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A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 85 ■ ISSUE 6 ■ FEBRUARY 2011

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Public Forum Novice \*NEW

Public Forum Experienced \*NEW

June 26 – July 9

June 26 – July 13

June 24 – July 14

July 16 – August 5

June 24 – July 14

July 16 – July 24

July 17 – July 23

June 24 – August 5

July 17 – August 1

June 25 – July 2

July 3 – July 10

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## If the School Fits...

by Ashley Tyson, Lincoln Financial Group



As the New Year begins, many students have recently submitted their college applications. Some students may have already heard from their early action or early decision choices, and others are wondering what their options will be once they learn which schools have accepted them. For those of you who are not eagerly awaiting large envelopes come April, perhaps you are embarking on your college search, confused by many of the options that exist. While bigger schools tend to get more attention from media and word-of-mouth, smaller colleges have a lot of positive aspects that put them on equal footing with the experiences you would get at a larger school.

Bigger schools are most often known for their sports teams, be it basketball, football, or even lacrosse. School spirit around these sports creates a common ground for many students, but it is possible to get the same sense of school camaraderie at a smaller institution. Furthermore, this camaraderie usually extends beyond sports and trickles down into less media intensive activities, such as affiliation clubs, informal sports leagues, or student groups based on shared interests. This is because a smaller student population gets everyone in contact with more people for longer periods of time. It is easier to build serious friendships and networks when your social circle is smaller.

Not only can you build deeper, more meaningful relationships with your classmates due to the smaller class sizes a smaller school offers, but with a small school, you really have the chance to create a more personalized learning experience for yourself. Those connections you make with peers and professors in your smaller circle could lead to research opportunities, one-on-one help should you need it, and a greater sense of ownership over your college experience.

The benefits of a small school go beyond just the four years of academic instruction. People who graduate from such schools often develop a sense of loyalty that shows itself in how they invest in their

alma maters. They may return to teach courses, donate to maintain or improve student quality of life and learning, or even become part of the board to help lead the school in new directions. Because people build close relationships during their college years, the networking opportunities available to a student or recent graduate of a small school are often stronger than those found elsewhere. Small colleges still offer various extracurricular activities and interest groups, and if you cannot find a group to suit your particular interests, they will usually support you starting your own.

Deciding which college to attend is not an easy choice. There are many factors to be weighed, including tuition, out-of-pocket fees, location, class diversity, and much more. However, researching all of the opportunities available instead of the seemingly loudest and most prominent options may be for the better. Try to visit as many colleges as you can; it will give you the best perspective on how each particular school works for you. Do you want large classes or small intimate seminars? Does your choice offer both should you want to experiment? Would you like a Division I school, or are sports not that important to you? Do you want a large research university or a more focused liberal arts experience? Your decision could even boil down to how far away from home you want to be. At the end of the day, you are the only person who can determine what makes up the perfect college experience, and you may not even know all of the components yet! You may be satisfied at one school, but happy at another. What matters is that you know all of the facts when the big envelopes arrive in your mailbox. Good luck! ■

---

*Ashley Tyson works as an Enterprise Communications Coordinator at Lincoln Financial Group. She graduated in May 2010 with a Bachelor of Arts in Communications and Commerce and Consumer Psychology from the University of Pennsylvania. Originally from New York City, Ashley attended The Spence School, a very small school.*

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## From the Editor

Dear NFL,

This month, *Rostrum* focuses on small schools in the league. Small schools, defined as schools with 500 or fewer students in grades 9-12, play a critical role in what we do at the NFL. Beyond bringing the life-changing benefits of speech and debate education to deserving students, they also add diverse perspectives to our organization.

That's not to say that small schools are without challenges, many of them unique. This issue is devoted to discussing many of these issues and providing insight from small school coaches and students. It is my hope that our small school members will be encouraged by examining what has worked for others and seeing the success that many of our smaller schools enjoy.

As always, I welcome your comments on this issue. Please feel free to e-mail me at [nfl@nflonline.org](mailto:nfl@nflonline.org).

Sincerely,



J. Scott Wunn  
Executive Director  
National Forensic League



## ROSTRUM

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Member Schools:  
\$5 for each additional subscription



# TOPICS

## February 2011 Public Forum Debate

**Resolved: Wikileaks is a threat to United States national security.**

## January/February 2011 Lincoln Douglas Debate

**Resolved: In the United States, juveniles charged with violent felonies ought to be treated as adults in the criminal justice system.**

## 2010-2011 Policy Debate

**Resolved: The United States federal government should substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey.**

## 2011-2012 Policy Debate Topic

### SPACE

**Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.**

Space exploration fires people's imaginations. The 1969 moon landings rank as one of the highest achievements of modern civilization. There is something uncanny about the human need to explore the universe. Discussing space exploration and development would have the same effect. A topic like this could spark the imagination of potential debaters, and the easy accessibility of materials would make the learning curve on the subject manageable. This is a critical time in the United States space program. The status of the National Aeronautics and Space Administration is in limbo, especially concerning human spaceflight upon the retirement of the space shuttle, with no possible US replacement available before 2015. In addition, NASA has an unclear mandate/direction to explore either the Moon or Mars. This is balanced against NASA's recent success with robotic exploration, such as the Mars rovers and the Hubble Space Telescope, as well as increased private sector growth. Affirmative cases could include astronomical surveys, setting new goals for human spaceflight, using new probes to examine celestial bodies in our solar system or beyond, and developing space economies. The technological and economic benefits of the space program are well documented. Negative arguments could include the increased militarization of space, the significant cost in money and resources, timeframe arguments, and the need to focus more on problems concerning the Earth, such as climate change.

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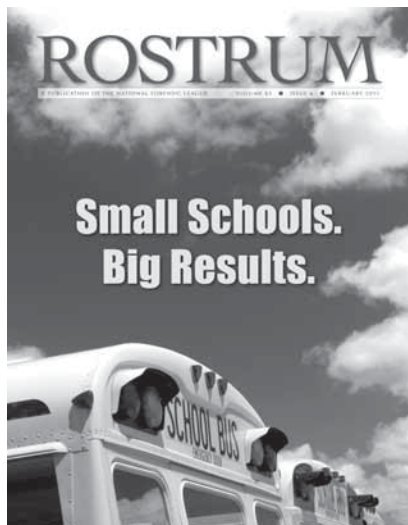
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**SAN FRANCISCO, CA**



# ROSTRUM

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# REGISTRATION IS OPEN FOR SUMMER WORKSHOP SCHOLARSHIPS!

The Summer Workshop Scholarship Program enables NFL coaches to receive training and gain knowledge from the nation's top coaches. Scholarships are available for all areas of forensics including public speaking and interpretive events, debate, and congress. Workshops are open to new teachers or coaches, as well as veteran educators wishing to expand their horizons. Application available February 1, 2011.

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**DOWNTOWN DALLAS** will be an excellent location for the 2011 LFG/NFL National Speech and Debate Tournament. To make planning easier, the NFL is happy to provide an overview of key logistical information. Please take note that this year's tournament runs from **Monday, June 13 (registration), to Saturday, June 18 (awards)**, and will be held in one single competition venue. Please refer to pages 9-11 for essential lodging information.

## A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS\*

### **MONDAY (Registration and Opening Party)**

This year, the tournament registration, NFL vending expo, and the national service project will take place on Monday, June 13, from 8 a.m. to 3 p.m. in the ballrooms of the Sheraton Dallas Hotel. In addition to normal registration events, there will be an opening party at The West End, which is accessible by Dallas Area Rapid Transit (DART) rail from any of the NFL hotel properties.

### **TUESDAY AND WEDNESDAY**

All preliminary competition will be held at the Sheraton Dallas Hotel. All preliminary competition and early elimination competition on Tuesday and Wednesday will occur between 7:30 a.m. and 6 p.m.

The student party will take place at Gilley's Dallas downtown Wednesday evening. Gilley's is accessible by DART rail from any of the NFL hotel properties. Students eliminated from main event competition on Wednesday will re-register for the Thursday supplemental events at the student party.

### **THURSDAY**

All main event elimination and supplemental event rounds will be held at the Sheraton Dallas Hotel between 7:30 a.m. and 7 p.m. Those students eliminated from main event competition or supplemental events will be allowed to re-register for Friday consolation events throughout the day at the Sheraton (if pre-registered.)

### **FRIDAY**

On Friday morning, all elimination competition will continue at the Sheraton Dallas Hotel with the addition of consolation events. The National Congress finals will be held throughout the day.

On Friday evening, attendees will enjoy the national final rounds of Humorous Interp, Dramatic Interp, and Duo Interp, as well as the Coaches' Diamond Ceremony in the Lonestar Ballroom of the Sheraton Dallas Hotel.

After the conclusion of the finals of Duo Interpretation, attendees will be treated to a downtown evening event at the Dallas Museum of Art, which is within walking distance of the Sheraton Dallas Hotel.

### **SATURDAY**

The remaining main event final rounds (Original Oratory, US Extemp, International Extemp, Lincoln Douglas, Policy, and Public Forum), as well as supplemental and consolation event finals, will be held throughout the day on Saturday at the Sheraton Dallas Hotel.

*\* Please keep in mind that all logistics are tentative and subject to change.*



Do you have important questions about the logistics of the 2011 Downtown Dallas Nationals that weren't answered here? Feel free to contact the national office at **920-748-6206** or e-mail **nfl@nflonline.org**.

# IMPORTANT CONSIDERATIONS WHEN SELECTING AND RESERVING HOTELS AT THE 2011 DOWNTOWN DALLAS NATIONALS



PLEASE READ BEFORE SELECTING LODGING!

## TOURNAMENT HOTEL

The official tournament hotel is the Sheraton Dallas Hotel. All schools should attempt to book rooms at this property first. Staying at this property will be the most convenient and cost effective way to enjoy the 2011 National Tournament. Do not delay in booking this property, as space is limited!

## ADDITIONAL NFL BLOCK HOTELS

We anticipate that the Sheraton Dallas Hotel block will fill quickly. Although the Sheraton is the best option, the NFL has negotiated other excellent hotel options for schools that book after the Sheraton fills including the Marriott, which is connected by skywalk. It is essential that schools stay downtown at the Sheraton or one of the other NFL properties. Morning and afternoon traffic jams will make commuting from non-NFL recommended properties a very difficult task and could result in major issues for your team. In addition, the NFL only has contracts with those properties listed and will not be able to assist you with issues in hotels outside the block. **DO NOT STAY OUTSIDE THE NFL HOTEL BLOCK.**

## BENEFITS OF STAYING IN THE NFL BLOCK OF HOTELS

Schools will find several major benefits to staying in the NFL block of hotel rooms.

- **Avoid the Cost of Vehicle Rental:** All competition is being held at the Sheraton Downtown Dallas. The Sheraton can be accessed by DART rail from all NFL hotel properties and Love Field. A discounted rate has been negotiated with Super Shuttle making transportation from DFW easy and affordable, rendering a rental vehicle unnecessary. Those schools driving to Dallas will receive discounted parking at NFL hotels.
- **Free Internet Café at Sheraton:** All attendees who are lodging in an NFL hotel will receive free access to the NFL National Tournament Internet café at the Sheraton. Those staying outside the NFL block will have to pay a fee for daily access.
- **Discounted Meals:** All attendees who are lodging in an NFL hotel will receive discounts on advanced meal purchases.
- **Easy Tournament Accessibility:** Staying in the tournament hotel or within the NFL block will avoid the risk of delays or major inconveniences related to traffic and morning parking.
- **Easy Access to Meal Options and Special Events:** The tournament hotel is the site of registration, all competition, the final rounds, and awards. There is a food court adjacent to the Sheraton and Marriott. There is a DART stop on site providing the best possible access to the opening ceremony, the student party, and the evening event at the Dallas Museum of Art. All NFL hotels sit near DART stops to provide access to all events and restaurants.

