

Rostrum

Volume 79 Issue 5

January 2005

Coaches of 2004 National Champions



Coaches of 2004 National Champions

2005 CDE National Debate Institute

July 15-31, 2005

Northern Arizona University

Flagstaff, AZ



Extemporaneous Speaking National Institute

The Extemporaneous Speaking National Institute is hands down the best camp in the nation for foreign and domestic competitors. Students will receive instruction in an extensive array of topic areas, classes on personality and delivery, hundreds of relevant extemp articles, and twenty-three practice rounds critiqued by the nation's best coaches and former national competitors. Instruction is divided into one of three options to provide optimal training: Foreign Extemp, Domestic Extemp, and Generic Extemp. Most of all, campers will get the tried and true methods that have proven themselves priceless at countless regional tournaments and national championships.

Lincoln Douglas Debate National Institute

The Lincoln Douglas Debate National Institute provides award winning instruction for debaters of all ages and experience levels. The Varsity Division is open to all enrolling students and offers an extensive look at everything from evidence research and case construction to cross-examination techniques and topic lectures. The Championship Division is limited to those students who have previously attended the Lincoln Douglas National Institute or qualified for the NFL National Tournament or the Tournament of Champions. The newly introduced Scholars Division is limited to those students who have been selected in a nomination process for their excellence in rounds and in the classroom. All divisions will also offer detailed instruction on all ten of the coming year's topics, twenty-three rounds critiqued by the nation's best instructors and coaches, and extensive research materials.



Policy Debate National Institute

The Policy Debate National Institute is dedicated to providing outstanding instruction in the areas that team debaters need most. Unlike the "evidence factory" model employed by most debate camps, the curriculum at CDE is driven by time honored methods that encourage independent growth and achievement, individualized instruction and mentoring, and the tools and techniques needed to develop winning strategies that win debate rounds. The Varsity Division is open to all enrolled students, and the Championship Division is reserved for those students who have qualified for either the NFL National Tournament or the Tournament of Champions. The main goal of both of the divisions of Team Debate is to develop an environment in which students can learn the standards of policy, but also prepare for the latest trends in argumentative structure.

Public Forum Debate Institute

The Public Forum Debate curriculum is one of the most exciting new programs to come to the CDE National Debate Institute. Some of the best Public Forum coaches and debate minds from around the United States will be leading discussion based modules and domestic competitors. Students will receive instruction in an extensive array of topic areas, classes on personality and delivery, hundreds of relevant extemp articles, and twenty-three practice rounds critiqued by the nation's best coaches and former national competitors. Instruction is divided into one of three options to provide optimal training: Foreign Extemp, Domestic Extemp, and Generic Extemp. Most of all, campers will get the tried and true methods that have proven themselves priceless at countless regional tournaments and national championships.



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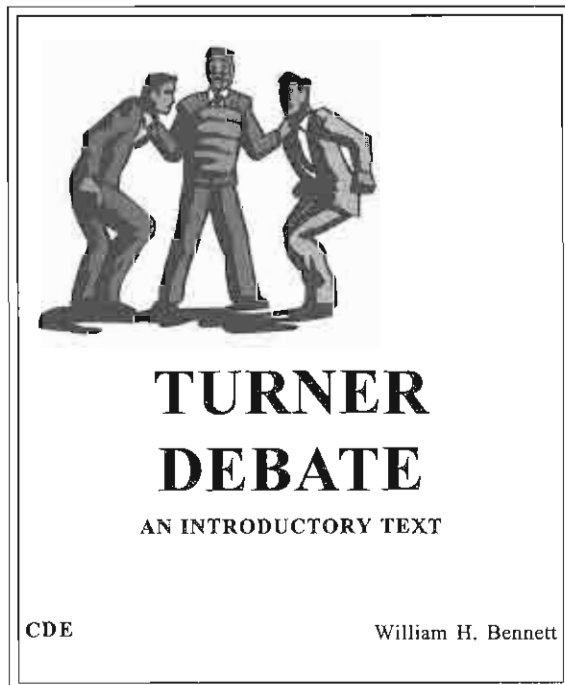
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The Lincoln Financial Group® Video Speech Contest gives you an opportunity to learn about the advantages of retirement planning, compete for a college scholarship and qualify for Nationals all at the same time.

What are the prizes?

- The first-place winner will receive a \$2,000 scholarship
- The second-place winner will receive a \$1,000 scholarship
- Both winners will qualify for expository speaking at the 2005 NFL National Tournament in Philadelphia, PA.
- Video excerpts from the winning speeches will be on LFG.com.
- Coaches of each winner will be awarded a \$500 honorarium.

What's the topic?

100 Years Young: The importance of retirement planning to meet the challenge of increased longevity

Who's eligible?

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

How does the contest work?

- You must prepare an original expository speech no more than five minutes in length. No props permitted.
- The speech must be videotaped (VHS format) – production quality will not be part of the judging. Lincoln will retape the winning speeches, if necessary, for the excerpts on LFG.com.
- Only one videotaped speech per school may be submitted. If several students in your school wish to participate, a school elimination should be held.

When's the deadline?

All entries are due to Lincoln Financial Group on or before **March 28, 2005**.

Entries should be mailed to:

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

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

Who's judging?

A panel of judges from Lincoln Financial Group will select the winners. Judges' decisions are final. Winners will be contacted by April 22, 2005 and will receive their awards at the 2005 NFL National Tournament in Philadelphia.

Who is Lincoln Financial Group?

Lincoln Financial Group celebrates its centennial in 2005. One hundred years young, Lincoln is a Fortune 500 company with diverse wealth accumulation and protection businesses. As the NFL's overall corporate sponsor, Lincoln funds the national tournament and provides \$88,000 in college scholarships and awards.



Lincoln
Financial Group®



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J. Scott Wunn

From the Editor

Dear NFL,

This issue of *Rostrum* is dedicated to the hundreds of coaches and teachers that work hard everyday to provide tremendous forensic opportunities for our student members.

Featured on this month's cover are the coaches of the 2004 National Champions. It is our privilege to congratulate these outstanding individuals and their assistants on achieving coaching excellence. Furthermore, we are happy to recognize those coaches that received Schwan Diamond Coach Awards at the 2004 Beehive Nationals in Salt Lake City, UT. A Schwan diamond is a prestigious honor that requires both longevity and success as a NFL coach.

Our coaches are the heart and soul of this organization. They spend countless hours developing arguments, cutting scripts, organizing and arranging practice schedules, and building trip itineraries to make sure that all students receive great opportunities. They are developing the best and brightest citizens. Their commitment to educate and train forensic students is a commitment to our future.

Please join the NFL national office in thanking our coaches.

Rostrum

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Sandy Krueger, Publications Director

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\$15 for two years

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\$5 for each additional
subscription

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

Topics

January Public Forum Debate Topic:

Resolved: The United States Constitution should be amended to establish a mandatory retirement age for Supreme Court Justices.

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

Resolved: Democracy is best served by strict separation of church and state.

2005 Policy Debate Topic

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

NFL Hall of Fame Nominations Due

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

Must be received by February 2, 2005

Forward Nomination AND Coach Bio to:

Sandy Krueger

National Forensic League

125 Watson Street, P.O. Box 38

Ripon, WI 54971

or email nflrostrum@centurytel.net

COACHING RESOURCES NEEDED!

The Coaching Resources pages of the new NFL website were designed as a speech and debate file sharing network. Before the website can bring lesson plans, fundraising ideas, and general debate and speech information to NFL members, the National Office needs to receive submissions! Submissions can be made online, e-mailed to nfl@centurytel.net or directly mailed to the National Office. Let's raise the level of national competition and better train youth for leadership!

The 2004 National Champion Coaches

February 2005 *Rostrum*

First glance at the Halls of Independence Nationals

Topic Release Information

L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U
or

Check the NFL Website Home Page at www.nflonline.org

L/D Topic Release Dates:

August 15	...	September-October Topic
October 1	...	November-December Topic
December 1	...	January-February Topic
February 1	...	March-April Topic
April 15	...	National Tournament Topic

Public Forum Topic Released 1st of every month online.

Policy Debate Topic for New Year

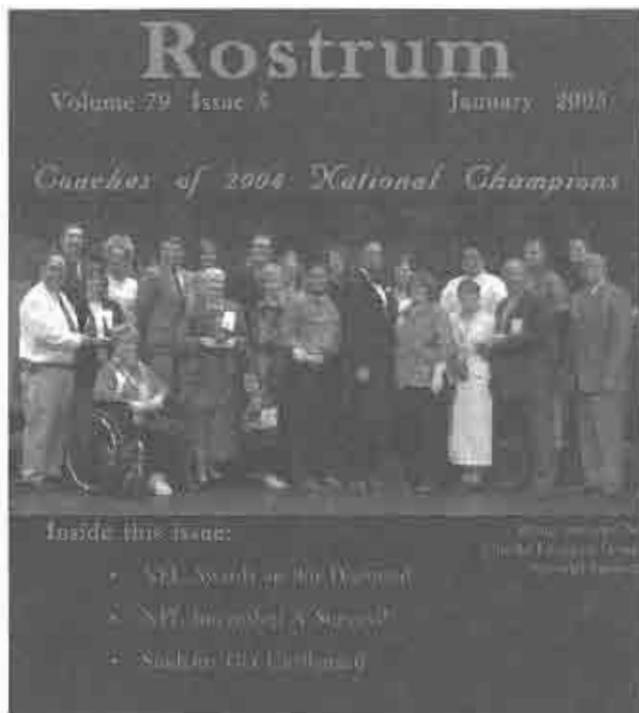
- Topic Ballot & Synopsis Printed in October *Rostrum*
- Final Ballot for Policy Debate Topic in December *Rostrum*
- Topic for following year released in February *Rostrum*

ROSTRUM



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Meet the Staff

Whitman National Debate Institute

Policy and LD

July 24 - August 4, 2005 (2 week session)
July 24 - August 11, 2005 (3 week session)

hosted by Whitman College, home of the 2003 CEDA Nats and 2004 NPTE Finalists!

Why Whitman's camp?

- 1. Individual attention:** 4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people and a staff member, not in a lecture room with 100 people; not in a lab with 12 to 16 people with two staff members.
- 2. Practice and drills.** You won't just do debates at the end of camp. You do drills and practice debates with clear feedback and re-dos throughout the camp.
- 3. Research.** We put out hundreds and hundreds of pages of staff reviewed cases and evidence with strategies that win debates. Policy researched over 5000 pages at the 2004 camp. LD researched over 900 pages on all 10 of the 2005 LD topics.
- 4. Instruction diversity.** You won't get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with all of our staff members. And you'll work with them one-on-one not just listening to them lecture.
- 5. Beautiful location.** Whitman College is located in the Walla Walla valley at the foothills of the Blue Mountains in southeast Washington. The campus is the home of our nationally recognized liberal arts school with beautiful brick buildings, grass fields, trees, and rolling streams. Modern, comfortable classrooms feature fast Internet access with multiple computers and an excellent library.
- 6. Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you'll find your niche. We make an effort to reach out to students, to build up community, and to give people space to be who they are.
- 7. Transportation to and from the airport.** Our safety certified driver will pick you up at and take you back to the Walla Walla airport free of charge or to the Pasco airport or bus station for a \$20 fee ea. way (on set dates, see web page).



Want a 4-page brochure and registration forms?

E-mail Jim Hanson at hansonjb@whitman.edu

Want more detailed information about WNDI?

www.whitman.edu/rhetoric/camp/

www.forensicsgear.com

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Coaches Special extended through January

Team shirts are an excellent way to build camaraderie and increase the visibility of your program.

Through January 2005, add your school name to a selection of designs for FREE and with no minimums to buy! School items will be available for purchase on

forensicsgear.com, which means you can provide this as an option to your team without the hassle of paperwork or collecting money. Requests will be completed in the order they are received, so place yours today! See forensicsgear.com for more details.

There's No Debating About It!

Depth of Talent

By Dr. Michael L. Fain

"My name is Chris Hunter. I attend Scarborough High School in Houston, Texas.

I'm proud to say that NJFL was a great experience for me; this boosted my confidence. I have since continued in this activity (speech & debate). I give all the success I've gained to that [experience] and I'll never forget it.

This testimonial was sent to the NFL a while back when Chris was in Middle School. Now, a Junior at G. C. Scarborough High School, Chris has a story we at the NFL felt was worth sharing with our readers. Dr. Mike Fain, Director of Forensics, University of Houston and G. C. Scarborough High School was gracious in providing us with many of the local newspaper articles featuring Chris.

A natural athlete, Chris discovered that he was gifted when it came to debate.

"It excites me," he said, "For 10-minutes, I get the opportunity to change someone's view about something. I can convey all my emotions about important issues that affect the world we live in."

When Chris Hunter came to Scarborough High School, he traded a spot on the football field for a place on the podium. Rather than scoring touchdowns, Chris Hunter has been scoring high praise since he joined the Scarborough High School Speech and Debate Team.

Through all of Chris' health problems, there has been so much support. "Scarborough is like a big 750-member family."

Hunter plans to use his speech and debate skills as a politician. He has mapped out a future that includes the University of Houston and then attending law school at Howard University. And, after a run for local and congressional office, he hopes to become governor.

Although Hunter thrives to compete, speech and debate awards aren't what

drives him, Fain said. "What's important to him is the forensic and volunteer program and that's why he is here. This program exists because of what we do in the community and the volunteering in the schools, giving kids opportunities that they don't have."

"It's all about helping those rise to the top that have been knocked down so many times before", said Chris Hunter.

Hunter's advice to those who are knocked down by life circumstances is prayer. A member of the Bellaire Church of Latter Day Saints, he said his faith guides him daily. If you're not a religious person, you just have to come to a point where you have to be strong within yourself," he said. "Find that something within yourself that makes you believe that no matter how many times you're kicked down, you will get back up."

"I get emotional about it," he said. "For a long time, speech, debate and athletics were all I had. No matter what was going on at home, those three things helped keep me sane."

Being a successful debater is more

than simply arguing your case, Hunter said. "When I get into my 'mojo', I have to have a real feeling for whatever the subject is. I have to be real. It's never acting, it's interpreting," he said. "I transform myself," added Hunter. "When I debate, Chris goes out the window. After it's over, I feel like Chris again."

Chris has assumed a huge combination of leadership roles on the Scarborough Campus. After serving as the Student Director of the June 2004 NJFL National Tournament hosted in Houston, his responsibilities now include the following:

- Captain of Scarborough's Speech, Debate & Theatre Team
- President of the Junior Class
- Captain of the Football Team
- President of the Scarborough Band

When life threw him off course, the Scarborough orator had a great comeback!



Chris Hunter had a promising football career before he was sidelined by a stroke in the summer of 2002 which temporarily paralyzed the right side of his body. After fully recovering from the stroke, in 2003, doctors discovered a tumor located at the top of Chris' pituitary gland.

The 2005 Spartan Debate Institutes

East Lansing, Michigan



Announcing the 2005 Spartan Debate Institutes: July 10-August 5, 2005

Why Choose the SDI?

- ▶ Two, Three & Four Week Sessions
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2004 National Debate Tournament Champions



Join our tradition of excellence!

Please visit our new website for updated information:

<http://debate.msu.edu>

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National Debate Tournament Champions: 2004 | CEDA Seasonal National Champions: 2002, 1996 | CEDA Finalists: 2002, 2000, 1997, 1995 (Champions), 1994 | CEDA Top Speaker: 2003, 1996 | National Debate Tournament (NDT) Finalists: 2000 | CEDA Semifinalists: 2002, 2001, 1999 | NDT Semifinalists: 2004, 2003, 2002, 2001, 1998, 1968

◆ *Student Challenges*

Do You Have a Nickname for Your Coach? If So, What Is It, and Why?

Visit the 'Student Resources' section of the NFL website and join the "student challenge!"

A lucky group has come to notice that there is a section of the NFL website devoted to the students within the league. One area under Student Resources is the Student Challenge. Each month, this challenge will pose a question(s) to NFL students and the most interesting of the answers will appear in the *Rostrum*. This month, the NFL asked students to tell us "If their coach has a nickname." Here are responses received:

ANITA FROM PENNSYLVANIA

We refer to our coach as "Mom". She is always there for us in time of need. She has dedicated her life to helping us succeed in forensic and excel to the best of our ability just like a mother. She gives us the opportunity with her words of encouragement and advice to showcase our talents to the world.

CORNELIUS FROM OHIO

My speech coaches' name is YODA, because she knows all.

DUSTIN FROM OKLAHOMA

We call our coach Moo! She has an unhealthy love for cattle. Whenever we are driving to tournament early in the morning, she is always waking us up because she is honking at cows. She is awesome and wouldn't trade her for anything!!!

JEFF FROM WASHINGTON

We call our coach Beggs, because we found out that it is his middle name from looking in his confirmation Bible. Beggs is a great coach! Also the names Chaz, PDiddy and Chuck have been used to describe this bearded bafoon.

ADAM FROM KANSAS

His nickname is "shadow ninja" because we will be at a debate or forensic tournament and when we need him we won't be able to find him and then he will just appear out of the "shadows" as we like to joke about.

NFL Internship: A Success!

By Sarah Gildea

High school and college are filled with memorable experiences and relationships. Many, however, pale in comparison to the connections that are made within forensic squads and between debate and speech coaches and their team members. I competed in Lincoln-Douglas debate and U.S. Extemporaneous Speaking all four years of high school, attended two debate institutes, competed twice at the NFL National Tournament, and went on to assist in coaching LD and Extemp for three and half years in college. Forensic activities have shaped the adult that I have become, and as the first intern to work at the National Office, I have taken the opportunity to give something back to the NFL. I know what you're thinking; why move to Ripon, Wisconsin, to work in an office you've never visited for ten months of your life that you could spend backpacking in Europe or starting graduate study? The answer is simple: experiences shape one's future. I have gained invaluable knowledge about the nature of not for profit organizations, worked on an innovative discussion initiative, developed forensic teacher education curriculum, aided in website development, and made some incredible friends.

I graduated from the University of Iowa, with a degree in Political Science and a Certificate in the Philosophy and Ethics of Politics, Law, and Economics program. Like many former forensicators, I was drawn to study a major that encompasses the same social issues that I became familiar with as a competitor. However, as is the case with most liberal arts degrees, knowing what kind of classes I found interesting did not translate into

knowing what kind of job I wanted. Even the best college student needs practical experience before using their undergraduate knowledge to make an argument in the real world. This is what the NFL internship has done for me.

The initial element of my internship dealt with the United Nations Foundation initiative, *The People Speak*. This nationwide event series encourages grassroots citizen dialogue on issues of U.S. foreign policy; a cause in which I truly believe. As the contact and coordinator for all NFL member schools that completed events, my organizational and creative skills were challenged and improved. Designing packets and advertisements, conducting interviews, writing reports, and creating a magazine layout featuring this project in the *Rostrum* lent me insight into the multi-faceted nature of non-profit organizations. The professional contacts I have made and the publication and interpersonal experience I've gained have guided me towards new career avenues.

Additionally, this year the NFL introduced an improved website. Offering input on web company contracts, and then authoring and editing the content of the website were thrilling experiences. The design of our new site has the ability to offer NFL members exceptional resources and services, many of which I have gotten to create. I have written widely circulated press releases on NFL events and debate summaries for nationally syndicated newspapers. I have proofread articles and aided in the monthly pagination process of the *Rostrum*. A large portion of my internship has been the study of writing grants. The NFL, like other non-profits is constantly expanding the services that it offers its

members. These services require funding, and learning to ask the right people, at the right time, in the right way is the definition of successful grant writing. It is a skill that is in constant demand, and that once mastered and perfected, opens infinite doors. Working as an intern for the NFL has given me practical grant writing experience, while also offering me the flexibility of a unique learning environment.

I've traveled to Salt Lake City, Washington, D.C., Nashville, and Des Moines. I've met former Vice President Al Gore, ABC News Correspondent Sam Donaldson, media visionary Ted Turner, and the energetic staff of the United Nations Foundation. My skills and networking have been expanded beyond my expectations. This internship took my undergraduate educational strengths and turned them into accomplishments.

It's now time for the NFL to find its next intern. Do you know what elements are essential in a contract? Have you ever had administrative privileges on a national website? Do you have exemplary references in our nation's capital? Have you ever designed a regional forensic workshop? Before last June, I couldn't have answered "yes" to any of these questions. This internship has changed my answers. I encourage you to let it change yours as well. Think about it, Philadelphia would be a great city to jumpstart your professional development!

For more information, or to apply for the 2005-2006 NFL Internship Program, please e-mail nfl@centurytel.net.

The National High School Debate Institutes At Northwestern University

Are Pleased to Announce Our 2005 Summer Programs:

***The Senior Coon-Hardy and Zarefsky Scholars
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***The Coon-Hardy and Zarefsky Junior And Sophomores Scholars
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 - Learn Where The Topic Will Be in January –
Not Where It Was Ten Years Ago!!!

For Further Information Contact:

**The National High School Institute
(800)-662-NHSI**

<http://www.northwestern.edu/nhsi> E-Mail: nhsi@northwestern.edu

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Cross Examination Debate Association National Champions
1997

The National High School Debate Institutes At Northwestern University

Are Pleased to Announce Our 2005 Senior Staff:

- ***Dr. Scott Deatherage, Director, Northwestern University, Coach Of
Six National Debate Tournament Championship Teams***

Zarefsky Senior Scholars Instructors:

Josh Branson, Chris Lundberg, and Dan Shalmon

Coon-Hardy Senior Scholars Instructors:

Avery Dale, Anthony Jardina, and Dan Lingel

Zarefsky Junior Scholars Instructors:

Kevin Hamrick, Tristan Morales, and Jonathan Paul

Coon-Hardy Junior Scholars Instructors:

Dan Fitzmier, Jim Lux, and LaTonya Starks

Zarefsky Sophomore Scholars Instructors:

Frank Seaver, Genna Cohen, and Noah Chestnut

Coon-Hardy Sophomore Scholars Instructors:

Scotty Gottbreht, Michael Risen, and Lauren Tanis

Recent Northwestern Debate High School Alumni Include:

- **2001, 2000, 1999, 1998, and 1997 NDT Champions**
 - **2001, 1999 and 1998 NDT Top Speakers**
- **2004, 2003, 2001, 2000, 1999, 1998, and 1996 NFL National Champions**
- **2004, 2003, 2002, 2001, 2000, 1999, and 1998 T.O.C. Winners**

"Go to College before you Finish High School"

Northwestern University

National Debate Tournament Top Speakers

2000 * 1999 * 1998 * 1996 * 1989 * 1973 * 1968 * 1966 * 1962

Rex Copeland Memorial Award -- Top First Round At-Large

2003 * 1999 * 1996 * 1988 * 1979

www.Debate-Central.org

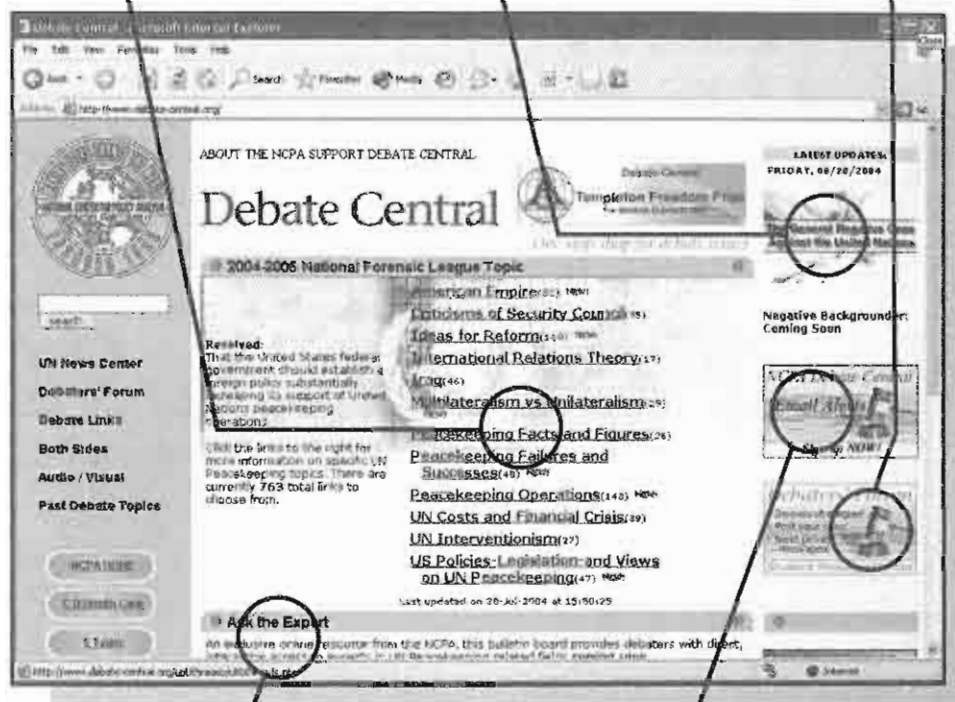
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Logic in LD

By Jason Baldwin

Part III: Cross-Examination and Rebuttals

In earlier articles we have explored some basic elements of formal logic and the application of those elements to LD case development. Now we can consider the application of logic to cross-examination and rebuttals. These are the parts of a debate round where a working knowledge of logic can do most to transform a student's performance from the ordinary to the outstanding. Students who have followed me this far may have the feeling that my advice here about rebuttals is less detailed than my earlier advice about (say) mapping case arguments. As the discussion moves deeper into the debate round, it becomes more difficult to offer helpful examples, because each example would require a description of an entire round, something space precludes. But I am confident that students who take the trouble to learn and implement the more detailed advice on formal logic and casing in the earlier articles will find it fairly easy to apply the general advice I give here about cross-examination and rebuttals.

In my first *Rostrum* article (April 1994), I lamented the rise of what I called "refutary debate"—debate guided by nothing more than a reflexive attempt to refute (usually several times over) anything and everything one's opponent says. I believe reflexive refutation is still the norm in LD. The problem with such an approach, then and now, is that there is no real need to refute most of what one's opponent says, and the attempt to do so ruins the force and clarity of each individual response.

It is all well and good to counsel students in the abstract to use a more selective strategy, hitting only the most important points. But the average student, confronted with such vague advice, may be

unwilling to gamble on her own interpretations of what the most important points and most effective responses are. Instead, she will likely retreat to the mediocre comfort of peppering each of her opponent's statements with as many objections as she can think up. Logic gives us the resources to be more helpfully articulate about strategies for selective, high-impact rebuttals.

I. Basic Principles

The key to making logic work for you in cross-examination and rebuttals is to interpret your opponents' arguments (and, of course, your own) as formally valid premise-conclusion chains. This may sound obvious enough, but it can be surprisingly hard to do when you confront opponents who do not themselves have much understanding of the logical structure of their ideas and who therefore present them either in an undifferentiated stream of consciousness or in a logically confused series of "subpoints."

The jargon of "points" and "subpoints" is among the most deceptive at work in LD today. Many students and judges imagine they are clearing things up by labeling sentences as distinct points or subpoints, but these terms usually obscure the logical structure of a case. What is needed, of course, is an analysis of a case into distinct arguments, and of each distinct argument into its conclusion and supporting premises. Only in light of such analysis can a debater make confident, informed decisions about what to attack and what to ignore.

Debaters and judges who do not understand the logical structure of arguments tend to treat each distinct assertion (or subpoint) of a case or contention as a sepa-

rate bit of reason to accept or reject a resolution. This is why debaters feel compelled to attack everything their opponents say and why certain "progressive" judges make decisions on the basis of "dropped subpoints," whatever the points may be. Logically astute debaters know that individual claims by themselves may not lend *any* support to a conclusion. Just as a healthy kidney will not by itself keep you alive, so a single "dropped subpoint" will not typically lend any free-standing support to a resolution. A kidney contributes to the life of an animal only in concert with other organs, and a distinct premise supports a conclusion only in combination with an appropriate set of other premises. Arguments function as organic wholes; take away *any* necessary part (i.e., premise) and the whole argument dies. Your goal in cross-examination and rebuttals is to make your judges and opponents see that this is so.

