YOU DIDN'T BREAK AT NATIONALS?

Anton Ford
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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

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NATIONAL CHAMPIONS

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

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CDE Alumnus

Jennifer Rotman
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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
National Debate Champions

Winthrop Hayes
CDE Alumnus
National Champion
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1st Extemp, NFL Nationals
CDE Alumnus

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

David Applegate
National Champion
CDE Alumnus

Joseph Jones
NFL National Champion
CDE Alumnus

Blake Jones
2004 National Champion
CDE Alumnus

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FREE Summer Camp Information
Imagine you’re attending an introductory class on how to become great. Imagine your instructor for Greatness 101 is Abraham Lincoln. Apart from nurturing empathy and developing what he called “a questing mind,” what would Honest Abe suggest you do to prepare for a life of great achievement?

It would probably be the same advice he gave a group of young attorneys a decade before he became president: “Extemporaneous speaking should be practiced and cultivated.”

Wait a minute. You signed up to learn about greatness. This is a...speech class. Hands go up. We know this already. Teach us seven snappy steps to greatness. Mr. Lincoln is no stranger to hostile audiences and smiles patiently. Implicit in his advice to practice public speaking is the assumption that you’ll endlessly endeavor to have something to say.

Words, no matter how many or how well-turned, are not enough. Lincoln’s speeches, letters and proclamations comprise a massive volume. His prose is articulate, a high hurdle when you consider he had virtually no formal education.

His greatness, however, endures in “language charged with meaning,” as poet Ezra Pound once defined literature.

A lifetime of learning was evident in Lincoln’s speechmaking. Both extraordinary and everyday experiences were transformed into illustrative stories. Purposeful reading — he could quote Shakespeare at length and was familiar with the Bible — created a deep well of knowledge and an appreciation for artistic expression.

Less evident, because it was part of his method to conceal the effort, was his painstaking craftsmanship. He prepared extensively for speeches and debates, researching, analyzing, rewriting and rehearsing for days or weeks. His goal was not to impress but to illuminate. Lincoln didn’t simply orate; he brought fire down from mountaintops. And he still does.

Read his powerful landmark works again — his Gettysburg Address or second inaugural address, his “House Divided” or Cooper Institute speeches — and you’ll find yourself in the timeless presence of a man who speaks the truth and speaks it with compelling force. Notice how he stands modestly aside to give truth center stage. That, too, is greatness.

So lower your hands, students. Listen to the lanky, melancholy man in black who urges you to “practice and cultivate extemporaneous speaking.” He has “touched the summits of eloquence,” as biographer Benjamin Thomas put it. Indeed, Thomas wrote, “Mastery of language may have been the ultimate factor without which he would have failed.”

Yes, Greatness 101 is a speech class.
National
Forensic League

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From the Editor

J. Scott Wunn
Dear NFL,

Congratulations Coaches!

Featured in this month’s issue are the hundreds of coaches that work tirelessly every day to teach and coach the students of the National Forensic League. This month, we are especially happy to recognize the coaches that received Schwan Diamond Coach Awards at the 2005 Halls of Independence Nationals in Philadelphia, PA. A Schwan diamond is a prestigious honor that requires both longevity and success as a NFL coach.

In addition, it is our pleasure to recognize the inaugural recipients of the Donus D. Roberts Quad Ruby Coach Award which is given to coaches that earn their first 1000 coaching points, yet have not coached for the 5 years required to earn a first Diamond.

Our coaches are the heart and soul of this organization. They spend countless hours providing wonderful opportunities to the students of the NFL. Their commitment to educate and train forensic students is a commitment to developing the best and brightest citizens.

Thank you coaches for producing our future leaders!

J. Scott Wunn

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Sandy Krueger, Publications Director

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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.
Announcements

Topics

December Public Forum Debate Topic:

Resolved: That the National Basketball Association (NBA) should rescind its dress code.

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

Resolved: The use of the state's power of eminent domain to promote private enterprise is unjust.

2005-2006 Policy Debate Topic

Resolved: The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

---

FINAL BALLOT FOR 2006-07
NFL POLICY DEBATE TOPIC AND RESOLUTION SELECTION
Please vote for only ONE topic.

The area that receives the most votes will be the 2006-07 NFL Debate Topic and Resolution.

Assistance to Africa
Resolved: The United States federal government should substantially increase its assistance to Sub-Saharan Africa in one or more of the following areas: education, public health, nutrition.

National Service
Resolved: The United States federal government should establish a comprehensive program of mandatory national service by United States citizens.

Coach Signature: ____________________________
School Name: ________________________________
State: __________________

Ballot also available at www.nflonline.org, "Home" page.
Ballot must be postmarked no later than January 4, 2006.

---

The Cover Photo
2005 National Champion Coaches (Main Events)

January 2006 Rostrum
The People Speak 2005

NFL Hall of Fame Nominations Due

Who is eligible?
A coach with 25 years NFL Membership or retired.

Nominations must be postmarked no later than February 2, 2006.

Forward Nomination AND Coach Bio to:

Sandy Krueger
National Forensic League
P.O. Box 38
Ripon, WI 54971
or
e-mail: nflrostrum@centurytel.net

L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U
or
Check the NFL Website News page at www.nflonline.org

Rostrum
Cover Story

2005 "Circle of Champion" Coaches

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Meet the Council

Rostrum
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Dec 13 - Dec 19
Two-Day Shipping for the price of ground

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Hoodies $32.99
PUBLIC FORUM DEBATE

Implementing Positive Changes to a Popular Event

The Public Forum Debate "craze" is sweeping the nation. It has quickly become one of the most popular forensic events in the country and the excitement surrounding the new event seems to be growing everyday. In the months of October and November alone, over 24,000 individual rounds of Public Forum debate competition were reported to the National Forensic League.

With a growth in the popularity of Public Forum comes a responsibility to evaluate its definitions, guidelines, and overall organizational structure. In an effort to do just that, the NFL Executive Council asked President Tate to appoint a national committee of coaches to review all aspects of Public Forum Debate and make recommendations to the Executive Council that it felt would improve the event.

This past summer a national committee consisting of nine coaches from around the country met to participate in an in-depth review of Public Forum Debate. At the conclusion of its meetings, the Committee presented the Executive Council with a thorough report of its discussions, considerations, and recommendations for change. At its fall meeting, the Executive Council reviewed the report, considered all recommendations, and then took action on many of the items.

Defining the Event

The Committee recommended a comprehensive definition of Public Forum Debate that spoke to its specific and unique characteristics. The Executive Council agreed with the committee and passed the following NFL definition of Public Forum Debate to be included in League manuals:

Public Forum Debate is a team event that advocates or rejects a position posed by the resolution. A central tenet of the debate is that the clash of ideas must be communicated in a manner persuasive to the non-specialist or "citizen judge", i.e. a member of the American jury.

The debate should:
- display solid logic, reasoning, and analysis
- utilize evidence but not be driven by it
- present a clash of ideas
- counter the arguments of the opponents (rebuttal)
- communicate ideas with clarity, organization, eloquence, and professional decorum

Public Forum is a unique debate form. While Policy Debate focuses on a plan to solve the problem(s) posed by the resolution, and Lincoln Douglas Debate focuses on the core value of the resolution, Public Forum Debate focuses on advocacy of a position derived from issues presented in the resolution, not a prescribed set of burdens.

Topic Selection

The Committee also proposed a formal method in which Public Forum resolutions should be created, worded, revised and ultimately chosen.

Resolution creation and selection in Public Forum presents unique challenges for a few reasons. First, Public Forum Debate topics change each month which means that there are more resolutions to produce in a single year than there are in Policy or Lincoln Douglas Debate. Second, PFD topics are to be "stripped from the headlines" so to speak in that they should be as timely as possible which requires that the resolutions be written within a few months of being debated. Also, information on the topics should be easily accessible
through multiple online sources. Finally, the resolutions must be narrow enough that the topic can be covered and debated in front of a community judge in a short time span of less than 40 minutes.

In order to produce the best resolutions, the Executive Council, with the assistance of recommendations from the Committee, created a specific protocol for Public Forum Topic selection. The protocol will be as follows:

Appointment of the National Topic Wording Committee
- In the fall of 2005, the NFL President will select a committee (comprised of 1 chairperson and 6 members) to serve as the National Public Forum Topic Wording Committee.
- The committee will consist of individuals that reflect geographical diversity and have shown expertise in both the coaching of the event and resolution development.
- All committee members will serve a two-year term. Initially, the committee chairperson and three other members will be appointed to terms that will expire in the fall of 2008 and the other three members will be appointed to terms that expire in the fall of 2007. Subsequently, the NFL President will appoint future members as required by the established rotation.

Selecting a Topic
- The new procedures for Public Forum Topic Selection will begin with the March 2006 Topic.
- Resolution ideas from the NFL membership are encouraged and welcomed throughout the year, including the summer. Ideas are to be submitted to the NFL via the website, www.nflonline.org. All recommendations received will be forwarded to the National Topic Wording Committee Chairperson.
- The Committee will consider the resolution recommendations from both the NFL community and individual committee members at least one month prior to the release of a topic.
- Resolutions will be evaluated by committee members on the following principles: timeliness, clarity and precision of wording, availability of online research on both sides, presence of fair and equal ground and overall argument balance, immediacy, media relevance, excitement and perceived student interest, perceived community interest, and ability to be understood by a public audience. In addition, resolutions used in September and October should be easy and accessible to coaches and novice debaters as well as ignite interest.
- After receiving feedback from committee members on the recommended resolutions, the Chairperson will determine the top three to five resolutions for consideration and solicit specific wording and revision recommendations from the Committee.
- Through online communication and telephone conferencing, the National Wording Committee will determine the best wording for each of the three to five resolutions being considered. Then, the Committee, through a majority vote, will determine the resolution that will be submitted to the National Secretary.
- The Chairperson will forward the committee’s resolution recommendation to the National Secretary for final consideration at least 7 days prior to the topic release deadline.
- The National Secretary must approve the final wording of each resolution. The National Secretary may send the resolution back to the Committee for further review and/or consideration.
- The NFL National Office will release the official resolution on its website, www.nflonline.org, on the first day of the month preceding the month in which the topic is to be debated. The National Tournament Resolution will be released on May 15th of each year.

Recommended General Topic Areas (Not Exclusive)
To provide students and coaches with a variety of debate experiences, the committee should consider the range of topics areas in the news. The categorical areas of the resolutions should vary as much as possible while upholding the principles described above. Recommended potential categorical and topic area examples:

PFD Topic-Areas Examples:
- Legal Issue
- Domestic Economics
- Artistic/Literacy
- Foreign Policy
- Bioethics
- Moral Issues
- Entertainment
- Justice Issues
- Domestic Politics Popular
- Philosophical Issues
- Education
- Medical
- Societal issues
- Conflicts (Urban, Regional, Global)
- International Economics
- Culture
- Global/Environmental
- Business
- Science
- Transportation
- Culture Wars
- Media
- Militarism
- Technology
- Election Issues
- Sports
- Domestic Policy
PFD Topic-Categorical Examples:
- Politics (elections, culture wars, bioethics)
- Science (technology, medical, environment)
- Cultural (artistic, literary, moral, social)
- Business (Wall Street, jobs, ethics)
- Education (No Child Left Behind, accountability)

Economics (transportation, international, domestic)
Entertainment (media, popular culture, sports)
Military (militarism, conflicts, intervention)
Foreign Policy (conflicts, Middle East, genocide)
Judicial (legal, courts, Supreme Court)

**The Ballot**

A sample of the new and approved Public Forum Debate ballot is on page 12. There are two noticeable differences in the new ballot. First is the use of team speaker points. The Executive Council and the recommendations committee felt that the use of speaker points rather than letter grading would be more useful at regular invitational tournaments for breaking ties and creating speaker point awards. The team speaker point concept was established as a new and unique way of emphasizing the “teamwork” nature of debating. Second, the ballot has more space for judge comments and the reason for decision.

**Rules Clarifications**

The summer recommendations committee conducted a thorough analysis of all current Public Forum rules/guidelines. The committee recommended a few rule clarifications/changes which were approved by the Executive Council.

- **Crossfire** - The NFL rules will now clearly state that debaters should stand for regular Crossfire and remain seated for Grand Crossfire.
- **Plans and Counterplans** - The NFL rules will clearly state that...

> "In Public Forum Debate, a plan or counterplan is defined by the NFL as a formalized, comprehensive proposal for implementation. Neither the pro or con side is permitted to offer a plan or counterplan; rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions."

- **Evidence Rules and Citation in Public Forum** - The Executive Council agreed to common language for the proper citing and use of evidence for all areas of debate. Students and coaches should refer to item #4 on page TD-6 of the District Tournament Manual for clarification on all debate evidence rules.

The Committee discussed additional issues in Public Forum Debate such as the Coin Toss and Final Focus, but did not recommend any changes in these areas.

The Executive Council and the National Secretary would like to thank the National Public Forum Recommendations Committee for its incredible work this summer. The recommendations from the Committee were instruments of positive change.

---

**NFL Updated Manuals available on the NFL website**

[www.nflonline.org](http://www.nflonline.org)
Before every round, flip a coin to determine the side and speaking order of the debate. The winner of the flip has the option of choosing either the side (pro or con) or the speaking order (1st or 2nd) in the round. The team that loses the flip makes the remaining choice, either side or speaking order. After this is determined, record the names of the competitors. Please note that new arguments in the Final Focus are to be ignored. The Final Focus must be based on arguments and issues previously addressed in the debate.

Please do not fill out this ballot until after the coin toss has been completed and the debaters have determined side/speaking order.

<table>
<thead>
<tr>
<th>Code</th>
<th>Side</th>
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<tbody>
<tr>
<td>Speaker 1</td>
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<tr>
<td>Speaker 3</td>
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<tr>
<td>Speaker 2</td>
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<tr>
<td>Speaker 4</td>
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</table>

Team Points _____

29-30 Outstanding
27-28 Above Average
24-26 Average
20-23 Below Average

The team that won this debate is _______________ representing the PRO/CON (please circle the winning side).

(Code)

Comments to debaters: ________

Comments to debaters: ________

These are the reasons for my decision:

Order/Time Limits of Speeches

- Speaker 1: 4 min
- Speaker 2: 4 min
- Crossfire (1&2): 3 min
- Speaker 3: 4 min
- Speaker 4: 4 min
- Crossfire (3&4): 3 min
- Speaker 1 Summary: 2 min
- Speaker 2 Summary: 2 min
- Grand Crossfire (all): 3 min
- Speaker 3 Final Focus: 1 min
- Speaker 4 Final Focus: 1 min
- 2 minutes of Prep Time per Side

Judge Signature _______________ Affiliation/Occupation _______________

10/25/05
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- improvement of delivery

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"Commodity" Is Not a Four Letter Word

A Response to "The Commodification of LD"

By Dr. Rich Edwards

"The Commodification of LD," which appeared in the October 2005 Rostrum, is a thought-provoking article written by Jason Baldwin. The thesis of the article, it seems to me, is that there are "problems with the growing commercial culture in LD" (Baldwin). The "profit motive," Mr. Baldwin says "can be especially destructive by giving students what they want (tips for trophies now) rather than what they need (skills for life later)." He adds that "commercialization has fed the cancerous growth" of practices — speed, spread, and jargon — which strike at the heart of what was once good about Lincoln Douglas debate. Mr. Baldwin persuasively outlines the dangers of commercialization, but in doing so he unnecessarily demeans the choices made by coaches and debaters who have discovered the usefulness of Lincoln Douglas workshops and preparation materials.

