

ROSTRUM

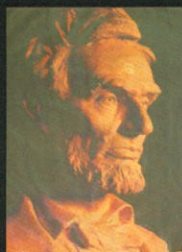
December

Volume 81

Issue 4

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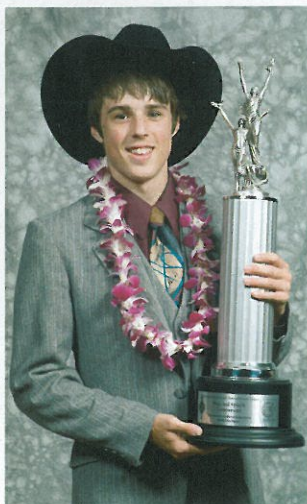


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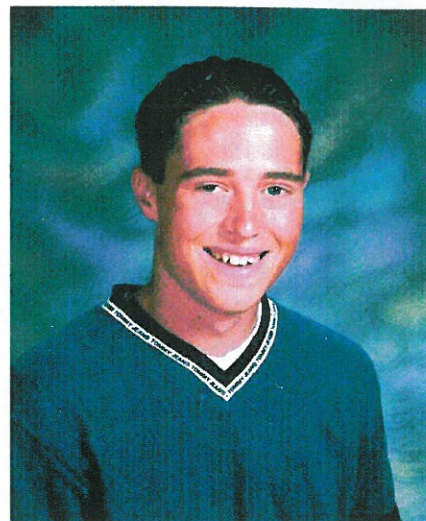
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Ike's ominous farewell

Bill Forsythe, Lincoln Financial Group

Dwight Eisenhower knew the price of war. He knew its price in casualties. As supreme commander of the Allied Expeditionary Force in Europe during World War II, he led troops against Nazi Germany from the D-Day invasion to the fall of Berlin. He knew its price in resources. As president in the 1950s, he labored to limit defense spending while fighting the Cold War. In his farewell address, Ike, as he was popularly known, cautioned against the cost of nuclear-age weaponry. Sadly, his message was lost in the maelstrom of a frenetic arms buildup that escalated in the 1960s and continues today.

The speech was measured, sober, understated; its poetic touches quietly achieved. Not known for stirring oratory, Ike was a drab, plodding speaker. His memoirs, however, revealed a precise wordsmith, and his farewell address, entirely composed in longhand, revealed a philosopher general. "I began to feel more and more uneasiness about the effect on the nation of tremendous peacetime military expenditures," he wrote in his memoirs. "In the making of every military budget, we did our best to achieve real security without surrendering to special interest." His speech focused on this balance.

The delivery was flat, monotone, and script-bound, but the words were profound. "We have been compelled to create a permanent armaments industry of vast proportions," Ike told a TV audience from his desk in the Oval Office. "The total influence—economic, political, even spiritual—is felt in every city, every state house, every office of the federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. ... We must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military industrial complex."

The phrase "military industrial complex" gained common currency with this speech, but the entity, once named, only grew more pernicious. War became an organizing principle. The Federation of American Scientists recently published a list of more than 200 U.S. military operations since the end of World War II, with major conflicts in Southeast Asia, Central America, Eastern Europe, Afghanistan, and Iraq. Even when the Soviet Union collapsed, journalist William Greider noted, "America remains expensively ready for war. No one in authority dares question this, and the public does not ask: to what end?"

It was this silence that Eisenhower feared. "Only an alert and knowledgeable citizenry can compel the proper meshing of this huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together," he warned in farewell. "Every gun that is made, every warship launched, every rocket fired, signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed. The world in arms is not spending money alone. It is spending the sweat of its laborers, the genius of its scientists, the hopes of its children."

Consider all that remains to be done on the frontlines of health care, education, housing, economic inequality, infrastructure, the environment, and energy independence. Weigh it against the voracity of the "military industrial complex," and commit to the vigilance Ike urged that January evening in 1961. Asked the next morning what he wished for his grandchildren, he said simply, "a peaceful world," and retired to a farm in Gettysburg. The Civil War battlefield near that town, site of the greatest speech in American history, was a fitting backdrop for the final years of a gifted general turned sage statesman.

Sources

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J. Scott Wunn

From the Editor

In this *Rostrum* article entitled, "The Value of Speech, Debate, and Theater Activities", author Dr. Kevin Minch writes, "The passion of the forensic educator is great. Most of those working in the field have experienced the profound benefits of an education supplemented by forensics".

It is this "passion" that Dr. Minch refers to that is the sustaining force of thousands of high school programs across the nation. Why are the coaches of the NFL so passionate about their profession? They understand the unique benefits that a forensics program brings to a school and its students.

Within the pages of this issue of *Rostrum*, it is our pleasure to recognize hundreds of NFL coaches who have reached important milestones in their careers. We are happy to celebrate the budding careers of our "Donus D. Roberts Quad Ruby" coaches who have earned their first 1000 coaching points, as well as, celebrate the historic 45 year (9 Diamond) career of Donus D. Roberts himself.

Please join the NFL National Office in congratulating all of our new diamond and national champion coaches for their lifelong commitment to forensic education.

Rostrum

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Topics

December Public Forum Debate Topic:

Resolved: Colleges and Universities in the United States should end their early admission programs.

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

Resolved: The actions of corporations ought to be held to the same moral standards as the actions of individuals.

2006-2007 Policy Debate Topic

Resolved: The United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve American, Armed Forces.

FINAL Vote Ballot

2007-08 NFL

Policy Debate Topic and Resolution Selection

Ballot also available online at www.nflonline.org

Mark only one topic and resolution that you prefer. The area that receives the most votes will be the 2007-08 debate topic and resolution.

Ballot must be postmarked by no later than January 3, 2007

_____ AFRICA

Resolved: The United States federal government should substantially increase its public health assistance to Sub-Saharan Africa.

_____ PANDEMICS

Resolved: The United States federal government should establish a foreign policy substantially increasing public health services for pandemic disease prevention.

Coach Name

School Name, State

The Cover Photo

2006 National Champion Coaches (Main Events)

December 2006 *Rostrum*

NFL Diamond Coaches

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A coach with **25 years** NFL Membership
or
retired.

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ROSTRUM



Volume 81, Issue 4

December 2006

Cover Story



2006 NFL Champion Coaches

Page 30

Uh Oh! I Have to Deliver a Speech!

by Randy Cox

Page 54

LD Debate: The Questions Dividing Us

by Paul Moffitt

Page 62

For the Final Exam -- Let's Debate!

by Kristie Cramer & Carrie Daily

◆ Featured Topics

Page 8

The Value of Speech, Debate, and Theater Activities

by Dr. Kevin Minch

Page 21

Why Computers Won't Destroy CX Debate

by Dr. Richard Edwards

◆ Honors & Awards

Page 34-50

NFL Diamond Coaches

Page 78-79

NFL District Standings

◆ In Every Issue

Page 3

Letter from the Editor

Page 17

Student Challenge:

Why is Being in Speech and Debate Important to You?

Page 32

Coach Profile: Jodee Hobbs

Page 64

NDCA Corner: Becoming Involved in the Policy Debate Selection Process

by Tara Tate



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The Value of Speech, Debate, and Theater Activities

Making the Case for Forensics

By Dr. Kevin Minch

Background

In December 2000, I was on a flight to Detroit after learning of my high school debate coach's passing. I received the sad call while at a college debate tournament. It was my second year as director at a small college in Missouri. Since I was in my third year as the associate editor of the NFHS' *Forensic Educator*, I scribbled on the back of some school paperwork what would later be the opening essay for our next issue. I wrote:

I recently attempted to explain to a group of my students . . . why I was willing to give up my weekends and evenings for no additional pay, why I was willing to sacrifice pursuits in the area of research that other colleagues consider "normal" for someone on a tenure track, and why I would want to carry the additional emotional baggage of being so intimately involved in the lives of 40 students. The answer, I explained, was simple. The gift I gave as a forensic educator is but a small down payment on a debt I owe to . . . those who made the sacrifices that made my education possible. A forensic educator is a very special kind of teacher, I told them, and we do not consider these choices sacrifices. They are personal rewards.

The passion of the forensic educator is great. Most of those working in the field have experienced the profound benefits of an education supple-

mented by forensics. I observed: "I would not be in the field of communication – let alone a speech and debate coach – were it not for [my high school coach]. . . . I owe who I am to my parents I owe what I do to [my coach]."

This essay is a condensed version of a booklet, published by the National Federation of State High School Associations, designed to help supporters of speech activities make the case for forensics in schools. It compiles research about the impact of speech, debate and theater, while presenting anecdotal evidence demonstrating how these programs work and how alumni have prospered.

While the reader will find many more sources in the full booklet, my objective has been to condense the best research available on the relationship between participation and achievement of various educational outcomes – the kind governments and school boards specifically describe, and the general life achievement objectives we all hope our students fulfill.

The Broad Case For Forensic Activities

Those who have assessed cocurricular activities long ago concluded participation has a positive impact on such important measures of a school's performance as GPA and student retention. Much of the research done to establish a relationship between involvement and academic performance relates to athletics. However, some generalizations are beneficial.

VanderArk noted in 1992 that 95 percent of principals surveyed believed that "participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine" while 65 percent of students said that "activities helped to make school much more enjoyable" (VanderArk 26).

Those who have had contact with performance activities experience improved learning, both inside the classroom and in the context of what one might call "lifelong learning." These experiences satisfy needs that are not addressed efficiently by current curricula. Additionally, students experience positive outcomes in terms of occupational preparedness. Socially, students develop positively, learning group communication skills and exploring complex relationships. Participation in such programs promotes a sense of loyalty by alumni translating into a supportive community, good citizens and future parents.

What makes this difference? A number of scholars have advanced the "laboratory" metaphor to describe what forensics activities do that makes them different (Dean 88). Dean contended that the growth of programs, such as forensics, is the natural outcome of a desire by teachers to provide "developmental experiences." Other scholars have termed this type of learning "experiential" noting:

Experiential learning allows students to move beyond the classroom walls . . . [to] consider learning as it occurs throughout their daily lives. According to experiential education theory, learning does not come about only in

the traditional classroom setting (if it does so at all in such a setting). Moreover, people learn about the world around them via encounters with numerous symbol systems. (Sellnow 5-6)

Scholars have developed the laboratory metaphor, arguing that these developmental experiences boost knowledge acquisition in the broad field of communication studies (Swanson "Special" 49-50), enhance interpersonal communication skills (Friedley 51-56), strengthen the small group communication effectiveness (Zeuschner 57-64) and provide valuable learning experiences in organizational communication (Swanson "Forensics" 65-76) and mass communication (Dreibelbis and Gullifor 77-82).

The crux of this effect is the coach. While classroom instruction of speech is important for teaching fundamental concepts, a regular classroom schedule *cannot* provide the detailed feedback, rehearsal and polish that an after-school program can. The individual interaction with a coach, and the feedback of peers and adjudicators from other schools, multiplies the feedback.

Learning Outcomes

Students and faculty who have participated in forensics have generated voluminous anecdotal evidence of its value in enhancing the academic experience. A 1991 survey of college students in individual events cited perceptions of: improved oral communication and critical thinking skills, organization, research skills, improved writing and self confidence, the capacity to think quickly, development of a sense of ethics and a sense of personal accomplishment (McMillan and Todd-Mancillas 6-8). Among the most cited advantages are greater oral communication competency, improved reading comprehension, more highly-developed listening

skills and stronger quantitative measures of academic achievement. One of the most broadly recognized advantages is improved critical thinking.

Critical Thinking

A 2000 study by Buton, Horowitz and Abeles abstracted in the 2002 *Critical Links* report indicated that children defined as "high arts" (with significant arts involvement): "scored higher (from teacher ratings) on expression, risk-taking, creativity-imagination and cooperative learning" (Deasy 66). Studies as far back as the 1940s have established a fairly consistent correlation between participation in debate and higher scores in critical thinking (Bradley 135). More recently Norton observed:

A pioneer study was conducted by Brembeck on the influence of a course in argumentation on college students. A major conclusion of the study affirms, "The argumentation students, as a whole, significantly outgained the control students in critical thinking scores." More recently Gruner, Huseman and Luck investigated the relationship between high school debaters' proficiency and their scores on the Watson-Glaser Critical Thinking Tests. They found that the relationship between debate ability and critical thinking ability extended to all five subtests of the Watson-Glaser test. (Norton 33-4)

Researchers cannot know conclusively whether the improved critical thinking performance is the result of (a) good students entering debate first, (b) debate taking students and making them better critical thinkers, or (c) students being impacted by the broader design of the educational system, of which debate is only a part (Greenstreet 18). Nonetheless, the relationship serves as

an affirmation of debate's positive role, either serving the enrichment needs of gifted students, uniquely improving the performance of students, or enhancing a system already striving to improve student performance. Surveys of students affirm the perception of improved performance. Greenstreet reported: "A tremendous variety of former high school debaters attest to the value of debate training on their critical thinking as well as their communication abilities" (21).

Oral Competency

A recent issue of the National Communication Association's *Spectra*, reported that "the largest gap [between high school preparation and college expectations] exists in oral communication skills." The gaps in expectations exceeded those for science, mathematics, research abilities and writing ("Oral" 15).

Fortunately, students in speech activities enjoy marked improvement in oral communication. They also tend to be more confident performers. Colbert and Biggers identified research by Selmak and Shields (1977) that revealed "students with debate experience were significantly better at employing the three communication skills (analysis, delivery and organization) utilized in this study than students without the experience" (Colbert and Biggers 237). 1995 research in theatre by Rey E. de la Cruz extended this thinking to dramatic activities, noting that young students who participated in certain creative drama exercises "significantly improved in their oral expressive language skills" (Deasy 20).

Reading Comprehension

Catterall, Chapleau and Iwanga, in a 1999 study, reported that "sustained involvement in theatre" resulted in students performing better in reading. In

fact, "about 48 percent of drama students scored high in reading, compared to 30 percent of students not involved in drama" (Deasy 70). Catterall summarized many of the best impacts of theatre on reading when he wrote: "Research shows consistent positive associations between dramatic enactment and reading comprehension, oral story understanding, and written story understanding. . . . Studies of older children show impacts of drama on reading skills, persuasive writing ability, narrative writing skills, and children's self-conceptions as learners and readers" (Catterall 60).

Several studies have focused on reading comprehension. Researchers have noted improvements in the capacity to understand and describe stories by acting-out. A 1992 study by Williamson and Silvern noted improved reading comprehension and improved meta-behaviors such as questioning and directing others among students engaged in dramatic enactment of stories (Deasy 54).

In total, the larger body of research compiled by Deasy and colleagues in *Critical Links*, describes an increased capacity of students who analyze literature by means of acting-out to retain information, negotiate meanings with others, and in turn, be able to retell stories to others. This translates, more concretely, into improved standardized measures of reading comprehension.

One study, found that students involved in dramatic reading and presentation exercises improved in reading comprehension scores on the Iowa Test of Basic Skills and also showed a three-fold improvement over a control group in their "nonverbal ability to express factual material" (Deasy 36). Similarly, a 1992 study of remedial reading students in drama found that "when children have been involved in the process of integrating creative drama with read-

ing they are not only able to better comprehend what they've read and acted out, but they are also better able to comprehend what they have read but do not act out, such as the written scenarios they encounter on standardized tests" (DuPont quoted in Deasy 22). While much of the research into the relationship between dramatic enactment and reading comprehension has been conducted with younger students, intuitive connections can be drawn to secondary school drama programs or forensics.

Test-Taking And Academic Achievement

Catterall reported in a 1998 study of students actively involved in arts activities, such as theatre, that: "High arts students earned better grades and performed better on standardized tests. High arts students also performed more community service, watched fewer hours of television, and reported less boredom in school" (Deasy 68). Similarly, a 1999 study by Catterall and colleagues determined that:

More specifically, 57.4 percent of high arts-involved students scored in the top two quartiles of standardized tests, compared to only 39.3 percent of low-arts involved students; 56.5 percent of high arts students scored in the top two quartiles in reading, compared to 37.7 percent of low-arts students; and 54.6 percent of the high arts students scored in the top two quartiles of history/geography/citizenship tests, compared to 39.7 percent of low arts students. (Deasy 70)

As we have seen, involvement in speech, debate and theatre activities stimulates a variety of skills. We should not, however, allow ourselves to think

exclusively about high-performing students. Our schools are filled with students with special needs who struggle to achieve, or are starved for challenges. Here, too, forensic activities make an important difference.

Outcomes For Students With Special Needs

Retention of students is often tied to the interest they hold in education. A study appearing in *Developmental Psychology* in 1997 reported that: "Students who dropped out of school had participated in significantly fewer extracurricular activities at all grades, including several years prior to dropout" (Deasy 80). More specifically, a 1990 Florida study reported that participation in the arts kept students in school and that 83 percent of those surveyed said their decision to remain in school was tied to participation in the arts (Deasy 74).

The benefits for gifted students, through providing enrichment activities, seems obvious. Yet, the benefits for the learning disabled may seem less apparent. The learning-disabled student faces an entirely different challenge. 1995 research by de la Cruz concluded that learning disabled children involved in a creative drama experience benefited from improved social skills when compared with a control group. "They also significantly improved in their oral expressive language skills. . ." (Deasy 20). This research suggests programs like forensics can function as a valuable supplement for learning disabled students yearning to experience success.

At-Risk Students

An area of notable success in the forensics community has been programming to address the needs of at-risk students. Debate programs such as Urban Debate Leagues have demonstrated that allocation of resources to under-

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A hand calligraphed certificate is prepared and mailed to the school for each new NJFL member upon completion of the recording of the points. All the materials are mailed back to the school along with degree certificates.

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served communities helps keep students in school, stimulates community investment and private funding, and moves gifted students toward a college education.

In a theatre context, measurable success has already been observed. Horn published a study in 1992 for the National Arts Education Research Center exploring how a theatrical script-writing institute experience influenced the personal successes of inner-city students. Among her findings were improved attendance, increased use of school and public libraries, more prolific writing and improved self-perception and behavior. "Students increasingly saw themselves as leaders" (Deasy 28).

Occupational Outcomes

Students in forensics activities are well known for achieving professional success across a variety of fields. Colbert and Biggers pointed to a 1984 Keele and Matlon study that concluded:

90 percent of debaters have attained at least one graduate degree. 30 percent of their sample are university educators while another 15 percent are top ranking corporate executives. Ten percent are now working in the executive or legislative branches of government. They suggest that these ratios do not vary between those who graduated 25 years ago and those who finished within the last five years. It is doubtful that many other activities can boast of so many successful alumni. (Colbert and Biggers 239)

Similarly, a 1960 survey of 160 senators, congressmen, governors, Supreme Court justices, members of the

Cabinet and other political leaders identified one hundred who felt high school or college debate experiences had helped their careers. Ninety described the experience as "greatly helpful" or "invaluable." Twenty-six of the 60 surveyed who lacked debate experience indicated that they wished they had had it (Colbert and Biggers 239).

If we recognize that today's marketplace values a well-rounded education, critical thinking skills, communication skills and the ability to interact with people effectively, few activities can prepare students for the marketplace as well as forensics.

Social Outcomes

Involvement in forensics also has significant social impacts. These tend to manifest themselves in better self-esteem and interpersonal skills, but they also appear in the form of better citizenship behaviors.

Windes and Bradley both argued that participation in debate promotes tolerance on (Windes 100; Bradley 136). Bradley elaborated: "taking part in educational debate programs helps to create tolerance for other points of view. Not tolerance for the sake of tolerance, but tolerance for the other point of view because of respect for the logical, substantiated arguments upholding that viewpoint" (136).

Tournament competition is a socially significant experience as well, affording "students the opportunity to meet some of the best thinkers and speakers from a large number of other schools throughout the country" (Windes 103). Travel, in and of itself, is a significant growth experience.

A strong case can also be made for the impact these experiences have on citizenship. Windes continued:

... debate is a necessary adjunct to a free society – that it illuminates positions,

educates the public to the issues, and allows final decisions to be made democratically after the presentation of at least two opposing points of view. This in itself is perhaps the most forceful argument that can be made in behalf of training young people in advocacy. (107)

Educational Support Outcomes

Kenneth Anderson, a professor at the University of Illinois, Urbana-Champaign, noted in a summary of developmental research in forensics: "Debate tends to attract students above average in intelligence and higher intelligence correlates somewhat with winning" (151). For many schools, attracting intelligent students to extracurricular activities is an exciting end in itself. However, making students in forensics happy about their experiences is an investment in the future of the school.

One of the things that most impressed me about my high school's speech, debate and theatre programs was their consistent support those programs, and by extension, the school, received from those alumni who had gone on to greater things. A sense of tradition permeated those programs that brought alumni back to assist in coaching, to attend a play, or to contribute funds to support travel. The parents of these students were among the first to step forward to campaign for school tax ballots and bond issues and their students often became vocal boosters of education as adults.

How Does This Translate Into A Program At My School?

Perhaps your school is a school that does not have an active forensics program, but wants one. Or maybe you have a program but are facing ques-



tions about how to best configure them. The first, fact to worth knowing is that organizations and experienced professionals in the field are available to help you make a new program a reality or shape an existing one to be better, stronger or more cost efficient. In addition to resources made available by the NFL through this publication and its website, (www.nflonline.org) the NFHS Speech, Debate and Theater Association has plentiful resources available through its Web site <http://www.nfhs.org/>. Naturally, your local state association, or affiliated association for forensics or theatre, can assist you as well. Many states have materials specifically designed for the novice coach or the new school. Local universities are often eager to assist programs, sometimes helping teachers with volunteer assistance.

Afterward

The research assembled here is only a partial view of what these activities are capable of. Sadly, much of the research that has been done is old (and this essay presents only about 10% of what appears in the complete NFHS booklet). The reader will note that many of the pioneering studies on the impact of debate and individual events competition were conducted as far back as the 1950s and a lot of the best quantitative data has been done by educators in theater—sometimes prior to the secondary school level. As we are committed to the value of forensics, so too must we be committed to innovation in that very field. That means much more research is needed. As our students learn by doing, so too do we, as educators, continue to

learn by refining and investigating our techniques. It is my sincere hope that schools around America (and indeed, as is increasingly the case, around the world) will continue in the great tradition of our earliest schools, emphasizing training in rhetoric and performance for the sake of intellectual growth and improved citizenship.

(Dr. Kevin Minch, PhD., is Associate Professor of Communication and Director of Forensics at Truman State University, Kirksville, Missouri. He is President of the National Parliamentary Debate Association. This article is a condensed version of a booklet by the same title, available through the National Federation of State High School Associates at www.nfhs.org)

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Featured Alumnus: Michael Urie

“Auditioning is like an NFL Tournament ...Without the Fun”

You may have seen his award winning performance at Nationals in 1998, or you may have seen him in a commercial or movie, or you may have seen him on ABC's the new hit “Ugly Betty.” Wherever you end up seeing him you're sure to be impressed. Michael Urie has a laundry list of talents starting with the NFL and where it ends...the sky's the limit.

Michael started his career right where many alumni did...the hallways of an NFL high school. Michael grew up in Plano, Texas and was coached by Ms. Karen Wilbanks. He says the best thing about speech in high school was that his coach “never stressed about winning.” It became about doing good work and we were praised for what we accomplished!” He and his teammates were taught the motto “do it to do it again!” It's not about who you beat, but rather getting to perform it again in front of a captive audience. Ms. Wilbanks is certainly praising him now.

Michael received his BFA from Juilliard in May of 2003 and shortly after started performing on stage. He has starred in many noteworthy shows such as A Midsummer Night's Dream, Othello, The King Stag, Romeo and Juliet and many more. After his time on stage he looked towards television and movies. He starred in a number of pilots and a wonderful independent film “WTC View” which is a “modest but often surprising depiction of lower Manhattan after 9/11, the most devastating days in the nation's history.”

Currently, Michael has a reoccurring role on the ABC's hit show “Ugly Betty.” When asked about the show, Michael was eager to talk about how great the cast is and how he really has the ability to grow with his character as an actor. He was originally supposed to be a guest on the show but the producers realized that the show needed more of Michael and soon found a permanent role for him. Not surprisingly, according to Reuters, “Ugly Betty ranks as the most watched new series on US television this season. Although it ranks second in its time slot behind *Survivor* on CBS, the show is one of the highest rated among viewers aged 18 to 49, the group most prized by advertisers”

I asked Michael what he learned from the NFL that brought him to where he is today. He said that before one can land a job he or she has to earn the respect of those casting the job. The most unglamorous part about being an actor is actually getting the job; “auditioning is like an NFL tournament without the fun! Everyone has note pads and you either win or lose.” He went on to say how lucky he was to have an NFL background because it gave him an edge against his competition. “If you can get in front of complete strangers who control your fate for those few minutes without being nervous, you will continue to do well, and you will continue to do better every time you perform. I learned that from the NFL!”

You can watch Michael on “Ugly Betty” Thursday nights at 8/7c on ABC

Interview With Featured Alumnus: Michael Urie

In 1998, at the NFL National Tournament in St. Louis MO, a young man from Plano, Texas won Dramatic Interpretation with his rendition of "Confessions of a Nightingale." That same man used his high school speech experiences to land a role on the ABC hit series "Ugly Betty." Recently I had an opportunity to speak with Michael about his past, present and future. We chatted about his successes as a high school NFL speech champion, an actor on stage/screen, and finally as a producer.

Heidi: Michael could you tell me a little more about your NFL experiences in high school?

Michael: It all started with drama and being in plays. Then I saw they were doing the same things with the NFL so it really was a seamless transition from drama to speech. I started attending speech tournaments and quit the marching band. I knew my career wasn't in music so it really was a great decision on my part. My junior year DI was a perfect fit and then ended up winning DI at the National tournament in 1998. I was truly surprised to win! But my best memories aren't from the "big show" but just going to rounds. It was just so much fun! My coach (Karen Wilbanks) was always so supportive and taught us that it's the opportunity to perform your piece again that's so great! So from her I learned "do it to do it again." It shouldn't just be about winning a tournament but performing in front of the people that are there to watch you each round. It was pressure to win but do it because you love it.

Heidi: What was your favorite part about the NFL experience?

Michael: I think it was just the great memories. I always had fun. Performing is so exciting and nerve-racking and NFL taught me how to handle it when I was going through my interviews. I am also grateful because it taught me that I know I know how to talk. The NFL taught me to be able to speak in front of people. So there is no excuse for me not standing up for something I believe in.

Heidi: So what's next for you?

Michael: Well besides "Ugly Betty," I am in post-production of "Two Down" which is a high school speech and debate documentary. It's exciting because it's about something that was so important to me and still is.

Heidi: Any final thoughts you would like to share with the NFL community?

Michael: I have to of course thank Karen Wilbanks for everything. She made the competitions fun and we really just focused on improving and having a good time. She was such a great influence on my life. The NFL taught me so much when I was applying for jobs and auditioning for jobs. But it isn't just because I'm an actor. The skills you learn can be applied to any job. So, I really look back on my experiences in high school as a stepping stone to my experiences now.

Reconnect with Fellow Alumni

Become part of the NFL Alumni Central Database. Alumni who register will enjoy the complementary Alumni Newsletter with updates of various NFL activities, and opportunities to reconnect with fellow Alumni.

To register...

