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ROSTRUM

December 2002

Volume 77 Number 4

CDE Debate and Extemp Camps?!



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Twice a National Champion.
Twice an L.D. Trophyist, CDE Alumnus



Isaac Potter
2000 National Champion
Twice a CDE Alumnus



Winthrop Hayes
CDE Alumnus
National Champion

Team Debate World Champions Twice



Ami Arad
CDE Alumnus

Jennifer Rotman
CDE Alumnus

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



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

EXTEMP and STUDENT CONGRESS

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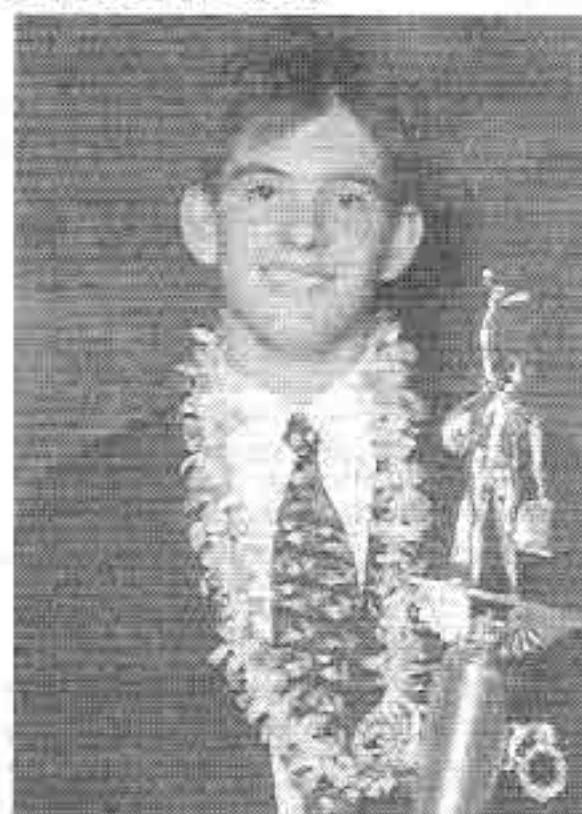
27 NATIONAL CHAMPIONSHIPS IN EXTEMP, DEBATE, AND CONGRESS



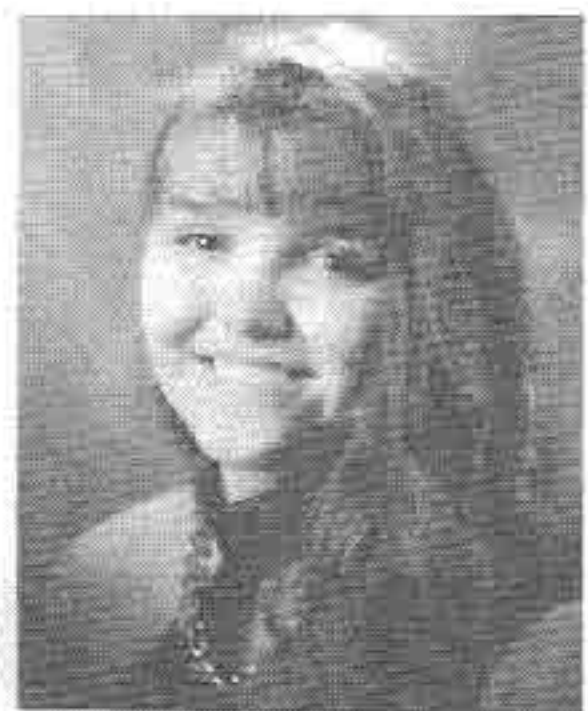
Michael Shumsky
1st Extemp, NFL Nationals 1995 and 1996
CDE Alumnus 1994



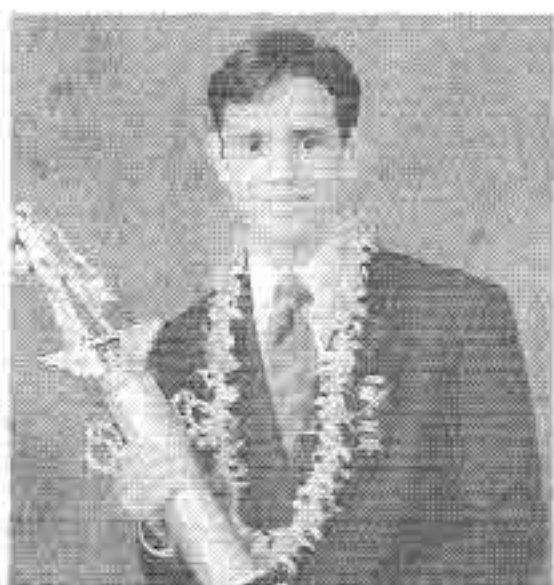
Geof Brodak
2nd in L.D. at College Nationals 1996
CDE Alumnus 1993-94



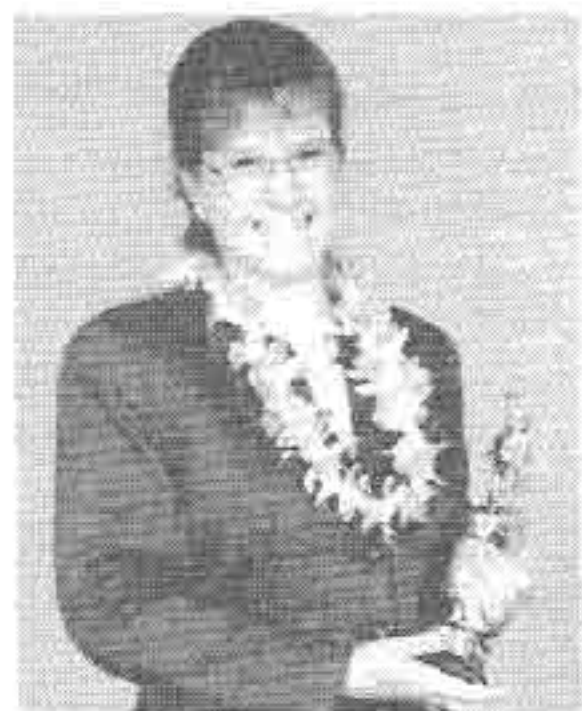
David Applegate
1997 National Champion
CDE Alumnus 1996



Courtney Meyer
2nd U.S. Extemp
CDE Alumnus



Joseph Jones
NFL National Champion 1996
CDE Alumnus 1994



Jill Van Pelt
1st Impromptu
CDE Alumnus

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- Only one videotaped speech per school may be submitted. If several students in your school wish to participate, a local school elimination should be held.



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All entries are due to Lincoln Financial Group on or before **March 24, 2003**.

Entries should be mailed to:
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Fort Wayne, IN 46802

Include with the videotape a typed transcript of your speech and include the name, address and phone number of the student, coach and school.

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NFL Interactive Point Recording: www.nflonline.org
NFL Website: debate.uvm.edu/nfl.html

THE ROSTRUM

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

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(920) 748-6206

The Rostrum (471-180) is published monthly, except 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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Please vote for one topic.

The area that receives the most votes will be the 2003-2004 debate topic and resolution.

OCEAN POLICY

Resolved: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

RIGHTS OF CHILDREN

Resolved: That the United States federal government should establish a policy substantially increasing the civil rights of children in the United States.

Name: _____

School/State: _____

Ballots must be received by No Later than January 6, 2003

NFL, P.O. Box 38, Ripon, WI 54971-0038

Fax (920) 748-9478

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

EXECUTIVE COUNCIL MINUTES ON PAGES 58 AND 59

Lincoln Financial Group/NFL JANUARY/FEBRUARY L/D Topic

R: When in conflict, globalization ought to be valued above national sovereignty.

NAMI Policy Debate Topic 2002-2003

R: That the United States federal government should substantially increase public health services for mental health care in the United States.

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CHILD AND TEEN MENTAL ILLNESSES AND THE NATIONAL HEALTHCARE CRISIS



The Nation's Voice on Mental Illness

America's mental health system is in shambles.

- Letter to President Bush from Michael F. Hogan, Ph.D., Chairman, President's New Freedom Commission on Mental Health, dated October 29, 2002.¹

Students participating in the National Forensic League's policy debate contests have a unique opportunity to share in the ongoing national dialogue on the crisis

The burden of suffering experienced by children with mental health needs and their families has created a health crisis in this country...

- Surgeon General David Satcher (Report of the Surgeon General's Conference on Children's Mental Health, 2001)

in the mental health system for children and teens – apart from just the broader system. The highest levels of the federal government – including the White House, the Department of Health and Human Services (HHS), the Department of Justice (DOJ), the Department of Education (DOE), and the Surgeon General's Office have focused attention on the crisis. But attention so far has not been enough; we need real leadership and a real investment to see any change in the status quo that has existed for more than 20 years.

The national media has also seized on the crisis and focused attention on the increasing prevalence of childhood mental illnesses and the lack of effective treatment systems. Most recently, Time Magazine featured a cover story entitled *Young and Bipolar* (August 19, 2002), and followed up with another article entitled *The Secret Sacrifice* (October 28, 2002), an article that exposes the practice of some states requiring families to give up custody of their child to secure services. Newsweek also recently featured a cover story on Teen Depression (October 7, 2002). U.S. News and World Report followed suit with a story entitled *The Demons of Childhood – Young brains break. Then comes the broken care system.* (November 11, 2002). NAMI is pleased to lend its voice to this ongoing national dialogue and to share information that may be useful to students participating in the National Forensic League (NFL) debates.

by

Darcy E. Gruttadaro, J. D.

The National Alliance for the Mentally Ill (NAMI) is the leading family member and consumer grassroots membership organization in the nation dedicated to improving the lives of children and adults with severe mental illnesses and their family members. NAMI supports education, outreach, advocacy and research on behalf of persons with serious mental illnesses such as schizophrenia, bipolar disorder, major depression, severe anxiety disorders and major mental illnesses affecting children and adolescents. The group that NAMI represents, those with severe and persistent mental illnesses, constitutes more than 5% of all adults, and nearly 10% of all children.

Our nation has abandoned people with mental illnesses – Especially children

The prevalence rates of youth with mental illnesses are staggering. Approximately 7-9% of all children

have a diagnosable serious mental disorder, which translates into millions of youth and one or two of the children in every classroom.

--New Freedom Commission's Interim Report, October 2002

NAMI is deeply concerned with the information recently reported to the President in the New Freedom Commission's Interim Report. It is consistent with the research and information in the Surgeon General's 2001 report on children's mental health. According to the Surgeon General's report, 1 in 10 children and adolescents in the United States suffers from a mental illness severe enough to cause impairment while fewer than 1 in 5 of these children receives needed treatment. The World Health Organization Global Burden of Disease Study indicates that by the year 2020, childhood neuropsychiatric disorders will rise proportionally by over 50% to become one of the five most common causes of morbidity, mortality, and disability among children. (WHO, 2001) The WHO report shows that when compared with all other diseases, including cancer and heart disease, mental illness ranks first in causing disability in the U.S., Canada and Western Europe.

¹ On October 24, 2002, the President's New Freedom Commission on Mental Health issued an Interim Report to the President that describes the critical problems in our nation's fragmented and broken mental healthcare system. All references in this article to the "Commission's Interim Report, October 2002" apply to that report which is available online at www.newfreedomcommission.gov

One thing is patently clear—too many children with mental illnesses are not receiving any services. The circumstances are even worse for African-American, Latino and other youth from ethnically and culturally diverse communities. Tragically, they often bear a significantly greater burden from unmet mental health needs and thus suffer a greater loss in overall health and productivity. (Surgeon General 2001 Report on Mental Health: Culture, Race, and Ethnicity)

What are the consequences for the roughly 80% of youth with mental illnesses who fail to receive services? The long-term consequences are staggering in both human and fiscal terms. Suicide is the third leading cause of death in adolescents aged 15 to 24. (Centers for Disease Control, 1999) Over 30,000 lives are lost each year to suicide. (Commission's Interim Report, October 2002) The evidence is strong that as many as 90% of children and adolescents who commit suicide have a mental disorder. (Institute of Medicine Report, 2002 and Surgeon General, 1999).

Consequences of Untreated Mental Illnesses in Children and Adolescents--

- Suicide - 3rd leading cause of death in youth;
- 30,000 people lose their lives to suicide each year;
- 90% of those who commit suicide have untreated mental illness;
- Youth get locked up -- 80% of youth entering the juvenile justice system have a diagnosable mental disorder;
- Children end up in foster care where it is estimated that 85% of children have an emotional disorder or substance use disorder;
- Dramatically high rates of school failure and drop-out;
- 20% of families surveyed by NAMI gave up custody of their child to the state to secure services;
- Youth frequently turn to substance use to self-medicate;
- Youth are socially isolated from their peers;

Youth with untreated mental illnesses also tragically end up in the criminal justice system. An astounding 80% of children entering the juvenile justice system have a diagnosable mental disorder. (Commission's Interim Report—citing Cocozza and Sowrya article entitled *Youth with mental disorders: Issues and emerging responses*, *Juvenile Justice Journal*, April, 2000) The prevalence rates of children and adolescents with mental illnesses in the juvenile justice system is a moral outrage and speaks to our nation's failure to build a mental health treatment system.

Often, children end up in foster care—where it is estimated that up to 85% of children have significant mental health problems. (*Values and Principles for Mental Health and Substance Abuse Services and Supports for Children in Foster Care*, American Academy of Child and Adolescent Psychiatrists and Child Welfare League for America, June 5, 2002). For children, the failure to diagnose and treat a mental illness early often results in the loss of critical developmental years. Many children fail in school, fail to develop friendships and social skills. They also become isolated from their peers. Their inability to participate in school results in their failure to earn a diploma and ultimately in the chance to lead an independent and productive life. The devastating reality is that youth with untreated mental illnesses have a greatly diminished

future as citizen and worker.

What is the impact of untreated and poorly treated mental illnesses in children on families? Simply put—devastating. Stigma and shame drives many families away from the treatment system. Suicide severely impacts the families left behind—who often wrongly live with extreme shame and guilt over not having prevented the death of their loved one.

NAMI is frequently contacted by families across the country who have struggled to get treatment for their child, and in the process attempted to navigate a fragmented, broken and underfunded system. Often these families have long since exhausted their private insurance benefits for mental health coverage (nearly all health insurance plans place restrictive and discriminatory caps on mental health benefits) and paying for intensive service is simply not financially feasible. Most of these families do not qualify for Medicaid benefits. Many families are told by state agencies and others that they can access critically needed treatment by relinquishing custody of their child to the state. This causes unthinkable stress for families, hit at their most vulnerable moment.

NAMI's 1999 report—*Families on the Brink, The Impact of Ignoring Children with Serious Mental Illness*—documents the prevalence of the custody relinquishment problem. In *Families on the Brink*, 23% of respondents to NAMI's national survey of parents and caregivers, reported being told that they would have to relinquish custody of their child to access services. 20% of the respondents reported they ultimately relinquished custody of their child to the state. Understandably, families are devastated to learn that their family must be torn apart and they must hand custody of their child over to the state to get care. Children who are turned over to the state often feel abandoned and unwanted. Imagine a family with a child with cancer or diabetes or any other major illness being told that they must give up custody of their child to get health care treatment.

Some families also report being told that to access treatment or services for their child, they should either call the police and have their child arrested or leave the child at a hospital or treatment center. An arrest means that the child *may* receive services through the juvenile justice system and parental abandonment means that the child will be referred to the child welfare system for possible treatment.

It is now well recognized that mental or emotional disorders are not "just a stage" or simply a function of poor parenting or crowded classrooms, but are real brain illnesses. We know with certainty that children do experience serious mental illnesses as well as a range of emotional and behavioral disorders that require and respond to treatment in the same way as other illnesses do. If properly treated, these children can experience a fairly typical childhood. They can establish friendships, learn in school, and improve their life chances dramatically.

The Federal Government must take a leadership role to overcome this national crisis

Our Nation's failure to prioritize mental health is a national tragedy.

—New Freedom Commission's Interim Report, October 2002

The federal government must make the same commitment to childhood mental illnesses that it has made to childhood immunizations and screening for vision, hearing, lead and other health related issues. The federal government – including the U.S. Congress and federal agencies charged with research, oversight and the delivery of mental health services to youth with mental illnesses (HHS, DOE, DOJ, NIMH) — must take the lead to overcome this health care crisis, by addressing the following, which are described more completely below:

- Invest in redesigning the fragmented and broken service system and develop a national campaign to combat stigma;
- Work with state and local governments and families and mental health consumers to build an effective and accountable unified mental health service system to serve the needs of children and adolescents;
- Enforce and implement the federal laws that were enacted to remedy the civil injustices that have historically existed for those with mental illnesses (Individuals with Disabilities Education Act and Medicaid);
- Increase funding for research on early-onset mental illnesses and effective treatments; and
- Enact federal legislation to address discriminatory health insurance coverage for mental illness treatment (Mental Health Parity); health care coverage for families when children require intensive treatment (Family Opportunity Act); legislation to address the profound shortage of mental health treatment providers for children and the juvenile justice crisis.

States lack the resources and scope of understanding to do it alone. When the states cannot solve such problems, the federal government has a responsibility to act – as a partner in our federal system.

The various levels of government and different agencies must stop the finger pointing of responsibility that so often interferes with children receiving services. Families suffer greatly from the lack of treatment options – while one community may have an innovative mental health system for children and adolescents another state or community may have no available services. The system for delivering mental health services to children and their families is complex; the patchwork of providers, interventions and funding streams contributes to the lack of treatment. There is a desperate need for appropriately trained child psychiatrists, psychologists and social workers.

In addition to the need for an effective treatment system, we must stop the stigma surrounding mental illnesses. A national campaign should be established that includes partnerships with youth, families, media, the health care system (mental health and other treatment providers), schools (educators, counselors and other school personnel), community leaders and advocacy groups. We must reach children early. Education is the key to understanding and combating stigma and giving children with mental illnesses an equal chance in life.

Federal special education law—a good “IDEA” but not well implemented

Children with mental disorders who are identified for special education services have higher levels of absenteeism, higher drop-out rates, and lower levels of academic achievement than students with other disabilities.

—New Freedom Commission’s Interim Report, October 2002

The United States Congress enacted the Individuals with Disabilities Education Act (IDEA) as a civil rights statute in response to the neglect and failure of school systems to meet the most basic education needs of children with disabilities, including students with mental and emotional disorders. Students were routinely denied equal opportunity to fully participate in the educational system. The statutory provisions included in IDEA are strong and could be effective. Unfortunately, the federal government has failed to adequately implement and enforce the provisions of this critically important legislation, thereby denying students with mental illnesses their fundamental right to a free and appropriate public education. (National Council on Disabilities, *Back to School on Civil Rights*, January, 2000). The federal government should set the standard for state and local education agencies by enforcing implementation of IDEA. (See also, *A New Era: Revitalizing Special Education for Children and Their Families*, a report of President Bush’s Commission on Excellence in Special Education – available at www.ed.gov/initiatives/commissionsboards/whspecialeducation/index.html) Enforcement and implementation of the federal law would improve the outcomes of students with mental illnesses.

The U.S. Congress also promised to fund IDEA up to 40% of the average per pupil expenditure for each special education student, but has never lived up to that promise. Congress has never funded more than 15% for special education. The new Congress just elected in 2002 should live up to the promise of full funding. Most schools fail to provide school personnel with basic training and education to understand the early warning signs and symptoms of mental illnesses, despite the high prevalence rates of the disorders. Without an adequate investment in education for students with disabilities, especially those with mental illnesses, and an investment in the appropriate training of school personnel, we will continue to see unacceptably poor outcomes for these students.

We know that for many children, their mental illnesses go undetected and thus, untreated. The federal government should ensure that states and local school districts have the resources for early identification and appropriate intervention to maximize the ability of students with mental illnesses to benefit from their education. They should also increase and encourage collaboration between state and local government agencies that serve children and adolescents (like community mental health centers, child welfare, juvenile justice and others) and schools. These systems must accept the financial and service responsibility for meeting the needs of children and adolescents with mental illnesses and their families.

Federal Medicaid law requires broad healthcare coverage for children who qualify – but kids still do not get the care that they need

Medicaid is a joint federal and state program that finances

health care coverage for 21 million, or more than 1 in 4 of our nation's children. Medicaid has been an effective healthcare program for millions of lower-income families who need basic healthcare. Despite the assistance that it has provided to many families, there are important components of the Medicaid program that require reform. One of the central services that federal Medicaid law requires states to provide is the screening of children to detect various conditions early and to treat them before the conditions worsen. The Medicaid early screening requirement is commonly referred to as "EPSDT" – which stands for Early and Periodic Screening, Diagnosis and Treatment.

Unfortunately, all too often, states fail to meet the EPSDT federal mandate and children in the program fail to be screened for early detection of illnesses – including mental illnesses. Research shows that the percentage of children receiving preventive care and screening of any kind through the Medicaid EPSDT requirement is low. (National Health Law Program, 2001 – National Review of EPSDT – information available at www.healthlaw.org; see also; U.S. General Accounting Office, 2001 – Report on *Medicaid: Stronger Efforts Needed to Ensure Children's Access to Health Screening Services* – information available at www.gao.gov; and Bazelon Center for Mental Health Law – Report on *Where to Turn: Confusion in Medicaid Policies on Screening Children for Mental Health Needs* – information available at www.bazelon.org.)

States also routinely fail to inform families that they are eligible for Medicaid. Moreover, for those families who are fortunate enough to be identified and enrolled, unduly complicated federal and state rules, procedures and other administrative barriers often exist in the Medicaid program. This prevents families from accessing the critically needed screening and follow-up services that are required by the EPSDT mandate. The failure of states to identify children with mental illnesses through the Medicaid EPSDT mandate is consistent with the deeply troubling research and information in the Surgeon General's 2001 report that showed that less than 20% of children who need treatment receive it.

What can be done at the federal and state levels of government to ensure that Medicaid eligible families receive the treatment and services that children with mental illnesses often require and are entitled to receive under the federal law –

- The federal government holds the purse strings and must take action to hold states accountable for providing mandated services for children with mental illnesses;
- The federal government, through the Center for Medicare and Medicaid Services (CMS) – the federal agency with oversight responsibility for the Medicaid program – must work with states to conduct outreach to Medicaid eligible families to make them aware of the EPSDT mandate;
- CMS must also maintain closer oversight of state Medicaid agencies to hold them more accountable for providing EPSDT services and to promote state EPSDT compliance – this includes requiring states to provide data on mental health referrals for children – something that is not currently required;
- CMS should identify states that are performing well in providing EPSDT services and other innovative service programs and share information with other states on what policies and pro-

cedures have been adopted to meet the EPSDT requirement to address the needs of youth with mental illnesses;

- Both CMS and states should encourage state-sponsored physician and provider education programs to ensure that mental health treatment providers under the scope of the EPSDT requirements;
- Both the federal and state governments must provide adequate reimbursement to mental health treatment and service providers to increase the profound shortage of child and adolescent treatment providers participating in the Medicaid Program;
- CMS and state government should ensure family inclusion at every point of outreach, screening, diagnosis, treatment planning and implementation phases to ensure the best chance for the recovery of children with mental illnesses.

The Medicaid program *should* offer real hope for families with children with mental illnesses. Unfortunately, like so many other well meaning programs, it has not been well enforced or implemented at the federal or state levels and thus has failed in its purpose to identify children with illnesses early and to get them treatment. The program is simply not meeting the needs of many families across the country with children with mental illnesses. This contributes greatly to the crisis.

Scientific advances offer hope — our nation must continue to invest in research on early-onset mental illnesses

Research confirms that recovery from mental illness is real; there are a range of effective treatments, services, and supports to facilitate recovery. Medical science has devised treatments and services that work ...

-- New Freedom Commission's Interim Report, October 2002

Research is our best hope for the future. Science is giving us new and effective treatments every year. Years of hard work and investments in research have begun to pay off. Scientists have made breakthrough discoveries on how the brain works and that has resulted in new medications that help the brain work better at regulating emotions and thoughts. These medicines — when combined with cognitive behavioral therapy, home and community-based services, family education, wrap-around services, respite care — give children and adolescents with mental illnesses the chance to recover from their illnesses and enjoy a full and normal childhood. We must continue to invest in and support research on early-onset mental illnesses. This includes research on the use of psychopharmacology for children and adolescents with mental illnesses.

It is critical that Congress appropriates significant increases in federal funding of research at the National Institute of Mental Health (NIMH) — especially research focused on mental illnesses in children. The research funding for these illnesses should directly correlate to the disease burden and the high prevalence rates of mental illnesses in children and adolescents.

At the same time, special consideration and attention must be paid to the complex ethical issues associated with research on children and the complexities raised by child development. Psychotropic medications for young children with mental illnesses

should be used only when the benefits outweigh the risks. Children and adolescents who are taking psychotropic medications must be closely monitored and frequently re-evaluated by qualified mental health providers. The side effects common to some medications can be particularly difficult for children. At the same time, psychotropic medications can be lifesaving for some children with mental illnesses. Many families report that medication and therapy has allowed their child to participate in school like other children, to live at home and to develop friendships with peers. We also know that lack of treatment will adversely affect a child's overall physical and mental development, including the ability to learn, socialize and function in the community.

Efforts must be undertaken at the federal level to bridge the gap between research and practice by disseminating information and promoting effective communication and appropriate sensitivity between and among healthcare and mental health providers, researchers, youth and families. We know that too often children and adolescents are not getting the best evidence-based treatment available because of the information gap.

NAMI is well aware of those who suggest that children and adolescents are being over diagnosed with mental illnesses and over treated with medications. These arguments largely recycle bad science and trivialize the need for early identification and treatment of mental illnesses in children and adolescents. Public policy involving treatment of mental illnesses in children and adolescents must be founded on science and shaped by research and scientific evidence, not science fiction or religious ideology. Research and science have disproved the baseless arguments of those who claim that we are over diagnosing and over medicating children.

There is emerging scientific evidence that early treatment interventions significantly improve the long-term outcomes for children and adolescents with mental illnesses. Early assessment and identification should exist across all of the systems designed to serve children and their families, including but not limited to primary health care, schools, community centers, child welfare, juvenile justice, substance use treatment systems and others. There must be a coordinated effort to break down the barriers to appropriate identification and recognition of children with mental health needs and the factors that interfere with access to appropriate treatments and services. Research increasingly is showing that the failure to intervene and provide early treatment for many mental illnesses accelerates the course of the illnesses and may actually result in increased damage to the functioning of the brain.

Rather than focus on scientifically unfounded assertions, attention must be paid to the legacy of failure in this country to treat childhood mental illnesses and efforts must be made to fix the fragmented and broken system.

The U.S. Congress must show leadership by enacting federal legislation that will help to alleviate the mental health crisis in this country

Mental Health Parity

The health insurance policies of most Americans include adequate coverage for what have typically been called "medical or

physical illnesses." That is not so for mental health coverage. Most policies include extremely restricted and discriminatory mental health coverage. There is simply no scientific or medical justification for insurance coverage of mental illness treatment to be so unfairly restricted in comparison to the terms and conditions for other diseases. Discriminatory insurance coverage of mental illness bankrupts families and places a tremendous burden on taxpayers through suicide, homelessness and the inappropriate "criminalization" of children and adolescents, as well as adults, with mental illnesses. The enactment of a federal mental health parity bill would change that by requiring insurance plans to provide coverage for mental illnesses at the same level or amount as coverage for other illnesses.

The good news is that parity is affordable! The Congressional Budget Office (CBO) estimates that the current Senate-passed parity bill (Senate Bill 543) would only increase insurance premiums by 0.9% (a finding that is consistent with numerous previous studies that demonstrate how non-discriminatory coverage is affordable). (To review the text of S 543 and the Senate Committee reports — visit — thomas.loc.gov)

Mental illnesses are real illnesses of the brain — treatment works, if you can get it — in fact, the treatment efficacy rates for most severe mental illnesses exceed those for heart disease and diabetes. There is simply no scientific or medical justification for allowing employers and insurers to continue to arbitrarily restrict and limit insurance coverage of mental illness treatment. The United States Congress simply should do the right thing and enact a federal parity law. To do otherwise will only serve to prolong the crisis.

Family Opportunity Act

This landmark federal legislation (Senate Bill 321) is intended to end the financial devastation that families too often encounter in attempting to access quality treatment for their children with mental illnesses. As many NAMI members know firsthand, families are often tragically forced to give up custody of their children to obtain the most appropriate treatment and services for them. This legislation offers the chance for stability and recovery for children with severe and chronic disabling disorders, including early-onset mental illnesses. It is a measure that will help put an end to the horrible choice — of forcing families to give up custody of their child to secure services — that loving and caring families must make in cases where there has been no abuse or neglect.

Under the bill, states would be able to offer Medicaid coverage to children with severe disabilities living in middle income families through a buy-in program. Cost sharing on a sliding scale up to the full premium cost will be required within certain guidelines that protect lower income families. Currently, families must stay impoverished, place their child in an out of home placement or simply give up custody in order to secure the health care services their child needs under Medicaid.

Federal Action is needed to address the profound shortage of mental health providers and for juvenile justice reform

A crisis exists in the shortage of qualified child and adolescent mental health providers in virtually every region of this country. This shortage is pronounced in rural and poor communities and disproportionately exists in our public mental health systems. Families are often told that they must travel tremendous distances to get mental health treatment for their ill child. This presents an incredible hardship for families who are already suffering from the burden of having a loved one with a mental illness.

According to a report of the American Academy of Child & Adolescent Psychiatrists, there are currently approximately 6,300 child and adolescent psychiatrists in this country and, given the existing prevalence rates of childhood mental illnesses, the need is currently at 30,000. (For more information, visit the American Academy of Child & Adolescent Psychiatrists web site at www.aacap.org). The disparity between the number of psychiatrists and the need is projected to substantially increase in the years ahead. The shortage of children's mental health providers is not limited to psychiatrists it includes psychologists, social workers and other professionals.