The word "commodity" comes directly from the Latin commodus, meaning "useful." According to the Oxford English dictionary, "commodity" means "a thing of use or advantage to mankind" (Simpson and Weiner 563). How is it, then, that postmodern intellectuals have come to see "commodity" as a four letter word? The term "commodification" finds its origin in the writings of Karl Marx. In his 1867 work, Das Capital, Marx described "commodity fetishism" as the practice of turning what should be owned by the collective (the state) into a private good which can be bought and sold (Marx 83).

In fairness, I am not accusing Mr. Baldwin of spreading communist (or even postmodern) doctrine. Indeed, in his article he says he is "not condemning the profit motive as such." He also implies that he is no fan of the postmodern critique as it is applied to Lincoln Douglas debate, referring it derisively as "so-called postmodern, so-called philosophy." In Mr. Baldwin's opening paragraph he declares that "the commercialization of LD is not an unmixed blessing," implying that there may be some "blessings." I find it, therefore, curious that the article would be tied through its title to a postmodern view so closely associated with Marxist philosophy.

In the traditional free market model, the notion is that supply and demand exist in a dynamic relationship; when a commodity is in great demand and short supply, the commodity price goes up. When the supply of a commodity exceeds demand, the price falls. If demand disappears, the commodity ceases to exist. The consumer is viewed as an intelligent decision maker who will be the ultimate regulator of the quality and volume of goods in the marketplace.

In the Marxist view, capitalists conspire to turn a "free good" into a commodity which can be bought and sold; they artificially stimulate demand so that the price will rise. Advertising is inherently evil because it attempts to create demand where none would otherwise exist. Consumers are seen as a dullards who mindlessly purchase goods simply because they have been advertised.

Consistent with such a view of consumers is Mr. Baldwin's statement that the purchasers of LD materials are "not equipped to distinguish wheat from chaff. A defining feature of studenthood is not knowing what one needs to know." The implication is that market mechanisms are inherently flawed because consumers are consistently duped into purchasing what is of no benefit to them. Mr. Baldwin's advice, therefore, is to avoid profit-based workshops and preparation materials in Lincoln Douglas debate. He suggests, for example, that debaters should attend only nonprofit institutes and use only the free materials available from the NFL web site.

Mr. Baldwin's ultimate solution to the problems currently plaguing Lincoln Douglas Debate is that coaches should "not purchase topic-specific debate products for your students, and discourage them from purchasing them privately." If debaters work without such assistance, they will know the "empowering" feeling of being able to do for themselves what other people must pay to have done. Concerning summer institutes, Mr. Baldwin advises that debaters should avoid for-profit operations, preferring nonprofit alternatives.

I would like to encourage coaches and debaters to continue to use their own best judgment when purchasing preparation materials for Lincoln Douglas debate and when making decisions about attending summer debate institutes. Since Mr. Baldwin has persuasively described the disadvantages of using profit-based resources, I would like to provide some balance by outlining the advantages.

ADVANTAGES OFFERED BY TOPIC-SPECIFIC PREPARATION MATERIALS

Topic-Specific Materials Promote Participation

Preparation materials make it possible for some debaters to participate in Lincoln Douglas debate who would otherwise not enter the activity. Topic-specific preparation materials lower the barriers to entry. What are these barriers to entry? Students who could not afford to attend a summer debate institute will be asked to compete against those who returned from the summer with cases prepared on the most likely topics. Students who are the lone competi-
tors from their high schools will be asked to compete against those who pool resources with dozens of debaters on a single squad. Students whose "season" involves one tournament will compete against debaters who have attended many tournaments.

Topic-specific preparation materials level the playing field, making it more likely that first-time players will choose to compete. For students who simply "read" the argument briefs they have purchased, the likelihood of competitive success is minimal. But for bright beginners, the preparation materials may provide the spark that will light the way to striking results.

**Topic-Specific Materials Can Be Used in Educationally-Sound Ways**

Where else in education would we insist that students learn "on their own" with no assistance from printed resources? Textbooks in English grammar, advanced algebra, biology, and other subjects are topic-specific and highly prescriptive. Nor is it likely that these textbooks have been produced by nonprofit consortia.

**Topic-specific preparation materials in Lincoln Douglas debate can teach through the use of models.** In classical rhetoric, argument models were used as key elements in "invention" (invention being the one of the five ancient canons of rhetoric dealing with the construction of speech content). In Aristotle's *The Rhetoric*, for example, students were advised to learn thirty "commonplaces" which could be applied to various topics (Aristotle 159).

One might object that the use of argument briefs crosses over into plagiarism in that a student is using material prepared by someone else. If this is the objection, then it would be wrong for debaters to share briefs with others from the same school; similarly, it would be wrong for students returning from summer institutes to utilize briefs prepared by other members of their lab group.

In most forms of debate, whether policy, Lincoln Douglas, or public forum, the debate community has not viewed the sharing of briefs as instances of plagiarism. The reason is that briefs are viewed as building blocks of the argument rather than as fully formed cases.

**Topic-Specific Materials Can Promote Brainstorming**

When a new Lincoln Douglas topic is announced, the first task for any squad is to brainstorm possible affirmative and negative approaches. If commercial preparation materials are viewed as a be-all-end-all list of available approaches, then brainstorming can be stifled. The obvious solution is to view such materials as adding to a cafeteria of possibilities. Topic-specific preparation materials in Lincoln Douglas debate can expose students to new ideas — ideas that they might never have conceived without such stimulation.

Coaches considering the purchase of topic-specific materials should ask themselves whether their students would utilize the materials to "jumpstart" their brainstorming process or to short-circuit creativity. The answer would most likely depend upon the way that the preparation materials are utilized.

**Topic-Specific Materials Can Assist Coaches**

Some coaches restrict student use of pre-prepared materials, but utilize these resources as teaching supplements. Coaches also are called upon to assist debaters in preparing for the whole range of cases they are likely to confront in an upcoming tournament.

Coaches have a difficult job managing their normal teaching responsibilities along with the variety of extracurricular activities they supervise. Topic-specific preparation materials can be used in such a way as to lighten this load.

**Topic-Specific Materials Can Provide a Starting Point for Experienced Debaters**

I fully agree with Mr. Baldwin that the best Lincoln Douglas debaters should not present pre-packaged materials. For such debaters, pre-packaged materials would simply provide an index of the arguments they should be prepared to answer. Excellence in Lincoln Douglas debate requires that the student demonstrate persuasive mastery of his or her position. Such mastery requires much more than reading an argument in the constructive speech. Cross examination and rebuttal speeches separate "readers" from expert debaters.

**Topic-Specific Materials Can Serve as a Bibliographic Resource**

Lincoln Douglas debate looks at contemporary social issues through the lens of enduring philosophical controversies. Unfortunately, the research resources most available to high school students only rarely present a philosophical perspective on contemporary issues. Newspaper articles and Internet Web sites, because of the brevity of their treatments, are usually not the best resources for examining the philosophical underpinnings of matters such as journalistic privilege or judicial activism. Books and manuscript-length materials typically offer the best resources. Unfortunately the best resources are also the least available. Debaters with access to major university libraries have a substantial advantage over others because of access to book and manuscript resources. Debaters without such access need assistance in assessing whether it is necessary or worthwhile to go to amazon.com or barnesandnoble.com to purchase a book.

Topic-specific preparation materials can serve the same function as a bibliographic essay or an annotated bibliography. A simple bibliography provides a list of resources, but offers little insight into the worth of the ideas one might find in the various listings. Topic-specific preparation materials allow coaches and debaters to evaluate how important it might be to locate a particular book, law review, or journal article.

Beginning debaters might well find it sufficient to utilize the quotations provided in the pre-packaged briefs; experienced debaters would be able to evaluate the importance of locating full text of the book or article.

**HOW IMPORTANT IS THE NON-PROFIT/FOR-PROFIT DISTINCTION?**

I submit that coaches and debaters should decide what materials they should use based on the usefulness of those ma-
Special Interest

terials, not on whether the materials are produced as part of a for-profit operation.

Eli Noam, professor of finance and economics at Columbia University, writing in a recent article entitled "Two Cheers for the Commodification of Information," points out that the commercialization of information is really not new, but has been going on for centuries:

Gutenberg printed his bibles to sell them as part of a commercial venture. His unabashed goal was not religion but personal enrichment. The Globe Theatre in London charged admission to Shakespeare plays. Rembrandt sold his paintings and they were resold to others. It is not easy to locate a golden past when information of value to many was not commercialized, jealously guarded, or meted out as a special privilege, but rather freely given away with no expectation for a reward. (Noam 46-47)

Most worthwhile endeavors in education involve an admixture of altruism and commercialism. My good friend Brent Hinkle recently quit his day job as a computer programmer to give full-time attention to the support of his joyoftournaments.com software system. He had a wonderful experience in high school forensics, and he is committed to using his skill as a programmer to make life easier for tournament directors and for coaches who wish to enter tournaments. He wishes to make his livelihood doing something worthwhile — something that makes a difference for the activity he loves. Those schools using his software do so out of a determination that his services are well worth the purchase price.

It is my abiding hope that persons who sell resources for Lincoln Douglas debate (whether preparation materials or for-profit workshops) do so because they wish to assist coaches or promote student participation in the activity. Based upon my own acquaintances, I believe this to be the case.

Mr. Baldwin praises the University of Iowa's Summer Institute in Forensics for its contributions to Lincoln Douglas debate while criticizing for-profit workshops. Given my own long-time involvement with the teacher's workshop section of the Iowa Institute, I am reluctant to disagree with this observation. Nevertheless, I believe that the quality of the Iowa Institute has more to do with its distinguished Lincoln Douglas staff (of which I am not a part) and less to do with its nonprofit status.

The differences between nonprofit and for-profit institutes are often quite small. Nonprofit status for a summer institute does not mean that the staff members teach for free; it simply means that the host institution does not expect to make a profit. The tuition for attendance at nonprofit institutions is often roughly similar to the cost of attendance at for-profit workshops.

Mr. Baldwin suggests that debate coaches can pool their teaching talent with neighboring coaches to form low-cost local workshops. This is already happening throughout the country, and I see it as a healthy phenomenon. I disagree, however, with the notion that these operations are an alternative to commercialism. The coaches who participate in local workshops usually charge a fee for their teaching services, which is entirely appropriate. Again, commercialism blends with altruism to meet a consumer demand. Some teachers may forego other employments to teach for free, but we have no right to expect such choices. Should we expect, for example, that debate coaches (because they love the activity) should receive no stipend or supplement for their extracurricular assignments?

Simply put, I am uncomfortable with the notion that nonprofit operations are good, and for-profit operations are bad.

DOES THE "COMMODIFICATION" OF LD CREATE A DESTRUCTIVE "STAR SYSTEM?"

Mr. Baldwin argues that "the commercialization of LD" creates an unhealthy "celebrity culture." Sellers of debate products allegedly create (through their advertising) "debate stars" in the drive to create more customers. These advertisements feature flattering biographies and testimonials designed to stimulate demand. Mr. Baldwin argues that the star system continued on page 20
UNIVERSITY OF KENTUCKY

STUDENT CONGRESS TOC

PUBLIC FORUM ROUND ROBIN TOC

Lexington, Kentucky
April 29, 30, and May 1, 2006

QUALIFYING TOURNAMENTS IN STUDENT CONGRESS:

CONGRESS SEMIS TOURNAMENTS:
National Catholic Forensic League, National Forensic League, Harvard University

CONGRESS FINALS TOURNAMENTS:
Wake Forest, Yale University, University of Pennsylvania, St. Mark’s School, Florida Blue Key, Glenbrooks, Crestian, Emory University, Stanford University, James Logan, University of California Berkeley, Villager, Grapevine, University of Texas Austin, Churchill Texas

STUDENT CONGRESS TOP SIX:
Nova Titan, Columbia, Princeton

In addition to the above, Student Congress participants can qualify for the TOC in the following manner:

A. STATE CHAMPIONSHIPS COUNT AS ONE OF TWO REQUIRED BIDS: The top six contestants in a state’s Championship Tournament will receive a leg provided that ONE of the following conditions is met:

   i. All the students attending the State Championship qualified to that tournament through a competitive district/regional tournament or series of tournaments.

   ii. If a state’s championship tournament is “open” to all contestants, there must be 48 or more students competing in Student Congress.

B. NFL DISTRICT STUDENT CONGRESS: Qualification to the NFL National Student Congress will count as one of the two required bids.

For applications for the TOC Public Forum Round Robin & Student Congress, contact:

Dr. J. W. Patterson, Director
Tournament of Champions
University of Kentucky
205 Frazee Hall
Lexington, Kentucky 40506-0031
859-257-6523
jwpatt00@uky.edu
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  Lincoln-Douglas Debate - Due Process vs. Truth

✓ Available in 2 VHS Tapes or 2 DVDs

✓ Shows both male and female debate:
  Policy Round: 3 Girls and 1 Boy
  LD Round: 2 Girls
  PFD Round: 3 Boys and 1 Girl

✓ Solid, "middle-of-the-road" style of debate

✓ Great value for the price of $74.95
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“Elevates high school debaters to celebrity status,” which is bad because it causes our students to become “too fixated on tournament success.”

We should first recognize that debate competition is not unique in its tendency to attract and promote students with big egos. Any competition with winners and losers will produce the same effect. Every time we conduct an awards assembly or post results on the Internet we celebrate the success of those who are at the top. If such celebration is evil, then it is an evil inherent in the nature of competition itself. It is a byproduct of competition itself that the great football player becomes a “star.” He will become the object of newspaper stories, and his services will be sought after by competing college programs. Personally, I find it a wonderful outcome if high school students can be celebrated not simply for their athletic prowess, but also for their success in academic competitions such as debate.

Does “celebrity status” in debate create some problems? Yes it does, but it also promotes worthy values. Before considering the problems, I would like to dwell on some of those worthy outcomes. When I was a ninth grader at B.C. Berg Junior High in Newton, Iowa, I dearly wanted to be a debater. I didn’t even know what debate was, but in my home town debaters were celebrities; pictures of football players were on page 4 or 5, but the pictures of state champion debaters Larry Griswold and Tom Sersland were consistently on the front page. Upon reflection, I realize that I made the life-changing decision to become involved in debate primarily because of the celebrity status of debaters in my high school. When, as a ninth-grade beginner, I had the opportunity to be judged by Larry Griswold, it was almost like hearing from God. In fact, I still have a ballot written by Larry Griswold some forty years ago.

A second desirable outcome of celebrity status is growing confidence in one’s own ability. Success in many “real world” activities requires a “big ego.” We often need an unshakable confidence in our own ability, even in the presence of doubters. The ability to look back at past success — whether in the form of tournament wins, earning an NFL double ruby, a high school diploma, or the award of a college degree — equips us for confronting future challenges.

But what of the problems associated with a “star system?” Everyone associated with forensics is aware of the impact of “reputation” on judging. It has always been true that competitors with “celebrity status” win some debates because the judge unfairly gives them the “benefit of the doubt.” Well-known debaters receive the presumption in many debates. This phenomenon did not begin with the appearance of commercial preparation materials or for-profit workshops. It is, again, a problem inherent in any competition where judging is based upon subjective factors. It happens in football games where the calls of the officials somehow seem to favor a team which is an overwhelming favorite.

An acknowledgement of the history of showing favoritism to “stars” does not, however, excuse the unfairness. Judges should accept the professional responsibility to set aside their own expectations and decide the round based on the performance of the debaters. If that means that an unknown competitor out-debates a well-known “star,” then so be it. Good judges are always willing to make such calls; poor judges are intimidated into voting “the list.”