Analyzing an opponent's argument into premise-conclusion form may reveal three types of problem. First, an opponent may present a valid argument with true premises for an irrelevant (i.e., non-resolutional) conclusion. Second, an opponent may present true premises in support of a relevant conclusion, but in a logically invalid form. Third, an opponent may present a valid argument for a relevant conclusion (the resolution or its negation), but with one or more objectionable premises. I will give an example of each sort of error and the corresponding response strategy below. Of course, it is possible that an opponent's argument will display more than one of these three errors. The basic strategy of the logical debater is: (1) find the weakness, and (2) attack the weakness.

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The logically savvy debater's task is further complicated by the fact that not only his opponents, but also most of his judges, will be unaccustomed to interpreting arguments and responses according to their logical structure. The truth is that many experienced LD judges think that "argument" means simply "claim-warrant"; they are not acquainted with the formal inferential patterns that distinguish logically adequate warrants from imitations. So debaters who intend to use logic to their advantage must be prepared not only to make the correct strategic decisions but also to *explain* those decisions and their strategic force to judges who otherwise may not understand what's happening.

We might, then, say that there are three stages to the use of logic in cross-examination and rebuttals. In the first stage, the debater must *understand for himself* the logical structure of an opponent's position and decide how best to attack it. In the second stage, the debater must actually *make the attack*. And in the third stage, the debater must *explain the impact* of the attack to ensure that its power is not lost on judge or opponent.

II. Cross-Examination

There is a traditional story about cross-examination that goes something like this: Cross-examination has two main purposes. The first is to clarify an opponent's case where it is unclear; this is the priority, but it is useful mostly for novices who haven't learned to flow well. The second purpose, which is the main purpose for skilled debaters, is to discredit an opponent's case by asking embarrassing questions about it.

This story is misleading. It is true that clarification should be the priority in cross-examination; there is no point in trying to discredit an argument before it is clear just what the argument is. But it is not true that clarification is primarily a task for novices. Most cross-examination time for most debaters (including skilled and experienced debaters) is best spent in clarification of one form or another. Debaters would do better to leave the discrediting

for rebuttals and use cross-examination exclusively to clarify for themselves and for their judges the logical structure and commitments of an opponent's position. This is crucial since, as noted above, most opponents and judges will not have a ready grasp of logical structure and implication. And mapping the logical structure of an unfamiliar case can be a challenge even for logically competent debaters. Cross-examination is *the* time in the debate when logical structure can be laid bare.

As you flow your opponent's case, you should be trying to follow whatever logical structure there is and to impose whatever structure is missing. You are trying to identify each separate constructive argument, the conclusion of which is the resolution or its negation. Ideally, each contention will correspond to a separate constructive argument. But sometimes one contention will contain more than one argument, or one argument may be spread out over two or more contentions. Likewise, value premises and criteria will usually function as essential premises in constructive arguments, and definitions, observations, and other extra-contention elements may also contain premises on which constructive arguments depend. Even when you have identified a distinct constructive argument, its premises may be in an unnatural order which is hard to follow. Your primary goal in cross-examination is to review the logical structure of each constructive argument to prepare for your rebuttals.

There need be nothing sneaky about this cross-examination strategy. You can be entirely upfront with your opponent: "I'd like to make sure I understand each of your arguments." You do *not* want to offer your opponent an open-ended invitation to restate each of her arguments. If you do, she is likely to (a) turn your cross-examination time into an extended constructive speech, and (b) restate her arguments in just as logically confusing a way as she presented them in the case. Instead, you should attempt to reconstruct each argument in a clear order, frequently asking your opponent if you have stated each step cor-

rectly. The goal is to translate each of your opponent's lengthy, prosy constructive arguments into a short, clear set of premises which logically yield their conclusion.

If an argument relies on unstated assumptions for its validity, you should probably make those assumptions explicit. If an argument validly draws an irrelevant (i.e., non-resolutional) conclusion, you can call attention to this fact by asking, "So your second contention proves that [contention conclusion], right?" It is best to wait until your rebuttal to point out that this conclusion is different from the resolution and therefore that your opponent's argument is irrelevant.

When you have laid out the logic of an argument, you can narrow your rebuttal burden considerably by getting your opponent to agree with you about what you must do to kill the argument. You should call attention to the premise or inferential step you plan to challenge in rebuttals and get your opponent to agree that that premise or step is crucial for the success of the argument as a whole. You should not come right out and say, "I plan to attack your value premise that if capital punishment deters crime, then capital punishment is moral." Instead, say something like, "So it looks like this entire argument relies on the claim that if capital punishment deters crime, then it is moral. Is that right?" Suppose your opponent has provided statistical evidence that capital punishment does, in fact, deter crime, and suppose that you do not want to get into a statistical battle. You can neutralize any future accusation of "dropping" your opponent's statistical "subpoint" by now asking, "So if I could prove that deterring crime does not automatically make capital punishment moral, then your evidence showing that it does deter crime would not matter, right?"

If there are sections of the case or contention which do not seem to be related logically to the main arguments, you can ask your opponent to explain *briefly* how each of those sections supports the main argument(s) at issue. If her answer makes clear that a particular section really doesn't play an essential role in supporting (or de-



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feating) the resolution, you can bracket this section as irrelevant for your rebuttals by asking, "So by itself, this overview does not prove the resolution, right?"

Initially, you will probably find that clarifying the logical structure of each constructive argument and reaching agreement about what would be sufficient to kill it will take most or all of your cross-examination time. As you become more proficient, you may finish this task early enough to leave time for other lines of questioning. That is, you may have time to begin to discredit arguments during cross-examination. If you understand the logical structure of each argument and have made that structure clear to the judge, you can begin to chip away at just the weak spots you plan to emphasize in your rebuttals.

The relevant weaknesses are the three mentioned in the last section: an irrelevant (i.e., non-resolutional) conclusion, an invalid form, or a false premise. Because this is not an article on cross-examination technique, I will not detail how to proceed on each of these three fronts. However, I will say that the best way to expose either the invalidity of an argument or the falsehood of a normative premise is to construct a counter-example.

A validity counter-example is an argument with the same logical form as the argument under consideration but which has obviously true premises and an obviously false conclusion. For example, suppose a debater argues that:

- (1) If pornography is proven to cause rapes, then censorship of pornography is justified.
- (2) But pornography is not proven to cause rapes.
- (3) So censorship of pornography is not justified.

Readers familiar with the first article in this series should immediately recognize this as the fallacy of denying the antecedent. To avoid the appearance of begging the question, a good counter-example should be on a completely different subject. Here is one:

- (1') If speeding is proven to cause mass starvation, then speed limits are justified.
- (2') But speeding is not proven to

cause mass starvation.

- (3') So speed limits are not justified.

Everyone recognizes that the premises of this counter-example are true but its conclusion is false. This is because there are many harms that, if caused by speeding, would justify speed limits (many true statements of the form "If speeding is proven to cause X, then speed limits are justified"). The fact that one such harm (mass starvation) is not in fact caused by speeding does not mean that there are not other significant harms that are caused by speeding and that justify speed limits. A validity counter-example makes clear for an audience just what is wrong with invalid reasoning.

To present a validity counter-example in cross-examination, you should simply ask your opponent if each of the counter-example's premises is true ("Is it true that . . .?"). Then ask if the counter-example's conclusion follows ("Does it then follow that . . .?"). If your opponent agrees that the premises are true but the conclusion is false, move to the next point on your agenda; wait until your rebuttal to explain the logical parallel between your counter-example and your opponent's original argument.

A counter-example to a normative premise is really an application of *modus tollens*. It begins with a normative principle which you intend to attack. You show that if the principle is true, then certain consequences follow logically from it, but that these consequences are false or morally unacceptable. Therefore, the normative principle which implies them must also be false. For example, if your opponent's normative principle is that whatever promotes America's national interest is moral, your counter-example might consider slaughtering Yemen's population and seizing their oil fields. This action might be in America's national interest but would clearly not be moral. As an argument, the counter-example looks like this:

- (4) If whatever promotes America's national interest is moral, then it could be moral for America to slaughter Yemen's population and seize their oil fields.

- (5) But it could never be moral for America to slaughter Yemen's population and seize their oil fields.

- (6) So it's false that whatever promotes America's national interest is moral.

To present a normative counter-example in cross-examination, begin by asking your opponent to endorse the normative premise of his argument that you intend to challenge ("Your argument depends on the premise that if an action is good for America's national interest, the action is moral, right?"). It is best to state the premise as a conditional, as in my example. Next, present the counter-example in such a way that it clearly satisfies the antecedent of the conditional ("Would it be in America's national interest to gain massive new petroleum reserves?" ["Yes"] "Suppose America could gain these reserves by slaughtering the people of Yemen and taking over their land."). Now ask whether the counter-example satisfies the consequent of the conditional ("Would slaughtering the people of Yemen to seize their oil fields be moral?"). If you get the admission you want, move to your next point; wait until your rebuttal to explain how the admission undermines the normative premise on which your opponent's argument depends.

Finally, if you ask discrediting questions, it is unwise to draw out the full logical implication of your strategy in cross-examination. If your opponent agrees that the conclusion of a contention is somewhat different from the resolution, do not go on to ask, "So this contention is really irrelevant to the debate, right?" If you ask your opponent to admit outright that her argument is irrelevant, illogical, or unsound, she is going to deny the charge, and you may inspire her to do some quick thinking which will get her out of the bind you've helped to put her in. Lead your opponent right up to the edge of the precipice in cross-examination, but wait until your rebuttals to push her over the edge.

III. Rebuttals

Based on your cross-examination clarifications and concessions, you should

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try to find the weakest two places in each constructive argument to focus your rebuttal attacks. If you attack more than two places in the argument, it is unlikely that any one of the attacks will be very persuasive or carry much weight, and you will likely fall back into a pattern of reflexive refutation. The whole point of thinking explicitly about logic in rebuttals is to help you overcome the need to attack everything your opponent says, or even everything with which you disagree. Because arguments function as organisms, with each premise or inferential step playing an essential role, you can afford to ignore most of your opponent's claims and focus your attention on only one or two vital organs. At the same time, it is true that different responses appeal to different judges. Therefore, it is wise to find two ways to attack each argument, so that if you and your judge happen to disagree about which response is your strongest, you have not put all your eggs in one basket.

Of course, stipulating two attacks per argument is somewhat arbitrary, and wise debaters (a vanishingly small minority) may recognize occasional exceptions. For example, if an affirmative case presents only one long contention which makes a single constructive argument, it might be worthwhile to kill the argument three times over instead of just twice.

And there is one standing exception to my two-response rule: when your point about an argument is that it's irrelevant, i.e., that it doesn't prove or disprove the resolution, you should make that your single response to the argument. If you claim that an argument is irrelevant and then go on to attack its premises in detail, you show that you really do consider it an important argument to refute after all. At the very least, you show that you are not confident in your claim that the argument is irrelevant.

Here is a classic example of the irrelevance response: In an elimination round of Emory's prestigious Barkley Forum several years ago, a talented affirmative debater who was favored to win presented two well-supported contentions which con-

cluded that a journalist's right to shield confidential sources was a very good thing. The negative debater granted the truth of the affirmative's conclusion and the soundness of both her arguments. He did not attack a single statement made in the affirmative case. He simply pointed out that the resolution was that "A journalist's right to shield confidential sources *ought to be protected by the First Amendment*," and that being a good thing was not equivalent to being properly protected by the First Amendment. His negative constructive had argued for a strict original-meaning interpretation of the First Amendment which excluded the right to shield sources. The negative advanced on a 3-0 decision. However, had the negative spent (say) 20 seconds arguing that the affirmative's contentions were irrelevant and then gone on to refute individual affirmative claims in detail, he might well have lost the round. The power of his single response depended on his willingness to stake the round on it. And since the affirmative was prepared to defend the soundness of her arguments (but not, unfortunately, their relevance), she would have come out looking much stronger had the negative engaged her on her own turf.

There are three basic ways to attack an argument: its relevance, its validity, or the truth of its premises. We have just discussed a relevance attack; now let's consider the other two options.

Suppose you want to attack an argument's logical validity. If you have already set up a validity counter-example in cross-examination, you can refer back to it; if not, you will need to present a counter-example from scratch. When challenging validity, you must make it very clear from the beginning that your challenge, if successful, undercuts the entire argument. Before you present your counter-example, you should clearly identify the argument you're attacking and state explicitly that you are attacking the entire argument. You do not need to encumber your rebuttals with logical jargon, but you should preview your strategy in a more colloquial way. You can say simply that the argument you've

identified purports to prove the resolution (or its negation), but that in fact, even if all your opponent's claims (i.e., premises) are true, the conclusion does not follow. Then say you can use identical reasoning to prove a false conclusion, and present your counter-example. After presenting the counter-example, state again that your opponent's argument has exactly the same flawed logical form. If possible, point out in detail just where the inference goes wrong and explain further how your opponent's premises are, in fact, compatible with *your* conclusion.

The third basic refutation option, challenging the truth of a premise (i.e., challenging the soundness of the argument), will be more familiar to most debaters. Attacking individual claims is the bread and butter of the logically oblivious refutatory debate which dominates many circuits. An understanding of logic—i.e., of arguments as complex inferential wholes—enables one to refute premises much more selectively. If you have correctly mapped the logical structure of your opponent's argument, you need only kill one of its premises to kill the entire argument. You do not have to refute each premise separately, and you do not have to provide multiple responses to a single premise. Indeed, if you plan to attack a premise, you are almost always better off explaining your best single response in detail rather than tossing off six different half-sentence hints. Compare the martial arts master who downs her opponent with a single well-placed punch to the clumsy school girl who flails out of control slapping, scratching, and pulling whatever she can get her hands on.

Choosing the weakest premise to attack and choosing the best single response to that premise are important skills, but they do not fall directly within the purview of this article. This is because logic, as you may recall from the first article, cannot tell you what premises are true. It can only tell you whether conclusions follow validly from whatever premises you accept.

When challenging a normative premise, you should use the counter-example strategy outlined above in the dis-



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cussion of cross-examination. Point out your opponent's normative premise and state that you can prove it's false because it yields the wrong results in other situations. Then explain your counter-example using the modus tollens pattern illustrated in the last section.

If your opponent's original premise sounded promising before you attacked it, try to provide an alternative true normative premise which accounts for the truthful ring of your opponent's premise but avoids the counter-example and also does not support your opponent's conclusion. For example, if the original premise was that if a punishment deters crime, then it is justified, you might provide an example of an effective deterrent which is unjustly applied to an innocent person. Now it looks like deterrence alone is not a sufficient justification for punishment; but surely there is something right about the notion that punishments should make society safer. Perhaps you could propose an alternative normative principle that if several punishments fit the crime equally well, then the criminal ought to suffer the one which is most likely to deter others from committing the same crime. This principle allows you to acknowledge that public safety matters while insisting on the priority of retributive justice.

Although logically minded debaters will be especially skilled at spotting common fallacies of statistical reasoning, there is no general recipe for refuting empirical premises. The key, again, is to choose the premise and the response carefully and explain the response in detail for maximum impact.

The primary contribution of logic to the refutation of individual claims is the understanding of how much damage an argument suffers from the death of a single premise. If the premise is necessary to the validity of the argument, the damage is fatal: death to the premise means death to the argument. As noted earlier, logical debaters must point this out to their judges at every opportunity. For judges accustomed to counting up "dropped sub-points," the notion that refuting a single claim can kill a

contention will be very surprising. You have already primed the judge to think of each argument as an interdependent whole in cross-examination. In rebuttals, you must preface and conclude each premise attack by pointing to the complete argument of which the premise is a part and explaining how the premise is crucial to the argument as a whole. You should say explicitly that even if every other claim in the argument is true, the argument fails to sustain its conclusion if this single crucial premise is undermined. If the premise you are attacking is a value premise (or some other premise shared by all your opponent's constructive arguments), you may be able to wipe out a whole case with a single response. But you cannot trust your judge to notice that the case or contention is dead. You must point this out and explain why it is so.

Debaters are often admonished to "impact" their responses. I believe that pointing out the logical ramifications of a single response for an argument or case as a whole is one sensible interpretation of what it might mean to impact that response. As much as possible, such impacting should be saturated with the language of the resolution so as to remind your judge that it is ultimately the resolution which is to be proved or disproved, and it is the resolution which your opponent has, in light of your strategic attack, failed to prove or disprove.

IV. Final Issue Selection

Many debaters and judges believe it is especially important to spend the final minute or two of the negative rebuttal and the whole of the second affirmative rebuttal summarizing a few main issues in each round. Such a period of "crystallization" (as it is sometimes awkwardly called) may not be a bad idea, but it is probably less necessary for debaters who implement the model of selective, logical debate endorsed in the present series of articles. This is because the entire rebuttal speeches of such debaters will do exactly what the final summary of less logical debaters is intended to accomplish: make clear why the resolu-

tion is true or false given the success of one's own constructive arguments and the given the failure of one's opponent's constructive arguments. Logical debaters select their issues before they begin to speak, and they speak only about those issues. There is no shapeless mountain of reflexively generated points and subpoints which must be knocked into some kind of order at the very end; the order has been obvious all along.

Nevertheless, learning to "seal the deal" is a valuable rhetorical skill, and some judges may expect a distinct treatment of final issues regardless of the clarity of your speeches as a whole. Conceiving of arguments as logical units will greatly simplify the construction of a final summation.

The advice given about final issue selection has often been quite vague: pick the most important issues (but how do you know what's most important?), pick the issues you're winning (but what counts as an issue?), tell a persuasive story about the round (what does that mean?). If you have developed your own case arguments as logical wholes, you know what you must do to sustain them: sustain a set of premises which together entail the truth (or falsehood) of the resolution. Likewise, you know what you must do to defeat your opponent: show that for every distinct constructive argument she makes, her argument is either irrelevant, invalid, or dependent on a false premise. Each distinct constructive argument still in play at the end of the round deserves attention in your closing statement—either to show why it succeeds (your argument) or to show why it fails (your opponent's argument).

In order to prove the resolution true (or false), you need sustain only one constructive argument. Therefore, if one of your original constructive arguments is badly mangled by the end of the round, you may wish simply to ignore it in favor of a more defensible argument. If you adopt this strategy, you should not call attention to the argument you are ignoring. Specifically, you should not recite some awkward bit of debate jargon about "kicking out" of your original argument. Instead, call atten-

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tion to the argument you will defend by telling the judge that you believe it is your strongest and that it, by itself, is sufficient to prove the resolution true (or false). Of course, ideally you will not feel forced to choose between constructive arguments, since all your arguments will be ones you are well prepared to defend in the first place.

However many of your own arguments you are defending, your final summation should remind the judge in a few sentences of the main premises of each argument in such a way that the resolution (or its negation) obviously follows. Then pick out the most damaging or prominent objections your opponent has made to the argument and state briefly why the objections fail—i.e., why the argument survives.

You will not normally have the option to choose which of your opponent's constructive arguments to review at the end. Since any one constructive argument is enough to carry the day, you must show why all of your opponent's constructive arguments fail. The only exceptions to this rule are if either (a) your opponent has narrowed her position for you by abandoning one or another of her constructive arguments or (b) you are attacking a premise (such as a value premise) which is shared by several arguments, such that separate treatment of each argument is unnecessary. If one of these exceptions occurs, you should remind your audience at the end that it has occurred. You do not want an abandoned argument to be rescued after it is too late for you to object, and you do not want a judge to mistake your very efficient attack on several arguments at once for a failure to attack any of the arguments.

Whereas you may feel some pressure to respond to each major attack against your constructive arguments, your final review of your opponent's arguments can be briefer. This is because, again, you do not have to refute everything your opponent says in order to kill her argument. If you have attacked an argument on several fronts, you should choose the one or two deadliest objections to reiterate at the end. Rhetorically, it is usually unwise to spend a lot of time talking about your opponent's arguments. You have already killed the ar-

guments during the main body of your rebuttals, and you are now simply reminding your listeners of the results you have achieved. It is especially important to emphasize that your one or two objections, whatever they are, kill the entire constructive argument.

A quick final accounting of the fate of each constructive argument can be very helpful to a judge, suggesting in advance the process of deliberation you want him to use to reach a decision. As with every argument during the round, the focus at the end should remain squarely on the resolution—on why the resolution is true or false. Your devastating objection to a crucial premise may be fruitless if your audience does not understand what bearing that premise has (via the argument of which it is a part) on the truth or falsehood of the resolution. Once again, the best way to ensure that you are explaining the full relevance of each distinct point is to force yourself to use the language of the resolution in making the point.

There are other closing strategies besides the review of constructive arguments that may be effective and appropriate in particular rounds. Knowing which to use when requires a more sensitive judgment than can be prescribed in an article like this one. But the review of constructive arguments is a safe and useful default strategy. And any good closing strategy must talk explicitly about the truth or falsehood of the resolution, which is usually going to involve discussing constructive arguments in one form or another.

These articles have obviously not provided complete instruction on how to debate. Indeed, it has been a recurring theme that logic alone will not suffice to establish the truth of any proposition (one must begin with true premises), and it should also be clear that logic in the strict sense of formal validity is not the decisive issue in most debate rounds. But logic is an indispensable tool of competent debaters. Similarly, no amount of anatomical and physiological knowledge would suffice to make a person a great surgeon; successful surgery also requires excellent judgment

and physical technique. But an aspiring surgeon had better learn the anatomy and physiology of the human body. Random cutting and patching are at best pointless and at worst dangerous, even if they are technically graceful. Logic reveals the anatomy and physiology of arguments. Excellent debate requires trained judgment and rhetorical excellences beyond the scope of logic. But debate without a solid grasp of logic is just so much random cutting and patching.

(Jason Baldwin (jbaldwin@nd.edu) is a Ph.D. candidate in philosophy at the University of Notre Dame. A nationally successful debater and coach, he has taught LD at the Kentucky National Debate Institute since 1996. Many of his past Rostrum contributions can be found on NFL's online archive.)





Victory Briefs Institute @ UCLA

This summer, consider joining us in Los Angeles, California. The Victory Briefs Institute uses the facilities at the University of California at Los Angeles. UCLA is a world-renowned institution and consistently ranked among the top five public universities in the country. Students will have complete access to UCLA's excellent facilities, including the extensive library collection among the fifteen different libraries located at UCLA. Each student will stay in a double room in the luxurious De Neve Plaza complex. Each room is fully furnished with twin beds, desks, and ample storage. Every room is air-conditioned, is wired with Ethernet access and in-room telephone features a private bathroom, and comes equipped with cable television. The dining halls at UCLA are also regularly rated among the top dining commons in the country. Each meal is a buffet-style, all-you-can-eat affair.

Over the past three years, VBI @ UCLA has grown from being the new startup debate camp on the national scene to becoming one of the preeminent institutes for debaters and speakers of all levels. This summer we are excited to offer four programs, covering Lincoln-Douglas Debate, Extemporaneous Speaking, Policy Debate, and Public Forum/Parliamentary Debate.

Lincoln-Douglas Debate

The flagship program at the Victory Briefs Institute is the Lincoln-Douglas debate program. After four years and nearly 600 students later, we are proud to say that VBI is truly in the upper echelons of L-D debate camps. Our core staff have worked hard to build what we believe is one of the most educational institutes available. There is no other camp in the country where students can be taught by:

the Coach of the 2004 NFL National Champion in LD and
the Coaches of the 2004 and 1994 TOC National Champions in LD and
the 2000, 2002, 2004 NFL National Champions in LD and
the 2000, 2003, 2004 TOC National Champions in LD and
California, Texas, Minnesota, Florida, and Nevada State Champions in LD and
the Coaches and Champions of numerous other tournaments including
the Barkley Forum, the Glenbrooks, St. Mark's, Stanford, Berkeley, and Greenhill

No other camp can offer the breadth of debate experience that VBI offers -- in terms of coaching success, competitive success, geographic diversity, and sheer number of faculty (over 40). The Victory Briefs camp allows each student -- whether a beginner or a successful elite competitor -- to work closely with all of the staff in one-on-one tutorials, small lab groups, workshops, book groups, critiqued practice rounds, informal discussions, drills, and social activities. It is no wonder why VBI is at the top of the list for both beginners and advanced debaters. For example, at this year's Glenbrooks national tournament, 12 out of 16 octofinalists, 6 out of 8 quarterfinalists, all four semifinalists, and the champion were VBI alumni. Similarly, one of the students in last summer's novice program took second place at Apple Valley in the JV division in one of her first national tournaments. We take particular pride in the fact that many VBI attendees return for multiple years, and that every debater is given an opportunity to excel and work with the best. Ultimately, VBI attendees become an important part of the Victory Briefs family and the larger debate community.

Extemporaneous Speaking

Extemp is an event, like policy or LD debate, that requires intense research, reading and analysis of current events, as well as long-term preparation. Thus the camp environment, with an intense two weeks of researching, filing articles, delivering practice speeches and breaking down the extemp process, all the while surrounded by other eager and interested staff and students, could not be more perfect as both a first start and a head start. The Extemp faculty offers approximately thirty specific topic lectures ("The EU," for example) where students learn the details of important current event issues. Students will also work on skill sets pertaining to extemp (for example, "source selection" and "unified analysis"). Finally, students put this knowledge and technique together in practice extemp speeches, all of which are critiqued by VBI-Extemp faculty.

In the past, students selected one event in which to enroll—LD, Policy, or Extemp. VBI recognizes that many students have a desire to study both LD and Extemp. We are pleased to announce that this summer, VBI will offer a designated LD/Extemp crossover lab. Students in the crossover lab will receive instruction in both events.

The VBI Extemp Program is directed by Andrew Swan and Jesse Nathan. Andrew Swan will be receiving a bachelor's degree in Willamette University this year in philosophy, political science, and economics. Andrew has wide teaching and coaching experience. Jesse competed for the Moundridge High School forensics team in Kansas, where he won three state championships and was the 2001 National Foreign Extemp Champion. He is currently studying psychology, religion, and history at Bethel College.

Policy Debate Program

Ready for an alternative to the run-of-the-mill policy debate camp? Ready for a return to the qualities that make policy debate a truly valuable and worthwhile activity? Consider attending VBI this summer. The policy program of the Victory Briefs Institute is designed specifically for beginning and intermediate debaters. VBI-Policy is dedicated to skill improvement through hands-on instruction. Being a smaller camp, we will be able to provide critical one-on-one instruction to guarantee that each and every debater leaves with the fundamental tools necessary to pursue a successful debate career. Smaller group seminars will focus on the essentials of debate; flowing, cross-examination, research, filing evidence, and clarity.

Unlike other institutes, VBI Policy's primary interest is not to produce evidence in mass amounts, but rather to give debaters the tools and understanding they need to be successful both in and out of the debate round. Students will learn the skills necessary to research, to develop arguments, to refute, to strategize, and to communicate. Most importantly, our goal is to inspire and excite newer students to love the activity. Our high staff to student ratio will guarantee that no debater slips through the cracks.

Last year's senior policy instructors included Chris MacFarlane (past Bronx champion who competed in outrounds at both TOC and NDT), Sara Kaler (current coach at Apple Valley and former coach at Eagan), and Rachel Raskin (past Wisconsin state champion and currently successful NDT/CEDA college debater).

Public Forum/Parliamentary Debate

Victory Briefs is proud to present a brand new curricular option for the institute this summer—a workshop designed for students interested in public forum and parliamentary debate—two new two-person debate formats that are focused on conversational discourse about current events. This curricular track will be directed by Terry Hatch, who, as a student at Willamette High School in Oregon was the first-ever National Champion in Ted Turner/Public Forum Debate (2003). He is currently a student at the University of Oregon, majoring in political science with a communications minor.