According to the National Center for Education Statistics in the Department of Education, there are approximately 513 students for each school counselor in United States schools, a ratio that is double the recommended ratio of 250 students for each school counselor. (For more information visit the National Center for Education Statistics web site at nces.ed.gov)

Congress must develop incentives, through legislation or programs, to attract more qualified professionals to child and adolescent mental health services and treatment. Legislation might include loan forgiveness and scholarship programs for new children's mental health professionals, grants for graduate pro-

grams to create or expand children's specialties and grants for community providers to train paraprofessionals, among other things.

On the juvenile justice front, the federal government, either through the U.S. Congress or the Department of Justice must take a leadership role in developing effective approaches to divert youth with mental illnesses out of the criminal justice system and into treatment systems. It is simply a moral outrage that our jails and prisons have become our nation's defacto mental health treatment system. This issue is intentionally included last to make the point that if we work to reform our mental health treatment system for children and adolescents — then we should not have to focus our reform efforts on the juvenile justice system. We would not tolerate treating children and adolescents with other serious illnesses — such as cancer or diabetes — like this and we should refuse to tolerate treating children with mental illnesses with this deliberate neglect and abandon.

Conclusion

Children and teenagers represent our nation's hope for the future. Those with mental illnesses deserve to experience accomplishments in childhood and to thrive in nurturing environments. Mental illnesses, like all childhood illnesses, should be detected early and children should receive appropriate treatment and services targeted to their specific needs. Without proper attention and a real commitment to change at the federal, state and local levels — the tragedies that result from unidentified and untreated mental illnesses in children and adolescents will continue.

(Darcy E. Gruttadaro, is Director of the National Alliance for the Mentally Ill Child & Adolescent Action Center)



NFL Executive Secretary

The NFL seeks applicants for the position of **Executive Secretary**, to begin effective August 1, 2003.

Among the Executive Secretary's responsibilities are to

- provide administrative leadership for the NFL;
- oversee the annual National Tournament;
- administer the League's educational, online and international initiatives; and
- implement plans to better secure NFL's advancement and financial development.

Interested applicants should contact: Bro. Rene Sterner, FSC, Search Committee Coordinator, LaSalle College High School, 8605 Cheltenham Avenue, Wyndmoor, PA. 19038 (o 215-233-2911; e rmintzer@lschs.org)

Competitive salary and benefits. Applications must be submitted by January 21, 2003.

The NFL is an AA/EO employer, and especially encourages applications from women and minorities.



Wake Forest Summer Debate Workshops

Fifty Years of Workshop Experience
Year-Long Debate Instruction for the 21ST Century

This summer, Wake Forest University will be celebrating a fifty year commitment to the instruction of debaters from across the United States through our Summer Debate Workshop programs. Four different programs are available for students to choose from:

The Summer Debate Workshop. Team-taught laboratories, divided by experience level, allow each student to receive intensive individualized instruction as students are taught each phase of the debate process. Each lab of no more than eighteen students is led by two of the listed faculty members and is assisted by one Wake Forest debater.

The Policy Project. Other institutes have been playing catch-up in curricular design ever since we began the Policy Project. Now, while others are advertising shared evidence, early frequent practice, and other features we have long since refined, we are finding new ways to tailor the debater's experience to their specific needs. You and/or your coach *can choose the specific lab you want*. Lab choice is a function of the *affirmatives you want to work on and/or the coaches you want to spend the most time working with*. Regardless of your lab choice, your practice rounds, theory discussions and other activities for which tracking is important will be with *people at your level*. *We never track by age, only ability*. We aim to simply have the best overall group of debaters of any age and provide appropriate experiences for each of the ability levels.

The Fast-Track. What would it be like to be coached by those who have coached national champions at both the high school and college level? By coaches who contribute to the cutting edge of debate theory and argument construction at both the high school and college level? If you are selected for the Fast-Track you can experience the answer. Jenny Heidt and Ross Smith will get you, and a small, select, group of your peers off to the fastest start possible with practice drills and debates, discussions, seminars, and focused research. We will argue together about strategy, tactics, and key issues on the coming topic. You can apply individually or with a partner. The program is limited to the most talented and experienced debaters applying, but is not restricted by year in school.

Policy Analysis and Strategy Seminar. Debaters who want to start off with a unique intellectual opportunity are invited to attend a special seminar week before the beginning of the Policy Project. The Policy Analysis and Strategy Seminar provides directed readings and discussions on core topic issues; analyzes the arguments produced by early workshops and handbooks; and discusses high-level strategy, theory, and tactics of special interest.

*Please visit our web site for updates on the most recent dates and prices.



Tentative Dates*

Summer Workshop: June 15-July 3

Policy Project: July 5-August 1

Fast-Track: June 20-August 1

PASS, June 27-July 4

Last Year's Prices*

Summer Debate Workshop \$1575

Policy Project \$2875

Fast-Track \$3475

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Cutting edge strategy and curriculum

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Wake Forest Summer Debate Workshops

In partnership with PlanetDebate.com, the Wake Forest Summer Debate Workshop programs are happy to announce that we will be providing the first ever *year-round* workshop experience, with a summer stop in Winston-Salem.

Instruction for students who attend any of the summer workshops will begin in mid-May with an introductory audio lecture on the topic, access to over 1000 topic-specific articles on the web, at least 25 essays on the topic, comprehensive bibliographies to support research at home and in Winston-Salem, and a practice debate affirmative. When students leave Winston-Salem, they will have continued access to a special collection of Planet Debate resources, which include:

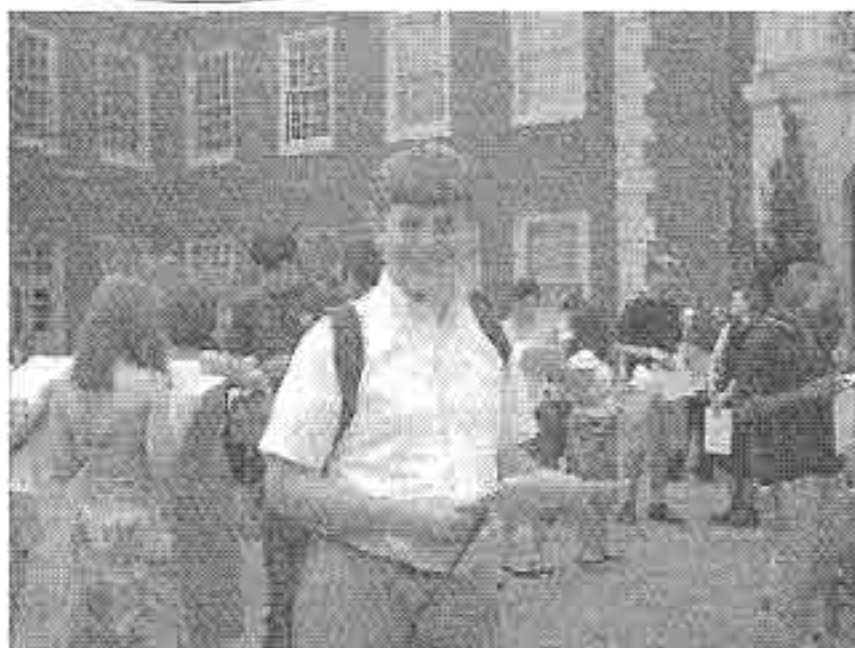
- Over ten thousand cards on from leading debate handbooks and college debate coaches. The evidence is available 24 hours a day, 7 days a week in a searchable database;
- Special chats for Wake workshop students only;
- Special message boards and forums for Wake students where questions will be answered by lab leaders throughout the year;
- The delivery of audio lectures throughout the year on important topic-related arguments.

An extensive link directory to topic and instructional resources that will support your debating all year long.

2003 Faculty Includes*

Ross Smith, Director, Debate Coach, Wake Forest
Jarrold Atchison, Asst. Coach, Wake Forest
Stefan Bauschard, Debate Coach, Boston College
Amy Collinge, Senior Debater, Lewis & Clark
Becca Eaton, Senior Debater, Wake Forest
Justin Green, Debate Coach, North Texas
Jenny Heidt, Director of Debate, Westminster School
Casey Kelly, Asst. Coach, Wake Forest
Jim Lyle, Director of Debate, Clarion University
Kristen McCauliff, Asst. Coach, Wake Forest
Tim O'Donnell, Director of Debate, Mary Washington
Kim Shanahan, Director of Debate, Fort Hays H.S.
Patrick Speice, Senior Debater, Wake Forest
Ed Williams, Director of Debate, Marist School

*See website for updates and bios of the faculty



CONTROVERSY: NOT YOUR FATHER'S DEBATE

Q and A about NFL's new event

The Coin Flip

Q How does a Controversy round begin?

A With a flip of a coin between the competing teams.

Q Why a coin flip?

A The coin toss adds an element of uncertainty and teaches students strategy, since depending on the toss a team may choose to be affirmative or negative or may choose to speak first or last.

Q How is the flip conducted?

A A coin is tossed by one team and called by the other team. The team which wins the flip may choose one of two options: EITHER the *side* of the topic they wish to defend (affirmative or negative) OR the *speaking position* they wish to have (begin the debate or end the debate). Once the coin toss winners select their favorite option (i.e. they choose to have the last speech) then the other team makes a choice within the other option (i.e. affirmative or negative). The analogy here is to football: Toss the coin and the winner chooses to kick or receive OR the side of the field they wish to defend.

Q Does this mean the negative might begin the debate?

A Indeed. There is no presumption or burden of proof in Controversy as in policy debate. The Affirmative side wishes to convince the audience that the topic should be adopted; the negative side wishes to convince the audience that the topic should not be adopted. Hence the negative, knowing the topic, can argue against adoption as first speaker.

Q Why not just alternate sides?

A Tournament directors may choose to do this at invitationals but NFL suggests the flipping. By alternating sides the affirmative is locked as first speaker and the negative as last speaker. It is much fairer for students to have a choice of side or speaker position.

Crossfire

Q What is crossfire?

A Both debaters "hold the floor." But the first question must be asked to the speaker who just spoke by an opponent. After that question, either debater may question and/or answer at will.

Q Won't this create confusion?

A Perhaps, initially. But soon, as students practice the format, they will learn valuable lessons: one may be more effective with good answers than asking questions; good questions must be brief; filibuster answers will be exposed; rudeness will be penalized by judges.

Q Controversy sounds like TV debate shows?

A Right! Capital Gang, Crossfire, McLaughlin Group *et al* do this each week. Crossfire adds excitement to the debate process which attracts audiences and the media. Your principal will love to see a Controversy debate! (Would you let your principal see a policy debate?).

Q Won't kids abuse this format?

A Not if they want to be successful! Adult judges from the community will be using a ballot which calls for questions to be "brief" and answers to be "on point". Contestants will be penalized for rudeness and poor communication.

Q What is the Grand Crossfire?

A All four debaters have the floor to interact with questions and answers. This is a real test of team work. The first question is asked by the team that had the first summary to the team which had the last summary. After that, any debater may question or answer.

Q Does the judge ever ask questions?

A No. But this is an option that may be explored at a later NFL conference which will evaluate Controversy.

Q I'm still worried that the crossfire periods will be "Towers of Babel"

A The judge is chairperson of the round and may halt any crossfire out of control. After an initial trial process most debaters will learn that interrupting, shouting, filibustering (all of which may also occur in Policy and L/D cross examination periods) are counter productive.

Q How can students be taught cross examination skills?

A Read James Copeland's book *Cross Examination in Debate*, National Textbook Co. (shameless plug!); read pages TA7 and TA8 of the NFL Manual; read John Munkman, *The Technique of Advocacy*, Butterworth (U.K.); read the *Lost Art of Cross Examination* by J. W. Ehrlich, Dorset Press; read the *Art of Cross Examination* by Francis L. Wellman, Dorset Press [check for used copies at abebooks.com. The Munkman is British so Amazon.com (U.K.) might be best. Most libraries will have at least one of these books].

Last Shot

Q What is the "Last Shot"?

A It is a very clever adaptation of the old "point of order" by Hall of Fame Coach Donus Roberts. Too often debates are muddled by racing rebuttals trying to cover every point and failing to crystallize the key issues.

The "Last Shot" allows one speaker on each team to argue only *one* point — the point that the debater believes will win the debate. This one minute speech might even begin "Judge this is why you should vote (aff or neg)" and then present one's single best argument. This "Last Shot" trains students to choose what is vital to decision-making. If more than one argument is presented in the last shot period; it is an automatic loss.

Summary Speeches

Q Are the summary speeches the same as rebuttals?

A Yes. Each team should summarize arguments it is winning and refute the arguments it is losing.

Q Can new information be presented in summary and last shot speeches?

A Yes. Facts, opinions, statistics — evidence of all kinds are legal and welcome to advance the debate. New arguments in summary and last shot speeches are forbidden. An answer in response to an argument originally presented by the opposition is not a new argument.

Topics and Research

Q When are topics announced?

A A new topic will be announced the first day of each month at www.nflonline.org.

Q Who chooses the topics?

A This trial year: Donus Roberts (c), Robert Jones (NFL Extemp Topic Chair), and James Copeland (NFL Secretary). If the NFL Council establishes Controversy as a permanent event, a topic committee will be set up as in L/D debate.

Q How should topics be researched?

A Newspapers, news magazines, online news sites, books.

Q Is evidence necessary?

A Yes. This is a debate event. Arguments must be supported by evidence.

Q How much evidence should be presented?

A Controversy is public debate. A spread or spew of evidence will be punished by a loss. Present evidence to prove your points but not so much as to destroy good communication with the lay judge or audience.

Q Are kritiks and counterplans banned?

A Yes. There is no plan required so a counterplan would be irrelevant. Kritiks, which are off topic arguments, are not allowed. Public forum debate (Controversy) should stick to issues within the proposition — not outside issues.

Judges

Q Who judges?

A Almost anyone in the community: salesmen, housewives, retired teachers, business people — a typical American jury. College debaters and debate coaches who are not classroom teachers in a high school may *not* judge.

Q How should a judge evaluate a last shot argument?

A The debaters will select what they believe are the voting issues; the judge may vote on one of these or select another issue s/he feels is more important.

Q Why are judges required to identify their voting issue?

A In order to make sure arguments play a part in the decision. Although superior communication must be rewarded, Controversy is a debate contest not just a public speaking event.

Ballot

Q Why are there no speaker points?

A Speaker points have no real analogy in the real world. Community judges using a school grade based system (A, B, C, D) will provide more accurate feedback for debaters.

Q How can speaker awards be determined?

A Perhaps awards can be based upon the greatest number of A grades scored by each speaker.

Q With no speaker points, how are ties to be broken?

A Suggestions: If the teams have met, the winner proceeds; or strength of opposition, where each team's score is based upon the total number of wins achieved by the teams it debated; or the team with greater number of A's (if still tied the greatest number of B's).

NFL Rules

Q How many NFL points does Controversy earn?

A 6 for a Win 3 for a loss;
Maximum of 500 points (exclusive of district and nationals) in the debate category.

Q May students double enter in Controversy and another event at the NFL district tournament?

A No. But may enter both Controversy and district Congress.

Q Why can't students in Controversy Double enter and Double Qualify?

A Controversy is in its trial stage. Trial events in the past (Duo) have not allowed double entry. And, the purpose of Controversy is to attract new schools and new students to NFL, not create another contest for existing students to win more trophies!

Q How many Controversy teams may a school enter at the district tournaments?

A One team which is above quota; up to 3 more which are part of a schools entry quota based upon degrees.

Preparation

Q What can a student do to be successful in Controversy?

A Mainly learn to speak well. This is public debate to lay audiences. Jargon, spread, spew, acronyms and the arcane nuances of policy and L/D debating will be counterproductive.

Q What can a student study to be successful?

A You may wish to read *Public Argument* by Robert O. Weiss, University Press of America, or the long essay by Bill Davis in the November *Rostrum*, *The A-Ha Experience*.

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"VBI helped me debate better, smarter, and slower. Take the best of all the camps, throw it into one great blender, and there you have VBI. In other words, VBI was great on every level a debate camp could be, it was laid back, yet intense; progressive, yet conservative; slow yet fast. VBI was the way debate camp ought to be." "The social life at VBI was great. I know this is hard to believe but the camp actually allowed you to have fun." "The staff was stellar. The environment could not have been better." "VBI was a great learning experience for me as a novice." "If you think you know about debate, wait till you get to the VBI." "This camp was phenomenal. I've met life long friends." "I loved the emphasis on standards, ethics, and personalized attention." "This was one of the greatest times of my life! I am planning on coming back next year." "I loved this camp! It helped so much!" "VBI is much more advanced and appeals to today's type of I.D." "I was impressed that all of the lab leaders were so personable. I talked to them every night about arguments, strategies, and other issues." "The food. The staff. Enough said!"

lincoln-douglas

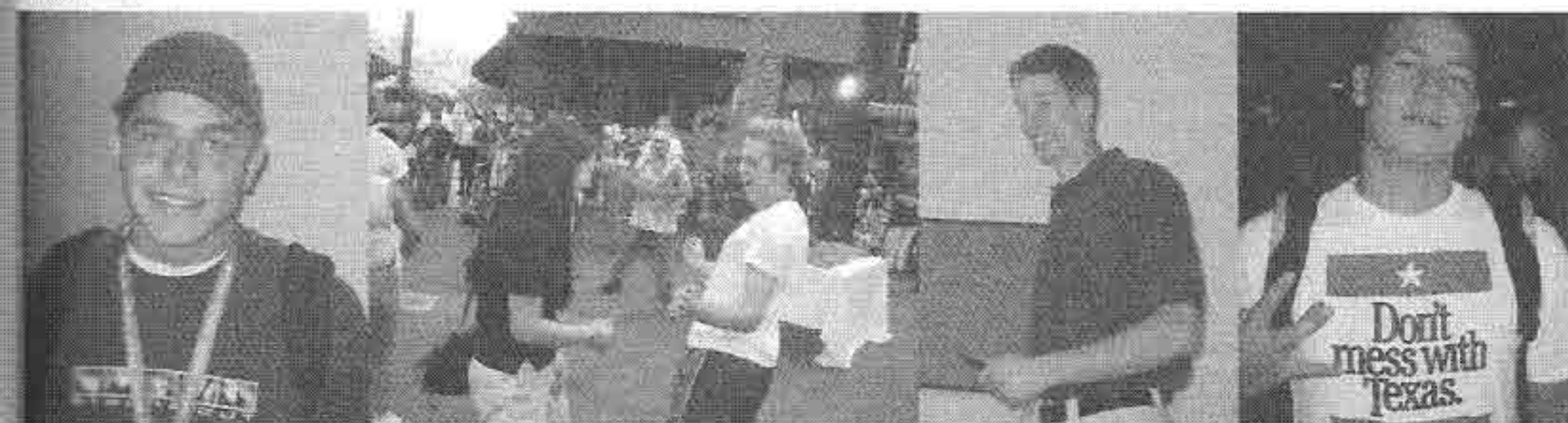
It is our goal to provide every student with a curriculum that builds on their strengths while motivating them to develop new ones. Our philosophy? To teach students how to argue intelligently, how to adapt to every possible judging environment, and how to make rounds clear. The Victory Briefs debater knows how to establish a standard, how to make offensive arguments to meet standard, what arguments to go for, and how to think strategically, rhetorically, and persuasively. The institute is designed for both beginning and elite debaters. The curriculum emphasizes student choice, practice rounds, interaction with staff, and hard work. Join us!

policy

The policy program offers a refreshing alternative to the existing debate institutes. Our intention is not to produce as much evidence as possible, rather we hope to provide debaters with the necessary tools and strategies for researching and compiling files, while focusing the majority of our time on interactive teaching sessions stressing the essentials of debate. With this in mind, we are resolved to produce well-rounded debaters and to teach fundamental, yet necessary, research habits. Emphasis will be placed on more classic negative strategies, such as disadvantages, engaged solvency attacks, counterplans, and topicality; whereas, kritiks and theoretical issues will be addressed from the standpoint of "how do we never lose to these arguments?" Style will be a major focus of this institute. Incomprehensible topicality shells, "eight off-case" roadmaps, and generic kritiks will be discouraged in favor of the more specific, above mentioned strategies. What does this mean? The emergence of a debater who is a master of winning both lay and upper-echelon judge's ballots.

extemp

The Victory Briefs Extemp Institute has several key facets to helping extempers grow in multiple areas. Throughout the week we will focus on skills lectures, topic seminars, filing instruction and many, many critiqued practice rounds. We will systematically analyze each of your speeches to provide you with a foothold for improving not just during the week, but throughout the entire year, with this camp as a foundation. Our extemp camp is committed to an in depth skills focus—with lectures and practice in the areas of speaking, analyzing, researching, summarizing and more. Each day there will be several skills lectures and with each practice speech these skills will be applied and exercised. These skills seminars will go hand in hand with extemp topic focuses on pertinent and common question areas. These will include readings and research on topics such as the US Economy, American Politics, Europe, Russia, China and International Trade and much more. In addition, each day will include both material for filing as well as instructions on how to improve one's file.



For more information, email vbis@victorybriefs.com. Or contact us at 310-453-1681 or Victory Briefs, 1144 Yale St. #3, Santa Monica, CA 90403. For application and the latest news, visit the Victory Briefs website.

www.victorybriefs.com

Last year's staff included: Tommy Clancy, Joey Seiler, David Vivero, Stephen Babb, Andy O'Connell, Leah Halvorson, Frances Schendle, Adam Preiss, Oscar Shine, Seamus Donovan, Victor Jih, Tammy Jih, Orjit Ghoshal, Eric Wolfish, Clay Calhoun, Michelin Massey, Tim Fletcher, Arif Javeed, Jon Squires, Jesse Nathan, Rana Yared, Andrew Swan, Ben Rothstein, and more.

The staff for this year's policy institute will be drawn from Victory Briefs' stable of policy writers. Check the website for the latest updates.

NO!

by
Chad Henson

No disrespect to the venerable traditionalist Mr. Mathers, but I think there is more to worry about, at least among the intellectual elite, than the hip-shaking antics of Mr. Presley. The National Forensic League, the eminent national organization for competitive high school public speech and debate, has announced the christening of a new event. This event, aptly named "Controversy", is likely to spark just that, along with the interest and resentment of every existing clique in the forensics community.

Such realignment would leave orators out of the loop. The interpers are so far removed from this new event that the possibility of them being seriously affected by this event is almost laughable.

So we look at the possibility of an alliance with the debaters. The two existing types of debate, Lincoln-Douglas (LD) and Policy, are struggling to keep participants beyond the novice year. The champions of each existing debate event will be highly resistant to Controversy because there is a risk that Controversy will steal partici-

pants from each. Like Policy, Controversy is a team event. Controversy also focuses on issues of time-based importance, also like Policy. LDers, are not immune from the theft, however. The switch of topics on a regular basis and the affirmation of an entire resolution is most consistent with LD. Furthermore, the inability to advocate counterplans or kritiks, combined with the slow rate of speed required, will appeal to the traditionalist judges that didn't like such nonsense anyway. An additional appeal of LD that controversy might negate is the shorter time of each round. LD rounds

last 37 minutes, while Controversy rounds last only 33 minutes. This will allow debaters to cross-enter.

Perhaps the greatest worry of the debate purists is the appeal Controversy will have to novice debaters. The novi will not be intimidated by having to go up and debate alone (a fear of novice LDers) and will not be scared to confront advanced theory and rapid rates of delivery (major fears of novice Policy debaters, or CXers). Controversy offers an easy format where you have the support of a teammate. This "safety event" will appeal to many novice debaters looking for the easy way out or taking debate as a required class.

This worry is well-founded. Controversy will teach poor argumentation skills that will be hard to overcome, regardless of coaching. First, there are rules prohibiting certain types of legitimate argumentation, most notably counterplans and kritiks. The inability to run counterplans will harm debaters who go into Policy. They will be unable to defend their plans (another device prohibited by Controversy) against opposing plans, rendering them completely incapable of 2NR and 2AR analysis in half their rounds. The prohibition against kritiks will harm debaters of all types. Kritiks are gaining popularity in LD, and have been around since the 70's in Policy. The reason for such an absurd rule is either far beyond (Henson continued to page 18)

**"I'm not the first King of
controversy;
I am the worst thing since
Elvis Presley."
~Eminem**

The existing cliques are in a state of harmonious balance in the status quo. If we ignore the internal conflicts in each group, the forensic community is loosely divided into the "debaters", "speakers", and "interpers". The debaters have great knowledge on a large number of subjects, and are primarily concerned with argumentation and advocacy. The focus is almost entirely on content, as opposed to delivery. The speakers either have deep knowledge of a single subject (orators), or knowledge sufficient to have an intelligent discussion on a large number of current event issues (extemporaneous speakers). They focus about equally on content and delivery. The interpers focus on analyzing a single piece of literature or poetry, conveying the interpretation by their presentation. They focus exclusively on delivery, as they are immune from both subject variance and the need for originality.

Controversy, if it gains a large participatory base, will break up the current cliques and cause chaos in the community. The label as a "debate event", as well as the adversarial mode of communication, would on face suggest that Controversy participants would ally themselves with the debaters. However, the selection of topics (which changes every month) is more consistent with extemporaneous speaking.

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YES!

by
James M. Copeland

Mr. Chad Henson has written in opposition to the new Controversy event. As a former debater and national circuit debate coach I am delighted to debate Mr. Henson about Controversy either as the affirmative on the policy proposition *Resolved: Controversy will significantly increase speech participation and education in U.S. high schools* or the negative on the L/D topic *Resolved: That Controversy is unnecessary and harmful*.

The initial argument made by Mr. Henson is "Controversy, if it gains a large participatory base, will break up the current cliques and cause chaos in the [forensic] community."

Arthur Kruger in his book *Modern Debate: Its Logic and Strategy* points out six ways an argument may be refuted -- three indirect and three direct. The indirect: An argument may be insignificant, inconsistent or irrelevant. The direct: An argument may be doubted (not enough evidence), denied (proven false) or retorted (turned; the opposite proven).

Mr. Henson's first argument may be dismissed by every method -- let me count the ways.

- Insignificance: Mr. Henson shows no impact if such cliques are disturbed or broken up

- Inconsistency: The "cliques" were not thrown into chaos by earlier introductions of L/D debate and Duo Interp.

- Irrelevance: The comfort of established cliques must be irrelevant to establishing educational change, else there would be no educational progress.

- Doubt: Mr. Henson asserts the existence of such cliques *a priori*; if his convenient taxonomy is true, little proof is provided.

- Denial: In many programs many students participate in two or three different "cliques". Extemp (the Speech clique) and Debate and L/D (the debate clique) are the largest cross entry at nationals. Number two? Oratory and the Interps.

- Retort: The existence of these cliques (if indeed they exist) is not a positive force and the cliques should be disturbed! To consign a kid to one clique, "You are a debater" is the intellectual equivalent to consigning a kid to one high school social subset: "You are a grease" or "You are a jock"!

Mr. Henson's second argument is that "Controversy should be rejected because 'The two existing types of debate, Lincoln-Douglas (LD) and Policy are struggling to keep participants beyond the novice year'"

Please note my turn: Mr. Henson admits the reason why the Council thought Controversy was needed: too many kids are rejecting debate now! And such struggling began long before Donus Roberts invented Controversy and is not the fault of Controversy.

What Mr. Henson defines as his "greatest worry"

....The NFL believes an event which teaches students to speak to citizens will be of great educational value in a student's later life.....

is Controversy's greatest strength. In the words of Mr. Henson:

"Perhaps the greatest worry of the debate purists is the appeal Controversy will have to novice debaters. The novi will **not be intimidated** by having to go up and debate alone (a fear of novice LDers) and will not be scared to confront advanced theory and rapid rates of delivery (major fears of novice Policy debaters). Controversy offers an easy format where you have the support of a teammate. This "safety event" will appeal to many novice debaters looking for the easy way out or taking debate as a required class." (Emphasis mine)

Mr. Henson proves the Council's point: Beginning kids **will** be attracted to try Controversy but perhaps be fearful and **not** try other debate events.

"Controversy will teach poor argumentation skills" argues Mr. Henson. Let me three point that: First, no evidence; second the event has barely started, how can he predict; third, a turn: won't kids truly learn argument once they are freed from tubs of briefs they did not write, cases given to them at camp, and "canned" kritiks which have little relationship to the specific proposition being debated? Perhaps with a new topic each month and no camp evidence and briefs available--kids will, using ar-

(Copeland continued on page 19)

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Y

(Henson from page 16)

my level of comprehension or a result of too much liquor consumed by the NFL's Executive Council. We must be able to debate premises and mindsets if we are going to avoid regurgitating issues and create a new path for argumentation – either in debate or in an activist role.

But forget forging a new path. The requirements for judging mandate the exclusion of judges who could find the old one without a GPS and a tour guide. From the only paper on this event released for publication, "A New Debate Event":

Controversy wants to promote audience debate and media debate (cable access, etc.). The speaking must be very communicative. All judges must be ordinary citizens — no debate coaches, no college debaters, no ex-debaters. (Emphasis mine)

In other words, anybody qualified to judge debate is unqualified to judge Controversy. The prohibition against debate coaches judging will veil the atrocities of this event. After all, coaches don't have time to see rounds outside their judging requirement. Prohibiting college debaters will prevent the participants from getting meaningful feedback from those who debate on a higher level. This is especially ironic, as the only existing activity remotely resembling Controversy is college Parliamentary debate. Finally, even ex-debaters are kept out of the judging pool. I suppose the rationale is that those who have participated in legitimate debate will be incapable of listening to this nonsense without vomiting – or that such judges will require argumentation.