If it is true that some judges make their decisions based on where a student went to institute (or whether they went to institute), then such judges should be (and ultimately will be) regarded as poor judges. If any judge has a well-earned reputation for voting based on unethical considerations (such as where a student went to institute), then the judge should not be hired by a tournament director. If such a judge is a school judge, then the tournament director should simply avoid placing the judge in important rounds where the unethical behavior could influence the tournament outcome. Any institute director who requests or encourages such judging behavior damages his or her own reputation and that of the institute itself. Again, however, I personally doubt that such behavior is widespread. I believe that the power of “reputation” to influence the outcome of debate rounds has a much longer history, having little to do with institutes or preparation materials. To the extent that such judging behavior exists, it should be condemned; yet in any activity where judging is subjective, the bias toward “the list” will always be a problem. It should be recognized, however, that debaters with celebrity status win most of their rounds because they are good, not because they have a reputation.

CONCLUSION

In “The Commodification of LD” Jason Baldwin highlights some concerns that should generate an interesting round of discussion in our community. While I agree with many of the concerns expressed, I disagree with what I see as his central focus (despite the disclaimers): the assumption that commercialism is inherently bad. Coaches and debaters should make their own decisions about the usefulness of Lincoln Douglas resources without the presumption that whatever is commercial must be evil.

Dr. Rich Edwards
Richard_Edwards@coven.edu is professor of communication studies at Baylor University.

The author wishes to thank Dean Rhodes (debate coach at Trinity Prep in Winter Park, Florida) for his assistance in reading an earlier version of this article and making helpful suggestions.

Works Cited


The Harker School

2006 West Coast Finals

March 3-5, 2006 • San Jose, CA

This is the last TOC-qualifying weekend of the 2005-06 Season!

The Harker School is pleased to announce the Howard and Diana Nichols Invitational, a TOC qualifier at the Finals level in both Policy and Lincoln-Douglas Debate.

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The Victory Briefs Daily

The Victory Briefs Daily is our community’s most reliable and vibrant source of news, information, results, photos and discussions relevant to issues that face debate competition today. With special features, including a coaches column, a theory column and interviews, VBD has become the must go debate stop for debaters, parents and coaches.

As we are rolling out more websites to give free information to coaches, parents and competitors, we are always looking for paid columnists, volunteer correspondents and other contributors. If you are interested, please email Mike Bietz at bietz@victorybriefs.com.

The Victory Briefs Tournament

When: January 7 & 8, 2006
Where: The Archer School for Girls – Brentwood, CA

Known as the VBT@Archer, the Victory Briefs Tournament hosted by the Archer School for Girls, is one of the country’s fastest growing tournaments. We try to provide debaters with a unique opportunity to debate in front of experienced critics eager to help each student improve in both debating skills and argumentation for the very important Jan/Feb NFL resolution. On the Friday prior to the tournament we also host two Round Robins – one for 12 of the country’s top LDers and one for sophomores.

We hope you can join us in sunny Los Angeles!

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The Victory Briefs DVD series started three years ago when a number of coaches and parents asked us for more LD teaching tools. Our series features debaters who have been successful on the local, state and national level. Each DVD features a full round on one of the NFL resolutions. This year we are also happy to offer an entire set of all 10 demonstration debates (from the list of 10 potential NFL resolutions for 2006) in a two DVD package. Purchasing this makes a great classroom tool as well as a way to teach skills on many different topic areas.

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vbi... is...
imagination... intelligent... integrity... inspired... innovative... and our Institute 2006

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www.victorybriefsinstitute.com

The Victory Briefs Institute at UCLA began in 2001. Since then, the institute has grown in both popularity and experience. We were built on the vision of dedicated debate educators desiring to bring fresh ideas and an innovative curriculum. Today, with the addition of a number of the top debate teachers in the country, over 700 students have been through our program. What is more, over 200 students have returned to VBI for a second, third, or even fourth time.

With programs specifically designed for both top-caliber debaters, first-time novices, and everything in between, we have become the trusted institute for a number of the top NFL programs in the country—many of whom sent more than 10 students to VBI@UCLA & Session II.

We believe our success lies in our staff of more than 60 instructors, each bringing unique perspectives and teaching styles to give our institute, without compare, the most diverse staff available next summer. This diversity means that we can give students the tools necessary to win in front of any judge at any tournament on any resolution.

Some institutes do a fine job teaching students to win in front of national circuit judges exclusively. VBI has built its reputation on believing that the art of successful debating requires the ability to adapt to judges of all experiences and preferences. This belief has paid-off for our alumni. Since 2002, VBI alumni have won not only nearly every major national circuit invitational, but also:

- The TOC in 2003, 2004 & 2005
- The NFL National Tournament in 2004 and 2005
- The NCFL Tournament in 2004 & 2005
- Over 20 state tournament finalists
- Dozens upon dozens of local and regional tournaments

Perhaps, though, we are most proud of our alumni who are now clearing or achieving better records than they had in previous years. We take great pride in the improvement of our entire student body, not simply the excellence of a few who were already successful.

Tentative Staff for Summer 2006:
How Does Your Team Get to Know Each Other at the Beginning of the Season?

Visit the ‘Student Resources’ section of the NFL website for future question(s) posed.

---

**Soo from Arizona**

Each person would introduce him or herself. Then the next person who spoke would be tied to the previous speaker by the wrist or the ankle...so it was like an expanded version of a three-legged race across the speech/debate room floor.

---

**Jon from Indiana**

By gathering during meetings and having to partner up and ask them questions. Then prepare a small speech about them and tell everyone using that speech about the person you interviewed.

---

**Nathan from Colorado**

This year, we’re doing a fall retreat at the school; lots of good practice and getting-to-know-yous. We also host our district’s first Congress of the

---

**Alyssa from Missouri**

We all get warmed up for the season by competing in the “Speech Olympics.” It gives the Varsity squad an opportunity to see what the upcoming Novice looks like.

---

**David from Nevada**

We randomly partner up with someone, and we must do either a duo or a dual debate event.

---

**Nathan from Pennsylvania**

Every year before school begins we meet somewhere for a pre-season party. This year we went to my coach’s house and played darts.

---

**Michael from Texas**

We sit around the table and talk about our past, what we enjoy doing, why we want to be in debate, and what we hope to get from being in debate.

---

**Clara from Indiana**

Our varsity team gets to know our novice at the beginning of every season through peer coaching. The varsity coaches the novice preparing them for their own festival, and then judge the festival. This allows our team to meet new members and see our talent.

---

**Kenzie from Missouri**

We went around the room and told our name, and something about ourselves, or something that happened over the summer.

---

**Deion from Indiana**

Well, this week being fall break, we decided to go to a haunted house together. This gives us a chance to bond and have a great time at the same time. Also, we will receive a discount if we have enough people show up, so that is also a plus. It is a time to reflect on our first debate.

---

**Juan from Missouri**

We debate together learning together how to debate. We also work together on a case and basically learn something about each other that we never knew before.
Richard Sodikow began his NFL coaching career in 1969 at the prestigious Bronx High School of Science in New York. Richard Sodikow was inducted into the National Forensic League Hall of Fame in 1995. Other honors include receiving the NDCA Lifetime Achievement Award in Debate Coaching and Direction in 1998, membership in the Glenbrook High Schools Blue and Gold Society in 1993, receiving The University of Chicago Outstanding Teacher Award in 1995, and election to the Barkley Forum for High Schools Gold Key Society in 1978.

During Mr. Sodikow's career he attended 33 National Tournaments and qualified over 140 competitors. His chapter at Bronx High School of Science in New York won the Leading Chapter Award in 1976, 1981, 1986, 1991, 1996, and 2001. In addition, he coached the largest chapter in the New York City District for 30 consecutive years. In 1995, his school received the ultimate milestone as a member school in the NFL by receiving the Bruno E. Jacob National Trophy.

Even more amazing than Mr. Sodikow's success as a coach is his overall commitment to forensic activities. He has been an incredible leader and key voice throughout the United States and the World. Mr. Sodikow served on the NFL Executive Council from 1987 to 1993. In addition, since 1998, he has served as a National Referee for the NFL District Tournaments and as the National Tournament Final Auditor. For 11 years, he served as the Head of the U.S. Delegation at the Worlds Schools Debating Championship.

Richard Sodikow has proven himself to be an incredible coach and leader in the National Forensic League.

DIAMOND COACH ADVANCEMENT
5 YEARS BETWEEN EACH DIAMOND

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<th>Diamond Level</th>
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After fourth diamond is earned, points are in 3,000 increments

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FIFTH DIAMOND COACHES

November 17, 2004

Paul Gieringer
Marshall HS, MO
15,064 Points


Competing in the highly-rated Heart of America District, Paul has coached students to seven National Tournaments. He has qualified students to the Missouri State Speech and Debate Tournament every year, including a State Champion in Policy Debate. Paul is honored to be influenced by three NFL Hall of Fame members. He was coached by Richard Rice (Marshall HS-Oak Park HS). Paul student taught under Wayne Brown (Center HS). Today as a coach, he counts Don Crabtree (Park Hill HS) as a mentor and a great friend.

One of his greatest joys had been coaching the hundreds of young people in his hometown—including four of his nieces and nephews. He served as Heart of America District Chair for five years.

February 17, 2005

Judy Kroll
Brookings HS, SC
15,130 Points

Judy Kroll has taught debate for the past 30 years with the last 25 years coaching and teaching at Brookings High School in Brookings, South Dakota. During her coaching career at Brookings she has qualified 91 entries to the national Tournament in Policy Debate, Lincoln Douglas, Public Forum, Extemp and Original Oratory. She has been recognized as the Debate Coach of the Year in South Dakota by her peer five times. She was South Dakota Teacher of the Year in 1997. Judy has received the South Dakota Speech Communication Association Distinguished Service Award and has served as President of the organization for two years. She has been NFL Chair of the Northern South Dakota District for 22 years and has served on numerous other communication committees.

Judy has served in the National Tab Room for debate and individual events on several occasions and has judged many final rounds at the National Forensic League National Tournaments. She had students in the final round of policy debate at the Portland Nationals where her teams placed 2nd and 3rd and the school received an Excellence award in debate with 72 rounds accumulated by three teams.

April 12, 2005

Teresa E. Sparkman
Kickapoo HS, MO
16,471 Points

Teresa has coached speech and debate for 30 years. She coached three years at Cassville High School and eight years at Hillcrest High School both in Missouri. For the past 18 years, Teresa has been at Kickapoo High School in Springfield.

She has coached over one hundred students to 21 National Tournaments. Over the years her students have qualified students in every event.


Under Teresa’s direction, Kickapoo has earned the Leading Chapter Award three times and the District Tournament Traveling Trophy three times. Teresa has coached four National Forensic League All-American students.

Teresa has served on the District Committee and as District Chair. She has received the NFL Distinguished Service Key and Distinguished Service Plaque. Teresa has served in the National Tournament tab room since 1999.

Teresa has coached Missouri State Champions in Cross-Examination Debate, Lincoln-Douglas Debate, Dramatic Interpretation, Storytelling Duet Acting and Extemporaneous Speaking.
FIFTH DIAMOND COACH

May 20, 2005

Lincoln Record
Northrop HS, IN

13,005 Points

After promoting speech and forensics for 42 years in the public schools of Indiana, Lincoln Record has retired. During his tenure at Fort Wayne Northrop High School, 36 students advanced to nationals, several of whom were finalists or semi-finalists, and he coached his Northrop (IN) to the state's "Top 10" twenty times. Lincoln was elected to the Indiana Speech Hall of Fame in 1993.

Among Lincoln's NFL chapter accomplishments were 14 district solo sweepstakes, two district cumulative trophies, numerous 200 club awards, a Leading Chapter Award two times, and four district congress sweepstakes awards.

Mr. Record established the DeKalb (IN) chapter prior to his move to Fort Wayne. He continues to be a lecturer at Indiana University-Purdue University at Fort Wayne where he has taught for 33 years.

During his tenure, Mr. Record has "covered" tournaments for the local media. He has written more than 600 articles regarding speech activities and tournaments.

Mr. Record estimates that he has traveled more than 30,000 miles in his career and individually taught more than 6,000 students. He says that he never dreamed this could all happen when he took his first English teaching job in the little town of Miami, Indiana in 1963.

ANNOUNCING

THE NFL COACH RING

NFL Logo
(Eye and lamp outlined in black)

Available in
10k Gold $250
&
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That's the motto of your good friends at SpeechGeek. There's no better time than December to share a little cheer, and the holiday season is the perfect chance to show your favorite Speech Geek how much you heart them. For the month of December, all t-shirts are only $10. You won't find better quality, lower priced forensics gear anywhere else online. SpeechGeek also offers discounts on team orders of 10 shirts or more.

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--Corey Alderdice, Publisher

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NCPA's Debate Central contains research and analysis about major issues debated in high schools nationwide. The site is well organized, providing easy access and rapid data retrieval. It is ideal for both beginners and seasoned debaters.

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✓ An "Ask the Expert" bulletin board where you can pose questions to experts on civil liberties.

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FOURTH DIAMOND COACHES

****Kandi King  
Winston Churchill HS, TX  
September 25, 2004  10,011 Points

****Vickie Fellers  
Wichita East HS, KS  
December 12, 2004  12,710 Points

****Gregg C. Hartney  
Jenks HS, OK  
February 13, 2005  10,005 Points

****Bro. Anthony K. Cavet, CFC  
Iona Preparatory  
February 14, 2005  10,005 Points

****Lois Pierson  
Valley Center HS, KS  
February 22, 2005  10,006 Points
****Ruth B. McAllister  
Riverside HS, SC  
February 26, 2005  
15,836 Points

****Deborah Bendix  
St. Cloud Apollo HS, MN  
May 11, 2005  
10,017 Points

Chapter Manual  
CM-2  
Instructor's Points

Coaches receive 1/10th of points earned by students

Coaches receive 1/10th of student points (if an instructor was a student NFL member)

"Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning."

--Warren Bennis
We hope you can join us for THE 2006 CRESTIAN to be held on the Boca Raton and Ft. Lauderdale Campuses of Pine Crest School on January 13-15, 2006. We offer six (6) preliminary rounds with the appropriate elimination rounds in the following events:

- CX Debate
- LD Debate – QUARTERFINALS BID to the TOC
- Public Forum Debate
- *Humorous Interp
- *Dramatic Interp
- *Duo Interp
- *Oral Interp
- *United States Extemp – ELIMINATION ROUND BID to the Extemp TOC
- *International Extemp – ELIMINATION ROUND BID to the Extemp TOC
- *Original Oratory
- **Congress – FINAL SESSION BID to the TOC

Last year, we had 800+ students from 13 states competing at last year’s edition of the tournament. The tournament has gotten bigger and more competitive in the past two years. Many of our elimination round participants found themselves in the late Elimination Rounds of NFL and CFL Nationals.

A few notes about this year's tournament... This year’s Honorary Tournament Director is Mr. Richard Sodikow, former Director of Debate at the Bronx School of Science and Technology. Additionally, our Hospitality Lounge on both campuses promises excellent cuisine, courtesy the Parents for Pine Crest Forensics. We’re continuing our traditional Coaches’ Reception at the Sheraton Suites with fine hors d’oeuvres and cash bar. Finally, our schedule promises time for visitors from out of state to venture out into Ft. Lauderdale to enjoy the sights and attractions of our great city.

For more information, please email Ernie Querido (Director of Forensics at Pine Crest) at ernie.querido@pinecrest.edu. Look out for our webpage on the Joy of Tournaments website in the near future. Hope to see you in SUNNY SOUTH FLORIDA in January.