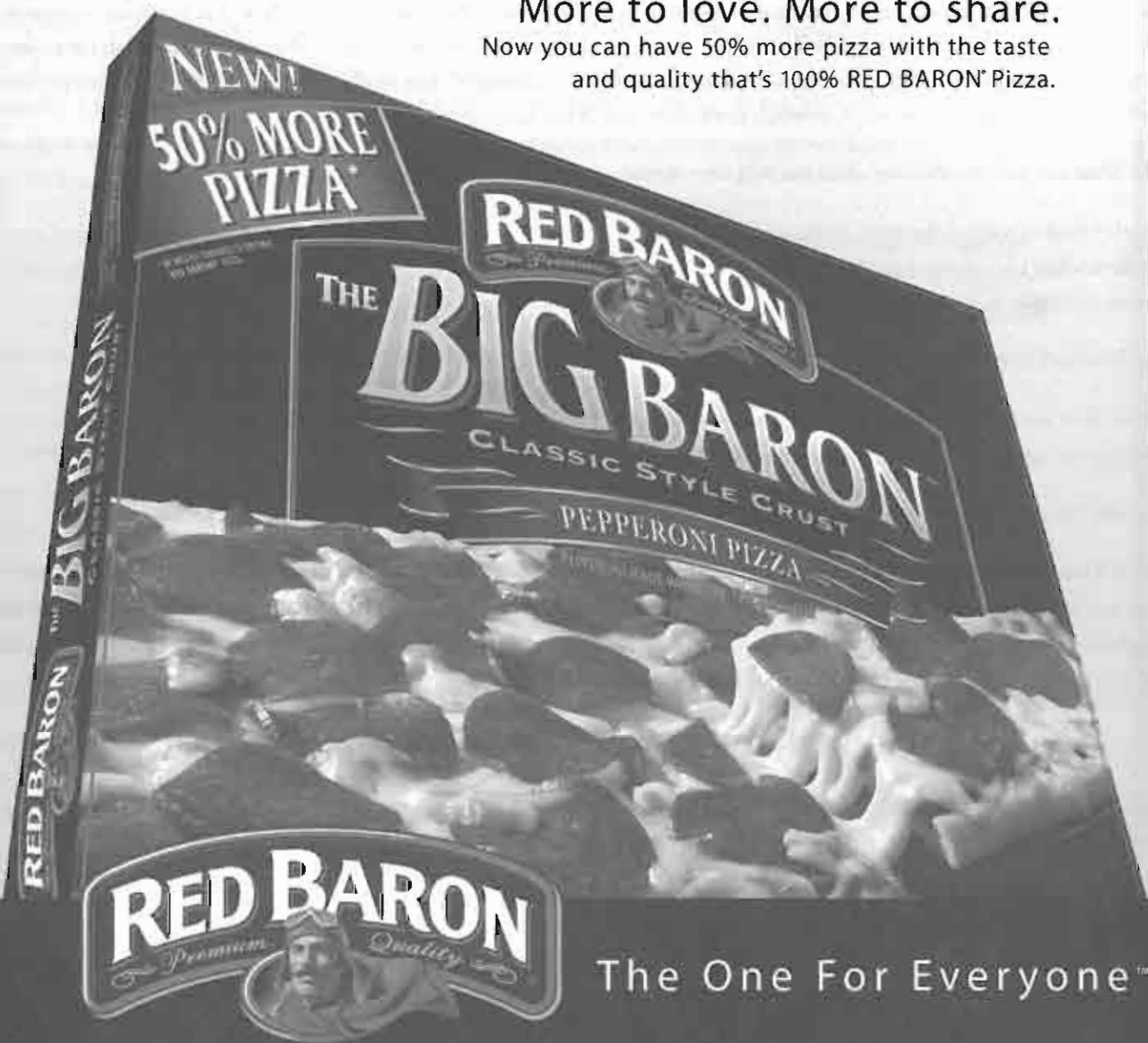
Visit the NFL Website at www.nflonline.org, Alumni Newsletter Page or contact Heidi Christensen, Alumni Coordinator at hschristensen@nflonline.org or call us at (920) 748-6206. We look forward to hearing from you!

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Why Is Being in Speech and Debate Important to You?

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

Dustin from Utah

It helps you develop a better talking ability and to be able to talk in front of a group of people.

Allan from California

It's important to me because it ties into my goal to become a lawyer and I enjoy it a lot!

Paloma from Nebraska

Being in speech and debate is important to me, because it allows me to learn something new each day. At tournaments, I meet new people, who also help me learn more. Being able to speak in front of others gives me a sense of confidence that I will take with me throughout my endeavors in college and the rest of my life.

Peter from Florida

Because I can express how I feel about certain topics and current events.

Kryssi from South Carolina

Being in speech and debate is important to me because it gives me a chance to better my speaking skills.

Geordin from Minnesota

I believe that debate helps me improve my speaking, improve the way I can convey ideas to others, and is just fun overall.

Moapa from Nevada

Learning to see both sides of an issue has been a major benefit to me. I love being able to have intelligent discussions and understand what is going on in the world around me. I owe it all to forensics!

Lindsey from Indiana

Speech helps me practice my recitation skills. I also build my confidence and learn grace under pressure. Speech teaches necessary skills that can be used in the real world.

Teddy from New York

Without a sense of dispute, world problems would go by unnoticed, with people afraid to question the more powerful. Speech and debate provide the opportunity to question, and ultimately make the world a better place, because of it.

Ian from Colorado

Being in Speech and Debate allows me to refine my speaking skills and having something to say on important matters, or just try to prove I can convince a judge of my point. It's a lot of fun because I can meet new people, even if it is just for one day. It will also help me get into college.

Louis from Alabama

Debate is important to me, because I get to learn about topics affecting our world today, I get to learn how to do better research, and my talking skills have improved.

John from Louisiana

I enjoy speech/debate because it is teaching me to find reason and justification in my beliefs instead of just making blanket statements or saying "I believe...just because!" This way I can be seen as a credible, intelligent person.

Mark from Guam

Is not our purpose everyday in our life to be the best that we can be? I definitely know that I can do better if I try. So speech and debate is important to me because it will benefit my life, as I want to be the best I can be. I have no limit in life because I refuse to be the wasted potential.

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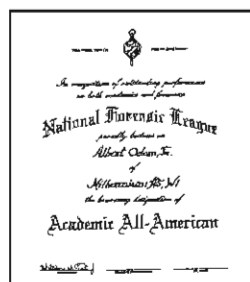
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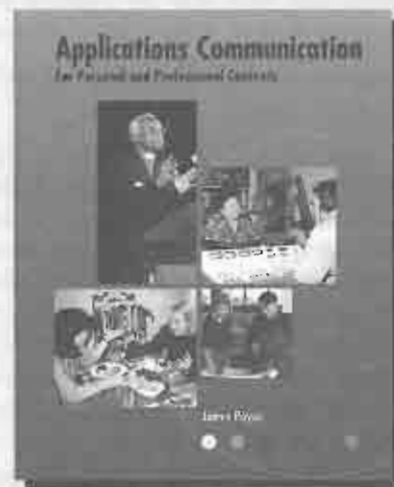
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THE USE OF LAPTOP COMPUTERS IN POLICY DEBATE

"For a trial period of one year, (the 2006-2007 school year), using the University Interscholastic League guidelines, the use of laptop computers in Policy Debate shall be permitted at the NFL National Tournament. The use of laptop computers at 2006-2007 NFL District competitions will be the autonomous decision of each individual district committee."

Guidelines for Laptop Use

For a trial period of one school year, (2006-2007), the use of laptop computers by competitors in NFL Policy Debate rounds at the National Tournament is permissible for flowing or evidence retrieval so long as wire or wireless connections are disabled and remain disabled while the debate is in progress. The use of laptop computers (using these same guidelines) at 2006-2007 NFL District competitions will be the autonomous decision of each individual district committee.

- A. Computers equipped with removable wireless cards must have the cards removed before the beginning of any round of competition. It is the responsibility of the contestant to disengage equipment.
- B. Computers with built-in wireless capability may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
- C. Wired connections (Ethernet or phone) during rounds of competition are not permitted.
- D. Computers or other electronic devices may not be used to receive information from any source (coaches or assistants included) inside or outside the room in which the competition occurs. Internet access, use of e-mail, instant messaging, or other means of receiving information from sources inside or outside the competition room are prohibited. (This does not prohibit non-electronic communication between debate partners during prep time.)
- E. Sanction: Contestants found to have violated provisions A – C above shall forfeit the round of competition and receive zero points. Contestants found to have violated provision D above shall be disqualified from the tournament and shall forfeit all rounds. At NFL District Tournaments, the District Committee shall make the final decision concerning disqualification. In case of a serious dispute or critical question, the acting tournament referee (representing the National Office) can be contacted for a ruling.
- F. Availability of Evidence: Contestants electing to use computers shall have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. Printers may be used. Evidence may be printed in the round or produced electronically, but must be provided in a format readable by the opposing team and the judge.
- G. Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing computers, printers, software, paper, or extension cords for contestants.

Because public speaking decorum remains an important element of debate, all debaters are expected to stand at the front of the room facing the judge while speaking.

Contestants choosing to use laptop computers and related equipment accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges or contest directors should equipment failure occur.

By choosing to use laptop computers in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

Why Computers Won't Destroy CX Debate

Right Time to Make the Shift Into the Digital Revolution

By
Dr. Rich Edwards

Debate Practice Has Always Adjusted to Resource Shifts in Information Technology

On my office shelf sits a well-worn wooden file box designed to hold about two hundred 3x5 index cards. This file box contained the sum total of my research arsenal when I entered high school debate on the 1964 national topic dealing with health care for elderly. My high school, Newton Senior High School in Newton, Iowa, was the defending state champion in cross examination debate. The Newton varsity team, consisting of Larry Griswold and Craig Shives, seemed to be able to dominate their opponents with just a few "cards" in their back pockets. While debate practice might have been different in other regions of the nation, it was typical for the best Iowa high school debaters to carry with them just a few file folders and a small box for cards. By the end of my high school debate career in 1967, however, this pattern had dramatically shifted. Competitive policy debate teams were now carrying with them several attaché and catalog cases of documents and massive metal file boxes containing thousands of 4x6 index cards. By the time I entered the coaching ranks in the late 1970s, most debaters had abandoned cards altogether in favor of full-page briefs. Over the next couple of decades, the attaché and catalog cases gave way to mountains of plastic tubs. At the beginning of the twenty-first century, the typical competitive debate team would be carrying around over ten thousand pages of argument briefs.

Some debate coaches think back fondly on the debate practices of bygone eras, wishing for a return to a time when debaters

could practice their art equipped only with a handful of 4x6 cards. Yet policy debate has changed because information processing in society has changed. The leaps in information technology happened as a result of technological innovations.

It All Began With the Typewriter: In the decades before the 1960s the only method of processing and disseminating information was the typewriter; if multiple copies were desired, carbon paper was the only option.

The Ditto Machine Revolution: In the mid-1960s, mimeograph and ditto machines came into common usage in high schools. Debate teams began reproducing evidence for multiple teams by typing a card on a ditto "master" and then hand-feeding 4x6 cards through a ditto machine. This process was very labor-intensive, but at least it provided a way that well-organized debate squads could share evidence, gaining the benefit of the research work done by other members of the team.

The Copy Machine Revolution: The next leap forward in information processing came when copy machines entered the picture. By the mid-1970s copy machines were available in high school and college libraries, but the cost was typically twenty-five cents per page. Because of the expense and the time it would take to make a single copy, most debate teams continued to reproduce materials on ditto machines. By the 1980s, however, copy machine costs came down to about ten cents per copy and debaters discovered a new way that information could be processed. For the first time it became feasible to photocopy desired pages from books and magazines so that they could be taped or pasted directly on pages of briefs.

The Digital Revolution: The first table-top computers became available to the average consumer in the early 1980s, gradually making typewriters obsolete. Debaters now had an easier way to type information and to store that information for later retrieval and revision. By the mid-1990s the Internet and online services such as Lexis/Nexis would make the computer into much more than a glorified typewriter — it became an information portal. By the beginning of the twenty-first century, the computer had become the standard means for accessing and processing information.

The point of this history of information resource shifts in policy debate is to demonstrate the following conclusion: practices in policy debate have adjusted to the larger shifts in information technology in society. Policy debaters have always been trained to be on the cutting edge of accessing information, processing information, and presenting information.

Ten Advantages of the Use of Computers in CX Debate

1. *State-Of-The-Art Information Technology:* For the top practitioners, computers are now a routine feature in boardrooms as well as courtrooms. They are used not only for advanced preparation, but also for information processing at presentation time. In the "real" world, no up-to-date practitioner would be flipping by hand through ten thousand pages of text trying to find the desired file. Laptop computers are now in routine use in the classrooms of America's top colleges. Our activity can no longer make the claim that we teach state-of-the-art information accessing, processing, or presentation

Policy Debate

skills if we had continued to ban computers from our competition rooms.

2. *Easing Restrictions on Travel:* For the typical top tier of policy debaters, travel to a tournament involves transporting six plastic tubs of information per team. Each team must also travel with its own "moving truck" to facilitate moving three hundred pounds of evidence. Air travel becomes an expensive proposition as most airlines now limit passengers to two items of checked luggage. Van travel offers no escape from the six-tub-nightmare. More than half of the interior travel space is taken up by evidence. Fewer evidence tubs will mean that more debaters can travel to tournaments in the same space. When evidence is stacked to the ceiling in the rear of a van, the risk of injury in the event of an accident is dramatically increased. Heavy objects in the rear of the vehicle become missiles in the event of collision. More than a few debaters have lost their lives as the result of sudden impact with their own evidence tubs.

3. *Room Moves Become Manageable.* Precious time between debate rounds — time which could otherwise be spent in preparation — must now be spent lugging three hundred pounds of evidence up and down staircases. These room moves are especially debilitating for students who have an injured limb or are otherwise physically ill-equipped to spend their weekend moving heavy furniture. In the near future the typical debate team will be able to manage with one plastic tub and computer equipment designed for mobility.

4. *Copying Files For Multiple Teams Becomes Affordable.* Consider the task now facing policy debaters when a new team needs its own copy of the six tubs-worth of evidence carried by the top team. A typical evidence tub holds 2500 pages of briefs; that is the equivalent of 16 megabytes of storage space for computer files in word processing format. One compact disc can hold 700 megabytes of information, or the equivalent of 50 plastic tubs filled with evidence. One DVD can hold 4.4 gigabytes of information, or the equivalent of 288 evidence tubs. Duplicating six tubs worth of evidence briefs would typically cost over six hundred

dollars (at 5 cents per copy) and would take one person at least fifty hours to accomplish. Duplicating one compact disc (the equivalent of 50 evidence tubs) would cost 10 cents and would take less than three minutes.

5. *Solves the "Coach, I Left My IAC At Home" Problem.* Every policy debate coach has experienced the frustration involved when debaters lose important files. The missing briefs may have been left in the squad room, misfiled after the last round, or not returned by the team met in an earlier round. Having a digital copy of the files provides protection against all of these problems.

6. *The Computer Becomes "The Great Leveler."* Policy debaters have become accustomed to playing silly intimidation games with the number of their evidence tubs. Opposing teams are expected to become faint when observing the sheer volume of the opposing team's briefs. In the computer era, the team with eight evidence tubs will intimidate no one. The other team's laptop computer, with its 60 gigabyte hard drive, could easily contain the equivalent of hundreds of tubs worth of data and have plenty of room to spare. After a few years of adjustment to the digital revolution, no one will know or care how many pages of briefs are present in the other team's computer. Even the smallest school, with its inexpensive laptops, can nullify the "intimidation factor" which in the past involved counting the number of tubs.

7. *Debaters Will Focus on the Evidence They Actually Need.* Most of the briefs debaters now carry will not be used during the entirety of any given tournament. They are carried across the country and brought back unused simply because of the following fear: "But what if we hit that case/disadvantage/kritik that so-and-so ran three years ago." The fear of needing a file and not having it causes debaters to travel with excessively large sets of data. The truth is that the typical competitive debate team could easily fit the briefs they will actually use at a given tournament in a single evidence tub. The rounds the team is affirmative typically require the use of only one or two "expando" files with case answers, topicality answers, and answers

to expected disadvantages and kritiks. On the negative, most teams rely on an admixture of four or five disadvantages/kritiks which would easily fit in one evidence tub. The debaters' awareness that all of the team's backfiles exist on their computer's hard drive will free them from the "but what if we meet *that* argument" worry. In most cases, modern debaters are aware before the round what case and/or negative argument they are likely to confront. The preparation time can be spent selecting and printing relevant briefs rather than in moving mountains of unnecessary evidence. In the vast majority of debate rounds, all of the needed files will already exist in hard copy in the one tub that the debaters will carry with them.

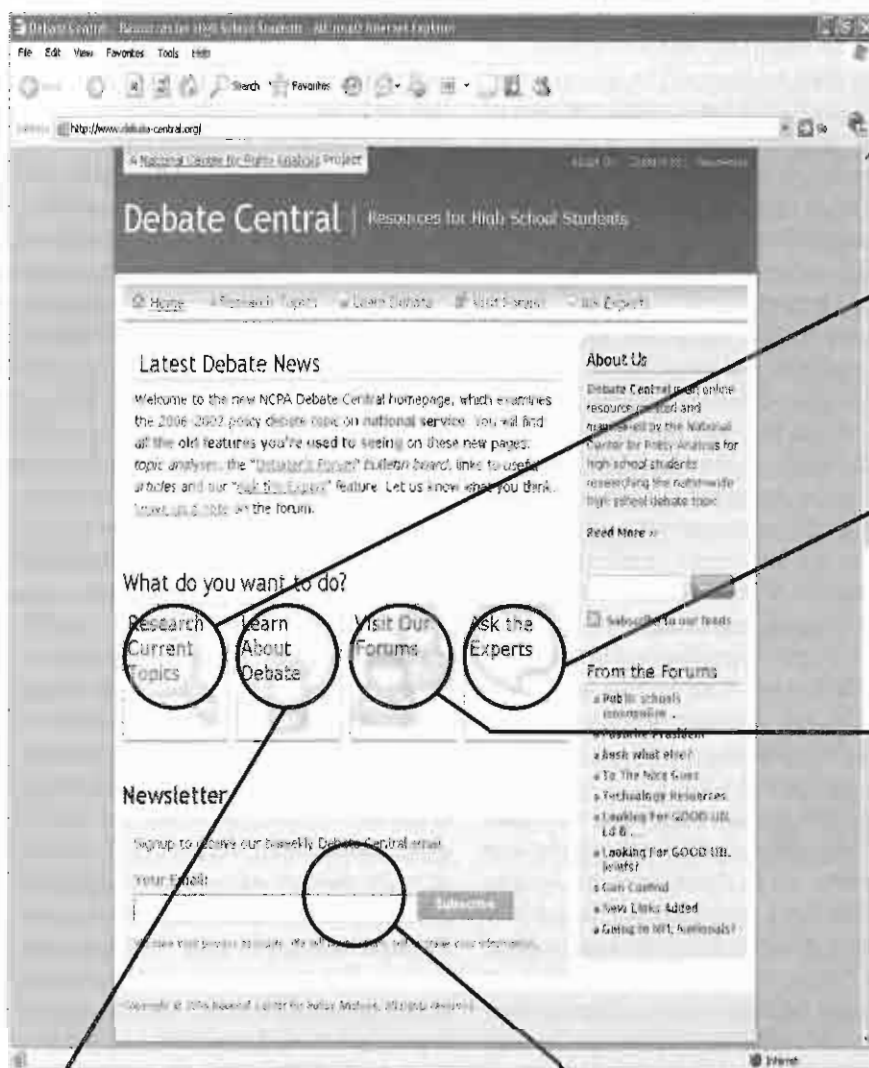
8. *Flowsheets Become a More Valuable Learning Tool.* Many policy debaters have already discovered the computer's unique ability to help them construct more usable flowsheets. Modern spreadsheet programs such as Excel allow debaters to create any number of individual worksheets, clearly labeled with file-folder-looking tabs down at the bottom of the screen. By clicking on the tab, debaters can move immediately to the arguments which pertain to the "deficit disadvantage" or the "substantial topicality" argument. Spreadsheets are conveniently arranged in columns, corresponding nicely to the columns that the debaters of earlier eras so laboriously constructed by hand. Wonder of wonders, these flowsheets can be read by all rather than exclusively by the person who constructed them. Each flowsheet can be named to correspond to the team met, the round, and the date. Regardless of the number of argument tabs in the spreadsheet, the whole round is now captured in a single computer file. After the tournament, these flowsheets can be stored in a master file for the squad so that all debaters on the team can learn from the past. Files can easily be created showing a comprehensive list of the case arguments made against the team's affirmative case, the disadvantages faced, and the topicality arguments encountered.

9. *Timing Is No Longer a Laborious Task.* Debaters who flow on their computers can download free countdown timers from

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◆ Policy Debate

the Internet, specifically programmed to manage speech time as well as preparation time. One such timing program, written as a public service to debaters and judges is available for free download at www.freewareppc.com/clock/speechanddebatetimekeeper.shtml. This software was written by Jemmy Chen, a former policy debater at Esperanza High School in Anaheim, California. The timer is written in Java, meaning that it will work on any laptop, including those made by Apple. The timer has a setting that will even give spoken time signals. This software installs easily and is pre-programmed with all of the NFL debate speech and preparation times.

10. Solves the "I Know I've Got That Brief Somewhere" Problem. With ten thousand pages of briefs at their disposal, debaters often become awash in information. This is a common problem in the "real" world of information processing; fortunately, software exists to solve this problem. The premier software tool for finding information on your own laptop is Google Desktop. This software is provided free by the folks at Google and it can be used when the laptop is offline (as the laptop must be in order to conform to NFL rules).¹ You can enter a search term such as "AmeriCorps*NCCC" and Google Desktop will almost instantaneously list for you all documents on your computer containing the search term. The same search using Window's "find file" menu could take minutes to complete. Importantly, Google Desktop will not limit its search to the title of the briefs, but will reach into the text of documents as well. If the brief exists anywhere on your computer, it is almost impossible to lose when you have a tool such as Google Desktop.

Five Myths About Computer Use in CX Debate

Myth 1: Computers will discriminate against small schools. Fact: Computers

will perform exactly the opposite function for CX debate. Specifically, computers will be the great leveler. The revolution in researching methods has already demonstrated this phenomenon. In the past, the large schools in major metropolitan areas had unequal access to university libraries and extensive backfiles. With the advent of computer research, a small school hundreds of miles from any major library can now compete because the computer brings the world of information to the school's doorstep. Now, as computers enter competition rounds, the same leveling function will be demonstrated. Large squads may have a long tradition of debate success, but they have no monopoly on students with computer expertise. In small high schools all around the country there are students highly adept at using computers who can bring that expertise to bear in policy debate.

Large squads can afford the massive copy costs associated with copying multiple tubs of evidence briefs. They can afford to rent the vans necessary to travel with hundreds of pounds of evidence per team. In the computer era, small schools will be able to inexpensively copy the same amount of evidence and travel to tournaments in less expensive and more accessible vehicles. Computers in debate rounds will also neutralize the "intimidation factor" of facing a team with six tubs full of evidence. An opposing team will never know how many pages of briefs exist on a computer's hard drive.

Much of the fear concerning the "small school" disadvantage focuses on the cost of a laptop. First, those costs are coming down rapidly. Laptops for use in a debate round require only entry level capabilities (word processing and spreadsheet programs). Even the cheapest laptop (now dipping under \$400) will do just fine. By the time a team pays to photocopy three tubs worth of evidence, they have already spent more than a laptop would cost.

Furthermore, debaters (whether from small or large schools) will have to be

proficient in the use of computers in order to succeed in college or in their later careers. Debate can play a role in equipping students from small schools to compete in that larger world.

Myth 2: Wireless chatting during debate rounds will create an unfair competitive advantage. Fact: Computer use does nothing to encourage unethical conduct. Use of the Internet during a competition round, or any form of connectivity beyond printing, is forbidden by the NFL rule recently adopted. Is it possible for debaters to cheat? Well, if they are truly determined to cheat, they can, but the penalties are significant enough to make this unlikely. Consider that, at present, debaters can communicate with their coaches or other students if they are willing to break the rules. Virtually all debaters have cell phones; they can text message someone outside the room with no more risk of detection than is involved in computer use. Students can take a restroom break during the round and conveniently meet the coach on the way. Such efforts to receive coaching during the round violate longstanding rules, but they are already possible even without the computer. Why have such rule violations been minimal or nonexistent? Two reasons: (1) Such violations require the complicity of a coach in the unethical act. Even given the competitive pressures of modern policy debate, the vast majority of coaches follow the rules. For the few who have no compunction about ethical violations, the size of the penalty (expulsion from the tournament) should provide sufficient counter persuasion. (2) There is actually minimal advantage resulting from communication during the debate round. Preparation time is quite precious during policy debate rounds. Once the first negative speech is underway, the negative team is pretty well committed to a strategy for the round. Coaches have an opportunity to assist with the development of that strategy before the round, but have little alternative but to trust the debaters for the execution of the strategy.

¹ For the text of the new NFL rule allowing use of laptops in policy debate, see the November, 2006 issue of the *Rostrum* or visit the NFL Web site at <http://www.nflonline.org/uploads/Main/councilpkt.pdf>. Please note that the NFL rule is in a trial period for the 2006-2007 debate season and that each NFL district is autonomous in deciding whether to allow the use of laptops at their district tournament.

Myth 3: Debaters and coaches will be confused about how to implement the rule requiring the disabling of wireless devices. Fact: Disabling a wireless device is a simple task, and the result can be easily verified. Any person who owns a laptop must know how to disable their wireless device when they board any commercial aircraft. When a laptop with a Windows operating system is connected to the Internet, a small double-computer icon appears at the bottom of the screen. When wireless access is disabled, the double-computer icon appears with a red X completely across the icon. Disabling a wireless device is as simple as right-clicking the double-computer symbol and selecting the option to "disable." Furthermore, the NFL rule does not impose upon judges any affirmative burden to establish that each team has disabled its wireless devices. This is a responsibility that any debater using a computer must accept.

Myth 4: Use of computers will further degrade presentation skills in policy debate. Fact: There is no more temptation to continually read from a computer screen than from a hard copy brief. Most policy debaters who use computers in a debate round use the computer as a flowing device. They will have the computer in front of them during the speech because it contains their flow, not because they are reading briefs from the computer. In fact, it is a nearly impossible skill to use the computer both for flowing and for evidence display during a speech. It is true that policy debaters focus too much on the reading of briefs and too little on the public speaking components of their presentation. Computers had nothing to do with producing this phenomenon and would do nothing to make it worse.

In addition to working with policy debaters, I have taught public speaking at the college level for the past three decades. Public speaking instruction at the college level is now considered woefully inadequate if it fails to teach students how to speak persuasively while using a computer. While the manipulation of presentation software is a somewhat different skill from the way policy debaters will use computers, many of the same

principles apply. In both cases, students must be taught how to speak persuasively in computer-mediated environments.

Myth 5: Use of computers will make running a tournament more difficult because of equipment constraints and rule challenges. Fact: The NFL evidence rule is carefully designed to avoid imposing such constraints. Tournament directors have no obligation to provide outlets, extension cords, printers, paper or any other equipment. The rule explicitly establishes that debaters choosing to use computers will assume all such responsibilities. I assisted with the direction of the Texas Forensic Association (TFA) policy debate tab room in 2006, the first year that computers were allowed in that tournament. The TFA tournament is one of the largest and most competitive tournaments in the nation. In a typical year there are dozens of rule challenges and allegations of violations requiring the attention of the tab room. Though many teams used computers during the 2006 tournament, only one alleged violation involved the use of a computer. That allegation was easily resolved after a brief discussion with the participants in the round.

