

ROSTRUM

DECEMBER 2003

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NUMBER 4



COACHES OF 2003 NATIONAL CHAMPIONS

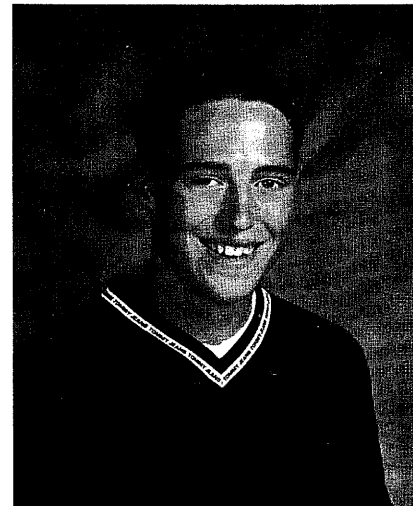
YOU DIDN'T BREAK AT NATIONALS?



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

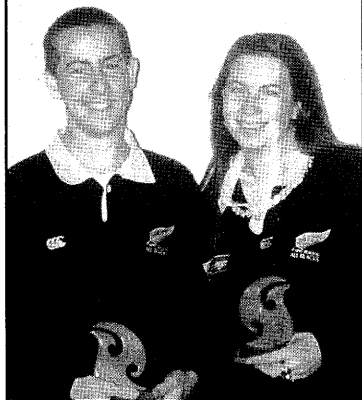


Isaac Potter
2000 National Champion
Twice a CDE Alumnus



Jesse French (pictured) and Mark Royce
2002 National Champions

Team Debate World Champions Twice



Ami Arad
CDE Alumnus

Jennifer Rotman
CDE Alumnus

LINCOLN DOUGLAS NATIONAL CHAMPIONS

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

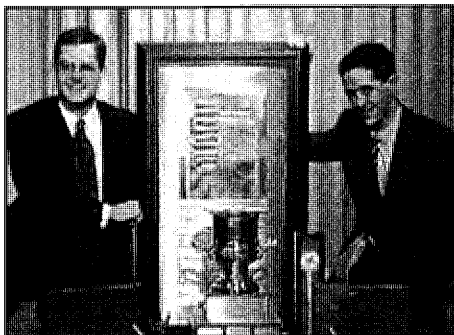
- CDE is the only camp to ever have its students from the same school close out L.D. final round at Nationals.



Josh Levine
Twice a CDE alumnus, now
National College Extemp Champion

Team Debate Champions

- In 1990 CDE alumni were the first college team to win the world for the U.S.
- In 1994 the U.S. won the world high school championships for the first time.
- 4 National Championship Teams have been CDE alumni



Geof Brodak and Bill Herman
Both CDE Alumni
1999 National Debate Champions

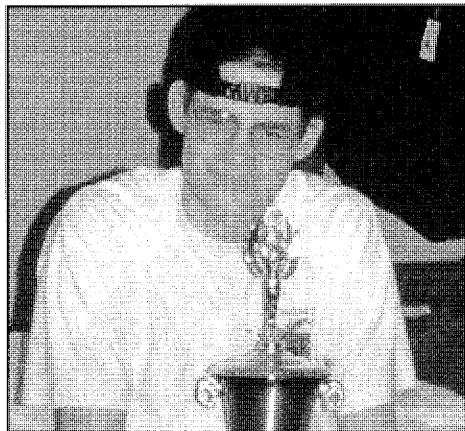


Winthrop Hayes
CDE Alumnus
National Champion

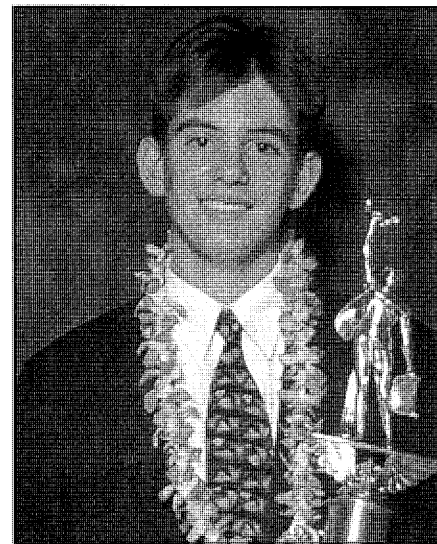
THEN YOU DIDN'T GO TO CDE!



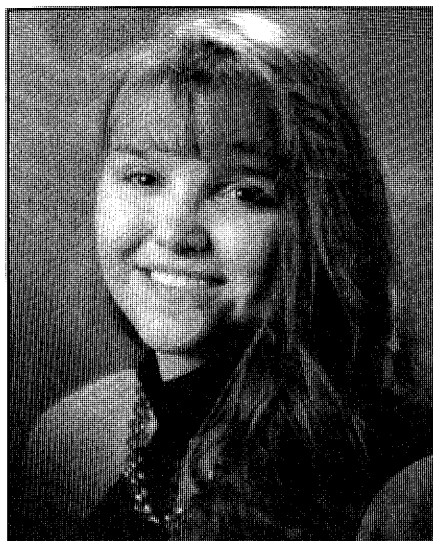
Michael Shumsky
1st Extemp, NFL Nationals
CDE Alumnus



Geof Brodak
2nd in L.D. at College Nationals
CDE Alumnus



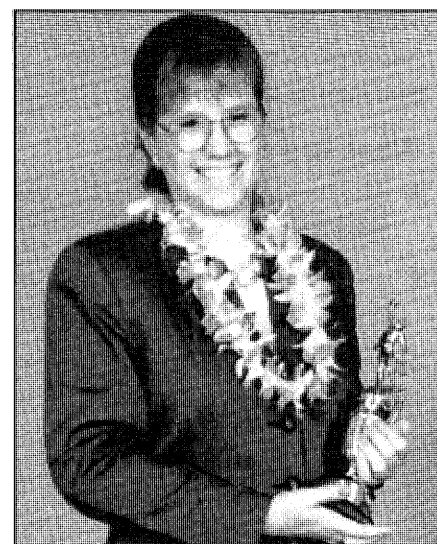
David Applegate
National Champion
CDE Alumnus



Courtney Meyer
2nd U.S. Extemp
CDE Alumnus



Joseph Jones
NFL National Champion
CDE Alumnus



Jill Van Pelt
1st Impromptu
CDE Alumnus

CDE is now accepting applications to its 2004 Camp

(July 19 - August 3 at Northern Arizona University in Flagstaff, Arizona)

Lincoln Douglas and Extemp \$1,325⁰⁰; Team Debate \$988⁰⁰. Application fee \$95. Send fee or inquiry to:

CDE, P.O. Box Z, Taos, NM 87571.

Phone 505-751-0514, Fax 505-751-9788. MasterCard and Visa accepted.

E-Mail at bennett@laplaza.org

Visit the CDE WEB SITE today.

www.cdedebate.com

Free Lincoln Douglas Blocks

Free C. X. Case and Blocks

FREE Internet Links for Extemp, CX, and L.D.

FREE Summer Camp Information

CONTEST • CONTEST • CONTEST • CONTEST

Your speech could win \$2,000 and qualify you for Nationals

Contest

Your speech could win \$2,000 and qualify you for Nationals.

In turbulent times, it is easy to be stampeded into making unwise financial decisions... and follow the crowd in a panic. That's why it's important to have a sound financial strategy now more than ever.

The Lincoln Financial Group® Video Speech Contest gives you an opportunity to learn about the advantage of retirement planning and compete for a scholarship for your future education and qualify for Nationals at the same time.

What are the prizes?

- The first-place winner will receive a \$2,000 scholarship
- The second-place winner will receive a \$1,000 scholarship
- Both winners will qualify for expository speaking at the 2004 NFL National Tournament in Salt Lake City, UT.
- Video excerpts from the winning speeches will be online at LFG.com.
- Coaches of each winner will be awarded a \$500 honorarium.

What's the topic?

Taming the Bull and the Bear... the importance of a sound financial strategy

Who's eligible?

You are – if you are a high school speech student and a member of the National Forensic League.

How does the contest work?

- You must prepare an original expository speech no more than five minutes in length. No props permitted.
- The speech must be videotaped – production quality will not be part of the judging. Lincoln will retape the winning speeches, if necessary, for the excerpts on LFG.com.
- 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.

When's the deadline?

All entries are due to Lincoln Financial Group on or before **March 26, 2004**.

Entries should be mailed to:

Lincoln Financial Group
NFL Video Speech Contest
1300 S. Clinton St. – 6H05
Fort Wayne, IN 46802

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

Who's judging?

A panel of judges from Lincoln Financial Group will select the winners. Judges' decisions are final. Winners will be contacted by April 30, 2004 and will receive their awards at the 2004 NFL National Tournament in Salt Lake City.

Who is Lincoln Financial Group?

Lincoln Financial Group is a diverse group of financial services companies, all dedicated to helping make the financial world clear and understandable so you can make informed decisions to help meet your financial objectives. As the NFL's overall corporate sponsor, Lincoln funds the national tournament and provides \$88,000 in college scholarships and awards.



 **Lincoln**
Financial Group®



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kking003@neisd.net

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

THE ROSTRUM

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THE COVER: Coaches of 2003 National Champions.

JANUARY: Remembering Albert S. Odom

2004 - 2005 POLICY DEBATE TOPIC

Please vote for one topic.

Reminder: Only Chapter Schools Have Voting Rights.

The area that receives the most votes will be the 2004 - 2005 Debate Topic and Resolution.

ISRAEL

Resolved: That the United States federal government should substantially change its foreign policy toward Israel.

UNITED NATIONS

Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.

NAME: _____

SCHOOL / STATE: _____

Ballots must be received by fax or mail by No Later than January 7, 2004
National Forensic League, Box 38, Ripon, WI 54971-0038
Fax: (920) 748-9478

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

Public Forum Debate Ballots

Newly revised ballots available through the NFL Store, www.nflonline.org or fax (920) 748-9478, attn Diane with PO order.

December Public Forum Debate Topic (Ted Turner Topic)

Resolved: That Congress should repeal the No Child Left Behind Act.

January/February 2004 Lincoln Financial Group L/D Debate Topic

Resolved: A government's obligation to protect the environment ought to take precedence over its obligation to promote economic development.

2004 Policy Debate Topic

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

The Rostrum provides a forum for the forensic community. The opinions expressed by contributors are their own and not necessarily the opinions of the National Forensic League, its officers or members. The NFL does not guarantee advertised products and services unless sold directly by the NFL.

N F L

Executive Council Fall Meeting September 26-27, 2003 Salt Lake City, Utah

The NFL Executive Council held its Fall meeting in Salt Lake City, Utah, Sept. 26-27, 2003. All members including alternate Leslie Phillips, were present.

President Billy Tate called the meeting to order at 8:50 a.m., September 26, 2003.

Public Forum Debate (Ted Turner)

President Tate conducted an informal consideration of the rules of Ted Turner Debate by a committee of the whole.

Moved by Roberts, seconded by Keller. "Ted Turner Debate be adopted as an official NFL main event with the rules clarified and developed by a committee of the whole." (Official Rules appear on page TD-12 of the District Manual at www.nflonline.org.)

Passed: 9-0

Add to the official ballot and rules that the final speech, previously known as "Last Shot" should be entitled "Final Focus."

Add to the official rules that the "Final Focus" is a persuasive final restatement of why your team has won the debate.

Add to the rules that the use of **Community** judges is strongly encouraged. (However, there is no specific rule against any type of judge.)

The official ballot should state that new arguments in the final speech are to be ignored.

Add to the rules that the coin toss should take place in front of the judge(s) of the round.

Moved by Belch, seconded by Ferguson "The event just passed be called "Public Forum Debate".

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

Moved by Sferra, seconded by Keller "At the Salt Lake City National Tournament, "Public Forum Debate" will be called "Ted Turner Public Forum Debate".

Passed 8-0. Abstain: 1 Aye: Sferra, King, Ferguson, Keller, Tate, Crabtree, Roberts, Sterner. **Abstain:** Ted Belch

Double Entry

Moved by Sferra, seconded by Sterner "Eliminate double entry at the National Tournament".

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

Moved by Sferra, seconded by Belch-"Replace rule 7 of the District Tournament Manual with: "Autonomy" as a heading with the following points of clarification:

- a. The District Committee may limit entry to one event at the District Tournament.
- b. District Committee may choose to allow double entry at the District Tournament with the following guidelines:

1. The District Committee is allowed autonomy in terms of double entry; however, no triple entry is allowed at the District Tournament.
2. Students can only enter one team event at the District Tournament.
3. If a student qualifies in a team event and a solo event, the student must attend Nationals in the team event [Policy, Duo, Public Forum].
4. A student who is double entered in two solo events at the District Tournament must determine in advance, in writing, signed by the student, coach, parent/guardian, and principal the solo event that he/she will enter at the National Tournament." [Sample form @ www.nflonline.org]

Passed: 9-0

This allows each District Committee to determine what form of double entry is appropriate for their specific district. Districts can limit District entry to 1 event, or allow a large range of non-traditional double entries (i.e. LD/Policy, IX/USX, DI/HI, PF/LD, PF/DI, etc.) This decision is now up to the individual district with the above guidelines (no triple entry, no doubling between team events, mandated team attendance if double qualified with a solo event, and predetermined National entry if a student double qualifies in a solo event.)

National Final Round Judges and Ranks

Moved by Sferra, seconded by Roberts "Each final round panel will consist of 11 judges made up of the following: no more than 3 sponsor judges, 1 local nominee, and at least 7 prominent coaches (senior diamond and national champion coaches or coaches nominated by the district chairs). The 2 highest rankings and 2 lowest rankings for each competitor will be dropped. Tie breaking rules will remain the same.

Passed: 6-2-1

Aye: Crabtree, Roberts, Sterner, Sferra, Keller, Tate. **Nay:** Belch, Ferguson. **Abstain:** King

Heiteen Petition

Moved by Roberts, seconded by Sferra "Accept the request of Jan Heiteen to change her official coach membership date to June 18, 1978."

Passed: 9-0.

Decision based on written documentation that Ms. Heiteen coached a student at the 1978 Nationals.

Moved by Ferguson, seconded by Belch "Direct the National Secretary to revisit the official rules manual and report to the council at the Spring Meeting in 2004 with recommendations."

Passed 9-0.

The council seeks input from coaches and district chairs on rule changes.

U.S. State Department Grant

The council was briefed on the International Exchange Grant

by the US Department of State and the potential schedule of events for the summer of 2004.

The council was also informed of the recent cooperation between the UN Foundation on its "The People Speak" project.

Use of Electronic Devices in Extemp and Debate

Moved by Ferguson, seconded by Roberts "Judges be allowed to use a computer to take notes during all competition at the District and National Tournaments while judging."

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

Moved by Belch, seconded by Ferguson. "Debaters be allowed to use computers during rounds for note taking purposes and the retrieval of information saved to the computer's hard drive, computer disk, or compact disk prior to the beginning of the round."

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

The potential for debaters using wireless access to contact coaches and "support personnel" during the round and the uneven playing field created if teams cannot afford laptops were concerns. The council seeks additional input on this issue.

National Tournament Location and Administration

The council instructed the National Secretary to make site visits to places submitting complete bid packets by February 1, 2004.

The council encouraged the National Secretary to explore various methods of convention planning for the National Tournament.

The council recessed for the day at 6 p.m. on Friday, September 26th. The council convened at 8:40 a.m. on Saturday, September 27th, 2003

Salt Lake City Nationals

Frank Langheinrich and David Smith made a presentation to the council about plans for the Salt Lake City Nationals. The council was extremely impressed with the preliminary work of the Salt Lake City Host Committee.

Budget

The council considered an official request from Dr. David Cheshier of Georgia State University for additional monetary funds for extra expenses incurred at the Atlanta Nationals.

Moved by Roberts, seconded by King. "The NFL pay Dr. David Cheshier on behalf of Georgia State University \$5098 for additional expenses incurred at the Atlanta Nationals."

Passed: 9-0

Moved by Sferra, seconded by Crabtree "To accept the proposed National Tournament Budget."

Passed: 9-0

Moved by Roberts, seconded by Sterner "To accept the proposed National Honor Society Budget."

Passed: 9-0

Moved by Keller, seconded by King "To accept the personnel budget"

Passed: 9-0

The council commended the excellent work of the NFL Office staff during the past year.

Entry Quotas

Moved by Keller, seconded by Sferra. "Allow every school to enter two teams in Public Forum Debate in addition to that school's district entry quota. (as published on page TD-2 of the 2003 District Tournament Manual) Schools may enter more than two Public Forum Debate teams, however, the additional teams will count against that school's district entry quota."

Passed: 9-0

The council instructed the National Secretary to solicit input from the membership concerning adjustments to district entry quotas. The council agreed to address the issue at the Fall Meeting in 2004.

Moved by Roberts, seconded by Sferra "Add an additional degree for 1500 points but place a cap of no more than 750 points in any one category (debate, speech, group speaking)."

Passed: 9-0

Moved by Roberts, seconded by Crabtree "To name the new degree 'Quintuple Ruby'".

Failed: 0-9

Moved by Sterner, seconded by Belch "To name the new degree 'Degree of Premier Distinction'"

Passed: 9-0

The council instructed the National Secretary to implement the new degree system as soon as possible.

The seal for the new degree "Premier Distinction" is black and a fifth ruby will be awarded for placement in the NFL key or pin.

[Secretary Wunn is pleased to announce that the new system is now available for your use.]

Publications and the Internet

Moved by Roberts, seconded by Crabtree "Set *Rostrum* distribution at four per member school"

Passed: 8-0-1 Aye: Crabtree, Roberts, Sterner, Belch, Ferguson, Phillips (for King), Keller, Tate. **Abstain:** Sferra

[The *Rostrum* is now online monthly at www.nflonline.org. Schools may request extra *Rostrum* copies]

Teacher Training and Education Assistance

The council requested that the National Secretary review the existing programs and policies of teacher training and education assistance sponsored by the NFL.

The council viewed the new "Power of Speech" video produced by Lincoln Financial Group and commended them for their contribution to the NFL.

The council agreed to hold the Spring Meeting in Chicago, IL on April 4-5, 2004.

President Billy Tate adjourned the meeting at 4:30 p.m. September 27, 2003.

The Gift of a Lifetime...

by Kevin Leahy, Regional Vice President, Lincoln Financial Group

You can see the terror on their faces. Heart pounding, palms and forehead sweaty, an ever-growing lump in the throat as the moment of truth nears. You can almost hear their knees knocking with terror as their inner most fears are put on display for all to see. It is all they can do to not run out the room as they begin to do battle with their fear of public speaking! It is a well-known fact that for many individuals, public speaking is one of the greatest fears. But fear is all but absent in the NFL.



Fear, what fear? You thrive on the opportunity to speak in front of others. You welcome it. You relish the opportunity to showcase your public speaking skills while having your audience (and more importantly, the judges!) hanging on your every elegant, eloquent, articulation. ***This is more than a talent; this is an awesome gift – one that will last your entire lifetime!***

Some people run at gold medal speeds, others can throw a baseball 90 mph. There are those rare few who are capable of scoring a perfect 1600 on the SAT, or those that sing like angels. I can think of countless times in my life when

I wish I had one of such talents. Now, I am so appreciative of the gift that I did receive, the gift that all NFL members have – the gift of skilled communication. I do not remember the first realization of this gift, nor did I recognize what it truly meant. I didn't really have a true perception of the gift during my days participating in my high school speech/debate club. At that time, the club was just fun for me. Over time, I began to develop a real appreciation for skilled oration/communication, and I would like to offer you some perspective of the power effective communication skill beholds beyond NFL competition.

Wonders in the workplace

Nothing opens doors in the workplace better than being able to clearly and persuasively communicate. No matter what career path you ultimately choose, the speaking skills you are developing today will have a positive impact. Think about it – success in most professions has a direct relationship with good communication skills. This is true everyday for all of us at Lincoln Financial Group. Think of the best teacher you have ever had, the doctor you felt most comfortable with, or the most capable attorney. The best all have one thing in common – they communicate well. People who speak well and articulate intelligently are perceived as more capable, and their ideas and positions are better received. Underneath, the well-formed words, effective communicators exude confidence – a trait that can pay large dividends in the pursuit of success in the workplace.

The power to reach people

It is not a coincidence that the power to reach people is a common trait shared by many of our greatest leaders. History is full of examples of great religious, political, and social leaders making their mark through effective communication. Over time their words changed history for the better, and have become the ideals of our country. From “I have a dream”, to “Winning isn’t everything, it’s the only thing” to “Tear down that wall Mr. Gorbachev”, we are inspired to believe and accomplish great things. Your involvement in the NFL can take you to such inspirational greatness. Lofty thinking perhaps, but high aspirations have to start

somewhere. For you, it might begin by using your communication talents to become involved in student government, or to lead a charity drive, or to become more involved in events at your place of worship.

There’s no place like home

I cannot think of a better place for you to share the gift of communication than at home with your family and loved ones. This is where the gift can also become a curse! Shakespeare said, “words are like swords”, and from experience, I can recall innumerable times that I have used the power of my words in the worst way with people I love. I only wish that there were rules to follow at home like there are in the NFL! The strongest families and friends are those that communicate and share. I have learned that it is essential to use the gift of communication in a non-manipulative way with caring and loving intent. The ability to communicate with buddies, boyfriend/girlfriend, parents, (and eventually your spouse and children) is where the gift truly shines.

In closing, I would like to congratulate you for seizing the opportunity to improve upon your communication skills through the NFL. I truly believe that the talent for speaking is an awesome gift – one that will continue to reward you for the rest of your life.



ODE TO EXTEMPERS

by
Steven Tamm

"Extempers can leave and go to the prep room, "
The hostess said to us, leading us to our doom.

The lot of us sat at the library tables.
Going over our mags, our quotes and fables.

They called my number "X322."
I came to the table and joined in the queue.

He gave us our envelopes and said to us,
"Draw!"
The topics this round concerned Government
and Law.

The first was on the Budget, the second on War,
But the third was the best, on the plight of the
poor.

I told the man the number of the topic at hand.
I sat back at the table and went to work and,

I thought about drugs, prostitution and more,
In my magazines I found statistics galore.

I memorized the figures and stood near the wall.
I spoke to the cabinet, and stated my gall.

At "The state of the homeless, it is a crying
shame"
With more of these topics I could gain much
fame.

After twenty or thirty minutes had passed,
The prep monitor said the second speakers at
least,

"Go to your room, X322,"
It was marked on the map as room 40U.

I entered the room and scoped out the judge.
I remembered him somehow, but had forgotten
the grudge.

"How can the homeless be helped?: I said.
I remembered my outline and from memory read,

My speech that I wished would go on, if wordy,
For 6 at least, but I hope seven thirty.

I finished my speech with my grand design
To home all the homeless, and the government
malign.

I looked at the judge and he gave me a smile.
I knew I had suddenly passed the first trial.

One round was gone, with three more to go.
At the end I wished I would win, place, or show.

This process that all the extempers go through.
Was repeated twice more, with topics anew.

The nervous stares the judges gave me,
The queasy stomach, and the battered knee.

And the food I ate at the forensic tourny.
By the time finals came they would need a gur-
ney.

But the finals came around and the hostess once
more,
Announced that we faced our final door..

The finalists for Extemp were being spoken
We listened to the judges called, for some token,

A sign if we were in finals, we did care
We wanted to know, "Did our speeches fare?"

First they announced the B school and then
the Q
And then they announced "X322."

"YES, I'M IN!" I shouted with glee.
The first three rounds had broken me free.

I was in the top six of the huge tourny.
Before I exaggerated, I didn't need that gurney.

But why do we do it, why do we toil?
To make it to finals and then recoil.

For another announcement that ties our fate,
For those that had failed "I could have had a
date."

But If you are good, and can face the unknown,
If you can take a whole day and face it alone,

If you can create a 7-minute speech in only
twenty,
You are among few in a world of plenty.

To do a speech well, is truly a lift.
This ode to Extempers is for you a gift.

*(Steven Tamm, a student from New Hartford
Central School, (NY)*

THE ROSTRUM WANTS YOU!

Submit

- Ideas on Coaching Techniques?
 - Strategies for Research?
 - Interesting Team Stories?
 - Tremendous Team Photos?
 - Thoughtful Memories?



Email Sandy at nflrostrum@centurytel.net

WHEN TRAINING INHIBITS EDUCATION: THE CURRENT STATE OF EXTEMPORANEOUS SPEAKING

by

Brian J. Householder
and

Allan D. Louden

Many argue that extemporaneous speaking is the most educational event in forensics, offering harmonized training in critical thinking, argumentation, research, and oral communication.¹ Every weekend, thousands of stu-

dents from the middle school to college compete in forensics competitions where extemporaneous remains a mainstay. Extemporaneous, as its moniker implies, celebrates the quality of mind, instantaneity, and invention.

..."Extemporaneous, as its moniker implies, celebrates the quality of mind, instantaneity, and invention."

dents from the middle school to college compete in forensics competitions where extemporaneous remains a mainstay. Extemporaneous, as its moniker implies, celebrates the quality of mind, instantaneity, and invention.

The competitive product, however, often falls short of the ideal. The event's educational goals rightly include organization, analysis, and delivery—the foundation criterion of judges rating—but there is often a spark missing with robot like contestants and mechanical speeches.

Most would grant that the praxis of competitive speaking is conducted within a set of "unwritten rules" yet very little research and no quantitative research has been conducted on "rules" governing the importance of analytic and organizational elements in extemporaneous speaking. The study reported below examines event expectations, how evaluative criteria interact, and the role of judging in restraining competitive practice. The experimental design was conducted at two national level speech tournaments where judges viewed two extemporaneous speeches and responded to a questionnaire regarding the speeches.

This essay begins by reviewing the rationale for the extemporaneous speaking contest and the importance of organization, delivery and analysis to the contest event. Additionally, the study defines the "organi-

The Extemporaneous Speaking Contest

In the extemporaneous speaking contest speakers diligently prepare, making sure, almost with a fill-in-the-blank mentality, that the ingredients match the formula. They then hasten off to deliver their speech to a waiting judge, an individual armed with the round crucible—*The Ballot*—complete with criterion. Standard ballots in the extemporaneous speaking contest typically list delivery, analysis/content and organization as areas for evaluation. Of these evaluative measures arguably the pillar criterion is organization, which serves as the primary focus of this study.

