

ROSTRUM

Volume 75

Number 9

May, 2001



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It's a very small world – so don't trash the cookies...

"May you have the hindsight to know where you've been, the foresight to know where you're going, and the insight to know when you're going too far."

– Author Unknown

It has been nearly twenty years since I began my professional life in the business world – most of it spent in sales and marketing, all of it spent in the financial industry. As I was preparing my thoughts for this article, I conjured up many memories of "magical moments" involving professional presentations and speeches.

I remembered the times when things went just right, when I had the audience in the palm of my hand, hanging on my every word. I remember the faces of interested people who, upon understanding my message, forgot their skepticism and confusion and realized I did indeed have the knowledge and conviction to lead them down the right path. Fortunately, I can remember many such moments.

However, a more profound memory is of a time when things didn't run quite so smoothly. By the way, whoever said, "those events that we would most likely want to forget are those that are most easily recalled" knew what they were talking about! So as painful as it is, I am going to share a "less-than-magical" moment in hopes that you may gain the insight to know when you have gone too far.

In 1988, I was a practicing certified financial planner in a small regional firm. One of the primary ways to gain new prospects was through public seminars on various financial and retirement planning topics. I had observed numerous seminars given by my associates, but now it was my turn. I was extremely nervous but relished the opportunity to share my expertise in such a forum.

I rehearsed and practiced, practiced and rehearsed to the point I could have easily given this seminar in my sleep – now it was show time.

I opened the presentation with introductory remarks about our firm's expertise and basic housekeeping instructions ("bathrooms are over there, ask questions, etc."). I also mentioned that a break would be held midway through the presentation, at which time they could help themselves to refreshments at the back of the room.

I should have stopped there, but in my nervousness, I started to discuss the quality of the cookies. I mentioned that some



of the cookies were, in fact, better than others and that I, personally, did not like the chocolate chip cookies and they should feel free to take as many as they like. In fact, feel free to take the chocolate chip cookies home!

Suddenly I noticed a small, frail, gray-haired lady in the back of the room get up and leave – my business associate was close behind.

After the presentation, my associate informed me that the cookies that I despised, and let everyone know I despised, were in fact *Mrs. Lally's Cookies* (a regional bakery) and the lady in the back of the room was, you guessed it, Mrs. Lally, the bakery's founder and chief baker.

After fifteen years, I still break into a sweat when I think about Mrs. Lally's cookies. The memories are as vivid today as they were that fateful night in 1988.

I did, however, learn a few important lessons that I have incorporated into every post-cookie (as I affectionately call it) presentation.

Post-cookie Lessons

1. Know your audience.
2. If you can't know your audience then avoid mindless commentaries that have the potential for disaster. (It would be wise to avoid mindless commentaries completely but I know for some, author-included, this is difficult, at best).
3. Become polished in your presentations but not complacent.

Best wishes to you in your public speaking endeavors and may you learn to laugh at yourself.

Now, I think I'll go have a cookie.

Author's note: In case you're wondering, Lally is not her real name and she never became a client of our firm – there's a revelation.

*Peggy Mungovan
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Lincoln Financial Group*

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ON THE COVER: Donus and Lovilla Roberts celebrate an 8th Diamond

JUNE: Dr. Wayne Mannebach on "Making Language Impressive"

NFL Topic Page: sites.netscape.net/topicpagenfl/homepage

NFL Website: debate.uvm.edu/nfl.html

AN EIGHTH DIAMOND

Donus Roberts, longtime coach of the Watertown (SD) Arrows speech and debate squad, NFL Hall of Fame Member and NFL Past President has achieved the eighth diamond!

The enormity of such an historic achievement demands careful historical and statistical analysis before its full impact can be appreciated.

In 1966 at the Albuquerque National Tournament NFL Founder Bruno E. Jacob presented the fourth diamond to the legendary R. J. Happe of Minnesota. Mr. Jacob waxed eloquent about the first NFL 4th Diamond Award and predicted that a 4th diamond would not soon be seen again. **And now.....an 8th diamond!**

To appreciate an eighth diamond the following facts must be reviewed:

* Students record NFL Debate Points: 6 win; 3 loss

* Coaches receive one tenth of student points.

* 22,000 such coaching points are needed for the 8th Diamond. Hence if a debate coach taught students who won 36,666 debates and lost once, he would still be one point short of the needed 22,000!

Or if a duo coach taught students who placed first in 44,000 rounds of duo s/he would reach exactly 22,000! And Mr. Roberts does not have merely 22,000 points, he really has earned 28,559.8 points---47,600 first places in Oratory!

Eight diamonds, an amazing feat!

Donus Roberts, **an amazing coach!**

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Lincoln Financial Group National Tournament L/D Topic

Resolved: On balance, violent revolution is a just response to oppression.

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NFL.....ON LINE AT LAST!

The Executive Council has approved an interactive NFL website on which coaches will be able to record NFL points, apply for new memberships for students, purchase NFL merchandise and access information about NFL districts, chapters, and students over the internet.

The target date to begin point recording and membership applications over the net is **October 1, 2001**. The NFL merchandise page will arrive somewhat later. Programmers hope to be able to demonstrate new the interactive site at the Oklahoma Nationals.

The Executive Council has authorized a \$40 dues increase (to \$99 per year) for all NFL schools beginning next September, to partially pay for the creation and hosting of this site.

The NFL office sent out a Technology Survey to determine what the chapters and affiliates wanted. The survey achieved an unprecedented 31% return rate and results were clear:

- 99% percent of coaches and schools had internet access.
- 71% felt NFL online access to be *very* important and 18% somewhat important – 89% favorable.
- 70% felt point recording online to be *very* important and another 22% as somewhat important – 92% favorable.
- 80% said they would record online if given the choice while 16% preferred the mail.

Thus an overwhelming mandate for online recording has been registered by the chapters. [But mail recording will also *always* be available].

Such an online site (Target date Oct. 1, 2001) would provide:

- Online recording of points for current NFL members.
- Application for membership by new members.
- Instant confirmation of all transactions.

NFL ONLINE.....FAQ

Q We want the new e.site but don't want dues to increase...don't you realize that our budgets are strapped for funds?

A The Council believes that NFL is a great value - tournaments, *Ros-trum*, videos, awards, and now an e.site. Ninety-nine dollars per year, when compared to other organizations and tournaments, is a fair price. The coaches have asked NFL to provide internet recording. NFL has arranged for sponsors to pay 60% and chapters 40%.

Q Why didn't you get a free site from Yahoo or some ISP?

A NFL did get a free site for all static pages. Prof. "Tuna" Snider at Debate Central (on the University of Vermont server) hosts NFL material free. Vermont cannot take NFL interactive material on their server, since money changes hands (memberships, dues, merchandise).

Free websites offered by hosting companies are very small, limited sites for individuals-not the huge amount of space needed for 100,000 student records and 2,632 school records, and all of the business programs of the national office.

And our attorney has cautioned us about the high mortality rate of these "free" portals. NFL can't have a service disruption during district tournament season. Last year NFL was offered space on ihigh.com. Recently we heard that was closing.

Q Why didn't you get free hardware?

A We approached the Sun Foundation, who said no, and the Cisco Foundation which did not respond. IBM has never even allowed NFL the educational discount. In this economy companies want to sell products, not give them away.

And please, be fair. NFL did raise \$138,000 from sponsors to pay for your site--almost 60%.

- Read only access to all chapter, student, and district files.
- Ability to make NFL transactions by PO #, or credit card.
- Online sales of NFL pins, keys and other merchandise.

The people NFL has hired to build this site are all former NFL competitors and current NFL assistant coaches. They have all earned points and recorded points. They know the NFL system.

The new site will be interactive. NFL already has a site at Debate Central on the University of Vermont server, which contains all of NFL's "static" material: Manuals, Lists of Champions, Membership info, Ros-trum articles, Streaming Teacher Videos, NJFL materials, Nationals entry materials, etc. NFL's new site will be able to "click" to this material from a menu on the new site.

The Council has received estimates in the area of \$220,000 for servers, cabling, t-lines, programming and support for the new site. The site will probably cost close to \$240,000, since existing NFL office applications must be converted from RPG II to SQL. Another \$2,200 per month will pay hosting fees.

The cost of the new NFL site will be amortized in two ways:

- \$138,000 has been raised from sponsors.
- Dues for each NFL member school beginning fall 2001 will be \$99 (a \$40 raise from \$59).

The Tech Survey respondents clearly chose the school dues increase option (54% yes 42% no) and rejected student fee increases (38% yes 57% no) and a blend of dues and fees (50% yes 46% no). Building an e.recording site is expensive even with sponsors paying more than half.

Thanks to your support, NFL is going online to serve you better!

Q Must I record online? I am a dinosaur!

A No. You may also record by mail. It is completely your choice.

Q Online recording will save NFL money, so why increase dues?

A NFL will save money if 80% or more coaches record online. Electronic recording will lower payroll costs as NFL will need to hire fewer recorders. That savings is about two years away - and depends upon how coaches choose to record -- paper or online. The cost to build the site is now.

Q How can we coaches help NFL reduce costs?

A The biggest cost expense to NFL and the item which impacts most on dues is the coaches habit of not recording points until right before the district tournament -- rather than several times during the year. Hourly employees must work expensive overtime in the spring. NFL must hire more recorders than it needs, to insure it will have enough recorders when the deluge comes in Feb., Mar., and April.

Q Won't online recording encourage cheating?

A Online recording will deter cheating. Every tournament attended and every point recorded for every student will be able to be accessed and reviewed by others.

Q What about hackers?

A Although immature hackers may disrupt the site, all records will be secure.

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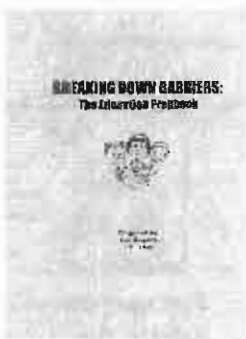
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The Stanford Debate Society presents the

Stanford National Forensic Institute

Individual Events Program: July 28 - August 10, 2001

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Thematic Interpretation...Prose...Poetry...Duo Interpretation**

The SNFI Individual Events program offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from around the nation. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere, students at all levels of experience will be accommodated. Outstanding staff includes:

Josette Surratt is in her 30th year of teaching, and is currently at Teurlings Catholic High School. She has qualified 90 students to the NCFL and 20 students to the NFL nationals in her last six years of coaching. She has coached state champions in every event.

Morris Block is a champion events coach from Riverdale HS in Louisiana. He has coached champions in most events, and students to late elimination rounds of most of the nation's major events tournaments, including NFL nationals. He has coached 4 students to finals of NFL nationals in interp events.

Other great SNFI events staff include **Rajiv Batra** of Leland HS / UC Berkeley, and **Adam Swensek** of Boston University.

The Two Track System of Placement allows advanced students to focus on specific events at an accelerated pace, while also ensuring that the beginning to intermediate level students advance at a more relaxed pace while participating in and learning about a variety of different events. This ensures that upper level competitors leave camp prepared to immediately step into high level tournament competition. Seminars are designed to cater directly to areas of student interest. Workshops are provided to instruct new competitors in basic speaking techniques, and novice workshops meet the needs of both new competitors and those solely interested in improving general speaking skills without the intention of later competition.

Team Instruction provides students who are involved in a recently formed Forensics team basic techniques on student coaching. We teach students of all levels how to coach themselves during the course of the year to maximize their competitive experience and success. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library. Institute staff has on hand hundreds of scripts both to assist student, and to serve as example material. Resource packets are provided specifically for this group.

"To say that the SNFI improved my competitive skills is an understatement. With the powerful combination of an experienced staff and limitless opportunity for research and study, this program offer the very best chance for success in forensics."

- Andrew Swan, previous SNFI Individual Events camp participant

Resident cost: \$1,450 / Commuter cost \$1,150 (includes lunch/dinner)

An additional application fee of \$85 is required

For additional information: call (650) 723-9086

SNFI, 555 Bryant St., #599, Palo Alto, CA 94301

The Stanford Debate Society presents the

Stanford National Forensic Institute

Lincoln-Douglas Program: July 28 - August 10, 2001

Outstanding features of the 2001 Lincoln-Douglas portion of the SNFI:

✓ **14 fully critiqued practice rounds:** most camps offer a practice tournament at the end of the camp which may offer only four rounds of total experience. At SNFI, your students will **not** be sent home with a pile of notes on philosophy and a stack of student researched evidence with minimal visible improvement in their debate skills. Your students will receive practice rounds built into the daily schedule. Their progress is monitored so that their development is assured!

✓ **Incomparable staff:** This year's staff includes:

Program Director: Dr. Michael Major, formerly of College Prep School

Lab Instructors:

Jonathan Alston, Newark Science
Michael Arton, New Orleans Jesuit
Michelle Coody, St. James
Hetal Doshi, Emory University
Noah Grabowitz, Stanford debater
Michael Osofsky, Stanford debater
Mazin Sbaiti, RL Turner

Byron Arthur, Stuart Hall School
Nick Coburn-Palo, College Prep
Jessica Dean, Boston University
Jon Geggenheimer, Woodson School
Leah Halvorson, Reed College
Allison Pickett, U of North Carolina
Aaron Timmons, Greenhill School

✓ **Extended Week Option:** The outstanding highlight of this option will be an extra 20 fully critiqued practice rounds. Students attending other camps during the summer can avail themselves of this one week experience or students in the regular camp can extend their stay for a total of 34 practice rounds between the two programs, for a total of three weeks!

✓ **Stanford Advanced Seminar!** An exclusive SNFI workshop dedicated to in-depth issue examination. The seminar will be conducted by Mr. Aaron Timmons and Mr. Mazin Sbaiti, two of the most successful and respected debate coaches in the nation. Ideal for students with previous institute experience; open to all experienced students returning to SNFI for a second or third year, and others by application.

✓ *For many LD debaters the regular camp combined with the "extended week" option provides the equivalent of a full semester of competitive LD debate experience, or more, in just 3 weeks (up to 35 critiqued rounds)!*

Important Information

SNFI LD Institute dates:

July 28 - August 10

Resident Program: \$1,450

Commuter program: \$1,150

LD Third week Option: August 10-17

Third Week Resident Program Cost: \$895

Additional \$85 application fee required for all programs.

For additional information and applications contact us at

SNFI, 555 Bryant St., #599, Palo Alto, CA 94301

(650) 723-9086

THE INTERP PORTFOLIO

by Don Crabtree

Eric Fromm once said that education is, "Helping the Child reach his potentialities." It is my hope that the use of the portfolio type of project in individual events might help reach some of those potentialities.

If your school is fortunate enough to have forensics in your curriculum, you may be asked to include all levels of experience within your class. You may be greeted with cheery, "I want to learn everything" faces of the first year students as well as the divas and the "I am so cool you can't teach me anything" attitude of some of the advanced students. The perplexing and challenging question that this posits is "What do I do with the advanced students while I teach the neophytes?"

Of course, the complexion of the "varsity" level students will set the tone for how things will work; however, there still needs to be structure and accountability as well as a way to use a type of "performance-based evaluation" for the advanced level students. Let's be honest, subjectivity is rampant in this domain of evaluation.

A possible solution is the use of a *video portfolio*. I have found this especially helpful in the interp areas. At Park Hill High School, we are blessed with classes in forensics but they are composed of all levels of experience. The video portfolio has proven to be successful for our program and I have found this type of evaluation to be far more concrete, easier to document, and more beneficial to the students.

The purpose of this article is to present several ideas regarding this project and system of accountability.

The video portfolio is made up of six parts or requirements.

I. Analysis

This section deals with the basic fundamentals of script choice and selection.

A. Students are to record: title, author, publisher, publisher's address, and ISBN number if available.

B. A one page summary of the piece of literature after a complete reading. It is crucial that the student read the "entire" piece of literature.

C. One paragraph explanation of the title and why they think the author chose it.

D. A statement of the dominant theme in the selection.

E. General observations about life and human existence that the author has made.

F. Does the selection contain any especially curious objects, mysterious characters, repeated names, etc.? Encourage the students to explore "hints" from the literature that can provide larger meanings and symbols. Many times these elements can provide a deeper understanding of the central theme.

G. List connotative and denotative meanings of any unfamiliar or interesting words.

H. List any important word groups or thought centers. Write a one-page paper paraphrasing the selection. The student must use his or her own words but should keep the author's intent.

I. A statement of explanation of any extrinsic factors of literary quality: universality, risk factors, popularity (is the selection over used) etc.

II. Cutting the Material

The interpreter should learn to cut with the incisive skill of a surgeon so that what is eliminated strengthens the presentation. It is as dangerous to cut living literature as it is to cut living tissue. Every cut or adaptation must be done for a specific reason and with ample justification. Since the author wrote every word with deliberate purpose, changes must be made on a similar basis. This section of the portfolio should include:

A. An uncut, xeroxed copy of the complete piece of literature.

B. A second copy that uses a system of marking out what is cut so that the student can see what was in the original version. Sometimes it is necessary to go back and include something that was originally omitted.

C. *A photocopy of every page from which any line of the cutting is taken; pages are to be in the order in which they are performed.

D. *All words used from the script should be highlighted. Leave any words not used unmarked.

E. *Indicate any word changes and/or additions in ink.

*Items C, D, and E are required if your work is challenged at the NFL Districts or Nationals.

III. Video Performance #1:

The first recorded presentation should be done while using the script. After the student feels he or she has done a successful taping, they will orally tape a critique of their own work. This taped critique becomes a part of the portfolio. This section should contain:

A. Self-critique of the initial performance

B. Written critique from instructor

C. Three peer critiques

IV. Practice Sessions:

The student is to record at least four practice sessions without the use of the script.

Portfolio requirements are:

A. Four practice sessions.

B. Student self-critique after each session.

C. One recorded session of the student reading another type of literature (I.E., newspaper, newsmagazine, etc.) in the character(s) of that used in the original literature. This will enhance a student's ability to focus on characterization(s).

D. This performance should also concentrate on the physical aspects of the cutting.

V. Final Video Performance

This section requires the student to submit the best-videotaped performance for final evaluation.

VI. Attached Cover Letter: The final requirement is to include a "packaged" (Crabtree continued to page 60)

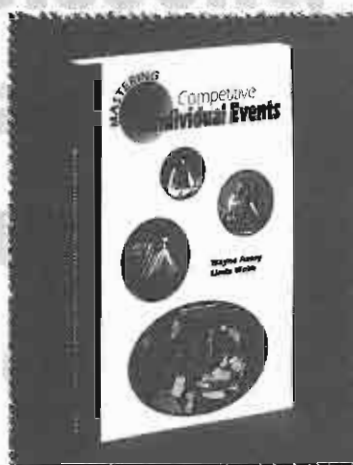
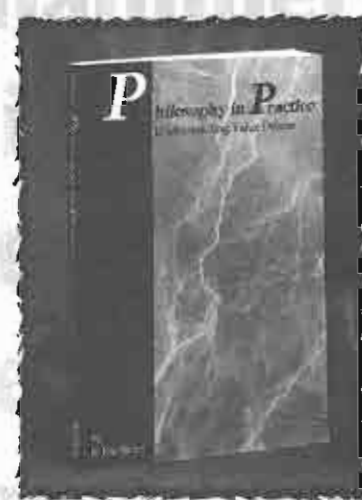
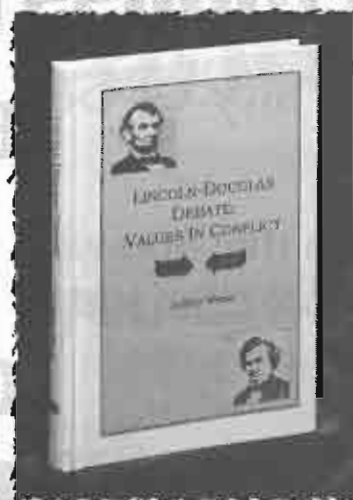
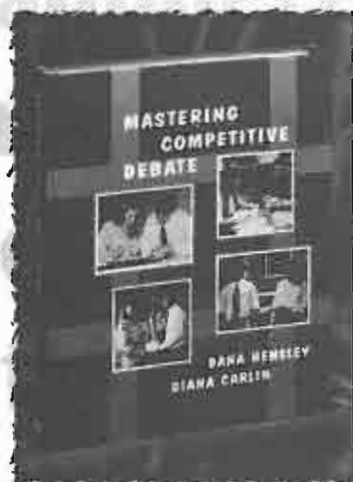


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debate and i.e.

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In a popular musical of the fifties, *Kismet*, a beggar who earns his living telling stories, is sentenced, for some offense I don't recall, to have his hand chopped off. Hadj, the beggar, realizes, as we all realize, that the hand is a valued instrument of communication. Without his hand, Hadj couldn't tell his stories; hence, he couldn't make a living. In a song called "Gesticulate," he makes an impassioned plea to the chief magistrate:

When you tell a story
Amorous or Gory,
You can tell it best
If you gesticulate.

A tongue is a tongue
And a lung is a lung
And a tale they can shout or sing;
Without the gesture --
Nothing.

To make a long story short, the beggar keeps his hand, continues to tell stories, and becomes a rich man. Obviously Hadj, the beggar, recognized the importance of the gesture, and apparently all of you recognize the importance of gesturing in communication. I hope I will not disappoint you by telling you that I cannot give you any magic methods for successful gesturing, but I do hope you will find helpful some of my suggestions about not only gestures, but about the whole realm of non-verbal communication.

The term **non-verbal communication** indicates all those aspects of communicating which accompany the verbal, the words. Psychologist Albert Mehrabian contends that 93 per cent of the communication of the speaker's feelings comes from non-verbal communication. What are the non-verbal aspects of communication?

- 1) Appearance
- 2) Gestures
- 3) Posture
- 4) Eye Contact
- 5) Facial Expressions
- 6) Vocal Cues -- not the words you speak, but how you speak them.

EVERY LITTLE MOVEMENT HAS A MEANING OF ITS OWN

by
James Berger

7) Spatial Relations -- the effect of distance between the speaker and the listeners.

These aspects of non-verbal communication come quite naturally to all of us in our day-to-day communicating. We wouldn't wear jeans and sloppy sweatshirts to an interview because we know they will convey to the interviewer that the interviewee is a slob. If one of you is slouching in your seat or resting your head lazily on your fist, I might judge by your posture that my words aren't interesting you. Don't we often say that we can read a friend's true feelings in his eyes? A smile from an associate at work can "make your day." The tone of voice in one's comment tells more than one's words. And to illustrate to you the effect of spatial relations in communicating, let me ask you whether you'd consider it appropriate to shout your most intimate remarks to your dearest friend across the vaulted ballroom of a big hotel.

What does all of this have to do with speech-making? Just this. The successful speaker must be constantly aware of how this non-verbal communicating affects the verbal, the content of his presentation. Sometimes the non-verbal provides such distractions that the audience misses the message. On the contrary, when the non-verbal and verbal are appropriately coordinated, the non-verbal most certainly enhances the verbal.

My first suggestion is that you remove non-verbal distractions when you speak. Your dress can distract your audience. But it is possible for speakers to overdress. Bright colors, flashy jewelry, unusual style, extreme hairdos detract. Dress neutrally, but attractively. The most successful high school speech coaches in Wisconsin, Art and Ruth McMillion, guided their students in the selection of the clothing worn in competition.

Another non-verbal distraction is poor posture. Speakers must find a stance that is comfortable for them. A problem I have in coaching high school girls is to get them to stand like ladies. They are so ac-

customed to wearing pants that they stand with legs wide apart, and they find it difficult to adjust their stance when they wear skirts. Speakers should not stand in attention as soldiers do, but their bodies shouldn't slouch either. Feet need not be planted in one place for the entire presentation. There is no rule that a speaker cannot take small steps now and then.

A third non-verbal distraction is poor eye contact. A good communicator must look at his audience. S/he should be able to read reactions on the faces of his audience, and these reactions encourage her in her presentation. Too often speakers stare at an individual in the audience, or they follow the bad advice of an elementary school teacher who told them that starting at a spot above the heads of the audience and at the rear of the auditorium would help them overcome nervousness.

Certainly a speaker must be aware of involuntary gestures and movements s/he uses that distract the audience. We've all seen speakers who rock from foot to foot, who twist their hair or ear lobes, who scratch their noses, heads, and other parts of their anatomy. You are not helping a budding speaker by not calling his attention to these habits, and s/he, in turn, perhaps by rehearsing in front of a mirror, must strive to eliminate them.

So much, then, for coping with the non-verbal distractions. What can the speaker do to appropriately coordinate the verbal and the non-verbal? Ancient rhetoricians devised a series of stock gestures to suggest human emotions. A good speaker or actor would be sure to accumulate a repertoire of these stock gestures. Note, for instance, **caution** (the speaker places his left hand, palm outward, a few inches from his chin and his right hand, palm outward, about a foot ahead of and a bit to the right of his left hand), **denial** (the speaker looks to the left, places his left hand, palm outward, on the right side of his chin, and extends the right arm, palm outward, to his right side), and **submission** (the speaker bows his head, (Berger to page 60))

JULY 15-29, 2001

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→ **LINCOLN-DOUGLAS DEBATE DIVISION:** Samford hosts the nation's longest-running Lincoln-Douglas workshop. The program is designed for students who are entering into debate or transitioning to the varsity level. In addition to providing a primer on the fundamentals of moral philosophy, the L-D Institute also seeks to develop fundamental skills such as flowing, briefing and casing. The Lincoln-Douglas workshop is directed by Pat Bailey (Homewood H.S., AL).

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→ **TEACHER'S INSTITUTE:** This year we are pleased to add a teacher's institute to our offerings. Designed for new teachers or those that find themselves in charge of a program for the first time, Skip Coulter (Mountain Brook Jr. H.S. and Samford University) will conduct a workshop on the fundamentals of debate coaching. While we can not make you a champion coach in your first year, we can help orient you to the bewildering world of high school forensics. At a starting price of \$200, we will help strengthen your confidence as you enter the forensics classroom for the first time.

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→ **FOR MORE INFORMATION:**

Michael Janas, Ph.D.
Director of Debate
Samford University
Birmingham, AL 35229
(205) 726-2509
mjjanas@samford.edu



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IOWA

POLICY DEBATE

June 25 - July 14, 2001



Chuck Ballingall, Division Coordinator

In debate circles, Coach Ballingall is highly respected . . .

CHUCK BALLINGALL, Division coordinator, Director of Debate, Damien High School; B.A., University of Redlands; veteran lab leader at Iowa. Currently, Mr. Ballingall is the Vice President for the National Debate Coaches Association. Mr. Ballingall is regarded as one of the most outstanding debate lab leaders and coaches in the nation. Mr. Ballingall is the youngest coach to receive two NFL Diamonds. His devotion and dedication have earned him the admiration and respect of students and coaches from across the country. He has taught and lectured to thousands of students at dozens of summer programs over the last 10 years. His teams frequent the late elimination rounds of every major tournament and have attended every national round robin. It is a unique honor to have Mr. Ballingall lead the Iowa Policy Division into the 21st Century.

JANE BOYD, Director of Forensics, Grapevine High School; B.A., University of Arkansas, Fayetteville; Double Diamond coach; Coach TOC Top Speaker; Coach of Five State Champions; Coach of NFL National Semi-Finalist; teams at Greenhill Round Robin, Bronx Science Round Robin, MBA Round Robin, Glenbrooks Round Robin, Harvard Round Robin and Stanford Round Robin.

ADRIENNE BROVERO, Debate coach and Ph.D. candidate, Northwestern University; B.A. and M.A., Wakeforest University; former Wakeforest debater; Winner NDT Copeland Award; Two appearances NDT semifinals; coached two NDT champions and two NDT Top Speakers; 9 year veteran lab leader.

TREVOR FOSTER, Graduate, University of Iowa; former debater at Millard North High School, Millard, NE; late elimination rounds of every major college tournament; former state champion.

FATHER RAYMOND HAHN, Headmaster and Director of Forensics, Cathedral Prep; B.A., St. Mary's Seminary College; M.Div., School of Theology, St. Mary's University; NFL Double Diamond; Key Coach of the Barkley Forum; as a veteran coach of Policy Debate, Fr. Hahn's teams have been in the late elimination rounds of every major tournament.

HEIDI HAMILTON, Assistant Professor and Director of Forensics, Augustana College, Rock Island, IL; B.A., Augustana College, Sioux Falls, SD; M.A., UNC Chapel Hill; Ph.D., University of Iowa; former debate coach at the University of Iowa; former debater for Augustana College where she reached the late elimination rounds of every major tournament; as a coach at Iowa and Augustana her teams frequently reach

the late elimination debates and have qualified for the National Debate Tournament.

DAVID HINGSTMAN, Assistant Professor and Director of Debate, University of Iowa; Phi Beta Kappa; A.B., Princeton; J.D., Harvard; Ph.D., Northwestern; coached three NDT Top Speakers, two NDT finalists including champions, and has had two or more teams qualify for the National Debate Tournament over the past fourteen years; voted one of the nation's most outstanding debate critics.

MIKE JENSEN, Ph.D. fellowship at The Center for Democracy, University of California; B.A., University of Iowa; former coach University of Iowa; coached 2000 NDT Copeland award winners; teams in the late elimination rounds at every major college tournament; former debater University of Iowa.



Father Hahn

KRISTIN LANGWELL, Graduate, University of Iowa; 4th Speaker Harvard Invitational; NDT District IV Champion; Finalist at UNI and Wake Forest; Winner of Kentucky, Pepperdine and Illinois State NDT tournaments; winner of NDT 2000 Copeland award; former debater at Niles West High School; former NFL champion; former Novice Nationals champion; former assistant debate coach, Elk Grove High School; former debater, Wake Forest University.

ANDY PETERSON, B.A., University of Iowa; A. Craig Baird Debate Forum member; Phi Beta Kappa; Four time NDT first round bid qualifier; Late elimination rounds of every major college debate tournament; numerous speaking awards; veteran member of Iowa staff.

2001 POLICY FACULTY

ANDY RYAN, Senior, University of Iowa; Baird Debate Forum member; 4th speaker at Kentucky; Top Speaker at Novice Nationals; finalist at UNI and Wake Forest; Winner of Kentucky and Pepperdine; late elimination rounds of every major college tournament; winner of NDT 2000 Copeland award; former champion of Barkley Forum, Glenbrooks, Pace Round Robin and the Tournament of Champions; former debater, Caddo Magnet High School.

NATE SMITH, Debate Coach, Northwestern University; B.A., Northwestern University; coached three NDT National Championship teams; coached two NDT Top Speakers; coached two NDT Copeland Award Winners; considered by the college community as one of the top debate critics in the nation; former debater, Northwestern University.

TYSON SMITH, Director of Debate, Valley High School; B.A., University of Iowa; Mr. Smith hosts the Mid West region's largest debate tournament; his teams have participated in the late elimination rounds of every major national tournament; as a first year coach, Mr. Smith sent team members to the NFL National Tournament; member of the National Debate Coaches Association; former debater.

AARON TIMMONS, Co-Director of Debate, The Greenhill School; B.S., Lamar University, NFL national champion, policy debate, coached many NFL champions; key coach Barkley Forum for high schools, Blue and Green Society Glenbrooks, Coach of two national sweepstakes awards, charter member of the NDCA.

