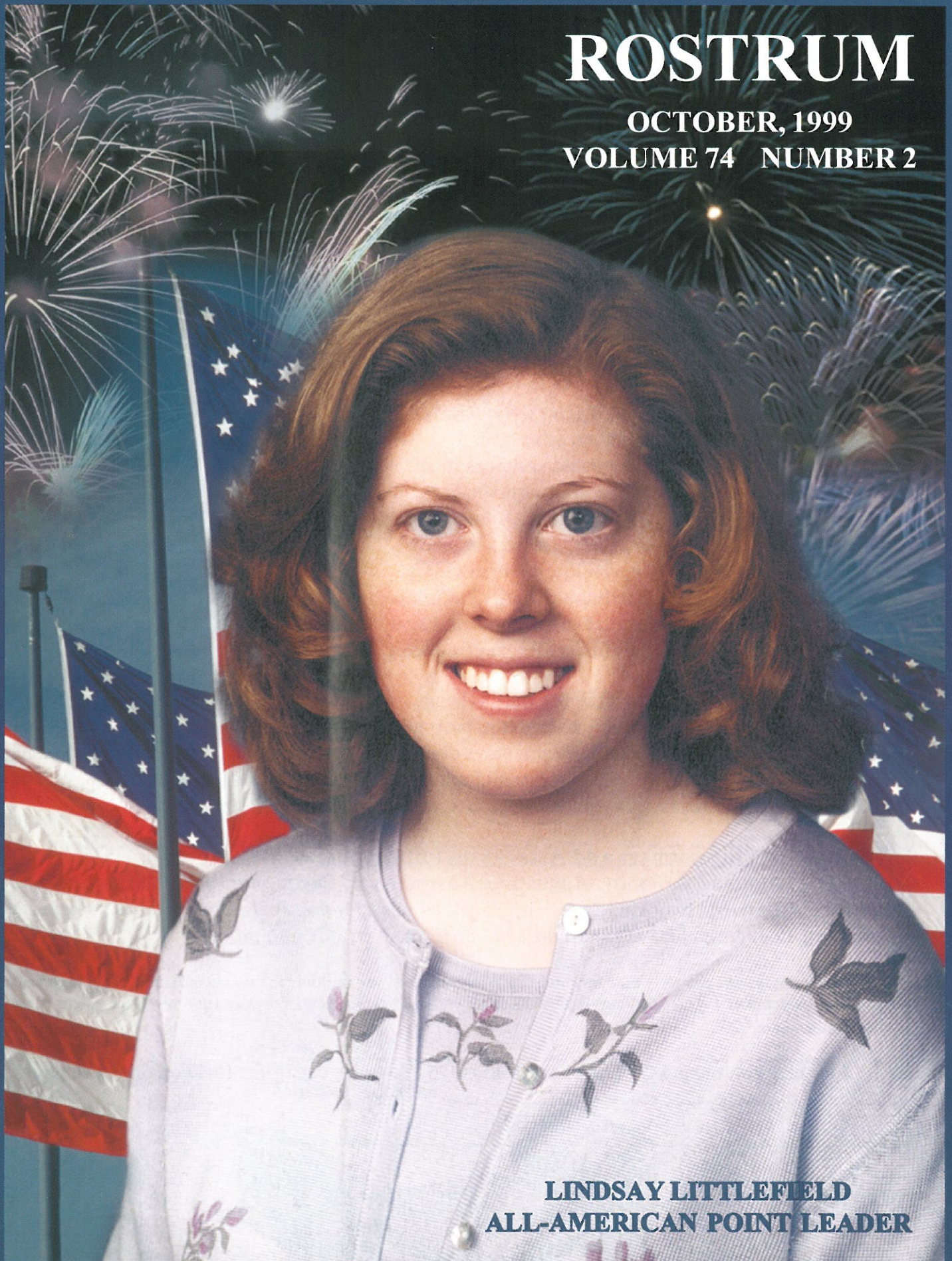


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OCTOBER, 1999
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ALL-AMERICAN POINT LEADER

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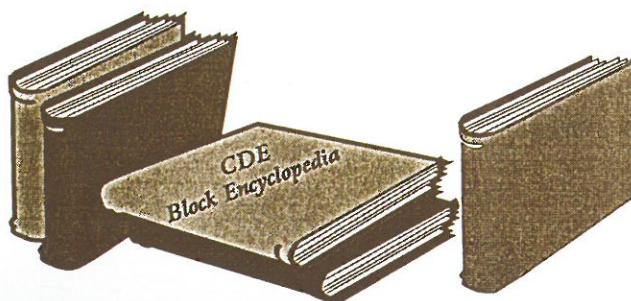
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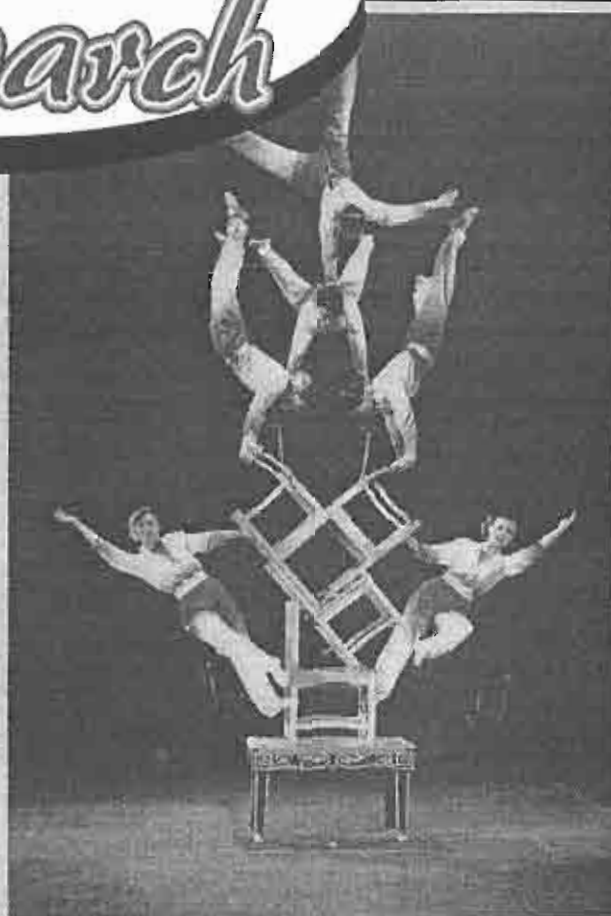
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ON THE COVER: Lindsay Littlefield, NFL's first female All-American National Point Leader.

NEXT MONTH: Lincoln Financial Group L/D Debate issue, guest editor Minh Luong.

LINDSAY LITTLEFIELD

NFL'S FIRST FEMALE ALL-AMERICAN POINT LEADER

Two-time NFL All -American -- Lindsay J. Littlefield -- a 1999 honor graduate of Shanley High School (ND) is the 1999 NFL National Point Leader. Lindsay ended her four-year NFL career with 1818 points and becomes the first young woman to reach NFL's coveted top spot during the years in which All-Americans have been recognized.

While herself quite modest about her accomplishments, she has set several North Dakota state records along the way to her place in the NFL record book. The following represents her most significant milestones:

She is North Dakota's first four-time qualifier to the National NFL Tournament, competing in speech events (Original Oratory: 1996, 1997; Foreign Extemp: 1998, 1999) and Cross Examination debate (1997, 1998, 1999). She won speaker or gavel awards at all four NFL District Qualifying Congresses.

She holds the record for a number of speech championships won by an individual since 1904 when speech competitions began in North Dakota. She won eight ND state individual speech championships and finished as a finalist in years when she did not win her events. [Original Oratory Champion: 1995, 1996, 1998, 1999 (runner-up in 1997); Novice Extemp Speaking Champion: 1995; Varsity Extemp Speaking Champion: 1997, 1998, 1999 (4th place in 1996)].

Her debate career record includes three ND state CX debate titles (Novice: 1995; Varsity: 1998, 1999); and three state CX semi-finalist placings (Novice 1994; Varsity 1996, 1997).

In student congress, she earned four ND state awards (House IA: Best Speaker 1995, 1996; Senate: Superior Speaker 1997; Senate: Presiding Officer 1998).

In addition to these honors, she regularly placed at every tournament she entered, accumulating over 150 individual speaking and debate awards won throughout her years of competition. As a result of these accomplishments in the state, she was a four-time qualifier for North Dakota's All-State Team in Forensics sponsored by the North Dakota Speech and Theatre Association.

At the 50th Anniversary "Fiesta" Invitational held at Watertown, (SD), in January, 1999, she was one of three people recognized by the tournament committee -- the only student -- for outstanding accomplishments in forensics. Her distinction was having competed in five of the 50 "Fiestas" -- the only year she missed was when a blizzard prompted cancellation of the tournament -- and having won the Foreign Extemp Speaking event three of the five years she entered.