Organization

Crawford outlines the prevailing organizational philosophy in competitive extemporaneous speech organization when he writes:

Orientation is the function of devising the receiver-centered purpose statement, stating the organizing question, and proposing a minimum of three parallel responses to the organizing question (main idea). The product of this is a powerful logical overview of the total message which can best be called a speech skeleton.²

This predictable form is designed to give the judge a type of intellectual road map via clear numeration, signposting and parallelism.³ Prescriptive conceptions of organization find easy pedagogical justification when, as Barrett notes, "Speech instructors emphasize organization . . . because they know that clarity and orderly unfolding of parts of the message are essential to effectiveness in communication".⁴ Empirical studies indicate that unorganized speakers are perceived as "uninformed"⁵ less persuasive⁶ and even less liked than the organized speaker.⁷ Data also shows that clear organization is important to message learning and retention.⁸ In short, the arrangement/organization of a speech is one of the "most addressed" and important aspects of a speechmaking.⁹ With this kind of backing it is indeed reasonable that organization is a central pedagogical goal among forensics coaches.

Delivery and Analysis

Delivery and analysis (invention) are the other major evaluative aspects emphasized in extemporaneous speaking and are interrelated with organization. Delivery can be thought of as use of voice, stance and gesture that do not distract from the argument.¹⁰ Organization aids delivery when speakers are able to stay on course” without “repeating themselves, or wandering aimlessly from point to point.”¹¹

The practical importance of the extemporaneous speaking contest is furthered by the centrality of analysis in the event. A speaker’s ability to construct an argument is essential to the success of a speech. Buys hints at the analysis/organization relationship when he advises that “you must be able to present your basic speech outline and support each part with evidence drawn from experience and authority.”¹² The importance of analysis in the modern extemporaneous speaking contest is underlined by Preston when he noted that “specific” and “general” analysis are the second and third most commented upon issues on judges ballots, with support for that analysis fourth.¹³

Delivery, organization, and analysis are clearly vital to a successful speech. They form the acronym D.O.A, which in medical terms stands for “dead on arrival.” As a competitive speaker, it is assumed that not living up to norms in these areas would result in a competitive fatality, leaving many speaker and coaches fearing to deviate from the conventions.

Organization Convention

Among forensics educators there exists a *prescribed style* of organization in extemporaneous speaking contests. The “formula” of organization falls into what Tom Preston calls the “unwritten rules” or norms.¹⁴ Preston goes on to write, “Conventions such as signposting, following the structure outlined, reviewing the (preferably three) points...” govern the event as strongly as any written rules. The organization convention can be summed up more precisely: a numbered preview of the main points, clear transitions from point to point, numbering of the main points in the body of the speech and a numbered review of the main points in the conclusion.¹⁵ The convention stands as a *hyper-form of organization*. Thus the reasoning seems to go that, if organization is important, the more a speech is organized (or perhaps the more apparent the organization) the better it will be.

This strict organization also interacts with delivery and analysis. In the service of organization, delivery has become more formal. Transitional walking, planned gesture and stronger vocal signposts, for example, are conventions that serve the ends of highlighting organization. Analysis is often little more than, “According to Newsweek, January, 2003,” followed by a quote or a statistic. The norm here is the *form* of the front-ended organization of the citation. In fact it seems that organization trumps the other factors.

Speeches that fail to function within the conventions are an anomaly, their deviation readily apparent. This is the main trepidation of the forensics coach—the fear that the performance of your competitors be perceived as outside the “acceptable” structure. Too often individuals who attempt to move beyond the norms in the forensic setting are criticized for taking the risk and a paralysis sets in for the event.¹⁶

Certainly not all individuals that buck the norms are castigated. In most cases though we want people to fit in and when confronted with violators of norms we seek to reduce or eliminate the perceived discrepancy between a deviant action and the norms that it violates. Robinson and Kraatz call our attempts to cognitively

bring these deviants back into the normative fold, a neutralization strategy.¹⁷ In the forensic environment, the marginalization or neutralization of a deviant is the purview of the judges and is noted in their ballots, ranking and ratings. Judges use sanction as the means to oblige competitors to comply with the standing norms of “excellence.”

The relationship of criterion and judges to competitive norms argued above, however, remains largely speculative. Accordingly this research was designed to assess if competitors who use the “conventional” organization technique (1) receive superior overall ratings, (2) are perceived as having superior organization, (3) are perceived as having superior delivery, and (4) are perceived as having superior analysis when compared to speakers that give a speech absent the organization convention.

Judging

This study not only examines whether the conventional or unconventional organization is perceived as superior, but asked if there are evaluative differences resulting from a judges understanding or knowledge of the conventional organization pattern.

In competitive speech contests, judges signal their approval or disapproval of the speakers’ ability to conform to these prescribed rules in two ways. First, judges provide a rank (the ordinal placement of a competitor in round of 5-7 peers) and second, judges provide a rating (most often a Likert-type scale: 1 being superior to 5 being poor or a percentage: 100% being superior to 50% being poor, scores can fall anywhere within this range). Ratings are defined on most judging ballots as the relation of that speaker to other speakers in general; how far plus or minus is this speaker from the average contestant?¹⁸

Not all judges know or use the formulaic convention as a criterion for speaker ratings. Many judges are persons with limited training in contest judging or limited current experience and are not familiar with the norms.¹⁹ Some have recommended that inexperienced judges should not be allowed to judge contest speaking, claiming that decisions would be based on random factors or only on delivery.²⁰ Yet, these studies have failed to demonstrate a substantial difference in the decisions among more or less experienced judges.

We reasoned that judges that has been in the forensic activity for a longer period of time would have a better understanding of the normative conventions of a speaking event. The result would bet that they would prefer conventional organization technique more than low experience judges. The corollary would follow that judges of greater experience will be more punitive in their scoring of the unconventional speech.

Study Design

To explore these questions three methodological choices were made. First, data was gathered at actual speech contests with bona fide speech judges. Second, the speeches the judges viewed were “authentic;” a replication of a championship extemporaneous speech. Finally, the tournaments supplied large and diverse judging pools.

The subjects studied were judges at The National Earlybird Forensics Tournament, an invitational, held at Wake Forest University in September 1999 and the Santa Clara University Invitational, held in December 1999. The Earlybird Tournament is the season opening tournament drawing schools for thirty-five states.

The Santa Clara University is a major California state tournament, drawing schools from across the state of California.²¹ The utilization of two large tournaments on two coasts provided a cross-section of judges. Sixty-six judges participated in the study, forty-four judges from the Earlybird Tournament and twenty-two judges from the Santa Clara Invitational. Thirty-three were male and thirty-two female, with one not indicating.

Procedures

Judges were recruiting utilizing a convenience sample drawn from the judge waiting pools at both tournaments. Participating judges were randomly assigned to one of the two treatment groups and then assigned to smaller viewing groups of approximately six participants. Participants were asked to watch a video taped speech and were asked to treat it as if it were part of a normal extemporaneous speech round. Each treatment group watched a seven-minute speech (video tape viewed on a television monitor) with either the conventional organization pattern or with conventions removed. After viewing a speech, judges were given a questionnaire that contained a four item (overall rating, organization, delivery, analysis), 7-point Likert scale measuring the perceived quality of the speech.²² The questionnaire also provided an open-ended question, affording judges the opportunity to include qualitative comments about the speech.

The speech the judges viewed was taken from a transcript of the 1997, National Forensic League national championship speech in domestic extemporaneous speaking. Two versions of the speech were recorded utilizing an experienced former competitor to deliver the prepared transcripts.²³ The conventional speech was verbatim from a transcript, containing a numbered preview, clear transitions to points/summary statements, numbered points in the body of the speech, and a numbered review of the points in the conclusion.

The unconventional speech was adapted from the original transcript with the overt organization features removed so that the speech did not have a numbered preview, clear transitions to points/summary statements, numbered points in the body of the speech, or a numbered review of the points in the conclusion. *No changes* were made in the fundamental organization or substantive elements of the speech.²⁴ In total, 128 words were removed from the original speech transcript for the unconventional speech.

Results

The following section provides the results of the statistical analyses²⁵ preformed on the data provided from participant's questionnaires. Two demographic questions were indicators of judge experience with extemporaneous speaking (years judged and rounds judged). Not surprisingly, as judge experience increased, the number of rounds judged in the last 5 years also increased ($p < .01$).

The years involved in extemporaneous speaking were significantly correlated with differences in rating the speech. As the participants' years involved in extemporaneous speaking increased, overall quality, speech delivery and organization were assigned poorer ratings.²⁶

A number of significant results were found in relation to the questions asked. The first concerned overall impression of the speeches and revealed that judges did give significantly better overall rating score to the conventional speech (Table 1). Additionally, results indicated that the largest mean difference between individual speech factors was reported for the organization of the speech (Table 1). The stimulus speeches were arranged the same way except for the absence or presence of the conventional *organization prompts*, yet participants viewed the conventional speeches organization as excellent and the unconventional speech as just being average.

Table 1: Differences In Speech Factor Ratings

Speech Factor Ratings	Conventional Organization Means ($n=33$)	Unconventional Organization Means ($n=33$)	t-test Values * $p < .05$, $df=64$
Overall Rating	2.15 , ($SD=.90$)	2.79 , ($SD=1.02$)	$t=-2.63$, $p=.011^*$
Organization	1.66 , ($SD=1.02$)	3.09 , ($SD=1.47$)	$t=-4.59$, $p=.000^*$
Delivery	2.24 , ($SD=.90$)	2.64 , ($SD=1.05$)	$t=-1.63$, $p=.108$
Analysis	2.00 , ($SD=1.00$)	2.76 , ($SD=1.34$)	$t=-2.94$, $p=.012^*$
Total Speech Score	8.06 , ($SD=3.43$)	11.27 , ($SD=3.99$)	$t=-3.51$, $p=.001^*$

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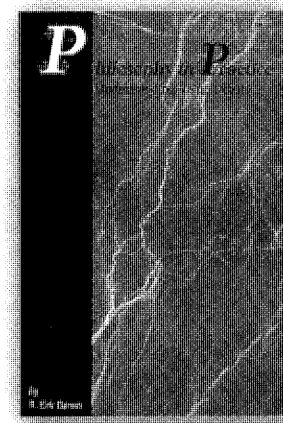
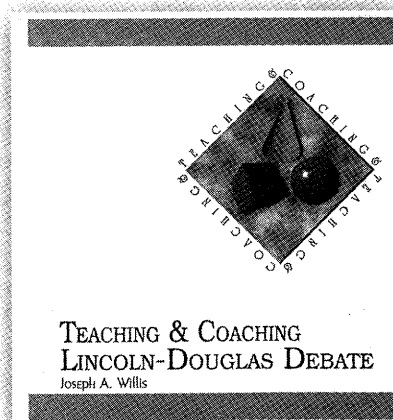
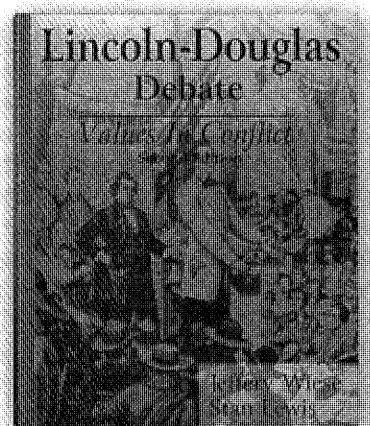
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Whereas organization was viewed as the most different between the two treatment conditions, delivery was perceived as having the smallest difference. Delivery ratings means the two groups were not statistically significantly different (Table 1). The means between the two groups, however, were in the direction of the hypothesis.²⁷ furthermore the conventional speech was found rated as having stronger analysis than the unconventional speech (Table 1).

Results also pointed to a strong positive correlation among all the speech rating factors (Table 2). Since all four single item factors were highly correlated they were summed to create a fifth

factor, Total Speech Score. This rating was highly correlated with all of the individual speech score factors. The correlation analysis points to a strong relationship between speech factors where one evaluative category has a strong effect on how another is perceived. For example, this correlation matrix indicated that if a speaker is perceived to have poor delivery, s/he are thought to have poor analysis, overall speaking skills and organization. Furthermore, if that speaker is thought to have good organization, that speaker was thought to have good delivery, analysis and overall speaking ability.

Table 2: Speech Factor Correlation Matrix						
Factor	Correlation	Overall Rating	Delivery	Organization	Analysis	Total Speech Score
Overall Rating		1.00	.805**	.605**	.706**	.887**
Pearson Correlation			.000	.000	.000	.000
Delivery			1.00	.440**	.613**	.798**
Pearson Correlation.				.000	.000	.000
Organization				1.00	.719**	.842**
Pearson Correlation					.000	.000
Analysis					1.00	.896**
Pearson Correlation.						.000
Total Speech Score						1.00
Pearson Correlation.						
** indicates correlation is significant at the 0.01 level; Sig. (2-tailed), N=66						

The “total speech score” statistic was used to test if judges of high experience would give poor ratings to the speech the failed to comply with the conventional organization norms. Judges with three years involvement or less in extemporaneous speaking contests were placed in the low experience group (N=31) and judges with more than three years of experience were placed in the high experience group (N=35), this served as a median split (Table 3). For judges that viewed the speech with the conventional speech organization elements, years involved in extemporaneous speaking contest had no effect on total speech score. The results were

different in the unconventional organization group, the low experience judges total speech score rating was lower (perceived as better) than experienced judges (Table 3). Low experience judges scores increased 1.58 points for the total speech score when viewing the unconventional speech. High experience judges scores increased 4.41 points for the total speech score when viewing the unconventional speech. A contrast effects weighted ANOVA suggested that a large portion of the variance in total speech scores is explained by the experience model ($F(1,62) = 16.67, p < .05$, eta squared .21).

Table 3: Comparison of Total Speech Scores, Experience and Condition		
Total Speech Score Means	Conventional Organization	Unconventional Conventional
Low Experience	8.06 SD=3.34, N=17, (-1)	9.64 SD=2.89, N=14, (0)
High Experience	8.06 SD=3.62, N=16, (-1)	12.47 SD=4.31, N=19, (2)
Planned contrasts in parentheses		

Qualitative Comments

This study also examined the contents of qualitative comments made by participants.²⁸ Sixteen participants provided written comments for the conventional speech and twenty-one judges provided comments on the unconventional speech. The comments were examined for whether they related to delivery, analysis, organization and overall impression. Additionally, comments were ex-

amined for differences in experience level (High/Low).

Participants that provided written comments for the conventional speech were equally split with regards to experience level (High=8/Low=8). Nine of the sixteen subjects in this condition made comments on the speaker’s delivery. Of the nine judges that commented on delivery, six judges had negative feedback and three provided positive comments. Some of the negative delivery comments included, “speaker lacked passion,” “used repetitive ges-

tures,” “seemed stiff,” and “*vocally* to much on the same level.” Participants that provided positive delivery feedback we even more abbreviated, for example, “good delivery,” excellent delivery,” and “well articulated.” There was no discernible difference in delivery comments based on experience level.

Seven subjects in the conventional speech groups provided comments on analysis. Three judges provided negative responses regarding analysis and all three of those judges were in the high experience category. The negative analysis comments included, “Some of the logic of the speaker was based on opinion,” “not enough statistics in the 1st point,” and “introduction point was unimportant.” In the same condition group, four judges provided these positive comments on the analysis in the speech, “excellent use of refs. and quotes,” “facts were well supported with data,” “speech with good sources,” “well thought out,” and “excellent analysis.” Of the four judges that provided positive analysis feedback, two were high in experience level and two were low in experience level.

In the conventional organization condition only two judges made comments on the organization of the speech. Both judges made positive comments about the conventional organization and both judges were in the low experience level. One of the judges provided these comments, “Intro, three points of analysis, signpost, summarizing conclusion were all present. Well Done!” The judge provided a near word-for-word regeneration of the conventional organization paradigm and praised the speech for compliance. On the other hand, experienced judges provided no praise or comments for the conventional organized speech in regards to its organization.

The results of the content analysis for the unconventional speech groups comments were more dramatic. Of the twenty-one participants that wrote comments for the unconventional speech twelve were in the high experience group and nine were in the low experience group. Of the twenty-one judges in this group, fourteen (8 high experience/ 6 low) wrote comments on the delivery of the speech. All fourteen judges delivery comments were negative in content and those comments were not significantly different in content from the negative delivery comments provided by the judges in the conventional speech group.

Judges in the unconventional group also contributed comments with respect to the analysis. Three judges in the unconventional condition provided positive feedback regarding the speeches content. The positive comments included, “documentation was impressive,” “10 unique sources,” and “good use of quotes and evidence.” All three of the judges that gave positive analysis comments were in the high experience group. Only one, low experience judge wrote negative comments on the unconventional speeches analysis and that comment was merely a request for more analysis. This informal reading of comments did not reflect the more negative ratings analysis found in judge’s assigned measures. A number of possible explanations are available, including that judgments of analysis operate independently from organization, yet even as there were no negative written comments ratings nonetheless were penalizing.

The judges in the unconventional group who commented on the organization of the speech provided the most extensive written feedback. Seven judges opted to comment on organization and all seven judges provided negative feedback. Six of the seven judges that commented on the poor quality of the unconventional speeches organization were high in experience and three of those six were

individuals that had made positive assessments of the unconventional speeches analysis. One judge commented, “Lack of signposting and clear answer to topic weakened the overall presentation.” Another judge provided a detailed explanation of how the speech should be organized, “Points to be covered should be outlined or numbered advising us why tobacco companies should be punished. Then each area should be develop and supported. Finally, in the summary or conclusion, a recap or review points again would be helpful to tell the folks what you told them.” This same judge stopped the experimenter as he handed in his questionnaire and said, “This is not an extemp speech. You need to have a numbered preview and review.” One of the other high experience judges that praised the speeches content went on to write, “However, the lack of structure in the body made it difficult to follow. “The one low-experienced judge that penned negative comments wrote, “points jumped around.” Overall, the organization comments by the judges in the unconventional group demonstrate a dramatic negative impact on high experience judges overall impression of the speech. One high experience judge in the unconventional group wrote, “Could win a “local tourney”- would get nowhere at state or nationals. Knows nothing about economics.” The judge that wrote the previous comments was a high experience judge from the California sample. These comments are ironic when the speech is a transcript of the National champions final round speech and that speaker was also the California State champion.

Discussion

Convention Strength

The initial questions that prompted this research was, “is there an organization convention in extemporaneous speaking contest and if there is one how strong is the convention?” The data gathered in the study points to a very strong organization convention governing the extemporaneous speaking event. For the participants that viewed the conventional speech, their total speech score ratings indicated that speech would be considered an excellent speech. For the participants that viewed the unconventional speech, their total speech score ratings indicated that speech would be considered an average speech. Even with delivery and analysis factors being controlled for, the conventional speech scored stronger ranking in every area of evaluation.

Each factor (delivery, organization, analysis and overall impression), except for speech delivery, was significantly adversely effected by not complying with conventional organization techniques. Delivery was rated as being poorer and was approaching a significant level ($p=.108$). The largest difference between means of speech factor was in regards to organization. The conventional speech had a mean organization score of 1.67 (Superior Organization) and the unconventional speech had a mean organization score of 3.09 (Average Organization). One factor that could explain the drop in all the score is the speech factors Pearson’s correlation analysis. Table 2 indicates that all of the speech factors were highly correlated. That is, if a speaker has a major error in any one area this would invite more “disciplinary” scores in the other areas. The major error in a speech factor area in this study would be the absence of the organization convention.

Finally we asked “is there a normative organization convention associated with experience levels of judges?” Using experience and treatment condition as independent variables and total

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speech score as a dependent variable the conventional element was brought to light. When looking at speech factors, judges differed very little based on experience when viewing the conventional speech. For the speech factors of delivery and analysis, high experience judges saw the conventional speech as being slightly better than low experience judges. The differences were more pronounced when looking at experience level and the unconventional speech. High experience judges analysis scores jumped from a mean of 1.93 to a mean of 3.05 based on treatment condition; where low experience judges went from a mean analysis score of 2.06 to a mean score of 2.36. These findings are most profound when looking at total speech score. Judges that viewed the conventional speech did not differ in total speech score based on experience level ($M = 8.06$). Yet, there was a profound difference in total speech score based on experience for participants viewing the unconventional speech. Low experience judges gave the unconventional speech a mean total speech score rating of 9.64 and high experience judges gave the unconventional speech a mean total speech score of 12.47, a significant and substantial increase. These results provide a strong foundation for the argument that a *normative convention* is present. Since judges of high experience are well versed in the conventional elements of speaking contest, it follows that the high experience judges would recognize the violation of the unwritten rules and enact punitive score to bring about speaker compliance with the norms of the event.

The qualitative comments that the judges wrote also provide strong evidence for the presence of a normative organization convention governing the extemporaneous speaking event. Of the judges that watched the conventional speech, no judge of high experience wrote any comments on organization and only two low experience judges provided comments and those comments were positive. In the unconventional group six high experience judges penned extensive negative comments on the organization of the speech and only one low experience wrote comments about the lack of organization. These numbers are important, in that they suggest the norm. High experience judges did not comment on the organization of the conventional speech because it was normal. As judges we do not traditionally offer comments for the norm but rather comment on the "exceptions to the rule."

The convention although not written in a rulebook does exist in a written form, judges ballots. Judges ballots serve as the primary teaching tool in forensics. Peters notes that, coaches most often take their students ballots and directly interpret the comments to their competitors, thereby instructing students on what they need to do to be competitively successful.¹

Where do we Go From Here

The study findings can be seen as further support that competitors and coaches seeking success at the highest level have little choice but to follow the convention. As former coaches, we admit coaching the convention. Yet an important impetus for this study came from the realization that we have become bored with the convention, finding the best competitors artificially constrained. There are, of course, strong reasons for a pedagogy grounded in "conventional" organization, yet there also is a value to periodic reflection and encouragement of more creative, fluid and innovative organizational patterns.

However intransigent current conventions, they undoubtedly evolved for commendable reasons. Certainly coaching "organiza-

tional structure" is grounded empirically and in theory. There are, however, a myriad of organization patterns and unlimited numbers of variations within basic forms. The "formula" is easy to teach and appropriately accessible when training novice debaters. It also provides a defensible, "objective" measure for judges to reference. Yet these justifications, be they organic or imposed, must as importantly met the standards of "best practice."

Critical readers of this essay should not conclude that our questioning current conventions is a "subversive" argument against organized presentation, informed analysis, or lively delivery. The argument, is in fact, quite the opposite. When the "excellent" speech translates to three points of analysis, recipe citations, and synchronized delivery, then perhaps we are not teaching as much as we could.

This study served as a pre-test, exploring the very real ceilings that await those willing to risk innovative approaches. The results indicate that "breaking the mold" invites punishment rather than praise for top-line competitors. It may be time to rethink the powerful but stilted organizational conventions. The structure of the "rethinking" necessarily would arise through discussions and experimentation within the exempt community. Some initial thoughts include requiring judges to disclose their criteria before rounds. Like debate today where judges are asked if they like speed, philosophical critique arguments and the like, event judges would disclose their level of experience, style preferences. While admittedly imperfect, this would allow the truly extemporaneous speaker an opportunity to better tailor his/her speech to the tastes of the evaluator as well as find those instances when it is safe to venture beyond "three points of analysis." It also would encourage judges to reflect on the nature of the enterprise in which they are engaged.

Additional steps for the future could include more research, writing and forums for coaches to explore why we teach and coach certain techniques. Coaches need to talk more about why they do what they do? The conventions act as stealth "rules" that must be discussed by the larger forensic community.

Finally consideration should be given to how the community can retain the obvious advantages of formula-based instruction for less experience competitors while at the same time relieving the repressive upper limit. One construction would be to purposefully establish contrasting criterion for experience competitors designed to reward experimentation and originality.

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³Preston, T. (1990). Literal and metaphorical advocacy: differentiating the limited preparation speaking events. *Argumentation and Advocacy*, 27, 14-24; Sprague, J., & Stuart, D. (1992). *The speaker handbook*. Fort Worth, TX: Allyn, p. 229.

⁴Barrett, H. (1993). *Speaking in America*. Fort Worth, TX: Harcourt, p. 66.

⁵Sprague and Stuart.

⁶Baker, E. E. (1965). The immediate effects of perceived speaker disorganization on speaker credibility and audience attitude change in persuasive speaking. *Western Speech Journal*, 22, 148-16; McCroskey, J. C., & Mehrey, S. R. (1969). The effects of disorganization and nonfluency on attitude change and source credibility. *Speech Monographs*, 36, 13-21.

⁷Smith, R. (1951). An experimental study of the effects of speech organization upon college students. *Speech Monographs*, 18, 292-301.

⁸Baird, J. E. (1974). The effects of speech summaries upon audience comprehension of expository speeches of varying quality and complexity. *Central States Speech Journal*, 25, 119-127; Civikly, J. M. (1992). Clarity: Teacher and Student Making Sense of Instruction. *Communication Education*, 41, 138-153; Spicer, C., & Bassett, R. E. (1976). The effects of organization on learning from an informative message. *Southern Speech Journal*, 41, 290-299; Thompson, E. (1960). An experimental investigation of the relative effectiveness of organizational structure in oral communication. *Southern Speech Journal*, 26, 59-69; Whitman, R. F., & Timmis, J. H. (1975). Verbal organization and learning. *Human Communication Research*, 1, 294-301; Kennedy, G. A. (1963). *The art of persuasion in ancient Greece*. Princeton, NJ: Princeton University Press. The importance of organization is not just empirically supported but rests on deep rhetorical roots as well. Classical rhetorical theory provided the beginnings of what has become modern speech organization, and truthfully not much has changed since 400 BC.

⁹Barrett, Gamble, T., & Gamble, M. (1994). *Public speaking in the age of diversity*. Boston: Allyn; Harris, E. (1986). Judge demographic for extemp and impromptu at NFA nationals. *National Forensic Journal*, 4, 135-146; Kearney, P., & Plax, T. (1996). *Public speaking in a diverse society*. London: Mayfield; Preston, 1990; Sprague & Stuart.

¹⁰Kennedy: Lucas, S. E. (1998) *The art of public speaking* (Rev. Ed.). Boston, MA: McGraw Hill.

¹¹Kearney & Plax, P. 232.

¹²Boys, W. (1974). *Extemporaneous speaking in interscholastic contexts*. Skokie, IL: National Textbook, p. 25.

¹³Preston, p. 17.

¹⁴Preston.

¹⁵Benson, J. (1978). Extemporaneous speaking: Organization which inheres. *Journal of the American Forensic Association*, 14, 150-155.