Find out why over 300 students joined us in Los Angeles, California last summer. For more information, contact us at:

www.victorybriefs.com
info@victorybriefs.com

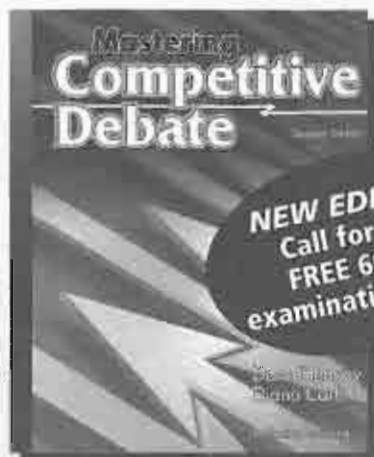
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Mastering Competitive Debate

7th Edition ©2005

An updated and comprehensive introduction to contemporary debate

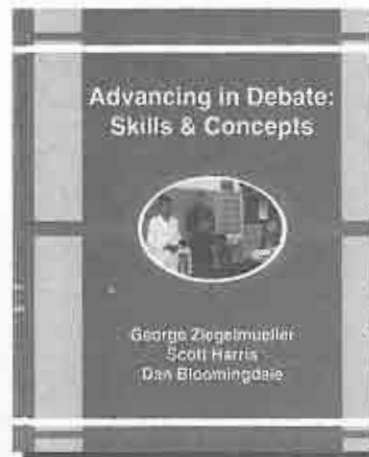
A fresh new design and the most current information about all competitive debate formats make this text a must for your students. The content focuses on policy debate, with additional chapters covering Lincoln-Douglas debate, student congress, mock trial, parliamentary debate, and public forum debate.

Each chapter begins with student objectives based on National Communication Association standards as well as individual state standards. Clear examples and graphics throughout the text help debaters understand

- debate history, theory, and ethics
- argumentation
- rebuttals
- defense
- flowing
- briefing
- traditional and electronic research

A Teacher Guide includes chapter activities for individuals, teams, or the entire class; chapter quizzes and answer keys; preparation for tournaments; grading strategies; sample ballots; and much more.

***If you are not satisfied with the text, return it in the convenient postage-paid return box within 60 days and you will not be charged.**



Advancing in Debate: Skills & Concepts

©1995

A complete text for advanced debaters

This invaluable follow-up to *Mastering Competitive Debate* explores recent debate theories and their practical applications for high school debate. Focusing primarily on policy debate, the text includes such concepts as

- critique strategy and arguments
- storytelling and its use in focusing critical arguments
- judging paradigms and their implications
- permutations
- agent counterplans
- theoretical issues related to counterplans
- international fiat

A Teacher Guide with teaching suggestions for each chapter, chapter quizzes, bibliographies, and a model transcript is also available.

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NFL'S HIGHEST COACH MILESTONE REACHED FOR A 2ND TIME EIGHTH DIAMOND COACH

*****Ron Underwood
Fred C. Beyer HS, CA

December 18, 2003

39,468 points



Ron Underwood has been a speech and debate coach for the past 42 years. He has consistently shown dedication to the youth of California and leadership in the National Forensic League. Beginning at Modesto Downey High School, and continuing at Modesto's Fred C. Beyer High School, Underwood has coached students to success at both the state and national level. Ron has taken 146 students to various NFL National Tournaments, with many succeeding as Semifinalists and Finalists, as well as one winning the National Championship in Student Congress debate. In the state of California, Ron Underwood has taken 569 students to the State Championship, coached many State Finalists, and 7 State Champions.

Underwood's NFL Chapter at Fred C. Beyer High School has been a continuous leader in league enrollment, demonstrating Ron's commitment benefiting the lives of students through their participation in the NFL. His service as a District Committee Chairman for approximately 25 years, as well as his decades of service in various offices of the California High School Speech Association, show his commitment to his colleagues and the organizations that sustain speech and debate in this country.

Although Ron Underwood is only the second coach in NFL history to reach this elusive and remarkable 8th Diamond Award, he considers his top forensic accomplishment to be, "the large number of students that [he] was able to introduce to speech and thus to the improvement of their communication skills—so vital in all walks of life." As Ron approaches complete retirement at the end of this school year, the NFL would like to take this opportunity to thank him for his contribution to both the league and the improvement of high school students' lives.

DIAMOND COACH ADVANCEMENT 5 YEARS BETWEEN EACH DIAMOND

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

SEVENTH DIAMOND COACH



*****David Johnson
Houston Bellaire HS, TX

April 22, 2004

20,534 points

David Johnson was inducted into the National Forensic League Hall of Fame in 1992. Johnson is a true NFL leader and has dedicated many years to working with students, training youth for leadership.

David has attended 39 NFL National Tournaments, and qualified 266 students, 4 in Student Congress. He has coached National Champions in Dramatic Interpretation (1967, 1972), Policy Debate (1968, 1979), and Boy's Extemporaneous Speaking (1968). His chapter at Bellaire High School in Houston, Texas has won the Largest Chapter Award numerous times, from 1971-1976, 1983, 1985, 1991, 1993-4, and 1996-2004.

His commitment to forensic activities can be underscored by his recruitment efforts. His chapter has been a leader in the number of New Members enrolled in the league 15 of the last 30 years, winning the Leading Chapter Award in 1978, 1993, 1995, 1999, and 2004.

Whether serving as a District Chair; as Johnson has 10 times, receiving a Bronze Award in 1973, a Silver Award in 1996, and a Gold in 1998, or serving on the Executive Council of the NFL; as he did in 1993, David Johnson has proven himself an inspiration to students and colleagues alike with his membership in the National Forensic League.

SIXTH DIAMOND COACH

*****Bro. George R. Zehnle, S.M.
Chaminade HS, NY

November 29, 2003

17,703 points

Brother George Zehnle graduated from University of Dayton in 1966 with a BA in English and Philosophy. In 1966, Brother George began teaching at Chaminade HS in Mineola. He has been teaching English since his career began. In 1967 he earned his BA in Education at the University of Dayton and then in 1969 his MA from John Hopkins University.

He has attended thirty national tournaments, qualifying 71 students to nationals. In 1992, the Karl E. Mundt Trophy was awarded to his school.

Under Brother George Zehnle's leadership, his school earned five District Trophies. Brother Zehnle has served as District Chair for the New York City District since 1991 and was awarded the Silver Award in 1996, and Gold Awards in both 1998 and 2003.

Brother George served as President of the National Catholic Forensic League from 1987-1989.

Brother George Zehnle became a member of the NFL Hall of Fame in 2001.



FIFTH DIAMOND COACHES

*****Jan Heiteen

Downers Grove South HS, IL

September 27, 2003

13,000 Points

Jan began coaching in 1975 at Champaign Central High School while still an undergraduate at the University of Illinois. In 1978, she qualified her first student to the National Tournament in Evanston, worked on the hospitality committee, made connections with coaches from around the country and knew that the NFL would surely be one of her professional "homes".

After graduation and short stops along the way at Waukegan East and Main East HS, she found a permanent home at Downers Grove South High School where she has taught, directed and coached for the past twenty-five years. Working with John Hires for the first twenty years at DGS, Jan shared the joy of creating a program that trains not only champions, but more importantly, outstanding communicators and leaders. This was always a source of the greatest pride for the duo.

Students from Downers Grove South have won more than 70 individual state championships and twelve IHSA team titles in Individual Events, Performance in the Round and Group Interpretation making them the "winningest team" in the state's history. The program has also qualified over 100 students to National Tournaments and has two individual National Championships, two School of Excellence Awards and in 2003 were the proud recipients of the Bruno E. Jacob Award.

Jan has been the chair of the Illini District for the past five years. She was honored this year as the first recipient of the Albert Odom Award. She has also served as President of the Illinois Speech and Theatre Association and was the organization's 2002 recipient of the W.P. Sanford Award for meritorious service to the field of speech and theater. In 2003 she was selected as one of the winners of the National Federation Outstanding Speech-Theatre-Debate Educators. But, the most important honor is the reward of working with the kids in the field she loves!



*****Pamela K. McComas

Topeka HS, KS

October 25, 2003

20,192 Points

Pamela McComas has been in the teaching profession for the past 32 years with 26 of those coaching both debate and forensics. She has coached 164 students to nationals for 25 consecutive years, with 5 national champions, finalists in every main event but LD, Original Oratory, and Duo; and ten NFL All Americans.

Pam has worked the national tab rooms for both supplemental and main events for many years, and has been active in serving the High School Activities Association as speech liaison, as well as to the National Federation of High Schools.

For eleven years, Ms. McComas has served as District Chair of the Flint Hills District, and has served on the committee in other capacities. As District Chair, the Gold Award was bestowed to the Flint Hills District four times and the Bronze Award once. Topeka High School received the Leading Chapter Award twice during Ms. McComas' tenure. Other awards include the three-time bestowal of the District Service Key and Plaque and the 1999 Pi Kappa Delta/Bruno E. Jacob Award.

Pamela McComas is one of the newest members of the NFL Hall of Fame, inducted this past year. She was recently elected to the NFL National Executive Council and will serve as an alternate for a two year term.



*****Bill Jordan

Springfield Glendale HS, MO

December 6, 2003

13,130 Points

Bill Jordan has coached speech and debate for 27 years. He coached seven years at Webb City High School in Missouri, where he earned his first diamond. For the past twenty years, Bill has been at Glendale High School in Springfield.

He has coached students to 16 National Tournaments. Over the years, his students have qualified in every event except Duo Interp and Public Forum. His students have placed in the semifinals and finals of International Extemp, and have performed eight times in the Super Session of Student Congress. Bill's Congress finalists have earned a 5th, a 3rd, and two National Championships; Most Outstanding Senator in 1986 and 1995. Bill has served in the National Tournament tab room, and from 1994 to 1999, worked on the National Tournament Judges' Committee.

Under his direction, Glendale earned the Leading Chapter Award in 1989 and 1996, and the District Tournament Traveling Trophy three times. Bill has coached four National Forensic League All-American students.

Bill has served on the District Committee and as District Chair. He has received the NFL Distinguished Service Key and Distinguished Service Plaque. Bill has coached Missouri State Champions in Policy Debate, Lincoln-Douglas Debate and Extemporaneous Speaking.

Bill has served on the Board of Governors of the Speech and Theatre Association of Missouri. He currently serves on the Missouri State High School Activities Association Speech Advisory Committee, and has been the recipient of the Missouri State High School Activities Association Distinguished Service Award.



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National Debate Tournament Top Speakers

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FIFTH DIAMOND COACHES



*****William Woods Tate, Jr.
Montgomery Bell Academy, TN

February 4, 2004

13,923 Points

William Woods Tate, Jr. began his NFL coaching career at Selma High School (AL) and has spent the past 21 years at Montgomery Bell Academy (TN) where he hosts the annual Southern Bell Forum. Mr. Tate has been both an outstanding coach and an inspirational leader in the National Forensic League.

During Mr. Tate's career, he has attended 29 National Tournaments and over 200 of his students have qualified for Nationals. His schools have had multiple finalists in extemporaneous speaking and policy debate. In 1999, his policy team reached the National Finals. His chapters received the Leading Chapter Award in 1982, 1988, 1992, and 2002, have been recognized as a leader in new member enrollment eight times, and have been named the largest chapter eleven times. Additional award recognitions include the District Trophy in 1981, 1984, 1992, and 2000 and the District Plaque in 1979-80, 1982, 1984-87, 1993, 1995 and 1996.

Mr. Tate's accomplishments as a coach have been brilliant, but his leadership in the NFL has been even more spectacular. He has served as District Chair of both the Deep South and Tennessee Districts and has been a member of the National Executive Council since 1990. Mr. Tate has served as both Vice President and President of the National Forensic League and was just recently re-elected to serve another term as President.

Mr. Tate's outstanding leadership can be seen by the multitude of honors that have been bestowed upon him. In 2000, he was inducted into the NFL Hall of Fame. He is also the recipient of the Pelham Commendation, the first lifetime member of the National Debate Coaches Association, a key coach of the Emory University Barkley Forum, and a Founding Faulkner Fellow at the University of Mississippi.

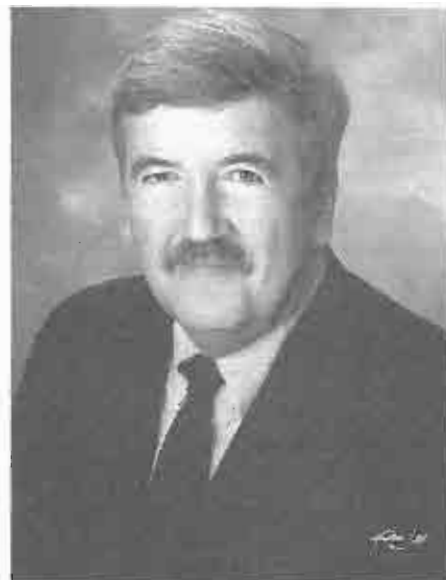
*****Randy McCutcheon
James Logan HS, CA

March 17, 2004

13,600 Points

Randall McCutcheon, nationally recognized by the U.S. Department of Education for innovation in curriculum, has authored eight books including *Can You Find It?*, a guide to teaching research skills to high school students (it received the Ben Franklin Award for best self-help book of the year in 1990); *Get Off My Brain*, a survival guide for students who hate to study (it was selected by the New York Public Library as one of 1998's Best Books for Teenagers); three textbooks for speech and journalism courses. His most recent books are *Increase Your Score in 3 Minutes a Day: SAT Essay* and *Increase Your Score in 3 Minutes a Day: SAT Critical Reading*. He now helps students with SAT preparation and the college application process at www.WriteMatters.com.

After nearly a decade working in radio and television, he taught for twenty-seven years in both public and private schools in Iowa, Massachusetts, Nebraska, and New Mexico. McCutcheon was selected State Teacher of the Year (Nebraska, 1985) and was the National Forensic League National Coach of the Year in 1987. Elected to the NFL Hall of Fame in 2001, he concluded a successful career as a high school speech coach. In twenty-seven years, over 200 of his students qualified for the national tournament. Twenty-five of his students reached the final rounds and seven won national championships.



*****Diane Mastro Nard
Youngstown Mooney HS, OH

April 15, 2004

15,971 Points

Diane Mastro Nard, an English, Speech and Drama teacher at Cardinal Mooney High School in Youngstown, received her Bachelor of Arts and Master's of Science in Education degree from Youngstown State University. A 31-year veteran of diocesan schools, Diane is the Forensics Director and Speech and Debate Coach at Cardinal Mooney High School. In May of 2004, Diane was awarded the Golden Apple Teacher Award by the Diocese of Youngstown. Under her leadership, Cardinal Mooney High School has produced two national champions, eight national finalists, 90 national qualifiers, and 40 state champions. Diane is actively involved in selecting and training students for various community and national speech contests. She has conducted retreat sessions at the high school. Diane prepares and organizes students to speak to groups at various Catholic parishes in the Youngstown area.

Within the community, she is involved with the Catholic Service League, the Christmas Toy Drive, the Thanksgiving Food Drive, Fish Samaritan House and "Mission of Love". She is a volunteer at St. Elizabeth Hospital. Diane has been honored as the Speech Teacher of the Year by the Speech Communication Association of Ohio, has been inducted into the Ohio High School Speech League Coaches Hall of Fame, received the Outstanding Educator Award on behalf of the Youngstown-Warren Regional Chamber of Commerce, and received the Fifth Diamond Coach Award by the National Forensic League in recognition of extraordinary service to interscholastic speech programs.





The 2005 University of Texas National Institute In Forensics

Why learn to debate at the 2005 UTNIF?

Because you want to be a part of the "Debate Marathon."

Why will most every debate institute spend more time in the library than in the classroom debating? Ever get the feeling that students debate way too little at debate camp? The problem for most debate institutes is that students have to produce files as a prerequisite to having debates. As files are prepared, the evidence production process inevitably lingers on forever encroaching into "debate time." Students end up becoming assembly lines for efficiency's sake, where one-person types cites, one-person tapes, one writes tags and so on.

We are proud to announce our way out of this mess. We call it, the "Plan 1 Debate Marathon." Imagine a debate workshop where the first ten days of the camp are spent actually debating. Full on debates, with complete affirmatives and well-researched negative strategies. Imagine five different affirmatives to choose from, all of them researched by a staff of college debaters and coaches who have written some of the most successful arguments ever. Now imagine receiving all five affirmatives as you check in on day one. Couple this debate-intensive experience with electives each afternoon where students get to choose seminars which best fit their needs and interests. After ten days, we'll have a tournament, then we'll break into research groups and you students will test out there new skills in the library producing their own arguments and filling holes, and then we'll end with a rematch. That's right, a second tournament! If you want to learn debate by debating the topic, this institute is for you. If you want to learn new ways to pretend you're awake during lectures or start a poll on the most comfortable couch in the library, there are many other workshops for you.

Because you think you can be part of the "Experienced Seminar."

We present our premiere program at the UTNIF, the "Experienced Seminar." This curriculum is designed for more competitive debaters desiring a more rigorous orientation. Longer than the Plan 1 "Debate Marathon," the "Experienced Seminar" program is modeled after the teaching methods employed by our own college programs. Students who are accepted for the program will work as a team researching both sides of the topic, sharpening both their knowledge of the topic and debate in a cooperative and interactive seminar-style environment. As dignitaries, students will be encouraged to examine their own debate practice as it relates to the own lives and what it means to become responsible debate citizens. Group seminars will be held regularly on recent advancements in critical theory, the philosophical underpinnings of the topic, and in-depth explorations of the public-policy slice of the resolution. Coaches will receive reports detailing their students' work and progress halfway through the program. This program will be lead by David Breshears (Texas), Jairus Grove (Texas) and Brian McBride (Redlands / Northwestern).

This summer we are offering a three-week program (June 20th – July 11th) and an extended six-week session (June 20th – August 3rd) as an alternative to other long-term institutes for those wishing to submerge themselves in the camp experience. Acceptance to the Experienced Seminar will be determined on a rolling admission. Students will be notified within two weeks of their applications completion. Applications will soon be available at <http://www.utexas.edu/coc/cms/utnif/>.

Because you want a debate camp to tailor to your specific needs and interests. UTNIF Plan II and Extended Plan II Program

The Plan II program, named after UT's famous academic program for advanced undergraduate scholars, will include many of the elements of the Plan I curriculum, but it is designed for those serious students of debate who are looking for a rigorous preparation for the upcoming debate season. However, the program's dual emphasis on both personalized and community learning will set it apart from other institutes. Students will have great latitude in selecting their affirmative and negative lab groups. Of course there will be structured lectures on debate theory, praxis, and topic specifics. We also promise numerous micro-debates and practice rounds.

If you want to get a head start on the rigors of Plan II, try the Extended Plan II Program. Just like Plan II, except the extended version starts three days earlier. Students who arrive early for the Extended Plan II Program should look forward to an incredibly low student-staff ratio and a perfect mix of theoretical dialogue and speaking technique.

We believe we have a program for you. Don't forget, we are the most affordable camp on the planet! We have reduced rates for our novice programs. Check out our website for more information: <http://www.utexas.edu/coc/cms/utnif/>

Plan I Debate Marathon	June 20 th – July 8 th	Plan II	July 12 th – August 3 rd
Plan I Extension	June 20 th – July 11 th	Plan II Extension	July 9 th – August 3 rd
Plan I Experienced Seminar	June 20 th – July 11 th	Supersession (I & II)	June 20 th – August 3 rd
Novice Plan I	June 23 rd – July 11 th	Novice Plan II	July 12 th – July 31 st

Just a few of our continuing faculty: Teddy Albiniak, Redlands University / David Breshears, University of Texas / Paul Flaig, Northwestern University / Ricky Garner, Emory University / Nate Gorelick, Harvard - New York University / Jairus Grove, University of Texas / Mariesa Herrmann, University of Texas / Claire McKinney, University of Texas / Brian McBride, Redlands - Northwestern University / Laura Nathan, University of Chicago - University of Texas

UT Individual Events

Summer, 2005



University of Texas

National Institute in Forensics

We invite you to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country. Just a few reasons why our students keep coming back year after year: Incomparable education, superior resources, unmatched faculty, reasonable rates, and best of all— your summer in Austin, Texas!

Some projected core faculty members for Individual Events 2005: Randy Cox (UT), Deborah Simon (Milton Academy, MA), Peter Pober (George Mason University, VA), Meg Howell (Albuquerque Academy, NM), Casey Garcia (George Mason), Mark Banks (UT), Brandon Cosby (formerly Evansville Reitz HS, IN), Nance Riffe (Univ. of Alabama), Jason Warren (University of Texas), Mana Hamid, Kristyn Meyer & Kris Barnett (UT/Star Charter), David Tannenwald (Brown University), Josh Bone (Yale), Scott Chaloff (Yale), Courtney Wright, Natalie Sintek, and Melissa Messer (Western Kentucky), Paul Davis and Ryan Hubbell (Arizona State University), Erik Dominguez (Desert Vista HS, AZ) just to name a few— plus the entire University of Texas Individual Events Team, and more acclaimed coaches and former state and national championship competitors from across the country!

www.utspeech.net



Individual Events Main Session: June 25-July 10
Individual Events Naegelin Extension: July 11-14



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*Keep an eye out for information on our Capital of Texas
Student Congress Institute— details coming soon!*

NOTE: Faculty listings contingent upon agreements and subject to change without notice.



Big News for Lincoln Douglas at UTNIF!

We are thrilled to announce that **Stacy Thomas** of the Hockaday School will be directing the LD program at the UTNIF in the Summer of 2005. Stacy directed the Austin High program prior to her tenure at Hockaday, where she coached numerous TOC qualifiers.

Congratulations Nick and Dave!

The CX faculty of the University of Texas National Institute of Forensics extends congratulations to **UTNIF CX Supersession** students Nick Miller and David Roosth of the Kinkaid School for winning the 2004 St. Marks Debate tournament. Kudos also go to the Kinkaid coaching staff, Eric Emerson, Claire McKinney, and Sara Apel.

UTNIF is the place to be in the Summer of 2005. Great coaching, great students, great town, great fun! www.utdebate.com

FIFTH DIAMOND COACHES



*****Darrel Harbaugh
Field Kindley HS, KS

May 3, 2004

13,101 Points

Darrel Harbaugh has been coaching forensic activities for more than 25 years. His dedication, spanning more than a quarter of a century, has helped lead the youth of Field Kindley Memorial High School in Coffeyville, Kansas towards brighter, more prolific futures.

Harbaugh has attended 19 NFL National Tournaments, entering 68 students in Individual Events and 23 in the National Student Congress competition. He has served as District Chair 13 times, from 1987-1991 and 1997-2004. During this service, Harbaugh has received three Gold Awards (1988, 1990, and 2001) as well as one Distinguished Service Key (1989), and three Distinguished Service Plaques (1991, 1997, and 2004).

Darrel Harbaugh's NFL chapter at Field Kindley Memorial High School has consistently led the South Kansas District in membership enrollment, receiving a Leading Chapter Award in 1993 and again ten years later in 2003. Through recruitment and service, Darrel Harbaugh has proven himself an invaluable asset to the National Forensic League. His talent and commitment will be most evident as he co-hosts the 2007 Nationals in Derby/Wichita, Kansas.

UNIVERSITY OF KENTUCKY

STUDENT CONGRESS TOC

PUBLIC FORUM ROUND ROBIN TOC

**Both events will be held in Lexington, Kentucky, on
April 30, May 1 & 2, 2005**

**For a list of the qualifying tournaments in Student Congress, as
well as the procedure to apply for a position in the Public Forum
Round Robin, contact:**

**Dr. J. W. Patterson, Director
Tournament of Champions
University of Kentucky
205 Frazee Hall
Lexington, Kentucky 40506-0031
859-257-6523
jwpatt00@uky.edu**

FOURTH DIAMOND COACHES



****Jan Heiteen
Downers Grove South HS, IL
June 18, 1998 10,000 Points



****Marilee Dukes
Vestavia Hills HS, AL
March 5, 2001 10,837 Points



****Harry B. Davis
Hunter HS, UT
November 8, 2003 10,004 Points



****W. E. Schuetz
Gregory Portland HS, TX
November 16, 2003 10,003 Points
36



****Douglas R. Springer
New Trier Twp HS, IL
February 18, 2004 10,061 Points

FOURTH DIAMOND COACHES



****Linda S. Box
Ladue Horton Watkins HS, MO
February 26, 2004 10,000 Points



****James Cavallo
Chesterton HS, IN
March 14, 2004 10,719 Points



****Ron Jackson
North Kansas City HS, MO
April 12, 2004 12,375 Points

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

--Warren Bennis

SHOW ME FORENSICS INSTITUTE

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WITH NEW & MORE CONVENIENT DATES!!!

Individual Events Workshops

July 9-July 16 (Oral Interp)

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Lincoln Douglas Workshop

July 9-July 23

Public Forum Debate Workshop

July 9-July 23



Dr. Kevin Minch, Director

Director of Forensics, Truman State University; Ph.D., University of Kansas; former high school debate and individual events coach; National Federation Speech, Debate and Theater Association Consultant.

Don Crabtree, Associate Director

Vice-President of the National Forensic League, Director of Forensics, Park Hill High School, Kansas City, Missouri.

Shane Puckett, Associate Director

Assistant Forensics Coach, Truman State University, MA, Arkansas State University. Former Assistant to the Head of Centre, English Speaking Union, London, England.

One-Week Tuition: \$400

Two-Week Tuition: \$800

Reduced Commuter Rates and Scholarships Available

For More Information, Staff Details or Registration Contact:

Show Me Forensics Institute
Truman State University
Division of Language and Literature
310 McClain Hall
Kirksville, MO 63501

Phone:

(660) 795-5677

Web:

<http://forensics.truman.edu/SMFI/index.htm>

E-Mail:

kminch@truman.edu

AN INSTITUTE EXPERIENCE UNLIKE ANY OTHER!

In the early 90s, Oldsmobile ran an ad campaign featuring the slogan, "This is Not Your Father's Oldsmobile!" We at Truman State University want to do for the forensics institute what Oldsmobile wanted to do for its cars. We want students and coaches to find a refreshing learning experience unlike any other.

■ **A staff built around high school students and their needs**, staffed significantly by experienced high school coaches. From the top down our staff will be composed of current and former high school coaches, directors of forensics and high-school savvy university faculty. College student preceptors are **only** used to assist.

■ **Combinable One-Week Individual Events Workshops**. Choose one week of narrow focus on interp or public address events, or attend both weeks for training in more than one event area! Our IE students receive hours of individualized attention in research, topic and literature selection, piece cutting and performance. We don't turn your speeches out on an assembly line, instead we teach you how to consistently make yourself a better performer and competitor.

■ **A Two-Week Lincoln-Douglas Debate Workshop** providing students with intensive philosophy lectures, skill development exercises, and individualized research attention. Frequent practice rounds, rebuttal redos and articulation drills are standard fare in this session. All students receive an annual subscription to the DebateAddict research system for continued research collaboration throughout the year!

■ **A Public Forum (Ted Turner) Debate Workshop**. This two week session provides comprehensive training in this new and popular event. Our staff includes a former national debate champion, an expert in British parliamentary debate, and the author of a popular book on Public Forum. Lectures that focus on skill development in basic argumentation are supplemented by lots of practice debates.

Our Goal?

