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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 statehouse, 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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From the Editor

J. Scott Wunn

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.

J. Scott Wunn
Announcements

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

NFL Hall of Fame Nominations Due
Nominations must be postmarked no later than February 2, 2007

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

Forward Nomination AND Coach Bio to:
Sandy Krueger
National Forensic League
P.O. Box 38
Ripon, WI 54971

or

email: nflrostrum@nflonline.org

Rostrum Rostrum
Announcements

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Rostrum
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THIS HOLIDAY SEASON
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The Value of Speech, Debate, and Theater Activities

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 supplemented 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 have 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.

Making the Case for Forensics

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 symbolic 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 Ivanga, 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 Silver noted improved reading comprehension and improved metabehaviors 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 reading 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-
The steps are easy!

The program is designed to fit your needs and level of understanding. This program is for 6th thru 8th grade students.

- **Applying for NJFL School Membership**
  Print and complete a school application card. Principal's signature required on the form. Forward the completed form along with a $35.00 (annual membership fee) check or purchase order payable to NJFL.

- **Confirmation**
  Once the NJFL office processes the completed application with payment, the school will receive a letter of confirmation. A packet of supplies will be forwarded to the school. These supplies are needed to record student points and order additional forms that are used throughout the school year.

- **Rostrum Magazine**
  The school is added to the NJFL mailing list to receive the monthly magazine the *Rostrum*.

- **Tracking Student Points**
  There are student credit point sheets to keep track of points earned.
  
  - 2 points for every type of speech that is memorized.
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  Types of events covered are:
  - Speeches given in class,
  - Speech and debate tournaments attended
  - Church readings, etc.

  Note: 10% of NJFL points (maximum 15 points) may be transferred toward NFL membership when students enter High School.

- **Applying for NJFL Student Membership**
  Forward the names of new members listed on a student application form. Forward to the NJFL office along with a $5.00 membership fee per student. (This is a one-time fee)

- **Semester Membership Report**
  Record student points earned on the Semester Membership Report. Forward to the NJFL Office. All recorded points, and membership information is maintained at the National Junior Forensic League Office.

- **Points Recorded**
  When the NJFL office receives the new member information and points earned from the school, points earned are recorded for each student and coaching points are recorded (coaches receive 1/10th of student points earned).

- **Recognition**
  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.

- **For Information contact:** Diane Rasmussen at njfsales@njfonline.org or call (920) 748-6206
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)

References


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 started 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.

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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.

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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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.
Policy Debate

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 attached 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...
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-uh-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.freewarepp.com/clock/speechanddebatetimekeeper.shtml. This software was written by Jenny 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). 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 Windows’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 schools 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 sets of evidence briefly. 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 further 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.

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/councilplkt.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 preparing 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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Rostrum
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 stage fright 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
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 contributions, but also remember that the rush of adrenaline 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 ability 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

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.
Rostrum (send to Sandy at nflrostrum@nflonline.org)

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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 really a result of my PhD work. 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 eyestalks 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 I-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. 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 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

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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

January 12, 2005

Robert Nordyke
Campus HS, KS

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.

*****Robert Nordyke
Campus HS, KS

December 4, 2005

John N. Revezzo
Niles McKinley HS, OH

John N. Revezzo began coaching speech and debate since 1975 at Niles McKinley High School till 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 1988, 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 was 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.

January 3, 2006

Timothy C. Averill
Waring School, MA

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 Lister in 1994 and was implemented by the College Board.

