller congratulates B. J. Naegelin at the opening of the Lanny Naegelin Theatre.

**N  
F  
L**      **Executive Council**  
**Fall Meeting**  
**September 30 - October 1, 2001**  
**Charlotte, North Carolina**

Meeting was called to order by President Billy Tate. All councilors and alternate Mike Burton were present.

**The NFL Internet Site**

Moved by Roberts, seconded by Sferra: NFL points will be credited to coaches whenever graduated student points are filed on-line. **Passed: 8-0. (Sferra abstains)**

Under previous NFL rules student points filed after October 15 for graduated students did not earn coaching points. Under the new rule coaches will earn points for graduated students filed after October 15 if such points are filed on-line. This change will avoid programming charges.

Moved by Sferra, seconded by King: Chapter strength will be figured by active student degrees plus coach point totals which equal degrees. **Passed: 8-1 (No: Belch)**

In figuring chapter strength, coaches will receive degree credit for their current point totals even if they do not have enough years to receive the next diamond. This is necessary because of programming difficulty and expense. The software is based upon points earned.

The Council unanimously approved: On-line recording of Mock Trial will be in the Debate Category. On-line recording of Discussion will be in the Speech Category.

Moved by Keller, seconded by Sferra: Congress coaches may assign Congress points to their students where there is no Official Scorer only by recording the number of speeches and assigning points for each speech: 6,5,4,3,2,1. **Passed: 7-2 (No: Roberts, Sferra)**

By unanimous consent the above motion was rescinded. The Council felt that each Congress should have an Official Scorer.

Moved by Sferra, seconded by Roberts: At practice Congresses, NFL points may only be awarded by an Official Scorer. **Passed: 8-0-1 (Keller abstains)**

This rule repeals the existing rule which allows a coach who is not the Official Scorer to assign Congress points to their students and that no more than 2 of their students may be assigned the same total.

Moved by Sferra, seconded by Keller: Post student point records on the internet (NFL has in the past posted these records on the computer modem) but coaches will have the option of recording points on paper, which will not reveal student tournament records on-line. **Passed: Unanimous.**

Some Councilors were concerned about privacy of student records. On-line posting will allow viewers to access student tournament records as well as category totals. Paper recording will allow viewers to only access student totals and no specific tournament results.

Moved by Sferra, seconded by Roberts: Service points will be assigned according to the NFL degree on record on the date of recording. **Passed: 7 -2. (Aye: Sferra, Roberts, Ferguson, Crabtree, Keller, Sterner, Tate. No: King, Belch)**

By recording service points on the date of recording rather than the date of service will save programming costs on the new internet site.

Moved by Ferguson, seconded by Crabtree: The NFL on-line site will record all points coaches wish to enter. **Passed: 8-1 (No: Sferra)**

This allows coaches to create complete records for each student by recording all legitimately earned points. **NOTE: This does not change NFL point limits of 500 (speech), 500 (debate), 500 (group/service) and 1,000 (overall - exclusive of district and national contests). The only Official NFL points are within these limits. Additional points recorded do not yield extra coaching points.**

Moved by Keller, seconded by Sterner: Release the Sept/Oct L/D Topic on-line on August, 1 of each year. **Defeated 1-7-1. (Aye, Keller. King abstains)**

**National Tournament**

Moved by Sferra, seconded by Belch: Abolish double entry at the National Tournament. **Passed: 7-2, (No: Roberts, Crabtree)**

This rule takes effect in 2003 and is not applicable to the 2002 Charlotte Nationals. Double Entry may continue at district where district committees allow it. Students who qualify in two events may choose one event for nationals unless one of the events is a team event (Duo, Debate) in which case they *must* enter in the team event. Alternates will be allowed to move up to fill vacant places.

Moved by Roberts, seconded by Keller: The top 14 contestants (teams) in order of finish in each event at the NFL district tournament shall be designated as qualifiers and/or alternates. **Passed: Unanimous.**

This rule establishes an order for alternates to move into vacant slots and establishes that districts may designate alternates as low as 14th place.

Moved by Sferra, seconded by King: The NFL Council reaffirms existing tie breaking procedures as delineated in NFL manuals. **Passed: Unanimous.**

**Coaches and district chairs need to carefully review these procedures. In order to select 14 contestants (teams) in order, many ties will need to be broken.**

Moved by Ferguson: A contestant which wins two events at the district tournament and/or Congress must declare their national entry within 24 hours by notifying the District Chair. **Dies: Lack of a second.**

Moved by Crabtree, seconded by Sferra: It shall be the affirmative duty of each coach and each student entered in NFL Interpretation contests to determine absolutely that the cutting being performed meets NFL rules. **Passed: 8-1 (No: Belch)**

Moved by Crabtree, seconded by Sferra: In order to be eligible for subsequent rounds, each interpreter who has qualified for round 11 must present the original source of their cutting to the Ombudsmen prior to round 11. **Passed: 8-1 (No: Belch)**

**By passing the above 2 motions the Council hopes to avoid unpublished or other rule breaking materials from reaching the final round.**

Moved by Sferra, seconded by Keller. Adopt National Finals time schedule as presented by Secretary Copeland. **Passed: Unanimous.**

**This schedule will be printed in the April and/or May Rostrum.**

Moved by Keller, seconded by Sferra: Raise the entry fee for each main event contestant at the National Tournament to \$50. **Passed: Unanimous.**

Moved by Roberts, seconded by Sferra: Students eliminated in all events prior to round 7 are the only contestants allowed to enter supplemental events. **Passed: Unanimous.**

**Supplementals have become so large that it is no longer possible to allow students to enter after round 8. These students have already won an Octa-finalist cup in their main event. They may, if preregistered, enter consolation events -- Impromptu or Storytelling.**

Moved by Sferra, seconded by Keller: To uphold the decision of the Executive Secretary to disqualify the first place Duo Interpretation team for using unpublished material and providing false information on the National entry form. **Passed: Unanimous.**

**The above situation is a forensic and personal tragedy. Two talented young contestants lost a national championship and scholarships because they used unpublished material. Coaches must be vigilant so that this unfortunate event does not reoccur!**

## Districts

Moved by Sferra, seconded by Keller: To adopt the District Report presented by Secretary Copeland. **Passed: Unanimous.**

Moved by Sferra, seconded by Keller: That the standard for a district to remain a district shall require *either* 16 active Chapter schools *or* 500 (or more) contestants entered in the district tournament over a three year period. **Passed: Unanimous.**

Moved by Sferra, seconded by Roberts: To split a district shall require *either* a minimum of 32 active Chapters *or* 950 entrants at the district tournament over a three year period. **Passed: Unanimous.**

**A number of NFL districts will be granted one year to reach these minimum numbers. If they fail to reach the minimum numbers they will be merged with other districts.**

## Financial

Moved by Belch, seconded by Crabtree: Adopt the Budget as presented. **Passed: Unanimous.**

Moved by Roberts, second by King: Grant a 3% cost of living adjustment to National Office employees. **Passed. Unanimous.**

## Commendations

Moved by Sferra, seconded by Crabtree: To commend Mr. Copeland for his excellent district report. **Passed. Unanimous.**

The Council also commended Mr. Copeland for his budget preparation and explanation.

## Spring Meeting

The Spring Council meeting will be Sunday, April 14 and Monday April 15, 2002. Place to be announced. Postponed to the Spring meeting were the Coach Diamond Key Committee Report and a discussion of an NFL Legal Defense Fund.



# EARNING DIAMONDS

5 YEARS BETWEEN EACH DIAMOND



One Diamond

1,500 - 2,999 points



Double Diamonds

3,000 - 5,999 points



Three Diamonds

6,000 - 9,999 points



Four Diamonds

10,000 - 12,999 points

Note: After fourth diamond is earned, points are in 3,000 increments



Five Diamonds

13,000 - 15,999 points



Six Diamonds

16,000 - 18,999 points



Seven Diamonds

19,000 - 21,999 points



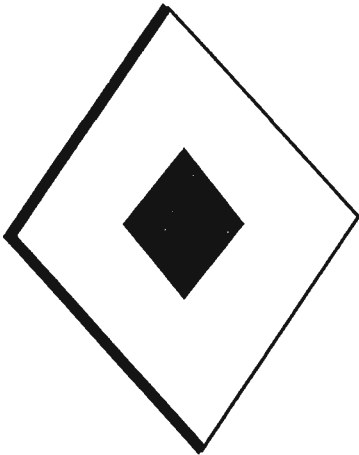
Six Diamonds

16,000 - 18,999 points



Seven Diamonds

19,000 - 21,999 points



# SINGLE DIAMONDS



**\*Bill Gibron**  
Academy of the Holy Names, FL  
January 25, 1999 1,505 points



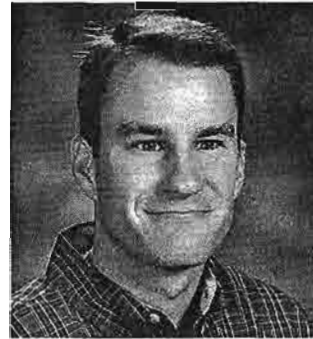
**\*Randy Hemphill**  
Norman HS, OK  
March 5, 1999 1,509 points



**\*Judy McKeever**  
Tualatin HS, OR  
March 8, 1999 1,982 points



**\*P. J. Samorian**  
Loyola Academy, IL  
July 7, 1999 1,512 points



**\*Todd W. Hering**  
Eastview HS, MN  
September 1, 2000 2,319 points



**\*Susan Saxon**  
Evans HS, GA  
September 22, 2000 1,506 points



**\*John Horner**  
Reeds Spring HS, MO  
October 27, 2000 2,272 points



**\*Marc Rischitelli**  
Shrewsbury HS, MA  
November 7, 2000 1,627 points



**\*Jean Hoerer**  
Richland HS, ND  
November 20, 2000 1,586 points



**\*Richard M. Belske**  
Chaparral HS, KS  
November 30, 2000 2,236 points



**\*Andrew Buchan**  
Thomas Jefferson HS, WA  
December 15, 2000 2,001 points



**\*Kyle Howe**  
Park Hill Sr. HS, MO  
December 20, 2000 1,611 points

## SINGLE DIAMONDS



**\*Patty LaRoche**  
Fort Scott HS, KS

January 11, 2001      1,526 points



**\*LeNina M. Wimmer**  
Clearfield HS, UT

January 15, 2001      1,595 points



**\*Bea Shepard**  
Denver-North HS, CO

January 16, 2001      1,522 points



**\*Nancy West**  
Gig Harbor HS, WA

January 22, 2001      1,631 points



**\*Tammie Peters**  
Golden HS, CO

January 23, 2001      1,653 points



**\*Becki Sharp**  
Golden HS, CO

January 23, 2001      1,501 points



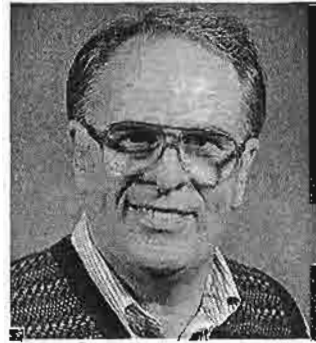
**\*Greg Mayo**  
Mayde Creek HS, TX

January 24, 2001      1,680 points



**\*Leslie Robinett**  
Jordan HS, UT

February 2, 2001      4,398 points



**\*Robert C. Burgoyne**  
Eagle Point HS, OR

February 7, 2001      1,509 points



**\*Bobbie M. Bristow**  
Englewood HS, CO

February 8, 2001      1,510 points



**\*Thomas M. Fones**  
St. Paul Academy & Summit Sch., MN

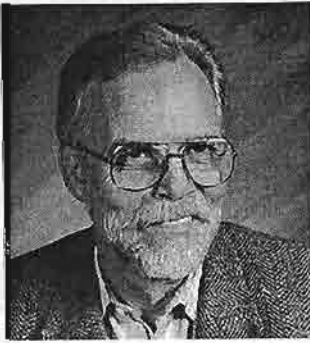
February 14, 2001      1,556 points



**\*Janet Nobles**  
Bixby HS, OK

February 20, 2001      1,501 points

## SINGLE DIAMONDS



**\*Axel A. Schmaing**  
Havre HS, MT

February 20, 2001      1,613 points



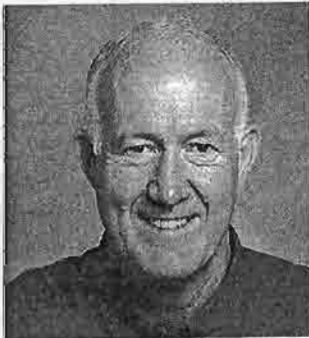
**\*Catherine C. Stamps**  
St. Cecilia Academy, TN

February 20, 2001      1,536 points



**\*Kevin E. Ong**  
Elkhart Central HS, IN

February 21, 2001      1,504 points



**\*Bill Evans**  
Hillcrest HS, SC

February 23, 2001      1,613 points



**\*Colleen Murphy Richardson**  
Omaha-Westside HS, NE

February 27, 2001      1,607 points



**\*Amy Walker**  
Hillcrest HS, ID

February 28, 2001      3,903 points



**\*Sue W. Cowan**  
Forest Grove HS, OR

March 2, 2001      1,586 points



**\*Mary E. Willoughby**  
Grady HS, GA

March 5, 2001      1,523 points



**\*Brian Knox**  
Casper-Natrona County HS, WY

March 9, 2001      1,530 points



**\*Wendy Shelman**  
Snake River, ID

March 12, 2001      1,804 points



**\*Mary Wacker**  
Brookfield-East HS, WI

March 12, 2001      1,562 points



**\*Alicia M. Slavis**  
Christian Brothers Academy, NY

March 13, 2001      1,519 points



**\*Richard B. Call**  
Burley HS, ID

March 27, 2001 1,562 points



**\*Jay Johnson**  
Sheboygan-North HS, WI

March 29, 2001 1,576 points



**\*Lyndal Westmoreland**  
Okarche HS, OK

March 30, 2001 1,538 points



**\*Sally Durand**  
St. Thomas More HS, LA

April 3, 2001 1,903 points



**\*Brian Sams**  
Roseville Area HS, MN

April 11, 2001 1,502 points



**\*Shauna S. Lamansky**  
Steamboat Springs HS, CO

April 19, 2001 1,513 points



**\*Julie Ward Johnson**  
Jacobs HS, IL

April 25, 2001 1,541 points



**\*Jeffrey D. Plinsky**  
Hayden HS, KS

April 27, 2001 1,574 points



**\*Carol Duffee-Lunsford**  
Mannford HS, OK

April 30, 2001 1,576 points



**\*Kristen Gonsoir**  
Groton HS, SD

May 4, 2001 1,595 points



**\*Michael Streeter**  
Clackamas HS, OR

May 4, 2001 1,531 points



**\*Eric Simone**  
Youngstown-Boardman HS, OH

August 20, 2001 5,620 points

## DOUBLE DIAMOND COACHES



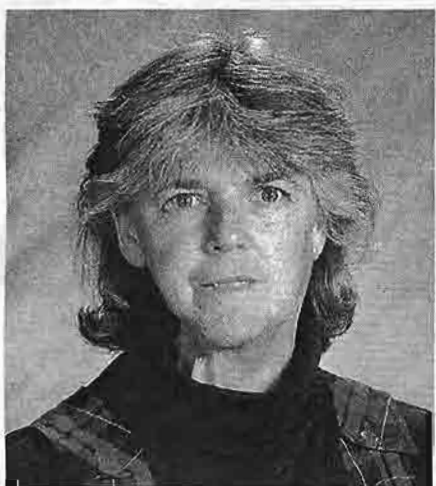
**\*\*Terry Peters**  
Burlington-Edison HS, WA  
February 21, 2000      4,309 points



**\*\*Janet Rose**  
Kearney Sr. HS, NE  
December 11, 2000      4,247 points



**\*\*Helen P. Kelley**  
Oregon City HS, OR  
December 20, 2000      3,240 points



**\*\*Judith M. Rogers**  
Cascia Hall Prep, OK  
December 20, 2000      3,136 points



**\*\*Susan Nordquist**  
International Falls HS, MN  
January 5, 2001      3,019 points



**\*\*Anne Wallin**  
Standley Lake HS, CO  
January 12, 2001      3,476 points



**\*\*Sherry Whitcorah**  
Kokomo HS, IN  
January 12, 2001      3,009 points



**\*\*Jeffrey Haney**  
Atchison HS, KS  
January 18, 2001      3,660 points



**\*\*Kathleen D. Hamm**  
Iowa City West, IA  
January 19, 2001      3,688 points

## DOUBLE DIAMOND COACHES



**\*\*Therese V. Rich**  
Ponderosa HS, CO  
January 26, 2001      3,022 points



**\*\*Judith Javersak**  
Sturgis-Brown HS, SD  
January 30, 2001      3,755 points



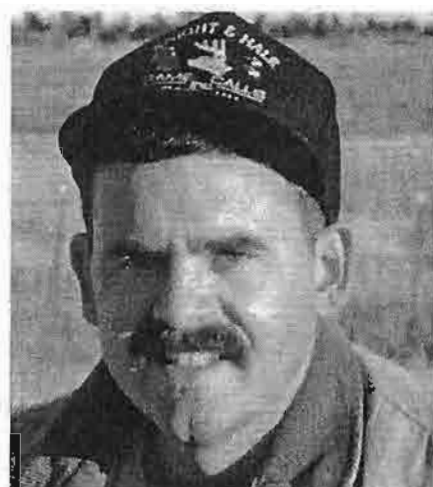
**\*\*James Rosenberg**  
Crystal Lake-South HS, IL  
February 12, 2001      3,002 points



**\*\*Gay Janis**  
Gilmour Academy, OH  
February 20, 2001      4,610 points



**\*\*Suzanne E. Theisen**  
Stow-Munroe Falls HS, OH  
February 28, 2001      5,362 points



**\*\*Robert Speirs**  
Spearfish HS, SD  
March 6, 2001      3,025 points



**\*\*Suzanne S. Munsell**  
Esperanza HS, CA  
March 15, 2001      5,449 points



**\*\*Lee E. Beach**  
Rossview HS, TN  
March 19, 2001      3,005 points



**\*\*Rita Prichard**  
Granite Bay HS, CA  
March 22, 2001      3,290 points

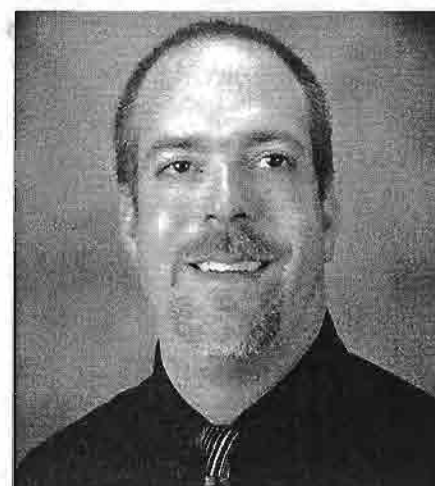
## DOUBLE DIAMOND COACHES



**\*\*Mary Sherman**  
West Fargo HS, ND  
March 27, 2001      3,039 points



**\*\*Anthony E. Myers**  
Durango HS, CO  
March 28, 2001      4,609 points



**\*\*Glen Cook**  
Greeley-Central HS, CO  
April 9, 2001      4,411 points



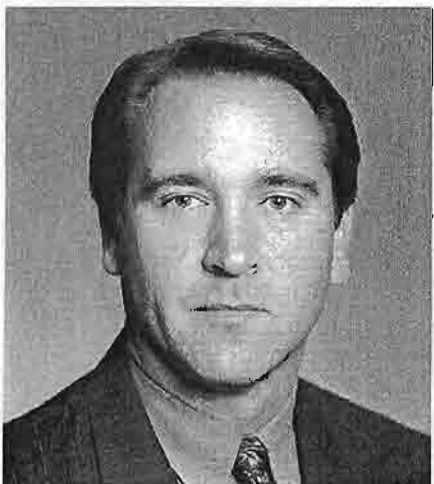
**\*\*Katherine C. Ligon**  
Cookeville HS, TN  
April 9, 2001      3,782 points