Our objective is to provide students with an experience that is focused on the needs of high school students in high school competition. **We focus on what coaches and their students need to be successful now.**

TRIPLE DIAMOND COACHES



*****Robert H. Steffen**
Blue Valley Northwest HS, KS
May 29, 2003 6,024 Points



*****Kristine Hayes**
Sioux Falls Lincoln HS, SC
November 9, 2003 6,023 Points



*****Nick Nelsen**
West Des Moines Valley HS, CA
October 20, 2003 6,021 Points



*****Patrick Reis**
Mark Keppel HS, CA
November 24, 2003 6,046 Points



*****Kelli Morrill**
Raytown South HS, MO
November 29, 2003 7,938 Points



*****N. Andre' Cossette**
Gonzaga Prep HS, WA
November 30, 2003 8,126 Points

TRIPLE DIAMOND COACHES



*****Barbara Watson**
Great Bend HS, KS
December 9, 2003 6,752 Points



*****Christine M. Adams**
Independence Truman HS, MO
December 20, 2003 8,110 Points



*****Tommie Lindsey, Jr.**
James Logan HS, CA
December 30, 2003 20,133 Points



*****Mitch Gaffer**
Huron HS, SC
January 7, 2004 6,133 Points
40



*****Gail L. Nicholas**
Bob Jones Academy, SC
February 1, 2004 6,007 Points

TRIPLE DIAMOND COACHES



*****Lynda Luce**
Waupaca HS, WI
February 19, 2004 6,036 Points



*****Robert Tindel**
Pittsburg HS, KS
February 23, 2004 6,042 Points



*****James Wakefield**
Fort Lauderdale HS, FL
March 7, 2004 8,869 Points



*****Deborah E. Simon**
Milton Academy, MA
March 8, 2004 6,012 Points



*****Charlotte Tyree**
Plymouth HS, IN
March 31, 2004 6,042 Points

DOUBLE DIAMOND COACHES



****Diane M. Ritzdorf**
Arapahoe HS, CO

June 11, 2003

3,019 Points



****Derek L. Yuill**
Gabrielino HS, CA

June 12, 2003

11,714 Points



****Niki Alderson**
Muldrow HS, OK

October 8, 2003

3,876 Points



****Gregg Reed**
Logansport HS, IN

November 4, 2003

3,003 Points



****Tom Mosberger**
Canton GlenOak HS Career Ctr, OH

November 16, 2003

3,969 Points



****Barbara Funke**
Chesterton HS, IN

November 17, 2003

3,006 Points



****Sandy Peterson**
Millard North HS, NE

November 22, 2003

3,007 Points



****Ken Troyer**
Lyons HS, KS

November 22, 2003

4,864 Points

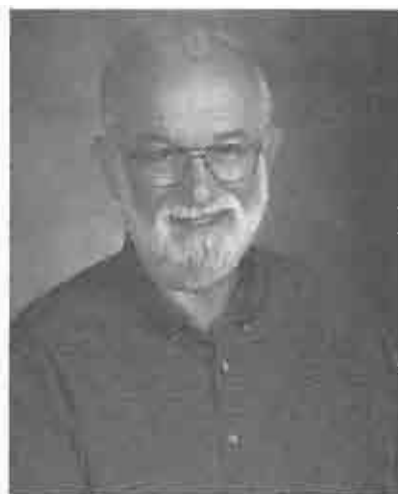


****Kelly Parker**
Centennial HS, GA

December 6, 2003

3,829 Points

DOUBLE DIAMOND COACHES



****Jeff Kopolow**
Ladue Horton Watkins HS, MO
January 3, 2004 3,012 Points



****Judith A. Speer**
Fenwick HS, IL
January 5, 2004 3,116 Points



****Marsha Williams**
Greensburg Salem HS, PA
January 8, 2004 3,044 Points



****Michael Pittman**
Savannah HS, MO
January 20, 2004 4,666 Points



****Sharon Volpe**
North Allegheny Sr. HS, PA
February 3, 2004 3,034 Points



****Chris Riffer**
Blue Valley HS, KS
February 4, 2004 11,105 Points



****Kimberly Cuevas**
Reno HS, NV
February 11, 2004 4,369 Points



****Matt Davis**
Lincoln East HS, NE
February 15, 2004 4,062 Points



****Sally Pies**
Brookings HS, SD
February 16, 2004 3,080 Points

DOUBLE DIAMOND COACHES



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



****Mariann Fedrizzi**
Cypress Creek HS, TX
March 26, 2004 3,041 Points



****Carol Harms**
Belleville East HS, IL
March 26, 2004 4,048 Points



****James Lester**
Talihina HS, HI
March 28, 2004 3,038 Points



****Patrick Pins**
Mandan HS, ND
April 12, 2004 3,270 Points



****Tony Rosenberger**
River Valley HS, AZ
April 12, 2004 5,215 Points



****Rebecca Meyer-Larson**
Moorhead HS, MN
April 15, 2004 3,483 Points



****Janice Caldwell**
Lindale HS, TX
April 19, 2004 3,734 Points



****Manuel Halkias**
Canton McKinley HS, OH
April 20, 2004 3,006 Points

DOUBLE DIAMOND COACHES



****Greg Malis**
Glenbrook North HS, IL
April 21, 2004 3,122 Points



****V. Robert Garcia**
Mountain View & St. Francis HS, CA
April 29, 2004 3,330 Points

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

--Tom Landry

CELEBRATE



Join us in Philadelphia for the Lincoln Financial Group/NFL Speech Tournament
June 12-17, 2005

SINGLE DIAMONDS



***Jennifer McCarty**
Eastview HS, MN

June 9, 2003 2,019 Points



***Vicki J. Browne**
St. Petersburg HS, FL

July 21, 2003 1,507 Points



***Bro. John McGrory**
Chaminade HS, NY

September 23, 2003 1,506 Points



***John Propster**
San Francisco Washington HS, CA

September 28, 2003 1,517 Points



***Charles Cravens**
Walker HS, MN

October 20, 2003 1,500 Points



***Marita Duesler**
Monsignor Kelly Catholic HS, TX

October 23, 2003 1,500 Points



***Julia Y. Brown-Millush**
East Carteret HS, NC

October 27, 2003 1,518 Points



***Beverly Bowman**
Cheyenne Central HS, WY

November 2, 2003 1,509 Points



***Mellessa Denny**
Lubbock HS, TX

November 4, 2003 1,606 Points



***Barbara Spencer**
Trenton HS, MO

November 4, 2003 1,512 Points



***Delvin Strecker**
Salina Central HS, KS

November 5, 2003 2,529 Points



***Marilee Y. Eyre**
Beaver HS, UT

November 19, 2003 1,506 Points

SINGLE DIAMONDS



***Patricia Zenczak**
Royal Palm Beach HS, FL
November 26, 2003 1,503 Points



***Elayne Patridge**
Frenship HS, TX
December 4, 2003 1,500 Points



***Doug Pishkur**
Chesterton HS, IN
December 4, 2003 1,509 Points



***Laurie L. Johnson**
Phillipsburg HS/Ridge HS, NJ
December 16, 2003 1,533 Points



***Linda L. Panopoulos**
Cheyenne Central HS, WY
Decembe 21, 2003 1,515 Points



***Shelly B. Evans**
Park Hill South HS, MO
Decembe 23, 2003 1,791 Points



***Lydia Miller-Wyatt**
Wimberley HS, TX
January 14, 2004 1,514 Points



***LouAnne Foley**
Skyview HS, MT
January 21, 2004 1,563 Points



***Jennifer Telford**
Grand City HS, NV
January 22, 2004 1,874 Points



***Michael Harlan**
Westlake HS, TX
January 24, 2004 1,544 Points



***Karen L. Minick**
Bear Creek HS, CA
January 25, 2004 1,577 Points



***Abraham K. Mokunui**
Kamehameha Schools, HI
January 26, 2004 1,505 Points

National Debate Forum

July 23rd-August 6th

Held at the Milton Academy Campus, south of Boston.

Top Instructors from Across the Nation, Affordable Tuition, Individual Attention, Superior Research Facilities, Supervised Dormitory Living, Low Faculty to Student Ratio, Novice and Advanced Programming, 15 Rounds of Debate, Advanced Seminars, Varsity Extemp Lab, Opportunity to Work with ALL Instructors and Individualized Repeater Curriculum.

**Application and Program Materials online at
www.nationaldebateforum.com**

2005 "Interpretive Productions" Directed by David Kraft and Ryan Knowles July 16th-July 30th

InterProd participants have won top honors at Wake Forest, UPenn, St. Marks and Blue Key.

InterProd 05' will offer more one-on-one coaching time than any other interp camp.

InterProd 05' is comprised of one small elite lab with two nationally recognized instructors, who understand high school forensics and have worked with over 20 different programs and at over 30 summer institutes.

InterProd 05' will offer Individualized Material Search

InterProd 05' will develop a collaborative lab community experience for all participants.

**Join us for a Championship LD,
Extemp or Interp Experience!
Enrollment is Limited!**

SINGLE DIAMONDS



***Stewart Wilson**
Walker HS, MN

January 26, 2004 1,513 Points



***Jennifer Holden**
Park Hill South HS, MO

January 27, 2004 3,594 Points



***Tyson Smith**
West High School-Iowa City, IA

January 28, 2004 1,594 Points



***Paul Moffitt**
Sylvania Southview HS, OH

February 1, 2004 1,508 Points



***Daniel C. Jensen**
Gothenburg HS, NE

February 3, 2004 1,588 Points



***Duane Lintz**
Paola HS, KS

February 3, 2004 1,503 Points



***David A. Yastremski**
Ridge HS, NJ

February 4, 2004 2,564 Points



***Kenneth C. Montgomery**
Rancho Bernardo HS, CA

February 4, 2004 2,003 Points



***Edwin A. Klemm**
Wheaton North HS, IL

February 5, 2004 1,524 Points



***Fontaine Alison**
The Baylor School, TN

February 9, 2004 1,506 Points



***Julie Bechtel**
Gov. Rogers HS, WA

February 9, 2004 1,944 Points



***Joel Schell**
Douglas HS, WY

February 14, 2004 1,542 Points

SINGLE DIAMONDS



***Trevor Mischke**
Aberdeen Central HS, SD
February 17, 2004 1,502 Points



***Steve Agan**
Lead HS, SD
February 21, 2004 1,518 Points



***David Smith**
University HS, WA
February 21, 2004 2,320 Points



***Martha T. Rough**
Mt. Spokane HS, WA
February 23, 2004 1,691 Points



***Christy Trussell**
Drippings Springs HS, TX
February 23, 2004 1,510 Points



***Trudi L. Gessford Harte**
Westview HS, OR
March 1, 2004 3,472 Points



***Anne Payne**
Royse City HS, TX
March 3, 2004 1,511 Points



***Donna Rotschafer**
White Bear Lake Area HS, MN
March 4, 2004 1,500 Points



***Scott C. Johnstone**
St. Thomas More HS, LA
March 5, 2004 1,528 Points



***Katherine E. Hodgdon**
Miami Southridge HS, FL
March 7, 2004 1,508 Points



***Matthew Brandstetter**
The Harker School, CA
March 8, 2004 4,800 Points



***Sandra Bullock**
Bettendorf HS, IA
March 8, 2004 1,501 Points

SINGLE DIAMONDS



***Ryan Hoglund**
Rowland Hall St. Mark's HS, UT
March 17, 2004 1,630 Points



***Maryrose Kohan**
Widefield HS, CO
March 17, 2004 1,645 Points



***Adam L. Jacobi**
Milwaukee Rufus King HS, WI
March 19, 2004 2,433 Points



***Matthew D. Dennis**
Harlingen HS South, TX
March 24, 2004 1,501 Points



***Eric Emerson**
The Kinkaid School, TX
March 29, 2004 1,557 Points



***Erik John Dominguez**
Desert Vista HS, AZ
March 31, 2004 1,756 Points



***James Fedje**
Eagan HS, MN
April 1, 2004 2,865 Points



***Brian Eanes**
San Antonio Churchill HS, TX
April 2, 2004 1,553 Points



***Victor Jih**
Brentwood & Archer Schools, CA
April 5, 2004 1,558 Points



***Clifton D. Davis**
Teton HS, ID
April 14, 2004 1,613 Points



***LeeAnn Hyer**
Davis HS, UT
April 20, 2004 2,596 Points



***Jeanie Wilson**
Springtown HS, TX
April 20, 2004 1,517 Points

SINGLE DIAMONDS



***Carmen Vandever**
Buffalo HS, MO
April 22, 2004 1,500 Points



***Beatrice M. Lockwood**
Sacred Hearts Academy, HI
April 23, 2004 1,537 Points



***Janet Willford**
San Ramon Valley HS, CA
May 4, 2004 1,533 Points



***Richard Jeffery**
Canutillo HS, TX
May 11, 2004 1,500 Points



***Hayley K. Crane**
Field Kindley HS, KS
May 12, 2004 1,502 Points



***Robert Odle**
Mounds HS, OK
May 12, 2004 1,509 Points



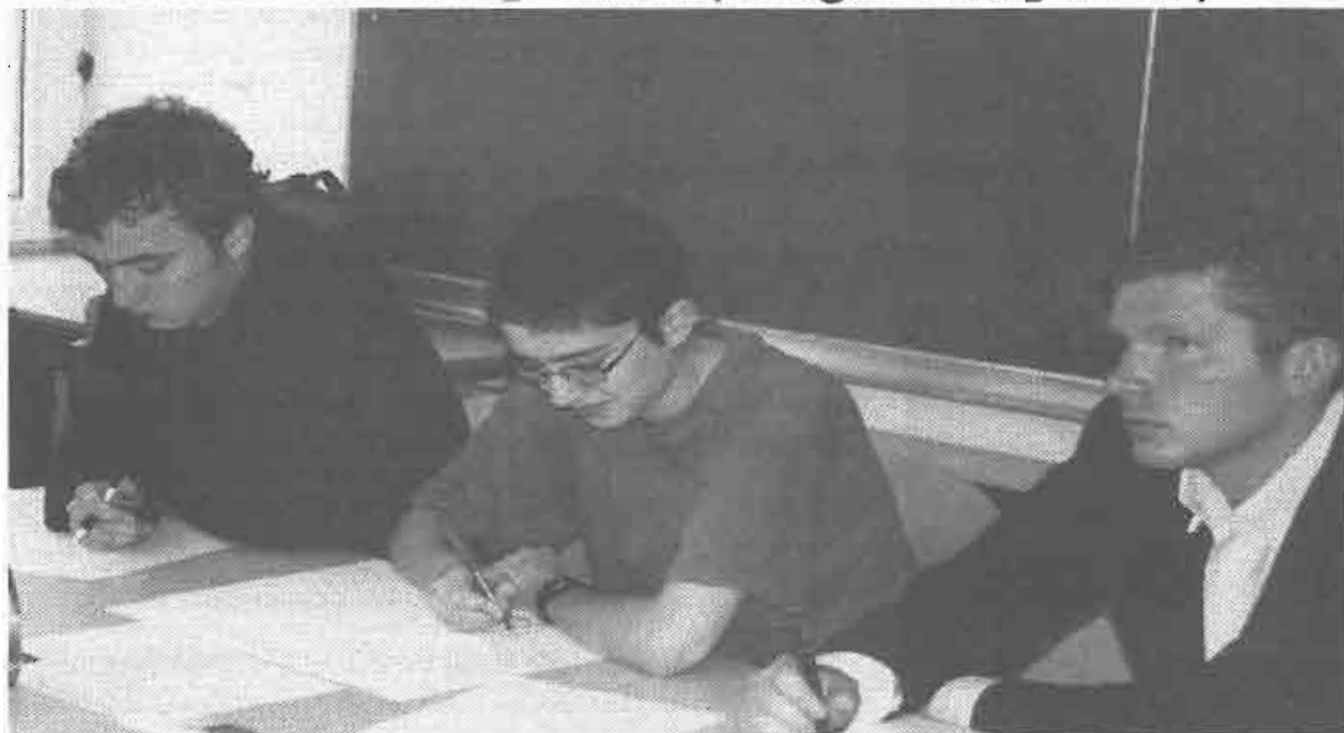
***Carrie Lee Scott**
Duncan HS, OK
May 15, 2004 1,500 Points

The International Debate Education Association and Willamette University are pleased to announce the first annual



International Tournament of Champions for High School Parliamentary Debate

Willamette University - Salem, Oregon / May 21- 23, 2005



72 teams will be invited to participate in this tournament.

The tournament will feature 6 preliminary rounds. All teams with records of 4-2 are guaranteed to clear into elimination rounds.

Rounds will begin at 1:00pm on May 21st and run through the early afternoon of the 23rd.

Teams arriving on the morning of the 21st are welcome to attend a parliamentary debate workshop at Willamette University hosted by the university's forensics program.

Costs:

Registration fee for this tournament is \$50 per team and will include dinner on the 21st and 22nd, lunch on the 22nd and an awards brunch on the 23rd. Registration fees will be waived for international participants.

Housing:

Housing for this tournament is available in Willamette dormitories (singles and double rooms are available) for a modest fee.

In addition, blocks of rooms will be reserved at nearby hotels.

Applications for this event are will be available beginning September 1st at: www.idebate.org/HSparli.

Applications will be accepted through April 1, 2005 or until all 72 spots have been filled.

For more information please contact:

Robert Trapp (trapp@willamette.edu) or Noel Selegzi (nselegzi@idebate.org).



idea

2005 International Summer Speech and Debate Institute



LOCATION:

The institute will be held at the United World College of the Adriatic campus, which is located on cliffs overlooking the beautiful Adriatic. In addition to the formal sessions, the campus offers opportunities for swimming, hiking and other outdoor activities. Siteseeing excursions to nearby cities such as Venice and Trieste will be offered.

Date: June 30 - July 14, 2005

Lincoln-Douglas Debate & Speech

The L-D workshop will be for students wishing to work on 2005-2006 NFL debate topics. The Speech workshop will offer instruction in Humorous and Dramatic Interpretation, Original Oratory, and Extemporaneous Speaking (including in-depth topic analysis). Students can cross-register in speech and debate.

PRICE: \$1,500 USD

Institute Director: Eric Di Michele:

Tel: (212) 288-1100, ext. 101- Email: edimiche@regis-nyc.org



Travel to and from Italy is not included. IDEA will be arranging a group travel discount for students departing from and returning to JFK International Airport in New York City.

What Makes Our Institute Unique:

Our camp provides the opportunity for intensive debate and speech preparation with the caring guidance of nationally recognized veteran coaches within an international community of students. Past participants included students from the United States as well as Uzbekistan, Macedonia, Slovenia, Azerbaijan, Estonia, Albania, Croatia, Romania, Slovakia, Lithuania and the Czech Republic.



Duino, Italy

For further information contact:

Eric Di Michele (212) 288-1100, ext. 101,
edimiche@regis-nyc.org
Nina Watkins, IDEA (212) 548-0185,
nwatkins@idebate.org

STAFF:

Eric Di Michele (Institute Director) has been the speech & debate coach at Regis High School in New York City for over twenty years. His teams have won the New York State Forensics Championship eleven times. He has coached NFL national champions in Lincoln-Douglas Debate and Foreign Extemp. (Seven of his students have been national finalists in extemp). He was the co-chair of the NFL Lincoln-Douglas Debate Working Committee for five years. As a consultant with the Open Society Institute, he has taught speech & debate seminars in over fifteen countries – from Haiti to Uzbekistan.

Lydia Esslinger, long-time forensics coach and an NFL 5-diamond coach, at Syosset High School on Long Island (NY), has extensive experience in all areas of speech and debate. She has coached over twenty-five New York State champions, and her students have advanced to semis and finals in every event at CFL nationals. NFL achievements include semifinalists and finalists in every speech event at nationals, a 1st place in Congress and Dramatic Interpretation. Her past seven summers have been spent teaching debate, extemp and interp in eastern and central Europe, as a senior consultant to the Open Society Institute. In her “day job” Mrs. Esslinger teaches A.P. English, coaches acting, and has directed more than twenty main stage musicals.

Noel Selegzi, (Guest Lecturer) has coached debate at Hunter College High School in New York City for fifteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history of political thought ranging from the Ancient Greek philosophers to contemporary political theory.

Marcin Zaleski obtained his International Baccalaureate at the United World College in Duino, Italy. In 1995 he became the coordinator of the Polish debate program, and also wrote a book about debate. As a consultant for the Open Society Institute, he conducted trainings throughout Central and Eastern Europe. In 1999 Marcin was elected the President of the Board of Directors of the International Debate Education Association (IDEA), and continues to work as a debate trainer, curriculum developer and a fundraiser for the debate program.

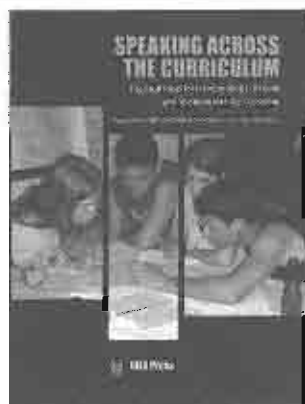
Additional Staff will be added in the spring and will be posted on our website: www.idebate.org



idea

IDEA Press books can be purchased from on-line booksellers such as Amazon (www.amazon.com) and Barnes & Noble (www.bn.com). For institutional and bulk orders or queries about IDEA Press books please contact Martin Greenwald [MGreenwald@sorosny.org]

IDEA PRESS NEW BOOKS



Speaking Across the Curriculum Practical Ideas for Incorporating Listening and Speaking into the Classroom The California High School Speech Association's Curriculum Committee

Speaking Across the Curriculum gives teachers ready-made speaking and listening activities that can be infused into any curriculum. Over 50 activities help teachers encourage debate and discussion and teach students speaking and listening skills. Students will learn how to outline a speech, build active listening skills, develop a media presentation, persuade an audience and speak spontaneously. Activities also help students analyze and evaluate arguments and sources, including web sites. Each activity includes background information, step-by-step procedure, materials needed, tips for teachers, and assessment tools as well as handouts and evaluation forms.

Price \$24.95 / ISBN1-932716-00-9

SPEAK OUT! A Guide to Middle School Debate By John Meany and Kate Shuster

Speak Out! is a primer for beginning and intermediate students participating in class and contest debates. Designed to support the Middle School Public Debate Program (MSPDP), the largest and fastest growing middle school debate program in the world, it offers students clear, concise information on public speaking and debating. Combining the practical and theoretical, the text teaches students about verbal and nonverbal communication, how to research and present an argument, how to answer arguments, how to develop debate strategies and how to conduct a formal debate. Exercises following each section give students hands-on experience with each topic.

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Argument and Audience:

Presenting Debates in Public Settings

Ken Broda-Bahn and Daniela Kempf

Discovering the World Through Debate: A Practical Guide to Educational Debate for Debaters, Judges and Coaches (revised and enlarged edition)

William Driscoll and Joseph Zompetti

Many Sides : Debate Across the Curriculum

Alfred C. Snider and Maxwell Schnurer

Art, Argument and Advocacy:

Mastering Parliamentary Debate

John Meany and Kate Shuster

On That Point!: An Introduction to Parliamentary Debate

John Meany and Kate Shuster

The Deatabase Book:

A Must-Have Guide for Successful Debate

By the Editors of DEATABASE

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Global Politics and the Quest for Justice

Joseph P. Zompetti and Suzette W. Zompetti (Editors)

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War on Drugs, HIV/ AIDS and Human Rights

Kasia Malinowska-Sempruch and Richard Elovich (Editors)

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Step 3:

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to the Home!**

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to find out more about
our unique fundraising
program.**

Thank you!

DIAMOND KEY COACHES

(Points on record July 18, 2004)

*****		Lois Gorne		John N. Revezzo	
Ron Underwood		Federal Way HS, WA	14,429	Niles McKinley HS, OH	12,077
Modesto Beyer HS, CA	40,732	Bill Jordan		Kenny Barfield	
Donus D. Roberts		Springfield Glendale HS, MO	13,695	Mars Hill Bible School, AL	11,921
Watertown HS, SD	29,486	Randall McCutcheon		Jack D. Tuckness	
*****		James Logan HS, CA	13,600	Springfield Central HS, MO	11,850
Richard Young		Lowell Sharp		Wayne Avery	
Buhler HS, KS	23,240	Golden HS, CO	13,364	Wichita East HS, KS	11,822
Dr. Jane Eldridge		Donald N. Belanger		Donald Ramsey	
Goodpasture HS, TN	22,962	Benton HS, LA	13,347	Rockhurst HS, MO	11,796
David Johnson		Steven Davis		Helen Engstrom	
Houston Bellaire HS, TX	20,534	Jay M Robinson, NC	13,258	Munster HS, IN	11,746
Roger Brannan		William W. Tate		T. W. Oglesby	
Manhattan HS, KS	19,852	Montgomery Bell Academy, TN	13,229	Wabash Southwood HS, IN	11,656
*****		Harlan M. Shuck		James Harville	
Donald Crabtree		Moorhead HS, MN	13,226	Bellarmine College Prep, CA	11,640
Park Hill HS, MO	29,200	Jan Heiteen		Bob Bilyeu	
Ron Carr		Downers Grove South HS, IL	13,158	Springfield Central HS, MO	11,372
Sarasota Riverview HS, FL	22,480	Cheryl V. Ryne		Ronald Steinhorst	
Richard B. Sodikow		Friendswood HS, TX	13,105	New London HS, WI	11,283
Bronx HS Of Science, NY	19,133	Daniel Tyree		Marilee Dukes	
Dennis R. Edmonds		Plymouth HS, IN	13,087	Vestavia Hills HS, AL	11,246
Jordan HS, UT	18,693	Darrel Harbaugh		S. L. Chandler	
Bro George Zehnle		Field Kindley HS, KS	13,047	Archbishop Riordan HS, CA	11,140
Chaminade HS, NY	18,356	****		Sandra E. Bird	
Gregory J. Cullen		Eric DiMichele		San Fran Lowell HS, CA	11,033
Alhambra HS, CA	18,195	Regis HS, NY	25,626	James Cavallo	
Frank Sferra		Sandra Maguire		Chesterton HS, IN	10,802
Mullen HS, CO	17,909	Miramonte HS, CA	21,801	Mark V. Kapfer	
William S. Hicks		Steve Wood		Blue Valley West HS, KS	10,745
Brebeuf Jesuit HS, IN	17,151	Free State HS, KS	20,189	Carlyn C. Lindley	
Harold M. McQueen		Steve Wood		Academy of the Holy Names, FL	10,733
Ben Davis HS, IN	17,027	Lawrence HS, KS	20,189	Harry B. Davis	
A. C. Eley		Gay Brasher		Hunter HS, UT	10,368
Shawnee Mission South HS, KS	17,018	Leland HS, CA	19,836	Chuck Ballingall	
Bro Rene' Sterner, FSC		Martha L. Kennedy		Damien HS, CA	10,285
La Salle College HS, PA	16,995	Redlands HS, CA	17,976	Rebecca Pierce	
Dale McCall		Sr. Mary Patricia Plumb		Parkway South HS, MO	10,280
Wellington HS, FL	16,213	Academy of the Holy Names, FL	17,523	Allen Janovec	
*****		Pam C. Wycoff		Norfolk HS, NE	10,267
Pamela K. McComas		Apple Valley HS, MN	1,6875	Douglas R. Springer	
Topeka HS, KS	20,412	Mark Harris		New Trier Twp HS, IL	10,222
Randy Pierce		Raytown HS, MO	16,226	Dr. Elizabeth L. Ballard	
Pattonville HS, MO	18,930	Teresa E. Sparkman		Norman HS, OK	10,163
Georgia Brady		Kickapoo HS, MO	15,499	Linda S. Box	
Blue Springs South HS, MO	18,845	Judy Kroll		Ladue Horton Watkins HS, MO	10,133
Carl F. Grecco		Brookings HS, SD	14,505	W. E. Schuetz	
Truman HS, PA	17,205	Bill Davis		Gregory Portland HS, TX	10,128
Kenneth A. Carano		Blue Valley North HS, KS	14,162	Bob J. Siefert	
Austintown Fitch HS, OH	16,684	Charlene Bradt		Logansport HS, IN	10,051
Diane Mastro-Nard		Alva HS, OK	13,722	Wayne Gessford	
Youngstown Mooney HS, OH	15,984	Skip Altig		Gresham Barlow HS, OR	10,015
Gary G. Harmon		North Platte Sr HS, NE	13,445	Westview HS, OR	10,015
Salina Central HS, KS	15,510	Michael E. Starks		***	
Topeka HS, KS	15,510	Cheyenne East HS, WY	13,135	Tommie Lindsey	
Leora K. Hansen		Julie Sheinman		James Logan HS, CA	21,760
Blackfoot HS, ID	15,292	Stuyvesant HS, NY	12,863	David L. Watkins	
Lydia Esslinger		Deana Butcher		Neosho HS, MO	17,011
Syosset HS, NY	15,187	Kickapoo HS, MO	12,762	Ruth B. McAllister	
Douglas Tschetter		Janet Robb		Riverside HS, SC	15,746
Milbank HS, SD	14,835	McKeesport Area HS, PA	12,743	Kim R. Maass	
Paul Gieringer		Shirley Keller-Firestone		Sioux Falls Lincoln HS, SD	14,388
Marshall HS, MO	14,777	Homestead HS, CA	12,730	Michael W. Burton	
Lee D. Alto		Timothy C. Averill		Eastside Catholic HS, WA	13,912
Grand Rapids HS, MN	14,768	Manchester Essex Regional HS, MA	12,643	Lisa Miller	
Donald L. Smith		Ron Jackson		Nova HS, FL	13,109
Salt Lake City East HS, UT	14,716	North Kansas City HS, MO	12,464	Beth Goldman	
Carl Swanson		Tom Montgomery		Taravella HS, FL	12,727
Sioux Falls Lincoln HS, SD	14,690	Lodi HS, CA	12,450	Peggy Benedict	
James Menchinger		Lincoln Record		Cherry Creek HS, CO	12,606
Portage Northern HS, MI	14,436	Fort Wayne Northrop HS, IN	12,216	Todd Casper	
		Vickie Fellers		Carrollton HS, OH	12,559
		Wichita East HS, KS	12,194	Doug Campbell	
		Robert D. Nordyke		San Gabriel HS, CA	12,367
		Wichita Campus HS, KS	1,2103		