MATTHEW WHIPPLE, Director of Forensics, Glenbrook South High School; B.A., Northwestern; M.A., Roosevelt University; Co-Director of the nation's largest high school invitational; coached 1998 winner of the TOC; teams in the late elimination rounds of every major tournament; more than a dozen NFL and CFL elimination participants; veteran member of the Iowa staff.

For an enrollment packet or additional information, contact:
Paul Bellus, Director
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David Hingstman



Nate Smith



Aaron Timmons

TARA VOSS, junior, University of Iowa; A. Craig Baird Debate Forum member; numerous debate and speaker awards, former debater, Ottumwa High School; second year as an Iowa staff member.

DANIELLE WIESE, Debate coach and Ph.D. candidate, University of Iowa; member A. Craig Baird Debate Forum; former director of debate, Illinois State University; coached NDT qualifiers and teams to late elimination rounds; former debater, Wayne State University and Michigan University; two NDT appearances and numerous debate and speaker awards; former high school debate coach, Henry Ford, II High School; coached state champions.



Kristin Langwell



Danielle Wiese



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The 22nd Annual Marquette University Debate Institutes

Regent Program – July 21-August 4

Our flagship policy program, the Regent program has had alumni qualify to elimination rounds at every major national tournament, including the TOC, NFL, and NCFL. The program also has had outstanding success with novice and beginning debaters. Regent participants leave campus with every piece of evidence photocopied at MUDI from all policy debate programs!

Resident: \$849 Commuter: \$549

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Lincoln-Douglas Program – July 28-August 4

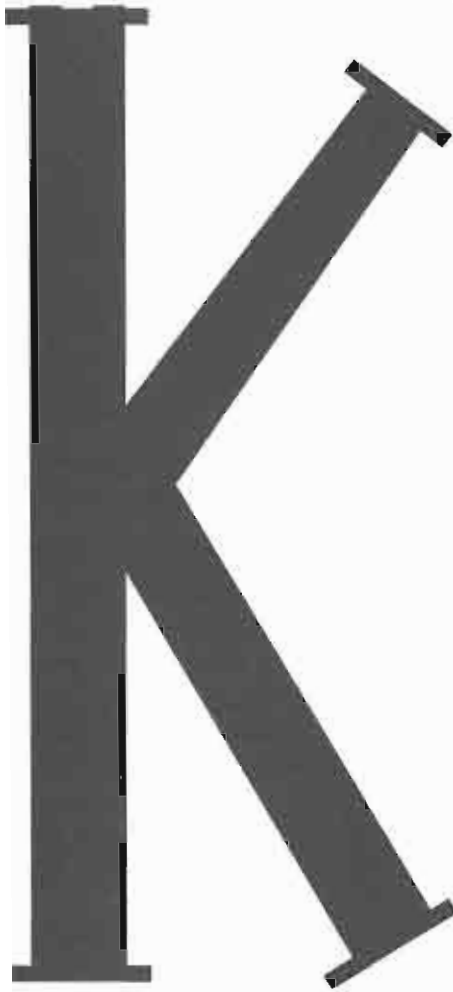
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**Marquette University College of Communication at 414 288-5500 or
Alex Inman, Director of Debate at debateteam@marquette.edu or
Visit www.geocities.com/mu_debate/mudi/mudi.html**

Responses to a Kritik

- 
1. Is this a thinking, rhetoric and/or language, or a value kritik?
 2. How does our case produce this ____ kritik?
 3. In offering this kritik, are you trying to exclude the power of *fiat* from this round?
 4. Are you advocating Heidegger's approach that the way we think is more important than the end or goal of our thought?
 5. What assumption within our case do you base your kritik upon?
 6. Explain exactly what makes this kritik unique to our case.
 7. Did this debate tournament invite you to debate this resolution?
 8. By coming to this meet, did you not choose to debate this resolution?
 9. Do you agree with William Shanahan, one of the defenders of kritiks statement "Without limits debate is impossible. The ground made available by the kritik is literally limitless"?
 10. Is there a reason for a paradigm judge to vote for a team that offers no policy?
 11. Do kritiks supersede a *priori* status, or are they another a *priori* issue on an equal plane with topicality?
 12. If a kritik does not explain why it is a voting issue how should the judge make the decision?
 13. By running this kritik are you claiming it has voting issue status and yet you do not accept the traditional assumption of policy debate. Then are you not guilty of contradicting the premise of running a kritik?
 14. Do you agree with Heidegger when he stated that kritiks are much more about encouraging us to ask questions and examine our assumptions than they are about providing answers?
 15. Then how can you justify that a decision is bad or should be changed?
 16. Would you not agree that Heidegger taught there is not certain harm that will result from a valid kritik because of their philosophical nature and lack of real world status that *fiat* argues?
 17. Heidegger describes kritiks as dead as in nihilism, nothingness. Do you agree with this?
 18. Do you oppose policy debate? Is this not what a kritik is doing?
 19. Where is the burden of a kritik?

by

Janice Caldwell

[Based upon the article "An Introduction to the "Kritik" by William Bennett]

Reasons to Reject a Kritik

1. This kritik is generic.
 - A. It does not specifically critique our case, but all cases in general.
 - B. Kritiks are too generic. Originality of thought and clash becomes less important. Policy implications, contemporary knowledge of current events and recent history are no longer rewarded as debaters search for the most esoteric and obscure philosophical references.
 - C. Solvency, disadvantages harm turns and causal link attacks provide for valid debate. This kritik does not do so.
2. This kritik is regressive
 - A. It is based on poor assumption.
 - B. The kritik is not based on any important flaw in the resolution or our position presented in our case.
 - C. The attack was not understandable both in intent and structure.
 - D. The opponents presented a weak or unproven value basis.
 - E. Thoughts presented do not improve the quality of debate.
 - F. There are no specific sources and research of the violation.
 - G. William Bennett states: "Kritiks discourage research on the topic, decrease the variety of cases and attacks, and substitute in their place an increased emphasis on deconstructing ideas and language."
 - H. Bennett also states: "The constructive and more encompassing nature of policy clash increases the discussion of multiple ideas and is more educationally worthwhile."
3. This kritik is inconsistent with other traditional negative issues.
 - A. Disadvantages and harm turns stem from the same premise.
 - B. A constructive kritik must show through logic and evidentiary requirements that the kritik should be used rather than other options.
 - C. Bennett states "the lack of any organization requirements and substructure standards for a kritik present the potential user with ... special challenges." Negative failed to meet these.
 - D. Policy debate and *fiat* should be the paradigm for the debate.
 - E. This kritik is absurd.

(Caldwell to page 65)

Stanford National Forensic Institute

CX Program: July 28 - August 17, 2001

"The SNFI Swing Lab Program"

The SNFI Swing Lab Program is a preparatory program available for policy debate students. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 2001. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates that are expertly critiqued than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1994 through 2000 graduates "cleared" at most national circuit tournaments, including Greenhill, St. Mark's, the Glenbrooks, Redlands, MBA, Lexington, Berkeley, Stanford, Emory and NFL nationals. Swing lab participants have won 1st place recently at USC, Berkeley, MBA, Stanford, Lexington, and have twice won the Glenbrooks and the TOC.

THE PROGRAM

Expertly Critiqued Debates. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates.

Research, Evidence and Topic Inquiry. The Swing Lab program provides intensive instruction in research, argument construction, and advanced level technique. The kernels of arguments which are produced by other institutes will be used as a starting point. These arguments will be used by program participants to construct entire detailed positions which will include second and third level extension blocks, new cases, novel disadvantages, kritiks, counterplans, and in-depth case negative attacks.

Advanced Theory. Swing Lab Scholars are assumed to have mastered the basics of debate theory. This foundation will be used to construct sophisticated and comprehensive positions. Scholars will be immersed in advanced theory through special seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, kritiks, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

THE PRIMARY FACULTY

Randy Luskey has just finished his senior year at UC Berkeley as the #1 ranked team in the United States in College NDT. His many successes have included: 1st at Wake Forest and Northwestern tournaments, finals of Kentucky, semis of Harvard and West Georgia, and 2nd at the Dartmouth Round Robin. He has won numerous speaker awards, including top speaker at Northwestern. He has also been a successful high school coach for El Cerrito High School, where his teams placed among the top in the country at several of the nation's toughest tournaments, including 1st at the Glenbrooks.

Jon Sharp is a debate coach at the University of Southern California, formerly of West Georgia College, and was an NDT debater at Emory University. Teams coached by Jon have received first round bids to the NDT for the last 6 years in a row. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth round-robin. He and his partner were ranked #3 in the nation going into the 1994 National Debate Tournament. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his 12th year of teaching summer debate institutes.

APPLICATION AND ENROLLMENT

Students desiring to attend the Swing Lab Scholars Program will be admitted on an application-only basis, and are required to attend at least one rigorous debate institute prior to attendance at the SNFI. Call (650) 723-9086 if you have specific questions about the program, or wish to obtain copies of the program application.

Stanford National Forensic Institute
555 Bryant St., #599, Palo Alto, CA 94301
call us at (650) 723-9086



The Stanford Debate Society presents the Summer 2001
Stanford National Forensic Institute

CX Program: July 28 - August 17
Extended-week CX: August 17 - 24

LD / Events: July 28 - August 10
Extended week LD: August 10 - 17

SUPERIOR PROGRAM: The **Stanford National Forensic Institute** offers a unique national caliber program which features policy debate, LD debate, and NFL events. The policy program is 3 weeks, the IE and LD programs are 2 weeks. The SNFI is conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University. An excellent faculty teaches students both fundamentals and advanced techniques in a rigorous, carefully structured environment that caters to the needs of forensics students at all levels. Policy debate students who have attended an institute of sufficient rigor earlier in the summer may apply for acceptance into the "policy debate swing lab," designed for students desiring the most comprehensive instruction possible.

SUPERIOR FACULTY: The majority of SNFI faculty will be current or former high school and collegiate coaches of national repute. Initially confirmed staff for this summer are:

Hajir Ardebili, UC Berkeley Law	Robert Thomas, NFC director	Dave Arnett, UC Berkeley
Russ Falconer, UDL Texas	Anne-Marie Todd, USC (CA)	Randy Luskey, UC Berkeley
Jon Miller, Stanford Law	Alex Berger, Dartmouth	Abe Newman, UC Berkeley
Michael Horowitz, Emory & CPS	Sarah Holbrook, West Georgia	Judy Butler, formerly Emory
Jon Dunn, Stanford debater	Jon Sharp, USC (CA)	Takis Makridis, Arizona State
Dan Shalmon, UC Berkeley	Aaron Timmons, Greenhill	Michelle Coody, St. James
Byron Arthur, Stuart Hall	Hetal Doshi, Emory	Nick Coburn-Palo, College Prep
Jonathan Alston, Newark	Leah Halvorson, Reed College	Mazin Sbaiti, RL Turner
Josette Surrat, New Orleans	Michael Major, LD & IE director	Matthew Fraser, SNFI Director

*listed affiliations are for identification purposes only. The institutions noted are where the relevant SNFI staff member works, debates or debated, and/or studies during the academic year. More detailed staff qualifications are enumerated in the program brochure, now available.

SUPERIOR SETTING: The SNFI is held on the Stanford University campus, located in Palo Alto, CA. There is no better location anywhere to study forensics. Stanford provides a beautiful setting for the students to study, practice and learn. Supervision is provided by an experienced staff which collectively has hundreds of previous institute teaching sessions of experience. The SNFI specializes in advanced competitors, but comprehensive programs at all levels are available.

REASONABLE	Policy Debate	LD and Events
COST:	\$1,845 resident plan	\$1,450 resident plan
	\$1,450 commuter plan (with l/d incl)	\$1,150 commuter plan (with l/d incl)
	\$895 Aug 17 - 24 CX extended week	\$895 Aug 10 - 17 LD extended week

Given the nature and quality of the 2001 program the cost is quite low. This program, both in faculty composition and in structure compares favorably with programs costing nearly twice as much. The resident plan includes housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. The commuter plan includes tuition, lunch and dinner on most program days, and some materials. An additional \$85 application fee is required upon application to the SNFI.

TO APPLY	Stanford Debate Society - SNFI	Scholarships in the
&/or INQUIRE:	555 Bryant St., #599	form of need-based
(650) 723-9086	Palo Alto, CA 94301	aid are available.
e-mail: snfi@mail.com		

Whitman National Debate Institute

Sun., July 29 thru Thurs., Aug. 9, 2001

hosted by Whitman College, home of the 1999 CEDA National Champions



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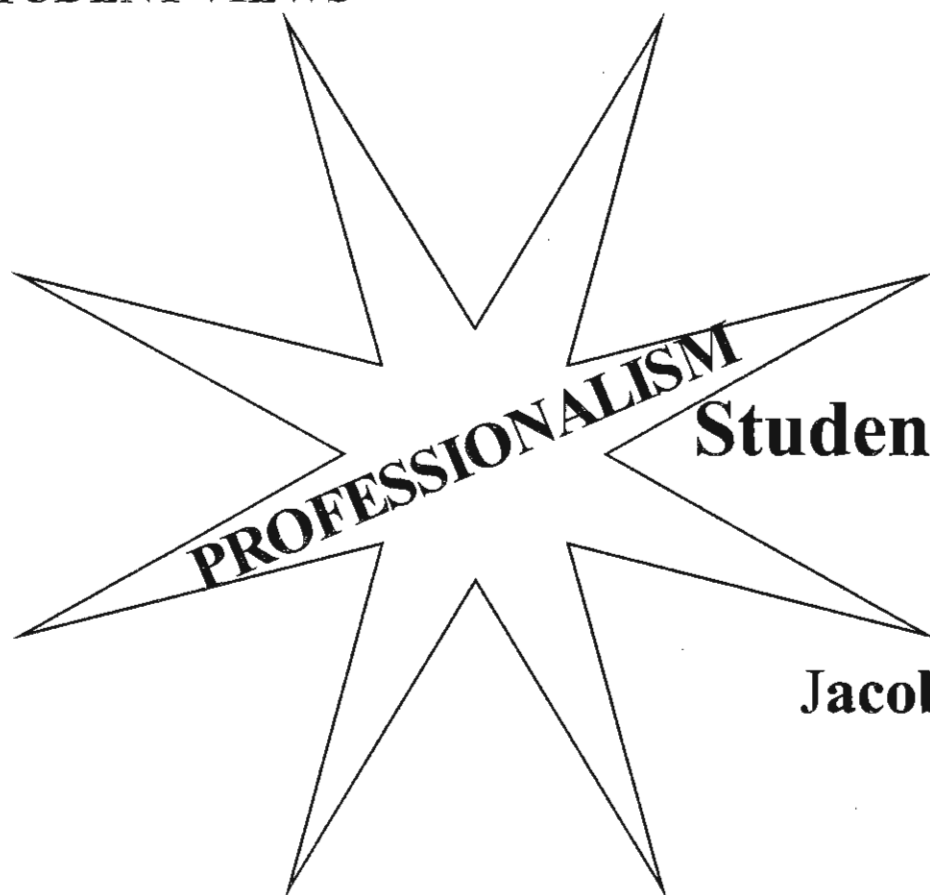
LD and Policy

Want more information?

E-mail Jim Hanson at hansonjb@whitman.edu

www.whitman.edu/offices_departments/rhetoric/camp/

STUDENT VIEWS



in Student Congress

by
**Jacob Gerber and
Ben Keele**

"The Student Congress serves as an excellent demonstration of Democracy at work," states the 2000 NFL Student Congress Manual. Unfortunately, in our experience, a seemingly benign practice is obstructing the achievement of this noble aim. A growing number of students, by making foolish motions desecrate the honor of Student Congress and disrupt students who want to participate in serious debate. We believe that Student Congress, because it is meant to be similar to the real United States Congress, should also mimic the United States Congress's code of conduct and atmosphere of formality and decorum.

Students at various congresses that we have attended changed the names of their fellow representatives to ridiculous titles. For example, "Representative Gerber" would have been changed to "Funkmasta Gerber," or "Comrade Gerber," while "Presiding Officer Keele" would have been changed to "Supreme Funkadelik Keele." Certainly, these titles would not be fitting for an elected representative of the people.

Similarly, students make motions to alter the names of the chamber in which they are competing to equally absurd appellations. There have been motions to change the "House of Representatives" to "House

of Pain, and the name of the Senate to "Duma." Such legislation only serves to waste time and spawn debate on mindless topics.

Finally, representatives also attempt to introduce legislation regarding topics that, while humorous, are trivial and unworthy of serious debate. For example, at one tournament the only piece of legislation that we passed was to ban miniature toilets from all male restrooms and replace them with trough-like urinals. Our house actually spent time considering the worthiness of the need to avoid urine stains on one's pants. It is laughable to think that the United States Senate or any other legislature, which we are supposed to be emulating, would argue over the quality of the men's facilities.

One may certainly argue: "Oh, these students are merely trying to have fun. They have become tired of the proceedings and just want to make it more creative and interesting. They are not really hurting anything."

Au contraire! These unprofessional practices do grave damage to the purposes of this activity. Combined, we have competed in over twenty Student Congresses, including Nationals in Portland. We have concluded that competitiveness is at least two-thirds mindset. This is not only the confi-

dence that one can do well, but also the sense that one is participating in something significant. That is why participants dress in formal attire. Congress normally has an aura, if you will, of respectability.

The practices described above serve only to disperse that air of honor. It is difficult for anyone to take a competition renamed "The Flying Circus" very seriously. It misrepresents what we are trying to accomplish in our political simulation. We are trying to increase our understanding of critical policy issues, not further British comedy.

The introduction of legislation intended only to provoke thoughtless debate also defeats the goals of Student Congress. A finite quantity of time is allowed for speeches. Ridiculous bills and resolutions squander that time and rob others of the chance to distinguish themselves in intelligent debate. Furthermore, these bills are usually proposed at the spur of the moment; no one has had a chance to do the proper research for a speech. (However, we grant that occasional debate of this nature can be enjoyable and does relieve stress. We suggest that legislation of the comedic variety be reserved for debate during the period of time when results are being tabulated. The *(Gerber/Keele continued to page 60)*

EMORY

Barkley Forum • Emory National Debate Institute

June 17 – June 30, 2001 • Emory University, Atlanta, Georgia

Under the Direction of Melissa Maxcy Wade

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-six years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. An excellent combination of traditional argument and debate theory and an emphasis on current debate practice makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs.

Features of the Policy Division Under the Direction of Bill Newnam

Experienced staff: Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Samford University, and Stanford University.

Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 20 students.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience.

Commitment to diversity: The Institute has always been committed to making instruction accessible to urban and rural areas. We have several funded scholarships dedicated to promoting diversity. Additionally, ongoing grants make it possible to support many students from economically disadvantaged areas.

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory.

Coaches workshop: An in-depth coaches workshop is conducted. Topics will include administration, organization, and coaching strategies. A full set of lectures appropriate for the classroom will be developed.

Inclusive Fees: The standard Institute fee includes tuition, housing, food, lab photocopying fees, entertainment, a t-shirt, and a handbook—the works.

Features of the Lincoln-Douglas Division Under the Direction of Jim Wade

Experienced staff: The Director of the Lincoln-Douglas division has been in the activity for over twenty years, and has served in his current position for eight years. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation.

Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 14 students.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Our classes deal both with general philosophical issues and practical technique. There is a strong emphasis in lab groups on building speaking experience and providing constructive critique. A typical day involves three classes dealing with philosophy or technique and theory, followed by five hours of practical lab sessions.

Commitment to diversity: The Institute has always been committed to making instruction accessible to urban and rural areas. We have several funded scholarships dedicated to promoting diversity. Additionally, ongoing grants make it possible to support many students from economically disadvantaged areas.

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory.

Inclusive Fees: The standard Institute fee includes tuition, housing, food, lab photocopying fees, entertainment, and a t-shirt—the works.

For an application, write or call:

Melissa Maxcy Wade
P.O. Drawer U, Emory University
Atlanta, GA 30322

Phone: (404) 727-6189 • email: lobrien@emory.edu • FAX: (404) 727-5367

The Scholars Program at the Emory National Debate Institute

June 17 – June 30, 2001 • Emory University, Atlanta, Georgia

The Emory National Debate Institute, which has contributed to the education of high school debaters for a quarter of a century, now offers a specialized workshop-within-a-workshop catering to experienced high school debaters with advanced skills. The Scholars Program, which was conceived and designed by some of the nation's most competitively successful college coaches, gives accomplished debaters the opportunity to receive the kind of instruction, research opportunities, and feedback they will need in order to meet their competitive goals for the coming year.

The Scholars Program will take place alongside the established Emory National Debate Institute, under the Direction of Melissa Maxcy Wade. Those who enter the Program will have access to the entire faculty of the ENDI. However, the Scholars Program contains a number of additional features designed specifically to benefit the advanced debater.

Special Features of the Scholars Program

Advanced curriculum: Every aspect of the Scholars Program has been re-designed by our staff of accomplished coaches, from the lecture schedule to the structure and pace of lab groups. Members of the Program will receive advanced library instruction, including guided research in the Woodruff library system and targeted use of Internet resources. Our curriculum helps students understand and utilize the most advanced modern debate positions, but without sacrificing their ability to win rounds with traditional skills and strategies.

Emphasis on evidence accumulation: Rather than forcing experienced students to endure redundant basic lectures, we let Scholars get on with the business of researching the topic and practicing advanced techniques.

Amazing staff-to-student ratio: We maintain a 1:4 staff-student ratio in lab groups, and each student will interact with nearly every member of our large Scholars Program faculty.

Unique, separate lectures: Outside their lab groups, members of the Program will receive direct instruction from top-rated college coaches. Even in lecture settings, our staff-student ratio is unusual, with no more than 20 students listening to one instructor. Furthermore, we offer a small group theory seminar menu targeted to students' needs and interests.

Numerous debate rounds: Our curriculum includes a minimum of 12 rounds, with extended time for critiques from our staff.

Select faculty: The Program will be directed by Steven Stein and Jon Paul Lupo. Mr. Stein, a former BFHS winner from Glennbrook North High School, holds a graduate degree in Education from Harvard and previously served as a high school coach in Chicago. He returned to Atlanta a number of years ago as a head coach for Chattahoochee High School, where he has built a team that numbers over 100 debaters. Mr. Lupo, formerly a nationally successful debater at Stuyvesant High School, ended his college career at Emory by winning the National Debate Tournament in 2000. He is an experienced veteran of the ENDI and has coached at Chamblee High School in Atlanta. Jon Paul is currently headed into his second year as a coach at the Barkley Forum. The rest of the Scholars faculty has been selected from among the ENDI's staff of accomplished college debaters and coaches.

Great value: Scholars will pay the same price as other students at the Emory National Debate Institute. We are a nationally competitive institute at a discount price!

You must apply for the Scholars Program at the ENDI. Those seeking admission should call or write:

Melissa Maxcy Wade

P.O. Drawer U, Emory University • Atlanta, GA 30322

Phone: (404) 727-6189 • email: lobrien@emory.edu • FAX: (404) 727-5367

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EDITORIAL VIEW

THE PROFANE PARADIGM

by
Chuck Nicholas

"OK class, today I'm going to give you several options on the educational smorgasbord to study. As part of your liberal arts high school education and our relentless pursuit of real world knowledge, (not some Pollyannish 50's Ozzie and Harriet perspective on life), we are going to study literature with some elements that may shock you. Now I realize that some of you have lived rather cloistered lives and that your parents might not approve of the tack that we are taking in this course, but I want to assure you that what we are doing is in your best interest. You are gaining from the insights of individuals who don't look at life through a sugar-coated prism of the way they want life to be. You are being enriched by exposure to viewpoints that are more adult, liberal, and--consequently--more enlightened. In a multicultural, heterogeneous, ever-evolving society, tolerance is the operative term when it comes to stimulating young minds. As we forge into this new vista, we must set aside any preconceived religious, moral, and/or ethical judgmental notions about appropriateness; and you must trust my judgment in exposing you to what I regard as the *sine quon non* of cutting edge literature. Class, today you must choose one of three options for discussion.

Option One deals with human sexuality, more particularly the development of heterosexuality out of a primal sense of bestiality.

Option Two deals with the need for homosexual lovers to be accepted into the religious community and the family and expose those who disagree on religious grounds as being fools.

Option Three deals (in the context of Poetry) with the explicit details of a young woman wanting to be raped, getting raped, and her enjoyment of it.

From where did these options come?

A. Just run-of-the-mill TV fare on the family channel?

B. The introduction by an aspiring teacher to a local school board justifying the merits of a new course entitled Bestiality, Human Sexuality Options, & Blasphemy 101?

C. Was listed from the guidance counselor's course description manual as he/she advised prospective parents of the depth and breadth of curricular offerings at this school?

D. Taken from a right wing zealot's propaganda about what is wrong with our seriously underfunded, overcrowded, but humanistic public school system?

E. Or just typical of three types of entries at a recent speech tournament to which my religiously educated ninth, tenth, eleventh, and twelfth grade students were exposed.

Ah, yes, you say, circle the wagons! Red Alert! Call the ACLU and Norman Lear and People for the American Way. The Nazi book-banning/burning censors of the far right are on the loose! Mobilize the troops, the "funnymentalists" are on the rampage again, attempting to enforce their Puritanical morality on the rest of humanity. When will they ever learn?

If you see this differently you may write your own editorial view for the Rostrum.

Don't we live in a "free" country? Isn't it a basic postulate of a liberal arts education to teach young minds about the marketplace of ideas and the free flowing of ideas? Truth and error compete for our attention, and as rational decisionmakers in a democracy we must strive to give our students as broad a knowledge base possible, correct? Self-appointed, smug and "righteous" gatekeepers of the truth have no right to act as arbiters of what is "acceptable or unacceptable" for my students, correct? No one knows better than I do (as the Aristotelian philosopher/teacher/King) what is appropriate for my students.

Let's be honest with ourselves. Where else in the "real world" could we have our students perform these kind of pieces with potentially offensive and perhaps profane elements?

Would we, as part of a general school assembly to highlight what forensics is

about perform them for the entire student body?

Would we as part of an effort to inform the local school board about what we do have the students perform these types of pieces and then ask the board for money to go to Nationals?

Or better still, would we, at the end-of-the-year forensic supper for which our parents provide a potluck supper, let our parents see and hear them?

How about performing the "rape piece" at a local NOW rally? Such a thing certainly fails the political correctness test.

How about this "solution": One coach told me that "we have our parent cuttings with most of the expletives and objectionable elements removed, and we have our separate competitive cuttings with the really good stuff left intact."

Would support for the forensic community arguably be enhanced if more parents, principals, board members, and taxpayers knew that their tacit silence about what students are performing and winning not only extolled lifestyles and habits which moral people have argued as objectionable, but were sexually explicit, racist, sexist, full of scatological references, and openly anti-religious? Is the code of silence that pervades the forensic community about the explicit and profane nature of many winning forensic pieces justifiable in a pluralistic society?

Is it appropriate for freshmen and sophomores to be bombarded with suggestive sexual references in the framework of competitive speaking in a day when, as we strive to be politically correct, we castigate racially and sexually discriminatory speech. Is it right to permit students to communicate in the context of a forensic cutting words that in normal conversational discourse would result in school discipline? Irony of ironies, most schools openly display a code of expected behavior and lists among its most egregious offenses profanity and vulgarity.

Certainly, individuals in America are entitled to their viewpoints, as anti-religious, as anti-conservative, and as offensive as (Nicholas to page 62)

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July 5-July 30, 2001

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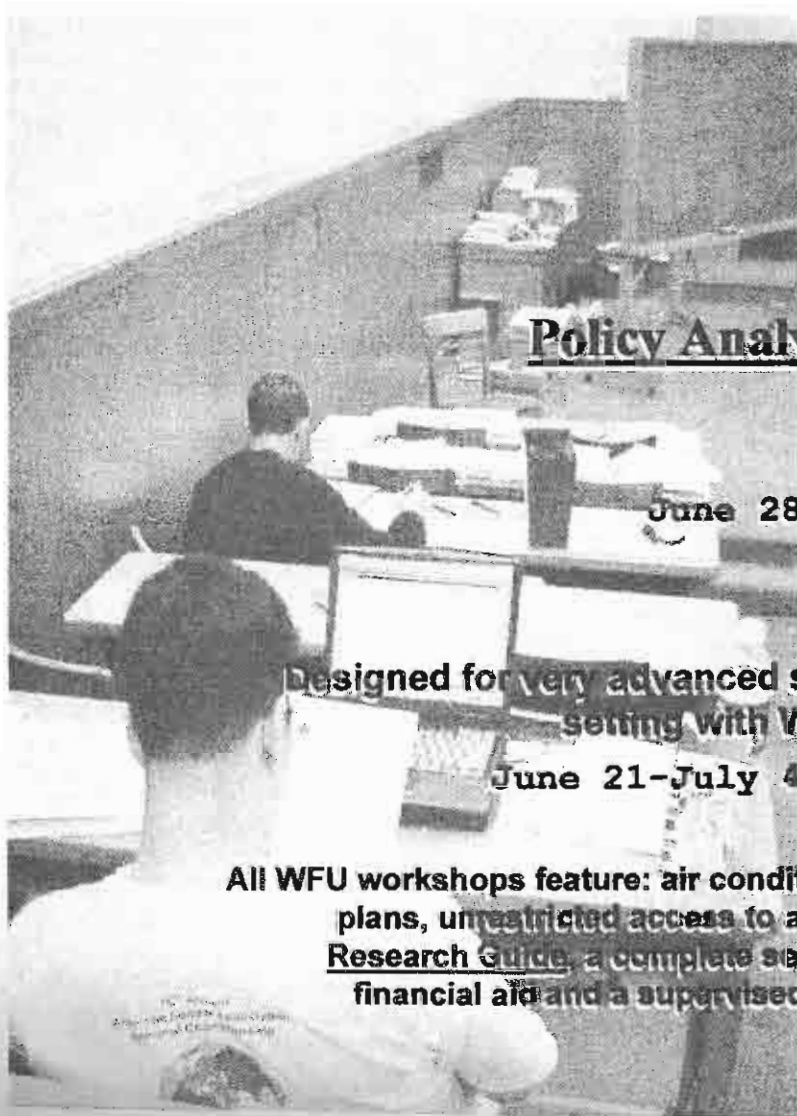
June 28-July 4 (merge with Policy Project)

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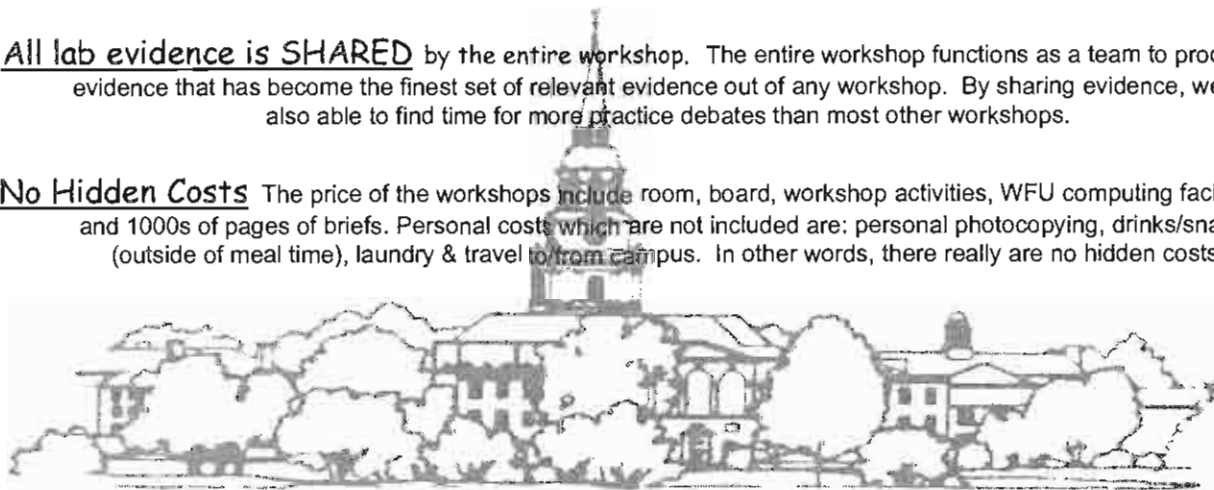
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CIVICS IN THE CLASSROOM

*by Professor Paul Lorentzen, Chair
PER Youth Program Committee
Series II - Article 8*

The ultimate purpose of this series of articles is to encourage young persons to at least consider government employment—temporary or permanent. Thus Part I, which may be viewed on the Internet (www.theroundtable.org), consists of articles 1-5 devoted to our federal form of government, the nature of public employment, and the reasons why there has always been a somewhat anti-government feeling in the United States.