*Students may double enter in any of the Individual Events but NOT enter both Extemp events.
**Congress will have five (5) sessions and clear to Semifinal Sessions.
TRIPLE DIAMOND COACHES

***Charlotte Brown
Gregory Portland HS, TX
September 20, 2004  7,543 Points

***Nick Panopoulos
Cheyenne Central HS, WY
October 6, 2004  10,337 Points

***Mary T. Gormley
Montville HS, NJ
February 14, 2005  6,705 Points

***Gregory N. Davis
Lakewood HS, CO
January 7, 2005  7,193 Points

***John D. Eichman
Yucaipa HS, CA
January 4, 2005  6,920 Points

***Shelby McNutt
Garden City HS, KS
February 17, 2005  6,014 Points
TRIPLE DIAMOND COACHES

***Dan Johnson
Raymond Central HS, NE
March 7, 2005  6,445 Points

***Richard Mittelstedt
Watertown HS, SD
March 19, 2005  7,346 Points

***Kathleen O'Halloran
Norwin HS, PA
March 20, 2005  6,005 Points

***Craig A. Austin
Centennial HS, CA
March 22, 2005  6,804 Points

***David Matley
Monte Vista HS, CA
April 5, 2005  11,875 Points
TRIPLE DIAMOND COACHES

***Connie Ausdembink
Lamar Consolidated HS, TX
April 11, 2005 9,815 Points

***Jane G Boyd
Grapevine HS, TX
April 18, 2005 6,006 Points

***Jan Cook
Washington HS-Cherokee, IA
May 5, 2005 6,024 Points

***Melba LaCaze
Bolton HS, LA
May 2, 2005 7,108 Points
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Crystal Paperweight - $24
Stunning. Full lead crystal 3 1/2" in diameter with an engraved NFL logo. This shimmering, translucent paperweight makes a stunning gift or award.

NFL Honor Cords (Twined/Not Entwined) - $14
Where allowed, these silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify the graduate has earned NFL membership. Silver is the color of the student key and Ruby the color of NFL's highest degrees. Silver and ruby colors will not conflict with the cord colors of the National Honor Society.

Chenille Letters $15 for 6" / $9 for 3"
Letter sweaters and jackets will never be the same! New silver and ruby NFL "letters" available in large (6") and small (3") sizes. Show the jocks in your school that NFL scores!

NFL Pens - $50
Cross, certainly! With the NFL key as a gold pen clip, this sleek pen combines smooth writing with NFL spirit and style. A very professional gift or award. (Black or Gold)

NFL Pens - $1
Burgundy pens with NFL Logo.

NFL Medallion Key Ring - $12
A solid pewter medallion bearing the NFL seal is chained to a useful key ring. This same item is awarded to NFL All Americans.

Glass Mug - $14
This mug will allow you to toast your victories great and small. Mugs are heavy duty clear glass with an engraved NFL logo. Bottoms up! (20 oz.)

NFL Letter Opener - $22
An elegant sterling silver letter opener. The letter opener is engraved with the NFL logo on the handle. A 10-inch long heavy duty opener for any task. A very elegant gift for that special student, coach or special person who has worked with your program.

NFL Electronic Timer - $10
NFL Electronic Timer

White cotton NFL embroidered handkerchief - $5

White silk NFL embroidered handkerchief - $7

Chain Necklace - $10
Ideal for adding an NFL Key charm. Gold or Silver

NFL Tote Bags - $10 Beige / $12 white
Beige NFL tote bag w/blue handles & NFL Logo 14"L x 14.5"W
White NFL tote bag w/blue handles & NFL Logo 12"L x 15.5"W

Student Service Plaques - $8
Perfect for chapter officers, tournament helpers and other deserving students.

Student Congress Plaques - $8
Parliamentarily perfect for awards at student congresses. The NFL seal and a gavel are inscribed in black on a gold tone plate.

Honor Plaques - $8
For adult honorees, this 5" x 7" plaque features the NFL seal and room to engrave.

NEW NFL "Coach" Shirt in Burgundy - $32
Burgundy Coach Polo, knit style polo, ribbed collar, burgundy w/white NFL logo & "Coach" printed on shirt. Available in sizes S M L XL 3X.

NFL "Coach" Polo Shirt in Navy - $32
Navy Coach polo, Knit style navy polo, ribbed collar w/ white NFL logo and "Coach". Available in (XL).

NFL "Coach" Polo Shirt in Navy - $25
Navy Coach polo, Knit style solid navy shirt with ribbed collar with NFL logo and "Coach". Available in (4X).

NEW NFL "Student" Shirt in Burgundy - $20
Burgundy Student Polo, Knit style polo, ribbed collar, burgundy w/white NFL logo. Available in sizes (S M L XL).

White heavyweight 100% cotton sweatshirt with NFL logo - $20

NFL Cotton or Wool Flex-Fit Sports Hat - $15
Choose "National Qualifier"/NFL Logo/NFL

NFL Gold Coach Tie-Tac - $9
NFL Coach Tie-Tac, gold electroplate

NFL Silver Student Tie-Tac - $8
NFL Student Tie-Tac, silver plate

Men/Ladies Coach Rings - $125 plain silver/ $250 gold plain
Add a stone, $6 each; Add a diamond, $18 each.

NFL Hand-crafted Insignia key/pin - Refer to NFL Website
Prices vary based on size/colored stone added and ordered in Gold or Silver.

NFL Gold Monogram Coach Pin - $10

NFL Silver Monogram Student Pin - $10

Silver plated NFL Key Logo Earrings - $15

Gold plated NFL Key Logo Earrings - $10

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DOUBLE DIAMOND COACHES

**David Williams**
Newton HS, KS
May 21, 2004  6,063 Points

**Charles Sloat**
Iona Prep School, NY
July 26, 2004  3,644 Points

**Dixie Waldo**
John H. Guyer HS, TX
October 27, 2004  4,922 Points

**Dr. Roberta C. Rice**
Central Valley HS, WA
November 8, 2004  3,016 Points

**Shawn Wingfield**
Wichita Northwest HS, KS
November 20, 2004  3,010 Points

**Brenda Bollinger**
Clayton HS, MO
January 10, 2005  3,021 Points

**Arianne G. Fortune**
Kansas City Oak Park HS, MO
January 11, 2005  8,591 Points

**Alice B. Rote**
Copley HS, OH
January 22, 2005  3,002 Points

**David Abel**
Goddard HS, KS
January 22, 2005  6,232 Points
DOUBLE DIAMOND COACHES

**Rodney Landes**  
Johansen HS, CA  
January 25, 2005  3,401 Points

**William Murray**  
Mechanicsburg Area Sr. HS, PA  
January 29, 2005  3,007 Points

**Cindi H. Havrun**  
Jersey Village HS, TX  
January 30, 2005  5,926 Points

**Brooke Gregg**  
Woods Cross HS, UT  
February 7, 2005  3,074 Points

**Cecil M. Trent**  
Memorial HS, TX  
February 8, 2005  3,001 Points

**Lyle R. Linderode**  
Gahanna Lincoln HS, OH  
February 9, 2005  3,397 Points

**Karen Vaughan**  
Foothill HS, NV  
February 10, 2005  4,860 Points

**Pamela Ballow**  
Williams HS, TX  
February 24, 2005  4,021 Points

**Marilyn Mann**  
Monett HS, MO  
February 27, 2005  3,002 Points
For 79 years, the Forensic Quarterly has remained one of the most credible and valuable resources for CX policy debaters and coaches across the country. Four issues are published each year at $6.50 per issue.

The Lincoln Douglas Debate Annual introduces debaters to the 10 potential resolutions for NFL competition. The 2006 edition will be available in December, 2005. Experienced LD coaches provide a variety of approaches to value argumentation and to debating these specific topics, five of which will be used in competition. The 2005 and 2006 issues are $10.00 each; the 2004 issue is $8.00.

The NFHS Coach's Manual for Speech and Debate is designed specifically for novice coaches. The manual contains information on a number of elements of coaching, including contest descriptions, finances, travel, judging, attending tournaments and building and developing a squad. The loose-leaf notebook format makes it easy to add information specific to your state. Cost is $19.95 plus shipping and handling.

Thirty speech and debate booklets are available, and sample titles include: An Introduction to Debate; Lincoln Douglas Debate: The Basics of Value Argumentation; Oral Interpretation: Preparing and Performing Literature; Creating an Effective Original Oration; Parliamentary Debate; Rebuttals and Extensions in Debate; Understanding the Counterplan; and Public Forum Debate: An Introduction. Each booklet is $3.00. Videos are available on oration, Public Forum Debate and the Civil Liberties CX debate resolution for $39.95.

More information on all publications is available online at www.nfhs.org/sdta.htm

To order any of these materials, call NFHS customer service toll free at 1-800-776-3462 or order online at www.nfhs.com.
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**Joel B. Short**  
Belton HS, MO  
April 28, 2005  
3,003 Points

**Tracy Weaver**  
Berea HS, OH  
May 9, 2005  
4,849 Points

**Laurel Scheidt**  
Portage Northern HS, MI  
May 11, 2005  
4,663 Points

"Setting a goal is not the main thing. It is deciding how you will go about achieving it and staying with that plan."

--Tom Landry

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*Bill Teter  
University Laboratory Sch, HI  
July 19, 2004  1,529 Points

*Ashley Bowser  
Broken Arrow HS, OK  
September 27, 2004  2,278 Points

*John Heineman  
Lincoln HS, NE  
November 6, 2004  1,504 Points

*Sheri Templeton  
Valley Christian HS, AZ  
December 6, 2004  1,610 Points

*Susan Dolan  
Central Valley HS, WA  
December 9, 2004  1,512 Points

*LeNita Smith  
Earl Warren HS, TX  
December 11, 2004  1,506 Points

*Kathryn Stone  
Jackson HS, OH  
December 13, 2004  1,852 Points

*Tom Martin  
Camdenton HS, MO  
December 16, 2004  2,377 Points

*Toni Heimes  
Wauneta Palsade & Lincoln Southwest, NE  
January 9, 2005  1,523 Points

*Matt Heimes  
Wauneta Palsade & Lincoln Southwest, NE  
January 15, 2005  1,511 Points

*Martha A. Howard  
Langham Creek HS, TX  
January 17, 2005  1,516 Points

*Russell Kirksey  
Blanco HS, TX  
January 24, 2005  1,514 Points
SINGLE DIAMOND COACHES

*Jim Hopkins
Liberty HS, CO
January 30, 2005 1,512 Points

*Keith Davey
Great Falls HS, MT
February 1, 2005 1,504 Points

*Herby Kojima
Eagle HS, ID
February 4, 2005 3,087 Points

*Elaine Fakatoumafi
Henry J. Kaiser HS, CA
February 9, 2005 1,506 Points

*Marlys I. McCurdy
Century HS, ID
February 10, 2005 1,830 Points

*Cassie A. Price-Aguero
Liberty Sr. HS, MO
February 14, 2005 2,803 Points

*Kelly Clark Garner
Petal HS, MS
February 15, 2005 2,053 Points

*Doug Holcomb
W.B. Ray HS, TX
February 17, 2005 1,511 Points

*Megan L. Jurs
Ritenour HS, MO
February 20, 2005 1,503 Points

*Gary Leiker
Southeast HS-Cherokee, KS
February 18, 2005 1,532 Points

*Michelle C. Silkett
Lafayette HS-St. Joseph HS, MO
March 2, 2005 1,527 Points

*Jeff Weltz
Albany HS, NV
March 6, 2005 1,731 Points
SINGLE DIAMOND COACHES

*Jeannette Prentice  
Pomona HS, CO  
March 6, 2005  
2,115 Points

*Mike DeLeonardo  
Jupiter HS, FL  
March 8, 2005  
1,623 Points

*Sheri Brodricke  
Saratoga HS, CA  
March 9, 2005  
2,946 Points

*Matt Tucker  
Tahoma Senior HS, WA  
March 15, 2005  
1,555 Points

*Kevin Hall  
Albuquerque Academy, NM  
March 17, 2005  
1,647 Points

*Janet Hansen  
Sonoma Valley HS, CA  
March 21, 2005  
1,527 Points

Andy Berkovsky  
Bay City HS, TX  
March 22, 2005  
1,508 Points

*Mikendra McCoy  
Clovis East HS, CA  
March 25, 2005  
2,679 Points

*Vicki Thompson  
Betouville HS, AR  
March 30, 2005  
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*Carrie Daily  
Perry HS, OH  
April 18, 2005  
2,173 Points

*Jodene Wartman  
Eagan HS, MN  
April 20, 2005  
1,514 Points

*Julie Larnard-Newbury  
Northeast Bradford & Towanda HS, PA  
April 26, 2005  
1,772 Points
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500 pts = (Special Distinction) Double Ruby
750 pts = (Superior Distinction) Triple Ruby
1000 pts = (Outstanding Distinction) Quad Ruby
1500 pts = (Premier Distinction) Quint Ruby
Coaches - Diamonds

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NFL Constitution, Article VIII -- The Emblem
The official emblem of the National Forensic League shall be a key or pin.
The emblem for the student shall be silver. The emblem for the instructor shall be yellow gold.
<table>
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<td>Jo Ball</td>
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<td>Shane Cole</td>
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<td>Jan Salvo</td>
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<td>Pamela Wolberg</td>
<td>St Joseph Catholic School</td>
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<td>Sue Gregory</td>
<td>St Michael's HS</td>
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<td>Jemez Mountain Home School</td>
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<td>Dolores B. Muller</td>
<td>Waucon HS</td>
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<td>Peter Paik</td>
<td>University School</td>
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Dorus D. Roberts Quad Ruby Coach Award Recipients

(May 16, 2004 to May 15, 2005)

OKLAHOMA
Michelle C. Cash
Ponca City HS
Points: 1,111
Sharon Davis
Shawnee HS
Points: 1,078
David Galoch
Norman North HS
Points: 1,151
Elanna Lindenberg
Putnam City North HS
Points: 1,236
Thomas Richardson
Norman HS
Points: 1,247

OREGON
Laurel Bushman
Tigard HS
Points: 1,156

PENNSYLVANIA
Ellen J. Boyer
Shikellamy HS
Points: 1,256
Keith A. Brosious
Elk Lake HS
Points: 1,055
William Lemanovich
Trinity HS
Points: 1,003
Thomas P. Yorkin
Athens Area HS
Points: 1,082

SOUTH CAROLINA
Kerry L. Cottingham
Mauldin HS
Points: 1,834

TENNESSEE
Bryan McCampbell
Jefferson County HS
Points: 1,182

TEXAS
Clint Adams
Big Spring HS
Points: 1,179
Jennifer A. Adams
Big Spring HS
Points: 1,172
Deanne Christiansen
The Woodlands HS McCullough
Points: 1,070
Sara Covert-Roberts
El Paso Coronado HS
Points: 1,014
Michael Cunningham
Del Valle HS
Points: 1,195
Cody Duncan
Border HS
Points: 1,030
Helen Fairar
Huntsville HS
Points: 1,036
Shannon L. Koebel
Stephen F. Austin HS- Sugarland
Points: 1,024
James McGoff
Tyler Lee HS
Points: 1,003
Anne M. Smith
Sandra Day O'Connor HS
Points: 1,158
Melissa Villaggio
Friendswood HS
Points: 1,305
Cassandra Zuniga
Tom C. Clark HS
Points: 1,053

UTAH
Michelle Bevan
Loon Peak HS
Points: 1,092
Cody Hendrichson
River View HS
Points: 1,294
Melody Johnson
Lehi HS
Points: 1,107
Johanna Lake Williams
Kearns HS
Points: 1,073
Marilyn Miller
Granger HS
Points: 1,167

VIRGINIA
Peter Cashwell
Woodberry Forest School
Points: 1,043

WASHINGTON
Dave Carlson
Woodinville HS
Points: 1,034

WYOMING
Maile Hinrichs
Sheridan HS
Points: 1,107
Mary Hoard
Natrona County HS
Points: 1,097
Wendy Kuper
Greybull HS
Points: 1,049

ELECTION OF NATIONAL OFFICERS

Election of nationals officers shall be conducted in even numbered years as follows:

• Any member coach with 5 years of NFL coaching experience may become a candidate for Executive Council by so advising the secretary in writing by February 1, 2006 certified mail.