These rules seem to have been designed to ensure that Controversy will never improve. At least in LD and Policy, you get graduates capable of coming back and judging the event they used to compete in. This is prohibited in Controversy because the former competitors will be excluded as "ex-debaters", even if many of us maintain that Controversy is not really debate. I would go so far as to say that former Controversy competitors will be incapable of judging *any* forensics event. Unlike the current set-up, Controversy is not close enough to any single event to allow the former competitors to judge those. Every student that competes in Controversy is one less potential qualified judge our community can make use of. But then again, we apparently don't value qualified judges anymore. I, and many other like me, are personally insulted that while we set new trends in Policy and LD debate for four years, we are not considered to be key to initiating a new event; instead, we explicitly excluded. I am a former LD debater, a college Policy debater at Towson University, and the Lincoln-Douglas Debate coach at the nearest high school. It appears I am excluded in all three ways. It's insulting, and most of my college teammates who debated in high school feel the same way.

How ironic. One of the central complaints about modern debate is the elitism and exclusion. Does anyone else find it highly humorous that the group that is excluded now is the same group that will be relied on for support? Maybe the idea that those who will be needed to coach the next generation of debaters are prohibited from viewing what is intended to be the debate of the next generation will bring a chuckle to the lips of even the most hardened purists? I can assure you that we really are laughing. I daresay that most of the forensics community will join us shortly after witnessing their first Controversy round.

But we can even ignore, for a minute, the debate implications of Controversy. Instead, we should temporarily look to the effects

NO!

Controversy will have on the other potentially impacted part of our community – the original speakers. Currently, the NFL recognizes Foreign and Domestic Extemporaneous Speaking (Extemp) and Original Oratory as events. There are a few competitors who focus on one of these two events, and many more who will enter into competition in multiple events, including one or both of these. For example, in my senior year of high school, I competed in LD, Oratory, and Foreign Extemp.

The divide between extemp and oratory is simple and already stated. The focus on current events, combined with the possibility of cross-entering, would encourage extempers to do Controversy as a secondary event (or possibly the other way around). Those who did this would rack up NFL points faster than a hard spread, getting debate points for Controversy and speech points for extemp. This goes a long way to remove the 500-point maximums on both speech and debate; those who cross-entered could quickly rack up points in two events where you talk about the same subjects.

These subjects change every month in Controversy, as opposed to every round in extemp. But this gives Controversy the worst of the debate and extemp worlds. Unlike debate, where topics last 2 months (LD) or the whole year (Policy), a single month will be insufficient to truly develop advanced argumentation on a topic. In oratory you at least get to talk about the same subject the whole year. In extemp, you get the sheer breadth of topics, speaking on up to 4 current-event topics in a standard local tournament. Controversy lacks the true breadth of extemp, and the true depth of debate and oratory.

But you may be left wondering how oratory will be affected. Our unusually-dressed speaking friends might well be left out entirely. If Controversy and extemp ally, as the sheer similarity of subjects and time allowance seem to make inevitable, extempers will no longer need orators. Oratory is too original to be lumped in with the interpretation events, and not analytical or adversarial enough to be considered debate. Oratory will probably be relegated to the same role of Student Congress – a curiosity among forensic connoisseurs (and an NFL qualifying event), but nothing more in many areas of the country.

In addition to the obvious problems with Controversy, there are so many semantics to be worked out. For example, how will the Controversy participants dress? Will they observe the elegant attire of the LD debaters? Will they manage the respectable slothfulness of the Policy debaters? Might they wear the black suits and power ties of the extempers or the short dresses or tight shirts of the orators? Perhaps it would be most appropriate if they were to show up in multi-colored hats and pointed shoes. For while this new event may disrupt the balance of the Debate Masters, Speech Queens, and Extemp Kings, the participants in Controversy will never be anything more than Jesters.

(Chad Henson, the LD Coach at Loyola-Blakefield HS (MD), teaches at the Towson International Debate Institute and is an active college policy debater at Towson University. He moderates the lddebate.com forums, under the "Dagii" moniker.)



gumentation texts, coaching, and their own brains, learn to write their own arguments!

Mr. Henson takes umbrage in particular to rules prohibiting counterplans and kritiks. One could certainly argue that the above mentioned are two of the culprits which caused the rapid decline in policy debate participation.

Mr. Henson, who by his own admission is a college debater, believes the ban on the kritik in Controversy is "...a result of too much liquor consumed by the NFL's Executive Council." This *ad hominem* fallacy is unworthy of any true debater. I'm sure the Council would never claim that most kritiks are composed by college debaters in a haze of pot smoke!

And if students wish to use kritiks and counterplans they are free to do so in policy debate. The fact that controversy bans these items is no more egregious than the ban on Prose material in Poetry. Policy and Controversy are different events (policy is information processing, Controversy is public forum) and have different goals. Students may choose which they wish to pursue.

When one wishes to debate before the public (i.e. the Presidential Debates, the original Lincoln-Douglas debates) one's focus must be on real world issues -- not arcane argumentation theory. In a debate about reform of social security on the floor of Congress, will a legislator present an anarchy counterplan or a language critique? I rather doubt it.

The new Controversy event does not eliminate Policy Debate any more than the adoption of L/D in 1980 eliminated Policy Debate. Policy is available (with spread, spew, kritiks, counterplans, Foucault and TOC legs) for all who wish to participate, and many do. But if people vote with their feet and leave an activity (scores of schools have dropped Policy Debate) that activity needs to look at its internal problems (i.e. year long topics, expense, travel, speed, off topic argument, lack of coaches) and not blame other events for its decline.

Mr. Henson is very concerned that college debaters and debate coaches are not permitted to judge Controversy rounds. Indeed they are not. Controversy is public debate and hopes to teach students to speak to the ordinary citizen. Just as lawyers are barred from jury service so college debaters will not judge Controversy. The NFL believes an event which teaches students to speak to citizens will be of great educational value in a student's later life when they will be addressing juries, sales meetings, campaign audiences, city councils, church congregations and other real life communication situations.

Mr. Henson claims that "Prohibiting college debaters will prevent the participants from getting meaningful feedback from those who debate on a higher level." I contend that prohibition of college debater judges will keep Controversy from turning into Policy Debate.

Mr. Henson next argues "These rules seem to have been designed to ensure that Controversy will never improve." Wrong! The rules have been designed to make sure Controversy is not turned into Policy by the demands of college debater judges. Controversy's improvement must be measured not by the standard of policy debate but by the standard of Public Forum debate: have students learned to effectively argue to citizen voters.

Smug or not Mr. Henson, you and your college teammates will never impart your wisdom to Policy and L/D. Too allow you

to judge Controversy is about as sensible as letting you judge Duo. You don't wish to judge the event according to its own goals; you wish to impose your goals upon it.

The reason why most high school debate coaches won't let their principal see a Policy Debate and most college debate coaches won't let their college president see a Policy Debate is that Policy is "inside baseball." Only a few elite judges are allowed to judge the elite teams and no outside thinking is allowed into the *inner sanctum*. Judge strikes and mutual preference judge assignments guarantee this inbreeding.

But I agree with my worthy opponent that Policy Debate may be elitist. Just as the elite in Boston said "the Cabots speak only to the Lowells, and the Lowells speak only to God", in National Circuit Policy Debate the debaters speak only to mutually acceptable "A" rated judges after their coaches have struck judges considered unacceptable. Many would argue that there is nothing wrong with this. In fact, Arthur Kruger makes a strong case that policy debate should be elite:

"If there is any analogy between academic debate and other kinds, it is between academic debate and that carried on in expert administrative and legislative government committees, before those 'whose training and specialized experience give them superiority in the technical aspects of the problem.'"

But not every NFL event should be so specialized. Just because Humorous Interp is funny does not mean that all NFL events must also be funny. Each event has its own mission.

"My Father's house has many mansions" saith the Bible and Mr. Henson will discover that a "single pair of shoes does not fit all feet" (Confucious?). NFL offers to students a smorgashbord of opportunity by sponsoring 16 different events: Policy debate, Lincoln Douglas, Barbara Jordan Debate, Controversy, Legislative Debate, Oratory, Extempore Speaking, Duo Interp, Humorous Interp, Dramatic Interp, Prose, Poetry, Commentary, Expository, Storytelling and Impromptu. Each event designed to teach different skills.

Students may specialize in a single event or experience a variety of contests. In short, each student may exercise free will. Mr. Henson's heroine Ayn Rand would be pleased. Ms. Rand's hero Nathaniel Branden would be very pleased! And Foucault himself wrote "...nothing is more arrogant than trying to dictate to others."

NFL needed an event which trained students to debate current issues before lay audiences, school administrators, and on local access TV. Controversy is the right start in that direction. Controversy has no function if it becomes *Policy: Part Deux*.

Mr. Henson took his inspiration from Eminem. I take my inspiration from Lennon and McCartney.

Controversy? "Let It Be!"



(James M. Copeland coached National Circuit Policy Debate for 25 years. His teams closed out TOC, NCFI, Emory's Barkley Forum and reached the finals once and semis four times at NFL nationals. He has been NFL Secretary since 1986. He is the author of Cross Examination in Debate)

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The Nation's Voice on Mental Illness

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Policymaker's Fact Sheet on the Mental Health System

Who is affected by Mental Illness?

- One in every five adults, or about 40 million Americans, experiences some type of mental disorder every year.
- Of this number, 5% have a serious mental illness, such as schizophrenia, major depression or bipolar disorder. ¹
- Deinstitutionalization has far too often tragically meant moving people with serious mental illnesses from hospitals to homeless shelters, the streets, jails and prisons.
- Mental disorders cross all boundaries of race, gender and ethnicity, although the prevalence of some disorders is higher for some population groups:
 - Women and Hispanics are more likely to experience a major depressive episode; ²
 - Younger people—ages 15 to 24—are more likely to experience a major depressive episode; ³
 - Elderly Americans are the demographic group most likely to commit suicide. ⁴
 - Among children in the United States, 1 in 10 children and adolescents suffer from mental illness severe enough to cause some level of impairment. ⁵
 - Recent evidence compiled by the World Health Organization indicates that by the year 2020, childhood neuropsychiatric disorders will rise proportionately by over 50% internationally, to become one of the five most common causes of morbidity, mortality and disability among children. ⁶
 - Suicide is the 3rd leading cause of death among teens, followed only by accidents and homicide. ⁷
 - Between 50% to 75% of youth in juvenile justice facilities suffer from a diagnosable mental health disorder and frequently do not receive counseling, treatment or support. ⁸

How Well Are Needs Met?

- Fewer than one-third of adults and half of children with a diagnosable mental disorder receive any level of treatment in any one year. ⁹
- An estimated 25% of homeless people suffer from serious mental illness. Some groups put that number as high as 50%. ¹⁰

- Today, it is estimated that only 1 in 5 children suffering from a mental illness receives mental health services, with unmet needs as high today as it was 20 years ago. ¹¹
- 16% of people in jails and prisons suffer from a serious mental illness.
- A NAMI national survey revealed that 23% of parents and caregivers with children with mental illness were told by a state official that they must relinquish custody of their child to the state to receive mental health services and 20% of them actually relinquished custody. ¹²
- Health care insurers place arbitrary and discriminatory caps on benefits for serious brain disorders like brain disorders like bipolar disorder, schizophrenia and others.

What Does the Mental Health System Look Like?

- Caring for people with mental disorders involves myriad providers, services and settings.
- Mental health services are provided by psychiatrists (physicians specializing in the diagnosis and treatment of mental illnesses and are able to prescribe medication), clinical psychologists (most of whom have doctorates in psychology and are licensed as specialists in the diagnosis and treatment of mental disorders), social workers, professional counselors, and other service providers, such as general practitioners, occupational therapists, school counselors and school psychologists.
- Services range from medical and clinical services (prescribing of medications, counseling and psychotherapy) to psychosocial rehabilitation and assertive treatment services that assist people with severe illnesses in living successfully in the community to services designed to help people with mental illnesses find employment or housing.
- Jails, prisons and juvenile facilities have all too often become the treatment facilities for adults, children and adolescents with mental illnesses.
- Most private insurance benefit plans unfairly and arbitrarily limit access to needed mental health services. This reflects the historic stigma and misunderstanding surrounding mental health treatment, although mental disorders are typically as treatable as general medical conditions.
- A growing body of evidence has demonstrated that most people with mental illnesses who need treatment can be treated more effectively and at less cost in community settings than traditional psychiatric hospitals. Today, fewer than 70,000 people receive mental health services as inpatients in state hospitals. ¹³

What Roles Do the Private and Public Sectors Play in Providing Mental Health Services?

- Most types of mental health services are available in both the private and public sectors, and individuals often receive services in both sectors.

- Private providers may be nonprofit or for-profit, and may offer an array of services that include inpatient hospitalization, partial hospitalization, outpatient counseling and psychotherapy.
- The public system often serves people who lack private health insurance or whose private health insurance has bumped up against inpatient or outpatient visit limitations. It provides a range of inpatient and outpatient mental health treatment, rehabilitation and support services.
- Publicly financed treatment plays a key role in the overall mental health service-delivery system. Public sector spending accounts for approximately 53% of all spending on mental health and substance abuse treatment services. In comparison, the public sector is the payor for 47% of total personal health care spending.¹⁴
- Medicaid accounts for more than 50% of state and local mental health spending and is expected to reach 60% by 2007. Medicaid is nearly 15% of many states budget. It is second only to education in total state spending.
- The public system is administered by state mental health agencies and financed through state appropriations, Medicaid, and programs of the federal Substance Abuse and Mental Health Services Administration (SAMHSA). Many states rely on counties and county based providers to deliver services in the community.

How Effective is Mental Health Treatment?

- Diagnoses of mental disorders made using specific criteria are as reliable as those for general medical disorders, according to the Surgeon General's Report.¹⁵

Policymaker Fact Sheet on Mental Health System

- Following more than two decades of significant scientific advances and improvements in behavioral and biological treatments, mental disorders are as treatable today as general medical conditions.
- ~~Treatment~~ effectiveness rates for disorders like Schizophrenia, Bi-polar illness, Major Depression, ~~Personality Disorder~~, and Obsessive-Compulsive Disorder compare favorably with such well-established ~~general medical~~ or surgical treatments as angioplasty or atherectomy for heart disease, which have ~~success~~ rates at or below 50%.
- ~~Treatment~~ success rates for other non-severe mental and emotional disorders are also high, if not higher.

Treatment for Severe Disorders

- As with certain general medical conditions, such as diabetes, some cases of mental illness must be categorized as long-term, severe and persistent. Increasingly, individuals with such disorders can focus on recovery and their well being and quality of life can be significantly improved with access to services.

- Mental health treatments are provided in a variety of settings, including inpatient hospitals, day treatment programs, assertive treatment programs, psychosocial rehabilitation programs, residential providers and the offices of private service providers.
- The most effective service system is one that combines a full range of treatment options, with assistance in securing affordable housing, income support, health care services, employment training, social services, social and recreational opportunities and, as needed, the most effective medication as prescribed by their physician.
- For individuals with co-occurring mental illness and addictive disorders, integrated treatment interventions delivered simultaneously at the same treatment site by staff trained in both mental health and addictive disorders treatment, is more effective than sequential or parallel treatment of each disorder.

Notes

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5. U.S. Public Health Service, Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda (Surgeon General's Report). Washington, DC: Department of Health and Human Services, 2000, p. 11.
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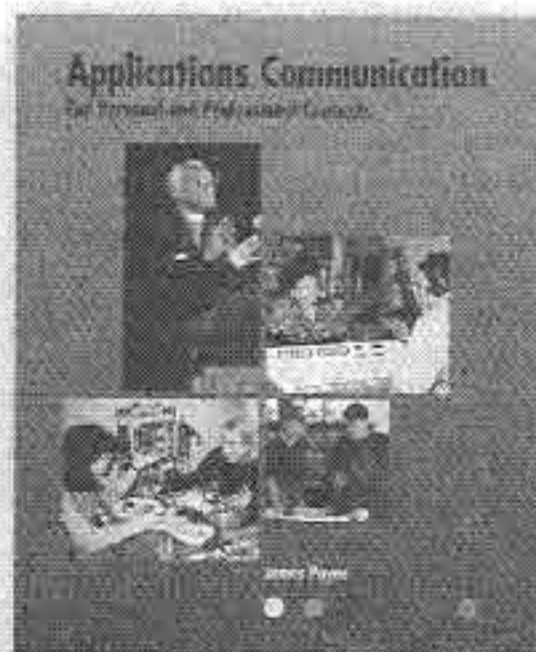
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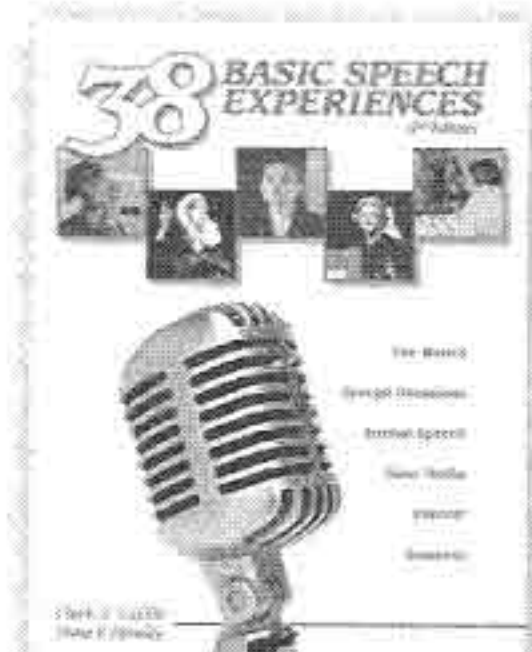
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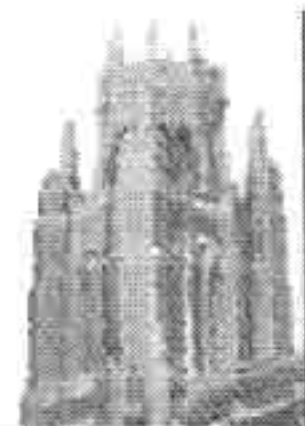


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THE D G E

HOW VERY SMALL DEBATE PROGRAMS CAN ACHIEVE NATIONAL SUCCESS

by
David M. Cheshier

In the summertime I enjoy the extraordinary pleasure of working with the very bright students who attend the Dartmouth Debate Institutes. Typical of the major summer programs, the students there reflect the range of American high school debaters. Because the national debate circuit is dominated by a set of large and well supported programs, their students tend to numerically dominate. Every summer, though, I end up talking and working with students who don't fit this "profile" — maybe they come from a part of the country not regularly competing at the big national tournaments, or they have been sent to New Hampshire by a very small or under-resourced program.

Now don't get me wrong. I bear no ill will whatsoever toward the big programs, which succeed thanks to the accumulated hard work of many wonderful students and coaches, often reflecting years of sacrifice and struggle. Because of the great instructional support systems in place on those squads, their students are likely to do well in national competition year after year, and so I do not even disagree that they numerically dominate the top workshops.

But I have to confess: as much as I like any debater who wants to learn and work hard, I often cannot help but root for the small program underdog. Partly this reflects my personal history. Back during the Civil War when I debated in high school, in a very small program in northwest Indiana, there was never much more to the debate program than me and my partner. The program started when I and a friend

expressed interest in debate while 9th graders, and it ended fairly soon after I graduated. Wonderful teachers worked with me at Harrison High School in West Lafayette (Purdue country), but they weren't particularly committed or trained to teach debate.

I vividly remember how thrilled I was to gain admission to Wake Forest University, which I chose on the strength of their summer workshop reputation. But in sharp contrast to their present day size and strength, I was surprised to find how small a college program Wake Forest was back then. Though this will sound absurd to those familiar with WFU's now impressive efforts, I often recall feeling that I debated for a very small squad.

Both my high school and college experiences thus gave me an intimate sense of the frustration of encountering much bigger competitors. But I was also fortunate to succeed in both environments. To this day I am awestruck by the skill Ross Smith and Allan Louden showed in preparing me for competition, often very much against the odds — and today I can only imagine the challenges I created for them as an arrogant 18-year-old (hey, I had made it all the way to the *Indiana State final round!*). But I benefited immeasurably from their dedication and intellect, and will always be grateful for the enthusiasm they showed for good argument, not to mention their considerable patience.

Since college I've seen the playing field from every vantage point: I've had the good fortune of working with mega-programs, where success seems to come (I hesitate even to say it) easily. And I've also had the good fortune of working with programs where success is a much tougher nut to crack. Here's the point of this tour of my tortured past: After all this, I remain an optimist about the capacity of students from smaller programs to succeed. In what follows, I want to offer a little advice about why I remain optimistic, and in the most practical way, with specific suggestions for how to maneuver in an environment with few resources.

I passionately believe this: Although debate is in too many respects a game rigged to reward the wealthy, the lack of money (and the resources it provides — coaching, prepared materials, travel) is *not* finally an obstacle to success. With intelligence and hard work and just a little creativity, the advantages bestowed by big bucks can be neutralized. And I don't simply mean: "Beat your head against the wall for ten years, and then maybe someday you'll fluke into the octafinals somewhere so you can be savagely destroyed by the 9th team from Megabucks Academy in front of their minion fans." No! I mean that with dedication you and your small program can win it all. How can this be?

Three Derailing Myths

When I talk with students who are trying to strategize success from the perspective of limited resources, I often hear them express a couple points of view which I find, though reasonable, derailing. These myths are worth brief mention since you may believe them too:

It's us against the world: it's all a matter of "rep," and we don't have any. There is a pervasive sense, even among some coaches I talk with, that success is invariably effected by a school's reputation. The somewhat inbred nature of the national circuit understandably reinforces this impression — national coaches talk to successful debaters, and sometimes have worked with them over the summertime. Because of the more frequent nature of their interaction, it's easy to believe that nationally successful debaters are the beneficiaries of a secret system of reward.

But that view gets it wrong, seriously wrong. The vast ma-

jority of judges work very hard to set aside whatever preferences they have when they judge. And presuming that some judges are predisposed to vote for "winners," they are usually as much disposed to champion the underdog. A strong reputation can be earned by hard work, increasing success, and an openness to improvement. The view to the contrary is nothing more than a psychological barrier which will interfere with your true potential.

We can never beat them: they're too rich! They have all those assistants! Money does matter, no question about it. Programs with access to more money can pay for expensive subscriptions to online databases, travel more widely to national tournaments, and retain the services of additional assistance. I don't intend to deny any of this — when faced with a choice between a \$1000 or a \$100,000 budget, who wouldn't always choose the latter? But I do want to insist that the marginal added value of extra money is easy to exaggerate. As one coach told me a while back, a good friend: "The older I get, the more I realize how unsuccessful programs can just as easily spend \$50,000 as ones that win everything!" It is true that big budgets buy research assistants, but the work product of those assistants is often unreliable, and since debaters have not immersed themselves in the argument production, their ability to defend even strong arguments is diminished. And money enables more frequent national travel. But this national interaction soon reaches its own limits: students who travel nationally all the time are the first ones to burn out on the activity, and in the age of email and listservs one need not be present everywhere to acquire a good sense of what new arguments were run there. There is no good reason for debaters to forego weekends of potential work to be debating every single October, November, and January weekend.

As for the assistant issue, the perceived need to connect to a college program is a common one, and programs with access often try to get help from the best available debaters. Sometimes the assistance is wonderful, but sometimes college debaters end up imposing their own pet arguments on teams, sometimes to their detriment. And it can be pretty hard to get useful work out of assistants-for-hire.

We're doomed to run tiny affirmatives and a kritik my whole life. The genesis of this thinking is a little different, and not as thoroughly defeatist as the other myths I've mentioned. Here's the logic behind the sentiment: "We have very few students debating, and not much access or time for heavy year-long research. So the obviously smart strategic alternative is to think small: we'll run one critical argument all the time on the negative, and a little tiny, preferably non-topical affirmative all year too (after all, if we're topical we'd link to all their generics!)."

This way of thinking is common, but often wrongheaded. The problem is that teams often gravitate to this approach even when they debate on a circuit which resists support for one critique round after round, and which may insist on fairly mainstream affirmatives. But even when the circuit is amenable to these choices, they often do not pay off competitively. The big programs will be deep on your critical position no less than they would be on a, say, politics argument. A trade-off can develop, where the team ends up with real expertise on their critique but find the battle to make it link every time is soon uphill, as their opponents learn how to adjust over repeated encounters. And even if you try to slightly diversify, word soon gets around that what you intend to extend is the one preferred position (critique, states, Bush/Iraq).

I also think this approach can be counterproductive since it

doesn't necessarily get you off the hook for doing the extended week-to-week work of updating the bigger positions. Whatever affirmative you run, opponents will run their generics, and they will soon catch up and overtake you if your main answers consist of one-trick turns or takeouts. By a month or so into the season, you'll be scrambling to get caught up either way.

Still, although I've identified this last issue as another myth to be avoided, it does take us in the right direction since it evidences some degree of strategic thinking at work. With some more careful thinking, this direction can yield consistent and year-long success. And yet, other important issues remain, and this brings me to more specific advice:

But There's Not Enough Time!

The greatest frustration of debating in a small program is the absence of time: there just aren't enough hours in the day to keep up with the larger machines. I see many debaters who drown all year just doing weekly updates on the major positions, and then when you add in the difficulty of doing work on a new affirmative, and practice, and money raising, it can quickly become an impossible situation. Here are some ideas:

Run a popular summer affirmative, but with a twist. Some small programs start with the assumption that to survive they need to write brand new affirmatives, but although that can pay off, it also commits you to a high risk strategy. New affirmatives take up a disproportionate amount of preparation time, and at the time of year when time is most precious, before the first tournament. Further, they are risky simply on account of their novelty: because the affirmative has never been run before, it can be very hard to anticipate what teams will say against it. Worse, when teams from big programs (with their deep backfiles) encounter a new affirmative, they are likely to simply pull out their old mega-files, and you start from behind.

I recommend instead that you consider running a case on which the basic mechanics have been briefed by high quality summer peers, but that you spend your preparation time modifying the case so that it contains new tricks. Think about the difficulties the case encountered in the summer: how can the plan be changed to address or provide you with strategic options against them? Pick a case that is basically true, and therefore likely to hold up well over time — that is, avoid one-trick cases that only obligate you to major additional research projects as the year continues.

In my view this approach — old case, new twists — has several benefits. It frees the best debater from the time intensive work of writing a major affirmative for national use from scratch. Because the basic case has a track record of sorts, you are better positioned to anticipate what teams will say. And there is a tournament bonus too. When other good teams ask what you're running, the news which will spread around will emphasize the label everyone knows ("oh, they run eating disorders"), thus diverting the opposition from hard and creative at-tournament strategizing, and forcing them to hone in on the tricks you've built in. Teams of this kind will travel more slowly.

When picking what to run on the negative, start by concentrating on positions you'll have to research anyway, for the preservation of the affirmative. Here's what I mean: If you know the affirmative you're running is especially vulnerable to the "courts" counterplan, then why not make the courts counterplan a focus of your negative strategy? If you do, the research you accomplish will only benefit you whatever side you're debating on.

Another important aspect of time management is *partnership coordination*. Maybe you have a colleague who has much less experience, or other priorities more important than debate. The problem arises when the more experienced partner starts to resent their colleague's relatively less than total support. But this can be negotiated, and ought to be: Make explicit arrangements with your partner so work expectations are clear. Is your partner only willing to work three hours a week outside of tournaments? Fine — coordinate that time so it is at least productive.

Take off weekends between tournaments to get serious work done. A lot of high school debaters I know go to too many tournaments — they feel as if they have to literally travel every weekend, and so a season may include an absurdly high number of events, maybe even upwards of twenty. But that number is outrageously high, and is bound not only to subvert your debate preparation but your schoolwork as well. Far better to schedule major tournaments so they are fairly evenly spaced over the season — how about, in a given month, a regional tournament weekend one, weekend two off, a national tournament on the third weekend, and the fourth weekend off for work? It may surprise you to realize how great a work time compensation this can produce relative to larger programs, whose coaches are literally on the road nonstop and scrambling to get their own work done.

Find time to get work done at tournaments. I'm often surprised at how much time gets wasted by students from big programs at tournaments. Sometimes they are distracted by the sheer number of students and coaches hanging around, so it seems like they're just chatting or playing all the time. Or maybe they are having to wait around for the big bus to come rolling around. Either way, you can compensate somewhat for the time differences if you remain focused and disciplined at tournaments. As I've tried to stress many times, this does not require you to give up at-tournament fun or friendships. If you simply take the fifteen minutes immediately following every debate and put it to productive use you'll be surprised at how much new work you accomplish.

Time can be saved in other ways. For instance, I urge you to *take full advantage of web-based information sources*. And I'm not referring to Lexis-Nexis or web-based news sources, as important as those obviously are. I'm talking instead about debate resources, like the case lists and judge philosophy lists that have sprouted up. Those information sources are great equalizers, since even five years ago only the big programs commanded the resources necessary to collect information so complete.

Do you feel like your at-home time is stolen by novices you're responsible for coaching? Online materials can help you there too. The University of Vermont debate site, Planet Debate, includes hours of web-based video material which can be used to teach novices while you get other work done in the background.

The time deficit relative to the big programs usually gets worse as the year continues. Think about finding times in your own schedule where intensive work can be accomplished. Obviously you should especially *coordinate at the start of the year*. I've written before about the need for very specific organization at the start of the year. But it's also important, if you can manage it, to *find a week or so during the midterm holiday period* for a mid-year work push. Setting aside the first full week in January, or the week between Christmas and New Year's for major work will pay major dividends, and often give you an edge against bigger programs whose students may feel confident enough to take a more considerable holiday break. I'm often surprised at how few major

new affirmatives and positions are run at the early January tournaments, such as at the Montgomery Bell tournament right after New Year's.

But We Just Don't Have the Money!

Let's face it — no one has enough money, and the solutions to constant resource pressures are varied. Given the diverse creative ways by which programs pay their bills, I wouldn't presume to laundry list them here, or give a recommendation to certain strategies over others. Some have found apparently permanent success in acquiring funding from school boards or parent groups, others by institutionalizing successful money-making projects. And every forensics coach in America has explored the many possibilities for saving money: six kids to a room, sharing hotel rooms with other schools, relying on parents and students for transportation, fee swapping, and more.