Lindsay's involvement in forensics also reflected her leadership skills. While participating on Shanley's team, she assisted with a local debate camp for novice policy debaters, volunteered to judge at local novice debate tournaments, helped her coaches by listening to novice practice rounds, and helped to organize a tournament to raise funds for a local Rape and Abuse Crisis Center. She was an officer in the Shanley NFL Chapter, serving from secretary, to VP, to President during her senior year.

As the 20th Century comes to a close, and while her forensic career is not yet a decade in length, her commitment to forensics and her demonstration of consistency in competition has been widely felt in North Dakota and the region. Susan Anderson, former Chair of the North Dakota Roughrider NFL District remarked at the NFL Award Ceremony on April 20, 1999: "When Lindsay wins, she wins for all of North Dakota. As a national point leader in the NFL, she demonstrates the high quality of forensics in North Dakota."

While the national media may bring North Dakota to the attention of the country only in times of environmental crisis or notoriety related to the movie, *Fargo*; when students like Lindsay rise to the top, North Dakotans can proudly say that there are many more hard-working forensic students where she comes from!

Lindsay currently is debating for Wake Forest University as one of the 1999 Presidential Scholarship winners for Distinguished Achievement in Debate. She is the daughter of Robert and Kathy Littlefield. She has one brother, Brady, who finished his 8th grade year at Sullivan Middle School as the NJFL point leader. He will be a freshman this fall at Shanley High School.

NOVEMBER - DECEMBER LINCOLN FINANCIAL GROUP L/D DEBATE TOPIC

R: The use of economic sanctions to achieve U.S. Foreign policy goals is moral.

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October 1 November - December

December 1 January-February
February 1 March - April

[April 15 National Tournament Topic]

1999-2000 NFL POLICY DEBATE TOPIC

R: That the federal government should establish an education policy to significantly increase academic achievement in secondary schools in the United States.

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SYNOPSIS OF THE PROBLEM AREAS FOR 2000-2001

Electronic Information

Problem Area: *What should be the role of the United States federal government in the security of electronic information?*

Resolution: *Resolved: That the United States federal government should significantly increase national critical information infrastructure security regulation.*

Increasingly we are more and more dependent on the Internet and electronic networks. Critical information infrastructures (CII) are both physical and cyber-based systems essential to the minimum operations of the economy and government. The CII includes the systems that control medical services, electric power generation, telecommunication, banking and finance, oil and gas production and other applications, both government and private. Because of our reliance on these infrastructures we have become vulnerable to attack from both internal and external sources and by both groups and individuals. The question posed by this topic area is what role should the United States federal government have in regulating and defending the critical information infrastructures from both electronic and physical attack. Possible affirmative cases may include: increasing the role of the military in protecting the CII, regulating the dissemination of encryption technology, changing the laws regarding intellectual property rights, and strengthening public/private cooperation. Negative approaches could include: regulation is bad, freedom of speech issues, limitation of trade and information exchange, militarization of the CII, and intellectual property right issues. There are also strong political and economic issues that accompany the regulation of the CII.

Right of Privacy

Problem Area: *How can the right of privacy best be protected?*

Resolution: *Resolved: That the United States federal government should significantly increase protection of privacy in one or more of the following areas: employment, medical records, consumer information, search and seizure.*

Although the word "privacy" does not exist in our constitution, the Fourth Amendment serves as a basis for the discussion of a "right of privacy" in our country, a right which has been controversial since its inception. However, there has been an increasing assault on this right as reliance on science, technology, and the role of government as protector has made it possible to circumvent traditional protections on privacy and subject the individual to increasing scrutiny by government, employers, and the public at large. Affirmative cases include drug testing in employment, investigation of job applicants, employer intrusion into lifestyle, access to electronic mail, direct marketing, identity theft, dissemination of credit reports, regulation of on-line drug stores, genetic testing, regulation of medical records dissemination to limit insurance availability, Miranda warning, student rights, search warrants, and DNA testing for law enforcement purposes. The nega-

tive has a significant amount of ground on this topic in multiple paradigms. Stock issue arguments include a lack of significance of the problem, solvency/workability arguments isolating other means to get the information, and justification arguments about the need for the federal government or why self regulation of business/agencies isn't sufficient. Inherency arguments include the idea that current regulations are sufficient to protect privacy. From a policy making perspective counterplan ground exists in the area of state or self-regulation or counterplanning with a different agent (legislation or the Supreme Court). Possible disadvantages include economic downturns, business confidence, political arguments (Clinton/Gore/Bush/Dole), increased crime, court clog, judicial activism, hollow hope and social movements. Other negative positions exist within the notion of "communitarianism," the idea that community interests outweigh individual rights.

Media Violence

Problem Area: *What should be the United States government role in regulating violence in the mass media?*

Resolution: *That the United States federal government should establish a comprehensive policy regulating violence in the mass media.*

Perhaps no singular event has done more to focus our nation's attention on the pervasiveness of violence in the media than the tragic deaths at Columbine High School in Littleton, Colorado. While there is no definitive answer that would explain why two young men spent nearly a year planning and then executing a massacre of their classmates, it is clear that these two as well as other teens like Michael Carneal, the shooter in the Paducah, Kentucky, school killings, were clearly influenced by images in the mass media. Our culture is inundated by images of violence, whether the nightly news slogan of "If it bleeds, it leads," the graphic and unrelenting violence presented in such popular movies as *Natural Born Killers*, or the increasingly realistic and gratuitous violence in children's video games. Affirmatives debating this topic area might institute clearer rating systems for violent content, restrict violent television to certain hours, reduce children's access to violent programming, or any of a variety of other options that might reduce either the overall level of media violence to which our society is exposed or limit who may be exposed to that violence. Negatives might choose to examine the causes of violence in society, the disadvantages associated with limiting an individual's right to view any programming, the media's right to produce its product without censorship, or which agent is best equipped to deal with these issues.

Access to Genetic Information

Problem Area: *Should the United States federal government regulate access to human genetic information?*

Resolution: *Resolved: That the United States federal government should establish a comprehensive policy regulating access to*

human genetic information.

Access to an individual's genetic information is increasingly sought by law enforcement agencies, insurance companies, employers, and even individuals. For the first time in history, the human genetic code is available. When and how this most personal information can be accessed is only now being recognized as an issue of tremendous importance. How this information will be regulated in the public policy arena is thus a timely issue. Areas open for debate might include: when and how the police can take a DNA sample from an arrested individual; whether and under what conditions an insurance company or employer can demand a DNA sample; when and if an individual should be informed of a potential genetic problem. Negative areas include the state interest in improving the method of tracking and identifying people who commit crimes; the corporate interest in determining if an individual may be predisposed to certain traits; an insurance company's right to know if an individual is predisposed to certain illnesses. Whether the federal government should be the agent of change may also be a negative argument.

Election Reform

Problem Area: *How should the federal election process best be reformed?*

Resolution: *Resolved: That the United States federal government should significantly reform the federal election system in one or more of the following areas: campaign finance, term limits, voter registration, Congressional districting, Electoral College.*

The federal election in November 2000 will occur mid-way through the 2000-2001 debate season. This event assures media attention to a variety of election reform issues. Affirmatives could advocate (among others) the following: restrictions on, or bans of, independent expenditures, foreign contributions, issue advocacy, political action committees, "soft" money; enforcement of current laws; Federal Election Commission reform; mandatory debates (making public funding conditional upon a willingness to debate); imposition or abolition of term limits; lifting restrictions on voter registration; drawing Congressional district lines to create demographically-similar voting regions; and abolishing the Electoral College. Examples of negative arguments include the following: political speech should be unencumbered by campaign finance restrictions; voters should choose the best candidates without respect to term limits; lifting restrictions on voter registrations may contribute to vote fraud; time-tested Constitutional provisions (such as the Electoral College) should remain unchanged; and allowing creative drawing of Congressional districts may disguise a political agenda and cause a return to the gerrymandering of districts.



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Proposed Topic Areas and Resolutions for 2000-2001

Rank the topic areas 1 (best) through 5. The two areas receiving the lowest totals will be placed on the second ballot to select the 2000-2001 debate topic.

ELECTRONIC INFORMATION

_____ Resolved: That the United States federal government should significantly increase national critical information infrastructure security regulation.

RIGHT OF PRIVACY

_____ Resolved: That the United States federal government should significantly increase protection of privacy in one or more of the following areas: employment, medical records, consumer information, search and seizure.

MEDIA VIOLENCE

_____ Resolved: That the United States federal government should establish a comprehensive policy regulating violence in the mass media.

ACCESS TO GENETIC INFORMATION

_____ Resolved: That the United States federal government should establish a comprehensive policy regulating access to human genetic information.