• Present national officers whose terms expire on July 31 shall become candidates for re-election by filing written statement with the secretary by February 1, 2006 certified mail.

• No person may serve as a member of the Executive Council after his/her 70th birthday [Council Meeting, April 11, 1992, unanimous]

• Each candidate shall be allotted one column (unedited by the NFL National Office) in Rostrum to support his/her candidacy, due February 1, 2006 certified mail. Each candidate may include a photo to accompany the column. PLEASE limit columns to 400 words.

• Each chapter shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the chapter shall vote for four directors. Each ballot shall be worth as many votes as the chapter has active members and degrees on record in the National Office on May 1, 2006.

• Those candidates not elected to the Executive Council shall be designated as alternates in order of finish.
72 teams will be invited to participate in this tournament. The tournament will feature 6 preliminary rounds. All teams with records of 4-2 are guaranteed to clear into elimination rounds.

Rounds will begin at 1:00pm on May 26th and run through the early afternoon of the 28th.

Teams arriving on the morning of the 26th are welcome to attend a parliamentary debate workshop at Willamette University hosted by the university's forensics program.

Costs:
Registration fee for this tournament is $50 per team and will include dinner on the 26th and the 27th, lunch on the 27th and an awards brunch on the 28th. Registration fees will be waived for participants hailing from outside North America.

Housing:
Housing for this tournament is available in Willamette dormitories (singles and double rooms are available) for a modest fee. In addition, blocks of rooms will be reserved at nearby hotels.

Further details and application information are available at www.idebate.org
Applications will be accepted through April 1, 2006 or until all 72 spots have been filled.

For more information please contact:
Robert Trapp (trapp@willamette.edu),
Noel Selegzi (nselegzi@idebate.org), or
Patrick Blanchfield (pblanchfield@idebate.org).
Why Victory Briefs Exists

Response to "The Commodification of LD" by Jason Baldwin

By Victor Jih

It is open season on Victory Briefs. The October Rostrum recently featured an article by Jason Baldwin entitled “The Commodification of LD.” Though thinly veiled, there is no question the primary target of the Rostrum article is Victory Briefs LLC. Lest there be any doubt, Victory Briefs is the only “company” that simultaneously publishes handbooks, runs summer camps, holds “weekend workshops,” publishes the DVDs of demonstration debates that Mr. Baldwin critiques, hosts a free website with tournament results and pictures, operates a tournament in Southern California, has staff and students who sometimes like to walk around in their camp T-shirts, had a staff member dress up in an animal costume (not my idea), and had a banner ad on lidebate.org with the phrase “Fight the paparazzi” (a joke—because our camp is in Los Angeles).

Sadly, the assumptions and accusations that underlie Mr. Baldwin’s article are nothing new to Victory Briefs. I appreciate this opportunity now to finally and formally put to rest many of the misconceptions and rumors. It is far more difficult to address these concerns when they are relegated to private whispering. This is also an important discussion—one that should be more solidly grounded in fact.

I am very proud of Victory Briefs. I am proud that our handbooks are the “must-have” books for LD debate. I am proud that many schools use our instructional texts for their novices and classrooms. I am proud of our website. And I am proud that last summer our two institute sessions combined had over 400 students in the Lincoln-Douglas divisions. Thus, it really saddens me when people—and there are some—who would rather us disappear altogether. It is frustrating to have to defend our (albeit imperfect) efforts to provide an educational service and to build an inclusive, constructive community.

Mr. Baldwin’s thesis is that we are not officially associated with a college or university, we must be evil profiteers. (I exaggerate slightly.) As an initial matter, the fact that an enterprise is affiliated with a university does not mean it does not seek to make money. That enterprise does seek to make money—for the school, the team, or the staff. More importantly, the notion that Victory Briefs is nothing more than profiteering and corporate exploitation is insulting in light of the true facts.

For the skeptics out there, we can use the Victory Briefs camp (last summer) as an example of where we lost, for the 4th straight year, in excess of $60,000—and that is just for one year of the camp. We have many other facets to Victory Briefs which also cost money to run.

For those of you who do not know me, Victory Briefs is not my job. I work full-time as a partner at a law firm billing over 2200 hours a year. Thus, I pay other people to run the operations of the company and to do the things that I think should be done. That’s expensive. We have not cut corners, even though a purely financially driven enterprise would have. We have not stopped giving financial aid, even though that would have been an easy way to dramatically reduce our deficits. But I have never compromised and will never compromise the quality and integrity of the Victory Briefs vision in the meantime.

So why does Victory Briefs continue? The company (at least in my mind) is built on three guiding principles. First, not everyone is part of an established juggernaut program, with experienced coaches, top-notch varsity debaters to emulate, and the ability to go to the top tournaments. Second, it is important to democratize debate, to empower those who know less about the activity, and to create a dynamic, constructive community bridging all participants. Third, we provide a way for graduating debaters to give back to the activity.

About the Handbooks.

Mr. Baldwin criticizes the publication of handbooks because students “substitute purchased products for educationally valuable work.” I agree that handbooks could be used in a way that undermines education; but I also believe that handbooks, when properly used, can enhance education—particularly for those who are not part of established programs and traditions.

First, anyone who regularly reads our handbooks knows that they are not designed to be a “substitute” for “educationally valuable work.” The book is designed to be read from front to back, and provides an introduction for beginning and advanced debaters to different ways to think about the topic and a survey of some of the available literature. We do not, as Mr. Baldwin puts it, “thrive on substituting ease for effort.” We thrive instead on providing access to resources, information, and new ideas.
Our readers know this. Some teachers tell us they use the handbook for the novice debaters, to be used as an introduction to the breadth of the topic. Some teachers tell us they use it for the team to identify potential sources, and then the team finds those sources for themselves. Other teachers tell us they give the book to their advanced debaters, because they do not have the LD expertise to take their debaters to the next level or to anticipate what other more advanced debaters might be thinking about the topic. Still others tell us they use it to learn about the topic themselves as teachers, so they can then better critique their students’ cases and practice debates. Even some parents tell us they use the book to learn about the topic before going to a local tournament to judge. Most debaters tell us they use the book as a starting point, or to find out what other people might be thinking. Are there some debaters who turn to the books when they have not prepared for a tournament? Of course. But they also know they can’t just rip three pages out of the book and read it. Our product requires them to read long passages, to analyze the evidence and the ideas, and then piece it together for themselves.

In the ideal world, every student would have an established, experienced, and savvy coach (who also runs a debate camp during the summer), have successful varsity debater teammates to look up to and to get help from, have a tradition of excellence to draw upon, and have an extensive collection of philosophy books or a nearby university library as a resource. We don’t live in an ideal world. Some students have no coach. Some coaches are learning LD debate themselves. Some schools are not near a university. There is a reason why coaches continue to purchase our products. And it is not because these coaches are abdicating their commitment to education, as the article implies.

About the Victory Briefs DVD Series.

Victory Briefs also offers a DVD series of demonstration debates on the current topics. Why Mr. Baldwin finds these demonstration debates un-educational is a mystery to me. Every established debate program will have its more experienced debaters conduct a demonstration debate for the newer debaters. Every team that is trying to introduce interested students to the activity will show a sample debate. Every camp in the country includes numerous demonstration debates for the students to learn from.

For teams of one, students without a coach, or teams that cannot send any debaters to an institute, how else are students supposed to learn debate? For many teams, their only exposure to debate at the highest level is to qualify for nationals. And for the few that do qualify, competing at nationals is not exactly the fairest battle if that competition is their first chance to see other schools and judges from other states.

Like the handbooks, then, I submit that our DVD product is a net benefit to education. I was particularly amused by a recent post by a student, Jon Gordon, on the Victory Briefs website. Apparently, he used the DVD product to train his mother how to flow. According to Jon, “Speaking from personal experience, I know that my own mother learned to flow by watching a DVD from VB many times and practicing flowing before she attended and judged at her first tournament. While I laughed at her for watching the DVD so many times, she ultimately learned to flow better than I could at the time.” Jon’s experience is not unique. I know that we often send our own novices home with the DVDs so they can practice flowing.

About the Victory Briefs Institute

According to Mr. Baldwin, “Education aims to instill some combination of skills, knowledge, and virtues in students.” Mr. Baldwin further argues that students cannot differentiate for themselves between what they need educationally and what they want. He concludes, “[B]usinesses appeal only to wants.” As a businessman, I beg to differ.

The students who attend the Victory Briefs Institute during the summer come here because they want to improve their debating. Catering to that desire does not in any way mean that Victory Briefs, as a business, compromises its educational mission or ignores what students need. Our mission—for every experience level—is clear: we emphasize reading and thinking (i.e., being smart); learning how to debate strategically (i.e., learning that the quantity of arguments is not as important as quality of arguments and that committing to one logical, well-developed argument is often the best option); the importance of rhetoric (i.e., that how you explain something is frequently just as important as what you say); the role of debate as communication (i.e., that instead of complaining about judges); and the virtue of humility (i.e., every debater must learn to be coachable).

Mr. Baldwin’s point seems to be that profit-driven institutes are more likely to cater to the “winds of LD fashion”—namely “jargon, speed, debate theory, and so-called postmodern so-called philosophy in LD.” Let me be clear, any student who wants to learn how to debate with more jargon, more speed, more policy-lite arguments, and “postmodern so-called philosophy” for the sake of being confused probably should not attend the Victory Briefs Institute. There are other more suitable options. Victory Briefs has not catered to the “winds of LD fashion.” That said, Victory Briefs does not ignore the “winds of LD fashion” either. The best way to combat the prevailing winds is to equip students to beat the new trends. While we do not teach students to go faster, we teach them how to handle speed. While we do not advocate confusing positions, we teach students how to debate them.

There is one facet of our “profit”-driven camp that Mr. Baldwin neglects. One of the aspects of the Victory Briefs Institute I am most proud of is that both beginning and advanced debaters, both students from established and newer programs can
come together in a true community of intellectualism, camaraderie, and fun. I love the fact that my debaters can go to camp and get to know the top returning national circuit debaters for the next year. Then, when I take them to a big tournament like Stanford or Berkeley or Apple Valley, they have no reason to be intimidated by the people they see—because they are people they’ve already met. One important aspect of our vision is to break down unintended barriers of exclusion, and to empower all students to be active participants in the larger community. In short, it’s not just about money.

Ultimately, Mr. Baldwin tells coaches to “Find workshops with staff members you trust to serve as academic and personal role models. Compare costs and ask what motives drive various institutes.” Coaches have done that. And increasing numbers of coaches send their entire squads to the Victory Briefs camps. Each year, the number of schools who send more than 10 debaters to our camp grows.

About the Victory Briefs Institute Staff

According to Mr. Baldwin, “private workshops are now hiring as many successful ex-debaters as possible” as part of a grand marketing scheme. “These workshops,” according to Mr. Baldwin, “are not hiring on the basis of character at all. They are indifferent to character, because character does not improve their bottom line.” It is hard not to take this argument personally, because the argument is personal. It is also false.

First of all, Mr. Baldwin’s article perpetuates a common misconception about the Victory Briefs Institute that many of our competitors and detractors like to foster—that Victory Briefs only hires the latest graduating “ex-debaters” because they are “cheap” and “can get by with saying almost anything when they talk to their friends.” The facts are otherwise. Last summer, we greatly expanded the number of veteran coaches who teach at the institute. We hired Tim Case (coach of Celebration High School, FL who coached the 2005 NCFL and NFL national champion). We hired Wes Craven (coach from South Eugene High School, OR who coached the 2005 NFL national runner-up). We hired Kristen Ray (one of the up and coming coaches in Texas and one of the nicest people I know). We hired Murvin Auzenze (one of the established debate coaches at Strake Jesuit in Texas). We hired Chris Castillo (another up and coming coach who has worked with students at Mayde Creek and Cinco Ranch in Texas). We hired Jessica Huyhn (an assistant coach for the Harker School in California). We hired Jake Gelfand (who coached one of the most successful debaters last year). We also hired Joe Vaughan (the coach of Scarsdale and one of the top teachers in the nation).

That said, we also hire many of the top graduating debaters each year. Why? Two reasons. First, it is important to stay current. Debaters who have succeeded recently have a lot to contribute to the educational environment. Second, as an activity, it is critical that we keep each new generation of debaters involved and invested in the activity when the graduate. Categorically dismissing the contributions of the “young” coach is both unfair and unwise.

Mr. Baldwin’s suggestion that these “young” hires are made without any regard to character is insulting to Victory Briefs and the staff members we hired. Last year, Victory Briefs hired Andi Barsan (CA), Gagan Bhatia (CA), Bryan Cory (TX), Peter Gil (NY), Justin Hinojosa (CA), Hirsh Jain (CA), Sam Klein (AZ), Amanda Liverzani (NV), Landon Manjikian (CA), Belinda Navi (CA), Adwait Parker (NY), Daniel Sheeaban (CA), Tye Tavaran (GA), Tara Tedrow (FL and the 2005 National Champion), and Tisha Vaidya (TX). Unless Mr. Baldwin knows something I do not, I do not see how anyone can look at this list of “young” hires and conclude that Victory Briefs, as a business, is “indifferent to character.” This group of hires does not represent, as Mr. Baldwin puts it, people “who would have been deliberately not hired in earlier years.” Rather, this group of hires represents an amazing diversity of debate knowledge, an early and genuine dedication to teaching debate, and some of the “best people” I know.

About the Victory Briefs Tour

Mr. Baldwin’s article also makes a passing derogatory reference to “weekend workshops on current NFL topics,” but never really articulates the problem with such workshops. In addition to the summer camps, Victory Briefs also offers a two-day workshop in late December or early January (depending on the location) on the January/February LD topic. Last winter, the Victory Briefs staff visited 10 different cities across the nation, conducting mini-camps that both students and their coaches attended. We started the tour because we recognized that not every student can afford to come to Los Angeles for two weeks during the summer. So we decided to bring the institute experience to them. At $50 a student for a two-day workshop, I can assure skeptics that the venture was not a financial juggernaut. It was, however, an educational success. Students of every level and many new coaches (or speech coaches seeking to make the transition) attended to learn more about debate in the context of the new resolution.

About the Victory Briefs Tournament

Mr. Baldwin also criticizes “one tournament operated by an LD business.” Since the only tournament that fits that description is the Victory Briefs Tournament, I will address that as well. First, Mr. Baldwin’s assumption that we hold that tournament because it is “lucrative” is demonstrably and categorically false. With approximately 100-120 competitors and $50 per entry, the tournament only generates approximately $5000 in revenue. The tournament is not designed to make money, because we then proceed to spend thousands of dollars to fly in, house, and feed the best judges in the country and even gave nearly $2000 in
cash scholarships to the winning students. In fact, the tournament loses so much money that next year we likely will be unable to offer cash scholarships anymore.

The real reason the Victory Briefs Tournament was created is to improve the quality of debate opportunities in Southern California. When Victory Briefs began its operations in Los Angeles, we recognized that LD debate was stagnating and very few schools had the interest in or resources to travel to compete against some of the smartest students in the country. To remedy that situation, we decided to create a tournament that would bring the best debaters to California. Last year, one coach—who is typically wary of oral critiques—commented on how much fun her debaters were having because they were learning so much from the judge critiques after each round. That’s why we continue to run the tournament. And that’s why people keep coming.