I do want to mention one possibility that has less to do with making and raising money than with locating research resources. It is one of the ugly secrets of contemporary debate that too many students acquire access to the Lexis-Nexus database by use of bootleg passwords, sometimes provided by friendly law students. To some extent this problem has been reduced by the wider availability of Lexis Nexus Universe, a web-based subscription option regularly utilized by large institutional subscribers. Universe accesses the same large database as that manipulated by paying law customers, but uses a simpler search engine.

There is much to be said about the benefits of Universe, which is by now available in most large university libraries. What you may not know about the Universe pricing system is that institutions are charged based on the number of potential in-house users. Thus, you should make a point of approaching your high school librarian or media specialists, for the purpose of recommending that he or she inquire to see how much a school-wide subscription might cost. The price for a school-wide subscription is often surprisingly manageable. And if this is so, high school media specialists might be more easily persuaded to seek support for institutional access than you might think, since the idea that every student in the school would have online access to the full database of hundreds of newspapers and law reviews should be innately attractive.

If the answer from your media specialist is "no!," then there are still options remaining for students who desperately need (legal) access to regularly updated newspaper databases. Consider, for example, collaborating with friends from other programs who do have legal access to databases. What information resources can you exchange with them to receive legally downloaded articles? My point is not that you circumvent the proprietary interests of the Lexis-Nexus corporation, but simply that you consider ways to generate your own work product (that is, briefs produced out of books and other hard copy resources) which you can then exchange on a limited basis with trustworthy collaborators at other schools who will mainly generate positions out of newspaper databases. I'll say a bit more about these limited trading arrangements in a bit.

But I'm the Only Experienced Debater!

This is a common circumstance, and I want to just mention advise that will seem, and is, basic common sense, but which if carefully implemented can compensate for the real limitations of being the only experienced debater in a program.

It is especially important to find ways to *make your novices productive assistants* without exploiting them. As a senior or relatively more experienced debater, you will likely be assigned some responsibility for supervising and training novices. There are more and less productive ways to make this arrangement mutually beneficial. Obviously, younger debaters may be willing to assist you in evidence processing, although I think seeking such help from them can quickly become exploitive — much as senior debaters might like it to the contrary, novices are human beings and not slaves!

It is better to find ways to involve younger debaters in activities that both ease your workload and also contribute to their own education as competitors. After positions have been produced by you or others with some experience, supervise novice debaters in how best to explain the position and in drills where they debate each other. You'll find that this kind of specific coaching improves your own understanding of the argument. You might want to consider collaborating in argument production with younger students who show lots of raw talent. Consider supervising two or three simultaneously working novice groups, where you oversee card cutting and research production.

Make an explicit work arrangement with your partner. If one student has considerably more experience than the other, the situation can be combustible. The more advanced student may see success more closely within reach, and thus may be more motivated than her or his colleague, and that can increase tension too. As I alluded to earlier, I think this problem must be addressed in a productive and well-planned way as early as possible. Instead of forever nagging your colleague to invest more time in debate work, have an honest conversation up front, at the year's start, about the realistic and actual likely work contribution your partner is willing to be held accountable for. If the hours promised vary widely week to week on account of school and other responsibilities, it won't be a problem if the arrangement is agreed to beforehand. And more than negotiating hours, agree up front on the major positions which you and your partner commit to fully preparing for tournament use. Negotiating specific agreements for practice and tournament schedules can often help too.

I also recommend that you organize very specific trading arrangements with good debaters you trust from other schools. Like most coaches, I oppose wholesale trading, especially the swaps that often occur immediately before big debates — it's hard to see how evidence changing hands at that point contributes to the educational process.

But if you lack a squad that can offer research support, I think it's reasonable to *create an extended squad*. Pick three or four friends in similar circumstances. Make sure they work hard and are basically on your wavelength. Then, make specific assignments to be exchanged at the tournaments you'll attend together. One might agree to bring politics updates, another a new disadvantage, another a rebriefed critical argument, and so on. To avoid disillusionment, set specific page targets, so everyone is making a roughly equal contribution. To avoid possible awkwardness, agree up front that these arguments become the common property of everyone, which means you can even run them against each other when you end up debating. And to avoid promiscuous trading (after all, that defeats the purpose of the arrangement in the first place), make an explicit deal that only your three or four schools may use this evidence in competition, that it won't be traded more widely.

Finally, two pieces of obvious but no less vital advice. *Pick research assignments that are manageable and productive beyond one team or case.* I mean this in the most basic sense. Some very experienced debaters end up bogged down either in the long production of a new affirmative which may never see the light of day, or obsessing about the Big Case which their most significant competitor prefers. This is wrongheaded, apart for some very narrow exceptions (such as the specific process required in planning for end-of-the-year events): instead of picking the weird case for which you have no apparent response, only runnable by one team, make research priorities by perusing the overall list of cases you need to answer. Where can your research achieve the most "bang for the buck"?

Related to this is the imperative that you *work especially hard to stay organized.* I am often surprised by the number of major program teams who seem positively disadvantaged by the amount of evidence they carry, since they can't possibly have had the time to read through it all, and their apparent disorganization obviates the chance of finding the critical page at the critical moment. The result is a filing fiasco where paper is strewn everywhere. I'm also regularly surprised to see how commonly students from smaller programs seem unable to put their hands on a critical piece of evidence. This is obvious but true: If you can't find it, it may as well not exist.

But My Coach Doesn't Provide Detailed Argument Instruction!

Debaters from small programs sometimes feel disadvantaged, and reasonably so, because they lack access to well organized and argument specific coaching help. Coaches tend to get more credit than they deserve, both for their students' successes and failures. Still, coaching helps, and good coaches can help their students stay focused on the task at hand.

In my experience, debaters tend to needlessly disparage the possible contributions of their coach, or activity adviser, or program sponsor. They do so because they mistakenly believe that unless the coach is card cutting, he or she cannot provide important assistance. But such a view is way off the mark. Even our metaphors lead us astray here; we talk about coaches as needing to be "in the trenches," helping to make arguments. The inference is that anything different is instruction at a distance. But debaters need support in many ways, and even if your coach is educationally opposed to generating research (as many are), they can assist you in countless other ways which will enable your education.

It's important to *appreciate your coach for what he or she does.* Be grateful for any commitment of time coaches are able to make, since it is an exceptional sacrifice for an overworked teacher (as all of them are) to commit to any support to forensics activities.

Have your coach listen to you do rebuttal reworks after tournaments. It saddens me when coaches pull back from providing assistance because of their impression the students they serve are ingrates.

In a worst case scenario, where a program simply lacks access to any reliable teacher support, there are still ways to acquire coaching support from the tournament experience. For instance, it's indispensable to ask good judges for specific advice after they hear you. Engage your smartest opponents in detailed conversations — see what they do and then integrate their best ideas into your own practice. Carefully read through prepared materials, since they often offer tutorials on the most current controversies in theory and practice. Watch and pay attention (that is, take notes) to

elimination round debates. Copy down evidence citations, and if a citation proves unavailable to you, network with your friends from other schools to see if they can track it down for you.

Some other thoughts on the idea of *stealing the smart ideas of your opponents:* I don't so much have in mind that you should wholesale rip off the major affirmatives being run in your area; obviously the advantages of such a strategy are limited. But I encourage you to freely borrow at what one might call the "micro-" level. Every smart debater has ways of expressing her ideas, mechanisms for explaining the big picture and the overall story, that help them win in close major debates. When those explanations can help you, integrate them into your own debating.

Students usually avoid watching elimination rounds where their own affirmative is being run; after all, why watch something you already know? But if you lack coaching or an experienced second team against whom to have practice debates, these elimination rounds can be invaluable. Carefully flow the first negative, and then set the flow aside. When you are back at home, prepare your own 2AC against the arguments you wrote down. Compare notes with the arguments actually presented in the elimination debate you watched, and see if you can benefit by copying tricks used there.

Finally: *read, read, read, practice, practice, practice.* Lacking the benefits of a strong at-home debate peer group, one simply has to compensate by more fully immersing him or herself in the topic arguments, participating more actively in the major debate bulletin boards and listservs, and practicing whenever possible.

Conclusions: The Limits of Optimism

It's easier to spin out a series of tips than to find the discipline to implement them. And even after all the extra work entailed by debating for a smaller program, let's be honest: it will still prove very difficult to defeat well-prepared teams from major schools.

Still, the number of teams from small schools who do manage to succeed must be doing something right, and whatever they're doing you can do too. And when victory does come, it will be all the sweeter if it's the result of your own personal initiative and disciplined hard work. The considerable benefits of extended participation in national circuit debating will be all the richer. Good luck, and get to work!

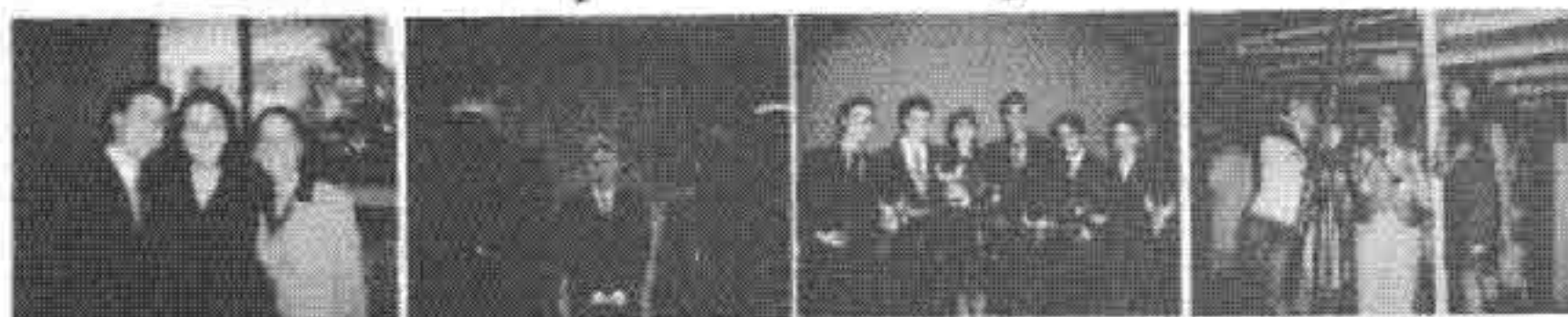
(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University. His column appears monthly in the *Rastrum*.)

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SEVENTH DIAMOND COACHES



*****Roger Brannan
Manhattan HS, KS

December 3, 2001

19,770 points

One of the giants in NFL history is Roger Brannan. Dubbed the "Mahattma of Manhattan" his famous Kansas teams cut a wide swath through the Jayhawk State for 35 years, while he and his wife Doris set a standard of service to others with their professionalism and competence.

Roger, elected to the NFL Hall of Fame in 1990, has been feted with nearly every NFL honor: three Gold Chair Awards, the Distinguished Service Key, four distinguished service plaques, and election to the NFL Executive Council, where he served with great distinction.

Mr. Brannan's ability was always evident in the honors achieved by his large squads: leading chapter awards in 1972, 1981 and 1990; largest chapter fifteen times (4 times in the U.S. top 10); nine district sweepstakes plaques and four district sweepstakes trophies.

His debate team and individual students won Kansas State Tournaments with regularity. At nationals, Roger qualified 68 students to the tournament and 17 to the Congress.

Mr. Brannan coached a National Champion in Girls Extemp in 1979, as well as five students who placed in the top four in Congress.

Roger's service to NFL includes both holding district and national office, state office, and critical positions at Nationals, including coordinator of double entries, debate tab, speech tab, Ombudsman and serving on the Protest Committee. Doris has served as speech auditor.

He is now NFL historian and is capturing the oral and video history of NFL. Roger also is President of the Manhattan, Kansas, School Board where he continues to serve students.

Nicknamed "Mr. Integrity" by Secretary James Copeland, Roger is one of the greatest NFL citizens of all time.

*****Dr. Jane Eldridge
Goodpasture HS, TN

February 5, 2002

22,911 points

The Doctor is in! She is in contention to be NFL's leading diamond coach of all time — one of only seven (and the only woman) to earn NFL's prestigious seventh diamond award.

Her glittering career is unmatched in NFL history. Few have been so honored: winner of the Thomas Glenn Pelham Commendation for "...devotion to the forensic art", winner of the Ralph E. Carey Trophy for "Distinguished Career Service", winner of the NFL District Chair Gold Award and elected to both the NFL and Tennessee Speech Halls of Fame, Jane has set a standard for service to the profession that may never be equaled.

Dr. Eldridge hosted nationals in 1967 and 1988. Her students won nationals in 1980 and 1981.

Jane has earned the Barkley Forum Gold Key, the NFL Distinguished Service Key and the Distinguished Service Plaque.

A fine coach of all events, Jane's debate teams have won the Barkley Forum and Bi-Centennial Forum in debate and the NFL Nationals in Congress.

Dr. Eldridge has served as co-director of Congress and co-director of Extemp Prep at the National Tournament.

Her distinguished career at three schools: Madison, Hunter's Lane, and Goodpasture yielded three Leading Chapter Awards, a district plaque and four district trophies.

NFL congratulates Dr. Jane Eldridge for earning seven diamonds, a great honor for a Great Lady of Speech.



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SIXTH DIAMOND COACH

*******Brother Rene' Sterner, FSC**
La Salle College HS, PA

February 11, 2002

16,016 points

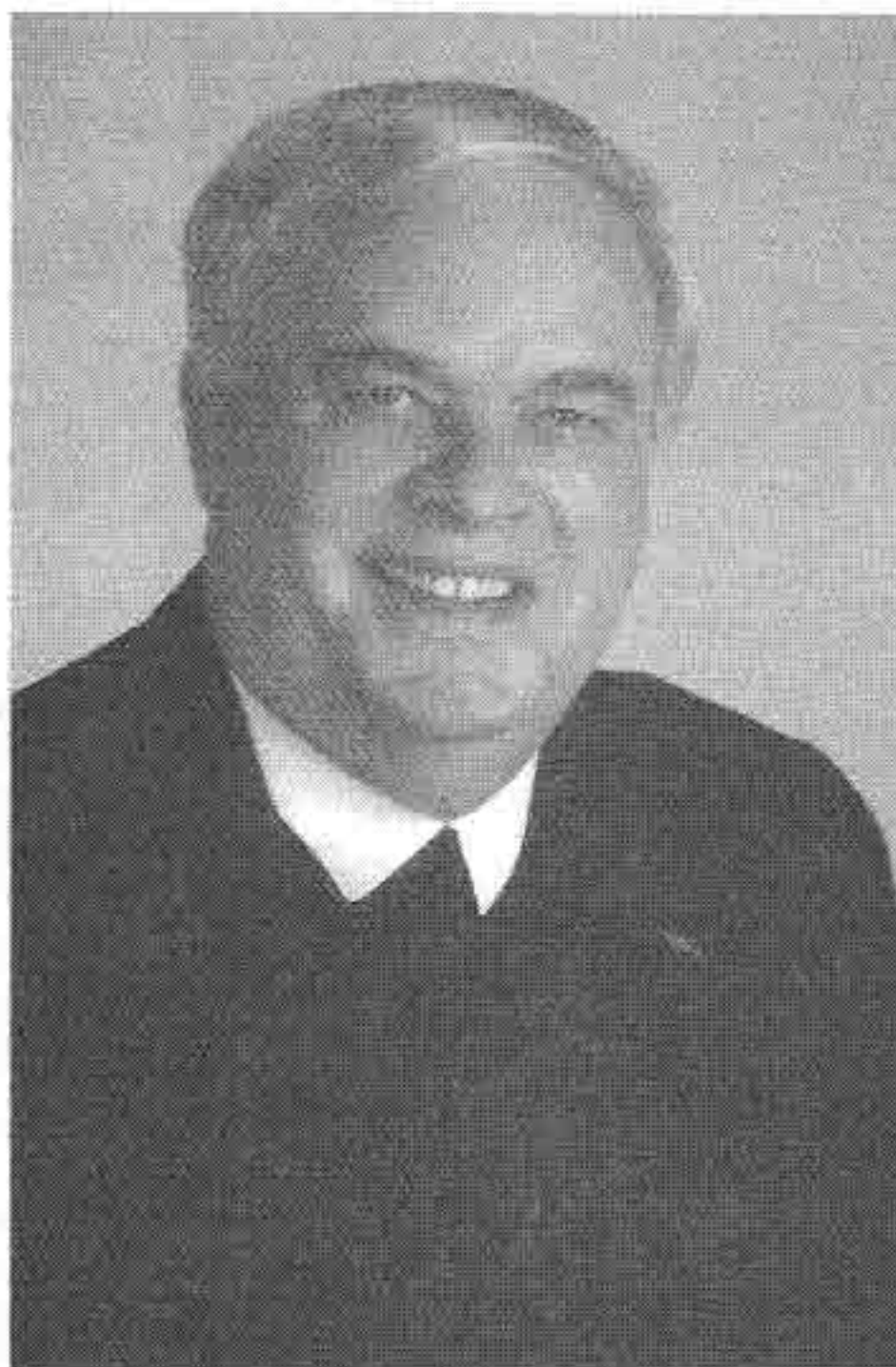
Brother Rene' Sterner, FSC, has been an NFL coach for the past 42 years. He has served as an NFL District Chair in two NFL Districts, Pittsburgh (1970-1977) and Valley Forge (1978-1980) where he was the founding Chair. He has also served as Diocesan Director of three CFL Leagues - Pittsburgh (1962-1977), Baltimore (1981-1987), and Philadelphia (1994-1996). He has been Director of Forensics at three secondary schools - Pittsburgh Central Catholic HS, Calvert Hall College, Baltimore, and La Salle College HS, Philadelphia. He has been a member of the National Forensic League's Executive Council since 1984. His career as a school administrator began in 1967 and has included service as Assistant Principal for Academic Affairs, Principal, and since 1991 as President of La Salle College High School. He served as President of the NCFL from 1969 to 1971 and as NCFL's National Grand Tournament director from 1972 to 1994.

Over his 42 years of coaching he has attended every NFL Nationals since 1961 except the 1968 Tournament at Macalester College when an emergency appendectomy prevented his attendance. His students have won NFL Nationals in Debate and Extemp. He has had finalists in Extemp and Original Oratory. His students won back-to-back National Championships in American Legion Oratory in 1988 and 1989. In 1972 his team at Central Catholic won the Pi Kappa Delta/Bruno E. Jacob Sweepstakes Award. Each of the Chapters he has directed have won the Leading Chapter Award and some of them several times. He also served on the National Debate Topic Selection Committee from 1972 to 1994.

The inspiration for his enthusiasm and commitment to NFL and forensic activities is rooted in the educational significance and value of training young people for leadership. "Leadership is at the heart of education. I've seen nothing in or out of the classroom that produced the substance of leadership that NFL, NCFL, and our State Leagues do. Too much of the rest is untested games playing and wheel spinning. I can say of forensics what G. K. Chesterton said of Christianity: 'Christianity has not been tried and found wanting. It has been tried and found difficult.' We might say the same about speech and debate activities. They have been tried and found challenging. But that's all the more reason that they deserve our finest efforts."

Bro. Rene' Sterner has been honored by the State House and Senate of both the Pennsylvania and Maryland Legislatures. In 1990 he received the "Pro Pontifice Et Ecclesia" Medal from Pope John Paul II, for his contributions to Catholic education. In 2000 he was honored by the NCEA at their National Convention with the NCEA Secondary Schools Department Award for his leadership in secondary education as a teacher and administrator.

Brother is a member of the NFL Hall of Fame and currently is serving for the second time as Facilitator of the Executive Secretary Search Committee.



SIXTH DIAMOND COACHES



*****Don Crabtree
Park Hill HS, MO

May 27, 2002

27,086 points

Don Crabtree, NFL's thirteenth Vice President, is lucky for NFL. Since Don gained membership in May of 1972 he has been a most positive force for speech education in America. His services to the profession and NFL is far reaching: twice he hosted the National Tournament (in 1983 and 1994) and was willing to do it a third time if a host city cancelled at the last moment. Recently Don developed the very popular interpretation cutting list which has greatly aided interp coaches in all parts of America.

Mr. Crabtree has been widely honored for his work. He has been elected to the NFL Hall of Fame, selected as Outstanding Speech Educator by the Speech and Theater Association of Missouri, awarded the District Chair Gold Award, earned the Distinguished Service Key and the Distinguished Service Plaque - 6th honors (a record).

His service to NFL includes five terms as District Chair, three terms (re-elected recently to a 4th) on the Executive Council, and a continuing role as NFL Ombudsman at nationals.

Mr. Crabtree's record as a nationally recognized coach is also impressive. Coach of the Dramatic Interp National Champion in 1986, Don has attended 22 nationals with 48 students including six who reached the semi-finals or finals.

Don's squads have won three district plaques and three district sweepstake trophies. Park Hill has been the district's largest chapter in 13 different years and led the district in new enrollment eighteen times, including three times in the U.S. top ten. Four Leading Chapter Awards have been earned by Park Hill students and their coach.

As Vice President, Mr. Crabtree will be adjunct director of the 2003 National Tournament and be influential in the selection of the next secretary. He will continue as the "Don" of Speech Coaches.

*****Greg J. Cullen
Alhambra HS, CA

January 9, 2002

16,204 points

One of America's leading coaches is Californian Greg Cullen, from Alhambra HS.

Mr. Cullen has served both as CHSSA area chair and as NFL district chair for 15 years, earning two NFL Gold Awards.

His squad at Alhambra has been very successful: seven times the district's largest chapter; five times the leader in new degrees, Alhambra earned the Leading Chapter Award in 1976, 1982, 1988, and 1994.

At the district tournament Greg's students earned the trophy in 1975, 1981, 1986, 1993 and 1999.

Greg has qualified 23 students to 16 national finals in Debate, L/D, Extemp, OO, IX and Congress. Among these qualifiers was Albert Giang, National Champion Representative in 1993 (who was also in L/D semis in 1994) and Lyndon Cullen, Greg's son. Lyndon was NFL high point student in the East Los Angeles district in 1982. Four other of Greg's student's also earned district high point honors. In 1994 Mr. Cullen coached an NFL All American, Albert Giang, whose point total ranked him 6th in the U.S.

Greg Cullen is known in California for helping new coaches. He and his wife developed a curriculum guide for coaches that has been very successful. Mr. Cullen has served as national parliamentarian, debate tabulator and speech tabulator at the national tournament.

Greg is very creative and often develops innovative ideas. His squad raises funds by serving as "seat holders" at the Pasadena Auditorium - home of the Emmys and other large events. The Auditorium does not wish the TV camera to show empty seats. So Alhambra NFL members sit in those seats if they are unsold or people leave early.

A hardworking coach, Greg year after year builds his fine record by teaching and coaching students and serving his profession.



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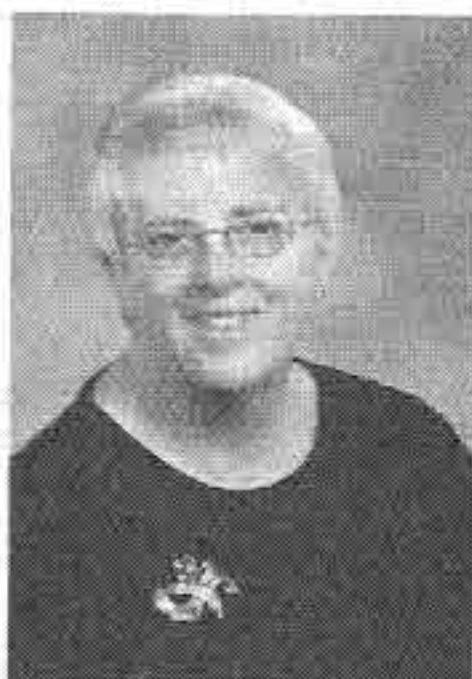
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FOURTH DIAMOND COACHES



October 29, 2001

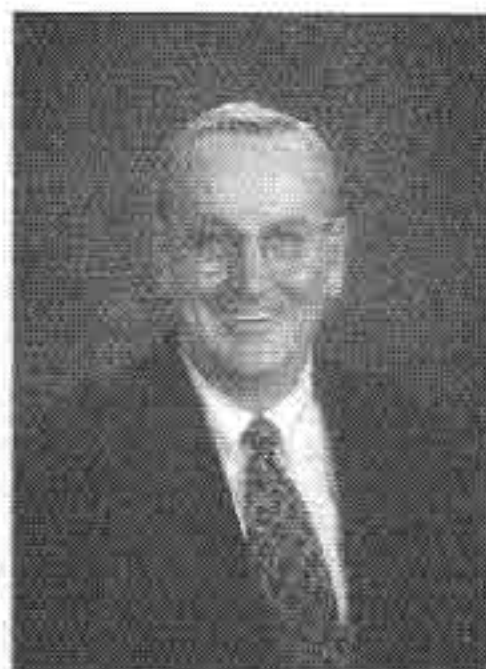
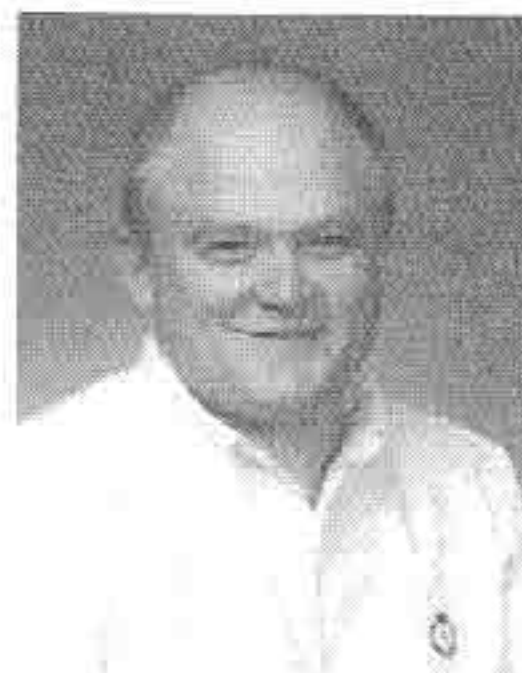
****Sister Mary Patricia Plumb
Academy of the Holy Names