**\*\*Martha L. Carr**  
W. T. Woodson HS, VA  
April 20, 2001      3,040 points



**\*\*Terri Fields**  
Sunnyslope HS, AZ  
April 23, 2001      3,253 points



**\*\*Mickey D. Hutson**  
Collierville HS, TN  
April 24, 2001      4,732 points

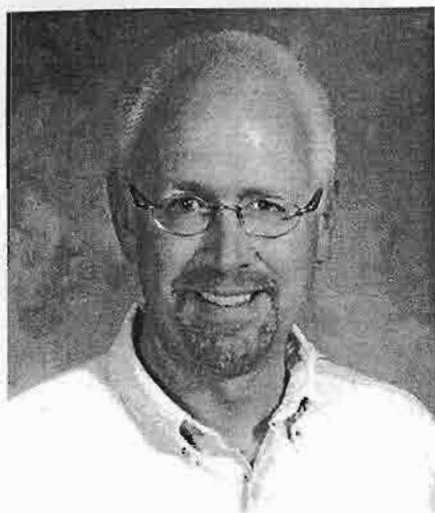


**\*\*Eloise Weisinger**  
Aldine Sr. HS, TX  
April 26, 2001      3,034 points



**\*\*Idolene Mazza**  
Warrensburg HS, MO  
April 27, 2001      3,107 points

## TRIPLE DIAMOND COACHES



\*\*\*Thomas K. Biddle  
Bear Creek HS, CO

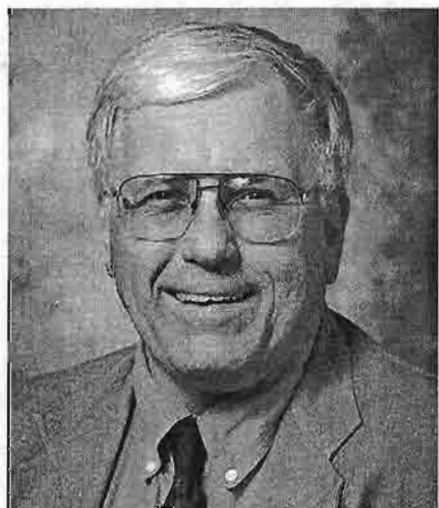
January 15, 2001

6,417 points

\*\*\*C. Frederick Snook  
Crestwood HS, OH

January 26, 2001

6,111 points



\*\*\*Michael W. Burton  
Eastside Catholic HS, WA

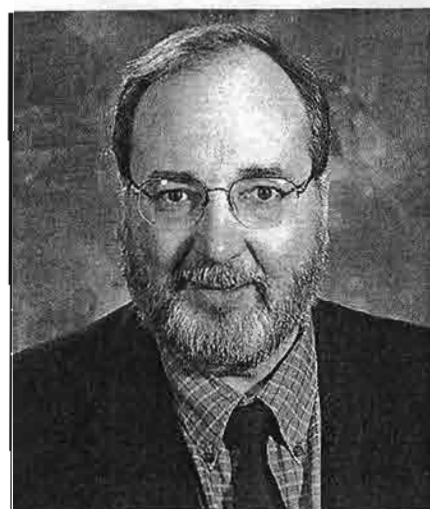
January 29, 2001

13,419 points

\*\*\*Joseph Gains  
Wadsworth HS, OH

February 6, 2001

6,068 points



## TRIPLE DIAMOND COACHES



**\*\*\*Sharen B. Althoff**  
Wooster HS, OH

February 7, 2001

6,197 points



**\*\*Judith McMasters**  
Bishop Kelley HS, OK

February 8, 2001

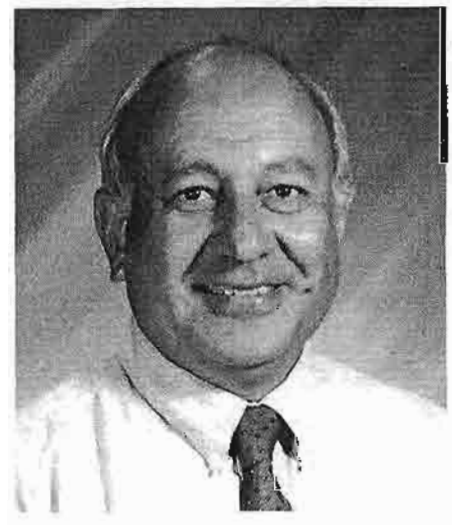
6,004 points



**\*\*\*Pauline J. Carochi**  
Canon City HS, CO

February 14, 2001

6,056 points



**\*\*\*Michael Gonzalez**  
St. Vincent HS, CA

February 16, 2001

6,003 points

## TRIPLE DIAMOND COACHES



\*\*\*Gail Sarff  
Wayzata HS, MN

March 21, 2001

6,054 points



\*\*\*Michael Patterson  
Guymon HS, OK

April 9, 2001

7,284 points



\*\*\*Barbara Muhlbach  
Massillon-Washington HS, OH

April 18, 2001

6,170 points



\*\*\*Kathy Mulay  
Portage-Central HS, MI

April 18, 2001

6,817 points

## TRIPLE DIAMOND COACHES



April 23, 2001

\*\*\*Daniel H. Durbin  
Logansport HS, IN

11,715 points



\*\*\*Gloria Robinson  
Ronald Reagan HS, TX

6,012 points

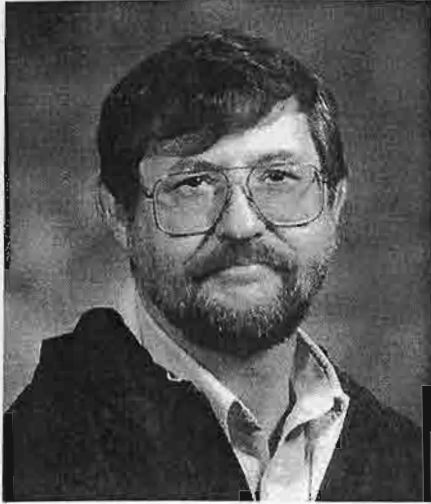


September 4, 2001

\*\*\*Frankie Reynolds  
Mountain View HS, UT

7,106 points

## FOURTH DIAMOND COACHES



November 10, 2000

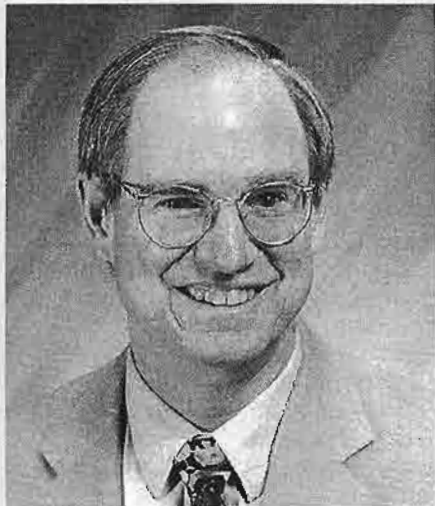
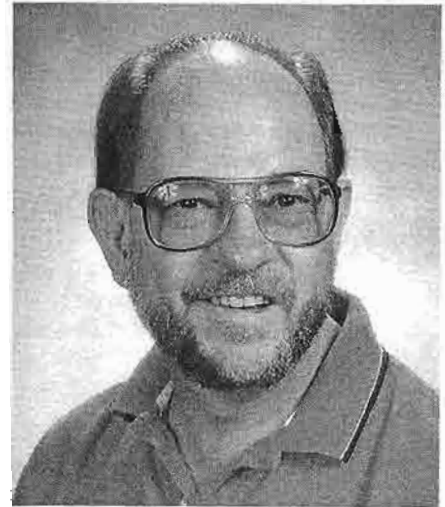
\*\*\*\*Robert D. Nordyke  
Wichita-Campus HS, KS

10,007 points

\*\*\*\*Tom Montgomery  
Lodi HS, CA

December 28, 2000

10,152 points



December 28, 2000

\*\*\*\*Timothy C. Averill  
Manchester HS, MA

10,022 points

\*\*\*\*Marilee Dukes  
Vestavia Hills HS, AL

March 5, 2001

10,837 points



## FOURTH DIAMOND COACHES



\*\*\*\*Leora K. Hansen  
Blackfoot HS, ID

March 12, 2001

13,274 points

\*\*\*\*Mark Harris  
Raytown HS, MO

March 22, 2001

12,315 points



\*\*\*\*Skip Altig  
North Platte Sr. HS, NE

April 10, 2001

11,450 points

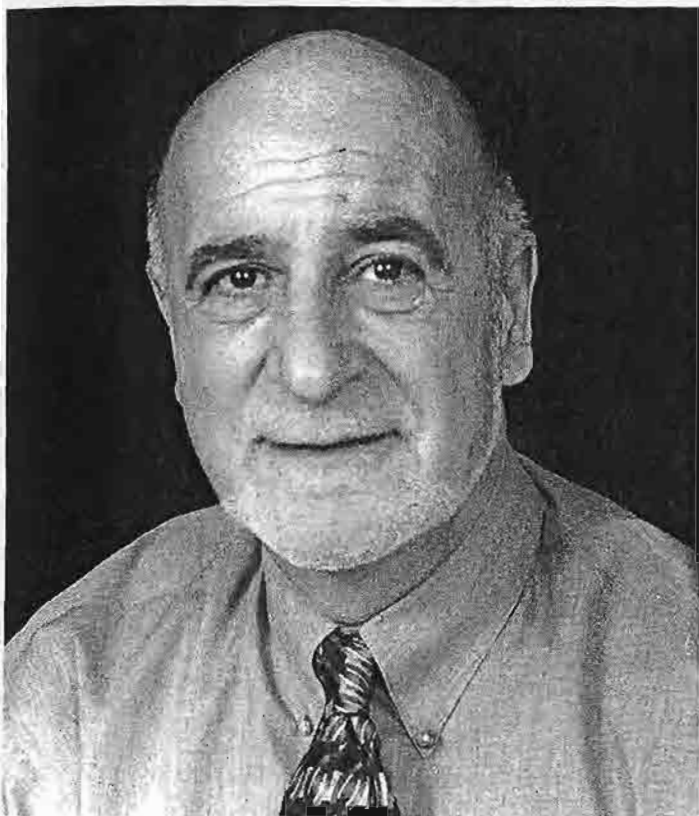
\*\*\*\*John S. Turner  
Auburn-Riverside HS, WA

April 24, 2001

10,093 points



## FIFTH DIAMOND COACHES



\*\*\*\*\*Carl F. Grecco  
Truman HS, PA

December 29, 2000

14,503 points

A man dedicated to educating many students and having a large speech squad, Carl F. Grecco taught from 1962-1998 at Woodrow Wilson and Harry S. Truman High School in Pennsylvania and has been a Forensic Coach from 1964 to present.

His service to high school speech education in Pennsylvania is exemplary: A member of the Pennsylvania High School Speech League Executive Board from 1964 to present; President of the Southeastern Pennsylvania Debate League (1972-1978, 1998 - present); Treasurer of the Philadelphia Catholic Forensic League (1978 to present), and a member of the Valley Forge NFL District Committee (1978 to present).

Carl has qualified 28 students to 19 NFL Nationals, with students participating in Original Oratory, Humorous Interp, Boys and Girls Extemp, LD, Dramatic Interp, as well as five Senators and ten Representatives in Congress. In 1983 Carl's student won third place in Impromptu speaking. Several of Carl's students have been elected National Congress Presiding Officers. Truman has received four Leading Chapter Awards; a membership in the 200 Club the last five years; and has won three District Trophies. Carl has coached the largest chapter in the Valley Forge District for consistently. And, the past eleven years, Carl's school has been first in district enrollment.

Carl Grecco: providing speech opportunities for students for over 35 years!

\*\*\*\*\*Randy Pierce  
Pattonville HS, MO

January 5, 2001

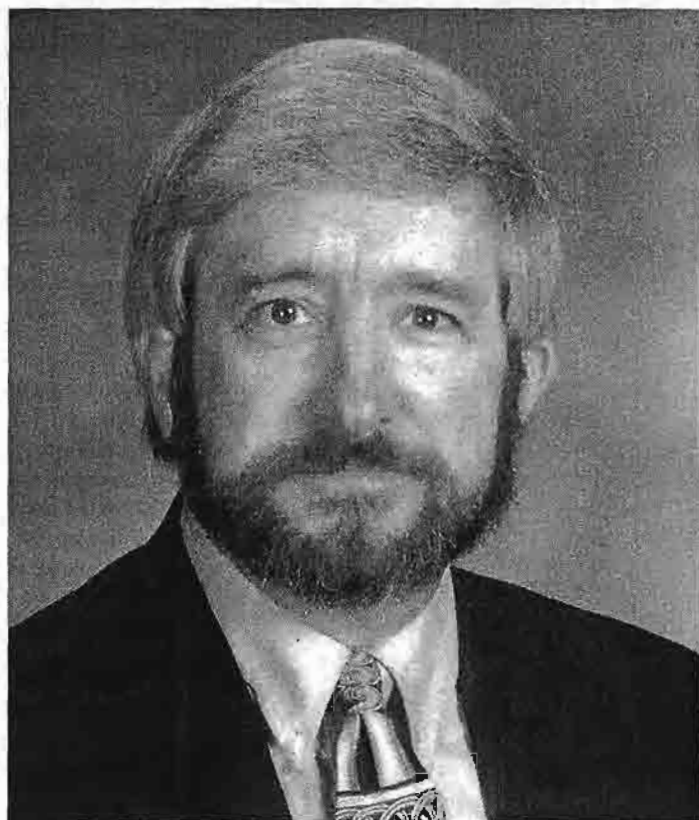
17,338 points

Randy has been teaching since 1974 at Pattonville and coaching since 1976. Qualifying team members to nationals is gratifying, but his greatest satisfaction in NFL comes from hearing students, formerly full of self-doubt, return from their first tournament bubbling with enthusiasm after "winning a debate against other kids who actually knew what they were doing!" His greatest enjoyment in NFL is the many wonderful friends he has made in the coaching ranks. The closest of these is his wife, Rebecca, who coaches a rival school, and who has helped him to raise two beautiful daughters.

Randy's coaching credentials speak for themselves. Randy has served as District Chair in 1982 and 1983. His school has consistently maintained first place in membership enrollment and since 1980 Pattonville has been the largest chapter in the Eastern Missouri District. Pattonville also ranked in the top ten largest Chapters in the U.S. 12 times. Randy has attended twenty-three National Tournaments and qualified 83. His students have qualified in all events including 28 students in Student Congress. Randy's chapter has earned four Leading Chapter Awards and the Karl E. Mundt National Student Congress Trophy. Randy has coached two NFL All Americans.

Mr. Pierce has served on the National Tournament Committee in various capacities; the last several years assisting in the Tournament Room Scheduling.

Randy has been awarded the Distinguished Service and the Distinguished Service Plaque - 4th honors. In 1998 Randy co-chaired one of NFL's very best national tournaments at Pattonville.





\*\*\*\*\*Georgia Brady  
Blue Springs-South HS, MO

January 29, 2001

14,420 points

Georgia Brady has been coaching for twenty-five years but her commitment to debate and forensics began when she was a student of NFL Hall of Fame Coach Margaret Meredith. By the time Georgia attended the 1968 National Tournament in extemp, she already knew that she would remain involved in this activity. And what a record of competition and service she has compiled.

Seventeen of her years teaching debate/forensics have been in Blue Springs, Missouri; ten years at Blue Springs High School and the past seven at Blue Springs-South High School. She established the NFL Chapter at South and during its seven years has been instrumental in helping the chapter grow to over 300 members and degrees. The Blue Springs South Chapter has received the District Sweepstakes Award twice and the Leading Chapter Award for 2000. Georgia has coached two NFL All Americans.

Ms. Brady has qualified over fifty students to Nationals including a semi-finalist in U. S. Extemp and a finalist in Congress. She has been chosen as the Suburban Conference Speech Coach of the Year five times by her peers. Georgia served as NFL District Chairperson for three years and has been a member of the Show Me District Committee since 1988. She chaired the local judges committee for the 1983 Nationals in Kansas City and is a recipient of the NFL Distinguished Service Key. However the real reward to Georgia has been "the opportunity to work daily with bright, entertaining, articulate and hard working young people. What greater reward could there be?"

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

March 7, 2001

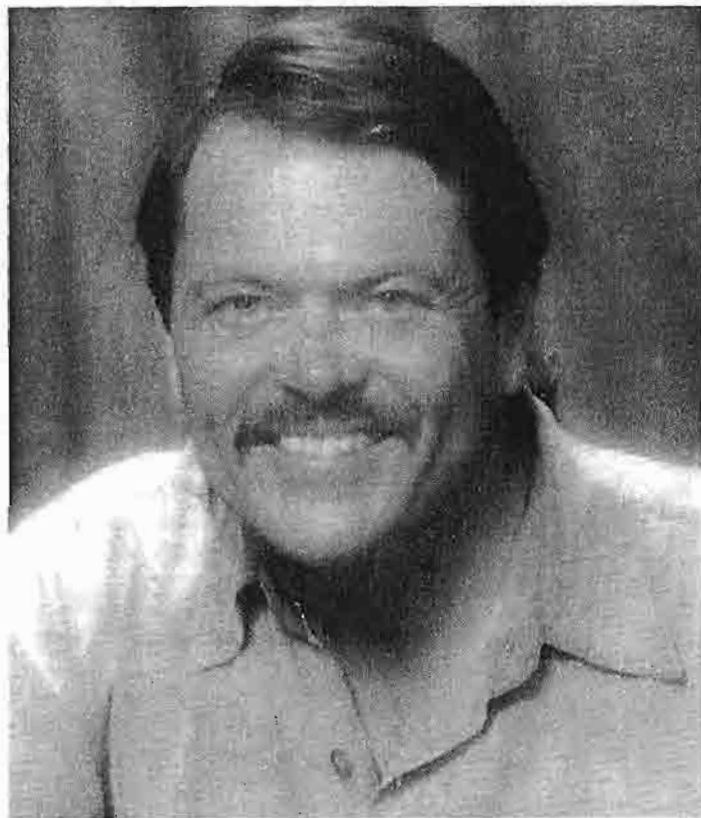
13,125 points

Now retired in Arizona, Gary Addington has been coaching forensics since 1972, lately at Cherry Creek High School in Englewood, Colorado.

Gary has coached 158 NFL and State Champions and 7 National Finalists. Sixteen times the Largest Chapter since 1981 has been Cherry Creek High School and first in District Enrollment in the Colorado District since 1973. Chapter awards include 21 NFL Sweepstakes Awards and four Leading Chapter Awards (1982, 1987, 1992 and 1997). Gary has coached 171 National qualifiers including second in HI an unbelievable three times as well as another third in HI, 5th in USX, and 5th in DI. In 1991 Cherry Creek was awarded the Pi Kappa Delta/Bruno E. Jacob Trophy. Seventeen times Cherry Creek ranked in the top ten schools at the NFL National Tournament.

Working with Peggy Benedict, Gary was able to create one of the largest and most successful chapters in National Forensic League history: Cherry Creek High School Chapter 2447!

In 1982 Gary Addington was runnerup for Teacher of the Year honors in Colorado.



## FIFTH DIAMOND COACHES



\*\*\*\*\*Donald N. Belanger  
Bossier Parish, Louisiana

April 19, 2001

13,013 points

Don began coaching since 1976. Total tournaments attended, 817; total national tournaments attended, 22. Total trophies won, 2,828; total debates won, 15,924; lost 10,187, pct: 610. Don's chapter at Caddo Magnet has been the Louisiana district's largest chapter the past eleven years; in addition, seven times, first in District Enrollment. Caddo has earned two Leading Chapter Awards.