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 1993, 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 Hall of Fame since the Class 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 Kellar-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

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

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

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

***Janet Rose  
Kearney Sr. HS, NE  
December 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

Triple

Diamond

***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

43
**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 Hoever**  
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 Forte 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 Korablum
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

*Jonathan 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
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 Hines, Arkansas City HS, KS
Richard J. Pelliccicotta, Cary Academy, NC
Andrew Charrier, Lakeville North & South, MN
Gregory H. Cunningham, Hull HS, MA
Krista Delarco, 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 Coover, Gig Harbor, WA
Michaela Northrop, Chantilly HS, VA
Thomas Richardson, Norman HS, OK
Staci Fowler, M. B. Lamar HS, TX
Timothy M. Scheller, James Madison Mem, WI
Ernesto Querido, Pine Crest School, FL
Christopher Columbus HS, FL
Kerrie Halverson, Flathead Co. HS, MT
Pamela Walberg, St. Joseph Catholic Sch, MS
William M. Cooper IV, Arthur L. Johnson, NJ
Audrey J. Bartow, Pleasant Grove HS, UT
Robert E. McIntyre, 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 Hackenhauer, Norman HS, OK
Colleen Meisner, Aberdeen Central HS, SD
Amanda Oliveros, Bishop Kelley HS, OK
Melissa Victorick, Friendswood HS, TX
Pamela Pena, 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, Payyallup 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
Jan F. Holboke, Lake Ridge 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 City HS, TN
Tim Campbell, James Logan HS, CA
Jason Mitchell, Salina High Central HS, KS

3rd Diamond Coaches
Morgia Belcher, Gig Harbor HS, WA
Noel S. Seleggi, Hunter College HS, NY
Sheryl Kaczmarek, Newburgh Free Acad, NY
Mary A. Schick, Michael Krop HS, FL
D’arcy Patey, Poland Regional HS, ME
Steven M. Holman, 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

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 Clee, 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
Kathi A. Patron, Perry HS, OH
Cathy Smales, Elko HS, NV
Brian White, Kapaun Mount Carmel HS, KS

5th Diamond Coaches
Bill Davis, Blue Valley North HS, KS

6th Diamond Coaches
Georgia Brady, Blue Springs South HS, MO

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The Donus D. Roberts Quady Ruby Coach Award is given to NFL coaches who achieve their first 1,000 NFL coaching points.