ELECTION REFORM

_____ Resolved: That the United States federal government should significantly reform the federal election system in one or more of the following areas: campaign finance, term limits, voter registration, Congressional districting, Electoral College.

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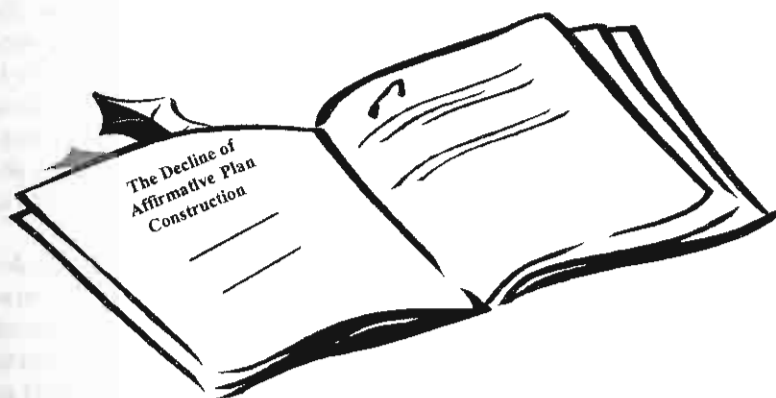
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THE DECLINE OF AFFIRMATIVE PLAN CONSTRUCTION: A SOURCE OF CONCERN IN CONTEMPORARY DEBATE



Kenneth P. Grodd

It seems perfectly clear that a very real change in the nature of the affirmative proposal or plan has occurred in the last few years. In contrast to days of yore, affirmative policy proposals are today, more often than not, bereft of any logistics, any reasonable mechanism for implementation, and any explanation regarding the policy actors who will be involved. The plan might mention how the proposal is to be paid for. However, undoubtedly this constitutes more of a plan spike than an illumination about policy. Then contemporary debaters will conclude the plan presentation with something about how counterplans should be presented in full text, or about how future affirmative speeches will clarify intent. Both of these are anti-intellectual debate constructs which inform no one about how the plan operates. This affirmative practice is becoming so common that one rarely hears a well-developed and articulate plan. Poorly developed and inarticulate proposals for change do not serve the best interests of debate, or those of the student participant. They diminish our policy focus and our credibility to the larger constituency.

Early this season, a fine Georgia school ran a one sentence plan that resolved the Russian prostitution problem by sending 100,000 U.S. military personnel to Russia. That was it! No additional information was forthcoming. Nothing about what they would do while in Russia, where they would stay, who they would report to, or how U.S. Army men and women would be able to render meaningful assistance given the fact they don't speak the language, and would be seriously unbalanced patrolling the

streets of a foreign land. The affirmative then presented some amorphous solvency evidence that suggested that U.S. help was necessary in dealing with the scourge of Russian prostitution. Then, of course, the advantage that is attained by having clamped down on Russian prostitution is compellingly offered. After the 1 AC, I sat back awaiting the barrage from the negative that would surely be oriented toward demonstrating the fundamental foolishness of the idea. The cross-examining 2N did ask a question that implied that he was not altogether comfortable with the plan mechanism. But when he was told to just read the 'something' evidence, he backed off. To my chagrin, the 1 NC then rose to indicate she has problems with topicality. Additionally, as memory serves, she proclaimed her intent to offer an observation suggesting Norway could better deal with the problem, and also that the affirmative will create a Clinton popularity disaster of epic and global proportions. My heart sank. These are two intelligent young people on the negative. Surely they see how nonsensical the plan is. Or even if it makes some sense, how ill-defined and poorly articulated it most obviously is. Any credible indictment should result in an absolute take out of solvency given that the plan is the foundation on which the solvency and advantages depend. But no challenge is forthcoming and, alas, the debate boiled down to whether President Clinton becomes popular enough to do something stupid.

When my debate career began some 15 years ago, plans were reasonably intelligent and relatively detailed proposals for

change. That was considered necessary in order for the affirmative to be regarded as *prima facie*. There existed certain criteria for the presentation of the proposal. In fact, *fiat* demanded some specificity. The word 'should' could not be actualized without a reasonably detailed plan. There seemed to be an implicit deal. The affirmative developed an intelligent and detailed proposal in exchange for the right of *fiat*, which allowed the affirmative not to have to defend negative workability or circumvention arguments. Not any more. These days *fiat* exists even when there is almost nothing to *fiat*. In the prostitution case cited earlier, nothing credible exists post-plan, yet the affirmative gets the full rights of assumed implementation. This in effect is the right to *fiat* solvency. No wonder the affirmative wins as much as it does. What must be understood is that there is an undeniable difference between an idea and a policy proposal. An idea should not command *fiat*, a policy proposal should. Clearly the Russian prostitution case cited above is just an idea. To elevate it to policy credibility is a titanic leap of faith, if not a total suspension of coherent thought.

The question naturally arises as to why affirmatives should present a well-developed plan when they can easily win without one. This is a perfectly reasonable question from a debate standpoint, but it certainly raises larger concerns regarding the direction of our activity. It's probably not too bold to say that in nine out of ten policy rounds, plans are offered that have no possibility of accruing the advantages. The plans are so vague and unspecific that any-

one outside of our activity would dismiss them as both non-implementable and non-credible. But debaters are not tone deaf. They sense what works and what does not. They don't present poorly and simplistically written plans because they are just instinctively inclined to do so. But rather because it doesn't hurt their ability to win rounds. So many judges have such low demands regarding plan construction, yet such high demands regarding nuclear catastrophes and body counts. Most college students judging high school rounds could care less about the plan as long as something is offered. If judges do not shift some focus to the plan itself, and are unwilling to assess the reasonable impact of it, then no debater will risk the time necessary to present a detailed plan. Thus the recommendation offered below may represent a moot point. Certainly absent negative argumentation, a critic should not unilaterally dismiss even the most thoughtless plan. But if we, as judges and coaches, consider ourselves thoughtful assessors of policy, then we should be true to that description and reward negative debaters who dare to question the connection between the plan and the implications. If we look critically at fiat as being a construct to be earned rather than simply being bestowed, plans will inevitably become more sophisticated.

Imagine that proposals for change were suddenly thoughtful and carefully constructed. Certain obvious effects come to mind. **Initially**, it would clearly add intellectual credibility to policy debate. If policy debate is to be about policy, then the policy has to be rational to the critic or observer, who should demand nothing less. Thinking individuals outside our activity would view our current proposals for change as silly if not insulting. They might immediately discern that no reasonable person in a policy-making position would view the proposal as anything more than the simplistic thrashings of an under-informed and angry citizen. What other conclusion would they draw from the prostitution case cited earlier? **Secondly**, the well-explained and carefully constructed plans would allow the debate over solvency to be informed and specific. In contemporary debate, solvency is argued so generically, that negatives usually ask the critic to flow it separately. This reveals clearly that the argument, perhaps too generous a term, has nothing really to do with what solvency should have to do with, the connection between the proposal and the resolutional goal. Quite an offense

to propriety, the negative may term the solvency position as a 'dump'. The vulgarity of the term highlights the obligatory and non-substantive nature of the argument. With better developed plans, and critics who will demand reasonable specificity, solvency will become a credible issue and have the effect of illuminating the search for truth rather than bypassing it. **Thirdly**, the well-developed and thoughtful plans would better prepare the student competitor for other challenges in life. Imagine the results that would inevitably occur in business, education, the military, or government from former student debaters proposing change in the manner performed in a debate round. If our debaters are led to believe that these simplistic proposals are routinely accepted, then they are led in the wrong direction. Demanding a multi-planked plan that has intellectual and policy credibility sends precisely the right message and empowers our students rather than handicapping them.

So what elements should a proposal have in order to earn the right of fiat.

It would appear that the reasonable plan should contain most of the following elements:

First, what agency of government is reasonable for plan implementation? Ideally that agency should have experience and expertise in the area. If a sub-agency within the department is really in physical charge of implementation, then that sub-agency should be identified. If an agency or board is to be created, then a fuller explanation of its functions and make-up are required.

Second, the process of policy implementation should be articulated. How exactly will the agency conduct the policy? Who will be the actors on the scene? What will they actually be doing? How might they deal with contingencies and natural obstacles that may present themselves when a policy is being implemented?

Third, what will be the penalty for noncompliance? Our pluralistic society fails to just roll over for government action. Resistance and outright defiance often occur. And they do not emerge just from the citizenry, but from other agencies. How will the affirmative structure compel compliance with what might constitute significant changes in society and public policy? Some clarification seems essential to the plan's policy credibility, and of course the plan's solvency requirement.