*Note: All room reservations within the NFL block are subject to an automatic non-refundable two-night deposit per room at the time of booking. This avoids double booking and allows all attendees equal opportunity to book in the best available properties.*



Photo: Robert Hensley

Additional tournament information (logistics, complete driving directions, maps, individual event schedules, etc.) will be available online at **[www.NFLonline.org/NationalTournament](http://www.NFLonline.org/NationalTournament)** and at the local host site.

## 2011 DOWNTOWN DALLAS NATIONALS HOTEL LIST

**BOOKING  
TIP**

For prompt and accurate service, mention  
"National Forensic League" rather  
than "NFL" when booking your rooms.



HOTEL		PROXIMITY TO SHERATON	RATE	AMENITIES
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<b>DALLAS MARRIOTT CITY CENTER</b> <i>www.marriott.com</i> 214-979-9000	②	Skybridge walkway to Sheraton	\$129 King or Double Beds	FC, R
<b>HOTEL INDIGO DALLAS</b> <i>www.hotelindigo.com</i> 214-741-7700	③	5 minute walk to Sheraton	\$109 King or Double Beds	CI, FC, GL
<b>CROWNE PLAZA HOTEL DALLAS DOWNTOWN</b> <i>www.ichotelsgroup.com</i> 214-742-5678	④	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	Free Shuttle to Sheraton, CI, FC, GL, OP
<b>THE FAIRMONT DALLAS</b> <i>www.fairmont.com/dallas</i> 214-720-2020	⑤	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	CI, FC, OP, R
<b>ALOFT DALLAS DOWNTOWN</b> <i>www.starwoodhotels.com/aloft-hotels</i> 214-761-0000	⑥	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	CI, FC, OP
<b>HYATT REGENCY DALLAS</b> <i>www.dallasregency.hyatt.com</i> 214-651-1234	⑦	15 minute walk or two DART stops from Sheraton	\$119 King or Double Beds	CI, FC, OP, R



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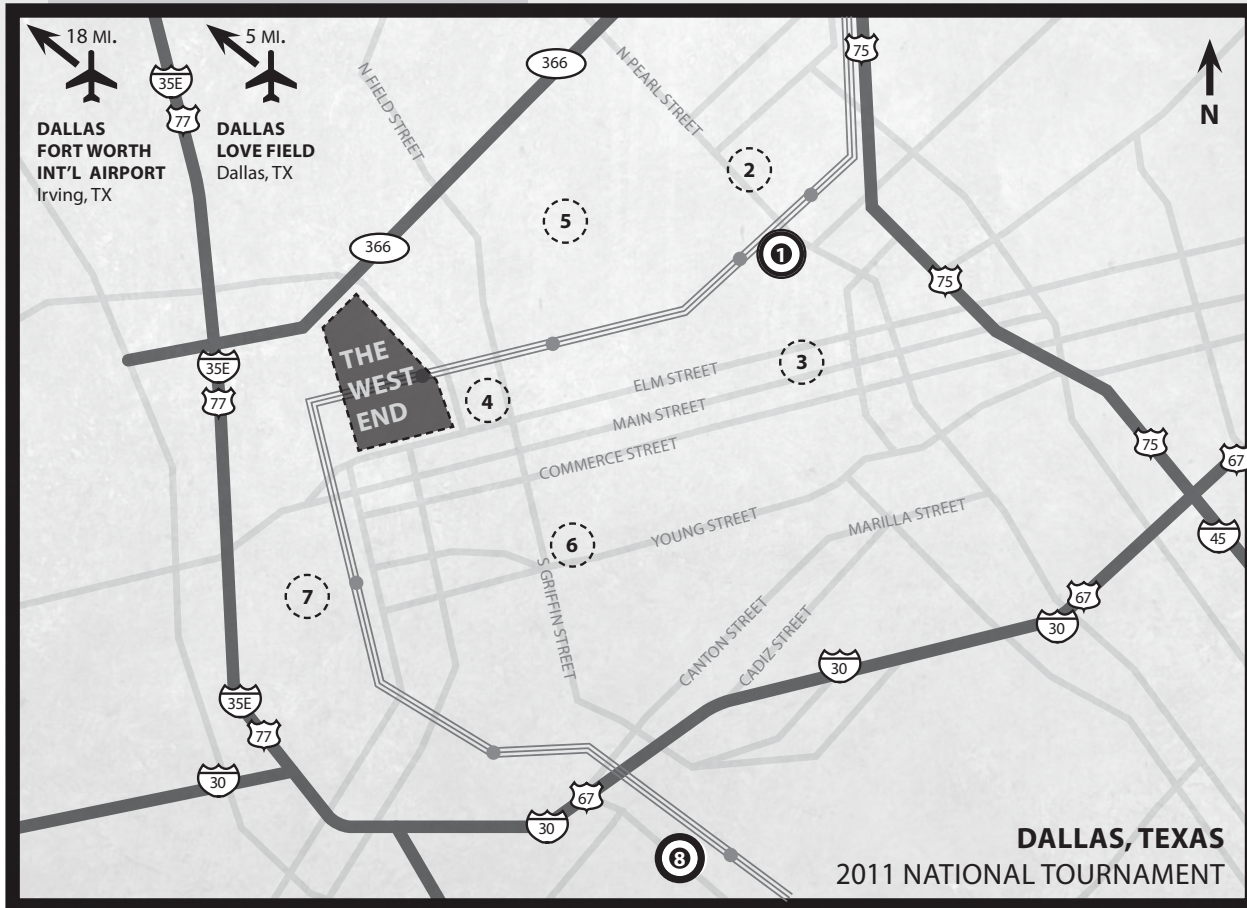
### AMENITIES LEGEND

AS = Airport Shuttle  
CB = Complimentary Breakfast  
CI = Complimentary Internet  
FC = Fitness Center  
GL = Guest Laundry  
IP = Indoor Pool  
OP = Outdoor Pool  
R = Restaurant

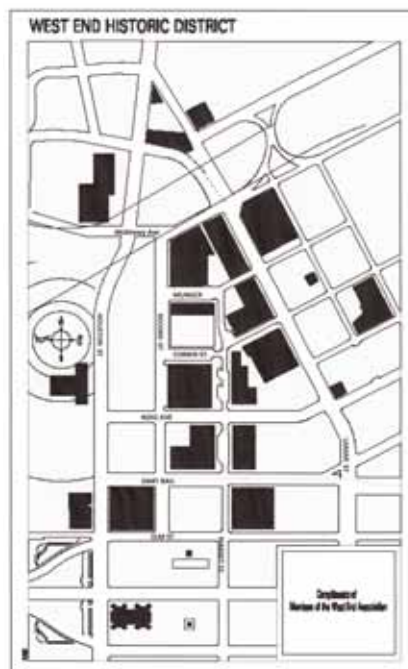




**Note:** Map is to scale, but hotel and venue notations are approximate. Please look at a road atlas and enlargement of the Dallas area to get a better perspective on travel logistics.



- ① **SHERATON DALLAS HOTEL**  
400 North Olive Street
  - ② **DALLAS MARRIOTT CITY CENTER**  
650 North Pearl Street
  - ③ **HOTEL INDIGO DALLAS**  
1933 Main Street
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1717 North Akard Street
  - ⑥ **ALOFT DALLAS DOWNTOWN**  
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300 Reunion Boulevard
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# Monday

## June 13, 2011

### Registration Day



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## Four Arguments for Any Legislation

by Elliot Mamet

# A CONGRESSPERSON'S TOOLBOX

Congressional Debate is, at its core, a debate activity. Competitors benefit most not from the politicking or parliamentary procedure,<sup>1</sup> but rather from debating public policy. We should be teaching students how to flow and respond to others, and encourage a style of Congress that is dynamic, not static.

The underlying framework for this dynamic Congressional Debate should be a background in constitutional-based civics. At Denver East High School, we teach our novice debaters civics even before introducing them procedure. We introduce our debaters to

the tenets of Congress' constitutional role in government by handing out a customized pocket Constitution. That way, we may best proceed with teaching common arguments that can be applied to many different bills and resolutions.

### 1. Is the format correct under NFL rules?

Besides just the pocket Constitution, Congressional debaters should come prepared with the newly revised NFL rules, available for download in the *Competition Events Guide* at [www.NFLonline.org](http://www.NFLonline.org). They should familiarize themselves with the revised NFL rules in all aspects, but especially when it comes to bills and resolutions.

Debaters should ask themselves whether a specific piece of legislation follows the correct format; namely, if it is in the right category of legislation. A bill establishes the "details and nuances" around how a particular law will work. Resolutions reflect a strong "conviction by a lawmaking body to do something." The body must have jurisdiction to pass a bill, and doesn't necessarily need jurisdiction to pass a resolution. Overall, bills make laws, while resolutions express opinions.



# Legislation Standards

by Adam J. Jacobi, National Office Staff

Bills express the who, what, where, and when, while resolutions express the why.

## 2. Does Congress have jurisdiction to pass a bill concerning this subject area?

Congress must have constitutional authority for all its actions. For affirmative speakers to support bills as within congressional jurisdiction, students point to the Supremacy Clause<sup>2</sup> and the doctrine of preemption. They would also argue that constitutionality should be addressed by the courts, not by Congress.

To criticize bills as beyond the scope of the federal government, students learn the doctrine of enumeration. Congress may only act within the boundaries prescribed in the Constitution. The federal government may use the Necessary and Proper Clause<sup>3</sup> only in conjunction with another constitutional clause, like the Commerce Clause.<sup>4</sup> And, powers not granted to the federal government are reserved to the states and the people, under the Tenth Amendment. This argument is powerful with bills dealing with traditionally local

One of the most common questions or complaints the national office receives about Congressional Debate pertains to the quality of legislation. Congress is the one debate event where students provide exact topics for discussion, and see these through, personally. While well intentioned, the approach students sometimes take with legislation can be dubious, which forsakes the “seriousness of purpose” the NFL guidelines urge for legislation that is submitted.

Elliot Mamet’s article urges bringing sound understanding of civics to bear in writing and debating legislation. Buffalo High School (WY) coach and Hole in the Wall district chair Walter Farwell provided succinct and effective advice in a recent interview, complementing Elliot’s: “I tell the students legislation needs to be current, realistic, and debatable. It needs to be thoroughly researched prior to its creation, properly formatted, and on a holistic level, look professional.” He recommends students determine “what societal problems need to be solved, without overconcentration in sensationalism or utilizing overly controversial topics.”

Farwell continues that when he hosts tournaments, he excludes legislation when it is “poorly worded, frivolous in nature, one-sided, or self serving; has already been resolved through legislative or judicial means; not within the power of the government to act on; or asking the government to act in an unrealistic way.”

Regarding issues inextricably tied to sensitive, emotional issues or beliefs, Farwell warns these “may be better reserved for special occasions and under the direction of an experienced parliamentarian and/or judge willing to utilize the session as a learning opportunity.”