ARIZONA
Jane Martinez
Dobson HS

Jason Torrence
Mountain View HS

Dana Trumal
Shadow Mountain HS

CALIFORNIA
John Bernabei
North Hollywood HS

Karen Boone
Buchanan HS

Sandra Fairen
Sonora HS

Lisa Forsythe
Bakersfield HS

Stephen Goldberg
Sacramento Jesuit HS

Zack Kopecki
Fred C. Beyer

Chris Newhouse
Lowell HS

Peter Park
Leland HS

Paul Pinza
Westmont HS

June Read
El Dorado HS

Sal Tiraimo
Fullerton Joint Union HS

COLORADO
Steve Brown
Grand Junction HS

Paulette Frye
Pueblo West HS

Gina Gutierrez
Strasburg HS

John Mast
Fairview HS

FLORIDA
Carol Cecil
Braddock HS

Diane McCormick
Hollywood Hills HS

Stoner Jones
Douglas HS

Russell Rywell
Rams@ Everglades Upper School

GEORGIA
Lenalee Robinson
Lincoln County HS

IDAHO
Cherie Clawson
Blackfoot HS

Trudy Karlsen
Kuna HS

ILLINOIS
Tony Crowley
Glenbard West HS

Douglas Miller
Champaign Centennial HS

Thomas Wells
Heyworth HS

INDIANA
Carol Anderson
Plymouth HS

Tammy Daugherty
Crown Point HS

Travis Fisher
Homestead HS

Corey McCool
Reitz Memorial HS

Jessica Pasel
Logansport HS

Chrisette Waters
Vaprasco HS

Laura Whitcomb
Harrison HS - West Lafayette

McCutcheon HS

IOWA
Thomas Harkson
West HS - Davenport

Michael Larson
Spartan HS

KANSAS
James Harris
Andover HS

Wichita Heights HS

Harlan Hicks
Chaparral HS

Kimberly O'Brien
Lawrence HS

Tim Overman
McPherson HS

Marsha Randall
Labette County HS

Lyndie Taylor
Haven HS

LOUISIANA
Lori Debaillon
St. Thomas More HS

MARYLAND
Robert Dacey
Governor Thomas Johnson HS

Linda Pristler
Aurora HS

MASSACHUSETTS
Patrice Jean-Baptiste
Milton Academy

Daniel Jewett
Manchester Essex Regional HS

MAINE
John Blanchette
St. Dominic Regional HS

Lewiston HS

Cheverus HS

Deering HS

MICHIGAN
Nancy Bordeaux
Grand Rapids Christian

Joe Anne Peterson
Grand Rapids City HS

MINNESOTA
Meredith Aaby
Bloomingtion Jefferson HS

Bloomingtion J. F. Kennedy HS

Andrew Chamier
Lakeville North HS

Lakeville South HS

Deborah Everett
Park Tudor School

Mike Jozwiak
Lakeville North HS

MISSISSIPPI
Stephanie Slay
Hattiesburg HS

Oak Grove HS

MISSOURI
Sara Givens
Mexico HS

Douglas Miller
Winnatanka HS

Jo Nicklas
Caimden HS

Linda Plessler
Mt. Vernon HS

Kay Tolson
Linn Co R-I School

Meadville R-V School

MONTANA
Doug Ruffier
Butte HS

NEBRASKA
Chris Beeman
Norfolk HS

John Campbell
Bellevue East HS

Tammy Daugherty
Papillion-Lazista HS

Sabrina Donnell-Bull
Millard North HS

Delta Fajardo
Hastings Senior HS

NEVADA
Shelia Bensell
Bonanza HS &
Palo Verde HS

Josette Jones
Spanish SpringsHS

Proctor Hugh HS

Brian Raymond
Millburn HS

Mimi Rosenbaur
East Side HS

Harold Tusler
Moapa Valley HS

NEW JERSEY
Brian Raymond
Millburn HS

Mimi Rosenbaur
East Side HS

NEW YORK
Jon Cruz
Bronx HS of Science

Andrew Montefiore
Monsignor Farrell HS

Rostrum
NORTH CAROLINA
Elizabeth Carter
Nicole Carter
Maureen H. Classical HS
Debbie Peltz
Central Caswell HS
Karen Justice
Mecklenburg HS
Aneal Knodel
Fargo Shively HS
West Fargo HS
Ronald McDonald
Jack Britt HS

NORTH DAKOTA
Debbie Peltz
Central Caswell HS
Aneal Knodel
Fargo Shively HS
West Fargo HS

OHIO
Mark Rotz
Minford HS
Brian Simchak
St. Peter Chanel HS

OKLAHOMA
Nicholas Boldt
Alva HS

OREGON
Jennifer Oster
Cloverdale HS
Susan Thorngate
Ashland HS

PENNSYLVANIA
Kimberly Bortland
E. L. Myers HS
Ruth Bortland
E. L. Myers HS
Ben Edwards
Upper St. Clair HS
Stacey Clemons-Cawley
Baldwin HS
Pittsburgh Central Catholic HS

SOUTH DAKOTA
Teresa Feaster
G. O. Gorman HS
Bryan Hagg
O. Gorman HS
Silas Falls Lincoln
Michael Larson
Monroe HS
Waverly HS
Lennox HS
Jared Leighton
Watertown HS

TENNESSEE
Christian Cundiff
The McCallie School
Jim Miller
Battle Ground Academy
Kari Smith
Ravenwood HS