Now in Part II we are exploring why public/government employment generally is not considered as prestigious and sought-after as it is in other Western society countries. Our first two articles (6-7) each covered one of the four main reasons:

- The geographic spaciousness of our country, breeding a culture of individual independence and reliance on self rather than on any government—which was exactly what most people coming to America were seeking—thus providing little reasons for any favorable public image of government employment to develop.

- The absence in our country's history of the centuries of development of hierarchic political institutions headed by a consecrated sovereign and served by a far-flung, stratified and class-ridden bureaucracy. Such a system, as existed in countries in Europe, was what most people coming to America wanted to get away from—the intrusiveness of government power and officials. Hardly a situation conducive to viewing government employment as prestigious.

And now this article offers a third reason for the comparative lack of prestige of government employment in the United States, namely the economic aspect of our country's development. Here again the contrast with Old World countries is telling, where economic power had historically resided in the hands of a small minority consisting of landed nobles and gentry, while the vast popular majority was tied to that inferior class/economic category into which born.

Thus a major motivation to emigrate to America was to obtain the opportunity to improve one's economic circumstances, to strike out on one's own and become more self-sufficient. From this standpoint, government stood for taxing, regulating and in effect keeping one in a perpetually subordinate economic position. So here in America both farmer and tradesman, proprietor and merchant were against the estab-

lishment of any institutions that restricted their free wheeling-and dealing in the economic sphere—be these government banks and agencies, import/export duties, or production taxes (such as on whisky). Government's role in the economic sphere was to be limited to aiding people and organizations to advance (e.g. subsidize settlers and railroads by distributing land taken from the natives) and not involve any restrictive regulations.

This popular attitude regarding the political/economic relations continued well into the Industrial Age of the 19th century and, in considerably modified form, was a factor in the 20th century debates regarding the government's role in economic development, taxation, trade and similar subjects. However, little significant change occurred in the popular perception of government employees (and employment) as somewhat parasitic economically speaking, and certainly not wanted in any measure more than absolutely necessary to perform a limited role. "The business of American is business" not government.

In this view, public sector employment can be justified only as a handmaiden to the private sector, i.e. of a subordinate rank. This is in contrast to what has evolved in most other Western society countries by now, i.e. the public sector and its employment are a vital and equal role player in the economic sphere to that of the private sector and its health. Be it a mystique or not, in these countries there is still a prestigious element to the attainment of a responsible government career.

That is to me seems perfectly understandable given the political/economic history of these societies—just as is the American view which sees government employment as a secondary desirable. It is significant and revealing that most Americans seem surprised when they find out that astronauts, many top-flight medical and scientific researchers, and a large proportion of educators are public employees.

At this point we are getting close to the fourth and final aspect concerning why this prestige condition exists, that of the social development of our country—which will be the topic of the next article. And it is useful to remember that all four of the reasons discussed—geographic, political, economic and social—are closely related and interdependent.

(Dr. Paul Lorentzen, Public Employees Roundtable Program Committee Chair provides a bi-monthly article series.)

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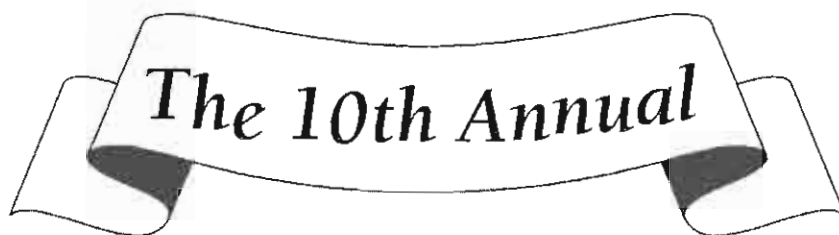
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Growing Old Through Speech Tournaments

by
William C. Thomas

Editor's Note:

This school year the *Rostrum* has been proud to run excerpts from William C. Thomas's book *The Urban Speech Team*.

Mr. Thomas writes with great clarity, humanity and honesty about students and teachers struggling to create a speech team in a large urban high school.

As *Rostrum* publisher I urge every coach, student and parent to read this poignant book. Chapter 1 appeared in the October *Rostrum* with each succeeding *Rostrum* featuring an additional chapter. The following is the final chapter.

James M. Copeland

Chapter VII

The Timeline of A Tournament Season

In most states, the Speech Tournament Schedule goes from October through the end of February, excluding holiday weekends, before the State Tournament. The State Tournament, in Colorado, usually happens in mid-March. Then, various patriotic and civic groups have their competitions for scholarships in March, April, and May. The National Qualifying Tournament for the National Forensic League National Speech and Debate Tournament usually takes place in early April. If a student qualifies for "Nationals," the season is not over, for the coach, until the third week of June.

He has approximately eight weeks before he has to do the whole thing all over again!

And this is just the "average" Speech program. For the "more involved": Teams that have budgets well above \$3,000.00 per year for entry and travel fees, the season can include the first weekend of Christmas Break, the weekend after Thanksgiving, the weekend before New Year's Day, weekends during April and May, and incredibly long weeks at various college invitational tournaments, debate camps, and "forensic conferences."

If one of these coaches wanted to, he/she could be "on the road" with competitors every weekend of the year! (Maybe

this chapter should be entitled: "Growing Old Because of Speech Tournaments").

"Having a Life" While Being A Speech Coach

I have two children whom I see after school and on Sundays during the competitive season. I have an understanding spouse who realizes that my commitment to my job is extremely important to me; and the learning, the phone calls, the lunches, and the evaluating of these students are some of the few things that keep me working as a teacher. She and the children are willing to put up with an absent father on Saturdays as long as I still contribute to the household and its members when I can. Consequently, I prepare meals, get my daughter ready for bed, supervise baths, attend to homework, and try to fill the "gap" my job necessitates. It makes for interesting times when, after having gotten my daughter to bed, I face a pile of essays, needing grading, from seniors, at 9:00 in the evening.

My spouse runs a mental health center. I've often thought her understanding nature and willingness to put up with my dedication to a \$4,000 per year stipend has come from her years as a therapist. God knows, very few spouses in the same situation would be so understanding about the late hours coming home on Friday nights in January from the National Qualifying Congress, then going out at 5:30 the next morning to do it all over again; or understanding that I have to spend a Wednesday evening scheduling a tournament.

It's really very nice. We try to accommodate each other's schedules. When, as she inevitably does, she has a conference or meeting with her bosses or the powers of State Mental Health, I take a sick day to supervise our son. When she can't pick up the daughter from daycare because there's snow on the highway, making driving rough, I show up to do it.

It works. It works because we are each willing to advance the other's career because we know it's valuable.

In addition to two children, my spouse and I have an active civic life. She's a volunteer firefighter and I serve on the Board of Directors of the Fire District. We also raise goats, pigs, and sheep. During my weekends in early March, before the State Tournament, and during April, after the National Qualifying Tournament, I help disbud goats, buy pigs, and shear wool. If I have a qualifier at the National Tournament, I happily attend; knowing that the family will carry on.

I don't feel that I, as a fireboard member, am necessarily negligent in my duties, although I have missed the "Christmas dinner" for the firefighters of the fire district for four years in a row because of the conflict of a Speech tournament; and I don't feel that I am less as a father because I haven't dealt with my son's preoccupation with Saturday morning cartoons or my daughter's interest in potty training; and I don't feel that I would raise any better pork if I hung around the house during tournament season.

This is what I do, I reason; and its consequences may reverberate in the future, but I already know that the average child of the Nineteenth Century saw father briefly if at all; and animals were raised regularly without the interference of absentee farmer/landlords and that political entities carried on without interference. I place my faith in the fact that I am honest and trustworthy and hope my children will follow my example.

I certainly understand those who wish to spend time with a new spouse or with children during weekends; but I keep on thinking of those students whose lives can be changed forever by Speech, and I nod assent because I know that my sacrifice of my time with my children will reap benefits that they may earn someday....

There are a few Speech coaches I have known who have suffered divorce from this bizarre and unusual profession. There are some whom I have known who have renounced it completely because their children's demands were more important.

There are also some who have become administrators because of the demands of home and Speech were too overwhelming. The rest of us are single or have understanding spouses.

Burnout

When Scylla Charybdis was hired at Benjamin Harrison High School to run Yearbook and Speech, it was with the understanding that she would do both jobs creditably and teach two English courses as well. The administrator who hired her assured her that her schedule was "commensurate with what other people in your department are doing;" failing to add that "the other people" he was referring to were the newspaper sponsor and the Drama teacher, both seasoned veterans of ten or more years who weren't on probationary status, as she was. He also failed to mention that the job she had was created by the English Department so "somebody new would have to do it."

This is not an unusual scenario. Nobody in the urban high school English Department wants to be saddled with Yearbook because if sales don't make a certain mark, the sponsor is personally liable for any funds outstanding, and even though the coaching stipend may be attractive, the extra hours and weekends making Speech work are hardly worth it: For a dedicated coach, the stipend works out to about twenty-nine cents per hour.

But few beginning teachers realize this, and she took the job willingly, unaware that the administrator who hired her would then completely ignore what she was doing on evenings and weekends and merely make evaluations of her teaching based entirely on her performance in the classroom.

This is not only insulting; it also limits the evaluative scope of the administrator to about a half hour's worth of observation in a predictable setting. Why not look at all of the facets of the teacher's job?

But Scylla, figuring this was the way things were done, met yearbook deadlines with bribes of pizza and carbonated beverages, worked with students before and after school, kept her two other classes going, and attended fourteen Speech tournaments per year. She had no time to socialize, except on vacations, and evidently caused quite a stir of gossip among her older colleagues when she was unable to attend some after school soiree because of a yearbook commitment made previously. Because of that gossip, she was considered something of a "freak" among her col-

leagues "because she didn't adhere to the niceties."

Obviously, the lack of understanding about the demands of the job, the lack of understanding from one's colleagues about the demands of doing even one of these three jobs well, and the lack of support from everyone but the students themselves can have some major consequences. It's called "burnout."

It happens because the Speech coach realizes that nobody in power really gives a rip about what she is doing as long as she does it well and doesn't spend too much money doing it. Because it's an intellectual activity, it's hard to describe to the Principal without a demonstration and very few principals, if they don't have to, will attend a Speech Tournament. Because the Speech Coach is so busy preparing the students, there's very little time to "suck up" to the Principal as well. So hard work goes unnoticed and the Speech Team might as well be on Mars for all the credit it receives.

It is discouraging to be asked to stand and applaud the efforts of the football and basketball coaches who have finished fifth in a ten-school league; or be asked to acknowledge the five French students who have finished dead last on International Day competitions; or be asked to congratulate the single swimmer who made the All-City Tournament after having spent whole days with students who finally made it to the State Tournament in Poetry Interpretation or Original Oratory, or to realize that the school paper gives more ink to the losing track team than it does to acknowledge scholarships won by Speech students.

It's not that the administration won't applaud the accomplishments of a Dramatic Interpreter taking eighth place at the State Tournament or the first place taken at an 800-student Invitational in Humorous Interpretation; but because few administrators understand the mechanics of getting to that place, it's far from their "vision" of what teachers actually do.

I realize that a number of athletic coaches become administrators and that a number of them remember just what incredible work it takes to "make it" to the top; but very few have coached an academic discipline, which is entirely different. In Speech, I cannot assign "laps" around the track or "pushups" in order to "tone" the student. I have to teach him to gesture. It's more subtle than attacking a tackling dummy. I have to teach him to extend his hand in a pliant fashion while saying his lines. It's a bit different

than swimming two extra "fifties." I have to teach her to research Colorado Criminal Law and quote points from it in rebuttal to someone else's contentions. That's different from knowing a game plan.

Consequently, in many administrators' minds, Speech is an "activity," not a sport or a curricular discipline, but relegated somewhere between Chess Club and Student Government; sort of like FBLA, but not quite. They don't know that the educational system they work for and espouse began with Speech and they have little idea that success in it will probably spell a great deal more for the student's future than success in basketball will for her peer.

"So that's it, is it?" Scylla Charybdis stormed into the office of the Principal at Benjamin Harrison High School after her third year of teaching, waving his evaluation at him. In it, he'd noted that she'd had to correct herself when explaining a rule of grammar and that she had allowed one student to remain asleep in the corner. For these two reasons, he was questioning her fitness as a teacher.

"Let me tell you something, you flat-headed twit," she began, "I have done this job as well as anyone could. I have done what you asked: Taught two English classes in Composition; delivered a yearbook every year on time; and made Benjamin Harrison a power as a speech team! And this is what you see? Look again!"

According to the Speech coach who succeeded her, she was "out of control" in that "interview." Instead of meekly submitting to an administrator's suggestions that she "do better" and earn a position in the Benjamin Harrison English Department, she figured she'd tell him what was really on her mind and be fired because she didn't care about it anymore. The bright picture that was painted for her three years before had dimmed and gone out through indifference.

"Name me the names of the five State champions in Speech!" she demanded. "Tell me if you've ever gotten a notice of overdraft for Yearbook!"

When he demurred, acknowledging her fiscal responsibility with Yearbook, she asked again: "Do you know who those five State champions are? Do you?"

Of course he couldn't name them. He'd seen their names briefly before he signed the State Tournament entry form. He'd welcomed them warmly into his office three weeks before, when they came, bearing trophies to put in the school showcase,

but to name them now, three weeks later, was impossible. He knew he'd seen them, during passing periods; he'd even said "hi" to one of them. To name them? He shook his head. He could, however, name all the players on the lackluster football team or the losing basketball team.

She was not finished. "Tell me the name of the Yearbook editor!" Scylla thundered. "You know the names of the school officers, the football team, the basketball team—tell me the name of the kid who edits the Yearbook!"

To his credit, he got the first name right. Her name was Brigid.

"I know that you have used me," Scylla went on in her unrepentant tone, "to work hours no one else would work, and to do jobs no one else would have. I also know that you could have cared less that I brought the Yearbook in on time and with budget and that I made the Speech team work. I'm sick of you and the slime you are."

According to her successor, Scylla is now quite successfully employed selling fine china in a Factory Outlet Store. She enjoys her regular hours and she enjoys the benefits that her commission brings: She evidently earned \$75,000.00 in the year after she left Benjamin Harrison High School.

She left after confronting the Assistant Principal and decided to stay away. She'd had twenty days sick leave accrued: She used all of it. Then she disconnected her phone and moved.

In a way, I can't blame her. Everything she'd worked for was ignored. The Yearbook arrived on schedule; the Speech Team had its awards. For two months, some valiant and long-suffering substitute teachers tried to conduct her classes and failed utterly because the students knew they were marginalized for their efforts as their teacher had been.

Talking with her, five years after the fact of her "desertion," I kept wondering if she'd have "gone back" to the classroom if she'd been shown some encouragement on the parts of her bosses.

"In a heartbeat," she replied. "I would have done two more year's work if I'd known they were there, cheering for me. As it was, nothing. Nothing. It makes you wonder what you're doing as a teacher. Here—" She indicated the china all around us—"I get a certain amount of gratification helping people. It's immediate. There," She turned her head almost painfully to look out a window, "The people don't care as long as you stay in your own little box and do

nothing to embarrass them. For \$20,000.00 a year! I earn almost that much per month!"

"I miss the students, though," she added quietly. "I wonder if Jose ever got that scholarship I helped him with; and I wonder if my favorite, Melinda, was successful in the Optimist Oratorical Contest. I also wonder if the students in Yearbook went onto Journalism School. Guess I'll never know, huh?" She grinned.

After checking with those authorities I could find, I sent her a list of the students who had won the Optimist Oratorical Contest for the years that she wanted; and a copy of the Benjamin Harrison High School Student Newspaper that revealed the "majors" of the students who had been in Yearbook class.

I have yet to receive a reply. It's been three years so far. I think I will wait for another thousand. Whatever connection she had to that high school was severed by then.

And it makes me wonder, obviously, watching Principals award lackluster teachers and staff for accomplishments that mean little or nothing, when they will wake up and realize that the academic students of their schools are wanting and the academic teachers of their schools are wanting?

The Advantages of Losing

I don't know anyone in his right mind who looks forward to losing. I've never coached with the attitude that I've wanted the team to lose and I've never known any other coach with that attitude; but I have found that people who lose Speech tournaments and continue plugging away have greater character, generally, than those who consistently win.

Part of it is speculative; part of it based on a knowledge of human motivation; part is just sheer cussedness; but I contend that losing is often more valuable than winning because the growth of character needs setbacks. These setbacks allow one to experiment, to try different styles, and to learn that "the best" performance can always be improved upon, if one is willing to keep trying. That's why, prepared or not, Millard Fillmore enters tournaments.

David was despondent because he hadn't won in Dramatic Interpretation. He'd had a brilliant buildup: Four novice tournaments where he'd taken second, third, fourth, and third. Then he bombed at his first "varsity" tournament. He sat on the bus, quietly cursing the judges, the coaches,

me, the Fillmore Speech Team, the bus, his teammates and anything else he could think of. "Why?" he'd wondered, when his competitors, all with obvious flaws, had won. Why hadn't he won?

"Because they didn't think you were good enough," I told him flatly.

He gave me a dirty look.

"And you're going to give them the satisfaction of telling you off without winning?"

He stared hard at me.

"The real man goes back, David, and does it again, better than before," I reminded him quietly. "Give me your ballots. Enjoy your weekend. We'll work on it Monday."

He nodded and handed me his ballots, still staring stonily ahead.

And we worked on his piece; rewriting the introduction, working on the moves, making sure that he was more "fluid" in his delivery and more poised in his manner.

The next tournament, his scores were better. The one after that, he made the final round and was awarded fourth place.

He didn't score at the next tournament. Was there any consolation I could give him? None. I merely told him to keep working, because that's the best remedy I have.

"Speech tournaments are like life, David," I told him. "You wade through them, do your best, hope to win, and don't worry about the junk along the way."

"But I like to win," he told me.

"I do, too. But sometimes, we don't. You're into martial arts, right?"

He nodded.

"There's a clear winner there. The moves are better, the action is more coordinated, the skill is more attenuated. But Speech isn't like that. Your judges all have their opinions and prejudices and your competition may be better in their minds." I shrugged. "There's no helping it."

And there is no helping it without constant practice and experimentation. It's David against Goliath. Usually, Extraordinary High School takes most of the trophies in Debate and all the events, and everybody else fights for the "scraps" of second place on down. Extraordinary has a couple of assistant coaches in Debate and a couple of assistant coaches in events. It also has such an "extraordinary" program that students audition to join the team, which regularly boasts 200 members per year. A far cry from a team of thirty-five to fifty with a coach who has to meet his son's bus at 4:30 every afternoon and has limited time for helping.

The National Forensic Consortium presents the

California National Forensic Institute

Regular LD program: June 16 - 30

One-week LD: June 16 - 23

THE STRENGTH OF ANY DEBATE CAMP LIES IN THE STRENGTH OF ITS STAFF. AND TO BE GREAT, A DEBATE CAMP STAFF NEEDS TO BE SUPERBLY QUALIFIED, AND ENTHUSIASTIC ENOUGH ABOUT TEACHING TO BE FULLY INVOLVED IN EVERY STEP OF EACH STUDENTS LEARNING EXPERIENCE. STUDENTS WHO HAVE WORKED WITH THE CNFI LD STAFF ARE THE ONES MOST ABLE TO GIVE AN UNBIASED ASSESSMENT OF THESE GREAT EDUCATORS:

"I strongly recommend this camp to other students because it helps you not only with basic technique, but also teaches extremely advanced varsity level philosophy and strategic tactics. I loved all of the lectures, particularly the ones on philosophy and logic. And the student to staff ratio was great!"

Munish Puri, previous CNFI camp participant

"The lectures were very informative, and I especially liked the detailed philosophy discussions. I would recommend this camp to kids from anywhere because even though I come from a very different part of the country, I found the camp to be very good. I also felt that the emphasis on research was just right."

Chrissy Stear, previous CNFI camp participant

"The CNFI staff was easy to approach, and really friendly. The stop and go critiques of debates were very helpful, and I liked the intensity level of the camp because it really kept me on my toes. I would recommend this camp to others not only because you learn a lot, but also because of the comfortable environment."

Amber Veldkamp, previous CNFI camp participant

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PROSPECTUS and COSTS

Costs for the full resident program for LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,350. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$735. One-week programs are also available, for an approximate cost of \$695, or \$425 for commuters. There is an additional \$85 non-refundable application fee. Students not accepted will have their application fee returned.

CNFI, 1678 Shattuck Ave, #305, Berkeley, CA 94709 or call: (510) 548-4800
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The National Forensic Consortium presents the

California National Debate Institute

Policy and LD programs: June 16 - June 30, 2001

The California National Debate Institute is a national caliber two-week summer forensics program located in Berkeley, California. The CNDI is an independent program held in the residence hall facilities of the University of California at Berkeley. The CNDI provides serious debate students the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality and location. The program is directed by Robert Thomas, formerly of Bainbridge HS and Emory University.

POLICY and LD DEBATE

- The policy and LD programs offer intensive instruction for students of all levels of experience and skill. The instructors will include accomplished collegiate and high school debate coaches, as well as current collegiate debaters who are former NFL Nationals and TOC participants.

- In addition to topic and theory lectures, students will receive numerous critiqued debates with rebuttal reworks, free materials from the central evidence files, and personalized seminar instruction. All policy and LD materials are included in the program cost, with no additional fees charged for evidence distributed by the camp. Students also receive access to the best evidence researched at each of the other three NFC summer camps.

- LD students will participate in a unique curriculum designed to maximize individual improvement through philosophy lectures, technique practicums, and theory seminars.

- The mentors program returns to the CNDI and will insure a variety of top quality debaters will be in attendance. This program will be co-ordinated by Randy Luskey of UC Berkeley, with guest lectures from Jon Sharp of the University of Southern California.

Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

JON SHARP, USC (CA)

DAVID ARNETT, UC BERKELEY

MATTHEW FRASER, HEAD-ROYCE

SARAH HOLBROOK, WEST GEORGIA COLLEGE

NICK COBURN-PALO, COLLEGE PREP (LD)

RUSS FALCONER, UDL TEXAS

RANDY LUSKEY, UC BERKELEY

JUDY BUTLER, FORMERLY EMORY

JESSICA DEAN, BOSTON UNIV (LD)

PROSPECTUS and COSTS

A detailed program prospectus can be obtained by writing to the address below, or calling and leaving a complete address on the program's message service. Materials will be sent in late February.

Costs for the full resident program for both team debate and LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is \$1,350 (commuters pay \$735). One-week programs are also available, for a resident cost of \$695 (commuters pay \$425). There is an additional \$85 non-refundable application fee. Students not accepted will have this fee returned.

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BAYLOR DEBATERS' WORKSHOP

The standard of excellence for the 21st century

July 8-July 20, 2001

POLICY WORKSHOP

- **Outstanding library resources.** We have purchased hundreds of the latest books and have acquired about a thousand articles on next year's topic. We also have access to the Baylor University collection and its vast new electronic collections.
- **Outstanding faculty.** Baylor's nationally prominent faculty includes Dr. Karla Leeper, Mr. Kelly Dunbar, Dr. Lee Polk, Dr. William English, Mr. Ryan Galloway, Ms. Susan Stanfield, Dr. Phil Voight, Mr. Toby Arquette and many other champion debaters and coaches.
- **Outstanding Curriculum.** We emphasize the skills of refutation, extensive analysis of the topic and contemporary debate theory, briefs specific to the 2000-2001 debate topic, and numerous practice debates and speeches. Classes are offered at the novice, junior varsity and championship levels.

LINCOLN DOUGLAS WORKSHOP

- **Outstanding resources.** The Baylor University library houses one of the finest philosophy collections available. In addition we have purchased a number of books that will be essential for students who are researching the NFL topics and the critical philosophers.
- **Outstanding faculty.** Baylor's nationally prominent faculty includes Mr. Joseph Johnson, Mr. Daniel Pastor, Mr. Steve Wilbur, and Mr. Ryan Cunningham and many other champion debaters and coaches.
- **Outstanding Curriculum.** We emphasize lectures by the top Lincoln Douglas theorists, superior instruction in the techniques of Lincoln Douglas debate and in analyzing values and value propositions, briefs on a variety of values and value propositions, and many practice speeches and debates.

TEACHERS' WORKSHOP

Our Teachers' Workshop provides 3 hours of graduate or undergraduate level credit and credit for advanced academic training and provides teachers with valuable information and tools to use in building and managing a complete forensics program.



July 21-July 27, 2001



AN OPTIONAL THIRD WEEK!!

For some students, two weeks at Baylor just isn't enough. We are offering an optional third week of intensive instruction for students who seek additional challenges.

Policy Students will extend their skills in **advanced debate theory**, explore **advanced electronic and conventional research techniques**, examine critical issues on their topic in greater depth, and engage in **more intense practice speeches and debates** with some of the nation's finest coaches.

Lincoln Douglas Students will refine their speaking skills by receiving instruction in **extemporaneous speaking and oratory**. Students who select this third week will also be able to enrich their philosophical repertoire with **additional primary research and lectures by professors of philosophy**. Moreover, students will have additional opportunities to **prepare in depth** for the list of potential topics for the upcoming year.

TWO WEEK PRICE: \$925.00

THREE WEEK PRICE: \$1275.00

For more information contact: Dr. Karla Leeper, Dept. of Communication Studies, P.O. Box 97368, Baylor University, Waco, TX 76798-7368 ♦ 254-710-1621 ♦ Karla_Leeper@Baylor.edu

Yet, I'd rather depend on a team of people who lose and keep on plugging. They have a proven initiative; they try the more creative approach. They may lose in the short run, say, during a tournament; but they win in the long run, which is life.

During the Great Depression, those who were regarded as "winners," who'd had everything going for them, who'd had money and prestige, suddenly lost it. It wasn't because they were stupid or because they had done something foolish: They had placed their faith in "winning" through the Stock Market: A sure bet in 1928; and came up short by Halloween, 1929. A number of them had always been "winners" previous to that. They had careers as architects, lawyers, accountants. Those careers were wiped out within three days of the Stock Market "Crash."

And what did they do? They crumbled. They had never known the advantages of losing.

I will admit, winning's better than losing. It certainly feels better. It's easier to deal with. It's easier to be at the top than at the bottom. It always will be. Being at the bottom requires a certain analysis and appreciation of where one has been to go beyond it. And some people just don't have the will to realize they've failed, pick up what is left, and use it toward their own betterment.

This is why there are advantages to losing.

Grading a Performance or Running a Speech Class

The Problem of Encouragement

vs
Truth.

I enjoy the reputation of being a "tough" teacher because I expect grade-level work on the parts of my students and have very little sympathy for an adolescent who cannot make it to class because his grandpa didn't wake him up or the student whose working life prevents him from doing his homework so he can pay for his car.

I am also disgusted, in Speech, with the student who does not accomplish what he or she sets out to do.

At year's beginning, after I have demonstrated the events and debate, which usually takes about a week and one-half, I ask the students what they want to perform. Each student chooses an event and begins to work.

"I am available for practice during

lunch, my planning period, and after school," I tell them, "but the real practice you do on your own, in front of a mirror, every night, until you get it perfect. The way you know you've got it perfect is when you begin to win tournaments."

Usually, none of the students has the slightest idea as to what piece to perform. In a pinch, I usually turn the Poetry readers to Edgar Lee Masters' *Spoon River Anthology* or poetry by Shel Silverstein or Dr. Suess. The novice Humor Interpreters are usually given some sort of "set" piece like "The Bear Story," by James Whitcomb Riley or "The Night the Bed Fell," by James Thurber. In Dramatic Interpretation, I usually rely on pieces from *Scholastic Magazine* or something from *The Actor's Scenebook*. All of these are quick and can be copied quickly so the students can have "scripts" by the end of the third week of school. For Oratory, I suggest topics that have some controversy, but allow the student to express his/her views as well: Discrimination based on gender; The Problem with the IQ test; Why lying is detrimental. For Extemporaneous Speaking, I show the students the file, show them how to file, and start asking questions like: "How necessary is NATO to the stability of Europe?," "Is the media responsible for making or breaking a politician?," and "What can be done to improve security in the Nation's schools?" The extempers usually have these questions overnight and reply to one of them everyday. Debate is a different matter. With Lincoln-Douglas Debate, I make sure the students know the topic and then start defining it through *Black's Law Dictionary* and then hammer them about their three contentions concerning the affirmative. I then take the negative side and make them redo their cases completely. I then switch to affirmative and make them do the negative side. This is all done during my planning period or during study hall, because I usually demand that a debater have more than one class with me so he/she can work on the case; especially since the L-D topic changes every two months. Since Fillmore has never had students motivated enough to do Cross-Examination Debate, I have never had to make sure those students had sufficient time to research the topic; but if I did have CX Debaters, I would make sure they had a study hall to spend in the Library doing research and that they were fairly decent students besides, with a reputation for perseverance, because the school could not afford the "Briefs" offered

through the mail from various colleges for CX Debate. The students would have to know their topics well enough to quote the most far-flung statistics and make a persuasive case.

That's September going into October. Students are graded, every Monday, on "What I did this last weekend." An impromptu speech that sometimes seems more a form of therapy than speechifying because some of the participants choose to rant about their parents or current romances, keeping in mind that I am bound by law to report crime or child abuse. That's usually a ten-point assignment each week. The students are also awarded twenty points each week on "participation," which is a loose term for being ready, at a moment's notice, in class, to show me their scripts, their debate cases, converse about a school shooting in Oklahoma, or quote me statistics regarding date rape, depending on their "event," whether it be Humor or Oratory or Extemp. Then, an additional twenty points is awarded when the student "works with the coach" during lunch, planning period, or after school. This "work" can take many forms. The student can have trouble interpreting a character from *Spoon River* and need help with it; the student can have a stumbling block writing her oration; the student can have a problem with the definition of a core value in a debate case of "Patriotism." Usually, what I assess is whether the student has truly been working on the problem he or she presents me with, or if he/she has been more worried about a social life than about Speech, and grade accordingly.