Fourth, how will the costs be provided for specifically? The cur-

rent budget agreement in Washington demand offsets for any new spending programs. What programs will be offset? Or if taxes are to be raised, what taxes and how much? The current debate practice of occasionally saying 'normal means' means absolutely nothing except that the money is attained constitutionally.

Fifth and last, what will be the duration of plan? Most policy proposals set a time limit, or at least can posit an estimation of the time involved. Simply saying that the policy will be in effect as long as it takes is enough reason to suggest something is wrong with the basic concept behind the proposal, unless of course, the proposal represents a permanent change in policy, which should also be stated.

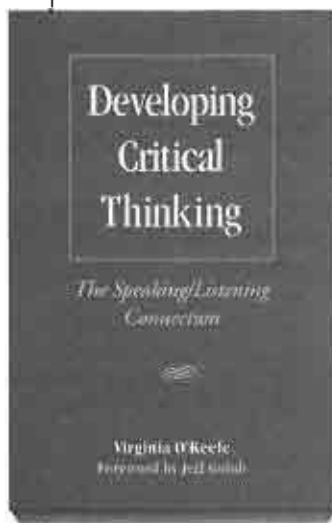
This list is not meant to be all-inclusive. The nature of the plan should dictate many of the logistics. Certainly the more ambitious the plan, the higher the burden of specificity.

As a coach who worries about the direction of the activity we all care so much about, I can't help but conclude that a return to a real policy focus is critical to our survival. Other contributions to this magazine have highlighted other concerns such as the absence of any inherency debate, the demise of an effective public speaking component to debate, and my own contribution regarding the diminished contribution of the 1 NC. We need to take a step back and acknowledge what so many of us know is true. That is that we are thickening the walls between our activity and our natural constituency. Unless we relink ourselves with the citizenry, we have reason to fear for the future. If we can't proudly display our craft to various groups in society, if we respond to criticism with scorn for our critics, and if we assume that society simply is not sophisticated enough to appreciate our current conventions, we are in trouble. We can change without losing an analytical focus. We can gain the broader constituency necessary for survival. But to do this, we must honor our role as illuminators of policy. We can be so much more, but we certainly should be no less.

(Kenneth P. Grodd is Director of Debate at St. Pius X Catholic High School in Georgia)

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STANDARDIZED TESTING: POOR MEASURE OF ACADEMIC ACHIEVEMENT

by Marty Ludlum

One issue in the new topic will be testing. Let's examine three problems of standardized testing, with examples that should help the student understand the difficulty of making a perfect test.

If asked "are standardized tests good or bad?" I feel confident most Americans would respond "bad." But if you stop to ask "Why?" there will be a long pause. Everyone knows they are bad, it is just tough putting it in words. That's why I am here, I think. This is a difficult subject to grasp, I hope everyone has just gotten up from a restful nap prior to reading this section. Surprising as it may seem, this section covers the same material as I use in the first portion of an advanced class in statistics. Please do not change the channel. You will not need a calculator for this portion. But you will need your brain.

We first need to step back and assess what we are doing. By giving tests to students, we are trying to see how intelligent (smart, academic, etc.) they are. But can we measure intelligence? Not really. People do not have Teletubby monitors in the back of their heads, where we can simply stand behind a person and read their "intelligence level." Besides, I hear those things make you gay. We cannot measure an abstract notion like intelligence. We can only measure and observe indicators of that concept, such as how many correct answers you get on a test. Measuring intelligence by computing test scores is similar to looking at a shadow in order to guess the height of the object that made the shadow. Looking directly at the object would be best, but it is not always possible. So, to, is it impossible to measure human traits like intelligence directly. We need some observable way to capture intelligence and objectively quantify it so that it can be compared. The two criteria for a good measure are consistency and similarity. Both are common criticisms of standardized tests.

Consistency

Consistency is the idea that a measurement should be consistent over time and should measure the same regardless of who is monitoring the measurement. Take your weight. How do we measure weight?

We use a standard unit of measurement, a pound, which does not change over time. By using that standard unit of measurement, we can compare your weight from day to day, from year to year, and compare your weight with another person's weight. It is also consistent in that whoever looks at the scale, a ten pound weight should weigh ten pounds. Weight in pounds is a very consistent measurement both over time and between other persons.

In contrast, let's discuss height. Everyone remembers the story of Goliath from the Bible. (I am sure that several of our readers have fainted seeing me mention Bible passages, but for those who remain conscious, I continue). Goliath measured six cubits and a span. What are those? A cubit is a measure from a man's elbow to the tip of his fingers. I could measure your height in cubits and compare that to another person's height. But a person with short arms is going to measure a cubit much shorter than my cubit. That means that a cubit is not a very consistent measure when used by different people, as different people have different measures for cubits.

Further, a cubit will change over time. If I measured the exterior of the White House when I was ten (via cubits) and measure it now, the measurement will change. This is not because the White House has changed in size, it is because my arms are bigger than when I was ten, so the size of my cubit is larger. This means that a cubit is a very inconsistent measure over time. As a result of a cubit being inconsistent between persons and inconsistent over time, it should not be used. It will not accurately measure height in any way that can be used and compared.

As a result, any measurement with cubits is really meaningless. While you can take these measurements and do averages and all types of fancy statistics upon them, the results are still not accurate, since the measurements are not consistent.

What would be a good academic analogy? How about essays? One teacher may hate it, and another may love it. Clearly essays are very subjectively graded, which means they are inconsistent measures of

your intelligence. In fact, when I was in law school three students submitted the identical writing project. However, to everyone's surprise, the three identical papers got three different grades. One got an A, one got a B, and another got a C, all from the same exact project. Obviously, the grading methods of writing projects are not consistent.

Similarity

Similarity means that what is being tested is similar to what concept is being measured. That is an awfully abstract definition. I hope it is easier to understand in an example, let's say instead of written tests, we are going to use a new measure of intelligence: the circumference of your skull. Since your brain sits inside your skull, a larger skull allows for a larger brain. A larger brain hopefully means more intelligence. So we get out a tape measure and measure the skull size of every person in class. If we measure the skulls in inches, the measurement will be very consistent, so that we can compare your skull size to other persons and to your own size over time. We can develop average skull sizes, and a host of other statistics. But does this measure intelligence? No. Skull size lacks similarity with intelligence.

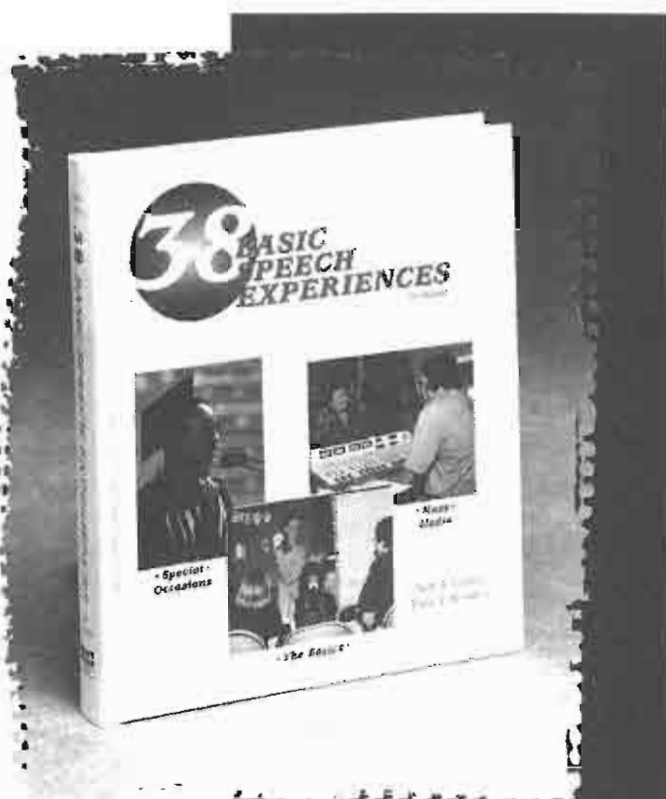
Do standardized academic tests show similarity with intelligence? Do standardized tests really reflect practical information? Some yes, other are laughable. For example, much of the higher math has application only in higher math. I can remember the endless hours spent bisecting isosceles triangles in math/geometry class. Apparently this was an important skill. The math teacher warned us how important this task was to our future. Well, I have four college degrees, and have been in professional life for a decade, and I can tell you I never used that skill once I left high school math. Not once. Frankly, I have never heard of anyone needing or using that skill. I guess none of my friends and associates are making a living attending high school math class.