¹⁶Dean, K. W. (1992). Putting public back into speaking: A challenge for forensics. *Argumentation and Advocacy*, 28, 192-199.

¹⁷Robinson and Kraatz.

¹⁸In a survey, Harris asked judges to rate the importance of the different general categories of extemporaneous speeches (organization, delivery, and analysis). According to Harris, the area the judges rated most important was organization, although the other two were also important, Harris went on to note, judges most often comment on delivery factors.

¹⁹Bartanen.

²⁰Gass, R. (1988). *The narrative perspective on academic debate: A critique*, 25, 78-92; Cox, E. S., & House, T. L. (1991). *Inexperienced and experienced debate judges: Beyond the 'name calling'*, 12, 48-66; Bartanen.

²¹Approximately Seventy schools entered the extemp competition at the Earlybird and Seventy-Seven schools attending the Santa Clara Invitational.

²²The measure is similar to a criterion-based measure used by Faules, D., et al. [Faules, D., Littlejohn, S., & Ayres, J. (1972). An experimental study of the comparative effects of three instructional methods on speaking effectiveness. *Communication Education*, 31, 46-52] with reliabilities (on content of .87, delivery .90, organization, .89, and overall effectiveness .90). The terms used are synonymous with categories currently used in judging

circles (Preston). Debriefing followed the tournament by placing in each schools tournament results packet sheets describing the research and a way to acquire information about study. Additionally, five items on the questionnaire served as an induction check to test whether or not the organization constructs were present in each of the video taped messages. Reliability analysis of the 5 item scale indicated an $\alpha=.86$. The scale reliability was strongest when all 5 items are included. Additional analysis indicated a successful manipulation of the extemporaneous speaking conventions. An independent samples t-test pointed to a significant difference between the means of the groups: (The groups that had the organization convention present ($M=11.69$) and the groups that had the conventions not present ($M=26.39$), $t(1, 64)=-11.095$, $p<.01$).

²³The recordings were made in the same session to ensure commensurate performances. The same speaker was used for both speeches. This procedure controlled for delivery confounds: gender, ethnicity, accent, gesture, rate, tone, pitch and dress. Moreover, to help insure that the speaker followed the transcripts exactly and to insure the maintenance of eye contact, a teleprompter was used in videotaping session.

²⁴The use of the same speech protected against a number of confounds: 1) word choice, 2) number of sources, 3) source quality, 4) topic bias, and 5) argument choice. Message pretests were performed to determine if judges could identify the absence or presence of the conventional elements. Twenty judges at the 1998 California High School State Speech Championship (Stockton/May) were randomly split into two groups of ten and given a written transcript of either the conventional or unconventional speech. The pretest indicated that judges were able to identify the absence or presence of the convention constructs ($\alpha=.87$).

²⁵Three different statistical tests were performed to examine the differences between the two conditions and the relationship between speech factors. Pearson's correlation coefficients were employed to look at the relationships between variable to determine if there were significant relationships. Additionally, independent sample t-tests were performed to see if there were significant differences between condition and speech elements. Additional t-tests were performed to look for significant differences between the Earlybird Tournament and the Santa Clara Invitational for all variables. Finally, a contrast effects weighted analysis of variance (ANOVA) was performed to explore the differences between high and low experience judges, across condition for their total speech score rating.

²⁶For all of the demographic factors, there was no significant difference between the participant at the Early Bird Tournament ($n=44$) and the Santa Clara Invitational ($n=22$). Additionally, t-test and Pearson's correlation analysis failed to indicate any difference between tournament and speech factors or induction factors.

²⁷The results indicate that the delivery confounds between the two speeches were controlled and were not a factor in judges perceived differences in the two speeches.

²⁸Judges in the tournament settings and in this study were not required to provide written comments. Of the participants in the study, 37 provided written comments.

²⁹Peters, K. J. (1998). *Comments, names or ranks: How the validity of a ballot is determined*. Paper presented at the Annual Meeting of the National Communication Association in New York, New York.

(Allan D. Loudon (Ph. D., University of Southern California) has been the Director of Debate at Wake Forest University since 1977. His teaching and research specialization is in the area of argumentation and political communication. Loudon is a past president of the American Forensics Association.)



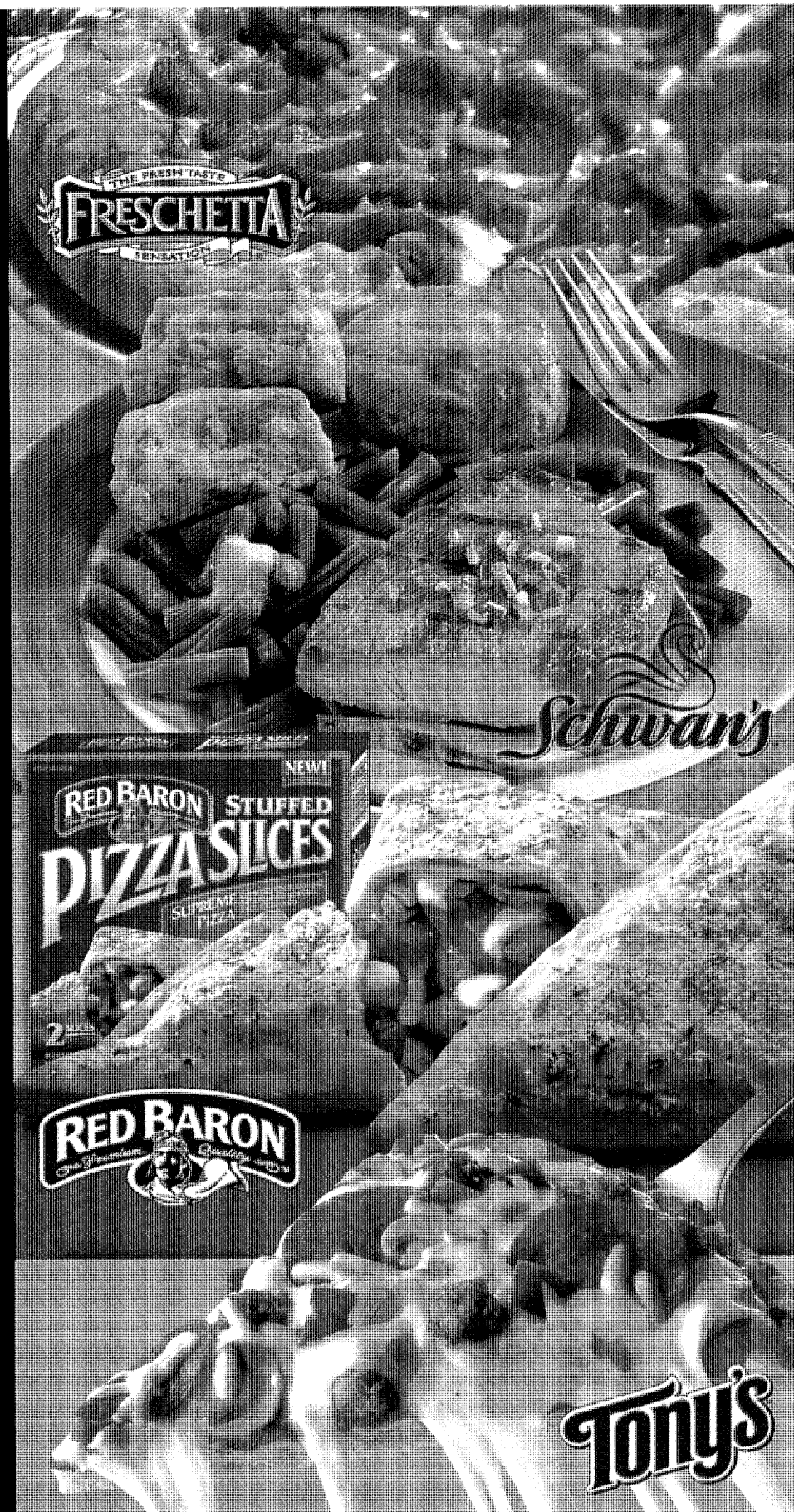
(Brian J. Householder (M.A., Wake Forest University, 2000) is a doctoral student in the Dept. of Speech Communication at the University of Georgia. He is the former coach of Danville-Monte Vista HS in California and Humboldt State University, and is a former instructor at the Stanford National Forensic Institute. He has judged the final rounds of Int'l Extemp at NFL Nationals and he has worked the prep room at NFL Nationals on numerous occasions.)



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COACHING EXCELLENCE

SIXTH DIAMOND COACH

*******Harold (Max) McQueen**
Ben Davis HS, IN

February 1, 2003

16,680 Points



Mr. Harold (Max) McQueen's teaching career began in 1965-1966 at Logansport High School, (IN) and from there Ben Davis High School from 1966-2003 where Mr. McQueen holds the position of Speech Communication Department Chairperson and as Director of Forensics through 2004.

In both 1975 and 1993, Mr. McQueen was host of the National Forensic League National Tournaments.

Mr. McQueen has coached national finalists in Boys Extemp, Prose, Expository and Extemp Commentary.

Additional contests Mr. McQueen's team has participated in include: State Champions and Finalists in American Legion Oratorical, Optimist International, Voice of Democracy, Sons of the American Revolution, Knights of Pythias and others.

Mr. McQueen's wife, Jeanne has been active in forensics and has judged over 38 years. Mr. and Mrs. McQueen have two children, Jennifer who was an NFL member/competitor and a son, Matthew. Mr. and Mrs. McQueen are proud grandparents of three granddaughters.

Mr. McQueen and Harold Keller (a/ka Mr. Congress) were classmates at Indiana State University.



FIFTH DIAMOND COACHES



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

March 12, 2001

13,274 Points

Leora K. Hansen is in her 37th year of coaching forensics at Blackfoot High School (ID) and has served on the NFL District Committee for 33 years. In addition, Leora has served as District Chair of the Idaho District in 1982-83, 1989-90, 1995-96, 2000-01, 2001-02, and 2002-03. Among Leora's remarkable coaching record, she received the District Chair Bronze Award in 2001 and the District Chair Silver Award in 2003.

Leora has coached 48 students in 53 qualifying entries to 23 NFL National Tournaments. Students placed 14th in Impromptu in 1988, 4th in Extemporaneous Commentary in 1993 and 14th place in Lincoln-Douglas Debate in 1999. In addition, through Leora's leadership, Idaho District maintained championships in 1985, 1988, 1995 and 2000.

Leora Hansen has actively served in the following capacities: five times selected to judge the NFL National Tournament Final Rounds; served as member of the 1990 San Jose Nationals; served as chairperson of the 1991 Glenbrook Nationals; served on both the Dramatic Interpretation and Duo Interpretation Tabulation Committees; and a member of the 2001 Oklahoma City Nationals.

Leora K. Hansen received the Distinguished Service Key Award in 1992, received the Distinguished Service Plaque Award in 1992 and Second Citation in 1999. In addition, the Leading Chapter Awards were awarded in 1970, 1987 and 2001.

*****Cheryl V. Ryne
Friendswood HS, TX

November 13, 2002

13,088 Points

Cheryl V. Ryne's dedication and commitment to NFL and her students is revealed through her forensic coaching record. Cheryl had two NFL National Champions, two students placed second, coached 60 National Tournament qualifiers of which 47 attended Nationals, two NFL National Chapter Excellence Awards and through her leadership proudly coached National Qualifiers in every event.

Cheryl coached several state qualifiers, in addition thirteen state champions. Received two Sweepstakes Traveling Trophies awarded in 1987 and 1997 and two District plaques awarded in 1986 and 1988. In addition, Cheryl's chapter received the Leading Chapter Award in 1986 and 1994.

Attending sixteen National Tournaments, Cheryl Ryne has served in the National Tab Room thirteen times, served as District Chair of South Texas District, one year; and served on both East and South Texas Districts Committees.

In 2000, Cheryl was awarded the Texas Excellence Award for High School Teachers. (This group selects ten teachers a year to honor from both public and private schools.)



*****Lois Gorne
Federal Way HS, WA

December 3, 2002

13,665 Points

Lois Gorne has been coaching forensics at Federal Way High School for twenty-nine years. During that time her team has won twelve (Individual Events) State Championships and five second place State Sweepstake Awards; four State Lincoln Douglas Champions and numerous individual event champions. Other accomplishments include receiving the Leading Chapter Award in 1983, 1993 and 2001; Largest Chapter Award in Western Washington District in 2000 and in 2001 Lois received the Distinguished Service Key Award.

Federal Way received the NFL Leading Chapter Award three times and through Lois' leadership qualified 88 students at 20 National Tournaments.

Lois, currently serving the NFL Western Washington District, has served several terms on the NFL Western Washington District Committee and has been the President of the Washington State Forensic Association since 1994.

Another one of Lois' passions is directing the theatre program at Federal Way; this fall marks her 80th major production. Lois is the Assistant Director of the Mt. Baker State Leadership Camp and has been on staff for 24 years. In 1996 Lois was awarded the NFISDA Outstanding Speech/Drama/Debate Educator Award, Section 8.



FIFTH DIAMOND COACHES



*****Daniel Tyree
Plymouth HS, IN

February 8, 2003

13,064 Points

NFL Hall of Famer, Dan Tyree, began his coaching career at Manchester High School (IN) for one year 1976-77. From there he moved to Knox High School, (IN) for two years, 1977-79. From 1979- 000, Mr. Tyree coached at Plymouth High School, (IN).

Mr. Tyree's accomplishments include the following: chartering with NFL, coaching 43 Indiana individual state champions, attended nineteen National Tournaments of which 78 of his students qualified for Nationals, and coached 120 National Qualifiers. Daniel coached four Indiana Speech State Team Championships, and several NCFL National Finalists. In addition, Dan coached Founders Award Teams for NCFL and coached School of Excellence Teams for NFL.

Dan has served as NFL District Chair from 1991 through 2000, currently a member of the Indiana Speech Coaches Hall of Fame and was elected as the National Federation Educator of the Year.

Mr. Tyree received the Silver NFL District Chair Award in 1996 and the Gold NFL District Chair Award in 1997; Largest Chapter Award in 1990, and 1993-99, and the Leading Chapter Award in 1989, 1995 and 2000.

*****John S. Tredway
Ashland HS, OR

February 22, 2003

16,428 Points

John S. Tredway, now retired, taught 30 years at Ashland High School, Oregon. John lives in Venice, Florida where he currently runs the USA Youth Debates, dedicated to helping students learn foreign affairs through goodwill debates. Upon directing the USA-Cuba Youth Debates in January and December, 2000, Mr. Tredway was awarded the "Innovator in Education" award. Currently John is working with the Embassy of France in Washington on the FRANCE-USA YOUTH DEBATES for 2004.

During Mr. Tredway's NFL coaching career, he coached more than 100 students to the NFL National Speech Tournament in all events. During his coaching career from 1990 to 2002 he coached students earning thirteen consecutive NFL District Sweepstakes. And from 1990 to 2002 coached the Ashland team to ten state sweepstake titles.



*****Steven Davis
Jay M. Robinson HS, NC

February 23, 2003

13,000 Points

Mr. Steven Davis began his coaching career at Shawnee Mission East HS in Kansas in 1967. During his 37 year coaching career, Mr. Davis has coached in 8 different states including his current home at Jay M. Robinson High School in North Carolina.

Mr. Davis has enjoyed an incredibly successful coaching career. His teams have attended 24 National Tournaments and have qualified to 12 National Congresses. In addition, his teams earned District Trophies in 1977-80, 1987, 1991-1992 & 1995 and District Plaques in 1976, 1978-79, 1980-84, 1986, 1989-90, 1992-94 and 1998. Also, he has led his teams to 13 Largest Chapter Awards and Leading Chapter Awards in 1979, 1984, 1987, 1993-2002.

Mr. Davis has been a recognized leader of the NFL. He received District Service Plaques in 1977, 1999 and 2003. Furthermore, he served as District Chair in 1975-88 and 2000-03. In 2002, Mr. Davis received a Bronze District Chair Award for his outstanding leadership. Additionally, Mr. Davis was recognized by his peers for his commitment to the NFL by being inducted into the NFL Hall of Fame in 1999.



FIFTH DIAMOND COACHES



*****Douglas Tschetter
Milbank HS, SD

April 21, 2003

13,555 Points

Douglas Tschetter began his coaching career in 1976 at Highmore High School, (SD) two years; then in 1978, moved to Milbank (SD) where he has since been teaching and coaching as Head Coach, Oral Interp, Debate, Individual Events and Student Congress.

Douglas was named South Dakota Coach of the Year in 1991, 1998 and 2003. He received the Distinguished Service Award from the Speech Communication Association of South Dakota and was the South Dakota winner of the National Federation of Interscholastic Speech and Debate Award.

Milbank Chapter received the District Trophy in 1987 and 1998 and the Leading Chapter Award in 1987 and 1996. Milbank has been a consistent member of the 200 Club since 1991.

Douglas Tschetter has served as Chairperson of the Speech Communication Association of South Dakota, Upper Dakota Forensic League, and the South Dakota High School Activities Association Speech Advisory. Douglas, currently serves the NFL Northern South Dakota District Committee and has served on the several terms. At the NFL Nationals, Douglas worked the Tab Room for Policy Debate and Public Forum Debate. Douglas has coached students to the National Tournament in L/D, Public Forum Debate (Ted Turner Debate), Student Congress, Humorous and Dramatic Interp. Milbank has enjoyed success at the State Tournaments throughout the years.

"I value the NFL as a great honorary organization for young people. It offers a motivation for participation and compliments them for success as well. I am proud to be an advisor to our local chapter and part of a district that values friendly competition."

During Mr. Tschetter's high school years, he was an NFL competitor from Doland High School (SD).



*****Ted W. Belch
Glenbrook North HS, IL

May 1, 2003

13,883 Points

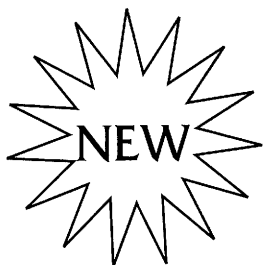
Ted W. Belch is the most successful Debate Coach in NFL history, with five National Championships (1981, 1997, 1999, 2000, 2001), a second place in 1996, and a fourth place in 2000. He began his coaching career in 1970 at High Point Andrews (NC), continued at Walter Panas (NY) for seven years and has been in the Glenbrook School District for the last 24 years. His successful NFL career is attributed to his dedication and leadership to both the NFL and his students.

During Mr. Belch's career, he has attended 28 National Tournaments and 99 of his students qualified for Nationals. Mr. Belch's schools have had national finalists in CX Debate, International Extemp, Poetry, Student Congress, and Humorous Interp. His chapter received the Leading Chapter Award in 1985, 1994, and 1998 and was recognized as a leader in new member enrollment in 1972, 1977, 1995, 1999, 2000, 2001, 2002, and 2003. Currently, he is on the District Committee for the Northern Illinois District and has held the District Chair or Committee positions in 1972-73 (Carolina) 1976-80 (New York State), and 1982-2003 (Northern Illinois). He received the gold District Chair Award in 1989 and 1997. In 1996, Mr. Belch won the Best Chair Communications Award for his witty and sparkling personality.

Additional award recognitions include the District Trophy in 1979, 1983, 1990, 1996, and 2000 and the District Plaque in 1977-79, 1995, and 1997 through 2002. He is the recipient of the Distinguished Service Plaque, Fifth Level. Mr. Belch hosted the Glenbrook's NFL National Tournament in 1991.

Mr. Belch is currently a member of the NFL Executive Council and has been on the board serving as a Councilperson or Alternate from 1991-Present.





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All handbooks edited by Eric Morris, Director of Forensics at Southwest Missouri State University, formerly coach at Kansas State University, University of Kansas and Missouri Southern and former co-director of KU JIP program. As a debater, Eric competed in the final round of the CEDA National Tournament. He has coached debaters to winning the national championship of college debate.

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FOURTH DIAMOND COACHES



****Dr. Elizabeth L. Ballard
Norman HS, OK
October 7, 2002 10,057 Points



****Leslie Phillips
Lexington HS, MA
October 24, 2002 17,090 Points



****Allen Janovec
Norfolk HS, NE
November 25, 2002 10,051 Points



****Rebecca Pierce
Parkway South HS, MO
February 13, 2003 10,038 Points



****Martha L. Kennedy
Redland HS, CA
March 22, 2003 17,542 Points

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TRIPLE DIAMOND COACHES



***Harriet Medlin
Brentwood HS, TN
Nov. 25, 2002 6,083 Points



***Karen S. Finch
Blacksburg HS, VA
December 5, 2002 6,620 Points



***Carl Wangsvick
Fort Collins HS, CO
January 21, 2003 6,002 Points



***Glenda Ferguson
Creekview HS, TX
January 28, 2003 6,089 Points



***Virginia Landreth-Etherton
Rowan County Sr. HS, KY
February 1, 2003 6,275 Points

TRIPLE DIAMOND COACHES



***Judge Stan Austin
Wheaton North HS, IL
February 4, 2003 6,286 Points



***David L. Watkins
Neosho HS, MO
February 15, 2003 14,759 Points



***Beverly A. Ruff
Papillion-LaVista HS, NE
February 19, 2003 6,033 Points



***Joni Anker
Eagan HS, MN
April 8, 2003 6,107 Points



**David B. Moulton
Perry Meridian HS, IN
May 9, 2003 6,023 Points

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Individual Events



SHN offers instruction in Original Oratory, Humorous Interpretation, Dramatic Interpretation, Duo Interpretation, Prose/Poetry, and Extemporaneous Speaking. Students are guaranteed an **8:1 student/faculty lab ratio**. Too, labs and lectures are led by quality staff. Interpretation Event pieces will receive a minimum of 8 cuttings and performance critiques; Oratory will receive a minimum of 12 drafts and performance critiques plus instruction in traditional

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Its purpose is as follows:

to provide any child the opportunities to succeed in forensics;

to provide every child qualified instruction in a positive learning environment;

to effectively prepare students not only for leadership, but for life;

to provide a safe, fun, educational experience; and

to develop a community committed to responsibility, respect for the integrity of others, and a sense of honor and ethical conduct . . . success is a process, not an event.

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Steffany Oravetz, *Debate Lab Leader*
Robert J. Duquette, *Health Care Coordinator*

DOUBLE DIAMOND COACHES



****Michael D. Amstutz**
Vermilion & Edison HS, OH
May 21, 2002 3,771 Points



****Brian Hayenga**
Des Moines North HS, IA
October 7, 2002 3,023 Points



****Debbie Johnson**
Round Rock HS, TX
October 21, 2002 3,667 Points



****Susan M. Hittson**
Chrysler HS, IN
November 5, 2002 3,018 Points



****Dana Hale**
Cameron & Lathrop HS, MO
November 21, 2002 4,102 Points



****Glenda L. Sullivan**
Dickson County HS, TN
December 8, 2002 3,135 Points



****Doug McConnaha**
Corvallis HS, MT
January 6, 2003 3,373 Points



****Steve Meadows**
Danville HS, KY
January 16, 2003 3,676 Points



****Kirby A. Volz**
Fort Wayne North Side HS, IN
January 16, 2003 3,418 Points

DOUBLE DIAMOND COACHES



****Nancy Groves**
Pueblo East HS, CO
January 22, 2003 3,011 Points



****Jacquelyn Langston**
Blue Springs HS, MO
January 26, 2003 3,939 Points



****Bill Healy**
Bellarmine College Prep, CA
January 28, 2003 3,023 Points



****Greg Adkins**
Flathead County HS, MT
January 29, 2003 3,054 Points



****Richard D. Brown**
Millard South HS, NE
January 31, 2003 3,121 Points



****Gail A. Chastain**
Mercy HS, CA
February 3, 2003 3,009 Points



****Lynne M. Bustle**
Centerville HS, OH
February 3, 2003 3,050 Points



****Martin Glendinning**
Edmond North HS, OK
February 15, 2003 3,058 Points



****Mark E. Stucky**
Moundridge HS, KS
February 25, 2003 3,176 Points

DOUBLE DIAMOND COACHES



****Rachel K. Leach**
Gresham-Barlow HS, OR
March 22, 2003 4,494 Points



****Sharon A. Strong**
El Camino HS, CA
March 24, 2003 3,083 Points



****Bonnie S. Barker**
Nashville Overton HS, TN
March 28, 2003 3,005 Points



****Jennifer Bergan**
Deuel School, SD
April 3, 2003 3,023 Points



****Andrew G. West**
Myers Park HS, NC
April 7, 2003 6,508 Points



****David W. Witt**
Hastings Sr. HS, NE
April 9, 2003 3,143 Points

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The National Debate Coaches Association provides Debate coaches with avenues for professional development, regardless of region or pedagogical style. We offer a wide array of support activities and services, designed to promote the continuing education of debate coaches, and to strengthening debate nationwide, in all its diverse forms.

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This scholarship program exists to honor the legacy of Phyllis Barton by enabling debate coaches to attend summer institute instruction.

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The NDCA is sponsoring a new on-line academic journal focused on current theories and practices in competitive debate.

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NDCA hosts a one-day convention, which features presentations on debate theory and practices, team administration, and topics relevant to coach education and retention. The convention is open to the public, but NDCA members receive free convention registration.

Involvement in the Topic Drafting Process

The NDCA is officially represented in the National Federation topic selection process, and NDCA delegates to the topic meetings have been powerful voices at those meetings, representing the community of coaches most directly affected by decisions made there.

Newsletter

Members receive newsletters through the year containing news and information about debate events and personalities, and are invited to contribute news items and columns.

SHARE THE WEALTH

The NDCA membership represents most of the very best and brightest debate educators across America. The collection of knowledge, innovation, and experience represented in this group is second to none. Lesson plans, essays, and useful suggestions from the members will be shared on the NDCA website.

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Provide the information requested here, and mail with a dues check made payable to the *National Debate Coaches Association* to:
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☐ I look forward to planning a presentation for the convention.

☐ I will send tournament information for the calendar

☐ I will send teaching materials for the website.

☐ I will send updates from my region for the Newsletter.