Don believes winning the Berkeley Forum in 1997 was a very proud time, especially after losing in finals a few years earlier. Also Don's team has won almost every major "national circuit" tournament in America at least once. This year, NDT's college final featured two Caddo debaters opposing each other....Andy Ryan of Iowa defeated Kamal Ghali of Emory.

Don has qualified ten debate teams for NFL nationals. Events Don's students participated in include: United States Extemp, Dramatic Interp, Humorous Interp and Foreign Extemp. Don's key to success... "I've always emphasized thinking over speaking style. We adopted Texas as our home state early on to get better competition and better judging. Most programs in the 1970s were either "comprehensive" with a bunch of kids in many events or they were "policy debate specialists."

A great influence upon Don Belanger was Cliff Aucoin, Don's coach at New Iberia High School and one of NFL's greats.

Don has left Caddo and left national circuit debate. He will be missed.

\*\*\*\*\*Gary G. Harmon  
Salina-Central HS, KS

April 27, 2001

14,991 points

One of NFL's national leaders is Gary Harmon. As Director of the John C. Stennis National Student Congress, Gary, working with Clerk of Congress Harold Keller, established Congress as a vital and important national contest!

In 1967, Gary G. Harmon became an active NFL coach. Through Gary's leadership Salina-Central has qualified 31 students to nineteen national tournaments.

Throughout the years, several of Gary's students ranked among the top ten in Student Congress and several main events including Original Oratory, Boys and Girls Extemporaneous Speaking, L/D, Dramatic Interpretation and Humorous Interpretation.

Gary's Chapter was the Largest Chapter in the West Kansas District in 1988, 1990 and 1991 and first in new enrollment in 1988 and 1990.

Salina-Central High School received the Leading Chapter Award in 1973, 1989 and 1997. Gary's squad won the District Trophy in 1977, 1990 and 1998 and the District Plaque in 1975.

Currently Gary serves as a member of the West Kansas District Committee. He runs one of the nation's largest high school invitational debate tournaments.

Gary also coached a District Point Leading Student, Kena Tague, who later became an NFL coach in Kansas.



# ◆Diamond Coaches

Photos not available

Katherine H. Griffin	Hillsborough HS, FL	October 15, 1998	2,537 points
Cameron Carlson	Goddard HS, KS	September 5, 2000	1,878 points
Walter R. Willis	Cypress Falls HS, TX	September 25, 2000	1,934 points
Phyllis Hirth	Bronx HS of Science, NY	November 10, 2000	1,522 points
Bradley J. Hartje	Davenport-Central HS, IA	November 27, 2000	1,575 points
Thomas Ray	Hays HS, TX	December 13, 2000	1,665 points
Miceal Carr	LaSalle College HS, PA	December 19, 2000	1,507 points
Scott Walker	Watertown HS, SD	December 27, 2000	2,360 points
Jane Nelson	Plymouth HS, IN	December 28, 2000	1,649 points
Conrad H. Anderson	South St. Paul HS, MN	January 8, 2001	1,568 points
Kip B. McKee	Norfolk HS, NE	January 9, 2001	1,521 points
Amy Huffman	Providence HS, NC	January 11, 2001	2,299 points
Kathleen A. Prody	Helena HS, MT	January 22, 2001	1,512 points
Maureen M. DeBlasio	Bishop Guertin HS, NH	January 29, 2001	1,503 points
Celeste A. Henderson	Dallas-Jesuit College Prep, TX	February 1, 2001	1,522 points
Leo Kallis	Yankton HS, SD	February 5, 2001	1,528 points
Marjorie Velharticky	Kingfisher HS, OK	February 6, 2001	1,581 points
Amy L. Kimura	Kanehameha Schools, HI	February 15, 2001	1,511 points
Nicole S. Welch	Taylorville HS, UT	February 20, 2001	2,144 points
Sheila Holt	Bolivar R-1 HS, MO	February 21, 2001	1,507 points
Barbara Collignon	Idaho Falls-Skyline HS, ID	February 27, 2001	1,531 points
Joseph Lunetta	Hanover Park HS, NJ	February 28, 2001	1,558 points
Jerry A. Barber	Casper-Kelly Walsh HS, WY	March 6, 2001	1,507 points
Kaileen Harris	Pocatello HS, ID	March 8, 2001	2,910 points
Billy B. Taylor	Aiea HS, HI	March 21, 2001	1,523 points
Ellie Lasater	Albq-Valley HS, NM	March 22, 2001	1,586 points
Heather Sands	San Antonio-MacArthur, TX	March 22, 2001	1,605 points
William W. Cloyd	Holy Cross Regional HS, VA	April 2, 2001	1,513 points
Michael L. Kilgore	Eureka Sr. HS, KS	April 16, 2001	1,537 points
Brian White	Buhler HS, KS	April 16, 2001	2,676 points
Bob Groven	Rosemount Sr. HS, MN	April 18, 2001	1,502 points
Kenneth J. Church	Lansing Sr. HS, KS	April 23, 2001	2,817 points
Kathy A. Patron	Perry HS, OH	April 24, 2001	1,620 points

Noel S. Selegzi	Hunter College HS, NY	October 19, 2000	4,325 points
Patricia Cannon	Highland Park HS, IL	December 7, 2000	3,040 points
Calvin J. Vande Hoef	Cannon Falls HS, MN	December 29, 2000	3,684 points
Jon Kachelmacher	Rosemount HS, MN	January 4, 2001	3,832 points
Michael C. Grove	LaCosta Canyon HS, CA	January 22, 2001	5,513 points
David Dutton	Penn HS, IN	January 25, 2001	4,488 points
Lori Mastrud-Babcock	Duluth-East HS, MN	February 1, 2001	3,134 points
Mary A. Betancourt	Moorestown HS, NJ	February 14, 2001	3,690 points
Paula Partain	Central Kitsap HS, WA	February 16, 2001	3,441 points
James R. Morrill	Raytown HS, MO	February 22, 2001	6,683 points
Pamela Schultz-Tacona	Glenbrook-South HS, IL	February 22, 2001	3,000 points
Thomas J. Downs	Bishop Kearney HS, NY	February 26, 2001	3,346 points
Edward Davis	Centennial HS, CA	February 28, 2001	4,091 points
Steven M. Helman	Kamiak HS, WA	February 28, 2001	4,123 points
Mary A. Schick	Michael Krop HS, FL	March 1, 2001	3,883 points
D'Arcy F. Patey-Robinson	Poland Regional HS, ME	March 5, 2001	4,663 points
Gregory R. Stevens	Okoboji Community Schl, IA	March 15, 2001	3,435 points
Paula Mittleman	Bridgewater-Raritan Reg, NJ	March 15, 2001	3,038 points
Sandra D. Schneider	Dripping Springs HS, TX	March 23, 2001	3,206 points
Sue Norris	Flagstaff HS, AZ	March 26, 2001	3,342 points
Michael Nailor	Danville HS, PA	April 5, 2001	3,014 points
Robert S. Deutsch	West Lafayette HS, IN	April 11, 2001	3,022 points
James Coleman	Rapid City-Central HS, SD	April 30, 2001	3,510 points
Michael Bacon	Newburgh Free Academy, NY	May 4, 2001	3,014 points

David M. Montera	Pueblo-Centennial HS, CO	December 20, 2000	6,010 points
Anthony Stokes	Kiski School, PA	February 19, 2001	6,203 points
Don M. Heinsohn	James Logan HS, CA	March 5, 2001	7,260 points
Alice J. Ursin	Bethel Park HS, PA	March 9, 2001	6,267 points
Sarah Thomas	Washburn Rural HS, KS	March 26, 2001	6,015 points

Bill Davis	Blue Valley North HS, KS	December 5, 2000	10,445 points
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# DIAMOND KEY COACHES

(Points on record August 9, 2001)

*****	MR. DONUS D. ROBERTS	28,832	MR. DANIEL TYREE	12,984	MS. SANDRA STARKE	17,672
	WATERTOWN HS, SD		PLYMOUTH HS, IN		MIRAMONTE HS, CA	
*****			MS. LYDIA ESSLINGER	12,947	MR. STEVEN WOOD	17,322
			SYOSSET HS, NY		FREE STATE HS, KS	
*****	MR. RON UNDERWOOD	36,431	MS. LOIS GORNE	12,825	SR. MARY PATRICIA PLUMB	16,594
	MODESTO-BEYER HS, CA		FEDERAL WAY HS, WA		ACADEMY OF THE HOLY NAMES, FL	
*****			MS. CHERYL V. RYNE	12,674	MRS. MARTHA L. KENNEDY	15,527
			FRIENDSWOOD HS, TX		REDLANDS HS, CA	
*****	DR. JANE ELDRIDGE	22,911	MR. PAUL GIERINGER	12,669	MRS. GAY BRASHER	15,291
	GOODPASTURE HS, TN		MARSHALL HS, MO		LELAND HS, CA	
*****	MR. RON CARR	22,062	MR. STEVEN DAVIS	12,583	MR. LESLIE PHILLIPS	15,148
	SARASOTA-RIVERVIEW HS, FL		ZEBULON B VANCE HS, NC		LEXINGTON HS, MA	
*****	MR. RICHARD YOUNG	21,565	MR. MARK HARRIS	12,431	MS. PAM CADY WYCOFF	13,914
	LITTLE RIVER HS, KS		RAYTOWN HS, MO		APPLE VALLEY HS, MN	
*****	MR. DAVID JOHNSON	19,973	MR. RANDALL MCCUTCHEON	12,429	MR. MICHAEL W. BURTON	13,464
	HOUSTON-BELLAIRE HS, TX		ALBUQUERQUE ACADEMY, NM		EASTSIDE CATHOLIC HS, WA	
*****	MR. RICHARD B. SODIKOW	18,681	MRS. SHIRLEY KELLER-FIRESTONE	12,416	MS. DEANA BUTCHER	12,694
	BRONX HS OF SCIENCE, NY		LYNBROOK HS, CA		SPRINGFIELD-HILLCREST HS, MO	
*****	MR. A.C. ELEY	16,985	MR. TED W. BELCH	12,398	MRS. RUTH B. MCALLISTER	12,606
	SHAWNEE MISSION SOUTH HS, KS		GLENBROOK-NORTH HS, IL		RIVERSIDE HS, SC	
*****	MR. WILLIAM S. HICKS	16,310	MRS. TERESA E. SPARKMAN	12,189	MS. CHARLENE BRADT	12,104
	BREBEUF JESUIT HS, IN		KICKAPOO HS, MO		ALVA HS, OK	
*****	MR. RALPH E. BENDER	16,241	MR. HARLAN M. SHUCK	12,166	MR. DANIEL H. DURBIN	11,715
	CENTERVILLE HS, OH		MOORHEAD HS, MN		LOGANSPOETH HS, IN	
*****	MR. FRANK SFERRA	16,191	MR. DOUGLAS TSCHETTER	11,970	MR. RON JACKSON	11,211
	MULLEN HS, CO		MILBANK HS, SD		NORTH KANSAS CITY HS, MO	
*****	MRS. DALE MCCALL	16,186	MR. BILL JORDAN	11,782	MR. MICHAEL E. STARKS	11,073
	WELLINGTON HS, FL		SPRINGFIELD-GLENDALE HS, MO		CHEYENNE-EAST HS, WY	
*****			MR. WILLIAM W. TATE, JR.	11,780	MR. MIKE JEFFERS	10,481
			MONTGOMERY BELL ACADEMY, TN		INDEPENDENCE-TRUMAN HS, MO	
*****	MR. DONALD CRABTREE	26,492	MR. T. W. OGLESBY	11,636	MS. JULIE SHEINMAN	10,283
	PARK HILL HS, MO		WABASH-SOUTHWOOD HS, IN		STUYVESANT HS, NY	
*****	MR. DENNIS R. EDMONDS	18,661	MR. RAY SCHAEFER	11,582	MR. TERRY PETERSON	10,198
	JORDAN HS, UT		SHERMAN OAKS CES, CA		MILLARD-NORTH HS, NE	
*****	MR. RANDY PIERCE	17,523	MR. SKIP ALTIG	11,490	MR. DONALD RAMSEY	9,752
	PATTONVILLE HS, MO		NORTH PLATTE SR HS, NE		KANSAS CITY-ROCKHURST HS, MO	
*****	MR. KENNETH A. CARANO	16,882	MR. KENNY BARFIELD	11,414	MR. BOB J. SIEFERT	9,729
	AUSTINTOWN-FITCH HS, OH		MARS HILL BIBLE SCHOOL, AL		LOGANSPOETH HS, IN	
*****	MR. HAROLD M. MCQUEEN	15,949	MR. JAMES HARVILLE	11,397	MR. W.E. SCHUETZ	9,636
	BEN DAVIS HS, IN		BELLARMINE COLLEGE PREP, CA		GREGORY-PORTLAND HS, TX	
*****	MR. GREGORY J. CULLEN	15,905	MR. DARREL HARBAUGH	11,354	MS. REBECCA PIERCE	9,421
	ALHAMBRA HS, CA		FIELD KINDLEY HS, KS		PARKWAY-SOUTH HS, MO	
*****	BRO. RENE STERNER, FSC	15,643	MS. JUDY KROLL	11,348	MR. ALLEN JANOVEC	9,216
	LA SALLE COLLEGE HS, PA		BROOKINGS HS, SD		NORFOLK HS, NE	
*****	BRO. GEORGE ZEHNLE, SM	15,318	MR. BOB BILYEU	11,340	MR. BILL R. BLAND	9,210
	CHAMINADE HS, NY		SPRINGFIELD-CENTRAL HS, MO		TULSA-WASHINGTON HS, OK	
*****	MR. RICHARD L. RICE	15,063	MS. JANET ROBB	11,265	MR. HARRY B. DAVIS	9,009
	KANSAS CITY-OAK PARK HS, MO		MCKEESPORT AREA HS, PA		HUNTER HS, UT	
*****	MS. GEORGIA BRADY	15,028	MS. MARILEE DUKES	11,175	MR. CHUCK BALLINGALL	8,771
	BLUE SPRINGS-SOUTH HS, MO		VESTAVIA HILLS HS, AL		DAMIEN HS, CA	
*****	MR. GARY G. HARMON	15,004	MS. ANNE M. SULLIVAN	10,972	DR. ELIZABETH L. BALLARD	8,728
	SALINA-CENTRAL HS, KS		BOZEMAN HS, MT		NORMAN HS, OK	
*****	MR. CARL F. GRECCO	14,984	MR. ROBERT BEISCH	10,938	MR. GLENN M. NELSON	8,605
	TRUMAN HS, PA		OTTUMWA HS, IA		HUTCHINSON HS, KS	
*****	MR. CARL SWANSON	14,860	MR. RONALD STEINHORST	10,802	MR. GREGORY VARLEY	8,501
	SIOUX FALLS-LINCOLN HS, SD		NEW LONDON HS, WI		LAKELAND HS, NY	
*****	MR. LARRY HIGHBAUGH	14,052	MR. BILL DAVIS	10,742	MR. NOEL TRUJILLO	8,477
	BREBEUF JESUIT HS, IN		BLUE VALLEY NORTH HS, KS		LOS ALAMOS HS, NM	
*****	MR. HAROLD C. KELLER	13,915	MRS. HELEN ENGSTROM	10,701	BRO. ANTHONY K. CAVET CFC	8,474
	DAVENPORT-WEST HS, IA		MUNSTER HS, IN		ARCHBISHOP CURLEY-NOTREDAME, FL	
*****	MR. JAMES MENCHINGER	13,867	MR. JOHN N. REVEZZO	10,698	MS. KANDI KING	8,414
	PORTAGE-NORTHERN HS, MI		NILES-MCKINLEY HS, OH		SAN ANTONIO-CHURCHILL HS, TX	
*****	MRS. LEORA K. HANSEN	13,459	MS. SANDRA E. BIRD	10,697	MR. ROBERT BRITTAIN	8,340
	BLACKFOOT HS, ID		SAN FRAN-LOWELL HS, CA		COLUMBIA CITY HS, IN	
*****	MR. GARY ADDINGTON	13,125	MRS. CARLYN C. LINDLEY	10,622	MR. JACK D. TUCKNESS	8,324
	CHERRY CREEK HS, CO		ACADEMY OF THE HOLY NAMES, FL		SPRINGFIELD-CENTRAL HS, MO	
*****	MR. LOWELL SHARP	13,070	MR. LINCOLN RECORD	10,516	MS. GAIL NAYLOR	8,301
	GOLDEN HS, CO		FORT WAYNE-NORTHROPS, IN		SILVER LAKE HS, KS	
*****	MR. DONALD N. BELANGER	13,013	MR. TOM MONTGOMERY	10,469	MR. ERIC BRANNEN, JR.	8,293
	CADDO MAGNET HS, LA		LODI HS, CA		WESTMINSTER SCHOOLS, GA	
*****			MR. S. L. CHANDLER	10,401	MR. DOUGLAS R. SPRINGER	8,272
			ARCHBISHOP RIORDAN HS, CA		NEW TRIER TWP HS, IL	
*****	MRS. PAMELA K. MCCOMAS	19,210	MR. TIMOTHY C. AVERILL	10,380	MR. JAMES R. CARLSON	8,258
	TOPEKA HS, KS		MANCHESTER HS, MA		BISHOP HEELAN HS, IA	
*****	MR. JOHN S. TREDWAY	15,540	MR. ROBERT D. NORDYKE	10,180	MR. ED TRIMMER	8,251
	ASHLAND HS, OR		WICHITA-CAMPUS HS, KS		WINFIELD HS, KS	
*****	MRS. DIANE MASTRO-NARD	13,409	MR. JOHN S. TURNER, JR.	10,100	MS. VICKIE FELLERS	8,220
	YOUNGSTOWN-MOONEY HS, OH		AUBURN RIVERSIDE HS, WA		WICHITA-EAST HS, KS	
*****	MR. LEE D. ALTO	13,228			DR. LARRY B. STUBER	8,194
	GRAND RAPIDS HS, MN		***		VALPARAISO HS, IN	
*****			MR. ERIC DI MICHELE	20,007	MR. JAMES ROBBINS	8,179
			REGIS HS, NY		CHRYSLER HS, IN	