I am not trying to pick on math class, at least no more than is necessary. There are those excesses in all the subjects of the standardized tests. English, math, science, (Ludlum to page 21)

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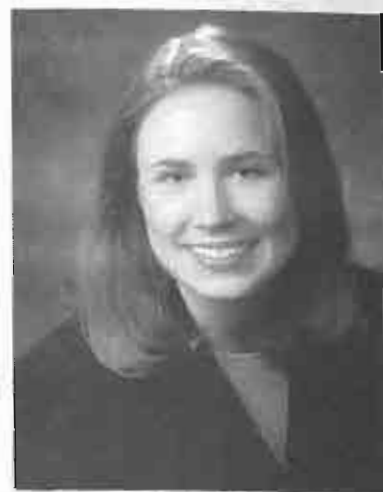


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Lindsay Littlefield	ND	1,818	Rebecca Justice	IN	1,600
Ajay Gupta	OK	1,752	Chase Wren	TN	1,597
Japa Pallikkathayil	MO	1,751	Clarence Webster III	MS	1,596
Germaine Hunter	CO	1,749	Michael K. Erickson	NM	1,596
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Ami Arad	CA	1,733	Matthew L. Case	WA	1,596
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(Ludlum from page 12)

reading comprehension, all have excesses which are tested, but which have little use outside the tests. I could easily spend the rest of my life, and even win the Nobel prize in any number of categories without ever having to diagram another sentence. Do you want practical skills? Ask them to balance a checkbook. Ask them to develop a budget for a business. Ask them to pick a nutritional diet from a list of foods. These are practical skills, marketable skills, skills that are needed in life.

Biases

Standardized tests have other major problems. They are biases. Biases are systemic assumptions of knowledge which benefit one group and disadvantage another. Let me give you a real world example. A radio station in Oklahoma City has a spot they call "the battle of the sexes." It is a man against woman battle for all the glory and prestige of representing your gender, and the opportunity to win t-shirts and a coffee mug. The man and woman radio anchors ask questions to each contestant and the one with the most correct answers wins. Women contestants are asked questions about automobile repairs and sports statistics. Men are asked questions about hair treatments, cooking, and fashion. Rarely does anyone get the questions correct.

In this example, the bias is easy to see. The questions have a sex bias. Questions in most standardized tests have a bias just as clear, but not as obvious to the test takers. For example, some of the math problems assume you know the rules of golf (par, birdie, etc.) or baseball (home run, triple). Others assume you will know which instruments will be in an orchestra (no sitars or ukuleles) or be familiar with American folklore (Buffalo Bill). While these may be easy for you, they would not be easy for a very

intelligent immigrant. A person who is very smart, but unfamiliar with our customs will score poorly on a test that is supposed to measure intelligence.

These standardized tests really show assimilation not intelligence. They show how well you understand and can adapt your knowledge to American culture. That is why many educators laugh at the prospect of standardized tests measuring intelligence (ACT, SAT). They measure how well you are assimilated into our culture. This is not useless, and I think these tests are very helpful. Why? Because if you attend college in America you will likely hear a lot of American references and examples used in class. If you do not understand our culture sufficiently to understand these examples, you will be at a severe disadvantage in education, regardless of your intelligence.

In fact, I have experienced this problem first hand. During law school, I attended Queen's College at Oxford, England for a semester. (If you see me around, ask me about this. It was the best experience of my education, and I could go on talking about it for hours). I was as intelligent as the next student (I think) but I was at a disadvantage. The references made during class, such as British politics, English history, the Church of England, etc., were mostly foreign to me, but everyday knowledge to the English students. I was intelligent but not assimilated enough to understand all the references in class, which limited some of my educational potential. To be honest, my professor knew this, and would make similar American references, such as "it's like Nixon in Watergate," which would make perfect sense to me.

The problem is that making a culture free intelligence test is difficult. It is only possible if you have multiple people's cultures working on the exam, and most Ameri-

can standardized tests employ only Americans' so the bias is ever present, even if invisible to most who take the test.

Similarly, there is also a socio-economic bias in these tests. Most standardized tests assume that you were raised not only in America, but in the middle class. To drive this point home, a sociologist, Adrian Dove developed a Counter-culture intelligence test, which assumes you were born and raised in the South at or near the poverty level. Questions include the time it takes to cook cheap chitlins, the occupation of Bo Diddley, rules about playing craps (dice), analogies for the word "splib" and "gray", and whether the Beatles have soul. (The answer is no. Be serious, four white boys from England having soul?). I use this when I teach at the college level to demonstrate biases in tests. The Dove test is both entertaining and enlightening. Sometimes you do not notice the bias if it benefits you. That does not mean that the bias is not there.

So far, we have discussed three problems with standardized tests: consistency, similarity, and biases. A test is only valuable if the score from the test is consistent, is similar to the concept being measured, and is relatively free of biases. You should begin to see why creating these standardized tests is a very difficult task, and even after decades of work may not be perfect.

Best of luck on the Education topic for 1999-2000!

(Marty Ludlum is owner of Power Punch Publications, Inc., which offers free electronic newsletters on the topic. To subscribe, send message to DebateKing@aol.com.

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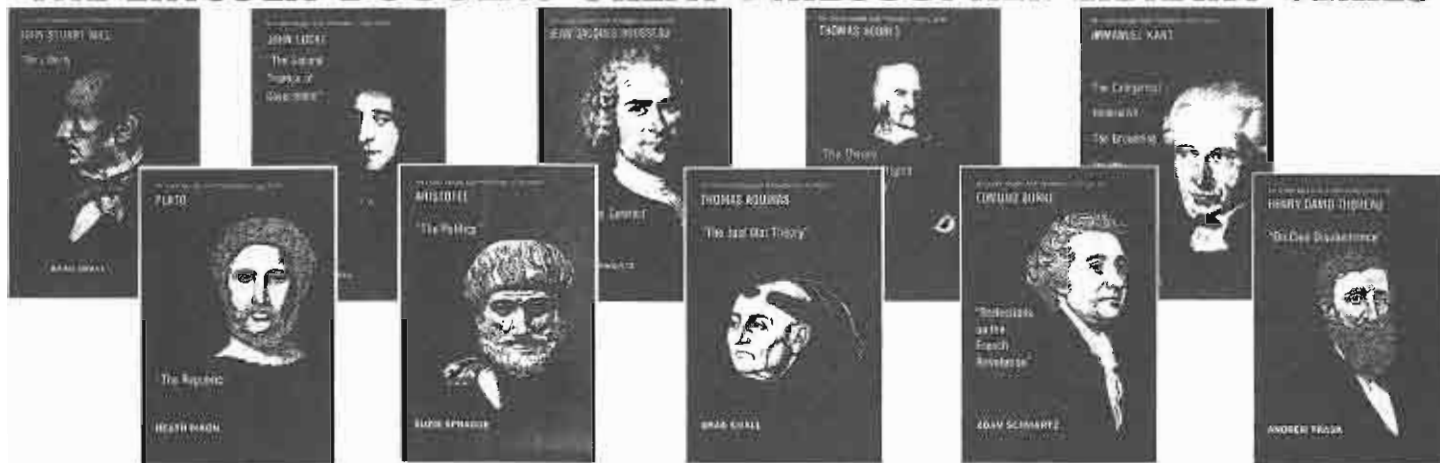
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18. Park Hill HS	MO	164
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25. Cheyenne-East HS	WY	151
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26. Liberty Sr. HS	MO	145
<i>c: Ms. Dana C. Hale</i>		

QUAD RUBY STUDENTS

(AS OF JULY 30, 1999)

ALASKA

Haines HS
Lani Thomas

ALABAMA

The Montgomery Academy
Jim Crook
Decatur HS
Dalecia Davis

ARKANSAS

Little Rock-Central HS
Chris Wheat

ARIZONA

Flagstaff HS
Richard Glover
Mountain View HS
Joshua A. Deahl
St. Johns HS
Steven Tenney
Cortez HS
Peter J. Jenkins
Red Mountain HS
Felix Barker
Ted Westfall
Payson HS
Matt Williams

CALIFORNIA

Immaculate Heart HS
Lauren B. Wilson
Bakersfield HS
Ivan Kirigin
Kimberly Ann Duncan
Bellarmine College Prep
Johnny Yeh
East Bakersfield HS
Daniel Rosengard
Fremont HS
Stephanie Wilde
San Gabriel HS
Jenny Tran
San Marino HS
Carol Huang
Donald Huang
Buena Park HS
John Nguyen
Saratoga HS
Jayanth Iyengar
Cleveland HS
Joshua D. Schein
Katella HS
Wendy Farmer
Taft HS
Alfred Kaye
Danville-Monte Vista HS
Jessica Aber
Kathy H. Lee
Pinole Valley HS
Vincent Chang
Clovis-West HS
Sean Byrne
Miramonte HS
Rebecca Bonneville
Rohit Nambisan
Sherman Oaks CES
Bridget Kustin
Edison-Computech HS
Ian Whitney
James Logan HS
Alphonso Thompson
Rowland HS
Candice Cho
Johansen HS
Morgan Grunerud
Centennial HS
Dustin Dodgin
Joseph A. Kinzel
Gabrielino HS
Paola M. Marcovecchio
La Costa Canyon HS
Aki Wen
Luke Mortensen