TEXAS
Alice Gatlin
Cypress Springs HS
Eric Geyer
St. Mary's Hall
Rachel Grani
Hallsville HS
Kristi Guernier
Eisenhower HS
The Woodlands HS
Keith Haney
South Garland HS
Kathleen Skinner
El Campo HS
Kristi Hodges
North Lamar HS
Trudy Karlton
Lake Travis HS
Suzanne Kelly
Vanguard College Prep School
Martin Klein
Douglas MacArthur HS
Needville HS
Uvalde HS
William Mason
IH Kempner HS
Lake Travis HS
Stephen F. Austin HS-Austin
Gregory McGee
Mayde Creek HS
Eric Mears
Flower Mound HS
Diboll HS
DeSoto HS
Gilmer HS
Steve Paul
Diboll HS
Cypress Falls HS
Debbie Whitehead
Cypress Falls HS
Vines HS
Patricia Wernwall
Memorial HS-Victoria
Vines HS
Jonathan Williams
Memorial HS-Victoria
Sandra Day O'Connor HS
Notan Catholic HS
Kathleen Whitesman
Notan Catholic HS
Pasadena HS
Adam Wootton
Kingwood HS
Pasadena HS
John Mast
Stephen F. Austin HS-Austin
Sandy Spears
Gilmer HS

UTAH
Rich Hawkes
Taylorsville HS
Pete Kiel
Cottonwood HS
Scott Mansfield
Lehi HS
Marianne Young
Logan HS

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Mark Miller
Todd Beamer HS

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Cheryl Olcott
Parkersburg South HS

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Tom Harlin
James Madison Memorial HS
Kristi Pliamann
Hortonville HS

WYOMING
Janel Bucknell
Cody HS
Fawna Cook
Kemmerer HS
Evans HS
Emily Farrell
Buffalo HS
Pam Lucey
Glenrock HS
Ashley Schulz
Cheyenne East HS
The Questions Dividing Us

By Paul Moffitt

"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 me of 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.
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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Coordinating with a Local College

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 flow. 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 gloved 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 per 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 listserver 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.thenndca.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**

(Dates of record July 20, 2006)

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<th>Name</th>
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**Ronald Steinhorst**

New London HS, WI

**Douglas A. Springer**

New Trier Township HS, CA

**James Cavallo**

Chester HS, IN

**Kandi King**

Winston Churchill HS, TX
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Renata Johnson
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Kailoon Harris
Highland HS & Pocatello HS, ID
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Aaron Timmons
Greenhill Sch, TX
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Jim Long
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Sprague HS, OR
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Richard G. Percifield
Layton Christm Acad, UT
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Rachel K. Leach
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Mary Wacker
Brookfield East HS, WI
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Eugene Burnett
Pontiac Township HS, IL
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Marilyn Schindel
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Joseph B. Siren
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Nick Bollas
GlenOak HS, OH
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Carole Dickey
Lincoln HS, IA
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Rebecca Meyer-Lamon
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Laurel Schindel
Portage Northern HS, MI
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Tracy L. Weaver
Berea HS, OH
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Rosemary Kincaid
Abilene HS, TX
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Kimberly Cuevas
Reno HS, NV
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Lana S. Hall
Hereford HS, TX
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Thomas Sweeney
Homewood-Flossmoor & Marian
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Russ Tidwell
Garden City HS, KS
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Doug McComahay
Carroll HS, MT
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Catholic HS, IL
Joanna Conc
4,682
Carolyn L. Martinez
Canon City HS, CO
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Vincent Borelli
Long Branch HS, NJ
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Centennial HS, TX
Valeri D. Speer
Clear Creek HS, TX
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John C. Triplett
Junction City HS, KS
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Edward Davis
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Karen W�ndy
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Mark E. Stucky
Northwood HS, KS
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Amieh P. Waters
Golden HS, CO
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Tammie Peters
Sally Squibb
Lewisville HS, TX
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Joe D. Trevino
Bishop HS, TX
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John A. Cardoza
Carondelet HS & DeLa Salle HS, CA
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Anne Wallin
Hastings HS, TX
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Roger C. Palduef
H D Jacobson HS, IL
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Nicholas J. Pond
Murray HS, UT
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Henry County HS, TN
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Eloise Weisinger Blair
Northdale HS & Lamar HS, TX
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Sherry Duncan
Lone Peak HS, UT
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Bill Evans
Hillcrest HS, SC
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Beth Young
North Catholic HS, PA
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Stephanie A. Smith
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Brian White
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Maria L. Herera
Henry W Grady HS, GA
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Max Griffith
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Glenda L. Sullivan
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Kathleen D. Hamm
Millard West HS, NE
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Kim Jones
Bellerine College Prep, CA
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Matt Davis
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Brandon Cosby
Ben Davis HS, IN
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Tom Ellis
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Thomas W. Huber
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Margaret Riley
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Michael B. Vergin
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LeNina S. Wimmer
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Thomas Krause
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Peter K. Redmond
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Mary Knauth
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Amy Clear
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Thomas Vavra
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Vickie A. Mayer
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Terri Peters
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Jana Prep, NV
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Diamond Key Coaches