MR. JAMES CAVALLO CHESTERTON HS, IN	8,163	MR. E. L. WILLIAMSON KATY HS, TX	6,905	MS. CATHERINE SMITH OLATHE-SOUTH HS, KS	6,013
MR. GLENN R. CAVANAUGH DERRY AREA HS, PA	8,089	MS. GLADYS ROBERTSON T L HANNA HS, SC	6,905	MR. CHARLES H. NICHOLAS JR. BOB JONES ACADEMY, SC	6,010
REV. RAYMOND HAHN CATHEDRAL PREP SCHOOL, PA	8,086	MS. SUSAN MALONE ALTA HS, UT	6,896	MR. MICHAEL GONZALEZ ST VINCENT HS, CA	6,006
MR. RICHARD OCHOA ALTA HS, UT	8,064	MR. HUGH RINGER MERCER AREA HS, PA	6,882	..	
MS. PEGGY DERSCH PARKWAY-WEST HS, MO	7,998	MR. DAVID W. LOOS ALGOMA HS, WI	6,863	MR. TOMMIE LINDSEY, JR. JAMES LOGAN HS, CA	13,797
MR. MARK V. KAPFER SHAWNEE HEIGHTS HS, KS	7,972	MR. MEL OLSON DOBSON HS, AZ	6,856	MR. DAVID L. WATKINS NEOSHO HS, MO	12,008
MRS. ELEANOR R. LANGAN SCRANTON HS, PA	7,962	MR. GREGORY P. DAWSON THE BLAKE SCHOOL, MN	6,827	MS. KIM R. MAASS SIOUX FALLS-LINCOLN HS, SD	11,512
MRS. CYNTHIA TIMMONS COLLEYVILLE HERITAGE HS, TX	7,960	MS. CATHY C. MCNAMARA SHAWNEE MISSION SOUTH HS, KS	6,827	MR. DOUG CAMPBELL SAN GABRIEL HS, CA	10,630
MRS. DEBORAH BENDIX ST CLOUD APOLLO HS, MN	7,903	MR. RYAN MCKEITHAN TOPEKA-SEAMAN HS, KS	6,803	MS. JAN HEITEEN DOWNERS GROVE-SOUTH HS, IL	10,548
MR. DAVID S. SMITH SALT LAKE CITY-HIGHLAND HS, UT	7,844	MRS. CATHERINE BERMAN EL CERRITO HS, CA	6,787	MS. PEGGY BENEDICT CHERRY CREEK HS, CO	10,293
MRS. ROBERTA GRENFELL KLEIN HS, TX	7,794	MR. MIKE WILLIAM BEATTIE WAYNESVILLE HS, MO	6,787	MR. TODD CASPER CARROLLTON HS, OH	10,121
MRS. ANN C. STEPP BEN DAVIS HS, IN	7,763	MRS. LINDA ODDO NEW TRIER TWP HS, IL	6,784	MISS CYNTHIA A. BURGETT WASHBURN RURAL HS, KS	9,671
MR. JAMES M. DENEKAS LE MARS COMMUNITY HS, IA	7,666	MR. DAVID M. MONTERA PUEBLO-CENTENNIAL HS, CO	6,777	MS. LISA MILLER NOVA HS, FL	9,088
MS. JEANNE DEVILLIERS SAPULPA HS, OK	7,662	MRS. CAROL STRICKLAND EMPORIA HS, KS	6,775	MS. MELISSA REYNOLDS BISHOP MIEGE HS, KS	8,956
MS. LOIS PIERSON VALLEY CENTER HS, KS	7,650	DR. THOMAS D. CASTLE SR. BETTENDORF HS, IA	6,747	MS. BETH GOLDMAN TARAVELLA HS, FL	8,700
MRS. LINDA M. HENRY LABETTE COUNTY HS, KS	7,611	MR. GREGG C. HARTNEY JENKS HS, OK	6,702	MR. STAN MCGRADY BOISE HS, ID	8,426
MR. DON OBERTE CLOVIS-WEST HS, CA	7,576	MR. RUSSELL E. BROCK MONETT HS, MO	6,678	MR. STAN MAGEE DULLES HS, TX	8,058
MRS. LINDA S. BOX LADUE HORTON WATKINS HS, MO	7,583	MS. CAROL PURRINGTON MARSHALL HS, MN	6,669	MR. NICK PANOPoulos CHEYENNE-CENTRAL HS, WY	8,034
MRS. MARY B. MCCARTHY HAYDEN HS, KS	7,556	MR. NELSON L. WARREN REMINGTON HS, KS	6,652	MR. DAVID MATLEY DANVILLE-MONTE VISTA HS, CA	7,718
MR. MICHAEL PATTERSON GUYMON HS, OK	7,534	MS. DORIS J. SEXTON WEST BEND EAST HS, WI	6,611	MR. ROBERT A. CHALENDER EL DORADO HS, KS	7,241
MR. ROBERT L. JONES FRESNO HS, CA	7,529	MR. WILLIAM B. VAILL NORTON HS, OH	6,605	MR. ROBERT E. DEGROFF COLTON HS, CA	7,191
MR. PAUL HAYWOOD HOMEWOOD-FLOSSMOOR HS, IL	7,502	MS. SALLY M. FINLEY BELLE VERNON AREA HS, PA	6,582	MS. KELLI MORRILL RAYTOWN-SOUTH HS, MO	7,117
SR. DIANE WEIFENBACH ST IGNATIUS COLLEGE PREP, IL	7,497	MS. BONNIE GALEY COTTONWOOD HS, UT	6,569	MRS. FRANKIE REYNOLDS MOUNTAIN VIEW, UT	7,106
MS. SUSAN B. MCLAIN GLENCOE HS, OR	7,476	MR. THOMAS K. BIDDLE BEAR CREEK HS, CO	6,512	MR. DAVID MCKENZIE PLYMOUTH HS, IN	7,066
MR. ROBERT H. IHRIG MANKATO-WEST HS, MN	7,474	MS. GAIL SARFF WAYZATA HS, MN	6,487	MR. MARK QUINLAN CIRCLE PINES-CENTENNIAL HS, MN	7,011
MS. CAT HORNER-BENNETT TAOS HS, NM	7,434	MR. GARY WALKER SANGORGONIO HS, CA	6,472	MS. SHERRI L. SHUMAKER BLUE SPRINGS HS, MO	6,965
MS. JUDY HADLEY LAFAYETTE HS, LA	7,391	MRS. SHAREN ALTHOFF WOOSTER HS, OH	6,425	MR. JAY STUBBS HOUSTON-BELLAIRE HS, TX	6,866
MR. LESLIE KUHN TOPEKA-WEST HS, KS	7,348	MS. CHERYL GILMORE LAFAYETTE-ACADIANA HS, LA	6,418	MS. MARY M. HOWELL MOUNTAIN VIEW HS, AZ	6,791
MR. SCOTT MILLIKEN MILLARD-NORTH HS, NE	7,328	MR. ROBERT LEVINSON BRONX HS OF SCIENCE, FL	6,397	MS. PAULETTE M. MANVILLE SHAWNEE MISSION EAST HS, KS	6,781
MS. PEGGY A. OLIVER IDAHO FALLS-BONNEVILLE HS, ID	7,310	MS. ALICE J. URSIN BETHEL PARK HS, PA	6,394	MS. DAPHNE MORMAN-STURTZ ROSEBURG SR HS, OR	6,768
MR. STANLEY LEWIS OLATHE-EAST HS, KS	7,280	MS. PAULINE J. CAROCHI CANON CITY HS, CO	6,295	MR. JAMES R. MORRILL RAYTOWN HS, MO	6,683
MR. DON M. HEINSOHN JAMES LOGAN HS, CA	7,260	MR. CLIFTON MORTON HORTONVILLE HS, WI	6,261	MR. CRAIG A. AUSTIN CENTENNIAL HS, CA	6,628
MS. BARBARA GARNER DUNCANVILLE HS, TX	7,209	MR. DAVID BAUMEISTER JR YANKTON HS, SD	6,250	MR. N. A. COSSETTE GONZAGA PREP HS, WA	6,603
SR. MARY RAIMONDE ST JOSEPH HILL ACADEMY, NY	7,188	SR. ROSEMARY FLOERSCH OMAHA-MERCY HS, NE	6,237	MS. CONNIE MCKEE AMARILLO HS, TX	6,599
MRS. PEGGY A. MADDEN NORTH HILLS HS, PA	7,164	MR. ANTHONY STOKES KISKI SCHOOL, PA	6,235	MR. JAMES WAKEFIELD FORT LAUDERDALE HS, FL	6,466
MRS. ANN TORNBERG SIOUX FALLS-LINCOLN HS, SD	7,156	MRS. BARBARA MUHLBACH MASSILLON-WASHINGTON HS, OH	6,204	MR. MIKE KOLODZIEJ GLENBARD-WEST HS, IL	6,461
MR. LEE J. TURNER CLAYTON SR HS, MO	7,127	MR. C. FREDERICK SNOOK CRESTWOOD HS, OH	6,181	MS. ROSE M. JOYCE-TURNER MONTICELLO HS, NY	6,356
MR. ROBERT M. LEET SHEBOYGAN-SOUTH HS, WI	7,104	MR. JOSEPH GAINS WADSWORTH HS, OH	6,116	MS. CONNIE AUDEMURK LAMAR CONSOLIDATED HS, TX	6,206
MRS. NANCY S. SMITH SALT LAKE CITY-EAST HS, UT	7,102	MS. JUDITH MCMASTERS BISHOP KELLEY HS, OK	6,110	MR. KEN OGDEN STRATFORD HS, TX	6,104
MRS. KATHY MULAY PORTAGE-CENTRAL HS, MI	7,048	MRS. GLORIA ROBINSON RONALD REAGAN HS, TX	6,107	MS. KAREN S. FINCH BLACKSBURG HS, VA	6,082
MR. G. D. RICHARDSON OMAHA-WESTSIDE HS, NE	7,023	MS. LEXY GREEN COLLEGE PREP SCHOOL, CA	6,042	MS. ANN SHOFNER AMARILLO-TASCOSA HS, TX	5,998
DR. CHARLES A. TICHY RALSTON HS, NE	6,976	MR. JOSEPH BUZZELLI ST IGNATIUS HS, OH	6,016	MRS. GLORIA WASILEWSKI RIVERSIDE HS, PA	5,975
MR. ANTHONY F. FIGLIOLA HOLY GHOST PREP, PA	6,945	MS. SARAH THOMAS WASHBURN RURAL HS, KS	6,015	MS. CHRISTINE M. ADAMS INDEPENDENCE-TRUMAN HS, MO	5,966

MR. NICK NELSEN WEST DES MOINES-VALLEY HS, IA	5,947	MRS. KITTY PECK RIVERTON HS, WY	5,353	MR. DONALD J. TANTILLO WHEELING HS, IL	4,781
MS. DEBRA BARRON MAULDIN HS, SC	5,940	MRS. KAREN MIYAKADO RADFORD HS, HI	5,345	MR. JEFF BORST SIERRA HS, CO	4,778
MRS. CAROLYN WILLIAMSON DENVER-WASHINGTON HS, CO	5,914	MRS. JAN COOK CHEROKEE-WASHINGTON HS, IA	5,333	MR. GABRIEL R. SANTO ROCKY RIVER HS, OH	4,763
MS. VIRGINIA LANDRETH-ETHERTON ROWAN COUNTY SR HS, KY	5,907	MRS. DEBRA L. WEIHER-TRAAS APPLETON EAST HS, WI	5,289	MS. GAY JANIS GILMOUR ACADEMY, OH	4,748
MRS. DARCY BUTRIMAS TRINITY PREP SCHOOL, FL	5,839	MRS. BARBARA WATSON GREAT BEND HS, KS	5,282	MR. PHILIP M. WERTZ THOMAS COUNTY CENTRAL HS, GA	4,746
MS. MARY ANN YOSKEY-BERTY TRINITY HS, PA	5,826	MS. MELBALACAZE BOLTON HS, LA	5,275	MR. BILL SEYMOUR ACTON BOXBOROUGH REG HS, MA	4,724
MR. RICHARD BRACKNELL CARROLLTON HS, GA	5,808	MS. SHERYL KACZMAREK NEWBURGH FREE ACADEMY, NY	5,247	MR. MAX H. BROWN BLUE VALLEY NORTH HS, KS	4,705
MR. JOSEPH WYCOFF APPLE VALLEY HS, MN	5,804	MISS JUDITH VASCONCELOS RENO HS, NV	5,247	MRS. MARTHA B. EBELING DAYTON-OAKWOOD HS, OH	4,704
MS. CONNIE J. LINK HEYWORTH HS, IL	5,799	MRS. JILL I. GRIMES MOFFAT COUNTY HS, CO	5,223	MS. D'ARCY F. PATEY-ROBINSON POLAND REGIONAL HS, ME	4,703
MS. KAREN COLTON-MILLSAP AURORA HS, MO	5,796	DR. JOHN R. WOOLLEN ENLOE HS, NC	5,216	MR. ANTHONY E. MYERS DURANGO HS, CO	4,678
MRS. GAYLE HYDE FARGO-SOUTH HS, ND	5,733	MR. TOM GIST SPRINGFIELD-CENTRAL HS, MO	5,208	MS. PAULINDA KRUG TRINITY HS, TX	4,668
MR. MATTHEW WHIPPLE GLENBROOK-SOUTH HS, IL	5,718	MS. HARRIET L. MEDLIN BRENTWOOD HS, TN	5,181	MS. RHEA HOPPES MACON AQUAH HS, IN	4,668
MS. SANDRA L. BROUSSARD COMEAL HS, LA	5,711	MR. CORNELL A. LOSCHEN WORLAND HS, WY	5,168	MR. JULIAN M. KITE JOHN F. HODGE HS, MO	4,647
MS. DIANNE B. MOELLER SKYLINE HS, CO	5,691	MS. VIVIAN E. ZABEL DEER CREEK HS, OK	5,127	MS. VALLERI D. SPEER CLEAR CREEK HS, TX	4,645
MS. SUZANNE S. MUNSELL ESPERANZA HS, CA	5,683	MR. ROBERT D. NEULEIB UNIVERSITY HS, IL	5,125	MS. JOYCE A. SINN FORT SCOTT HS, KS	4,639
MR. CARL WANGSVICK FORT COLLINS HS, CO	5,681	MR. ROBERT J. HOY BRUNSWICK HS, ME	5,122	MR. EDWARD DAVIS CENTENNIAL HS, CA	4,639
MR. ROBERT J. TINDEL PITTSBURGH HS, KS	5,642	MS. MARGARET GAGNON JACKSON HOLE HS, WY	5,103	MS. GAIL L. INGRAM GAINESVILLE HS, GA	4,633
MR. RANDALL R. SHAVER SOUTHEAST GUILFORD HS, NC	5,610	MR. GREGORY N. DAVIS LAKEWOOD HS, CO	5,045	MR. KIERAN LARKIN THE MARY LOUIS ACADEMY, NY	4,619
MR. SHELBY MCNUIT GARDEN CITY HS, KS	5,607	MS. LYNDALUCE WAUPACA HS, WI	5,045	MR. ROGER C. PALDAUF JACOBS HS, IL	4,614
MS. JONI ANKER EAGAN HS, MN	5,588	MR. THEODORE CARTER CALHOUN HS, GA	5,043	MS. BARBARA MILLER SOUTH MECKLENBURGH HS, NC	4,613
MR. DAVID B. MOULTON PERRY MERIDIAN HS, IN	5,568	MR. DALVIN R. YAGER DERBY HS, KS	5,027	MR. JOHN C. TRIPLETT JUNCTION CITY HS, KS	4,591
MS. WANDA V. MANTHER ROSEMOUNT SR HS, MN	5,561	MS. CAROLYN L. MARTINEZ PALISADE HS, CO	5,010	MR. NOEL S. SELEGZI HUNTER COLLEGE HS, NY	4,577
MRS. JANIS B. MYERS SPENCER HS, IA	5,551	DR. RICHARD JOHNSON, PHD. KAISER HS, CA	4,993	MR. RICHARD MITTELSTEDT WATERTOWN HS, SD	4,575
MR. RICHARD CHUNAT STEDWARD HS, OH	5,534	MR. MICKEY D. HUTSON COLLIERVILLE HS, TN	4,979	MS. ANITA BOYD R H WATKINS HS, MS	4,559
MRS. SUSAN J. BAKER SHERIDAN HS, WY	5,529	MS. GAY HOLLIS TAYLOR HS, TX	4,952	MS. JANET ROSE KEARNEY SR HS, NE	4,542
MR. DAVID TRIPPE NIXA R-2 SCHOOLS, MO	5,523	MR. BRUCE ROGERS NORTHSIDE HS, GA	4,940	MR. DAVID DUTTON PENN HS, IN	4,517
MISS DEBORAH E. SIMON MILTON ACADEMY, MA	5,516	MR. CONRAD JESTMORE WICHITA-EAST HS, KS	4,925	MS. MELANIE RALSTON TOPEKA-WEST HS, KS	4,482
MR. MICHAEL C. GROVE LA COSTA CANYON HS, CA	5,515	MR. PAUL LEWELLAN BETTENDORF HS, IA	4,921	MS. KRISTINA JONYHA-BERTCH OMAHA-CENTRAL HS, NE	4,481
MR. WILLIAM C. ROBINSON, JR. SHAWNEE MISSION SOUTH HS, KS	5,503	MRS. CLARYN M. MYERS FORT WAYNE-NORTHSIDE HS, IN	4,920	MR. GLEN COOK GREELEY-CENTRAL HS, CO	4,477
MS. KATHY MARTIN DILWORTH-GLYNDON-FELTON HS, MN	5,501	MR. LARRY B. ROSS HUMBLE HS, TX	4,917	MS. JANICE J. RAINS CORPUS CHRISTI-CARROLL HS, TX	4,472
MS. BEVERLY RUFF PAPILLION-LA VISTA HS, NE	5,478	MR. MARK RASMUSSEN HILLCREST HS, UT	4,899	MS. A JANE BERRY-EDDINGS SPRAGUE HS, OR	4,461
MR. RONALD KRIKAC SHERIDAN HS, WY	5,473	MS. KRISTINE HAYES SIOUX FALLS-LINCOLN HS, SD	4,896	MS. JANE G. BOYD GRAPEVINE HS, TX	4,453
MRS. LINDA C. DENCKER HOWELL NORTH HS, MO	5,454	MS. SUZANNE W. TERRY HAMBLEN HS WEST, TN	4,870	MR. WEDGE CROUCH OZARK HS, MO	4,452
MR. JIM LONG PLANO SR HS, TX	5,437	MS. KATHLEEN O'HALLORAN NORWIN HS, PA	4,855	MR. JAMES E. MCPHEETERS MCPHERSON HS, KS	4,451
MS. SUZANNE E. THEISEN STOWMUNROE FALLS HS, OH	5,433	MRS. GLORIA HENRY RUSKIN HS, MO	4,845	MRS. TERRY PETERS OAK HARBOR HS, WA	4,445
MRS. MARILYN KLEBAN LAFAYETTE-ACADIANA HS, LA	5,429	MR. R. D. RIGGLEMAN DENISON HS, IA	4,832	MR. JOHN D. EICHMAN YUCAIPA HS, CA	4,435
MS. CHARLOTTE BROWN GREGORY-PORTLAND HS, TX	5,419	MR. DAVID S. JENKINS LAFAYETTE HS, MO	4,831	MRS. BETTY WHITLOCK CLINTON HS, MS	4,418
MR. JAMES F. GRAUPNER STILLWATER HS, MN	5,418	MRS. LESLIE S. WATKINS BROOKWOOD HS, GA	4,828	MS. MARY T. GORMLEY MONTVILLE HS, NJ	4,416
MR. PAUL A. HARENS YANKTON HS, SD	5,408	MRS. LINDA WILSON HENRY COUNTY HS, TN	4,825	MR. ROBERT H. STEFFEN OLATHE-NORTH HS, KS	4,414
MRS. GLENDA FERGUSON OKLA CITY-HERITAGE HALL HS, OK	5,385	MR. BRENT A. FARRAND SCIENCE HS, NJ	4,814	MS. JODY EVES SALINA-SOUTH HS, KS	4,399
MR. STAN AUSTIN WHEATON-NORTH HS, IL	5,383	MS. DEBORAH H. MCBRIDE THE BARSTOW SCHOOL, MO	4,800	MR. THOMAS W. HUBER OAK HILL HS, IN	4,382
MR. MITCH GAFFER HURON HS, SD	5,381	MR. JERALD T. EILER ROSSVILLE HS, IN	4,797	MR. MARIO B. MALDONADO AMERICAS HS, TX	4,380
MR. FRED ROBERTSON FREMONT HS, NE	5,381	MR. JOHN DURKEE LARAMIE HS, WY	4,793	MS. MARY A. BETANCOURT MOORESTOWN HS, NJ	4,361