COLORADO

Wheat Ridge HS
Casey Light
Josh Whaley
Centaurus HS
Brian Gleeson
Eric Hultgren
Denver-Washington HS
Terrance Favors
Denver-East HS
Quentin Wheeler-Bell
Greeley-West HS
Joseph Martinez
Golden HS
Ted Burke
Rocky Mountain HS
Sam Davis
Columbine HS
Brooks B. Brown
Canon City HS
Amanda McCollum
Moffat County HS
Shannon Schaefer
Sierra HS
Nick Mayle
Palisade HS
Becky Watt
Eaglecrest School
Randy Navarro

FLORIDA

Academy of the Holy Names
Christina Williams
Kaitlin Bishop
Hillsborough HS
Jon Kartt
Taravella HS
Greg Millhauser
Wellington HS
Patrick Dempsey
South Plantation HS
Matthew Karp
University School
Josh Gad

HAWAII

Kahuku HS
Daniel Evans

IDAHO

Blackfoot HS
Jill Stewart
Ruth Harper

ILLINOIS

Glenbrook-North HS
Dan Shalmon
Shawn Powers
Heyworth HS
Brugh Lower
Regina Dominican HS
Leslie Go

INDIANA

Fort Wayne-Northside HS
Kathryn Helmke
Elkhart Central HS
Andrew Moore
Evansville-Reitz HS
Alisha Gaddis
Jacob Farmer
Keith Blaser
Lisa Peerman
Mai Anh Huynh
Nancy Giesman
Paul Musgrave
Tiffany True
Brebeuf Jesuit HS
Andrew F. Hagan
Chesterton HS
Chris Lowery
Evansville-North HS
Joshua Claybourn

Northfield HS
Joanne Grizzle
Serena Thrush
Plymouth HS
Katie Tyree
Mark Hayes

IOWA

Burlington Community HS
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Des Moines-Roosevelt HS
Stephen Davis
Davenport-North HS
Steven Moeller

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John Reeves
Ottawa HS
Jared Wiesner
Wichita-East HS
Jennifer Wade
Misty Johnson
Stacie Hartert
Salina-Central HS
Mary Long
Richard Rollins
Topeka HS
Samantha R. Crow
McPherson HS
Beth Classen
Shawnee Mission North HS
David Fenstermacher
Emmy Levens
Fort Scott HS
Chris Leach
Hutchinson HS
Michael Moore
Nathan S. Walker
Ryan Schletzbaum
Haven HS
Davey Roberts
Jeremy Miller
Jesse Crupper
Kansas City-Washington HS
Timothy Adams
Derby HS
Julie Korphage
Renee Dinsmore
Ulysses HS
Kimere Kimball
Moundridge HS
Jesse Nathan
Parsons HS
Wesley J. Camillo
Shawnee Mission West HS
Craig Pimer
James Walsh
Manhattan HS
Ranjan Muthukrishnan
Shawnee Mission South HS
Nelson Lindahl
Wichita-Heights HS
Jeremy Linkous
Hays HS
Mario Desantis
El Dorado HS
Brett Retherford
Daniel Porter
Zach McHatton
Wichita-Campus HS
Jason E. Rowe
Field Kindley HS
Lucas S. White
Michael D. Bumgarner
Sumner Academy
Shawn Doyle
Washburn Rural HS
D. J. Schultz
Donald J. Schepker
Silver Lake HS
Ryan Freed
Bishop Miege HS
Jeff Cambiano
Patrick Burger

Blue Valley HS
Jenn Daniel
Rose Payne
Independence HS
Michael Fienen
Goddard HS
Susan Proctor
Arkansas City HS
Jason Black
Andover HS
Laura A. Carden
Sarah E. Hill
Lyons HS
Lacey Crowl
Jaime Yeakel
Jayson Tobias

KENTUCKY

Rowan County Sr. HS
Jenny Jalalon

LOUISIANA

New Iberia HS
Laci L. Adams
Tioga HS
Norisha Kirts

MARYLAND

Whitman HS
Jeffrey Theodore

MASSACHUSETTS

Lexington HS
Kate Vogel

MICHIGAN

Portage-Northern HS
Michelle Kuo
Portage-Central HS
John Brandstetter

MINNESOTA

Duluth-East HS
Thomas Witt
Austin HS
Amanda Bremner
Jonathon Stowell
Moorhead HS
Joshua Clausen
Bloomington-Jefferson HS
Jessica Shaw
Leslie Carroll
Walker HS
Brianna Schoeck
Barnesville HS
Michael Larson
Mike Malbon
Apple Valley HS
Anna Marino
Rosemount Sr. HS
Dennis Newman
Jennifer Carbone
Eagan HS
Andrew Martin
David Coates
Deepa Rao
Eric Fenstermaker
Molly Moench
Renee Bremer
Benilde-St. Margaret's Sch.
Anne Bowlus
Kari Koshol
Kurt Bogaard
Eastview HS
Allison Gilmore

MISSOURI

Greenwood Laboratory Sch.
Brian Muegge
Independence-Christman HS
Ross Donaldson
Liberty Sr. HS
Brian Shank
Kansas City-Rockhurst HS
Evan C. McKay
Jack S. Bondon

North Kansas City HS
Micah Kubic
Springfield-Parkview HS
Emily Carlstrom
Sara Telthorst
Springfield-Hillcrest HS
Nick Sloan
Republic HS
Wayne Yocum
Springfield-Glendale HS
Charlie Robinett
David Summers
Jon Breeding
Marshall HS
Jon Shannon
Parkway-West HS
Shawn Kumar
Ladue Horton Watkins HS
Jonathan Blank
Webb City HS
Jeremy Hollingshead
Waynesville HS
Petrice J. Gaskin
Terry-Rochelle Bailey
Grandview Sr. HS
Bonnie Carenen
Carthage HS
Megan Pyle
Nevada HS
Matt Etheridge
Savannah HS
Amy Carmack
Blue Springs-South HS
Matt Brown
Oakville Sr. HS
Kensey Liebsch
Marquette HS
Jane Diecker
The Barstow School
Jessica Krug

MISSISSIPPI

Hattiesburg HS
Lauren Southern
Picaune Memorial HS
Alana K. Allbritton

MONTANA

Great Falls-Russell HS
Rachael McCracken

NORTH DAKOTA

Fargo-South HS
Shawn Klatt
Fargo-Shanley HS
Laura Dignan
Wahpeton HS
Chandler Grant
Richland HS
David Larson
Beulah HS
Justin Noehre
Central Cass HS
Erik D. Ausk

NEBRASKA

Keamey Sr. HS
Tina Liang
Norfolk HS
Mary Boiling
Ryan Donohue
Ralston HS
Mattie Germer
Columbus HS
Sean Patterson

NEW JERSEY

Long Branch HS
Deon Laster

NEW MEXICO

Farmington HS
Shauna Graves
Albuquerque-Valley HS
Johanna Stein

Taos HS
Alice Kilborn
Rio Grande HS
Lisa Apodaca
Luis Fernandez
Los Alamos HS
Jason Jarvinen
Eldorado HS
Chad A. Schneider
Claire A. Long
Albuquerque Academy
Chris Marianetti
La Cueva HS
Nathan K. Gorelick

NEVADA

Reno HS
Amanda Burke
Jeffery Davidson
Valley HS
David Chang
McQueen HS
Carissa Monfalcone
Douglas HS
Jacob Kallman
Green Valley HS
Matt Dziedziak
Michael Anderson
Jessica Rosman
Manish Kumar
Lucas Grower

NEW YORK

Regis HS
Martin Bell
Peter O'Connell
Iona Prep School
Joseph Gallagher
Pleasantville HS
Christopher Parkin
Christian Brothers Academy
Michael J. Vignas

OHIO

Warren-Kennedy HS
J. R. Williams

OKLAHOMA

Enic HS
Brady Henderson
Seminole HS
Brandon Lawson
Nicole Wilson
Moore HS
Taylor Greeson
Tulsa-Washington HS
Prisca Shrewsbury
Norman HS
Brett Murphy
Jenks HS
Akin Owoso
Bartlesville HS
Aimee Lavoie
Benjamin J. Fu
Cascia Hall Prep
Jaime D. Parks
Zeke Murdock
Bishop Kelley HS
Justin Johnson
Muldraw HS
Lori Ramsey

OREGON

Brighton Academy
Naomi Hynes
Ashland HS
Dane Reinstedt
Seth Poulos
Beaverton HS
Jessica Gates
Gresham HS
Alice-Anne Lewis
Clackamas HS
Chad Naso
Eagle Point HS
Garret Harrington
Lindsey Allison
Portland-Lincoln HS
Rebecca Allen
Tualatin HS
Brian Ward