About the Victory Briefs Daily Website

Mr. Baldwin also takes aim at the Victory Briefs website (www.victorybriefs.com). According to Mr. Baldwin, the website is rife with “campy gossip” and “insider only” jokes—all designed to “aggressively promote their staffs, their success stories.” If you have not visited the website, I urge you to read it for yourself and decide whether Mr. Baldwin’s description is accurate.

Mr. Baldwin does not fairly describe the website that Jon Cruz and many other contributors have worked so hard to build. The website provides an educational resource to debaters, coaches, and parents. As I write this article, the website features a column on the importance of “intuition while responding to confusing arguments” by Larry McGrath, a lesson plan by Stacy Thomas for debate “icebreakers,” and an introduction to the “narrative” form of argumentation. In the process of providing information, tips, news, and pictures, the website has also created a true national community. Many debaters, coaches, parents, and debate alumni visit and comment on the site.

According to the latest statistics, nearly 700 different people visit the site each day. The number of visitors is exponentially greater when Victory Briefs covers the National Tournament. We get inundated with correspondence from well-wishing parents and teammates who are glued to the coverage as they see what happens to their friends and loved ones.

Jon Cruz, the LD debate coach at Bronx High School of Science in New York, is one of the prime movers for the website. Mr. Baldwin’s claim that the website exists to “aggressively promote their staffs, their success stories” ignores all of the effort by Jon Cruz to make sure the website is fully inclusive. We have gone out of our way to feature successful debaters regardless of their affiliation and have featured interviews with the directors and instructors of competing camps. Mr. Baldwin’s further claim that the purpose and effect of the website is to promote an unhealthy “celebrity” culture is also unfair. Jon Cruz goes out of his way to feature both the successful and the less successful debaters, to give equal prominence to the local and national circuits, and to combat elitism. By the way, Jon Cruz, like many others, volunteers his time and efforts because he believes in the website, he believes in the community, and he believes in Victory Briefs.

About Conflicts of Interest

Finally, a brief word on conflicts of interest. Mr. Baldwin points out the growing problem of judges who are biased because they may have taught a student at summer camp. First of all, this is a problem that tends to be unique to the national circuit—and not a growing problem for LD community as a whole. Second, in terms of the national circuit, this is a legitimate and self-created problem because the students who choose to attend the “national circuit” tournaments tend to want as judges who teach at camps during the summer. According to Mr. Baldwin, “this last concern about conflicts of interest is as much a problem with tournament administration as it is with money in LD.” I agree that this is a problem that should be addressed with more effective tournament administration—through better disclosure of affiliations and opportunities to strike biased judges. I disagree that this is a problem with “money in LD.”

The real problem is that coaches and students on the “national circuit” want a particular type of judge.

Ultimately, according to Mr. Baldwin, “People who produce or sell topic-specific LD products should not judge LD rounds at all.” If this is an indirect way of saying I should never judge again, I’m fine with that. This prophylaxis, however, is just silly.

* * * * *

Victory Briefs is not a perfect organization, but we do try to positively contribute to the LD and the larger NFL community. In his concluding recommendations, Mr. Baldwin urges coaches to limit the “influence of money” in LD debate. I argue, however, that the “influence of money” in LD debate can be positive, and I strongly believe that Victory Briefs is an example of that. Our success as an enterprise has enabled us to democratize LD debate, by making information, ideas, and resources available to greater and greater numbers of people. Our success has enabled us to create an unparalleled educational and inspiring environment every summer—with a collection of the most talented debate minds and teachers in one location. Our success has enabled us to give financial aid to numerous students, giving them opportunities that they otherwise would not have. Our success has enabled us to offer free resources on the internet, and to help build a strong, inclusive, and diverse forensics community. That’s why Victory Briefs exists.

* * * * *

This article was abridged to fit publication guidelines. Please visit our website to see the full version—www.victorybriefs.net.
Announcement

The International Debate Education Association, in partnership with the United Nations Foundation and the Millennium Campaign are pleased to offer your school a FREE large-format, full-color wall maps produced by the World Bank's Data Group and National Geographic, highlighting progress toward the Millennium Development Goals (MDGs).

The eight MDGs, which have been agreed to by the U.S. and all other member states of the UN, range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015.

The map, entitled A Global Agenda to End Poverty, is a dramatic and informative tool to increase understanding of the MDGs among all audiences. It has a special focus on educating secondary school students about the substance of the MDGs and what is needed to meet them. Side One of the map shows gross national income (GNI) per capita on a map of the world, as well as child mortality graphs, and a simple explanation of the goals. Side Two shows population density across the world, with vignettes of success from various regions.

To find out more about the maps and request your school's free copy, go to www.mdgmaps.com

THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2006 JULIA BURKE AWARD

Policy debaters, coaches and judges are invited to nominate one individual no later than MARCH 15. Any policy debater who is eligible, or expected to be eligible to compete in the Tournament of Champions may be nominated for the award. Nominations should include the name and school of the nominee, the reasons for the nomination preferably including examples and anecdotes, and the identity of the person submitting the nomination. Nominations should be submitted to The Julia Burke Award Committee by e-mail to:

Marilyn_Burke@JuliaBurkeFoundation.com or CallmeHuis@aol.com
GEORGE MASON INSTITUTE OF FORENSICS
Great Minds In Forensics

COME LEARN IN THE NATION’S CAPITAL!
Coaches’ Clinic Directed by Debbie Simon with Tony Figliola and Tom Durkin

Student Individual Events (NFL, CFL)

- Exttemp – will have the chance to attend:
  - The Capitol and the Senate
  - Guest Lectures by Frank Sesno and Chuck Todd
- Oratory – will have the chance to attend:
  - National Monuments
  - Guest Lectures by various scholars
- Interp – will have the chance to attend:
  - Live performances at the Kennedy Center
  - Workshop in Movement/Rhythm/Sound by 2 Poetry Slam National Champions

George Mason Forensics
With Dr. Peter Pober
July 20-August 3, 2006
Extended Session Aug. 3-6, 2006
Coaches’ Clinic Aug. 2-6, 2006

Debbie Simon, Milton Academy
Tony Figliola, Holy Ghost Prep
Brandon Cosby, Evansville Reitz
Casey Garcia, George Mason
Stacy Endman, Ben Davis H.S.
Meg Howell, Albuquerque Academy
Jimmy Figaro, George Mason
Michael Chen, George Mason
Ashley Mack, Arizona State
Paul Davis, Arizona State
Chris Koth, George Mason
Roslyn Crowder Winther
Paige McLemore, Hastings
Kris Barnett, Star Charter
Josh Berrier, George Mason
B.A. Gregg, Randolph-Macon
Jeff Moscaritolo, Matt Friedman, Duval Bodden, Elliott Kashner and the GMU Forensics Team
...And numerous others.

CONTACT INFORMATION
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WEBSITE: www.gmuforensics.org/gmif
During nationals this summer, an interpretation questionnaire was given out at registration. Let me say "thank you" to all of you who took the time to complete the survey. There were many great ideas generated and the NFL Executive Council will give all of those ideas a good deal of time and consideration.

One of the most interesting comments stemmed from the question concerning the use of the interpretation tapes. Many of you may remember the effort it took to make those available to NFL schools and almost all coaches surveyed agreed that they are helpful, educational models with which to motivate and teach young people. The interpretation tapes also have been of great help in training new coaches or those returning to our profession and want to see what is now current or being performed in the interpretation arena. Most use the national interpretation tapes as teaching tools to help students understand the precision, originality and depth of a national final round performance. However, an issue did arise through the initial questionnaire item that I had not anticipated.

The question asked if the NFL interpretation tapes were helpful and asked the participant to explain why or why not. A number of coaches feel that these tapes are being "cloned." One comment posted the following statement: "There are those in some districts who have decided to use the National Final Round interpretation tapes as something more than a teaching tool, more than a motivator, but as a replacement for cutting, blocking, analyzing, creating, etc." Another coach stated, "There are those in our district who have decided to use the National Final interpretation tapes in the worst possible way. What I have seen have been National Finalist clones, students who have obviously been given the tapes and have been told to replicate the same performance, to in effect, clone or replicate the exact performance that was on the video tape. Expressions are the same, timing, pauses, and words, exactly the same." One coach even suggested that we stop making the tapes available or at the very least place a moratorium on the final round performances for three years from the date of the performance before a tape can be released! To the last two suggestions, I emphatically say NO! I can honestly tell you that the NFL Executive Council never had this in mind when we fought hard and long to find a way to allow schools to receive the interpretation tapes.

The famous blues singer Billie Holiday once said, "You can't copy anybody and end with anything. If you copy, it means you're working without any real feeling. No two people on earth are alike." While her intent focused on the field of music it can also be applied to oral interpretation. So, what then should we use the interpretation tapes for?

They are first and foremost, teaching tools. Not every student nor every school gets the incredible opportunity to attend the National Forensic League National Tournament. Being able to view the final round performances is an outstanding way for those students and coaches to see what is being done in the interpretation events in that particular year. I say "that particular" year because just as our seasons change so do styles and literature choices in interpretation. Some of you will remember that in 1996, the first year duo interpretation was a NFL national event, each actor could only portray "one" character. The council, wisely, in the following year, expanded this to allow the portrayal of more than one character as long as there was a "balance" of characterization between the two students. The Executive Council realized that the limitation of only one character per actor greatly reduced the literature opportunities from which to choose.

The tapes also offer an opportunity to see the various styles of performances that are reaching the final rounds at the National Forensic League National Tournament. Each year I am awed and inspired by the talent of the performers and equally dazzled by the choice of literature being used and the creativity utilized within the selection. Now, I know some of you are saying, "well, yes, but some of the interpretation events have become too gimmicky, especially in duo interpretation." My immediate answer is good! You call it a gimmick, I call it creativity! It is incredible to me how students and coaches can be so creative and yet hold true to the author's intent. I hold author intent in the highest regard for any selection! In the Broadway musical Gypsy, there is a song titled "You gotta have a gimmick!" While I never would advocate adding pointless movements, mime, etc or something just to "jazz" up the selection, if it enhances the selection and still holds true to author intent, I say go for it!

I hope we never try and stifle this exciting part of interpretation! Isn't this what interpretation is? The student and coaches bring the literature to life via their feelings and approaches to the literature. I hope we never discourage this! A former student of mine who was a national duo competitor and now a trial attorney, often tells me that "eye witness" testimony in court is the worst testimony of all, simply because we all see things differently even though we all saw the "same" thing. I think
Interpretation Events

the same analogy holds true in interpretation, and this is what makes dramatic, humorous, and duo interpretation so exciting and so very challenging! A few coaches also commented on the questionnaire that duo is out of control. One particular statement I remember said that duo has become a choreographed Bob Fosse event! While I disagree with this vehemently, we are the people who control the ballet. If you don’t like what you are seeing, let the contestant know by your rank but please make sure you are understanding of the fact that we all see things from different levels of thinking and understanding. Likewise, the very placement of the microphones at the NFL national final rounds precludes a Chorus Line finale of “One Singular Sensation.” While we don’t say, “Don’t move out of the imaginary hula hoop,” one essentially exists and the students manage to beautifully and creatively use it. The national interpretation tapes allow us to see this type of creative thinking and allows us to show our students the different levels of interpretation a selection can and should have without infringing on the author’s message.

The tapes also offer an opportunity to see what types of literature are being performed in that particular year. The National Forensic League truly believes that we should all be on a level playing field. The materials being used must be printed and publicly available in printed form by a publisher. The interpretation tapes allow us to see material and that material should be available to all of us that are interested in finding it. The quest to find the material may take time and considerable effort but as my good friend and interpretation coach extraordinaire, Gay Brasher, once told me, “The hunt, the search to find the right selection for the right student is the real fun!” Furthermore, the National Forensic League now publishes a list of all materials used in dramatic, humorous, and duo interpretation used at each national tournament. These are available for purchase online from the NFL merchandise store. Together, the tapes and now the NFL Interpretation Selection Book, which provides information regarding title, author, publisher, publisher’s address and international standard book number if available, are helpful in finding materials. It at this juncture I feel it important to establish one crucial caveat.

Don’t assume that the cutting you watched in a final round performance is the only one within the total piece or the best one for your students. Please consider the entirety of the piece of literature. As I mentioned earlier, we all see things differently and each student must bring ownership to that material to make it meaningful. It is possible and actually probable that you will find a different approach to the selection as you edit it. The tape should merely serve as a springboard into the cutting process or you may decide that you like that particular author’s style and seek out other materials written by him/her.

If you examine the NFL Interp Selection Book from the last five years, you will notice a number of different titles by the same author. For example, if you like the “style” of author Martin McDonagh who recently wrote the award-winning play Pillowman but don’t feel you have the students to adequately portray his message of that your community standards would preclude this subject matter, search out other materials written by Mr. McDonagh such as The Beauty Queen of Leenane or The Cripple of Inishmaan. Please don’t limit yourself to the ten-minute scene you watch. I will guarantee you that the students and coaches in those final rounds spent hours as they honed and tweaked each and every line of that script. This is their “ownership.” This is why the selection worked so well for them. I might admire Secretary Emeritus Jim Copeland’s black Armani suit but it just may not work for me for a myriad of reasons…but I loved its style!

Charles Caleb Colton once stated, “Imitation is the sincerest of flattery.” I don’t disagree with this axiom at all. However, “impersonation” or “cloning” is not in the same venue. When students clone the analysis, the nuances, the emphasis, facial expressions, exact blocking, each and every pause and sometimes even the exact introduction, they have gone too far! In essence, this is a plagiarized performance. None of us ascribe to the ethics of copying homework, cheating on tests, or purchasing research papers online. Interpretation is often defined as a performer’s distinctive and personal version of a song, dance, piece of music or a role from a play. The key terms in this definition are the words distinctive and personal! A common definition for impersonation is to assume the character of appearance of someone, especially fraudulently! The definition goes on to say that impersonation is involved in the imitation of the appearance, voice, manner of and uses the term “mimic.” No where is the definition of impersonation do I see any hint of the concept of interpretation or bringing your distinctive and personal ownership to the selection! So again, we have the power of the “ballot” to help stop this problem.

Please, please understand that I am not saying you should never use a selection from the National Forensic League’s final rounds of interpretation! It might even be very similar to the taped performance because of the length of the selection (some selections are only eight to ten minutes in their entirety) or perhaps that is honestly the very best part of the piece that holds true to the author’s intent. I simply ask you and your students to bring your ownership to the selection! This is your test of creativity and the challenge that the literature presents to you! Accept this challenge willingly and with an open mind.


(Hall of Fame member Don Crabtree has been coaching for 35 years at Park Hill High School in Kansas City, Missouri. He is a sixth diamond coach and is a proud coach of a DI Champion. Don currently serves as Vice President of the NFL Executive Council.)