(Points on record July 20, 2006)
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Diamond Key Coaches

(Points on record July 20, 2006)

John Lemaster
Hastings HS, TX
3,656

Tom Martin
Camdenton HS, MO
3,628

 осуществляется поддержка на
 основании данных из СМИ, результаты которых оцениваются с учетом различных факторов. Однако, при проведении анализа необходимо учитывать разнообразие источников информации и их потенциальную непредсказуемость.

0.50
612.0x791.0
17x0 to 605x792

Steve Lane
Denver East HS, CO
3,516

James P. Dussey
Fairview HS, WA
3,502

Mark J. McNeil
Sacred Heart HS, MA
3,442

Patricia Cheney
Oak Park & River Forest HS, IL
3,414

Cindy Wilson
Robert E. Lee HS, TX
3,402

Jeffrey D. McConnell
Pleasant Hill HS, MO
3,402

Holly Hathaway
Cornerstone Sr HS, IN
3,394

Sarah M French-Hahn
Greeley Central HS, CO
3,369

James Fegley
Lakeville North HS, MN
3,344

Pamela Pesek
Poland Seminary HS, OH
3,322

David D. Smith
University HS, WA
3,322

Jennifer Tilford
Graves County HS, KY
3,316

Eric Ucker
Washington High, SD
3,289

Ken King
Shenandoah Mission West HS, KS
3,245

Jennifer M. Jerome
Millard West HS, NE
3,225

Lynnette Williamson
Anahy HS, CA
3,213

Sandy M. Sherry
Pawley HS, WA
3,211

Marie D. Hansen
Northridge HS, CO
3,207

June M. Benton
Canyon HS, OR
3,205

Brenda Boudreau
Sharon Carroll Catholic HS, KS
3,198

Lindy Taylor
Seneca HS, MO
3,196

Jennifer Stucky
Seminole Mission East HS, KS
3,168

Marc Mullett
La Jolla HS, CA
3,147

Nancy G. Marcus
Atascocita HS, TX
3,139

Erik John Dominguez
Desert Vista HS, AZ
3,108

Bryce Hatch
Centennial HS, CA
3,093

Darril Yarbough
Alief Elsik HS, TX
3,088

Robert H. Shurtz
Hawken School, OH
3,076

Richard Purrington
Eastview HS, MN
3,069

Marilee Y. Eyer
Beaver HS, UT
3,069

Delvin Strecker
Salina High Central, KS
3,053

Jane Nelson
Plymouth HS, IN
3,048

Michael J. Mundt
Crowley HS, TX
3,022

Benjamin J. Jewell
Lee's Summit North HS, MO
3,020

Debra K. Marsh
Dexter HS, MI
3,012

Stan K. Standy
Aubrey HS, TX
2,993

Mike Peaszko
Los Alamos HS, TX
2,992

Terry Quinn
Campbell County HS, WY
2,987

Joan M. Macri
Lewiston HS, ME
2,971

Lynne Coyne
Linton HS, MA
2,966

Robyn R. Van Horn
Coon Rapids HS, MN
2,957

Jennifer McCarty
Eastview HS, MN
2,953

Ron Richard
Broad Run HS, VA
2,953

Stacy Thomas
Hockaday School, TX
2,944

James E. Whalen
Dallas Highland Park HS, TX
2,942

Deborah Miller
Magnificat HS, OH
2,937

Jami Brunon-Davis
Cassville HS, MO
2,933

Scott McDermott
Glenshaw HS, PA
2,927

Catherine Luhr
Mount Mercy Acad, NV
2,915

Sarah Pachachervich
Red River HS, ND
2,914

Fawn Tenenbaum
Palm Beach Lakes HS, FL
2,913

Jennifer Denslow
Burr Oak HS, OK
2,900

Durrell Emmie
Boone County HS, KY
2,897

Twinkie Johnson
Deer Park HS, TX
2,897

Vickie Howard
Niwot HS, CO
2,889

Patricia G. Rich
Capital HS, ID
2,870

Sue Morse
Springdale HS, AR
2,857

Michelle Utike
Virgin Valley HS, NV
2,833

Bradley J. Hartje
Davenport Central HS, IA
2,824

Jo Russell
Edmond North HS, OK
2,823

Keith Pittman
Cheyenne HS, NC
2,816

Traci Lowe
Smith coord HS, FL
2,810

Betsy A. Geery
Loretto Acad, TX
2,808

Robert Martin
Newman Smith HS, TX
2,799

Paul L. Gaba
Wellington HS, FL
2,792

Mark Bitik
Colleyville Heritage HS, TX
2,791

Matthew Madsen
Ogden HS, UT
2,789

Marilyn C. Childs
Chelsea Public School, VT
2,789

Gail L. Long
Westmont HS, CA