Finally, Farwell encourages students to be particularly well-prepared with authorship speeches, because those set the tone for the rest of debate on each legislation. His closing pearls of wisdom: “There is a social and ethical responsibility that needs to be upheld. You are responsible for adding to the quality of the House or Senate in which you are participating. Having legislation and being prepared not only helps you out, but it also adds to the diversity of the debate so others have an opportunity to benefit as well.”

In an effort to respond to concerns expressed by coaches and students about quality of legislation, as well as the burdensome quantity of legislation for the National Congress, the NFL has taken steps to improve the process. This January, we reminded district chairs to submit legislation to the national office as soon as possible before the April 1 deadline, so staff could suggest revisions to ensure the best quality legislation. Then, district identity is stripped from the legislation and sent blindly to a national committee who reviews and selects the best-written bills and resolutions from each of six geographic regions. The NFL is also working with third parties and other organizations to remove old manuals and to promote the use of the properly formatted word processing templates, based on *Robert’s Rules of Order* and formats used by the United States Congress.

For guidelines and word processing templates for Congressional Debate legislation, visit <http://www.nflonline.org/AboutNFL/LeagueManuals#Events>.

# **“What separates a good congressperson from a great congressperson is the ability to use common arguments across various pieces of legislation.”**

issues, like education curriculum. Students would lay the burden on the affirmative team to prove constitutionality.<sup>5</sup>

### **3. Can we afford it?**

Besides extensive knowledge of the *role* of government, a Congressional debater would be advised to be familiar with the *trends* of government. One common argument for the trends of government is amount of economic growth. Proponents of increased government spending may cite Keynesian economics, and point toward successful government intervention programs, like TARP. Opponents of increased government spending would ask, at a time when our unemployment is 9.8 percent, our national deficit is \$1.35 trillion, and our national debt is over \$13 trillion, can we afford it?

### **4. Do any arguments engage in logical fallacies?<sup>6</sup>**

In Congressional Debate, an oft-made fallacy is the *ad populum* fallacy. Proponents of this fallacy use polls to support their position, and talk about their duty as a congressperson

to represent their constituents. They consider themselves to be delegates of the public opinion.

Opponents of this fallacy consider themselves as trustees of the public opinion, and see themselves bound by the Constitution more than by public opinion. They often are concerned with majority tyranny<sup>7</sup> and believe that just because something is popular, it may not be just.

Other logical fallacies may be identified and attacked in Congress. For example, a cross-examination question comparing the benefit of the legislation with the benefit of the status quo may be presenting a *false dichotomy*. Using one example to justify an entire proof is a *hasty generalization*. Or, a crystallization speech that attacks an opponent's arguments may engage in a *straw man* fallacy.

### **Conclusion**

To its credit, the National Forensic League has been a strong advocate for a sort of Congress 2.0, redefining the event to focus primarily on debating and less on oration, procedure, or popularity. Just like other forms of debate, seeing the big picture is key.

What separates a good congressperson from a great congressperson is the ability to use common arguments across various pieces of legislation. ■

### **End Notes**

<sup>1</sup> Although this paper is not focused on parliamentary procedure, the author would like to recommend “Most Commonly Misunderstood Parts of Parliamentary Procedure,” published in *Rostrum* by Tammie Peters in February 2007, available at <http://www.nflonline.org/uploads/Rostrum/rr0297peters.pdf>

<sup>2</sup> Article Six, Section Two (6.2)

<sup>3</sup> 1.8.18

<sup>4</sup> 1.8.3

<sup>5</sup> Burdens of the debate should be an important part of any negative argument, regardless of topic; i.e., what must the affirmative team prove in order for the chamber to vote in the affirmative?

<sup>6</sup> More on logical fallacies available from the University of North Carolina: <http://www.unc.edu/depts/wcweb/handouts/fallacies.html>

<sup>7</sup> As outlined by James Madison in “Federalist No. 10.”

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*Elliot Mamet is an NFL semifinalist and a senior at East High School in Denver, Colorado. He may be reached at [emamet17@gmail.com](mailto:emamet17@gmail.com).*

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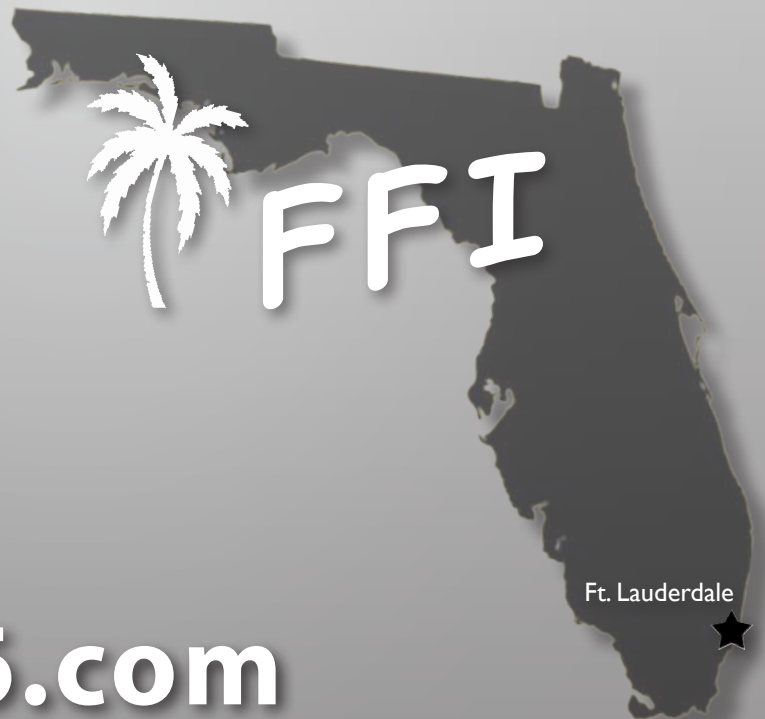
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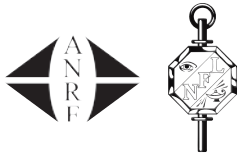
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# *Cover Story*



SMALL SCHOOLS. BIG RESULTS.



# Small School Success

## at New Mexico's East Mountain High

by Tim Bedeaux

**E**ast Mountain High School (EMHS) is a small rural school. We are nestled east of the Sandia Mountains, in Sandia Park, New Mexico. The closest McDonald's is 20 miles away, in Albuquerque. Our student body consists of 330 students. Our team is only in its fourth year of competition. And, despite all of these factors, we are one of the largest NFL schools in the New Mexico district. In competition, we regularly face schools housing more than 1,000 students. And regularly, we place at each tournament, often taking home first place trophies.

It's difficult to pinpoint the exact reason we have done so well. Many would say it's dedication; some may infer that it's the natural ability of the students. To find the answer, I've asked a veteran member, a new member, the coach, and our school's principal about our team. Our message to all small schools across the country: Speech and debate is the perfect activity to bring a new level of recognition to your smaller school.

### **First, the veteran perspective.**

It's important to understand that our team relies heavily on the members who join the team, succeed, and then continue to succeed for years. I interviewed Quinlan Cao, an incredibly successful junior, to glean his perspective on our success.

◆ **Why did you join speech and debate?** Originally, it came down to the fact that I needed something to do. At the time, our program was relatively new, and it seemed like a small and supportive environment in which to hone my public speaking skills. And maybe, just maybe, I could be good at it.

◆ **What goals do you have in speech and debate?** Personally, I would be satisfied if I made a good run at nationals. I would feel accomplished.

◆ **How long have you done speech and debate at EMHS? What's your proudest achievement?** I'm currently in my third year. While I was proud to place at the state tournament, I don't know if that's my proudest achievement. Perhaps assembling the Foreign Extemp box and making our school legitimate contenders in the Extemp business is my proudest accomplishment.

◆ **How are speech and debate at EMHS different than at other schools?** At EMHS, speech and debate isn't just an activity of which nobody's ever heard. While we don't have the resources that many of the larger schools possess, we are still able to compete and dominate.

# "Our message to all small schools across perfect activity to bring a new level

- ◆ **Why do you feel the EMHS speech and debate team has done so well?** There's a whole bunch of reasons. From the beginning, we've placed a lot of emphasis on recruiting. Part of our success every year can be attributed to finding new people who can complement the veteran members. Furthermore, each member of our team understands that in order to be successful in every event, practice and dedication are required. We're a close-knit bunch, and the support we provide each other enables us to be successful year after year.

## **Second, the neophyte perspective.**

Our team has grown exponentially in all of its years, with seven members in the first year, 15 in the second, 25 last year, and close to 50 this year. Because of this growth, much of our success tends to come from our newest members. I interviewed novice Cassandra Crenshaw for her insight.

- ◆ **Why did you join speech and debate?** When I transferred from Eldorado High School, I didn't have many friends. The friends I made at this school competed in speech and debate and they made it seem really cool. And I wanted to learn more elegant styles of writing and speaking.
- ◆ **Did you participate in speech and debate at your previous high school?** No.

- ◆ **How long have you done speech and debate at EMHS? What's your proudest achievement?** Five months. My proudest achievement is winning third place in Novice LD at the most recent Rio Grande High School Tournament.
- ◆ **What makes EMHS Speech and Debate different than at your previous high school?** Before EMHS, I thought speech and debate made you seem like a 'nerd.' At East Mountain, they've made it 'the cool thing to do.' It's the top extra-curricular activity and the large number of people who participate make it a desirable thing to do.
- ◆ **What do you like most about the EMHS speech and debate team?** I like how much it's helped me in school. I like being able to do something with my time that's going to make a lasting impression on my life.
- ◆ **Why do you think our team is so successful?** We put in a lot of time practicing and preparing for tournaments, and it really pays off. Staying after school and meeting at people's houses also helps us prepare. Mr. Smith's third period speech and debate class has also greatly enhanced our ability to compete with the bigger schools.

**Third, the leadership's perspective.**  
We owe much, if not all of our

success, to our Director of Forensics, NFL Diamond Coach Mr. Trey Smith. His patience, determination, and sheer commitment to our team has provided the single greatest impact on our team, and his interview exposes the inner workings of the coach's role.

- ◆ **What made you decide to start a speech and debate program at East Mountain High School?** When I reflect on my high school experience, I know that joining speech and debate was the turning point of my life. Ever since I graduated, I have kept myself involved in the forensic world. I was an assistant coach for my alma mater, and I started a forensics program at the University of New Mexico. When I interviewed for a position at EMHS, starting a forensic program was one of my selling points.
- ◆ **What was the most difficult part of starting a team from scratch?** Recruiting new students to a brand new team was the most difficult task. Established programs and athletic teams have the benefit of the status quo—it is expected for every high school to have a soccer team, for instance. Students were also wary of me as a brand new teacher. I found the most recruitment success with the freshmen—probably because they didn't know any better!

# the country: Speech and debate is the of recognition to your smaller school."

## ◆ *What strategies have allowed the team to grow so rapidly?*

In our first year, we were very focused. We only competed in Lincoln Douglas, Public Forum, and Congress. We started small and found successes within those events. We would semifinal in debate every now and then and take home a small school sweepstakes trophy. The small victories let us bring home hardware, brag to the school, which in turn, helped with recruitment. The next year we branched out into a couple speech events, and our team doubled from six members to 12. We had our first national qualifier in Congress this year.