Rostrum
Diamond Key Coaches

Ron Underwood
Fred C. Beyer HS, CA
42,013

Donus D. Roberts
Watertown HS, SD
30,020

Richard Young
Butler HS, KS
24,288

David Johnson
Bellaire HS, TX
20,544

Roger Brennan
Manhattan HS, KS
20,500

Rich B. Sodikow
Brons HS Of Science, NY
19,188

Donald Crabtree
Park Hill HS, MO
30,296

Bro. George Zeblin
Chaminade HS, NY
19,169

Gregory J. Cullen
Alhambra HS, CA
19,052

Dennis R. Edmonds
Jordan HS, UT
18,694

Frank Serra
Mullen HS, CO
18,038

William S. Hicks
Brebeuf Jesuit Preparatory Sch, IN
17,429

Bro. Rene' Sterner, FSC
La Salle College HS, PA
17,341

Harold M. McQueen
Ben Davis HS, IN
17,173

A.C. Eley
Shawnee Mission South HS, KS
17,044

Dale McCall
Wellington HS, FL
16,225

Pamela K. McConaughy
Topeka HS, KS
20,822

Georgia Brady
Blue Springs South HS, MO
20,021

Randy Pierce
Pattonville HS, MO
19,843

Carl E. Grecco
Truman HS, PA
17,986

Teresa E. Sparkman
Kickapoo HS, MO
16,761

Diane Mastro-Nardi
Richmond HS, OH
16,405

Paul Greiner
Marshall HS, MO
15,946

Lydia Essinger
Sycamore HS, NY
15,909

Douglas Tchetter
Milbank HS, SD
15,821

Gary G. Harmon
Salina High Central, KS
15,624

Brooke W. Brookings
SD
15,321

Lois Gore
Federal Way HS, WA
14,917

Lee D. Alto
Grand Rapids HS, MN
14,803

Donald L. Smith
East HS, UT
14,717

Carl Swanson
Sioux Falls Lincoln HS, SD
14,709

Bill Jordan
Glendale HS, MO
14,603

James Menchinger
Portage Northern HS, MI
14,449

Darrel Harbaugh
Field Kindley Memorial HS, KS
13,856

Donald N. Belanger
Airline HS, LA
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Randall McCutcheon
James Logan HS, CA
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Golden HS, CO
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William W. Tate, Jr.
Montgomery Bell Academy, TN
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Jan Heitke
Downers Grove South HS, IL
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Steven Davis
Jay M Robinson, NC
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Janet Robb
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Cheryl V. Ryno
Friendswood HS, TX
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Daniel Tyree
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Lincoln Record
Northrop HS, IN
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Eric DiMichele
Regis HS, NY
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Sandra Maguire
Miriam HS, CA
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Steve Wood
Lawrence Free State HS, KS
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Gay Brasler
Leland HS, CA
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Martha L. Kennedy
Redlands HS, CA
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Sr. Mary Patricia Plumib
Academy of the Holy Names, FL
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Mark Harris
Raytown HS, MO
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Pat C. Wycoff
Apple Valley HS, MN
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Ruth B. McAllister
Riverside HS, SC
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Bill Davis
Blue Valley North HS, KS
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Jack D. Tuckness
Central HS - Springfield, MO
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Skip Altick
North Platte HS, NE
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Charles Bradt
Alton HS, OK
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Vicki Fellows
Boca Raton HS, FL
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Michael E. Burskas
Cheyenne East HS, WY
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Timothy C. Averill
Manchester Essex Regional HS, MA
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Julie Shennan
Shawnee Mission HS, KS
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Shirley Keller-Firestone
Homestead HS, CA
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Robert D. Nordyke
Camarillo HS, CA
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John N. Revezzo
Niles McKinley HS, OH
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Deana Butcher
Kickapoo HS, MO
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Ron Jackson
North Kansas City HS, MO
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Tom Montgomery
Lodi HS, CA
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Donald Ramsey
Rockhurst HS, MO
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Ken Ray
Mars Hill Bible School, AL
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Helen Engstrom
Munster HS, IN
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Glenn M. Nelson
Hutchinson HS, KS
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Wayne Avery
Andrew Central HS, KS
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James Harville
Bellarmine College Prep, CA
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Mark V. Kapfer
Blue Valley West HS, KS
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Ronald Steinhorst
New London HS, WI
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S. L. Chandler
Archbishop Riordan HS, CA
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Bob Bilyeu
Central HS - Springfield, MO
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Marilee Duque
Vestavia Hills HS, AL
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James Cavallo
Chesterston HS, IN
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Sandra E. Bird
Lowell HS, CA
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Linda S. Box
Ladue Horton Watkins HS, MO
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Douglas R. Springer
New Trier Township HS, IL
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Chuck Ballingall
Damien HS, CA
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Kandi King
Winston Churchill HS, TX
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Caryn L. Lindley
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Harry B. Davis
Hunter HS, UT
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Mike Jefferies
Independence HS, MO
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Gail Naylor
Silver Lake HS, KS
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Rebecca Pierce
Parkway South HS, MO
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Dr. Elizabeth B. Ballard
Norman HS, OK
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Allen Janovetz
Northside HS, NE
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W. E. Schuetz
Gregory Fort Hall, TX
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Lois Pierson
Valley Center HS, KS
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Greg C. Hartney
Jenks HS, OK
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Peggy Dresch
Parkway West HS, MO
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Jolene S. Turner, Jr.
Elma HS, WA
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Thomas Jefferson HS, WA
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Mark Eberth
Rowan County HS, KY
10,112

Dr. Larry B. Stutler
Valleymont HS, IN
10,102

Bob J. Siebert
Loganport HS, IN
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Bro. Anthony K. Cavett CFC
Iona Preparatory, NY
10,063

Wayne Gessford
Gresham-Barlow HS, OR
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Westview HS, OR
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Deborah Bendix
St. Cloud Apollo HS, MN
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Tommie Lindsey Jr.
James Logan HS, CA
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David L. Watkins
Neosho HS, MO
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Kim R. Maass
Sioux Falls Lincoln HS, SD
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Michael W. Burton
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Beth Goldman
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Ed Trimmer 8,664 Winfield HS, KS 8,646 Kokomo HS, IN 8,602 Bonneville HS, ID 8,599 Hug Ringer 8,582 Shawnee Mission South HS, KS 8,572 James M. Donohes 8,570 Iowa City Community HS, IA 8,569 Cat Home-Bennett 8,549 Topeka HS, NM 8,533 Kelli Merrill 8,533 Raytown South HS, MO 8,491 Sally M. Finley 8,475 Belle Vernon Area HS, PA 8,475 David W. Loos 8,475 Algoma HS, WI 8,473 Tony F. Figliolos 8,473 Holy Ghost Prep, PA 8,473 Richard Ochoa 8,333 Alta HS, UT 8,345 Nelson L. Warren 8,345 Remington HS, KS 8,290 Mary B. McCarty 8,290 Silver Lake HS, KS 8,290 Rodger H.邈 8,233 Gail Saff 8,216 Wayzata HS, MN 8,216 Charlotte Brown 8,216 Gregory Portland HS, TX 8,216 Sharen Althoff 8,216 Wooster HS, OH 8,216 James H. Bohans 8,216 Chrysler HS, IN 8,216 Robert E. DeGroff 8,216 Colton HS, CA 8,216 Robert H. Ibberson 8,216 Saint Joseph HS, MN 8,216 Robert H. Ibberson 8,216 Manhasset HS, NY 8,216 Robert M. Leet 8,216 Sheboygan South HS, WI 8,216 Thomas M. Biddle 8,216 Bear Creek HS, CO 8,216 Rose M. Joyce-Turner 8,216 Monticello Central HS, MN 8,216 St. Mary’s High School 8,216 Gayle Hyde 8,216 Fargo South HS, ND 8,216 Gay Holleis 8,216 James E. Bowles, HS, TX 8,216 Gregory N. Davis 8,216 Lakewood HS, CO 8,216 Charles H. Nicholas 8,216 Bob Jones Academy, SC 8,216 Linda M. Henry 8,216 Labette County HS, KS 8,216 Ann Tornberg 8,216 Sioux Falls Lincoln HS, SD 8,216 Robert H. Steffen 8,216 Blue Valley Northwest HS, KS 8,216 Stan Austin 8,216 Wheaton North HS, IL 8,216 Suzanne W. Terry 8,216 Morris Township HS, TN 8,216 Patrick Schmitt 8,216 Mark Kepplid HS, CA 8,216 Lexy Green 8,216 College Prep, CA 8,216 Pinole Valley HS, CA 8,216 Barbara Martinez 8,216 Donavan HS, TX 8,216 Kathy Martin 8,216 Dilworth-Glyndon Felton HS, MN 8,216 Debra L. Weisha-Trans 8,216 Appleton East HS, WI 8,216 Barbara Watson 8,216 Great Bend HS, KS 8,216 Peggy A. Maddon 8,216 North High HS, PA 8,216 Leslie Kuhn 8,216 Highland Park HS, KS 8,216 Topeka West HS, KS 8,216 M. L. Brown 8,216 Blue Valley North HS, KS 8,216 Jody Eves 8,216 Salina South HS, KS 8,216 Karen Colton-Millikan 8,216 Aurora HS, MO 8,216 Joseph Buzzelli 8,216 Saint Ignatius HS, OH 8,216 Joseph Wycoff 8,216 Apple Valley HS, MN 8,216 Carol Strickland 8,216 Emporia HS, KS 8,216 Don M. Heinsch 8,216 James Logan HS, CA 8,216 Dalvin R. Ryan 8,216 Derby HS, KS 8,216 Richard Mittelstedt 8,216 Watertown HS, SD 8,216 Cornell A. Loschen 8,216 Worland HS, WY 8,216 Ann Shofner 8,216 Tuscola HS, TX 8,216 Dr. Charles A. Tichy 8,216 Retson HS, NE 8,216 Ben F. Martin 8,216 Lee’s Summit West HS, MO 8,216 Ryan McKethan 8,216 Seaman HS, KS 8,216 Carl Wangskie 8,216 Fort Collins HS, CO 8,216 Darcy Butrimas 8,216 Trinity Preparatory School, FL 8,216 Doris J. Sexton 8,216 West Bend HS, WI 8,216 John D. Reischman 8,216 Yucaipa HS, CA 8,216 Mike Kolodziej 8,216 Glenbard West HS, IL 8,216 Sandra L. Broussard 8,216 Sacred Heart HS, LA 8,216 Richard Bracknell 8,216 Carrollton HS, GA 8,216 Nancy S. Smith 8,216 East HS, UT 8,216 Melba LaCaze 8,216 Bolton HS, LA 8,216 Cheryl Gilmore 8,216 Acadiaia HS, LA 8,216 Connie J. Linke 8,216 Haverford HS, IL 8,216 Mary T. Gorman 8,216 Montville HS, NJ 8,216 G. D. Richardson 8,216 Westside HS, NE 8,216 Melissa Olson 8,216 Dobson HS, AZ 8,216 Kristin Hayes 8,216 Sioux Falls Lincoln HS, SD 8,216 Matthew W. Apple 8,216 Glenbrook South HS, IL 8,216 Veva K. Bisiolonne-Jenkiaus 8,216 Cosmos HS, WA 8,216 Ridgefield HS, WA 8,216 Fred Robertson 8,216 Fremont HS, NE 8,216 Glenda Ferguson 8,216 Coppell HS, TX 8,216 6972 .
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Diamond Key Coaches

Betty Whitlock  Clinton HS, MS  5,463
David S. Jenkins  Lafayette HS, MO  5,459
Marcia Kleban  Acadiana HS, LA  5,445
Richard L. Balfy  Foster HS, TX  5,438
Claryn M. Myers  Fort Wayne North Side HS, IN  5,429
Michael D. Amstutz  Edison HS, OH  5,418
Veronica H. Alten  Vermilion HS, OH  5,415
Tony Rosenberger  River Valley High, AZ  5,413
Steve Meadows  Danville HS, KY  5,410
Timothy J. Wexenfelter  Quigley Catholic HS, PA  5,383
Jeff Borst  Sierra HS, CO  5,383
Susan Clark  Lakeview HS, MN  5,376
Michael Pittman  Savannah HS, MO  5,347
Teresa I. Livschitz  Hastings HS, TX  5,342
Mario B. Maldonado  America HS, TX  5,340
Judith Vasconcelos  Churchill Co. HS, NV  5,318
Rene HS, NV  5,318
Gregory R. Stevens  Okoboji Community School, IA  5,289
Jill Lofald  Denfield HS, MN  5,285
Gail L. Ingram  Lakeview Academy, GA  5,285
Brent A. Farrand  Newark Vocational HS, NJ  5,284
Science HS, NJ  5,284
Technology HS, NJ  5,284
Wesquashic HS, NJ  5,274
Dr. Robert Littlefield  Fargo Stanley HS, ND  5,267
Joyce A. Solar  St. Cloud East HS, MN  5,250
Tom Gist  Central HS - Springfield, MO  5,249
Pat Cannon  Highland Park HS, IL  5,244
Randy Ellis  Spring HS, TX  5,221
Peter K. Redmond  St. Louis Park HS, MN  5,201
Dewain J. Winkler  Mt. Rainier HS, WA  5,181
Margaret Gagnon  Jackson Hole HS, WY  5,170
Terry Peters  Burlington-Edison HS, WA  5,169
Jacquelyn Langston  Blue Springs HS, MO  5,162
Karen Vaughan  Foothill HS, NV  5,161
Frank A. Langheinrich  East HS, UT  5,145
Linda Wilson  Henry County HS, TN  5,142
Kimberly Cuevas  Reno HS, NV  5,130
Julian M. Kite  John F. Hodge HS, MO  5,122
Frances Schoolcraft  Wheeling Park HS, WV  5,121
Glen Cook  Greeley Central HS, CO  5,105