MS. SANDRA BOLDWAY SAN DIEGUITO HS, CA	4,344	MR. RANDY ELLIS SPRINGHS, TX	3,825	MS. KATHY FAULKENBERRY CANBY VALLEY HS, KS	3,471
MISS FRANCES SCHOOLCRAFT WHEELING PARK HS, WV	4,312	MS. SALLY SQUIBB LEWISVILLE HS, TX	3,821	MR. GREGORY R. STEVENS OKOBOJI COMMUNITY SCHOOL, IA	3,480
MS. KAREN GLAHN STOCKTON-LINCOLN HS, CA	4,292	MS. ANNE WALLIN STANDLEY LAKE HS, CO	3,812	MRS. PAMELA SPITZER CODY HS, WY	3,446
MS. LINDA SHIPLEY BARTLESVILLE HS, OK	4,290	MS. JILL LOFALD DULUTH-DENFELD HS, MN	3,810	MR. ROBERT R. PACILIO MT CARMEL HS, CA	3,437
MR. PATRICK REIS MARK KEPPEL HS, CA	4,289	MRS. NANCY WALKER HOCKADAY SCHOOL, TX	3,808	MR. TED W. MENKE GREYBULL HS, WY	3,431
MRS. HELEN S. BRYANT SHAWNEE MISSION NORTHWEST HS, KS	4,242	MR. DAVID HUSTON DALLAS-HIGHLAND PARK HS, TX	3,806	MR. MICHAEL L. MIDGLEY CANON CITY HS, CO	3,425
MS. MARY A. SCHICK MICHAEL KROPH HS, FL	4,227	MS. PEGGY L. HESS PENSACOLA HS, FL	3,801	MS. CANDIS L. PEES DAYTON-OAKWOOD HS, OH	3,422
MS. REBECCA S. WILEY DUVAL HS, WV	4,216	MS. SUSAN M. VAUGHN MCQUEEN HS, NV	3,788	MRS. PAMELA DEUTSCH WEST LAFAYETTE HS, IN	3,417
MS. SAMMY GREEN SPRINGHS, TX	4,197	MS. KATHERINE C. LIGON COOKEVILLE HS, TN	3,782	MS. MARIE A. DZURIS CENTERVILLE HS, OH	3,416
MS. LORETTA TEBBE HASTINGS SENIOR HS, NE	4,193	MR. DAVID BAKER ST MARK'S SCHOOL, TX	3,773	MS. HELEN P. KELLEY OREGON CITY HS, OR	3,416
MR. FRANK A. LANGHEINRICH SALT LAKE CITY-EAST HS, UT	4,189	MRS. DEBORAH MIDDLETON GLENBROOK-SOUTH HS, IL	3,770	MR. BRENT PESOLA UNIVERSITY SCHOOL, FL	3,402
MR. MIKE HARRISON SAN ANTONIO-CHURCHILL HS, TX	4,172	MS. MARY J. PELSON TIGARD HS, OR	3,762	MS. SUE E. NORRIS FLAGSTAFF HS, AZ	3,367
MR. DALE DELETIS MILTON ACADEMY, MA	4,167	MR. JOSEPH B. SIREN ALLENDALE-FAIRFAX HS, SC	3,760	MRS. CHARLOTTE TYREE PLYMOUTH HS, IN	3,361
MR. VINCENT BORELLI LONG BRANCH HS, NJ	4,165	MR. ELWIN C. ROE MCDONALD COUNTY HS, MO	3,745	MR. THOMAS J. DOWNS BISHOP KEARNEY HS, NY	3,349
MR. STEVEN M. HELMAN KAMIAK HS, WA	4,160	MR. DENNIS ELLER CANTERBURY HS, IN	3,744	MR. WAYNE WAGNER ROLLING MEADOWS HS, IL	3,328
MR. ROBERT KELLY CHESTERTON HS, IN	4,138	MS. KATHLEEN D. HAMM IOWA CITY-WEST HS, IA	3,726	MS. KELLY J. SMITH LA JUNTA HS, CO	3,322
MS. KIM-MICHELLE PULLAN PLEASANT GROVE HS, UT	4,134	MR. MAX GRIFFITH ELGIN HS, OH	3,719	MS. CAROL ANN HART LANGDON PUBLIC HS, ND	3,298
MR. EUGENE BURNETT PONTIAC TOWNSHIP HS, IL	4,133	MS. CAROLE DICKEY DES MOINES-LINCOLN HS, IA	3,715	MR. ROBERT R. LARCHER ST JOHN'S JESUIT, OH	3,281
MR. JEFFREY HANEY ATCHISON HS, KS	4,111	MS. EILEEN WAITE RANDOLPH HS, NJ	3,715	MRS. JANET DOYLE PHARR-SAN JUAN-ALAMO-NORTH HS, TX	3,263
MR. THOMAS J. PABST SNIDER HS, IN	4,089	MR. KIRBY CHIN BRONX HS OF SCIENCE, FL	3,708	MS. TERRI FIELDS SUNNYSLOPE HS, AZ	3,262
MS. SHERRY WOODWARD LONE PEAK HS, UT	4,072	MS. JANE TERRELL L B J HS, TX	3,680	MS. GAIL L. NICHOLAS BOB JONES ACADEMY, SC	3,254
MS. MARGARET KENDRICK SHARPSTOWN HS, TX	4,043	MR. RICHARD L. BALFE B F TERRY HS, TX	3,677	MRS. GLAD C. ALEXANDER LOYOLA COLLEGE PREP, LA	3,253
MR. TIMOTHY J. WAXENFELTER QUIGLEY CATHOLIC HS, PA	4,034	MR. JOHN A. CARDOZA CARONDELET HS, CA	3,666	MRS. DIANA PRENTICE CARLIN TOPEKA HS, KS	3,251
MR. WILLIAM BARTHELME BERGENFIELD HS, NJ	4,031	MRS. STEPHANIE A. SMITH WARRENEAST HS, KY	3,658	MS. SUSAN L. NOVAK ST CLOUD APOLLO HS, MN	3,246
MISS ANDARA MACDONALD HOLTVILLE HS, CA	4,022	MS. LANA S. HALL HEREFORD HS, TX	3,657	MR. SANFORD BERMAN EL CERRITO HS, CA	3,246
MR. DAVID J. HOOPER CLOVIS-WEST HS, CA	4,022	MR. GRANT HANSEN ROY HS, UT	3,652	MS. SANDRA D. SCHNEIDER DRIPPING SPRINGS HS, TX	3,243
MS. JUDITH JAVERSAK STURGIS-BROWN HS, SD	4,014	MR. ZANE HARWELL CRANE HS, TX	3,645	MS. MARCIA SCHULTZ DESMET JESUIT HS, MO	3,242
MR. DAN JOHNSON RAYMOND-CENTRAL HS, NE	4,014	MR. JAMES FOUNTAIN DESERT VISTA HS, AZ	3,607	MS. PAT CANNON HIGHLAND PARK HS, IL	3,240
MS. PAULANETTES WOODWARD ACADEMY, GA	3,979	MRS. PAM HUMMEL SANDRADAY O'CONNOR HS, TX	3,603	MRS. SUSAN NORDQUIST INTERNATIONAL FALLS HS, MN	3,239
MR. KENT HYER NORTHRIDGE HS, UT	3,969	MS. CAROL J. LESHOCK GREENSBURG-SALEM HS, PA	3,588	MR. RICHARD MULLEN CAPE ELIZABETH HS, ME	3,216
MS. KIM JONES BELLARMINE COLLEGE PREP, CA	3,953	MRS. MYRNA B. GOODWIN MOUNT MIGUEL HS, CA	3,582	MR. MAYLIN K. OLSON MITCHELL HS, SD	3,214
MR. N. J. POND MURRAY HS, UT	3,941	MS. PAULA PARTAIN CENTRAL KITSAP HS, WA	3,581	MR. AARON TIMMONS, JR. THE GREENHILL SCHOOL, TX	3,193
MR. JON KACHELMACHER ROSEMOUNT SR HS, MN	3,938	MR. DEL HOLZ BLOOMINGTON-JEFFERSON HS, MN	3,576	MS. SUSAN MOORE SCOTT COUNTY HS, KY	3,174
MS. BETH YOUNG NORTH CATHOLIC HS, PA	3,935	MR. KENNETH R. SIMPSON SANGER HS, CA	3,574	MRS. JUDITH H. SCHAEFER SHERMAN OAKS CES, CA	3,166
MS. KRISTIA SANROMANI NORTH EUGENE HS, OR	3,914	MR. MICHAEL A. COLLETTI, SR. AMOS ALONZO STAGG HS, IL	3,555	MRS. IDOLENE MAZZA WARRENSBURG HS, MO	3,151
MS. SALLY L. HOFMEISTER POLAND HS, OH	3,902	MS. GRETCHEN G. NASH HAMILTON HEIGHTS HS, IN	3,546	MS. SANDRA W. DAVIS BATTLE GROUND ACADEMY, TN	3,144
MR. CALVIN J. VANDE HOEF CANNON FALLS HS, MN	3,891	MR. JAMES COLEMAN RAPID CITY-CENTRAL HS, SD	3,532	MR. JOHN HALL LAWRENCE CENTRAL HS, IN	3,143
MS. KATE LINDSAY SALINA-SOUTH HS, KS	3,881	MR. BRIT MCCABE BISHOP MCGUINNNESS HS, OK	3,518	MS. LORI MASTRUD-BABCOCK DULUTH-EAST HS, MN	3,134
MRS. JERRY STEWART KUNA HS, ID	3,863	MS. JUDITH M. ROGERS CASCIA HALL PREP, OK	3,510	MS. LINDA HEINZE WESTMINSTER SCHOOLS, GA	3,133
MR. NICK BOLLAS CANTON-GLENOAK HS CAREER CTR, OH	3,861	MR. JOHN MCCLELLAN WARNER ROBINS HS, GA	3,478	MS. DORENE NELSON GROTON HS, SD	3,122
MRS. GINA WILKINSON CREEKVIEW HS, TX	3,860	MS. MORGIA BELCHER GIG HARBOR HS, WA	3,474	MS. THERESE V. RICH PONDEROSA HS, CO	3,115
MR. FRED MONBERG HAMMOND HS, IN	3,856	MS. CAROL W. MOLLOY EL PASO-DEL VALLE HS, TX	3,474	MR. DON SCHULTE PATTONVILLE HS, MO	3,102
MRS. MARGARET RILEY ACADEMY OF THE HOLY NAMES, NY	3,839	MS. RITA PRICHARD GRANITE BAY HS, CA	3,473	MR. MARTIN LAMANSKY STEAMBOAT SPRINGS HS, CO	3,101

MS. MARY SHERMAN WEST FARGO HS, ND	3,094	MR. STEVEN GARGO APPLETON-WEST HS, WI	4,040	MR. JOSEPH JOHNSON RONALD REAGAN HS, TX	3,039
MR. RICHARD RAMEY MOORESVILLE HS, IN	3,094	MR. JAMES W. RYE, III THE MONTGOMERY ACADEMY, AL	4,037	MR. STEVE MEADOWS DANVILLE HS, KY	3,014
MS. BONNIE O'LEARY GILMOUR ACADEMY, OH	3,094	MR. TONY ROSENBERGER RIVER VALLEY HS, AZ	3,909	MR. TOM KRAUSE PINE VIEW SCHOOL, FL	3,004
MR. DAVID M. PRICE KATELLA HS, CA	3,084	MR. MARTIN A. CRONIN DOUGLAS HS, NV	3,852	MR. KENNETH J. CHURCH LANSING SR HS, KS	2,995
MR. THOMAS H. DEYARMAN PUEBLO-CENTENNIAL HS, CO	3,077	MS. LEE A. INCE HARLINGEN HS SOUTH, TX	3,813	MS. PAMELA BALLOW MARCUS HS, TX	2,990
MRS. MARTHA L. CARR WT WOODSON HS, VA	3,074	MS. KIMBERLY CUEVAS RENO HS, NV	3,729	MR. TODD W. HERING EASTVIEW HS, MN	2,980
MR. PAUL M. EVANS BENTON HS, MO	3,071	MRS. A. J. SMITH MONTROSE HS, CO	3,724	MR. ARCHIE PAINTER SHERANDO HIGH SCHOOL, VA	2,977
MRS. ELOISE A. WEISINGER ALDINE SR HS, TX	3,068	MS. LARA S. BOUCHARD ADVANCED TECH. ACADEMY, NV	3,697	MS. CHARLOTTE BOTEILHO H P BALDWIN HS, HI	2,973
MS. PAULA MITTLEMAN BRIDGEWATER-RARITAN REG HS, NJ	3,063	MR. DAVID WILLIAMS NEWTON HS, KS	3,656	MR. STEVE D. ESTENSON COTTAGE GROVE-PARK HS, MN	2,964
MR. MICHAEL NAILOR DANVILLE HS, PA	3,057	MR. DAVID ABEL GODDARD HS, KS	3,601	MR. DAVID PHILLER GLYNN ACADEMY, GA	2,961
MR. ROBERT SPEIRS SPEARFISH HS, SD	3,042	MRS. LEANN RICHARDS EDISON-COMPUTECH HS, CA	3,585	MRS. BARBARA OCHOA ALTA HS, UT	2,956
MR. ROBERT S. DEUTSCH WEST LAFAYETTE HS, IN	3,041	MR. MICHAEL B. VERGIN MOUNDS PARK ACADEMY, MN	3,551	MR. DOUGLAS FRANK SCOTTS BLUFF HS, NE	2,948
MS. CATHERINE D. JOHNSTON PINE FOREST SR HS, NC	3,039	MR. TRACY M. STEINER BEULAH HS, ND	3,539	MS. KAILEEN HARRIS POCATELLO HS, ID	2,948
MR. JAMES ROSENBERG CRYSTAL LAKE-SOUTH HS, IL	3,027	MR. KARL R. PACKER ALTA HS, UT	3,523	MRS. MARY C. GREEN PASADENA HS, TX	2,947
MS. DONNA BROWN PUTNAM CITY HS, OK	3,024	MRS. NOELLE BAKER CHADRON HS, NE	3,515	MRS. MICHELLE K. COODY SAINT JAMES SCHOOL, AL	2,943
MRS. LEE E. BEACH CLARKSVILLE-NORTHEAST HS, TN	3,018	MRS. CARLA BROWN LEE'S SUMMIT HS, MO	3,500	MRS. KAREN WILBANKS PLANO SR HS, TX	2,932
MR. MICHAEL BACON NEWBURGH FREE ACADEMY, NY	3,014	MS. MARTHA BENHAM COLUMBINE HS, CO	3,479	MR. TERRY QUINN CAMPBELL COUNTY HS, WY	2,931
MRS. SHERRY WHITCOMB KOKOMO HS, IN	3,009	MR. JOE D. TREVINO, JR. BISHOP HS, TX	3,450	MS. TERI ROBINSON GREEN RIVER HS, WY	2,928
MS. JUDITH A. ROBINSON GRESHAM HS, OR	3,004	MS. SUSAN L. ANDERSON RICHARD TON-TAYLOR HS, ND	3,429	MR. DOUG MILLS GREENSBURG-CEN CATHOLIC HS, PA	2,907
MRS. PAMELA SCHULTZ-TACCONA GLENBROOK-SOUTH HS, IL	3,000	MR. KIRBY VOLZ FORT WAYNE-SOUTH SIDE HS, IN	3,403	MRS. ALICE E. NORTH PINEVILLE HS, LA	2,903
		MS. DEBBIE JOHNSON ROUND ROCK HS, TX	3,389	MR. DAVID A. PETERS ST AGNES ACADEMY, TX	2,902
MR. SCOTT GINGER GREEN VALLEY HS, NV	8,322	MS. CINDI H. SAUKEL JERSEY VILLAGE HS, TX	3,371	MS. LORI BROWN CYPRESS HS, CA	2,893
MR. CHRIS RIFFER BLUE VALLEY HS, KS	7,707	MR. MIKE PITTMAN SAVANNAH HS, MO	3,360	SR. CECILIA M. HERMANN IMMACULATE HEART CENTRAL HS, NY	2,892
MR. DEREK L. YUILL GABRIELINO HS, CA	7,003	MISS VICKIE A. MAYER WASHBURN HS, ND	3,342	MS. SUSAN TELEHANY YSLETA HS, TX	2,884
MR. THOMAS WILLIAMS HOWLAND HS, OH	5,951	MS. NIKI ALDERSON MULDROW HS, OK	3,302	MR. JOHN HORNER REEDS SPRING HS, MO	2,876
MR. RON GRIMSLEY MITCHELL HS, SD	5,662	MS. ROSEMARY KINCAID ABILENE HS, TX	3,301	MS. MARCINE SOLAREZ NEWBURY PARK HS, CA	2,871
MR. SEAN NICEWANER NEVADA HS, MO	5,442	MR. MICHAEL D. AMSTUTZ VERMILION HS, OH	3,292	MR. THOMAS S. MCCLARY, JR. MIAMI-SOUTHRIDGE HS, FL	2,870
MS. KAYE MAGILL WESTFIELD HS, TX	5,166	MS. TRACY L. MARTIN RED MOUNTAIN HS, AZ	3,281	MR. MATT DAVIS LINCOLN-EAST HS, NE	2,863
MR. STEVEN BARTHOLOMEW RAPID CITY-STEVEN HS, SD	5,158	MS. SARAH ROSENBERG BRONX HS OF SCIENCE, FL	3,267	MS. BARBARA FUNKE CHESTERTON HS, IN	2,844
MR. ANDREW G. WEST MYERS PARK HS, NC	5,010	MRS. GLORIA O'SHIELDS FARMINGTON HS, NM	3,251	MS. TWINKLE JOHNSON DEER PARK HS, TX	2,833
MS. KIM R. CRANSTON MARQUETTE HS, MO	4,958	MRS. JACQUELYN LANGSTON BLUE SPRINGS HS, MO	3,237	DR. ROBERT G. EISENHauer GETTYSBURG SENIOR HS, PA	2,809
MS. ARIANNE G. FORTUNE KANSAS CITY-OAK PARK HS, MO	4,848	MR. CONRAD DAVIS CHAPARRAL HS, AZ	3,218	MS. NANCY GROVES PUEBLO CENTRAL HS, CO	2,808
MR. MARIO L. HERRERA ELDORADO HS, NM	4,811	MR. KELLY PARKER CENTENNIAL HS, GA	3,210	MR. ROBERT MARKS ALBUQUERQUE ACADEMY, NM	2,807
MR. MICHAEL TRAAS APPLETONE EAST HS, WI	4,785	MR. KEN TROYER LYONS HS, KS	3,176	MS. CELIA A. FOSTER MOUNTAIN VIEW HS, OR	2,802
MS. LESLIE ROBINETT JORDAN HS, UT	4,656	MS. MARY A. FRIDH LA PORTE HS, IN	3,166	MRS. TRUDY K. KINMAN NORTHEAST NODAWAYR-VHS, MO	2,799
MR. KEN PADEN ST JOSEPH-CENTRAL HS, MO	4,631	MR. RUSS TIDWELL GARDEN CITY HS, KS	3,135	MR. ERIC BECKMAN ANOKA HS, MN	2,796
MR. BRANDON COSBY EVANSVILLE-REITZ HS, IN	4,505	MS. FRAN BORCHERS SYLVANIA-NORTHVIEW HS, OH	3,134	DR. WALTER KAHUMOKU III KAMEHAMEHA SCHOOLS, HI	2,788
MR. TOM CUBBAGE GREAT FALLS-RUSSELL HS, MT	4,386	MR. ALAN TRIVETT WEST CHARLOTTE HS, NC	3,120	MR. DALE SHIKOWSKI GREENDALE HS, WI	2,778
DR. ROBERT LITTLEFIELD FARGO-SHANLEY HS, ND	4,249	MRS. DIANA KRAUSS PHOENIX-CENTRAL HS, AZ	3,109	MS. SHARON A. STRONG OCEANSIDE HS, CA	2,773
MS. DEBRA THORSON FOOTHILL HS, CA	4,240	MR. TOM MOSBERGER CANTON-GLENOAK HS CAREER CTR, OH	3,084	MRS. JOSETTE SURRATT TEURLINGS-CATHOLIC HS, LA	2,767
MS. AMY WALKER HILLCREST HS, ID	4,129	MS. KATHERINE GRIFFIN HILLSBOROUGH HS, FL	3,076	MRS. CAROL HARMS BELLEVILLE-EAST HS, IL	2,766
MRS. JOANNA CONE HEBRON HS, TX	4,126	MS. RACHEL K. LEACH GRESHAM-BARLOW HS, OR	3,071	MR. GARY ELLS ST MARY'S HS, KS	2,761
MS. DANA HALE LATHROP HS, MO	4,069	MRS. A. H. DORFMAN HALF HOLLOW HILLS HS EAST, NY	3,055	MR. STEVE HAMERSMA SIOUX FALLS-WASHINGTON HS, SD	2,759