SINGLE DIAMONDS



***Jennifer Larue**
Delta HS, CO

May 21, 2002 2,126 Points



***Lisa Leiker**
Parsons HS, KS

May 21, 2002 2,245 Points



***Mark Regier**
Stockdale HS, CA

May 21, 2002 2,731 Points



***David Gay**
Bozeman HS, MT

November 28, 2002 1,567 Points



***Carol Helmick**
Lisbon HS, OH

December 1, 2002 1,559 Points



***Laura Raeder**
Sioux Falls Roosevelt HS, SD

December 7, 2002 3,516 Points



***Jim Menick**
Hendrick Hudson HS, NY

December 8, 2002 1,528 Points



***Dale Kurth**
Burlington Community HS, IA

December 10, 2002 1,869 Points



***Nancy G. Marcus**
Jackson HS, OH

December 11, 2002 1,895 Points



***Walter D. Cook**
Fort Wayne Northrop HS, IN

December 12, 2002 1,508 Points



***Brenda Boudreau**
Bishop Carroll HS, KS

December 16, 2002 1,505 Points



***David R. Long**
Southern Lehigh HS, PA

December 18, 2002 1,526 Points

SINGLE DIAMONDS



***Brian G. Bown**
Thunderridge HS, CO
January 12, 2003 1,502 Points



***Richard Rettig**
Perrysburg HS, OH
January 13, 2003 1,504 Points



***Marilyn A. Hauber**
Davis Sr. HS, CA
January 16, 2003 1,537 Points



***Donald E. Hendrixson**
Moses Lake HS, WA
January 16, 2003 1,593 Points



***Travis Springfield**
Klein HS, TX
January 16, 2003 1,595 Points



***Lynette Williamson**
Analay HS, CA
January 16, 2003 1,632 Points



***Michael Pazeian**
Los Alamitos HS, CA
January 21, 2003 2,124 Points



***Eileen De Bruno**
La Reina HS, CA
January 26, 2003 1,506 Points



***Scott Allen**
Kingwood HS, TX
January 27, 2003 1,524 Points



***Kathy Elerick**
Cordell HS, OK
January 27, 2003 1,550 Points



***Adam Burnside**
Dilworth-Glyndon-Felton HS, MN
January 28, 2003 1,519 Points



***Susan Spitz Hennenberg**
Orange HS, OH
January 29, 2003 1,631 Points

SINGLE DIAMONDS



***Sarah C. Moore**
Salisbury R-IV HS, MO
February 2, 2003 1,624 Points



***Linda J. Hebert**
Roseville Area HS, MN
February 4, 2003 1,521 Points



***Keith Pittman**
Asheville HS, NC
February 9, 2003 1,507 Points



***Debora K. Marsh**
Dexter/Birmingham Seaholm HS, MI
February 11, 2003 1,684 Points



***Teri M. Asher**
Coeur d'Alene HS, ID
February 17, 2003 1,775 Points



***Melinda C. Welch**
Bountiful HS, UT
February 21, 2003 1,536 Points



***Jami Bruton-Davis**
Cassville HS, MO
February 22, 2003 1,822 Points



***Jim Ryan**
Norman HS North, OK
February 27, 2003 3,466 Points



***Mark J. McNeil**
Sacred Heart HS, MA
March 2, 2003 2,113 Points



***Jerome Robinson**
Granada Hills HS, CA
March 3, 2003 1,505 Points



***Antoinette Baskerville**
Barringer HS, NJ
March 4, 2003 1,506 Points



***Linda Nielsen**
Neosho HS, MO
March 5, 2003 1,502 Points

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***James (Jay) Fore**
Lafayette HS, KY
March 7, 2003 1,547 Points



***Fawn Tenenbaum**
Palm Beach Lakes HS, FL
March 10, 2003 1,662 Points



***Mary R. Bond**
Turner HS, KS
March 20, 2003 1,511 Points



***Cheryl Potts**
Plano Sr. HS, TX
March 23, 2003 2,109 Points



***Claire G. Nichols**
Lassiter HS, GA
March 31, 2003 1,580 Points



***Richard (Rick) Purrington**
Eastview HS, MN
April 9, 2003 1,953 Points



***Valentin Jimenez**
L.V. Hightower HS, TX
April 14, 2003 2,722 Points



***Timothy J. Sweeney**
Thornridge HS, IL
May 6, 2003 1,502 Points



***Bruce Miller**
Bishop Guertin HS, NH
May 12, 2003 1,500 Points



***Ron Richards**
Broad Run HS, VA
May 13, 2003 1,505 Points



***Scott Black**
Warren Central HS, IN
May 15, 2003 1,543 Points

PEER COACHING: ENCOURAGEMENT WHEN STUDENTS NEED IT MOST!

by
Skip Coulter

Most of us teaching debate classes at the junior high or senior high level want to find ways to truly engage as many different students in a day's activity as possible. The Lincoln-Douglas debate days have been particularly vexing to me, because only two members of the class are really stakeholders in the day's events. This past semester, I added a little peer coaching to the Lincoln-Douglas debate days and was pleased with the impact of the coaching and with the opportunity to at least double the number of involved parties in any given

fore the actual competition.

I give the peer coaches quite a bit of freedom as to how they help that day's debater. Peer coaches sometimes spend their time looking over the case for their "peer coachee," they sometimes listen to an actual presentation of the intro, value premise, value criteria, and justification arguments of their debater, or sometimes just help the debater organize evidence and thoughts that might be useful in addressing an opponent's arguments. During the time that the two peer coaches are working

with their charges, I offer a mini-lesson to the rest of the class, answer questions stimulated by the previous day's debate, or do a little individual coaching.

Once the debate starts, the peer coach watches and flows the round, as do the other members of the class. The peer coach also fills out a short form that is returned to "his" debater at the end of the hour. The form asks the peer coach to answer the following questions on the sheet and then to give the sheet to the debater that he's coaching:

..."once the debate starts, the peer coach watches and flows the round, as do the other members of the class..."

class period!

Debate is taught as a semester elective at our junior high. In the eighteen week class, we invest eight weeks in policy debate and eight weeks in Lincoln-Douglas debate, adding a two week murder trial unit around midterm. (We recreated a murder trial using parts of the documentary film *The Thin Blue Line*, the account of a Dallas, Texas murder case.). The debate training begins with Lincoln-Douglas competition.

At the beginning of the Lincoln-Douglas unit, I allow students to do a preferential vote on the topic, letting them choose one from among eight or ten recent high school Lincoln-Douglas topics. After a couple weeks of instruction and research on the class resolution, the debate tournament begins. We do one Lincoln-Douglas debate per day. This past semester I began assigning students to be peer coaches, working with their classmates for a few minutes before the debates. I assigned the person going "tomorrow" to be the peer coach for the student debating that same side of the resolution "today." Thus, the affirmative person on the day two schedule would coach the affirmative person debating on day one of the tournament, and the negative person from day two would coach the negative person from day one. The peer coaches have about eight to ten minutes to help prepare or polish the debaters be-

1. **Persuasion.** On which issue was the debater most persuasive?

2. **Use of language.** Which of the debater's points was expressed most clearly?

3. **Clash.** Did the debater do good line-by-line refutation? Did the debater answer the opponent's arguments directly?

The peer coach concludes by telling the debater when he or she did best in the debate. The coach signs the form, and hands it back to the debater he's been coaching. Each student in the class is coach for the person debating the day *before* s/he debates. Obviously the person debating on the first day is peer coach for the student competing on the last day of that round.

There were several purposes for the peer coaching. First, some brain research seemed to indicate that what students learn in the first ten minutes of class tends to "stick better," and also that when students talk with each other about their work, they tend to learn the work better and apply lessons from the work consistently. I was hoping that both the student coach and the student debater would benefit from discussion of cases and arguments. I was also hoping that the debating of the peer coach would improve after the peer coach had worked with someone *else* on a debate. And, finally, I was hoping that the moral support provided by the coaches would encourage the competitors.

The experiment is obviously in its infancy, but I have been pleased with the effect of the peer coaching on the two debate classes. I have been teaching this class for fourteen years at the junior high level, and observed this year that a lot more students did a fundamentally sound job. It was not so much that a few students rose to heights never achieved in the class before, as that a much *higher percentage* of students in the class did their first two Lincoln-Douglas debates more competently. All parts of the speech were included, students seemed more confident as they approached rebuttals, and class members seemed to understand arguments better and thus defend their positions more cogently.

I was also pleased with the students' personal reaction to the peer coaching. Each student was peer coached for his first two debates. On one occasion I forgot to assign peer coaches. Students debating that day quickly asked, "Where is my coach?" Students questioned about the peer coaching on the last day of class were supportive of it. It was not unusual at all to observe a student leaving class with his peer coach, and competitors really seemed to appreciate "having someone in their corner" as the debate progressed. While some students were probably better coaches than others, I observed that even students with a little lower work

ethic on general class assignments took their coaching to heart! We have both 8th and 9th graders in the debate class, and I also noticed that the relationships between the two classes warmed more quickly with the addition of the peer coaching.

Students eagerly read the peer coaches' notes and it was good to see that they kept the notes (as opposed to depositing them in the trash basket as they left class!). I'm convinced that the encouragement offered by peers meant a lot to the students and I feel that more students doing well in the debates increased both class morale and the intensity of the tournament debating. It was also interesting to observe that students just naturally started gathering around the tables of the two-person debate teams when we switched from Lincoln-Douglas debate to Policy debate. The desire to coach seems to have been instilled, and that can't be bad. All of us need encouragement, but I suspect that we never need encouragement more than we do when we start junior high or senior high school debate!

(Skip Coulter has been coaching for the past sixteen years at Mountain Brook Junior High (AL) and previous to that as a coach for ten years at Samford University.)

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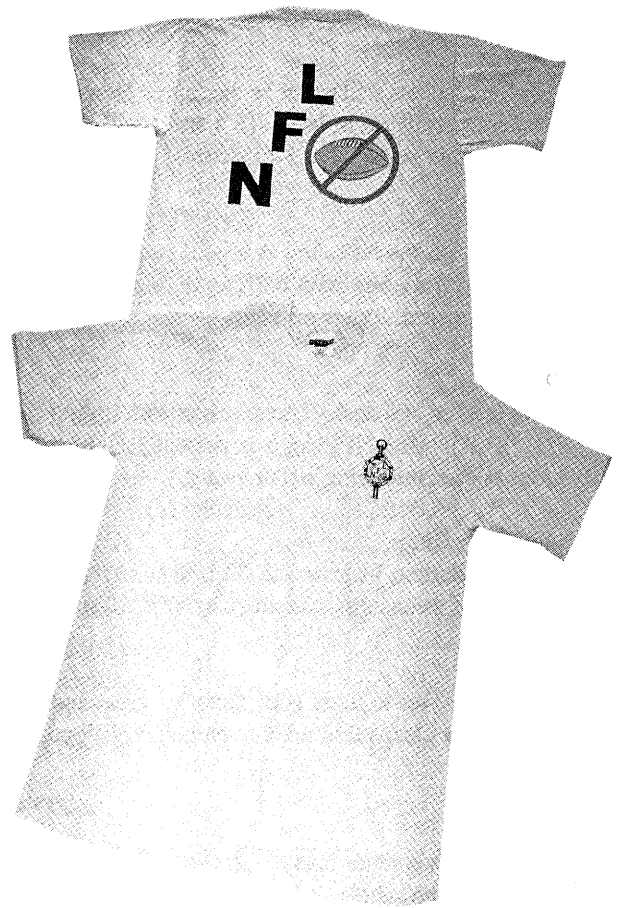
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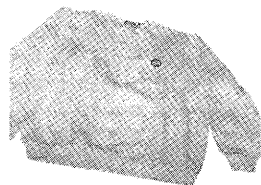
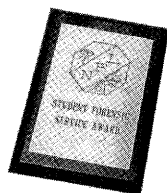
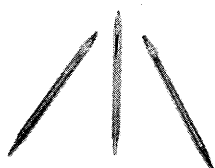
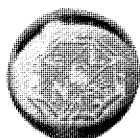
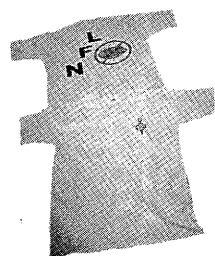
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HOW TO RESEARCH LD TOPICS

by

Scott Robinson and Jason Baldwin

If you want to do Lincoln-Douglas debate well, you must research. Many LD arguments contain among their premises empirical claims (claims about how the world is, was, or will be) which require expert support. Moreover, the best arguments on virtually any LD resolution have already been developed by scholars writing in books and journals, and you must research to understand their conclusions. Fortunately, research is also an invaluable skill which will be required and rewarded in college and in many of the careers debaters are likely

compile a list of words and phrases ("keywords") that you will use to search library catalogs and databases. The resources you will confront in a typical library are enormous, and all but a tiny fraction of them are irrelevant to your topic. You must use the library's catalogs (probably electronic, possibly card) to find that tiny fraction of useful resources, and you will need keywords to use the catalogs.

Think of a library catalog as if it were the index of a very big book. You know the book contains information you need, but the information is confined to only a few pages. Those pages will be listed under one or a few headings in the index, but you are unlikely to find the proper heading on your first try. The indexer of the book doesn't classify its contents exactly the way you would. To use the index successfully, you must be flexible and resourceful. You must be able to generate many synonyms and different combinations of words related to the subject you're researching in order to find the index headings which will lead you to the pages you need.

If you try to generate this sort of keyword list for an LD topic while you're actually in the library searching their catalogs, you will probably experience a form of "researcher's block," and you will almost certainly overlook important words and ideas which will come back to haunt you after you have left the library. Instead of wasting valuable time in the library thinking of all the topic-relevant terms to look up, start a running list of keywords *before* you go to the library.

Ideally, you can brainstorm with your teammates about possible search terms on the resolution. These terms may be words and phrases from the resolution itself, but you should also include synonyms, authors, historical events, and anything else related to the topic which you might want to look up in the library. It's a good idea to consult your parents or some older teachers who may remember relevant examples of resolutorial conflict which occurred before your time.

Do *not* try to decide which specific arguments you want to research at this stage; it is *foolish* to choose your case arguments until you have surveyed the range of arguments made by authors knowledgeable about your topic. Your goal now is simply to compile the terms that will lead you to resources in the general area you are researching.

Here is an example of an initial keyword list on the 2003 NFL National Tournament resolution, that "Reha-

..."Research work begins before you arrive at the library of your choice..."

to pursue.

Unfortunately, debate is the only place to learn research in many high school curricula. And many students are (it seems) now led to believe that surfing the internet is an acceptable substitute for traditional library research. This is a dangerous lie, but it is not our subject; we will take for granted that library research is an essential skill for LD students and for aspiring scholars in all fields.

Our goal here is to guide LD students through the stages of a library research process we have refined with many generations of debaters (including ourselves). This process is ideal for tackling LD resolutions, and some of the details are adapted to the particulars of our event; yet the basic format applies to any large research project. This article is the second of two on research in LD. The first, published in last month's *Rostrum*, addressed coaches on how to *teach* research. This article addresses students on how to *do* research. Each article is self-contained, and we have repeated information from the earlier article below where we thought it would be helpful to students.

I. Presearch

Research work begins before you arrive at the library of your choice. Your most important task is to

bilitation ought to be valued above punishment in the U.S. criminal justice system"; rehabilitation, punishment, criminal justice system, deterrence, retribution, Immanuel Kant, utilitarianism, recidivism, prisons, Michel Foucault, desert, penology, freedom/determinism. This list does not represent the full range of sources and ideas you would ultimately confront on this resolution. Rather, these are the kind of terms you might be able to generate before you researched the topic, and if you used them to search a library's catalogs, you would quickly find many resources relevant to the resolution.

Besides compiling your keyword list, you should also care for several details before you set out for a library. You should try to find the best library available for your work. A large city or county library is better than a small high school or community library; a college or university library is better yet. Chances are that you live within an hour's drive of a solid university research library. If you do, it is well worth your time to designate a Saturday when you (and perhaps several friends) can travel there together. But whatever library you plan to use, you should call ahead to be sure they are open when you want to go and also to see if there are any restrictions on who may use the library. If you have easy internet access, you may want to do some preliminary catalog searching (see below) before you arrive at the library.

When you are ready to go, be sure you have your keyword list, some notepaper, a dark pen, your library card, and money for photocopies. You should expect to make at least 50-100 copies, and most libraries charge \$.10 or so for each one.

II. Library Day One: Preliminary Research

Your goal on this first library trip is to leave with several photocopied chapters or articles relevant to your topic. Very rarely will you find a book by a single author which is relevant in its entirety to an LD resolution. For example, consider the possible 2004 resolution that "In the U.S., the use of race as a deciding factor in college admissions is just." Even if you expand the scope of your research to include affirmative action generally, you will find few books written strictly on the *justice* of affirmative action. Books on affirmative action may have a chapter or two on its justice, and collections of essays on justice may have a reading or two on affirmative action. (We are assuming what should be obvious: The claim that affirmative action is just or unjust is much more specific than the claim that it is good or bad, desirable or undesirable.)

Moreover, if you did find an entire book on the justice of affirmative action in U.S. college admissions, you would probably discover that the core of the book's argument was contained in one or two of its chapters. This is because most academic monographs (books by a single author on a single subject) begin life as a series of separate articles in academic journals. Professors are under pressure to produce books, so they frequently cobble together their old journal articles on a common theme into a "new" book. Your research time is usually best spent homing in on just those sections of a book which directly address the topic you're debating.

But how do you find those chapters and articles? Begin by searching the library's electronic book catalog using terms from your keyword list. If you are searching with very general keywords (e.g., "capital punishment," "foreign aid," "immigration"), use the catalog's title-search function. Title searching will yield a manageable list of results which are closely related to your subject.

If you are searching with more specific keywords (e.g., "reverse discrimination," "nuclear deterrence," "deforestation"), a title search may turn up very few results. In that case, try a keyword or subject search. These searches usually turn up many, many items, most of them irrelevant. Of course, if you have names of authors on your keyword list, you can find them using an author search.

As you scroll through the results of these various searches, you are looking for book titles which sound promising. When you see a promising title, do two things. First, jot down the beginning of the title's call number. You do not need to worry about all the decimals at the end of a Library of Congress call number; if the number is "JC 4712.867 R72 1997," you need only write down "JC 4712." When you come to another relevant title, write down its basic call number if it's different from those you've already noted, or put a check next to the number it shares with a previous title (a large library will have many books under "JC 4712").

Second, read the complete catalog listing to see under what subjects the book has officially been classified. When you see a subject listing which is clearly relevant to your resolution, add it to your keyword list. You can then search the catalog using the same headings the catalogers used.

With most LD topics, you will discover that three or four areas of the library have high concentrations of relevant books (i.e., call numbers with many checks). For example, on the aforementioned affirmative action topic, books on race, justice, constitutional law, and higher education will be shelved in four different areas of the library, but all of these are important subjects in the debate.

Notice what you are not doing during this initial catalog search: You are not writing down information on specific "must find" books and authors. Instead, you are identifying the sections of the library where the relevant books reside. Do not spend more than 30 or 40 minutes on this initial catalog search. It is very easy to waste lots of time on a computer trying to complete the perfect search; do not be tempted. You will do your specific searching in the stacks where books are shelved.

Now you can head to the main stacks to look for books in the call-number areas you have listed from your catalog search. If JC 4712 turned up many promising search hits, peruse *all* the titles you find at JC 4712. Do not pull them all down from the shelf; just scan the spine of each book and pull down only those titles which seem possibly relevant to you. Some of the titles you find will be familiar from your catalog search, but other important books will be new discoveries. Also be sure to scan a few books in the adjoining call-number sections, since these are likely to be on related subjects.

You should perform a mini-search of each book as you pull it off the shelf. Look at its table of contents to see if any of the chapters sound useful. Flip quickly through the book to be sure that it is not simply a collection of outdated statistics or personal anecdotes. You do not need to pass final judgment on the book at this point, but you can save yourself (and librarians) a lot of work by discovering that most of the titles that look promising on the shelf are actually useless for your purposes. If a book is clearly irrelevant, put it back exactly where you found it. (Never, however, reshelve books which you have taken out of the stacks to examine with more care. Leave books you actually use on the tables where you use them; librarians prefer to reshelve these books themselves.)

When you have retrieved what appear to you to be the relevant books from a given section, take them to a table and look

through them more carefully. At this point you are deciding what, if anything, to photocopy from each book. Begin by skimming the book's preface or introduction. Here you will usually find a clear statement of the problems the author is addressing and her basic position or thesis. Often these short sections also contain a chapter-by-chapter summary of the book's contents. This summary, in combination with the table of contents, can help you determine which chapters are the best candidates for photocopying. Although you are mostly looking for arguments for or against your resolution, do not neglect chapters which provide historical overviews of your subject. Understanding the historical origins of a controversy will increase your credibility as a speaker and may also suggest some of the strongest arguments.

You should turn to any chapters or articles which look promising and give them a quick flip-through before committing to copy them. Do not attempt to read the chapter! Instead, read the chapter's first and last paragraphs (here the author will likely be previewing and summarizing the chapter contents), and flip quickly through the chapter, noting any subheadings and reading occasional sentences to check for topic-related language. Any charts or visuals can also help to give you a quick sense of what the chapter is really about. You will often find that a chapter with a great-sounding title is a dud, and you will also sometimes find that an irrelevant-sounding chapter contains a superb subsection on some facet of your topic.

Finally, check the book's index for keywords from your list. Entries with spans of continuous pages (e.g., "184-88") are more promising than entries with single or only scattered pages (e.g., "117, 162, 205").

When you locate any section of a book you wish to copy, mark the place with a slip of paper. Do not dog-ear pages of library books. Once you have accumulated several good sections of books, head to the copy machines.

Photocopying for research purposes is not as simple as it might seem. It is easy to go home with flawed or incomplete copies. Begin by copying the front and back of the book's title page, and also any page which provides information about the author's background and qualifications. You must be able to provide complete bibliographical information if you quote an author in a debate. If you do not know (and state!) the qualifications of your authors, you might as well be quoting your little brother.

On the first page of actual text you copy, check the margins of the copy to see that nothing is cut off along any edges. If you have any doubts, shrink the copy size to 92% or so; this will make it easy to copy without checking each page as it comes out. Also check the darkness of the machine and adjust as necessary.

In addition to the publication information and chapter text, you should also *always* copy any endnotes matched to the chapter and any bibliography or list of references at the end of the book. This information will be vital to your future research and will often yield better evidence than the book from which you originally take it. After you have copied the material you need from each book, sit down and flip through each set of copies to be sure you have not skipped anything (like author information) or missed any pages in the chapters you intended to copy. It is very easy to turn two pages instead of one at the copy machine, and it *really* stinks to go back to the library to find a single missing page.

At this point, you have achieved the goal of the first library trip: you have found and copied relevant chapters or essays on the resolution. Your next work will be done at home as you read

through the sections you have copied. But before we get there, we should call your attention to several types of library resources beyond the standard monograph (book by a single author).

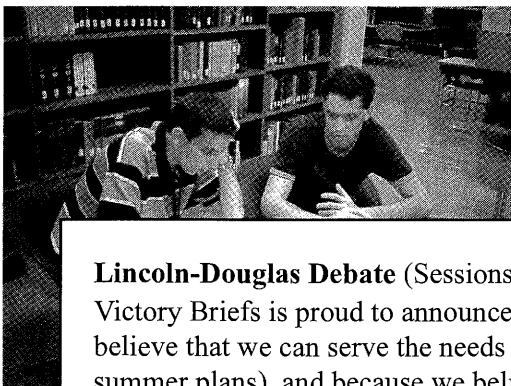
First and most obviously are periodicals—magazines, newspapers, and academic journals. The standard library catalog will not search periodicals. It will tell you if the library subscribes to a particular periodical, but you will have to use a more specialized (and probably web-based) database such as FirstSearch, JSTOR, Infotrac, or EBSCOhost to locate specific articles. The skills needed to search these databases are basically the same needed to search an electronic library catalog. Note that many electronic databases do not track journal articles going back more than 10 or 15 years. You may want to search the old-fashioned printed versions of the *Philosopher's Index*, *Humanities Index*, or *Reader's Guide to Periodical Literature* if these are available in your library. (We have often found better articles using these paper resources than their faster online counterparts.)

Whereas your search for books used the catalog only to find promising areas of the library, periodical searching uses the catalog to find specific articles. When you locate an article you'd like to retrieve, you will have to figure out in what format, if any, it's available. Different libraries receive different periodicals in different formats. More recent issues are probably shelved loose in one area. Older issues will be bound and shelved separately or may be on microfilm or microfiche. Some periodicals may be available only online through special library subscriptions; for example, articles in journals indexed by JSTOR can be printed from .pdf files.

Usually periodical articles relevant to a debate topic will be scattered among various journals and magazines in several disciplines (e.g., law, political science, philosophy). But sometimes you will find a specific journal which regularly publishes articles relevant to a topic. For example, on the past LD resolution that "The possession of nuclear weapons is immoral," the *Bulletin of the Atomic Scientists* has published many pertinent articles. In the case of such a periodical, it may be worth it to flip through the tables of contents of all the issues owned by the library, most of which will probably be bound (four issues per year compose one volume for most scholarly journals).

The library's reference collection is a second type of non-monograph resource you should not overlook. Reference departments house a variety of subject-specific dictionaries, encyclopedias, and bibliographies which may contain useful articles and further research leads. For example, on the aforementioned rehabilitation-versus-punishment topic, the *Encyclopedia of Crime and Justice* contains valuable articles on—you guessed it—"Rehabilitation" and "Punishment." Applicable to many LD resolutions are the articles found in the *Encyclopedia of Philosophy*, the *Encyclopedia of Ethics*, and the *Encyclopedia of Applied Ethics*. The articles in such reference volumes give an overview of major arguments on both sides of an issue, usually written by an important scholar in the field. They also provide a bibliography of essential books and articles which you can use to guide your further research. They are one of the best sources of fair definitions, since they are written to provide authoritative, evenhanded introductions of their subjects. In fact, you may want to start your shelf-work in the reference section, after you've performed your initial catalog search but before you start pulling books from the main stacks.

A third type of non-monograph source is the edited anthology. An anthology is simply a collection of articles and essays by



"VBI went well beyond my expectations. It taught me how to compose a tight, structured argument that didn't sound formulaic. It helped me overcome problems with fluency that I had been dealing with for 3 years. In two weeks, I made the transition for novice to varsity!"