Mario L. Herrera  Eldorado HS, NM  5,098
Anne Wallin  Standley Lake HS, CO  5,094
R. Jon Frye  Aberdeen Central HS, SD  5,094
Jane Jane Berry-Eddings  Sprague HS, OR  5,050
Linda Mead  Greigton Preparatory School, NE  5,090
Vincent Borelli  Long Branch HS, NJ  5,083
John C. Triplett  Junction City HS, KS  5,081
Carolyn L. Martinez  McDonald Co. HS, CO  5,067
Bruce Benson  Madison HS, ID  5,059
Jimmy L. Smith  Princeton HS, TX  5,054
Max Griffith  Elgin HS, OH  5,002
Kim R. Cranstion  Marquette HS, MO  5,001
Roger C. Paldau  H D Jacobs HS, IL  4,979
Paul Lewellen  Bettendorf HS, IA  4,966
Robert Kelly  Colorado Springs HS, CO  4,961
David Huston  Dallas Highland Park HS, TX  4,958
Kim Jones  Bellarmine College Prep, CA  4,944
Barbara Miller  Morningside HS, NC  4,938
Ted W. Menke  Greely HS, WY  4,931
Elwin C. Roe  Loyola HS, CA  4,924
Michael B. Vergun  Mounds Park Academy, MN  4,922
Nick Bolaris  GlenOak HS, OH  4,921
Sammie Green  Spring HS, TX  4,890
Vickie A. Mayer  Washburn HS, ND  4,884
Thomas Vavra  Loyola HS, CA  4,878
Rich D. Riggleman  Denison Community Schools, IA  4,861
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Thomas W. Hrub  Oak Hill HS, IN  4,846
Thomas J. Downs  R L Thomas HS, NY  4,836
Timothy M. Neville  Wood River HS, ID  4,836
Dr. Katherine C. Ligon  Cookeville HS, TN  4,834
Gary K. Minor  Butler HS, KS  4,833
Eugene Burnett  Pontiac Township HS, IL  4,817
Rachel K. Leach  Gresham-Barlow HS, OR  4,804
Thomas J. Pabst  Bloomsburg HS, IN  4,792
Beth Young  North Catholic HS, PA  4,789
Aaron Timmons  Greenhill School, TX  4,770
Laurel B. Smith  Portage Northern HS, MI  4,767
Janice Caldwell  Lindale HS, TX  4,766
Nancy Walker  Hockaday School, TX  4,748
Judith M. Rogers  Cassia Hall Preparatory 4,745
Carol Lee  Lincoln HS, IA  4,734
Tom Krause  Pine View HS, FL  4,732
Zan Darwell  El Paso Coronado HS, TX  4,720
Joseph B. Siren  Allendale-Fairfax HS, SC  4,696
Lana S. Hall  Hereford HS, TX  4,695
Debbie Johnson  Round Rock HS, TX  4,682
Joanna Cone  Centennial HS, TX  4,682
Rus Tinwell  Garden City HS, KS  4,681
Edward Davis  Centennial HS, CA  4,673
Tom Mosberger  Glen Oak HS, OH  4,657
Karen Wilbanks  Plano HS, TX  4,648
William Burchille  Bergfield HS, NJ  4,641
Michael J. Colletti  Amos Alonso Stagg HS, IL  4,629
A. J. Smith  Montrose HS, CO  4,625
Rebecca S. Wiley  DePaul HS, WI  4,619
Margaret A. Emelson  Lakewood HS, FL  4,618
Joe D. Trevino  Bishop HS, TX  4,614
Sherry Duncan  Lone Peak HS, UT  4,597
Renata Johnson  William P. Clements HS, TX  4,592
Doug McComish  Central HS, MT  4,554
Matt Davis  Lincoln East HS, NE  4,553
Brandon Cosby  Signature School, IN  4,553
Elise Weigner Blair  Aldine HS, TX  4,539
Lamar HS, TX  4,539
Margaret Riley  Academy of Holy Names, NV  4,522
Sally Squibb  Lewishaw HS, TX  4,512
Margaret Kendric  St. John’s School, TX  4,512
Glenda L. Sullivan  Dickinson County HS, TN  4,488
Nicholas J. Pond  Murray HS, UT  4,473
Sharon Volpe  North Allegheny Sr HS, PA  4,462
Stephanie A. Smith  Warren East HS, KY  4,461
James Fowl  Desert Vista HS, AZ  4,452
Rosemary Kincaid  Abilene HS, NV  4,443
Bruce Gevitzman  La Mirada HS, CA  4,435
Gretchen C. Nash  Hamilton Heights HS, IN  4,407
Katherine M. Griffin  Hillborough HS, FL  4,401
Becky Hodges
Midway HS, TX
Marcia Schulz
Del Mar HS, MO
Richard D. Brown
Millard South HS, NE
Kelly Parker
Centennial HS, GA
Terri Robinson
Georgetown HS, TX
Sally L. Hofmeister
Poland Seminary HS, OH
Kate Lindsay
Salina South HS, KS
Theresa V. Rich
Ponderosa HS, CO
Thunderridge HS, CO
Jerry Stewart
Kuna HS, ID
Dan Foyers
Garland HS, TX
Steve D. Estenson
Cottage Grove Park HS, MN
Sandy Patrick
Cherry Creek HS, CO
Dennis Eller
Canterbury HS, IN
Thomas Noonan
Margarette Varick HS, WI
Loretta M. Dixon
Birmingham HS, CA
Susan Teleghy
Ysleta HS, TX
Barbara McCann
Plano West HS, TX
Mary C. Green
Paradise HS, TX
Brett Pesola
Carvalho Christian Academy, FL
Patrick Pinn
Mandan HS, ND
Sue Nordquist
International Falls HS, MN
Bill Healy
Bellemont College Prep, CA
Marie A. Dzuris
Centerville HS, OH
Rebecca Meyer-Larson
Moorhead HS, MN
Britt McCabe
Bishop McCann HS, OK
Kirby Volz
Fort Wayne North Side HS, IN
Paul G. Greisinger
Bridgewater-Raritan Reg. HS, NJ
Wayne Paulus
Dulles HS, TX
Bonnie S. Barker
Nashville Overton HS, TN
Dorothea J. Sunne
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John McClellan
Warner Robins HS, GA
Robert Spears
Spears HS, SD
Greg Adams
Flathead Co HS, MT
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Susan M. Hittson
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Margaret Ovesson
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Martin Lamansky
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Lisa Barnett
Boswell HS, TX
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Shawn Craun-Mena
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Pam Hunnett
Sandra Day O'Connor HS, TX
Marsha Williams
Greenbush Salem HS, PA
Del Holz
Bloomington Jefferson HS, MN
Michael Bacon
Newburgh Free Academy, NY
Robert Garcia
Saint Francis HS, CA
Michel K. Conley
Saint James School, AL
Kenneth R. Simpson
Sanger HS, CA
Michele Lockhart-Heaney
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Joey K. Miyamoto
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Dorene Nelson
Groton HS, SD
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Torrance M. Shuman
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Joseph Johnson
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Judith A. Speer
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Richard Hierder
Lely HS, FL
Sandra W. Davis
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Manuel Halkias
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Rosella Blank
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Rodney Landes
Johansen HS, CA
David Phaler
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Bryan R. Purdie
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Martin Glendinning
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Nancy Groves
East HS, CO
Charlotte Bolte
H. F. Baldwin HS, MI
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Topeka HS, KS
Sally Pies
Brookings HS, SD
Todd Schmoke
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(Points on record August 10, 2005)
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Diamond Key Coaches

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Janet Nobles  
Bixby HS, OK  
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William L. Crocker  
Falmouth Academy, MA  
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Nancy L. Gingras  
Auburn Senior High, MA  
2,302

William F. "Rusty" McCray  
Waldorf Junior HS, MD  
2,301

Winfred K. A. Graham  
Kahuku High & Intermediate, HI  
2,299

Catherine C. Stamps  
St Cecilia Academy, TN  
2,292

Bernice M. Zerr  
Central Kitsap HS, WA  
2,289

Donald L. Fortner  
Munster HS, IN  
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Charles Potter  
Mount Vernon HS, WA  
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Elaine Schmidtsberger  
Bishop Miege, KS  
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Bea Shepard  
George Washington HS, CO  
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Bart Sprague  
Tapeka HS, KS  
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Lindsey C. Henson  
Independence Christian HS, MO  
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John L. Mercer  
Oberlin HS, OH  
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Jim Hossfeld  
Cinco Ranch HS, TX  
2,270

Patty LaGrotta  
Fort Scott HS, KS  
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David R. Long  
South Lebanon HS, PA  
2,269

Jennifer L. Davis  
Delta HS, CO  
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Clifton D. Davis  
Teton HS, ID  
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Christopher Goddard  
Upper Arlington HS, OH  
2,262

Perry Beaud  
Cinco Ranch HS, TX  
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Ron Richards  
Browntown HS, VA  
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Jason P. Neff  
Capital HS, MT  
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Kenneth M. Montgomery  
Oak Grove HS, CA  
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Barbara Giuliano  
St Joseph's Preparatory School, MA  
2,237

Julie J. Buhler  
Gov John R Rogers HS, WA  
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Samantha K. Adams  
Sandia High HS, NM  
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Donna Miller  
Christ Church Episcopal School, SC  
2,231

Kathleen A. Prody  
Helena HS, MT  
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Conrad H. Anderson  
South St Paul HS, MN  
2,227

Carrie Davis  
Perry HS, OH  
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Ryan Houdland  
Rowland Hall-St Mark's School, UT  
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Calvin H. West  
Manhasset HS, NY  
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Jennifer Svehla  
Bellevue Township (East) HS, IL  
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Nancy Lewis  
Jasper HS, TX  
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Carol Daffee-Munsford  
Mannford HS, OK  
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Randy Powell  
North Kitsap HS, WA  
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Melisa Wingfield  
Wichita Northwest HS, KS  
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Shawnee Mission West HS, KS  
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Rita Tunker  
Seton La Salle HS, PA  
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Meet Pam McComas

By Liz Leach

Pam McComas has been associated with the National Forensic League since she was a student at Shawnee Heights High School in Kansas. Currently, Pam is teaching and coaching at Topeka High School (Kansas) where she leads a debate team of thirty to fifty students as well as a speech team of seventy to eighty students. Not only is she the first alternate on the Executive Council, she is a member of the NFL Hall of Fame.

Pam has been serving a two-year term on the Executive Council as the first alternate. The first experience she had on the Council was observing the summer meeting in Salt Lake City. She attended her first full meeting in Philadelphia in the fall of 2004. The most unique part about being on the Executive Council in Pam’s mind is “being a member of a special group of individuals who represent a variety of backgrounds in speech and debate and different regions.” Pam feels she represents “a certain population of NFL member schools who are limited by finances and who can’t travel extensively out of their own state area.” In addition, Pam hopes to effectively listen to everyone’s concerns and ideas about how to make the League better and more productive.

Of course, Pam has goals for both the Council and the League. When asked of her primary goals for the Council, she stated, “to foster the alumni association which I think we can make into a tremendous foundation that can help the League’s missions and goals. It would be an opportunity for former NFL members to reconnect to one of the most beneficial national honor societies.” As for the NFL, Pam is focusing on “bringing us into the 21st century in utilizing technology to its fullest.” She believes we need to use technology in running tournaments and the League.

Pam’s role on the Executive Council includes regular responsibilities as well as National Tournament responsibilities. Pam serves as “an ambassador, representing and speaking on behalf of the League.” She also works toward fostering better communication with schools in her state as well as promoting the goals of the League. During the National Tournament, Pam generally can be found in a tab room. She has worked in supplemental tab, Lincoln-Douglas tab, Policy Debate tab, and this past summer, she worked in Speech tab for the first time ever.

Having been involved in speech and debate since she was in high school, Pam has been to a number of National Tournaments. She points out that she has gone to the National Tournament for the past 27 years in row, as she has always had a student qualify. Her favorite National Tournament memory is her first National Champion student, who won Student Congress in 1981. She also says that each of her four National Champions since then have been a thrill.

When it comes to coaching and teaching, Pam loves “developing long term friendships and relationships with students. Her greatest memory from coaching is getting the “fullest potential” out of each and everyone of her students and seeing them grow and blossom.

Beyond her students, Pam is very involved with her children and husband. She has been married for almost 33 years to Raymond, who is a teacher and assistant band director at Topeka High. He is also Pam’s assistant speech and debate coach, which ensures they get to spend time with each other during the busy speech and debate seasons. Pam’s daughter, Natalie, is finishing her degree in theatre and music at North Dakota State University. Natalie was a member of Pam’s team as well as her assistant coach for a brief period of time. She also qualified to Nationals twice in Duo Interpretation. Pam and Raymond’s son, Michael, lives in Kansas with his wife, Julie, and their daughter, Morgan. In her spare time, Pam loves to read and travel.

The total impact of Pam McComas’s work with the National Forensic League has yet to be realized. Having been a member herself since high school, Pam knows the benefits of the League firsthand. She continues to apply what she knows of NFL to her work both as a coach and a member of the Executive Council.
Meet Harold Keller

By Liz Leach

Even if you have never been in a Student Congress chamber, chances are that you know “Mr. Congress” Harold Keller. Harold was the driving force behind the National Student Congress for 26 years; although these responsibilities have since been passed on to others, he remains highly visible as the one and only “Mr. Congress.”

When Harold got to college, he changed his major and ended up “with a comprehensive degree in speech, debate, theatre, and broadcasting.” He accepted a teaching position at West High School in Davenport, Iowa. The teaching assignment also made Harold the new, inexperienced coach of a “group of seasoned speech students.”

Clearly, any inexperience that Harold had quickly went away. As a coach of a team that “almost always had over 100 members and degrees”, Harold became a fixture of the speech and debate circuit. Additionally, he likes to think he has “coached” at many summer institutes, weekend workshops, at tournaments, and in the former Soviet Block countries.

Harold was elected to the Executive Council by the District Chairpersons to fill the void left by Mr. Ron Lust of Utah when he retired. Since that election in 1984, Harold has been serving continuously on the Council. His primary responsibilities on the Council have included attending the Council meetings and answering questions directed to him as well as serving as an “Ambassador of the NFL.” As part of his duties, he has also traveled to District Tournaments and has presented programs on behalf of the NFL.

Harold maintains a number of goals for the League. His primary goal is “working for a positive educational experience for the many students.” As an extension of this goal, Harold hopes that “we always remember that the vast majority of students in the League will never experience the National Tournament but they will all improve in their communication skills if we keep a proper perspective on what NFL is really all about.”

With decades of involvement in the NFL, Harold can look fondly on the League. Harold’s greatest coaching memory is simple to pinpoint. He says “Without a doubt it was the receiving of my Fifth Diamond and the realization that this degree represented the hundreds of students that I had had the privilege of helping in the attaining of their membership in the National Forensic League. It is a fine feeling and memory knowing that one’s life was not in vain and remembering that the helping of others is an awesome reward.”

Another great but humbling memory for Harold was his election into the NFL Hall of Fame by his peers.

Harold admits that he has numerous great memories of National Tournaments; however, he suspects he best remembers his own students that qualified for the National Tournament and the quality of friendships that have prospered. On the topic of tournaments, Harold admits that there isn’t a lot of food he doesn’t like and that he enjoys “just about anything as long as it is prepared properly.”

Harold comes from a family where his parents and siblings were educators. His “extended family consists of thousands of students and colleagues.” Harold enjoys reading, writing, traveling, athletic events, movies, working in the yard or garage, tinkering on his old 1931 Model “A” Ford, wood working, traveling (especially to other NFL districts), and speech and debate workshops. Clearly, Harold is not kidding when he says “I do not know the meaning of being bored.”

It’s clear that the NFL is important to Harold, and that Harold is important to the NFL. Perhaps it will be clearer when considering what Harold says he loves most about coaching and teaching. “I have long had a poster on my wall, both in the classroom as well as at home, which reads:

A hundred years from now it will not matter what my bank account was, What sort of house I lived in or what kind of car I drove, But the world may be different because I was important in the life of a child.”

There is no doubt that the world is a different and better place not because of the role Harold played in the life of one child, but in the life of the entire NFL.
Middle School Debate

Public Forum Debate

Just another debate, or is it?

By Anson Shuman

When Ted Turner Debate was pitched, and yes I said pitched, by the National Forensic League a few years ago, I thought "Oh boy here we go again." I felt that it was just something else that I had to learn to teach the kids. I know you are like me. We teach it because it will enhance the minds of young people, right? No! Sweeps points. If the other team is going to do it; we must do it to, so that we can take home the first place sweeps.

Have patience and please keep reading so that I can prove my point. I am sure that you are like me in some ways. When I started coaching fifteen years ago, all we competed in were the non-debate events. When my competition schools started debating L/D, I went to camp as a student to learn how to better teach my students. A few years later when the other teams started CXen, guess what, so did I. I know, not a good picture is it? You see though our school administrators like us to bring back shiny new trophies that will eventually end up in the dump some place after we are gone and forgotten, we know as coaches that the winning the trophies is only the icing on the cake, but we must play the other game also.

I know what you are thinking, when is he ever going to get to Public Forum? I had to lay reasons for us to do it, right? Even though this event is not one of the events that we do in Oklahoma as one of our thirteen events, we had it added on the junior national tournament, and I did not want to be left out on you know what. Yes, once again you are right, sweeps. I showed the film, which I might say is excellent from the NFL, which Diane was nice enough to send me to use as a teaching tool, because I know nothing about this type of debate. After showing the film to all of my debate-drama classes, I had two volunteers to do it. No, not two teams, two people.

As we worked over the next five weeks, I found out something. This was not only a fast moving type of debate; it was a very interesting and even an entertaining type of debate. I cannot believe that I just said that. Please allow me to regress again back into the past. My principal always wanted me to put on a day of debate at the local mall in town. I tried for three years to keep this from happening. My principal somehow got the mall manager to give us the use of a shop they were remodeling at the mall for the great debate. I wanted to call in sick the day we did it. I know, like you, do that debate is not a group friendly event to watch. After eight hours of practice debates, our audience had consisted of one elderly lady who came in. After the debate, I asked her if she had enjoyed the kids debating. She replied that she had come in to rest and had turned off her hearing aid, but enjoyed the rest. She had slept until I had tapped her on the shoulder.

After watching the practices of Public Forum Debate, I was very impressed. It is truly spectator friendly. It is a fast moving debate that is very interesting and the crossfires are really exciting. Please take a look at this type of debate. In my next article, I will go into the nuts and bolts of Public Forum Debate. It is great!!!

(Anson Shuman coaches at Ardmore Middle School, (OK).
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