2,778

Jerry Firestone
Homestead HS, CA
2,787

Sean D. O'Donnell
Flathead Co HS, MT
2,783

Ryan Higlund
Rowland Hall-St Mark's Sch. UT
2,783

Yvonne Kalke
Grand Forks Central HS, ND
2,776

Robert A Bingham
Williamette HS, OR
2,769

James Holtz
Iver C Runyan, HS, CO
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Clifton D Davis
Teton HS, ID
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Ali Taylor
Grenada Hills Charter HS, CA
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St Mark's HS, WA
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William K. McBride
Neenah HS, WI
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Martha T. Rough
Mt Spokane HS, WA
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Kevin Hedrick
Trinity Catholic HS, KS
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Michelle Hendrix
Stillwater HS, OK
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Ivana Fatz
Billing's Bell HS, MT
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Janet Haar
Roosevelt HS, SD
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Christine Stulup
Overland HS, CO
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David J. Ziegler
Liberty HS, CA
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Audrey J. Barlow
Pleasant Grove HS, UT
2,709

Maryrose Kocian
Wapakoneta HS, OH
2,706

Carrie Daily
Perry HS, OH
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Kristen Gammon
Central HS, Springfield & Greenwood Laboratory School, MO
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Nancy Lewis
Plano West HS, TX
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Scott Black
Warren Central HS, IN
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Carla McKenzie
Pawhuska HS, OK
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Bea Shepard
George Washington HS, CO
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Rebekah A. Foster
Reno HS, NV
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Richard B. Call
Burley HS, ID
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Tommy L. Beder
Lincoln Southeast HS, NE
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Wayne Ervin
Brunswick HS, GA
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Kathryn Stone
Jackson HS, OH
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Lyndal Westmoreland
Okarche HS, OK
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Vincent F. Meis
Wahbert HS, IA
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Greg Schultz
Mead HS, WA
2,668

Barbara Giuliano
St Joseph's Prep School, PA
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Ronald A. Ingle
Gateway HS, CO
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Kristen Ogden
Groth HS, SD
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Julie F Ward Johnson
H D Jacobs HS, IL
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Sonja Hansen
West Des Moines Valley HS, IA
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<td>Wendy Szymczyk</td>
<td>West HS - Iowa City, WA</td>
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<td>Tyson Smith</td>
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<td>Rosemantia Garbrandt</td>
<td>Shawnee Mission North HS, KS</td>
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(Points on record July 20, 2006)
Diamond Key Coaches