MR. BILL HEALY	2,759	MS. RENITA JOHNSON	2,554	MRS. JOAN L. WILLIAMS	2,389
BELLARMINE COLLEGE PREP, CA		CLEMENTS HS, TX		YOUNGSTOWN-URSULINE HS, OH	
MS. SANDRAL MARTINEAU	2,758	MR. MAURICE J. LARUE	2,550	MR. CHARLES R. DUNN	2,365
BONITA VISTA HS, CA		STURGIS-BROWN HS, SD		FORT COLLINS HS, CO	
MRS. GAIL A. CHASTAIN	2,755	MS. GAIL BAUWENS	2,548	MR. ROBERT GARCIA	2,362
SANFRAN-MERCY HS, CA		MATAWAN REGIONAL HS, NJ		ST FRANCIS HS, CA	
MR. JIMMY L. SMITH	2,745	MS. SANDRA B. LINN	2,544	MR. NICK P. BOBIS	2,360
PRINCETON HS, TX		HUNTINGTON HS, WV		THORNWOOD HS, IL	
MS. LYNN S. SCHMITT	2,741	MS. JANE M. LAUGHLIN	2,544	DR. ROBERTA C. RICE	2,356
EDINA HS, MN		SCARBOROUGH HS, ME		CENTRAL VALLEY HS, WA	
MR. JAMES CASSEY	2,738	MISS SUE KUPFER	2,543	MS. BETSY C. ROSS	2,356
GRAND ISLAND HS, NE		CAMDENTON HS, MO		EAST MECKLENBURGH HS, NC	
MRS. DIANE M. RITZDORF	2,736	MR. JAMES E. MASTERS	2,541	MS. ANNE MCSPARRON	2,355
ARAPAHOE HS, CO		DALLAS-HIGHLAND PARK HS, TX		FARGO-NORTH HS, ND	
MR. RICHARD M. BELSKE	2,736	MS. CATHERINE LUHR	2,533	MR. JAMES LESTER	2,353
CHAPARRAL HS, KS		MOUNT MERCY ACADEMY, NY		3TALIHINA HS, OK	
MR. R. JON FREY	2,734	MR. TYRONE WESLEY	2,512	MR. CHRIS COLVIN	2,343
ABERDEEN-CENTRAL HS, SD		SHEBOYGAN-SOUTH HS, WI		LAMP HS, AL	
MRS. TERRI ROBINSON	2,734	MR. DAVID W. WITT	2,510	MS. SUSAN RICHEY	2,339
CANTERBURY HS, IN		HASTINGS SENIOR HS, NE		KOKOMO HS, IN	
MR. CHARLES SLOAT	2,723	MR. RICHARD D. BROWN	2,508	MS. MELISSA NEUMAN	2,329
IONA PREP SCHOOL, NY		MILLARD-SOUTH HS, NE		RANCHO BUENA VISTA, CA	
MR. BRIAN WHITE	2,720	MR. ROBERT STOCKTON	2,505	MS. MARJORIE BRENNER	2,319
BUHLER HS, KS		KATELLA HS, CA		TOLEDO-WHITMER HS, OH	
MRS. PAULA M. REED	2,717	MR. RONALD A. INGLE	2,494	MS. MARIANN FEDRIZZI	2,310
COLUMBINE HS, CO		GATEWAY HS, CO		CYPRESS CREEK HS, TX	
MRS. KATY KESTNER	2,716	MS. REBECCA YAGER	2,488	MS. DONNA R. MATTHEWS	2,309
CARMEL HS, IN		DERBY HS, KS		HATTIESBURGH HS, MS	
MR. SCOTT WALKER	2,708	MRS. LYNNE M. BUSTLE	2,486	MR. DAVID GALE	2,307
WATERTOWN HS, SD		CENTERVILLE HS, OH		OTTER VALLEY UNION HS, VT	
MS. MARY KNUTSON	2,695	MS. JOAN M. MACRI	2,479	MS. CLARE ODOM	2,299
CEDARBURG HS, WI		LEVISTON HS, ME		TAMPA-JESUIT HS, FL	
MR. THOMAS SWEENEY	2,694	MS. JENNIFER BERGAN	2,478	MS. DIANE FORBES	2,278
HOMWOOD-FLOSSMOOR HS, IL		DEUEL SCHOOL, SD		GARLAND HS, TX	
MRS. MARY SUE CROMMELIN	2,693	MR. STEVEN J. FETZIK	2,477	MR. JAMES P. RAMSDEN	2,274
FIRST COLONIAL HS, VA		AUSTIN HS, MN		PORT NECHES GROVES HS, TX	
MR. RICHARD HERDER	2,681	MR. WILLIAM J. MURRAY	2,470	MS. SUE MORSE	2,272
LELY HS, FL		MECHANICSBURGH HS, PA		SPRINGDALE HS, AR	
MR. MARK E. STUCKY	2,681	MRS. ALICE B. ROTE	2,460	MS. BARBARA ANN FERREIRA	2,272
MOUND RIDGE HS, KS		COPLEY HS, OH		MODESTO HS, CA	
MRS. SUSAN M. HITTSON	2,678	MR. DOUG MCCONNAHA	2,453	MR. JOE JORLAND	2,269
CHRYSLER HS, IN		CORVALLIS HS, MT		WALKER HS, MN	
MR. JACOB VOGLER	2,678	MR. TODD SCHNAKE	2,449	MS. TAMARA EFFETT	2,265
SACRAMENTO HS, CA		RAYMORE-PECULIAR HS, MO		LA PORTE HS, IN	
MS. JANETHAAR	2,676	MS. MARY TALSKY	2,447	MS. SANDY PATRICK	2,263
SIOUX FALLS-ROOSEVELT HS, SD		PIUS XI HS, WI		CHEYENNE-EAST HS, WY	
MS. CONSTANCE LEYENDECKER	2,668	MR. GREGG REED	2,446	MS. NORMA L. GARRETT	2,262
BENILDE-ST MARGARET'S SCHOOL, MN		LOGANSPOETH HS, IN		AMERICAS HS, TX	
MS. DIXIE WALDO	2,668	MR. MORRIS BLOCK	2,445	MS. SARA JOHNSTON	2,262
WESTLAKE HS, TX		RIVERDALE HS, LA		CHENEY HS, WA	
MR. GREG SCHULTZ	2,665	MR. GREG MALIS	2,444	MS. SALLY PIES	2,258
MEAD HS, WA		NEWMAN SCHOOL, LA		BROOKINGS HS, SD	
MRS. MARILYN C. CHILDS	2,661	MR. RODNEY LANDES	2,443	MR. PATRICK PINS	2,255
CHELSEA HS, VT		JOHANSEN HS, CA		MANDAN HS, ND	
MR. TIMOTHY M. NEVILLE	2,661	MS. NICOLE S. WELCH	2,443	MS. CARROL P. TRUSTY	2,241
WOOD RIVER HS, ID		TAYLORSVILLE HS, UT		ANTIOCH HS, TN	
MR. BOB HORLICK	2,646	MRS. IVONNE J. COOK	2,442	MR. BRYAN R. PURDIE	2,233
AUBURN SR HS, WA		EVERGREEN HS, CO		SKY VIEW HS, UT	
MS. JENNY COOK	2,639	MRS. REBECCA MEYER-LARSON	2,440	MS. DENISE BOOHER-WALKER	2,228
MILTON ACADEMY, MA		MOORHEAD HS, MN		LAFAYETTE-JEFFERSON HS, IN	
MRS. RHONDA L. BELL	2,628	MR. DALE KNOWLTON	2,439	MRS. LINDSEY CUMMINGS HENSON	2,228
KINGWOOD HS, TX		HICKMAN MILLS HS, MO		INDEPENDENCE-CHRISMAN HS, MO	
MRS. JOEY K. MIYAMOTO	2,628	MS. JUDY MCKEEVER	2,434	MS. ELAINE SCHMIDTBERGER	2,221
IOLANI SCHOOL, HI		TUALATIN HS, OR		BISHOP MIEGE HS, KS	
MR. BRIAN HAYENGA	2,612	MR. BRENT C. OBERG	2,432	MR. MYLES WAGNER	2,219
DES MOINES NORTH HS, IA		HIGHLANDS RANCH HS, CO		COON RAPIDS HS, MN	
MR. TIMOTHY E. SHEAFF	2,606	MS. TRUDY WORKMAN	2,431	MRS. ALICE KING	2,219
WEST DES MOINES-DOWLING HS, IA		LOVELL HS, WY		CAMPBELL COUNTY HS, WY	
MS. BARBARA MCCAIN	2,587	MRS. CINDY R. ROTH	2,428	MR. WALTER R. WILLIS	2,218
PLANO-EAST HS, TX		OLATHE-SOUTH HS, KS		CYPRESS FALLS HS, TX	
MS. GLENDA L. SULLIVAN	2,585	MRS. DIANNE JOHNSON	2,426	MRS. KIM GANGWISH	2,215
DICKSON COUNTY HS, TN		HOUSTON-BELLAIRE HS, TX		BELLEVUE-EAST HS, NE	
MS. NANCY C. PHAUP	2,582	MS. BONNIE S. ADAMS-BARKER	2,425	MRS. MARSHA WILLIAMS	2,214
PRINCE EDWARD COUNTY HS, VA		NASHVILLE-OVERTON HS, TN		GREENSBURG-SALEM HS, PA	
MS. KAREN VAUGHAN	2,582	MR. BRUCE BENSON	2,415	MS. JUDY L. SEWARD	2,206
FOOTHILL HS, NV		MADISON HS, ID		CENTREVILLE HS, VA	
MS. CAROLYN W. SALAM	2,578	MR. STEVE X. HARSON	2,402	MRS. KIMBERLY D. GIESTING	2,203
LOGAN-ROGERSVILLE HS, MO		CARENCRO HS, LA		CONNERVILLE SR HS, IN	
MR. ROBERT GALLIGAN	2,576	MS. SANDY PETERSON	2,398	MRS. MARGARET MARSHAK	2,194
KUEMPER HS, IA		V J AND ANGELA SKUTT CATH HS, NE		HATTIESBURGH HS, MS	
MR. GREG ADKINS	2,574	MS. JEANNE SANDE-KAYHI	2,388	MR. JEFF KOPOLOW	2,185
FLATHEAD CO HS, MT		KETCHIKAN HS, AK		LADUE HORTON WATKINS HS, MO	
MRS. AMY CLOER	2,570	MR. JAMES BERGER	2,383	MS. BEVERLEY SCROGGINS	2,181
PROVIDENCE HS, NC		RIPON HS, WI		GRANITE CITY SR HS, IL	
MS. DEBORAH LARSEN	2,559	MS. CATHY SMALES	2,382	MS. CARLA MCKENZIE	2,177
MARSHFIELD HS, OR		ELKO HS, NV		PAWHUSKA HS, OK	

MR. JEFF SCHNEIDER ELIZABETH HS, NJ	2,172	MR. PATRICK HENRY FIELD KINDLEY HS, KS	2,005	MR. CARLTON THOMAS NORTHWEST WHITFIELD HS, GA	1,855
MRS. WENDI N. BRANDENBURG PLANO-WILLIAMS HS, TX	2,162	MR. RANDY LEWANDOWSKI TORRINGTON HS, WY	1,898	MR. KEVIN DRESSLER MOUNTAIN VIEW HS, AZ	1,854
MR. GERALD W. MEIER BLACK HAWK HS, WI	2,162	MR. WILLIAM HORSCH SHEBOYGAN-NORTH HS, WI	1,893	MR. WAYNE TANG MAINE TOWNSHIP-EAST HS, IL	1,846
MR. GRADY FRANKLIN CHASE HS, NC	2,161	MR. WAYNE PAULUS BALL HS, TX	1,992	MR. TOMMY THOMPSON PIKE COUNTY CENTRAL HS, KY	1,840
MR. JAMES R. GUNDERSON CASPER-KELLY WALSH HS, WY	2,160	MRS. KIMBERLEY L. REED-BRACEY GALLATIN SR HS, TN	1,992	MR. SCOTT VOSS APPLE VALLEY HS, MN	1,833
MS. NANCY L. GINGRAS ALEXANDRIA SR HS, LA	2,153	MR. JAMES G. SAUER LA CROSSE CENTRAL HS, WI	1,988	MRS. MARILYN MANN MONETT HS, MO	1,831
MS. BRENDA BOLLINGER CLAYTON SR HS, MO	2,152	MS. BEVERLY JORLAND WALKER HS, MN	1,984	MS. LUCINDA REED WOODLAND PARK HS, CO	1,830
MR. JOHN C. HAM KANSAS CITY-WINNETONKA HS, MO	2,151	MR. DENNIS DE YOUNG MONTGOMERY BELL ACADEMY, TN	1,982	MR. LARRY ARNHOLD DEER PARK HS, TX	1,821
MRS. MICHELE LOCKHART-HENRY RIO GRANDE HS, NM	2,151	MR. SCOTT TEACHENOR RENO HS, NV	1,980	MS. PHYLLIS HIRTH BRONX HS OF SCIENCE, FL	1,819
MS. GLORIA J. STUMME SUGAR-SALEM HS, ID	2,149	MR. ERIC SACK LINCOLN-SOUTHEAST HS, NE	1,980	MS. KATRINA MITCHELL WILLOW SPRINGS HS, MO	1,812
MS. JANICE CALDWELL LINDALE HS, TX	2,147	MR. CALVIN HELSLEY MANSFIELD HS, MO	1,979	MS. DANA VAVROCH BETTENDORF HS, IA	1,806
MS. SALLY BENTON CORTEZ HS, AZ	2,142	MS. LINDA BROWN PUTNAM CITY-WEST HS, OK	1,978	MS. KATHRYN F. SUTUSKY COLUMBIA-DREHER HS, SC	1,803
MR. ANDREW BUCHAN THOMAS JEFFERSON HS, WA	2,141	MR. LYLE R. LINERODE GAHANNA-LINCOLN HS, OH	1,964	MR. EUGENE KAIL PITTSBURGH-CENTRAL CATHOLIC HS, PA	1,802
MS. KRIS LINDVALL MANKATO-WEST HS, MN	2,132	MRS. RACHEL HANSON NIWOTHS, CO	1,962	MRS. SHANNON M. O'DONNELL FLATHEAD CO HS, MT	1,801
MR. CHARLES DRIBIN GLENBROOK-NORTH HS, IL	2,129	MR. BART SPRAGUE TOPEKA HS, KS	1,961	MR. TROY L. LANGDON ULYSSES HS, KS	1,798
MS. MARLISSA HUGHES EVANSVILLE-NORTH HS, IN	2,125	MR. SCOTT ELDER ELDORADO HS, NM	1,958	MS. SHELIA HOLT BOLIVAR R-1 HS, MO	1,795
MS. SHARON GIVENS NORTH ALLEGHENY SR HS, PA	2,120	MS. LAUREL SCHEIDT PORTAGE-NORTHERN HS, MI	1,948	MR. MARC RISCHITELLI SHREWSBURY HS, MA	1,789
MR. GREGORY F. MAY MAIZE HS, KS	2,120	MR. DONALD FORTNER MUNSTER HS, IN	1,943	MR. GARY BOEGER CONROE HS, TX	1,786
MS. KATHLEEN CROSBY SACRED HEART ACADEMY, NY	2,112	MR. WALTER FARWELL BUFFALO HS, WY	1,943	MS. BARBARA WAAS WOODLAND PARK HS, CO	1,784
MR. MICHAEL MILLER EAST DES MOINES HS, IA	2,109	MS. WENDY SHELMAN SNAKE RIVER HS, ID	1,942	MS. PATTY LAROCHE FORT SCOTT HS, KS	1,778
MR. CHARLES GOOLSBY SILVER LAKE HS, KS	2,108	MR. GERALD P. MURPHY GLENBROOK-NORTH HS, IL	1,933	MISS THERESA AGLIARDO URSULINE SCHOOL, NY	1,769
MR. MATT FRASER HEAD-ROYCE SCHOOL, CA	2,107	MRS. ALI TAYLOR GRANADA HILLS HS, CA	1,933	MR. ROBERT YUTZY MC DOWELL HS, NC	1,767
MS. MARGARET OVESON SOUTH FREMONT HS, ID	2,098	MS. CONNIE MCCLAIN GREATER JOHNSTOWN HS, PA	1,929	MR. GARY W. WEST GROVE HS, OK	1,766
MR. CECIL M. TRENT III NORTHBROOK SR HS, TX	2,092	MS. SALLY DURAND ST THOMAS MORE HS, LA	1,918	MR. SHAWN WINGFIELD WICHITA NORTHEAST MAGNET HS, KS	1,764
MS. BETSY SEXTON KANSAS CITY-ROCKHURST HS, MO	2,085	MS. MARIANNE STICH BISHOP KELLEY HS, OK	1,902	MR. JOSEPH PELLETIER BANGOR HS, ME	1,762
MR. CAMERON CARLSON GODDARD HS, KS	2,079	MR. CHRISTOPHER A. WOLF BELLARMINE COLLEGE PREP, CA	1,899	MS. DIANE SWINK CANTON-SOUTH HS, OH	1,760
MR. SCOTT ROWLAND ELMA HS, WA	2,075	MS. JANE RINEHART KANSAS CITY-CENTRAL HS, MO	1,897	MR. JAMES O. PAYNE BLUE VALLEY NORTH HS, KS	1,756
MS. MARY M. SEIM WHEATLAND HS, WY	2,072	MS. VICKI BALZER MIDPARK HS, OH	1,892	MS. PATTY GRIEVE ST THOMAS AQUINAS HS, KS	1,753
MR. JOEL B. SHORT BELTON HS, MO	2,065	MS. MARJORIE VELHARTICKY KINGFISHER HS, OK	1,891	MRS. SUE W. COWAN FOREST GROVE HS, OR	1,751
MRS. BROOKE GREGG WOODS CROSS HS, UT	2,061	MR. THOMAS NOONAN MARQUETTE UNIV HS, WI	1,890	MR. BILL EVANS HILLCREST HS, SC	1,749
MS. RITA YUNKER CANEVIN HS, PA	2,058	MR. BILL GIBRON ACADEMY OF THE HOLY NAMES, FL	1,888	MR. ROBERT MARTIN NEWMAN SMITH HS, TX	1,748
MR. JAMES HOLTZ RANUM HS, CO	2,057	MR. DOUG HOVERSON ST THOMAS ACADEMY, MN	1,884	MR. JAMES W. WEAVER TULSA-UNION HS, OK	1,745
MRS. LOU HARWELL CRANE HS, TX	2,040	MR. WILLIAM L. CROCKER, JR. SILVER LAKE REGIONAL HS, MA	1,883	MS. KATHLEEN A. PRODY HELENA HS, MT	1,743
MR. GREG BUNDY FRESNO-ROOSEVELT HS, CA	2,036	MRS. KATHRYNE PUGH GOODPASTURE HS, TN	1,882	MS. MICHELLE HENDRIX STILLWATER HS, OK	1,741
MS. SARAH TUCHSCHERER RED RIVER HS, ND	2,035	MS. LINDA PAULEY BELLEVUE-WEST HS, NE	1,880	MR. ROBERT PATTERSON THE GOVERNOR'S SCHOOL, VA	1,737
MRS. PAULETTE REIKOWSKI EAGAN HS, MN	2,033	MS. DEBORAH Y. GEORGE SOUTHEAST GUILFORD HS, NC	1,876	MR. ROBERT M. CANDELARIA JR EL PASO-CATHEDRAL HS, TX	1,737
MR. JOHN HUFFERD BUENA PARK HS, CA	2,031	MR. MANUEL HALKIAS CANTON-MCKINLEY HS, OH	1,876	MR. THOMAS W. KIRBY ARVADA HS, CO	1,733
MR. DAN FLORES EL PASO-CATHEDRAL HS, TX	2,023	MS. JANE-MARIE MARLIN MOUNTAIN BROOK HS, AL	1,875	MR. RANDY POWELL NORTH KITSAP HS, WA	1,732
MS. PAT C. FELLERS EL DORADO HS, KS	2,023	MR. THOMAS RAY HAYS HS, TX	1,874	MR. MARK PERRY YUKON HS, OK	1,729
MR. MICHAEL P. STEDILLIE CASPER-KELLY WALSH HS, WY	2,014	MS. MARY A. WILLIAMS BLUE RIDGE HS, AZ	1,869	MR. BRADLEY J. HARTJE DAVENPORT CENTRAL HS, IA	1,729
MR. ROYCE A. RICE NORTH HILLS HS, PA	2,009	MS. JANE NELSON PLYMOUTH HS, IN	1,866	MR. VINCENT F. MEIS WAHLERT HS, IA	1,724
MRS. CARMEN S. ADKINS SANDAL WOOD HS, FL	2,009	MRS. LENINA M. WIMMER CLEARFIELD HS, UT	1,861	MS. JEAN HOERER RICHLAND HS, ND	1,724
MR. KEN LOPINOT PATTONVILLE HS, MO	2,008	MS. MARY WACKER BROOKFIELD-EAST HS, WI	1,857	MR. ERIC EWAN PEKIN COMM HS, IL	1,721