Cynthia A. Burgett		Ann C. Stepp		Barbara T Garner	
Washburn Rural HS, KS	11,990	Kokomo HS, IN	8,634	Duncanville HS, TX	7,562
Daniel H. Durbin		Peggy A. Oliver		Robert L. Jones	
Signature School, IN	11,741	Idaho Falls Bonneville HS, ID	8,602	Fresno HS, CA	7,548
Melissa Reynolds		N. Andre' Cossette		Leslie Kuhns	
Bishop Miege HS, KS	11,538	Gonzaga Prep HS, WA	8,588	Topeka West HS, KS	7,532
Glenn M. Nelson		Susan B. McLain		Catherine Berman	
Hutchinson HS, KS	11,384	Glencoe HS, OR	8,577	El Cerrito HS, CA	7,502
Jay Stubbs		Christine M Adams		Karen Colton-Millsap	
Houston Bellaire HS, TX	11,377	Independence Truman HS, MO	8,539	Aurora HS, MO	7,471
Stan McGrady		Linda Oddo		Lexy Green	
Boise HS, ID	10,720	New Trier Twp HS, IL	8,513	College Prep School, CA	7,336
Timberline HS, ID	10,720	Alice J. Ursin		Pinole Valley HS, CA	7336
Mike Jeffers		Bethel Park HS, PA	8,431	Carol Strickland	
Independence Truman HS, MO	10,633	Cat Horner-Bennett		Emporia HS, KS	7,310
Stan Magee		Taos HS, NM	8,416	Gayle Hyde	
Dulles HS, TX	10,571	Scott Milliken		Fargo South HS, ND	7,232
Paulette M. Manville		Millard North HS, NE	8,402	Mike Kolodziej	
Shawnee Mission East HS, KS	10,430	Robert S. Levinson		Glenbard West HS, IL	7,186
Kandi King		Bronx HS Of Science, NY	8,387	Ryan McKeithan	
San Antonio Churchill HS, TX	9,940	James M. Denekas		Topeka Seaman HS, KS	7,180
Gail Naylor		Le Mars Community HS, IA	8,368	Gay Hollis	
Silver Lake HS, KS	9,935	Richard Ochoa		Taylor HS, TX	7,176
Bro Anthony K. Cavet CFC		Alta HS, UT	8,350	Doris J. Sexton	
Iona Prep School, NY	9,852	Mark Quinlan		West Bend East HS, WI	7,133
Dr. Larry B. Stuber		Circle Pines Centennial HS, MN	8,277	Barbara Watson	
Valparaiso HS, IN	9,840	Catherine Wood		Great Bend HS, KS	7,120
David M. Montero		Shawnee Mission South HS, KS	8,218	Nancy S. Smith	
Pueblo Centennial HS, CO	9,748	Mary B. McCarthy		Salt Lake City East HS, UT	7,119
Deborah Bendix		Silver Lake HS, KS	8,198	Ann Shofner	
St Cloud Apollo HS, MN	9,657	Topeka HS, KS	8,198	Amarillo Tascosa HS, TX	7,088
Lois Pierson		James Robbins		G. D. Richardson	
Valley Center HS, KS	9,653	Chrysler HS, IN	8,196	Omaha Westside HS, NE	7,078
Sherri L. Shumaker		Catherine Smith		Joseph Buzzelli	
Blue Springs HS, MO	9,551	Olathe South HS, KS	8,189	St Ignatius HS, OH	7,076
Peggy Dersch		Hugh Ringer		Darcy Butrimas	
Parkway West HS, MO	9,499	Mercer Area HS, PA	8,188	Trinity Prep School, FL	7,059
Mark Etherton		David W. Loos		Joseph Wycoff	
Rowan County Sr HS, KY	9,372	Algoma HS, WI	8,187	Apple Valley HS, MN	7,051
Michael Patterson		Kelli Morrill		Kathy Martin	
Guymon HS, OK	9,330	Raytown South HS, MO	8,115	Dilworth Glyndon Felton HS, MN	7,041
Gregg C. Hartney		Sally M. Finley		Robert H. Steffen	
Jenks HS, OK	9,216	Belle Vernon Area HS, PA	8,070	Blue Valley Northwest HS, KS	7,024
Rev Raymond Hahn		Tony F. Figliola		Stan Austin	
Cathedral Prep School, PA	9,208	Holy Ghost Prep, PA	8,025	Wheaton North HS, IL	6,968
Noel Trujillo		Nelson L. Warren		Max H. Brown	
Los Alamos HS, NM	9,207	Remington HS, KS	8,003	Blue Valley North HS, KS	6,957
Stanley Lewis		Robert H. Ihrig		Susan Malone	
Olathe East HS, KS	9,160	Mankato West HS, MN	7,997	Alta HS, UT	6,955
Robert Brittain		Sr. Diane Weifenbach		Richard Bracknell	
Columbia City HS, IN	9,144	St Ignatius College Prep, IL	7,981	Carrollton HS, GA	6,938
Jeanne Scott		Robert M. Leet		Mel Olson	
Sapulpa HS, OK	9,059	Sheboygan South HS, WI	7,933	Dobson HS, AZ	6,918
Cynthia Timmons		Sr. Mary Raimonde		Dalvin R. Yager	
Colleyville Heritage HS, TX	9,052	St Joseph Hill Academy, NY	7,909	Derby HS, KS	6,906
James Wakefield		Robert E. DeGroff		Dianne B. Moeller	
Fort Lauderdale HS, FL	9,004	Colton HS, CA	7,822	Skyline HS, CO	6,898
Judy Hadley		Linda M. Henry		Gregory P. Dawson	
Lafayette HS, LA	8,912	Labette County HS, KS	7,821	The Blake School, MN	6,888
Mary M. Howell		Sharen Althoff		Harriet L. Medlin	
Albuquerque Academy, NM	8,851	Wooster HS, OH	7,724	Brentwood HS, TN	6,887
Gregory Varley		Thomas K. Biddle		Cheryl Gilmore	
Lakeland HS, NY	8,832	Bear Creek HS, CO	7,716	Acadiana HS, LA	6,868
Pauline J. Carochi		Rose M. Joyce-Turner		Bonnie Gailey	
Canon City HS, CO	8,824	Monticello HS, NY	7,690	Hunter HS, UT	6,865
Eleanor R. Langan		Gail Sarff		Mike W. Beattie	
Scranton HS, PA	8,790	Wayzata HS, MN	7,649	Waynesville HS, MO	6,855
David S. Smith		Ann Tornberg		Clifton Morton	
Salt Lake City Highland HS, UT	8,745	Sioux Falls Lincoln HS, SD	7,647	Hortonville HS, WI	6,837
David McKenzie		Don Oberti		Cornell A. Loschen	
Plymouth HS, IN	8,660	Clovis West HS, CA	7,639	Worland HS, WY	6,831
Roberta Grenfell		Peggy A. Madden		C. Frederick Snook	
Klein HS, TX	8,652	North Hills HS, PA	7,594	Crestwood HS, OH	6,823
Ed Trimmer		Paul Haywood		Connie J. Link	
Winfield HS, KS	8,646	Homewood Flossmoor HS, IL	7,573	Heyworth HS, IL	6,818

Patrick Reis		Charlotte Tyree		David Williams	
Mark Keppel HS, CA	6,814	Plymouth HS, IN	6,042	Newton HS, KS	6,063
Dr. Thomas D. Castle Sr.		Gail L. Nicholas		Ken Paden	
Bettendorf HS, IA	6,787	Bob Jones Academy, SC	6,017	St Joseph Central HS, MO	6,028
William B. Vaill				Suzanne E. Theisen	
Norton HS, OH	6,758	**		Stow Munroe Falls HS, OH	6,020
Sandra L. Broussard		Derek L. Yuill		Wedge Crouch	
Comeaux HS, LA	6,752	Gabrielino HS, CA	14,617	Ozark HS, MO	5,993
Charles H. Nicholas		Chris Riffer		Robert D. Neuleib	
Bob Jones Academy, SC	6,713	Blue Valley HS, KS	11,858	University HS, IL	5,985
Carl Wangsvick		Robin Blackburn		James W. Rye	
Fort Collins HS, CO	6,712	Smith Cotton HS, MO	11,645	The Montgomery Academy, AL	5,939
Don Vettel		David Matley		William C. Robinson, Jr.	
Bakersfield West HS, CA	6,708	Danville Monte Vista HS, CA	11,081	Shawnee Mission South HS, KS	5,937
Russell E. Brock		Nick Panopoulos		Rhea Hoppes	
Monett HS, MO	6,699	Cheyenne Central HS, WY	10,317	Maconaquah HS, IN	5,916
Judith McMasters		Robert A. Chalender		Shelby McNutt	
Bishop Kelley HS, OK	6,679	El Dorado HS, KS	10,066	Garden City HS, KS	5,912
John H. Holmquest		Scott Ginger		Jan Cook	
Watertown HS, SD	6,676	Green Valley HS, NV	9,740	Cherokee Washington HS, IA	5,881
Gloria Wasilewski		Connie Aufdembrink		Mary A. Schick	
Riverside HS, PA	6,674	Lamar Consolidated HS, TX	9,014	Michael Krop HS, FL	5,864
Karen S. Finch		Thomas Williams		Douglas Johnson	
Blacksburg HS, VA	6,624	Howland HS, OH	8,953	Brainerd HS, MN	5,848
Fred Robertson		Ron Grimsley		Noel S. Selegzi	
Fremont HS, NE	6,618	Mitchell HS, SD	7,478	Hunter College HS, NY	5,832
Mary A. Yoskey-Berty		Charlotte Brown		Sheryl Kaczmarek	
Trinity HS, PA	6,603	Gregory Portland HS, TX	7,386	Newburgh Free Academy, NY	5,807
Wanda V. Manther		Ken Ogden		Kathleen O'Halloran	
Rosemount Sr HS, MN	6,557	Stratford HS, TX	7,259	Norwin HS, PA	5,800
Glenda Ferguson		Andrew G. West		Steven M. Helman	
Creekview HS, TX	6,513	Myers Park HS, NC	7,195	Kamiak HS, WA	5,789
Joseph Gains		Debra L. Weiher-Traas		Dan Johnson	
Wadsworth HS, OH	6,510	Appleton East HS, WI	7,102	Raymond Central HS, NE	5,788
Beverly Ruff		Michael Traas		Lee A. Ince	
Papillion LaVista HS, NE	6,490	Appleton East HS, WI	7,098	Harlingen HS South, TX	5,765
Joni Anker		Matthew Whipple		Janet Rose	
Eagan HS, MN	6,479	Glenbrook South HS, IL	7,029	Kearney Sr HS, NE	5,761
Doug Galvin		Richard Mittelstedt		Debra Thorson	
Rock Springs HS, WY	6,423	Watertown HS, SD	7,005	Foothill HS, CA	5,753
Michael Gonzalez		Gregory N. Davis		Melanie Ralston	
St Vincent HS, CA	6,401	Lakewood HS, CO	6,911	Topeka West HS, KS	5,728
Anthony Stokes		Suzanne W. Terry		Richard Chunut	
The Kiski School, PA	6,395	Hamblen HS West, TN	6,902	St Edward HS, OH	5,725
Robert L. Jones		Melba Lacaze		Anita Boyd	
Canby HS, OR	6,357	Bolton HS, LA	6,821	Laurel HS, MS	5,676
Gloria Robinson		Craig A. Austin		Mike Harrison	
Ronald Reagan HS, TX	6,330	Centennial HS, CA	6,802	San Antonio Churchill HS, TX	5,635
Kristine Hayes		Gay Janis		Susan J. Baker	
Sioux Falls Lincoln HS, SD	6,314	Gilmour Academy, OH	6,775	Sheridan HS, WY	5,618
Barbara Muhlbach		Jody Eves		Leslie S. Watkins	
Massillon Washington HS, OH	6,295	Salina South HS, KS	6,745	Brookwood HS, GA	5,587
Virginia Landreth-Etherton		James R. Morrill		Philip M. Wertz	
Rowan County Sr. HS, KY	6,292	Raytown South HS, MO	6,706	Thomas County Central HS, GA	5,577
Robert J. Tindel		John D. Eichman		Michael C. Grove	
Pittsburg HS, KS	6,270	Yucaipa HS, CA	6,588	La Costa Canyon HS, CA	5,574
David B. Moulton		Kaye Magill		Janis B. Myers	
Perry Meridian HS, IN	6,266	Westfield HS, TX	6,467	Spencer HS, IA	5,568
Mitch Gaffer		Bill Seymour		Kristina Jonyka-Bertch	
Huron HS, SD	6,261	Acton Boxborough Reg HS, MA	6,436	Omaha Central HS, NE	5,561
Paul A. Harens		Anthony E. Myers		Martin A. Cronin	
Yankton HS, SD	6,203	Durango HS, CO	6,431	Douglas HS, NV	5,559
Lynda Luce		Mickey D. Hutson		Ronald Krikac	
Waupaca HS, WI	6,202	Collierville HS, TN	6,415	Sheridan HS, WY	5,532
Michael Marks		Truman Humbert		Dr. John R. Woollen	
Hattiesburg HS, MS	6,198	Estill HS, SC	6,273	Enloe HS, NC	5,519
Deborah H. McBride		Steven Gargo		Gabriel R. Santo	
The Barstow School, MO	6,175	Appleton West HS, WI	6,260	Rocky River HS, OH	5,493
Linda C. Dencker		Linda Shipley		Steve O'Brien	
Howell North HS, MO	6,165	Bartlesville HS, OK	6,235	Watertown HS, SD	5,490
Sarah Thomas		Mary T. Gormley		Susan L. Anderson	
Washburn Rural HS, KS	6,075	Montville HS, NJ	6,214	Richardton Taylor HS, ND	5,489
Deborah E. Simon		Tom Cabbage		Jim Long	
Milton Academy, MA	6,073	Great Falls Russell HS, MT	6,214	Pfano Sr HS, TX	5,472
Nick Nelsen		Brett Miller		Martha Benham	
West Des Moines Valley HS, IA	6,061	Springfield Parkview HS, MO	6,141	Cherry Creek HS, CO	5,466

Jane G. Boyd		Henry County HS, TN	5,060	Sammy Green	
Grapevine HS, TX	5,459	Carolyn L. Martinez		Spring HS, TX	4,723
Todd A. Murray		Canon City HS, CO	5,055	David Huston	
Owasso HS, OK	5,454	Jill Lofald		Dallas Highland Park HS, TX	4,712
Marilyn Kleban		Duluth Denfeld HiS, MN	5,053	Kim Jones	
Acadiana HS, LA	5,442	Mario B. Maldonado		Bellarmine College Prep, CA	4,707
Bruce Rogers		Americas HS, TX	5,048	Thomas W. Huber	
Northside HS, GA	5,440	Josette Surratt		Oak Hill HS, IN	4,703
Gloria Henry		Teurlings Catholic HS, LA	5,037	Robert Kelly	
Ruskin HS, MO	5,430	Mario L. Herrera		Chesterton HS, IN	4,685
Claryn M. Myers		Eldorado HS, NM	5,033	Edward Davis	
Fort Wayne North Side HS, IN	5,428	Taos HS, NM	5,033	Centennial HS, CA	4,673
Ken Troyer		Eileen Waite		Elwin C. Roe	
Lyons HS, KS	5,417	Randolph HS, NJ	5,018	McDonald County HS, MO	4,664
Kieran Larkin		Gail L. Ingram		Pat Cannon	
The Mary Louis Academy, NY	5,396	Lakeview Academy, GA	5,014	Highland Park HS, IL	4,641
D'arcy F. Patey-Robinson		Richard L. Balfe		William Barthelme	
Poland Regional HS, ME	5,382	Foster HS, TX	5,008	Bergenfield HS, NJ	4,641
Teresa Lee		Morgia Belcher		Dr. Katherine C. Ligon	
Alief Hastings HS, TX	5,342	Gig Harbor HS, WA	5,006	Cookeville HS, TN	4,620
Don Schulte		Kim R. Cranston		Rebecca S. Wiley	
Pattonville HS, MO	5,315	Marquette HS, MO	5,000	Duval HS, WV	4,618
Judith Vasconcelos		Linda Mead		Nick Boilas	
Reno HS, NV	5,297	Creighton Preparatory School, NE	4,991	Canton GlenOak HS Career Ctr, OH	4,617
John Durkee		Terry Peters		Jacquelyn Langston	
Laramie HS, WY	5,279	Burlington Edison HS, WA	4,982	Blue Springs HS, MO	4,612
Judith Javersak		Paul Lewellan		Thomas J. Pabst	
Sturgis Brown HS, SD	5,276	Bettendorf HS, IA	4,966	Snider HS, IN	4,599
Brent A. Farrand		Julian M. Kite		Gregory R. Stevens	
Newark Vocational HS, NJ	5,273	John F. Hodge HS, MO	4,957	Okoboji Community School, IA	4,583
Brent A. Farrand		Barbara Miller		Sherry Duncan	
Science HS, NJ	5,273	Morningside HS, NC	4,926	Lone Peak HS, UT	4,582
Brent A. Farrand		Michael D. Amstutz		Beth Young	
Technology HS, NJ	5,273	Edison HS, OH	4,917	North Catholic HS, PA	4,579
Brent A. Farrand		Michael D. Amstutz		Susan Clark	
Weequahic HS, NJ	5,273	Vermilion HiS, OH	4,917	Lakeville HS, MN	4,577
Dr. Robert Littlefield		Michael B. Vergin		Candace Newman	
Fargo Shanley HS, ND	5,267	Mounds Park Academy, MN	4,897	Gaither HS, FL	4,545
Joyce A. Sinn		Mary A. Fridh		Ted W. Menke	
Fort Scott HS, KS	5,250	La Porte HS, IN	4,897	Greybull HS, WY	4,540
Tom Gist		Steve Meadows		Joseph B. Siren	
Springfield Central HS, MO	5,238	Danville HS, KY	4,895	Allendale Fairfax HS, SC	4,500
Jeff Borst		Gerry Nagel		Vickie A. Mayer	
Sierra HS, CO	5,233	Dekalb HS, IN	4,894	Washburn HS, ND	4,485
Tony Rosenberger		Roger C. Paldauf		Thomas J. Downs	
River Valley High, AZ	5,215	Jacobs HS, IL	4,889	R L Thomas HS, NY	4,476
Betty Whitlock		Karen Glahn		Gary K. Minor	
Clinton HS, MS	5,209	Stockton Lincoln HS, CA	4,888	Buhler HS, KS	4,469
Peter K. Redmond		Thomas Vavra		Carole Dickey	
St Louis Park HS, MN	5,185	Loyola HS, CA	4,878	Des Moines Lincoln HS, IA	4,468
Dewain R. Lien		Vincent Borelli		Aaron Timmons	
Mt Rainier HS, WA	5,176	Long Branch HS, NJ	4,876	Greenhill School, TX	4,432
Debby Warstler		Carl F. Mibeck		Judith M. Rogers	
Perry HS, OH	5,158	Lawrence HS, KS	4,870	Cascia Hall Prep, OK	4,427
Margaret Gagnon		Kimberly Cuevas		Zane Harwell	
Jackson Hole HS, WY	5,141	Reno HS, NV	4,863	Bel Air HS, TX	4,419
Timothy J. Waxenfelte		Rich D. Riggelman		Margaret Riley	
Quigley Catholic HS, PA	5,128	Denison HS, IA	4,859	Academy Of The Holy Names, NY	4,411
Frances Schoolcraft		Mary A. Betancourt		Michael A. Colletti	
Wheeling Park HS, WV	5,120	Moorestown HS, NJ	4,854	Amos Alonzo Stagg HS, IL	4,408
David S. Jenkins		Anne Wallin		Sandra Boldway	
Lafayette HS, MO	5,104	Standley Lake HS, CO	4,818	San Dieguito HS, CA	4,403
Glen Cook		Max Griffith		Lana S. Hall	
Greeley Central HS, CO	5,102	Elgin HS, OH	4,807	Hereford HS, TX	4,396
Rita Prichard		Eugene Burnett		Mary J. Pelson	
Granite Bay HS, CA	5,098	Pontiac Township HS, IL	4,785	Tigard HS, OR	4,393
Frank A. Langheinrich		Rachel K. Leach		Mary L. Lindquist	
Salt Lake City East HS, UT	5,091	Gresham Barlow HS, OR	4,771	Mercer Island HS, WA	4,377
Spanish Fork HS, UT	5,091	Michael Pittman		Michael Remick	
James E. McPheeters		Savannah HS, MO	4,769	Eagle Point HS, OR	4,356
McPherson HS, KS	5,078	Paulinda Krug		Sally Squibb	
Kent Hyer		Trinity HS, TX	4,753	Lewisville HS, TX	4,355
Northridge HS, UT	5,067	Nancy Walker		Rosemary Kincaid	
Jane Jane Berry-Eddings		Hockaday School, TX	4,748	Abilene HS, TX	4,348
Sprague HiS, OR	5,065	Randy Ellis		Joe D. Trevino	
Linda Wilson		Spring HS, TX	4,747	Bishop HS, TX	4,342

Margaret Kendrick St John's School, TX	4,330	Sandra D. Schneider Dripping Springs HS, TX	4,024	Lisa Barnett Boswell HS, TX	3,662
Timothy M. Neville Wood River HS, ID	4,320	Deborah Middleton Glenbrook South HS, IL	4,018	John McClellan Warner Robins HS, GA	3,662
Loretta Tebbe Hastings Senior HS, NE	4,318	Kristi A. Sanromani North Eugene HS, OR	4,010	Terri Robinson Georgetown HS, TX	3,660
Nicholas J. Pond Murray HS, UT	4,316	Tracy M. Steiner Beulah HS, ND	4,009	Richard D. Brown Millard South HS, NE	3,656
Debbie Johnson Round Rock HS, TX	4,316	Marcia Schultz DeSmet Jesuit HS, MO	4,008	Myrna B. Goodwin Mount Miguel HS, CA	3,653
Tom Mosberger Canton GlenOak HS Career Ctr, OH	4,313	Kathleen D. Hamm Iowa City West HS, IA	4,008	Kirby Volz Fort Wayne North Side HS, IN	3,633
Stephanie A. Smith Warren East HS, KY	4,305	James Fountain Desert Vista HS, AZ	4,000	Pam Hummel Sandra Day O'Connor HS, TX	3,632
Gretchen G. Nash Hamilton Heights HS, IN	4,271	Brian Hayenga Des Moines North HS, IA	3,968	Del Holz Bloomington Jefferson HS, MN	3,608
Nydia Jenkins Rowe Springfield Parkview HS, MO	4,269	Glenda L. Sullivan Dickson County HS, TN	3,954	Mary C. Green Pasadena HS, TX	3,601
Andara Macdonald Holtville HS, CA	4,256	Jenny Cook Milton Academy, MA	3,942	Kenneth R. Simpson Sanger HS, CA	3,594
Carolann Biel Chesterton HS, IN	4,244	Kirby Chin Bronx HS Of Science, NY	3,939	Cheryl Johns Jersey Village HS, TX	3,593
Grant Hansen Roy HS, UT	4,216	Kelly Parker Centennial H, GA	3,935	Paula Middleman Bridgewater Raritan Reg HS, NJ	3,591
Tom Krause Pine View School, FL	4,208	Douglas Frank Cheyenne East HS, WY	3,917	Robert R. Larcher St John's Jesuit, OH	3,578
Conrad Davis Chaparral HS, AZ	4,204	Sally L. Hofmeister Poland HS, OH	3,908	Thomas Sweeney Homewood Flossmoor HS, IL	3,577
Jimmy L. Smith Princeton HS, TX	4,200	Therese V. Rich Ponderosa HS, CO	3,905	Thomas Sweeney Marian Catholic HS, IL	3,577
Katherine Griffin Hillsborough HS, FL	4,197	Thunderridge HS, CO	3,905	Robert Speirs Spearfish HS, SD	3,573
Karen Wilbanks Plano Sr HS, TX	4,175	Kate Lindsay Salina South HS, KS	3,904	Diane Forbes Garland HS, TX	3,564
Eloise A. Weisinger Aldine Sr HS, TX	4,174	Fred Monberg Hammond HS, IN	3,903	Dorene Nelson Groton HS, SD	3,553
Margaret A. Emelson Lakewood HS, FL	4,167	Gloria O'Shields Farmington HS, NM	3,899	Charles Oakes Battle Ground Academy, TN	3,551
Margaret A. Emelson Uniontown Area Sr HS, PA	4,167	Kelly J. Smith La Junta HS, CO	3,889	Martin Lamansky Steamboat Springs HS, CO	3,542
Kim-Michelle Pullan Pleasant Grove HS, UT	4,150	Kathy Faulkenberry Caney Valley HS, KS	3,856	Rebecca Meyer-Larson Moorhead HS, MN	3,539
Karl R. Packer Alta HS, UT	4,147	Dennis Eller Canterbury HS, IN	3,847	Robert R. Pacilio Mt Carmel HS, CA	3,528
Jon Kachelmacher Rosemount Sr HS, MN	4,139	Mark E. Stucky Moundridge HS, KS	3,834	Bill Healy Bellarmine College Prep, CA	3,513
Candis L. Pees Dayton Oakwood HS, OH	4,133	Harley Liebenson Albert Einstein HS, MD	3,829	Joseph Johnson Ronald Reagan HS, TX	3,495
Matt Davis Lincoln East HS, NE	4,132	Helen P. Kelley Oregon City HS, OR	3,820	Laura Baxter South Garland HS, TX	3,491
Sandra S. Sage Frisco HS, TX	4,123	Janice Caldwell Lindale HS, TX	3,805	Bonnie S. Barker Nashville Overton HS, TN	3,487
Carol Harms Belleville East HS, IL	4,120	Michael Nailor Danville HS, PA	3,793	Pamela Deutsch West Lafayette HS, IN	3,476
Dana Hale Cameron HS, MO	4,114	Richard G. Percifield Layton Christian Academy, UT	3,772	Sue E. Norris Flagstaff HS, AZ	3,475
Dana Hale Lathrop HS, MO	4,114	Susan Nordquist International Falls HS, MN	3,766	Michael Bacon Newburgh Free Academy, NY	3,467
Doug McConnaha Corvallis HS, MT	4,090	Susan Telehany Ysleta HS, TX	3,723	Bonnie O'Leary Gilmour Academy, OH	3,465
Dale Shikowski Greendale HS, WI	4,080	Myles Wagner Coon Rapids HS, MN	3,723	Michael L. Midgley Canon City HS, CO	3,449
Renita Johnson Clements HS, TX	4,051	Steve D. Estenson Cottage Grove Park HS, MN	3,718	Donna Brown Putnam City HS, OK	3,443
Dennis B. Hadley Fremont HS, UT	4,050	Brent Pesola University School, FL	3,714	Susan M. Hittson Chrysler HS, IN	3,433
Diana Krauss Phoenix Central HS, AZ	4,048	Brit McCabe Bishop McGuinness HS, OK	3,706	Rosella Blunk Sioux Falls Lincoln HS, SD	3,430
Carol J. Leshock Greensburg Salem HS, PA	4,038	Dorothy J. Sunne Forest Lake Sr HS, MN	3,685	David Philler Glynn Academy, GA	3,429
John A. Cardoza Carondelet HS, CA	4,032	Marie A. Dzuris Centerville HS, OH	3,679	Sandy Patrick Cheyenne East HS, WY	3,428
John A. Cardoza De La Salle HS, CA	4,032	Bob Horlick Auburn Sr HS, WA	3,677	Greg Adkins Flathead Co HS, MT	3,420
Niki Alderson Muldrow HS, OK	4,025	Mary Knutson Cedarburg HS, WI	3,673		