Our third year, we more than doubled our size again by recruiting and retaining 25 members. At the first full tournament of the year, I was shocked when we took home the 2nd place overall sweepstakes award. We were no longer competing in the small school category—we were a large school, and we were a good large school. We finished our third year at the State Tournament by taking 2nd place overall in speech sweepstakes and 3rd place in overall sweepstakes. We had several state champions and even more national qualifiers.

Now, in our team's fourth year, we have doubled our size again

to 50 members. I finally feel that the program is now sustainable. It is a cornerstone of our school, and a large percentage of the school population participates. The team has a deep pride and sense of ownership. They recruit their friends, and then they recruit their friends.

## ◆ *What advice do you have for other small schools starting a new team?*

If small schools have athletic programs, they usually compete in the small school divisions, A or AA. Speech and debate is a great way for your school to gain some notoriety by competing against the large schools in your area.

But do not expect to start competing against the large schools immediately. Focus on a couple events, and do those well. Celebrate those successes by making sure your principal sees the trophies; send a press release to your local paper and make announcements at your school. When students hear that you are bringing home awards, other students will want to be a part of that.

If you are a coach who does not have previous speech experience, seek the advice of older coaches in your district. Most experienced coaches have a sincere desire to see the activity grow.



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**"It helps to believe  
in these students  
and assure them  
they can do well.  
When adults believe  
in students, the  
students become  
confident and can  
achieve more."**





**Finally, the administrative perspective.** Our principal, Doug Wine, has been supportive of our team from day one. He has provided our team with the publicity and the power to compete with the larger schools. His interview gives perspective on our team and small school goings-on.

◆ **What is your outlook on EMHS's speech and debate team?** Most small schools seem almost apologetic about how small they are. Our speech team is an example of small school pride. When we go to other schools, we don't just go to compete, we go to conquer. We expect to win on an equal playing field against schools five times our size. And we do. Our school is a college prep school, meaning we look to find kids activities that best fit them. Speech and debate is the activity that kids can do to really accomplish anything. It truly

prepares them for the rest of their lives.

◆ **Can you tell the difference between a debater and any other student in the school?** I can tell that speech and debate members have confidence. It's the kind of confidence they show when they know they are accomplishing something important. When I was teaching at St. Mike's (another New Mexico school), I coached their soccer team. We accomplished so much as a team and ended up going to state. We beat Moriarty, a school much larger than our own, 7-2. One team member commented on the bus ride home: 'I feel like we did something really important, and now we're back here.' This is the same vibe I get from debaters.

◆ **Do you have any advice for other small schools that are trying to start a team?** Two years ago, we

hosted our first tournament. We are in a geographically difficult location, without any nearby hotels. However, I endorsed it. It turned out to be one of the biggest tournaments of the year. It recruits huge numbers for our team, engages our community, and puts us on the map statewide. It began a cycle of confidence where the community endorses us because we do so well, and then we do better with more resources. Another idea is to inspire students. There are certain moments when students become incredibly nervous. In times like these, it helps to believe in these students and assure them they can do well. When adults believe in students, the students become confident and can achieve more. ■

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*Tim Bedeaux is the captain of the East Mountain High School speech and debate team. He is a senior this year, and he holds a degree of Outstanding Distinction.*


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## Why All Students Deserve a Chance to Learn Our Craft

by Walter Farwell

# Encouragement for the Small Program

Being proficient in oral communication is perhaps the single most beneficial skill a student can possess. In addition to developing communication competence, participation in competitive speech and debate activities instills a sense of confidence, of pride in one's work. It also gives the individuals tools they can apply in almost every aspect of their lives. These skills have long proved desirable, and they will open doors of opportunity. Those who cannot communicate clearly will only be able to fumble with the locks.

I have been involved with the Buffalo, Wyoming, NFL chapter for the last 18 years. In December, the national office asked if I would write a *Rostrum* article reflecting on the small school experience. Our fairly rural community has a high school enrollment of about 360 students in grades 9-12. Each graduating class ranges from 80 to 90 students. Our team has had enrollment varying from eight or nine up to as many as 32. I present these numbers in order to provide a point of reference as we delve deeper into the subject. Ours is not the smallest chapter in the Hole in the Wall district, but it is small enough that, by working there, I have developed a passion for the small school rural experience as well as the benefits and struggles that come with it. I am also well acquainted with the smaller programs in our part of the country and can appreciate that their struggles sometimes vary from ours.

The first passion, relating to providing the best possible training, stems from my long-standing belief, and personal operating principle, that all students deserve the opportunity to learn. This stance also means that I believe all students can learn to communicate effectively regardless of the ability they possess when they come into our program. My primary goal is to improve individual skills. This objective means, in part, that we strive to elevate the participants from whatever position or circumstance they were in when they entered our program to one of greater skill and confidence upon their exit. Winning tournaments has never been our focus in Buffalo and at times is honestly an unrealistic goal. But the successes we have as a team are a result of the hard work and dedication to personal excellence by each of our team members. Another belief is that all students deserve an opportunity to learn and hone these life skills. I believe that students from smaller schools, participating in smaller programs, have just as much to gain and deserve the same opportunities as those students involved in larger ones.

How do these beliefs impact the way we choose to run our program? Several answers come to mind. First, we make sure that all students get an opportunity to participate, even if they do not feel that they have any natural ability, talent, or previous experience. Second, because we focus on personal improvement, we always keep in mind that students do not have to place in

**“I believe that students from smaller schools, participating in smaller programs, have just as much to gain and deserve the same opportunities as those students involved in larger ones.”**

finals at local or national tournaments in order for us to believe that they benefit from participation. This position is sometimes a hard sell in a society that looks for visible victories. But in all honesty, it is the subtle successes that weigh the heaviest on our victory scale.

What are the results? Beyond individual state championships and a number of students who do well in the national tournament, numerous students have moved through our program with positive impacts on their lives. A number of years ago, a young man joined our team as a freshman and spoke maybe a dozen words to me his entire first season. “Introverted” does not even begin to describe the disposition of this individual. After four years and the honing of a great friendship, he became an extremely talented debater. State championships and national qualification, however, eluded him. After graduation from Buffalo High School, he attended Stanford University. His success story was not that he was accepted to Stanford but that, because of his speech and debate background, he was the one continually selected to provide the oral defense of team projects. As a result of his willingness to get in front of a group, his comfort level in doing so, and his past debate experience, he was put into the public eye; and doors opened to one opportunity after another. He is now enjoying his passions as a program developer and project leader for Apple.

Another example is more recent. Our program has always enjoyed a strong working relationship with the other faculty members. This relationship often results in “student development projects” being directed our way. In 2007 it included a sophomore who was confined to a wheelchair. A few days after we agreed to welcome her into our program, a very bright and extremely mature-thinking young lady, who was born without arms or legs, rolled into my classroom. After getting to know her better, I realized that, because of her condition, she was accustomed to being treated differently from others. It was obvious that her future was going to depend on her voice, the way she presented herself, and her ability to take proactive measures. Thus, a three-year training program started.

By the time of her graduation, her confidence, her tenacity, and her desire to be independent were obvious to all. Although she missed qualifying for the national tournament by small margins three years in a row, upon her graduation she left with us—coaches, teammates, fellow students, and even competitors from other schools—a true gift. We all had the opportunity to see her grow as a person, as a very intelligent and gifted young lady who just happened to be handicapped. It is my confidence that all the individuals who were exposed to such a fine human being have a greater understanding of the challenges facing the handicapped and consequently will treat those they

may encounter with a greater degree of dignity and respect. What did she get out of the deal? She was able to open the door to a whole world of experiences and elements of life that we take for granted. Beyond learning how to research, write, and speak, she also gained new perspectives on life, independence in traveling without the aid of her family, and knowledge of the world outside Buffalo, Wyoming. These are all things that would not have happened without her participation in our program. She is now living on her own, completing her first year of college, with the goal of becoming a counselor.

The second passion is a support of the small program. As a teacher of computer-aided drafting and design, I had the privilege of traveling with a number of students to Denver, Colorado. The intent was to expose our students to a number of companies and businesses that were pushing the technological envelope. On the second day of the tours, an executive made a comment that really impacted all those present. As we were touring a printing facility for a nationally-distributed newspaper and discussing the new technologies used in printing presses and satellite connectivity, the general manager stated, “We must never forget that our business rides on the backs of children.” Of course she was making reference to the fact that most of the papers at the time were delivered by young people, and that without them, the company would lose its primary means of

**“In the heat of the battle,  
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distribution. In the speech and debate world, we have a similar situation: our organization has always centered on service to students; and, as a result, it also rides on the backs of children. If we forget why we are serving, then we forget why we exist.

To satisfy my curiosity, I asked the NFL office for some information. It was my intention to show that our organization is comprised primarily of smaller programs and, as a result, should be sure to include the needs of smaller programs and smaller groups of students in its planning. The information provided startled me. The NFL office sent me a list of every school associated with the league as well as the number of members and degrees each had earned by the end of the 2009-2010 season. During that time there were 2,533 active chapters that had a combined overall strength of 209,570 members and degrees. Simple math reveals that the national average chapter strength of all active programs was 82.7 members and degrees.

Here is where the surprises start. Last year 819 programs were above this average size, and 1,714 programs were below that average. This means that two-thirds of the chapters in the nation have a below-average strength of fewer than 83 members and degrees. Of this group, half of the schools earned fewer than 32 members and degrees last year.

The revelation is two-fold. First, my gut feeling was correct: the vast majority of participating programs are smaller ones with modest enrollments and participation. Second, to my shock, Buffalo High School, with just over 100 members and degrees held by three coaches and 16 active members, as defined by this analysis, was a larger program. This second revelation only serves to further support my belief that smaller programs comprise the bulk of the NFL organization.

Ultimately, the encouragement I would like to deliver is that students do benefit from participation in speech and debate activities. Students do not have to be from large programs or large schools in order to reap these benefits. Most importantly, small schools are not alone in their challenges. In fact, the small program is the rule rather than the exception in our NFL organization. In the heat of the battle, it is sometimes easy to forget that the students, including those from the smaller programs, comprise the reason for our existence. It is not coaching glory, school recognition, or even the number of diamonds we may acquire. My hope is that, as a coaching community, we will collectively elevate students into positions higher than they would have been able to achieve had they not participated. This is especially true for the participants in a smaller program.