PENNSYLVANIA

Cathedral Prep School
Michael Pomorski
Pat Waldinger
Belle Vernon Area HS
Leeann Rosnick
Kiski School
David Kovalchik
Truman HS
Jonathon Gaynor
Upper St. Clair HS
Neeraj Chandra
Peters TWP HS
Brooke Feinberg
Dan Tobin
Pennsbury HS
Julie Norseen
La Salle College HS
Daniel Gillespie
Ryan Fagan
St. Joseph's Prep School
Matthew Posivak

SOUTH CAROLINA

T. L. Hanna HS
Monica Bell

SOUTH DAKOTA

Huron HS
Kennon Bauman
Madison HS
Matthew Groce
Matthew Havlik
Toby Uecker
Watertown HS
Jared Leighton
Sean Ploof
Brookings HS
Eric Short
Sioux Falls-O'Gorman HS
Miriam Clinton
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Appleton-West HS
Adam Grandy
Algoma HS
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Cheyenne-East HS
Brooks Reeves
Sheridan HS
Michael Owens
Casper-Kelly Walsh HS
Jeff Ouano
Jackson Hole HS
Shawn Hackler
Worland HS
Quinn Clark



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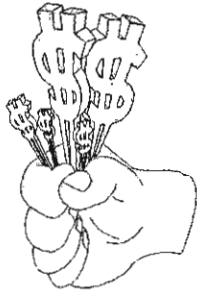
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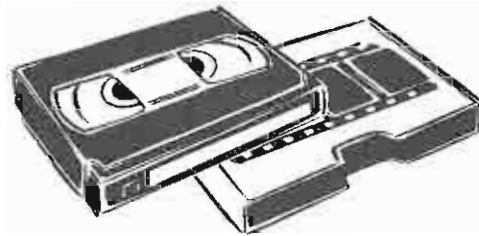
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CHAPTER ACTIVITY REPORT

Kennedy Middle School, CA

Summary: On November 7, 1998 and December 12, 1998, Kennedy Middle School competed in Student Congress in San Francisco. Currently two classes of speech/debate are being taught at Kennedy Middle School.

Accomplishments: On November 7, (3) 5th place winners: Jeff Anderson, Chris Ruane, (Convent HS Student Congress) Bryan Bance. 3rd place winner: Nick Abhoff; 2nd place winner: Tyler Olsen.

On December 12: El Cerrito HS Student Congress - 5 trophies - 23 students

Details/Comments: Chapter President is Corinne Bilz. The chapter membership consists of 24 student participants.

Isidore Newman School, LA

Summary: Isidore Newman School participated in two middle school tournaments at St. Augustine HS and L. W. Higgins HS. Six 8th grade students attended the Ben Franklin HS tournament. One student, Non' Putschard placed 6th in humorous interp.

Accomplishments: Isidore Newman School won a second-place sweepstakes trophy at the Higgins tournament.

Details/Comments: Chapter President is Ann Sayas. The chapter membership consists of 11 student participants.

Washington Jr. High School, MO

Summary: The chapter's main objective was to establish a pilot group of active charter members for the school year.

Accomplishments: Advertise the organization and its significance. An additional accomplishment was to have enough students having sufficient points to become chartered members.

Details/Comments: Preparation was made for student orientation for 98-99 school year. NJFL charter members will welcome incoming 7th graders. Overview of different types of forensic events planned. Took students to NFL '98 Nationals at Pattonville HS (MO). Chapter Advisers: Marcia Schultz and Mike McGough. Chapter membership - 5.

Central Middle School, MN

Summary: 1997-1998: Assisted in facilitation of Minnesota's graduate standards, per MOTA Debate Course. In addition, facilitated school-wide debates each school quarter.

Accomplishments: Invited (114) 8th graders in recruitment drive for high school speech team; saw 46 matriculate to the 1998-99 team.

Details/Comments: Academic/pedagogical assistance with graduate standards needed. Would like to see an incentive program for NJFL to NFL. Modifications/ideas needed for 7th-8th grade schools. Chapter Adviser, Lori Constable. Chapter membership for the '97-98 school year was 46.

Ecole Notre Dame des Victoires

Middle School, CA

Summary: The Ecole Notre Dame des Victoires Middle School hosted an International Junior Forensics Student Congress with two international schools. Representatives from the International School in Kiev, Ukraine and Monkstown Dublin, Ireland. Over 30 Senators attended the sessions. The theme was the "Millennium-It's Our Time." The students wrote five major bills dealing with: Aid to Russia, Banning Nuclear Reactors in Russia, Expanding NATO status, Stopping International Drug Traffic & Addiction Intervention. The 5th grade class sponsored the International Ban on Landmines Bill - U.S. and Ukraine urged to sign. This bill when passed-forwarded a petition to both presidents urging them to join the international community.

Accomplishments: All student congress members, many of the middle school students and faculty signed the petitions. The U.S. team Captain, Jack Kamm (6th grade) stated, "Student Congress - you can't get more American than that - they really had a real American Experience." A future debate in Kiev is in discussion.

Detail/Comments: First place winner Matthew Mac Donald led the U.S. team.



Students from Ecole Notre Dame des Victoires Middle School (CA)

When a judge looks at a plan how will she know it's a plan "to significantly increase academic achievement in secondary schools"? The question is not an easy one, mainly because the topic framers have once again preferred a grammatical construction of the resolution which seems to mandate so-called "effects" topicality. That is, by requiring the affirmative to "establish a policy to significantly increase academic achievement," as opposed to simply requiring the affirmative to "increase academic achievement," the committee appears to permit affirmatives the option of defending policies which would not *directly* increase achievement, but which only have the *effect* of doing so.

Such constructions have become a regular feature of the high school topics debated in the last decade, and at least two points can be made in defense of the committee's choices. First, high school debates simply have not been plagued by effects topicality arguments when such constructions have been chosen. Despite annually strenuous conversation on the issue at the major summer programs, the circuit has been able to handle apparently problematic resolutions of this type without much difficulty. And second, we could say the topic committee has preferred a lesser evil, since forcing affirmatives to actually implement "increases in academic achievement" would impose a perhaps impossible burden on plan topicality. Arguably the only certain way to fiat an academic achievement increase would be to implement a definitional change, such as artificially adding 100 points to every student's SAT score or watering down course requirements. Merits of such plans are difficult to locate.

And so, once again, teams will debate a topic that permits affirmatives to create policies having the effect (direct or indirect) of increasing achievement. That is what affirmatives mean when they say the resolution "mandates effects," a common catchphrase response to effects topicality violations. But to say the resolution requires effects is not to say that all effectually topical cases should be allowed. For example, to pick an extreme case, we know that children are unlikely to academically achieve when they are dead. Such an argument (and who can deny it?) justifies any plan that reduces infant mortality or decreases nuclear war risks. We know that poor children perform less competently on standardized exams. Does this make any pro-economic growth plan a "policy to ...increase academic

THE DGE



EFFECTS TOPICALITY, ALL OVER AGAIN.... by David M. Cheshier

achievement?" But if the answer is yes, we've created an open-ended resolution.

Now a reasonable response is to point to the resolution's modifier for the word "policy." That is, the worse effects abuses might be preventable since the affirmative is only allowed to implement an "education policy." And it is true one definition of the phrase says education policies are those which directly connect to the actual operation of school buildings. But the "education" modification does not entirely solve the problem. Many borderline topical cases involve the operation of school buildings (some run this summer included a ban on mandatory asbestos removal and requirements that school building security be improved). There are also, of course, many seemingly topical cases that have nothing to do with the daily operation of school buildings. And if one prefers policies enjoying contextual support, she will quickly find many proposals quite extraneous to our normal sense of achievement policies which are defended as educationally pertinent, since it is politically popular to defend new programs as done on behalf of "our kids' kids."

What we need is a test, a bright line standard, which can be held up against the plan text to determine if it is reasonably (and directly) a policy to increase achievement. It'd be great if the test were plan-based (that is, a test satisfied simply by looking to see if the plan possesses certain features), since that would get judges out of having to look at solvency evidence to determine topical-

ity (a procedure almost everyone opposes, since it gets us into the ugly business of "mixing burdens," a test the affirmative is usually destined to fail, since casting any doubt on solvency makes the plan only "probabilistically topical"). And it would also be good to devise a *reasonable* test: one providing some latitude to affirmative (after all, the topic "mandates" effects) while still ridding us of the most absurdly indirect achievement policies.

Here's the problem:

All the potential tests suffer from major shortcomings.