A Vision of the Appropriate Use of Computers in CX Debate

Schools will react in a variety of ways to the new NFL rule regarding computer use. Many schools will determine that computer use offers minimal competitive advantage and will stay with existing practice.

Some schools will take the other extreme and argue before the school board that all debaters must be equipped with laptops. Most schools will fall somewhere in between these extremes.

If I were coaching a high school debate team I would react to the computer rule change by implementing the following squad procedures:

1. Digital Brief Submission: Beginning now, all debaters submitting research assignments would submit them digitally. Digital submission has numerous advantages. First, it saves paper. When

briefs are prepared through the old cut-and-paste method, only two or three arguments make it onto a page. When briefs are word processed, twice as many arguments appear per page. This will save copying and printing costs. Second, digital submission assures that the briefs are readable. When tags are hand-printed on briefs, they often are marginally useful because some debaters are unable to follow the scribbles of others. Third, and most importantly, digitally submitted briefs are easily preserved for future squad use — even in subsequent years.

2. Scanning of Backfiles: I would set in motion an orderly process for creating digital copies of squad backfiles. Most debate squads have attached to them some students who are computer whizzes, though their debating skills are not yet ready for prime time. These students can provide major assistance to future squad success by scanning backfiles into word processing or PDF (Portable Document File) formats. For those backfiles where the photocopy quality is poor or where the briefs contain underlining of the text, the scanning software will do an unsatisfactory job of converting the brief into a readable word processing file. The alternative is to create PDF documents, where the scanner simply takes a picture of the brief and makes it available in digital format. The optimal situation, however, is to convert backfiles into a word processing format through optical character recognition (OCR). This places the backfiles into a format where they can easily be updated by leaving some portions and replacing others. Most scanners now come equipped with OCR software.

3. Computer Flowing for the Willing: Not all students will benefit from flowing on a computer. The standard I suggest is as follows: Does the student type faster than he/she writes (in a text messaging age, this is the case for many students) and/or will the typed flowsheet be substantially more readable/usable than the traditional by-hand flowsheet? I would not force students to flow on the computer if they are reluctant. Furthermore, every debater needs to know how to flow the old fashioned way. There will inevitably be those rounds when the



laptop crashes or the battery runs out. Just as presenters in the real world must be trained to carry on when things go wrong with technology, so debaters must be prepared to adjust to problems.

4. *One Tub Rule:* In the ideal (future) computer world, policy debaters on my squad would be limited to one tub of evidence. I would instruct debaters to choose the briefs most often used to carry around in hard copy. I would not force debaters to buy a laptop or to use a computer at all. Some teams would choose to get along with a single tub worth of evidence. The squad would provide a CD or DVD with the full version of the squad's backfiles. Debaters equipped with computers and fast/quiet printers would print out any additional briefs needed before a round or during preparation time. This one-tub-rule would make air travel (or van travel) much less expensive, more enjoyable, and safer. Room moves would no longer be such a production. Granted, this one-tub-rule could not be implemented until after a few years of gathering briefs in digital form and scanning of backfiles.

5. *Hard Copy for Reading and*

Sharing. I would encourage my debaters to use the computer during speeches only for display of the flow, not for the reading of briefs. In my ideal computer world, most debaters would work from the hard copies of the most-often-used briefs from their one tub of evidence. Since the debater has used hard copy for the presentation of arguments, it is no problem to show the other team or the judge the copies of the evidence read.

But if the debater reads briefs from hard copy, how does this reduce tub storage? Needed briefs will typically be printed out before the round as the team is prepping for the team they are meeting. A few will be printed during the preparation time (only rarely). Most of the common arguments debaters make would come from their one tub of briefs. Remember that the proliferation of tubs is spurred by two motivations: (1) intimidation and (2) what if we end up needing that brief (no matter how unlikely the possibility)? By having a digital copy of all of the backfiles, both worries are redressed and the team can be happy carrying around one tub worth of hard copy. Policy debaters will continue to

read from hard copy, but the amount of paper carried will be reduced. A policy debate team is negative in only half of its rounds, which would typically be four rounds or less per tournament. In at least two of those rounds all of the needed arguments will come from the expandos for the most common case responses/disadvantages/kritiks the team likes to run in their one tub. In only a round or two will additional briefs from backfiles need to be printed out.

It is the right time for policy debate to make the shift into the digital revolution. With the new rule in place, we will be able truthfully to say that policy debaters are taught to thrive on the cutting edge of accessing, processing, and presenting evidence.

(Dr. Rich Edwards is Professor of Communication Studies at Baylor University in Waco, Texas. He also wishes to thank John Raines, III of Tampa Preparatory School in Tampa, Florida, and James Ferraro of the Levin College of Law at the University of Florida for reviewing this article.)

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Uh Oh! I Have to Deliver a Speech!

To Control Nervousness is Preparation

by
Randy Cox

It has become almost a rite of passage, a nearly universal phenomenon experienced by students everywhere. It is not enough to master the content of your class. You must be prepared at some point in time to deliver an in-class graded "Oral Presentation," or speech prepared by the student and presented as part of the course requirements.

Oral proficiency has become increasingly important in our curriculum. Time and time again, corporate advisors demand that our educational institutions prepare students for the demands of the business world, where delivering a speech is both expected and in many cases required. From telephone sales and video conferencing to formal market proposals and projected advertising campaigns, oral presentation pervades the business environment. Even the interview process is founded on the ability to articulate your qualifications as a potential employee.

Yet, despite how much we rely on these oral competencies, the prospect of delivering a formal speech often evokes nervousness and anxiety. It is an often quoted perspective that on surveys designed to delineate people's greatest fears, a dread of public speaking is usually the highest ranking phobia, ranking higher than even death.

It is important that every student knows first and foremost that speaking in public will *not* kill you! For many students, the oral presentation may be the best environment to showcase proficiency in a subject. For others, it would be just fine if all that was required was a reading assignment and a written test. The speech situation can be stressful, and the resulting anxiety can

make it difficult to perform effectively. Understanding your nervousness and where it comes from will help you to move beyond speech apprehension, allowing you to focus on preparing and delivering the best presentation you can.

Understanding Your Nervousness

- Cold sweaty hands
- Perspiration
- Shaky knees
- Muscle tension
- Shortness of breath
- Stomach cramps

These are just a sample of some of the most common symptoms of the nervousness associated with public speaking. Sometimes called "speech anxiety," and more commonly "stage fright," there is almost no person immune to nervousness. Some of the greatest actors in the history of stage and cinema offer stories of stagefright that is almost debilitating. In most cases, though, learning how to deal with your nervousness is a key to presenting an effective speech.

Almost all of the physical symptoms of nervousness are the result of a surge in adrenalin. That surge is a biological phenomenon, one that can not be countered outside of specific medications and relaxation techniques. For some people, the nervousness stimulates a surplus of acid production in the stomach. Over time, that surplus acid can result in gastritis, and potentially even ulcers, and must be treated by a

medical professional. More often, though, relaxation techniques are more effective and helpful in curbing the development of extreme biological conditions.

Tips for Staying Relaxed

• *Breathe properly.* – Many symptoms can be countered by remembering to breathe properly. Before beginning the speech, make sure to take two or three full breaths before starting the text. In everyday conversation, many people take in just enough breath to complete the current thought. Because the conversational setting is informal, there is nothing which would prohibit a person from stopping even in mid-sentence to take a breath if needed. During a more formal speech situation, a pause in mid-sentence generally decreases the effectiveness of the language and delivery. During the presentation, be sure to inhale *completely*. Try not to rush your breathing.

• *Stay physically relaxed.* – Over the years, I have worked with many students on controlling muscle tension, and have isolated the most common sources of muscle tension in the shoulders, neck, and upper arms. Muscle tension in those areas makes the speaker physically uncomfortable, and tends to result in stiff or awkward looking gestures. The approach to counter that tension is to make use of "body memory." Before practicing the speech, sit in a fully relaxed position and make a mental note of what the muscles in those locations feel like. Compare that to the tension you may experience during practice, especially if you practice the speech in front of

Public Speaking

other people. Another exercise is to stand in a completely neutral position, and to twist your upper torso from side to side, letting your hands and arms follow the movement of your torso. Then come to a complete stop with your hands and arms to your sides. Again, make a mental note of the way that your muscles feel at that moment. You will begin to recognize the muscle tension and make adjustments during the actual speech.

• **Eat carefully.** – Many problems with stomach cramps and discomfort can be traced to simple dietary choices. As a rule of thumb, spicy foods are not recommended prior to delivering a speech! Additionally, many soft-drinks, heavy caffeine products, and milk products have been identified as contributing to stomach discomfort. Be aware of the way that your body reacts to various dietary contributors, but also remember that the rush of adrenalin and increase in stomach acid may cause reactions to foods that you have never experienced before. Water is the best liquid to consume before speaking.

• **Maintain a positive attitude.** – Franklin Delano Roosevelt once noted that “The only thing we have to fear is fear itself.” While he was talking about a national crisis, the adage also applies to oral presentations. Nervousness becomes compounded when the speaker perceives of the presentation as a necessarily frightening and uncomfortable experience. Remember that as a student, you are only one of a group of people who share a common task and experience. Generally speaking, your audience will be in the same proverbial boat as you. Your audience will understand the kinds and amount of preparation required for your presentation. Your relationship with the audience is not adversarial or hostile. Remember also that an oral presentation is usually the most efficient and effective way to demonstrate your mastery of a concept. If you can project enjoyment in the process and in the presentation, your speech will be much more effective.

• **Prepare thoroughly.** – The most important factor that will affect your abil-

ity to control nervousness is preparation. The more that you can practice the speech prior to the time you have to deliver it for an audience, the more comfortable you will be during the speech itself. Practice may not make the presentation perfect, but it will certainly make you better prepared and make the speech as good as it can be. If possible, and if your instructor has available time, try to perform the speech for your evaluator prior to the day you deliver the speech in class. Your instructor may be able to provide some feedback and additional instruction to help you be sure that you have met the requirements for the assignment. If your presentation assignment includes a time requirement, be absolutely sure to practice the speech using a stopwatch to determine the length of the speech.

Excerpted from:
*What Every Student Should Know About
Preparing Effective Oral Presentations*

By Martin R. Cox, University of Texas - Austin

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Meet Jodee Hobbs

Jodee Hobbs
coaches at
Andover Central
Andover, KS

by
Sandy Krueger, NFL Publications Director

What was your first NFL experience?

As a coach it was taking students to the District debate tournament -- the kids made it to semi-finals and were alternates.

As a student, I remember my partner and I getting called into compete at the district tournament as a last minute replacement. We were first years and the resolution called for a new energy policy. Our case was nuclear energy development -- but Three Mile Island, a nuclear plant, had just had an "incident" -- that was a very short and painful debate experience.

When did you decide to be a teacher and/or coach?

To be honest, my college advisor wrote speech education down as my major when I was in my third year at college. I hadn't made any decisions, and they thought it was time. I went to graduate school to avoid getting a real job -- and ended up as an assistant coach for a college team and just never left the activity. It all started out semi-randomly, but I would not want to change jobs.

What is your team philosophy

My philosophy for coaching is to help kids get whatever they can out of the activity. Winning and losing is not a big deal, although I will grant that winning is much more fun. Helping kids to learn how to think for themselves and to advocate for what they believe is the reason I am in the activity. I like working with any student that wants to learn.

How many hours do you spend with this activity a week?

50+ hours

What is your vision for the future of the NFL?

Broad vision I don't have. I haven't been a coach long enough at the high school level. I would like to see kids be able to qualify straight up for poetry, prose and informative etc., as well as the ones that are allowed now. That comes from my college coaching experience. I want more kids to experience Nationals.

What is exciting about being an NFL coach in the State of Kansas?

We never get to see a weekend off. I'm not sure if that is exciting. Preparing kids for excellent competition every week is fun. And this year, I am sure there will be lots of interesting extras to experience with Nationals being just down the road in Derby.

What's unique about Andover Central High School as an NFL chapter?

We are a very young chapter. We usually have more females than males competing in forensics and debate, which is somewhat unique. Finally, the chapter is small enough that all of the kids can usually compete in as many tournaments as the State of Kansas will allow each semester.

What qualities do you look for when recruiting students for your program?

Anyone can be a part of the debate and forensics team at ACHS. There is no initial screening of kids. They just have to want to debate or forensicate and be willing to put some hours into the activity.

How has the NFL changed since your days as a competitor?

That was too long ago to remember.

What is your favorite memory from a National Tournament?

Seeing a former college student judging at the tournament and being able to be their colleague rather than their coach or ex-coach.

What is the greatest challenge as a coach today?

Maintaining the energy to keep going at times.

Are there any rituals/lucky traditions that you employ as a coach?

No M&M's.

What's your favorite weekend tournament food item?

It varies with my mood at the time. This weekend was cheesecake and chicken fingers with buffalo sauce thanks to Kansas City Community College and Shawnee Mission East. I did throw in a couple of celery sticks to feel somewhat healthy.

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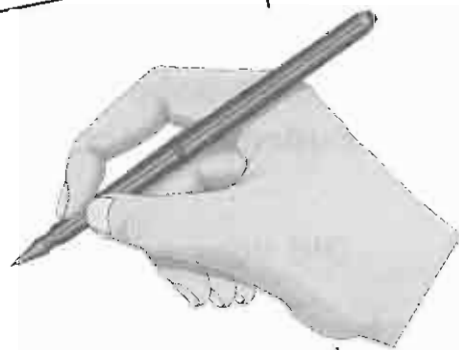


*****Donus Roberts
Watertown HS, SD

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An Interview with 9th Diamond Coach Donus D. Roberts



How Did You Get Started?

I started to teach and coach forensics almost by accident, actually the result of an accident. I had planned to continue my education through a PhD, but in my senior year of undergraduate college a careless pheasant hunter shot me. I lost my right eye, nearly both eyes, and had a long struggle. My education was sorely interrupted, and my limited money disappeared. At the request of a coaching friend, I applied at Watertown High School in the spring of 1960. Surprisingly, they gave me the job, and I guess the rest is history.

What Sparked Your Interest in 'Training Youth for Leadership'?

My commitment toward training youth for leadership was evolutionary. I took the Watertown job under the assumption that I would save some money and return to my PhD track in two years. First of all, teacher salaries in South Dakota have never been sufficient to save any money. Second, as I started coaching, I shortly realized how valuable the training was for leadership, and what a responsibility we coaches have to treat that responsibility with integrity. I also met an English teacher named Lovila at Watertown and married at the end of my second year. She bravely, perhaps foolishly, undertook educating me about being a good partner and father. And in a couple of eyeblinks I retired from Watertown after 39 years.

Building the Watertown NFL Program.

When I arrived at Watertown, the NFL program had a very strong quality reputation. I was seriously concerned about screwing it up. Once I found a little groove, I committed myself, and other Watertown coaches, to a large forensic education program that would still strive to produce quality competitors. Size and quality are not natural companions as there are so many more people to coach. In the Watertown program I tried to set a coaching standard that all those who wanted to contribute to the program would have roughly even coaching time devoted to their development. Sometimes this would produce shaky records, but improvement was the standard, not the current result. This philosophy was program-wide. The most obvious result of this philosophy was a growing NFL membership roster, leading Watertown to be one of the five largest NFL chapters in the U.S. for over thirty consecutive years. The second result was that the program had a reputation in the school and among the students as being very fair and open. We would spend the same money on debaters to go to tournaments where they likely would go 1-4 as we would spend money

Coach Donus Roberts Interview continued

on debaters who might win the tournament. I coaxed the school into funding the obvious costs. Besides building democracy into the Watertown program, I tried hard to build integrity, respect for the opponent as an honorable person who just might be better in the event than we are. I insisted that judges not be bashed as that provided an excuse and was not honorable. I always told the students that I will try to be fair, but that did not mean that I will treat different people the same. I also believe strongly that assistant coaches function better if viewed as co-coaches, and that they deserve NFL points for any students they coach. I may have nine diamonds, but my co-coaches have numerous diamonds as well.

What Do You Believe Students Today Look For In a Coach?

Although I believe some students look only toward winning, I believe that most students look toward their coach(es) as role models. A win-at-any-cost coach will add to this public trend at the disservice to the student and the public. Teaching winning and losing with integrity is an awesome responsibility. I believe the concept of team is still critical. I look to several very successful current speech teams in our neighboring state of Minnesota, and they are all team-based.

In my career, I have coached Policy Debate, Lincoln Douglas Debate, Public Forum Debate, Extemp, Oratory, Student Congress, Dramatic Interp, Humorous Interp, Poetry, Non-original Oratory and Prose. Remember, I said I have coached these events, but not necessarily well! For most of my career, I was much more identified with public address events.

Personal Awards.

I started my coaching career when the forensic dinosaurs still walked the earth. Bruno E. Jacob was NFL's Executive Secretary, and he came to Watertown in the first fall I coached and presented us with the Leading Chapter Award. He was a great man who believed in every word that NFL had in its motto. Karl E. Mundt NFL member number one, a South Dakota senator often visited our program. These individuals, and many others, communicated that coaching was a sense of calling, that ethics were terribly important, that students are not grist in the mill. Also, by their example, they communicated leadership. As I learned to swim in the coaching waters, I more and more searched out leadership positions, at first in my state, my NFL district, on the National Debate Topic Selection Committee, within the American Forensic Association, and finally for 24 years on the NFL national council. I would hope that my obituary would show that in various small ways I improved things for students in particular.

What Is Your Biggest Worry?

I worry that future forensic coaches and subsequently students, will not have the same opportunities that I had. Over specialization, lack of money, too much emphasis on artificial concepts like 'no child left behind', and the list goes on. Bruno E. Jacob measured the NFL one member and degree at a time. Still not a bad concept.

DIAMOND COACH ADVANCEMENT 5 YEARS BETWEEN EACH DIAMOND

One Diamond	1,500 - 2,999 pts
Two Diamonds	3,000 - 5,999 pts
Three Diamonds	6,000 - 9,999 pts
Four Diamonds	10,000 - 12,999 pts
After fourth diamond is earned, points are in 3,000 increments	
Fifth Diamond	13,000 - 15,999 pts
Sixth Diamond	16,000 - 18,999 pts
Seventh Diamond	19,000 - 21,999 pts
Eighth Diamond	22,000 - 24,999 pts
Ninth Diamond	25,000 - 28,999 pts



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SIXTH DIAMOND COACHES



*****Randy Pierce
Pattonville HS, MO

January 4, 2006

20,135 Points

Randy Pierce has directed the speech and debate program at Pattonville since 1974, starting the mock trial program in 1981. He helped establish a public speaking graduation requirement there in 1982. Randy has received the Missouri NEA Horace Mann Award for professional leadership in education, the E. A. Richter Award from the Missouri Bar Association for excellence in citizenship education, the National Federation Award for achievement in speech and debate, and the Loren Reid Award (from the Speech and Theatre Association of Missouri) for service to the profession.

Randy's greatest satisfaction in coaching comes from seeing the excitement on the face of a beginner who has just earned membership in the NFL. License plate reads "DB8 4ME".

Mr. Pierce currently serves as chair of the National Federation Speech, Debate, and Theatre Committee. The most valuable support he feels he has received in his career comes from NFL - the Novices, with their boundless enthusiasm and intellectual curiosity; his family, without their patience and love, coaching would be impossible; and the Leaders in the forensic community, whose standards of excellence provide a continual motivation and challenge.

When not riding school buses to tournaments in Arkansas, Illinois, Indiana, Kansas, Nebraska, South Dakota, or the farthest reaches of Missouri, he enjoys travel, long-distance running, black powder rifle shooting, trivia and reading military history.

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

January 11, 2006

18,360 Points

I began coaching in 1962 at Woodrow Wilson High School and have continued coaching there to the present although I retired from the classroom in 1998 (school name was changed to Harry S. Truman High School in 1982). I am a member of the Pennsylvania High School Speech League Hall of Fame (1990) and served on the PHSSL Executive Committee from 1965 to 2001. Also, I served on the Valley Forge District committee of NFL from 1979 to 2003. Additionally, I have served as president of the Southeastern Pennsylvania Debate League for 25 years and have been instrumental in starting programs at a number of schools in Southeastern Pennsylvania over my career.

During my career, I have attended 20 National Tournaments and qualified 37 competitors. Woodrow Wilson and Truman High Schools have won the Leading Chapter Award four times. The school has also won the District Sweepstakes Award and Accumulative Rounds Award. In addition, I have coached the largest chapter in both the Valley Forge District and the entire state of Pennsylvania for numerous years.

Truman has been a member of the 200 Club on nine different occasions.



FIFTH DIAMOND COACHES



*****Robert Nordyke
Campus HS, KS

January 12, 2005

13,113 Points

Robert D. Nordyke, who has coached debate and speech at Campus High School (Haysville, Kansas) since 1977, began his coaching at Pratt High School (Kansas) in 1973. During his tenure at Campus, he has coached students to fourteen national tournaments, with top-six finishers in Lincoln Douglas, Humorous, and Expository. His students have competed in elimination rounds in all Kansas events and have claimed state championships in Lincoln Douglas, Oratory, Poetry, and Duet. Among his students have been two NFL All-Americans and eight NFL Academic All-Americans.

Robert has been active as a member of the district committee in West Kansas, in South Kansas, and now in Sunflower, serving one term as district chair of West Kansas.

Two of his three children have earned NFL membership: his daughter Jennifer, a 1992 Wichita Southeast graduate, and his son Greg, who is a senior at Wichita Southeast. Robert and his wife Rebecca, who is employed at the Eliot School of Communication at Wichita State University, have been married since 1972. They have one other child, Jessica, and a houseful of Australian Shepherds.

*****John N. Revezzo
Niles McKinley HS, OH

December 4, 2005

13,081 Points

John N. Revezzo began coaching speech and debate since 1975 at Niles McKinley High School til present. Mr. Revezzo has been serving the Northern Ohio District Committee since 1977 and as their District Chair for 10 years.

Under Mr. Revezzo's direction, he has qualified 82 competitors to 27 National Tournaments with a 1998 National Champion in Humorous Interp, a 3rd place winner in 1986, 7 semi-finalists and two in Super Congress. Mr. Revezzo earned the Bronze Key Award in 1993 and the Gold Key Award in 1995, and in 1995 recognized as the National District Chair of the Year.

Niles McKinley received the Leading Chapter Award four times; the District Tournament Sweepstakes Award three times, and the District Tournament Trophy Award three times. Other recognition includes being recognized seven times as first in the District Enrollment and two times as the Largest Chapter in Northern Ohio.

In 1992 Mr. Revezzo was elected to Ohio High School Speech League Coaches Hall of Fame. From 1981 to present he was elected to the OHSSL State Executive Committee and served as chairman from 1988-1994; 1994-1995; and 1997-1999. In 1998 John received the Speech Communication Association of Ohio Distinguished Coach Award. Mr. Revezzo has coached over 300- students to the OHSSL State Tournament: 11 State Champions, 18 State runners-up, 80 competitors advanced to the final round of their events and in 1999 his team earned the State Team Championship.



*****Timothy C. Averill
Waring School, MA

January 3, 2006

13,708 Points

Coach Timothy C. Averill, now retired from full-time public school teaching, works at Waring School where he teaches a writing program, the AP Program, and develops an interscholastic debate team.

Mr. Averill held the assistant debate coach in 1980-1981 at the University of Massachusetts and held positions on the St. Johnsbury Academy Board as teacher and consultant where he held workshops training high school teachers to develop and implement AP curricula for their schools and founded the English Listserv in 1994 and was implemented by the College Board.

In addition, Timothy served as Vice President for the Massachusetts Forensic League (1982-1994, 1996-2002), Vice President for Debate, New England Division of the National Catholic Forensic League (1985-2005), serviced the New England District Committee (1985-2005).

In 1987 was named Coach of National Interscholastic Debate Champions. Elected a "Key Coach" of the Barkley Forum for High Schools at Emory University in Atlanta. In 1982 named New England Debate Coach of the Year.



FIFTH DIAMOND COACHES



*****Mark Harris
Raytown HS, MO

March 27, 2006

18,371 Points

Mark has coached speech and debate for 25 years. He started his journey with a semester as an assistant coach in Rogers HS, AK in 1981. He took on the head coaching responsibilities the following school year at Carthage High School, MO. He then moved on to Parsons High School, KS, where he spent thirteen years. He is now entering his tenth year at Raytown High School, MO.

He has coached 85 entries to 24 national tournaments. The achievements of those students include two semi-finalists in International Extemporaneous Speaking, sixth place Prose/Poetry in 1983, the third and sixth speakers in Policy Debate in 2002, and twelve students that participated in Super Session of Student Congress; including the National Champion Representative in 2002. In that same year Mark accepted the Karl E. Mundt Trophy for Raytown High.

Since the inception of the NFL All-American Award in 1987, Mark's students have earned that recognition 11 times. He has also coached 11 Academic All-Americans since 2000.

Mark has served as a district committee member and district chair. He has earned the NFL Distinguished Service Key and Distinguished Service Plaque. He also has served in the National Tournament tab room during the years of 1994-1999.

Mr. Harris has coached state champions in Missouri, Kansas and Arkansas. Those championships included students that performed in interpretation, speech, and debate.

He serves as the president of the Kansas City Suburban Conference. He has held this position for six of the ten years that he has been at Raytown High. The conference is comprised of 25 of the top NFL schools in the Kansas City, MO area.

*****Skip Altig
North Platte HS, NE

April 18, 2006

14,807 Points

Skip Altig has been teaching forensics at North Platte High School for the past 30 years. This is the only teaching position that he has had. In his first year at NPHS he had four students in his program. Today he runs a quad of approximately 50 members. He has two assistants, Heidi Fessler and David Cooper, both are teachers at NPHS as well as alumni of the NPHS Forensics program.

Skip has been a member of the Hole in the Wall District Committee for the past 14 years. He has qualified students to the National Tournament in every event except Policy Debate. He has qualified students for the National Tournament, except for two, in the past 15 years.

Besides coaching and teaching forensics at NPHS, Skip is also the Director of Theater where he directs three plays during the school year.



*****Shirley Keller-Firestone
Homestead HS, CA

April 30, 2006

13,000 Points

Shirley's involvement with NFL began as a high school student at Newell, South Dakota. She began coaching speech and debate at Fremont High School, California, as an assistant. She then moved to Lynbrook High School where she coached and taught for 35 years.

After retiring from teaching in 2000, she moved to Homestead High School as a coach. Her students have been California champions in Congress, President Office in Congress, Debate, and Original Advocacy. Many Lynbrook and Homestead students have reached semi and final rounds at the State Tournament in other events. National Champions were both in Congress in 1974 and 1985. (Both graduated from college in 1979. National competitors include Debate, Oratory, Dramatic and Extemp in addition to Congress. She has been District Chair of the California Coast NFL District and is currently on the committee.

On the California level, she has been an officer in Coast Forensic League, Curriculum Representative to the California High School Speech Association and is currently Area I Chairman.