When he started in Humor, Chris was just great. He tried the suggested movements, the enunciation, and the phrasing to his piece during that first week. During his second week, he was making the same mistakes. Obviously, he hadn't practiced. During the third week, while still stumbling over the same errors he'd had the first time, Chris received a "page" on his pager from his girlfriend and asked to be excused to "make a call" to her. I told him that he could because he was wasting my time by not practicing what we'd gone over. I indicated that his grade would reflect that. It did.

The final bit of grading that I do during September going into October is the "presentation," when the student presents his/her piece or debate case to the class for evaluation, which happens about every two weeks for each student. It is graded on a fifty point scale; and if the student has done half the work required to win, I indicate that

he has only done half, awarding it a 25.

Do I take extenuating circumstances into account? Yes. Always. If I know, for instance, that Kyle was working overtime at 7-11 the night before and couldn't research his extemp speech properly because he kept falling asleep, I ask him to do it on the morrow, but give him a different topic. If Lan's English is not perfect but her tone and her persuasive attitude are, then I throw the grade toward 50 points, rather than downgrading her because I know that she will stop adding a sibilant S to every verb in time. The students who are downgraded are those who have obviously not looked at their scripts since the last time they performed or those who have done little or nothing to improve their cases or those who have continual excuses about their brothers' misbehaviors or their mothers' peccadilloes. After a certain point, they need to realize, even though they are fourteen or fifteen, that their educations and their grades are dependent on them; not on the whim of an obsessive grandmother or a father who cannot keep a job.

And this sort of grading continues from October, when the "season" begins, through February, when the season ends, with the addition of a "flat" thirty points for attending and participating in a Speech Tournament. Consequently, the student has to earn eighty points per week to keep an A in the class, with an additional fifty points tucked in every two weeks.

It's terribly honest and it's ruthless. It's discouraging to the students who want to socialize and receive a grade for sacrificing their Saturdays; but it's also something the students accept if they want to succeed. It's one of the finest "gifts" a teacher can give his students anywhere: If a student wants to attend college, he/she will have to face similar circumstances and similar demands. If he/she wants to succeed in a job or profession, such sacrifices need to be made to ensure success.

It also, in a school like Fillmore, where students regularly drop out of "accelerated" classes in order to take "something easier without too much work," ensures that Speech will be a single hour class. It won't expand, like Drama, because it demands daily performance during its season.

Yet, happily, it is blessed with personalities who want to succeed and who want to continue working because they realize that it opens a world beyond the gritty walls and parking lots of Fillmore toward a future that beckons them toward success.

That "performance" aspect changes drastically in March, or whenever the State Qualification Tournament is held; usually toward the end of February. Then, independent studies start.

Eric is interested in Impressionistic Art. I ask him to do a presentation in a week's time. Michael is interested in Football. He is instructed to do a speech on the mechanics of the sport by Thursday. Dierdre is interested in Origami. She will show the class how to fold paper next Tuesday. Melissa will explain the need for free-ranging wolves; Margaret will explain why it's a pain to have a talented older brother; Joe will tell us why he hasn't embarked on a life of crime.

These are just some of the presentations I expect per week from my students, from March through April, worth fifty points apiece, in order to keep them in "shape."

There are others, of course: Karen is to keep performing, practicing, and working on her State-qualifying Dramatic piece; Cindy is to keep practicing her oration; Melissa is to keep practicing her Poetry. The State Tournament takes place on March 15th, and they need to be ready for it. The rest of the students are graded on their performances in class.

There are some who are "tapped" for the Optimist Oratorical Contest, which takes place in April, and some who are "tapped" for the Local Radio Station Contest. They are carefully groomed for their performances and present them in class as well. There are the students "picked" for the National Qualification Tournament in April: They perform before the class for evaluation over and over.

And every student is accorded a total of sixty points per week for his/her presentation: 10 points for the "weekend," 50 points for the presentation.

And so it goes, until the school year ends.

There Are Students Who Will Not Work

I've read a couple of books concerning the structure of a classroom and how enthusiastic the students are if certain motivational techniques are used and after reading about the techniques, employing them, trying to be consistent with their implementation, and always feeling somewhat deflated when I still have students who do not do anything; or do so little that their participation barely makes a dent in a grade off.

Evidently, such students don't exist

in *Twenty Teachers*, *In the Middle*, or *Writing: Teachers and Children at Work*.

So maybe, I once figured, all those students transferred to my classes so my evaluators could note "some students not engaged; one asleep," with the clear expectation that if I were doing something differently short of using electroshock, they would be alert and bright.

And after studying this issue for a number of years, talking with colleagues and realizing that college teacher preparation courses turn a blind eye to such phenomena because it's hard to research, very discouraging, and is considered anomalous because it "doesn't fit" in a tenured professor's experience, that "the student who won't work" is virtually invisible to the "expert."

This is why evaluators register surprise at "unengaged" students. The "experts" haven't mentioned them, except in the context of "underachieving teachers."

I have news for both the expert and the evaluator: It's not the teacher; it's the student who is not achieving. What's even more radical here, is that I believe that the non-achieving student could really care less about being in school and should be allowed to find success in his own way.

What a radical statement. Do you mean, Mr. Thomas, that some students cannot be manipulated by the teacher to act enthusiastic? Do you mean, Mr. Thomas, that some students will resist your dramatic overtures on the beauties of subordinating conjunctions in favor of taking naps?

Yes. Yes. Yes. I realize that personal experience is anathema to academics, but I remember a guy named Kim who finished junior high with me in 1972, then decided that tenth grade at East High School was not as important to him as working as a painting contractor's assistant. So he dropped out of high school.

And there was little fuss. Kim's parents believed he could be a more valuable participant in society as a painter's assistant than as a bored sophomore. They signed whatever withdrawal papers there were, and Kim, covered with spatters, began a career.

What's wrong with such a scenario?

Kim would have slept through his English, Math, Social Studies and Science classes. He would have made no contribution to them. He would have failed. So wouldn't it make sense to send Kim to his career before he failed courses he could care less about? Isn't that common sense?

The NFC presents The Berkeley Mentors Lab 2001

as part of the California National Debate Institute at UC Berkeley
June 16-30 \$1,100 for resident, \$550 for commuter

The Berkeley Mentors lab is a unique chance to be mentored by some of the finest college coaches and debaters in the nation. This 2 week program, now entering its fourth year, focuses on topic analysis, theory, strategic decision making in the debate round, kritiks, and in-depth research at one of the finest libraries in the nation. This exciting lab will be led by arguably the most successful NDT debater of the year, Randy Luskey of UC Berkeley. Randy and his partner were the winners of this year's Wake Forest and Northwestern tournaments and ranked #1 in the nation by the NDT ranking report. Mr. Luskey was also in finals of Kentucky, semis of Harvard and West Georgia, second at the Dartmouth Round-Robin, and has won numerous top speaker awards. Randy will be also be co-directing the Swing Lab at the Stanford Debate camp with Jon Sharp.

The lab will also feature guest seminars by Jon Sharp, the veteran Mentor and Swing Lab leader, and extremely successful college coach for West Georgia and The University of Southern California. Mr. Sharp has qualified teams to a first round at the NDT for the last six years in a row.

Mentors will also have access to the other staff at the CNDI camp, including Dave Arnett, the coach at UC Berkeley; Judy Butler, a veteran of over 40 camps; Russ Falconer, coach of last year's NDT champions at Emory University; Sarah Holbrook, 2000 CEDA champion; Jen Johnson, one of the highest rated instructors at the Stanford Debate Camp; and Robert Thomas, the California National Debate Institute director and one of the most experienced instructors in the nation. The Mentors lab is only open to extremely advanced debaters. This highly selective program will accept very few individuals to participate in the lab. If you fall in this category, please fill out and return the application below. If you don't qualify, come to the CNDI and work alongside the mentors with our fabulous staff! Applications should be returned by April 15. Successful applicants will be announced as soon as possible, and no later than May 1.

Mentors Application

Name _____

Address _____

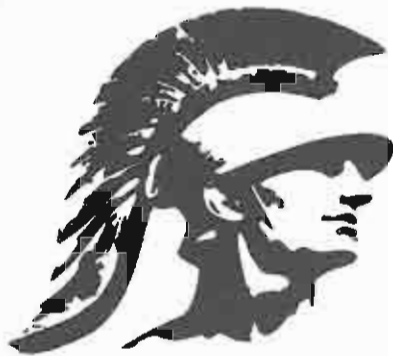
Phone _____ e-mail _____

School _____ Coaches name _____

Year of graduation _____ # of years debating _____

2000-2001 Win-Loss Record _____ Past Camp experience _____

On the back of this form indicate tournaments attended and record for the last two years. At least one recommendation from a coach, former lab leader, or former Mentor is required. Send form to CNDI-Mentors; 1678 Shattuck Ave. #305; Berkeley, CA 94709. Call for more info at 510-548-4800 or e-mail at debate@educationunlimited.com



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It is important to note:

There is no application fee.

The registration fee includes all meals while on
campus.

There is no lab or evidence fee.

For further information contact:
The Office of Summer and Special Programs
University of Southern California
213-740-8748

Maybe it was the heartfelt belief that everyone should receive a high school education or maybe it was greed to hang onto the \$3,000.00 per student that the State Legislature offered the School district, but a student like Kim was, by 1986, kept in high school for as long as he agreed to remain; not passing or attending his classes, but "enrolled" in them.

In addition to keeping a kid like Kim enrolled, the school, by 1986, also took on the increased responsibility of monitoring his attendance and notify the home when he missed class for a number of days.

Requiring a student like Kim to attend is not only stupid; it defies any rule of common sense.

And I wind up with a couple of students like Kim every year in Speech class. Maybe because they really have no place else to go or because of a scheduling conflict, they remain; attending regularly or sporadically, but see no reason to be part of the class or a part of the team.

And because they don't go to Speech tournaments, these students fail. Because they could give a rip about perfecting their ideas, learning about the world, or learning about poetry, these students fail.

Have motivators been tried? Oh yes; they've been tried.

Mayra was interested in being on the Speech Team but seemed to have problems going to tournaments. "My dad, mister, decided we were all gonna' go to the mountains," she told me by way of apology after she'd missed her first novice tournament.

"What about next Saturday?"

"Oh—I'll try—" she said, vaguely. "If you didn't grade for every tournament, I could probably go," she added hopefully.

And I believed her. "If you go to at least five tournaments this semester," I promised the students the next day, "then you'll have a B. That's every other tournament. Think you can do it?"

Mayra thought it was wonderful. So did a lot of other students, who took full advantage of it. Out of the ten tournaments we attended before Christmas, only five members of a twenty-five member team attended the last five tournaments because they were satisfied with their guaranteed B's.

Mayra was never one of them. In fact, she never took advantage of my offer at all. She seemed content to miss every tournament and to fail.

And with a speech team in disarray, having lost its competitive "edge," I sin-

cerely wondered where my offer had gone wrong. I realized, after studying Mayra's performance in other classes through talking with my colleagues, that all Mayra did was whine; promise to do better, and never perform on her promise. The entire curriculum might be modified for her, the expectations of the teacher might be radically altered: It ultimately made no difference. Mayra was determined to fail.

There are dozens; nay, hundreds of these in many urban high schools: Students who don't attend regularly and miss work; students who are required by law to attend but don't do work; and students who really cannot see the value in learning. They are determined to fail in spite of a teacher's best efforts. And they will. The reason administrators and legislators don't realize that these students are determined to fail is because they have never seen or spoken with the students, and a successful legislator or administrator cannot conceive of anyone who does not want to succeed. Well, they're in our schools, when they attend, and they are incredibly successful at failing.

I suspect that such students exist in *Twenty Teachers*, *In The Middle*, and in *Writing: Children and Teachers at Work*, but they aren't mentioned because they don't fit the prescribed techniques of the book. There are students who will fail. There students who, no matter how motivated the teacher, will be an endless source of frustration. There are students who will fail.

It is perhaps the best solution for any teacher to anticipate this; to schedule tournaments and practices and the general work of the classroom in complete ignorance of these students because they do not change.

Specific studies can be written about and for them, specific performance can be required of them. The School Social Worker can draw up a list of "classroom expectations" for them: They will ultimately become like my friend Kim: Someone who should not be in high school; someone who will not pass in spite of the best efforts of the teacher.

Of course, there are those who, because of family, job, or other circumstances, cannot "make" the tournaments or participate in class as often as they should...

And these students, because they already know the penalty, will find a way to participate in class, to get a ride to tournaments, to make sure their grades are OK.

They are learning that life is not a bed of roses. That's fine. They should learn it. My son knows that he has to feed the chickens, give them water, and collect eggs daily, whether the weather be warm or cold. My students are learning the same thing. They are expected to be at a certain place at a certain time, no matter the weather. They are expected to perform. And, if they do not, they do not keep their grades.

The "Mechanics" of a Speech Tournament

SPEECH TOURNAMENT: (*adj., n.*)

A frenzied academic activity that occupies an entire high school from about 7:00 a.m. until at least 6:00 p.m. during Varsity season.

2. An excuse for thoughtful people to get together. 3. A frustrating and lengthy activity requiring anywhere from thirty to eight hundred high school students. 4. A test of patience and understanding. 5. All of the above.

Permission Forms:

A calendar is published by the High School Activities Association at the beginning of every year and I usually list the tournaments we will attend on a "blanket" permission form which the student will turn in to me before the first tournament. Usually, I list four tournaments in October, two in November, two in December, four in January, three in February, the "State Qualification Tournament" in February, and the State Tournament in March, making a total of 17 tournaments. In the Permission Form, I make sure the student and the parent know that attendance is required and that student behavior should be exemplary. I ask for the parent's telephone number in case an emergency or behavior should necessitate a call from me. I also include a clause about how the student will be charged the cost of his entry should he fail to appear for competition.

This document has never been tested in a court of law; however, it is sufficient for my purposes when necessary, in a conference with a parent, to produce it so the parent realizes that the money is owed or the student's behavior has made me discipline him.

Pre-Registration:

Although the novice Speech coach may be told ad nauseam what goes on at a Speech tournament, there are still all kinds of things to know, and the most important is the aspect least considered: Timeliness.

Normally, the day the invitation to the first season tournament, the Emir Pasha Novice Invitational, arrives, whether by FAX machine or through the mail, I fill out

the preliminary registration and FAX or mail it back, making certain that I have reserved two "places" in each category: Normally, two places in extemp., two places in Oratory, two places in Drama, two places in Humor, two places in Poetry, and two places in L-D Debate. If I actually have a Duo Interpretation Team or a Cross-Examination Debate team, I usually know whether or not to reserve places for them because such teams are pretty easy to determine even during the first week of school. Their dependability is also pretty easy to figure out.

I also write, in large block letters, "Coach Will Bring Check" somewhere on the form.

So, after having filled out the pre-registration, I have 3 copies of it made. I send the original back through the mail to the host school as soon as I can as a matter of courtesy: The Tournament Director would like to know just how many rooms to apportion to an event and to anticipate how many students and schools will enter the tournament. He or she would also like to know when we will pay.

The first of the three copies goes to the Fillmore High School Treasurer with a request for a check. This request includes the date I will need the check and a polite note adding that I will take it to the tournament with me so it's not lost in the mail or postponed by the Treasurer, who already has a ton of things to keep track of: Cheerleading uniforms, candy sales, the Principal's discretionary fund, a Basketball Coach's Memorial Scholarship Fund—God knows what all else. This gives her a chance to get the check out, hand it to me, and forget about it after she posts it in her innumerable ledgers.

The second copy goes to my files, usually in a desk drawer, where I disregard it until I receive notice from the School Treasurer that she doesn't have a copy of my form. Then, it's very handy.

The third copy goes into my gradebook so I remember to order a bus for the event. Since, in my District, buses must be ordered two to three weeks before they are needed, it is absolutely crucial to get the forms in to the Athletic Director so they can be approved.

Once the coach has sent the pre-registration, then he gets to figure out who will fill the slots he has reserved. If there are no Oratory competitors and only one Humor competitor plus an additional Drama competitor, he calls the Tournament Director a week before the tournament and adjusts

accordingly. This is gracious and also professional because it helps with scheduling the tournament.

On the Bus:

The morning of the Tournament arrives and Millard Fillmore High School has exactly half its ten competitors on board the bus to the tournament at Emir Pasha High School when it pulls out of the parking lot at 6:40. The bus, designed for 35 students, feels incredibly spacious.

Supplies on board include a briefcase full of papers to grade and a folder full of the permission forms and the pre-registration copy from the gradebook as well as the other parts of the invitation: Usually a pre-printed "Final Registration" form on which the coach will write the names of the competitors. If there are debaters or extemporaneous speakers on board, their supplies are also available for the tournament. I usually have the students put the extemp file in the trunk of my car on the Friday before each tournament and fetch it the Monday after. Consequently, it's ready to be loaded on the bus. If I had debaters who needed to cart their files around, I would probably make similar provisions.

The coach writes down the names of students on board the bus and puts it into the tournament file folder, then fills out the Final Registration Form, usually in block print, because the bus ride is bumpy. As he fills it out, he calls out to the students: "Bao, you're A in Poetry. Dien, you're B in Poetry. I don't know what the code is yet, but remember that you're competitor A or B; okay?"

They nod, and I continue: "Nguyet, you're A in Oratory. Brian, you're A in Extemp. Quyen, you're A in Lincoln-Douglas Debate."

"Just keep the letter in mind," I tell them; "Or write it down somewhere handy so you know which one you are. I'll tell you your code at registration."

I carefully transfer the information to the attendance sheet I've already taken, then write down the names of those missing the tournament in order to charge them the costs of their entries later.

Registration:

So we struggle into the high school by 7:10 a.m. I have found that knowing where the high school is can be very useful when the bus driver, accustomed to a forty-block route in the City, suddenly finds himself/herself in an unknown suburb. Over

the years, I have guided about one-third of my buses to their destinations because some drivers are not inclined to read maps, ask for directions, or read street signs.

The fact that we have arrived by 7:10 is also a gracious and timely act on our part: Many tournaments have been held back because competing schools did not arrive on time for registration and their lateness caused everyone to suffer. Usually, registration lasts from 7:00 until 7:30. In some big tournaments, if a team arrives later than 7:30, that team is "dropped" from the tournament with few questions asked.

At the Registration Table, I hand over the check, then go through the "Adds and Drops." The "Adds" are pretty rare for an urban high school, but they do happen: Some kid from a great debate program in California comes to Denver and enrolls on Wednesday, ready to compete; the coach is going to want to include him in Lincoln-Douglas Debate that Saturday to see how he/she does. "Adds" usually happen if there's space available; which, because of "drops," is created.

"Drops" are those students who were pre-registered, but who have not physically shown up for the tournament.

I go carefully over our pre-registered entries and make sure the "drops" are recorded and the information is sent to the Tab, or Tabulation Room, so my colleagues can re-schedule the tournament, if necessary.

I also get my "school code." Usually a number, the "code" stands for the high school and is its only identification so that any prejudiced competitor or critic cannot tell the competitor's school.

Waiting:

"Your code is sixteen," I tell the competitors. "So, Bao, You're sixteen A in Poetry; Dien, you're sixteen B in Poetry." I sonorously go on. "Remember these numbers and your letter for your posting. Extemp—Brian—you're probably posted in the Library. Let's take your stuff there."

Brian unwillingly stands. I pick up his extemp file.

"Your postings will appear there—" I indicate the signs that say: LINCOLN-DOUGLAS DEBATE; POETRY; DRAMATIC INTERPRETATION; ORIGINAL ORATORY—around the lunchroom. "Look for them," I tell the students.

"Can we go smoke?" Melissa asks.

"Posting will probably happen at eight. It's seven-thirty now. If you want to

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Leah Halvorson of Reed College, formerly a nationally successful LD and events competitor, round-robin participant, and qualifier for elimination rounds of NFL nationals.

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Danny Schoenfel, previous NFC participant

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get some orange juice or a roll, go ahead."

There is a desertion of the table similar to the Jews fleeing Egypt. At 7:58 a.m., they reappear, waiting for their "postings" to go up.

Brian and I head for the Library, where we find out that Extemp will be "posted" in the Library at 8:00. We put his briefcase down, arrange the Extemp file, and he joins the rest of the Speech team until he reports back to the Library at 8:00.

Posting:

The first "posting" is Cross-Examination Debate; the second is Lincoln-Douglas Debate. My students grow listless and wander around. Joe talks of going outside to "pet cows" in an adjacent field. He is warned against it by me.

"Just stick around," I tell them. "It will happen sooner than you think."

Dien produces a pack of cards and shuffles them on his script; Bao opens a book; Melissa talks to some boy from Wally and Beaver High School at an adjoining table.

Finally, at 8:15, Poetry Interpretation, underneath the sign, is posted. My students run to see if their "codes" are included.

They come back, puzzled. "I'm section three," Bao tells me, "What does that mean?"

"Does it have a room number?"

"Yeah. Room 160."

"Then go there. Don't worry about the section. Just go to the room. Put your name and code on the chalkboard. Then present your piece when the judge tells you to."

"Okay." She takes her script and departs, presumably for room 160.

Oratory is posted next. Nguyet's code is not listed and I take her to the Tabulation Room. "Pardon me," I say in my most humble tone, "But sixteen A in Oratory is not on the posting."

One of the tabulators raises her head, recognizing me. This is where reputation and professionalism merge to create a strong bond of respect. I have worked with these Speech professionals for years, learned about their families and their impossible schedules and have come to respect them for learning and ability as well as for their pragmatism. I also know that approaching a Tab Room is a matter of gravity for any coach because it usually contains the most notable and respected coaches of the tournament. Approaching it frivolously or with-

out good reason usually leads to a diminution of respect.

"Did you add this one?" Sue stares at me through her half glasses.

"No. This one was pre-registered."

She sorts through a pile of papers, including a copy of the posting. "You're right, Bill; the posting doesn't show 16A. Let's put her in Section 3, room 506. Okay?"

"Thank you." I then instruct the student to head for room 506. "If someone's speaking, just wait for the applause, then let yourself in the room. Tell the judge that you're the last speaker. He will have you put your name on the board and your code, then you sit down until you're called."

Nguyet nods and heads for room 506. Then, with competitors gone, I try to grade papers. It's virtually impossible. Not only is there the anticipation of what the students have undergone; there is always the colleague who will sit and tell me the most obnoxious things about his early retirement from the Denver Public Schools and his new job with the Aurora Public Schools as a part-time Speech coach. I listen politely; I drink a lot of coffee; I listen some more. Soon, the competitors come back.

Some are filled with the marvellous and inventive phrasing of used car salesmen, about how wonderfully they did; some are uncertain. I ask how each did.

Some are recalcitrant; one was so terrified by his lack of debating abilities that he asked to drop his next two rounds, (which I did for him after ascertaining how terrified he was), and others were brimming with enthusiasm. "I'll bet I beat everybody in there!" Melissa exclaims. "Can I go smoke?"

Second Round:

Second Round is posted and Annette is not on the list. She and I go to the Tab Room, respectfully explain our problem, and she is assigned a room for that round. I try to grade papers, but am kept from doing so by my debater, who is bored. More important, he is terrified of what he's gotten himself into. "At my other school, Mr. Thomas, we just debated whether marijuana should be legalized. Here, they ask if I understand Maslow and Ayn Rand. Are they always going to be like this?"

"No," I assure him. "In college, we're given a bunch of words to use that don't make sense on the street. We use them correctly in college. We pass. In Debate, the same thing is done. You just don't know the words yet." He and I wander around the campus. He tells me about his former

Speech teacher, who sounds like she tried to prepare her students to engage in meaningless thought processes because they had no competition.

"Did she ever enter you into contests against other schools?" I ask coolly, knowing the answer.

"No." He understands the implications of my question. "Nothing like this."

"Oh." I let the thought hang in the October air. He understands that competition is the measure of the debate; not the preparation. I figure he'll work like hell next time. I still haven't graded any papers.

Third Round:

Third round goes quickly enough and we wait for awards. There are no glitches this time and Michael has gotten a phone number from an attractive competitor. If for nothing else, I reason, the tournament has been a success. It's their first and they've all learned something: Definitely what not to do during succeeding rounds at other tournaments.

Awards:

At a novice tournament, the awards are "Superior" (1st-6th places); and "Excellent" (7th through 12th places). They are usually given in the form of ribbons: Blue being Superior; Red being Excellent. Normally, at novice tournaments, the hosts award ribbons lavishly, which is encouraging and gives the competitor and coach an idea as to how the student did. The event is called, and the winners and their schools are usually awarded their ribbons in reverse order, beginning with 12th place.

This is why I count the number of ribbons awarded before my students get theirs: I want to know exactly what places my students have earned and what schools beat them.

At the end of awards, coaches are asked to pick up the ballots of the competitors. I always do this myself because I want to make certain one of my students doesn't lose the ballots or find himself distributing them before we're off campus. It's just courtesy; but again, it has an element of timeliness: At the close of a tournament, I have been in the position, as Tournament Director, of waiting politely until the building is cleared of competitors and coaches who seem to have little idea that they need to leave the site in order to let the custodians clean and lock up. I've endured a whole hour of a coach and her competitors in the Fillmore Auditorium after awards who

seemed to be oblivious of the tomblike silence around them, comparing ballots, hugging, cursing, and generally carrying on while all I could think of was wanting to go home.

On the Bus Headed Back:

Ballots are promptly distributed to my five competitors with the Coach's proviso that "I want them back by the end of the ride," and the students busily read, comment, curse, yell, and carry on, show me some comment that's "absolutely wrong, Mr. Thomas! Absolutely wrong!" and then reluctantly hand me their ballots by the end of the ride. I put the ballots back in the envelope, climb off the bus with the extemp file, which I put into my car trunk, wish everyone a good day, wait till their rides come to pick them up, and am the last one to leave the parking lot.

The students may take their ribbons home, show them to their parents, then bring them back on Monday to hang in the showcase. The reason I never let the ballots out of my hand until I have gone over them is so that I can record the student's progress, figure out what he/she did correctly or incorrectly, make comments on the ballots, and be ready for coaching the student at the next week's beginning.

How I Spend Saturday Nights

It's ten-thirty at night and I've just gotten home. I haven't had dinner and I have only graded only four papers during the entire day's tournament. I defrost a tamale or some other bit of something that masquerades as food, then take it, my papers, and all the Speech tournament stuff downstairs to my office, where, at 10:45, while I'm half-watching whatever PBS has decided to show, I go through the ballots.

First, I staple them carefully together: First round, Second round, Third round, and attach all three "finals" ballots to those, if I've had any finalists. Then, I record, on a clean sheet of paper, just what the results are.

Results of the Emir Pasha Novicc Invitational

October 12, year, at Emir Pasha High School, Lakewood:

Dramatic Interpretation:

Sam Spade: 44, 4 50, 1 49, 1
Superior!

Marvin Gardens: 43, 2 44, 1 45, 1
Superior!

Lincoln-Douglas Debate:

Ignatz Splog: W, 44 L, 39 L, 39

Extemporaneous Speaking:

Walden Pond: 45, 4 42, 4 44, 4

Original Oratory:

Jack Hammer: 49, 1 50, 1 48, 2

First Place!

Owe:

Klingon Empire (\$4.00) (Humor); Jack Cadillac (\$4.00) (L-D Debate); Thomas Aquinas (\$4.00) (Poetry).

This sheet of paper then goes into a folder marked with the name of the tournament and when it was held. I usually staple it to the left side, on top of my copy of the pre-registration and the list of who was on the bus. It is important to have this handy in case someone asks for proof that his/her child owes money for having missed the tournament, but it's also important to have a record of the tournament for National Forensic League membership, as evidence of funding for the program, or for teacher evaluation.

Then I attack the ballots. I read them carefully, circle the comments that I believe should be noticed, and make comments where appropriate.

Then I make certain that the students are given credit in my gradebook for participation in the tournament.

It's approximately 11:30 when I'm done with this stuff. I set it aside and ponder what I'm going to write as a press release for the local paper. Usually, it's fairly straightforward stuff: So and so won and so and so participated and so and so happened to be along; but if nobody won, then I normally profile one or more of my students; pointing to his or her hard work, or his or her recent accomplishment with a college scholarship committee. In the article, I include a mention of our participation in the tournament, and make sure every name is spelled correctly. This press release usually appears at the offices of the local newspaper by 6:45 am the following Monday so it makes the deadline of noon that day. We look for it later in the week, when the paper is distributed on Thursday.

I'll bet nobody spends a more exciting Saturday night than I do!

The Problems with Individualized Projects and "Relevance"

If part of what we do after the tournament season is a whole series of individual projects, then the students are going to be indulging in many things that interest them. Since a Speech Team, is by nature, a group of individuals interested in esoterica, their

projects are going to be pretty esoteric.

Mike was interested in silver coinage and understanding why silver has never been as valuable as gold. A student of Chemistry and Economics, he wanted to understand the historical implications regarding this issue. So I had him look at the Presidential campaigns of 1892 and 1896, paying close attention to the Democratic Presidential Platform of 1896 and how it espoused silver coinage over gold.

And the School Library was little help, except through the Internet, which provided him with a bunch of information.

"But there are no encyclopedias dealing with this issue?" I asked the Librarian. "We have no textual reference to this?"

She shook her head. "It's not relevant," she remarked.

"Relevant?"

"We have limited space," she explained, "And we cannot have every bit of information available for everything. Think of the ton of things we'd need—and the room we have."

"Do you have an Art section?"

She nodded.

"Philosophy?"

"Limited."

"Anything by George Santayana?"

She shook her head.

"Ayn Rand?"

She nodded.

I found out that if a student really wanted to know in-depth information about a subject, he/she had better trust the Internet. "The School District has mandated that we put more recent information in the Library," I was told. "Stuff from a century ago, if it hasn't been checked out, goes."

"Does that include the wonderful three-volume set of Charles Lamb's Works that I used about three years ago?"

She nodded sadly. "Nobody had checked it out."

In teaching "individualized projects," I find that the Library is sorely in need of primary materials, which are the essence of research. It's a sad thing to realize when students are encouraged to find primary materials, which are needed for debate, oratory, and extemporaneous speaking.

It's ironic to realize that in a District where teachers are told to emphasize research and greater learning on the parts of students, that the primary source of information is quietly ridding itself of the information because of "space;" and that the Librarian has been told to do just that, instead of using closets, basement rooms, or

other storage areas for the books. What happens if they someday become "relevant?" Maybe it's only a scholar's wish; but after having studied at the Bodlien Library, Oxford, where every "book" of Western Civilization has been housed since the University's founding, even those which haven't been looked at in centuries, I'm kind of shocked. I understand the physical concerns of "space;" but a book, whether "relevant" or not, is still something I cannot imagine throwing away.

There is a volume of verse that was published some years ago. I believe it is called *Stevenson's Home Book of Verse*, that contains "occasional," and in the main, "pedestrian" poetry. Yet, when I was a high school student, that book, full of maudlin rhyme and sentimental slop, meant more to me than *The Complete Works of Browning* that sat on a higher shelf. *The Home Book of Verse* had examples of poetry that I knew weren't great, but that I knew, as a poet, I could study, and learn from, because their sentiment was true.

I'm waiting for the entire Poetry section to be removed from the shelves of Fillmore because "nobody has checked it out within ten years," and to watch it be replaced with Chilton manuals of car repair, which is much "more relevant" to our population.