Sharon Volpe		Diane M. Ritzdorf		Sean Nicewaner	
North Allegheny Sr HS, PA	3,402	Arapahoe HS, CO	3,143	Nevada HS, MO	8,120
Susan Moore		Lori Mastrud-Babcock		Amy Walker	
Scott County HS, KY	3,396	Duluth East HS, MN	3,135	Hillcrest HS, ID	7,465
William C. Bartley		Greg Malis		Annellen J. Hughes	
Hunter HS, UT	3,393	Glenbrook North HS, IL	3,128	Southside HS, SC	7,110
Shawn Crain-Mena		Barbara Funke		Leslie Robinett	
Bel Air HS, TX	3,371	Chesterton HS, IN	3,128	Jordan HS, UT	6,865
Joey K. Miyamoto		Rebecca Yager		Nancy E. Wedgeworth	
Iolani School, HI	3,369	Derby HS, KS	3,120	Springfield Parkview HS, MO	5,804
Charlotte Boteilho		James Lester		Timothy E. Sheaff	
H P Baldwin HS, HI	3,365	Talihina HS, OK	3,119	Dowling Catholic HS, IA	5,780
Michele K. Coody		Sally Pies		David Abel	
Saint James School, AL	3,361	Brookings HS, SD	3,117	Goddard HS, KS	5,741
Barbara McCain		Thomas H. De Yarman		Cindi H. Saukel	
Plano East Sr HS, TX	3,356	Pueblo Centennial HS, CO	3,112	Jersey Village HS, TX	5,443
Sandra W. Davis		Brent C. Oberg		Todd W. Hering	
Battle Ground Academy, TN	3,352	Denver Christian HS, CO	3,106	Eastview HS, MN	5,287
Richard Mullen		Brent C. Oberg		LeAnn Richards	
Cape Elizabeth HS, ME	3,346	Highlands Ranch HS, CO	3,106	Edison Computech HS, CA	5,143
Paul M. Evans		Doug Mills		Jim Ryan	
Benton HS, MO	3,338	Greensburg Central Catholic HS, PA	3,104	Norman HS North, OK	5,052
Lynne M. Bustle		Opal M. Morse		Laura Raeder	
Centerville HS, OH	3,332	Pt Pleasant Sr HS, WV	3,103	Sioux Falls Roosevelt HS, SD	4,965
Michele Lockhart-Henry		Judy McKeever		Matthew Brandstetter	
Rio Grande HS, NM	3,325	Tualatin HS, OR	3,098	The Harker School, CA	4,940
Diana Prentice Carlin		David M. Price		Bill Evans	
Topeka HS, KS	3,323	Katella HS, CA	3,095	Hillcrest HS, SC	4,850
Steve Hamersma		Barbara Ochoa		Donna M. Riffe	
Sioux Falls Washington HS, SD	3,321	Alta HS, UT	3,085	Wheat Ridge HS, CO	4,794
Delose Conner		Nelda D. Chapman		Kathy A. Patron	
Layton HS, UT	3,302	Rangeview HS, CO	3,084	Perry HS, OH	4,791
Deborah Larsen		Mariann Fedrizzi		Tracy L. Weaver	
Marshfield HS, OR	3,299	Cypress Creek HS, TX	3,072	Wadsworth HS, OH	4,628
Kathryn G. O'Keefe Maller		Paula M. Reed		Richard M. Belske	
Fremont HS, CA	3,299	Columbine HS, CO	3,066	Olathe North HS, KS	4,575
Patrick Pins		Dana Hemphill		Dixie Waldo	
Mandan HS, ND	3,295	Norman HS, OK	3,054	Carroll HS, TX	4,552
Anne D. Duke		Gail A. Riddle		Brandon Cosby	
Glynn Academy, GA	3,284	Byrd Sr HS, NC	3,053	Signature School, IN	4,542
Ellora Kleven		Gail A. Riddle		A. J. Smith	
St Cloud Technical Hs, MN	3,283	South View Sr HS, NC	3,053	Montrose HS, CO	4,409
Martin Glendinning		Dutch Fichthorn		Russ Tidwell	
Edmond North HS, OK	3,262	Lincoln East HS, NE	3,049	Garden City HS, KS	4,388
Robert S. Deutsch		Jeff Kopelow		Karen Vaughan	
West Lafayette HS, IN	3,250	Ladue Horton Watkins HS, MO	3,047	Foothill HS, NV	4,386
Nancy Groves		Sandra L. Martineau-Smith		R. Jon Frey	
Pueblo East HS, CO	3,212	Bonita Vista HS, CA	3,043	Aberdeen Central HS, SD	4,353
Carol A. Sheppard		Constance Leyendecker		Jennifer Holden	
Charles W. Flanagan HS, FL	3,206	Convent of the Visitation, MN	3,041	Park Hill South HS, MO	4,244
Jennifer Bergan		Robert Marks		Scott Bonnet	
Deuel School, SD	3,206	James Logan HS, CA	3,039	McPherson HS, KS	4,243
Gail A. Chastain		Sherry Whitcomb		Bruce Benson	
San Fran Mercy HS, CA	3,197	Kokomo HS, IN	3,036	Madison HS, ID	4,237
Judith A. Speer		Suzanne Whitaker		Kaileen Harris	
Fenwick HS, IL	3,197	New Iberia HS, LA	3,021	Highland HS, ID	4,204
Todd Schnake		Manuel Halkias		Kaileen Harris	
Raymore Peculiar HS, MO	3,195	Canton McKinley HS, OH	3,016	Pocatello HS, ID	4,204
Marsha Williams		Bryan R. Purdie		Amy Cloer	
Greensburg Salem HS, PA	3,193	Sky View HS, UT	3,014	Providence HS, NC	4,169
Dr. Walter Kahumoku		Gregg Reed		Angela Weber	
Kamehameha Schools, HI	3,186	Logansport HS, IN	3,008	Dreyfoos School of the Art, FL	4,153
Teri Robinson		Steven J. Fetzik		Brian White	
Green River HS, WY	3,186	Austin HS, MN	3,006	Kapaun Mt Carmel HS, KS	4,132
David W. Witt		St. Francis HS, MN	3,006	Lynn S. Schmitt	
Hastings Senior HS, NE	3,175	Pam Lisner		Edina HS, MN	4,126
Alan Trivett		All Saints Episcopal School, TX	3,005	Simon Navarro	
Olympic HS, NC	3,166			Dobson HS, AZ	4,093
Martha L. Carr				Stan Smith	
W T Woodson HS, VA	3,159			Wichita Southeast HS, KS	3,972
Sr. Cecilia M. Hermann		Eric Simone		Scott Walker	
Immaculate Heart Central HS, NY	3,154	Youngstown Boardman HS, OH	9,029	Watertown HS, SD	3,926
Archie Painter		Arianne G. Fortune		James W. Lee	
Sherando HS, VA	3,145	Kansas City Oak Park HS, MO	8,163	Bryan HS, TX	3,873

Laurel Scheidt		Kathleen Crosby		Twinkle Johnson	
Portage Northern HS, MI	3,871	Sacred Heart Academy, NY	3,138	Deer Park HS, TX	2,874
Pamela Ballow		John M. Mazzucco		Randy Borden	
Plano Williams HS, TX	3,843	Austintown Fitch HS, OH	3,122	Portage Central HS MI	2,871
Mark Regier		Jay L. Johnson		Charles Dribin	
Stockdale HS, CA	3,834	Sheboygan North HS, WI	3,113	Glenbrook North HS, IL	2,868
Rhonda L. Bell		Andrew Buchan		Mark J. McNeil	
Kingwood HiS, TX	3,828	Thomas Jefferson HS, WA	3,089	Sacred Heart HS, MA	2,867
Alicia Elliott		Wayne Paulus		Brenda Bollinger	
Plano East Sr HS, TX	3,816	Ball HS, TX	3,068	Clayton Sr HS, MO	2,852
Lisa Leiker		Mary E. Willoughby		Joan M. Macri	
Parsons HS, KS	3,809	Grady HS, GA	3,064	Lewiston HS, ME	2,845
John Horner		Alicia M. Slavis		Adam Black	
Nixa R 2 Schools, MO	3,785	Christian Brothers Academy, NY	3,063	Brentwood Academy, TN	2,819
John Horner		Joseph Russo		Gail Bauwens	
Reeds Spring HS, MO	3,785	Cathedral Prep Seminary, NY	3,062	Matawan Regional HS, NJ	2,818
Mary Wacker		Walter R. Willis		Robert Stockton	
Brookfield East HS, WI	3,784	Cypress Falls HS, TX	3,052	Katella HS, CA	2,813
Ruth S. Barth		Marc Rischitelli		Betsy A. Geery	
Platte Canyon HS, CO	3,729	Shrewsbury HS, MA	3,046	Loretto Academy, TX	2,807
Charles Sloat		David A. Yastremski		Walter Farwell	
Iona Prep School, NY	3,644	Ridge HS, NJ	3,001	Buffalo HS, WY	2,800
Trudi L. Gessford Harte		James Fedje		Shawn Wingfield	
Westview HS, OR	3,629	Eagan HS, MN	2,996	Wichita Northwest HS, KS	2,798
LeNina M. Wimmer		Carol Hardtke		Cindy Stoker	
Clearfield HS, UT	3,604	Marquette Univ HS, WI	2,995	Jersey Village HS, TX	2,789
Cindy R. Roth		Donald R. Hitt		Marilyn Mann	
Olathe South HS, KS	3,601	Madison County HS, VA	2,993	Monett HS, MO	2,786
Jim Dornan		David McGinnis		Aaron P. Smith	
Longmont HS, CO	3,594	Highland Park Sr HS, MN	2,992	West Lafayette HS, IN	2,784
Kenneth J. Church		Joan L. Williams		Cecil M. Trent III	
Lansing Sr HS, KS	3,564	Youngstown Ursuline HS, OH	2,982	Houston Memorial HS, TX	2,781
Matthew Rund		Dr. Roberta C. Rice		Matt Fraser	
Ind'pls North Central HS, IN	3,535	Central Valley HS, WA	2,982	Head Royce School, CA	2,780
Tammie Peters		Cathy Smales		Mike Pazelan	
Golden HS, CO	3,502	Elko Hi, NV	2,981	Los Alamitos HS, CA	2,779
Judie Roberts		Wayne Tang		Katy Kestner	
Salt Lake City Skyline HS, UT	3,467	Maine Township East HS, IL	2,977	Carmel HS, IN	2,773
Thomas Noonan		Terry Quinn		Gail L. Long	
Marquette Univ HS, WI	3,454	Campbell County HS, WY	2,976	Westmont HS, CA	2,766
Steve Medoff		Deborah Miller		Robert M. Candelaria Jr	
Pennsbury HS, PA	3,454	Magnificat HS, OH	2,943	El Paso Cathedral HS, TX	2,763
Valentin Jimenez		Tyrone Wesley		Christopher A. Wolf	
L V Hightower HS, TX	3,429	Sheboygan South HS, WI	2,941	Bellarmine College Prep, CA	2,753
Richard Herder		Trudy K. Kinman		Sally Benton	
Lely HS, FL	3,412	Aibany R-III HS, MO	2,939	Cortez HS, AZ	2,748
Shelia Holt		Alice B. Rote		John Lemaster	
Bolivar R 1 HS, MO	3,410	Copley HS, OH	2,928	Alief Hastings HS, TX	2,742
Jeffrey D. McConnell		Brooke Gregg		Nancy G. Marcus	
Independence Chrisman HS, MO	3,352	Woods Cross HS, UT	2,926	Jackson HS, OH	2,737
Rodney Landes		David A. Peters		Marilyn C. Childs	
Johansen HS, CA	3,345	South Houston HS, TX	2,926	Chelsea Public School, VT	2,735
Margaret Oveson		Cheryl Potts		Delvin Strecker	
South Fremont HS, ID	3,339	Plano Sr HS, TX	2,926	Salina Central HS, KS	2,733
Jose Medina		Jane Nelson		Catherine Luhr	
Eastwood HS, TX	3,324	Plymouth HS, IN	2,924	Mount Mercy Academy, NY	2,731
Russell Rach		Jane Rinehart		James E. Masters	
Houston Bellaire HS, TX	3,300	Kansas City Central HS, MO	2,919	Dallas Highland Park HS, TX	2,716
James P. Dorsey		Eric Uecker		Michael Frickstad	
Vashon Island HS, WA	3,283	Sioux Falls Washington HS, SD	2,919	St Michael Albertville HS, MN	2,714
Sue W. Cowan		William J. Murray		Michelle Hendrix	
Forest Grove HS, OR	3,264	Mechanicsburg HS, PA	2,903	Stillwater HS, OK	2,702
Colleen Murphy Richardson		Jeff Schneider		Tim Hughes	
Omaha Westside HS, NE	3,248	Elizabeth HS, NJ	2,896	Belton HS, MO	2,697
Brian Knox		Durell Hamm		Sarah Tuchscherer	
Campbell County HS, WY	3,241	Boone County HS, KY	2,891	Red River HS, ND	2,697
Gloria J. Stumme		Thomas S. McClary, Jr.		Carolyn W. Salam	
Sugar Salem HS, ID	3,233	Miami Southridge HS, FL	2,890	Logan Rogersville HS, MO	2,695
Carol R. Clanton		Robert Galligan		Jerry Firestone	
Brookhaven HS, MS	3,200	Kuemper HS, IA	2,887	Homestead HS, CA	2,687
Alice King		Carrol P. Trusty		Sue Morse	
Campbell County HS, WY	3,168	Antioch HS, TN	2,885	Springdale HS, AR	2,683
Lyle R. Linerode		Christopher Colvin		Janet Haar	
Gahanna Lincoln HS, OH	3,141	Lamp HS, AL	2,881	Sioux Falls Roosevelt HS, SD	2678

Mary Talsky		Steven R. DuBois		Randy Hemphill	
Pius XI HI, WI	2,669	St Thomas Aquinas HS, KS	2,447	Norman HS, OK	2,312
Ronald A. Ingle		Steve Larue		June M. Benton	
Gateway HS, CO	2,664	Denver East HS, CO	2,446	Century HS, OR	2,308
Kevin Hedrick		David Gale		Kevin E. Ong	
Trinity Catholic HS, KS	2,652	Otter Valley Union HS, VT	2,440	Elkhart Central HS, IN	2,305
LeeAnn Hyer		Barbara A. Ferreira		Ken King	
Davis HS, UT	2,644	Modesto HS, CA	2,434	Shawnee Mission West HS, KS	2,304
Robert H. Shurtz		Ali Taylor		Frank Kreml	
Hawken School, OH	2,643	Granada Hills HS, CA	2,432	Belleville West HS, IL	2,302
Christopher McDonald		Richard Purrington		Julie Johnson	
Eagan HS, MN	2,629	Eastview HS, MN	2,431	Jacobs HS, IL	2,297
Thomas M. Fones		Sally Durand		William K. McBride	
St Paul Acad. & Summit Sch, MN	2,627	St Thomas More HS, LA	2,430	Neenah HS, WI	2,286
Michael Hurley		Bradley J. Hartje		David Hopkins	
Wheeling HS, IL	2,616	Davenport Central HS, IA	2,429	Layton HS, UT	2,284
Jean Hoerer		Robert Martin		Leo Kallis	
Richland HS, ND	2,610	Newman Smith HS, TX	2,422	Yankton HS, SD	2,283
Betsy Sexton		Charles R. Dunn		Michael Mundt	
Blue Valley North HS, KS	2,609	Fort Collins HS, CO	2,420	Crowley HS, TX	2,282
Adam J. Jacobi		Nick P. Bobis		William L. Crocker	
Milwaukee Rufus King HS, WI	2,607	Thornwood HS, IL	2,419	Falmouth Academy, MA	2,279
Anne McSparron		Duane S. Carr		Ellie Lasater	
Fargo North HS, ND	2,606	St John's College HS, DC	2,417	Albq-Valley HS, NM	2,277
James Holtz		David D. Smith		Lindsey C. Henson	
Ranum HS, CO	2,592	University HS, WA	2,413	Independence Chrisman HS, MO	2,273
Nancy C. Phaup		Pat C. Fellers		Dale Kurth	
Prince Edward County HS, VA	2,592	El Dorado HS, KS	2,405	Burlington Community HS, IA	2,269
Wayne Ervin		Mary Ellen Johnson		Patty Laroche	
Brunswick HS, GA	2,588	Salt Lake City West HS, UT	2,397	Fort Scott HS, KS	2,269
Jeanne Gentry		Susan Richey		Jennifer Oakley Denslow	
Alliance HS, NE	2,586	Kokomo HS, IN	2,396	Oologah HS, OK	2,269
Jane McClarie Laughlin		Peggy Dimock		Elaine Schmidtberger	
Scarborough HS, ME	2,581	Saint Peter HS, MN	2,393	Bishop Miege HS, KS	2,268
Joseph Lunetta		Peggy Dimock		Jennifer Larue	
Hanover Park HS, NJ	2,573	Vermillion HS, SD	2,393	Delta HS, CO	2,265
Maurice J. Larue		Marie D. Hansen		Ms. Linda Pauley	
Sturgis Brown HS, SD	2,568	Northridge HS, CO	2,390	Bellevue West HS, NE	2,258
Richard Bower		Melissa Neuman		Sean O'Donnell	
Bellwood Antis HS, PA	2,554	Rancho Buena Vista, CA	2,387	Flathead Co HS, MT	2,258
Sue Kupfer		Joe Jorland		Patricia G. Rich	
Camdenton HS, MO	2,547	Walker HS, MN	2,387	Capital HS, ID	2,257
Carolyn M. Kiewewetter		Patty Grieve		Julie Bechtel	
Fossil Ridge HS, TX	2,545	Emporia HS, KS	2,387	Gov John Rogers HS, WA	2,234
Ivonne J. Cook		Gregory W. Bowen		Shelly B. Evans	
Cherry Creek HS, CO	2,541	Kentucky Country Day, KY	2,384	Park Hill South HS, MO	2,233
Jami Bruton-Davis		Mary A. Williams		Richard B. Call	
Cassville HS, MO	2,532	Blue Ridge HS, AZ	2,377	Burley HS, ID	2,233
Jeremy R. Bernstein		Scott Rowland		Holly Hathaway	
Elkhart Central HS, IN	2,529	Elma HS, WA	2,374	Connersville Sr HS, IN	2,229
Dale Knowlton		David J. Ziegler		James G. Sauer	
Hickman Mills HS, MO	2,524	Liberty HS, CA	2,359	La Crosse Central HS, WI	2,229
Carla McKenzie		Kellard Townsend		Janet E. Diconzo	
Pawhuska HS, OK	2,522	Indp'ls North Central HS, IN	2,357	Kennedy Kenrick Catholic HS, PA	2,227
Kimberly D. Giesting		Kris Lindvall		Bart Sprague	
Connersville Sr HS, IN	2,522	Mankato West HS, MN	2,355	Topeka HS, KS	2,227
Bryce Hatch		Tamara Reffett		Patricia Cheney	
Centennial HS, CA	2,520	La Porte HS, IN	2,348	Oak Park and River Forest HS, IL	2,220
Trudy Workman		Debora K. Marsh		Michael Streeter	
Lovell HS, WY	2,519	Dexter HS, MI	2,348	Clackamas HS, OR	2,219
Rocky Mt HS, WY	2,519	Gary Boeger		Scott Voss	
Wendy Shelman		The Woodlands' HS, TX	2,346	Apple Valley HS, MN	2,219
Snake River HS, ID	2,510	Norma L. Garrett		Randy Powell	
Jennifer M. Jerome		Americas HS, TX	2,344	North Kitsap HS, WA	2,219
Millard West HS, NE	2,504	Kristen Gammon		Catherine C. Stamps	
Earl Squyres		Greenwood Lab. School, MO	2,340	St Cecilia Academy, TN	2,218
Teton HS, ID	2,475	Darrell Yarbrough		Donna Miller	
Melinda C. Welch		Alief Elsie HS, TX	2,339	Christ Church Episcopal Sch, SC	2,217
Bountiful HS, UT	2,472	Kathleen L. Hewston		Tim Laner	
Yvonne Kalka		Hempfield Area HS, PA	2,326	Kapaun Mt Carmel HS, KS	2,216
Grand Forks Central HS, ND	2,471	Lyndal Westmoreland		Lynette Williamson	
Dianne Johnson		Okarche HS, OK	2,316	Analy HS, CA	2,215
Houston Bellaire HS, TX	2,466	Kim Falco		Jennifer McCarty	
Betsy C. Ross		Franklin HS, TX	2,314	Eastview HS, MN	2,210
East Mecklenburg HS, NC	2,466				

Kenneth C. Montgomery Rancho Bernardo HS, CA	2,208	John Day Palm Beach Gardens HS, FL	2,098	Linda Brown Putnam City West HS, OK	1,996
Ms. Jennifer Tilford Graves County HS, KY	2,207	Winifred K.A. Graham Kahuku HS, HI	2,091	Carlton Thomas Northwest HS, GA	1,995
Carmen S. Adkins Sandalwood HS, FL	2,190	Cameron Carlson Kapaun Mt Carmel HS, KS	2,086	Beverly M. Kingma Nicolet HS, WI	1,995
Charles Potter Mount Vernon HS, WA	2,188	Paulette Reikowski Eagan HS, MN	2,083	Leigh Stovall Pearland HS, TX	1,993
Allen Dobbs Edmond Santa Fe HS, OK	2,187	Donna Carlin Strange Hanover HS, NH	2,082	Marilee Y. Eyre Beaver HS, UT	1,992
Dr. Randy Patterson St Andrew's Episcopal Sch, MS	2,186	Stacey Bonderer Rock Bridge HS, MO	2,080	Shannon McGillen O'Donnell Flathead Co HS, MT	1,989
Donald Fortner Munster HS, IN	2,185	Beverly Jorland Walker HS, MN	2,078	David Seale Mountain Brook HS, AL	1,963
Kristen Gonsoir Grotton HS, SD	2,179	Diane Roza Stockton St Mary's HS, CA	2,074	Charles Holvoet Baldwin HS, KS	1,961
Vicki Balzer Berea HS, OH	2,179	Mary J. McVay Peru HS, IN	2,073	Shari Johnson Malcolm HS, NE	1,958
John D. Wilson New Haven HS, IN	2,178	Gerald Murphy Glenbrook North HS, IL	2,072	Theresa Agliardo Ursuline School, NY	1,949
Larry Wood The Woodlands' HS, TX	2,178	William F. McCrady Walter Johnson HS, MD	2,068	Michelle Y. Schaffner Westview HS, OR	1,947
Ivanna Fritz Flathead Co HS, MT	2,170	Mark Perry Yukon HS, OK	2,065	Keith Pittman Asheville HS, NC	1,947
Stan K. Standly Temple HS, TX	2,169	Tommy L. Bender Lincoln Southeast HS, NE	2,062	Scott Black Warren Central HS, IN	1,947
Rita Yunker Seton La Salle HS, PA	2,162	Scott Teachenor Reno HS, NV	2,060	Jenn Svehla Belleville East HS, IL	1,939
Kathleen Miller Shawnee Mission West HS, KS	2,152	Mark Batik Glenbrook North HS, IL	2,059	Bruce Miller Bishop Guertin HS, NH	1,938
Leo J. Williams Belen Jesuit Prep School, FL	2,152	James W. Weaver Tulsa Union HS, OK	2,054	Marianne Stich Bishop Kelley HS, OK	1,938
Peter Gokey Blaine HS, MN	2,150	Bernice M. Zerr Central Kitsap HS, WA	2,053	Jim D. Rynders Convent of the Visitation, MN	1,936
Gary T. Mullennax Nevada Union HS, CA	2,149	Rhonda K. Zawadzki La Jolla HS, CA	2,052	Robert Yutzy McDowell HS, NC	1,934
Fawn Tenenbaum Palm Beach Lakes HS, FL	2,144	Lou Harwell Odessa Sr H, TX	2,052	Larry Laas Concordia HS, KS	1,933
Eric Ewan Pekin Comm HS, IL	2,144	Carolyn Wait Port Angeles HS, WA	2,052	Donal R. May Clarke Community HS, IA	1,924
Lindy Taylor Seneca HS, MO	2,142	Jack Patrick Saratoga HS, WY	2,038	Erik John Dominguez Desert Vista HS, AZ	1,917
Bill Gibron Academy of the Holy Names, FL	2,133	William Horsch Sheboygan North HS, WI	2,038	Cory A. Heidelberger Montrose HS, SD	1,916
Calvin Helsley Mansfield HS, MO	2,133	Royce A. Rice North Hills HS, PA	2,037	Susan Welch McClintock HS, AZ	1,910
Carol Duffee-Lunsford Mannford HS, OK	2,129	Patrick Henry Field Kindley HS, KS	2,034	George Savarese Mt Lebanon Sr HS, PA	1,909
Joel B. Short Belton HS, MO	2,126	Conrad H. Anderson South St. Paul HS, MN	2,034	Thomas P. Durkin Loyola HS, MD	1,905
Brenda Boudreau Bishop Carroll HS, KS	2,122	Kristine Besel Worthington Sr HS, MN	2,032	Nancy Lewis Jasper HiS, TX	1,901
Laurie Z. Cooper Woodburn HS, OR	2,120	John L. Mercer Oberlin HS, OH	2,025	Margo M. Duneman Missoula Sentinel HS, MT	1,900
Kathleen A. Prody Helena HS, MT	2,119	David R. Long Olmsted Falls HS, OH	2,025	Larry Arnhold Deer Park HS, TX	1,886
Dan Flores El Paso Cathedral HS, TX	2,118	Southern Lehigh HS, PA	2,023	Richard Rettig Perrysburg HS, OH	1,884
Donald C. Rima Bethel HS, VA	2,118	Chad Ries Niles McKinley HS, OH	2,022	Susan Spitz Hennenberg Orange HS, OH	1,884
Donald C. Rima Cape Henry Collegiate School, VA	2,118	Christopher Goddard Upper Arlington HS, OH	2,022	Kip B. McKee Sioux Falls Lincoln HS, SD	1,882
Ken Lopnot Pattonville HS, MO	2,116	Scott McDermott Glenbrook South HS, IL	2,022	Warren Sprouse Cedar Rapids Washington HS, IA	1,878
Doug Hoverson St Thomas Academy, MN	2,111	Ron Richards Broad Run HS, VA	2,020	Robert T. Shepard Duncanville HS, TX	1,877
Linda Shasberger Cedar Hill HS, TX	2,110	David Gay Bozeman HS, MT	2,018	Hanna Cusick Hickman Mills HS, MO	1,871
Vincent F. Meis Wahlert HS, IA	2,109	Janet Nobles Bixby HS, OK	2,015	Jim Menick Hendrick Hudson HS, NY	1,868
Jason P. Neiffer Great Falls HS, MT	2,106	Diana E. Gassie Cecilia H, LA	2,006	Jean A. Streiff Oakland Catholic HS, PA	1,867
Tommy Thompson Pike County Central HS, KY	2,100	Phyllis Hirth Bronx HS Of Science, NY	2,003	Lucinda Reed Woodland Park HS, CO	1,867
		Joseph Pelletier Bangor HS, ME	2,002		