Viivián L. McManus
Keystone Oaks HS, PA
1,692

Mary R. Bond
Turner HS, KS
1,692

Virginia M. Cawley
Baldwin HS, PA
1,691

Shelley B. Tanum
Lufkin HS, TX
1,689

William Cornforth
Wheeling Park HS, WV
1,684

Kevin Tonkon
Woodland, WY
1,682

Becki Sharp
Golden HS, CO
1,678

Judith Rawls
Air Acad HS, CO
1,675

Linda Arney
Lapeorte HS, IN
1,673

Katharine E. Hodgdon
Miami Southridge Sr HS, FL
1,671

Candace C. Paczkowski
West Fargo HS, ND
1,667

Jeanie Wilson
Springtown HS, TX
1,664

Trish Boudra
Frank & Bobbie HS, TX
1,657

Karen M. KissingER
Saint Pius X HS, MO
1,661

Donna Rotschauer
White Bear Lake HS, MN
1,659

Kimberly Reed
Cheshterton HS, IN
1,661

Linda M. Morgan
Haven HS, KS
1,660

Trinity Catholic HS, KS
1,659

M. L. Barnes
Culver Academies, IN
1,658

Lesanne Solice
Hendrickson HS, TX
1,656

Rhonda Hill
Nanita Forest HS, TX
1,656

Tracey L. Repa
Buffalo Grove HS, IL
1,647

Bret McClendon
Tohickam Rural HS, KS
1,646

Leah Smith
Earl Warren HS, TX
1,645

Melissa Victorick
Friendswood HS, TX
1,643

William C. Thomas
Dunbar Lincoln HS, CO
1,640

Gregory H. Cunningham
Hollis HS, MA
1,640

David Gardner
Richard B King HS, TX
1,637

Sarah A.ickey
Sayre Area HS, PA
1,636

Darren B. Eckstott
Corvallis HS, OR
1,636

Cody Henrichsen
Riverston HS, UT
1,633

Holly Wittmann
Colton HS, CA
1,633

Andy Bergsvold
Bay City HS, TX
1,628

Deborah Groff
Canby HS, OR
1,625

Judy A. Meis
Wahpeton HS, IA
1,624

Vincent Rasa-Haber
Boardman HS, OH
1,624

Wright HS, IA
1,624

John McWilliams
The Montgomery Acad, AL
1,620

Jun Connor
Washington High, SD
1,618

Jon F. Holboke
Canby HS, OR
1,617

Jon F. Holboke
Lakeridge HS, OR
1,616

Robert E. Monte
Kokomo HS, IN
1,615

Kerrie Halvorson
Flathead Co HS, MT
1,610

Linda L. Panopoulos
Cheyenne Central HS, WY
1,606

Donna Herold
Ferris HS, WA
1,601

Kim Pakowski
Downers Grove South HS, IL
1,599

Kathleen Victorick
Black Hawk HS, WI
1,598

James E. Shapiro
Berkeley Carroll School, NY
1,597

Michael Bury
Andover HS, MN
1,597

Chris R. McCord
Fayette County HS, GA
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Edward G. Taylor
Oakville Sr HS, MO
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Ellen J. Pieper
Shkellemby HS, PA
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Colleen Meisenheimer
Aberdeen Central HS, SD
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Stacie Van Aken Sjostrom
James Martin HS, TX
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Dale C. Schillin
Cayakoga Valley Christ Acad, OH
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Megan Dorsey
Frasside HS, TX
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Robert L. Greaves
Wenonah HS, UT
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Roger McCafferty
Aberdeen Central HS, SD
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Benjamin W. Watson
Alia HS, UT
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Sandy Aldrich
Park Rapids Area HS, MN
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John Heineman
Lincoln HS, NE
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Brian Neel Campbell
Jefferson Co HS, TN
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Michelle VanCiesen
Kearns HS, UT
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Ralph W. Driggs
Central Catholic HS, CA
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Lori Durham
Brunswick HS, GA
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Susan Dolan
Central Valley HS, WA
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Deborah Gurnion
Midland HS, TX
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Todd M. Braher
Louisville Sr HS, OH
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Richard Leffey
Canutillo HS, TX
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Tanya Evers
John Marshall HS, TX
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Sarah C. Yanace
Parkway South HS, MO
1,570