16,604 points

December 3, 2001

****Steven Wood
Lawrence HS, KS

18,108 points



December 13, 2001

****Don Ramsey
Kansas City-Rockhurst HS, MO

10,103 points

March 6, 2002

****Sandra Maguire
Miramonte HS, CA

18,204 points



FOURTH DIAMOND COACHES

41



March 19, 2002

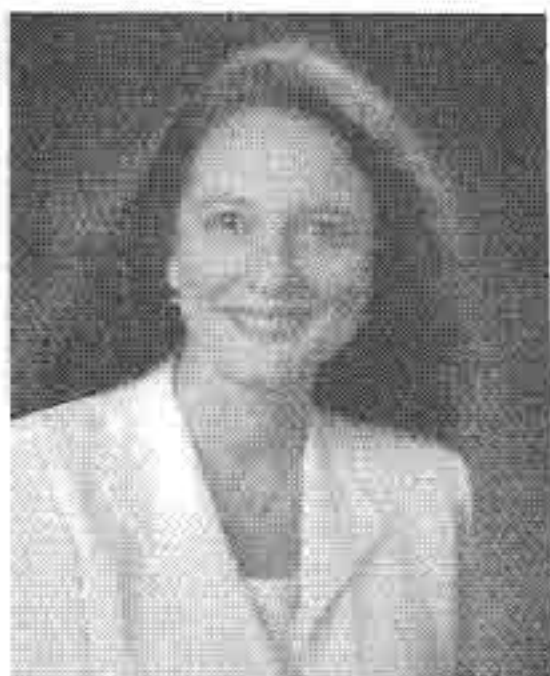
****Michael Starks
Cheyenne-East HS, WY

11,977 points

April 3, 2002

****Gay Brasher
Leland HS, CA

15,239 points



April 7, 2002

****Pam C. Wycoff
Apple Valley HS, MN

14,556 points

April 14, 2002

****Terry Peterson
Millard North HS, NE

10,751 points



TRIPLE DIAMOND COACHES



March 24, 1999

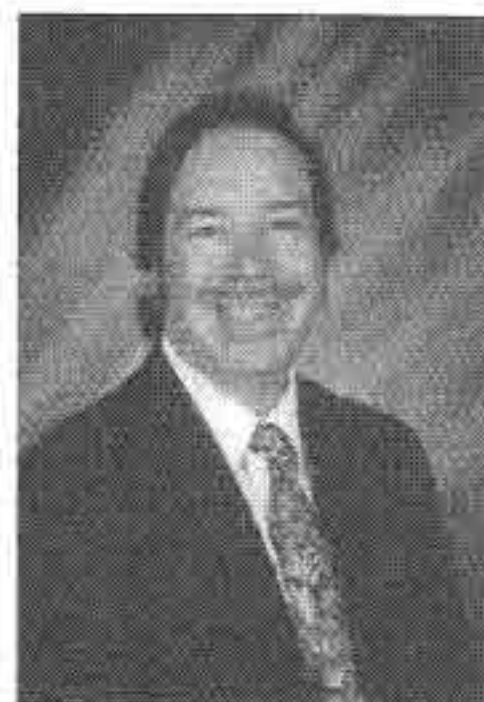
***Cathy Berman
El Cerrito HS, CA

6,121 points

December 20, 2000

***David M. Montera
Pueblo-Centennial HS, CO

6,010 points



June 18, 2001

***Joseph Buzzelli
St. Ignatius HS, OH

6,016 points

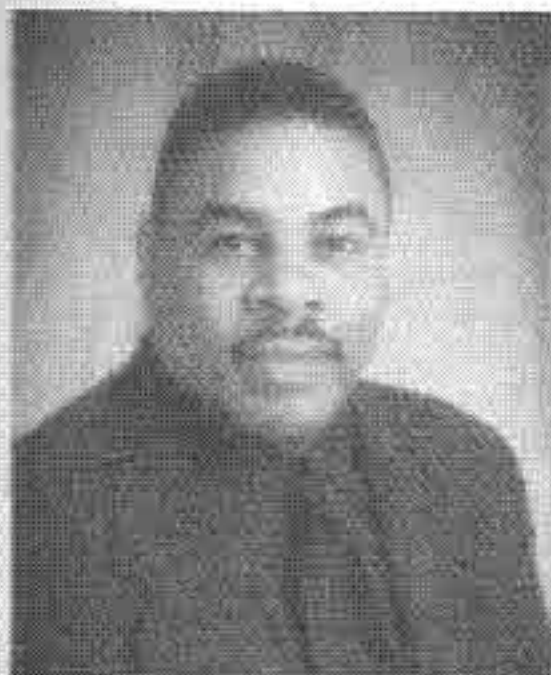
December 3, 2001

***Cynthia Burgett
Washburn Rural HS, KS

10,310 points



TRIPLE DIAMOND COACHES



December 3, 2001

*****Michael Marks**
Hattiesburg HS, MS

6,128 points



December 6, 2001

*****Beth Goldman**
Taravella HS, FL

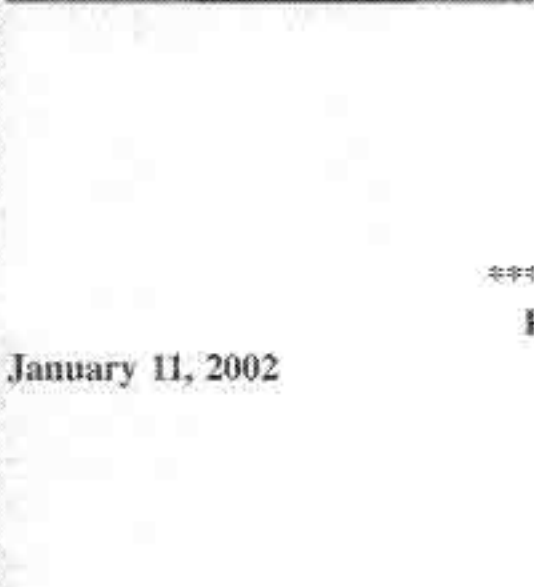
9,523 points



December 11, 2001

****Karen Colton-Millsap**
Aurora HS, MO

6,273 points



January 11, 2002

*****Gloria Wasilewski**
Riverside HS, PA

6,193 points



TRIPLE DIAMOND COACHES



January 15, 2002

***David McKenzie
Plymouth HS, IN

7,706 points



February 21, 2002

***Joseph Wycoff
Apple Valley HS, MN

6,145 points



March 5, 2002

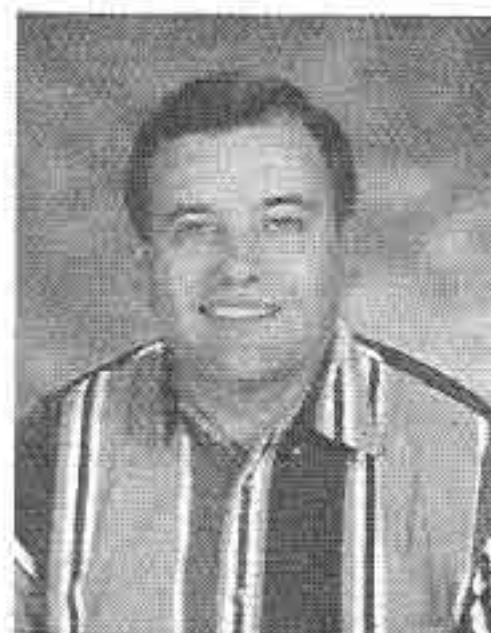
***David Trippe
Nixa R2 HS, MO

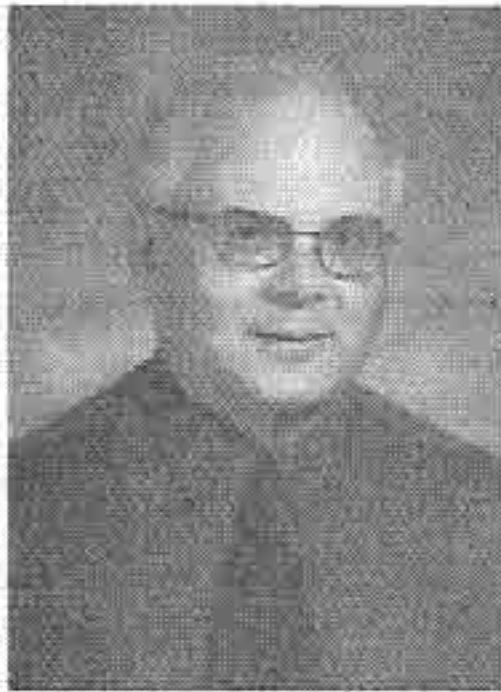
6,196 points

March 20, 2002

***Stan Magee
Dulles HS, TX

8,426 points

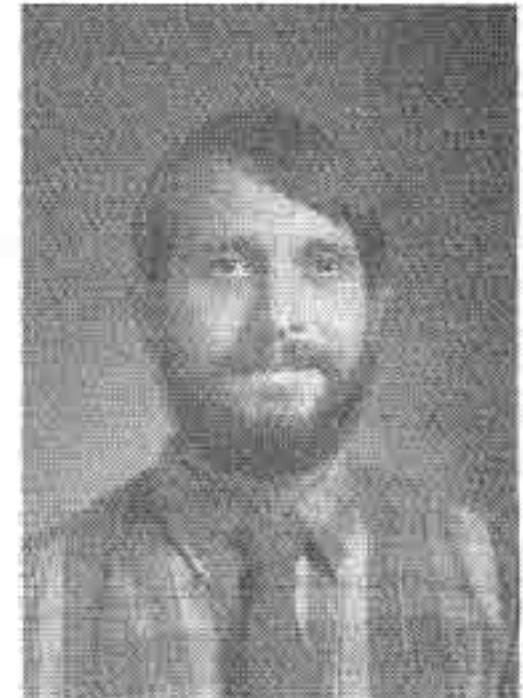




***Mark Quinlan
Circle Pines Centennial HS, MN

April 23, 2002

7,040 points



***Robert E. DeGroff
Colton HS, CA

May 15, 2002

7,277 points

Learn to Coach LD from the Best!

KENTUCKY INSTITUTE

The LD Division of the **Kentucky National Debate Institute** is seeking six to eight new or current debate coaches to participate in our 2nd LD Coaches Program from June 22 to July 13, 2003. Attendees will receive thorough training in LD theory, moral and political philosophy, and hands-on coaching techniques; our small size will allow us to customize the program to the needs and interests of participants.

In the past few years, Kentucky has become recognized as one of the most innovative and educationally stimulating summer LD workshops. We are also, by a happy coincidence (or is it?), the most competitively successful. Our staff, composed of experienced LD coaches and former LD champions, is eager to share the Kentucky way of teaching LD with an emerging generation of coaches. The traditional educational values of the Institute make us accessible and appealing to teachers from non-debate backgrounds.

The Institute will provide tuition and room in exchange for part-time service as a monitor in student dormitories. Eligible coaches must be employed as a debate coach or assistant debate coach by a high school. For more information about this outstanding opportunity, contact us at jwpatt00@pop.uky.edu or www.kndi.org.



International Summer Speech and Debate Institute

LOCATION:

The institute will be held at the United World College of the Adriatic campus, which is located on cliffs overlooking the beautiful Adriatic. In addition to the formal sessions, the campus offers opportunities for swimming, hiking and other outdoor activities. Siteseeing excursions to nearby cities such as Venice and Trieste will be offered.

SESSION 1: (June 30 - July 14)

Lincoln-Douglas Debate & Speech

The L-D workshop will be for students wishing to work on 2003-2004 NFL debate topics. The Speech workshop will offer instruction in Humorous and Dramatic Interpretation, Original Oratory, and Extemporaneous Speaking (including in-depth topic analysis). Students can cross-register in speech and debate.

PRICE: \$1,400 USD

Institute Director: Eric Di Michele

(212) 288-1100, ext. 101- Email: edimiche@regis-nyc.org

SESSION 2: (July 15 - 21)

"Bridge Program" to IDEA's International Youth Forum in Ljubljana, Slovenia

For students interested in attending both the IDEA Speech and Debate Institute and IDEA's 9th Annual Youth Forum in Ljubljana, Slovenia, a special one week program will be designed. Students will prepare for the Youth Forum debates through research and discussion. Students will also have the opportunity for advance research and discussion on the NFL topics covered at the Lincoln-Douglas camp. Additional sightseeing trips around Northern Italy will also be planned.

Session Director: Nina Watkins, IDEA

(212) 548-0185 -Email: nwatkins@sorosny.org

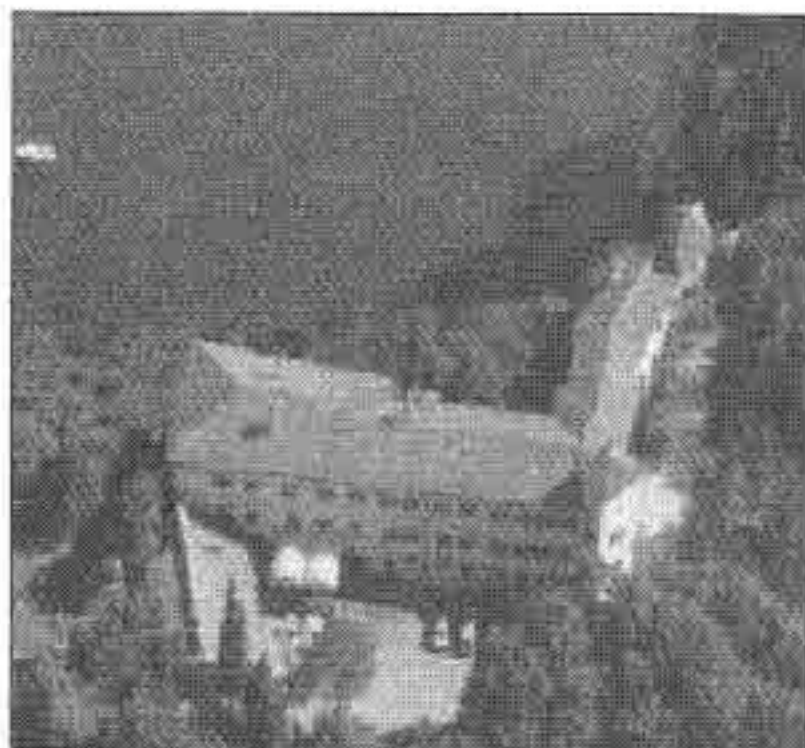
PRICE for Sessions 1 & 2 - \$2,200 USD

Session 2 is not available without Session 1.

These prices include:

- Housing and meals
- Research materials
- a "survival" Italian course
- two excursions per session
- transportation to and from the Trieste airport or train station

Travel to and from Italy is not included. IDEA will be arranging a group travel discount for students departing from and returning to JFK International Airport in New York City.



What Makes Our Institute Unique:

Our camp provides the opportunity for intensive debate and speech preparation with the caring guidance of nationally recognized veteran coaches within an international community of students. Last year's participants included students from the United States as well as Uzbekistan, Macedonia, Slovenia, Azerbaijan, Estonia, Albania, Croatia, Romania, Slovakia, Lithuania and the Czech Republic.

STAFF:

Eric Di Michele (Institute Director) has been the speech & debate coach at Regis High School in New York City for over twenty years. His teams have won the New York State Forensics Championship eleven times. He has coached NFL national champions in Lincoln-Douglas Debate and Foreign Extemp. (Seven of his students have been national finalists in extemp). He was the co-chair of the NFL Lincoln-Douglas Debate Word-ing Committee for five years. As a consultant with the Open Society Institute, he has taught speech & debate seminars in over fifteen countries – from Haiti to Uzbekistan.

Lydia Esslinger, long-time forensics coach and an NFL 5-diamond coach, at Syosset High School on Long Island (NY), has extensive experience in all areas of speech and debate. She has coached over twenty-five New York State champions, and her students have advanced to semis and finals in every event at CFI nationals. NFL achievements include semifinalists and finalists in every speech event at nationals, a 1st place in Congress and Dramatic Interpretation. Her past seven summers have been spent teaching debate, extemp and interp in eastern and central Europe, as a senior consultant to the Open Society Institute. In her "day job" Mrs. Esslinger teaches A.P. English, coaches acting, and has directed more than twenty main stage musicals.

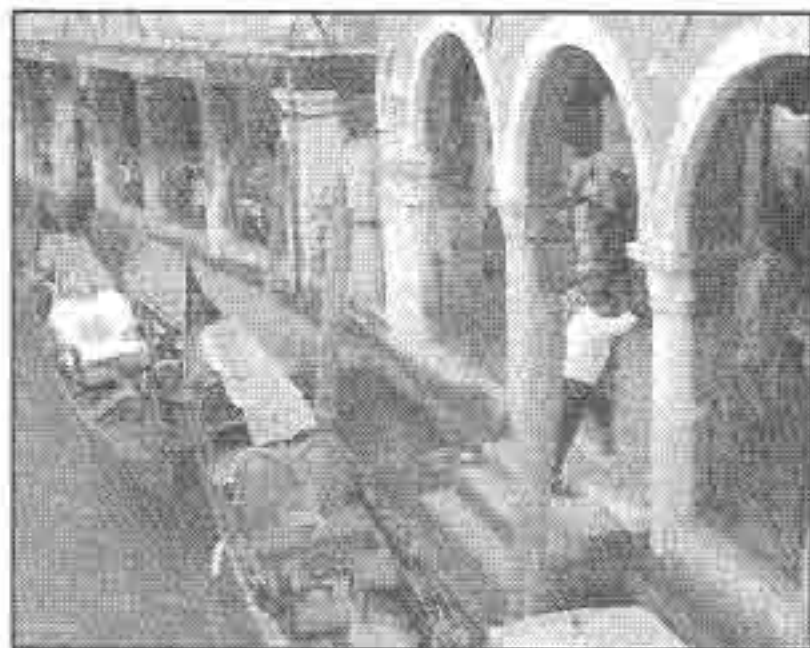
Noel Selegzi, (Guest Lecturer) has coached debate at Hunter College High School in New York City for thirteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history of political thought ranging from the Ancient Greek philosophers to contemporary political theory.

Marcin Zaleski obtained his International Baccalaureate at the United World College in Duino, Italy. In 1995 he became the coordinator of the Polish debate program, and also wrote a book about debate. As a consultant for the Open Society Institute, he conducted trainings throughout Central and Eastern Europe. In 1999 Marcin was elected the President of the Board of Directors of the International Debate Education Association (IDEA), and continues to work as a debate trainer, curriculum developer and a fundraiser for the debate program.

Additional Staff will be added in the spring and will be posted on our website: www.idebate.org

For further information contact:

Eric Di Michele (212) 288-1100, ext. 101,
edmiche@regis-nyc.org
Nina Watkins, IDEA (212) 548-0185,
nwatkins@sorosny.org



IDEA PRESS / FALL - WINTER 2002

International Debate Education Association

NEW BOOKS AND BACKLIST

IDEA Press Books

IDEA Press books can be purchased from on-line booksellers such as **Amazon (www.amazon.com)** and **Barnes & Noble (www.bn.com)**. For institutional and bulk orders or queries about IDEA Press books please contact **Martin Greenwald [MGreenwald@sorosny.org]**

Discovering the World Through Debate: A Practical Guide to Educational Debate for Debaters, Judges and Coaches

(revised and enlarged edition)
William Driscoll and Joseph Zampetti

The book provides a practical introduction to the Karl Popper Debate format. It discusses the importance and nature of educational debate in an open society and presents rules and guidelines for preparing and running a debate event, training judges and involving the community. The revised edition contains a transcript of a full debate on International Efforts to Eliminate Human Trafficking with step by step critique, as well as new and expanded sections on logic, on debating in an international setting, and on choosing and selecting evidence. The work also includes 50 exercises to be used in the classroom or debate club. (pb)

Price \$29.95 / ISBN 0-9702130-9-3

The Democracy Reader Sondra Myers (Editor)

Foreword by Benjamin Barber

A comprehensive tool for understanding democracy and the central role that citizens play in making democracy work. The first section contains texts by distinguished scholars and discussion questions on the basic elements of democracy; the second, using the same format, deals with the obstacles encountered on the way to democracy and strategies for addressing them. The third is an album of civic stories, accounts of civic epiphanies and transformations from around the world. (pb)

Price \$25.95 / ISBN 0-9702130-3-4

Many Sides : Debate Across the Curriculum

Alfred C. Snider and Maxwell Schnurer

A comprehensive guide for using debate in an educational classroom setting, including plans to integrate debate into the curriculum, designing proper formats, developing topics for debates, preparing students for debating, staging the debates, audience involvement and evaluation of classroom debates. (pb)

Price \$24.95 / ISBN 0-9702130-4-2

Art, Argument and Advocacy: Mastering Parliamentary Debate

John Meany and Kate Shuster

Provides a theoretical and practical foundation for effective participation in academic parliamentary debate competition. It explores contemporary American and international parliamentary debate formats, offering a comprehensive examination of argument construction, construction and extension, case development, critical refutation of given arguments and data, and persuasive speaking. (pb)

Price \$24.95 / ISBN 0-9702130-7-7

On That Point!: An Introduction to Parliamentary Debate

John Meany and Kate Shuster

This is the first parliamentary debate textbook for secondary school students. The text is designed to provide a theoretical and practical foundation for effective participation in parliamentary debate in competition or in the classroom. (pb)

Price \$25.95 / ISBN 0-9720541-1-1

The Debatebase Book:

A Must-Have Guide for Successful Debate

By the Editors of DEBATABASE

An invaluable resource for debaters, this book provides background, arguments and resources on approximately 150 debate topics in areas as diverse as business, science and technology, environment, politics, religion, culture and education. Each entry presents the resolution; an introduction placing the question in context; arguments pro and con; sample motions; and web links and print resources for further research. Organized in a handy A-Z format, the book also includes a topical index for easy searching. (pb)

Price \$25.95 / ISBN 0-9702130-8-5

Transforming Debate: The Best of the International Journal of Forensics Jack E. Rogers (Editor)

Represents the very best scholarly work published by the International Journal of Forensics. It is an essential work for anyone interested in the role of academic, competitive debate in shaping the social persuasion movement. (pb)

Price \$24.95 / ISBN 0-9702130-1-8

Perspectives in Controversy: Selected Essays from Contemporary Argumentation Kenneth Broda Bafni (Editor)

Brings together recently published essays from the journal *Contemporary Argumentation and Debate* into a single volume. These essays explore current controversies in the theory of competitive academic debate. (pb)

Price \$24.95 / ISBN 0-9702130-5-0

SOURCEBOOK ON CONTEMPORARY CONTROVERSIES SERIES

Aids, Drugs and Society

Anna Alexandrova (Editor)

Brings together articles that address the interconnected epidemics of HIV/AIDS and drug abuse. Background readings in the introductory section show how these epidemics are connected. The substantive part of the book offers different sides of two key debates in the field. First, there are debates about policy aspects of the 'war on drugs.' Second, there are debates about the human rights aspects of viewing HIV/AIDS as a human rights issue. The editor places particular importance on 'harm reduction,' a policy attempting to decrease the adverse consequences of drug use without total prohibition of drugs. The book ends with source documents that offer examples of harm reduction initiatives, human rights treaties, guidelines and a glossary of key terms. (pb)

Price \$24.95 / ISBN 0-9702130-2-6

Globalization and the Poor: Exploitation or Equalizer?

Julie Clark (Editor)

Brings together articles that address both sides of the debate: does the global economy harm or help the poor? The first section alleges that the global economic system disadvantages and exploits the poor; the second section refutes the first, asserting that globalization has the potential to empower and enrich the poor. The third section examines the role governments and international organizations play in globalization's effects on the poor. The final quarter of the book is a case study of the East Asian Crisis: how international organizations and governments responded to the crisis and how their policies affected the poor. The book concludes with original source documents and a glossary of key terms. (pb)

Price \$24.95 / ISBN 0-9720541-0-3

Roma Rights : Race, Justice and Strategies for Equality

Claude Gahn (Editor)

Brings together diverse materials related to combating anti-Romani racism. Early sections of the book present facts on the human rights situation of Roma in Europe. Subsequent chapters present arguments surrounding the strategies and approaches used by anti-racism activists in areas including the problem of hate speech, the promotion of minority participation in a democratic society, and methods of combating discrimination in the criminal justice system. (pb)

Price \$24.95 / ISBN 0-9702130-6-9

DOUBLE DIAMOND COACHES

49



****Judith A. Robinson**
Gresham HS, OR

June 12, 2001 3,004 points



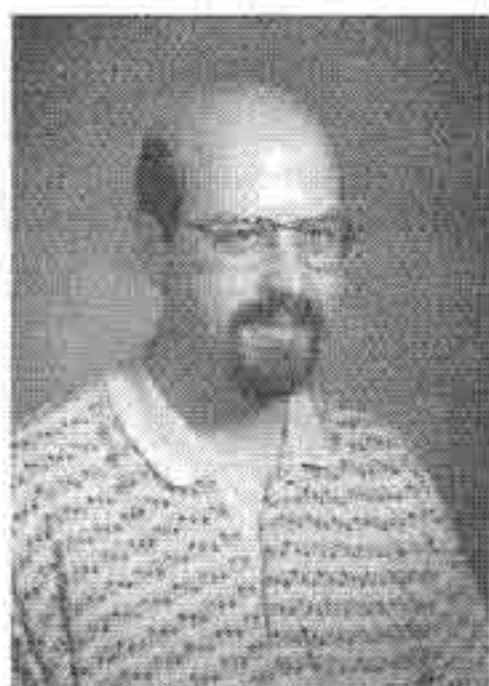
****Mary C. Green**
Pasadena HS, TX

November 26, 2001 3,048 points



****Opal Morse**
Pt. Pleasant HS, WV

December 3, 2001 3,001 points



****Tom Cubbage**
Great Falls Russell HS, MT

January 3, 2002 4,783 points



****Steven L. Hamersma**
Sioux Falls-Washington, SD

January 11, 2002 3,110 points



****Gloria O'Shields**
Farmington HS, NM

January 22, 2002 3,440 points



****Jimmy L. Smith**
Princeton HS, TX

January 28, 2002 3,073 points



****Ken Paden**
St. Joseph Central HS, MO

February 5, 2002 4,805 points



****Teri Robinson**
Green River HS, WY

February 5, 2002 3,049 points

DOUBLE DIAMOND COACHES



****Debra Thorson**
Foothill HS, CA

February 5, 2002 4,742 points



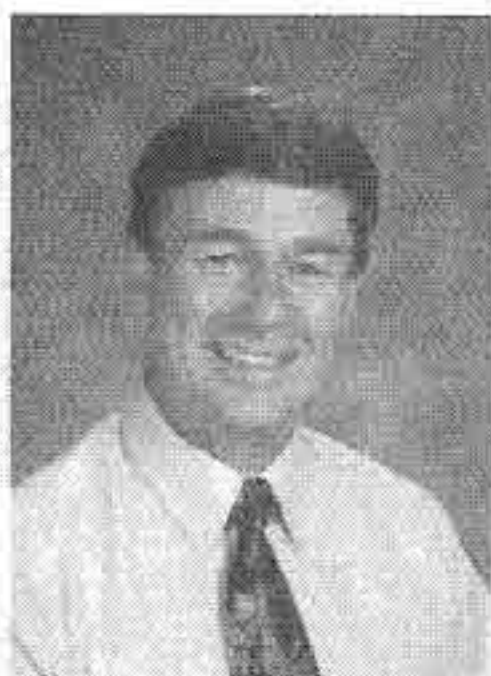
****Josette Surratt**
Teurlings Catholic HS, LA

February 19, 2002 3,095 points



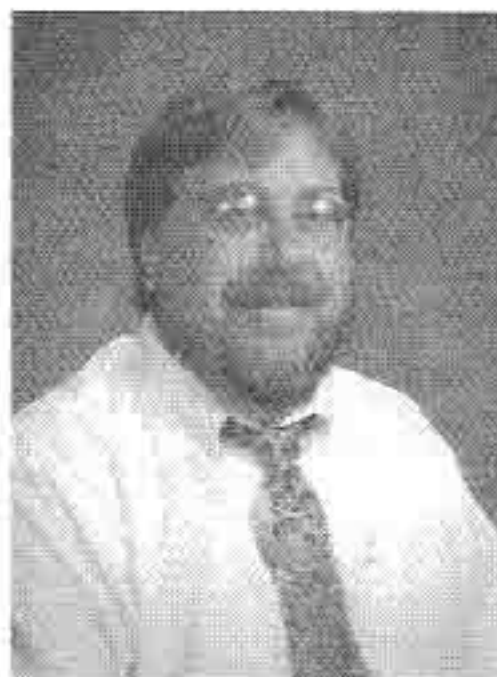
****Michele Coody**
Saint James School, AL

February 24, 2002 3,070 points



****Steven D. Estenson**
Cottage Grove Park HS, MN

March 4, 2002 3,101 points



****Martin A. Cronin**
Douglas HS, NV

March 13, 2002 4,124 points



****Charlotte Boteilho**
Baldwin HS, HI

March 20, 2002 3,035 points



****Dr. Robert Littlefield**
Fargo Shanley HS, ND

March 25, 2002 4,400 points



****Diana Krauss**
Phoenix-Central HS, AZ

April 1, 2002 3,252 points



****James W. Rye III**
The Montgomery Academy, AL

April 1, 2002 4,651 points

DOUBLE DIAMOND COACHES

51



****Mary Knutson**
Cedarburg HS, WI
April 24, 2002 3,111 points



****Timothy M. Neville**
Wood River HS, ID
April 29, 2002 3,048 points



****Truman Humbert**
Estill HS, SC
April 30, 2002 6,210 points



****Constance Leyendecker**
Benilde St. Margaret's School, MN
May 20, 2002 3,009 points

SINGLE DIAMONDS



***Loree L. Gentry**
Independence-Fort Osage HS, MO
April 30, 2002 1,527 points



***Thomas P. Durkin**
Loyola HS, MD
May 7, 2002 1,545 points

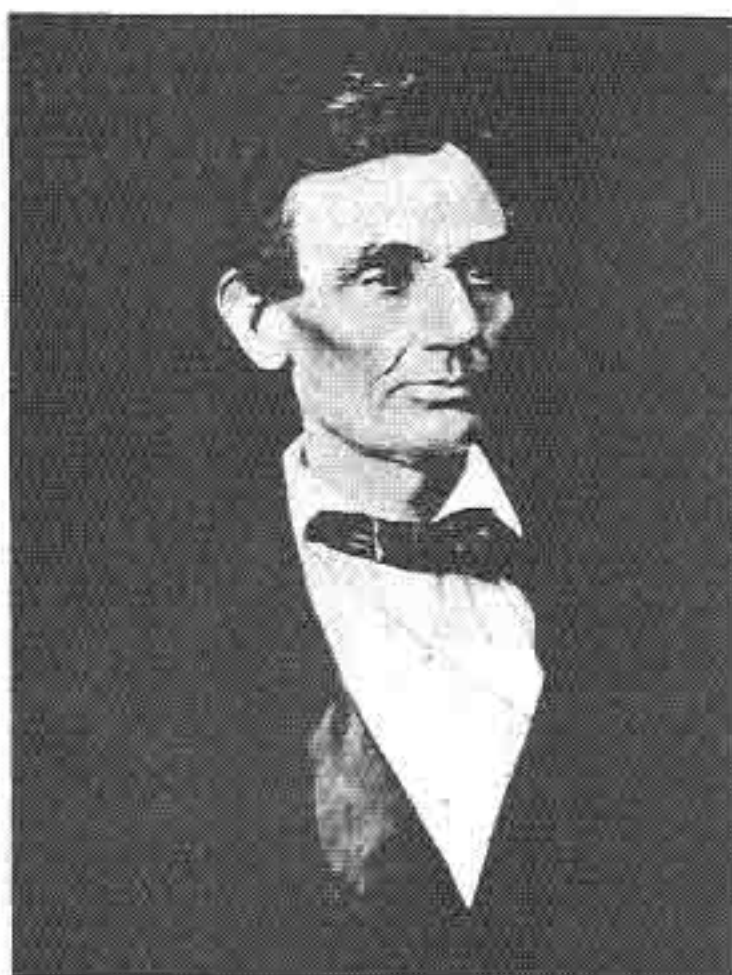


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SINGLE DIAMONDS

53



*Jim D. Rynders
Benilde-St. Margaret's School HS, MN
April 7, 2000 1,527 points



*Kathleen Miller
Shawnee Mission West HS, KS
May 24, 2001 1,617 points



*Charles Holvoet
Baldwin HS, KS
May 25, 2001 1,526 points



*Dr. Randy Patterson
St. Andrew's Episcopal School, MN
July 5, 2001 1,521 points



*Kenneth Grodd
St. Pius X Catholic HS, GA
September 11, 2001 1,554 points



*Joseph F. Russo
Cathedral Prep Seminary, NY
September 14, 2001 1,592 points



*Leigh Stovall
Pearland HS, TX
September 25, 2001 1,560 points



*Fran Bogos
North Allegheny HS, PA
October 26, 2001 1,504 points



*Judie Roberts
Salt Lake City-Skyline HS, UT
November 27, 2001 1,940 points



*Carol R. Clanton
Brookhaven HS, MS
December 3, 2001 2,143 points



*John Day
Palm Beach Gardens HS, FL
December 3, 2001 1,850 points



*Jim Dornan
Longmont HS, CO
December 3, 2001 2,296 points

SINGLE DIAMONDS



*Holly Hathaway
Connersville HS, IN

December 3, 2001 1,797 points



*Donald Hilt
Madison County HS, VA

December 3, 2001 2,771 points



*Steve Medoff
Pennsbury HS, PA

December 3, 2001 2,289 points



*Leo J. Williams
Belen Jesuit Prep, FL

December 3, 2001 1,687 points



*Timothy J. Hughes
Belton HS, MO

December 8, 2001 1,652 points



*Jose Medina
Riverside HS, TX

December 10, 2001 1,821 points



*Christina Balleweg
LaReina HS, CA

December 20, 2001 1,587 points



*Annellen Johns-Hughes
Southside HS, SC

January 2, 2002 3,844 points



*William K. McBride
Neenah HS, WI

January 2, 2002 1,632 points



*Chad Ries
Niles McKinley HS, OH

January 4, 2002 1,799 points



*Paul Wexler
Needham HS, MA

January 5, 2002 1,501 points



*Donal May
Clarke Community HS, IA

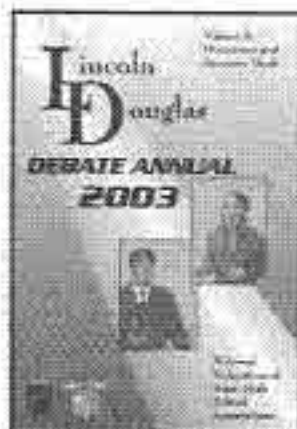
January 14, 2002 1,551 points

Original Oration Video

On this new 55-minute video, Dr. Robert Littlefield of North Dakota State University discusses the complex process of selecting a topic and creating an effective oration. A high school student then demonstrates an oration presentation and discusses both the presentation and preparation process with Robert Hetler of the North Dakota High School Activities Association.