Lincoln-Douglas Debate (Sessions 1 and 2)

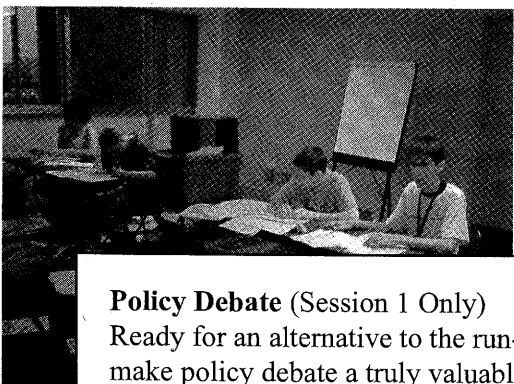
Victory Briefs is proud to announce the third annual vbi@ucla summer debate institute. Because we believe that we can serve the needs of all of the students that want to come to VBI (regardless of their other summer plans), and because we believe there are very good pedagogical reasons for keeping the size of the entire institute manageable, we are pleased to announce that we will be hosting two sessions.

Session 1 - The Choice of Champions

VBI has quickly become one of the preeminent summer debate programs in the country. Over the past two years, over 300 students have chosen the camp for their summer debate instruction. Session 1 provides an extensive focus on strategy, adaptation, and thinking. Technique isn't something that happens upon you--the best learn it from somewhere. We think the staff we've put together at VBI is diverse enough to teach you how to translate those skills into success in front of any judge. At VBI@UCLA, we are dedicated to giving students a broad range of instruction in both theory and practice. Last summer, many of the country's top returning debaters chose VBI@UCLA. We do not claim to make champions. But we are the place champions -- and those who aspire to become champions -- choose to go.

Session 2 - Because Debate Doesn't Have a Preseason

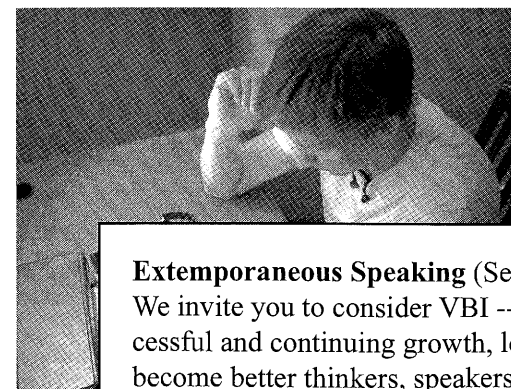
The second session was created to provide a second opportunity to attend camp, for those who have commitments earlier in the summer and for those who desire a two more weeks of VBI. In Session 2, we will teach the skills of debate in the context of the actual September/October resolution. We are dedicated to helping students prepare specifically for the resolution that is used at many of the year's most important invitationals. We expect that students will return home ready to debate for or against any number of strategies or positions. Get a head start on your competition. Remember, debate does not have a preseason.



"The Victory Briefs Institute was the most productive investment I have made for forensics. It offered an incredible two weeks of instruction. From the incredibly insightful topic lectures, to the skills workshops, to the brilliant comments I was given, I owe my success to VBI."

Policy Debate (Session 1 Only)

Ready for an alternative to the run-of-the-mill policy debate camp? Ready for a return to the qualities that make policy debate a truly valuable and worthwhile activity? Consider attending VBI. The policy program is designed specifically for beginning and intermediate debaters, and is dedicated to skill improvement through hands-on instruction. Being a smaller camp, we will be able to provide critical one-on-one instruction to guarantee that each and every debater leaves with the fundamental tools necessary to pursue a successful debate career. Students should expect to come ready to research, but unlike other institutes, our primary interest is not to produce evidence in mass amounts. Rather, our aim is to produce a thinking debater. Students are led down the path toward engaging, communicative debates, exemplified by classic and effective argumentation. This is not to say students will not be able to answer complicated and confusing arguments, but instead we do not promote such argumentation as the only way.



"I have no doubt that VBI is the best camp. It is also the most enjoyable camp. VBI respects its students and is filled with people who will actually listen to you."

Extemporaneous Speaking (Session 1 Only)

We invite you to consider VBI -- a camp that, in its third year of successful and continuing growth, looks to help another group of students become better thinkers, speakers, and finally, extempers.

Perhaps you may be wondering, "why extemp camp?" After all, there are very few such camps of any renown dedicated to the event. The idea of an extemp camp is relatively new. Yet extemp is an event, like policy or Lincoln-Douglas debate, that requires intense research, reading and analysis of current events, as well as long-term preparation. Thus the camp environment, with an intense two weeks of researching current events, filing articles, delivering practice speeches and breaking down the extemp process, all the while surrounded by other eager and interested staff and students could not be more perfect.

So why VBI? The answer lies in the diversity of our extemp curriculum. Unlike other extemp camps, VBI does not limit its emphasis to the top, elite extempers in the nation. In fact, our individually-tailored curriculum was created to provide high-quality education to students with broad ranges of experience and skill. Thus, we can guarantee that nowhere else in the nation will a student get more individualized, tailored, quality education. So join us in Los Angeles!



Find out more at www.victorybriefs.com, or feel free to contact us at 2718 Wilshire Blvd., Santa Monica, California 90403, (310) 453-1681, FAX (208) 248-9801, email: info@victorybriefs.com.

vbi@ucla

Session 1
July 4-17, 2004

Session 2
August 8-21, 2004

www.victorybriefs.com

different authors which have been published as a single book. Some anthologies contain original contributions, not published elsewhere, while other anthologies pull together previously published articles. In a sense, anthologies are not a separate resource, because you will encounter them on the shelves mixed in with all the other books. You can treat an essay in an anthology just as you would a chapter in a monograph.

But in another sense, anthologies can be the best possible resources. The editor of an anthology has saved you the trouble of finding and skimming separate books by all the contributing authors. For example, if you confronted the past LD resolution that "Government limits on the individual's right to bear arms in the United States are justified," you would certainly want to research the Second Amendment. You could spend a full afternoon in a law library hunting down individual journal articles and court decisions, or you could look at a copy of the anthology *Gun Control and the Constitution* edited by Robert J. Cottrol. Cottrol has gathered several major Supreme Court decisions plus the most important law journal articles on all sides of the issue together in a single book.

If you find an anthology closely related to your topic, you will probably want to copy several essays from it. Be sure that for each essay you get full bibliographic information for that essay as well as for the anthology as a whole. In particular, do not confuse the editor of the anthology (whose name will appear on the book's spine and title page) with the author of the essay (whose name will appear in the table of contents and on the first page of the essay).

In addition to scholarly anthologies on specific topics, you should be aware of two other types of anthologies which sometimes come in handy. The first are series such as *Opposing Viewpoints* or (better) *Taking Sides*. These series collect current articles from popular periodicals on controversial issues. You may be able to find a book in such a series relevant to your topic. These books tend to pair up authors against each other in a simple pro-and-con format, much like a debate round. The downside is that the articles included are usually short and not very deep. However, there are some exceptions, and you may also be able to get leads for further research from bibliographies in such anthologies.

The second type of non-scholarly anthology is a collection of readings on a variety of controversial moral and political questions edited into a textbook. Courses on modern ethical dilemmas are a common offering at most colleges, and publishers have provided anthologies specifically geared to those courses. Because such anthologies cover many issues, they rarely have more than three or four articles on a single subject. But they are usually substantive readings which are excellent sources for debate arguments. Capital punishment, abortion, affirmative action, and economic inequality are examples of the topics often represented in such books. Two examples of such anthologies are *Ethics in Practice* (edited by Hugh LaFollette) and *Morality in Practice* (edited by James P. Sterba). You can find most of them at Library of Congress call number BJ 1012. It's a good idea to check these anthologies for readings on each new debate topic.

III. Reading

As you read the chapters, essays, and articles you have found on your first library trip, your top priority should be to learn about the topic you are debating. You do not need to search immediately for the arguments you will use in rounds. If historical overviews or reference articles are among your finds, begin by

reading those sources. They will give you the background to understand better the more concentrated arguments you will read elsewhere.

Of course, arguments and evidence are the ultimate goals of your research, and you should be alert to their presence from the beginning. This is not an article on how to read argumentative prose or how to spot good evidence, so we will not dwell on those important subjects. However, we do offer one warning: Be careful to distinguish an author's own arguments and conclusions from arguments and conclusions he summarizes but rejects. Academic writers often take great care and many pages to explain the views of their opponents. If you were to read only a single randomly selected paragraph or page of many academic books, you might credit the author with views exactly opposite to those she really holds.

To make things even more difficult, academics rarely trumpet their conclusions with clear topic sentences; their "signposting" is very subtle. Often their true positions become clear only in light of a careful reading (or several careful readings!) of entire chapters or articles.

We have heard countless students quote authors as support for positions the authors do not really hold. Most of these students were not being *deliberately* unethical, but they were being unethical nonetheless. They had failed to read their sources carefully, and so they were unwittingly misrepresenting those sources to their own advantage. Again, prefaces and introductions of books and the concluding paragraphs of chapters are usually good places to look for clear statements of an author's own conclusions. But there is no reliable substitute for careful reading, and you are responsible to quote sources honestly and accurately.

Beyond reading for background, arguments, and evidence, you should be reading this first batch of chapters with an eye to further research. If you found the very best sources on your first library trip, you probably just got lucky. But the sources you did find can point you to the best sources, if you will let them.

You should keep four separate lists as you read. First, you should list the major arguments you find. Second, you should list relevant-sounding books and articles which are cited by the authors you are reading. (You will need the chapter's endnotes and/or bibliography to find these other sources; thus the importance of copying them.) When the same book or article is cited by several of your sources, you know it is likely to be especially important or authoritative. Here you are relying on experts in the field rather than hit-or-miss catalog searching to guide your further research. Third, list the most important authors on your subject. These will often, but not always, be the people who wrote the books and articles on your second list. They are the authors mentioned most frequently by name in the sources you have found so far. If everyone writing on your subject feels compelled to defend or attack the views of (say) Peter Singer, you had better get a firsthand look at Peter Singer's arguments. Fourth, list the "camps" you discover. A camp is a set of arguments promoted together, generally by a well-defined set of authors. Identifying camps will start to give you a sense of what arguments can fit together to create a unified case position.

IV. Library Day Two:

Topic-Specific Research

To tap into the best resources on your topic, you *must* plan to make further library trips beyond the initial search described

above. Only after reading those initial sources and compiling your argument, source, author, and camp lists are you in a position to research your topic knowledgeably.

For now, you can set aside your argument and camp lists. Your goal on this library trip is to track down items from your source and author lists. You are no longer performing general catalog searches; your searches should be fast and specific—author and title searches rather than subject or keyword searches. You should probably expect to find more periodical sources on this trip than you did on your first one.

Your procedure for reviewing and copying sources is the same as on the first library day. Check prefaces, tables of contents, and indexes, and quickly skim chapters, to help you decide what is worth copying and what is not. Always copy the endnotes and bibliographies of your sources, and always copy complete publication information, including author qualifications.

You should process this material in the same way you processed the material from your first trip. Supplement and refine your four lists as you read these additional sources. You may need to repeat this "second" research day several times as you continue to add new sources and authors to your list. You are more likely to find interesting and quotable evidence at this point; if you expect to produce briefs from your research, now is the time to start. You should also have a much surer sense of the strongest arguments on your topic and how they relate to each other.

V. Library Day Three: In-Depth Investigation

If you completed the first two phases of library research carefully, you now have a solid basic grasp of the topic you will be debating. Up to this point, you needed to keep a very open mind, reading whatever seemed important based on your preliminary brainstorming or on the opinions of the authors you discovered. If you had committed yourself to certain arguments before completing both of those earlier library cycles, you would have chosen in ignorance. Now you have earned the right to make informed decisions about which arguments you want to pursue as your own.

You have been compiling two lists—the argument list and the camp list—which you have not yet used in the library. Use these lists to generate a new keyword list. This list is similar to the one you created before your first library trip, but this time, the list is based on your choices about which arguments you want to pursue and informed by your understanding of the terminology of the field. You are trying to become an expert on the arguments you will actually use in debate rounds.

When you use this new keyword list to search the library's catalogs and periodical databases, you are no longer looking for general areas of the library. You are searching for specific books and articles on particular arguments. This means you should write down complete titles and authors with call numbers (for books) or volume and page numbers (for journals). When you locate these items in the stacks, you can scrutinize them more carefully before copying them. You are familiar enough with the topic area and with the basic shape of the arguments to be able to judge the value of a given source for your purposes. Perhaps you are looking specifically for the way to refute a certain objection to an argument, or for current statistics to back up a crucial empirical premise in an argument. You can skim potential sources before copying to see if they answer the questions you are now asking. As always, you are looking for complete chapters, essays, and articles to copy, and as

always, you should be sure to copy the bibliographic and publication information, not just the text in which you are interested.

Once you have read up on the specific arguments of your choice, you are in a good position to develop your cases. Because you want to craft a coherent position and not just a laundry list of unrelated or even incompatible points, you should use your list of camps to see which arguments are frequently discussed together in the literature. You need a cluster of arguments (including offensive and defensive arguments) for the case and rebuttals on each side. Be wary of combining arguments which are never combined by authors you have read. If it has never occurred to experts in the field to use certain arguments together, this may be because the arguments rely on contradictory premises or even different understandings of major terms and concepts. Such inconsistencies can wreak havoc in a debate case.

Your team may have its own norms about the formatting and use of evidence. This article is not about those subjects, but we will say briefly that you should be scrupulously accurate in cases and rebuttals when describing what your sources say. Do not exaggerate what a source claims or proves, and do not adopt the pompous habit of referring to every quoted assertion as someone's "analysis." Never quote or paraphrase a source of which you do not have a photocopy on hand. Evidence can be challenged, and if yours is, you must have it available for inspection. Always include the author's qualifications before reading a quotation; otherwise the words you quote have no more credibility than your own words.

If you have researched as thoroughly as we have recommended, you will know much more about the resolution than most of your opponents know. You will have encountered most of the best arguments on both sides already, and you will know how to attack and defend them. You will be able to speak knowledgeably about the history of your subject and to explain professional jargon and concepts using language your audience can understand. You will have expert support for most of the controversial claims you make in debate rounds, and you will be able to recognize when an opponent is making an empirically unfounded claim or misrepresenting a major author in the field. These are tremendous advantages. They will not by themselves guarantee debate success, but they greatly improve your chances.

The temptation to stop researching once competition on a topic begins is very strong. But if you want to be the best debater you can be, you must resist this temptation.

VI. Library Day Four: Reactive Research

After the first three library "days," you are well acquainted with the major authors and arguments on your resolution, and you know the arguments you are using in great detail. But knowing your arguments is not enough. You must know your opponents' arguments as well.

Reactive research starts at the first tournament (or maybe even your first practice rounds) on a topic. During the competition, you need to make a final list: the reaction list. This list includes every important argument and source that was not on your original lists. No matter how good your pre-competition research efforts have been, you will almost always find that other debaters have found arguments you have not anticipated. Even if you do not think those arguments are strong, you should plan to research them further. Arguments which sound weak in the mouth of a weak opponent may prove much stronger in the original sources.

which may in turn lead you to further sources and arguments.

You need to collect as much information as possible on all the new arguments you hear to help you research them before your next tournament. Take careful notes on evidence during speeches, and talk to people between rounds to learn about their research. Sometimes it is worth asking for source information in cross-examination to help you track down the original. (As icing on the cake, such source questions sometimes elicit embarrassingly ignorant responses from opponents.)

Armed with your reaction list, return to the library and proceed as you did on the second and third "days": look up specific authors and titles when possible, and selectively track down sources on unfamiliar arguments. Again, you want to copy relevant chapters and articles.

As you read this material, find out whether it was quoted correctly by your opponents. Distressingly often, you will find that an opponent misrepresents an original source. Even students who do not blatantly misrepresent a source will often quote it without understanding the source's obvious weaknesses. (This danger is especially acute for students who buy all of their evidence through the mail and never examine original texts for themselves.) If a source is making empirical claims, study the method by which those claims were derived; such claims often sound much less impressive if you understand (and can explain!) the facts behind them. Again, pay attention to the notes and bibliography where these authors acknowledge their own sources and the writings of their critics.

Continue reactive research as long as you are competing on a topic. You may even want to pursue long-term reactive research on some arguments after a resolution has expired. Philosophical

positions which might be applied to many resolutions but which are unfamiliar to you are good candidates for such research.

Conclusion

We have outlined a very structured and specific strategy for library research. This strategy has worked well for LD students of all experience levels, and it includes practice in many of the research skills any high school student should acquire in preparation for college and beyond. But you will obviously have to adapt this process to your schedule and local circumstances. Different stages of the process may be more or less difficult and lengthy depending on the resolution. Different libraries will lend themselves to different research emphases. Your level of debate interest and other academic demands may lead you to adopt a more or less ambitious version of our pattern. However, we hope the pattern provides a useful starting place. Ultimately, library research is a skill learned by doing. If you are active, persistent, and careful, you can become a strong researcher.

(Scott Robinson is Assistant Professor of Political Science at the University of Texas at Dallas. You can find his texts on LD at www.oneparadigm.com.)

Jason Baldwin is a doctoral student in Philosophy at Notre Dame. Many of his past Rostrum articles are available on the NFL's online archive. Together, Robinson and Baldwin oversee the LD curriculum of the Kentucky National Debate Institute (www.kndi.org).

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The Crestian



Hosted by The Pine Crest School
1501 NE 62nd St.
Ft. Lauderdale, FL 33334
(954) 492-4190
January 16-18, 2004

The Crestian is a TOURNAMENT OF CHAMPIONS bid at the QUARTERFINALS level in Lincoln-Douglas Debate. Information for this tournament will soon be found on the Joy of Tournaments website, www.joyoftournaments.com, so keep on the lookout.

Please join us for intense Speech and Debate competition and top-notch hospitality in the SOUTH FLORIDA SUN while the rest of the nation freezes in the dead of winter!

We offer at least five (5) rounds of Policy Debate, breaking to the appropriate elimination bracket. Jason Hernandez, former Director of Debate at the University of Michigan, will be running Policy Debate tabulation on Rich Edwards' *Tab Room on the PC*.

We offer six (6) rounds of Lincoln-Douglas Debate, breaking to the appropriate elimination rounds. Jason Wysong, Debate Coach at the Trinity Preparatory School (Orlando, FL) will be running LD tabulation on the Rich Edwards program as well.

We offer six (6) rounds of Individual Events, breaking to the appropriate elimination bracket. We will be offering competition in US Extemporaneous Speaking, International Extemporaneous Speaking, Humorous Interpretation, Dramatic Interpretation, Duo Interpretation of Literature, Oral Interpretation, and Original Oratory. Leo Williams (Belen Jesuit Prep, Miami), Beth Goldman (JP Taravella HS, Coral Springs, FL) and Mary Schick (Krop HS, Miami) will be running IE tabulation on the Rich Edwards program.

We offer Student Congress competition as well. Lisa Miller, Director of Forensics at Nova HS (Ft. Lauderdale, FL) will be running the tabulation for this event.

The tournament is undergoing SEVERAL changes in format which will improve its efficiency.

For more information about the tournament, or if you are interested in judging, you may contact me at

See you in SUNNY SOUTH FLORIDA in the dead of winter!

Ernie Querido
Director of Forensics
The Pine Crest School

DIAMOND KEY COACHES

(Points on record August 20, 2002)

*****	Lowell Sharp		James Harville	
Donus D. Roberts	Golden HS, CO	13,325	Bellarmino College Prep, CA	11,526
Watertown HS, SD	29,192	Harlan M. Shuck	Lincoln Record	
*****	Moorhead HS, MN	13,226	Fort Wayne Northrop HS, IN	11,508
Ron Underwood	Donald N. Belanger		John N. Revezzo	
Modesto Bayer HS, CA	39,297	Benton HS, LA	Niles McKinley HS, OH	11,366
Jane Eldridge	Cheryl V. Ryne	13,195	Bob Bilyeu	
Goodpasture HS, TN	22,962	Friendswood HS, TX	Springfield Central HS, MO	11,362
Richard Young	Daniel Tyree		Helen Engstrom	
Buhler H, KS	22,424	Plymouth HS, IN	Munster HS, IN	11,325
Roger Brannan	Steven Davis		Robert D. Nurdyke	
Manhattan HS, KS	19,815	Jay M Robinson, NC	Wichita Campus HS, KS	11,277
*****	****		Marilee Dukes	
Donald Crabtree	Sandra Maguire		Vestavia Hills HS, AL	11,215
Park Hill HS, MO	27,965	Miramonte HS, CA	Anne M. Sullivan	
Ron Carr	Pamela K. McComas	20,524	Bozeman HS, MT	11,215
Sarasota Riverview HS, FL	22,480	Topeka HS, KS	Ronald Steinhurst	
David Johnson	Gay Brasher	20,177	New London HS, WI	11,210
Houston Bellaire HS, TX	Leland HS, CA	19,233	Sandra E. Bird	
Richard B. Sodikow	Steven Wood		San Fran Lowell HS, CA	11,032
Bronx HS Of Science, NY	20,523	Free State HS, KS	Donald Ramsey	
Dennis R. Edmonds	Lawrence HS, KS	18,983	Rockhurst HS, MO	10,892
Jordan HS, UT	19,100	Martha L. Kennedy	S. L. Chandler	
Frank Sterra	Redlands HS, CA	17,866	Archbishop Riordan HS, CA	10,891
Mullen HS, CO	18,685	Leslie Phillips	Carlyn C. Lindley	
Gregory J. Cullen	Lexington HS, MA	17,300	Academy of the Holy Names, FL	10,705
Alhambra HS, CA	17,542	Mary Patricia Plumb	Jack D. Tuckness	
A. C. Eley	Academy of the Holy Names, FL	17,270	Springfield Central HS, MO	10,342
Shawnee Mission South HS, KS	17,009	Pam C. Wycoff	Allen Janovec	
William S. Hicks	Apple Valley HS, MN	15,983	Norfolk HS, NE	10,206
Brebeuf Jesuit HS, IN	Diane Mastro-Nard		Rebecca Pierce	
Harold M. McQueen	Youngstown Mooney HS, OH	15,021	Parkway South HS, MO	10,107
Ben Davis HS, IN	Mark Harris		Elizabeth L. Ballard	
Rene Sterner	Raytown HS, MO	14,621	Norman HS, OK	10,103
La Salle College HS, PA	16,809	Teresa E. Sparkman	John S. Turner, Jr.	
Ralph E. Bender	Kickapoo HS, MO	14,090	Elma HS, WA	10,100
Centerville HS, OH	16,544	Paul Gieringer	Bob J. Siefert	
Dale McCall	Marshall HS, MO	13,959	Logansport HS, IN	10,039
Wellington HS, FL	16,260	Judy Kroll	***	
*****	Brookings HS, SD	13,475	Eric DiMichele	
Randy Pierce	Charlene Bradt		Regis HS, NY	23,649
Pattonville HS, MO	18,764	Alva HS, OK	Ruth B. McAllister	
Georgia Brady	Randall McCutcheon	13,373	Riverside HS, SC	15,684
Blue Springs South HS, MO	Albuquerque Academy, NM	13,322	David L. Watkins	
George Zehnle	Bill Jordan	12,910	Neosho HS, MO	15,198
Chaminade HS, NY	Springfield Glendale HS, MO		Michael W. Burton	
Kenneth A. Carano	Darrel Harbaugh	12,801	Eastside Catholic HS, WA	13,718
Austintown Fitch HS, OH	Field Kindley HS, KS		Kim R. Maass	
Carl F. Grecco	Skip Altig	12,714	Sioux Falls Lincoln HS, SD	13,461
Truman HS, PA	North Platte Sr HS, NE		Deana Butcher	
John S. Tredway	William W. Tate	12,624	Springfield Hillcrest HS, MO	12,742
Ashland HS, OR	Montgomery Bell Academy, TN		Peggy Benedict	
Gary G. Harmon	Bill Davis	12,617	Cherry Creek HS, CO	12,578
Topeka HS, KS	Blue Valley North HS, KS		Doug Campbell	
Donald L. Smith	Michael E. Starks	12,551	San Gabriel HS, CA	12,367
Salt Lake City East HS, UT	Cheyenne East HS, WY		Ron Jackson	
Carl Swanson	Shirley Keller-Firestone	12,491	North Kansas City HS, MO	11,996
Sioux Falls Lincoln HS, SD	Homestead HS, CA		Daniel H. Durbin	
Lee D. Alto	Janet Robb	12,197	Logansport HS, IN	11,731
Grand Rapids HS, MN	McKeesport Area HS, PA		Signature School, IN	
Lydia Esslinger	Julie Sheinman	12,184	Jan Heiteen	
Syosset HS, NY	Stuyvesant HS, NY		Downers Grove South HS, IL	11,657
James Menchinger	Timothy C. Averill	11,887	Lisa Miller	
Portage Northern HS, MI	Manchester Essex Reg. HS, MA		Nova HS, FL	11,649
Harold Carl Keller	Wayne Avery	11,808	Beth Goldman	
Davenport West HS, IA	Wichita East HS, KS		Taravella H, FL	11,272
Lois Gorne	Tom Montgomery	11,695	Cynthia A. Burgett	
Federal Way HS, WA	Lodi HS, CA		Washburn Rural HS, KS	11,236
Ted W. Belch	T. W. Oglesby	11,556	Vickie Fellers	
Glenbrook North HS, IL	Wabash Southwood HS, IN		Wichita East H, KS	10,738
Douglas Tschetter	Kenny Barfield	11,650	Glenn M. Nelson	
Milbank HS, SD	Mars Hill Bible School, AL		Hutchinson HS, KS	10,553
	Terry Peterson	11,601	Mike Jeffers	
	Millard North HS, NE		Independence Truman HS, MO	10,532