Melisa Wingfield		Maureen M. Deblasio		Donald E. Hendrixson	
Wichita Northwest HS, KS	1,865	Bishop Guertin HiS, NH	1,769	Moses Lake HS, WA	1,688
Melan W. Jaich		Cosette Wymer		Eileen De Bruno	
Polytechnic School, CA	1,863	Fairview HS, OK	1,765	La Reina HS, CA	1,686
Julia Y. Brown		Michael Worcester		Pam Townsend	
East Carteret HS, NC	1,861	Dassel Cokato HS, MN	1,764	Coppell HS, TX	1,685
Karen Coston		Karen L. Minick		Brian Geffre	
Blacksburg HS, VA	1,853	Bear Creek HS, CA	1,763	Fargo Shanley HS, ND	1,680
Sara Compton		Jerome Robinson		Vivian L. McManus	
Brebeuf Jesuit HS, IN	1,850	Granada Hills HS, CA	1,761	Keystone Oaks HS, PA	1,679
Shauna S. Lamansky		Marilyn Hauber		Diana J. Andrade	
Steamboat Springs HS, CO	1,849	Davis Sr HS, CA	1,760	Conifer HS, CO	1,678
Kathleen Talley		Daniel C. Jensen		Ryan Hognlund	
Northwest HS, TX	1,847	Gothenburg HS, NE	1,752	Rowland Hall St Mark's HS, UT	1,677
Eric Everding		Missy Stertzbach		Patricia Zenczak	
Arvada HS, CO	1,847	Bronx HS Of Science, NY	1,751	Royal Palm Beach HS, FL	1,675
Claire G. Nichols		Gwin E. Jordan		Patricia Sciffiny	
Lassiter HS, GA	1,845	Mc Intosh H, GA	1,750	Montrose HS, CO	1,671
Daniel L. Pecquet		Martha T. Rough		Bobbie M. Bristow	
Hanks HS, TX	1,845	Mt Spokane HS, WA	1,750	Englewood HiS, CO	1,670
Dan Sackett		Elaine M. Daly		Bob Groven	
Carl Sandburg HS, IL	1,842	Centerville HS, OH	1,741	Rosemount Sr HS, MN	1,668
Dana Vavroch		Matthew Ogle		Carol Helmick	
Bettendorf HS, IA	1,836	Silverton HS, OR	1,738	Lisbon HS, OH	1,668
Eugene Kail		Bea Shepard		Michael Tillmann	
Pittsburgh Central Catholic HS, PA	1,835	Denver North HS, CO	1,738	Cottage Grove Park HS, MN	1,667
Teri M. Asher		Charlotte Joyner		Jeff Stutzman	
Coeur d'Alene HS ID	1,835	San Antonio Churchill HS, TX	1,735	Concord HS, IN	1,666
Walter D. Cook		Larry W. McCarty		Paul J. Wexler	
Fort Wayne Northrop HS, IN	1,835	Tom Moore HS, TX	1,733	Needham HS, MA	1,662
Steve Thompson		Fran Bogos		Lou Anne Foley	
Sheboygan South HS, WI	1,833	North Allegheny Sr HS, PA	1,733	Skyview HS, MT	1,658
Tim Hollis		Peter Stein		Don Pogreba	
Fayetteville HS, AR	1,832	Houston HS, MO	1,732	Helena HS, MT	1,658
Rosemary Martinez		Diane Johnson		Heidi L. Mick	
Putnam City North HS, OK	1,831	Bellwood Antis HS, PA	1,730	Platte County R-III HS, MO	1,657
Barbara Waas		Maryrose Kohan		Debra J.P. Corbin	
Woodland Park HS, CO	1,823	Widefield HS, CO	1,729	Branson HS, MO	1,657
Kyle Howe		Linda Nielsen		Chris Meservey	
Park Hill HS, MO	1,822	Neosho HS, MO	1,719	Shadow Ridge HS, NV	1,656
Tom Backen		Michael Harlan		Monica Wheaton	
Benilde St Margaret's School, MN	1,817	Westlake HS, TX	1,717	Great Bridge HiS, VA	1,655
Steve Sexton		Adam Burnside		John Propster	
West Bend East HS, WI	1,815	Dilworth Glyndon Felton HS, MN	1,713	San Fran Washington HS, CA	1,653
Susan H. Saxon		Brian Sams		Antoinette Baskerville	
Evans HS, GA	1,812	Roseville Area HS, MN	1,707	Barringer HS, NJ	1,652
Judy Bogard		Linda Hebert		Linda M. Morgan	
Air Academy HS, CO	1,812	Roseville Area HS, MN	1,707	Haven HS, KS	1,647
Ephraim F. Bluestein		Ralph J. Karn		Judith Rawls	
Germantown HS, TN	1,811	Keystone Oaks HS, PA	1,706	Air Academy HS, CO	1,645
Sarah C. Moore		Lisa Nieuwenhuizen		Bret McClendon	
Salisbury R-4 HS, MO	1,809	Columbia Hickman HS, MO	1,702	Washburn Rural HS, KS	1,645
Mellessa Denny		Vicki J. Browne		Colleen Gatzimos-Reed	
Lubbock HS, TX	1,806	St Petersburg HS, FL	1,702	Northfield HS, IN	1,642
Christina H. Balleweg		James J. Fore		Ceil McDonald	
La Reina HS, CA	1,805	Lafayette HS, KY	1,701	South St Paul HS, MN	1,638
Marcia Rosene		Nancy West		Shana L. Qualls	
Ind'pls North Central HS, IN	1,802	Gig Harbor HS, WA	1,701	Breaux Bridge HS, LA	1,631
Bro. John McGrory		Eric Emerson		Joseph A. Ugalde	
Chaminade HS, NY	1,799	The Kinkaid School, TX	1,701	Schurr HS, CA	1,628
Perry Beard		Jeremy Hill		Clifton D. Davis	
Cinco Ranch HS, TX	1,798	Elkins HS, TX	1,699	Teton HS, ID	1,625
James O. Payne		Travis Springfield		Harold P. Mulholland	
Blue Valley North HS, KS	1,791	Klein HS, TX	1,699	Vanguard College Prep, TX	1,624
Kenneth M. Bisbee		James A. Combs		Judy A. Meis	
Ridgefield HS, WA	1,790	Lafayette HS, KY	1,698	Wahlert HS, IA	1,623
Thomas W. Kirby		Mark Davis		Jim Murphy	
Arvada HS, CO	1,781	Auburn Riverside HS, WA	1,697	Weston HS, MA	1,620
Kathy Elerick		Jan MacNally		Scott C. Johnstone	
Cordell HS, OK	1,779	Benilde St Margaret's School, MN	1,695	St Thomas More HS, LA	1,620
Sharon E. Smith		JoAnn Landes		Marita Duesler	
Los Gatos HS, CA	1,775	Bishop Manogue Catholic HS, NV	1,692	Monsignor Kelly Catholic HS, TX	1,619
William W. Cloyd		Scott Foyt		Robert Moeny	
Holy Cross Regional School, VA	1,774	Monmouth Academy, ME	1,692	North Valley HS, OR	1,619
James Wade		Doug Pishkur		Deb Mehew	
Milton HS, GA	1,772	Chesterton HS, IN	1,692	Muskogee HS, OK	1,618

Scott Thoreson		Janice A. Johnson		Christy Spruiell-Trussell	
El Paso Cathedral HS, TX	1,616	Douglas County HS, CO	1,557	Dripping Springs HS, TX	1,524
William C. Thomas		Shelley B. Tatum		Erin B. Greene	
Denver Lincoln HS, CO	1,613	Pflugerville HS, TX	1,554	Hays HS, TX	1,523
Robert C. Burgoyne		Elizabeth A. McMahon		Benjamin W. Watson	
Eagle Point HS, OR	1,611	Milton HS, GA	1,553	Alta HS, UT	1,522
Joel Schell		Matthew Sharpnack		Stewart Willson	
Douglas HS, WY	1,610	Casper Natrona County HS, WY	1,552	Walker HS, MN	1,522
Becki Sharp		Anne Payne		Holly Wiesmann	
Golden HS, CO	1,608	Royse City HS, TX	1,550	Colton HS, CA	1,522
Joanne Cunningham		Laurie L. Johnson		Dr. Michael L. Fain	
Clinton HS, MS	1,608	Phillipsburg HS, NJ	1,550	G C Scarborough HS, TX	1,522
Tyson Smith		Laurie L. Johnson		Hoon Ko	
Iowa City West HS, IA	1,605	Ridge HS, NJ	1,550	Homestead HS, CA	1,521
Bro. Kevin Dalmasse		Sharon A. Townsend		Los Gatos HS, CA	1,521
La Salle College HS, PA	1,605	Plano West Sr HS, TX	1,550	Barbara Spencer	
Steve Agan		Robert White		Trenton R-9 HS, MO	1,520
Lead HS, SD	1,604	Shaker Heights HS, OH	1,547	Sandra Bullock	
Virginia M. Cawley		Beatrice M. Lockwood		Bettendorf HS, IA	1,520
Baldwin HS, PA	1,602	Sacred Hearts Academy, HI	1,547	Duane Lintz	
Brian Eanes'		Katherine E. Hodgdon		Paola HS, KS	1,517
San Antonio Churchill HS, TX	1,598	Miami Southridge HS, FL	1,545	Fontaine Alison	
Laura Cooper		Jim Connor		The Baylor School, TN	1,516
Jefferson City HS, MO	1,597	Sioux Falls Washington HS, SD	1,544	Linda L. Panopoulos	
Michael N. Giardina		Sandra J. Berkowitz		Cheyenne Central HS, WY	1,515
Baltimore City College HS, MD	1,596	Orono HS, ME	1,544	Craig Johnson	
Glen M. Andersen Jr		Susan Crabtree		Westminster Prep School, GA	1,515
Centennial HS, CA	1,595	Bartlesville HS, OK	1,544	Roger McCafferty	
Elayne Patridge		Lydia Miller-Wyatt		Aberdeen Central HS, SD	1,513
Frenship HS, TX	1,594	Wimberley HS, TX	1,543	Anne Jones	
Mary R. Bond		Michael Delaney		Canby HS, OR	1,513
Turner HS, KS	1,592	Calloway County HS, KY	1,542	Michelle VanGesen	
Vincetta Russo-Haber		Paul Moffitt		Kearns HS, UT	1,512
Youngstown Boardman HS, OH	1,590	Sylvania Southview HS, OH	1,539	Robert L. Odle	
Denise Raeder		Michael Welborn		Mounds HS, OK	1,509
Central Cass HS, ND	1,587	Creighton Preparatory Sch, NE	1,538	Carmen Vandever	
Victor Jih		Annick Helbig		Buffalo HS, MO	1,509
Archer School, CA	1,574	Danville HS, PA	1,535	Kristie Cramer	
Brentwood School, CA	1,574	Charles Cravens		Canton Central Catholic HS, OH	1,507
Kip Sayre		Walker HS, MN	1,534	Trevor Mischke	
Judge Memorial Catholic HS, UT	1,574	Janet Willford		Aberdeen Central HS, SD	1,505
Beverly Bowman		San Ramon Valley HS, CA	1,534	Rod Dahlquist	
Cheyenne Central HS, WY	1,572	Terry Hunt		Duluth East HS, MN	1,505
Mary McDermott-Jackson		Skyline HS & Career Dev Center, TX	1,532	Robert Sylak	
Atlantic HS, IA	1,572	Joyce L. Brisco		Shaker Heights HS, OH	1,503
Bruce W. Jordan		James Bowie HS, TX	1,532	Tim Sweeney	
Bentley School, CA	1,563	Bill Teter		Thornridge HS, IL	1,502
Patricia Sanders		University Laboratory School, HI	1,529	Tanya Evers	
Notre Dame Academy, OH	1,562	Edwin A. Klemm		John Marshall HS, TX	1,502
Abraham K. Mokunui		Wheaton North HS, IL	1,527	Hayley K. Crane	
Kamehameha Schools, HI	1,562	Jeanie Wilson		Field Kindley HS, KS	1,502
Loree L. Gentry		Springtown HS, TX	1,526	Matthew D. Dennis	
Independence Fort Osage HS, MO	1,559	Brian Bown		Harlingen HS South, TX	1,501
Greg Brown		Thunderridge HS, CO	1,526	Donna Rotschafer	
Greeley Central HS, CO	1,559	Lisa Jones		White Bear Lake HS, MN	1,500
Miceal Carr		Comeaux HS, LA	1,525	Richard Jeffery	
La Salle College HS, PA	1,559	Scott Allen		Canutillo HS, TX	1,500
		Kingwood HS, TX	1,524		

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--Tom Landry



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jon sharp - USC (CA)
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Christine Malumphy - Harvard U
Beth Schueler - Whitman College
Liang Dong - Stanford Debate
Guarav Reddy - UC Berkeley
Jenny Herbert - Stanford Debate
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John Lynch - Head Royce School
Hetal Doshi - formerly Emory U
Cherian Koshy - formerly Apple Valley
Seth Halvorson - Columbia University
Jonathan Alston - Newark Science HS
Jason Fernandez - U of Iowa Law
Josh Anderson - U of Puget Sound
Kelsey Olson - Loyola Marymount U
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Forensics at the Cross-Roads

Postmodern Uncertainty as Good News

By Rick Herder

Come mothers and fathers
Throughout the land
And don't criticize
What you can't understand
Your sons and your daughters
Are beyond your command
Your old road is
Rapidly agin'.
Please get out of the new one
If you can't lend your hand
For the times they are a-changin'
Bob Dylan

In recent years, the nature and practice of certain forensics events have become subjects of controversy. Just as the furor over speed talk, solvency dumps, and critical theory seemed to be fading in policy debate, these practices are gaining traction in Lincoln Douglas debate. In extemporaneous speaking, there is an ongoing concern over canned formats, shallow analysis, and excessive reliance on citations. Some complain that style has triumphed over substance in other individual events and place the blame on college judges and summer forensics institutes. Depending on which judge lounges one frequents, these developments may be portrayed as a crisis, or as progress. It seems to me that we must avoid jumping to either conclusion. Not so long ago, when many of us were young, Bob Dylan told us, "the times they are a-changin'." Four decades later, Dylan's words remain startling and inspiring, because he turns the notion of progress on its head. Here we find an optimistic and open-ended notion of progress that creates

space for dialogue, and which elevates human agency. Dylan is being intentionally provocative when he tells parents that their children are beyond their command. By doing this, though, he spurs intergenerational dialogue. By rejecting arbitrary "command" he creates space for adults to reflect on the potent and lasting power of influence.

This past year I finally took time to reflect. I realized it was time for me to take some time off. After more than twenty years of teaching and coaching, I was simply worn out. My family allowed me the tremendous privilege of returning to graduate school. I highly recommend the experience. It has been hard work, but it has been worth it. I tell other students that I am the token geezer, brought in to fill the grandfather quota. The professors, though, have treated me like anyone else, requiring that I read more articles and write more words than I thought was humanly possible. I know now that I was simply out of shape. I have developed a new appreciation for the academic pressures our students experience every week as they balance tournament and exam schedules.

Some of my attitudes began to shift and evolve as professors challenged some of my most basic assumptions and forced me to justify my arguments. I chose to write several papers on high school debate. It quickly became apparent to me that the most serious problems we face in high school forensics are not fast-talking debaters or solvency dumps in LD. These are symptoms of much greater problems such

as declining participation, budget cuts, and the diminishing number of coaches. It seems to me that before we train our guns on the young radicals of LD or the college students who predominate at summer forensics camps that we must take a look at the larger social context. We must strive to understand our students and the forces in society that help to shape their thinking. We must also scrutinize our own motivations and performances. Adults, not high school students are the ultimate gatekeepers of the activity.

There is little doubt that high school forensics has reached a transition point. The NFL has new leadership. Public Forum debate has sparked new interest in debate. And, a variety of people have garnered the attention of national media, including Tommie Lindsey and his students at James Logan High School in California as well as the coaches and students of the Urban Debate League. At the same time, certain concerns persist. Some NFL districts thrive while others barely hold on. Participation in policy debate remains stagnant. There is a wide variety of issues at play here, and each deserves to be considered in its own right.

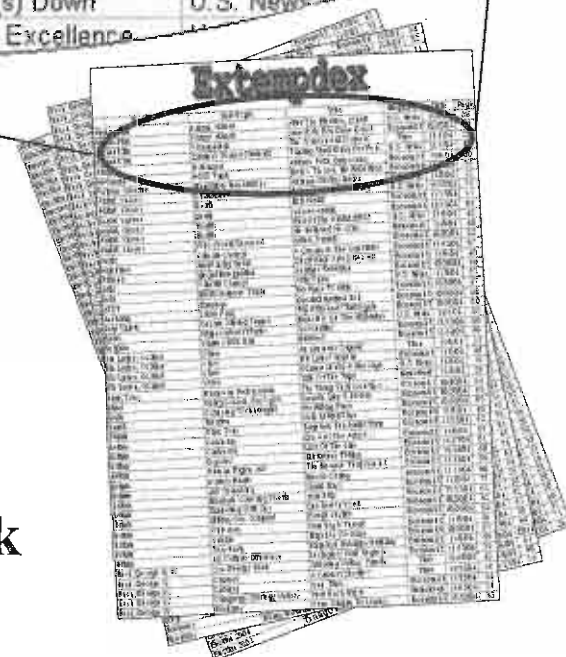
However, before we can make progress on the individual issues, we must step back and reflect on the greater social context within which we do forensics. To that end, I suggest that it is crucial we understand: 1) We are living in what has been described as postmodern times, and our students, and the attitudes and habits of our students reflect this. 2) Forensics is a

Extempdex

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Afghanistan	Kidnappings	The War On Aid Workers	Time	11/1/04	22
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Africa	POW Trials	Here's To You, Mr Robertson	Economist	11/13/04	
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“habitus” of our own construction, and 3) If we understand the previous two points we are dealing not with a crisis, but with a tremendous opportunity. These issues will strike some as overly theoretical. I plead guilty to the charge, but beg their indulgence, hoping they might conclude that these ideas have very practical implications.

The Postmodern Condition

In 1979, Jean-Francois Lyotard published *The Postmodern Condition*, a thin book that is now considered one of the seminal documents of postmodern scholarship. “The central assertion of postmodern thought is found in the first sentence of the book., “Our working hypothesis,” Lyotard writes, “is that the status of knowledge is altered as societies enter what is known as the postindustrial age and cultures enter what is known as the postmodern age.” Put another way, the advent of omnipresent and intrusive technologies have radically changed mankind’s relationship to knowledge. In the information laden atmosphere of the late Twentieth and early Twenty-First centuries, all truths, everything that we may consider to be self-evident has been challenged. Lyotard, famously, defines postmodernism as, “incredulity toward metanarratives.” Of course challenging ideas and dislodging them are two very different things, and there have certainly been a number of cogent responses to the deep skepticism of postmodern writers such as Lyotard.

“So,” some are asking, “what does this have to do with high school forensics?” Plenty. First of all, if we understand the skepticism that permeates postmodern thought, we are also more likely to understand the forces that influence our students. LD debaters and judges are asking us to explain what is meant by the word “value”, why critical theory should be verboten, or why there should be a speed limit in LD. In a similar fashion, competitors in individual events push the limits of movement and challenge taboos regarding introductions and the performer’s relationship with the audience. All too often, we

have simply dismissed these new ideas or practices out of hand. It does not matter, though, whether these ideas are clearly wrong (and some are), we dismiss them at our peril. For example, given this postmodern zeitgeist, it is not surprising that debaters might question the priority of abstract values.

Neil Postman writes that a deluge of information has made the world, “very nearly incomprehensible to most of us.” In such a world, moral and intellectual order seems to evaporate and, “nothing is unbelievable; nothing is predictable, and therefore, nothing comes as a particular surprise.” Rhetorician Chaim Perelman claims that in uncertain times the most productive and important debates will focus on values. We must help our students to understand this, but first we must begin the conversation. We must remember that this postmodern generation is a lot like we were. They have an ear for hypocrisy and tend to be curious about the reasons behind the reasons. They also have a critical advantage over previous generations – a glut of readily available, computer-generated information.

Some of the arguments put forth by these young debaters and judges strike me as glaringly wrong, but some are not. We dismiss their questions at our peril. If they ask tough questions, so be it. It is our responsibility to think carefully, to listen well, and to make an effort to keep up with the activity. By “keeping up”, I do not mean unquestioning adaptation to current trends. This should be apparent as we consider the next topic.

High School Forensics as a Habitus

“Habitus,” writes the French sociologist Pierre Bourdieu, “is a socialized subjectivity.” This definition may seem obscure, but he is referring, in part, to a concept that nearly all LD coaches and debaters will recognize immediately: the social marketplace. Bourdieu’s conception of habitus, however, goes significantly beyond the economic, market based model posed by writers such as Adam Smith and John Stuart Mill. His model claims a middle ground between inflexible social structures that limit

human agency and minimalist social models that prioritize individual human agency. Social systems, claims Bourdieu, constitute a “habitus” in that they are the sum of our habitual behaviors, beliefs, decisions, etc. This habitus is fluid in the sense that it is characterized by agency and contingency. It is a complex social game in which we are all active participants. Educational systems, Bourdieu claims, provide, perhaps, the clearest example of the great dangers and opportunities inherent in all social systems.

Northwestern University sociologist Gary Alan Fine provides a persuasive example of how this game plays out in high school forensics. Fine spent a year chronicling the activities of two high school debate teams. Although he confesses an acquired admiration for the activity, Fine also admits that debate as practiced in high schools in the United States, “is linked to the American system of politics and law with their emphasis on game-like conflict and winning at all costs, even if the greater community is harmed”. For Fine, whose son was a TOC champion policy debater, the competitive aspects of debate must be weighed against the clear value of the activity as an educational tool. There is clear evidence, he believes, that debate is beneficial for students in the traditional academic sense, and also provides a uniquely valuable atmosphere for the development of a wide variety of communicative competencies. He argues that if debate were to be made part of the curriculum of all schools, it could be a powerful tool for teaching democratic values.

Despite these demonstrated and potential benefits to students, he argues, high school debate programs of all types tend to be concentrated in affluent suburbs in what he terms, “a doughnut pattern.” Urban and rural schools, which lie within or without the boundaries of this geographical doughnut, rarely participate in LD or policy debate. The net result, notes Fine, is that debate tends to exemplify what sociologist Robert Merton terms, “the Matthew effect,” in which those who are able to accumulate initial advantage tend to enjoy continuing advantage over those born to a

Coach Reflection

position of disadvantage.

It is at this point that we discover the source for many of the current controversies in high school forensics. "Existence," claims Sarte, "precedes essence." When applied to the present context, this suggests that, the contingencies of forensics can be manipulated to serve the ends of a privileged societal discourse. A student whose family can afford the cost of traveling on the national circuit is not necessarily smarter or more talented than many students in rural Montana or Spanish Harlem. Yet, it is well documented that the privileged few who are given the opportunity to participate at the highest levels of this extraordinary activity have a significantly greater chance of being accepted into prestigious universities, thus allowing them ready access to the privileged upper echelons of the new global economy. Bourdieu argues cogently that a similar process is at work within the secondary schools of France.

Several years ago, a veteran coach with deep experience on the national circuit told me that we coaches have only ourselves to blame for the current state of forensics. "We have stopped coaching our students," he said. All too often he claimed, we have allowed the staff at debate camps to be the real teachers. It seems to me that this over-simplifies the situation. Summer camps are not perfect educational venues, but they, and their energetic young staffs also provide an invaluable service. The extensive research of professor Fine, however, suggests that there is some merit to this veteran coach's assertion. Students from highly competitive programs located in high-income communities are more than twice as likely to attend debate institutes. These institutes, Fine claims, can provide extraordinary resources, but they also play an important role in the development of what some see as a, "world of cliques," with well-defined boundaries. "Outsiders," Fine writes, "see this wall more clearly than do insiders" (p. 179). Given this atmosphere, it is not surprising that students might be dismissive of coaches. "From the perspec-

tive of debaters," he writes, "ignoring coaches makes perfect sense." Ultimately, they must make the arguments.

Everyone in the forensics community should read Fine's chapter about debate coaches. He describes them as hardworking, talented people who serve as teachers, fund raisers, chauffeurs, and surrogate parents. Most are paid less than athletic coaches and work without assistants. There are, of course, exceptions in every case. There are certain schools and certain events that fare better than others. In general, though, debate coaches work grueling schedules, and are rewarded haphazardly. Increasingly, coaches of individual events find themselves working under similar conditions. To anyone who doubts this, I ask — how many of the finalists at NFL nationals in the last decade did not attend a summer camp or compete at national circuit tournaments?

So, how have we arrived at this present state of affairs? Whether we realize it or not, we are all responsible. The current state of forensics is the result of our collective decisions. There is no one to blame, yet we are all to blame. By "we" I mean all of the various participants in this game we know as forensics — the coaches and principals and school board members and judges and tournament directors and students. A habitus, claims Bourdieu, is constructed intersubjectively. Put another way, it is the cumulative result of countless personal and social decisions. There are numerous overt and implied examples of this in Dr. Fine's research. Coaches, administrators, and universities, for instance, decide to host tournaments and/or summer institutes. School boards, taxpayers, and administrators decide to fund travel or to slash budgets. Parents, students, and various counselors plan strategies to gain entrance into Ivy League schools. Debate leagues, tournament directors, and judges decide which rules to follow and which to ignore.

The complexity of the situation becomes even more clear when we look to the event that is the greatest source of recent

controversy: LD debate. Why are students talking fast, ignoring rules, and putting us through yet another debate crisis? Because we, the adults in this activity have allowed it. Students are spreading and using arcane topicality strategies because they win rounds that way. College students have come to dominate many summer institutes because they comprise a convenient and extraordinarily resource and because there are no official standards for summer institutes. There are not enough coaches because few colleges offer classes in how to coach, because coaches are overworked and underpaid, because budgets have been slashed, and because some see no place for themselves in what they perceive to be an elitist and exclusive activity.