Cost — \$39.95, plus shipping and handling



The Lincoln Douglas Debate Annual 2003

This publication is designed to introduce debaters to the ten potential resolutions for National Forensic League competition in the year 2003. The analyses are intended to stimulate thinking about the issues and to provide a starting point for thoughtful analysis and research.

Multiple authors reflect a variety of styles and approaches common to LD debate. Useful bibliographies are included.

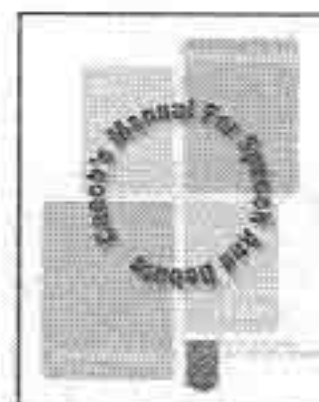
Cost — \$10.00, plus shipping and handling

Lincoln Douglas Annuals 2001 and 2002 available for \$8.00 each

The NFHS Coach's Manual for Speech and Debate

Designed specifically for novice coaches, the loose-leaf notebook format makes it easy to add information specific to your state. The manual contains information on a number of elements of coaching, including contest descriptions, finances, travel, judging, attending tournaments and building and developing a squad.

Cost — \$19.95, plus shipping and handling



Forensic Quarterly

This annual publication in four issues remains one of the most credible and valuable resources for CX policy debaters and coaches across the country. Used by beginners and experienced debaters, the four volumes provide a basis for individual research and a springboard for critical analysis of the area selected each year for high school debate. See the NFHS Web site for a description of each issue.

Cost — \$6.00 per issue; \$24.00 for the set, plus shipping and handling

Visit the NFHS
Web site at
www.nfhs.org for
a complete list of
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Kansas City, MO 64195-0606



National Federation of
State High School Associations

SINGLE DIAMONDS



*Carolyn Wait
Port Angeles HS, WA
January 24, 2002 1,501 points



*Ivanna Fritz
Flathead County HS, MT
January 28, 2002 1,502 points



*Carolyn Kiesewetter
Fossil Ridge HS, TX
January 31, 200 1,612 points



*Chris Goddard
Upper Arlington HS, OH
February 5, 2002 1,500 points



*Jennifer M. Jerome
Millard West HS, NE
February 5, 2002 1,567 points



*John L. Mercer
Olmsted Falls HS, OH
February 5, 2002 1,519 points



*Russell Rach
Crosby HS, TX
February 5, 2002 1,970 points



*Diana J. Andrade
Conifer HS, CO
February 13, 2002 1,538 points



*Patricia Cheney
Oak Park River Forest HS, IL
February 15, 2002 1,607 points



*Debra J. P. Corbin
Branson HS, MO
February 15, 2002 1,574 points



*Marjorie A. Bieraugel
Snohomish HS, WA
February 18, 2002 1,538 points



*Monica Wheaton
Great Bridge HS, VA
March 6, 2002 1,516 points

SINGLE DIAMONDS



*Steven R. Dubois
St. Thomas Aquinas HS, KS
March 11, 2002 1,519 points



*G. William Grier
Whitestone HS, AK
March 11, 2002 1,513 points



*Jeanne Christen
Alliance HS, NE
March 14, 2002 1,835 points



*James Wade
Milton HS, GA
March 14, 2002 1,751 points



*Nancy E. Wedgeworth
Springfield Parkview, MO
March 17, 2002 2,873 points



*William F. (Rusty) McCrady
Walter Johnson, MD
March 18, 2002 1,531 points



*Donna Riffe
Wheat Ridge HS, CO
March 20, 2002 2,664 points



*Anna M. Tarr
Granby HS, VA
March 23, 2002 1,556 points



*Greg Brown
Northridge HS, CO
March 27, 2002 1,500 points



*Pam Lyons
Avon HS, IN
March 27, 2002 1,529 points



*Marie D. Hansen
Northridge HS, CO
April 16, 2002 1,529 points



*Chris Meserve
Bonanza HS, NV
April 18, 2002 1,529 points

N F L

Executive Council Meeting September 29-30, 2002 Atlanta, Georgia

The meeting was called to order at 8:36 a.m. Sunday, September 29 by President Billy Tate. Moved by Sterner, seconded by Belch to accept the minutes of the last meeting.

Passed. Unanimous.

Election

Council School Administrator Brother Rene' Sterner conducted the election for NFL Officers. For President, Glenda Ferguson nominated Ted Belch; Don Crabtree nominated Billy Tate. Billy Tate was elected President. For Vice-President, Glenda Ferguson nominated Ted Belch; Donus Roberts nominated Don Crabtree. Don Crabtree was elected Vice-President.

Frank Sferra announced that he would offer a constitutional amendment at the next council meeting to return the election of NFL officers to a vote of the chapters.

Executive Secretary Search

The Council accepted by consensus the job description reports by Executive Secretary James Copeland and Bro. Rene' Sterner. A committee was appointed to draft minor revisions.

President Tate appointed the following coaches to the NFL Secretary Search Committee: Tim Averill, Manchester Essex Regional HS, MA; Patricia Bailey, Homewood HS, AL; Chuck Ballingall, Damien HS, CA; Pauline Carochi, Canon City HS, CO; Randy Pierce, Pattonville HS, MO; and Bro. Rene' Sterner, La Salle College HS, PA, facilitator.

Moved by Roberts, Seconded by Crabtree that the pay range for the new secretary will be \$60-\$75 thousand dollars based upon experience.

Passed. Unanimous.

Moved by Roberts, seconded by Sferra that the council meet and conduct interviews with the candidates recommended by the Search Committee on March 22, 23, 24 at the National Office.

Passed. Unanimous.

Atlanta Nationals

An extensive report was given about the Georgia State University 2003 Nationals hosted by Dr. David Cheshier. Moved by Roberts, seconded by Belch to commend Dr. Cheshier for the extensive work he has done planning the tournament and for his excellent report.

Passed. Unanimous.

New Debate Event

Moved by Keller, seconded by Crabtree to reconsider the motion: "to introduce a new debate event at the 2004 District and National Tournaments," (passed at the Summer Council meeting).

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

Moved by Sterner, seconded by Sferra: to implement a new debate event in 2003 on a one year trial basis at the District and National Tournaments.

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

[The new event is discussed in the November and December *Rostrums*. Each school may enter one team above school entry quota. Each district may send one team to nationals. The trial event scores no sweepstakes or Pi Kappa Delta/Bruno E. Jacob points].

Moved by Keller, seconded by Roberts to recess until Monday morning.

Passed. Unanimous. Meeting recessed at 7:05 p.m.

Meeting called to order at 8:33 a.m. Monday, September 30 by President Tate. All councilors and alternate Les Phillips present.

Moved by Sferra, seconded by Roberts to adopt the revised job description for the position of NFL Executive Secretary in *toto*.

Passed. Unanimous.

[The job description is at www.nflonline.org. Click online *Rostrum* and go to page 43]

NFL Points

Moved by Roberts, seconded by Belch to create a new student degree at 1500 points with no more than 750 points (exclusive of district and national points) in each category.

Moved by Keller, seconded by Sferra to table the motion.

Passed. Unanimous.

Moved by Roberts, seconded by King that no person is a member of NFL until the membership fee has been paid.

Passed. Unanimous.

[Many of last years members were enrolled online but no dues were paid]

Congress

Moved by Keller, seconded by Roberts to adopt the new Congress schedule for the 2003 Georgia Nationals.

Passed. Unanimous.

[The new schedule will be published in a future *Rostrum*]

Districts

Moved by Sferra, seconded by Keller to postpone redistricting for one year.

Passed. Unanimous.

Financial

Moved by Sferra, seconded by Roberts to grant a 2.5% cost of living raise to all NFL staff members and to extend the apprecia-

Passed. Unanimous.

Moved by Belch, seconded by Sferra to pass the 2002-3 Budget as presented by Secretary Copeland with the increased personnel compensation included.

Passed. Unanimous.

Moved by Roberts, seconded by Sferra to change the NFL fiscal year from August 1 July 31 to September 1 August 31.

Passed. Unanimous.

[This move closely parallels the school year and allows for settlement of accounts after nationals in the same fiscal year]

Petitions

Moved by Sferra, seconded by Crabtree to reject the petition of Ms. Gay Brasher of Leland HS (CA).

Passed: 8-0-1. Abstain: Belch

Double Entry

Moved by Ferguson, seconded by King to reconsider allowing double entry at the 2003 Georgia Nationals.

Sferra: Object to the consideration. To object: Keller, Sferra, Sterner, Tate. To allow: Belch, Crabtree, Roberts, Ferguson, King
Vote on the motion to reconsider.

Passed: 5-4. Aye: Belch, King, Ferguson, Roberts, Crabtree.

Nay: Keller, Sferra, Sterner, Tate.

Moved by Ferguson, seconded by Crabtree to restore Double Entry for the 2003 Georgia Nationals.

Passed: 5-4. Aye: Roberts, Crabtree, Belch, King, Ferguson.

Nay: Sferra, Tate, Keller, Sterner

Moved by Sferra, seconded by Keller to allow doubling "across the board" (a student may enter and double qualify in any two events.)

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

Moved by Keller, seconded by Sferra that a student may double qualify in any two interpretation categories.

Passed: 5-3-1. Aye: Keller, Sferra, Roberts, Belch, King, Tate.

Nay: Crabtree, Sterner. Abstain: Ferguson

[Students may now double qualify in HI/DI, HI/Duo, DI/Duo]

Moved by Keller, seconded by Sferra to allow double entry between U.S. and International Extemp.

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

Moved by Sferra, seconded by King that there may be no double entry by students in the new debate event (Controversy) during the trial year.

Passed: 7-0-2. Aye: Belch, King, Ferguson, Tate, Crabtree, Tate, Sterner. Nay: None. Abstain: Roberts, Keller.

Meeting adjourned at 1:45 p.m.

Margaret Louise Meredith

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Margaret Louise Meredith passed away on Monday, August 12, 2002 at the Groves, Rosewood Health Center, Missouri.

Margaret retired in 1976 after teaching and coaching forensics thirty-one years at William Chrisman. In recognition of Margaret's outstanding career, in 1999, the little theater at the school was named the Margaret Meredith Little Theater.

Miss Meredith attended twenty-eight National Tournaments out of her thirty-one years of coaching. Margaret's students won first place twice at the National Tournament. Margaret was a member of the National Forensic League Hall of Fame.

Miss Meredith remained in her home on Delaware Street in Independence until the summer of 2001 when she moved to the Groves Health Center. She was proud of the fact that Harry Truman referred to her as the second Margaret on Delaware.

A special thank you to Chris Adams, Heart of America District chair for notifying NFL. Many former debaters, judges, attorneys and a host of friends and former students attended the service for Margaret Louise Meredith. Margaret greatly influenced the lives of many and will continue to be remembered.

- - Morris Block - -

NFL has lost a valued member, Morris Block of Riverdale High School in Jefferson, (LA) passed away Monday, October 14, 2002.

Mr. Block's coaching successes were numerous. His students reached late elimination rounds at several national tournaments, including a national champion in Dramatic Performance at NCFL Nationals in 2001 as well as several semi-finalists and finalists in main and supplementary events at NFL Nationals. He was a diamond coach and served for many years on the Executive Council of both New Orleans CFL and Louisiana High School Speech League.

Mr. Block was highly respected by fellow coaches, students and colleagues. Greg Malis, formerly of Newman School in New Orleans writes, "Morris Block was an outstanding coach - loving, caring, successful. He had many friends in this activity and will be sorely missed! It is a great loss to forensics everywhere, but it will be felt most strongly in the New Orleans area and throughout Louisiana. We lost a good friend." Cheryl Gilmore, Louisiana NFL District Chair from Acadiana HS, adds, "A great void will be felt for many years to come with the loss of Morris. He always put the needs of his students above his and was a friend to all. His wonderful stories and smiling face will be greatly missed. National Tournaments will never be as much fun without Morris." The *New Orleans Times-Picayune* (October 15, 2002) quoted a captain of the Riverdale High School speech team. Brynn Cox stated, "He gave all of his life to us. We were his kids. He never hesitated to give up a night or a weekend. A lot of us spent more time with Mr. Block than our own fathers."

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Best of Foreign Extemp 1986 - 1988	Item No. VB 1008
Best of Lincoln Douglas Debate 1987 - 1988	Item No. VB 1009

Volume I

Best of Original Oratory 1983 - 1985	Item No. VB 1001
Best of US Extemp 1983 - 1985	Item No. VB 1002
Best of Foreign Extemp 1983 - 1985	Item No. VB 1003
Best of Lincoln Douglas Debate 1985 - 1986	Item No. VB 1004
Best of Lincoln Douglas Debate 1983 - 1984	Item No. VB 1005

DIAMOND KEY COACHES

(Points on record July 31, 2002)

*****	Donus D. Roberts	Watertown High School, SD	28,919	Sandra Maguire	Miramonte High School, CA	19,315	Lincoln Record	Fort Wayne Northrop HS, IN	10,920
*****	Ron Underwood	Modesto Beyer HS, CA	37,926	Steven Wood	Free State High School, KS	18,174	Terry Peterson	Millard North High School, NE	10,865
	Jane Eldridge	Goodpasture High School, TN	22,911	Gay Brasher	Leland High School, CA	17,343	John N. Revezzo	Niles McKinley High School, OH	10,842
	Richard Young	Little River HS, KS	22,092	Mary Patricia Plumb	Academy of the Holy Names, FL	16,918	Timothy C. Averill	Manchester High School, MA	10,826
	Roger Brannan	Manhattan High School, KS	19,770	John S. Tredway	Ashland High School, OR	16,440	Carlyn C. Lindley	Academy of the Holy Names, FL	10,657
*****	Rene Sterner, FSC	La Salle College HS, PA	16,149	Pam C. Wycoff	Apple Valley High School, MN	14,921	S. L. Chandler	Archbishop Riordan HS, CA	10,649
	Richard B. Sodikow	Bronx HS Of Science, NY	19,090	Diane Mastro-Nard	Youngstown Mooney HS, OH	14,156	Robert D. Nordyke	Wichita Campus High School, KS	10,612
	Donald Crabtree	Park Hill High School, MO	27,086	Mark Harris	Raytown High School, MO	13,596	Donald Ramsey	Kansas City Rockhurst HS, MO	10,141
	Ron Carr	Sarasota Riverview HS, FL	22,220	Lois Gorne	Federal Way High School, WA	13,499	Bob J. Siefert	Logansport High School, IN	10,030
	David Johnson	Houston Bellaire HS, TX	20,514	Randall McCutcheon	Albuquerque Academy, NM	13,308	***		
	A. C. Eley	Shawnee Mission South HS, KS	16,996	Paul Gieringer	Marshall High School, MO	13,254	Eric Di Michele	Regis High School, NY	21,800
	Frank Sferra	Mullen High School, CO	16,933	Ted W. Belch	Glenbrook North HS, IL	13,196	Leslie Phillips	Lexington High School, MA	17,011
	William S. Hicks	Brebeuf Jesuit HS, IN	16,793	Teresa E. Sparkman	Kickapoo High School, MO	13,108	Martha L. Kennedy	Redlands High School, CA	16,665
	Gregory J. Cullen	Alhambra High School, CA	16,557	Cheryl V. Ryne	Friendswood High School, TX	13,089	Ruth B. McAllister	Riverside High School SC	14,040
	Ralph E. Bender	Centerville High School, OH	16,261	Daniel Tyree	Plymouth High School, IN	13,064	Michael W. Burton	Eastside Catholic HS, WA	13,599
	Dale McCall	Wellington High School, FL	16,190	Steven Davis	Jay M. Robinson HS, NC	12,855	Deana Butcher	Springfield Hillcrest HS, MO	12,706
*****	George Zehnle, Sm	Chaminade High School, NY	16,352	Douglas Tschetter	Milbank High School, SD	12,706	Kim R. Maass	Sioux Falls Lincoln HS, SD	12,585
	Dennis R. Edmonds	Jordan High School, UT	18,675	Harlan M. Shuck	Moorhead High School, MN	12,688	Daniel H. Durbin	Logansport High School, IN	11,730
	Randy Pierce	Pattonville High School, MO	18,530	Charlene Bradt	Alva High School, OK	12,657	Ron Jackson	North Kansas City HS, MO	11,613
	Harold M. McQueen	Ben Davis High School, IN	16,386	Judy Kroll	Brookings High School, SD	12,510	Doug Campbell	San Gabriel High School, CA	11,326
	Georgia Brady	Blue Springs South HS, MO	16,290	Bill Jordan	Springfield Glendale HS, MO	12,385	Julie Sheinman	Stuyvesant High School, NY	11,245
	Carl F. Grecco	Truman High School, PA	15,817	William W. Tate, Jr.	Montgomery Bell Academy, TN	12,275	Mike Jeffers	Independence Truman HS, MO	10,507
	Gary G. Harmon	Salina Central High School, KS	15,313	Michael E. Starks	Cheyenne East High School, WY	12,154	Cynthia A. Burgett	Washburn Rural High School, KS	10,503
	Donald L. Smith	Salt Lake City East HS, UT	14,716	Darrel Harbaugh	Field Kindley High School, KS	12,119	Elizabeth L. Ballard	Norman High School, OK	9,919
	Carl Swanson	Sioux Falls Lincoln HS, SD	14,681	Skip Allig	North Platte Sr High School, NE	12,117	Allen Janovec	Norfolk High School, NE	9,907
	James Menchinger	Portage Northern HS, MI	14,142	Bill Davis	Blue Valley North H S, KS	11,695	Rebecca Pierce	Parkway South High School, MO	9,840
	Lee D. Alto	Grand Rapids High School, MN	14,101	T. W. Oglesby	Wabash Southwood HS, IN	11,638	Beth Goldman	Taravella High School, FL	9,823
	Leora K. Hansen	Blackfoot High School, ID	13,996	Janet Robb	McKeesport Area HS, PA	11,633	W. E. Schuetz	Gregory Portland HS, TX	9,751
	Harold C. Keller	Davenport West High School, IA	13,983	Kenny Barfield	Mars Hill Bible School, AL	11,505	Glenn M. Nelson	Hutchinson High School, KS	9,687
	Lydia Esslinger	Syosset High School, NY	13,752	James Harville	Bellarmino College Prep, CA	11,436	Bill R. Bland	Tulsa Washington HS, OK	9,519
	Lowell Sharp	Golden High School, CO	13,258	Bob Bilyeu	Springfield Central HS, MO	11,352	Harry B. Davis	Hunter High School, UT	9,484
	Donald N. Belanger	Caddo Magnet High School, LA	13,093	Anne M. Sullivan	Bozeman High School, MT	11,231	Vickie Fellers	Wichita East High School, KS	9,466
****	Pamela K. McComas	Topeka High School, KS	19,718	Marilee Dukes	Vestavia Hills High School, AL	11,193	Chuck Ballingall	Damen High School, CA	9,224
				Ronald Steinhorst	New London High School, WI	11,083	Jack D. Tuckness	Springfield Central HS, MO	9,137
				Sandra E. Bird	San Fran Lowell High School, CA	11,029	Douglas R. Springer	New Trier Twp High School, IL	8,960
				Helen Engstrom	Munster High School, IN	11,011	Anthony K. Cavet CFC	Archbishop Curley Notre Dame, FL	8,945
				Tom Montgomery	Lodi High School, CA	10,982	James Cavallo	Chesterton High School, IN	8,942

Gail Naylor		Robert L. Jones		Cheryl Gilmore	
Silver Lake High School, KS	8,923	Fresno High School, CA	7,538	Lafayette Acadiana HS, LA	6,540
Larry B. Stuber		Paul Haywood		Gary Walker	
Valparaiso High School, IN	8,876	Homewood Flossmoor, IL	7,529	San Geronimo High School, CA	6,518
Kandi King		Gregg C. Hartney		Lexy Green	
San Antonio Churchill HS, TX	8,862	Jenks High School, OK	7,446	College Prep School, CA	6,513
Noel Trujillo		Leslie Kuhns		Joseph Gains	
Los Alamos High School, NM	8,767	Topeka West High School, KS	7,435	Wadsworth High School, OH	6,500
Robert Brittain		Mary Raimonde		Joseph Wycoff	
Columbia City High School, IN	8,580	St Joseph Hill Academy, NY	7,428	Apple Valley High School, MN	6,484
Eric Brannen, Jr.		Don M. Heinsohn		Rosemary Floersch	
Westminster Schools, GA	8,559	James Logan H S, CA	7,412	Omaha Mercy High School, NE	6,479
Raymond Hahn		Barbara T. Garner		Darcy Butrimas	
Cathedral Prep School, PA	8,530	Duncanville High School, TX	7,400	Trinity Prep School, FL	6,467
Gregory Varley		Charles A. Tichy		Judith McMasters	
Lakeland High School, NY	8,512	Ralston High School, NE	7,378	Bishop Kelley High School, OK	6,465
Peggy Dersch		Linda Oddo		Karen Colton-Millsap	
Parkway West HS, MO	8,511	New Trier Twp High School, IL	7,376	Aurora High School, MO	6,448
Ed Trimmer		Robert E. DeGroff		Catherine Smith	
Winfield High School, KS	8,503	Colton High School, CA	7,362	Olathe South High School, KS	6,424
Deborah Bendix		David W. Loos		C. Frederick Snook	
St Cloud Apollo HS, MN	8,383	Algoma High School, WI	7,347	Crestwood High School, OH	6,417
Linda S. Box		Ann Tornberg		Clifton Morton	
Ladue Horton Watkins HS, MO	8,381	Sioux Falls Lincoln HS, SD	7,342	Hortonville High School, WI	6,372
Eleanor R. Langan		Peggy A. Madden		Robert L. Jones	
Scranton High School, PA	8,351	North Hills High School, PA	7,338	Canby High School, OR	6,354
Lois Pierson		Robert M. Leet		Anthony Stokes	
Valley Center High School, KS	8,285	Sheboygan South HS, WI	7,290	Kiski School, PA	6,304
Michael Patterson		Cathy C. McNamara		Joseph Buzzelli	
Guymon High School, OK	8,275	Shawnee Mission South HS, KS	7,251	St Ignatius High School, OH	6,298
Cynthia Timmons		Mark Quinlan		Ann Shofner	
Colleyville Heritage HS, TX	8,257	Circle Pines Centennial HS, MN	7,243	Amarillo Tascosa HS, TX	6,282
Ann C. Stepp		Catherine Berman		Barbara Muhlbach	
Ben Davis High School, IN	8,217	El Cerrito High School, CA	7,230	Massillon Washington HS, OH	6,274
Stanley Lewis		Sally M. Finley		David Trippe	
Olathe East High School, KS	8,172	Belle Vernon Area HS, PA	7,225	Nixa R 2 Schools, MO	6,272
David S. Smith		Hugh Ringer		Gloria Wasilewski	
Salt Lake City Highland HS, UT	8,148	Mercer Area High School, PA	7,191	Riverside High School, PA	6,246
Richard Ochoa		Anthony F. Figliola		Mary A. Yoskey-Berty	
Alta High School, UT	8,138	Holy Ghost Prep, PA	7,162	Trinity High School PA	6,216
Jeanne DeVilliers		Nelson L. Warren		Gloria Robinson	
Sapulpa High School, OK	8,123	Remington High School, KS	7,139	Ronald Reagan High School, TX	6,187
Glenn R. Cavanaugh		Nancy S. Smith		Richard Bracknell	
Derry Area High School, PA	8,109	Salt Lake City East HS, UT	7,118	Carrollton High School, GA	6,162
Roberta Grenfell		Pauline J. Carochi		Dianne B. Moeller	
Klein High School, TX	8,066	Canon City High School, CO	7,111	Skyline High School, CO	6,151
James M. Denekas		Frankie Reynolds		Gayle Hyde	
Le Mars Community HS, IA	8,015	Mountain View High School, UT	7,107	Fargo South High School, ND	6,135
David M. Montero		Mike Kolodziej		Michael Marks	
Pueblo Centennial HS, CO	7,995	Glenbard West High School, IL	7,075	Hattiesburg High School, MS	6,128
Cat Horner-Bennett		G. D. Richardson		Michael Gonzalez	
Taos High School, NM	7,951	Omaha Westside HS, NE	7,036	St Vincent High School, CA	6,127
Paulette M. Manville		Ryan McKeithan		Sandra L. Broussard	
Shawnee Mission East HS, KS	7,931	Topeka Seaman HS, KS	7,013	Comeaux High School, LA	6,121
Mark Etherton		Alice J. Ursin		Connie J. Link	
Rowan County Sr H, KY	7,908	Bethel Park High School, PA	6,984	Heyworth High School, IL	6,069
Judy Hadley		Carol Strickland		Sarah Thomas	
Lafayette High School, LA	7,849	Emporia High School, KS	6,975	Washburn Rural High School, KS	6,034
David McKenzie		Gail Sarff		Charles H. Nicholas Jr.	
Plymouth High School, IN	7,793	Wayzata High School, MN	6,965	Bob Jones Academy, SC	6,030
Susan B. McLain		Susan Malone		Paul A. Harens	
Glencoe High School, OR	7,782	Alta High School, UT	6,920	Yankton High School, SD	6,025
Linda M. Henry		Mel Olson			
Labette County High School, KS	7,745	Dobson High School, AZ	6,863		
Scott Milliken		Bonnie Gailey		Tommie Lindsey Jr	
Millard North High School, NE	7,732	Cottonwood High School, UT	6,852	James Logan H S, CA	15,401
Diane Weifenbach		Gregory P. Dawson		David L. Watkins	
St Ignatius College Prep, IL	7,697	The Blake School, MN	6,846	Neosho High School, MO	13,640
Robert S. Levinson		Doris J. Sexton		Robin Blackburn	
Bronx HS Of Science, NY	7,636	West Bend East High School, WI	6,812	Smith Cotton High School, MO	11,634
Don Overt		Sharen Althoff		Jan Heiteen	
Clovis West High School, CA	7,619	Wooster High School, OH	6,809	Downers Grove South HS, IL	11,240
Jay Stubbs		Thomas D. Castle Sr.		Peggy Benedict	
Houston Bellaire HS, TX	7,611	Bettendorf High School, IA	6,757	Cherry Creek High School, CO	11,218
Mary B. McCarthy		William B. Vaill		Todd Casper	
Silver Lake High School, KS	7,581	Norton High School, OH	6,756	Carrollton High School, OH	10,956
Robert H. Ihrig		Russell E. Brock		Lisa Miller	
Mankato West High School, MN	7,559	Monett High School, MO	6,689	Nova High School, FL	10,493
Peggy A. Oliver		Thomas K. Biddle		Melissa Reynolds	
Idaho Falls Bonneville HS, ID	7,547	Bear Creek High School, CO	6,683	Bishop Miege High School, KS	9,775