Melissa Reynolds		Susan B. McLain		Gail Sarff	
Bishop Miege HS, KS	10,471	Glencoe HS, OR	8,322	Wayzata HS, MN	7,199
Bill R. Bland		Gregg C. Hartney	8,293	David Trippe	
Tulsa Washington HS, OK	9,989	Jenks HS, OK		Nixa R 2 Schools, MO	7,181
Harry B. Davis		David McKenzie	8,247	Mike Kolodziej	7,156
Hunter HS, UT	9,964	Plymouth HS, IN		Glenbard West HS, IL	
W. E. Schuetz		Cat Horner-Bennett	8,223	Thomas K. Biddle	7,136
Gregory Portland HS, TX	9,947	Taos HS, NM		Bear Creek HS, CO	
Stan McGrady		James Robblins	8,185	Nancy S. Smith	7,117
Boise HS, ID	9,920	Chrysler HS, IN		Salt Lake City East HS, UT	
Stan McGrady		Scott Milliken	8,167	Frankie Reynolds	7,106
Timberline HS, ID	9,920	Millard North HS, NE		Mountain View HS, UT	
James Cavallo		Richard Ochoa	8,138	G. D. Richardson	7,076
Chesterton HS, IN	9,912	Alta HS, UT		Omaha Westside H, NE	
Chuck Ballingall		Mary M. Howell	8,119	Carol Strickland	7,055
Damien HS, CA	9,785	Albuquerque Academy, NM		Emporia H, KS	
Stan Magee		Glenn R. Cavanaugh	8,109	Ryan McKelthan	7,050
Dulles HS, TX	9,699	Derry Area HS, PA		Topeka Seaman H, KS	
Douglas R. Springer		Peggy A. Oliver	8,021	Doris J. Sexton	7,029
New Trier Twp HS, IL	9,643	Idaho Falls Bonneville HS, ID		West Bend East HS, WI	
Larry B. Stuber		Linda Oddo	7,954	Veva K. Bissonnette-Jenkins	7,006
Valparaiso HS, IN	9,426	New Trier Twp HS, IL		Camas HS, WA	
Gail Naylor		Pauline J. Carochi	7,933	Susan Malone	6,920
Silver Lake HS, KS	9,403	Canon City HS, CO		Alta HS, UT	
Anthony K. Cavet CFC		Diane Weifenbach	7,891	Gregory P. Dawson	6,887
Archbishop Curley Notre Dame, FL	9,379	St Ignatius College Prep, IL		The Blake School, MN	
Kandi King		David W. Loos	7,838	Catherine Smith	6,878
San Antonio Churchill HS, TX	9,328	Algoma HS, WI		Olathe South HS, KS	
Jay Stubbs		Mark Quinlan	7,823	Mel Olson	6,872
Houston Bellaire HS, TX	9,262	Circle Pines Centennial HS, MN		Dobson HS, AZ	
Linda S. Box		Linda M. Henry	7,795	Lexy Green	6,870
Ladue Horton Watkins HS, MO	9,073	Lafayette County HS, KS		College Prep School, CA	
Peggy Dersch		Robert H. Ihrig	7,792	Bonnie Gailey	6,848
Parkway West HS, MO	9,003	Mankato West HS, MN		Cottonwood HS, UT	
David M. Montero		Cathy C. McNamara	7,762	Karen Colton-Millsap	6,821
Pueblo Centennial HS, CO	8,998	Shawnee Mission South HS, KS		Aurora HS, MO	
Noel Trujillo		Sally M. Finley	7,740	Clifton Morton	6,777
Los Alamos HS, NM	8,993	Belle Vernon Area HS, PA		Hortonville HS, WI	
Paulette M. Manville		Mary Raimonde	7,717	Thomas D. Castle Sr.	6,773
Shawnee Mission East HS, KS	8,977	St Joseph Hill Academy, NY		Bettendorf HS, IA	
Lois Pierson		Alice J. Ursin	7,671	William B. Vaill	6,758
Valley Center HS, KS	8,965	Bethel Park HS, PA		Norton HS, OH	
Deborah Bendix		Connie McKee	7,660	Darcy Butrimas	6,731
St Cloud Apollo HS, MN	8,951	Amarillo HS, TX		Trinity Prep School, FL	
Michael Patterson		Mary B. McCarthy	7,642	Cheryl Gilmore	6,714
Guymon HS, OK	8,923	Silver Lake HS, KS		Lafayette Acadiana HS, LA	
Robert Brittain		Don Oberti	7,639	Don Vettel	6,708
Columbia City HS, IN	8,879	Clovis West HS, CA		Bakersfield West HS, CA	
Gregory Varley		Hugh Ringer	7,594	Russell E. Brock	6,699
Lakeland HS, NY	8,832	Mercer Area HS, PA		Monett HS, MO	
Raymond Hahn		Nelson L. Warren	7,578	Judith McMasters	6,667
Cathedral Prep School, PA	8,828	Remington HS, KS		Bishop Kelley HS, OK	
Sherri L. Shumaker		Paul Haywood	7,573	Joseph Buzzelli	6,657
Blue Springs HS, MO	8,738	Homewood Flossmoor HS, IL		St Ignatius HS, OH	
Mark Etherton		Robert M. Leet	7,558	Ann Shofner	6,648
Rowan County Sr HS, KY	8,616	Sheboygan South HS, WI		Amarillo Tascosa HS, TX	
Jeanne DeVilliers		Robert L. Jones	7,548	C. Frederick Snook	6,629
Sapulpa HS, OK	8,594	Fresno HS, CA		Crestwood HS, OH	
Ann C. Stepp		Peggy A. Madden	7,517	Karen S. Finch	6,624
Ben Davis HS, IN	8,591	North Hills HS, PA		Blacksburg HS, VA	
Eric Brannen, Jr.		Catherine Berman	7,502	Joseph Wycoff	6,624
Westminster Schools, GA	8,559	El Cerrito HS, CA		Apple Valley HS, MN	
Stanley Lewis		Ann Tornberg	7,500	Dianne B. Moeller	6,597
Olathe East HS, KS	8,554	Sioux Falls Lincoln HS, SD		Skyline HS, CO	
Ed Trimmer		Anthony F. Figliola	7,496	Richard Bracknell	6,546
Winfield HS, KS	8,548	Holy Ghost Prep, PA		Carrollton HS, GA	
Eleanor R. Langan		Barbara T. Garner	7,475	Max H. Brown	6,519
Scranton HS, PA	8,517	Duncanville HS, TX		Blue Valley North HS, KS	
Cynthia Timmons		Leslie Kuhns	7,466	Gary Walker	6,517
Colleyville Heritage HS, TX	8,492	Topeka West HS, KS		San Geronio HS, CA	
David S. Smith		Robert E. DeGroof	7,419	Joseph Gains	6,510
Salt Lake City Highland HS, UT	8,415	Colton HS, CA		Wadsworth HS, OH	
Roberta Grenfell		Don M. Heinsohn	7,412	Connie J. Link	6,497
Klein HS, TX	8,395	James Logan HS, CA		Heyworth HS, IL	
Judy Hadley		Charles A. Tichy	7,373	Rosemary Floersch	6,478
Lafayette HS, LA	8,388	Ralston HS, NE		Omaha Mercy H, NE	
Robert S. Levinson		Rose M. Joyce-Turner	7,238	Stan Austin	6,472
Bronx HS Of Science, NY	8,366	Monticello HS, NY		Wheaton North HS, IL	
James M. Denekas		Sharen Althoff	7,232	Kathy Martin	6,469
Le Mars Community HS, IA	8,329	Wooster HS, OH		Dilworth Glyndon Felton HS, MN	

Gloria Wasilewski		Matthew Whipple		Charlotte Tyree	
Riverside HS, PA	6,469	Glenbrook South HS, IL	7,010	Plymouth HS, IN	5,615
John H. Holmquest		Ken Ogden		Susan J. Baker	
Watertown HS, SD	6,438	Stratford HS, TX	6,987	Sheridan HS, WY	5,605
Doug Galvin		Ron Grimsley		Robert D. Neuleib	
Rock Springs HS, WY	6,423	Mitchell HS, SD	6,884	University HS, IL	5,582
Sandra L. Broussard		Craig A. Austin		Tom Cubbage	
Comeaux HS, LA	6,410	Centennial HS, CA	6,763	Great Falls Russell HS, MT	5,579
Harriet L. Medlin		James R. Morrill		Janis B. Myers	
Brentwood HS, TN	6,407	Raytown South HS, MO	6,702	Spencer HS, IA	5,568
Anthony Stokes		Andrew G. West		Sheryl Kaczmarek	
Kiski School, PA	6,395	Myers Park HS, NC	6,666	Newburgh Free Academy, NY	5,561
Mary A. Yoskey-Berty		Barbara Watson		Michael C. Grove	
Trinity H, PA	6,362	Great Bend HS, KS	6,602	La Costa Canyon HS, CA	5,547
Robert L. Jones		Melba Lacaze		Kathleen O'Halloran	
Canby H, OR	6,355	Bolton HS, LA	6,478	Norwin HS, PA	5,531
Wanda V. Manther		Bill Seymour		Steven Gargo	
Rosemount Sr HS, MN	6,317	Action Boxborough Reg HS, MA	6,431	Appleton West HS, WI	5,518
Virginia Landreth-Etherton		Debra L. Weiher-Traas		Ronald Krikac	
Rowan County Sr HS, KY	6,292	Appleton East HS, WI	6,429	Sheridan HS, WY	5,501
Barbara Muhlbach		Michael Traas		Rhea Hoppes	
Massillon Washington HS, OH	6,281	Appleton East HS, WI	6,399	Maconaquah HS, IN	5,487
Gayle Hyde		Charlotte Brown		Steve O'Brien	
Fargo South HS, ND	6,270	Gregory Portland HS, TX	6,370	Watertown HS, SD	5,479
Beverly Ruff		Gay Hollis		Jim Long	
Papillion La Vista HS, NE	6,246	Taylor HS, TX	6,369	Plano Sr HS, TX	5,458
Michael Gonzalez		Truman Humbert		John R. Woollen	
St Vincent HS, CA	6,244	Estill HS, SC	6,273	Enloe HS, NC	5,456
Glenda Ferguson		John D. Eichman		Mary T. Gormley	
Creekview HS, TX	6,239	Yucaipa HS, CA	6,271	Montville HS, NJ	5,451
Cornell A. Loschen		Gay Janis		Melanie Ralston	
Worland HS, WY	6,234	Gilmour Academy, OH	6,177	Topeka West HS, KS	5,447
Dalvin R. Yager		Jody Eves		Ken Paden	
Derby HS, KS	6,188	Salina South HS, KS	6,170	St Joseph Central HS, MO	5,443
Gloria Robinson		Brett Miller		Marilyn Kleban	
Ronald Reagan HS, TX	6,186	Springfield Parkview HS, MO	6,135	Lafayette Acadiana HS, LA	5,442
Joni Anker		Richard Mittelstedt		Claryn M. Myers	
Eagan HS, MN	6,140	Watertown HS, SD	6,120	Fort Wayne Northside HS, IN	5,426
Michael Marks		Gregory N. Davis		Leslie S. Watkins	
Hattiesburg HS, MS	6,140	Lakewood HS, CO	6,096	Brookwood HS, GA	5,418
Carl Wangsvick		Kaye Magill		Wedge Crouch	
Fort Collins HS, CO	6,117	Westfield HS, TX	6,086	Ozark HS, MO	5,393
Paul A. Harens		Suzanne W. Terry		Gail L. Nicholas	
Yankton HS, SD	6,075	Hamblen HS, West, TN	6,014	Bob Jones Academy, SC	5,385
Fred Robertson		Mitch Gaffer		Phillip M. Wertz	
Fremont HS, NE	6,065	Huron HS, SD	5,974	Thomas County Central HS, GA	5,382
Sarah Thomas		Anthony E. Myers		Noel S. Selegzi	
Washburn Rural HS, KS	6,056	Durango HS, CO	5,949	Hunter College HS, NY	5,371
Charles H. Nicholas		Mickey D. Hutson		Lee A. Ince	
Bob Jones Academy, SC	6,041	Collierville HS, TN	5,924	Harlingen HS, South, TX	5,357
Robert H. Steffen		William C. Robinson, Jr.		Debra Thorson	
Blue Valley Northwest HS, KS	6,024	Shawnee Mission South HS, KS	5,911	Foothill HS, CA	5,354
David B. Moulton		Linda C. Dencker		Mary A. Schick	
Perry Meridian HS, IN	6,023	Howell North HS, MO	5,865	Michael Krop HS, FL	5,347
**		Deborah E. Simon		Teresa Lee	
Tommie Lindsey		Milton Academy, MA	5,858	Allef Hastings HS, TX	5,319
James Logan HS, CA	18,633	Lynda Luce		Judith Vasconcelos	
Todd Casper		Waupaca HS, WI	5,843	Reno HS, NV	5,287
Carrollton HS, OH	11,760	Douglas Johnson		Bruce Rogers	
Derek L. Yuill		Brainerd HS, MN	5,838	Northside HS, GA	5,271
Gabrielino HS, CA	11,714	Shelby McNutt		Robert Littlefield	
Robin Blackburn		Garden City HS, KS	5,799	Fargo Shanley HS, ND	5,264
Smith Cotton HS, MO	11,645	Jan Cook		James W. Rye	
David Matley		Cherokee Washington HS, IA	5,735	The Montgomery Academy, AL	5,259
Danville Monte Vista HS, CA	9,784	Richard Chonat		Anita Boyd	
Nick Panopoulos		St Edward HS, OH	5,715	R H Watkins HS, MS	5,257
Cheyenne Central HS, WY	9,125	Deborah H. McBride		Gloria Henry	
Robert A. Chalender		The Barstow School, MO	5,702	Ruskin HS, MO	5,246
El Dorado HS, KS	8,923	Linda Shipley		Steven M. Helman	
Connie Aufdembrink		Bartlesville HS, OK	5,701	Kamiak HS, WA	5,234
Lamar Consolidated HS, TX	8,348	Patrick Rels		Tom Gist	
James Wakefield		Mark Keppel HS, CA	5,698	Springfield Central HS, MO	5,228
Fort Lauderdale HS, FL	8,305	Suzanne S. Munsell		Janet Rose	
N. A. Cossette		Espananza HS, CA	5,688	Kearney Sr HS, NE	5,205
Gonzaga Prep HS, WA	7,875	Kristine Hayes		Kleran Larkin	
Kelli Morrill		Sloux Falls Lincoln HS, SD	5,684	The Mary Louis Academy, NY	5,198
Raytown South HS, MO	7,834	Suzanne E. Theisen		Gabriel R. Santo	
Christine M Adams		Stow Munroe Falls HS, OH	5,675	Rocky River HS, OH	5,169
Independence Truman HS, MO	7,621	Robert J. Tindel		Jane G. Boyd	
		Pittsburg HS, KS	5,674	Grapevine HS, TX	5,164

Debby Warstler		John Parker		Katherine C. Ligon	
Perry HS, OH	5,157	Franklin Central School, NY	4,749	Cookeville HS, TN	4,325
Susan L. Anderson		Jim Paterno		Joseph B. Siren	
Richardton Taylor HS, ND	5,148	Emerald Ridge HS, WA	4,745	Allendale Fairfax HS, SC	4,312
Margaret Gagnon		Judith Javersak		Randy Ellis	
Jackson Hole HS, WY	5,119	Sturgis Brown HS, SD	4,672	Spring HS, TX	4,312
Glen Cook		Edward Davis		Mary A. Fridh	
Greeley Central HS, CO	5,091	Centennial HS, CA	4,670	La Porte HS, IN	4,310
John Durkee		Jill Lofald		David Huston	
Laramie HS, WY	5,086	Duluth Denfeld HS, MN	4,664	Dallas Highland Park HS, TX	4,298
Jeff Borst		James E. McPheeters		Jacquelyn Langston	
Sierra HS, CO	5,080	McPherson HS, KS	4,646	Blue Springs HS, MO	4,273
Dan Johnson		Mario B. Maldonado		Nydia Jenkins Rowe	
Raymond Central HS, NE	5,059	Americas HS, TX	4,636	Springfield Parkview HS, MO	4,267
Carolyn L. Martinez		Eileen Waite		Loretta Tebbe	
Palisade HS, CO	5,055	Randolph HS, NJ	4,627	Hastings Senior HS, NE	4,257
Brent A. Farrand		Kent Hyer		Richard L. Balfe	
Science HS, NJ	5,051	Northridge HS, UT	4,621	Foster HS, TX	4,251
Technology HS, NJ		Thomas W. Huber		Lana S. Hall	
Weequahic HS, NJ		Oak Hill HS, IN	4,610	Hereford HS, TX	4,232
D'arcy F. Patey-Robinson		John C. Triplett		Carole Dickey	
Poland Regional HS, ME	5,046	Junction City HS, KS	4,606	Des Moines Lincoln HS, IA	4,206
Mike Harrison		Eugene Burnett		Susan M. Vaughn	
San Antonio Churchill HS, TX	5,029	Pontiac Township HS, IL	4,601	McQueen HS, NV	4,179
Kim R. Cranston		Frank A. Langheinrich		Nicholas J. Pond	
Marquette HS, MO	4,997	Salt Lake City East HS, UT	4,591	Murray HS, UT	4,175
Richard Johnson		Rachel K. Leach		Sally Squibb	
Beverly Hills HS, CA	4,996	Gresham Barlow HS, OR	4,576	Lewisville HS, TX	4,168
Linda Mead		Sammy Green		Kim-Michelle Pullan	
Creighton Preparatory School, NE	4,990	Spring HS, TX	4,575	Pleasant Grove HS, UT	4,150
Linda Wilson		Sherry Duncan		Morgla Belcher	
Henry County HS, TN	4,966	Lone Peak HS, UT	4,565	Gig Harbor HS, WA	4,146
Martin A. Cronin		Thomas J. Pabst		Stephanie A. Smith	
Douglas HS, NV	4,956	Snider HS, IN	4,554	Warren East HS, KY	4,140
Paul Lewellan		Candace Newman		Gina Wilkinson	
Bettendorf HS, IA	4,953	Gaither HS, FL	4,545	Creekview HS, TX	4,120
Conrad Jestmore		Rita Prichard		Grant Hansen	
Wichita East HS, KS	4,948	Granite Bay HS, CA	4,540	Roy HS, UT	4,116
Kristina Jonyka-Bertch		Anne Wallin		Judith M. Rogers	
Omaha Central HS, NE	4,947	Standley Lake HS, CO	4,531	Cascia Hall Prep, OK	4,109
Mark Rasmussen		Rebecca S. Wiley		Andara Macdonald	
Hillcrest HS, UT	4,935	Duval HS, WV	4,526	Holtville HS, CA	4,108
Mario L. Herrera		Max Griffith		Ted W. Menke	
Taos HS, NM	4,929	Elgin HS, OH	4,520	Greybull HS, WY	4,104
Larry B. Ross		Vincent Borelli		Dana Hale	
Humble HS, TX	4,919	Long Branch HS, NJ	4,513	Cameron HS, MO	4,102
Joyce A. Sinn		Jeffrey Haney		Dana Hale	
Fort Scott HS, KS	4,908	Atchison HS, KS	4,483	Lathrop HS, MO	4,102
Gerry Nagel		William Barthelme		Steve Meadows	
Dekalb HS, IN	4,894	Bergenfield HS, NJ	4,460	Danville HS, KY	4,089
Karen Glahn		Nancy Walker		Pat Cannon	
Stockton Lincoln HS, CA	4,888	Hockaday School, TX	4,444	Highland Park HS, IL	4,081
Barbara Miller		Kim Jones		Gregory R. Stevens	
South Mecklenburg HS, NC	4,887	Bellarmino College Prep, CA	4,443	Okoboji Community School, IA	4,079
Carl F. Milbeck		Martha Benham		Jon Kachelmacher	
Lawrence HS, KS	4,870	Columbine HS, CO	4,428	Rosemount Sr HS, MN	4,073
Betty Whitlock		Elwin C. Roe		Gretchen G. Nash	
Clinton HS, MS	4,869	McDonald County HS, MO	4,414	Hamilton Heights HS, IN	4,056
Timothy J. Waxenfeller		Sandra Boldway		Dennis B. Hadley	
Quigley Catholic HS, PA	4,865	San Diego HS, CA	4,403	Fremont HS, UT	4,049
Mary A. Betancourt		Mary J. Pelson		Michael A. Colletti	
Moorestown HS, NJ	4,854	Tigard HS, OR	4,393	Amos Alonzo Stagg HS, IL	4,036
Rich D. Rigglesman		Michael D. Amstutz		Rosemary Kincaid	
Denison HS, IA	4,844	Edison HS, OH	4,387	Abilene HS, TX	4,031
Frances Schoolcraft		Michael D. Amstutz		David J. Hooper	
Wheeling Park HS, WV	4,820	Vermilion HS, OH	4,387	Clovis West HS, CA	4,027
A. Jane Berry-Eddings		Mary L. Lindquist		Dale Shikowski	
Sprague HS, OR	4,807	Mercer Island HS, WA	4,377	Greendale HS, WI	4,026
Gail L. Ingram		Aaron Timmons		Sandra D. Schneider	
Lakeview Academy, GA	4,781	The Greenhill School, TX	4,371	Dripping Springs HS, TX	4,024
Julian M. Kite		Nick Bollas		Deborah Middleton	
John F. Hodge HS, MO	4,767	Canton GlenOak HS Career Ctr, OH	4,363	Glenbrook South HS, IL	4,016
Terry Peters		Beth Young		Kristi A. Sanromani	
Burlington Edison HS, WA	4,767	North Catholic HS, PA	4,362	North Eugene HS, OR	4,010
Roger C. Paldauf		Robert Kelly		Tracy M. Steiner	
Jacobs HS, IL	4,764	Chesterton HS, IN	4,359	Beulah HS, ND	4,009
Paulinda Krug		Michael Remick		Kathleen D. Hamm	
Trinity HS, TX	4,753	Eagle Point HS, OR	4,356	Iowa City West HS, IA	4,008
Michael B. Vergin		Thomas Vavra		Joe D. Trevino, Jr.	
Mounds Park Academy, MN	4,750	Loyola HS, CA	4,331	Bishop HS, TX	4,003

Margaret A. Emelson		Marie A. Dzuris		Diana Prentice Carlin	
Uniontown Area Sr HS, PA	3,998	Centerville HS, OH	3,598	Topeka HS, KS	3,311
Vickie A. Mayer		Del Holz		Delose Conner	
Washburn HS, ND	3,993	Bloomington Jefferson HS, MN	3,597	Layton HS, UT	3,302
Josette Surratt		Cheryl Johns		Kathryn G. O'Keefe Maller	
Teurlings Catholic HS, LA	3,981	Jersey Village HS, TX	3,593	Fremont HS, CA	3,298
Zane Harvell		Kenneth R. Simpson		Brian Hayenga	
Bel Air HS, TX	3,974	Sanger HS, CA	3,590	Des Moines North HS, IA	3,284
Debbie Johnson		Robert R. Larcher		Sandra W. Davis	
Round Rock HS, TX	3,964	St John's Jesuit, OH	3,578	Battle Ground Academy, TN	3,275
James Fountain		Jimmy L. Smith		Susan M. Hittson	
Desert Vista HS, AZ	3,952	Princeton HS, TX	3,565	Chrysler HS, IN	3,267
Kirby Chin		Richard G. Percifield		Ellora Kleven	
Bronx HS Of Science, NY	3,929	Layton Christian Academy, UT	3,564	St Cloud Technical HS, MN	3,265
Calvin J. Vande Hoef		Robert R. Pacilio		Terri Fields	
Cannon Falls HS, MN	3,922	Mt Carmel HS, CA	3,528	Sunnyslope HS, AZ	3,265
John A. Cardoza		Lisa Barnett		Michael Bacon	
Carondelet HS, CA	3,911	Boswell HS, TX	3,522	Newburgh Free Academy, NY	3,262
De La Salle HS, CA		Timothy M. Neville		Judith A. Robinson	
Sally L. Hofmeister		Wood River HS, ID	3,517	Gresham HS, OR	3,260
Poland HS, OH	3,906	Steve D. Estenson,		Myles Wagner	
Sandra S. Sage		Cottage Grove Park HS, MN	3,511	Coon Rapids HS, MN	3,251
Frisco HS, TX	3,905	Mary Knutson		Terri Robinson	
Fred Monberg		Cedarburg HS, WI	3,493	Georgetown HS, TX	3,245
Hammond HS, IN	3,903	Laura Baxter		Robert S. Deutsch	
Kate Lindsay		South Garland HS, TX	3,491	West Lafayette HS, IN	3,239
Salina South HS, KS	3,901	Pamela Deutsch		Richard D. Brown	
Thomas J. Downs		West Lafayette HS, IN	3,476	Millard South HS, NE	3,235
R L Thomas HS, NY	3,888	Michael Nailor		Charlotte Botelho	
Candis L. Pees		Danville HS, PA	3,476	H P Baldwin HS, HI	3,220
Dayton Oakwood HS, OH	3,885	Sue E. Norris		Steve Hamersma	
Carol J. Leshock		Flagstaff HS, AZ	3,475	Sioux Falls Washington HS, SD	3,199
Greensburg Salem HS, PA	3,876	Robert Speirs		Bob Horlick	
Don Schulte		Spearfish HS, SD	3,449	Auburn Sr HS, WA	3,188
Pattonville HS, MO	3,857	Michael L. Midgley		Kurt Earnest	
Kathy Faulkenberry		Canon City HS, CO	3,449	71st HS, NC	3,187
Caney Valley HS, KS	3,856	Joseph Johnson		Teri Robinson	
Harley Liebenson		Ronald Reagan HS, TX	3,435	Green River HS, WY	3,186
Albert Einstein HS, MD	3,829	Rosella Blunk		Barbara McCain	
Dennis Eller		Sioux Falls Lincoln HS, SD	3,429	Plano East Sr HS, TX	3,183
Canterbury HS, IN	3,811	Susan Telshany		David W. Witt	
David Baker		Ysleta HS, TX	3,429	Hastings Senior HS, NE	3,175
St Mark's School, TX	3,790	Kirby Volz		Bill Healy	
Eloise A. Welsing		Elmhurst HS, IN	3,427	Bellarmine College Prep, CA	3,174
Aldine Sr HS, TX	3,773	Martin Lamansky		Linda Heinze	
Karen Wilbanks		Steamboat Springs HS, CO	3,405	Westminster Schools, GA	3,143
Plano Sr HS, TX	3,748	Dorene Nelson		Lori Mastrud-Babcock	
Kelly J. Smith		Groton HS, SD	3,402	Duluth East HS, MN	3,135
La Junta HS, CO	3,729	Mary C. Green		Martin Glendinning	
Therese V. Rich		Pasadena HS, TX	3,401	Edmond North HS, OK	3,134
Ponderosa HS, CO	3,723	Mark E. Stucky		Joey K. Miyamoto	
Thunderridge HS, CO		Moundridge HS, KS	3,396	Iolani School, HI	3,133
Brent Pesola		Bonnie O'Leary		Martha L. Carr	
University School, FL	3,714	Gilmour Academy, OH	3,396	W T Woodson HS, VA	3,119
Lara S. Bouchard		Susan Moore		Greg Adkins	
Advanced Tech. Academy, NV	3,697	Scott County HS, KY	3,396	Flathead Co HS,	
Gloria O'Shields		William C. Bartley		Cecilia M. Hermann	
Farmington HS, NM	3,685	Hunter HS, UT	3,393	Immaculate Heart Central HS, NY	3,105
Diana Krauss		David Philler		Lynne M. Bustle	
Phoenix Central HS, AZ	3,684	Glynn Academy, GA	3,382	Centerville HS, OH	3,105
Susan Nordquist,		Paula Mittleman		Gail A. Chastain	
International Falls, MN	3,681	Bridgewater Raritan Reg HS, NJ	3,382	San Fran Mercy HS, CA	3,105
Helen P. Kelley		Donna Brown		Opal M. Morse	
Oregon City HS, OR	3,663	Putnam City HS, OK	3,374	Pt Pleasant Sr HS, WV	3,103
Marcia Schultz		Janet Doyle		Thomas H. De Yarman	
DeSmet Jesuit HS, MO	3,648	Pharr San Juan Alamo North HS, TX	3,373	Pueblo Centennial HS, CO	3,103
Deanne Vandeverl		Mary Sherman		Walter Kahumoku	
North Valley HS, OR	3,647	West Fargo HS, ND	3,368	Kamehameha Schools, HI	3,100
Myrna B. Goodwin		Charles Oakes		Bonnie S. Adams-Barker	
Mount Miguel HS, CA	3,646	Battle Ground Academy, TN	3,366	Nashville Overton HS, TN	3,096
Douglas Frank		Richard Mullen		David M. Price	
Cheyenne East S, WY	3,644	Cape Elizabeth HS, ME	3,346	Katella HS, CA	3,095
Brit McCabe		Wayne Wagner		Sharon A. Strong	
Bishop McGuinness HS, OK	3,636	Rolling Meadows HS, IL	3,341	El Camino HS, CA	3,083
Pam Hummel		Paul M. Evans		Nelda D. Chapman	
Sandra Day O'Connor HS, TX	3,620	Benton HS, MO	3,336	Rangeview HS, CO	3,077
John McClellan		Michele K. Coody		Jennifer Bergan	
Warner Robins HS, GA	3,612	Saint James School, AL	3,324	Deuel School, SD	3,072
Doug McConnaha		Glenda L. Sullivan		Nancy Groves	
Corvallis HS, MT	3,608	Dickson County HS, TN	3,319	Pueblo East HS, CO	3,071