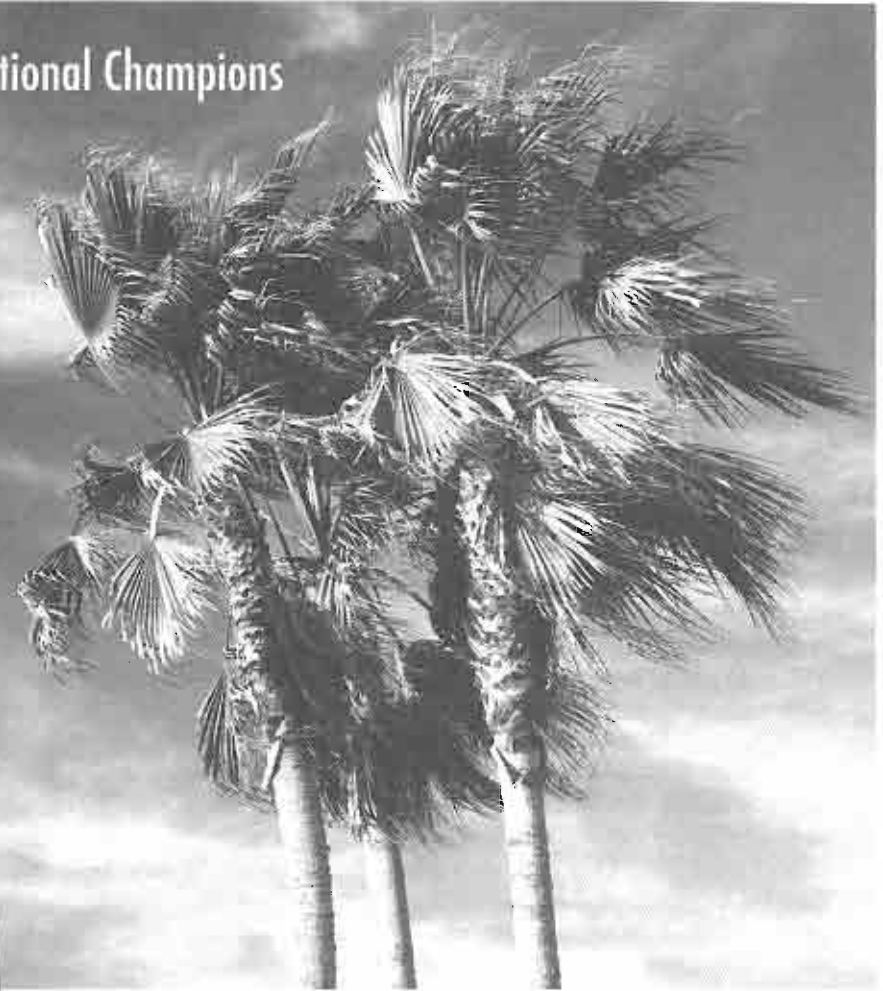
These situations overlap and intertwine and are often difficult to sort out. In the end, though, we can see that we, the various participants, have built this activity, this habitus we call forensics through our conscious decisions. When we come to understand that, we can also understand that it is possible to make different decisions in the future. There is no doubt that certain decision makers have greater leverage and greater responsibility, but every decision maker can make a significant impact. The times may be "a-changin'", but that is good news. It means that change is possible and our decisions matter.

Optimism

It seems to me that even a cursory review of the last two decades would provide several reasons to be optimistic. The NFL rose from the ashes and continues to grow. Public Forum has attracted scores of enthusiastic new debaters. Initiatives such as the UDL, IDEA, and the Public Forum international debates at the Salt Lake City nationals, are all positive indicators of the incredible potential of this activity to stimulate critical thinking and to encourage civil discourse, in the US and internationally.

These new initiatives provide a fresh opportunity to reflect on difficult questions. What do we want from this activity? How can it improve? What adjustments need to be made in the process so that more stu-

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◆ Coach Reflection

dents can participate? There are many examples of individuals who have chosen to make a difference—coaches who seek scholarships for underprivileged students; institute directors who insist on rigorous standards for research; innovators such as Tuna Snider at the University of Vermont who has sponsored international debates via teleconference.

I have attempted to demonstrate that high school is not simply adrift and beyond our control. We must choose to shape it, along with our students, or they will surely shape it to their own liking. To that end, I offer a few suggestions that may help to resolve some of the most pressing issues and could lead to increased and more equitable participation.

1) The NFL, and other leagues, need to revisit the rules in LD and policy debate. In Policy Debate, for example, why continue to simply ignore the rules concerning citation of evidence? That only encourages students to ignore other explicit rules and guidelines such as the one that calls for delivery in LD to, "approximate superior speaking to community groups."

2) The NFL, in conjunction with other

leagues needs to do more to reach out to new schools and to provide hands on training for new coaches and judges. The NFL is to be commended for taking a solid first step in this direction by hosting its first summer coaching institute.

3) The NFL and other leagues need to continue to encourage imaginative new initiatives such as live webcast debates and the international Public Forum debates.

4) Colleges and universities need to offer rigorous undergraduate methods courses for future forensic coaches just as they do for future athletic coaches.

5) Coaches need to support one another by finding ways to share information on working conditions, salaries, schedules, etc.

6) The NFL, or the NFHS, or both should establish rigorous certification standards for summer institutes and for interstate tournaments.

7) The NFL and other leagues should recruit successful alumni to mentor students and to provide much needed financial support for the leagues, for new schools, and for underprivileged students.

This list is certainly not exhaustive,

but it is a start. If any of this seems too daunting, we should remember that every decision, including something as simple as spending an hour helping a new student to write an affirmative case, is significant.

In conclusion, we must not underestimate the ability of coaches and other adults to influence students. We must tell the truth about the current state of forensics, but we must also be optimistic. Forensics in general and debate in particular, are in a state of transition. What it will ultimately become is up to us. The time has come to take responsibility for our decisions and to work to construct a new and more equitable habitus.

(Rick Herder, a first diamond coach who coached forensics for more than twenty years, first ten years at Staples HS, MN and the remaining ten at Lely HS, FL. Mr. Herder qualified 30 students to NFL nationals. All three of Mr. Herder's children also competed in the NFL. He is currently enrolled in the Graduate School of Communication at the University of Miami.)

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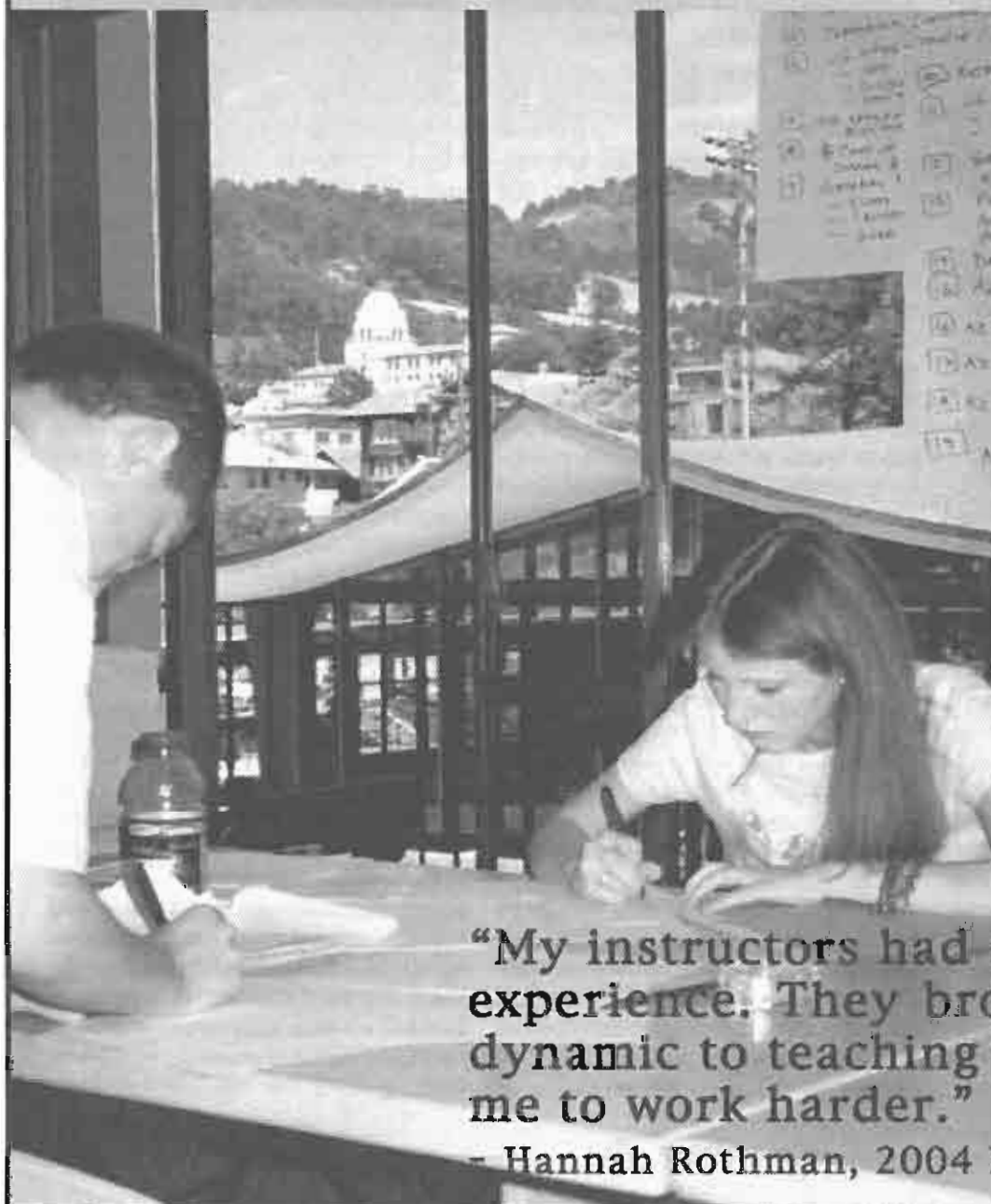
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Initially confirmed Policy Debate staff for 2005 include **Robert Thomas**, the Policy Debate Director at Stanford University and Director of CNDI; **Dave Arnett**, Director of Policy debate at UC Berkeley and one of the most successful college coaches in recent years; **Sarah Holbrook**, back-to-back CEDA National Champion at the State University of West Georgia; and **Beth Schueler**, Whitman College. Initially confirmed Lincoln-Douglas Debate faculty include **John Lynch**, assistant coach at the Head-Royce School; and **Josh Fulwiler**, assistant coach at New Orleans Jesuit and former champion of the MBA Round Robin. More exceptional staff to be added soon!

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Scrutinizing Traditional Conventions

Hearing
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The Concept of Fiat Power

By David Glass, NDCA President

One interesting aspect of policy debate is that the most basic of "rules" for the activity may be subject to challenge and discussion in the debate round. One of the most basic conventions which over the last decade has been the focus of intense scrutiny is the concept of "fiat power".

Fiat is the assumption by the affirmative that the plan can be passed into law, despite the inherent barriers which exist in the status quo which have kept the plan from passing. The necessity to demonstrate such inherent barriers was the main impetus for fiat - otherwise the affirmative would be in a "catch-22" situation - the very fact of inherent barriers would be a reason to reject the affirmative as unfeasible.

Fiat provides both the affirmative and the negative with something else besides the ability to overcome inherency. Fiat allows both teams to model a world in which the plan is in existence, so that they can ask what would happen next. Obviously, the affirmative argues that the advantages of plan adoption would be great, whereas the negative team will try to find reasons why the plan will cause disadvantages which mitigate any potential advantage. Is it possible that in the course of such a modelling exercise either team is deluded into thinking that fiat power is real, and that as a result of voting affirmative the plan will actually be passed? Of course not - all that fiat is supposed to do is grant rhetorical space so that both teams can discuss the policy merits of plan passage.

The reason fiat power has been challenged recently is so that a relatively new type of argument can gain traction in a policy debate round - the "critique".

Whereas a disadvantage is linked off of some consequence of plan passage, a criticism of the affirmative may be linked off of any particular piece of rhetoric that the affirmative utters. For example, one thing that a negative team can count on is that the affirmative will call on the federal government to act (since the affirmative must do so in order to be topical); therefore, the negative may seek to offer a critique of such an advocacy, on the grounds that **advocating** federal government action is bad (for any of a number of reasons). In a world of fiat, such an argument would fail because it is not unique - with or without the affirmative, the federal government acts all the time, so using the government to implement the affirmative is not a unique action (i.e., in the world without the affirmative plan, the government would still exist, and many others would still be calling for various types of federal action, so the additional instance of the affirmative relying on the federal government would not be a reason to reject the plan). However, in the world of a pure criticism, the affirmative advocacy provides a unique link - so if it can be proven that governmental action is bad, and if it can be proven that there's an alternative to governmental action, then a new realm of argument-space has been achieved, and a new rationale to reject the affirmative.

Obviously the problem with such a tactic is that the discursive space achieved in favor of the critique, which is granted by removing fiat power, comes at the cost of sacrificing the ability to discuss what may actually happen by passing the plan. Such a loss forces one to consider the very purpose of policy debate. If we ask students to discuss matters of policy so that they can become responsible citizens - and even

more importantly, actual lawmakers, capable of advocating good plans over bad ones, then removing fiat from a debate round sacrifices the very purpose of policy debate. It is ironic to hear teams defend critiques and argue against fiat by saying that fiat silences them from offering their arguments, when in reality what is really being silenced is the forum for discussing what our government should be called on to do. For example, without fiat students can't reasonably argue that increases in United States support of United Nations peacekeeping may help to render the United States more multilateral in posture (since such a change won't in fact happen as a result of a debate judge in a high school debate round voting affirmative); this loss in argument space could deprive students of the ability to learn about multilateralism, or hegemony, or deterrence theory, and thus render them unable to make educated choices in elections to follow. Instead, they will steeped in the much more hypothetical realm of arguing against rhetorical choices, or core philosophical positions - important issues certainly, but not in comparison to policy choices which can affect millions of lives, and the course of nations.

Now more than ever, there is a dire need for pure policy debate. Anyone who doubts this should obtain a tape of the Bush/Kerry debates which were held before the 2004 election. If fiat power is the only way to preserve such debate, it should be defended. Nobody thinks that if you vote affirmative, the plan actually happens - but all should understand that without the ability to wonder what would happen in the world of the plan, there is no mechanism for modelling what might be, in a better world.

Meet Randy Pierce

By Matt Huber



On July 24, 2005, alumni members of the Pattonville Speech and Debate Team held a surprise luncheon to honor Randy Pierce for 30 years of coaching at Pattonville Senior High, in Maryland Heights. Upon entering the restaurant Mr. Pierce was welcomed and surprised with a chorus of "For He's a Golly Good Fellow". Caitlin Pierce sang "Hero" and then her sister Abigail joined in to lead the alumni in personalized versions of "On the Road Again" and "He Ain't Done Yet" that reflected upon Mr. Pierce's many tournament road trips with the team. Former team members Mrs. Linda Struyk Millsaps (class of 1984) and Mrs. Dana Wilson Easley (class of 1983) presented a humorous Lincoln-Douglas debate concerning whether or not Mr. Pierce should be eligible for sainthood for his devotion to education and his outstanding contributions to the growth and development of students over the past thirty years. A key issue in the debate was whether or not the number of former debate team members that later became attorneys and politicians should be counted as a positive or negative reflection upon Mr. Pierce's teaching career. The conflict between Mr. Pierce being an avid runner and the debate team



continually stopping a McDonalds for meals on road trips was also pointed out. In reflecting upon his level of dedication, it was calculated that over his 30 year of teaching Mr. Pierce had spent the equivalent of three year on debate road trips and at tournaments.

Mr. Pierce was presented with a trophy of appreciation from the Missouri Bar Association presented by Mrs. Susan Henley Ward (class of 1984), a proclamation from the City of Maryland Heights making July 24, 2004, Randy Pierce Day presented by Mrs. Benicia Baker Livorsi (class of 1990), as well as resolutions from the Missouri House of Representatives and the Missouri Senate, presented by Mr. Dan Tienes (class of 1988) and a resolution from the Governor of Missouri, presented by Mr. Aaron Lanterman (class of 1989, recognizing Mr. Pierce's dedication and service as a teacher and coach.

The establishment of the Randy Pierce Scholarship Fund was announced by Mr. Alan Ratliff (class of 1980). The fund in the amount of \$10,000 was established with the intent of offering annual scholarships of \$500. The fund was established through the Greater St. Louis Community Foundation, St. Louis, MO.

The formal program was completed by presenting Mr. Pierce with a rare, first addition copy, of the six hook set, *World War II* by Winston Churchill. Mr. Pierce is a history buff and a Winston Churchill fan.

After the formal program, alumni shared stories of Mr. Pierce's wit, caring, and concern for his students and his ability to persuade students to join the debate team.

Debate team alumni from 25 of the 30

years Mr. Pierce had coached the team were in attendance. Alumnus from Patty Woods, (class of 1976) the first team member to compete at the State level under Mr. Pierce, to Ms. Mariam Savobi, of the class of 2004 were in attendance. Out of state alumni came from Illinois, Texas, Georgia, Minnesota, North Carolina, Michigan, Indiana, Arkansas, Washington DC and even Mexico.

Over the course of the past three decades, Pattonville has earned the Leading Chapter Award four times, the District Plaque seven times, the District Trophy twice, and the Senator Mundt Student Con-



gress Trophy once. More than 90 students have competed in 24 national tournaments. Six students have participated in Super Congress where five were elected presiding officer. Mr. Pierce has earned the five-diamond level of distinction, the Distinguished Service Key, and the Distinguished Service Plaque fourth honors. And, in 2003, he was inducted to the National Forensic League Hall of Fame.

Since 1974 when Mr. Pierce started coaching the debate team 1,698 students have qualified for membership into the National Forensic League.

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Why Lead a Middle School Program?

Ardmore Middle School
Oklahoma

By Coach Anson Shuman

I started my career in coaching on the high school level. I actually got into this by mistake. One of my students asked me to enter her and another girl in a contest. The next year I had to stay on as a coach. After two years, I was hired at Ardmore Middle School.

The difference between the high school level and the middle school level is like the difference between day and night. One of the things that has kept me coaching on the middle school level is that the kids are not afraid to try anything. They will try new things and will listen to you better than the high school student. It is much easier to convince the middle school students to do something a certain way.

In debate, middle school students start with the basics. It is so much fun to take them through very basic to more advanced skills. The first two or three contests, they usually

do not do very well, but they will not give up. After that, they will even try extemp and acting. The only problem is that they want to do every event at a contest and you must taper their desire without killing it.

They are so excited to take trips. They don't enter to win, but to have fun. I had an experience in June that actually kept me coaching one more year. We just came from a very disappointing day at nationals in Houston, Texas. We were in a state of shock and very down. Our team meeting that night turned out to be something very special as each student and adult took their turn and expressed what they had learned and how they felt. One young lady got up and started to shake. She broke into tears and her teammates raced to her to hold her. She said that before she joined the team she had no real friends and now she had a whole bunch of folks who

loved and believed in her. Boy, that was a neat experience I had as a coach!

The younger student will open up. I had parents calling me to ask what had happened on the trip. I told them to ask their children, but told them that it was very special for all of us. It has changed lives and believe it or not, they have stayed changed for the better.

If I had been asked to write this last year, I would have said that the drawback at least in the state of Oklahoma was that we could not go to a state competition. Now after that experience, I have no problem. The program on the middle school level in my state is worth the time, effort, blood, sweat, and tears. I see it changing not only the kids' lives but mine as well. It is a great experience to be a middle school coach. Try it. It will give you much more than you ever give it. I am proud of being on this level and for my membership in NJFL.

NFL DISTRICT STANDINGS

(as of December 1, 2004)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (Kansas)	200	Blue Valley North HS	536
2	+2	East Kansas	164	Shawnee Mission East HS	492
3	-1	Calif. Coast	159	Leland HS	555
4	+3	Sunflower (Kansas)	155	Wichita East HS	282
5	+4	Northern South Dakota	150	Watertown HS	330
6	+5	Kansas Flint-Hills	148	Washburn Rural HS	356
7	+2	Heart Of America (Missouri)	146	Independence Truman HS	341
8	-3	East Los Angeles	141	Gabrielino HS	640
8	+24	Illini	141	Downers Grove South HS	367
10	+4	West Kansas	138	McPherson HS	330
10	+3	Show Me (Missouri)	138	Belton HS	321
12	-9	New York City	137	Regis HS	369
13	-5	San Fran Bay	131	James Logan HS	647
14	+1	Rushmore	130	Sioux Falls Lincoln HS	333
15	+4	Northern Ohio	123	Canfield HS	213
16	--	Central Minnesota	122	Eastview HS	310
17	+1	Ozark (Missouri)	120	Central HS - Springfield	306
18	-1	Florida Manatee	119	Nova HS	409
19	-13	Northern Illinois	118	Glenbrook North HS	313
20	+1	Rocky Mountain-South	113	Lakewood HS	183
21	-9	New England	112	Lexington HS	380
22	-2	South Kansas	111	El Dorado HS	236
23	+1	South Texas	109	Bellaire HS	681
24	+4	Montana	108	Flathead Co HS	323
25	+3	Nebraska	107	Millard North HS	286
26	-1	North East Indiana	105	Chesterton HS	544
26	+6	Eastern Missouri	105	Pattonville HS	252
28	-2	Southern Minnesota	103	Edina HS	329
29	-8	Northwest Indiana	100	Plymouth HS	282
30	-7	Northern Wisconsin	98	Appleton East HS	280
31	+4	Michigan	96	Portage Central HS	194
32	+6	Carver-Truman	94	Neosho HS	312
32	-5	Eastern Ohio	94	Perry HS	293
34	+7	Florida Panther	93	Wellington HS	194
35	+9	Nebraska South	91	Lincoln East HS	220
36	+5	Hole In The Wall	87	Cheyenne East HS	276
37	-2	Deep South	86	The Montgomery Academy	261
38	-7	Sierra (California)	85	Sanger HS	260
38	-3	Golden Desert (Nevada)	85	The Meadows School	216
40	+5	New Mexico	84	Albuquerque Academy	226
40	+11	South Carolina	84	Riverside HS	309
40	+11	Great Salt Lake	84	Skyline HS	195
43	-2	East Texas	83	Dulles HS	202
43	+19	Sundance	83	Bingham HS	210
45	+10	Arizona	82	Desert Vista HS	255
45	+8	Greater Illinois	82	Belleville Township (East) HS	137
47	+17	Southern California	80	La Costa Canyon HS	213
47	-7	Valley Forge	80	Pennsbury HS	159
49	-3	Idaho	79	Skyline HS	210
49	-3	North Dakota Roughrider	79	Fargo South HS	190

NFL DISTRICT STANDINGS

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
49	+8	Utah-Wasatch	79	Sky View HS	184
49	-21	Southern Wisconsin	79	Marquette University HS	219
53	-19	New Jersey	78	Ridge HS	255
54	-6	Central Texas	77	Winston Churchill HS	322
55	-5	West Oklahoma	76	Norman HS	193
55	+14	Inland Empire	76	Gonzaga Prep HS	157
57	-3	North Coast (Ohio)	75	Gilmour Academy	213
57	+2	North Texas Longhorns	75	Plano East Sr HS	194
59	-20	Northern Lights	74	Moorhead Senior HS	202
60	-1	Hoosier Crossroads	72	Ind'pls North Central HS	169
60	-5	Lone Star	72	Plano Sr HS	244
62	+11	Georgia Southern Peach	70	Starr's Mill HS	199
62	-5	North Oregon	70	Gresham-Barlow HS	162
62	+5	Heart Of Texas	70	Carroll HS	200
65	+8	Tennessee	69	Montgomery Bell Academy	131
65	-	Space City	69	Alief Taylor HS	170
67	+6	West Iowa	68	Dowling Catholic HS	224
68	-20	Sagebrush (Nevada)	67	Reno HS	177
68	+5	West Texas	67	El Paso Corando HS	133
70	-4	Big Valley (California)	66	Fred C Beyer HS	209
70	+3	Rocky Mountain-North	66	Greeley Central HS	197
70	+8	Western Washington	66	Gig Harbor HS	188
73	-2	West Los Angeles	65	Arroyo Grande HS	115
73	-6	Pittsburgh	65	Bethel Park HS	171
75	+7	Colorado	64	Cherry Creek HS	227
75	-16	Colorado Grande	64	Centennial HS	186
77	-13	Mississippi	63	Hattiesburg HS	154
77	-8	Western Ohio	63	Centerville HS	106
77	-6	Wind River	63	Worland HS	132
80	-2	Kentucky	59	Rowan County Sr HS	137
81	-19	Hoosier Heartland	58	West Lafayette HS	168
82	-	Louisiana	57	St Thomas More HS	173
82	-1	East Oklahoma	57	Jenks HS	179
84	+5	South Oregon	56	Ashland HS	93
85	+1	New York State	55	Hendrick Hudson HS	103
85	+3	Tarheel East	55	Cary Academy	148
85	-3	Gulf Coast	55	Gregory Portland HS	177
88	-3	East Iowa	54	West HS - Iowa City	198
89	-9	Carolina West	53	Myers Park HS	213
90	+2	Pennsylvania	52	Greensburg Salem HS	125
91	-5	Florida Sunshine	51	Hillsborough HS	96
92	-3	South Florida	50	Miami Palmetto HS	102
93	-2	Hawaii	48	Kamehameha Schools	209
93	-1	Uil (Texas)	48	Princeton HS	175
95	-1	Puget Sound	47	Tahoma HS	89
96	-1	Georgia Northern Mountain	44	Henry W Grady HS	185
97	-1	Chesapeake	43	Baltimore City College HS	115
97	-	Tall Cotton	43	Big Spring HS	99
99	-1	Mid-Atlantic (Virginia & MD)	42	Randolph Macon Academy	124
100	+1	Capitol Valley (California)	39	Nevada Union HS	78
101	-2	Iroquois	36	R L Thomas HS	96
102	-2	Maine	31	Poland Regional HS	59
103	-1	West Virginia	30	Parkersburg South HS	33
104	-1	Pacific Islands	22	Harvest Christian Academy	43

Meet the Staff

Elly Kantorowicz NFL

*Interviewed & Written by
Carol Zanto*

Elly Kantorowicz is a name that most NFL members and coaches would not recognize as a member of the NFL staff even though she has touched many NFL students and coaches by the beautiful calligraphy on their NFL membership certificates. Chances are the membership certificate most coaches and students cherish has been done by Elly since she has printed over 800,000 pieces.

Elly began her career with NFL in the Fall of 1958. At that time she was the second of two calligraphers. Elly was discovered by Ruthmary Hilke, who was Mr. Bruno Jacob's secretary. Mrs. Hilke saw a poster at a church function that Elly had printed and arranged an interview for Elly with Mr. Jacob. And as the saying goes "the rest is history".

During the years 1983 through 2001 Elly was the sole calligrapher for NFL. She had no formal training in calligraphy. She was self taught and developed her own special style. In the early years calligraphy was done with India ink and a stick pen, which was very tedious. At the start of her career Elly was paid only 7 cents per certificate. There was also a penalty of 25 cents for each error that a calligrapher made. This penalty was short lived. Elly believes that most of the calligraphers did not stay with the position because you must have a lot of self discipline to do the tedious exacting hours needed to complete the tremendous amounts of certificates. During the 1960's there were about 10,000 new members each year, which has increased to 29,000 in the

current years.

Not only does Elly print student and coaches certificates she also prints affiliate certificates, charters, National Tournament participation certificates, club certificates, diamond certificates, honorary certificates, National Tournament Bid Packets, Academic All American certificates and Rostrum certificates. She has also printed some scholarship certificates along with calligraphy for the Pi Kappa Delta organization. Elly said she felt very privileged when she printed the Communicator of the Year certificate for Jane Pauley.

Elly has been married to her husband Carl for 54 years. Carl is retired from the Ripon Public Schools but is also employed by NFL because he adheres the merit seals to the certificates for Elly to print on. He is also the delivery and pick up person for the calligraphy printing schedule.

Elly and Carl have two daughters. Their daughter Neva teaches music at Oak Creek Carrollton School in Wisconsin and their other daughter Karey is a volunteer worker for the school and an organist for several churches. They have 2 granddaughters, twin grandsons and one other grandson.

Mr. Bruno E. Jacob, the founder of NFL, selected the diamond as an award for



Photo by Thunder Data Systems

"I believe that I have grown with the technology changes and have adapted well along with handling the large quantity of certificates to be printed".

coaches because it's beauty symbolized brilliance and it's hardness symbolized devotion to duty. Elly has demonstrated both of these qualities through her self taught style and her longevity of printing for NFL. She certainly is a "diamond" calligrapher.

Meet Elly

Top Ten favorite...

10. Cleaning
9. Reading medical journals
8. Watching good videos
7. Entertaining at their cottage
6. Calligraphy
5. Sewing
4. Gardening
3. Maintaining their home & cottage
2. Spending time with grandchildren
1. Spending time with family

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