Stan McGrady		William C. Robinson Jr.		Philip M. Wertz	
Boise High School, ID		Shawnee Mission South HS, KS	5,707	Thomas County Central HS, GA	5,141
Timberline High School, ID	9,053	Suzanne S. Munsell		Claryn M. Myers	
David Matley		Esperanza High School, CA	5,689	Fort Wayne Northside HS, IN	5,112
Danville Monte Vista HS, CA	8,763	Richard Chonat		Margaret Gagnon	
Hick Panopoulos		St Edward High School, OH	5,672	Jackson Hole High School, WY	5,109
Cheyenne Central H S, WY	8,691	Fred Robertson		Robert H. Steffen	
Robert A. Chalender		Fremont High School, NE	5,669	Olathe North High School, KS	5,106
El Dorado High School, KS	7,967	Shelby McNutt		Bruce Rogers	
Sherri L. Shumaker		Garden City High School, KS	5,659	Northside High School, GA	5,090
Blue Springs High School, MO	7,796	Glenda Ferguson		Gabriel R. Santo	
Mary M. Howell		Creekview HS, TX	5,645	Rocky River High School, OH	5,082
Mountain View High School, AZ	7,687	Linda C. Dencker		Leslie S. Watkins	
Kelli Morrill		Howell North High School, MO	5,641	Brookwood High School, GA	5,081
Raytown South HS, MO	7,448	Dalvin R. Yager		Gloria Henry	
N. A. Cossette		Derby High School, KS	5,632	Ruskin High School, MO	5,076
Gonzaga Prep High School, WA	7,293	Max H. Brown		Rhea Hoppes	
Connie Aufdembrink		Blue Valley North H S, KS	5,615	Maconaquah High School, IN	5,044
Lamar Consolidated HS, TX	7,227	Deborah E. Simon		Carolyn L. Martinez	
James Wakefield		Milton Academy, MA	5,613	Palisade High School, CO	5,023
Fort Lauderdale High School, FL	7,188	Cornell A. Loschen		Kieran Larkin	
Connie McKee		Worland High School, WY	5,600	The Mary Louis Academy, NY	5,004
Amarillo High School, TX	7,170	Janis B. Myers		Kim R. Cranston	
Rose M. Joyce-Turner		Spencer High School, IA	5,554	Marquette High School, MO	4,997
Monticello High School, NY	6,770	Susan J. Baker		Wedge Crouch	
Daphne Morman-Sturtz		Sheridan High School, WY	5,541	Ozark High School, MO	4,976
Roseburg Sr High School, OR	6,768	Gregory N. Davis		Ken Paden	
Christine M Adams		Lakewood High School, CO	5,534	St Joseph Central HS, MO	4,966
Independence Truman HS, MO	6,748	Michael C. Grove		Richard Johnson Phd	
Craig A. Austin		La Costa Canyon HS, CA	5,529	Beverly Hills High School, CA	4,996
Centennial High School, CA	6,728	Suzanne E. Theisen		Linda Shipley	
James R. Morrill		Stow Munroe Falls HS, OH	5,527	Bartlesville High School, OK	4,965
Raytown South High School, MO	6,702	Jan Cook		Mary T. Gormley	
Ken Ogden		Cherokee Washington HS, IA	5,526	Montville High School, NJ	4,961
Stratford High School, TX	6,632	Mickey D. Hutson		Jeff Borst	
Karen S. Finch		Collierville High School, TN	5,501	Sierra High School, CO	4,948
Blacksburg High School, VA	6,630	Ronald Krikac		Mark Rasmussen	
Matthew Whipple		Sheridan High School, WY	5,486	Hillcrest High School, UT	4,936
Glenbrook South High School, IL	6,435	Steve O'Brien		Conrad Jestmore	
Ron Grimsley		Watertown High School, SD	5,462	Wichita East High School, KS	4,935
Mitchell High School, SD	6,280	Lynda Luce		Paul Lewellian	
Virginia Landreth-Etherton		Waupaca High School, WI	5,458	Bettendorf High School, IA	4,933
Rowan County Sr HS, KY	6,276	Suzanne W. Terry		Larry B. Ross	
Truman Humbert		Hamblen HS West, TN	5,457	Humble High School, TX	4,920
Estill High School, SC	6,210	Jim Long		John Durkee	
Brett Miller		Plano Sr High School, TX	5,448	Laramie High School, WY	4,913
Springfield Parkview HS, MO	6,136	Sheryl Kaczmarek		Linda Wilson	
Kathy Martin		Newburgh Free Academy, NY	5,447	Henry County High School, TN	4,905
Dilworth Glyndon Felton HS, MN	5,991	John D. Eichman		Mary A. Schick	
Wanda V. Manther		Yucaipa High School, CA	5,426	Michael Krop High School, FL	4,903
Rosemount Sr High School, MN	5,952	John R. Woollen		Noel S. Selegzi	
Melba Lacaze		Enloe High School, NC	5,395	Hunter College High School, NY	4,900
Bolton High School, LA	5,906	Kathleen O'Halloran		Debra Thorson	
Stan Austin		Norwin High School, PA	5,378	Foothill High School, CA	4,890
Wheaton North HS, IL	5,899	Anthony E. Myers		Glen Cook	
Barbara Watson		Durango High School, CO	5,377	Greeley Central High School, CO	4,887
Great Bend High School, KS	5,894	Kristine Hayes		Brent A. Farrand	
Carl Wangsvick		Sioux Falls Lincoln HS, SD	5,371	Science High School, NJ	4,879
Fort Collins High School, CO	5,892	Gay Janis		Tom Cabbage	
Beverly Ruff		Gilmour Academy, OH	5,352	Great Falls Russell HS, MT	4,877
Papillion La Vista HS, NE	5,869	Robert D. Neuleib		Anita Boyd	
Douglas Johnson		University High School, IL	5,331	R H Watkins High School, MS	4,866
Brainerd High School, MN	5,838	Teresa Lee		Patrick Reis	
Charlotte Brown		Alief Hastings High School, TX	5,319	Mark Keppel High School, CA	4,855
Gregory Portland HS, TX	5,835	Judith Vasconcelos		Mary A. Betancourt	
Debra L. Weiher-Traas		Reno High School, NV	5,275	Moorestown High School, NJ	4,853
Appleton East High School, WI	5,815	Jody Eves		Jane G. Boyd	
Gay Hollis		Salina South High School, KS	5,266	Grapevine High School, TX	4,841
Taylor High School, TX	5,812	Richard Mittelstedt		Rich D. Riggelman	
Joni Anker		Watertown High School, SD	5,264	Denison High School, IA	4,836
Eagan High School, MN	5,784	Deborah H. McBride		D'arcy F. Patey-Robinson	
David B. Moulton		The Barstow School, MO	5,238	Poland Regional HS, ME	4,818
Perry Meridian High School, IN	5,774	Tom Gist		Janet Rose	
Kaye Magill		Springfield Central HS, MO	5,218	Kearney Sr High School, NE	4,817
Westfield High School, TX	5,759	Jacqueline F. Foote		Steven M. Helman	
Mitch Gaffer		South View Sr HS, NC	5,218	Kamiak High School, WA	4,801
Huron High School, SD	5,742	Theodore Carter		Barbara Miller	
Harriet L. Medlin		Calhoun High School, GA	5,184	South Mecklenburg HS, NC	4,798
Brentwood High School, TN	5,737	Melanie Ralston		James W. Rye	
Bill Seymour		Topeka West High School, KS	5,173	The Montgomery Academy, AL	4,773
Acton Boxborough Reg HS, MA	5,723				

Jim Paterno		Judith Javersak		Fred Monberg	
Emerald Ridge HS, WA	4,746	Sturgis Brown High School, SD	4,243	Hammond High School, IN	3,885
Joyce A. Sinn		Kim Jones		Judith M. Rogers	
Fort Scott High School, KS	4,740	Bellarmino College Prep, CA	4,226	Cascia Hall Prep, OK	3,857
Julian M. Kite		Anne Wallin		Tracy M. Steiner	
John F Hodge High School, MO	4,732	Standley Lake HS, CO	4,222	Beulah High School, ND	3,841
Kristina Jonyka-Bertch		Loretta Tebbe		James Fountain	
Omaha Central High School, NE	4,716	Hastings Senior HS, NE	4,214	Desert Vista High School, AZ	3,820
Steven Gargo		Gail L. Nicholas		Harley Liebensohn	
Appleton West High School, WI	4,709	Bob Jones Academy, SC	4,211	Albert Einstein HS, MD	3,818
Gail L. Ingram		Susan M. Vaughn		Gregory R. Stevens	
Gainesville High School, GA	4,703	McQueen High School, NV	4,190	Okoboji Community School, IA	3,808
Roger C. Paldauf		Robert Kelly		David Baker	
Jacobs High School, IL	4,699	Chesterton High School, IN	4,186	St Mark's School, TX	3,807
Edward Davis		Max Griffith		Gretchen G. Nash	
Centennial High School, CA	4,669	Elgin High School, OH	4,166	Hamilton Heights HS, IN	3,789
Frances Schoolcraft		Beth Young		Kathy Faulkenberry	
Wheeling Park High School, WV	4,635	North Catholic High School, PA	4,150	Caney Valley High School, KS	3,780
Karen Glahn		Gina Wilkinson		Michael D. Amstutz	
Stockton Lincoln HS, CA	4,624	Creekview High School, TX	4,121	Edison High School, OH	
Terry Peters		Andara Macdonald		Vermillion High School, OH	3,776
Burlington Edison HS, WA	4,623	Holtville High School, CA	4,109	John A. Cardoza	
Betty Whitlock		David Huston		Carondelet High School, CA	3,767
Clinton High School, MS	4,616	Dallas Highland Park HS, TX	4,101	Dennis Eller	
Robert Littlefield		Eileen Waite		Canterbury High School, IN	3,764
Fargo Shanley High School, ND	4,615	Randolph High School, NJ	4,087	Aaron Timmons Jr	
A. Jane Berry-Eddings		Nancy Walker		The Greenhill School, TX	3,754
Sprague High School, OR	4,609	Hockaday School, TX	4,080	Sandra S. Sage	
John C. Triplett		Nick Bolas		Frisco High School, TX	3,743
Junction City High School, KS	4,606	Canton GlenOak HS Career Ctr, OH	4,078	Kathleen D. Hamm	
Susan L. Anderson		Joseph B. Siren		Iowa City West High School, IA	3,738
Richardton Taylor HS, ND	4,587	Allendale Fairfax HS, SC	4,068	Carol J. Leshock	
Elizabeth White		Charlotte Tyree		Greensburg Salem HS, PA	3,736
San Antonio Churchill HS, TX	4,582	Plymouth High School, IN	4,061	Michael A. Colletti	
Mike Harrison		Randy Ellis		Amos Alonzo Stagg HS, IL	3,734
San Antonio Churchill HS, TX	4,574	Spring High School, TX	4,055	Brent Pesola	
James E. McPheeters		Elwin C. Roe		University School, FL	3,700
McPherson High School, KS	4,522	McDonald County HS, MO	4,051	Lara S. Bouchard	
Dan Johnson		David J. Hooper		Advanced Technologies Acad, NV	3,698
Raymond Central HS, NE	4,519	Clovis West High School, CA	4,028	Ted W. Menke	
Jeffrey Haney		Katherine C. Ligon		Greybull High School, WY	3,684
Atchison High School, KS	4,483	Cookeville High School, TN	4,021	Candis L. Pees	
Mario B. Maldonado		Margaret A. Emelson		Dayton Oakwood High School, OH	3,664
Americas High School, TX	4,482	Uniontown Area Sr HS, PA	3,995	Zane Harwell	
Timothy J. Waxenfelter		Dennis B. Hadley		Bel Air High School, TX	3,662
Quigley Catholic HS, PA	4,470	Fremont High School, UT	3,990	Carol W. Molloy	
Sherry Duncan		Nicholas J. Pond		El Paso Del Valle HS, TX	3,660
Lone Peak High School, UT	4,441	Murray High School, UT	3,990	Deanne Vandeverl	
Thomas W. Huber		Sally Squibb		North Valley High School, OR	3,647
Oak Hill High School, IN	4,437	Lewisville High School, TX	3,957	Myrna B. Goodwin	
Martin A. Cronin		Jon Kachelmacher		Mount Miguel High School, CA	3,637
Douglas High School, NV	4,381	Rosemount Sr HS, MN	3,956	Pam Hummel	
Sammy Green		Lana S. Hall		Sandra Day O'Connor HS, TX	3,611
Spring High School, TX	4,378	Hereford High School, TX	3,953	Kelly J. Smith	
Rebecca S. Wiley		Stephanie A. Smith		La Junta High School, CO	3,607
Duval High School, WV	4,378	Warren East High School, KY	3,946	Sandra D. Schneider	
Mary J. Pelson		Carole Dickey		Dripping Springs HS, TX	3,606
Tigard High School, OR	4,368	Des Moines Lincoln HS, IA	3,944	Pat Cannon	
Sandra Boldway		Kristi A. Sanromani		Highland Park High School, IL	3,595
San Dieguito High School, CA	4,360	North Eugene High School, OR	3,943	Thomas Vavra	
Vincent Borelli		Calvin J. Vande Hoef		Loyola High School, CA	3,587
Long Branch High School, NJ	4,354	Cannon Falls HS, MN	3,923	Del Holz	
Michael Remick		Rita Prichard		Bloomington Jefferson HS, MN	3,586
Eagle Point High School, OR	4,346	Granite Bay High School, CA	3,922	Cheryl Johns	
Eugene Burnett		Kirby Chin		Jersey Village High School, TX	3,583
Pontiac Township HS, IL	4,335	Bronx HS Of Science, NY	3,916	Kenneth R. Simpson	
Mary L. Lindquist		Michael B. Vergin		Sanger High School, CA	3,583
Mercer Island HS, WA	4,328	Mounds Park Academy, MN	3,915	Mary A. Fridh	
Frank A. Langheinrich		Richard L. Balfe		La Porte High School, IN	3,568
Salt Lake City East HS, UT	4,323	Foster High School, TX	3,913	Marie A. Dzuris	
Thomas J. Pabst		Sally L. Hofmeister		Centerville High School, OH	3,564
Snider High School, IN	4,275	Poland High School, OH	3,904	Helen P. Kelley	
William Barthelme		Deborah Middleton		Oregon City High School, OR	3,562
Bergenfield High School, NJ	4,268	Glenbrook South HS, IL	3,902	Brit McCabe	
Nydia Jenkins Rowe		Kate Lindsay		Bishop McGuinness HS, OK	3,532
Springfield Parkview HS, MO	4,259	Salina South High School, KS	3,899	Gloria O'Shields	
Kent Hyer		Grant Hansen		Farmington High School, NM	3,513
Northridge High School, UT	4,255	Roy High School, UT	3,894	John McClellan	
Jill Lofald				Warner Robins High School, GA	3,510
Duluth Denfeld High School, MN	4,245				

Morgia Belcher		Don Schulte		Leslie Robinett	
Gig Harbor High School, WA	3,500	Pattonville High School, MO	3,203	Jordan High School, UT	5,179
Susan Nordquist		Kurt Earnest		Mario L. Herrera	
International Falls HS, MN	3,497	71st High School, NC	3,189	Taos High School, NM	4,830
Marcia Schultz		Mary C. Green		Lee A. Ince	
DeSmet Jesuit High School, MO	3,488	Pasadena High School, TX	3,167	Harlingen High School South, TX	4,827
Laura Baxter		Mary Knutson		David Williams	
South Garland High School, TX	3,483	Cedarburg High School, WI	3,160	Newton High School, KS	4,604
Sue E. Norris		Linda Heinze		Tony Rosenberger	
Flagstaff High School, AZ	3,475	Westminster Schools, GA	3,158	River Valley High, AZ	4,470
Pamela Deutsch		Michael Bacon		Joanna Cone	
West Lafayette High School, IN	3,466	Newburgh Free Academy, NY	3,151	Hebron HS, TX	4,469
Robert R. Larcher		Michele K. Coody		Annellen J. Hughes	
St John's Jesuit, OH	3,459	Saint James School, AL	3,145	Southside High School, SC	4,458
Robert R. Pacilio		Jimmy L. Smith		David Abel	
Mt Carmel High School, CA	3,438	Princeton High School, TX	3,139	Goddard High School, KS	4,262
Michael L. Midgley		Steve Hamersma		Carla Brown	
Canon City High School, CO	3,436	Sioux Falls Washington HS, SD	3,110	Lee's Summit High School, MO	4,227
Eloise A. Weisinger		Susan Telehany		Donna M. Riffe	
Aldine Sr High School, TX	3,433	Ysleta High School, TX	3,104	Wheat Ridge High School, CO	4,169
Rosella Blunk		David Philler		Scott Wunn	
Sioux Falls Lincoln HS, SD	3,418	Glynn Academy, GA	3,097	Iowa City West High School, IA	4,109
Richard G. Percifield		Martha L. Carr		Dana Hale	
Layton Christian Academy, UT	3,410	W T Woodson High School, VA	3,090	Cameron High School, MO	
Mary Sherman		Thomas H. De Yarman		Lathrop High School, MO	4,102
West Fargo High School, ND	3,387	Pueblo Centennial HS, CO	3,089	Cindi H. Saukel	
Janet Doyle		Teri Robinson		Jersey Village High School, TX	4,086
Pharr San Juan Alamo North HS, TX	3,374	Green River High School, WY	3,076	Kimberly Cuevas	
Therese V. Rich		Nelda D. Chapman		Reno High School, NV	4,073
Ponderosa High School, CO	3,351	Rangeview High School, CO	3,076	LeAnn Richards	
Richard Mullen		Robert Speirs		Edison Computech HS, CA	4,070
Cape Elizabeth High School, ME	3,346	Spearfish High School, SD	3,069	Martha Benham	
Wayne Wagner		Barbara Ochoa		Columbine High School, CO	4,044
Rolling Meadows HS, IL	3,341	Alta High School, UT	3,069	Mike Pittman	
Diana Krauss		Barbara McCain		Savannah High School, MO	3,991
Phoenix Central HS, AZ	3,326	Plano East High School, TX	3,060	A. J. Smith	
Steve D. Estenson		A. H. Dorfman		Montrose High School, CO	3,903
Cottage Grove Park HS, MN	3,325	Half Hollow Hills HS East, NY	3,056	Karl R. Packer	
Susan Moore		Charlotte Boteilho		Alta High School, UT	3,887
Scott County High School, KY	3,319	H P Baldwin High School, HI	3,052	Ken Troyer	
Douglas Frank		Timothy M. Neville		Lyons High School, KS	3,875
Cheyenne East HS, WY	3,310	Wood River High School, ID	3,048	Tracy L. Martin	
Delose Conner		Gail A. Riddle		Red Mountain High School, AZ	3,873
Layton High School, UT	3,300	Byrd Sr High School, NC		Jacquelyn Langston	
Bonnie O'Leary		South View Sr High School, NC	3,042	Blue Springs High School, MO	3,824
Gilmour Academy, OH	3,298	Paula M. Reed		Rachel K. Leach	
Karen Wilbanks		Columbine High School, CO	3,039	Gresham Barlow HS, OR	3,822
Plano Sr High School, TX	3,294	Constance Leyendecker		R. Jon Frey	
Diana Prentice Carlin		Benilde St Margaret's Sch, MN	3,029	Aberdeen Central HS, SD	3,725
Topeka High School, KS	3,291	Pamela Schultz-Tacca		Simon Navarro	
Dorene Nelson		Glenbrook South HS, IL	3,018	Dobson High School, AZ	3,711
Groton High School, SD	3,287	Sherry Whitcomb		Todd W. Hering	
Terri Fields		Kokomo High School, IN	3,016	Eastview High School, MN	3,699
Sunnyslope High School, AZ	3,282	Opal M. Morse		Niki Alderson	
Judith A. Robinson		Pt Pleasant Sr High School, WV	3,002	Muldrow High School, OK	3,656
Gresham High School, OR	3,267			Matt Davis	
Michael Nailor		Derek L. Yuill		Lincoln East High School, NE	3,620
Danville High School, PA	3,267	Gabrielino High School, CA	9,470	Rosemary Kincaid	
Ellora Kleven		Chris Riffer		Abilene High School, TX	3,595
St Cloud Technical HS, MN	3,263	Blue Valley HS, KS	8,761	Russ Tidwell	
Martin Lamansky		Stan Magee		Garden City High School, KS	3,591
Steamboat Springs HS, CO	3,258	Dulles High School, TX	8,698	Dale Shikowski	
Paula Mittleman		Thomas Williams		Greendale High School, WI	3,562
Bridgewater Raritan Reg HS, NJ	3,242	Howland High School, OH	6,961	Vickie A. Mayer	
Josette Surratt		Eric Simone		Washburn High School, ND	3,552
Teurlings Catholic HS, LA	3,233	Youngstown Boardman HS, OH	6,675	Debbie Johnson	
Sandra W. Davis		Sean Nicewaner		Round Rock High School, TX	3,546
Battle Ground Academy, TN	3,229	Nevada High School, MO	6,512	Brian White	
Lisa Barnett		Arianne G. Fortune		Buhler High School, KS	3,542
Boswell High School, TX	3,227	Kansas City Oak Park HS, MO	5,968	Tom Mosberger	
Charles Oakes		Andrew G. West		Canton GlenOak HS Career Ctr, OH	3,515
Battle Ground Academy, TN	3,224	Myers Park High School, NC	5,915	Kaileen Harris	
Donna Brown		Michael Traas		Highland High School, ID	
Putnam City High School, OK	3,223	Appleton East High School, WI	5,596	Pocatello High School, ID	3,503
Robert S. Deutsch		Steven Bartholomew		Katherine Griffin	
West Lafayette High School, IN	3,222	Rapid City Stevens HS, SD	5,536	Hillsborough High School, FL	3,501
Paul M. Evans		Amy Walker		Conrad Davis	
Benton High School, MO	3,216	Hillcrest High School, ID	5,401	Chaparral High School, AZ	3,497

Pamela Ballow		Nancy Groves		Diane Forbes	
Plano Williams High School, TX	3,495	Pueblo East High School, CO	2,952	Garland High School, TX	2,674
Joe D. Trevino Jr.		Gail A. Chastain		Jeanne Sande-Kayhi	
Bishop High School, TX	3,467	San Fran Mercy High School, CA	2,946	Ketchikan High School, AK	2,664
Joseph Johnson		Richard D. Brown		Cathy Smales	
Ronald Reagan High School, TX	3,459	Millard South High School, NE	2,942	Elko High School, NV	2,658
Kelly Parker		Terry Quinn		Shawn Crain-Mena	
Centennial High School, GA	3,455	Campbell County HS, WY	2,939	Bel Air High School, TX	2,655
Timothy E. Sheaff		Lynne M. Bustle		Sandy Patrick	
West Des Moines Dowling HS, IA	3,433	Centerville High School, OH	2,926	Cheyenne East HS, WY	2,655
Kirby Volz		Gary Ellis		Scott Bonnet	
Elmhurst High School, IN	3,419	St Mary's High School, KS	2,924	McPherson High School, KS	2,646
Kenneth J. Church		Sandra L. Martineau-Smith		Alice B. Rote	
Lansing Sr High School, KS	3,414	Bonita Vista High School, CA	2,915	Copley High School, OH	2,644
Steve Meadows		David A. Peters		Greg Malis	
Danville High School, KY	3,405	South Houston High School, TX	2,902	Newman School, LA	2,644
Tom Krause		Richard C. Goldie		Ronald A. Ingle	
Pine View School, FL	3,379	White Knoll HS, SC	2,896	Gateway High School, CO	2,642
Lori Brown		Terri Robinson		Chris Colvin	
Cypress High School, CA	3,356	Canterbury High School, IN	2,894	Lamp High School, AL	2,629
John Horner		Joey K. Miyamoto		William J. Murray	
Reeds Spring High School, MO	3,299	Iolani School, HI	2,893	Mechanicsburg High School, PA	2,624
Sarah Rosenberg		Thomas Sweeney		Tyrone Wesley	
Bronx HS Of Science, NY	3,283	Homewood Flossmoor HS, IL	2,884	Sheboygan South HS, WI	2,622
Carol Harms		Diane M. Ritzdorf		Rodney Rogers	
Belleville East High School, IL	3,279	Arapahoe High School, CO	2,876	Buffalo Grove High School, IL	2,622
Lynn S. Schmitt		Martin Glendinning		Sally Pies	
Edina High School, MN	3,271	Edmond North High School, OK	2,872	Brookings High School, SD	2,618
Amy Cloer		Barbara Funke		Betsy A. Geery	
Providence High School, NC	3,242	Chesterton High School, IN	2,865	Loretto Academy, TX	2,615
Jenny Cook		Rodney Landes		Gail Bauwens	
Milton Academy, MA	3,210	Johansen High School, CA	2,859	Matawan Regional HS, NJ	2,613
Richard M. Belske		Greg Adkins		Brent C. Oberg	
Chaparral High School, KS	3,169	Flathead Co High School, MT	2,835	Highlands Ranch High School, CO	2,609
Rhonda L. Bell		Donald R. Hitt		Steven J. Fetzik	
Kingwood High School, TX	3,150	Madison County High School, VA	2,834	Austin High School, MN	2,602
Angela Weber		Steve X. Harson		Joan L. Williams	
Dreyfoos School of the Arts, FL	3,140	Carencro High School, LA	2,833	Youngstown Ursuline HS, OH	2,601
Renita Johnson		Bob Horlick		Sandy Peterson	
Clements High School, TX	3,136	Auburn Sr High School, WA	2,823	V J & Angela Skutt Cath HS, NE	2,599
Scott Walker		Jennifer Bergan		Catherine Luhr	
Watertown High School, SD	3,129	Deuel School, SD	2,822	Mount Mercy Academy, NY	2,598
Sharon A. Strong		Robert G. Eisenhower		James Lester	
Oceanside High School, CA	3,084	Gettysburg Senior HS, PA	2,819	Talihina High School, OK	2,597
Karen Vaughan		Robert Marks		Matt Fraser	
Foothill High School, NV	3,064	Albuquerque Academy, NM	2,808	Head Royce School, CA	2,590
Bruce Benson		Todd Schnake		Jeff Schneider	
Madison High School, ID	3,056	Raymore Peculiar HS, MO	2,808	Elizabeth High School, NJ	2,590
Nancy E. Wedgeworth		Robert Garcia		James E. Masters	
Springfield Parkview HS, MO	3,054	Mountain View St Francis HS, CA	2,798	Dallas Highland Park HS, TX	2,588
Charles Sloat		Robert Galligan		Anne McSparron	
Iona Prep School, NY	3,030	Kuemper High School, IA	2,795	Fargo North High School, ND	2,587
Mark E. Stucky		Myles Wagner		Joan M. Macri	
Moundridge High School, KS	3,026	Coon Rapids High School, MN	2,791	Lewiston High School, ME	2,585
Dixie Waldo		David W. Witt		Jane McClarie Laughlan	
Carroll High School, TX	3,023	Hastings Senior High School, NE	2,786	Scarborough HS, ME	2,580
Walter Kahumoku		Cindy Stoker		Linda Webb	
Kamehameha Schools, HI	3,014	Jersey Village High School, TX	2,780	Wichita Northwest HS, KS	2,579
Richard Herder		Rebecca Yager		Bill Evans	
Lely High School, FL	3,007	Derby High School, KS	2,770	Hillcrest High School, SC	2,573
Susan M. Hittson		Morris Block		Mary Talsky	
Chrysler High School, IN	2,995	Riverdale High School, LA	2,760	Pius XI High School, WI	2,570
Eric Beckman		Nicole S. Welch		Patrick Pins	
Anoka High School, MN	2,994	Taylorville High School, UT	2,760	Mandan High School, ND	2,563
Celia A. Foster		Deborah Larsen		Andrew Buchan	
Mountain View High School, OR	2,991	Marshfield High School, OR	2,756	Thomas Jefferson HS, WA	2,558
Brian Hayenga		Richard Dempsey		Alice King	
Des Moines North High School, IA	2,987	Evanston Twp High School, IL	2,736	Campbell County HS, WY	2,544
Bill Healy		Katy Kestner		Judy McKeever	
Bellarmine College Prep, CA	2,971	Carmel High School, IN	2,731	Tualatin High School, OR	2,543
Doug Mills		Gail L. Long		Stan Smith	
Greensburg Central Catholic HS, PA	2,966	Campbell Westmont HS, CA	2,726	Wichita Southeast HS, KS	2,524
Cecilia M. Hermann		Bonnie S. Adams-Barker		Walter R. Willis	
Immaculate Heart Central HS, NY	2,965	Nashville Overton HS, TN	2,725	Cypress Falls High School, TX	2,522
Doug McConnaha		Mark Regier		Ivonne J. Cook	
Corvallis High School, MT	2,964	Stockdale High School, CA	2,702	Cherry Creek High School, CO	
Cindy R. Roth		Marilyn C. Childs		Evergreen High School, CO	2,515
Olathe South High School, KS	2,963	Chelsea High School, VT	2,701	Roberta C. Rice	
Glenda L. Sullivan		John Gibson		Central Valley High School, WA	2,512
Dickson County High School, TN	2,954	Millard West High School, NE	2,690		