Barbara Ochoa		Tracy L. Martin		Charles Sloat	
Alta HS, UT	3,069	Red Mountain HS, AZ	4,489	Iona Prep School, NY	3,363
Paula M. Reed		Kimberly Cuevas		Lori Brown	
Columbine HS, CO	3,066	Reno HS, NV	4,369	Cypress HS, CA	3,356
Doug Mills		Donna M. Riffe		Robert Garcia	
Greensburg Central Catholic HS, PA	3,065	Wheat Ridge HS, CO	4,310	Mountain View St Francis HS, CA	3,330
A. H. Dorfman		Nancy E. Wedgeworth		Richard Herder	
Half Hollow Hills HS East, NY	3,055	Springfield Parkview HS, MO	4,247	Lely HS, FL	3,327
Gail A. Riddle		A. J. Smith		Rodney Landes	
Byrd Sr HS, NC	3,051	Montrose HS, CO	4,124	Johansen HS, CA	3,228
Gail A. Riddle		Richard M. Belske		Stan Smith	
South View Sr HS, NC	3,051	Olathe North HS, KS	4,090	Wichita Southeast HS, KS	3,210
Sandra L. Martineau-Smith		Simon Navarro		Scott Bonnet	
Bonita Vista HS, CA	3,043	Dobson HS, AZ	4,057	McPherson HS, KS	3,208
Constance Leyendecker,		Russ Tidwell		Diane Forbes	
Convent of the Visitation, MN	3,041	Garden City HS, KS	4,024	Garland HS, TX	3,188
Robert Marks		Laura Raeder		Alicia Elliott	
James Logan HS, CA	3,037	Sioux Falls Roosevelt HS, SD	4,020	Plano East Sr HS, TX	3,167
Todd Schnake		R. Jon Frey		Janice Caldwell	
Raymore Peculiar HS, MO	3,037	Aberdeen Central HS, SD	4,020	Lindale HS, TX	3,165
Shawn Crain-Mena		Brian White		Matthew Rund	
Bel Air HS, TX	3,026	Buhler HS, KS	3,984	Ind'pls North Central HS, IN	3,155
Sherry Whitcomb		Tom Mosberger		Lenina M. Wimmer	
Kokomo HS, IN	3,024	Canton GlenOak HS Career Ctr, OH	3,969	Clearfield HS, UT	3,055
Suzanne Whitaker		Karl R. Packer		Sandy Patrick	
New Iberia HS, LA	3,021	Alta HS, UT	3,946	Cheyenne East HS, WY	3,054
Deborah Larsen		Bill Evans		Laurel Scheidt	
Marshfield HS, OR	3,020	Hillcrest HS, SC	3,881	Portage Northern HS, MI	3,045
Diane M. Ritzdorf		Niki Alderson		Lisa Leiker	
Arapahoe HS, CO	3,019	Muldrow HS, OK	3,876	Parsons HS, KS	3,045
Pamela Schultz-Taccona		Conrad Davis		Judie Roberts	
Glenbrook South HS, IL	3,017	Chaparral HS, AZ	3,855	Salt Lake City Skyline HS, UT	3,018
Rebecca Yager		Kaileen Harris		Archie Painter	
Derby HS, KS	3,004	Highland HS, ID	3,846	Sherando HS, VA	2,999
		Kaileen Harris		Eric Beckman	
		Pocatello HS, ID	3,846	Anoka HS, MN	2,993
		Mark Regier		Shelia Holt	
Chris Riffer		Stockdale HS, CA	3,825	Bolivar R 1 HS, MO	2,992
Blue Valley HS, KS	10,205	Matt Davis		Celia A. Foster	
Thomas Williams		Lincoln East HS, NE	3,793	Mountain View HS, OR	2,990
Howland HS, OH	7,983	Tom Krause		Barbara Funke	
Eric Simone		Pine View School, FL	3,764	Chesterton HS, IN	2,982
Youngstown Boardman HS, OH	7,784	Dixie Waldo		Donald R. Hitt	
Sean Nicewaner		Carroll HS, TX	3,742	Madison County HS, VA	2,969
Nevada HS, MO	7,392	Lynn S. Schmitt		Margaret Oveson	
Arianne G. Fortune		Edina HS, MN	3,723	South Fremont HS, ID	2,968
Kansas City Oak Park HS, MO	7,183	Carol Harms		Gregg Reed	
Amy Walker		Bellefonte East HS, IL	3,721	Logansport HS, IN	2,962
Hillcrest HS, ID	6,546	Jim Ryan		Gregg Reed	
Leslie Robinett		Norman HS North, OK	3,714	Wabash Southwood HS, IN	2,962
Jordan HS, UT	5,884	Karen Vaughan		Steve Medoff	
Annelen J. Hughes		Foothill HS, NV	3,697	Pennsbury HS, PA	2,958
Southside HS, SC	5,750	Katherine Griffin		Terry Quinn	
Steven Bartholomew		Hillisborough HS, FL	3,689	Campbell County HS, WY	2,955
Rapid City Stevens HS, SD	5,523	Amy Cloer		Brian Knox	
David Williams		Providence HS, NC	3,688	Casper Natrona County HS, WY	2,951
Newton HS, KS	5,280	Kelly Parker		Marc Mullette	
Scott Wunn		Centennial HS, GA	3,675	Denver East HS, CO	2,944
Iowa City West HS, IA	5,007	Bruce Benson		Judith A. Speer	
David Abel		Madison HS, ID	3,648	Fenwick HS, IL	2,943
Goddard HS, KS	5,006	Renita Johnson		Tammie Peters	
Carla Brown		Clements HS, TX	3,622	Golden HS, CO	2,943
Lee's Summit HS, MO	5,001	Scott Walker		Michele Lockhart-Henry	
Cindi H. Saukel		Watertown HS, SD	3,608	Rio Grande HS, NM	2,939
Jersey Village HS, TX	4,789	Cindy R. Roth		Cathy Smales	
Joanna Cone		Olathe South HS, KS	3,603	Elko HS, NV	2,938
Hebron HS, TX	4,679	Jenny Cook McNeil		Jim Dorman	
Tony Rosenberger		Milton Academy, MA	3,577	Longmont HS, CO	2,932
River Valley High, AZ	4,647	Pamela Ballow		Gary Ellis	
LeAnn Richards		Plano Williams HS, TX	3,575	St Mary's HS, KS	2,924
Edison Computech HS, CA	4,638	John Horner		Deborah Miller	
Ken Troyer		Reeds Spring HS, MO	3,537	Magnificat HS, OH	2,922
Lyons HS, KS	4,613	Angela Weber		Sue W. Cowan	
Todd W. Hering		Dreyfoos School of the Arts, FL	3,517	Forest Grove HS, OR	2,912
Eastview HS, MN	4,573	Rhonda L. Bell		David A. Peters	
Timothy E. Sheaff		Kingwood HS, TX	3,476	South Houston HS, TX	2,909
West Des Moines Dowling HS, IA	4,518	Kenneth J. Church		Richard C. Goldie	
Brandon Cosby		Lansing Sr HS, KS	3,442	White Knoll HS, SC	2,896
Signature School, IN	4,508	Kathy A. Patron		James P. Dorsey	
Mike Pittman		Perry HS, OH	3,379	Vashon Island HS, WA	2,895
Savannah HS, MO	4,492				

Robert Galligan		Richard Dempsey		Manuel Halkias	
Kuemper HS, IA	2,887	Evanston Twp HS, IL	2,735	Canton McKinley HS, OH	2,570
Mary Wacker		Marilyn C. Childs		Manuel Halkias	
Brookfield East HS, WI	2,884	Chelsea Public School, VT	2,728	Canton Timken HS, OH	2,570
Thomas Sweeney		Valentin Jimenez		Maurice J. Larue	
Homewood Flossmoor HS, IL	2,883	L V Hightower HS, TX	2,726	Sturgis Brown HS, SD	2,557
Thomas Noonan		Gail Bauwens		Brenda Bollinger	
Marquette Univ HS, WI	2,880	Matawan Regional HS, NJ	2,719	Clayton Sr HS, MO	2,555
Patrick Pins		Jeff Schneider		Cecil M. Trent III	
Mandan HS, ND	2,878	Elizabeth HS, NJ	2,717	Northbrook Sr HS, TX	2,531
Trudy K. Kinman		Matt Fraser		Trudy Workman	
Northeast Nodaway R-V HS, MO	2,868	Head Royce School, CA	2,710	Lovell HS, WY	2,519
James Lester		Greg Malis		Trudy Workman	
Talhina HS, OK	2,863	Glenbrook North HS, IL	2,705	Rocky Mt HS, WY	2,519
Twinkle Johnson		Greg Malis		Charles Dribin	
Deer Park HS, TX	2,861	Newman School, LA	2,705	Glenbrook North HS, IL	2,516
Marsha Williams		Carrol P. Trusty		Dale Knowlton	
Greensburg Salem HS, PA	2,857	Antloch HS, TN	2,704	Hickman Mills HS, MO	2,515
Brent C. Oberg		James E. Masters		Ivonne J. Cook	
Highlands Ranch HS, CO	2,856	Dallas Highland Park HS, TX	2,696	Cherry Creek HS, CO	2,514
Dutch Fichthorn		Michelle Hendrix		Jeremy R. Bernstein	
Lincoln East HS, NE	2,851	Stillwater HS, OK	2,692	Clear Lake HS, TX	2,510
Rodney Rogers		John Gibson		Wendy Shelman	
Buffalo Grove HS, IL	2,842	Millard West HS, NE	2,690	Snake River HS, ID	2,510
Kathleen Crosby		Carol R. Clanton		Joseph Russo	
Sacred Heart Academy, NY	2,838	Brookhaven HiS, MS	2,689	Cathedral Prep Seminary, NY	2,499
Sally Pies		Janet Haar		Kim Gangwish	
Brookings HS, SD	2,838	Sioux Falls Roosevelt HS, SD	2,678	Bellevue West HS, NE	2,483
Durell Hamm		Mariann Fedrizzi		Sarah Tuchscherer	
Boone County HS, KY	2,837	Cypress Creek HS, TX	2,677	Red River HS, ND	2,479
Gloria J. Stumme		Betsy A. Geery		Mary E. Willoughby	
Sugar Salem HS, ID	2,835	Loretto Academy, TX	2,677	Grady HS, GA	2,477
Steve X. Harson		Robert Stockton		Marc Rischitelli	
Carencro HS, LA	2,832	Katella HS, CA	2,671	Shrewsbury HS, MA	2,476
Robert G. Eisenhauer		Catherine Luhr		Marilyn Mann	
Gettysburg Senior HS, PA	2,819	Mount Mercy Academy, NY	2,665	Monett HS, MO	2,468
Jeff Kopelow		Jeanne Sande-Kayhi		Betsy C. Ross	
Ladue Horton Watkins HS, MO	2,806	Ketchikan HS, AK	2,664	East Mecklenburg HS, NC	2,466
Andrew Buchan		Lyle R. Linerode		Jose Medina	
Thomas Jefferson HS, WA	2,798	Gahanna Lincoln HS, OH	2,659	Riverside HS, TX	2,465
Cindy Stoker		Carolyn W. Salam		Kimberly D. Giesting	
Jersey Village HS, TX	2,789	Logan Rogersville HS, MO	2,659	Connorsville Sr HS, IN	2,460
Rebecca Meyer-Larson		Ronald A. Ingle		Jeffrey D. McConnell	
Moorhead HS, MN	2,787	Gateway HS, CO	2,654	Independence Chrisman HS, MO	2,460
Judy McKeever		Pam Lisner		Russell Rach	
Tualatin HS, OR	2,786	All Saints Episcopal School, TX	2,632	Houston Bellaire HS, TX	2,460
Alice B. Rote		Greg Mayo		Dianne Johnson	
Copley HS, OH	2,774	Cy Fair HS, TX	2,623	Houston Bellaire HS, TX	2,456
Steven J. Fetzik		Sharon Volpe		Robin Knoepke	
Austin HS, MN	2,769	North Allegheny Sr HS, PA	2,608	William J Palmer HS, CO	2,452
Walter R. Willis		Brooke Gregg		John M. Mazzucco HS,	
Cypress Falls HS, TX	2,768	Woods Cross HS, UT	2,607	Austintown Fitch HS, OH	2,440
Joan M. Macri		Anne McSparron		Wayne Ervin	
Lewiston HS, ME	2,765	Fargo North HS, ND	2,606	Brunswick HS, GA	2,436
Chris Colvin		Mary Talsky		James Holtz	
Lamp HS, AL	2,761	Pius XI HS, WI	2,604	Ranum HS, CO	2,435
William J. Murray		Jay L. Johnson		Denise Booher-Walker	
Mechanicsburg HS, PA	2,760	Sheboygan North HS, WI	2,600	Lafayette Jefferson HS, IN	2,431
Morris Block		Colleen Murphy Richardson		Barbara A. Ferreira	
Riverdale HS, LA	2,760	Omaha Westside HS, NE	2,592	Modesto HS, CA	2,427
Nicole S. Welch		Nancy C. Phaup		Sally Durand	
Taylorsville HS, UT	2,759	Prince Edward County HS, VA	2,592	St Thomas More HS, LA	2,426
Sandy Peterson		Alicia M. Slavis		Wayne Tang	
V J & Angela Skutt Cath HS, NE	2,758	Christian Brothers Academy, NY	2,587	Maine Township East HS, IL	2,419
Tyrone Wesley		Jeanne Gentry		Nick P. Bobis	
Sheboygan South HS, WI	2,758	Alliance HS, NE	2,586	Thornwood HS, IL	2,418
Gail L. Long		Walter Farwell		David Gale	
Westmont HS, CA	2,753	Buffalo HS, WY	2,584	Otter Valley Union HS, UT	2,417
Joan L. Williams		Jane Rinehart		Eric Uecker	
Youngstown Ursuline HS, OH	2,751	Kansas City Central HS, MO	2,584	Sioux Falls Washington HS, SD	2,404
Katy Kestner		Sue Morse		Charles R. Dunn	
Carmel HS, IN	2,748	Springdale HS, AR	2,583	Fort Collins HS, CO	2,402
Sally Benton		Dana Hemphill		Carla McKenzie	
Cortez HS, AZ	2,748	Norman HS, OK	2,582	Pawhuska HS, OK	2,400
Alice King		Jane McClarie Laughlin		Richard Bower	
Campbell County HS, WY	2,747	Scarborough HS, ME	2,581	Bellwood Antis HS, PA	2,399
Roberta C. Rice		Linda Webb		Michael Frickstad	
Central Valley HS, WA	2,743	Wichita Northwest HS, KS	2,579	St Michael Albertville HS, MN	2,397
Wayne Paulus		Bryan R. Purdie		Adam Black	
Ball HS, TX	2,741	Sky View HS, UT	2,574	Brentwood Academy, TN	2,397

Keith W. Townsend		Mary Ellen Johnson		Richard Purrington	
El Paso Del Valle HS, TX	2,394	Salt Lake City West HS, UT	2,205	Eastview HS, MN	2,038
Pat C. Fellers		Patty Laroche		Holly Hathaway	
El Dorado HS, KS	2,393	Fort Scott HS, KS	2,205	Connersville Sr HS, IN	2,037
David McGinnis		Mary M. Seim		Greg Bundy	
Highland Park Sr HS, MN	2,388	Wheatland HS, WY	2,202	Fresno Roosevelt HS, CA	2,036
Patty Grleve		Kevin E. Ong		Sandra K. Rose	
Emporia HS, KS	2,387	Elkhart Central HS, IN	2,201	Fenwick HS, IL	2,034
Jean Hoerer		Nancy G. Marcus		Jennifer M. Jerome	
Richland HS, ND	2,384	Jackson HS, OH	2,196	Millard West HS, NE	2,031
Susan Richey		Joseph Lunetta		Charles Potter	
Kokomo HS, IN	2,384	Hanover Park HS, NJ	2,190	Mount Vernon HS, WA	2,030
Melissa Neuman		Richard B. Call		Jennifer Oakley	
Rancho Buena Vista, CA	2,374	Burley HS, ID	2,180	Oologah HS, OK	2,029
Shawn Wingfield		James G. Sauer		Frank Kreml	
Wichita Northwest HS, KS	2,374	La Crosse Central HS, WI	2,179	Belleville West HS, IL	2,028
Joe Jorland		James R. Gunderson		Scott Teachenor	
Walker HS, MN	2,352	Casper Kelly Walsh HS, WY	2,171	Reno HS, NV	2,026
Tamara Reiffett		Donna Miller		Carolyn M. Kiesewetter	
La Porte HS, IN	2,348	Christ Church Episcopal Sch, SC	2,157	Fossil Ridge HS, TX	2,025
Norma L. Garrett		Carmen S. Adkins		Michael P. Stedille	
Americas HS, TX	2,342	Sandalwood HS, FL	2,154	Casper Kelly Walsh HS, WY	2,025
Kris Lindvall		Mary A. Williams		Royce A. Rice	
Mankato West HS, MN	2,313	Blue Ridge HS, AZ	2,152	North Hills HS, PA	2,023
Yvonne Kalka		Gary Boeger		Patrick Henry	
Grand Forks Central HS, ND	2,310	The Woodlands' HS, TX	2,149	Field Kindley HS, KS	2,023
Christopher A. Wolf		Thomas Ray		Kristine Besel	
Bellarmine College Prep, CA	2,310	Hays HS, TX	2,138	Worthington Sr HS, MN	2,023
Mike Pazein		Tim Laner		Larry Wood	
Los Alamitos HS, CA	2,306	Kapaun Mt Carmel HS, KS	2,126	The Woodlands' HS, TX	2,022
Duane S. Carr		Rita Yunker		Darrell Yarbrough	
St John's College HS, DC	2,304	Seton La Salle HS, PA	2,125	Alief Elsik HS, TX	2,022
Duane S. Carr		Laurie Z. Cooper		William Horsch	
W T Woodson HS, VA	2,304	Woodburn HS, OR	2,120	Sheboygan North HS, WI	2,019
Scott Rowland		Lyndal Westmoreland		Jennifer McCarty	
Elma HS, WA	2,297	Okarche HS, OK	2,117	Eastview HS, MN	2,019
Peggy Dimock		Tim Hughes		Allen Dobbs	
Saint Peter HS, MN	2,287	Belton HS, MO	2,116	Edmond Santa Fe HS, OK	2,017
Peggy Dimock		Ken Lopinot		Kathleen A. Prody	
Vermillion HS, SD	2,287	Pattonville HS, MO	2,116	Helena HS, MT	2,017
David Hopkins		Joel B. Short		Beverly Jorland	
Layton HS, UT	2,284	Belton HS, MO	2,114	Walker HS, MN	2,016
Lindsey C. Henson		Calvin Helsley		Julle Johnson	
Independence Chrisman HS, MO	2,261	Mansfield HS, MO	2,113	Jacobs HS, IL	2,016
Jennifer Larue		Robert Martin		Chad Ries	
Delta HS, CO	2,260	Newman Smith HS, TX	2,092	Niles McKinley HS, OH	2,011
Linda Pauley		Leo J. Williams		Bart Sprague	
Bellevue West HS, NE	2,258	Belen Jesuit Prep School, FL	2,089	Topeka HS, KS	2,011
Gregory W. Bowen		Dan Flores		Kim Falco	
Kentucky Country Day, KY	2,250	El Paso Cathedral HS, TX	2,087	Franklin HS, TX	2,010
Elaine Schmidtberger		Donald Fortner		Tommy Thompson	
Bishop Miege HS, KS	2,246	Munster HS, IN	2,085	Pike County Central HS, KY	2,009
Betsy Sexton		Paulette Reikowski		Doug Hoverson	
Blue Valley North HS, KS	2,245	Eagan HS, MN	2,083	St Thomas Academy, MN	2,007
Thomas M. Fones		Ellie Lasater		Jane Nelson	
St Paul Acad. & Summit Sch, MN	2,242	Albq-Valley HS, NM	2,080	Plymouth HS, IN	2,007
William L. Crocker		Catherine C. Stamps		Eric Ewan	
Silver Lake Regional HS, MA	2,234	St Cecilia Academy, TN	2,080	Pekin Comm HS, IL	1,999
Ali Taylor		Donna Carlin Strange		Leigh Stovall	
Granada Hills HS, CA	2,233	Hanover HS, NH	2,072	Pearland HS, TX	1,993
Mark J. McNeil		Mary J. McVay		Linda Brown	
Sacred Heart HS, MA	2,229	Peru HS, IN	2,070	Putnam City West HS, OK	1,992
Janet E. Dizenzo		Aaron P. Smith		Kristen Gonsolr	
Kennedy Kenrick Catholic HS, PA	2,227	West Lafayette HS, IN	2,069	Groton HS, SD	1,990
Gerald Firestone		Randy Lewandowski		Shannon McGillen O'Donnell	
Homestead HS, CA	2,226	Scottsbluff HS, NE	2,062	Flathead Co HS, MT	1,989
Robert M. Candelaria Jr		Donna Crane		Steven R. DuBois	
El Paso Cathedral HS, TX	2,226	Osage City HS, KS	2,058	St Thomas Aquinas HS, KS	1,987
Wendi N. Brandenburg		Gerald Murphy		Phyllis Hirth	
Plano Williams HS, TX	2,225	Glenbrook North HS, IL	2,055	Bronx HS Of Science, NY	1,986
Cheryl Potts		Bill Gibron		John Day	
Plano Sr HS, TX	2,225	Academy of the Holy Names, FL	2,053	Palm Beach Gardens HS, FL	1,986
Michael Streeter		Carolyn Wait		Dale Kurth	
Clackamas HS, OR	2,219	Port Angeles HS, WA	2,052	Burlington Community HS, IA	1,985
Randy Powell		Lou Harwell		Billy B. Taylor	
North Kitsap HS, WA	2,211	Odessa Sr HS, TX	2,050	Alea HS, HI	1,985
Bradley J. Hartje		Vicki Balzer		Kathleen Miller	
Davenport Central HS, IA	2,209	Berea HS, OH	2,047	Shawnee Mission West HS, KS	1,984
Michael Hurley		David J. Ziegler		Michael Mundt	
Wheeling HS, IL	2,207	Liberty HS, CA	2,040	Crowley HS, TX	1,982