FOURTH DIAMOND COACHES



******Glenn M. Nelson**
Hutchinson HS, KS
July 12, 2005 12,023



******David M. Montera**
Centennial HS, CO
January 14, 2006 10,376 Points



******Michael W. Burton**
Eastside Catholic HS, WA
January 28, 2006 14,296 Points



******Pauline J. Carochi**
Canon City HS, CO
March 1, 2006 10,106 Points



******Michael Patterson**
Guymon HS, OK
April 11, 2006 10,137 Points

TRIPLE DIAMOND COACHES



*****Linda Shipley**
Bartlesville HS, OH
July 5, 2005 **6,690 Points**



*****Anita Boyd**
Laurel HS, MS
October 16, 2005 **6,003 Points**



*****Leslie S. Watkins**
Brookwood HS, GA
November 28, 2005 **6,151 Points**



*****Judith Javersak**
Sturgis Brown HS, SD
February 5, 2006 **6,104 Points**



*****Janet Rose**
Kearney Sr. HS, NE
Decembe 12, 2005 **6,519 Points**



*****Melanie Ralston**
Topeka West HS, KS
February 23, 2006 **6,004 Points**

TRIPLE DIAMOND COACHES



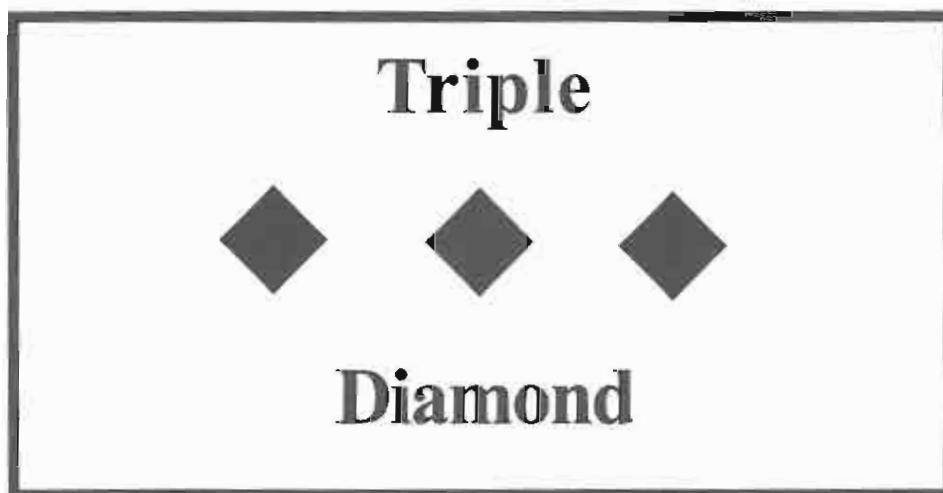
*****Eileen Waite**
Randolph HS, NJ

March 1, 2006 6,015 Points



*****Suzanne E. Theisen**
Stow-Munroe Falls HS, OH

March 10, 2006 6,558 Points



*****Suzanne S. Munsell**
Esperanza HS, CA

March 15, 2006 6,023 Points



*****Rita Prichard**
Granite Bay HS, CA

March 21, 2006 6,074 Points

TRIPLE DIAMOND COACHES



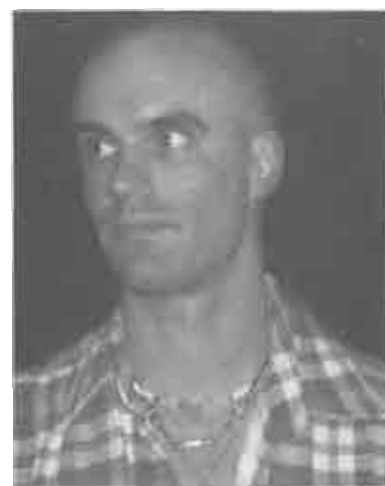
*****Gay Janis**
Gilmour Academy, OH
March 23, 2006 7,683 Points



*****Gregory R. Stevens**
Spirit Lake HS & Okoboji Comm. Sch, IA
March 25, 2006 6,008 Points



*****Anthony E. Myers**
Durango HS, CO
April 20, 2006 6,975 Points



*****Derek L. Yuill**
Gabrielino HS, CA
May 1, 2006 19,517 Points

DOUBLE DIAMOND COACHES



****Steven J. Fetzik**
St. Francis HS, MN
February 27, 2004 3,000 Points



****Thomas Noonan**
Marquette University HS, WI
July 13, 2005 3,857 Points



****John Horner**
Nixa HS, MO
October 26, 2005 4,521 Points



****Marc Rischitelli**
Shrewsbury HS, MA
November 8, 2005 3,633 Points



****Carla Brown**
Lee's Summit HS, MO
November 30, 2005 5,017 Points



****Tod Hering**
Eastview HS, MN
December 1, 2005 6,972 Points



****Andrew Buchan**
Thomas Jefferson HS, WA
December 16, 2005 3,440 Points



****Jean Hoerer**
Richland HS, ND
December 19, 2005 3,004 Points



Gail Bauwens
Matawan Regional HS, NJ
February 6, 2006 3,010 Points

DOUBLE DIAMOND COACHES



****Tammie L. Peters**
Golden HS, CO

February 6, 2006 4,409 Points



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

February 27, 2006 5,235 Points



****Colleen Murphy Richardson**
Westside HS, NE

February 27, 2006 4,349 Points



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

February 27, 2006 9,558 Points



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

March 4, 2006 3,310 Points



****Larry Wood**
The Woodlands HS, TX

March 6, 2006 3,003 Points



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

March 8, 2006 3,757 Points



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

March 18, 2006 4,757 Points



****Jay L. Johnson**
North HS, WI

March 31, 2006 3,588 Points

SINGLE DIAMOND COACHES



***Carl V. Adams**
Yuba City HS, CA

May 26, 2005 1,589 Points



***Loran White**
Big Horn HS, WY

June 27, 2005 1,506 Points



***Kathi Wells**
Winter Springs HS, FL

July 13, 2005 1,507 Points



***Traci Lowe**
Suncoast Community HS, FL

October 13, 2005 6,003 Points



***David Pritschet**
Brainerd HS, MN

October 29, 2005 1,510 Points



***Steven Kennedy**
Munster HS, IN

November 4, 2005 1,522 Points



***Sarah M. French-Hahn**
Greeley Central HS, CO

November 3, 2005 3,219 Points



***Kim M. Blackford**
Parkway Central HS, MO

November 13, 2005 1,767 Points



***Paul Gaba**
Wellington HS, FL

November 16, 2005 2,590 Points



***Anthony Bichler**
Central of Grand Junction HS, CO

December 2, 2005 3,836 Points



***John McWilliams**
The Montgomery Academy, AL

December 4, 2005 1,510 Points



***Trish Boudra**
J. Frank Dobie HS, TX

December 6, 2005 1,511 Points

SINGLE DIAMOND COACHES



***Kevin Tonkovich**
Worland HS, WY

December 6, 2005 1,527 Points



***Cyndy Woodhouse**
West HS & Iowa City HS, IA

December 13, 2005 1,503 Points



***K. J. Anderson**
Woodrow Wilson HS, DC

January 7, 2006 1,659 Points



***Candice C. Paczkowski**
West Fargo HS, ND

January 8, 2006 1,500 Points



***Linda Arney**
La Porte HS, IN

January 10, 2006 1,528 Points



***Wendy Czerwonka**
West Plains HS, MO

January 17, 2006 1,543 Points



***David Kraft**
Wheaton Warrenville South, IL;
Leland HS, CA; Trinity Prep Sch, FL

January 20, 2006 1,533 Points



***Sarah A. Hickey**
Sayre Area HS, PA

January 27, 2006 1,552 Points



***Mary L. Winn**
Gering HS, NE

January 29, 2006 1,529 Points



***Bill Cornforth**
Wheeling Park HS, WV

January 30, 2006 1,502 Points



***Carmen L. McAlester Harkins**
Wilburton HS, OK

January 31, 2006 1,720 Points



***Jacqueline Kornblum**
Poly Prep Country Day School, NY

February 3, 2006 1,623 Points

SINGLE DIAMOND COACHES



***Matthew Madsen**
Ogden HS, UT
February 9, 2006 2,483 Points



***Jennifer Heidt**
Westminster Schools, GA
February 9, 2006 1,585 Points



***Beverly Kelly**
Fayette County HS, GA
February 11, 2006 1,505 Points



***Sean C. Bennett**
Starr's Mill HS, GA
February 15, 2006 3,831 Points



***Lisa Bompiani**
Greater Latrobe HS, PA
February 15, 2006 1,679 Points



***Matthew R. Good**
Raytown South HS, MO
February 15, 2006 4,885 Points



***Edward Janis**
Gilmour Academy, OH
February 20, 2006 1,513 Points



***Kara L. Smith**
Lake City HS, ID
February 21, 2006 2,253 Points



***Curt Stedron**
Littleton HS, CO
March 8, 2006 2,128 Points



***Victoria Mathews**
Wadsworth City School, OH
March 9, 2006 1,502 Points



***Jouathan Peele**
East Chapel Hill HS, NC
March 14, 2006 1,607 Points



***Lori Durham**
Brunswick HS, GA
March 16, 2006 1,500 Points

SINGLE DIAMOND COACHES



***Dolores B. Muller**
Wauseon HS, OH

March 16, 2006 1,500 Points



***Michelle Uttke**
Virgin Valley HS, NV

March 20, 2006 2,851 Points



***Michel Bury**
Andover HS, MN

March 21, 2006 1,512 Points



***Matt Guthrie**
Phoenix Country Day School, AZ

March 23, 2006 1,572 Points



***Tim Mahoney**
St. Mark's School of Texas, TX

March 23, 2006 1,839 Points



***Cindy Wiebusch**
Robert E. Lee HS, TX

March 30, 2006 3,324 Points



***Edward G. Taylor**
Oakville Sr. HS, MO

March 31, 2006 1,521 Points



***Stacy Thomas**
Hockaday School, TX

April 3, 2006 2,918 Points



***Dale C. Shilling**
Cuyahoga Valley Christian Academy, OH

April 17, 2006 1,511 Points



***Ralph W. Driggs**
Central Catholic HS, CA

April 20, 2006 1,510 Points



***Rebekah A. Foster**
Reno HS, NV

April 24, 2006 2,644 Points



***Susan Marianelli**
Milton Academy, MA

May 15, 2006 1,553 Points

◆ DIAMOND COACHES

(PHOTOS NOT AVAILABLE)

Listed are coaches who received their diamond(s) from May 26, 2005 through May 15, 2006

1st Diamond Coaches

Rhonda Hill, Naaman Forest HS, TX
 Chris Agee, Newman Smith HS, TX
 Bruce Garner, Duncanville HS, TX
 Megan Dorsey, Westside HS, TX
 Susan Nicoloff, Bishop Carroll HS, PA
 Karmin Schraw, St. Cloud Tech HS, MN
 Amiee Parsons, A & M Consolidated, TX
 Jamie Hibbs, Arkansas City HS, KS
 Richard J. Pollicciotta, Cary Academy, NC
 Andrew Charrier, Lakeville North & South, MN
 Gregory H. Cunningham, Hull HS, MA
 Krista deBoer, La Costa Canyon HS, Ca
 Ann Accas, Grapevine HS, TX
 Lisa D. Hamilton, Enid HS, OK
 Rosanne Garbrandt, Shawnee Mission North, KS
 Debbie Savage, Claremore HS, OK
 Chris Covert, Gig Harbor, WA
 Michaela Northrop, Chantilly HS, VA
 Thomas Richardson, Norman HS, OK
 Staci Fowler, M. B. Lamar HS, TX
 Timothy M. Scheffler, James Madison Mem, WI
 Ernesto Querido, Pine Crest School, FL
 Christopher Columbus HS, FL
 Kerrie Halvorson, Flathead Co. HS, MT
 Pamela Walberg, St. Joseph Catholic Sch, MS
 William M. Cooper IV, Arthur L. Johnson, NJ
 Audrey J. Barlow, Pleasant Grove HS, UT
 Robert E. McIntire, Kokomo HS, IN
 Ashley Novak, Aracdia HS, CA
 Michelle Elia, Canfield HS, OH
 Tracey L. Repa, Buffalo Grove HS, IL
 Kim Lenger, Independence Truman, MO
 Melva Hackbarth, Norman HS, OK
 Colleen Meisenheimer, Aberdeen Central HS, SD
 Amanda Oliveros, Bishop Kelley HS, OK
 Melissa Victorick, Friendswood HS, TX
 Pamela Pesa, Poland Seminary HS, OH
 Al Kirtley, Junction City HS, KS
 Cody Henrichsen, Riverton HS, UT
 Karen M. Kissinger, Saint Pius X HS, MO
 Myrna Bass, Athens HS, TX
 Sarah M. Sherry, Puyallup HS, WA
 Renae Midence, Miami Palmetto HS, FL

Christopher Zoch, North HS, WI
 C. J. Harbison, Harrisburg HS, IL
 David Chamberlain, Claremont HS, CA
 Peggy Fink, Havre HS, MT
 Kathleen Vosberg, Black Hawk HS, WI
 Jon F. Holboke, Lakeridge HS, OR
 Canby HS, OR
 James E. Shapiro, Berkeley Carroll Sch, NY
 M. L. Barnes, The Culver Academies, IN
 Marsha L. Jackson, McPherson HS, KS
 Sandy Aldrich, Park Rapids Area HS, MN
 Anne M. Smith, Sandra Day O'Connor HS, TX
 David Gardiner, Richard B. King HS, TX
 Ellen J. Boyer, Shikellamy HS, PA
 Jessica Fedje, Roseville Area HS, MN
 Darin Maier, St. Andrew's Episcopal Sch, MS
 Bryan McCampbell, Jefferson Cty HS, TN
 Tim Campbell, James Logan HS, CA
 Jason Mitchell, Salina High Central HS, KS

2nd Diamond Coaches

Brandon Cosby, Signature School, IN
 Walter R. Willis, Tomball HS, TX
 Richard M. Belske, Olathe North HS, KS
 Kathleen Crosby, Sacred Heart Acad, NY
 Scott Walker, Watertown HS, SD
 Amy Cloer, Providence HS, NC
 Porter Ridge HS, NC
 LeNina M. Wimmer, Clearfield HS, UT
 Leslie Robinett, Hillcrest HS, UT
 Michael Hurley, Wheeling HS, IL
 Dan Flores, Cathedral HS, TX
 Shelia Holt, Independence Christmas HS, MO
 Joseph Lunetta, Hanover Park HS, NJ
 Kaileen Harris, Highland HS, ID
 Pocatello HS, ID
 Leo Kallis, Yankton HS, SD
 Brian Knox, Campbell County HS, WY
 Mary E. Willoughby, Henry W. Grady HS, GA
 Alicia M. Slavis, Christian Brothers Acad, NY
 Wayne Tang, Maine East HS, IL
 Kathy A. Patron, Perry HS, OH
 Cathy Smales, Elko HS, NV
 Brian White, Kapaun Mount Carmel HS, KS

3rd Diamond Coaches

Morgia Belcher, Gig Harbor HS, WA
 Noel S. Selegzi, Hunter College HS, NY
 Sheryl Kaczmarek, Newburgh Free Acad, NY
 Mary A. Schick, Michael Krop HS, FL
 D'arcy F. Patey, Poland Regional HS, ME
 Steven M. Hclman, Kamiak HS, WA
 Mickey D. Hutson, Collierville HS, TN

4th Diamond Coaches

Stan Lewis, Olathe East HS, KS
 Pauline J. Carochi, Canon City HS, CO

5th Diamond Coaches

Bill Davis, Blue Valley North HS, KS

6th Diamond Coaches

Georgia Brady, Blue Springs South HS, MO

**Congratulations
 Diamond
 Coaches!!**

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Set	2006	2006	2006	2006	2006	2006	
Set	2005	2005	2005	2005	2005	2005	
Set	2004	2004	2004	2004	2004	2004	
Set	2003	2003	2003	2003	2003	2003	2006 in CD Format Only
Set	2002	2002	2002	2002	2002	2002	

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 Indicate Year _____ (\$50) One Complete Set - Specific Year (Includes all Individual Categories) = \$ _____
 Indicate Year _____ (\$75) Mixed Selection of 2002-2005 (Mix/Match Set of 10) = \$ _____
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Total \$

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	Oratory	L/D Debate	U. S. Extemp	International Extemp	Debate	
	1991	1991	1991	1991	1991	
	1992	1992	1992	1992	1992	
	1993	1993	1993	1993	1993	
	1994	1994	1994	1994	1994	
	1995	1995	1995	1995	1995	
	1996	1996	1996	1996	1996	
	1997	1997	1997	1997	1997	
	1998	1998	1998	1998	1998	
	1999	1999	1999	1999	1999	
	2000	2000	2000	2000	2000	
	2001	2001	2001	2001	2001	
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_____	10 Tapes for \$65 (Mix & Match any year/any category)					\$ _____
	S/H (\$1 per tape/\$10 per Archival Set)					+ \$ _____ S/H Total

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Chris Newhouse
Lowell HS
Peter Park
Leland HS
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MARYLAND

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Aaron Knodel
Fargo Shanley HS
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The Questions Dividing Us

By Paul Moffitt

The Value of Value Clash

"LADIES AND GENTLEMEN: I appear before you to-day for the purpose of discussing the leading political topics which now agitate the public mind. By an arrangement between Mr. Lincoln and myself, we are present here to-day for the purpose of having a joint discussion, as the representatives of the two great political parties of the State and Union, upon the principles in issue between those parties; and this vast concourse of people shows the deep feeling which pervades the public mind in regard to the questions dividing us."

—Stephen Douglas, Opening Remarks, First Debate; August 21, 1858; Ottawa, Illinois.

With the political fallout over the Dred-Scot decision and the Missouri Compromise, and with the emergence of a new Republican Party, 1858 was a fitting time for two thoughtful, well-spoken public servants, known then as the Little Giant and the Rail Splitter, to explore what the "public mind" considered the "principles in issue." Perhaps the most important words in the statements above, however, are "the questions dividing us." Both Douglas and Lincoln recognized that people were deeply divided about the major issues of the day and that the electorate deserved to hear each Senate candidate publicly articulate his party's position so the public could cast an informed vote. While the primary issues—popular sovereignty and slavery—may seem archaic to a modern audience, the principles that both men appeal to when discussing them—sanctity vs. quality of life, minority rights vs. majority rule, federalism—are still relevant in the

world of modern politics . . . and in debate rooms. After all, since their names are forever tied to the activity, it should come as no surprise that Lincoln and Douglas participated in a good old-fashioned clash over, well, *values*.

Values still matter: Just look at the 2004 Presidential campaign. President Bush and Senator Kerry both espoused core leadership values and both candidates used the word "fundamental" seven times during their three Presidential Debates in order to delineate what they perceived to be the central differences between them. Kerry accused Bush of confusing conviction with correctness, of valuing pride over principle. The President actually used the "v" word in his response, asserting that Kerry was a politician who changed his "core values" to suit his political surroundings. By the third debate, the public watched as both men spoke of fundamental differences over health care and the minimum wage. This declaration of fundamental distinctions did not end at the top of the ticket. Cheney and Edwards, who participated in only one debate, waved the fundamental-difference flag five times, three times for Cheney, twice for Edwards.

I am not suggesting that the way our current politicians use the term "value" is equivalent to the presentation of values in Lincoln-Douglas debate. Rather, I am suggesting that communicating core values and beliefs that are fundamentally opposed to other core values and beliefs is not only at the heart of LD debate, but is also at the heart of our country's political and

social discourse. If we are to continue to promote the NFL's mission of "Training Youth for Leadership," then this is a message that the Lincoln-Douglas debate community has to promote. We have to embrace the clash of values. While this may seem like the most obvious LD principle ever defended, allow me to elaborate by first explaining two growing trends I have observed during my time spent in debate rounds, coaching sessions, and tab rooms: the increase in line-by-line flow debate and the increased use of philosophical jargon in LD. Both of these trends have detracted on LD's historic focus on core value conflicts.

Impediments to Value Clash

Quid pro flow

As a former policy coach and judge, I used to practically take dictation in most LD rounds, or at least I could have. I know I am not the only one to notice how the pace of LD rounds, especially those at the higher levels of state and national tournaments, seems to have gotten faster. Let's face it: 38 minutes just isn't what it used to be. The effects of increasing rates of delivery on the world of debate has been a contentious topic in many a *Rostrum* article over the years. I do not wish to add to that debate; instead, I want to comment on what the challenge of speedy flow management has done to the value clash. In most cases, it has buried the value at the bottom of the round. If, as I argue, the value clash is paramount to a debate round, then this may not appear to be a problem. After all, it is a matter of saving the strongest point for last. However, I have seen too many

LDers over the years lose rounds because they spent so much time addressing the line-by-line and matching point for point (or tossing in three responses à la policy debate) that they forgot the big picture.

The importance of flow coverage has caused Lincoln-Douglas debate to become rather formulaic during the rebuttal speeches. With the affirmative rebuttal split, the aff debater feels compelled to cover every single point in the order of the flow during 1AR, beginning with the neg case, and then quickly address attacks made against his or her own case. Quick-speaking neg debaters with big cases will often get aff debaters trapped on their side of the flow. Problems then occur for the aff in two ways. First, when the 2AR contains almost no points of crystallization or emphasis on the competing values in the round because the aff debater is trying to recover the line-by-line, the value clash becomes just a part of the flow without any special emphasis. The second problem, one which I see more frequently with rounds in Ohio, is that the aff debater will abandon the line-by-line and go for crystallizing the main points in the 2AR. On one hand, the aff becomes doomed for not crystallizing the round; on the other, the aff is doomed for dropping a significant part of the flow.

Now I know that the aff has an advantage with the last word, and I am aware that not every judge, region, or debater focuses on the line-by-line. This does not just apply to aff debaters who become trapped at the end of the round. Plenty a negative debater has tackled the speed-of-light three-contention marathon of an aff case only to fall short in NR in delivering the voting issues or crystallizing the round. And since so many debaters insist on burying the value clash at the bottom of the flow, the values become casualties of this formulaic style of debating. If I had a dollar for every round that I have seen debaters lose because they simply could not cover every point on the flow, I would be able

to buy that big-screen plasma TV I want.

As with the issue of rapid-fire speed in policy debate, the solution for all this may lie with the judges. I know the NFL judge preference sheets give us the freedom to prefer crystallization over line-by-line or vice versa. It also allows us to explain the value burdens we assign to each side of the resolution. As I stated before, I am not looking for a panacea that requires us all to evaluate rounds the exact same way. However, it might be wise for us to consider the impact we make when we sign ballots that force students to favor flow management over communicating the main ideas inherent to their side of the resolution.

Speaking in code

A state champion once joked with my debaters, "I don't know philosophy, I use it." The implication, of course, was that one does not necessarily need to understand the philosophy that one is using in order to make an argument sound convincing. I often have to warn my students during practice against what I refer to as philosophical name-dropping. I will listen to or read cases where the student states that "Kant says" or "According to the social contract," and I have to stop my debaters for a few reminders. First, I remind them to cite the primary source with the author/philosopher. For example, from which work is the Kant quotation taken, and whose social contract? Next, I urge them to make sure the quotation can stand on its own and is not included merely to make them sound smart. Finally, I urge them to explain, as with any piece of empirical evidence, how the philosophical theory bears on the values issue of the resolution.

Compounding the philosophical name-dropping problem is the need to dress up the value premises in such a way that observers need thesauri or lengthy explanations to understand them. Over the years, I have listened to very competent debaters expound

rather cryptic values such as governmental beneficence and judicial efficacy, and then spend half the round explaining what they mean to their opponent and the judge. Before anyone accuses of me at this point in the article of advocating that we dumb down Lincoln-Douglas debate, let me emphasize that I understand the need to clarify and define complex terms in order to set the ground for debate. Many of the competing claims inherent in these topics are philosophically based and require additional explanation. My point here is that we should not complicate an already challenging task by dressing up the main values and principles for debate with empty rhetorical flourishes. Morality, justice, social welfare, and autonomy are complex enough without masking them in unnecessary prose.

Obviously, our students employ these tactics of speed and obfuscation because we reward the behavior by signing ballots in their favor. Now I am not calling for a judging or coaching revolution where we ask students to conform to one standard or style of debate. However, if we allow the competitive tricks of the debate trade to overshadow the main educational value of this activity, then I fear that Lincoln-Douglas debate, in the words of Donus Roberts, when he introduced Controversy to the National Forensics League, has "become specialized, filled with code-words that ordinary people do not understand on topics people don't wish to hear." While I agree with Mr. Roberts that the style of debate is off-putting to a public audience, I believe this is because of choices students make and coaches and judges reward. I contend that most LD resolutions raise important values questions that could and should be of interest to the educated public.

Values in Conflict

One look at the past twenty years' worth of topics on the NFL website reveals that we have generally based LD topics on issues that have been part of the current, or at the very least near-



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past, public debate. I regularly tell my debaters that most resolutions are typically rooted in a current news event or court case. To that end, I would like to borrow the Little Giant's vernacular and discuss how some of the resolutions on the 2007 Lincoln-Douglas Topic Ballot address issues that resonate rather prominently in the "public mind" because of the "underlying principles" they address.

Keep in mind that this superficial analysis is by no means a comprehensive exploration of issues and values – save that for debate practice. Rather, I hope this discussion will illustrate how any Lincoln-Douglas topic, if we are true to the principles set forth by the participants nearly 150 years ago, offers us an opportunity to discuss, debate, and perhaps even answer the "questions that divide us."

The precautionary principle ought to guide environmental regulations.

There are some serious semantic issues with this resolution, particularly with what constitutes an environmental regulation. Vocabulary aside, however, this resolution reveals a fundamental conflict over the nature of what constitutes proof and what should determine the actions we take to protect our environment and ourselves. As far as the public mind is concerned, the scientific community is filled with research and discussion over this iconoclastic approach to risk assessment and human behavior. From nanotechnology and genetic engineering, to natural resource management and pollution control, scholars have been debating over the past ten years whether it is better to rely on the traditional practice of using empirical support to guide regulatory behavior, or whether we should perceive the risks before we have the science to support them.

The affirmative will most likely cite examples of current harms to the environment produced from the old empirical mindset and explain how changes in regulatory behavior have

outpaced the scientific evidence necessary to validate them. Several sources, for example, suggest that the overabundance of chlorinated chemicals in our atmosphere are having deleterious effects on our ecosystem, yet a generation ago, no scientific evidence existed to support their restriction.

The negative may respond with a defense of the scientific method and empirical evidence and cite examples where fear and exaggerated risk perception led to incorrect claims about environmental harm. Further, the scientific community, while it may take longer to analyze regulatory behavior than mere precaution does, usually arrives at a correct and provable conclusion that can either validate or allay communal fears. For example, precautionists scared the public for years into believing that microwave ovens, power lines, and cell phones all directly contributed to increased cancer risks. The scientific community, however, dispelled such claims.

As stated earlier, there are some fundamental values in contention here. First, the resolution speaks directly to the nature of scientific inquiry and its value in regulating environmental decisions. Further, it addresses key sanctity and quality of life issues by examining how proactive and reactive judgments are made to preserve both. Finally, this debate forces us to evaluate how technological advancements continue to change our environment faster than our means to measure their effects.

The actions of corporations ought to be held to the same moral standards as the actions of individuals.

As I write this article, Jeffrey Skilling, former CEO of Enron, awaits sentencing on fraud charges. Clearly, play by a different set of rules. This debate also goes to the heart of concerns over the use of questionable ethics in the name of capitalism and the decreasing public tolerance for such behavior. The affirmative debater may

choose to define the corporation as a collection of individuals, thus blurring the line between what is a corporate act and what is an individual one. After all, Ken Lay and Jeffrey Skilling, while operating under shareholder trust in the name of a corporation, were ultimately unethical individuals that made unethical decisions. Therefore, the rules that apply to individuals have to apply to corporations.