If that happens, I will not be surprised; just disappointed that the school has pandered to the common lusts of our population as opposed to the more rarified, creative, and esoteric individuals who will truly make marks on our culture.

Maybe, however, it is time to realize that the book is a dying form and that the Internet is its replacement. Maybe a library will come to resemble a computer showroom in the future, where Thoreau can be "downloaded" at 10 cents a page; and Washington Irving will be "published" through e-mail attachments. If so, then I hope the "librarian" of the future will realize the cultural value of certain esoteric works, such as the battle over silver coinage of 1896 and not "delete" it in the interest of "relevance" or "space" on some hard drive disc.

The National Forensic League

This is a professional commitment that leads to a National reputation.

This is a knowledge of Speech beyond one's own school or city.

This is a tradition that's quietly functioned since 1925.

This is an honor society that is more

exclusive than National Honor Society or MENSA.

This is one of the few "ties" a Speech coach can point to that illustrates why Speech is of National significance.

The Principal may not know it or care; nor may the administrators above her, but there are "quiet" reputations that should be kept because they reflect more "quality" among academics than the football team ever will.

How does a college maintain its reputation? It normally does so through its research and its publications. The "quality" of its graduates is measured through the Nobel Prizes won on the part of its faculty because colleges know that, in the long run, the football team is merely an ornament; not the whole Christmas Tree. The branches and trunk are the excellent education available.

That's the motivation behind the National Forensic League, an honor society for Speech competitors, founded in 1925, and dedicated to the idea that Speech, unlike Composition or Literature studies, is a discipline unto itself that encompasses all the skills of English: Reading, Writing, and Speaking.

And membership in the National Forensic League, for some urban students, is an amazingly cherished goal because it doesn't have the "trappings" of Fillmore High School or their home schools. Membership in the National Forensic League means more than an honor cord at graduation; it means an achievement that other students haven't attained, whether they're in *Who's Who Among American High School Students* or big in FBLA or DECA or ROTC.

Most people don't notice the insignia when it's worn: After all, it's a small, octagonal pin of silver, barely measuring an inch. The stones set in it: emeralds, sapphires, rubies, depending on how long and how well the student has competed in Speech, are small also.

But it's not the insignia, either; It's the accomplishment and the distinction that the student has earned.

"You mean," Amanda asked after bombing most of her sophomore year in Poetry Interpretation, "That even though I've got a GPA of one-point-six, that I can still be a member of an honor society in Speech?" The thought struck her dumb for a moment. It also made her feel special. "Because I competed and tried in Speech, you're still going to nominate me? Me?"

It's probably in the nature of some Speech coaches to make sure that the competitors they nominate are sterling in character and grades. I'm sure that the arguments regarding exclusivity and "honor society" hold true with them. I understand those arguments. The one I postulate is that for a competitor, no matter what his character or academic status, should be accorded membership in the National Forensic League because he has competed. Perhaps he has competed badly; perhaps he has been unprepared; nevertheless, he has tried to persuade or emote before his peers and a judge enough times to be accorded membership as a representative of his high school.

There is another argument I will put forward as well: Sometimes, after having been accepted for membership in the NFL, the student's grades improve. His behavior is improved. While there is no proven direct correlation, there is something to be said of membership in a group that represents the very best of an academic activity and its benefits.

As far as the lifetime membership in the National Forensic League, it also has some benefits that don't appear until much later.

Miranda really wanted to shadow a disc jockey at a popular Heavy Metal FM radio station for Career Day, but she knew it was impossible because the disc jockey was overbooked and sick of the adulation he received from teenage girls who couldn't do much but giggle into the microphone.

I telephoned the Program Director of the radio station and was immediately transferred to the disc jockey when he found out I was a Speech teacher.

"Yeah," he said in his deep growl that set fourteen year-old females ablaze, "I was a member of the National Forensic League in my high school in Austin, Texas. I've got a place in my heart for Speech teachers."

"So maybe you'd have a place in your heart for solving my problem," I began, outlining Miranda's desire for a job shadow. "Oh yes," I told him, "She's mature enough to handle the microphone and your questions."

And she was, thank goodness.

There are also other benefits that accrue from membership in the NFL. Lawyers, Accountants—bosses of all types have been nominated for membership, and still remember the accomplishments of their high school days. Sometimes, it means that

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There's also another aspect to the NFL that most coaches and competitors appreciate: In its National Speech and Debate Tournament, it pits the very best speakers in the United States against each other. The qualifying tournaments that precede "Nationals" are ruthless in their attempts to make certain that only the best students in the "district," a federation of 10 or more schools, represent them.

So I take along however many students I can to the qualification tournament and hope their talents and abilities will carry them to the last round, then to first or second place, so they can go to Nationals.

"This is it," I tell them solemnly. "This is the end of your Speech career this year or the continuation of it. If you wind up going to Nationals, I'll move heaven and earth to get you there; if you don't, neither of us has to worry about what we're going to do from June 11th through the 17th.

"Only one student from Fillmore has made it to Nationals since I started nine years ago," I continue, "And he made it twice, in Dramatic Interpretation. He went as far as eleventh place in the Nation the first time and forty-third the second time; so all bets are off. You do your best. That's all I can expect of you and that's all I hope you do. You do your best. Please remember, I believe in you."

And my best students "wipe out" because their scripts are not what the judges expect; their orations are not "up to snuff;" their debating abilities are severely tried by more experienced and more facile debaters.

Of course, it's discouraging. Of course, it's a letdown. Would I trade it for a quiet weekend, even though qualification to "Nationals" would mean that I'd spend the next two months scrambling for funds for the student, would have to spend \$200.00 of my own for my meals and lodging and a rental car? Not on your life. It's because competition at "Nationals" means that the student has done something about 300 of his peers would give their eyeteeth for: To be among the Nation's finest.

Is there school recognition of this? Very little, really. The students who compete are acknowledged in an assembly sometimes and sometimes, if they are flamboyant characters who are loved by the student population, mention is made of them at a pep rally—but most of the time, their accomplishments in Speech, though far

above the basketball or football or baseball teams—are rarely mentioned.

This is also why membership in the National Forensic League is important: Because the student realizes that the rest of the world, especially among professionals and thinking adults, is not as interested in a slam-dunk from an illiterate freshman as it is in an adult whose abilities in communication and persuasion are polished and thoughtful.

The illiterate freshman will fade from consciousness: The persuasive speaker from an honor society will continue long into old age.

It really is rather comforting to think, after fifteen years of coaching Speech, that fully one-half of my competitors, all of whom were NFL members, have responsible jobs that are in the careers they studied for or are sustaining scholarships in college. For an urban high school, where fully fifty percent of whose graduates do not go into higher education and stay there, that's a tremendous accomplishment.

Speech and the Curriculum

In the Denver Public Schools, Introduction to Literature and Composition I and II is required of every student in order to graduate. This is "regular" Ninth Grade English. It's a basic course of grammar, composition, reading of fiction and non-fiction, an explanation of poetic forms and study of *Romeo and Juliet*.

Since the requirement went into effect, I have had the pleasure of teaching all sorts of students from all over the school; two of whom have been in Honors English since tenth grade, but never have taken Intro to Lit and Comp. So, there they are, grinding away at forming paragraphs and learning subordinate clauses in my second hour, then deconstructing Stendahl and Joyce in AP English during third hour.

But why isn't Speech at least a one-semester requirement in the City of Denver? In some suburbs, it is required for at least a semester for all high school students; and in most colleges, for most majors, at least one speech class, usually Public Speaking 1, is required because its benefits are applicable to all walks of life.

It's odd that where it's needed most, Speech is required least; yet thousands of dollars are poured into School-to-Career programs and into Computer labs and teachers are evaluated on how much career preparation they have helped students with and how often the students use the computers

and for what purpose when a Speech requirement would suffice for both career exploration and computer use and save the District a great deal of money besides.

How often, when seeing a news report about somebody from an urban neighborhood do we assume that person is illiterate because of his/her choice of words or phrases or accent? Quite a lot, evidently. We hear ads everyday on talk radio about improving our vocabularies and we watch students belittle each other because their command of the language is less than fluent. This is true for any culture and for any people across the globe: If you sound like an intelligent person, speak clearly and with appropriate variation, and you use the vocabulary of an intelligent person, you will be treated like an intelligent person. If you sound like an idiot; if you are unsure of your vocabulary, if you slur or inappropriately drop your words when trying to explain something, you don't sound intelligent.

I don't care how brilliant Xeng is on computers: If he cannot handle a job interview, he is handicapped in the work force. I don't care what a wonderful musician Xavier is: If he wants that music scholarship to Greeley, then he has to look like he is genuinely interested in it before the Committee of Award.

And Speech could solve some of these problems of poise and articulation and word choice. Speech could also aid the teacher's time commitment in the use of computers because part of Speech is research and writing.

Perhaps Speech is not a requirement in a number of urban high schools because of its marginalization ever since about 1925. Evidently, in a dispute over what a student should learn in an English class, the "Speech" teachers "walked out" of the National Council of Teachers of English Convention, leaving the field to teachers of Composition and Literature, which has been emphasized ever since. In many state universities, the training of English majors does not include the spoken language as much as it includes the written language. I can blame Ian Richards, Cleanth Brooks, and T.S. Eliot, all of whom I have depended heavily for my Master's degree in Composition, English and American Literature for this: That the spoken word of poetry or of drama or of an essay is not as profound as seeing it in print because it does not "last" as long as the written word.

While these gentlemen have been instrumental in the study of the written word,

they have unfortunately left English education with a legacy that is sorely lacking in the most fundamental of its tenets: The human voice that gives the poetry or drama or short story its immediate passion. And while, after having studied Eliot's verse *ad nauseam* and Brooks' essays until I damn near memorized them, I don't believe it was the intention of these gentlemen to exclude the spoken word from education, I think that those who followed them, trying to codify and "make" English a part of the curriculum, felt that Speech was a "momentary delight;" in the "province of the thespian or the follower of Terpsichore."

I believe this impression has persisted since 1925. With the advent of the radio and the television as a popular medium, Speech became as marginalized as Drama because all it "taught" was "emoting." There was no serious work in Speech, the average man might think, because it either concerned florid phrasing or "passion" completely inappropriate to polite society. The florid phrasing would come from having endured a year's memorization of great speeches of American History like "Webster's Reply to Hayne," or "The Gettysburg Address." The "passion" would come from learning Delsarte poses for "love," "happiness," "sympathy," "compassion," and so on in order to quote Longfellow's "The Wreck of the Hesperus." If that was all a Speech class concerned, then of course, it would have no meaning or curricular value because its importance to the larger world would be ridiculous. If, however, its purpose was to enable students to compete against students from other schools, then it would serve that purpose well. However, with the Depression, World War II, and with the emphasis on the High School as some sort of catch-all for academic and vocational arts from 1945 on, the Speech class and the Speech Team would be marginalized because its more traditional contests would fade in favor of state-run and state-sanctioned contests that would codify certain events in Speech and remove others because there wasn't any "criteria" for it. Besides, administrators, for the first time realizing that a new gymnasium could be built with Federal funds if they allowed the school to have an auto mechanic's class, could not be bothered with the trends assailing the Speech teacher or the direction of Forensics in general, would put the Speech class in the "English Department," where it would be offered to the students as an alternative to

"Drama" or "Creative Writing."

And that, essentially, is where Speech sits today. When most people think of a Speech class, they think of the idea of standing naked in front of their clothed peers, telling their life stories, and being graded on how honest they are. That's a pretty frightening scenario. Yet it is perpetuated in many people's minds because they remember Speech as the one course in college that they "had to take" and put it off as long as possible. It seemed a needless requirement in college: Who needs Public Speaking 101 if he is to be an accountant or a doctor or a lawyer or a teacher? Who needs to learn techniques of persuasion or research or citation if he is to become an accountant or a doctor or a lawyer or a teacher?

And that feeling is still very real among those who write and decide curriculum for many high schools because they don't realize that there is so much more to Speech than a series of presentations on the same subject. Speech 101, because it is required by many majors across the college campus, is usually taught by adjunct faculty and Teaching Assistants: People who could generally care less about the class or the students, but who want the money or the credit for teaching it. Of course, many will make it as dull as possible and as predictable as possible. Many won't tell their students about vocal variety or research or the power of the spoken word or the tremendous power of the primal voice inside that makes reading something silently "come alive." Of course not. They have a course to teach. That's all.

And that's what a lot of teachers and administrators and Board members remember about Speech: That it was a boring class with little to recommend itself to the world at large.

This is why the Speech teacher, in the urban high school, is usually considered "crazy" by his peers because he will take on this fourth "prep" of Speech in addition to his Intro to Lit and Comp, his British Lit and Comp X, his British Lit and Comp Reg. Where's the "academic bit" of writing; where's the "academic bit" of research? What in hell is he teaching? He is not teaching Reading. He is not teaching English. His colleagues know he is not teaching Drama. He is not teaching Journalism. What, then, in hell is he teaching?

It's a sad bit of knowledge to understand that the Speech Teacher is teaching Spoken Communication, based on Aristotle:

Ethos, Pathos, and Logos, and expecting the students to understand the distinctions among them in oratory and extemporaneous speaking against other schools and to know that his peers in the English Department don't have a clue as to what are the roots of understanding and what persuasion means. Most English teachers, although their business is ethos, pathos, and logos, don't understand what those terms mean, yet their very livelihood is dependent on these terms.

Because the Speech teacher is marginalized, he has the job of running the Speech Team without a great deal of support from the administration; nor realization of his accomplishments with the Speech Team. This is because the Speech Team has operated in a vacuum of administrative ignorance since 1945 or before. A Speech Tournament has to be attended all the way through to awards; a football game has to be attended for three hours at most. Those administrators who confidently arrive at a Speech tournament during second round and want to "cheer the team on" are usually considered ridiculous in the minds of tournament officials because the administrator's presence is only an interference to the tournament. The administrator sees the students "between rounds" two and three. The administrator who wants to watch what his students are accomplishing in round three then goes to the round and watches. His cell phone goes off. He excuses himself.

"Do me a favor," Kathy tells me, exasperated, "If you ever let the Principal come to a tournament again, tell him to turn off his damn cell phone!" She knew that her interpretation of *Amadeus* had been less than spectacular. Nevertheless, she felt compelled to mention the Principal's cell phone. "It was so annoying in the middle of the round!"

And Speech, as a consequence, has been put in the realm of a "dramatic society" or an "extracurricular activity" because the connection is not made, sometimes, that the performance is based on work in class. After all, the reasoning goes, if a kid outside the drama classes can try out for a part in a play, get it, and perform, the same rationale ought to apply to Speech. Sometimes it does; but only in rare instances. Normally, a student has to be enrolled in Speech in order to receive the training and the motivation to attend tournaments. The Drama production has a four-week schedule, with rehearsal after school and three evenings of performance; the Speech schedule has a

twenty-five-week schedule with three performances every week and rehearsal every day.

Another reason Speech is not a required part of the curriculum is because it's just not sexy enough. It never has been sexy and efforts to make it so, by renaming it with such titles as "Oral Communication" or "Speaker and Listener" or "Speaking to be Heard" merely makes its objectives silly. It either has the appearance of a therapy group for lost students or a well-behaved study hall if its main purpose: *To enable students to act and speak with poise and assurance* is watered down through exercises of little consequence or merit such as answering questions from a book or allowing students to speak their minds without consequence or challenge. I imagine several writers of curriculum have witnessed this sort of class and have really wondered about its merit.

There is a final reason that Speech should not be a requirement, according to some of my colleagues, and that's because the weirdest students in the school join Speech. The students might be brilliant and they might be creative, but to most teachers, they are a pain. They ask off-the-wall questions, sing, make jokes, seem preoccupied with something other than the lesson, and keep challenging the teacher. To a teacher who is used to absolute authority with no dispute, that's a pretty serious matter; and the students seem encouraged to ask questions in Speech; to find information on their own.

This can be more dangerous than productive if the student is not guided through the appropriate channels. Lamar, for instance, after having found some media tracts that asserted that the *Declaration of Independence* was racist, spent Monday and Tuesday quoting the tracts. He spent Wednesday with me, going line by line over *The Declaration of Independence* trying to find racist references. The only one we could find was "Savage Indians," which made him bristle.

But how many teachers really want to deal with students who find information everywhere and want to discuss it?

Not many. Ivan reads Dostoyevsky "for fun" because it's part of his Russian heritage and he likes the ideas of shame and repentance, of good and evil, and of reality versus illusion. When he wants to discuss the works he's read, however, I have to admit to Ivan that I have truly only finished *Crime and Punishment* and that although I

know the plots and some of the ideas from *Notes From Underground*, *The Idiot*, and *The Brothers Karamazov*, I have not actually read them all the way through; or only glanced at them twenty years ago. That's embarrassing; moreover, it is humbling to realize that a fourteen year-old has read some of the World's great literature and wants to discuss it with his teacher and the teacher is woefully unprepared to discuss that literature.

I've been embarrassed this way at least three times: The first I've just described; the other two concerned works by James Baldwin and Petrarch. I was found lacking.

But if I'm found lacking, I imagine a number of my colleagues would be found not only lacking, but completely naked. One of the reasons, I'm convinced, that such a large textbook has been preferred by teachers of British Literature Accelerated is because the Teacher's Edition has notes and answers to aid in the lectures. If the teacher did not take Eighteenth Century Literature in college, the notes on Dryden and Pope are readily available in the "big book." If the teacher did not really learn a great deal of Shakespeare in college, the notes on *MacBeth* are readily available. It certainly makes a teacher's knowledge and grasp of his subject questionable.

This is why a number of parents home-school their children: They've seen too many "teachers" who relied on manuals and not learning, for information.

Knowledge of a subject is something most teachers don't like to be quizzed on. The Reading teacher, for instance, would not like to be asked why showing videotapes in her classroom is considered "reading," and the American Literature teacher who doesn't know Willa Cather's works would not like to be reminded of her ignorance of Miss Cather or the impact she made on American Literature.

Teachers sometimes don't know the answer.

And a Speech student is the first person to point that out, making the teacher uncomfortable. The Speech student has been trained to spot superficiality and deception. He has been taught to understand the flaws in the spoken sentence. He has learned about the "verbal garbage" of "ums" and other spoken interrupters when the speaker isn't sure of what she's saying.

Such a student with this training is considered "deadly" to the regular classroom teacher with good reason: It can un-

dermine class discipline and distract the teacher so much that he is unable to teach.

A practical question arises here: Why in hell would anyone want to promote the requirement of a class that makes students ask questions and research for themselves?

And the answer is obvious.

Being "Dependable"

It is enough for some teachers to be "dependable" at school. They can be found in their rooms at 3:00 or at 7:00 or at 1:30. They are fulfilling the job requirement. They stay after school in the hopes that some students will stop by their rooms. They take lunch with students in their rooms. They attend to every bit of "dependability" an administrator asks of them.

But what about the "dependability" of a teacher beyond the classroom? This teacher's "dependability" is always predicated upon approval of his colleagues and the students he serves. He's available during lunch, outside, at the south wall of the school, and after school in his classroom. He is also available on Saturdays.

He is available for anything during a Speech tournament. He can judge, work the Judge's Table, work the Tab Room, run Extemp Prep and also act as Tournament Director in a pinch.

Maybe it sounds like the enthusiasm of a sophomore, but I like to be "dependable" during Speech tournaments because it means that I know what's going on, I can help the Tournament along, and I am trusted by my colleagues. This is why I have gotten the job of running the State Qualification Tournament: Because I have proven my abilities in running all aspects of a tournament, and have no problems delegating responsibilities to my colleagues.

It's a quiet challenge that a number of Speech teachers assume because they realize that the responsibility has to be taken on by somebody, and it might as well be done "correctly" and "well."

There are a number of us who want to be considered "dependable" by our colleagues and a number of us who volunteer. We make Speech an academic competitive environment and promote it through our behavior.

When I began my career in the Denver Public Schools, a Speech coach in an adjoining suburb had resigned her position "because of the behavior of the Denver coaches." The "behavior" she saw was two coaches who locked themselves in an office and refused to judge a tournament; a



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coach who left the tournament to shop; and a coach whose sickness was so severe that he couldn't judge or coach, but had to be taken, by ambulance, to a hospital.

I don't know if she would resign for the same reasons now. Granted, there are only five of the ten Denver High Schools represented at Speech tournaments now; but the behavior of the coaches has much improved, as has Denver's reputation. The five Speech coaches would be willing to judge or to do the other jobs of the tournament because they already know the mechanics of a speech tournament; they also know the commitment of a Speech teacher. There is little they wouldn't do.

It's taken a long time to make that statement. When I began my career, there was only one school that would consistently make the National Tournament; now, there are at least three. The Speech teachers of my District would hide behind excuses, such as: "The students aren't ready," "The students are going to the Bahamas for that time," and the Speech teachers of my District would waste precious time because their hearts were not in it.

Of course their hearts were not in it. Speech takes a precious amount of time and more time to develop and become an academic entity. These teachers were not doing their jobs and it showed. It showed in every flawed Dramatic Interpretation; it showed in every flawed debate. It showed because Denver teachers had almost "given up" to the suburbs and their debate teams and their Humorous Interpretation readers.

I am proud to say that there are still Speech teachers in the Denver Public Schools and that they still produce teams of unparalleled excellence in Debate; that they still produce readers of excellence in Oratory, Poetry, and Drama: Because the teachers believe in them.

This is why I like to be "dependable" during a Speech tournament: Because I can prove that a coach from a Denver High School is just as good as his suburban peers.

The Speech Teacher's Reading List

Usually, Speech teachers are gluttons for news; a lot of teachers are, of course, but the Speech teacher, because of Extemporaneous Speaking, needs to know what's going on both Nationally and Internationally. Many subscribe to a weekly news magazine, such as *Time*, and many also listen to National Public Radio when driving

to work.

That's the day-to-day stuff. The rest is a really good question; but I have never yet met a Speech teacher who isn't reading a new play, reading more obscure works by famous poets, or reading short stories. It's constant.

As far as "professional material" for a Speech teacher, some knowledge of Maslow, Locke, Hume, Adam Smith, John Stuart Mill, Thomas Jefferson, Ayn Rand, Karl Marx, Aristotle, Kant, and Hegel are helpful, just to figure out whether a debater is making sense or not.

Most teachers of Speech can also be teachers of Literature; and many are, teaching the "Honors" courses in some aspect of American or British Literature; and most are qualified to teach various forms of World Literature as well, which, even though some pieces may be ethnic-or gender-based, is a rich storehouse of pieces for competition that the teacher often doesn't realize he knows until a careful reading of the Table of Contents of a poetry anthology convinces him otherwise.

Finding the "right piece"

The best "cutting" in Drama, Humor, or Poetry, however, can come from the student herself. I've had students who've won tournaments with Nikki Giovanni's poetry, Maya Angelou's autobiography, Marlowe's *The Tragical History of Doctor Faustus*, *Hamlet*, III, i, Rudolpho Gonzales' *Yo Soy Joaquin*, Sophocles' *Medea*, and a host of other pieces that turned the students on and in their enthusiasm, they turned the judges on.

There are, of course, various programs offered during the summer at various colleges for a Speech teacher who is looking for "new material" and a grounding in more classical material. The caveat I must give with these suggestions, however, is that sometimes, no matter how well-suited the material is to the student, no matter how well performed, no matter how much work has gone into finding it, preparing it, and delivering it, the student can still lose. There is no such thing as a "sure-fire" winner.

This is hard to explain to students and it's extremely disappointing to the teacher; but it's the way of tournaments, and no matter how polished the student is, he or she should expect to fail occasionally.

By the same token, there is also no selection of books or articles that I would consider the definitive list for a Speech teacher to know or draw from. I have read

lots of stuff and have been able to recommend maybe eight percent of it to my students.

But there is always the next play or the next poet. Maybe I'll get lucky.

The Floggings Will Continue Until Morale Improves

There is a popular misconception that somehow or another student test scores are dependent on a teacher's ability to transmit knowledge and that a poorly-achieving student is only a poor achiever because he has "bad teachers."

I've been in the profession as long as most of my students have been alive, and I still cannot exactly say what a "bad teacher" is. There's very little that can be quantified, unless the teacher doesn't inform the students of their progress in the course, refuses to help students who sincerely ask for help, or merely stares at the assembled students for the entire hour. I know many teachers who have felt "bad" that their students didn't share their love for Chemistry or Literature, and I know I feel "bad" when a student withdraws from my speech course so he can devote more time to the Wrestling Team. I also feel "bad" when I cannot answer a question right away, but I don't think it makes me a "bad" teacher.

What I think the public may see as a "bad" teacher is someone who is perhaps overwhelmed with unruly ninth graders or someone who is unable to teach curriculum because most of her seventh graders need to learn English first and are going through the most basic exercises of composition on worksheets or someone who never shows up at athletic events. These are people who are supposedly undermining education.

Because of this popular misconception, many of my colleagues and I have been viewed with suspicion and sometimes have been the recipients of parental antagonism because we teach in a school where about half of the student body "drops out" before graduation, apathy is high, and regular attendance is almost non-existent.

Measures have been taken by the School District, the State Board of Education, the State Legislature, and the Governor's Office, to "accredit" schools: If the students don't do well on a specific test, the school is no longer "accredited" and will be run by the State Board of Education. I imagine Fillmore will be one of the first to go through this process because no matter how enthusiastic or knowledgeable the teacher, no matter how willing the student,

and no matter how much money is poured into the school, a basic fact remains: The majority of Fillmore's population doesn't value what the school has to offer. Those programs that succeed in keeping the student in school, like Speech, are small and generally ignored in favor of "regular classes," which don't keep the student in school or give him much incentive to graduate in an increasingly quick and self-gratifying world.

Because of the very real possibility that the urban school is the first place to lose its accreditation, administrators are being paid on a "performance" basis, which means that students are to achieve some level of reading and writing ability that they haven't had previously; then the Principal and Assistant Principals will get a bonus in their paychecks; otherwise, their pay will remain the same.

And although the administrators are quite fervent in their wishes to attain these goals, they are not doing the teaching. No: That's done by the teacher, who, in order to please his superiors, must hang "student work" on the walls of his classroom, then evaluate each student's progress toward the goal of reading and writing. Even though I have consistently taught the five-paragraph essay, the argumentative essay, the narrative essay, the comparison-contrast essay, and the expository essay, I must now show the beginning of such attempts for administrators as well as the ends of such essays. This is not merely a matter of spending fifteen minutes in front of a copy machine; but a matter of making sure that I have a "before" and "after" sample of the student's essays. This means an extra hour per week to satisfy administrative requirements.

"Why don't I have enough time to make some really excellent debaters?" I asked Michael at lunch recently, "Because I'm trying to get a bunch of seniors to write essays!"

I imagine, because he, like the general public, doesn't see the amount of time a teacher spends in evaluation, that he thought I was just "venting," but I spend a lot of time grading and preparing for my regular classes: Time that doesn't seem to be taken into account by those who aren't teaching.

That's because they don't see teachers "doing stuff." Teachers aren't setting bones or preparing briefs or closing business deals like other "professionals." Teachers can be bothered with trivial concerns

and often are, which means the paperwork is done at home, far from the gaze of the students and the general public. And unfortunately, because most teachers feel the true evaluation and success of the student is a one-to-one relationship with him/her, will perpetuate the myth that they do "nothing" all day in class. My study hall is an example. Instead of grading papers, I'm usually helping a Speech student with her oration, arguing politics with a student who believes in a radical form of liberalism, or playing Chess.

The thing the general public and my students don't see is the labor intensive work I do after I put my daughter to bed around 8:00. I spend at least one and one-half hours grading papers. On Sundays, I spend at least five hours grading. I figure I spend, on average, thirteen hours per week evaluating student work at home. When that is coupled with a forty-hour "work week" on campus from 7:15-3:15, it comes out to fifty three hours per week. Add to that at least twelve hours on Saturday during the Speech season and sixty-five hours per week is the average that I work.

Am I well-compensated for it? I make \$20,000.00 on average less than many professionals in other fields who work fewer hours. Even considering the ten weeks in summer that I am granted for vacation, the two weeks at Christmas and the week-long Spring Break, I work as many hours or more than anyone with fifteen year's experience in another profession. No. I am not well-compensated for it. I am treated as a whipping-boy by the public I serve and I have about the same freedom in my movements, when on campus, as a worker in a fast-food joint. I don't know any lawyer, dentist, doctor or accountant who has to tell his boss' secretary why he wants to leave work twenty minutes early for a dentist's appointment, then have to get permission to do so. I cannot imagine such professionals stooping to such laughable and humiliating lows.

In the interest of public unrest and suspicion about teachers, it's come to that.

Yes, there have been mediocre teachers. Yes, there have been teachers who have been protected by unions to continue their mediocrity. But the majority of teachers took the career with the idea that they could change lives and inspire students as they, themselves had been inspired. I was inspired by a series of teachers who appreciated and commented on my maudlin and very rough poetry; stuff I wouldn't dare show my parents. Those teachers took the

time to find out who I was and to look at my writing. Because of that, I am now a teacher. I listen to Michael talk about what he's done on the Internet; I listen to Joe talk about problems with his girlfriend; I listen to Lam talk about relationships; I listen to Yolanda talk about what it's like being "Black" in a school of chiefly Pan-Hispanics. I comment. I assess. Maybe my thoughts will be like the Tibetan Prayer Wheel, spinning off in a fiery nothing; but I have done my bit.

As a teacher of Speech and English, I also know that the expression of ideas in a free society is probably the most valuable exercise that anyone can encounter. When one looks at the history of American Education, discounting what John Dewey saw as "mindless repetition" through memorization of poetry and declamations, our educational system has always produced scholars who were able to express themselves verbally. The "blab school" that Abraham Lincoln attended, for instance, was actually a structured environment of extemporaneous and impromptu speech exercises, where the students were asked questions of varying difficulty and expected to answer them as accurately as possible. The "Lycea" of our midwestern colleges were debating societies, where scholars would gather and argue the merits of ideas from books or newspapers; and our entire political system is geared toward the exchange of ideas delivered verbally.

That high school students would not be able to concentrate on Philosophy or History during these verbal exchanges, and instead launch into descriptions of themselves is also part of learning.

I am really amazed that the public would consider me "substandard," and "a bad teacher." I regularly award grades of F when my students have not performed to expectation. Is that wrong? It merely foreshadows what will happen when Fillmore High School is evaluated by the State Board of Education for low test scores.

I have a solution: Give more time to teachers. You'll raise test scores.

We are really not vacuum cleaner salesmen looking for a job; we are really not Wal-Mart employees looking for a better health-care plan: We are teachers. We want the best. We are frustrated, too.

Turning to the "Old" to Teach the "New"

Education will not change if a new test is adopted; nor will it change if all students take the ACT or the SAT because the students and their parents need to en-

dorse that change.

I have seen trends come and go during the fifteen years I've been an English teacher; have striven mightily with various writing programs and various ways of teaching spelling, grammar, reading, literature, punctuation, and syntax; have seen "technology" in the schools go from mail to the FAX machine; have seen the typewriter replaced by the computer; have seen the ditto machine replaced by the copier.

And there is one constant I have seen in all of this: I am more and more overwhelmed with requirements for using the technology or using the new curricular materials and have less and less time to teach and less and less time to plan what to teach.

Have the students gotten smarter because of all these "improvements" in education over the past fifteen years? Is more information transmitted to me via the FAX machine rather than in the mail? Do the grades I record on the computer make them more understandable than when they were in the grade book?