Doran M. Meier
St Andrew's Episcopal School, MS
1,569

Peggy Fink
Havre HS, MT
1,568

Lyla Dumke
Beaverhead County HS, MT
1,565

Jill McWilliams
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Donna Herold
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Kathleen Victorick
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Donna Herold
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Kim Pakowski
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Downers Grove South HS, IL
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Chris R. McCord
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Edward G. Taylor
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Ellen J. Pieper
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Colleen Meisenheimer
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Aberdeen Central HS, SD
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Stacie Van Aken Sjostrom
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Dale C. Schilling
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Megan Dorsey
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Robert L. Greaves
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Roger McCafferty
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Benjamin W. Watson
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Sandy Aldrich
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Park Rapids Area HS, MN
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John Heineman
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Michelle VanCiesen
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Kearns HS, UT
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Ralph W. Driggs
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Central Catholic HS, CA
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Lori Durham
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Brunswick HS, GA
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Susan Dolan
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Central Valley HS, WA
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Deborah Gurnion
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Midland HS, TX
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Todd M. Braher
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Richard Leffey
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Tanya Evers
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John Marshall HS, TX
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Sarah C. Yanace
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Parkway South HS, MO
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Doran M. Meier
1,502

St Andrew's Episcopal School, MS
1,500

Peggy Fink
1,500

Havre HS, MT
1,500
Where Do I Go On the NFL Website to Order Audio/Video Tapes?
One of the most commonly asked questions.

(1) Choose the Coaching Resources Tab

(2) Click on Video and Audio Tapes

(3) View Your Options and Order
## NFL DISTRICT STANDINGS

(as of November 1, 2006)

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# NFL District Standings

(as of November 1, 2006)

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Jemison High School       AL
Pelham High School        AL
Sonoran Science Academy   AZ
James Enochs HS           CA
Irvington High School     CA
Cooper City HS            FL
GSTAR School of the Arts  FL
Vidalia City HS           GA
Sioux Center HS           IA
Filer High School         ID
Riverside Brookfield HS   IL
Paul Laurence Dunbar HS   KY
Nokomis Regional HS       ME
Chaska High School        MN
Hancock High School       MS
Green Hope High School    NC
Aimsworth Community Schools NE
Doniphan-Trumbull HS      NE
Gordon-Rushville High School NE
Hayes Center Public Schools NE
Medicine Valley HS        NE
Omaha Northwest HS        NE
Perkins County HS         NE
Syracuse-Dunbar-Avoca HS  NE
Delbarton High School     NJ
Cibola High School        NM
Bronx Prep Charter School NY
Herbert H. Lehman HS      NY
Nestucca High School      OR
Rex Putnam HS             OR
The Academy Charter School PA
Tea Area HS               SD
Gatlinburg Pittman HS     TN
Independence HS           TN
Morristown East HS        TN
Atascocita HS             TX
McKinney North HS         TX
Ponder HS                 TX
Silsbee High School       TX
Southwest Christian School TX
Thorndale High School     TX
Vista Ridge HS            TX
Christian Heritage HS     UT
Alleghany HS              VA
Chancellor HS             VA
Charlottesville HS         VA
E. C. Glass HS            VA
Lord Botetourt HS         VA
Staunton River HS         VA

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PF Round Robin: January 14 & 15, 2007

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