I can see a bi-directional approach for the negative debater. One could argue that since corporate action has the potential to affect many more lives than individual action, the corporate agent ought to be held to a higher standard. After all, the corrupt corporate action of Enron executives cost thousands of people tens of millions of dollars. The neg could instead argue that moral standards can apply only to individuals as rational agents. Corporations, by definition, are faceless business entities that have no inherent rational or moral attachments.

Whatever the approach, this resolution offers two main levels of value clash. The first is the nature of justice and the need to establish a consistent standard of ethical conduct to determine whether rational agents receive the punishment they are due. It also goes to the nature of individual versus collective responsibility to examine whether or not our actions have greater or less ethical accountability if they are committed as individuals or as part of a group.

In United States public university admissions, socioeconomic disadvantage ought to be a higher priority than race.

My alma mater, the University of Michigan, faced two lawsuits in 2003 and corresponding Supreme Court decisions that addressed some of the issues raised in this resolution. Additionally, with the rising costs of higher education and the growing concerns over admissions fairness, this qualifies as a topical issue, especially for most of the students who compete in LD and most likely plan to go to college.

Debate

The affirmative will probably address the increasing gap in this country between SES groups that can and cannot afford college tuition, illustrating the need to prioritize economic diversity over racial diversity as a byproduct of the changing times. Whereas the need to combat institutional racism may have been greater 30-40 years ago, today's socio-economic climate dictates that the greater need exists to combat institutional classism.

The negative may recognize the need for economic and racial diversity in college admissions. However, as the court suggested in the U of M rulings, unfairly prioritizing one factor over another is not an effective way to achieve diversity. Of course, negative debaters can support the need for affirmative action today more than ever and claim that combating institutionalized racism will also net benefits for socio-economic disparities.

Overall, there are clear clashes of value over the nature of the welfare state and the merits and drawbacks of

governmental subsidies for education. This issue also invites a spirited discussion over the effects of societal discrimination versus government-sanctioned discrimination and, ultimately, the responsibility that educational institutions have for insuring an educated populace.

Even though matters of urgent policy have practical impacts on people's lives, Lincoln and Douglas remind us that the greater impacts relate to those ideas about how we live as free people and the principles we value. Yes, they wanted to settle public policy issue of popular sovereignty and what should be done as additional states were admitted into the Union. More practically, they wanted to influence how Illinois voted on the issue. On a much deeper level, however, they wanted to spend 17 ½ hours discussing the matter seven times in most of the districts in the state. Ultimately, they were concerned about whether or not popular sovereignty as it is exercised through the democratic process ought to be

valued above the inherent rights of human beings to live freely. And they were concerned with how this fundamental difference between them reflected on the fundamental differences between their parties.

Ultimately, what the two namesakes of our activity remind us is that issues of value are not divorced from issues of policy because human beings, whether they are policy makers or members of the general public, make decisions about policy in light of their prior value commitments. In this sense, LD resolutions need not be viewed as somehow uniquely normative or philosophical; rather, LD as an event is an invitation for students to consider the value commitments at play in important public issues.

(Paul Moffitt is a single-diamond coach at Sylvania Southview High School in Ohio, where he has been coaching debate and teaching English for the past sixteen years. He is currently a member of the Ohio High School Speech League State Executive Committee.)

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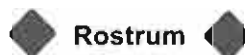
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By
Kristie Cramer & Carrie Daily

As participants in forensics, there are many tasks we are called on to complete. The largest task for most of us is promoting the activity; not only bringing new people into the activity, but also spreading the word to the larger community about our too often forgotten activity. Hopefully many utilize some of the techniques we are using in Canton, Ohio (home of the other "NFL"). We contact our school and local papers with the hope that our student's smiling faces will greet us with our morning coffee. We give information to the school yearbook staff with the hope that our teams accomplishments won't be forgotten in the seasons to follow. We give announcements about our teams to our alumni and parent newsletters with the hope that families which know us will want to know what is happening with the home team. We return back to school after each long weekend and, in an exhausted haze, write descriptions of how the team did with the hope that the other students and faculty in the school won't be sleeping through the morning announcements and will be impressed with where the team traveled and its successes. Some of us even get an extra boost of energy from time to time and print a newsletter to disseminate information about our team to supporters and former competitors. We all utilize many venues to promote the activity. Last season, however, we found a new way to accomplish this goal. Although we are all busy, this unique idea is definitely worth the time. Coordinating with a local college to teach a class about high school debate is a great way to promote the activity, fine tune student skills, and bring new blood into the activity.

Like many high schools around the country our school has a post-secondary

program in which some of our students participate. As is typically the case, one of our students stood out in her college class and the professor found discussions of debate intriguing and more than applicable to college classes and life beyond. That meeting of professor and student led to a dynamic, collaborative, educating team. Last spring we were asked to guest lecture in an Argumentation Class, under the Communication Department at Kent State University - Stark Campus in Canton, Ohio. We met the professor in a trendy coffee shop and brainstormed ideas on how to bring high school debate to college students, who were all taking the Argumentation elective, with majors ranging from education, communication, business, accounting, and even art. What we came up with was an eight week seminar that extended beyond the classroom. The class was only 75 minutes long and was held on Monday and Wednesday, conveniently after our high school day ended. We began our seminar by taking our more experienced debaters to perform demonstrations of their debate categories for the class. First was a demonstration of public forum, then Lincoln/Douglas and finally policy. Each debate category performed a shortened version of their first two speeches and two cross-examination periods. Our students obviously gave a very watered down presentation, speaking at conversation pace and avoiding all debate jargon. That first day our team was met by not only the class but also the Dean and various faculty members of the university! After our presentation we allocated time for discussion and the audience had plenty to ask and accolades to deliver. Our debaters did a fantastic job impressing— sparking interest in the

upcoming class but more importantly making debate clear to a novice audience (sadly not a single audience member had ever seen a competitive high school debate). The introductory debates reminded us of the incredible skill members of speech and debate possess— especially when college students admit a group of high school kids could do something they never dreamed they could learn to do.

By the following class, our instruction was underway. We spent 5 weeks of the class giving lectures on debate theories, structure, and effective flowing. Given our timeframe to teach the class was only 5 weeks, it was intense learning. While this structure would never allow us to teach all there is to know about debate, we covered a lot of ground in our given timeframe. Each class was followed by out-of-class assignments to solidify learning. We gave them topic papers to read, questions to answer, articles to cut and tag for evidence, evidence to read and label with the correct debate theory, papers to write on philosophies and debate theories, and daily quizzes on the material covered. During the semester the Kent students were required to judge at three local debate tournaments and write reviews of each round. After several weeks of teaching debate we left the class hopeful we had impressed them with an activity of which they previously knew nothing. Within a few weeks, we learned our goal had been achieved. The professor contacted us to return with our debaters. The Kent students had opted to have their final exam be a debate round with the high school debaters. This time we spent two weeks in the class, pairing a high school debater with each college student. The college students

chose a resolution to debate, collected evidence and wrote arguments for and against their topic area with the guidance of the high school debaters. The final exam was held with reporters from our local newspapers and extra seasoned debate judges. The college students paired up with a high school partner, were assigned the affirmative or negative side of a resolution, and had a shortened policy debate round with veteran judges evaluating the debate for their final exam grade. After the debates were completed everyone rejoined one another one final time for a discussion of the debates and to share reactions to the class.

The reaction to our project was overwhelmingly positive. It was clear that these college students had no idea the work level our debaters put in to compete each weekend. They were blown away by our competition schedule and were at the edge of their seats to hear how our travels went each week. No one among the Kent students could say enough to express how impressed they were with our kids or list the benefits of competitive debate. Just as impressive was the amount the Kent students learned in just a few short weeks. Many indicated that they had never taken a class of this nature or worked so hard but

with that they realized they had never learned something so applicable to their careers or life in general. However, it wasn't just the college students who gained from the experience; our high school debaters gained just as much. Most of their high school careers our students are on the learning end instead of the teaching side. The debaters realized how difficult it is to teach someone how to speak persuasively or how to distinguish a well articulated argument in the 3rd paragraph of a 15 page article. They also learned how to debate and persuade a person less familiar with debate more effectively than they ever could if they drew the lay judge at a tournament. Our students learned by teaching and embraced adaptation more than ever before. They also developed a deep sense of confidence; they stood as expert each time they worked with the college students and professor who were older and hopefully a little wiser than them.

Perhaps more importantly, our students felt appreciated. They saw sixteen people who had no true reason to be so interested in them (after all the Kent kids could drop the class at anytime). Our high school debaters felt important; they felt as if they were doing their part to spread the word to the larger community what high

school speech and debate has to offer. As proud as we were of our project, in the end it was the debaters who glowed with pride as members of the class gave us their contact information so they could judge in the future. They felt as though they had drawn new people into our activity and they had. Could those Kent kids judge the final round of the Tournament of Champions? Probably not, but at least they knew what the tournament was, applauded those that attended, and would have loved to watch every moment of it. They were certainly judges who could handle local and state competition levels. Most importantly however was not that they were judges but that they had joined a community they never would have previously; they had bonded with our students and us as patrons of debate.

(**Kristie Cramer** is a diamond coach and is the Director of Debate at Case Western Reserve University as well as Canton Central Catholic and Perry High Schools in Ohio.

Carrie Daily is also a diamond coach and Director of Debate at Perry High School. Kristie and Carrie will be presenting the project to the Ohio Communication Association in October.)

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Becoming Involved in the Policy Topic Selection Process

by
Tara Tate

I realized that I knew very little about the policy topic selection process when I was involved in a discussion with other policy coaches at the 2006 Illinois state tournament. It was March and the national service topic had just been announced as the 2006-2007 policy topic. Most coaches I had talked to prior to the topic release had been supportive of the Africa topic so I was surprised by the vote's outcome. When the topic was released, I navigated around the NFHS website and was even more shocked that the state of Illinois had voted for national service. Most Illinois policy coaches I had informally talked to were in favor of Africa. At our annual coaches' meeting held at our state tournament, I asked for a straw vote of the coaches in the room to see which topic they supported. It was a **unanimous** vote for Africa, yet our state voted for national service.

This meeting led me to become more informed about the topic selection process. I had some very informative conversations with Kent Summers, an assistant director at the NFHS, at the 2006 NFL Bluebonnet Nationals. What I quickly learned was that there were plenty of opportunities for coaches to become involved in the topic selection process.

Initially, it is important to note who has votes in the topic selection process before seeking active involvement in the process. There are 53 votes in each stage of the topic selection process. Each state has one vote plus one vote is given to the National Forensic League and the National Catholic Forensic League. The National Debate Coaches Association was just awarded a vote at the 2006 NFHS Speech Advisory meeting. Each state and organization has different methods for deciding

how their vote will be cast. The NDCA and the NFL conducts their votes by giving the ballot to their members for their input. The NCFL's Executive Board decides their vote for the organization. Many states also officially poll their policy coaches. Many states will cast their vote via discussions within their principal or state activities associations, which is why some state votes do not reflect the wishes of their policy coaches. There are some states where the vote can even be determined by one person in the association, which stands in contrast of the NFL that represents thousands of schools who have the potential to vote. Both ballots weigh the same. There are some states that receive votes even though no policy debate exists in that state.

The initial way that coaches can have a voice in the policy topic selection process is to attend the annual topic meeting held every August. It is at this meeting that the topic papers are presented for the following year. Topic papers will be discussed by the delegates and resolutions will be formed by the Wording Committee. Delegates will then vote on the five resolutions that will appear on the initial ballot. At the end of the meeting, a straw poll of the delegates will be taken to decide on potential topic areas for the following year's ballot. Assignments are made for authorship of those papers for the future topic.

The 2007 Topic Selection meeting will be held in San Diego, CA on August 3-5. Information about lodging and daily schedules will be available at the NFHS website in a few months. Coaches can attend as part of a delegation from their state or as an observer. The NFL Executive Council recently passed a resolution recommending NFL Districts to encourage policy debate

coaches to attend. Members of the NDCA may attend the meeting and be part of the NDCA delegation.

A second way that coaches can have a voice is to get involved in their state's voting procedures. Many states do not include the opinions of their policy coaches in the voting process. The state vote lies within the officials of the state association. The NFHS recently did change the procedures by asking each vote holder to submit the number of individuals involved in the voting process when their topic vote was submitted. If your state does not poll its members, sending emails or making phone calls to your state association may be able to have some impact. The state of Illinois this year gave the power of the state's vote to the coach who serves as the debate advisory person to the state association. In years past, the vote resided in the activities association without the input of policy coaches.

Coaches can also get involved by writing topic papers. The actual topic selection process starts two years before that particular topic is debated. Individuals that are interested in writing on a particular topic area should email the NFHS about the topic area that they would like to submit for consideration. It is recommended that individuals attend the summer topic selection meeting in order to be assigned to author the paper on the topic they submitted. However, assignments of authorship can be done in absentia.

Finally, involvement can merely equate to becoming more informed. The NDCA is pleased to announce that we have created a listserv specifically dedicated to discussions about the topic. All participants in the community, including students, may participate. To subscribe to this

NDCA Coaches' Corner

listserv, please visit www.googlegroups.com and subscribe to the "NDCA Topic Discussion" group.

The final ballot for the 2007-2008 topic lists the resolutions on public health assistance to sub-saharan Africa and public health services for pandemic disease prevention. The NDCA encourages policy coaches to get involved in this important process by increasing dialogue to become more informed about the topics prior to voting. Coaches should also take advantage of their avenues for voting through the NDCA, the NFL and their particular state.

Donald Rumsfeld once stated, "I used to think that one of the most powerful

individuals in America was the person who could select the annual high school debate topic. Think of the power – to set the agenda, and determine what millions of high school students will study, read about, think about, talk about with friends, discuss with their teachers, and debate with their parents and siblings over dinner." I urge you to embrace and use that power to shape the discussions of high school debaters. Numerous avenues exist for involvement in the topic selection process. Hard work is done each year by the National Federation of High Schools, the Wording Committee, delegates that attend the summer meeting, and the authors of topic papers. That hard work should be

reciprocated by the policy debate coaches. Getting involved is simple – it is a matter of becoming educated and taking advantage of the multiple opportunities that are available.

Interested in becoming a member of the National Debate Coaches Association? Visit our website at www.thendca.org and click on "Become a Member."

(Tara Tate is the director of debate at Glenbrook South High School in Glenview, IL. She is the President of the National Debate Coaches Association and serves as the chair of the Northern Illinois NFL District.)

National Forensic League gives first employee award



The National Forensic League recently honored Sandy Krueger as its first employee of the month.

Krueger has played a significant role in the NFL for eight years as the director of publications.

Her primary responsibilities include the production of the NFL monthly magazine, *Rostrum*, and the maintenance of the NFL website, which provides hundreds of member services.

According to her staff, her cheerful attitude, willingness to help others and her ability to "get the job done" made her November's employee of the month.

Employee of the Month is awarded based on staff nominations

Diamond Key Coaches

(Points on record July 20, 2006)

*****	Donus D. Roberts Watertown HS, SD	30,020	Darrel Harbaugh Field Kindley Mem HS, KS	14,465	Ronald Steinhorst New London HS, WI	11,805
*****	Ron Underwood Fred C Beyer HS, CA	42,114	Randall McCutcheon James Logan HS, CA	13,951	Douglas R. Springer New Trier Township HS, IL	11,703
*****	Richard Young Buhler HS, KS	25,409	Donald N. Belanger Airline HS & Benton HS, LA	13,892	James Cavallo Chesterton HS, IN	11,621
	Roger Brannan Manhattan HS, KS	20,870	Timothy C. Averill Manchester Essex Reg HS & Waring Sch, MA	13,859	Kandi King Winston Churchill HS, TX	11,477
	David Johnson Bellaire H, TX	20,554	Janet Robb McKeesport Area HS, PA	13,672	S. L. Chandler Archbishop Riordan HS, CA	11,459
	Richard B. Sodikow Bronx HS of Science, NY	19,198	Jan Heiteen Downers Grove South HS, IL	13,651	Chuck Ballingall Damien HS, CA	11,431
*****	Donald Crabtree Park Hill HS, MO	30,806	William W. Tate Montgomery Bell Acad, TN	13,516	Bob Bilyeu Central HS - Springfield, MO	11,395
	Randy Pierce Pattonville HS, MO	21,318	Lowell Sharp Golden HS, CO	13,451	Linda S. Box Ladue Horton Watkins HS, MO	11,368
	Georgia Brady Blue Springs South HS, MO	20,968	Robert D. Nordyke Campus HS, KS	13,410	Marilee Dukes Vestavia Hills HS, AL	11,304
	Bro. George Zehnle Chaminade HS, NY	20,080	Steven Davis Jay M Robinson, NC	13,347	Gregg C. Hartney Jenks HS, OK	11,147
	Gregory J. Cullen Alhambra HS & Mark Keppel HS, CA	19,176	John N. Revezzo Niles McKinley HS, OH	13,258	Gail Naylor Silver Lake HS, KS	11,124
	Carl F. Grecco Truman HS, PA	18,743	Cheryl V. Ryne Friendswood HS, TX	13,145	Harry B. Davis Hunter HS, UT	11,116
	Frank Sferra Mullen HS, CO	18,105	Daniel Tyree Plymouth HS, IN	13,100	Sandra E. Bird Lowell HS, CA	11,052
	William S. Hicks Brebeuf Jesuit Prep Sch, IN	17,631	Lincoln Record Northrop HS, IN	13,043	Peggy Dersch Parkway West HS, MO	11,051
	Bro. Rene' Sterner, FSC La Salle College HS, PA	17,345	Shirley Keller-Firestone Homestead HS, CA	13,018	Lois Pierson Valley Center HS, KS	10,937
	Harold M. McQueen Ben Davis HS, IN	17,214	Eric DiMichele Regis HS, NY	29,923	Dr. Elizabeth L. Ballard Norman HS, OK	10,933
	A. C. Eley Shawnee Mission South HS, KS	17,044	Sandra Maguire Miramonte HS, CA	24,268	Carlyn C. Lindley Acad of the Holy Names, FL	10,839
	Dale McCall Wellington HS, FL	16,237	Steve Wood Blue Valley North HS, KS	22,495	Mike Jeffers Columbia-Hickman HS, MO	10,690
*****	Pamela K. McComas Topeka HS, KS	21,335	Gay Brasher Leland HS, CA	20,360	David M. Montera Centennial HS, CO	10,668
	Mark Harris Raytown HS, MO	18,479	Pam C. Wycoff Apple Valley HS, MN	18,445	Rebecca Pierce Parkway South HS, MO	10,514
	Teresa E. Sparkman Kickapoo HS, MO	18,211	Sr. Mary Patricia Plumb Acad of the Holy Names, FL	17,983	W. E. Schuetz Gregory Portland HS, TX	10,340
	Paul Gieringer Marshall HS, MO	17,009	Martha L. Kennedy Redlands HS, CA	17,981	Bro. Anthony K. Cavet Catholic Mem HS, MA	10,304
	Douglas Tschetter Milbank HS, SD	16,842	Jack D. Tuckness Central HS - Springfield, MO	16,172	Pauline J. Carochi Canon City HS, CO	10,268
	Lydia Esslinger Syosset HS, NY	16,661	Vickie Fellers Wichita East HS, KS	15,044	John S. Turner, Jr. Elma HS & Thomas Jefferson HS, WA	10,234
	Diane Mastro-Nard Cardinal Mooney HS, OH	16,432	Michael W. Burton Eastside Catholic HS, WA	14,319	Mark Etherton Rowan County Sr HS, KY	10,194
	Judy Kröll Brookings HS, SD	16,046	Michael E. Starks Cheyenne East HS, WY	14,086	Dr. Larry B. Stuber Valparaiso HS, IN	10,177
	Gary G. Harmon Salina High Central & Topeka HS, KS	15,682	Charlene Bradt Alva HS, OK	13,793	Michael Patterson Guymon HS, OK	10,172
	Bill Jordan Glendale HS, MO	15,317	Julie Sheinman Shuyvesant HS, NY	13,302	Stan Lewis Olathe East HS, KS	10,162
	Lois Gorne Federal Way HS, WA	15,213	Donald Ramsey Rockhurst HS, MO	13,237	Wayne Gessford Gresham-Barlow HS & Westview HS, OR	10,065
	Lee D. Alto Grand Rapids HS, MN	14,856	Ron Jackson North Kansas City HS, MO	13,018	Deborah Bendix St Cloud Apollo HS, MN	10,025
	Skip Altig North Platte HS, NE	14,808	Deana Butcher Kickapoo HS, MO	12,806	***	
	Carl Swanson Sioux Falls Lincoln HS, SD	14,709	Glenn M. Nelson Hutchinson HS, KS	12,799	Tommie Lindsey Jr James Logan HS, CA	26,407
	Bill Davis Blue Valley North HS, KS	14,565	Mark V. Kapfer Blue Valley West HS, KS	12,555	David L. Watkins Neosho HS, MO	20,039
	James Menchinger Portage Northern HS, MI	14,531	Helen Engstrom Munster HS, IN	12,368	Derek L. Yuill Gabrielino HS, CA	19,912
			Kenny Barfield Mars Hill Bible Sch, AL	12,362	Kim R. Maass Sioux Falls Lincoln HS, SD	16,444
			James Harville Bellarmine College Prep, CA	11,965	Lisa Miller Nova HS, FL	16,099
			Wayne Avery Andover Central HS & Campus HS, KS	11,868	Beth Goldman Taravella HS, FL	15,238
					Jay Stubbs Bellaire HS, TX	14,534

Diamond Key Coaches

(Points on record July 20, 2006)

Melissa Reynolds <i>Bishop Miege HS, KS</i>	13,606	Cat Horner-Bennett <i>Taos HS, NM</i>	8,773	Cornell A. Loschen <i>Worland HS, WY</i>	7,802
Cynthia A. Burgett <i>Washburn Rural HS, KS</i>	13,440	Ann C. Stepp <i>Kokomo HS, IN</i>	8,754	Ann Shofner <i>Tascosa HS, TX</i>	7,773
David Matley <i>Monte Vista HS, CA</i>	13,381	Tony F. Figliola <i>Holy Ghost Prep, PA</i>	8,750	Gay Janis <i>Gilmour Acad, OH</i>	7,758
Paulette M. Manville <i>Shawnee Mission East HS, KS</i>	13,213	Nelson L. Warren <i>Remington HS, KS</i>	8,744	Joseph Buzzelli <i>Saint Ignatius HS, OH</i>	7,693
Stan McGrady <i>Boise HS & Timberline HS, ID</i>	12,813	Sharen Althoff <i>Wooster HS, OH</i>	8,739	Dalvin R. Yager <i>Derby HS, KS</i>	7,689
Peggy Benedict <i>Cherry Creek HS, CO</i>	12,633	James M. Denekas <i>LeMars Community HS, IA</i>	8,734	Peggy A. Madden <i>North Hills HS, PA</i>	7,682
Doug Campbell <i>San Gabriel HS, CA</i>	12,402	Ed Trimmer <i>Winfield HS, KS</i>	8,717	Joseph Wycoff <i>Apple Valley HS, MN</i>	7,633
Nick Panopoulos <i>Cheyenne Central HS, WY</i>	11,851	Mark Quinlan <i>Centennial HS, MN</i>	8,714	Cheryl Gilmore <i>Acadiana HS, LA</i>	7,619
Daniel H. Durbin <i>Beaufort HS, SC</i>	11,753	Stan Austin <i>Wheaton North HS, IL</i>	8,632	Leslie Kuhns <i>Highland Park HS, KS</i>	7,605
Robert A. Chalender <i>Augusta HS, KS</i>	11,074	Gay Hollis <i>James E Taylor HS, TX</i>	8,619	Leslie Kuhns <i>Topeka West HS, KS</i>	7,605
Sherri L. Kasenivudhi <i>Blue Springs HS, MO</i>	10,988	Gayle Hyde <i>Fargo South HS, ND</i>	8,611	Sandra L. Broussard <i>Comeaux HS, LA</i>	7,596
David McKenzie <i>Plymouth HS, IN</i>	10,675	Max H. Brown <i>Blue Valley North HS, KS</i>	8,568	John D. Eichman <i>Yucaipa HS, CA</i>	7,592
Stan Magee <i>Alexander Smith Acad, TX</i>	10,600	Gregory N. Davis <i>Lakewood HS, CO</i>	8,522	Darcy Butrimas <i>Trinity Prep Sch, FL</i>	7,538
Connie Aufdenbrink <i>Lamar Consolidated HS, TX</i>	10,415	Suzanne W. Terry <i>Morristown West HS, TN</i>	8,516	Richard Bracknell <i>Carrollton HS, GA</i>	7,522
Christine M Adams <i>Independence Truman HS, MO</i>	10,347	Thomas K. Biddle <i>Bear Creek HS, CO</i>	8,498	Don M. Heinsohn <i>James Logan HS, CA</i>	7,514
James Wakefield <i>Fi Lauderdale HS, FL</i>	10,270	Sally M. Finley <i>Belle Vernon Area HS, PA</i>	8,491	Karen Colton-Millsap <i>Aurora HS, MO</i>	7,489
N. Andre' Cossette <i>Gonzaga Prep HS, WA</i>	10,027	Robert E. DeGroff <i>Colton HS, CA</i>	8,415	Glenda Ferguson <i>Coppell HS, TX</i>	7,457
Rev Raymond Hahn <i>Cathedral Prep Sch, PA</i>	9,959	Kathy Martin <i>Dilworth Glyndon Felton HS, MN</i>	8,359	Fred Robertson <i>Fremont HS, NE</i>	7,452
Mary M. Howell <i>Albuquerque Acad, NM</i>	9,918	Richard Ochoa <i>Alta HS, UT</i>	8,352	Mickey D. Hutson <i>Collierville HS, TN</i>	7,422
Linda Oddo <i>New Trier Township HS, IL</i>	9,894	Sr. Mary Raimonde <i>Saint Joseph Hill Acad, NY</i>	8,345	Richard Mittelstedt <i>Watertown HS, SD</i>	7,400
Catherine Smith <i>Olathe South HS, KS</i>	9,738	Mary B. McCarthy <i>Silver Lake HS & Topeka HS, KS</i>	8,342	Mike W. Beattie <i>Waynesville HS, MO</i>	7,387
Jeanne Scott <i>Sapulpa HS, OK</i>	9,734	Barbara Watson <i>Great Bend HS, KS</i>	8,340	Dr. Charles A. Tichy <i>Ralston HS, NE</i>	7,378
Noel Trujillo <i>Los Alamos HS, NM</i>	9,723	Robert H. Steffen <i>Blue Valley Northwest HS, KS</i>	8,320	Ben F. Martin III <i>Lee's Summit West HS, MO</i>	7,351
Judy Hadley <i>Lafayette HS, LA</i>	9,544	Patrick Reis <i>Mark Keppel HS, CA</i>	8,308	Doris J. Sexton <i>West Bend East HS, WI</i>	7,310
Robert Brittain <i>Columbia City HS, IN</i>	9,488	Debra L. Weiher-Traas <i>Appleton East HS, WI</i>	8,274	Ryan McKeithan <i>Seaman HS, KS</i>	7,302
David S. Smith <i>Highland HS, UT</i>	9,446	Robert H. Ihrig <i>Mankato West HS, MN</i>	8,261	Connie J. Link <i>Heyworth HS, IL</i>	7,269
Alice J. Ursin <i>Bethel Park HS, PA</i>	9,406	Lexy Green <i>California HS & College Prep, CA</i>	8,253	Virginia Landreth-Etherton <i>Rowan County Sr HS, KY</i>	7,217
Susan B. McLain <i>Glencoe HS, OR</i>	9,332	James Robbins <i>Chrysler HS, IN</i>	8,211	Joni Anker <i>Eagan HS, MN</i>	7,215
Scott Milliken <i>Millard North HS, NE</i>	9,258	Harriet L. Medlin <i>Brentwood HS, TN</i>	8,148	Melba LaCaze <i>Bolton HS, LA</i>	7,193
Roberta Grenfell <i>Klein HS, TX</i>	9,228	Robert M. Leet <i>Sheboygan South HS, WI</i>	8,121	Mel Olson <i>Dobson HS, AZ</i>	7,168
Cynthia Timmons <i>Colleyville Heritage HS, TX</i>	9,174	Rose M. Joyce-Turner <i>Monticello Central HS, NY</i>	8,111	C. Frederick Snook <i>Crestwood HS, OH</i>	7,111
Eleanor R. Langan <i>Scranton HS, PA</i>	9,163	Sr. Diane Weifenbach <i>St Ignatius College Prep, IL</i>	8,092	Linda Shipley <i>Bartlesville HS, OK</i>	7,071
Hugh Ringer <i>Mercer Area HS, PA</i>	9,133	Jody Eves <i>Salina South HS, KS</i>	8,031	Matthew Whipple <i>Glenbrook South HS, IL</i>	7,059
Charlotte Brown <i>Gregory Portland HS, TX</i>	9,001	Mary T. Gormley <i>Montville HS, NJ</i>	8,027	Kristine Hayes <i>Sioux Falls Lincoln HS, SD</i>	7,053
Kelli Morrill <i>Raytown South HS, MO</i>	8,990	David Trippe <i>Nixa HS, MO</i>	7,998	Mary A. Yoskey-Berty <i>Trinity HS, PA</i>	7,045
Catherine Wood <i>Shawnee Mission South HS, KS</i>	8,963	Linda M. Henry <i>Labette County HS, KS</i>	7,922	Dan Johnson <i>Raymond Central HS, NE</i>	7,044
Gail Sarff <i>Wayzata HS, MN</i>	8,847	Barbara T. Garner <i>Duncanville HS, TX</i>	7,912	Mary A. Schick <i>Michael Krop HS, FL</i>	7,035
David W. Loos <i>Algoma HS, WI</i>	8,802	Carol Strickland <i>Emporia HS, KS</i>	7,851	Veva K. Bissonnette-Jenkins <i>Camas HS & Ridgefield HS, WA</i>	7,017
Charles H. Nicholas <i>Bob Jones Acad, SC</i>	8,795	Carl Wangsvick <i>Fort Collins HS, CO</i>	7,825	Anthony E. Myers <i>Durango HS, CO</i>	6,993
		Ann Tornberg <i>Sioux Falls Lincoln HS, SD</i>	7,817	Susan Malone <i>Alta HS & Hillcrest HS, UT</i>	6,981