I don't think so. All this technology and improvement has made my job harder; not easier. Because each new text or whizbang idea or new appliance comes with a "pricetag" as to how it will be used, I find myself having to use it and report on its use.

Like most teachers, I will use these things to the advantage of students as I understand how to use them, but I will also quietly question their use toward the creation of a citizen of the United States who is literate and able to participate in a Democracy.

With the technology and the "programs," also, is an unspoken but under-

stood "accountability," which in an administrator's view means: "The teacher makes sure the student does the work and passes even though the program may be worthless educationally." With the computer, it means that "The teacher will make certain that the grades he records on the computer are sent home every three weeks." Further, "Every report the teacher makes about a failing student should be accompanied by a computer-generated narrative detailing that student's progress."

I still find the pen much handier, easier to use, and much more portable. It doesn't need to be plugged in.

I still find the textbook more useful than a bunch of handouts. It's easier to refer to a page than a bunch of looseleaf papers from a certain date.

I still find that a personal note to the parent, outlining the student's progress in my class, is a much more civil and polite way of corresponding than a computer-generated printout.

I find that all of these "old-fashioned" educational tools, including chalk and the chalkboard, notes and memorization, have proven more successful for educating my students than the "stuff" I'm expected to use because they give me time to deal one-on-one with students, which is the key to teaching.

The one "constant" in the midst of this milieu of educational change that hasn't changed is the teaching of Speech. Granted, there are new models of communication and the use of technology in terms of the demonstration or of the persuasive speech is different than it was fifteen years ago, but on the competitive circuit, very little has changed. Research may now be done on

the Internet or the oration may be typed on a personal computer, but the basics of the teaching of Speech haven't changed and the expectations of the students haven't changed.

A "cutting" in Dramatic, Humorous, Duo, or Poetry Interpretation is still a printed piece of work; an oration is still the original persuasive or informational work of the student; a debate case is still a rhetorical argument; an extemporaneous speech is still gleaned from half an hour's research and analysis.

Aristotle would recognize what a Speech teacher is doing: Using the tools available to seek the truth without hiding its nuances or ignoring its larger implications; not hiding behind technology to create what could as easily be done with pencil and paper; and not embracing something "new" because "it's the latest thing."

No—Speech has remained a constant. It still embraces the idea that hard work and individual effort are the keys to success. It still embraces the idea that practice is useful and analysis of failure, instead of jumping to the next "new" solution, is also useful.

Speech has remained staid and old-fashioned. Although new technology may be used to retrieve information, organize tournaments, and help a student successfully perform a piece of literature, the essential structure of Speech, which requires a great deal of time on the part of the student and the teacher, does not change.

This is why it is probably the most valuable course in an urban high school. It teaches students and their parents honestly.

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Chris Kristofco: a four-time national collegiate finalist in Extemporaneous Speaking with two national championships in 1999. Chris was also a two-time collegiate champion in Impromptu Speaking and is the author of the book *Advanced Extemp*. Chris coached the 1999 Villiger Tournament Champion in Extemp and had an invitee to the 1999 Montgomery Bell Academy Round Robin. Chris currently works in research in Washington, DC and coaches at Good Counsel in Wheaton, MD.

Steve Conaway: a graduate of St. Joseph's University and the Temple University School of Law who also attended the University of Athens Law School in Greece. For the last six years Steve has coached at St. Joseph's University in extemporaneous and impromptu speaking. He has coached twelve national finalists, including four national champions, and has over 25 years experience with forensics. Steve has a special talent for teaching novice and intermediate students how to improve and excel in extemp. He is currently a trial attorney in Philadelphia.

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(Crabtree from page 10)

submission of the entire project. This package should include:

- A. A cover letter explaining the project.
- B. Any other critiques or copies of tournament ballots if any competition has taken place.

The final video performance will then be evaluated on:

- A. Organization
- B. On time submission
- C. The inclusion of all required elements
- D. Final, overall taped submission of the final videotaped performance

One could easily devise a point guise for such an evaluation. We have used the following:

- Skill demonstration: 40%
- Productivity: 25%
- Required elements of package: 20%
- Overall packaging of project: 15%

There are several advantages to this type of project and system of accountability:

- A. Students stay more focused on the assignment.
- B. Advanced students are held accountable for time on task.
- C. Allows for a more in-depth analysis of their work.
- D. Students may be able to use some of the video presentations for auditions or scholarship requirements.
- E. The presentations can be viewed by other classes and utilized in subsequent years.

This type of project may allow an instructor to control the accountability of advanced students more successfully. This type of project can also be easily adapted to oratory or extemp as well.

Louis D. Brandeis stated that responsibility was "the great developer." Perhaps this type of evaluation system will allow us to develop the best possible individual events for students.

(Don Crabtree is a five diamond coach who is an NFL Councilor and a member of the NFL Hall of Fame)

(Berger from page 14)

bends his elbows, places his right hand on his left shoulder and his left hand on his right shoulder, creating an X across his chest). Except for the period when they were in vogue in 19th century melodrama, these ancient gestures have been out of style for centuries. Shakespeare himself shows his disdain for them when he has Hamlet advise the players:

...do not saw the air too much with your hand, thus, but use all gently;

...Be not too tame neither, but let your own discretion be your tutor: suit the action to the word, the word to the action;

Well, how can we learn to "suit our actions to our words?" The answer is -- we can't. We can't, because we cannot learn something that we already know. Observe your friends in their daily conversations. They speak with their arms and hands, with their eyes, with their bodies. The trick is to transfer the non-verbal skills that we so naturally use in conversation to the formal speaking situation. Gestures naturally spring from ideas. In my work with forensic students, I have found many who gesture effectively the very first speech they give. Those who find gesturing difficult usually set up barriers for themselves that prohibit gestures. Fearing that their arms and hands will embarrass them somehow during a speech, they cup their hands in front of their tummies, or they clasp them behind their backs. When the hands are held in such positions, they are not free to gesture. Let your arms hang loosely at your sides, and when you sense they want to move, let them move. They want to help you convey your message, and they won't do the wrong thing.

Sometimes my students write gestures into their speeches: "At this point raise the right arm above the head and take two steps to the left." These cues rarely work. Sooner or later, all the speakers on the Ripon High School forensic team overcome the gesture problem. How? They rehearse. When they become accustomed to public speaking, when public speaking becomes as natural to them as friendly conversation, then there are no problems with gestures. I suggest to you that the more speaking you do, the more effective your gestures will be.

(Mr. James Berger coaches at Ripon (WI) HS. This article is reprinted from the February 1987 Rostrum)

(Gerber/Keele from page 23)

speeches would not be scored, but it would keep people occupied while the results are being calculated.)

This atmosphere of seriousness should be maintained while scored competition is in progress because students will tend to be stronger competitors. When students take something seriously, they will probably try harder and perform better. Conversely, if their mindset is that something is not important, they will probably not put much effort into the proceedings. The overall quality of the Congress will suffer.

To solve the aforementioned problems, we suggest various adaptations to the NFL Congress rules. First of all, prohibit any and all name variations from the standard titles of "Representative" and "Senator." In addition, forbid any variations from the basic names of the chamber in which one competes, i.e., "House of Representatives" and "Senate." Secondly, we believe that legislation drafted and introduced the day of competition should only be ruled in order if all other legislation has been exhausted. Of all of the legislation introduced at the end of the day, that which is of a serious nature should be given precedence over non-serious legislation. Finally, a section should be added emphasizing the desirability of professional conduct and behavior in Student Congress.

In conclusion, the lack of professionalism in Student Congress is becoming disheartening. Several students are attempting to undermine the virtues and values taught by democracy in exchange for immature silliness. We believe that the best way to counteract such problems is a change in the rules of the NFL Student Congress Manual itself. We want Student Congress to be an "excellent demonstration of Democracy at work."

(Jacob Gerber and Ben Keele, are NFL members at Hastings Senior High School in Hastings, NE. All correspondence relating to this article should be addressed to Ben Keele)



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(Nicholas from page 27)

the law and society will allow. Granted, our heterogeneous and diverse society has a multiplicity of viewpoints about life, and I can't expect others to reflect a more positive view of humankind than is generally reflected in dramatic interpretation. Is the material that we are encouraging and/or allowing our students to perform capable of standing up to the public scrutiny test? Or is it our dirty little secret? Are we subtly undermining the influence of the school administration and the school board by permitting our students to use language and/or describe situations that even a Supreme Court nominee might blush about?

Ironically, on our forensic circuit, I know of no coach who gives *carte blanche* to students to do whatever literature that they want. My students haven't heard stories by pornographic authors. Instead, they hear current and popular authors who resort to verbal crudities and explicit gratuitous dialogue for its shock value. And these competitors, are often judged by college students (out to impress us with their new

found broad-mindedness) who laugh heartily at the double entendres and the deviance described, and they award the "adult" cuttings higher placement. Sounds like sour grapes, eh?

Rewarding students for speaking in a manner that many in society find objectionable and unacceptable in real discourse should be unconscionable. Since we are liberal arts educators in the marketplace of ideas, we must strive to teach our students to communicate effectively, as educated well-mannered citizens. Allowing them to wallow in the gutters of vulgarity and/or exposing them to the adult peep shows in the marketplace of ideas is not the role that I envision as their teacher/guide. Just as parents make choices for the learning child, I think we need to take a more proactive role in literature selection and say that some material is not appropriate for high school competition.

As I turn the searchlight of public discourse upon this rather weighty topic, I am left with few options. I can't stop students from coming to the local, regional, and/or

district tournament with interpretative pieces that highlight fantasies about sexual organs or are filled with anti-religious profanity. I can and will no longer permit my students to compete interpretative events in which the profane paradigm is the norm. I will no longer permit my judges to sit and evaluate these same events. I must do what I can to encourage students and coaches to perform literature without the objectionable elements. Perhaps a letter to the editor of the local paper or to the school principal of the school that is constantly pushing the edge of the envelope would be a solution. Perhaps, as a last resort, we shall go only to tournaments in which the host schools insist that a modicum of propriety be the rule in competitive speaking.

Plato said, "The life which is unexamined is not worth living." As we examine our own philosophy of literature, I hope and pray that our tacit silence does not case us into the profane paradigm.

(Chuck Nicholas teaches at Bob Jones Academy in Greenville (SC).

11 Day (June 20-June 30) – This session includes topic lectures, theory discussion groups and lectures, electives, as well as affirmative and negative argument groups. Emphasis is placed on teaching debaters how to do good research, put together winning arguments, debate theory, and have a core understanding of the topic. Throughout the session there is an intensive schedule of debates and speeches with extensive technical criticism.

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Priority Deadline is June 1, 2001

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To request a formal, written invitation, please contact
Matthew Brandstetter, Ed.D., Director of Harker Speech and Debate,
(408)345-9235, or e-mail matthewb@harker.org.

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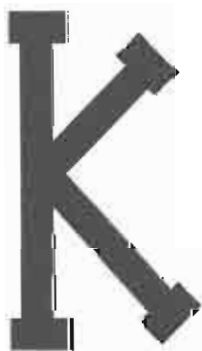
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(Caldwell from page 19)

F. This kritik should not be a "voter."

4. Standards to apply.

A. Kritiks are logically flawed.

B. Kritiks require that no alternative be identified and defended. This gives the negative an unfair advantage. They attempt to show flaws in logic without

giving an alternative, but there is no reason to reject the plan when the alternative is unknown. How can a judge evaluate a plan without knowing what s/he is voting for if the plan is rejected.

C. Kritiks decrease research on the resolutional area. Only a few kritiks could suffice to serve a debater throughout his or her entire competitive career.

D. Kritiks have no burden. It is an attempt to win without equal division of burdens and research efforts. They have no brink, no threshold, no impact, no uniqueness, no time frame, no empirical proof, - they just reject. They criticize without offering a clear alternative.

E. They destroy fair division of ground. Matthew Shors states: "In the end the affirmative must defend something and the negative can critique endorsement to death. Such one sided arguments discourage research and hard

work."

F. Kritiks encourage trivializing debate as an activity. No longer is policy comparison and problem solution the focus.

G. This tournament is a policy debate tournament. The negative team has the right to attend kritik tournaments whose invitations and rules make it clear that kritiks are to be the focus of the competition.

H. Tournament competition clearly provide judges with paradigms that include policy decisions. Kritiks require no policy and do not apply to this tournament.

(Janice Caldwell coaches at Lindale High School (TX). This article is based upon "An Introduction to the Kritik" by William Bennett, April 1996 Rostrum Volume 70, Issue #8, pages 19-21 and 24-26.)

DISTRICT TOURNAMENT RESULTS

North Coast

CX --
Darren Patrick and Nicholas J. D'Amico, St. Edward
Taz T. Pasalis and Jason F. Zellman, St. Edward
DUO --
Daniel Dreyer and Christina Shaerban, Midpark
David Tyler and Aaron Wolf, Hawken School
OD --
Cole Worley, Gilmour Academy
Amy Balliett, Olmsted Falls
USX --
Hannah Gelman, Hawken School
Julie Savage, Rocky River
FX --
Seth Myers, Hawken School
Matt Williams, Hawken School
DI --
Pixie Gray, Edison
Blain McGovern, St. Ignellus
HI --
Brandon Cox, Gilmour Academy
Angel Ho, Orange
LD --
Jennifer Lane, Hawken School
Todd Berzon, University School
Monica Mix, Gilmour Academy
Plaque -- Gilmour Academy
Trophy -- Rocky River

Northern Ohio

DUO --
Robert Carimela and Rachal Belinky, Youngstown-Boardman
Dane Pisan and Twanesha Brown, Youngstown-Mooney
Dan Ceci and Matt Heman, Austintown-Fitch
OO --
Christopher Orlosky, Warren-Kennedy
Danielle Tabor, Niles-McKinley
USX --
David Rodig, Youngstown-Boardman
Amy Reynalt, Austintown-Fitch
FX --
Gina Skubick, Youngstown-Mooney
James Johnston, Poland
DI --
Dana DeLorenzo, Youngstown-Boardman
John Morse, Austintown-Fitch
HI --
Nicholas Verina, Niles-McKinley
Ryan Clausen, Austintown-Fitch
Mathew Ries, Warren G. Harding
LD --
Ric Diaz, Howland
Jenna Nash, Howland
Plaque -- Austintown-Fitch
Trophy -- Austintown-Fitch

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Matt Lytle and Zach Piers, Wooster
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Marcus A. Tate and Caliph L. Scott, Massillon-Washington
Nicholas A. Riggs and Leon M. Canty III, Massillon-Washington
OO --
Bethany Frew, Carrollton
Derek J. DuBose, Canton-GlenOak HS Career Center
USX --
Seth Linnick, Wooster
Kathryn Gabriele, Wooster
FX --
Bethany Packard, Wooster
Brian Hoffman, Wooster
DI --
Shanel N. Moore, Massillon-Washington
Tiffany M. Marchi, Canton-McKinley
Malia Miller, Carrollton
HI --
Mike Curry, Carrollton
Elizabeth E. Lewis, Massillon-Washington
LD --
Lucas Engelhardt, Lake
Lindsey Stralght, Copley
Nathan Carleton, Stow Munroe Falls
Plaque -- Wooster
Trophy -- Carrollton

Montana

CX --
Justin Leishman and Mark Keremedjiev, Bozeman
Dominique Scalla and Jerome Tuttle, Bozeman

DUO --

Danny Luwe and Megan Ensign, Bozeman
Jason Harris and A. J. Doherty, Billings-West
OO --
Kendra Langford, Billings-West
Jillian Vashro, Flathead
USX --
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Annica Sunner, Bozeman
FX --
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Sheena Istre, Flathead
DI --
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Sage Howard, Bozeman
HI --
David Sheehan, Bozeman
Tamara Olson, Great Falls
LD --
Jon Fetter-Vorm, Flathead
Suba Ganesan, Butte
Aaron Gray, Great Falls-Russell
Plaque -- Bozeman
Trophy -- Helena

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Carolina Jackson, Kettering-Fairmont
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FX --
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Michael Buenavallura, Centerville
HI --
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Beth D. Stelling, Dayton-Oakwood
LD --
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Monika Jindal, Sylvania-Northview
Plaque -- Dayton-Oakwood
Trophy -- Centerville

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FX --
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Carlee Baker, Starr's Mill
HI --
Barry Hickey, Thomas County Central
Anthony M. Bridges, Starr's Mill
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Marcus Jenkins, Benjamin E. Mays
Plaque -- Benjamin E. Mays
Trophy -- Glynn Academy

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Janelle Elrod, Auburn
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Brad Johnson, Federal Way
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FX --

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HI --
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Trophy -- Cedar Rapids-Washington

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Vanessa Larsen and Angie Biesinger, Bountiful
OO --
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Tara Benedict, Logan
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HI --
Sarah Elliott, Ogden
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LD --
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Plaque -- Davis
Trophy -- Northridge

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Erica Heeg, Pekin Community
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HI --
Caleb Portee, Harrisburg
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LD --
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Emily Kelshin, Granite City

Plaque -- Pekin
Trophy -- Pekin

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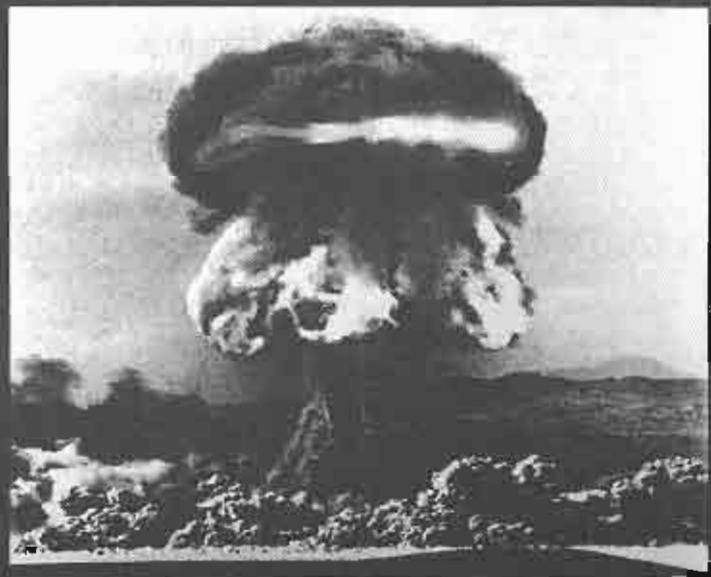
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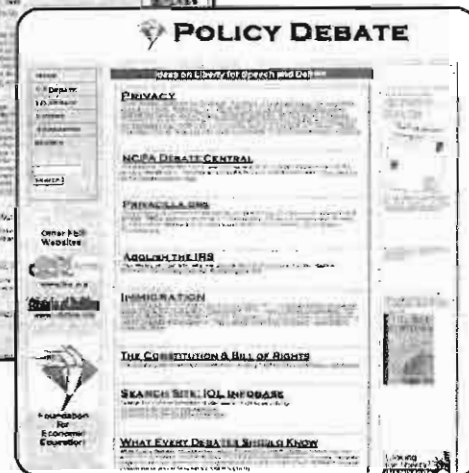
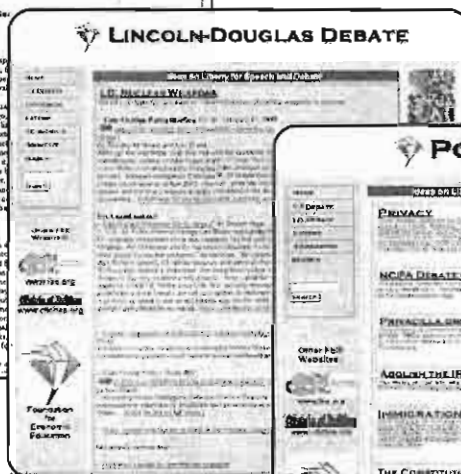
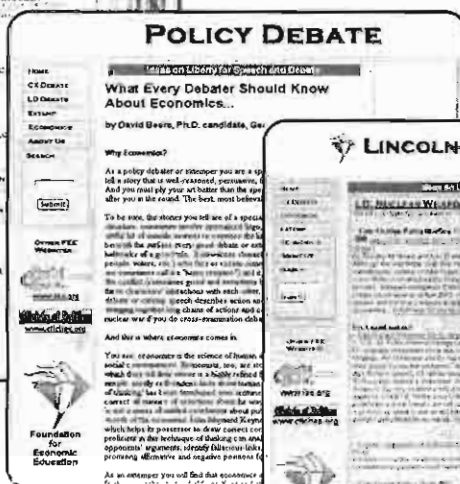
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Amanda Flanagan, Lincoln-East
Kari Rezac, Papillion-LaVista
- USX --**
Christopher Tiwald, Lincoln-East
Karl Fisk, Crete
- FX --**
Asim H. Cheema, Papillion-LaVista
Sridhar Ayala, Lincoln-East
- DI --**
Mandi Irions, Lincoln-East
Ashley Figgins, Millard-South
- HI --**
David Campbell, Bellevue-West
Danny Steiner-Healey, Bellevue-West
- LD --**
Eileen Sullivan, Omaha-Mercy
Ted Ashley, Lincoln-East
Thomas Dunbar, Lincoln-East
- Plaque -- Lincoln-East
Trophy -- Lincoln-East
- Iroquois**
DUO --
Peter Baldo and Brittany Reed, Mansfield
- OO --**
Stephanie Berberick, Mount Markham Sr.
- USX --**
Sarah Shafer, Athens
- DI --**
Dove D. Shulio, Towanda
- HI --**
Ellen Walsh, Athens
- LD --**
Christine Watkins, Mount Markham
- Plaque -- Sayre Area
Trophy -- Sayre Area
- Northern South Dakota**
CX --
Katie Boggs and Scott Meyer, Brookings
Amy Finnegan and Robert Haar, Deuel School
Aubrey Fiebelkorn and Brian Flaissner, Watertown
- DUO --**
Scott Meyer and Emily Weninger, Brookings
- David Farrar and Callee Bauman, Huron
- OO --**
Lindsey Gabrys, Deuel School
Tiffany Jaspers, Watertown
- USX --**
Lindsey Doremman, Watertown
John Rapinchuk, Watertown
- FX --**
Eddie Gemish, Watertown
Brian Fleissner, Watertown
- DI --**
Eric Holm, Brookings
Eileen Hall, Brookings
- HI --**
Callee Bauman, Huron
Patrick Shea, Deuel School
- LD --**
Michelle Cain, Huron
Eddie Gemish, Watertown
- Plaque -- Watertown
Trophy -- Brookings
- Florida Manatee**
CX --
Kevin Shatzkin and Morgan L. Weinstein, Ft. Lauderdale
- DUO --**
Ceresia L. Blanchard and Karen S. N. Milford, Ft. Lauderdale
Kevin Allocca and Andres Quintero, St. Thomas Aquinas
- OO --**
Rachel Manes, Nova
Kim Mendelsohn, Nove
- USX --**
Jay Ward, Coral Springs
Daniel Maloney, Nova
- FX --**
Jason Lear, Hollywood Hills
Rana Yared, Nova
- DI --**
Ari Ades, St. Thomas Aquinas
Ceresia L. Blanchard, Ft. Lauderdale
- HI --**
Ilana Isaacson, Nova
Sam Weitzner, University School
- LD --**
Steven Pomerantz, University School
Michael Campagnuolo, Pine Crest School
- Plaque -- Nove
Trophy -- St. Thomas Aquinas
- Georgia Northern Mountain**
CX --
Matthew Perlberg and Stephen Chaudoin, Westminster Schools
Anjan Deka and Chad Hayes, Chattahoochee
- DUO --**
Sade Adekunle and Caleb N. Chadwick, McEachern
- OO --**
Stephanie Hagan, Grady
- USX --**
Kacie Moreno-Schoen, Northwest Whitfield
David Younker, McEachern
- FX --**
Justin Slaughter, Westminster
Alok Deshpande, Westminster
- DI --**
Laura Wolfe, Centennial
Tckoy A. Jones, McEachern
- HI --**
Allen Fox, Gainesville
Quiana E. Kinloch, McEachern
- LD --**
Michael Crachiolo, Grady
Jessi Carlsensen, Westminster
- Plaque -- Grady
Trophy -- Grady
- West Oklahoma**
CX --
Clay Calhoun and Danial Reineke, Okla City-Heritage Hall
Malt Browne and Trent Cook, Okla City-Heritage Hall
Melinda McVay and Jessica Martin, Edmond-North
- DUO --**
Malt Chamay and West Hart, Edmond-Santa Fe
Kate Hurley and Colin Ryan, Norman HS North
- OO --**
Will Gardner, Norman
Patrick Rieger, Norman
Frank Evans, Alva
- USX --**
Jennifer Pope, Edmond-Santa Fe
Lindsey Middaugh, Duncan
Bradley Mitchell, Mcloud
- FX --**
Sarah Weiss, Norman
Caitlin Rosenthal, Norman
- DI --**
Lindsay Patterson, Guymon
Sadie Parks, Norman
- HI --**
Patrick Rieger, Norman
Chad Higgins, Duncan
- LD --**
James Davis, Edmond-Santa Fe
Lisa Mazumder, Putnam City-North
Caitlin Rosenthal, Norman
- Plaque -- Norman
Trophy -- Okla City-Heritage Hall
- New York State**
CX --
Christopher Sorrentino and Danyaal Moir, Newburgh Free Academy
Jennifer Schramm and Peter Concro, Lakeland
- DUO --**
Andrew DeFeo and Charif Shanahan, Iona Prep School
Alexandra Muory and Nicole Muller, Pleasantville
- OO --**
Andrew DeFeo, Iona Prep School
Dan Kessler, Hendrick Hudson
- USX --**
Daniel Hemel, Scarsdale
Steven Wissing, Scarsdale
- FX --**
John B. Horgan, Christian Brothers Academy
Dan Englander, Albany
- DI --**
James Staudt, Iona Prep School
Vernon Lyons, Iona Prep School
- HI --**
Andrew Simon, Monticello
Haley Berson, Monticello
- LD --**
Claire LeGoves, Hendrick Hudson
Doug Lieb, Scarsdale
- Plaque -- Iona Prep School
Trophy -- Monticello
- Carolina West**
CX --
Jessica Brumley and Jennifer Mullins, North Mecklenburg
Earl R. French III and Andrea Gyorody, South Mecklenburg
- DUO --**
Darian K. Walker and Daniel Ritchie, Southeast Guilford
Andrew W. Allison and Brandon McEachern, Southeast Guilford
- OO --**
Michele Gourdin, Southeast Guilford
Brandon Wright, Myers Park
- USX --**
Larry Shaheen, Providence
Rebecca A. Byerly, Southeast Guilford
- FX --**
Chris Dickson, Providence
Cooper Gallimore, West Charlotte
- DI --**
Brandon McEachern, Southeast Guilford
Elisabeth Gray, Asheville
- HI --**
Daniel Steele, Myers Park
Gary J. Larson, Southeast Guilford
- LD --**
Aaron Weiner, Myers Park
Anne Nguyen, South Mecklenburg
Nathan Carle, Zebulon B. Vance
- Plaque -- Myers Park
Trophy -- Myers Park
- Maine**
DUO --
Celine Janelle and Esther Johnson, Thomton Academy
- OO --**
Kelly S. Parker-Maloney, Brunswick
- USX --**
Thomas Fales, Lewiston
- DI --**
Jon Dame, Maranacook Community School
- HI --**
Maryellen Pnbish, Thomton Academy
- LD --**
Bo Shi, Bangor
Mae Tobin-Hochstadt, Lewiston
- Plaque -- Brunswick
Trophy -- Brunswick
- Hole in the Wall**
CX --
Dusty Hixenbaugh and Aaron Lytle, Cheyenne-East
Chris Crowe and Micah Wolter, Cheyenne-East
- DUO --**
Christopher Schaaf and Krystal Girodo, Alliance
Talia Sundby and Kiel Cary, Chadron
Clinton Barger and Eric Padilla, Wauneta-Palisade
- OO --**
Brooks Reeves, Cheyenne-East
Chelsea Brennan, Spearfish
Shannon Poniatowski, Glenrock
- USX --**
Jeff Pope, Cheyenne-East
Tom Szott, Cheyenne-East
- FX --**
Charlie Tarver, Sheridan
Grace Helton, Chadron
- DI --**
Lindsey J. Dumire, Lead
Jessica L. Kirchner, Cheyenne-Central
Melissa Hines, Sturgis-Brown
- HI --**
Brooks Reeves, Cheyenne-East
Chase Mendenhall, Campbell County
Theodore D. White, Sheridan
- LD --**
Sara G. DeGroot, Cheyenne-Central
Lacey Jones, Cheyenne-East
- Plaque -- Cheyenne-East
Trophy -- Torrington
- Eastern Washington**
CX --
Evan C. Clemens and Jarrett K. Sacks, Mead
Brian D. Stewart and Mariah R. McKay, Mead
- DUO --**
Alex Peterson and Dave Rinehart, Ferris
Zane P. Toretta and Evan C. Clemens, Mead
- OO --**
Mariah R. McKay, Mead
Brian A. Thorpe, Ferris
- USX --**
Megan Beck, Lewis & Clark
Nathen Millbank, Lewis & Clark
- FX --**
Emily M. Fatcho, Mead
Victor R. McFarland, Gonzaga Preparatory
- DI --**
Dave Rinehart, Ferris
Becky Thilo, Lake City
- HI --**
Caleb Kytönen, North Central
Nicholas R. Cox, Mead
- LD --**
Jeffrey Clemens, North Central
Nathen Millbank, Lewis & Clark
Jessica Woelke, Central Valley
- Plaque -- Mead
Trophy -- Gonzaga Preparatory
- New Jersey**
CX --
Jennifer Chang and Sam Mathews, Bergenfield
Alex Gomelsky and Jan M. Racoma, Bergenfield
- DUO --**
Aaron Ginsberg and Jordan Newman, Randolph
Matt Sadewitz and Josh Schloesser, Randolph
- OO --**
Melanie Walits, Montville
Gregory Amisial, Seton Hall Prep
- USX --**
Lauren Sidiano, Freehold Township
Katherine Reilly, Millburn
- FX --**
Ariel Dowling, Ridge
Laurence Tai, Seton Hall Prep
- DI --**
Eileen Liu, Montville
Kerry Bishe, Montclair-Kimberly
Christopher Moran, Bridgewater-Raritan
- HI --**
H. P. Smith, Randolph
Jorge Estrada, Elizabeth
- LD --**
Maria Kurlakose, Bergenfield
Kherki Kaifer, Science

DISTRICT TOURNAMENT RESULTS

Rabiah Rashid, Science

Plaque -- Montville

Trophy -- Randolph

Hoosier South

CX --

Michael Knight and Chelsea Carroll, Evansville-Reitz

LD --

Ellen Smail and Randy Waters, Evansville-North

DUO --

Timothy Mullis and Brad Burkhardt, Evansville-Reitz

LD --

Libby Au and Makelsha Robinson, Evansville-Reitz

OO --

Nicholas Romerhausen, Evansville-Reitz

Matthew Meer, Rushville Consolidated

USX --

Chelsea Carroll, Evansville-Reitz

Nicholas Romerhausen, Evansville-Reitz

FX --

Michael Knight, Evansville-Reitz

Neel Bhatt, Evansville-Central

DI --

Adam Henze, Evansville-Reitz

Darcy Tower, Chrysler

HI --

Amy Backes, Evansville-Reitz

Emily Angle, Evansville-North

LD --

Robert Davidson, Reitz Memorial

Emily Kendall, Evansville-North

Plaque -- Evansville-North

Trophy -- Evansville-Reitz

East Los Angeles

CX --

Will Stoughton and Chris Yeh, Damien

Francis Choi and Shelly Choi, San Gabriel

DUO --

Allison K. Mac and Elaine Wu, Schurr

Dimitra Dorbacopoulos and Nelly Wollenberg,

Ribet Academy

OO --

Daniel Torres-Rangel, Gabrielino

Keri Seeger, Gabrielino

USX --

Mathias Nakatsui, Gabrielino

John Suzuki, La Mirada

FX --

Eric Chen, Gabrielino

Keith Fujii, San Marino

DI --

Adrian Zaw, Gabrielino

Natalie Sakai, Gabrielino

HI --

Jackie Wei, San Marino

James Clark, Gabrielino

LD --

John Suzuki, La Mirada

Shani Ward, La Mirada

Plaque -- Gabrielino

Trophy -- Gabrielino

Hoosier Central

CX --

Matt Kane and Douglas A. Robb, West Lafayette

Tyler Janowicz and Danny Rosenthal, West Lafayette

LD --

Charles L. Goodlow and Daniel Benefiel, Ben Davis

Josh Dinner and Patty Guggenheim, Ind'pls-North Central

Ben Houchen and Jessica Dulworth, Maconaquah

OO --

Emily Richardson, Logansport

Josh Linder, Rossville

USX --

Juliette Tang, Carmel

Tyler Clark, Kokomo

FX --

Timothy G. Heck, Brebeuf Jesuit

Elizabeth Murray, Logansport

DI --

Danni Smith, Logansport

Jessica Dulworth, Maconaquah

Jenny Mitchell, Rossville

HI --

Joel Brovont, Rossville

Ben Houchen, Maconaquah

LD --

Evan Nagle, Carmel

Juliette Tang, Carmel

Plaque -- North Central

Trophy -- West Lafayette

New Mexico

CX --

Scott Brewer and Brad Frese, Albuquerque Academy

Julie L. Housh and Lindsay A. Smith, Eldorado

DUO --

Meghan Bode and Jessica Lowe, Albuquerque Academy

Jon C. Serna and Charlotte Varney, St. Michael's

OO --

Abigail A. Fisher, Eldorado

Yasmine Mashhoon, Albuquerque Academy

USX --

Nicholas Palmer, Eldorado

Destin Moulton, Taos

FX --

Amaris Singer, Albuquerque Academy

Lauren Huesemann, Albuquerque Academy

DI --

Ava Dellaira, Albuquerque Academy

Jon C. Serna, St. Michael's

HI --

Diana Marianetti, Albuquerque Academy

Diane Alongi, Albuquerque Academy

LD --

Jennifer Rosenthal, Eldorado

D'Ziana M. Dendy, Eldorado

Plaque -- Eldorado

Trophy -- Albq-Manzano

Tarheel East

DUO --

Gary Rogers and Joseph Thompson, South View Sr.