MR. GREG MAYO	1,719	MR. STEVE SEXTON	1,612
MAYDE CREEK HS, TX		WEST BEND-EAST HS, WI	
MS. CHARLOTTE JOYNER	1,711	MR. EPHRAIM F. BLUESTEIN	1,607
SAN ANTONIO-CHURCHILL HS, TX		GERMANTOWN HS, TN	
MR. TOM BACKEN	1,711	MR. JIM D. RYNDERS	1,607
BENILDE-ST MARGARET'S SCHOOL, MN		BENILDE-ST MARGARET'S SCHOOL, MN	
MS. LAURIE Z. COOPER	1,706	MR. MICHAEL HURLEY	1,606
WOODBURN HS, OR		WHEELING HS, IL	
MS. KRISTINE BESEL	1,706	MR. BRIAN KNOX	1,606
WORTHINGTON SR HS, MN		CASPER-NATRONA COUNTY HS, WY	
MR. JOSEPH LUNETTA	1,704	MRS. JANET NOBLES	1,605
HANOVER PARK HS, NJ		BIXBY HS, OK	
MR. JEFFREY D. PLINSKY	1,704	MR. ROBERT C. BURGOYNE	1,599
HAYDEN HS, KS		EAGLE POINT HS, OR	
MRS. COLLEEN M. RICHARDSON	1,702	MS. MARY A. HAMBURGER	1,597
OMAHA-WESTSIDE HS, NE		CHEYENNE-CENTRAL HS, WY	
MS. BARBARA COLLIGNON	1,702	MR. LYNDALE WESTMORELAND	1,596
IDAHO FALLS-SKYLINE HS, ID		OKARCHE HS, OK	
MR. MIKE FREELAND	1,698	MRS. KRISTEN GONSOIR	1,595
JACKSON HS, OH		GROTON HS, SD	
MR. STAN SMITH	1,689	MS. TAMMY SHEDROFF-WALLER	1,594
WICHITA-SOUTHEAST HS, KS		MOUNTAIN RIDGE HS, AZ	
MR. JOHN FISHER	1,687	MRS. BOBBIE M. BRISTOW	1,586
MOUNDS VIEW HS, MN		ENGLEWOOD HS, CO	
MR. RALPH J. KARN	1,683	MS. CAROL DUFFEE-LUNSFORD	1,583
KEYSTONE OAKS HS, PA		MANNFORD HS, OK	
MR. BRIAN SAMS	1,683	MS. SUSAN H. SAXON	1,578
ROSEVILLE AREA HS, MN		EVANS HS, GA	
MS. KAREN S. GRIESINGER	1,683	MR. CONRAD H. ANDERSON	1,576
MIDDLETOWN HS, OH		SOUTH ST PAUL HS, MN	
MS. HEATHER SANDS	1,681	MR. DENNIS HENRY	1,576
SAN ANTONIO-MACARTHUR HS, TX		MOUNT MIGUEL HS, CA	
MRS. TAMMIE PETERS	1,676	MISS JUDITH RAWLS	1,574
GOLDEN HS, CO		AIR ACADEMY HS, CO	
MS. VERA YIRSA	1,673	MS. DIANNE HICKERSON	1,572
GROVE HS, OK		SPIRIT LAKE HS, IA	
MR. LARRY WOOD	1,671	MR. KEVIN E. ONG	1,571
THE WOODLANDS' HS, TX		ELKHART CENTRAL HS, IN	
MR. STEVE THOMPSON	1,668	MR. RICHARD B. CALL	1,569
SHEBOYGAN-SOUTH HS, WI		BURLEY HS, ID	
MS. KIM FALCO	1,666	MS. ALICIA M. SLAVIS	1,565
FRANKLIN HS, TX		CHRISTIAN BROTHERS ACADEMY, NY	
MS. VIVIAN L. MCMANUS	1,656	MRS. DONNA CARLIN STRANGE	1,557
KEYSTONE OAKS HS, PA		HANOVER HS, NH	
MR. GREGORY W. BOWEN	1,655	MS. JOANNE CUNNINGHAM	1,556
BARDSTOWN HS, KY		CLINTON HS, MS	
MR. RICHARD C. DELANCEY	1,655	MS. CATHERINE C. STAMPS	1,556
DALLASTOWN AREA HS, PA		ST CECILIA ACADEMY, TN	
MS. ROSEMARY MARTINEZ	1,652	MS. JULIE JOHNSON	1,555
PUTNAM CITY-NORTH HS, OK		JACOBS HS, IL	
MRS. KIM HEATH	1,652	MS. VINCETTA RUSSO-HABER	1,547
WELLINGTON SR HS, KS		YOUNGSTOWN-BOARDMAN HS, OH	
MR. DANNY BARAK	1,652	MR. MICHAEL STREETER	1,540
DANVILLE-MONTE VISTA HS, CA		CLACKAMAS HS, OR	
MS. MARY E. WILLOUGHBY	1,648	MR. WILLIAM W. CLOYD	1,539
GRADY HS, GA		HOLY CROSS REGIONAL SCHOOL, VA	
MR. JAY L. JOHNSON	1,643	MR. MICHAEL L. KILGORE	1,537
SHEBOYGAN-NORTH HS, WI		EUREKA SR HS, KS	
MS. NANCY WEST	1,635	MRS. ELAINE M. DALY	1,532
GIG HARBOR HS, WA		CENTERVILLE HS, OH	
MS. SARA COMPTON	1,631	MS. AMY L. KIMURA	1,530
BREBEUF JESUIT HS, IN		KAMEHAMEHA SCHOOLS, HI	
MR. LARRY W. MCCARTY	1,629	MR. LEO KALLIS	1,528
TOM MOORE HS, TX		YANKTON HS, SD	
MR. AL SANDERS	1,627	MR. CHARLES HOLVOET	1,526
BARRINGTON HS, IL		BALDWIN HS, KS	
MR. PIFF VIGIL	1,627	MR. BILLY B. TAYLOR	1,523
PUEBLO-SOUTH HS, CO		AIEA HS, HI	
MR. THOMAS M. FONES	1,625	MS. BEA SHEPARD	1,522
ST PAUL ACADEMY & SUMMIT SCH, MN		DENVER-NORTH HS, CO	
MR. AXEL A. SCHMAING	1,624	MR. KIP B. MCKEE	1,521
HAVRE HS, MT		NORFOLK HS, NE	
MS. JUDITH SCHWARTZ	1,620	DR. RANDY PATTERSON	1,521
DENVER-EAST HS, CO		ST ANDREW'S EPISCOPAL SCHOOL, MS	
MR. KYLE HOWE	1,620	MS. SHAUNA S. LAMANSKY	1,513
PARK HILL HS, MO		STEAMBOAT SPRINGS HS, CO	
MRS. KATHY A. PATRON	1,620	MS. JERRY A. BARBER	1,507
PERRY HS, OH		CASPER-KELLY WALSH HS, WY	
MR. BRET MCCLENDON	1,618	MR. MICEAL CARR	1,507
WASHBURN RURAL HS, KS		LA SALLE COLLEGE HS, PA	
MS. COLLEEN GATZIMOS-REED	1,618	MR. BOB GROVEN	1,505
NORTHFIELD HS, IN		ROSEMOUNT SR HS, MN	
MS. KATHLEEN MILLER	1,617	MS. STACEY BONDERER	1,504
SHAWNEE MISSION WEST HS, KS		ROCK BRIDGE HS, MO	
MS. ELLIE LASATER	1,615	MRS. MAUREEN M. DEBLASIO	1,503
ALBQ-VALLEY HS, NM		BISHOP GUERTIN HS, NH	
		MS. BECKI SHARP	1,501
		GOLDEN HS, CO	

# ANNOUNCING

## COACHES RINGS



**NFL Logo  
(Eye and lamp  
outlined in black)**

**Available in  
10k Gold  
&  
Sterling Silver**

**Diamonds can be added**

# FOURTH DIAMOND COACH



\*\*\*\*Sandra E. Bird  
San Fran-Lowell HS, CA

June 6, 2001

10,697 points

*(Haigh continued from page 5)*

And whistles in his sound.

*No, It just broke; it can't go all squeaky again. Please!*

Last scene of all,

That ends this strange eventful history,

Is second childishness and mere oblivion,

Sans teeth,

Sans eyes,

Sans taste,

*(together)* sans everything.

But poise,

and confidence...

and the ability to stand up and speak in public without blushing and stammering.

Skills that will last a lifetime and will never be lost.

That reminds me, what does happen to those huge bags of stuff that we bring home after every tournament and put in lost property?

I don't know.

*(Tony is Professor of Drama at Centre College (KY) and Joan is Assistant Speech Coach and Teacher at Danville HS (KY). Haigh wrote and performed this duo at the annual Danville Forensic Banquet.)*

*(Hamburg from page 17)*

to recognize that the investments we make to strengthen the public health infrastructure, to improve medical consequence management and to support fundamental and applied research, will also benefit our efforts to protect the health and safety of the public from naturally occurring disease.

To be effective, we will need to define new priorities, forge new partnerships, make new investments to build capacity and expertise, and support planning. We may never be truly prepared for some of the most catastrophic scenarios, but there is a great deal that can and should be done.

*(Testimony of Margaret A. Hamburg, M.D., Vice President of Biological Programs, Nuclear Threat Initiative, before the Senate Committee on Governmental Affairs, Subcommittee of International Security, Proliferation and Federal Services, October 17, 2001)*

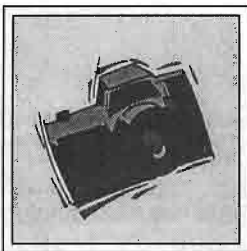
# NFL'S TOP 50 DISTRICTS

(as of October 29, 2001)

Rank	Change	District	Ave. No. Degrees	District Coach w/Largest No. of Points	
1.	--	New York City	172.50	Mr. Eric Di Michele	20,007
2.	+1	Heart of America	162.27	Mr. Donald Crabtree	26,492
3.	-1	Northwest Indiana	157.83	Mr. Daniel Tyree	13,017
4.	--	Three Trails	148.60	Mr. Bill Davis	10,746
5.	--	East Kansas	144.33	Mr. A. C. Eley	16,985
6.	+5	East Los Angeles	125.14	Mr. Gregory J. Cullen	15,905
7.	+17	Florida Manatee	123.40	Ms. Lisa Miller	9,110
8.	+34	Central Minnesota	121.55	Mrs. Pam Cady Wycoff	13,991
9.	-2	California Coast	119.62	Mrs. Gay Brasher	15,293
10.	+33	Northern South Dakota	119.44	Mr. Donus D. Roberts	28,632
11.	+8	Northern Illinois	116.80	Mr. Ted W. Belch	12,400
12.	+3	Kansas Flint-Hills	114.46	Mrs. Pamela K. McComas	19,217
13.	-1	Sunflower	114.30	Mr. Robert D. Nordyke	10,208
14.	+35	Illini	113.77	Ms. Jan Heiteen	10,580
15.	-9	Rushmore	110.55	Mr. Carl Swanson	14,660
16.	--	Show Me	108.41	Ms. Georgia Brady	15,128
17.	--	Northern Ohio	107.00	Mr. Kenneth A. Carano	16,682
18.	-8	San Fran Bay	106.55	Mrs. Sandra Maguire	17,690
19.	-5	Southern Minnesota	106.46	Mr. Robert H. Ihrig	7,474
20.	--	Florida Sunshine	102.83	Mr. Ron Carr	22,062
21.	+1	West Kansas	101.00	Mr. Richard Young	21,565
22.	+7	South Kansas	100.09	Mr. Darrel Harbaugh	11,521
23.	-10	Eastern Ohio	98.30	Mr. Todd Casper	10,170
24.	-15	Hole in the Wall	96.50	Mr. Skip Altig	11,490
25.	+1	North East Indiana	92.50	Mr. Lincoln Record	10,516
26.	-18	South Texas	91.42	Mr. David Johnson	19,973
27.	-6	New England	90.50	Mr. Leslie Phillips	15,148
27.	+9	South Carolina	90.50	Mrs. Ruth B. McAllister	12,619
29.	+1	Michigan	87.66	Mr. James Menchinger	13,867
30.	-6	Northern Wisconsin	87.58	Mr. Ronald Steinhorst	10,802
31.	+41	South Florida	85.00	Bro. Anthony K. Cavet CFC	8,509
31.	-8	New Jersey	85.00	Mr. Brent A. Farrand	4,814
33.	-5	West Oklahoma	83.41	Ms. Charlene Bradt	12,105
34.	-1	Sierra	83.22	Mr. Don Oberti	7,575
35.	+20	Southern California	81.40	Mrs. Martha L. Kennedy	15,528
35.	--	Greater Illinois	81.40	Mr. Douglas R. Springer	8,272
37.	--	West Los Angeles	81.00	Mr. Ray Schaefer	11,582
38.	+1	Valley Forge	80.70	Bro. Rene Sterner, FSC	15,643
39.	-8	Florida Panther	80.57	Mrs. Dale McCall	16,186
40.	+21	Northern Lights	79.83	Mr. Lee D. Aito	13,228
41.	-23	Carver-Truman	79.64	Mr. David L. Watkins	12,008
42.	+5	Golden Desert	79.00	Mr. Scott Ginger	8,322
43.	-5	Montana	77.57	Ms. Anne M. Sullivan	10,972
44.	+14	Nebraska	76.57	Mr. Terry Peterson	10,198
45.	-1	North Coast	74.38	Mr. C. Frederick Snook	6,181
46.	+4	Idaho	74.00	Mrs. Leora K. Hansen	13,459
47.	+15	Carolina West	73.42	Mr. Steven Davis	12,583
48.	-16	Western Washington	72.66	Ms. Lois Gorne	12,986
49.	+21	Rocky Mountain-South	72.40	Mr. Lowell Sharp	13,070
49.	+10	Sagebrush	72.40	Miss Judith Vasconcelos	5,247

# NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	District Coach w/Largest No. of Points	
51.	-17	Eastern Missouri	71.53	Mr. Randy Pierce	17,582
52.	+5	Ozark	70.83	Ms. Deana Butcher	12,694
53.	+33	Big Valley	70.57	Mr. Ron Underwood	36,771
54.	+12	Hoosier Mama	69.63	Mr. Harold M. McQueen	16,164
55.	-10	New York State	69.00	Mr. Gregory Varley	8,501
56.	-3	Southern Wisconsin	68.60	Ms. Doris J. Sexton	6,640
57.	-17	Great Salt Lake	67.66	Mr. Harry B. Davis	9,009
58.	+2	Nebraska South	67.16	Mr. G. D. Richardson	7,023
59.	-7	Colorado Grande	66.84	Mr. David M. Montera	6,922
60.	+11	Central Texas	66.77	Ms. Kandi King	8,414
61.	-15	Tennessee	66.41	Dr. Jane Eldridge	22,911
62.	-35	Eastern Washington	66.12	Mr. N. A. Cossette	6,603
63.	-22	Chesapeake	63.60	Mr. Thomas P. Durkin	1,287
64.	+16	Gulf Coast	63.42	Mr. W. E. Schuetz	9,636
65.	-17	East Texas	63.35	Mr. Stan Magee	8,058
66.	-12	Kentucky	63.12	Ms. Virginia Landreth-Etherton	5,907
67.	+17	West Iowa	62.23	Mr. James M. Denekas	7,666
68.	-17	Hoosier Daddy	62.21	Mr. William S. Hicks	16,407
69.	+18	Deep South	60.30	Ms. Marilee Dukes	11,175
70.	+9	South Oregon	60.00	Mr. John S. Tredway	15,540
71.	-15	North Dakota Roughrider	59.83	Mrs. Gayle Hyde	5,733
72.	-9	Pennsylvania	59.81	Ms. Janet Robb	11,265
73.	-4	Heart of Texas	59.71	Ms. Jane Terrell	3,680
74.	-1	Pittsburgh	58.69	Rev. Raymond Hahn	8,086
75.	-8	Rocky Mountain-North	56.63	Ms. Dianne B. Moeller	5,788
76.	-11	Arizona	55.33	Mr. Mel Olson	6,856
77.	+8	North Oregon	54.83	Ms. Susan B. McLain	7,476
78.	-46	Georgia Northern Mountain	53.00	Mr. Eric Brannen, Jr.	8,293
79.	-4	Utah-Wasatch	51.66	Mr. David S. Smith	7,844
80.	-2	Western Ohio	50.60	Mr. Ralph E. Bender	16,241
81.	-7	Lone Star	48.85	Ms. Barbara Garner	7,209
82.	-35	Colorado	47.72	Mr. Frank Sferra	16,191
83.	-7	Mississippi	46.75	Ms. Anita Boyd	4,559
84.	+17	Sundance	46.00	Mr. Dennis R. Edmonds	18,661
85.	+4	Wind River	45.80	Mrs. Kitty Peck	5,353
86.	-4	East Oklahoma	45.46	Mr. Bill R. Bland	9,210
87.	+3	North Texas Longhorns	44.30	Mrs. Cynthia Timmons	7,960
88.	-21	Georgia Southern Peach	43.80	Mr. Richard Bracknell	5,808
89.	-8	Louisiana	43.18	Mr. Donald N. Belanger	13,013
90.	-26	Maine	41.40	Mr. Richard Mullen	3,216
91.	-3	West Texas	41.00	Ms. Carol W. Molloy	3,474
92.	-9	Mid-Atlantic	36.16	Ms. Karen S. Finch	6,082
93.	--	Tall Cotton	35.37	Ms. Ann Shofner	5,998
94.	+2	Patrick Henry	34.66	Mrs. Mary Sue Crommelin	2,693
95.	-4	West Virginia	34.00	Miss Frances Schoolcraft	4,312
96.	-19	New Mexico	31.50	Mr. Randall McCutcheon	12,429
97.	-5	Hawaii	31.40	Mrs. Karen Miyakado	5,345
98.	+2	Capitol Valley	30.20	Ms. Rita Prichard	3,473
99.	-4	Iroquois	29.85	Mr. Thomas J. Downs	3,349
100.	-6	Tarheel East	26.50	Dr. John R. Woollen	5,216
101.	-3	UIL	20.00	Mr. Jimmy L. Smith	2,745
102.	-5	Puget Sound	17.00	Mrs. Terry Peters	4,445
103.	-4	East Iowa	16.66	Mr. Robert Beisch	10,938



# MIKE BURTON

The National Federation Officials Association (NFOA) honored NFL's Mike Burton at the National Federation of State High School Associations (NFHS) Coaches and Officials Conference Awards Banquet held April 28 at the Indianapolis Downtown Marriott in Indianapolis (IN). The NFHS Citation Award, which is the highest award an official can receive, was presented to our very own Mike Burton of Puyallup (WA). During an exemplary officiating career that began in the 1960s, Burton has been a standout official at both the prep and collegiate levels.