Joseph Pelletier		Peter Gokey		Donal R. May	
Bangor HS, ME	1,978	Blaine HS, MN	1,861	Clarke Community HS, IA	1,745
Christopher McDonald		Lindy Taylor		Bryce Hatch	
Eagan HS, MN	1,976	Seneca HS, MO	1,845	Centennial HS, CA	1,745
William K. McBride		Vincent F. Meis		Sara Compton	
Neenah HS, WI	1,976	Wahlert HS, IA	1,842	Brebeuf Jesuit HS, IN	1,742
Mark Perry		Melisa Wingfield		Bea Shepard	
Yukon HS, OK	1,972	Wichita Northwest HS, KS	1,839	Denver North HS, CO	1,738
Bernita L. Melvin		Debora K. Marsh		Eric Everding	
Castle HS, IN	1,970	Birmingham Seaholm HS, MI	1,835	Wheat Ridge HS, CO	1,736
Jami Bruton-Davis		Debora K. Marsh		Charlotte Joyner	
Cassville HS, MO	1,970	Dexter HS, MI	1,835	San Antonio Churchill HS, TX	1,735
Rachel Hanson		Teri M. Asher		Larry W. McCarty	
Niwot HS, CO	1,966	Coeur d'Alene HS, ID	1,835	Tom Moore HS, TX	1,733
John Lemaster		Tommy L. Bender		Susan H. Saxon	
Foster HS, TX	1,964	Lincoln Southeast HS, NE	1,828	Evans HS, GA	1,728
Carlton Thomas		Eugene Kall		Fran Bogos	
Northwest Whitfield HS, GA	1,964	Pittsburgh Central Catholic HS, PA	1,825	North Allegheny Sr HS, PA	1,726
Charles Holvoet		Dana Vavroch		Susan Hennenberg	
Baldwin HS, KS	1,961	Bettendorf HS, IA	1,825	Orange HS, OH	1,726
Steve Larue		Larry T. Adams		Karen M. Pyron	
Denver East HS, CO	1,951	Bakersfield HS, CA	1,820	Butte County HS, ID	1,725
Carol Duffee-Lunsford		Melinda C. Welch		Karen S. Griesinger	
Mannford HS, OK	1,943	Bountiful HS, UT	1,818	Middletown HS, OH	1,725
James W. Weaver		Barbara Waas		Jason P. Neiffer	
Tulsa Union HS, OK	1,936	Woodland Park HS, CO	1,818	Great Falls HS, MT	1,724
Jim D. Rynders		Randy Patterson		Mark Batik	
Convent of the Visitation, MN	1,936	St Andrew's Episcopal School, MS	1,817	Brophy College Prep, AZ	1,722
Jack Patrick		Rosemary Martinez		Jenn Svehla	
Saratoga HS, WY	1,935	Putnam City North HS, OK	1,816	Belleville East HS, IL	1,720
Linda Shasberger		Christopher Goddard		David Gay	
Cedar Hill HS, TX	1,931	Upper Arlington HS, OH	1,816	Bozeman HS, MT	1,720
Scott Voss		Tom Backen		Mike Freeland	
Apple Valley HS, MN	1,927	Benilde St Margaret's School, MN	1,809	Jackson HS, OH	1,709
Marianne Stich		Steve Sexton		Randy Hemphill	
Bishop Kelley HS, OK	1,925	West Bend East HS, WI	1,806	Norman HS, OK	1,709
Patricia G. Rich		Christina H. Balleweg		Ralph J. Karn	
Capital HS, ID	1,925	La Reina HS, CA	1,805	Keystone Oaks HS, PA	1,703
Stacey Bonderer		Judy Bogard		Brian Sams	
Rock Bridge HS, MO	1,924	Air Academy HS, CO	1,798	Roseville Area HS, MN	1,702
Beverly M. Kingma		Rhonda K. Zawadzki		Steve Thompson	
Nicolet HS, WI	1,922	La Jolla HS, CA	1,798	Sheboygan South HS, WI	1,701
Fred Vogt		Leo Kallis		Kim Heath	
Pekin Comm HS, IL	1,919	Yankton HS, SD	1,793	Wellington Sr HS, KS	1,697
Theresa Agliardo		June M. Benton		Kellard Townsend	
Ursuline School, NY	1,916	Century HS, OR	1,789	Ind'pls North Central HS, IN	1,694
Bernice M. Zerr		Ephraim F. Bluestein		John Fisher	
Central Kitsap HS, WA	1,902	Germantown HS, TN	1,786	Mounds View HS, MN	1,694
Marie D. Hansen		Marla Rosene		Scott Foyt	
Northridge HS, CO	1,900	Ind'pls North Central HS, IN	1,786	Monmouth Academy, ME	1,692
Lynette Williamson		Patricia Cheney		Sarah C. Moore	
Analys HS, CA	1,899	Oak Park River Forest HS, IL	1,785	Salisbury R-4 HS, MO	1,690
Susan Welch		Kathy Elerick		Travis Springfield	
McClintock HS, AZ	1,896	Cordell HS, OK	1,779	Klein HS, TX	1,687
Ivanna Fritz		Margo M. Duneman		Nancy West	
Flathead Co HS, MT	1,890	Missoula Sentinel HS, MT	1,779	Gig Harbor HS, WA	1,687
William J. McCrady		James O. Payne		Pam Townsend	
Walter Johnson HS, MD	1,888	Blue Valley North HS, KS	1,776	Coppell HS, TX	1,681
Sean O'Donnell		Karen Coston		Brian Geffre	
Flathead Co HS, MT	1,883	Blacksburg HS, VA	1,776	Fargo Shanley HS, ND	1,680
Kip B. McKee		Kyle Howe		Diana J. Andrade	
Sioux Falls Lincoln HS, SD	1,882	Park Hill HS, MO	1,774	Conifer HS, CO	1,678
Janet Nobles		James Wade		Vivian L. McManus	
Bixby HS, OK	1,881	Milton HS, GA	1,772	Keystone Oaks HS, PA	1,676
Conrad H. Anderson		Dan Sackett		Melby Schmidt	
South St Paul HS, MN	1,875	Carl Sandburg HS, IL	1,767	Rossville HS, KS	1,675
John D. Wilson		Warren Sprouse		David Seale	
New Haven HS, IN	1,874	Cedar Rapids Washington HS, IA	1,766	Mountain Brook HS, AL	1,673
Kathryn F. Sutusky		Shauna S. Lamansky		Carol Helmick	
Dreher HS, SC	1,871	Steamboat Springs HS, CO	1,763	Lisbon HS, OH	1,668
Robert Yutzy		Thomas W. Kirby		Elaine M. Daly	
McDowell HS, NC	1,870	Arvada HS, CO	1,759	Centerville HS, OH	1,665
Randy Borden		Vera Yirsa		Sharon E. Smith	
Portage Central HS, MI	1,867	Grove HS, OK	1,757	Los Gatos HS, CA	1,658
Gary T. Mullennax		Robert T. Shepard		Claire G. Nichols	
Nevada Union HS, CA	1,867	Duncanville HS, TX	1,755	Lassiter HS, GA	1,657
Larry Arnold		Grant Chandler		Kathleen Talley	
Deer Park HS, TX	1,865	Kalamazoo Central HS, MI	1,749	Northwest HS, TX	1,652
Lucinda Reed		John L. Mercer		Kenneth P. Grodd	
Woodland Park HS, CO	1,863	Olmsted Falls HS, OH	1,746	The Donnellan School, GA	1,648

Dianne Hickerson Spirit Lake HS, IA	1,648	Scott Thoreson El Paso Cathedral HS, TX	1,593	Adam Burnside Dilworth Glyndon Felton HS, MN	1,535
Bob Groven Rosemount Sr HS, MN	1,647	Chris Meservey Bonanza HS, NV	1,590	Cosette Wyrner Fairview HS, OK	1,534
Bret McClendon Washburn Rural HS, KS	1,645	Linda Nielsen Neosho HS, MO	1,587	Loree L. Gentry Independence Fort Osage HS, MO	1,533
Richard Rettig Perrysburg HS, OH	1,644	Dennis Henry Mount Miguel HS, CA	1,587	Pamela A. Lyons Avon HS, IN	1,532
Marilyn Hauber Davis Sr HS, CA	1,642	Larry Laas Concordia HS, KS	1,584	Ceal McDonald South St Paul HS, MN	1,530
Winifred K.A. Graham Kahuku HS, HI	1,642	Laura Cooper Jefferson City HS, MO	1,584	Antoinette Baskerville Barringer HS, NJ	1,528
David R. Long Southern Lehigh HS, PA	1,642	Fawn Tenenbaum Palm Beach Lakes HS, FL	1,580	Mary R. Bond Turner HS, KS	1,528
Bobbie M. Bristow Englewood HS, CO	1,636	Paul H. Wexler Needham HS, MA	1,579	Jim Connor Sioux Falls Washington HS, SD	1,528
Debra J.p. Corbin Branson HS, MO	1,635	Vincetta Russo-Haber Youngstown Boardman HS, OH	1,576	Brian Bown Thunderridge HS, CO	1,526
Judith Rawls Air Academy HS, CO	1,634	Monica Wheaton Great Bridge HS, VA	1,575	Scott Allen Kingwood HS, TX	1,524
Diane Roza Stockton St Mary's HS, CA	1,628	Anna M. Tarr Granby HS, VA	1,575	Elizabeth Dillow Cheyenne Central HS, WY	1,523
Judy A. Meis Wahlert HS, IA	1,623	Scott Black Warren Central HS, IN	1,574	Melinda Murphy Albuquerque Academy, NM	1,521
Jan MacNally Benilde St Margaret's School, MN	1,622	Amy L. Kimura Kamehameha Schools, HI	1,573	William C. Thomas Denver Lincoln HS, CO	1,520
Michael Tillmann Cottage Grove Park HS, MN	1,618	Becki Sharp Golden H, CO	1,562	Michael Welborn Creighton Preparatory School, NE	1,519
Tammy Shedroff-Waller Mountain Ridge HS, AZ	1,618	Deb Mehew Muskogee HS, OK	1,560	Ron Richards Broad Run HS, VA	1,519
Keith Pittman Asheville HS, NC	1,610	Shari Johnson Malcolm HS, NE	1,558	Lisa Nieuwenhuizen Columbia Hickman HS, MO	1,518
Robert C. Burgoyne Eagle Point HS, OR	1,610	James J. Fore Lafayette HS, KY	1,557	Virginia M. Cawley Baldwin HS, PA	1,515
Mary A. Hamburger Cheyenne Central HS, WY	1,507	Peter Stein Houston HS, MO	1,557	Roger McCafferty Aberdeen Central HS, SD	1,513
Maureen M. Deblasio Bishop Guertin HS, NH	1,606	Eileen De Bruno La Reina HS, CA	1,554	G. William Grier Whitestone HS, AK	1,513
Linda Hebert Roseville Area HS, MN	1,602	Elizabeth A. McMahon Milton HS, GA	1,553	Anne Jones Canby HS, OR	1,512
Todd Richmond Byrd Sr HS, NC	1,602	Hanna Cusick Hickman Mills HS, MO	1,553	Kim Bentley Greer HS, SC	1,510
Walter D. Cook Fort Wayne Northrop HS, IN	1,601	Greg Brown Northridge HS, CO	1,550	Vicki J. Browne St Petersburg HS, FL	1,509
Harold P. Mulholland Vanguard College Prep, TX	1,600	James A. Combs Lafayette HS, KY	1,550	Robert White Shaker Heights HS, OH	1,508
Melan W. Jaich Polytechnic School, CA	1,600	Jerome Robinson Granada Hills HS, CA	1,549	Holly Wiesmann Colton HS, CA	1,508
Brenda Boudreau Bishop Carroll HS, KS	1,599	Tim Hollis Fayetteville HS, AR	1,547	Rod Dahlquist Duluth East HS, MN	1,505
Joanne Cunningham Clinton HS, MS	1,596	Scott McDermott Glenbrook South HS, IL	1,547	George Savarese Mt Lebanon Sr HS, PA	1,503
Glen M. Andersen Jr Centennial HS, CA	1,595	Thomas P. Durkin Loyola HS, MD	1,545	Tim Sweeney Thorndridge HS, IL	1,502
William W. Cloyd Holy Cross Regional School, VA	1,595	Marjorie A. Bierauge Snohomish HS, WA	1,544	Bruce Miller Bishop Guertin HS, NH	1,500
Jim Menick Hendrick Hudson HS, NY	1,595	Miceal Carr La Salle College HS, PA	1,543	Daniel L. Pecquet Hanks HS, TX	1,400
Kevin Dalmasse La Salle College HS, PA	1,594	Sandra J. Berkowitz Orono HS, ME	1,542		
Donald E. Hendrixson Moses Lake HS, WA	1,593	Sharon A. Townsend Plano West Sr HS, TX	1,541		

2004 Nationals

Mark your Calendar



Beehive Nationals

June 13-18, 2004

Salt Lake City, Utah

NFL'S TOP 50 DISTRICTS

(as of November 3, 2003)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	+1	California Coast	256	Lynbrook HS	551
2.	-1	Three Trails	226	Blue Valley North HS	503
3.	+10	East Los Angeles	166	Gabrielino HS	514
4.	+1	Heart of America	156	Independence Truman HS	358
5.	+1	New York City	146	Regis HS	334
6.	+8	San Fran Bay	142	James Logan HS	654
7.	+3	Kansas Flint-Hills	140	Washburn Rural HS	379
8.	--	East Kansas	135	Shawnee Mission East HS	382
9.	-6	Show Me	133	Belton HS	297
10.	+2	Sunflower	129	Wichita East HS	263
10.	-3	Rushmore	129	Sioux Falls Lincoln HS	281
12.	-8	Northern South Dakota	127	Watertown HS	325
13.	+3	New England	115	Lexington HS	265
14.	+2	South Kansas	114	El Dorado HS	228
14.	-3	West Kansas	114	McPherson HS	230
16.	+3	Rocky Mountain-South	110	Wheat Ridge HS	188
17.	+18	Northern Illinois	107	Glenbrook North HS	295
17.	+23	Ozark	107	Springfield Central HS	261
19.	-10	Northern Ohio	106	Howland HS	170
20.	-2	Northwest Indiana	102	Plymouth HS	354
20.	+11	South Texas	102	Houston Bellaire HS	528
22.	+5	Sierra	99	Centennial HS	237
23.	+2	Florida Manatee	98	Nova HS	370
23.	+3	Central Minnesota	98	Apple Valley HS	283
23.	+4	South Carolina	98	Riverside HS	272
26.	+9	North East Indiana	96	Chesterton HS	457
27.	-6	Illini	93	Downers Grove South HS	338
28.	-6	Nebraska	92	Millard North HS	225
29.	+13	Southern California	91	San Dieguito HS	219
30.	+7	Southern Minnesota	89	Eagan HS	293
31.	-4	Northern Wisconsin	88	Appleton East HS	243
32.	-17	Montana	87	Flathead County HS	211
33.	+4	Florida Panther	86	Trinity Prep School	185
34.	-7	Eastern Missouri	85	Pattonville HS	220
35.	-4	West Oklahoma	84	Norman HS North	244
35.	-15	Hole in the Wall	84	Cheyenne Central HS	286
37.	-14	Eastern Ohio	82	Perry HS	208
38.	+15	Arizona	81	Desert Vista HS	148
38.	-14	Carver-Truman	81	Neosho HS	294
40.	+4	Idaho	78	Hillcrest HS	185
41.	-10	North Coast	77	Gilmour Academy	183
42.	+16	Greater Illinois	76	Belleville East HS	143
43.	+18	Valley Forge	75	Truman HS	151
44.	+4	New Jersey	74	Ridge HS	199
44.	+6	Heart of Texas	74	Carroll HS	167
44.	+35	North Texas Longhorns	74	Plano East Sr. HS	207
47.	+22	Big Valley	72	Modesto Beyer HS	218
47.	-13	Northern Lights	72	Moorhead HS	213
47.	+2	North Dakota Roughrider	72	Fargo Shanley HS	161
47.	-1	East Texas	72	Klein HS	181

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	+2	Deep South	71	The Montgomery Academy	200
52.	-9	Golden Desert	70	Green Valley HS	167
52.	-12	Great Salt Lake	70	Salt Lake City West HS	167
54.	+23	Central Texas	69	San Antonio Churchill HS	234
54.	+4	Sundance	69	Jordan HS	159
56.	+17	Nebraska South	68	Lincoln East HS	141
56.	-4	Western Ohio	68	Dayton Oakwood HS	118
56.	+27	North Oregon	68	Gresham Barlow HS	123
59.	+14	East Iowa	67	Iowa City West HS	264
59.	+30	Chesapeake	67	Baltimore City College HS	78
59.	+2	New York State	67	Hendrick Hudson HS	121
59.	-2	Southern Wisconsin	67	Marquette University HS	166
63.	+1	Kentucky	66	Rowan County Sr. HS	140
64.	+1	Lone Star	65	Plano Sr. HS	161
65.	--	West Los Angeles	64	Arroyo Grande HS	114
66.	+11	Hoosier Heartland	63	Ben Davis HS	110
66.	+3	West Texas	63	Hanks HS	117
66.	-19	Utah-Wasatch	63	Sky View HS	154
69.	+20	Georgia Southern Peach	62	Starr's Mill HS	148
70.	+19	Mississippi	61	Hattiesburg HS	142
70.	-17	Pittsburgh	61	Bethel Park HS	155
72.	-21	Colorado Grande	60	Pueblo Centennial HS	265
72.	-14	East Oklahoma	60	Jenks HS	178
72.	-19	South Oregon	60	Eagle Point HS	91
72.	+16	Gulf Coast	60	Gregory Portland HS	155
76.	+3	Hoosier Crossroads	59	Carmel HS	120
77.	-38	Colorado	58	Mullen HS	152
77.	+2	Sagebrush	58	Reno HS	170
77.	+15	Carolina West	58	Myers Park HS	141
77.	-32	Eastern Washington	58	Gonzaga Prep HS	127
81.	-16	New Mexico	57	St. Plus X HS	124
81.	-8	Pennsylvania	57	Greater Latrobe HS	132
81.	+3	Tennessee	57	Hamblen HS West	119
84.	-5	West Iowa	56	Dowling Catholic HS	199
85.	+8	Tarheel East	55	Cary Academy	105
86.	-25	Rocky Mountain-North	53	Greeley Central HS	140
87.	-1	Louisiana	52	St. Thomas More HS	121
88.	-19	Wind River	51	Worland HS	118
89.	-13	Florida Sunshine	49	Academy of the Holy Names	148
90.	+5	South Florida	48	Archbishop Curley Notre Dame	119
90.	+6	UIL	48	Princeton HS	127
92.	-6	Puget Sound	46	Mercer Island HS	104
93.	-8	Tall Cotton	44	Amarillo HS	97
94.	-25	Western Washington	42	Auburn Sr. HS	83
95.	+2	Capitol Valley	39	Granite Bay HS	83
96.	-31	Georgia Northern Mountain	36	Centennial HS	78
96.	+4	Hawaii	36	Kamehameha Schools	104
96.	+2	Mid-Atlantic	36	Madison County HS	93
99.	-5	West Virginia	35	Wheeling Park HS	61
100.	-2	Maine	26	Lewiston HS	56
101.	--	Iroquois	22	Christian Brothers Academy	51
102.	--	Pacific Islands	20	Harvest Christian Academy	33

Meet the NFL Staff

NFL OFFICE



125 Wilson Street
Ripon, Wisconsin



Aerial View

Each month
the *Rostrum*
will feature
an NFL staff
member

IMPRESSED BY STUDENT ACCOMPLISHMENTS

Interview by Patti Kilburg, Head Point Recorder

Jackie Oakes is the Associate Secretary and Office Manager of the Honor Society of the National Forensic League. Jackie has an Associate Degree as a Technical Support Specialist. She joined the staff of the National Office in 1990 as a point recorder. She attended her first National Tournament two months later in San Jose selling merchandise.

Jackie has worked on site at thirteen National Tournaments. However, her work with the National Tournament starts back in the office where she processes every National Registration form submitted, making sure that all signatures, required information, event pieces, judge cards and finances are included. She oversees the processing of the entry so that the documentation is ready for each



In her early years, Jackie focused her efforts in merchandise, degrees, and end of day computer records backup procedures. She also assisted in the financial area when needed. The *Rostrum* was her next venture. She typed articles sent to the office and created page and advertisement layouts. As the National Forensic League grew she was asked to help the Associate Secretary and Office Manager, Marilyn Hageman, with different daily tasks. When Marilyn retired Jackie took over the Honor Society Office Manager job. With the NFL website, Jackie's responsibilities have expanded in helping coaches get online. "After 13+ years working for the National Forensic League, I have helped work in every department and position in the office except for National Secretary."

school at the beginning of the National Tournament.

Jackie's hobbies include crocheting, needlepoint and reading. Jackie is seldom seen at home without a book in her hand.

Jackie has been married to her husband Mike for 28 years. They enjoy their Harley Davidson motorcycle and ride each year to raise money for Muscular Dystrophy and Breast Cancer. She also enjoys her hummingbird and butterfly garden. Her one "child" Estoria, is a Sheltie (Shetland Sheepdog).

"When I began at the office, I had never even heard of forensics. But I have met so many new coaches and students over the years. What the students do amazes me. The students are so open to learning and impress me with their accomplishments."

PERSONNEL

I Want To Tell You A Story

By ~ Harold C. Keller

I want to tell you a story. It's a true story and I do hope you'll read it and learn something. It all started a long time ago, you know, the once upon a time back in Pittsburgh, P.A... Anyway, I met Albert Odom there. Albert Odom was the Director of the National Congress and since I had a student seated in the Senate, I was awed by the very presence of this man; Mr. Albert Odom, with a capitol M, the Director of the NATIONAL Student Congress. He was a giant in my eyes, and still is, as far as that goes. I still cherish the picture I have of Mr. Odom with my student Doug Siglin. That was a long time ago, way back in 1973, more than a quarter century ago. To think of the years that Albert Odom was an integral part of the NFL. It's amazing!

Since then, Albert Odom and I have become friends and oh, the stories he has told me. For example, he told me about this one Coach who is always getting in trouble. The Coach is a prominent one, and some of the trouble ... well, I'm getting away from my story. I do have a tendency to digress. I'd love to tell you about this Council Member that Albert had some inside information on, but that doesn't have anything to do with this story either. And the story he told me about Jim Copeland, mercy me. But that's also another story. I must stay on the topic. He even has one about Scott Wunn that would cause you to smile. But that's also another story.

Anyway, to make a long story short, and this is the truth, Albert Odom knows and has shared a lot of stories with me. Maybe sometime I can write some of his stories. Why, I think he has one for somebody, or even many bodies, in every state of the Union. He's been around the NFL block for many a year, as we old timer's well know. But his story telling time is coming to an end. Albert has terminal cancer. He's now living in an assisted living facility and I know he would like to hear from you and maybe you can share a fond NFL story with him. Just a card would also be nice if you don't have a story to share.

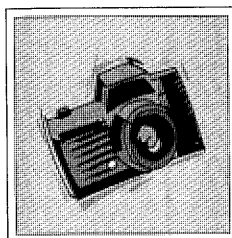
Albert Odom's real story rests in his many years of contribution to the NFL. It is a time to remember and express affection because, as Albert has always reminded me over these many years, *it is the word to the living that counts*. And now you know the story I'm telling. It is a true story, true but sad.



After service in World War II, Albert Odom graduated from college and started his educational career in Albany, New York, coaching and teaching English at Albany High School, NFL Chapter number one. In his relatively short coaching career, Mr. Odom had nine students qualify for the National Tournament. He served as the Associate NFL Secretary in Ripon for 25 years and worked as an Associate Secretary Emeritus for another ten years. Mr. Odom is a Diamond Key Coach and he was inducted into the NFL Hall of Fame in 1984. He has served the League under all of the Executive Secretaries.

Mr. Albert Odom passed away on Tuesday, November 11, 2003. We sincerely regret that we were unable to publish Mr. Keller's article in an earlier *Rostrum*. It is with a heavy sadness that we do remind all of our readers to heed Mr. Odom's words of wisdom, "It is the word to the living that counts."

Our Friend
Our Colleague



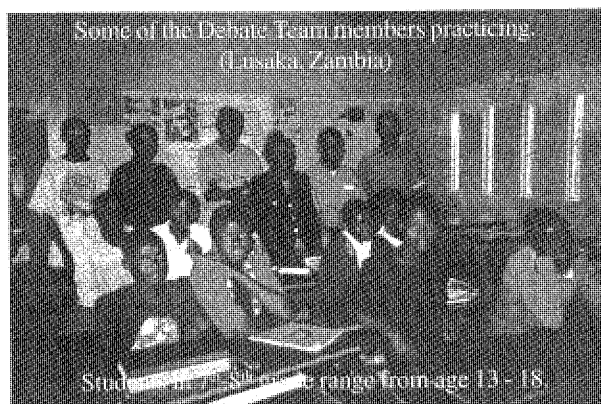
P i c t o r i a l

Submit pictures of
events
and activities to:
Attn: Sandy
NFL
125 Watson St
Ripon, WI 54971
nflrostrum@earthlink.net

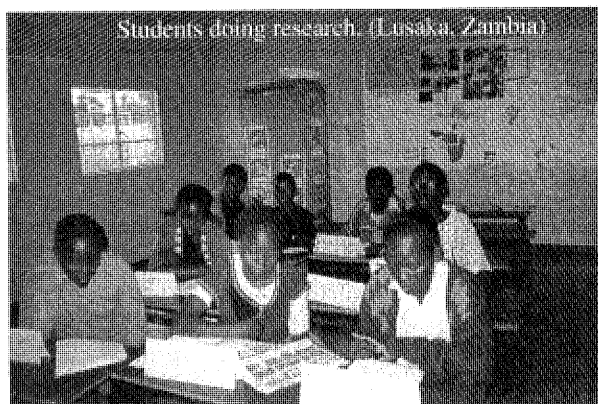
DEBATE IS ALIVE AND WELL IN MANY PARTS OF THE WORLD

Mary Furlong is a former (1st Diamond NFL) coach at Delone Catholic High School in McSherrystown, (PA), which is part of the Valley Forge NFL District.

I have just returned from Lusaka, Zambia where I served for over two years as a volunteer Educational Advisor for training teachers in a two-year weekend course.



Students in 7th - 8th grade range from age 13 - 18.



Students doing research. (Lusaka, Zambia)

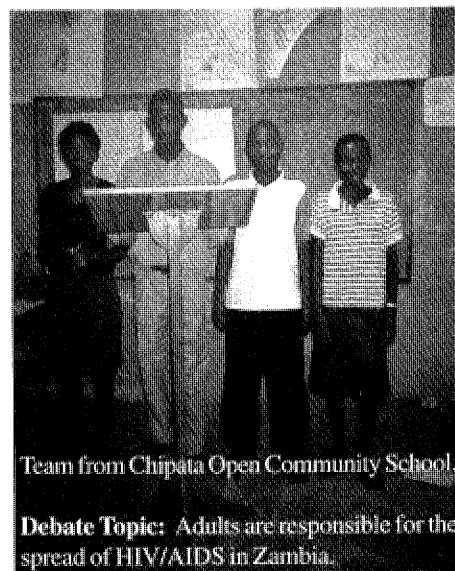
Because the number of teachers who graduate from college each year are outnumbered by the number of teachers who die from HIV/AIDS, there is a program to recruit and train teachers.

In early 2002, I was asked to join the newly formed National Debate Council and ended up serving as National Secretary until my return in August. We organized a regular league for secondary schools in Lusaka, the capital of the country. There are future plans in 2004 to take the program to four other provinces and the remaining four in 2005.

In July, 2003, one of my personal joys was recruiting community school teachers in organizing a debate tournament for 7th and 8th grade students from 20 community schools (community schools are for children who come from extreme poverty and whose families can't afford to send the children to the government schools that charge fees and require uniforms). With few materials other than local newspapers and the Bible, the students researched, organized and spoke eloquently on the impact of AIDS on the younger generation.

In 1995, I had a Fulbright in Malaysia and judged several debates at the college level. Debate is alive and well in many parts of the world.

With Care,
Mary Furlong



Team from Chipata Open Community School.

Debate Topic: Adults are responsible for the spread of HIV/AIDS in Zambia.

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