I am proud of the work I do in my small school with its established team. Over the years, I have been offered coaching positions in larger communities. However, my passion is still for the small school and in my conviction that these students also deserve an opportunity to open these doors. I am relieved to know that small programs are not an oddity in the sea of more than 2,500 NFL chapters. I am also confident that participation in the NFL can provide for our rural students high-level, high-quality skills, and that they will have an equal opportunity to enter their futures with those door-opening communication abilities. ■

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*Walter Farwell is Director of Forensics at Buffalo High School in Wyoming. He serves as the District Chair for the Hole in the Wall district and is the Vice President/Treasurer for the Wyoming High School Forensic Association. He is a two diamond coach.*



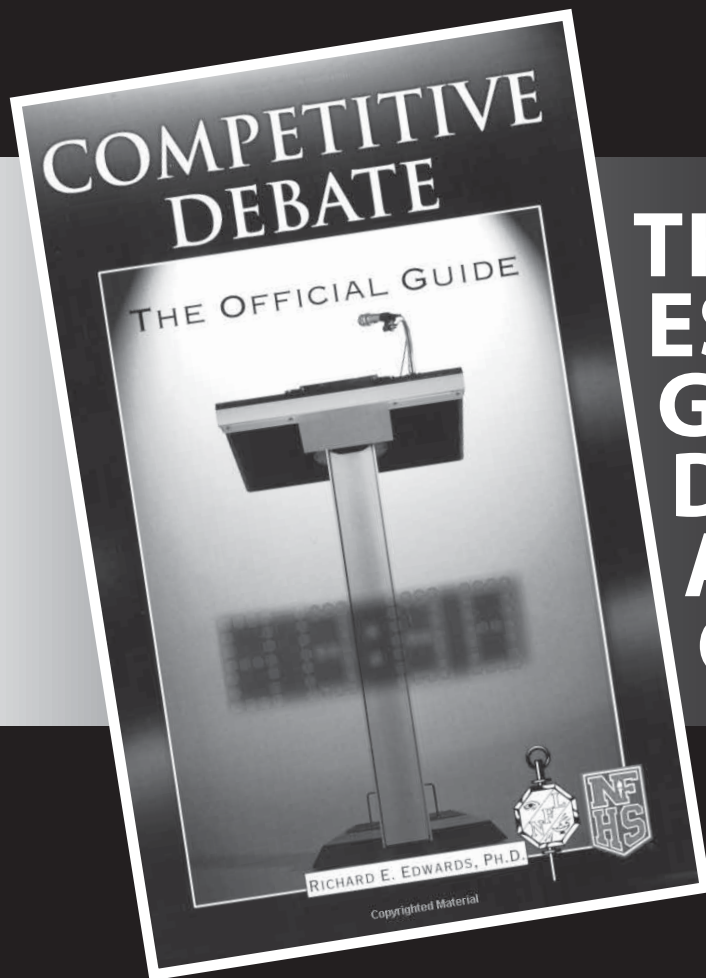
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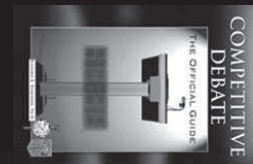
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# The Challenges and Joys of Small Schools

by Thomas W. Surber



Mountain Heritage is a small high school in the mountains of North Carolina. We began our forensic quest by competing in single round Policy debates against two other nearby schools. One day I happened upon a girl wearing a hoodie that read, “Asheville Speech & Debate.” Immediately the wheels began turning. Was it possible for our small team to get involved in debate beyond our own backyard? I had the good fortune to meet and talk with the man who would not only help us get started, but has also become a friend and mentor for the past two years, Asheville High Coach Keith Pittman.

We jumped in, head first. It was hard to contain our enthusiasm, even though we had no funding, no experience beyond modified Policy Debate, and no idea what challenges may lie ahead of us. After doing some single round practice debates with some of the closer NFL affiliated schools, we thought we were ready for the “big time.” The phrases “shock and awe” or “David and Goliath” would not begin to describe the deer-in-the-headlights, jaw-dropping, in-over-our-heads feeling when we arrived at our very first tournament. There were charter buses, more than 400 competitors from over 30 schools, and we were like “WOW!” I checked us in, got our codes, and tried to encourage the kids: “Just do it like we

did at practice.” They did not believe me that many of the other kids were just as nervous as they were.

Fast forward to 13 months later. In just two years, we have experienced many highs and lows. I would like to take this opportunity to share some of the joys, the challenges, and the frustrations that I have experienced as a volunteer coach of a small school debate team. Perhaps people reading this article can relate to, or even empathize with, some of our growing pains.

## The Challenges and Work Arounds

*Person Power:* Some schools are fortunate to have not only a head coach, but also one or more assistant coaches. Many small schools do not have that luxury. It didn’t take many practices for me to realize that what we were doing wasn’t working. I couldn’t possibly work with all of the events and with all of the kids during the same practice block. The kids who did not have my direct attention became bored and distracted while waiting their turn. Although far from optimal, we developed a simple system for practices. Each day we would focus upon a different but specific event or related group of events. Students only had to come on the days that their events were being covered. Small schools are not immune to the proverbial 80-20 rule. Many of my team members also had

commitments to athletics, band, FFA, jobs, other clubs, and responsibilities at home. This work-around helped reduce the demand on debate kids’ time, especially when they were double- or triple-booked.

*Money:* Small schools may not be able to provide a budget for forensics. How do we get materials? How do we transport? How do we pay entry fees? Trust me, I hate fundraising as much as the next person. Sometimes schools or school boards have travel budgets or discretionary funds. Simply ask if such a fund exists. If you don’t ask, the answer is already “no.” Some businesses or individuals have been known to sponsor teams. There are other alternatives to car washes, bake sales, and other direct sales. Examples include writing grants and hosting tournaments. If anyone can make a persuasive argument, it’s a debate coach and his/her team! Grants are not as scary as you might think, and they can provide capital that we desperately need. Next, try to host a tournament. One asset that every school has is classrooms. At a tournament, you can network with the other coaches and ask for their support and headcount. Students love to go to different schools, so have your team spread the word in the student lounge between rounds. I have found that many coaches are willing to share their experience, advice, and even materials with smaller schools.

Forensics isn't an "us against them" or a "keep the little guys down" down mentality. It has been my experience that most coaches want to help and encourage the smaller schools.

*Judges:* Judging requirements can be a daunting task for small schools. Let's say that I have two kids in Congress, two in Lincoln Douglas, one pair in Public Forum, and three in IE events. I have to provide four judges? It is a challenge, but there are work-arounds for this, as well. A phone call or e-mail to the tournament host may yield some sympathy on your requirement. There are also alternatives to begging every mom for every tournament. Take a look at your community. English teachers already know about Prose/Poetry Reading and Storytelling. Drama teachers already know about HI, DI, and Duo Interp. History teachers may enjoy Extemporaneous and Impromptu presentations as well as Lincoln Douglas or Public Forum rounds. Government teachers may enjoy Congress or Policy Debate. Business and marketing teachers already know about Oratory and Expository presentations. Principals may be willing to grant "comp time" for teachers who serve as judges. Further, teachers may recommend their quality students to try out for the team! Many retired people would welcome the opportunity to help. One school, North Mecklenberg, even offered a discount in tournament entry fees in exchange for providing additional judges! Again, don't assume that people won't help. You don't know if you don't ask, and if you don't ask then the answer is already "no."

*Rising Freshmen:* By the time school gets into full swing we're happy to welcome new freshmen

to the team. Then comes the task of finding the right event for them. I borrowed a concept from our baseball coach when I noticed him attending middle school games. He said that he was trying to get an idea of what was coming up. Lo and behold, the NJFL! We have our very own minor league farm system. Students may begin as early as the 6th grade, and by the time they get to high school, they already know what events they are good at. You don't have to start from scratch every year, and it doesn't take a lot of time to get a middle school program going.

### The Joys

*Belonging:* Every kid wants to feel accepted. They want to be part of something. Granted, not everyone is gifted with athletics or even fine arts ability, but forensics is so diverse that there is an event for everyone. No matter where your interests or talents lie, there is something for everyone. Students take pride in being on the debate team. My daughter's gymnastics coach once commented on the positive stereotypes: "All gymnasts are going to the Olympics, and all debate kids are intelligent." That's not a bad label to have!

*Achievement:* It's safe to say that many coaches know that gut-wrenching feeling of sitting at an awards ceremony and never hearing any of their kids' names called. It can be both heartbreaking and frustrating when you know that your kids have done the research, cut and packaged, practiced many times, and gave up a Saturday—only to go home empty-handed. The difference is the perspective. I recall reading an article in *Rostrum* about a coach who said

something to the effect of, "It's not just about the awards. You have to enjoy the journey." The kids know that not everyone is going to place. In fact, I have to fight to keep them out of the ballots until I have had time to read them and input their points. When judges write constructive feedback on ballots, it helps both kids and coaches improve for the next tournament. Many host schools in our district have started offering additional sweepstakes awards to the top three small schools. The next bonus is NFL points. Students accumulate points based upon their performance. Over time they move up and achieve increasingly higher level pins. Another perk is that our school's athletic director supports the debate team by providing varsity letters. What an awesome way for debaters to get recognition in front of their peers! Finally, kids always look forward to earning a spot in state or national tournaments. Our district offers three chances to excel. We have the TFL tournament (Tarheel Forensic League), the CFL qualifier (Catholic Forensic League Grand Nationals), and of course, the NFL qualifier.

While it may seem like David and Goliath, forensics really paves the way to leveling the playing field. Many large teams are small teams that kept on growing. Although we sometimes have to get creative or think outside the box, small schools have an excellent chance to succeed. ■

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*Thomas W. Surber (emerald) is the debate coach at Mountain Heritage High School, East Yancey Middle School, and Cane River Middle School in Burnsville, North Carolina.*



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**STAFF**

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Andrew Waks, Catherine Tarsney, Patrick Graham, Steven Adler,  
Garrett Jackson, Ellen Noble, Alex Kramer, Graham Tierney,  
Kris Wright, Ernie Rose, Tom Evnen, Devin Race, Liz Scoggin

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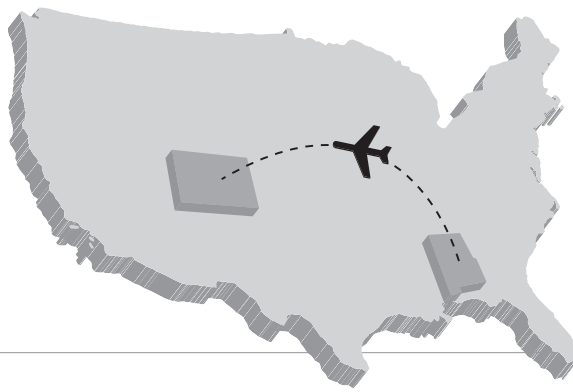
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## A Public “Thank You” to Colorado from an Alabama Coach

*by Jay Rye*



This past summer at NFL nationals, I approached Marti Benham of Cherry Creek High School in Colorado about coming to the Denver area for a speech and debate tournament. Cherry Creek had come to Alabama several times over the years, and I wanted to reciprocate for their support of our tournaments—plus, my team had never been to Colorado and, well, we wanted to go to Colorado. Marti looked at me and said, “We’re not a TOC-qualifying tournament—it’s just a local tournament with teams from Wyoming and Colorado.” That was fine with me. I explained that while my team does compete in “circuit” tournaments, we enjoy traveling to the non-circuit ones as well. She gave me the dates for one of their tournaments in the Denver area, and then we both went back to work at NFL Nationals.

I told my students in August about going to a tournament in Colorado the second weekend of November at Denver East High School. Many of my students would not be able to attend due to a mock trial competition, which involved 24 students at my school, 22 of whom were on the debate team. However, due to the perfect season of our football program (we were 0-10 this season—perfection is a matter of perspective), there were eight football players/debaters who could afford the trip and were able to travel. With new debate topics for November both in LD and Public Forum, I felt like we would be on a fairly level playing field. Two of

my students would also be doing individual events and one of the events, Improv Duo, they would be doing for the first time.

So on November 11, Veteran’s Day, we ventured to Denver, not knowing what to expect. I’ve learned through the years that when you go on a trip like this one, you need to make it special. Our special side trip was to go see the Denver Nuggets take on the LA Lakers. None of us, myself included, had ever been to an NBA game, so when we saw Carmelo Anthony and Kobe Bryant take the court, we were all in awe of their size and their talent. Forget the tournament for a few hours—this was awesome!