Burton, who is the debate coach at Bellevue (WA) East Catholic High School, officiated high school football for 35 years, basketball for five years, and baseball/softball for 10 years. Since 1976, Burton has been officiating high school football playoff games, including six state finals. He has been a Washington Officials Association board member since 1993, and a multiple-term board member and president of the Western Washington Football Officials Association (WWFOA). At the national level, Burton served as president of the National Federation Officials Association (then known as the National Federation Interscholastic Officials Association) during 1997-1998, was a member of the board of directors from 1994 to 1999, and has been the Washington NFOA state director since 1992. He also has served on the NFHS Officials Education Committee since 1998. At the collegiate level, Burton has officiated football for 20 years and has been an observer since 1995. He also has officiated three NAIA college football playoff games, including a national semifinal contest.

**CONGRATULATIONS MIKE!!  
FROM YOUR NFL FRIENDS**



Burton has utilized his officiating skills abroad as well, as he conducted a rules clinic presentation in Sydney, Australia, in 1992, and he was selected to officiate a high school all-star series in Auckland, New Zealand, in 1994.

Throughout his officiating career, Burton has received many honors and awards for his efforts in officiating and education. Among these recognitions, Burton was chosen league coach of the year both in 1973 and in 1983, was named Pacific Lutheran's Forensic Educator of the Year in 1992, was awarded the Meritorious Service Award to Students by the Washington Interscholastic Activities Association in 1993, and received the NFHS Section 8 Outstanding Speech/Debate Instructor Award in 1998.

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Submit pictures of  
events  
and activities to:  
Attn: Sandy  
NFL  
125 Watson St  
Ripon, WI 54971

- ◆ Teacher
- ◆ Triple Diamond Coach
- ◆ Executive Council Alternate
- ◆ Nationals Awards Assembly Director

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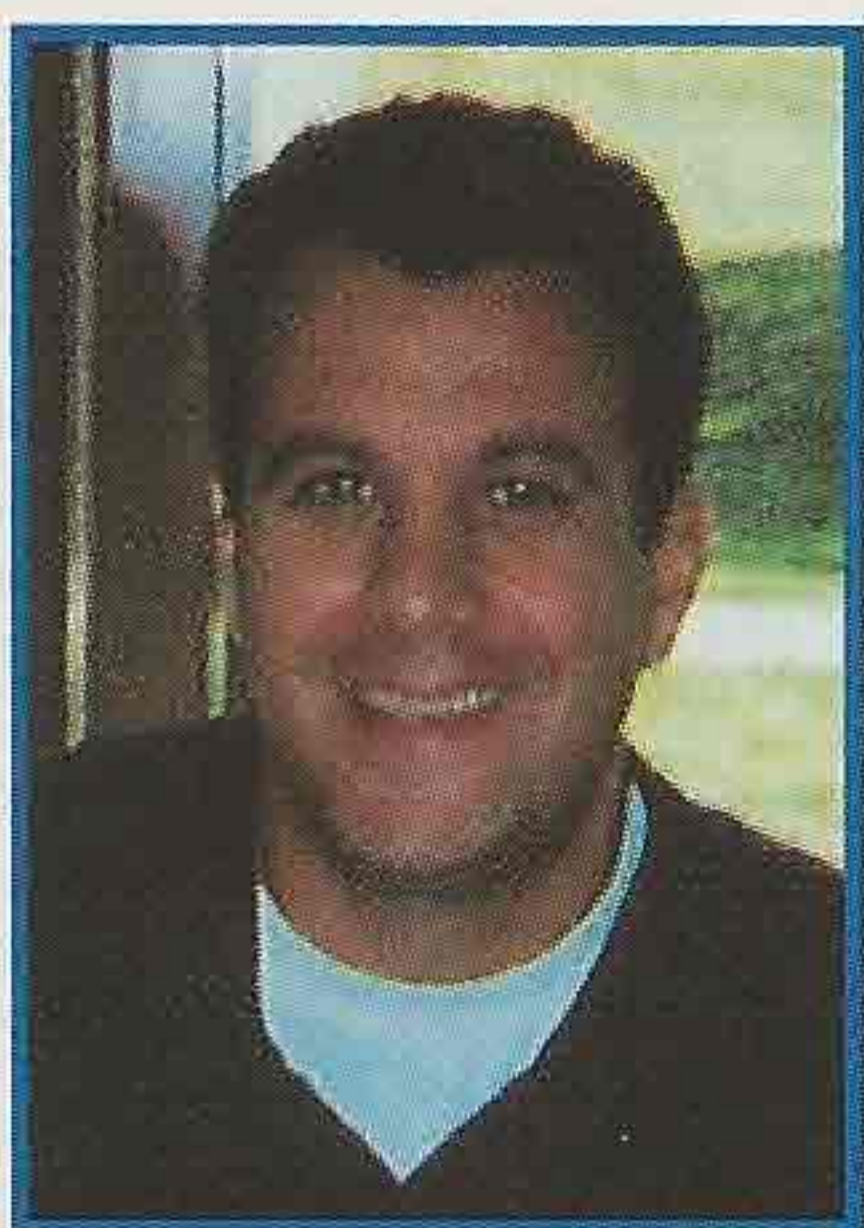


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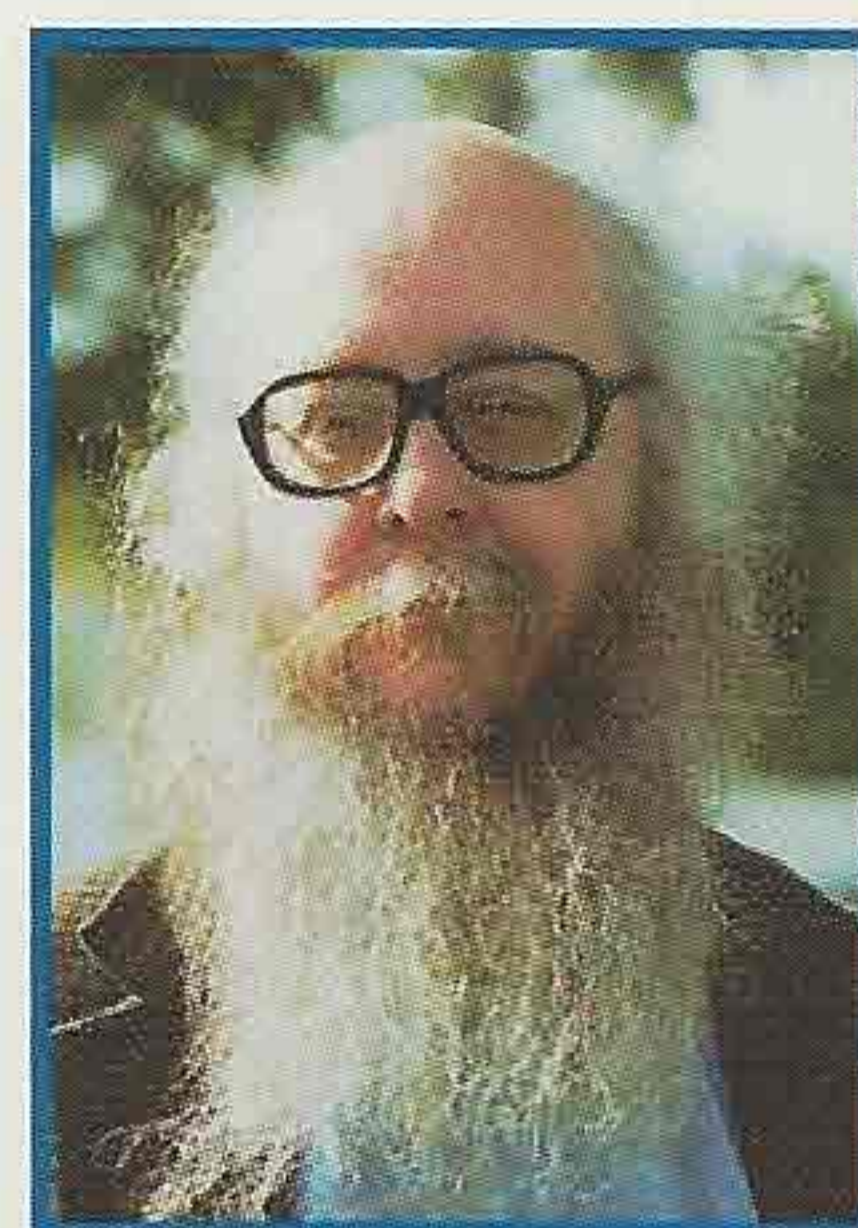
Ronald Bratt  
Director  
Catholic University



Steve Mancuso  
Institute Director  
Catholic University



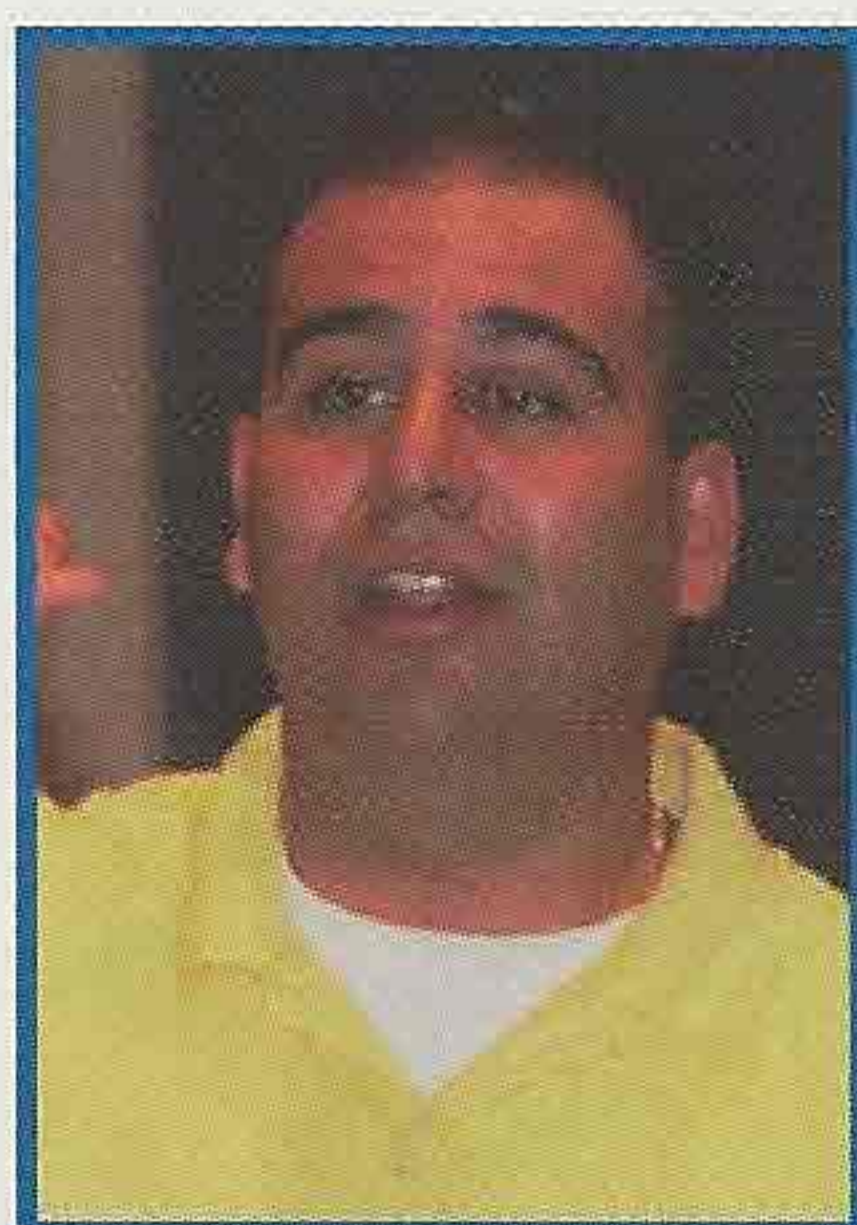
Sherry Hall  
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Harvard



Roger Solt  
Lab Leader  
University of Kentucky



Dallas Perkins  
Lab Leader  
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Randy Luskey  
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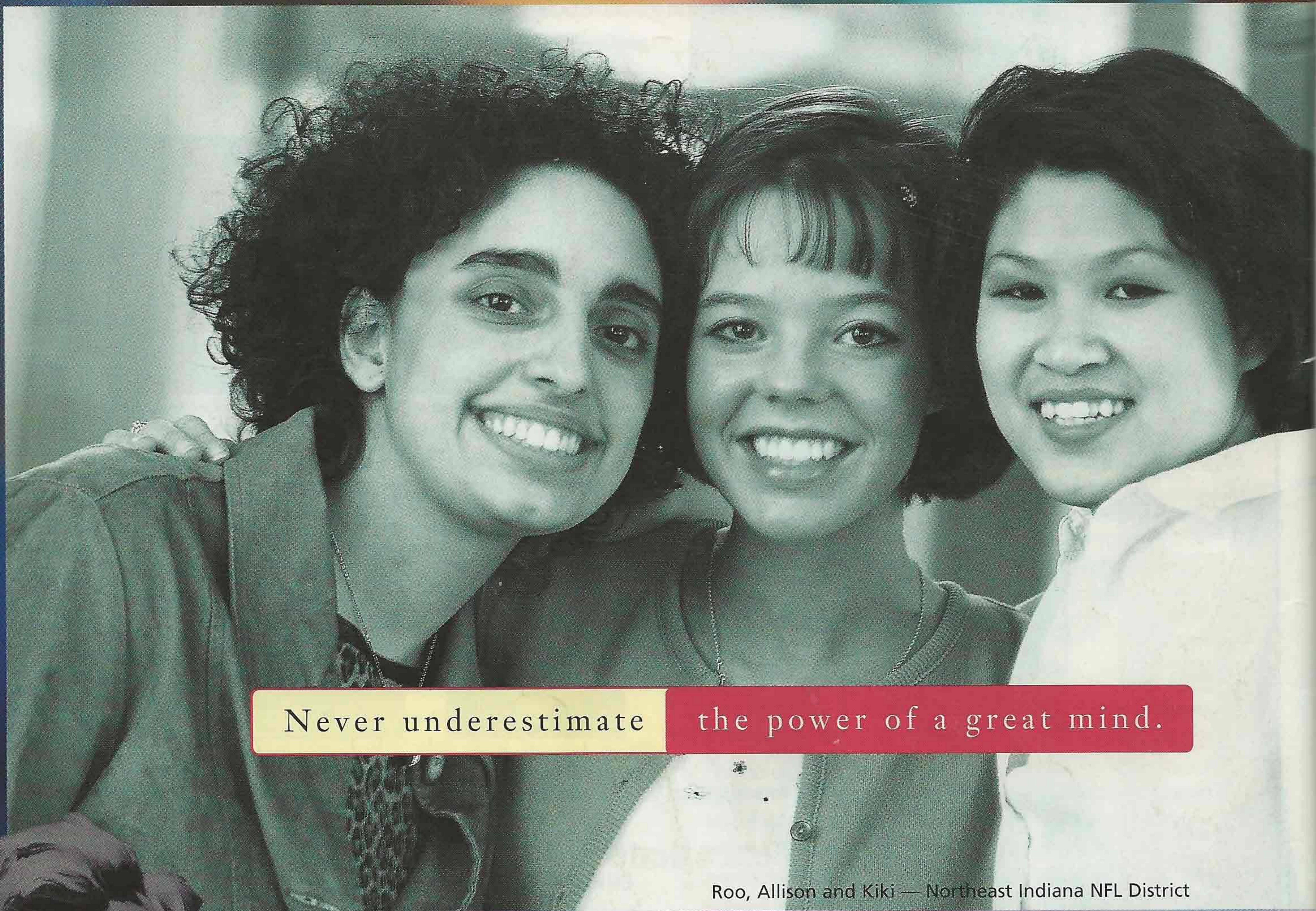
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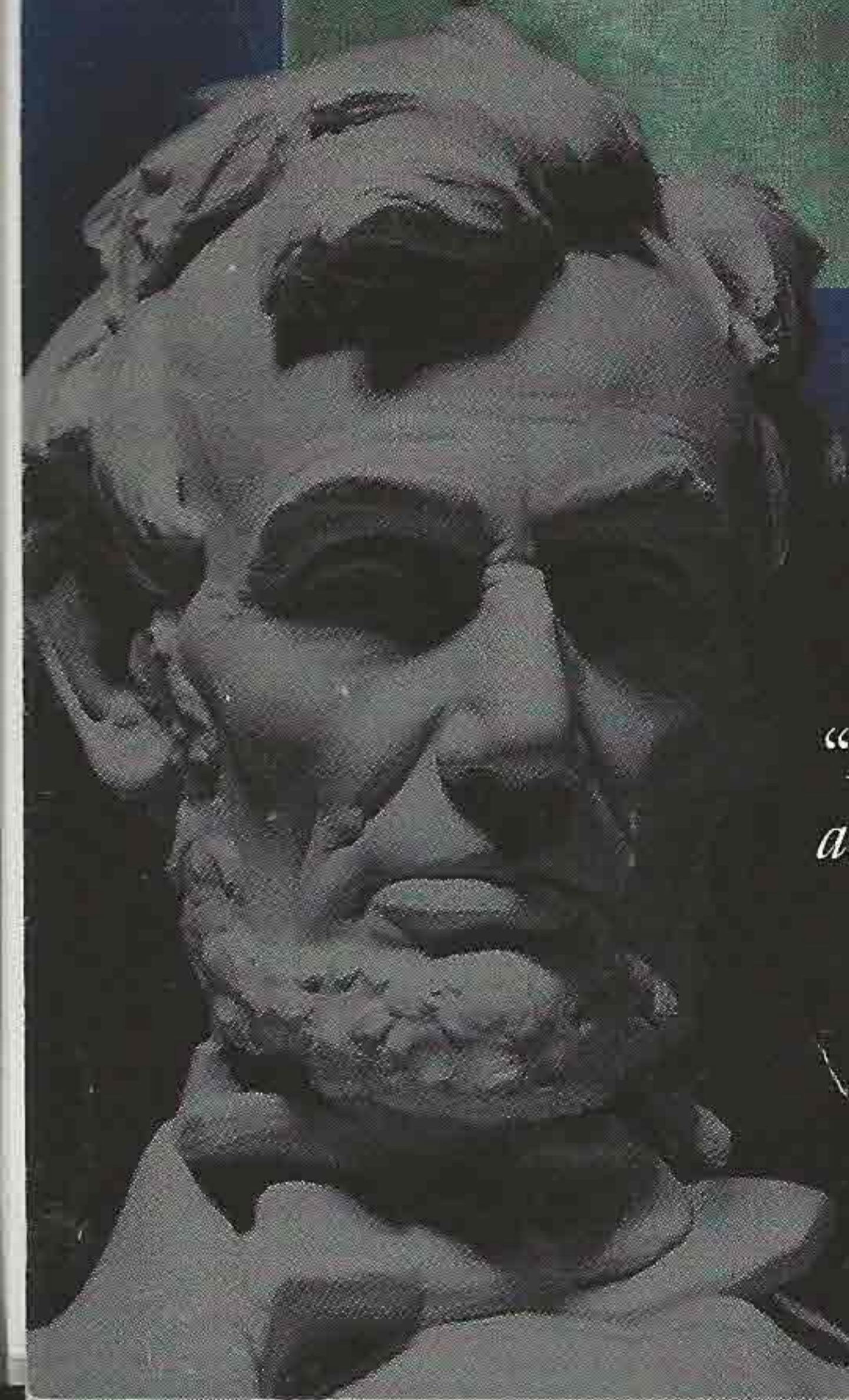
<http://debate.cua.edu>

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Roo, Allison and Kiki — Northeast Indiana NFL District



*"I love to dig up the question by the roots and hold it up and dry it before the fires of the mind."*

— Abraham Lincoln

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