Robert Stockton		Barbara A. Ferreira		Judie Roberts	
Katella High School, CA	2,506	Modesto High School, CA	2,371	Salt Lake City Skyline HS, UT	2,191
Marsha Williams		Bryan R. Purdie		Colleen Murphy Richardson	
Greensburg Salem HS, PA	2,504	Sky View High School, UT	2,360	Omaha Westside High School, NE	2,190
Janice Caldwell		Brenda Bollinger		Marc Rischitelli	
Lindale High School, TX	2,498	Clayton Sr High School, MO	2,358	Shrewsbury High School, MA	2,188
Rebecca Meyer-Larson		Jeanne Christen		Jay L. Johnson	
Moorhead High School, MN	2,498	Alliance High School, NE	2,356	Sheboygan North High School, WI	2,187
Trudy Workman		Russell Rach		James R. Gunderson	
Lovell High School, WY		Crosby High School, TX	2,352	Casper Kelly Walsh HS, WY	2,172
Rocky Mt High School, WY	2,497	Melissa Neuman		Alicia M. Slavis	
Gregg Reed		Rancho Buena Vista, CA	2,350	Christian Brothers Academy, NY	2,151
Logansport High School, IN	2,497	Norma L. Garrett		Thomas Ray	
Carrol P. Trusty		Americas High School, TX	2,342	Hays High School, TX	2,143
Antioch H S, TN	2,494	Sarah Tuchscherer		Jennifer Larue	
Mariann Fedrizzi		Red River High School, ND	2,341	Delta High School, CO	2,130
Cypress Creek High School, TX	2,494	Tamara Reffett		William L. Crocker	
Sally Benton		La Porte High School, IN	2,324	Silver Lake Regional HS, MA	2,128
Cortez High School, AZ	2,487	Tammie Peters		Yvonne Kalka	
Michele Lockhart-Henry		Golden High School, CO	2,324	Grand Forks Central HS, ND	2,126
Rio Grande High School, NM	2,485	Mary Wacker		Michael Frickstad	
Kim Gangwish		Brookfield East High School, WI	2,317	St Michael-Albertville HS, MN	2,126
Bellevue East HS, NE	2,484	Michelle Hendrix		Sally Durand	
Dale Knowlton		Stillwater High School, OK	2,296	St Thomas More High School, LA	2,122
Hickman Mills High School, MO	2,481	Scott Rowland		Carmen S. Adkins	
Steve Medoff		Elma High School, WA	2,293	Sandalwood High School, FL	2,118
Pennsbury High School, PA	2,480	Carol R. Clanton		Ken Lopinot	
Lenina M. Wimmer		Brookhaven High School, MS	2,290	Pattonville High School, MO	2,111
Clearfield High School, UT	2,479	Wayne Ervin		Betsy Sexton	
Jeff Kopolow		Brunswick High School, GA	2,288	Kansas City Rockhurst HS, MO	2,106
Ladue Horton Watkins HS, MO	2,479	Joe Jorland		Joel B. Short	
Gloria J. Stumme		Walker High School, MN	2,286	Belton High School, MO	2,091
Sugar-Salem High School, ID	2,476	Walter Farwell		Christopher A. Wolf	
Thomas Noonan		Buffalo High School, WY	2,278	Bellarmino College Prep, CA	2,089
Marquette Univ High School, WI	2,464	Jane Rinehart		Wayne Tang	
Sue Morse		Kansas City Central HS, MO	2,270	Maine Township East HS, IL	2,085
Springdale High School, AR	2,456	Jeremy R. Bernstein		Ali Taylor	
Robin Knoepke		Clear Lake High School, TX	2,269	Granada Hills High School, CA	2,082
William J Palmer HS, CO	2,452	Marilyn Mann		James G. Sauer	
Shelia Holt		Monett High School, MO	2,267	La Crosse Central HS, WI	2,079
Bolivar R 1 High School, MO	2,451	Lisa Leiker		Dan Flores	
Dianne Johnson		Parsons High School, KS	2,262	El Paso Cathedral High School, TX	2,077
Houston Bellaire High School, TX	2,446	James Holtz		Rita Yunker	
Matthew Rund		Ranum High School, CO	2,260	Canevin High School, PA	2,067
Ind'pls North Central HS, IN	2,445	Linda Pauley		Randy Lewandowski	
Kathleen Crosby		Bellevue West High School, NE	2,256	Scottsbluff High School, NE	2,062
Sacred Heart Academy, NY	2,441	Wendy Shelman		Paulette Reikowski	
Laurel Scheldt		Snake River High School, ID	2,255	Eagan High School, MN	2,059
Portage Northern HS, MI	2,440	Patty Grieve		Donna Crane	
Greg Mayo		Blue Valley Northwest HS, KS	2,250	Osage City High School, KS	2,059
Mayde Creek High School, TX	2,434	Cecil M. Trent III		Randy Powell	
Denise Booher-Walker		Northbrook Sr High School, TX	2,249	North Kitsap High School, WA	2,056
Lafayette Jefferson HS, IN	2,431	Lyle R. Linerode		Donna Miller	
Margaret Oveson		Gahanna Lincoln High School, OH	2,249	Christ Church Episcopal Sch, SC	2,053
South Fremont HS, IS	2,427	Lindsey C. Henson		Donald Fortner	
Wayne Paulus		Independence Chrisman HS, MO	2,248	Munster High School, IN	2,042
Ball High School, TX	2,421	Brian Knox		Patty Laroche	
Charles Dribin		Casper Natrona County HS, WY	2,243	Fort Scott High School, KS	2,041
Glenbrook North High School, IL	2,410	Elaine Schmidtberger		Greg Bundy	
Kimberly D. Giesting		Bishop Miege High School, KS	2,231	Fresno-Roosevelt HS, CA	2,036
Connersville Sr High School, IN	2,401	Judith A. Speer		Michael P. Stedillie	
Jim Dorman		Fenwick High School, IL	2,226	Casper Kelly Walsh HS, WY	2,025
Longmont High School, CO	2,397	Wendi N. Brandenburg		Patrick Henry	
Nick P. Bobis		Plano Williams High School, TX	2,226	Field Kindley High School, KS	2,023
Thornwood High School, IL	2,397	Carla McKenzie		Scott Teachenor	
Sue W. Cowan		Pawhuska High School, OK	2,222	Reno High School, NV	2,014
Forest Grove High School, OR	2,392	Duane S. Carr		Tommy Thompson	
Kathy A. Patron		St John's College High School, DC		Pike County Central HS, KY	2,010
Perry High School, OH	2,391	W T Woodson High School, VA	2,219	Beverly Jorland	
Keith W. Townsend		Manuel Halkias		Walker High School, MN	2,006
Bel Air High School, TX	2,388	Canton McKinley High School, OH	2,216	William Horsch	
Charles R. Dunn		Kris Lindvall		Sheboygan North High School, WI	2,004
Fort Collins High School, CO	2,385	Mankato West High School, MN	2,211	Gerald Murphy	
Brooke Gregg		Pat C. Fellers		Glenbrook North High School, IL	2,001
Woods Cross High School, UT	2,380	El Dorado High School, KS	2,208	Richard B. Call	
Susan Richey		Jean Hoerer		Burley High School, ID	1,994
Kokomo High School, IN	2,377	Richland High School, ND	2,208	Bradley J. Hartje	
Pam Lisner		Mary M. Seim		Davenport Central High School, IA	1,989
All Saints Episcopal School, TX	2,373	Wheatland High School, WY	2,206	Linda Brown	
				Putnam City-West High School, OK	1,987

Bart Sprague		Holly Hathaway		Jack Patrick	
Topeka High School, KS	1,983	Connersville Sr High School, IN	1,878	Saratoga High School, WY	1,747
Bill Gibron		Kathryn F. Sutusky		Tim Hughes	
Academy of the Holy Names, FL	1,981	Dreher High School, SC	1,872	Jerome HS, ID	1,746
Calvin Helsley		Michael Streeter		Fran Bogos	
Mansfield High School, MO	1,980	Clackamas High School, OR	1,871	North Allegheny Sr High School, PA	1,733
Shawn Wingfield		Frank Kreml		Karen S. Griesinger	
Wichita Northeast Magnet HS, KS	1,979	Belleville West High School, IL	1,867	Middletown High School, OH	1,729
Vicki Balzer		Scott Voss		Billy B. Taylor	
Midpark High School, OH	1,978	Apple Valley High School, MN	1,865	Aiea High School, HI	1,727
Mary E. Willoughby		Kevin E. Ong		Karen M. Pyron	
Grady High School, GA	1,976	Elkhart Central High School, IN	1,863	Huffman HS, AL	1,727
Gregory W. Bowen		Larry Wood		Janet Nobles	
Kentucky Country Day, KY	1,972	The Woodlands High School, TX	1,855	Bixby High School, OK	1,724
Bernita L. Melvin		Lucinda Reed		Beverly M. Kingma	
Castle High School, IN	1,970	Woodland Park High School, CO	1,851	Bixby HS, OK	1,724
Eric Uecker		Gerald Firestone		Eric Everding	
Sioux Falls Washington HS, SD	1,970	Homestead High School, CA	1,845	Wheat Ridge High School, CO	1,721
Michael Hurley		Kim Falco		Charlotte Joyner	
Wheeling High School, IL	1,969	Franklin High School, TX	1,840	San Antonio Churchill HS, TX	1,720
Joseph Lunetta		Theresa Agliardo		Steve Sexton	
Hanover Park High School, NJ	1,969	Ursuline School, NY	1,839	West Bend East High School, WI	1,720
Rachel Hanson		Kathleen Miller		William K. McBride	
Niwot High School, CO	1,966	Oconomowoc HS, WI	1,834	Neenah High School, WI	1,717
Phyllis Hirth		James W. Weaver		Kelly Russell	
Bronx HS Of Science, NY	1,964	Tulsa Union High School, OK	1,825	Carroll High School, TX	1,715
Carlton Thomas		Larry T. Adams		Linda Shasberger	
Northwest Whitfield HS, GA	1,964	Bakersfield High School, CA	1,821	Cedar Hill High School, TX	1,715
Joseph Pelletier		Sheila S. Sundquist		Kip B. McKee	
Bangor High School, ME	1,962	Cheyenne East High School, WY	1,820	Sioux Falls Lincoln HS, SD	1,713
Mary A. Williams		Julie Johnson		Christina H. Balleweg	
Blue Ridge High School, AZ	1,962	Jacobs High School, IL	1,817	La Reina High School, CA	1,711
Thomas M. Fones		Eugene Kail		Gary T. Mullennax	
St Paul Acad & Summit Sch, MN	1,958	Pittsburgh Central Catholic HS, PA	1,813	Nevada Union High School, CA	1,710
Kristine Besel		Barbara Waas		Mike Freeland	
Worthington Sr High School, MN	1,955	Woodland Park High School, CO	1,809	Jackson High School, OH	1,710
Jane Nelson		Robert Yutzy		Tommy L. Bender	
Plymouth High School, IN	1,945	Mc Dowell High School, NC	1,803	Crete High School, NE	1,708
Joseph Russo		Leo J. Williams		Ephraim F. Bluestein	
Cathedral Prep Seminary, NY	1,941	Belen Jesuit Prep School, FL	1,801	Germantown High School, TN	1,704
Doug Hoverson		Jennifer Oakley		Brian Sams	
St Thomas Academy, MN	1,938	Oologah High School, OK	1,800	Roseville Area High School, MN	1,703
Leigh Stovall		Chad Ries		Randy Patterson	
Pearland High School, TX	1,925	Niles McKinley High School, OH	1,800	St Andrew's Episcopal School, MS	1,702
Jose Medina		Kristen Gonsoir		Larry W. McCarty	
Riverside High School, TX	1,924	Groton High School, SD	1,798	Tom Moore High School, TX	1,702
Kathleen A. Prody		Gary Boeger		Steve Larue	
Helena High School, MT	1,922	Conroe High School, TX	1,796	Denver East High School, CO	1,700
Ellie Lasater		Robert M. Candelaria Jr		Kim Heath	
Albq-Valley High School, NM	1,921	El Paso Cathedral High School, TX	1,790	Wellington Sr High School, KS	1,698
Fred Vogt		Jerry A. Barber		Steve Thompson	
Pekin Comm High School, IL	1,919	Casper Kelly Walsh HS, WY	1,788	Sheboygan South High School, WI	1,696
Laurie Z. Cooper		Judy Bogard		John Fisher	
Woodburn High School, OR	1,917	Air Academy High School, CO	1,780	Mounds View High School, MN	1,695
Marianne Stich		James O. Payne		Charles Potter	
Bishop Kelley High School, OK	1,913	Blue Valley North HS, KS	1,777	Mount Vernon High School, WA	1,694
Adam Black		Carol Duffee-Lunsford		Ralph J. Karn	
Brentwood Academy, TN	1,911	Mannford High School, OK	1,776	Keystone Oaks High School, PA	1,694
Eric Ewan		Vincent F. Meis		Karen Coston	
Pekin Comm High School, IL	1,910	Wahlert High School, IA	1,775	Blacksburg High School, VA	1,688
Jim D. Rynders		Marcia Rosene		John D. Wilson	
Benilde St Margaret's School, MN	1,907	Ind'pls North Central HS, IN	1,774	New Haven High School, IN	1,677
Sandra K. Rose		Donna Carlin Strange		Scott Foyt	
Fenwick High School, IL	1,904	Hanover HS, NH	1,771	Monmouth Academy, ME	1,674
Catherine C. Stamps		Rosemary Martinez		Carolyn M. Kiesewetter	
St Cecilia Academy, TN	1,902	Putnam City North High School, OK	1,768	Fossil Ridge High School, TX	1,673
Shannon McGillen O'Donnell		Vera Yirsa		Christina Tyler	
Flathead Co High School, MT	1,898	Grove High School, OK	1,758	Ronald Reagan High School, TX	1,671
Tim Laner		Charles Holvoet		Vivian L. McManus	
Kapaun Mt Carmel HS, KS	1,894	Baldwin High School, KS	1,757	Keystone Oaks High School, PA	1,667
Robert Martin		Allen Dobbs		Shauna S. Lamansky	
Newman Smith High School, TX	1,894	Edmond Santa Fe High School, OK	1,755	Steamboat Springs HS, CO	1,654
Mark Perry		James Wade		Dianne Hickerson	
Yukon High School, OK	1,888	Milton High School, GA	1,752	Spirit Lake High School, IA	1,653
John Day		Conrad H. Anderson		Lindy Taylor	
Palm Beach Gardens HS, FL	1,886	South St Paul High School, MN	1,751	Seneca High School, MO	1,651
John M. Mazzucco		Grant Chandler		William F. McCrady	
Austintown Fitch High School, OH	1,886	Kalamazoo Central High School, MI	1,749	Walter Johnson High School, MD	1,650
Lyndal Westmoreland		David J. Ziegler		Dan Sackett	
Okarche High School, OK	1,883	Liberty High School, CA	1,748	Carl Sandburg High School, IL	1,650

Kenneth P. Grodd		William W. Cloyd		Ivanna Fritz	
St Pius X Catholic High School, GA	1,648	Holy Cross Regional School, VA	1,596	Flathead Co High School, MT	1,541
Sean O'Donnell		Jeffrey D. McConnell		Pamela A. Lyons	
Flathead Co High School, MT	1,648	Independence Chrisman HS, MO	1,594	Avon High School, IN	1,532
Bea Shepard		Maureen M. Deblasio		John L. Mercer	
Denver North High School, CO	1,648	Bishop Guertin High School, NH	1,593	Olmsted Falls High School, OH	1,530
Jennifer M. Jerome		Marie D. Hansen		Greg Brown	
Millard West High School, NE	1,648	Northridge High School, CO	1,592	Northridge High School, CO	1,528
Nancy West		Debra J.P. Corbin		Jim Connor	
Gig Harbor High School, WA	1,647	Branson High School, MO	1,588	Sioux Falls Washington HS, SD	1,528
Robert T. Shepard		Donal R. May		Miceal Carr	
Duncanville High School, TX	1,644	Clarke Community HS, IA	1,588	La Salle College High School, PA	1,528
Carolyn Wait		Dennis Henry		Becki Sharp	
Port Angeles High School, WA	1,644	Mount Miguel High School, CA	1,588	Golden High School, CO	1,525
Patricia Cheney		Chris Meservey		Steven R. DuBois	
Oak Park River Forest HS, IL	1,643	Bonanza High School, NV	1,578	St Thomas Aquinas HS, KS	1,524
Stacey Bonderer		Joanne Cunningham		Elizabeth Dillow	
Rock Bridge High School, MO	1,639	Clinton High School, MS	1,578	Cheyenne Central HS, WY	1,524
Peter Gokey		Anna M. Tarr		Patricia G. Rich	
Blaine High School, MN	1,637	Granby High School, VA	1,575	Capital High School, ID	1,523
Mary Ellen Johnson		Kevin Dalmasse		Sharon A. Townsend	
Salt Lake City West HS, UT	1,635	La Salle College High School, PA	1,575	Plano West Sr High School, TX	1,522
Kellard Townsend		Larry Laas		Monica Wheaton	
Ind'pls North Central HS, IN	1,630	Concordia High School, KS	1,575	Great Bridge High School, VA	1,520
Bobbie M. Bristow		Amy L. Kimura		Deb Mehew	
Englewood High School, CO	1,630	Kamehameha Schools, HI	1,573	Muskogee High School, OK	1,519
Susan H. Saxon		Diana J. Andrade		Elizabeth A. McMahon	
Evans High School, GA	1,627	Conifer High School, CO	1,569	Milton High School, GA	1,519
Bret McClendon		Sharon E. Smith		Bob Groven	
Washburn Rural High School, KS	1,624	Los Gatos High School, CA	1,562	Rosemount Sr High School, MN	1,518
Tammy Shedroff-Waller		Aaron P. Smith		Paul H. Wexler	
Mountain Ridge High School, AZ	1,618	Logansport High School, IN	1,559	Needham High School, MA	1,515
Kathy Richter		Vincetta Russo-Haber		G. William Grier	
Plymouth High School, IN	1,615	Youngstown Boardman HS, OH	1,558	Whitestone High School, AK	1,514
Mary A. Hamburger		Dana Hemphill		Kathleen Talley	
Cheyenne Central HS, WY	1,608	Norman High School, OK	1,552	Northwest High School, TX	1,512
Todd Richmond		Brian Geffre		Anne Jones	
Byrd Sr High School, NC	1,603	Fargo Shanley High School, ND	1,549	Canby High School, OR	1,511
Leo Kallis		Thomas P. Durkin		Kim Bentley	
Yankton High School, SD	1,601	Loyola High School, MD	1,545	Greer High School, SC	1,510
Elaine M. Daly		Marjorie A. Bieraugel		Robert White	
Centerville High School, OH	1,601	Snohomish High School, WA	1,544	Shaker Heights High School, OH	1,508
Judith Rawls		Christopher Goddard			
Air Academy High School, CO	1,600	Upper Arlington High School, OH	1,542		
Robert C. Burgoyne		Loree L. Gentry			
Eagle Point High School, OR	1,600	Independence Fort Osage HS, MO	1,541		



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S & H Fee per order	\$8.00

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Medium Key, Gold (electroplate)	\$18.00
Large Key, Gold (electroplate)	\$20.00
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Monogram Tie-Tac, Gold (electroplate)	\$ 9.00

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NFL'S TOP 50 DISTRICTS

(as of October 31, 2002)

Rank	Change	District	Ave. No. Degrees	District Coach w/Largest No. of Points	
1.	--	California Coast	197	Gay Brasher	17,503
2.	--	Three Trails	181	Bill Davis	11,875
3.	+1	New England	144	Leslie Phillips	17,090
4.	+14	Northern South Dakota	139	Donus Roberts	28,994
5.	-2	Heart of America	138	Don Crabtree	27,086
5.	+5	East Kansas	138	A. C. Eley	16,995
7.	-2	New York City	137	Eric DiMiche	21,799
8.	--	Show Me	132	Georgia Brady	16,373
9.	+3	West Kansas	127	Richard Young	22,131
10.	-1	Rushmore	123	Carl Swanson	14,681
11.	-5	East Los Angeles	121	Gregory Cullen	16,554
12.	+1	Sunflower	118	Robert Nordyke	10,742
13.	-6	Kansas Flint-Hills	115	Roger Brannan	19,775
14.	--	Central Minnesota	114	Pam C. Wycoff	14,944
15.	-4	Illini	109	Jan Heiteen	11,195
16.	+3	San Fran Bay	108	Sandra Maguire	19,252
17.	+4	Northwest Indiana	103	Daniel Tyree	13,064
18.	+9	Rocky Mountain-South	101	Lowell Sharp	13,277
18.	+7	Montana	101	Anne Sullivan	11,215
18.	+5	Northern Ohio	101	Kenneth Carano	16,682
21.	-6	Florida Manatee	100	Lisa Miller	10,798
22.	+4	South Kansas	99	Darrel Harbaugh	12,206
23.	-6	Northern Illinois	96	Ted W. Belch	13,268
24.	-2	Hole in the Wall	94	Michael Starks	12,222
25.	-1	West Oklahoma	91	Charlene Bradt	12,656
25.	-9	South Texas	91	David Johnson	20,523
27.	+8	Southern California	89	Martha Kennedy	16,888
28.	-8	Southern Minnesota	88	Robert Ihrig	7,591
28.	+6	Carver-Truman	88	David Watkins	13,756
30.	-1	Eastern Missouri	86	Randy Pierce	18,530
30.	+2	Carolina West	86	Steven Davis	12,855
30.	+13	Eastern Ohio	86	Todd Casper	10,955
33.	+24	Northern Wisconsin	85	Ronald Steinhorst	11,083
34.	-4	Idaho	82	Leora Hansen	13,995
35.	+2	North Coast	81	C. Frederick Snook	6,417
36.	-3	Nebraska	80	Terry Peterson	10,864
37.	-6	Florida Sunshine	79	Ron Carr	22,399
37.	+7	East Texas	79	Stan Magee	9,032
39.	+1	Florida Panther	77	Dale McCall	16,195
39.	+39	Deep South	77	Marilee Dukes	11,198
39.	+24	North Dakota Roughrider	77	Gayle Hyde	6,118
39.	-11	New Jersey	77	Mary Gormley	4,965
39.	+12	Northern Lights	77	Lee Alto	14,079
44.	-2	Ozark	76	Teresa Sparkman	13,158
44.	-8	Sierra	76	Don Oberti	7,605
44.	+16	West Los Angeles	76	Ali Taylor	2,082
44.	-6	North East Indiana	76	James Menchinger	14,142
44.	+10	Eastern Washington	76	N. A. Cossette	7,361
49.	+12	South Carolina	72	Ruth McAllister	14,040
49.	-3	Golden Desert	72	Lara Bouchard	3,697

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	District Coach w/Largest No. of Points
51.	-2	Chesapeake	71	Joe Gutberlet 983
52.	+25	Lone Star	69	Barbara Garner 7,418
53.	--	Great Salt Lake	68	Donald Smith 14,715
54.	-6	Central Texas	67	Kandi King 9,051
54.	+17	South Oregon	67	Daphne Morman-Sturtz 6,768
54.	+28	Colorado	67	Frank Sferra 16,933
57.	+2	Pennsylvania	66	Janet Robb 11,627
58.	-6	Colorado Grande	65	David Montero 8,047
58.	--	Greater Illinois	65	Robert Neuleib 5,331
60.	+13	Pittsburgh	64	Rev. Raymond Hahn 8,505
60.	-4	Southern Wisconsin	64	Doris Sexton 6,811
62.	+8	West Texas	63	Zane Harwell 3,711
62.	+24	South Florida	63	Bro. Anthony Cavet, CFC 8,952
62.	+2	Big Valley	63	Ron Underwood 38,141
62.	-15	New York State	63	Rose Joyce-Turner 6,765
66.	-4	Valley Forge	62	Bro. Rene Sterner, FSC 16,194
67.	+17	Western Ohio	61	Ralph Bender 16,260
67.	+14	Georgia Southern Peach	61	Richard Bracknell 6,187
69.	-19	Georgia Northern Mountain	60	Eric Brannen, Jr. 8,559
69.	+6	Rocky Mountain-North	60	Dianne Moeller 6,191
69.	+19	East Oklahoma	60	Bill Bland 9,514
69.	+3	Tennessee	60	William Tate, Jr. 12,275
69.	-4	Sundance	60	Dennis Edmonds 18,675
74.	-8	Utah-Wasatch	59	Kent Hyer 4,268
74.	-5	Gulf Coast	59	W. E. Schuetz 9,751
74.	+5	Arizona	59	Mel Olson 6,862
74.	-33	Hoosier Heartland	59	Harold McQueen 16,488
78.	-10	New Mexico	58	Randall McCutcheon 13,246
78.	+15	Nebraska South	58	G. D. Richardson 7,035
78.	+13	Tall Cotton	58	Connie McKee 7,387
81.	+8	North Texas Longhorns	57	Cynthia Timmons 8,257
82.	-8	Wind River	56	Doug Galvin 6,402
82.	+1	Mississippi	56	Michael Marks 6,128
82.	-6	Kentucky	56	Mark Etherton 7,882
82.	-15	Hoosier Crossroads	56	William S. Hicks 16,781
86.	+1	West Iowa	55	James Denekas 8,010
86.	-47	North Oregon	55	Wayne Gessford 10,000
88.	-3	Heart of Texas	54	Debbie Johnson 3,667
88.	-8	Western Washington	54	Michael Burton 13,610
90.	-45	East Iowa	53	Harold C. Keller 14,000
91.	-36	Sagebrush	52	Judith Vasconcelos 5,274
92.	--	Louisiana	48	Donald Belanger 13,092
93.	-3	Tarheel East	47	Jacqueline Foote 5,217
94.	+1	West Virginia	45	Frances Schoolcraft 4,694
95.	+1	UIL	42	Jimmy Smith 3,235
96.	+2	Puget Sound	40	Dewain Lien 5,162
96.	-2	Capitol Valley	40	Rita Prichard 3,942
98.	+1	Mid-Atlantic	38	Karen Finch 6,574
99.	-2	Maine	37	Richard Mullen 3,346
100	+1	Hawaii	28	Charlotte Boteilho 3,050
101.	-1	Iroquois	23	Cecilia Hermann 3,026

LARGEST NUMBER OF NEW DEGREES 2001 - 2002

1	Lexington HS <i>C: Mr. Leslie Phillips</i>	MA	320
2	Gabrielino HS <i>C: Mr. Derek L. Yuill</i>	CA	317
3	Lynbrook HS <i>C: Ms. Michaela Northrop</i>	CA	274
4	James Logan HS <i>C: Mr. Tommie Lindsey Jr.</i>	CA	250
5	Blue Valley North HS <i>C: Mr. Max H. Brown</i>	KS	241
6	Leland HS <i>C: Ms. Gay Brasher</i>	CA	221
7	Downers Grove South HS <i>C: Ms. Jan Heiteen</i>	IL	218
8	Regis HS <i>C: Mr. Eric Dimichele</i>	NY	207
9	Chesterton HS <i>C: Mr. James Cavallo</i>	IN	203
10	Shawnee Mission East HS <i>C: Ms. Paulette M. Manville</i>	KS	191
11	Washburn Rural HS <i>C: Ms. Cynthia Burgett</i>	KS	188
12	Pattonville HS <i>C: Mr. Randy Pierce/Mr. Don Schulte</i>	MO	185
13	Neosho HS <i>C: Mr. David L. Watkins</i>	MO	181
14	Watertown HS <i>C: Mr. Rich Mittelstedt</i>	SD	181
15	Norman HS North <i>C: Mr. Jim Ryan</i>	OK	180
16	Bronx HS Of Science, NY <i>C: Mr. Richard B. Sodikow</i>	NY	178
17	Sioux Falls Lincoln HS <i>C: Ms. Kim Maass</i>	SD	176
17	Riverside HS <i>C: Mrs. Ruth McAllister</i>	SC	176
19	Blue Springs South HS <i>C: Ms. Georgia Brady</i>	MO	173
20	Plymouth HS <i>C: Mr. Dave McKenzie</i>	IN	172
21	Brookings HS <i>C: Ms. Judy Kroll</i>	SD	171
22	Flathead Co HS <i>C: Mr. Greg Adkins</i>	MT	169
23	Aberdeen Central HS <i>C: Mr. Jon Frey</i>	SD	167
23	Nova HS <i>C: Ms. Lisa Miller</i>	FL	167
23	Apple Valley HS <i>C: Ms. Pam Cady Wycoff</i>	MN	167
26	Independence Truman HS <i>C: Ms. Christine Adams</i>	MO	166
26	Cheyenne Central HS <i>C: Mr. Nick Panopoulos</i>	WY	166

[This page corrects the page which ran in the October *Rostrum*. A computer software error generated incorrect information that was published earlier. The National Office regrets the error which has been corrected.]

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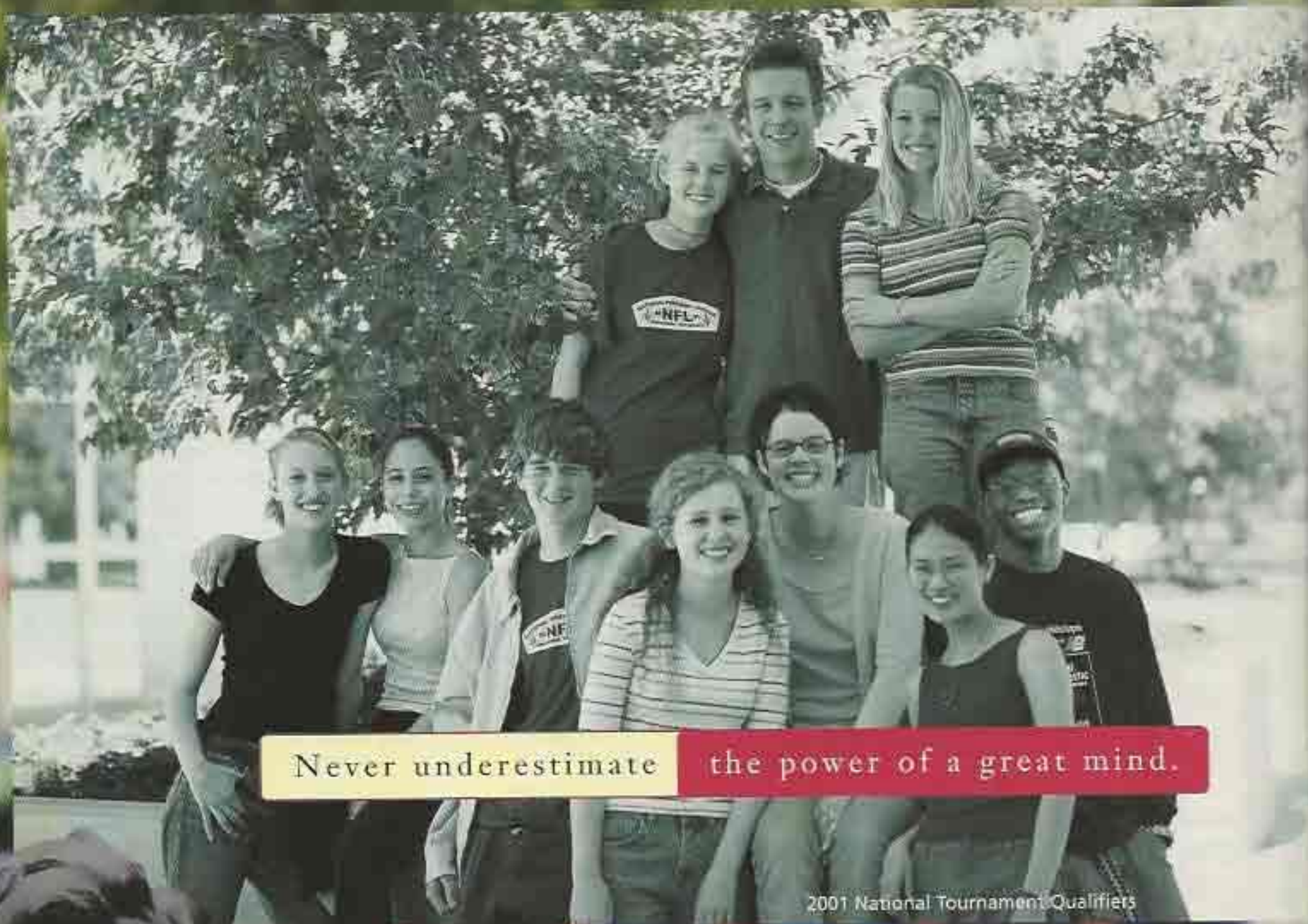
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