The next morning, Friday, was tournament time. As we like to say on my team, “What time is it? DB8 o’clock!” (trust me, I’m the only one laughing). When we arrived at Denver East High School, I was struck by the beauty of the architecture of this older building. This “castle of education” had huge Roman statues that greeted us at the gates. On the third floor there was a Hall of Fame dedicated to Denver East graduates, including Hattie McDaniel of *Gone With the Wind* fame and Douglas Fairbanks, Sr. I was introduced to the coach at Denver East High School, Matt Murphy, who clearly is a rising star of coaches in the NFL. Not only was Matt generous with his time in taking me around the school, but it was obvious that he is what I call a “pied-piper” coach—that due to his enthusiasm and upbeat attitude,

**“Every weekend, there are tournaments throughout this country—some are national circuit tournaments and some are local circuit tournaments—but all are equally important.”**

students want to be part of his program.

Eventually, I was in the tab room, where I would be assisting for the weekend. Marti warmly greeted me and introduced me to the rest of the tab staff. What was wonderful about this group was the variety of schools and experiences in the room. Some had been doing this for decades, while others had been doing this for months. Their collective professionalism, combined with the occasional comedic relief, was a nice balance—not too serious, but serious enough! I was working with David Camous of St. Mary’s High School, and I found him to be delightful. I enjoyed talking with him about his own children being involved with competitive debate and what it was like coaching alongside his wife. I had great conversations with Nick Panapolous, Pauline Carochi, and Lowell Sharp—all of whom I knew from seeing them at nationals, but had never “talked” with them for any length of time prior to this weekend. Their insight, and more importantly, their wealth of knowledge, was almost overwhelming, but I soaked it all up like a sponge. These are the coaches who have given so much of themselves to this activity, and I was honored just to be around them for one weekend.

The tournament itself had more than 650 students competing. There were more than 75 PF teams, 75 LD debaters, 60 Policy teams, and no fewer than 30 in each of the

individual events. There was the usual “AHHHH” as round one got started (which was also comforting), but when I went up to the judge assignment area, I was amazed at how many judges there were for every round. In my neck of the woods, we scrounge for judges, and more times than we care to admit, those of us in the tab room are forced to pick up a ballot or five, but not at this tournament. The number of former students, parents, and community judges in the pool meant that the tab staff did not have to worry about being drafted.

My students had a terrific time. Despite being the “outsiders,” they actually enjoyed the notion of being the rock stars of the tournament. Students and judges would say, “Wow, you came all the way from Alabama?!” and I’m fairly certain that a mom in concessions stood ready to adopt one of my guys after she heard him say, “yes, ma’am!” in a true, authentic southern drawl! While we didn’t dominate the tournament, we took home our fair share of hardware, and all of my students left the tournament feeling good about themselves and their performances, which should always be our goal!

So, what am I trying to say with this account about one tournament on one random weekend? Here’s what I am trying to say. Every weekend, there are tournaments throughout this country—some are national circuit tournaments and some are local circuit tournaments—but all

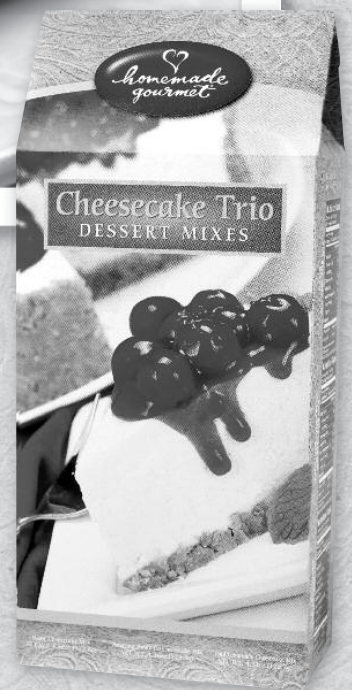
are equally important. All of these tournaments have an educational value to them, regardless of what we as individuals think of the dominant style at that tournament. All of these tournaments have a school with a rich history, whether or not that history is one rooted in forensics. All of these tournaments have the go-to coach who somehow manages to keep everything afloat. All of these tournaments have living legends who are coaching students and adults alike—the students as competitors and the adults as both coaches and judges. All of these tournaments have students who far exceed their expectations, and at the same time have students who fall short of their desired result. All of these tournaments have parent volunteers who quietly go about helping the operation of the tournament. All of these tournaments have administrators whose level of support varies with their level of knowledge of “what we do!”

But in the end, what I am *really* trying to say is, “thank you, Colorado!” For letting eight students and one coach from Alabama take part in one weekend of speech and debate education in your state. We had a great time and look forward to taking care of y’all next time you come our way! ■

---

*James W. “Jay” Rye, III, is the Director of Forensics at the Montgomery Academy in Alabama, a school with an enrollment of 229 in grades 9-12. A three diamond coach, he currently serves as the Chair of the Deep South District and the alternate to the NFL Board of Directors.*

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**Maureen Mannion**  
**is the coach and**  
**instructor at Legacy**  
**High School in Ocoee,**  
**Florida.**

# COACH PROFILE

## MAUREEN MANNION

- ***Tell us your story. How did you get into coaching forensics?***

I was a Policy Debater in high school. This was back in what today's kids would call the Policy "dark ages." After 25 years with BellSouth, in 2002, I retired as a Network Manager so I could teach. I started as a 2nd grade teacher at a new K-5 charter school, which was to expand a grade each year to K-8. After a couple years, the parents started clamoring for a high school. Since we had an excellent reputation with Orange County, we were granted a charter and Legacy High School was born. I went to the school director and volunteered to sponsor a debate program, reasoning that as a small school we may not be able to have many competitive programs; however, with debate, we only needed one student. The director was (and is) supportive, and we included debate class in the curriculum. The first year I started with three students, one of which was a middle school student.

- ***What challenges do you face as a coach?***

There are many challenges. I've found one of the biggest is finding ways to motivate some really bright, talented kids. Believe it or not, I've found that students with less natural talent who are willing to work can achieve much more success than some really gifted speech students who don't think they need to work. Also,

being the one and only coach and instructor for all events is a challenge. Instructional time does not only have to be divided up appropriately; when I am focused on one event, the other students must have activities to keep them occupied. I have been fortunate the past two years to have one of my initial students, who has graduated, come in and volunteer as a teacher's assistant several days each quarter. As with most programs, financing is always a challenge. Most of our parents do not have the funds to support their children competing in this activity, and neither does the school administration, so fundraising is key to allow tournament trips.

- ***Who are your team's biggest supporters?*** My biggest supporters are the school director, Crystal Yoakum, and many of my debate parents. Also, my most avid supporter is my husband, Mike. He not only encourages and supports me from the sidelines (he calls himself a debate widower), he pitches in and helps wherever he can. He has acted as chaperone for my boys when I had no other male adult available for tournament trips. He also catered a local tournament we hosted this past December, feeding more than 400 people, which allowed us a bigger profit margin for the program. His support is huge!

# COACH PROFILE.....

● ***This month's Rostrum focuses on the benefits and challenges of small school programs. How is the NFL experience unique for small schools?*** Obviously, when you coach at a small school (we have 135 students in the entire school this year), you have a smaller pool from which to draw interested debate and speech students. Therefore, it is harder to get student NFL memberships and degrees. Fortunately, the NFL recognizes this problem and modifies its requirements for charter membership for small schools. As a result, we are proud to say we became a charter member of the NFL two years ago.

● ***What does it take for a smaller school to compete with larger schools?*** It may seem difficult due to the sheer student number difference large schools have at any given tournament. Certainly, we can't compete in success with numbers. However, if you play the percentages, we do pretty well. You just need students willing to put in the work necessary and you will achieve some level of success, yet that level is different for every student. There is an advantage in knowing your students better with more one-on-one time in a small school setting. That being said, summer camps are invaluable to students from small programs to take advantage of the knowledge that nationally successful

instructors can impart. As a do-all coach, I am stronger in some areas than others. For instance, now that LD debate has evolved closer to the Policy model, I have supported my single LD competitor in seeking out mentors who can help him be nationally successful. As a result, he is considered one of the best LD debaters in our area.

● ***Why is forensics important for programs of every size?*** More than any other activity, forensics helps students in all areas of life. In school, they become better writers and speakers in all classes. They know how to research and take notes to focus on important information. We prepare students for leadership in their communities. This is critical no matter what the school size.

● ***How has forensics changed your students?*** I'll give you an example. One of my original students, the one who assists me now, came to me as a student with some specific learning challenges. His language arts skills left a lot to be desired, and we weren't sure this was the activity for him. However, he was highly motivated and wanted to participate, so he was encouraged. By his senior year, he was breaking to Congress semifinals at just about every tournament he was in. He won a local tournament, qualified to the state tournament, where he trophied in 6th place,

and was a finalist at the Harvard Invitational. He is now finishing his undergraduate work at UCF and applying to law school.

● ***How has coaching changed you?*** I was drawn to teaching late in my career. I love children, and my youngest was graduating from college. I wanted to be involved with educating other children. I had no idea that I would be receiving far more than I give. There is nothing at the same time more gratifying and humbling than seeing young men and women open their minds and soak in nourishment that changes them into confidence-filled, very competent leaders among their peers, and to know you had some small part. Nothing in my life, apart from raising my own children, has impacted and fulfilled me more.

● ***What do you want your students to take away from their experience on your team?*** Academically, I'd like them to be effective communicators in a variety of media. But more than that, I'd like to see each of my students leave high school and the team with a genuine respect for themselves and their accomplishments. They would take away a confidence and quiet capability that will help them in all their endeavors, yet instill the desire to give back to their families and communities. ■

# Dartmouth Debate Institute

A photograph of the Dartmouth College campus at sunset. The sky is a mix of blue and orange, with clouds catching the low light. In the foreground, there are silhouettes of bare trees. In the background, the iconic Dartmouth College buildings are visible, including the Old Chapel with its tall, white steeple.

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**Rob Mulholand**, Univ of Georgia (GA)  
**Charles Olney**, UC Santa Cruz (CA)  
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2A: Back to Basics - Serrano  
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## 2011 Staff

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Westwood High School (TX)  
**Katie Gjerpen,**  
Lexington High School (MA)  
**Kathryn Clark Kernoff,**  
Dartmouth College (NH)  
**Mikaela Malsin,**  
Wake Forest Univ (NC)  
**Charles Olney,**  
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## **Framing the Issue: Helping Public Forum Debaters Develop Case Frameworks**

*by Bro. Kevin M. Tidd, OSB*

# NDCA

## COACHES FOCUS

### **Introduction**

Public Forum Debate's extraordinary growth has enabled thousands of students in the nation to have the transformative experience of competitive debate. The event's deliberate simplicity of structure and the requirement of open judge pool debates have been crucial to this expansion. This simplicity, however, has often led to some confusion about how debaters are to approach decision rules and weighing mechanisms in rounds. In this essay, I hope to offer some suggestions about how Public Forum coaches can help their students create intellectually rigorous and effective frameworks in the varied landscape that is Public Forum Debate across the United States.

### **What's a Framework and Why Does It Matter?**

A *framework* is a standard or yardstick by which arguments can be evaluated and a judgment made about their relative persuasiveness. Somehow, the judge must decide which set of competing claims in a debate is more valid. In any debate, the winning debaters either provide a framework that leads to a decision in their favor or they benefit from one used by the judge independent of the competitors. Frameworks may be confused and implicit, but they're in a debate somewhere.