Diamond Key Coaches

(Points on record July 20, 2006)

Dianne B. Moeller	6,901	Gregory R. Stevens	6,054	Steve Meadows	6,149
<i>Skyline HS, CO</i>		<i>Spirit Lake HS, IA</i>		<i>Danville HS, KY</i>	
Lynda Luce	6,873	Don Schulte	6,049	Brett Miller	6,143
<i>Waupaca HS, WI</i>		<i>Pattonville HS, MO</i>		<i>Parkview HS, MO</i>	
Steven M. Helman	6,853	Shelby McNutt	6,025	Dixie Waldo	6,048
<i>Kamiak HS, WA</i>		<i>Garden City HS, KS</i>		<i>John H. Guyer H, TX</i>	
Janet Rose	6,840	Suzanne S. Munsell	6,025	Jimmy L. Smith	6,032
<i>Kearney Sr HS, NE</i>		<i>Esperanza HS, CA</i>		<i>Princeton HS, TX</i>	
Wanda V. Manther	6,838	Sheryl Kaczmarek	6,023	Michael D. Amstutz	5,961
<i>Rosemount Sr HS, MN</i>		<i>Newburgh Free Acad, NY</i>		<i>Edison HS & Vemilion HS, OH</i>	
Craig A. Austin	6,818	Morgia Belcher	6,017	Pat Cannon	5,949
<i>Centennial HS, CA</i>		<i>Gig Harbor HS, WA</i>		<i>Highland Park HS, IL</i>	
Linda C. Dencker	6,815	James E. McPheeters	6,011	Kent Hyer	5,916
<i>Howell North HS, MO</i>		<i>McPherson HS, KS</i>		<i>Northridge HS, UT</i>	
Mitch Gaffer	6,799			Myles Wagner	5,891
<i>Huron HS, SD</i>				<i>Coon Rapids HS, MN</i>	
Rhea Hoppes	6,746	Chris Riffer	15,073	Bruce Benson	5,888
<i>Maconaquah HS, IN</i>		<i>Blue Valley HS, KS</i>		<i>Madison HS, ID</i>	
David B. Moulton	6,745	Scott Ginger	12,335	David S. Jenkins	5,887
<i>Perry Meridian HS, IN</i>		<i>Green Valley HS, NV</i>		<i>Lafayette HS - Wildwood, MO</i>	
Judith McMasters	6,707	Robin Blackburn	11,647	Kieran Larkin	5,887
<i>Bishop Kelley HS, OK</i>		<i>Smith-Cotton HS, MO</i>		<i>The Mary Louis Acad, NY</i>	
Gloria Wasilewski	6,702	Sean Nicewaner	11,514	Karen Vaughan	5,881
<i>Riverside HS, PA</i>		<i>Liberty Sr HS, MO</i>		<i>Foothill HS, NV</i>	
Suzanne E. Theisen	6,613	Thomas Williams	10,748	John Horner	5,873
<i>Stow-Munroe Falls HS, OH</i>		<i>Howland HS, OH</i>		<i>Nixa HS, MO</i>	
Robert J. Tindel	6,593	Arianne G. Fortune	10,109	Douglas Johnson	5,852
<i>Pittsburg HS, KS</i>		<i>KC Oak Park HS, MO</i>		<i>Brainerd HS, MN</i>	
Michael Gonzalez	6,588	Amy Walker	9,837	Jacquelyn Langston	5,832
<i>St Vincent de Paul HS, CA</i>		<i>Hillcrest HS, ID</i>		<i>Blue Springs HS, MO</i>	
Miss Deborah E. Simon	6,529	Michael Traas	8,596	Gabriel R. Santo	5,818
<i>Milton Acad, MA</i>		<i>Appleton East HS, WI</i>		<i>Rocky River HS, OH</i>	
Paul A. Harens	6,492	Ron Grimsley	8,553	Todd A. Murray	5,812
<i>Yankton HS, SD</i>		<i>Mitchell HS, SD</i>		<i>Owasso HS, OK</i>	
Noel S. Selegzi	6,489	Leslie Robinett	8,469	Bruce Rogers	5,806
<i>Hunter College HS, NY</i>		<i>Hillcrest HS, UT</i>		<i>Northside HS, GA</i>	
Robert D. Neuleib	6,434	David Williams	8,248	R. Jon Frey	5,801
<i>University HS, IL</i>		<i>Newton HS, KS</i>		<i>Aberdeen Central HS, SD</i>	
Gloria Robinson	6,409	Andrew G. West	7,968	Sharon Volpe	5,763
<i>Ronald Reagan HS, TX</i>		<i>Myers Park HS, NC</i>		<i>North Allegheny Sr HS, PA</i>	
Robert L. Jones	6,361	Timothy E. Sheaff	7,665	Susan Clark	5,762
<i>Canby HS, OR</i>		<i>Dowling Catholic HS, IA</i>		<i>Lakeville North & Lakeville South HS, MN</i>	
Leslie S. Watkins	6,341	James W. Rye	7,510	Debra Thorson	5,756
<i>Brookwood HS, GA</i>		<i>The Montgomery Acad, AL</i>		<i>Foothill HS, CA</i>	
Wedge Crouch	6,277	Lee A. Ince	7,492	Philip M. Wertz	5,755
<i>Ozark HS, MO</i>		<i>Harlingen HS South, TX</i>		<i>Thomas County Central HS, GA</i>	
Michael Marks	6,243	Steven Gargo	7,474	Kristina Jonyka-Bertch	5,730
<i>Hattiesburg HS, MS</i>		<i>Appleton West HS, WI</i>		<i>Omaha Central HS, NE</i>	
Judith Javersak	6,241	Martha Benham	7,310	Martin A. Cronin	5,696
<i>Sturgis Brown HS, SD</i>		<i>Cherry Creek HS, CO</i>		<i>Douglas HS, NV</i>	
Barbara Muhlbach	6,237	Todd W. Hering	7,229	Janice Caldwell	5,684
<i>Massillon Washington HS, OH</i>		<i>Eastview HS, MN</i>		<i>Lindale HS, TX</i>	
Jan Cook	6,217	Kaye Magill	7,016	Michael C. Grove	5,667
<i>Washington HS - Cherokee, IA</i>		<i>Westfield HS, TX</i>		<i>La Costa Canyon HS, CA</i>	
McLanie Ralston	6,200	Ken Paden	6,996	Gloria Henry	5,664
<i>Topeka West HS, KS</i>		<i>Central HS - St Joseph, MO</i>		<i>Ruskin HS, MO</i>	
Eileen Waite	6,187	Tom Cabbage	6,907	John Durkee	5,663
<i>Randolph HS, NJ</i>		<i>Great Falls Russell HS, MT</i>		<i>Laramie HS, WY</i>	
Charlotte Tyree	6,161	Ken Troyer	6,894	Michael Pittman	5,659
<i>Plymouth HS, IN</i>		<i>Lyons HS, KS</i>		<i>Savannah R3 HS, MO</i>	
Sarah Thomas	6,159	Kathy A. Patron	6,828	Susan J. Baker	5,650
<i>Washburn Rural HS, KS</i>		<i>Perry HS, OH</i>		<i>Sheridan HS, WY</i>	
Rita Prichard	6,153	Josette Surratt	6,822	Timothy J. Waxenfelter	5,647
<i>Granite Bay HS, CA</i>		<i>Teurlings Catholic HS, LA</i>		<i>Quigley Catholic HS, PA</i>	
Jane G. Boyd	6,136	David Abel	6,789	Mario B. Maldonado	5,620
<i>Grapevine HS, TX</i>		<i>Goddard HS, KS</i>		<i>Americas HS, TX</i>	
Anita Boyd	6,110	Cindi H. Havron	6,746	Mark D. Onstott	5,581
<i>Laurel HS, MS</i>		<i>Jersey Village HS, TX</i>		<i>Regis Jesuit HS, CO</i>	
Kathleen O'Halloran	6,089	Susan L. Anderson	6,485	Janis B. Myers	5,578
<i>Norwin HS, PA</i>		<i>Richardton-Taylor HS, ND</i>		<i>Spencer HS, IA</i>	
D'arcy F. Patey-Robinson	6,084	LeAnn Richards	6,363	Dr. John R. Woollen	5,575
<i>Poland Reg HS, ME</i>		<i>Edison Computech HS, CA</i>		<i>Enloe HS, NC</i>	
Nick Nelsen	6,082	Mary A. Fridh	6,355	Jill Lofald	5,566
<i>West Des Moines Valley HS, IA</i>		<i>La Porte HS, IN</i>		<i>Denfeld HS, MN</i>	
Gail L. Nicholas	6,076	Truman Humbert	6,308	Ronald Krikac	5,557
<i>Bob Jones Acad, SC</i>		<i>Carolina HS & Estill HS, SC</i>		<i>Sheridan HS, WY</i>	
Cynthia Bateman	6,058	Tony Rosenberger	6,210	Richard L. Balfe	5,531
<i>Lee's Summit West HS, MO</i>		<i>River Valley High, AZ</i>		<i>Foster HS, TX</i>	
Gregory R. Stevens	6,054				
<i>Okoboji Community Sch, IA</i>					

Diamond Key Coaches

(Points on record July 20, 2006)

Gail L. Ingram	5,520	Renita Johnson	5,159	Michael A. Colletti	4,856
Lakeview Acad, GA		William P Clements HS, TX		Amos Alonzo Stagg HS, IL	
Betty Whitlock	5,517	Kaileen Harris	5,157	Aaron Timmons	4,839
Pope HS, GA		Highland HS & Pocatello HS, ID		Greenhill Sch, TX	
Steve O'Brien	5,507	Ted W. Menke	5,154	Timothy M. Neville	4,836
Watertown HS, SD		Greybull HS, WY		Wood River HS, ID	
Jim Long	5,499	Richard M. Belske	5,151	Richard G. Percifield	4,826
Plano Sr HS, TX		Olathe North HS, KS		Layton Christn Acad, UT	
Jeff Borst	5,494	Jane Jane Berry-Eddings	5,142	Eugene Burnett	4,817
Sierra HS, CO		Sprague HS, OR		Pontiac Township HS, IL	
Rachel K. Leach	5,467	Mary Wacker	5,141	Joseph B. Siren	4,800
Gresham-Barlow HS, OR		Brookfield East HS, WI		Allendale-Fairfax HS, SC	
Marilyn Kleban	5,445	Tom Mosberger	5,123	Rebecca Meyer-Larson	4,798
Acadiana HS, LA		GlenOak HS, OH		Moorhead Sr HS, MN	
Nick Bollas	5,436	Carole Dickey	5,106	Rosemary Kincaid	4,789
GlenOak HS, OH		Lincoln HS, IA		Abilene HS, TX	
Laurel Scheidt	5,428	Tracy L. Weaver	5,102	Thomas Sweeney	4,773
Portage Northern HS, MI		Berea HS, OH		Homewood-Flossmoor & Marian	
Kimberly Cuevas	5,420	Lana S. Hall	5,098	Catholic HS, IL	
Reno HS, NV		Hereford HS, TX		Joanna Cone	4,682
Russ Tidwell	5,411	Doug McConnaha	5,088	Centennial HS, TX	
Garden City HS, KS		Corvallis HS, MT		Valleri D. Speer	4,680
Carolyn L. Martinez	5,410	Vincent Borelli	5,083	Clear Creek HS, TX	
Canon City HS, CO		Long Branch HS, NJ		Edward Davis	4,675
David Huston	5,398	John C. Triplett	5,081	Centennial HS, CA	
Colleyville Heritage HS, TX		Junction City HS, KS		Mark E. Stucky	4,674
Miss Judith Vasconcelos	5,354	Karen Wilbanks	5,078	Moundridge HS, KS	
Churchill Co. HS & Reno HS, NV		Plano Sr HS, TX		Tammie Peters	4,656
Teresa Lee	5,346	Joe D. Trevino,	5,073	Golden HS, CO	
Hastings HS, TX		Bishop HS, TX		Sally Squibb	4,648
Stan Smith	5,346	Roger C. Paldauf	5,070	Lewisville HS, TX	
Southeast HS - Wichita, KS		H D Jacobs HS, IL		John A. Cardoza	4,639
Anne Wallin	5,331	Gary K. Minor	5,049	Carondelet HS & DeLaSalle HS, CA	
Standley Lake HS, CO		Buhler HS, KS		Nicholas J. Pond	4,634
Linda Miller	5,329	Eloise Weisinger Blair	5,045	Murray HS, UT	
Henry County HS, TN		Aldine Sr HS & Lamar HS, TX		Sherry Duncan	4,614
Bill Evans	5,328	Beth Young	5,037	Lone Peak HS, UT	
Hillcrest HS, SC		North Catholic HS, PA		Stephanie A. Smith	4,601
Brian White	5,308	Carla Brown	5,018	Warren East HS, KY	
Kapaun Mount Carmel HS, KS		Lee's Summit HS, MO		Candace Newman	4,573
Mario L. Herrera	5,305	Max Griffith	5,015	Gaither HS, FL	
Henry W Grady HS, GA		Elgin HS, OH		Kathleen D. Hamm	4,568
Robert Kelly	5,289	Glenda L. Sullivan	4,997	Millard West HS, NE	
Chesterton HS, IN		Dickson County HS, TN		Brandon Cosby	4,562
Kim Jones	5,265	Matt Davis	4,995	Ben Davis HS, IN	
Bellarmine College Prep, CA		Lincoln East HS, NE		Margaret Riley	4,559
Tom Gist	5,259	Thomas W. Huber	4,986	Acad of Holy Names, NY	
Central HS - Springfield, MO		Oak Hill HS, IN		Rhonda L. Bell	4,556
Randy Ellis	5,255	Michael B. Vergin	4,974	Kingwood HS, TX	
Spring HS, TX		Mounds Park Acad, MN		Douglas Frank	4,555
Margaret A. Emelson	5,240	Diane Forbes	4,970	Cheyenne Central HS, WY	
Lakewood HS, FL		Carroll HS, TX		Gretchen G. Nash	4,550
Linda Mead	5,238	Judith M. Rogers	4,949	Hamilton Heights HS, IN	
Creighton Prep Sch, NE		Cascia Hall Prep, OK		Margaret Kendrick	4,512
Julian M. Kite	5,238	Mark Rasmussen	4,942	St John's Sch, TX	
John F Hodge HS, MO		Hillcrest HS, UT		LeNina M. Wimmer	4,512
Peter K. Redmond	5,204	Barbara Miller	4,938	Clearfield HS, UT	
St Louis Park HS, MN		Morningside HS, NC		Sandra S. Sage	4,506
Margaret Gagnon	5,202	Thomas Krause	4,936	Frisco HS, TX	
Jackson Hole HS, WY		Pine View Sch, FL		Dana Hale	4,487
Sammy Green	5,199	Mary Knutson	4,910	Cameron HS, MO	
Spring HS, TX		Cedarburg HS, WI		Colleen Murphy Richardson	4,462
Thomas J. Downs	5,188	Debbie Johnson	4,889	Westside HS, NE	
R.L. Thomas HS, NY		Round Rock HS, TX		Charles Sloat	4,453
Dewain R. Lien	5,181	Amy Cloer	4,886	Iona Prep, NY	
Mt Rainier HS, WA		Porter Ridge HS & Providence HS, NC		Patrick Pins	4,439
Elwin C. Roe	5,175	Thomas Vavra	4,881	Mandan HS, ND	
McDonald County HS, MO		Loyola HS, CA		Scott Walker	4,439
Frank A. Langheinrich	5,175	Katherine (Kaki) Griffin	4,881	Watertown HS, SD	
East HS, UT		Hillsborough HS, FL		Bruce Gevirtzman	4,435
Dr. Katherine C. Ligon	5,171	A. J. Smith	4,880	La Mirada HS, CA	
Cookeville HS, TN		Montrose HS, CO		Richard D. Brown	4,421
Terry Peters	5,169	Thom J. Pabst	4,869	Millard South HS, NE	
Burlington-Edison HS, WA		R Nelson Snider HS, IN		Diana Krauss	4,416
Vickie A. Mayer	5,164	James Fountain	4,867	Phoenix Central HS, AZ	
Washburn HS, ND		Desert Vista HS, AZ			

Diamond Key Coaches

(Points on record July 20, 2006)

Shelia Holt	4,413	Deborah Middleton	4,020	Barbara Funke	3,670
<i>Independence Chrisman HS, MO</i>		<i>Glenbrook South HS, IL</i>		<i>Chesterton HS, IN</i>	
Sharon Prcfontaine	4,411	Becky Hodges	4,016	Alicia M. Slavis	3,670
<i>Monta Vista HS, CA</i>		<i>Midway HS, TX</i>		<i>Christian Brothers Acad, NY</i>	
Bob Horlick	4,398	Steve D. Estenson	4,013	Wayne Tang	3,668
<i>Auburn Sr HS, WA</i>		<i>Cottage Grove Park HS, MN</i>		<i>Maine East HS, IL</i>	
Grant Hansen	4,381	Sandy Patrick	3,998	Lynne M. Bustle	3,666
<i>Roy HS, UT</i>		<i>Cheyenne East HS, WY</i>		<i>Centerville HS, OH</i>	
W Michael Nailor	4,363	Marsha Williams	3,963	Pam Hummel	3,655
<i>Danville Area HS, PA</i>		<i>Greensburg Salem HS, PA</i>		<i>Sandra Day O'Connor HS, TX</i>	
Andara Macdonald	4,351	Susan M. Hittson	3,939	Jay L. Johnson	3,653
<i>Holtville HS, CA</i>		<i>Chrysler HS, IN</i>		<i>North HS, WI</i>	
Susan M. Vaughn	4,349	Barbara McCain	3,934	Gloria J. Stumme	3,649
<i>McQueen HS, NV</i>		<i>Plano East Sr HS, TX</i>		<i>Sugar Salem HS, ID</i>	
Wayne Paulus	4,342	Jerry Stewart	3,908	Michele Lockhart-Henry	3,647
<i>Dulles HS, TX</i>		<i>Kuna HS, ID</i>		<i>Rio Grande HS, NM</i>	
Candis L. Pees	4,341	Shawn Crain-Mcna	3,908	Andrew Buchan	3,645
<i>Oakwood HS, OH</i>		<i>Bel Air HS, TX</i>		<i>Thomas Jefferson HS, WA</i>	
Niki Alderson	4,335	Kate Lindsay	3,907	Dr. Roberta C. Rice	3,639
<i>Muldrow HS, OK</i>		<i>Salina South HS, KS</i>		<i>Central Valley HS, WA</i>	
Jenny Cook	4,332	Trudy K. Kinman	3,902	Del Holz	3,631
<i>University Sch, FL</i>		<i>Albany R-III HS, MO</i>		<i>Bloomington Jefferson HS, MN</i>	
Lynn S. Schmitt	4,322	Marie A. Dzuris	3,880	Michele K. Coody	3,598
<i>Edina HS, MN</i>		<i>Centerville HS, OH</i>		<i>Saint James School, AL</i>	
Nydia Jenkins Rowe	4,284	Dennis Eller	3,870	Robert Garcia	3,597
<i>Parkview HS, MO</i>		<i>Canterbury HS, IN</i>		<i>Saint Francis HS, CA</i>	
Bryan R. Purdie	4,219	Susan Telehany	3,866	Martha L. Carr	3,594
<i>Sky View HS, UT</i>		<i>Ysleta HS, TX</i>		<i>W T Woodson HS, VA</i>	
Jon Kachelmacher	4,214	Kathy Faulkenberry	3,860	Alice King	3,593
<i>Rosemount Sr, MN</i>		<i>Caney Valley HS & Raytown HS, KS</i>		<i>Campbell County HS, WY</i>	
Conrad Davis	4,208	Loretta M. Dix	3,855	Nancy Groves	3,579
<i>Chaparral HS, AZ</i>		<i>Birmingham HS, CA</i>		<i>East HS, CO</i>	
Jennifer Bergan	4,208	Shawn Wingfield	3,849	Donna Brown	3,577
<i>Roosevelt HS, SD</i>		<i>Wichita Northwest HS, KS</i>		<i>Putnam City HS, OK</i>	
Robert Speirs	4,199	Marc Rischitelli	3,837	Dutch Fichthorn	3,573
<i>Spearfish HS, SD</i>		<i>Shrewsbury HS, MA</i>		<i>Lincoln East HS, NE</i>	
Patnala Ballow	4,191	Brent Pesola	3,831	Brooke Gregg	3,573
<i>Williams HS, TX</i>		<i>Calvary Christn Acad, FL</i>		<i>Woods Cross HS, UT</i>	
Terri Robinson	4,188	Kirby Volz	3,829	Dorene Nelson	3,559
<i>Georgetown HS, TX</i>		<i>Fort Wayne NorthSide HS, IN</i>		<i>Groton HS, SD</i>	
Kelly J. Smith	4,182	John McClellan	3,826	Sally Pies	3,550
<i>LaJunta HS, CO</i>		<i>Warner Robins HS, GA</i>		<i>Brookings HS, SD</i>	
Thomas Noonan	4,179	Sue Nordquist	3,821	Jeff Schneider	3,544
<i>Marquette Univ HS, WI</i>		<i>International Falls HS, MN</i>		<i>Elizabeth HS, NJ</i>	
Kim-Michelle Pullan	4,169	Brit McCabe	3,815	Martin Glendinning	3,536
<i>Pleasant Grove HS, UT</i>		<i>Bishop McGuinness HS, OK</i>		<i>Edmond North HS, OK</i>	
Glenda Ward	4,160	Mary E. Willoughby	3,799	Christopher Colvin	3,525
<i>Cassville HS, MO</i>		<i>Henry W Grady HS, GA</i>		<i>Lamp HS, AL</i>	
Brian Hayenga	4,160	Sue W. Cowan	3,789	Cecil M. Trent	3,520
<i>Heritage HS, CO</i>		<i>Forest Grove HS, OR</i>		<i>Memorial HS - Houston, TX</i>	
Bill Healy	4,159	Michael Bacon	3,787	Laura Baxter	3,493
<i>Bellarmino College Prep, CA</i>		<i>Newburgh Free Acad, NY</i>		<i>South Garland HS, TX</i>	
Karl R. Packer	4,154	Paula Mittleman	3,768	Kathleen Crosby	3,485
<i>Alta HS, UT</i>		<i>Bridgewater-Raritan Reg HS, NJ</i>		<i>Sacred Heart Acad, NY</i>	
Helen P. Kelley	4,138	Dorothy J. Sunne	3,744	Archie Painter	3,484
<i>Oregon City HS, OR</i>		<i>Forest Lake Sr HS, MN</i>		<i>Sherando HS, VA</i>	
Carol J. Leshock	4,130	Martin Lamansky	3,734	Michael Frickstad	3,480
<i>Greensburg Salem HS, PA</i>		<i>Steamboat Springs HS, CO</i>		<i>St Michael Albertville HS, MN</i>	
Calvin J. Vande Hoef	4,108	Bonnie O'Leary	3,733	Michael L. Midgley	3,473
<i>Cannon Falls HS, MN</i>		<i>Gilmour Acad, OH</i>		<i>Canon City HS, CO</i>	
Gloria O'Shields	4,087	Manuel Halkias	3,724	Sandra W. Davis	3,457
<i>Farmington HS, NM</i>		<i>Canton McKinley HS, OH</i>		<i>Battle Ground Acad, TN</i>	
Lee Ellen Beach	4,079	Judy McKeever	3,716	Brent C. Oberg	3,452
<i>Rossvie HS, TN</i>		<i>Tualatin HS, OR</i>		<i>Denver Christian HS, CO &</i>	
Greg Adkins	4,074	Brian Knox	3,708	<i>Highlands Ranch HS, CO</i>	
<i>Flathead Co HS, MT</i>		<i>Campbell County HS, WY</i>		Judith A. Spear	3,443
Therese V. Rieh	4,062	Terrance M. Shuman	3,705	<i>Fenwick HS, IL</i>	
<i>Eaglecrest HS, CO</i>		<i>Atlantic HS, IA</i>		Todd Schnake	3,441
Kelly Parker	4,043	Joan L. Williams	3,700	<i>Raymore-Peculiar HS, MO</i>	
<i>Centennial HS, GA</i>		<i>Ursuline HS, OH</i>		Richard Herder	3,438
Lyle R. Linerode	4,038	Joey K. Miyamoto	3,698	<i>Lely HS, FL</i>	
<i>Gahanna-Lincoln HS, OH</i>		<i>Iolani Sch, HI</i>		Jane Rinehart	3,437
Mary C. Green	4,034	Deborah Larsen	3,690	<i>Central HS - Kansas City, MO</i>	
<i>Pasadena HS, TX</i>		<i>Marshfield HS, OR</i>		Rosella Blunk	3,432
Margaret Oveson	4,021	Charles Oakes	3,684	<i>Sioux Falls Lincoln HS, SD</i>	
<i>South Fremont HS, ID</i>		<i>Battle Ground Acad, TN</i>		James Lester	3,427
				<i>Talihina HS, OK</i>	