Barry Price and Frank Davis, South View Sr.

OO --

Saduda Oyo, Cape Fear

Brandon Cecil, Davie

USX --

Brandy Humphries, Cape Fear

Sonia Gupta, NC School of Science and Math

FX --

Kevin Bagley, South View Sr.

Melih Onvural, Cary Academy

DI --

Kera Saunders, Cape Fear

Rhonda Robinson, 71st HS

HI --

Fentacia Rodriguez, Massey Hill Classic

Jennifer Dieffenbach, Pine Forest

LD --

Rebecca Chasnovitz, Enloe

Tre Jones, Enloe

Plaque -- Cape Far

Trophy -- South View Sr.

(continued in June, 2001 Rostrum)



NATIONALS

OPENING ASSEMBLY

Sunday,
June 10, 2001

The Opening Assembly at Nationals will be at Frontier City. Coaches can buy their tickets in advance for \$10. The tickets will be \$15 at Registration.

If coaches want to bring their students to Frontier City Sunday night, they can do so without having to pay for them. In other words, kids can enjoy the park during the Opening Assembly without having to buy a ticket. However, if students wish to purchase a ticket in advance, they may use the ticket later in the week to return to Frontier City or to attend Whitewater. The regular price for Frontier City and Whitewater is \$25.

Whitewater is a large water park near the hotels at the airport (5 minutes), and about 25 minutes from Norman. It is easily accessible.

OKLAHOMA WEBSITE CHANGE

For Oklahoma information inquire into <http://debate.central.uvm.edu>.

The Oklahoma website is not working.

Congress Honors

Florida Sunshine

Senate 1
 * O Ryan Nanni, Hillsborough
 * S Kirk Roberts, Tampa-Jesuit
 P Michelle Tonelli, Academy of the Holy Names
 P Berkin Asian, Lely

House 1
 * O Colby Carter, Hillsborough
 * S Danielle Hires, Academy of the Holy Names
 P Angela Wise, Academy of the Holy Names
 P Michael Menelli, Lely

House 2
 * O Cham McAllister, Sarasota-Riverview
 S Meagan Marks, Sarasota-Riverview
 P Sara Gersen, Pine View
 P Cham McAllister, Sarasota-Riverview

House 3
 O Andrew J. Barthelsen, Pine View
 S Francis J. Puig, Pine View
 P Andrew Greenwell, Sarasota-Riverview
 P Andrew J. Barthelsen, Pine View

North Dakota Roughrider

Senate 1
 * O Travis Zimbelman, Richland
 * S Liza Marcusen, Richardson-Taylor
 P Jessica Messmer, Richardson-Taylor
 P Austin Hermunslie, Richland

House 1
 * Laura Dignan, Fargo-Shanley
 P Stephen Baird, Fargo-South
 * Scot Miller, Fargo-South
 P Brady Littlefield, Fargo-Shanley
 P Jeff Bozovsky, Fargo-Shanley

Rocky Mountain North

Senate 1
Session 1
 * Cash Parker, Longmont
 O Lee Morehead, Greeley-West
 * S Justin Kachadoorian, Poudre
 P Erin Gustafson, Rocky Mountain
Session 2
 O Nicholas A. Chartier, Monarch
 S Julie Lewis, Steamboat Springs
 P Brittany Tremblay, Rocky Mountain

Senate 2
Session 1
 O Ben Kouchenik, Moffat County
 * S Justin Kachadoorian, Poudre
 P Cash Parker, Longmont
Session 2
 O Nate Cook, Poudre
 S Keith Endres, Greeley-Central
 P Daniel White, Skyline

House 1
Session 1
 * David Holt, Skyline
 O Christine Rohde, Niwot
 S Nathan Hovestol, Longmont
 P Daniel Gallagher, Rocky Mountain
Session 2
 O Julia Patterson, Steamboat Springs
 S Jacob Roland, Longmont
 P Benjamin Kessler, Northridge

House 2
Session 1
 O Matthew Warner, Longmont
 S Kirsten Dusenbery, Skyline
 P Grace Zaiman, Skyline
Session 2
 O Brandon Buckspan, Niwot
 S Joseph Thomas, Longmont
 P Justin Anderson, Ft. Collins

House 3
Session 1
 O Kyle Kuvlin, Steamboat Springs
 * S Wendy Hofstetter, Longmont
 P Tisha Whitmill, Skyline
Session 2
 O Amanda Breen, Moffat County
 S Kyle Doyle, Poudre
 P Jason W. Griffith, Northridge

Colorado

Senate 1
 * O Devon Hanna, Overland
 * S Ben Lavine, Grandview
 P Meghan Callahan-Peters, Mullen
 P Devon Hanna, Overland

House 1
 * O Con Vigdeman, Overland
 S David Le, Mullen
 P Peter Henderson, Columbine
 P Con Vigdeman, Overland

House 2
 * O Jon Humbert, Englewood
 S Paul Hughes, Mullen
 P Paul Hughes, Mullen
 P Devon Adams, Columbine

House 3

* O Marie Nguyen, Mullen
 S Katrina R. Barton, Ponderosa
 P Kirsten M. Ambors, Ponderosa
 P Brenden Beck, Cherry Creek

Utah-Wasatch

Senate 1
 * O Daniel Degener, Davis
 * S Shantell Parkinson, Davis
 P Daniel Degener, Davis

House 1
 * O Samuel C. Martinez, Davis
 S London Taylor, Ogden
 P Levi Kendall, Davis

House 2
 * O Brian Thompson, Ogden
 S Sara S. Pedersen, Davis
 P Elliot Hales, Layton

House 3
 * O Mike Dickman, Layton
 S Rachel Favero, Ogden
 P Jacob Gotberg, Northridge

Montana

Senate 1
 * O Tyrell Servo, Flathead Co.

Senate 2
 * O Kevin Moran, Helena

House 1
 * O Talina Silbernagel, Bozeman

House 2
 * O Ian Ross, Flathead Co.

North East Indiana

Senate 1
 * O Robert Goodman, Canterbury
 * S Kobi Libi, Snider
 P Brett Mock, Columbia City

House 1
 * O Owen Sulkowski, Chesterton
 S Allison R. Rousseau, Snider
 P Sarah E. Copley, Chesterton

House 2
 * O Tamara Carnahan, Chesterton
 S Benjamin Barone, Snider
 P Mike Ford, Fort Wayne-Northrop

Greater Illinois

Senate 1
 * O Justin Swagler, Belleville-East
 * S John Wilson, Harrisburg

House 1
 * O Patrick Hoercher, Belleville-East
 S Brock Nicholson, Belleville-East

House 2
 * O Elizabeth Schmelzel, Belleville-East
 S Jessie Gillan, Belleville-East

Puget Sound

Senate 1
 * O James Wiker, Kamiak
 * S Katelyn R. Penney, Eastlake

House 1
 * O Reed Schuler, The Lakeside School

House 2
 * O Sarah L. Kliff, Eastlake

Chesapeake

Senate 1
 * O Warren Jones, Baltimore City College
 * S Brian M. Holler, Catonsville
 P Warren Jones, Baltimore City College
 P Brian M. Holler, Catonsville

House 1
 * O Anwar Graves, Loyola
 S Desmond Toohey, Calvert Hall College
 P Patrick Coughlin, Calvert Hall College
 P Stephen Jefferson, Baltimore City College

House 2
 * O Desaire Smith, Our Lady of Good Counsel
 S Joseph Wantz, Calvert Hall College

Sundance

Senate 1
 * O Aaron Herget, Jordan
 * S Jordan Teuscher, Riverton

House 1
 * O Scott Cole, Orem

House 2
 * O Amy Sullivan, Alta

Central Minnesota

Senate 1
 * O Zachary Stephenson, Coon Rapids
 * S Adrine Chung, Apple Valley
 P Amy Dami, Coon Rapids
 P Erik Sand, Mounds Park Academy

House 1

* O Zachary Prax, Eastview
 S Colin Smith, Apple Valley
 P Kate Garklous, Coon Rapids
 P Colin Smith, Apple Valley

House 2

* O Bill Dalsen, Coon Rapids
 S Sean Sands, Apple Valley
 P Bill Dalsen, Coon Rapids
 P Sean Sands, Apple Valley

Hoosier Central

Senate 1
 * O John Armstrong, Carmel
 * S John Glennon, Ind'pls-North Central
 P Jason L. Walker, Ben Davis

House 1

* O Nick Birk, Brebeuf Jesuit
 S Laryn Stout, Carmel
 P Nick Birk, Brebeuf Jesuit

House 2

* O Jessie Bariell, Carmel
 S Timothy G. Heck, Brebeuf Jesuit
 P Paul W. Peaper III, Brebeuf Jesuit

House 3

* O Brian Dunkel, Logansport
 S Abhi Shah, Lawrence North
 P Alicia K. Johnston, Logansport

Deep South

Senate 1
 * O Hal Mooty, The Montgomery Academy
 * S Jackson Hataway, Saint James School
 P Jackson Hataway, Saint James School

House 1

* O Christina Aune, The Montgomery Academy
 S Buddy Handey, Saint James School
 P Buddy Handey, Saint James School

House 2

* O Judith A. Montiel, The Montgomery Academy
 S Tyler Carman, Veslavia Hills
 P William Ashley, The Montgomery Academy

West Iowa

Senate 1
 * Cameron Hawkins, Herbert Hoover
 * Josh Padgett, Ankeny Senior

House 1

* Tiffany Lentz, Ankeny Senior

House 2

* Amanda Freil, Ankeny Senior

Rocky Mountain South

Senate 1
 * Joe Shearer, Arvada

Session 1

O Anthony Zenz, Golden
 S Shirlene Love, Lakewood
 P Keith Keydel, Arvada West

Session 2

* O Adam Sirimarco, Lakewood
 S George McHenry, Standley Lake
 P Ryan Terry, Eaglecrest School

House 1

* Kwame Spearman, Denver-East
 * Stephanie Sindt, Wheat Ridge
 O Sophia Rutledge, Arvada

S Megan Robbins, Denver-East
 P Kwame Spearman, Denver-East

Session 2

O Joseph W. Horan, Lakewood
 S Ross Baldwin, Golden
 P Todd Freedman, Denver-East

House 2

Session 1
 O Joanna Schwab, Lakewood
 S Caitlin M. Gibbons, Wheat Ridge
 P Stephanie Sindt, Wheat Ridge

Session 2

O Cory Bloom, Thomas Jefferson
 S Rachel Patterson, Bear Creek
 P Brandon Konkol, Lakewood

House 3

Session 1
 O Tyler Warner, Golden
 S Carolyn Francavilla, Lakewood
 P Hunter Paddock, Wheat Ridge

Session 2

O Jessica Strother, Lakewood
 S Spencer J. Riggs, Golden
 P Evan Simpson, Lakewood

Eastern Missouri

Senate 1
 * O Evan Cowden, Marquette

* S Zain Akbari, Eureka
 P Evan Cowden, Marquette

House 1

* O Tracey Randall, Parkway-South

S Simon Bailey, Columbia-Hickman
 P Simon Bailey, Columbia-Hickman

House 2

* O Will Sterrett, Columbia-Hickman
 S Zachary Rackovan, Pattonville
 P Will Sterrett, Columbia-Hickman

House 3

* O Mike Lehmkuhl, Pattonville
 S Hanna Lee, Parkway-West
 P Hanna Lee, Parkway-West

House 4

* O Robert Clevlen, Oakville Sr.
 S Rodger Moss, Ritenour
 P Robert Clevlen, Oakville Sr.

Northern Lights

Senate 1

* Galynn White, Duluth-East
 O Manney Anderson, Brainerd
 * S Laura Lane, Barnesville
 P Laura Birkeland, Grand Rapids

House 1

* O Rachael A. LeRette, Duluth-Central
 * S Anne Siders, Duluth-East
 * Shauna Morrow, Moorhead
 P Shauna Morrow, Moorhead
 P Kristoffer Smemo, Moorhead

Hoosier South

Senate 1

* O Seth Kinnett, Chrysler
 * S Amy Reitz, Evansville-Central
 P Chelsea Carroll, Evansville-Reitz

House 1

* O Courtney Butlerfield, Evansville-North
 S Nicholas Romerhausen, Evansville-Reitz
 P Coni Boersma, Connersville

House 2

* O Katherine Jones, Evansville-Reitz
 S Adam Henza, Evansville-Reitz
 P Randy Waters, Evansville-North

Northern Illinois

Senate 1

* O Jack Soltysik, Adlai Stevenson
 S Brandon Oswald, Dundee-Crown
 P Michael Kanter, Highland Park

Senate 2

* O Rick Elgendy, Adlai Stevenson
 S Tamara Kosic, Rolling Meadows
 P Marc Frost, Highland Park

House 1

* O Michael Simmons, St. Ignace College Prep
 S Kevin Parker, Barrington
 P Eric Andelman, Highland Park

House 2

* O Mary Veksler, Wheeling
 S Daniel Paustian, New Trier Twp
 P Elad Nehorai, Highland Park

House 3

* O Mariana S. Karampelas, Glenbrook-South
 S Jonathan Levy, Adlai Stevenson
 P Ted Kuhnlohe, Prospect

Idaho

Senate 1

* Joe Kaczmarek, Centennial
 * O Jared Cooke, Hillcrest
 S Lacey Rammel-O'Brien, Eagle
 P Jared Cooke, Hillcrest

House 1

* O Chris Boert, Centennial
 S Michael Bean, Hillcrest
 P Chris Boert, Centennial

House 2

* O Natalie M. Cook, Idaho Falls-Skyline
 S Nicholas Estrada, Hillcrest
 P Natalie M. Cook, Idaho Falls-Skyline

Pennsylvania

Senate 1

* O Mike Sechler, Rockwood
 * S Dan Irwin, Greater Latrobe
 P Elizabeth Dye, Trinity

House 1

* O Andrew Klosky, Derry Area
 S James Fox, Greater Latrobe
 P Jennifer Sylves, Trinity

House 2

* O Bridget McMichael, Greater Latrobe
 S Virginia Shields, Norwin
 P Justin Welch, Trinity

Louisiana

Senate 1

* O Andre Arceneaux, Carencro
 * S Alex Abshire, Comeaux
 P Stephen Roques, Riverdale
 P Amanda Breaux, Teurlings Catholic

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Congress Honors

House 1

* O Andre Pitre, Teurlings Catholic
S Jennifer Webre, St. Thomas More
P Jeb Brit, Bolton

P Andre Pitre, Teurlings Catholic

House 2

* O Seth Pierson, Newman School
S Wendy Baudoin, Carencro
P Wes Gajour, St. Thomas More
P Thomas Bowden, Comeaux

South Carolina

Senate 1

* O Cara A. Thompson-Maineculf, Riverside
S Kelee Patterson, Wade Hamplon
P Ben Higgins, Columbia-Dreher
P Jamyan Watkins, Southside

Senate 2

* O Peter Sima, Mauldin
S Zach Graham, Hillcrest
P Angel Hsu, Riverside
P Zach Graham, Hillcrest

House 1

* O Nicholas R. Consonery, Riverside
S Ryoosuke Yagi, Southside
P Rachel J. Purvis, Riverside
P Allan P. Smith, Riverside

House 2

* O Nate Smith, Southside
S Christopher B. Schoen, Riverside
P Andrew Clayton, Southside
P Nate Smith, Southside

Colorado Grande

Senate 1

* O Brandon T. Thomas III, Sierra
S Chris Brown, Della
P Brandon T. Thomas III, Sierra
P Chris Brown, Della

Senate 2

* O Thomas Noah, Canon City
S Patrick Wigger, Air Academy
P Regina Caputo, Pueblo-Centennial
P Thomas Noah, Canon City

House 1

* O Jonathan Brown, Palisade
S Timothy Hinerman, Canon City
P Timothy Hinerman, Canon City
P Jonathan Brown, Palisade

House 2

* O Roger Thoman, Canon City
S Allyson Hollatz, Central
P Daniel Frazier, Della
P Roger Thoman, Canon City

House 3

* O Michael D. Forte, Palisade
S Richard A. Carlsen, Pueblo-Centennial
P Ben Gaide, Pueblo-Centennial
P David S. Booth, Canon City

Wind River

Senate 1

* O David Braz, Casper-Kelly Walsh
S Isaac Maes, Rawlins
P Jess Ryan, Lander Valley

House 1

* O Seth Ellsworth, Rawlins
S Kyle Washul, Casper-Kelly Walsh
P Adam Baldwin, Lander Valley

House 2

* O Abbie Urish, Lander Valley
S Zach Bigalke, Jackson Hole
P Zach Bigalke, Jackson Hole

House 3

* O Meera Sridharan, Rawlins
S Jayme Wright, Casper-Natrona County
P Jayme Wright, Casper-Natrona County

West Kansas

Senate 1

* O Ashley Clayton, Hutchinson
S Eric M. Stewart, Manhattan
P Kristen Kearney, McPherson
P Nathan S. Walker, Hutchinson

House 1

* O Ben B. Procter, Manhattan
S Florian G. Dinger, Newton
P Kristen Selbel, Hays

House 2

* O Michael Richardson, Hutchinson
S Paula Burke, Salina-South
P Jessie J. Funk, Manhattan
P Justin French, McPherson

House 3

* O Travis Swanson, McPherson
S Rosalinda M. Vigil, Hutchinson
P Ryan Norman, McPherson
P Eric W. Roberts, Hays

House 4

* O Andrew Richards, McPherson
S Jessica Reber, Chaparral
P Scott Smith, Hutchinson

New England

Senate 1

* O Hays Golden, Milton Academy
S Alan Tannenwald, Newton South
P Frederick Waggett III, Catholic Memorial
P George Sibble, Milton Academy

House 1

* O Michael Daley, Milton Academy
P Michael Wasserman, Needham
P Michael Daley, Milton Academy

House 2

* O Jeff Simonetti, Sacred Heart
P Samuel Cohan, Milton Academy
P Jeff Simonetti, Sacred Heart

East Iowa

Senate 1

* Daniel Shrivapour, Burlington Community
S T. J. Broeker, Burlington Community
P Daniel Shrivapour, Burlington Community
P Jonathan Greenlee, Davenport-Central

House 1

* Mike Howard, Davenport-Central
P Craig Graves, Bettendorf
P Michael G. Jones, Davenport-West

House 2

* David N. Fautsch, Dubuque Wahlert
P Christopher R. Raap, Davenport-West
P Evan A. Smith, Bettendorf

New Jersey

Senate 1

* Justin Freid, Randolph
O Parag Gajrawala, Montville
S Alton B.H. Worthington, Phillipsburg
P Michael Griffin, Randolph
P Nick Degregorio, Seton Hall Prep

House 1

* O Tanya Sehgal, Randolph
S Victor Broccoli, Arthur L. Johnson
P Marlie Kulscher, Moorestown
P Andrew Kulscher, Moorestown

House 2

* O Andrew Hao, Moorestown
S Adam Goodkind, Randolph
P Nick Canes, Seton Hall Prep
P Adam Goodkind, Randolph

Western Ohio

Senate 1

* Geoff Pipoly, Sylvania-Northview
S Jordan Schreier, Gahanna-Lincoln

House 1

* Jennifer Butts, Gahanna-Lincoln
P Manprit Modi, Sylvania-Northview

Mississippi

Senate 1

* O Brian Griffin, St. Andrew's Episcopal School
S Vince Falconi, St. Joseph Catholic School
P Brian Griffin, St. Andrew's Episcopal School

House 1

* O Alston Avritt, Clinton
S Mary-Catherine Starrett, St. Joseph Catholic School
P Jason Lechert, R. H. Watkins

House 2

* O Sangita Goel, St. Andrew's Episcopal School
S M. A. Henderson, R. H. Watkins
P Phillip Higginbotham, R. H. Watkins

Iroquois

House 1

* O Sara Mehlretter, Mount Mercy Academy
S Sara A. Kuykendall, Towanda
P Sara A. Kuykendall, Towanda
P Sharanya Kanikannan, Sayre Area

House 2

* O Joel F. Crowley, Towanda
S Tom Tarbox, Mount Markham Sr.
P Joel F. Crowley, Towanda
P Ellen Walsh, Athens

New York State

Senate 1

* O John B. Horgan, Christian Brothers Academy
S Justin Lawrence, Iona Prep School
P John B. Horgan, Christian Brothers Academy

House 1

* O John Kiely, Iona Prep School
S Jeffrey Yip, Pleasantville
P John Kiely, Iona Prep School

House 2

* O Benjamin J. Seymour, Christian Brothers Academy
S Grace Gallick, Pleasantville
P Benjamin J. Seymour, Christian Brothers Academy

Georgia Southern Peach

Senate 1

* O Christopher Warren, Northside
S Chris Hartfield, Benjamin E. Mays
P Ryan Nabulsi, Cairo

House 1

* O Andrew Lucas, Northside
S Andrew Londrillo, Fayette County
P Scott Digby, Carrollton

House 2

* O Josh Marsh, Fayette County
S Silas Reeves, Carrollton
P Matthew E. Tyler, Warner Robins
P Melinda Marzicola, Cairo

Georgia Northern Mountain

Senate 1

* O Alex Brown, Duluth
S David Alderson, Centennial
P David Alderson, Centennial
P Alex Brown, Duluth

House 1

* O Eli Sweet, Grady
P Lori B. Blair, Northwest Whitfield
P Will Martin, Grady

House 2

* O Wesley B. Williams, McEachern
P Rogers Trotter, Northwest Whitfield
P Edwin Brown, Duluth

Carolina West

Senate 1

* O Cleve Wootson, Myers Park
S Hunter Palmer, Asheville
P Adam Mitchell, Independence

House 1

* O Joel Rotunda, Myers Park
S Alex Akins, Zebulon B. Vance
P Andrew Sadow, Myers Park

House 2

* O RaShawn Henderson, Zebulon B. Vance
S Zachary Dussault, Myers Park
P Christopher Sinay, Myers Park

Hole in the Wall

Senate 1

* O Justin Johns, Lead
S Dustin Bartlett, Chadron

House 1

* O Stacia C. Berry, Cheyenne-East
S Shane Ahlers, Sturgis-Brown

House 2

* O Rachael Cassiday, Chadron
S Jacob Ervin, Cheyenne-Central

House 3

* O Clint Chapman, Scottsbluff
S Angela Crabtree, Cheyenne-East

South Kansas

Senate 1

* O Maria L. Burris, Field Kindley
S Tyson Moore, El Dorado
P Matthew O. White, Field Kindley
P Nellie Miffeld, Kapaun-Mi. Carmel

House 1

* Ivy M. Perkins, Field Kindley
P Josh L. Shald, Field Kindley

House 2

* Joseph H. Bobek, Field Kindley
P Donald E. Hoggatt, Field Kindley
P Jarrod Waugh, Labette County

House 3

* Vidhya K. Reddy, Field Kindley
P Joseph H. Bobek, Field Kindley
P Rebecca Bridges, El Dorado

NorthWest Indiana

Senate 1

* O Adam Plais, La Porte
S Nathaniel Smith, Plymouth
P Rajiv Kumar, Valparaiso

House 1

* O David Phillips, Plymouth
S Sarah Irani, Penn
P Andrew Kennedy, Munster

House 2

* O Kevin Cane, Munster
S Christopher Drayton, La Porte
P Greg Anders, Plymouth

House 3

* O Amy Kelley, Plymouth
S Melissa Ingram, La Porte
P Sam Ellinger, Plymouth

Maine

Senate 1

* O Sam Critchlow, Main Sch. of Science & Math

* S John Dulac, Edward Little
P Nick Bell, Thornton Academy
P Sam Critchlow, Main Sch. of Science & Math

House 1

* O Ed Bush, Yarmouth-Freeport
S Jordan M. DeCoster, Brunswick
P Sean P. Flaherty, Scarborough
P Ed Bush, Yarmouth-Freeport

Eastern Washington

Senate 1

* O Chara McElfish, Cheney
S Matt Kenna, Ferris
P Bryan Krislock, Central Valley

House 1

* O Sandeep Bhuta, Gonzaga Prep
S Richard Stokes, Central Valley
P Sandeep Bhuta, Gonzaga Prep

House 2

* O Jeff Dobrow, North Central
S Chad M. Longo, Lake City
P Luke McCandless, Central Valley

House 3

* O Sieve Otten, Gonzaga Prep
S Jill Jaeger, Lake City
P Garrett Havens, Mt. Spokane

New Mexico

Senate 1

* S Lawrence Cardenas, Rio Grande
P Jon C. Serna, St. Michael's

House 1

* O James Akin, Albq-Valley
S Samuel Strain, Rio Grande
P John Keddy, Rio Grande

House 2

* O Claire Long, Eldorado
S Jesse French, Taos
P Michael Lucero, Rio Grande

Tarheel East

Senate 1

* O Justin Johnson, Cape Fear
S Nicholas Gore, Pine Forest Sr.
P Cameron Jones, Enloe

House 1

* O Jennifer-Anne Godwin, Cape Fear
S Clement O'Donoghue, E. E. Smith
P Brandyn Lee, Byrd Sr.

House 2

* O Ginny Franks, Terry Sanford
S Hannah Bruhn, Massay Hill Classical School
P Brittany S. Kielhorn, Cary Academy

Kentucky

Senate 1

* O Simon Willett, Scott County
S Harrison Jackson, Lafayette
P Simon Willett, Scott County

House 1

* O Jessica Welman, Lafayette
S Courtney L. Crawford, Graves County
P Jessica Welman, Lafayette

House 2

* O Christopher Byrd, Lafayette
S Justin Gibbs, Calloway County
P Christopher Byrd, Lafayette

House 3

* O Jenny Jarvis, Lafayette

Northern Ohio

Senate 1

* O John Dickson, Niles-McKinley
S Richard Ohl, Youngstown-Mooney
P Leo Meere, Warren-Kennedy

House 1

* O Joe Sosnowski, Niles-McKinley
S Mark Beatty, Youngstown-Boardman
S Joe Sosnowski, Niles-McKinley

House 2

* O David Lancet, Youngstown-Boardman
S Mathew Fong, Howland
P David Lancet, Youngstown-Boardman

House 3

* O Ari Kessler, Youngstown-Boardman
S Mathew Snyder, Howland
P Mathew Snyder, Howland

Congress Honors

Show Me

Senate 1

- * O Joel O. Christensen, Raytown
- * S Matthias Bostick, Lee's Summit
- * P Joel O. Christensen, Raytown
- * P Ryan Hays, Blue Springs-South

House 1

- * O Geoff Gerling, Raytown
- * S Ian Bushner, Lee's Summit
- * P Geoff Gerling, Raytown
- * P Ian Bushner, Lee's Summit

House 2

- * O Christopher J. Clark, Raytown
- * S Aaron Hankel, Blue Springs-South
- * P EE Keenan, Kansas City-Rockhurst

House 3

- * O Sean Stewart, Raytown
- * S Spencer K. Becker, The Barstow School
- * P Josh Hook, Raytown

House 4

- * O Rumena Hussain, Blue Springs
- * S Brian Bear, Raytown
- * P Alex Chilton, The Barstow School
- * P Brian Bear, Raytown

Eastern Ohio

Senate 1

- * O Nathan Carleton, Stow Munroe Falls
- * S Jacqueline Shine, Our Lady of the Elms
- * P Lindsey Straight, Copley

House 1

- * O Jason Woolen, Jackson
- * S Kendra Oyer, Wooster
- * P John W. Haren, Canton-GlenOak HS
- * Career Ctr.

House 2

- * O John Mark Skakun, Jackson
- * S David Barillari, Canton-GlenOak HS
- * Career Ctr.
- * P Tasha Forchione, Canton-GlenOak HS
- * Career Ctr.

House 3

- * O Jason Bertram, Canton-GlenOak HS
- * Career Ctr.
- * S Stefan Bing, Wooster
- * P Jason Bertram, Canton-GlenOak HS
- * Career Ctr.

Western Washington

Senate 1

- * O Ryan McIvin, Decatur
- * S Nick Cizek, Puyallup
- * P Brad Johnson, Federal Way
- * P Andrew Strobel, Puyallup

House 1

- * O Matt Becken, Puyallup
- * S Taralynn Carter, Gig Harbor
- * P Melissa Case, Federal Way

House 2

- * O Luke Dolge, Gig Harbor
- * S Taylor Reynolds, Puyallup
- * P Andrew O'Connell, Auburn Sr.