In Public Forum, where claims about the efficacy or costs of public

policy are the stuff of most rounds, frameworks are especially important. Unlike Policy Debate, Public Forum deliberately lacks a substantial body of theory to serve as decision rules for a round. Traditional debate theory can provide standards for evaluating a host of potential arguments. Policy Debate rounds also provide the time needed to define and apply these standards to the particular arguments in a given round.

Public Forum needs a variant of debate theory that serves the same purposes in the debate and also reflects the structure and rhetorical purposes of Public Forum. Developing a framework in case arguments and then using that framework throughout the debate to lead the judge to the desired decision is a fruitful approach to this task. The fact that either side can speak first in Public Forum debates makes it especially important to create a framework that can set the terms of the debate from the first speech onward.

### **A Case Study: The January 2010 Resolution on the Obama Plan for Afghanistan**

The January 2010 Public Forum resolution gives us an excellent example with which to demonstrate the need for frameworks and how they can be constructed. The resolution read, "*Resolved: President Obama's plan for increasing troops*

Thoughts on this article—or others? Comment on the NDCA Web site [www.debatecoaches.org](http://www.debatecoaches.org).

If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at [nicole.serrano@gmail.com](mailto:nicole.serrano@gmail.com).

## **“Public Forum coaches can help their students create intellectually rigorous and effective frameworks in the varied landscape that is Public Forum Debate across the United States.”**

*in Afghanistan is in the United States’ best interest.”*

The critical phrases in the resolution are *President Obama’s plan for increasing troops* and *the United States’ best interest*. The definition of these phrases determined the outcome of the debates that I judged and observed on this topic. *Obama’s plan* seems at first to be fairly simple (the 30,000 troop surge), but this is a deceptive simplicity. Most successful Pro teams created an expansive notion of Obama’s plan that could be shown to provide all sorts of advantages other than the purely military. Many Con teams tried to argue for a narrowly tailored definition of the Obama plan that would be then found wanting in the face of the many problems facing both Afghans and the United States in the current conflict.

*Best interest* is a phrase that is best understood as a unit, rather than as a pair of individual words. An effective framework in Public Forum requires a clear definition of an evaluative phrase like *best interest*. What is in one’s *best interest* can be defined as an action or decision that improves one’s position or standing. Such a definition, however, begs two crucial questions: one, what sort of position is involved (moral, economic, political, a combination of these), and two, what is the meaning of *improve*? A framework for this resolution requires more than a short definition. We

must address the two axes of this elusive phrase to create a meaningful framework for the topic.

First, what sort of *interest* is involved in this resolution? A team could claim that the relevant interest here is a geopolitical one, and the United States’ best interest is served by a policy that best advances or secures that interest (for the Pro, President Obama’s plan). Another framework could be built on the idea of American moral authority in world affairs. The United States’ economic status is yet another standard that a team could propose.

The second question that a framework must address on this resolution is what *best interest* means in terms of the standard of *interest* proposed. If my team were to choose an economic concept of interest, then we would need also to define and defend the policies that would yield an optimal economic outcome. What policy would make the United States richest, or the most effective global exporter? If I choose a geopolitical standard, then I should propose what kind of ideal strategic situation I would wish for the United States. The same task would accompany any other choice I would make about the nation’s *best interest*.

Once the framework is set up, the case becomes fairly simple to craft. Having defined the policy itself and then laid out the standard

for evaluating this policy, the case becomes a set of arguments showing the link between the resolitional policy and the standard my team has established. With a sound framework, my partner and I can also refute our opponents’ arguments by showing how they fail to meet the tests described in our framework, and thus win the debate.

This latter outcome, of course, assumes that our opponents have not offered a more compelling framework that has displaced our own. Really superior debates will have two teams who offer contrasting frameworks as well as competing arguments. The debate then occurs on two levels: the framework and the specific arguments advanced that claim legitimacy in light of that framework. When done carefully, well-developed frameworks can provide startling clarity for debaters when preparing a case and become highly effective tools in-round that can make the path to a judge’s ballot a fairly straightforward one. ■

---

**Brother Kevin Tidd, OSB**, is a Benedictine monk, a teacher of history and theology, and the Director of Forensics at Delbarton School in Morristown, NJ. Brother Kevin competed in Extemp and Lincoln Douglas Debate from 1984-1988. He currently coaches all events except Policy Debate at Delbarton. He previously coached at La Salle College High School, Wyndmoor, PA, Central Catholic High School, Pittsburgh, PA, and Calvert Hall College High School in Baltimore, MD.

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# *New Diamond Coaches*



## ◆ SIXTH DIAMOND ◆

**Robert D. Nordyke**

Campus High School, KS

November 13, 2010

16,053 points

Robert D. Nordyke has been coaching debate and forensics in Kansas for almost four decades. After coaching four years at Pratt High School, he became head coach of the program at Haysville Campus High School in 1976, where he has remained for nearly 35 years. While at Campus, he has coached 30 students to 19 NFL national tournaments. He has had numerous students break at the national tournaments, including a finalist in Humorous Interpretation in 1993 and a fourth place Lincoln Douglas debater in 1981. He has had seven state champions in individual events and Lincoln Douglas Debate. Under his supervision, the Campus debate/forensic program has been recognized for reaching 200 degrees 13 of the past 14 years. He has also led the program to winning the Leading Chapter Award two times and the District Tournament Trophy three times.

Nordyke has served on the NFL district committees of the West Kansas, South Kansas, and Sunflower districts. He has served as a member of the Public Forum tab staff at the national tournament and is a senior staff member of the Advanced Policy Debate Division of the Cameron University Speech Camp. He has also authored a manual for competing in humorous interpretation.

Nordyke has a very loving and supportive family. His wife, Rebecca, is a faculty member at the Elliot School of Communication at Wichita State University. He also has two daughters and one son. His daughter, Jennifer, and son, Greg, were both members of the NFL chapter at Southeast High School. His other daughter, Jessica, chose to not compete in order to pursue other activities. Nordyke also has two grandchildren with whom he enjoys spending time.

Nordyke's hobbies include carpentry, computer gaming, and driving a 60-passenger bus to tournaments. He often builds tables, cabinets, and trophy shelves for his classroom. He has also served as a coach for the Kansas Association for the Physically Handicapped softball league.

Nordyke plans to continue coaching at Campus High School for many years to come. His goals for his program include continuing to build the size of the Campus chapter and to help his students achieve their personal goals.

# *Congratulations!*

# *New Diamond Coaches*



◆ **FOURTH DIAMOND** ◆

**Harriet L. Medlin**

Brentwood High School, TN

November 15, 2010

10,000 points



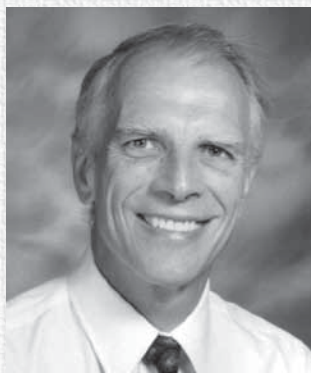
◆ **FOURTH DIAMOND** ◆

**Fred Robertson**

Millard West High School, NE

December 13, 2010

10,011 points



◆ **THIRD DIAMOND** ◆

**James F. Grapuner**

Stillwater Area High School, MN

November 14, 2010

6,055 points



◆ **THIRD DIAMOND** ◆

**Todd W. Hering**

Eastview High School, MN

December 2, 2010

12,670 points



◆ **SECOND DIAMOND** ◆

**Conrad Anderson**

South St. Paul High School, MN

November 19, 2010

3,049 points



◆ **SECOND DIAMOND** ◆

**Anthony Bichler**

Central of Grand Junction, CO

December 3, 2010

7,271 points



◆ **SECOND DIAMOND** ◆

**Cindy Woodhouse**

West High School - Iowa City, IA

December 14, 2010

3,383 points

# *New Diamond Coaches*



◆ **FIRST DIAMOND** ◆  
**Sara M. Given**  
Mexico High School, MO  
November 13, 2010  
1,506 points



◆ **FIRST DIAMOND** ◆  
**Keith A. Brosious**  
Elk Lake High School, PA  
November 15, 2010  
1,500 points



◆ **FIRST DIAMOND** ◆  
**Veronica Burris**  
Independence High School, KS  
November 15, 2010  
1,509 points



◆ **FIRST DIAMOND** ◆  
**David Seidel**  
Bishop McGuinness High School, NC  
November 17, 2010  
2,737 points



◆ **FIRST DIAMOND** ◆  
**DeVon Griffin**  
Highland High School, OH  
November 20, 2010  
1,526 points



◆ **FIRST DIAMOND** ◆  
**Dwaine Hemphill**  
Wooster High School, OH  
December 4, 2010  
1,512 points



◆ **FIRST DIAMOND** ◆  
**James E. Honeyman**  
Newton South High School, MA  
December 5, 2010  
1,532 points



◆ **FIRST DIAMOND** ◆  
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February's Book of the Month:

## The Elements of Style

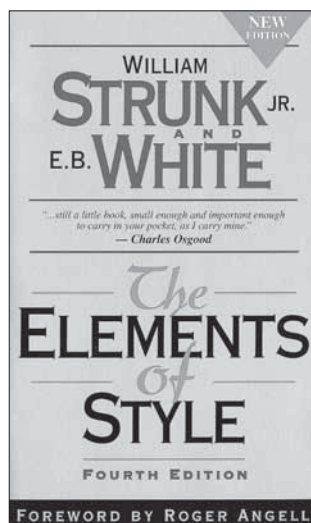
Strunk, Jr., W. and White, E. B. (2000).

*The Elements of Style* (4th ed.). New York: Longman.

Fiery and authoritative William Strunk taught English at Cornell University in the early 20th century. A lover of language, Professor Strunk published his own text to use in class—a slim volume which became known around campus as “the little book” (p. xiii). Years later, a noted publisher commissioned E.B. White, one of Strunk’s former students, to review and expand the text for sale in the college market.

White, himself a well-loved author of such classic books as *Charlotte’s Web* and *Stuart Little*, committed to honoring the intentions of Professor Strunk. White carefully reviewed the text he had studied years before at Cornell, updating phrasing as needed while preserving the original humor and boldness that distinguished the little book. White also contributed an introduction, explaining the process by which the volume developed, and a conclusion, which established his own recommendations for clear writing.

The careful work of Strunk and White, though separated by several decades, developed into the seminal work that many English teachers and professors continue to use. *The Elements of Style* provides general recommendations for improving one’s writing, as well as specific directions for a number of situations—everything



from forming the plural possessive of nouns to the appropriate use of the word “would.” Naturally, Strunk and White’s guidelines will help speech and debate students improve their written and oral communication as they create cases, develop speeches, and even interpret works of literature. Equally important, these guidelines will augment classroom studies and even professional writing after graduation.

The following recommendations reflect a fraction of the insight that Strunk and White provide. I encourage you to consult *The Elements of Style* for more thorough and specific guidelines.

### 1. Be deliberate.

Many of Strunk and White’s admonitions address issues of carelessness or laziness. Strunk, in particular, instructs the reader to avoid mistakes of this nature, such as substituting one word when another is intended, or using colloquial language where formal language is expected. For example, concerning *offputting/ongoing*, he writes: “Newfound adjectives, to be avoided because they are inexact and clumsy. Ongoing is a mix of “continuing” and “active” and is usually superfluous... Offputting might mean “objectionable,”

*“Buy it, study it, enjoy it. It’s as timeless as  
a book can be in our age of volubility.”*

~ The New York Times on *The Elements of Style*

At a Glance

“disconcerting,” “distasteful.” Select instead a word whose meaning is clear” (p. 54).