Diamond Key Coaches

(Points on record July 20, 2006)

Jeff Kopolow	3,426	Nelda D. Chapman	3,104	David McGinnis	4,964
Ladue Horton Watkins HS, MO		Rangeview HS, CO		Lynbrook HS, CA	
Dr. Walter Kahumoku III	3,390	Paula M. Reed	3,091	Ruth S. Barth	4,941
Kamehameha Schools, HI		Green Mountain HS, CO		Platte Canyon HS, CO	
Diana Prentice Carlin	3,389	Barbara Ochoa	3,088	Nermin Kamel	4,806
Topeka HS, KS		Alta HS, UT		La Mirada HS, CA	
Marilyn Mann	3,380	Steven J. Fetzik	3,088	Chad Bruton	4,792
Monett HS, MO		Austin HS & St Francis HS, MN		Hillcrest HS & Independence	
Charlotte Boteilho	3,375	Joel B. Short	3,079	Chrisman HS, MO	
H. P. Baldwin HS, HI		Belton HS, MO		Cheryl Potts	4,719
Christopher A. Wolf	3,363	Alice B. Rote	3,078	Plano Sr HS, TX	
Bellarmine College Prep, CA		Copley HS, OH		Kirsten Flamand	4,608
Thomas M. Fones	3,362	Sharon A. Strong	3,078	Buchholz HS, FL	
St Paul Acad & Summit Sch, MN		El Camino HS, CA		Tim Hughes	4,541
Joseph Lunetta	3,341	William J. Murray	3,070	Belton HS, MO	
Hanover Park HS, NJ		Mechanicsburg Area Sr HS, PA		Krista deBoer	4,521
Sr. Cecilia M. Hermann, SSJ	3,340	Tyrone Wesley	3,062	La Costa Canyon HS, CA	
Immaculate Heart Central HS, NY		Sheboygan South HS, WI		Scott Bonnet	4,495
Gail A. Chastain	3,331	A. H. Dorfman	3,059	McPherson HS, KS	
Mercy HS, CA		Half Hollow Hills HS East, NY		Valentin Jimenez	4,493
Steve Hamersma	3,329	Gregg Reed	3,053	LV Hightower HS, TX	
Washington High, SD		Logansport HS, IN		J W Lee	4,490
Brenda Bollinger	3,319	Larry Wood	3,042	Richard B King HS, TX	
Clayton HS, MO		The Woodlands HS, TX		Adam J. Jacobi	4,481
Kathryn G. O'Keefe Maller	3,314	Ivonne J. Cook	3,041	Rufus King HS, WI	
Fremont HS, CA		Cherry Creek HS, CO		Michelle Elia	4,456
Michael Hurley	3,313	Dan Flores	3,040	Canfield HS, OH	
Wheeling HS, IL		Cathedral HS, TX		Matthew Rund	4,453
Charles Dribin	3,310	Cathy Smales	3,034	Ind'pls North Central HS, IN	
Glenbrook North HS, IL		Elko HS, NV		Anthony Biehler	4,432
Greg Malis	3,308	Robert M. Candelaria Jr	3,034	Central of Grand Junction HS, CO	
Glenbrook North HS, IL		Cathedral HS, TX		Herby Kojima	4,428
Linda Kovaeh	3,305	Betsy Sexton	3,031	Eagle HS, ID	
The Woodlands College Park HS &		Blue Valley North HS, KS		Jim Dornan	4,379
The Woodlands HS, TX		Pamela Schultz-Taecona	3,028	Longmont HS, CO	
Rebecca Yager	3,273	Glenbrook South HS, IL		John M. Mazzucco	4,366
Derby HS, KS		Pam Lisner	3,027	Austintown Fitch HS, OH	
Robert Stockton	3,257	All Saints Episcopal Sch, TX		Judie Roberts	4,344
Katella HS, CA		Walter Farwell	3,025	Skyline HS, UT	
Joann Hamm	3,248	Buffalo HS, WY		LeeAnn Hyer	4,244
Webster Schroeder HS, NY		Morris Block	3,004	Davis HS, UT	
Carol A. Sheppard	3,234	Riverdale HS, LA		Steve Medoff	4,219
Charles W Flanagan HS, FL				Pennsbury HS, PA	
Mariann Fedrizzi	3,231			Carol R. Clanton	4,218
Cypress Creek HS, TX				Brookhaven HS, MS	
Robert Marks	3,213	Eric Simione	10,730	Kim Lenger	4,144
James Logan HS, CA		Boardman HS, OH		Independence Truman HS, MO	
Virginia Kohl	3,196	Nancy E. Wedgeworth	9,811	Simon Navarro	4,129
Boone County HS, KY		Parkview HS, MO		Dobson HS, AZ	
Idolene Mazza	3,195	Annellen Johns-Hughes	7,788	Sean C. Bennett	4,122
Warrensburg HS, MO		Hillcrest HS, SC		Starr's Mill HS, GA	
Mike Speer	3,189	Michaela Northrop	7,101	Donald R. Hitt	4,118
Berkeley Prep Sch, FL		Chantilly HS, VA		Madison County HS, VA	
Walter R. Willis	3,188	Jim Ryan	6,051	Aaron P. Smith	4,113
Tomball HS, TX		Norman North HS, OK		West Lafayette HS, IN	
Diane M. Ritzdorf	3,184	Jennifer Holden	5,689	Alicia Elliott	4,093
Arapahoe H, CO		Park Hill South HS, MO		Plano East Sr HS, TX	
Carol P. Trusty	3,176	Trudi L. Gessford Harte	5,677	Paul S. De Maret	4,087
Antioch HS, TN		Westview HS, OR		Rocky Mountain HS, CO	
Leo Kallis	3,169	Matthew Brandstetter	5,570	Joseph Russo	4,059
Yankton HS, SD		The Harker Sch, CA		Cathedral Prep Seminary, NY	
Jean Hoerer	3,160	Lisa Leiker	5,490	Tessa Kunz	4,026
Richland HS, ND		Parsons HS, KS		Sky View HS, UT	
Matt Fraser	3,155	Russell Rach	5,418	Ashley Bowser	3,956
Head-Royce Sch, CA		Bellaire HS, TX		Broken Arrow HS, OK	
Thomas H. De Yarman	3,136	Angela Weber	5,308	Christopher McDonald	3,942
Centennial HS, CO		Dreyfoos School of the Art, FL		Eagan HS, MN	
Ruth Reed	3,128	David Chamberlain	5,160	Ashley Novak	3,840
Huntington North HS, IN		Claremont HS, CA		Arcadia HS, CA	
Richard Ramey	3,127	David A. Yastremski	5,085	Mark Regier	3,839
T C Howe Acad, IN		Ridge HS, NJ		Stockdale HS, CA	
Carol Hardtke	3,125	Matthew R. Good	5,074	Mary Ellen Johnson	3,760
Marquette Univ HS, WI		Raytown South HS, MO		Salt Lake City West HS, UT	
David M. Price	3,124	Donna M. Riffe	5,048	Randy Borden	3,723
Katella HS, CA		Wheat Ridge HS, CO		Portage Central HS, MI	
Gail Bauwens	3,106	Laura Raeder	4,991	Keuneth J. Church	3,717
Matawan Reg HS, NJ		Roosevelt HS, SD		Lansing HS, KS	

Diamond Key Coaches

(Points on record July 20, 2006)

John Lemaster	3,656	Jane Nelson	3,053	Jerry Firestone	2,788
<i>Hastings HS, TX</i>		<i>Plymouth HS, IN</i>		<i>Homestead HS, CA</i>	
Tom Martin	3,628	Michael Mundt	3,048	Sean O'Donnell	2,787
<i>Camdenton HS, MO</i>		<i>Crowley HS, TX</i>		<i>Flathead Co HS, MT</i>	
Steven R. DuBois	3,578	Benjamin D. Jewell	3,022	Ryan Hoglund	2,783
<i>St Thomas Aquinas HS, KS</i>		<i>Lee's Summit North HS, MO</i>		<i>Rowland Hall-St Mark's Sch, UT</i>	
Cassie A. Price-Aguero	3,569	Debora K. Marsh	3,020	Yvonne Kalka	2,781
<i>Liberty Sr HS, MO</i>		<i>Dexter HS, MI</i>		<i>Grand Forks Central HS, ND</i>	
Mikendra McCoy	3,567	Stan K. Standly	3,012	Robert A Bingham	2,776
<i>Clovis East HS, CA</i>		<i>Aubrey HS, TX</i>		<i>Willamette HS, OR</i>	
Melinda C. Welch	3,564	Mike Pazeian	2,993	James Holtz	2,769
<i>Bountiful HS, UT</i>		<i>Los Alamitos HS, CA</i>		<i>Iver C Ranut HS, CO</i>	
Joseph Schmitt	3,564	Terry Quinn	2,992	Clifton D. Davis	2,768
<i>Edina HS, MN</i>		<i>Campbell County HS, WY</i>		<i>Teton HS, ID</i>	
Steve Larue	3,516	Joan M. Macri	2,987	Ali Taylor	2,767
<i>Denver East HS, CO</i>		<i>Lewiston HS, ME</i>		<i>Granada Hills Charter HS, CA</i>	
James P. Dorsey	3,502	Lynne Coyne	2,971	Diane Roza	2,759
<i>Vashon Island HS, WA</i>		<i>Lexington HS, MA</i>		<i>St Mary's HS, CA</i>	
Mark J. McNeil	3,495	Robyn R. Van Horn	2,966	William K. McBride	2,747
<i>Sacred Heart HS, MA</i>		<i>Coon Rapids HS, MN</i>		<i>Neeah HS, WI</i>	
Patricia Cheney	3,442	Jennifer McCarty	2,963	Martha T. Rough	2,743
<i>Oak Park & River Forest HS, IL</i>		<i>Eastview HS, MN</i>		<i>Mt Spokane HS, WA</i>	
Cindy Wiebusch	3,414	Ron Richards	2,960	Kevin Hedrick	2,741
<i>Robert E Lee HS, TX</i>		<i>Broad Run HS, VA</i>		<i>Trinity Catholic HS, KS</i>	
Jeffrey D. McConnell	3,402	Stacy Thomas	2,957	Michelle Hendrix	2,737
<i>Pleasant Hill HS, MO</i>		<i>Hockaday School, TX</i>		<i>Stillwater HS, OK</i>	
Holly Hathaway	3,402	James E. Masters	2,953	Ivanna Fritz	2,730
<i>Connersville Sr HS, IN</i>		<i>Dallas Highland Park HS, TX</i>		<i>Billings West HS, MT</i>	
Sarah M. French-Hahn	3,394	Deborah Miller	2,944	Janet Haar	2,726
<i>Greeley Central HS, CO</i>		<i>Magnificat HS, OH</i>		<i>Roosevelt HS, SD</i>	
James Fedje	3,369	Jami Bruton-Davis	2,942	Christine Sukup	2,724
<i>Lakeville North HS, MN</i>		<i>Cassville HS, MO</i>		<i>Overland HS, CO</i>	
Pamela Pesa	3,332	Scott McDermott	2,937	David J. Ziegler	2,719
<i>Poland Seminary HS, OH</i>		<i>Glenbrook South HS, IL</i>		<i>Liberty HS, CA</i>	
David D. Smith	3,323	Catherine Luhr	2,936	Audrey J. Barlow	2,710
<i>University HS, WA</i>		<i>Mount Mercy Acad, NY</i>		<i>Pleasant Grove HS, UT</i>	
Jennifer Tilford	3,322	Sarah Tuchscherer	2,929	Maryrose Kohan	2,709
<i>Graves County HS, KY</i>		<i>Red River HS, ND</i>		<i>Widefield HS, CO</i>	
Eric Uecker	3,316	Fawn Tenenbaum	2,915	Carrie Daily	2,706
<i>Washington High, SD</i>		<i>Palm Beach Lakes HS, FL</i>		<i>Perry HS, OH</i>	
Ken King	3,289	Jennifer Denslow	2,914	Kristen Gammon	2,705
<i>Shawnee Mission West HS, KS</i>		<i>Oologah HS, OK</i>		<i>Central HS - Springfield & Greenwood Laboratory School, MO</i>	
Jennifer M. Jerome	3,245	Durell Hamm	2,913	Nancy Lewis	2,701
<i>Millard West HS, NE</i>		<i>Boone County HS, KY</i>		<i>Plano West Sr HS, TX</i>	
Lynette Williamson	3,225	Twinkle Johnson	2,912	Scott Black	2,700
<i>Analy HS, CA</i>		<i>Deer Park HS, TX</i>		<i>Warren Central HS, IN</i>	
Sarah M. Sherry	3,213	Vickie Howard	2,897	Carla McKenzie	2,694
<i>Puyallup HS, WA</i>		<i>Niwot HS, CO</i>		<i>Pawhuska HS, OK</i>	
Marie D. Hansen	3,211	Patricia G. Rich	2,894	Bea Shepard	2,694
<i>Northridge HS, CO</i>		<i>Capital HS, ID</i>		<i>George Washington HS, CO</i>	
June M. Benton	3,207	Sue Morse	2,870	Rebekah A Foster	2,694
<i>Century HS, OR</i>		<i>Springdale HS, AR</i>		<i>Reno HS, NV</i>	
Brenda Boudreau	3,205	Michelle Utke	2,857	Richard B. Call	2,681
<i>Bishop Carroll Catholic HS, KS</i>		<i>Virgin Valley HS, NV</i>		<i>Burley HS, ID</i>	
Lindy Taylor	3,198	Bradley J. Hartje	2,837	Tommy L. Bender	2,680
<i>Seneca HS, MO</i>		<i>Davenport Central HS, IA</i>		<i>Lincoln Southeast HS, NE</i>	
Jennifer Stucky	3,196	Jo Russell	2,824	Wayne Ervin	2,679
<i>Shawnee Mission East HS, KS</i>		<i>Edmond North HS, OK</i>		<i>Brunswick HS, GA</i>	
Marc Mullette	3,168	Keith Pittman	2,823	Kathryn Stone	2,679
<i>La Jolla HS, CA</i>		<i>Asheville HS, NC</i>		<i>Jackson HS, OH</i>	
Nancy G. Marcus	3,147	Traci Lowe	2,816	Lyndal Westmoreland	2,678
<i>Jackson HS, OH</i>		<i>Suncoast Comm HS, FL</i>		<i>Okarche HS, OK</i>	
Erik John Dominguez	3,139	Betsy A. Geery	2,813	Vincent F. Meis	2,677
<i>Desert Vista HS, AZ</i>		<i>Loretto Acad, TX</i>		<i>Wahlert HS, IA</i>	
Bryce Hatch	3,108	Robert Martin	2,808	Greg Schultz	2,668
<i>Centennial HS, CA</i>		<i>Newman Smith HS, TX</i>		<i>Mead HS, WA</i>	
Darrell Yarbrough	3,093	Paul L. Gaba	2,799	Barbara Giuliano	2,668
<i>Alief Elsik HS, TX</i>		<i>Wellington HS, FL</i>		<i>St Joseph's Prep School, PA</i>	
Robert H. Shurtz	3,088	Mark Batik	2,792	Ronald A. Ingle	2,666
<i>Hawken School, OH</i>		<i>Colleyville Heritage HS, TX</i>		<i>Gateway HS, CO</i>	
Richard Purrington	3,076	Matthew Madsen	2,791	Kristen Gonsoir	2,666
<i>Eastview HS, MN</i>		<i>Ogden HS, UT</i>		<i>Groton HS, SD</i>	
Marilee Y. Eyre	3,069	Marilyn C. Childs	2,790	Julie JWard Johnson	2,658
<i>Beaver HS, UT</i>		<i>Chelsea Public School, VT</i>		<i>H D Jacobs HS, IL</i>	
Delvin Strecker	3,069	Gail L. Long	2,789	Sonja Hansen	2,652
<i>Salina High Central, KS</i>		<i>Westmont HS, CA</i>		<i>West Des Moines Valley HS, IA</i>	

Diamond Key Coaches

(Points on record July 20, 2006)

Charles Potter	2,651	Tim Laner	2,538	Catherine C. Stamps	2,405
Mount Vernon HS, WA		Augusta HS, KS		St Cecilia Acad, TN	
Perry Beard	2,646	Gary T. Mullennax	2,536	Susan Richey	2,399
Cinco Ranch HS, TX		Nevada Union HS, CA		Kokomo HS, IN	
Nancy West	2,644	Matthew Ogle	2,533	Karen Baker	2,399
Gig Harbor HS, WA		Silverton HS, OR		Celebration School, FL	
Winifred K.A. Graham	2,642	Trevor Mischke	2,532	John D. Wilson	2,397
Kahuku High & Intermediate School, HI		Watertown HS, SD		New Haven HS, IN	
Gregory W. Bowen	2,639	Wendy Shelman	2,529	Conrad H. Anderson	2,384
Kentucky Country D, KY		Pocatello HS, ID		South St Paul HS, MN	
Kellard Townsend	2,635	Scott C. Johnstone	2,526	Donna Carlin Strange	2,381
Ind'pls North Central HS, IN		St Thomas More HS, LA		Hanover HS, NH	
Richard Bower	2,633	Eric Ewan	2,521	Gary Boeger	2,375
Bellwood-Antis HS, PA		Pekin Comm HS, IL		The Woodlands HS, TX	
Michael Deleonardo	2,628	Christopher Goddard	2,521	Dr. Randy Patterson	2,375
Jupiter HS, FL		Upper Arlington HS, OH		St Andrew's Episcopal School, MS	
Patricia Zenczak	2,626	Melisa Wingfield	2,520	Lisa Jones	2,364
Royal Palm Beach HS, FL		Wichita Heights HS, KS		Comeaux HS, LA	
Shelly B. Evans	2,624	George Savarese	2,518	Jerome Robinson	2,361
Park Hill South HS, MO		Mt Lebanon Sr HS, PA		Granada Hills Charter HS, CA	
Dale Kurth	2,617	David Gay	2,509	Jeremy Hill	2,356
The Meadows School, NV		Alpharetta High, GA		Lamar Consolidated HS, TX	
Richard Rettig	2,616	Earl Squyres	2,504	Tamara Reffett	2,355
Perrysburg HS, OH		Jackson Hole HS, WY		La Porte HS, IN	
Jason W. Hibbs	2,609	Daniel C. Jensen	2,495	Charles Holvoet	2,354
Winfield HS, KS		Gothenburg HS, NE		Baldwin HS, KS	
David Gale	2,603	Dianne Johnson	2,487	Chad Ries	2,354
Otter Valley Union HS, VT		Bellaire HS, TX		Niles McKinley HS, OH	
Jeremy R. Bernstein	2,594	Thomas P. Durkin	2,482	Missy Stertzbach	2,348
Logansport HS, IN		Loyola-Blakefield HS, MD		Bronx HS of Science, NY	
Jane McClarie Laughlin	2,592	Bernice M. Zerr	2,476	Bro John McGrory	2,347
Scarborough HS, ME		Central Kitsap HS, WA		Chaminade HS, NY	
Linda Webb	2,591	John L. Mercer	2,476	Stacey Bonderer	2,346
Wichita Northwest HS, KS		Oberlin HS & Olmsted Falls HS, OH		Rock Bridge HS, MO	
David R. Long	2,588	Tim Hollis	2,471	Shari Johnson	2,346
Southern Lehigh HS, PA		Fayetteville HS, AR		Lincoln Northeast HS, NE	
Josh Anderson	2,588	Walter D. Cook	2,470	Jim Menick	2,344
Olathe Northwest HS, KS		Northrop HS, IN		Hendrick Hudson HS &	
Ellie Lasater	2,583	Jodene Wartman	2,465	Horace Mann HS, NY	
Albq-Valley HS, NM		Eagan HS, MN		Kelly Clark Garner	2,343
Sue Kupfer	2,581	Bruce Miller	2,453	Petal HS, MS	
Camdenton HS, MO		Bishop Guertin HS, NH		Michael Miller	2,334
John Day	2,581	Charles R. Dunn	2,453	Ankeny HS, IA	
Palm Beach Gardens HS, FL		Fort Collins HS, CO		Kathleen L. Hewston	2,328
Jason Mitchell	2,578	James G. Sauer	2,451	Hempfield Area HS, PA	
Salina High Central, KS		LaCrosse Central HS, WI		Bart Sprague	2,327
Janet Nobles	2,577	Joe Jorland	2,435	Topeka HS, KS	
Bixby HS, OK		Walker Public Schools, MN		Carol Duffee-Lunsford	2,327
Maurice J. Larue	2,572	Natalie A. Lindsay	2,435	Mannford HS, OK	
Sturgis Brown HS, SD		Churchill Co. HS, NV		James P. Rainsden	2,323
Sally Graham	2,568	Daniel L. Pecquet	2,432	Port Neches Groves HS, TX	
Arapahoe HS, CO		Hanks HS, TX		Vicki Balzer	2,323
Allen Dobbs	2,566	Linda Martucci	2,431	Magnificat HS, OH	
Edmond Santa Fe HS, OK		Half Hollow Hills HS East, NY		Randy Hempbill	2,316
Michael Harlan	2,565	Patricia Sanders	2,427	Norman HS, OK	
Westlake HS, TX		Notre Dame Acad, OH		Donald E. Hendrixson	2,315
Kris Lindvall	2,561	Karen L. Minick	2,425	Moses Lake HS, WA	
Mankato West HS, MN		Bear Creek HS, CA		William L. Crocker	2,308
Julia Y. Brown-Millush	2,557	Jerry Crist	2,423	Falmouth Acad, MA	
East Carteret HS, NC		Houston Jesuit HS, TX		Heidi L. Mick	2,308
William F. "Rusty" McCrady	2,556	Pat C. Fellers	2,418	Platte County HS, MO	
Walter Johnson HS, MD		El Dorado HS, KS		LouAnne Foley	2,300
Kim Falco	2,554	Vicki Thompson	2,417	Skyview HS, MT	
Franklin HS, TX		Bentonville HS, AR		Elaine Schmidtberger	2,296
Scott Rowland	2,551	Kara L. Smith	2,417	Bishop Miege HS, KS	
Elma HS, WA		Lake City HS, ID		Joseph A. Ugalde	2,296
Kimberly D. Giesting	2,547	Melissa Neuman	2,415	Schurr HS, CA	
Connersville Sr HS, IN		Rancho Buena Vista, CA		Shellaine Schwatken	2,284
Kevin E. Ong	2,547	Nancy L. Gingras	2,412	Garden City HS, KS	
Elkhart Central HS, IN		Alexandria Sr High, LA		Peter Stein	2,282
Scott Voss	2,543	Matt Heimes	2,411	Houston HS, MO	
Apple Valley HS, MN		Lincoln Southwest HS &		Calvin Helsley	2,275
Toni Heimes	2,543	Wauneta Palisade HS, NE		Mansfield HS, MO	
Lincoln Southwest HS &		Donald Fortner	2,408	Robert T. Shepard	2,275
Wauneta Palisade HS, NE		Munster HS, IN		Creekview HS, TX	
Dale Knowlton	2,539	Chris Meservey	2,406	Kenneth M. Bisbee	2,272
Hickman Mills HS, MO		Arbor View HS, NV		Ridgefield HS, WA	

Diamond Key Coaches

(Points on record July 20, 2006)