San Fran Bay

Senate 1

- * Michael Caporusso, Danville-Monte Vista
- * Andrew Swan, San Ramon Valley

House 1

- * Christopher Parker, Miramonte

House 2

- * Simon Berring, Miramonte

House 3

- * Munisha Khatwani, Miramonte

Sunflower

Senate 1

- * O Allison c. Harper, Andover
- * S Matt Brickley, Wichita-Northeast Magnet
- * P Dayne Curry, Valley Center
- * P Khaleel Sayeed, Wichita-East

House 1

- * Amy Hildreth, Andover
- * P David Smythe, Wichita-Northeast Magnet

House 2

- * Charles P. Dieker, Andover
- * P Kaelyn Seymour, Wichita-Northeast Magnet

House 3

- * Mitchell Graham, Wichita-East
- * P Mark R. Maryott, Wichita-Northeast Magnet

Capitol Valley

Senate 1

- * Jack Wang, Sacramento-Kennedy
- * O Mike Hogg, Granite Bay
- * S Christopher A. Murphy, Ponderosa

House 1

- * Wesley Loofbourrow, Sacramento-Jesuit
- * O Kayleen D. Johnson, Ponderosa
- * S Kevin Kiley, Granite Bay

Heart of America

Senate 1

- * Matt Hampton, Park Hill South
- * O Lisa Saladino, Kansas City-Oak Park
- * S Tommy Lupton, Kansas City-Oak Park
- * P Tommy Lupton, Kansas City-Oak Park

House 1

- * O Trevor Alexander, Kansas City-Oak Park
- * S Benjamin H. Lauly, North Kansas City
- * P Chris Moore, Independence-Truman

House 2

- * O Michelle Fitzgerald, Park Hill South
- * S Michael Ekey, Independence-Truman
- * P Michael Ekey, Independence-Truman

House 3

- * O Micah Kubic, North Kansas City
- * S Kevin Garner, Kansas City-Oak Park
- * P Sherri McMahon, Kansas City-Oak Park

House 4

- * O Quinn O'Brien, North Kansas City
- * S Christopher Smiley, Independence-Truman
- * P Joel N. Brown, Independence-Fort Osage

Valley Forge

Senate 1

- * O Robert Nguyen, St. Joseph's Prep School
- * S Claire Arthurs, Pennsbury
- * P Claire Arthurs, Pennsbury
- * P Jacob Lachewitz, Truman

House 1

- * O Zack Linowitz, Pennsbury
- * S Christopher Kubek, Southern Lehigh
- * P Doug Platz, Pennsbury
- * P Meghan Bell, Truman

House 2

- * O Jonathan Gaynor, Truman
- * S Michael Lackman, St. Joseph's Prep School
- * P Alex Ruthrauff, Pennsbury
- * P Jonathan Gaynor, Truman

Golden Desert

Senate 1

- * O Joshua Richards, Palo Verde
- * S Christina Solo, Las Vegas Academy
- * P Matt Pomeroy, Chaparral

House 1

- * O Morgan A. Stein, Centennial
- * S Breanne Miller, Silverado
- * P Morgan A. Stein, Centennial

House 2

- * O Taled El-Sabawi, Green Valley
- * S Nicole Cannizaro, Chaparral
- * P Doug Gold, Advanced Technologies Acad.

House 3

- * O Kathleen Wilde, Chaparral
- * S Kimberley Hyson, The Meadows School
- * P Foster Kamer, Silverado

East Los Angeles

Senate 1

- * Amy Pinneo, Rowland
- * Shirley Li, Mark Keppel

House 1

- * Gabby Ventura, Schurr

House 2

- * Jonathan Yuan, Rowland

House 3

- * Jill Hanhong, Gabrielino



Registration: \$50.00
Room, Board & Tuition
\$500.00

Blue Ribbon Forensics Institute

July 27 - August 5, 2001

Indiana University, Bloomington IN

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Humor
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Extemp Speaking

Original Oratory



Hall of Fame Staff

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Scott McDermott, GBS
David McKenzie, Plymouth
Jane Nelson, Plymouth

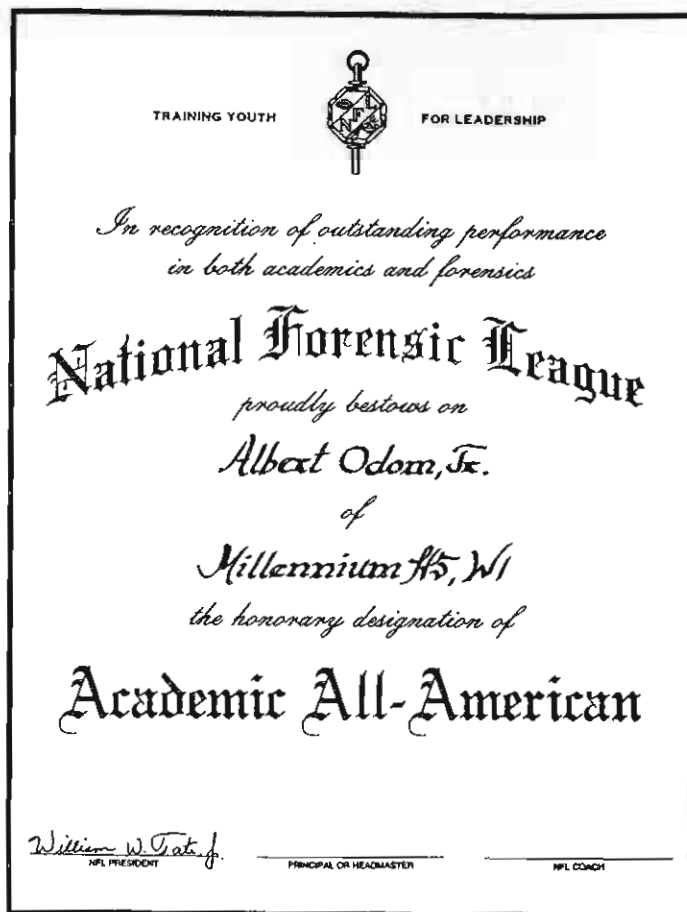
Daniel Tyree, Plymouth
Adam Krupp, Purdue
Ethan Ax, IU Speech
Katie Tyree, WKU Speech

Email for Registration: CTYREE@PLYMOUTH.K12.IN.US
Call: Charlotte Tyree 219-936-5992 / 219-936-2178-241

NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

Award Criteria:

1. Student must be an NFL member with an earned degree of Superior Distinction - 750 points on record in the National Office.
2. Student must have maintained a 3.7 minimum GPA out of 4.0 (or its equivalent).
3. The student must have completed the 7th semester.
4. Student must have a score of 1400 or higher on the SAT Exam and/or a score of 27 or higher on the ACT Exam.
5. The student should demonstrate qualities of character, leadership and commitment, as verified by both coach and principal.
6. A chapter may present this National Forensic League All American Academic Award to any NFL member who meets the criteria.



APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

Name _____
 School _____
 School Address _____

 NFL District _____

To the National Forensic League:

The above named student qualifies for the Academic
All-American Award by meeting all the criteria checked below:

- _____ NFL Degree of Superior Distinction on record (750 points)
 _____ GPA of 3.7 on a 4.0 scale (or its equivalent)
 _____ ACT score of 27 or higher or SAT score of 1400 or higher
 _____ 7th Semester student

Appropriate verification of these qualifications, including an official school transcript is included with this application.

We certify that the above information is true and accurate and that the student nominated, in addition to the above criteria, has demonstrated character, leadership and commitment.

NFL Sponsor (coach)

Principal

Student

Send this application and \$10 fee to NFL, Box 38, Ripon, WI 54971-0038
 A hand engrossed Certificate of Achievement will be sent for presentation.

ACADEMIC ALL AMERICANS

(through March 31, 2001)

ALABAMA

Decatur
Ann Tucker
Amit Doshi
Brittany Bryant
Saint James School
E. J. Stern
Courtney Austin
Mars Hill Bible School
Lora Barfield
Ben Grover
Ryan King

ARIZONA

Globe
Michael Middleton
Eric Fikus
Mountain View
Ben Brinton
Payson
Ryan Davis
Aspen Gorry
Phoenix-Sunnyslope
Tami Holzman
Winslow
Andrew N. Oplinger

CALIFORNIA

Bellarmino College Prep
Benjamin Tegarden
Johnny Yeh
College Prep School
Jonathan Cowperthwait
Gabrielino
Ryan Daniel Chan
Johansen
Andrew Ludlow
Katella
John J. Metzidis
Modesto-Beyer
Robert Parvis
Stephen Shafer
Matthew Micheline
Ridgeview
Fabiola Delgadillo
Sherman Oaks Ctr for
Enriched Studies
Kevin Kurian
Julia Klebanov
Joshua Mausner
Scott Kleinrock
Rak Sam
St. Ignatius College Prep
Nick Butko

COLORADO

Cherry Creek
Patrick Cleary
Delta
Travis Whitson
Denver-East
Justin Scgall
Durango
Kati Borden
Greeley West
Joseph Martinez

Mullen

Paul Hughes
Keely Nolan
Marie Nguyen
Liberty
Rebecca Stump
Maffat County
Kip Holdridge
Nubia Martinez
Ben Shellhorn
Montrose
Keith Catlin
Steamboat Springs
Bryn Weaver

FLORIDA

Academy of the Holy
Names
Michelle Tonelli
Hillsborough High
Jessee Alexander-
Hoepfner
David Stein
North Miami Beach Sr.
Brad Grossman
Nova
Daniel P. Mahoney
Pensacola High
Frank Harrell
Pine Crest School
Michael Kenneth
Tampa-Jesuit
Kirk E. Roberts

ILLINOIS

Buffalo Grove
Marina Shpreyregina

INDIANA

Chrysler
Seth J. Kinnett
Connersville
Andrew Yeager
Ft. Wayne-South Side
Andy McCoy
Munster
Nina Bilimoria
Shardul G. Shah
Brian N. Rnade
North Central
Nish Aravamuden
Mike Baldwin
Philip Johnson
Sarah Wilhite
Adam Washington
Tom Cudahy
Plymouth
Garrick Aplin
Katie Romenih
David Schlosser
Snider
Lindsay A. Clark
Michael Guo

IOWA

Burlington
Daniel M. Shivapour
Council Bluffs-Lincoln
Patricia Drey
Davenport-West
Brian Kenneth Golden
Shawn Michael Staples

KANSAS

Andover
Welsly Brown
Allison C. Harper
Bishop Miede
Nicole Borgstadt
Andrew Strobl
Emily Richardson
Chaparral
Stephanie Moss
Rachelle Ramer
Field Kindley Memorial
Catherine R. Bell
Ryan C. Rollings
Goddard Sr.
Kristen Munday
Haven
Ruth Anne French
Hayden
Stephanie Poyer
Little River
Betony Williamson
Jessica Dillon
Travis Briggs
Shawnee Mission West
Roman A. Swoopes
Craig Pimer
Wichita-Campus
Arthur M. Walker

KENTUCKY

Scott County
Simon Willett

LOUISIANA

Tioga
Jason Bell

MAINE

Lewiston
Mae Tobin-Hochstadt

MARYLAND

Calvert Hall College
Sebastian Kurian

MICHIGAN

Portage Central
Christine Osowski

MINNESOTA

Apple Valley
Anna Marino
Austin
Amanda Bremner
Coon Rapids
Andrew MacNally

Dilworth-Glyndon-Felton
James Schumann
Walker
Joe Sweeney
Christopher Baker

MISSISSIPPI

Clinton
Frank Eugene "Smith"
Lilley, Jr.
Matt Mauney
Hattiesburg
Ricky James
Michael Goggin
Amber Wallin

MISSOURI

Aurora
Brooke Blake
Danny French
Blue Springs
Sarah Simmons
Kruti Tripathi
Bolivar
Andy Lynch
Independence-Fort Osage
Micah David McKay
Greenwood Lab
Becky Thomas
Brian Muegge
Columbia-Hickman
Saritha Komatireddy
Ladue Horton Watkins
Hope Glassberg
Christine Yokoyama
Gwen Carroll
Alex Braitberg
Brad Baebler
Brad Proctor

Independence-Truman
Ronald Jeffrey Wages

Jefferson City
Carter Stewart

Marquette
Ed Tulin
Donald McLaren
Kane Huang
Jane Diecker
Ryan Barrett
Evan Cowden
Rachel Kempf

Marshall
Jonathan Chrisman
Shannon

McDonald County
Bonnie Leiby

Monett
Jolie Petersen

Neosho
Nicholas Taylor
David Mariott
Brad Morrison
Randy Betts
Jim Farnsworth
Silas Allard
Bobby Carr

Neosho continued
Justin Covey
Timothy Kenny
Bethany Kenny
Jennifer Libby
Beth Johnson
Mili Joseph

Park Hill
Scott Erwin
Paul J. Walker
Park Hill South
Alison Spinden
Springfield-Parkview
Emily Carlstrom
Pattonville
Heather Schwegler

Raytown
Shauna Prewitt
Raytown South
Victoria Owensby
Edwards S. Jenkins
Reeds Spring
Andrea N. Orman
Diane M. Christrup
Jayson P. Vucovich

Rock Bridge
Jesse Stephens
Kansas City-Rockhurst
David L. Finke
Evan C. McKay
Brian C. Dress
Zach V. Thomas
Smith-Cotton
Andrew C. Johnson
St. Joseph-Central
Christy Calloway
The Barstow School
Ebon Lee
Alex Chilton

MONTANA

Flathead County
Michael Greig
Great Falls-Russell
Rachael McCracken
Helena
Melissa Simonich
Andrew Tweenen

NEBRASKA

Elmwood-Murdock
Carrie Johnson
Kristin McLaughlin
Lincoln East
Thomas Dunbar
North Platte
Chris McClure
Darren Epping
Amy M. Van Velson
Ralston
Ryan Grauer

NEVADA

Chaparral
Thomas Weston Adams III

ACADEMIC ALL AMERICANS

(through March 31, 2001)

Green Valley
Robert Corbett
Brian Wall
McQueen
Justin T. Rusk

NEW YORK

Canisius
Craig Bucki
Chaminade
David Fisher
William Newman
Christian Brothers Academy
John B. Horgan
Pleasantville
Ian Kash

NORTH DAKOTA

Central Cass
James M. Carlisle
Fargo-Shanley
William Viestenz
Brandon Donahue
Kathleen K. Curtis

OHIO

Copley
Steve Elliott
Youngstown-Boardman
Zach Szmara
Katie Quaranta
Bret Kiraly
Matt Christoff
Jim Chimento
Dana DeLorenzo
Jeff Kidd

OKLAHOMA

Alva
Crystal Lohmann
Eric Stroud
Bishop Kelley
Megan Schaunaman
Quin Swiney
Tulsa-Washington
Marshall Everton Gray
Deer Creek

Gene L. Perry
Jennifer Baca

Jenks
Akbar Siddiqui

Muldrow
Coy D. Morgan

Norman
Brett Murphy
Caitlin Rosenthal
Sara Habib
Anna Pope
Norman North
Christina Elmore
Chris Tallent

OREGON

Ashland
Dane Reinstedt
Poppy Alexander
Skye Mathieson
Mike McNamara
Canby
Terry Webber
Clackamas
Liz Eraker
Cameron Downing
Shari Azar

Roseburg

Matt Brown
Spencer Smith

PITTSBURGH

Baldwin
Michael Vu
Belle Vernon Area
Janelle Lynn

SOUTH CAROLINA

Bab Jones Academy
Ruth Hindman

SOUTH DAKOTA

Aberdeen Central
Christopher Huss
Grotan
Susan Marie Knudsen
Martin R. Friedrichs
Jessica Mason
Sioux Falls-Roosevelt
Sara Lommel
Scott Petersen
Spearfish
Nicholas Grey
Vermillion
Jon Spader
Vicky Lio
Watertown
Don Larson
Tamara Joelle Holmes
Chris Bartelt
Lindsey L. Domeman
Brian Fleissner
Aubrey Fiebelkorn
Eddie Gerrish
Tiffany A. Jaspers

TENNESSEE

Brentwood
Oliver Chern
Cookeville
Alexander Davis Taylor
Collierville
Theresa House
Kathryn Miller
Denise Poindexter
Dickson County
John R. Stewart, Jr.
Nashville-Overton
Matthew P. Stevens
Kaiser Farooque

TEXAS

Alief Hastings
Rishi Bhutada
Deer Park
Hung Nguyen
Frenship
Alexandra Adame
Grapevine
Glen Matthew Lindsay
Plano Sr.
Narlyn Wang
Jason Warren
Calli Schiller
Jeffrey Ruder
Neel Mitro
Emily King
Rajiv Giridharagopol
Rick Cofer
Burt Chao
The Colony
Amy Moffett
Tomball
Cary Edward Rasberry

UTAH

Jordan
Stephanie Tatham
Amy Wu

WASHINGTON

North Central
Jeffrey P. Clemens
Auburn Sr.
Pamela Gard
Gig Harbor
Lisa Coffey

WISCONSIN

Appleton West
Colin Hahn
Robert Probst
Brookfield East
Emily Wacker

WYOMING

Campbell County
Amanda Miller
Cheyenne Central
Jeannine M. Panopoulos
Cheyenne East
Dayna Wolter
Jeremy Shuffelbarger
Ryan Ford
Meghan Carter
Green River
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NFL'S TOP 50 DISTRICTS

(as of March 31, 2001)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	--	Northern South Dakota	192.22	Watertown	453
2.	--	Rushmore	190.70	Sioux Falls-Lincoln	402
3.	--	Heart of America	180.94	Independence-Truman	489
4.	--	New York City	171.30	Bronx HS of Science	489
5.	--	East Kansas	168.65	Blue Valley North	432
6.	+10	California Coast	163.46	Leland	550
7.	-1	Northern Ohio	159.36	Youngstown-Boardman	311
8.	+11	East Los Angeles	154.00	Gabrielino	474
9.	-1	Show Me	153.64	Blue Springs	382
10.	+1	Kansas Flint-Hills	152.80	Washburn Rural	443
11.	-2	Florida Sunshine	152.00	Sarasota-Riverview	244
12.	+12	Illini	151.30	Downers Grove-South	482
13.	-3	Florida Manatee	151.10	Nova	332
14.	-7	San Fran Bay	145.87	James Logan	515
15.	-3	Sunflower	142.41	Wichita-East	324
16.	-2	Northwest Indiana	135.58	Plymouth	446
17.	+1	South Kansas	130.58	El Dorado	253
18.	-5	Eastern Ohio	129.00	Carrollton	329
19.	-4	Central Minnesota	128.80	Apple Valley	331
20.	-3	Nebraska	125.15	Millard-North	357
21.	-1	West Kansas	123.40	Manhattan	262
22.	+8	South Texas	122.18	Houston-Bellaire	645
23.	-2	Hole in the Wall	121.06	Cheyenne-Central	308
24.	+10	Eastern Washington	120.20	Gonzaga Prep	188
25.	-3	Montana	118.78	Flathead Co.	279
26.	-3	Northern Illinois	117.81	Glenbrook-North	373
27.	+8	Hoosier Central	114.12	Ben Davis	341
28.	-1	New England	113.60	Manchester	293
29.	-3	Rocky Mountain-South	113.35	Wheat Ridge	298
30.	-2	Southern Minnesota	112.47	Eagan	254
31.	-6	North Coast	112.42	Gilmour Academy	266
32.	+11	Northern Wisconsin	106.18	Appleton East	426
33.	-4	Eastern Missouri	105.66	Pattonville	433
34.	+20	Great Salt Lake	105.27	Salt Lake City-West	136
35.	+1	South Carolina	104.50	Riverside	333
36.	-3	Carver-Truman	102.06	Neosho	355
37.	-6	Western Washington	101.09	Puyallup	177
38.	+10	Sierra	101.05	Foothill	238
39.	+2	Colorado	101.00	Cherry Creek	469
40.	+33	Southern California	100.81	Redlands	202
41.	-9	Idaho	100.73	Hillcrest	223
42.	+2	Southern Wisconsin	99.58	Marquette University	205
43.	-1	West Los Angeles	99.09	Sherman Oaks CES	216
44.	+14	West Oklahoma	99.04	Norman HS North	317
45.	+33	Golden Desert	97.44	Green Valley	311
46.	+20	Orange Blossom	95.46	Wellington	226
47.	+9	Hoosier South	95.15	Evansville-Reitz	415
48.	-9	Ozark	95.00	Springfield-Central	209
49.	+27	Carolina West	92.00	Myers Park	287
50.	-13	West Iowa	91.57	Ankeny Senior	276

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	+29	New Mexico	91.46	Albuquerque Academy	256
52.	-14	East Texas	91.15	Dulles	229
53.	-8	North East Indiana	89.46	Chesterton	469
54.	-7	Big Valley	88.50	Modesto-Beyer	327
55.	-15	Valley Forge	87.31	Truman	260
56.	-3	South Oregon	85.66	Ashland	232
57.	+8	Wind River	85.21	Lander Valley	148
58.	-1	Pittsburgh	85.15	Quigley Catholic	147
59.	-10	Greater Illinois	83.92	Belleville-East	196
60.	+2	Rocky Mountain-North	83.73	Greeley-Central	261
61.	-11	Pennsylvania	83.46	Bellwood-Antis	139
62.	-10	Nebraska South	83.06	Millard-South	183
63.	-17	Michigan	82.71	Portage-Central	192
64.	+5	North Dakota Roughrider	81.70	Fargo-Shanley	189
65.	+9	New York State	81.08	Monticello	148
66.	-11	Chesapeake	80.80	Calvert Hall College	157
67.	-4	Colorado Grande	80.72	Pueblo-Centennial	258
68.	-9	Tennessee	80.56	Mars Hill Bible School	247
69.	-10	Northern Lights	80.10	Moorhead	332
70.	-9	Georgia Northern Mountain	79.84	Grady	158
71.	+1	Heart of Texas	79.62	Westlake	176
72.	+11	Arizona	79.11	Mountain View	214
73.	-9	Utah-Wasatch	79.00	Layton	137
74.	+5	New Jersey	78.80	Seton Hall Prep School	166
75.	-24	Deep South	78.26	Vestavia Hills	234
76.	-6	North Texas Longhorns	77.28	Plano-East	167
77.	-9	Sundance	76.11	Jordan	245
78.	+4	Lone Star	76.00	Grapevine	233
79.	+7	Louisiana	75.33	Caddo Magnet	165
80.	+8	North Oregon	74.60	Gresham-Barlow	190
81.	-14	Western Ohio	74.20	Dayton-Oakwood	213
82.	+10	Big Orange	73.42	Los Alamitos	147
83.	+6	Central Texas	71.50	San Antonio-Churchill	244
84.	-13	South Florida	69.85	Michael Krop	191
85.	-10	Gulf Coast	69.50	Gregory-Portland	242
86.	-2	Tall Cotton	67.64	Amarillo	180
87.	-6	East Oklahoma	67.39	Bishop Kelley	191
88.	+4	Kentucky	65.61	Boone County	179
89.	-12	East Iowa	65.00	Iowa City-West	194
90.	-3	Mississippi	63.43	Hattiesburg	157
91.	-6	Georgia Southern Peach	60.66	Fayette County	96
92.	-3	Sagebrush	53.00	Reno	152
93.	-2	Patrick Henry	51.37	Madison County	137
94.	+3	Mid-Atlantic	50.46	Blacksburg	161
95.	+1	Maine	48.75	Brunswick	127
96.	+6	Tarheel East	47.36	South View Sr.	93
97.	-3	Puget Sound	47.14	Kamiak	136
98.	-3	West Texas	47.07	El Paso-Cathedral	115
99.	--	Capitol Valley	44.75	Rio Americano	87
100.	-2	West Virginia	44.40	Wheeling Park	77
101.	+2	Alaska	33.00	Robert Service	33
102.	-1	Hawaii	32.05	Kamehameha Schools	116
103.	-3	Iroquois	28.90	Mount Mercy Academy	82
104.	--	Guam	4.50	John F. Kennedy	9



LINCOLN REFRESHER



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Lincoln Financial Group provided a refreshment table at several NFL District Tournaments this year like the one pictured below .



Janelle Elrod, Auburn Sr. HS
Qualifier in Oratory

**WESTERN WASHINGTON
NFL DISTRICT**



Ashley Obray, Auburn Sr. HS



Tanya Horlick, Auburn Sr. HS
Qualifier in Humorous Interp



Lincoln Financial Group video display,
part of the refresher table site

The "Refresher" table featured coffee, juice, soda, donuts, cookies and other snacks for hungry coaches and students.

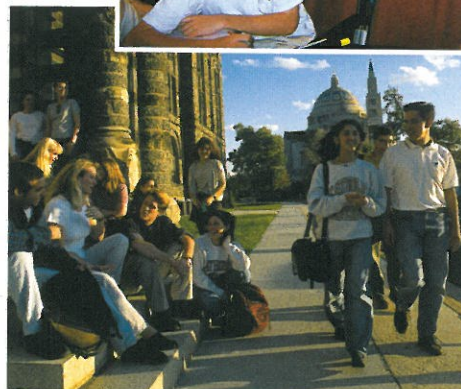
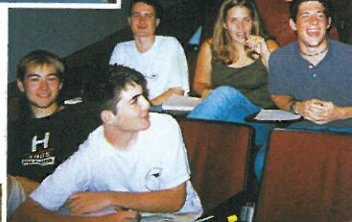
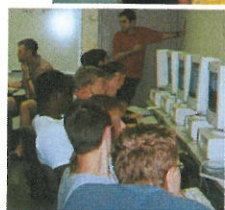
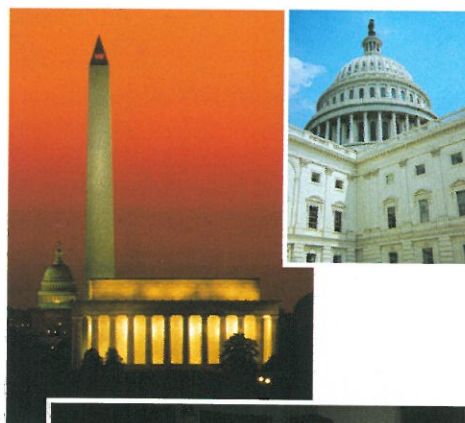
Thank you to Charlotte Heaston and Vicki Sperling of LFG for this great idea!

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Submit pictures of
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- Larry Heftman, Top Seed/Seventh Speaker, 2000 NDT
- Michael Lee, Quarters at 2000 CEDA Nationals
- Alison Chase, Nationally-Ranked Debater
- Michael Pomorski, Winner, 1998 GDS Tournament

** 2000 staff listed, most are expected to return in 2001.*

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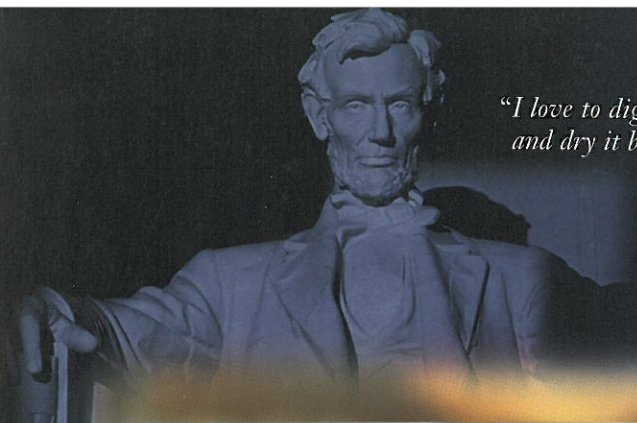
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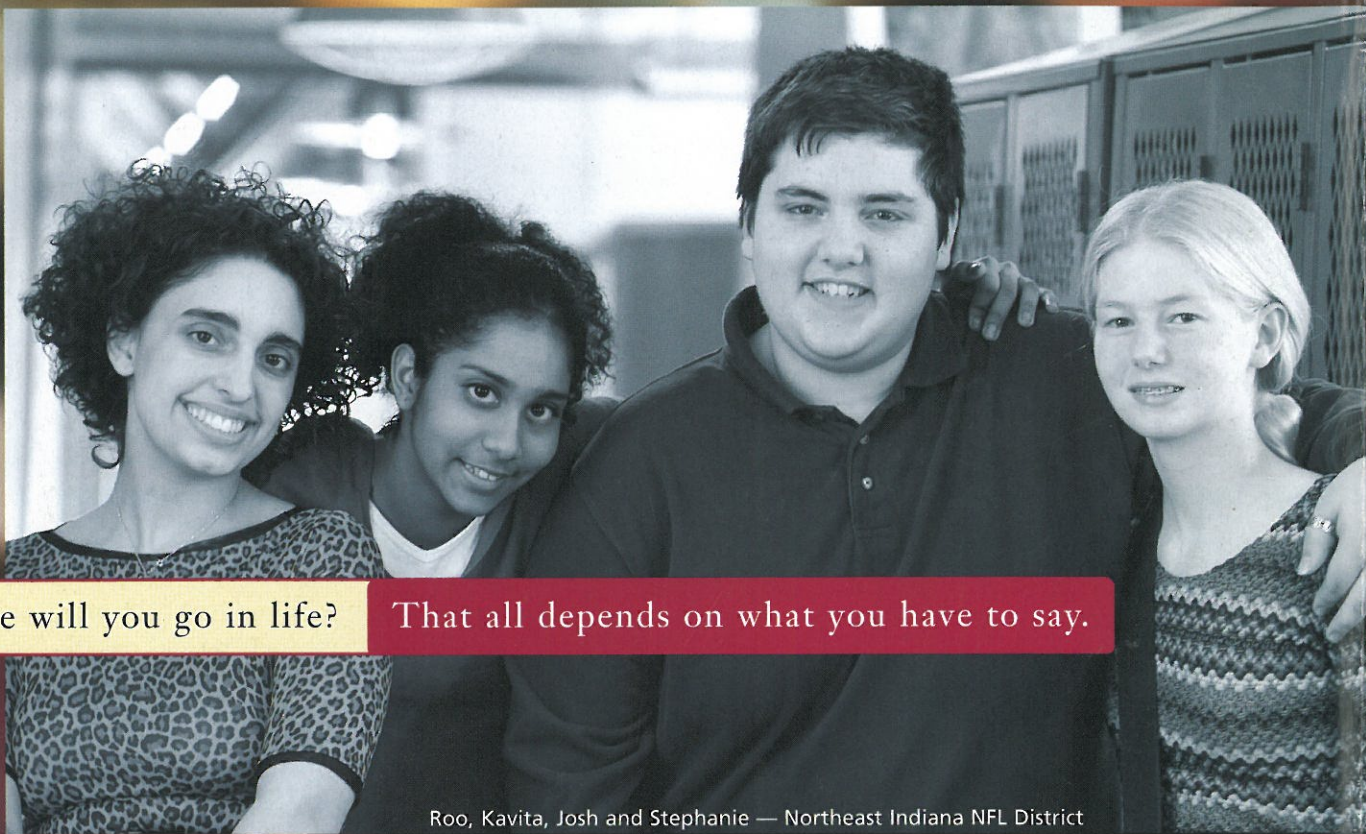
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JUNE 24 - JULY 14, 2001



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Roo, Kavita, Josh and Stephanie — Northeast Indiana NFL District

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