Though more general, White’s conclusion encourages the communicator to adopt the same high level of concern: “Revising is part of writing. Few writers are so expert that they can produce what they are after on the first try” (p. 72). Throughout the text, both men insist that communicators plan their words carefully and work to ensure that their message is exactly what’s intended.

## 2. Be concise.

“Omit needless words!” Professor Strunk advises. “Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts” (p. 23). In fact, Strunk so strongly espoused this belief that White recalls, “In the days when I was sitting in his class, he omitted so many needless words, and omitted them so forcibly and with such eagerness and obvious relish that he often seemed in the position of having shortchanged himself—a man left with nothing more to say yet with time to fill, a radio prophet who had out-distanced the clock” (p. xv). The underlying assumption here is that time is precious, and that the communicator would do well to respect his own time and the time of his audience.

## 3. Be yourself.

The text discourages the use of words and phrases which seem pretentious or self-important, including *finalize*, “A pompous, ambiguous verb” (p. 27)—and *thrust* “a showy noun, hinting of power... use it sparingly” (p. 61). In this vein, White encourages writers to abandon their pursuit of a specific writing style, lest it appear inauthentic. Instead, the text reminds communicators that the best writers and speakers will use words in a natural, honest way. White explains, “Never imitate consciously, but do not worry about being an imitator; take pains instead to admire what is good. Then when you write in a way that comes naturally, you will echo the halloos that bear repeating” (p. 70).

In the end, *The Elements of Style* is a different sort of book than many we’ve reviewed in the past. Denser and more utilitarian in nature, it’s equal parts admonishment and guidebook for writers of all ages and levels. If you work with language on a regular basis, or if you’ve conceded that your writing could improve (as everyone’s writing could), consider obtaining a copy of this book to review once and consult periodically. ■

*Jenny Corum Billman is the Coordinator of Public Relations for the NFL. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a four-year member of the forensic team and a Scholar of the College.*

## *The book in a nutshell:*

Quality writing takes practice and precision. It’s tedious, but rewarding.

## *Who would like this book:*

Writers of all ages and levels can appreciate this text, but those with a deep concern and passion for writing may like it most. Highly competitive and/or analytical people might especially enjoy this book for the strong utility it provides.

## *Information value: ★★★★★*

This manual is thorough and authoritative. Although Strunk penned the first copy of “the little book” nearly 100 years ago, the rules remain accurate and the principles remain insightful. Good writing, it seems, is timeless.

## *Entertainment value: ★★★★★*

Strunk and White’s writing is conversational and light, which renders this the most engaging style manual I have ever encountered. However, it remains a style manual. Read this one for the content. If you want entertainment, you are better off with *Charlotte’s Web*.

*The Elements of Style* is available online in both hardcover and paperback. Try *Amazon.com* or *Half.com* for a wide selection of editions at varying prices, starting at about \$3.50 for a pre-owned copy, or \$6 for a new copy.

# NFL DISTRICT STANDINGS *(as of January 1, 2011)*

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	234	Blue Valley North High School	675
2	--	Florida Manatee	210	Nova High School	612
3	--	Northwest Indiana	208	Munster High School	435
4	--	Calif. Coast (CA)	189	Leland High School	768
5	--	Kansas Flint-Hills	174	Washburn Rural High School	364
6	--	Rushmore (SD)	168	Sioux Falls Lincoln High School	532
7	3	New York City	167	The Bronx High School of Science	783
8	1	Show Me (MO)	165	Belton High School	372
9	-2	San Fran Bay (CA)	162	James Logan High School	572
10	2	East Los Angeles (CA)	160	Gabrielino High School	721
11	-3	Sierra (CA)	158	Sanger High School	612
12	-2	East Kansas	157	Shawnee Mission East High School	426
13	1	Nebraska	154	Millard North High School	402
14	1	Northern South Dakota	152	Aberdeen Central High School	326
15	2	Ozark (MO)	141	Central High School - Springfield	556
16	-1	Southern Minnesota	136	Eagan High School	416
17	5	Eastern Ohio	135	Perry High School	279
18	-1	Southern California	133	Claremont High School	308
19	-6	Illini (IL)	132	Downers Grove South High School	389
20	2	Sunflower (KS)	123	Valley Center High School	242
21	3	Heart Of America (MO)	122	Liberty Sr. High School	498
22	6	Northern Ohio	120	Canfield High School	257
23	-2	Northern Illinois	119	Glenbrook South High School	350
23	2	West Kansas	119	Buhler High School	277
25	-5	Eastern Missouri	118	Jefferson City High School	216
26	4	Montana	117	Bozeman High School	285
27	-1	South Texas	115	Bellaire High School	618
28	3	Utah-Wasatch	114	Sky View High School	281
29	-2	Rocky Mountain-South (CO)	113	George Washington High School	336
30	-11	Central Minnesota	112	Eastview High School	441
31	14	South Carolina	109	Southside High School	274
32	2	New England (MA and NH)	107	Newton South High School	218
32	5	Golden Desert (NV)	107	Green Valley High School	380
34	-3	Colorado	104	Cherry Creek High School	394
35	1	Carver-Truman (MO)	103	Neosho High School	344
36	2	Idaho Mountain River	102	Hillcrest High School	233
37	-3	Heart Of Texas	100	Del Valle High School	280
38	2	North East Indiana	99	Chesterton High School	349
38	-9	New Jersey	99	Ridge High School	306
40	-2	East Texas	97	William P. Clements High School	257
41	-8	South Kansas	96	Fort Scott High School	271
41	9	Inland Empire (WA)	96	Central Valley High School	141
43	3	Great Salt Lake (UT)	94	Skyline High School	246
43	-1	Deep South (AL)	94	The Montgomery Academy	256
45	7	North Coast (OH)	91	Gilmour Academy	181
45	-2	Southern Wisconsin	91	Brookfield East High School	215
47	1	Arizona	89	Desert Vista High School	441
48	10	Western Ohio	87	Notre Dame Academy	135
49	1	Florida Panther	86	Trinity Preparatory School	260
50	2	Carolina West (NC)	85	Myers Park High School	208
50	2	Idaho Gem of the Mountain	85	Mountain Home High School	308
52	8	Colorado Grande	84	Canon City High School	132
52	-9	West Los Angeles (CA)	84	Fullerton Joint Union High School	209
52	8	North Texas Longhorns	84	Hockaday School	198

*(as of January 1, 2011)***NFL DISTRICT STANDINGS**

<b>Rank</b>	<b>Change</b>	<b>District</b>	<b>Average No. of Degrees</b>	<b>Leading Chapter</b>	<b>No. of Degrees</b>
55	-9	Tarheel East (NC)	83	Pinecrest High School	176
55	2	Wind River (WY)	83	Green River High School	280
55	8	Nebraska South	83	Lincoln East High School	250
55	-7	Sundance (UT)	83	Bingham High School	236
59	4	West Iowa	82	West Des Moines Valley High School	251
59	-7	Mississippi	82	Oak Grove High School	206
59	4	Space City (TX)	82	Cypress Woods High School	191
62	-6	Hole In The Wall (WY)	81	Cheyenne East High School	212
63	--	East Iowa	80	West High School - Iowa City	209
63	-3	Western Washington	80	Gig Harbor High School	241
65	-2	Lone Star (TX)	78	Plano Sr. High School	223
65	4	Hoosier Crossroads (IN)	78	Kokomo High School	197
65	-25	Michigan	78	Portage Northern High School	154
65	4	Central Texas	78	Winston Churchill High School	223
69	-6	Georgia Southern Peach	77	Carrollton High School	169
69	3	Pittsburgh (PA)	77	North Allegheny Sr. High School	309
69	--	Greater Illinois	77	Belleville West High School	156
69	-11	Hoosier Heartland (IN)	77	Fishers High School	191
73	4	Valley Forge (PA)	76	Truman High School	155
74	-2	Georgia Northern Mountain	74	Henry W. Grady High School	218
75	2	New York State	73	Scarsdale High School	198
75	--	New Mexico	73	East Mountain High School	139
75	1	Northern Wisconsin	73	Appleton East High School	221
78	2	Northern Lights (MN)	71	St. Francis High School	273
79	-2	Capitol Valley (CA)	70	Granite Bay High School	208
79	-7	North Dakota Roughrider	70	Fargo Shanley High School	176
81	2	Gulf Coast (TX)	69	Gregory Portland High School	189
81	6	South Florida	69	Ransom Everglades Upper School	130
83	-2	Louisiana	68	Lafayette High School	141
83	3	Tall Cotton (TX)	68	Lubbock High School	132
85	-2	West Oklahoma	67	Norman North High School	225
85	-4	Western Slope (CO)	67	Central of Grand Junction High School	140
87	-4	Puget Sound (WA)	66	Kamiak High School	161
88	1	Tennessee	65	Morristown West High School	223
89	-2	Florida Sunshine	64	Pine View School	226
90	--	Kentucky	63	Grant County High School	142
91	6	Rocky Mountain-North (CO)	62	Rocky Mountain High School	144
92	3	North Oregon	61	Tigard High School	131
92	1	UIL (TX)	61	Van High School	124
94	-1	LBJ (TX)	60	Princeton High School	139
94	1	Chesapeake (MD)	60	Baltimore City College High School	128
94	-4	Big Valley (CA)	60	Turlock High School	119
94	-2	East Oklahoma	60	Jenks High School	164
98	--	Sagebrush (NV)	52	Reno High School	121
99	--	South Oregon	51	Ashland High School	86
100	--	Maine	47	Bangor High School	104
101	2	Virginia	45	Broad Run High School	134
102	3	West Virginia	44	Wheeling Park High School	85
103	--	Pennsylvania	43	Bellwood-Antis High School	104
103	-1	West Texas	43	El Paso High School	84
105	-4	Hawaii	42	Punahou School	114
106	-1	Pacific Islands	41	CheongShim Int'l Academy	72
107	--	Iroquois (NY)	28	Towanda Jr. - Sr. High School	99

# Welcome New Schools!

UMS-Wright Preparatory School	AL
Rogers Heritage High School	AR
American High School	CA
Bishop O'Dowd High School	CA
Heritage High School	CA
Westlake High School	CA
Ridgway High School	CO
Cambridge Christian School	FL
Venice High School	FL
Tri-Cities High School	GA
North Fremont High School	ID
Chanute High School	KS

Humboldt High School	MN
Al-Noor School	NY
NC School For Humanities	NC
Richlands High School	NC
Sanderson High School	NC
Norton High School	OH
Science Leadership Academy	PA
Springside School	PA
Centennial High School	TN
Glenda Dawson High School	TX
Grand County High School	UT
Kettle Run High School	VA

## DISTRICT STUDENT OF THE YEAR AWARD NOMINATIONS

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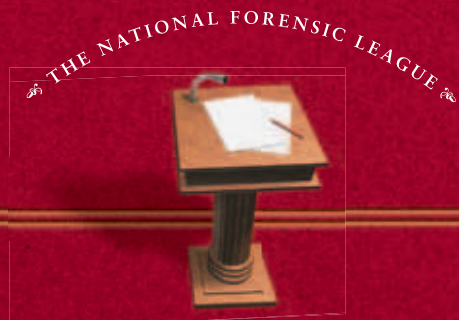
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