Donna Miller	2,269	David Kraft	2,142	Beverly M. Kingma	2,042
Christ Church Episcopal School, SC		Leland HS, CA		Nicolet HS, WI	
Jennifer Larue	2,269	Trinity Prep Sch, FL		James J. Fore	2,041
Delta HS, CO		Wheaton Warrenville South HS, IL		Lafayette HS, KY	
Linda Pauley	2,260	Shana L. Qualls	2,139	Janet Willford	2,039
Bellevue West HS, NE		Breaux Bridge HS, LA		San Ramon Valley HS, CA	
Kathleen Miller	2,259	Magda Mirelez	2,138	Doug Holcomb	2,037
Shawnee Mission West HS, KS		Bay City HS, TX		W B Ray HS, TX	
Rita Yunker	2,255	Bill Fleming	2,137	J. Scott Baker	2,036
Bishop Canevin HS, PA &		Downers Grove North HS, IL		Cypress Ridge HS, TX	
Seton La Salle HS, PA		Karen Coston	2,133	Mellessa Denny	2,031
Victor Jih	2,250	Blacksburg HS, VA		Amarillo HS, TX	
Archer School, CA &		Gerald Murphy	2,132	Gary Leiker	2,029
Brentwood School, CA		Glenbrook North HS, IL		Southeast HS - Cherokee, KS	
Hanna Cusiek	2,249	Andrew Charrier	2,129	Joel Schell	2,028
Hickman Mills HS, MO		Lakeville North HS, MN		Douglas HS, WY	
Jason P. Neiffer	2,242	Lakeville South HS, MN		Joseph Pelletier	2,027
Capital HS, MT		Ken Lopinot	2,129	Bangor HS, ME	
Kenneth C. Montgomery	2,240	Pattonville HS, MO		Jeffrey S. Brown	2,021
Rancho Bernardo HS, CA		Paulette Reikowski	2,127	Blue Valley Northwest HS, KS	
Carmen S. Adkins	2,236	Eagan HS, MN		Shauna S. Lamansky	2,015
Sandalwood HS, FL		Dr. Michael L. Fain	2,123	Steamboat Springs HS, CO	
Bill Gibron	2,232	G C Scarborough HS, TX		Diana E. Gassie	2,012
Acad of the Holy Names, FL		Jamie Hibbs	2,123	Cecilia HS, LA	
Kathleen A. Prody	2,231	Arkansas City HS, KS		Dennis De Young	2,010
Helena HS, MT		William W. Cloyd	2,122	Montgomery Bell Acad, TN	
Melan W. Jaich	2,228	Holy Cross Reg Sch, VA		Don Pogreba	2,007
Polytechnic School, CA		Lisa T. Honeyman	2,119	Helena HS, MT	
Julie Lamard-Newbury	2,227	Newton South HS, MA		Bill Teter	2,004
Northeast Bradford HS &		Patricia Scriffiny	2,109	University Laboratory School, HI	
Towanda Area HS, PA		Montrose HS, CO		Matthew Sharpnack	2,003
Eric Emerson	2,225	Warren Sprouse	2,108	Natrona County HS, WY	
Kinkaid School, TX		Washington HS - Cedar Rapids, IA		Kevin Hall	2,001
Jennifer Svehla	2,223	Cameron Carlson	2,107	Albuquerque Acad, NM	
Belleville Township (East) HS, IL		Kapaun Mount Carmel HS, KS		Robert Yutzky	2,000
Gwin E. Jordan	2,218	Dr. David Glass	2,105	McDowell HS, NC	
McIntosh HS, GA		Edgemont HS, NY		Adam Burnside	1,999
Curt Stedron	2,214	Duane Lintz	2,102	Dilworth Glyndon Felton HS, MN	
Littleton HS, CO		Paola HS, KS		Ernesto Querido	1,998
Matt Tucker	2,206	Janice A. Johnson	2,097	Pine Crest School, FL	
Tahoma Sr HS, WA		Douglas County HS, CO		Christy Spruiell-Trussell	1,996
Jack Patrick	2,204	Kyle Howe	2,095	Westlake HS, TX	
Saratoga HS, WY		Park Hill HS, MO		Carmen Vandever Johnson	1,995
Donal R. May	2,203	Brian Eanes	2,090	Buffalo HS, MO	
Clarke Community HS, IA		Winston Churchill HS, TX		Robert Moeny	1,994
Cosette Wymer	2,201	Jeffrey D. Plinsky	2,089	North Valley HS, OR	
Fairview HS, OK		Lawrence Free State HS, KS		Robert Croteau	1,991
Kip Sayre	2,196	Lawrence HS, KS		Catholic Memorial HS, MA	
Judge Memorial Catholic HS, UT		Robert L. Odle	2,083	Karmin Schraw	1,991
Paul J Wexler	2,194	Mounds HS, OK		St Cloud Tech HS, MN	
Needham HS, MA		Renae Midence	2,083	Dan Sackett	1,988
Diane Johnson	2,193	Miami Palmetto HS, FL		Carl Sandburg HS, IL	
Bellwood-Antis HS, PA		James W. Weaver	2,081	Theresa Agliardo	1,979
C. J. Harbison	2,190	Union HS, OK		The Ursuline School, NY	
Harrisburg HS, IL		Jeff Weltz	2,078	Maureen M. Deblasio	1,978
Margo M. Duneman	2,181	Albany HS, NY		Bishop Guertin HS, NH	
Sentinel HS, MT		Bruce W. Jordan	2,069	Denise Raeder	1,971
Mark Davis	2,181	Bentley School, CA		Central Cass HS, ND	
Auburn Riverside HS, WA		John Propster	2,067	Marianne Stich	1,970
Cory A. Heidelberger	2,172	George Washington HS, CA		Bishop Kelley HS, OK	
Montrose HS, SD		Sarah C. Moore	2,064	Mark Thul	1,966
Doug Hoverson	2,164	Salisbury R-4 HS, MO		St Francis HS, MN	
Saint Thomas Acad, MN		Jeff Stutzman	2,064	Anita Fleisch	1,962
Leo J. Williams	2,162	Concord HS, IN		Marquette Univ HS, WI	
Belen Jesuit Prep School, FL		Lisa Nieuwenhuizen	2,064	Martha A Howard	1,960
Joy Robbins	2,161	Columbia-Hickman HS, MO		Langham Creek HS, TX	
Chrysler HS, IN		Patrick Henry	2,056	Dr Terri St. John	1,956
Scott Essertman	2,161	Field Kindley Memorial HS, KS		Sarasota HS, FL	
Cherry Creek HS, CO		Lou Harwell	2,055	Hayley K. Crane	1,949
Scott Teachenor	2,155	Odessa HS, TX		Field Kindley Memorial HS, KS	
Reno HS, NV		Susan H. Saxon	2,050	P. J. Samorian	1,942
Doug Pishkur	2,143	Evans HS, GA		Loyola Acad, IL	
Chesterton HS, IN		Kim M. Blackford	2,050	Elaine N. Fakatoumahi	1,938
Beverly Jorland	2,142	Parkway Central HS, MO		Henry J Kaiser HS, CA	
Walker Public Schs, MN		Sarah Owen	2,048	Missy Carlson	1,935
JoAnn Landes	2,142	Labette County HS, KS		Downers Grove North HS, IL	
Bishop Manogue Catholic HS, NV		James A. Combs	2,044	Larry Arnhold	1,932
		Lafayette HS, KY		Deer Park HS, TX	

Diamond Key Coaches

(Points on record July 20, 2006)

Elaine M. Daly	1,930	Sharon E. Smith	1,823	Nick Coburn-Palo	1,754
Centerville HS, OH		Los Gatos HS, CA		College Prep, CA	
Susan Welch	1,922	Larry T. Adams	1,822	Demond Wilson	1,751
McClintock HS, AZ		Bakersfield HS, CA		Creekview HS, TX	
Linda Hebert	1,922	Ephraim F. Bluestein	1,821	Monica Wheaton	1,746
Roseville Area HS, MN		Germantown HS, TN		Great Bridge HS, VA	
Fred Vogt	1,921	Martin Schnipper	1,815	Loran White	1,745
Pekin Comm HS, IL		George Washington HS, CO		Big Horn HS, WY	
Marlys I. McCurdy	1,921	Vero Beach HS, FL		Annick Helbig	1,741
Century HS, ID		Marcia Rosene	1,811	Danville Area HS, PA	
Carmen L. McAlister Harkins	1,921	Ind'pls North Central HS, IN		Kathi Wells	1,740
Wilburton HS, OK		Philip Qualman	1,811	Winter Springs HS, FL	
Melly Schmidt	1,920	Battle Mountain HS, CO		Charlotte Joyner	1,739
Rossville HS, KS		Edwin A. Klemm	1,807	Winston Churchill HS, TX	
Topeka West HS, KS		Wheaton North HS, IL		Elayne Patridge	1,739
Jane-Marie Marlin	1,919	Stewart Wilson	1,806	Frenship HS, TX	
Mountain Brook HS, AL		Walker Public Schs, MN		Fran Bogos	1,738
Susan Spitz Hennenberg	1,916	Ceil McDonald	1,805	North Allegheny Sr HS, PA	
Orange HS, OH		SouthSt Paul HS, MN		Chris Agee	1,738
Linda Nielsen	1,911	Cheryl Frazier	1,803	Newman Smith HS, TX	
Neosho HS, MO		Thornwood HS, IL		Jonathan Peele	1,738
Steve Thompson	1,909	James Wade	1,802	East Chapel Hill HS, NC	
Sheboygan South HS, WI		Milton HS, GA		Colleen Gatzimos-Reed	1,735
Michael Worcester	1,908	Lydia Miller-Wyatt	1,798	Northfield HS, IN	
Buffalo HS, MN		Wimberley HS, TX		Harold P. Mulholland	1,729
Marita Duesler	1,908	Russell Kirkscey	1,798	Vanguard College Prep Sch, TX	
Monsignor Kelly Catholic HS, TX		Blanco HS, TX		John J. Johanson	1,729
Beverly Bowman	1,904	James O. Payne	1,795	Fargo South HS, ND	
Cheyenne Central HS, WY		Blue Valley North HS, KS		Kristie Cramer	1,728
Jim Murphy	1,898	Bobbie M. Bristow	1,795	Central Catholic HS, OH	
Weston HS, MA		Englewood HS, CO		Becky Shaw	1,726
Kip B. McKee	1,896	Marsha L. Jackson	1,795	Niwot HS, CO	
Sioux Falls Lincoln HS, SD		McPherson HS, KS		Amiee Parsons	1,725
Rosemary Martinez	1,892	Jim Hopkins	1,793	A & M Consolidated HS, TX	
Putnam City North HS, OK		Liberty HS, CO		Joyce L. Brisco	1,723
Terry Hunt	1,892	Carole L. Hamilton	1,789	James Bowie HS, TX	
Skyline HS & Career Development, TX		Cary Acad, NC		Debbie Savage	1,723
Marvin L. Ellis	1,889	Janet Hansen	1,788	Claremore HS, OK	
Lamp HS, AL		Sonoma Valley HS, CA		Paul Moffitt	1,721
Tom Backen	1,886	Ann Accas	1,787	Sylvania Southview HS, OH	
Benilde-St Margaret's School, MN		Grapevine HS, TX		Michael N. Giardina	1,720
Timothy M. Scheffler	1,877	Thomas W. Kirby	1,783	Baltimore City College HS, MD	
James Madison Mem HS, WI		Arvada HS, CO		Ralph J. Karn	1,719
Eileen De Bruno	1,875	Jason Wysong	1,776	Keystone Oaks HS, PA	
La Reina HS, CA		Trinity Prep Sch, FL		Kenneth P. Grodd	1,718
Lucinda Reed	1,870	Cyndy Woodhouse	1,773	Deerfield Windsor School, GA	
Woodland Park HS, CO		Iowa City HS, IA		The Donnellan School, GA	
Sara Compton	1,867	West HS - Iowa City, IA		Staci Fowler	1,715
Brebeuf Jesuit Prep School, IN		Janet West	1,773	MB Lamar HS, TX	
K. J. Anderson	1,867	Pratt HS, KS		Craig Johnson	1,714
Woodrow Wilson HS, DC		Vicki J. Browne	1,770	Westminster Prep School, GA	
Susan Nicoloff	1,861	St Petersburg HS, FL		Sue Godsey	1,710
Bishop Carroll HS, PA		Scott Thoreson	1,767	Carl Junction HS, MO	
Tim Mahoney	1,860	Cathedral HS, TX		Jacqueline Kornblum	1,710
St Mark's Sch of Texas, TX		Deb Mehew Smith	1,764	Poly Prep Country Day School, NY	
Eugene Kail	1,858	Muskogee HS, OK		Jennifer Heidt	1,710
Pittsburgh Central Catholic HS, PA		Beatrice M. Lockwood	1,763	Westminster Schools, GA	
Jan MacNally	1,852	Sacred Hearts Acad, HI		Mike Guilkey	1,709
Benilde-St Margaret's School, MN		Michael Bietz	1,763	Erie HS, CO	
Anne Payne	1,850	Archer School, CA		Dawna B. Edmonds	1,706
Royse City HS, TX		Bradley Campbell	1,761	Seaman HS, KS	
Sheri Templeton	1,850	Rampart HS, CO		Lisa Bompiani	1,705
Valley Christn HS, AZ		Steve Kennedy	1,761	Greater Latrobe HS, PA	
Eric Everding	1,849	Munster HS, IN		John J. Buettler	1,704
Arvada HS, CO		Keith Davey	1,760	Holy Ghost Prep, PA	
Steve Sexton	1,848	Great Falls HS, MT		Abraham K. Mokunui Jr	1,701
West Bend East HS, WI		Laurie L. Johnson	1,759	Kamehameha Schools, HI	
William M. Cooper IV	1,848	Phillipsburg HS, NJ		Brian Geffre	1,697
Arthur L. Johnson HS, NJ		Ridge HS, NJ		Fargo Shanley HS, ND	
Charles Cravens	1,843	Wendy Czerwonka	1,758	Anne M. Smith	1,697
Walker Public Schs, MN		West Plains HS, MO		Sandra Day O'Connor HS, TX	
Marilyn Hauber	1,840	Tyson Smith	1,757	Dave Pritschet	1,695
Davis Sr HS, CA		West HS - Iowa City, IA		Brainerd HS, MN	
Judy Bogard	1,839	Chris Coovert	1,756	Debra J.P. Corbin	1,693
Air Acad HS, CO		Gig Harbor HS, WA		Branson High, MO	
Angela Billings	1,829	Rosanne Garbrandt	1,755	John Newkirk	1,693
T L Hanna HS, SC		Shawnee Mission North HS, KS		Pres William McKinley HS, HI	

Diamond Key Coaches

(Points on record July 20, 2006)

Vivian L. McManus <i>Keystone Oaks HS, PA</i>	1,692	Judith Schwartz <i>Denver East HS, CO</i>	1,624	Lyla Dumke <i>Beaverhead County HS, MT</i>	1,556
Mary R. Bond <i>Turner HS, KS</i>	1,692	Bro. Kevin Dalmasse <i>La Salle College HS, PA</i>	1,621	John McWilliams <i>The Montgomery Acad, AL</i>	1,556
Virginia M. Cawley <i>Baldwin HS, PA</i>	1,691	Edward Janis <i>Gilmour Acad, OH</i>	1,620	Jim Connor <i>Washington High, SD</i>	1,555
Shelley B. Tatum <i>Lufkin HS, TX</i>	1,689	Joanne Cunningham <i>Clinton HS, MS</i>	1,618	Jon F. Holboke <i>Canby HS, OR</i>	1,554
William Cornforth <i>Wheeling Park HS, WV</i>	1,684	Steve Agan <i>Lead-Deadwood HS, SD</i>	1,617	Jon F. Holboke <i>Lakeridge HS, OR</i>	1,554
Kevin Tonkovich <i>Worland HS, WY</i>	1,682	Pamela Walberg <i>St Joseph Catholic School, MS</i>	1,616	Robert E. McIntire <i>Kokomo HS, IN</i>	1,554
Becki Sharp <i>Golden HS, CO</i>	1,678	Laura Cooper <i>Jefferson City HS, MO</i>	1,615	Kerrie Halvorson <i>Flathead Co HS, MT</i>	1,553
Judith Rawls <i>Air Acad HS, CO</i>	1,675	Elizabeth A. McMahon <i>Milton HS, GA</i>	1,610	Linda L. Panopoulos <i>Cheyenne Central HS, WY</i>	1,553
Linda Arney <i>La Porte HS, IN</i>	1,673	Loree L. Gentry <i>Fort Osage HS, MO</i>	1,606	Donna Herold <i>Ferris HS, WA</i>	1,551
Katherine E. Hodgdon <i>Miami Southridge Sr HS, FL</i>	1,673	Susan Crabtree <i>Bartlesville HS, OK</i>	1,601	Kim Pakowski <i>Downers Grove South HS, IL</i>	1,550
Candice C. Paczkowski <i>West Fargo HS, ND</i>	1,671	Carl V. Adams <i>River Valley HS, CA</i>	1,599	Kathleen Vosberg <i>Black Hawk HS, WI</i>	1,547
Jeanie Wilson <i>Springtown HS, TX</i>	1,667	Yuba City HS, CA		James E. Shapiro <i>Berkeley Carroll School, NY</i>	1,547
Trish Boudra <i>J Frank Dobie HS, TX</i>	1,664	Paul Hamann <i>Eastlake HS, WA</i>	1,599	Michael Bury <i>Andover HS, MN</i>	1,544
Karen M. Kissinger <i>Saint Pius X HS, MO</i>	1,664	Richard J. Pellicciotta <i>Cary Acad, NC</i>	1,598	Chris R. McCord <i>Fayette County HS, GA</i>	1,544
Donna Rotschafer <i>White Bear Lake HS, MN</i>	1,661	Kelli M. Kuntz <i>Flathead Co HS, MT</i>	1,596	Edward G. Taylor <i>Oakville Sr HS, MO</i>	1,539
Kirsten Reed <i>Chesterton HS, IN</i>	1,661	Matt Guthrie <i>Phoenix Country Day School, AZ</i>	1,595	Ellen J. Boyer <i>Shikellamy HS, PA</i>	1,533
Linda M. Morgan <i>Haven HS, KS</i>	1,659	Jeannie Hutter <i>Fort Osage HS, MO</i>	1,591	Colleen Meisenheimer <i>Aberdeen Central HS, SD</i>	1,532
Trinity Catholic HS, KS		Susan Marianelli <i>Milton Acad, MA</i>	1,590	Stacie Van Auker Sjoström <i>James Martin HS, TX</i>	1,531
M. L. Barnes <i>The Culver Academies, IN</i>	1,659	Greg Brown <i>Greeley Central HS, CO</i>	1,589	Dale C. Schilling <i>Cuyahoga Valley Christn Acad, OH</i>	1,529
Leeann Solice <i>Hendrickson HS, TX</i>	1,659	Melva Jackson <i>Norman HS, OK</i>	1,588	Megan Dorsey <i>Westside HS, TX</i>	1,529
Rhonda Hill <i>Naaman Forest HS, TX</i>	1,656	Victoria Mathews <i>Wadsworth City Sch, OH</i>	1,588	Robert L. Greaves <i>Viewmont HS, UT</i>	1,528
Tracey L. Repa <i>Buffalo Grove HS, IL</i>	1,656	Mary McDermott-Jackson <i>Atlantic HS, IA</i>	1,585	Roger McCafferty <i>Aberdeen Central HS, SD</i>	1,525
Bret McClendon <i>Washburn Rural HS, KS</i>	1,647	Erin B. Stage <i>Jack C Hays HS, TX</i>	1,585	Benjamin W. Watson <i>Alta HS, UT</i>	1,525
LeNita Smith <i>Earl Warren HS, TX</i>	1,646	David L. Laird <i>James Madison HS, TX</i>	1,584	Sandy Aldrich <i>Park Rapids Area HS, MN</i>	1,524
Melissa Victorick <i>Friendswood HS, TX</i>	1,645	Bruce Garner <i>Duncanville HS, TX</i>	1,583	John Heineman <i>Lincoln HS, NE</i>	1,522
William C. Thomas <i>Denver-Lincoln HS, CO</i>	1,643	Amanda Oliveros <i>Bishop Kelley HS, OK</i>	1,579	Bryan McCampbell <i>Jefferson County HS, TN</i>	1,521
Gregory H. Cunningham <i>Hull HS, MA</i>	1,640	Fontaine Alison <i>Baylor School, TN</i>	1,578	Michelle VanGesen <i>Kearns HS, UT</i>	1,517
David Gardiner <i>Richard B King HS, TX</i>	1,640	Megan L. Jurs <i>Ritenour HS, MO</i>	1,578	Ralph W. Driggs <i>Central Catholic HS, CA</i>	1,517
Sarah A. Hickey <i>Sayre Area HS, PA</i>	1,637	Jessica Fedje <i>Roseville Area HS, MN</i>	1,577	Lori Durham <i>Brunswick HS, GA</i>	1,515
Darren B. Eckstein <i>Corvallis HS, OR</i>	1,636	Beverly Kelly <i>Fayette County HS, GA</i>	1,575	Susan Dolan <i>Central Valley HS, WA</i>	1,512
Crescent Valley HS, OR		Mary L. Winn <i>Gering HS, NE</i>	1,574	Deborah Morton <i>Midland HS, TX</i>	1,509
Gresham-Barlow HS, OR		Thomas Richardson <i>Norman HS, OK</i>	1,572	Todd M. Brahlér <i>Louisville Sr HS, OH</i>	1,507
Lisa D. Hamilton <i>Enid HS, OK</i>	1,633	Tim Campbell <i>James Logan HS, CA</i>	1,571	Richard Jeffery <i>Canutillo HS, TX</i>	1,506
Evan S. Richards <i>Lake Forest HS, IL</i>	1,632	Dean Eyler <i>Edina HS, MN</i>	1,571	Tanya Evers <i>John Marshall HS, TX</i>	1,505
Cody Henrichsen <i>Riverton HS, UT</i>	1,632	Al Kirtley <i>Junction City HS, KS</i>	1,567	Sarah C. Yancey <i>Parkway South HS, MO</i>	1,502
Holly Wiesmann <i>Colton HS, CA</i>	1,631	Christopher Zoch <i>North HS, WI</i>	1,566	Darin M. Maier <i>St Andrew's Episcopal School, MS</i>	1,502
Andy Berkovsky <i>Bay City HS, TX</i>	1,628	Robert White <i>Shaker Heights HS, OH</i>	1,562	Peggy Fink <i>Havre HS, MT</i>	1,500
Deborah Groff <i>Canby HS, OR</i>	1,625	Dolores B. Muller <i>Wauseon HS, OH</i>	1,559		
Judy A. Meis <i>Wahlert HS, IA</i>	1,625	Myrna Bass <i>Athens HS, TX</i>	1,558		
Vincetta Russo-Haber <i>Boardman HS, OH</i>	1,624				

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NFL DISTRICT STANDINGS

(as of November 1, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	197	Blue Valley North HS	497
2	+1	East Los Angeles (CA)	160	Gabrielino HS	510
3	-1	East Kansas	149	Shawnee Mission East HS	376
4	+5	Central Minnesota	146	Eastview HS	357
5	+2	Show Me (MO)	141	Belton HS	347
6	+6	New York City	139	Regis HS	391
7	+4	Kansas Flint-Hills	133	Washburn Rural HS	324
7	-3	Calif. Coast (CA)	133	Leland HS	500
9	-4	Heart Of America (MO)	131	Liberty Sr HS	431
9	+1	Illini (IL)	131	Downers Grove South HS	304
11	+3	San Fran Bay (CA)	130	James Logan HS	514
12	-6	Sunflower (KS)	126	Wichita East HS	253
13	+7	Southern Minnesota	125	Edina HS	310
14	-6	Northern South Dakota	122	Watertown HS	274
15	-2	West Kansas	120	McPherson HS	292
15	+2	Florida Manatee	120	Nova HS	413
17	+2	Ozark (MO)	113	Central HS - Springfield	394
18	-2	Northern Ohio	112	Boardman HS	191
18	-4	Nebraska	112	Millard North HS	214
20	+2	Rushmore (SD)	111	Sioux Falls Lincoln HS	309
21	--	Northwest Indiana	109	Munster HS	290
22	-4	Northern Illinois	107	Glenbrook South HS	296
23	+5	Inland Empire (WA)	104	University HS	166
24	+6	South Texas	101	Bellaire HS	666
25	+14	Southern California	100	La Costa Canyon HS	278
26	+1	Eastern Ohio	99	Perry HS	201
27	+6	North East Indiana	97	Chesterton HS	419
28	+1	Rocky Mountain-South (CO)	96	Denver East HS	229
29	-3	Eastern Missouri	95	Pattonville HS	224
30	+10	Arizona	93	Desert Vista HS	279
31	+13	New Jersey	90	Ridge HS	240
31	+3	South Kansas	90	Fort Scott HS	186
33	-10	Great Salt Lake (UT)	89	Skyline HS	165
33	+40	Tarheel East (NC)	89	Pinecrest HS	192
35	-3	New England (MA & NH)	88	Manchester Essex Reg HS	251
36	-1	Florida Panther	87	Lake Highland Preparatory	214
37	+8	Northern Wisconsin	84	Appleton East HS	252
38	+9	Sierra (CA)	82	Clovis East HS	157
39	-14	Nebraska South	81	Lincoln East HS	237
40	-3	Carver-Truman (MO)	80	Neosho HS	256
40	-9	Utah-Wasatch	80	Sky View HS	200
42	+16	Southern Wisconsin	78	Marquette Univ. HS	161
43	--	Golden Desert (NV)	77	Green Valley HS	190
43	+3	Sundance (UT)	77	Bingham HS	170
45	-3	Idaho	75	Hillcrest HS	185
45	+41	Carolina West (NC)	75	Myers Park HS	229
45	-8	Michigan	75	Portage Northern HS	175
45	+19	Central Texas	75	Ronald Reagan HS	221
49	+19	North Oregon	74	Westview HS	176
49	-13	Pittsburgh (PA)	74	North Allegheny Sr HS	202
49	+35	Space City (TX)	74	Alief Taylor HS	140
52	-11	Hole In The Wall (WY)	73	Cheyenne Central HS	174



NFL DISTRICT STANDINGS

(as of November 1, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
53	-29	Montana	72	Bozeman HS	166
53	+2	Deep South (AL)	72	The Montgomery Academy	226
53	+36	Georgia Northern Mountain	72	Henry W Grady HS	145
56	+1	South Carolina	71	Mauldin HS	296
56	+7	Rocky Mountain-North (CO)	71	Rocky Mountain HS	182
56	-10	North Dakota Roughrider	71	Fargo South HS	134
59	+20	New York State	70	Scarsdale HS	146
59	+22	East Iowa	70	West HS - Iowa City	175
61	-9	Valley Forge (PA)	69	Truman HS	132
61	+3	Tennessee	69	Montgomery Bell Academy	160
61	-10	Northern Lights (MN)	69	Moorhead Senior HS	155
64	-10	West Oklahoma	68	Norman HS	187
64	-14	Colorado	68	Cherry Creek HS	260
66	+4	Hoosier Heartland (IN)	67	Connersville Sr HS	139
66	+14	Georgia Southern Peach	67	Starrs Mill HS	148
68	+6	Western Washington	66	Gig Harbor HS	211
68	+8	Florida Sunshine	66	Academy of the Holy Names	121
70	-1	Sagebrush (NV)	65	Reno HS	198
70	+13	West Los Angeles (CA)	65	Fullerton Joint Union HS	208
70	+1	Lone Star (TX)	65	Plano Sr HS	235
73	-12	Wind River (WY)	64	Worland HS	122
73	-13	East Texas	64	Dulles HS	139
73	+5	Heart Of Texas	64	Westlake HS	156
76	-4	North Texas Longhorns	62	Colleyville Heritage HS	184
76	-23	West Iowa	62	Dowling Catholic HS	216
76	-27	Hoosier Crossroads (IN)	62	Brebeuf Jesuit Prep School	128
79	-17	North Coast (OH)	61	Gilmour Academy	172
80	-13	New Mexico	59	Albuquerque Academy	164
80	-21	Western Ohio	59	Sylvania Southview HS	95
82	+11	Mississippi	58	Oak Grove HS	150
82	+6	Kentucky	58	Rowan County Sr HS	165
82	+4	South Oregon	58	Ashland HS	129
85	--	Louisiana	56	Teurlings Catholic HS	149
86	-30	Big Valley (CA)	55	Lodi HS	143
86	-20	Greater Illinois	55	Belleville West HS	87
88	-7	South Florida	54	Michael Krop HS	137
88	-13	Colorado Grande	54	Centennial HS	91
90	-13	East Oklahoma	53	Jenks HS	170
90	--	West Texas	53	Americas HS	93
92	+6	Gulf Coast (TX)	51	Harlingen HS South	144
92	--	LBJ	51	Princeton HS	167
94	+5	Hawaii	49	Kamehameha Schools	135
95	-3	Mid-Atlantic (MD & VA)	48	Randolph Macon Academy	208
95	+2	UIL (TX)	48	Lindale HS	140
95	-1	Tall Cotton (TX)	48	Seminole HS	94
98	+4	West Virginia	47	Wheeling Park HS	72
98	-7	Puget Sound (WA)	47	Mount Vernon HS	81
100	-5	Chesapeake (MD)	46	Woodrow Wilson HS	84
101	-5	Pennsylvania	44	Greensburg Salem HS	105
102	-2	Capitol Valley (CA)	42	Granite Bay HS	109
103	-2	Maine	32	Poland Regional HS	64
104	-1	Iroquois (NY)	29	The Family Foundation School	65
105	-1	Pacific Islands	24	Harvest Christian Academy	46

◆ Affiliates - Welcome!

T

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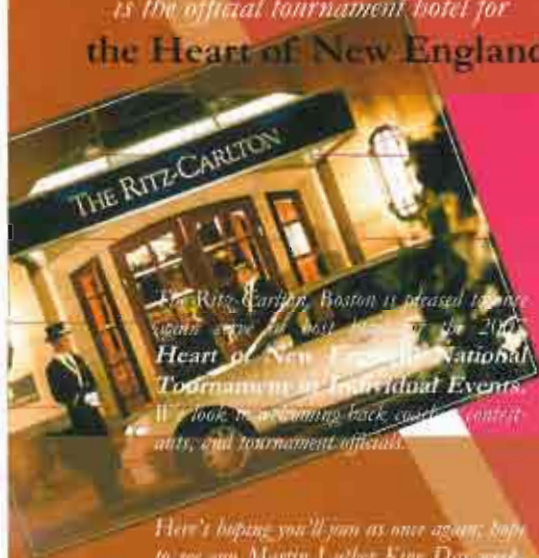
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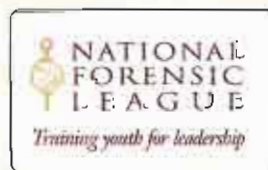


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