Candidate 1: Does the plan announce itself as an academic achievement policy? This test has a major virtue: all a judge has to do is look at the plan and see if the magic language appears. It has a major drawback: any idiot can find a way to plant the resolution in the plan text, and given this, suddenly all plans are topical. Example: "We support establishment of the following education policy to significantly increase academic achievement: Congress will immediately ratify the Comprehensive Test Ban Treaty...." You see the problem.

Candidate 2: Does the case claim only academic achievement advantages? Here is an apparently bright line test. While not plan centered, some find it reasonable to conclude a plan is an academic achievement program when the only benefits claimed on its behalf are attainment related.

A drawback of this idea is we end up rather distorting our routinely understood conceptions of topicality by embracing case-based standards. Many problems arise from doing so, only partly revealed by these questions: (a) Imagine the negative wins a case turn to one of the academic achievement advantages. Does this make the case anti-topical? (b) Imagine the affirmative wins their original education-related advantages, but the debate finally comes down to their success at winning a Clinton turn. Does the fact that their biggest "advantage" is now extraneous to academic achievement mean they lose on topicality? (c) Do we have any justifiable basis for denying the affirmative the right to defend advantages which directly stem from topical action even if they have nothing specific to do with academic achievement goals?

Candidate 3: Does someone else say this is a plan to increase academic achievement? This test has more advocates, some of whom are willing to impose quite strict evidentiary requirements on affirmatives. In fact this may be the most popularly sup-

ported effects topicality test of all. Earlier this summer I heard Dr. Scott Deatherage (coach of the 1998 and 1999 N.D.T. Champions, from Northwestern University) defend the standard, I'm not sure how seriously, that to be topical an affirmative has to have expert evidence saying plan establishment would increase achievement test scores by a significant amount. This is truly strict standard, since if we really knew how to increase scores significantly by enacting federal policy someone would have gotten elected President for their brilliance in thinking it up. Educational consultants get paid big money defending programs that promise even slight test score improvement -- delivering on such promises is very difficult.

Now this might be a virtue of the test, not a drawback. There is a set of proposals whose proponents claim test score improvements will follow implementation, and while there aren't many (presumably they would include proposals to shrink class size, emphasize instruction in the so-called "basics," implement meaningful testing, require teacher certification, and other mainstream ideas), a limited case list would result. Notice also how this test gets the affirmative out of the "mixing burdens" problem: A judge may conclude (based on detailed solvency attacks) that the plan would actually suppress test scores. But this fact doesn't make the case nontopical, so long as the affirmative has reasonable evidence from *someone* saying it is their idea of an "education policy" to improve achievement.

But there are real drawbacks here as well. Do we really want to straitjacket affirmatives into having to defend quantifiable federally mandated test score increases when few if any serious policy players defend such proposals, given the serious disadvantages? Even the President, who possesses a keen interest in educational improvement, does not advocate anything more likely to increase scores than putting some additional strings on Title I ESEA funds, most of which proposals fail the topicality test by having the federal government provide probabilistic incentives to the *states* to improve educational outcomes.

There are some general difficulties with the contextuality standard as well. The main terms in the resolution, especially the phrase "education policy," do not well align with the main terms of art in the educational policy literature. And when they do (as in the case of "academic achievement") vanishingly few authors advocate *federal* action as the agent of establishment. Of course,

sometimes these phrases appear out of thin air, coincidentally chosen by this or that policy advocate as a way to defend his or her wacky idea for fixing schools. Does the process of linguistic happenstance really produce the best case list? It might, but only under circumstances where the topic committee is especially careful to produce topics that employ the main terminology of the relevant literatures.

Candidate 4: The "vacuum test." Several years ago I devised what is now called by some the "vacuum test" as a topicality argument on a foreign policy topic which was also written to permit effects cases. After many years of use, and having generated a decent amount of controversy (if not outright opposition), I will readily concede its drawbacks. But in my view the test works about as well as any alternatives and in fact has some specific virtues.

When debaters defend a vacuum test, they are asking the judge to perform a sort of thought experiment relevant to the plan. To illustrate the use of the test, I want to use an example from last year's Russia topic (for reasons I'll provide just a bit later). As a test for determining whether a plan changed America's foreign policy "toward Russia" or not, some defended a vacuum test that said: "Imagine there is no country called Russia in the world. In such a world, would this plan be a good idea?" If the judge concludes the plan is still desirable (or, to use a tougher test, decides the plan "makes sense in a world without Russia"), then the plan fails and is judged too indirectly topical to pass. If the plan is made incoherent or obviously enjoys no benefits in such a world, then it "passes," and is topical.

Such a test has some considerable benefits. It creates a rather bright line -- one can look at the plan and perform the thought experiment without necessarily perusing every solvency card. On last year's topic, for instance, one could easily decide that a plan to assist in the cleanup of lake Baikal passed. After all, it would be incoherent to imagine passing a plan to clean up a lake if the country it was part of did not even exist (implying the lake wasn't around either). The test often has the virtue of being easily explainable. And while not wholly plan-based (after all, one still has to bring some outside knowledge to bear in making one's decision), the test certainly is plan-centered. Often the test can be defended as producing a reasonably broad case list, one that easily precludes (on this topic) the anti-war and pro-growth cases while still permitting curricu-

lar mandates, testing modifications, and even changes to such programs as the JROC or "conflict resolution" model programs.

I introduced the test by reference to last year's topic because this year's wording complicates use of a "vacuum test" considerably, and in one particularly troublesome way: In devising a test for this education topic, how is it we imagine the world has been changed? Do we imagine a world without "secondary schools," a world without "academic achievement," or a world without "education policies"? How you answer the question produces quite divergent case lists. Perhaps the inclusion of the term "education policy" argues for a vacuum test which imagines a world without secondary schools (given the definition I cited earlier). Imposing such a test preserves many of the mainstream cases but does get rid of many others, like support for Head Start and universal school-aged breakfast programs.

There are other objections to vacuum tests: (a) One might say the test effectively kills any beneficial plan proposal, since in those cases one can often say the plan would "make sense" or be "desirable" even in a world of no schools. The school breakfast case gets to this gray area: On the one hand, school lunches are served in school buildings, which implies the plan passes the vacuum test. But on the other, giving school-aged children price-reduced meals is a wonderful idea whether there are school buildings or not, or whether academic achievement exists or not. (b) The case list which results may be as much skewed as the one produced by the more common "contextual support" effects standard. The vacuum test privileges programs which the plan explicitly runs in school buildings, even if they have nothing to do with academic achievement. For example, the plan to ban the mandated removal of asbestos passes. But a sex education mandate arguably fails (people should learn how to use condoms whether there are school buildings or not), even though that seems more obviously relevant to academic achievement than asbestos containment.

Other merits and drawbacks can be offered as with each of the topicality tests. I would simply offer these quick pieces of advice in thinking through effects topicality this year. First, think through early on how you intend to defend your own plan and attack egregiously nontopical cases (*Cheshier to page 41*)

ANNUAL REPORT 1998 - 1999

This report summarizes the number of new members and degrees added by each chapter during the school year 1998-99. It does not reflect the current strength of each chapter. The "Total" column indicates accumulated members and degrees since the chapter founding or the Leading Chapter Award.

The column marked '99 designates the chapter rank as of June 30, 1999. The column '98 designates the chapter rank the previous year.

Each year the top chapter in accumulated members and degrees, not more than one in a district, receives the Leading Chapter Award, then its accumulated total returns to zero and begins a new record. The symbol ('83) indicates the last time a chapter won the Leading Chapter Award. A school may not receive the Leading Chapter Award unless it has been a member for five years or five years has passed since last receiving the award. If it lost its Charter or has been suspended or expelled or failed to add new members and degrees during the school year it is also ineligible. A tie in the accumulated total for the Leading Chapter Award is broken in favor of the school which enrolled the greater number of new members and degrees during that school year. This report does not contain the records of affiliate schools.

+Leading Chapter Award				#New or Restored Chapter				*Lost or Suspended Charter													
DEEP SOUTH																					
'98	'98	Chapter	New Total	10.	11.	Turlock ('97)	26	52	5.	5.	East Bakersfield	8	532								
1.	2.	+ Indian Springs School	9	347	11.	1.	Stockton-Lincoln ('98)	46	46	6.	7.	Reedley	2	442							
2.	5.	Sidney Lanier	77	310	12.	12.	* Stockton-St. Mary's ('95)	4	22	7.	9.	Clovis-West ('94)	59	362							
3.	3.	Hoover	18	264	CALIFORNIA COAST								8.	8.	Fresno ('85)	2	349				
4.	4.	Henderson ('86)	14	255	'99	'98	Chapter	New Total	9.	10.	Buchanan	56	318								
5.	6.	Decatur ('91)	19	251	1.	3.	+ Lynbrook ('94)	95	652	10.	11.	Bakersfield-South ('86)	17	273							
6.	7.	* Hillcrest	0	202	2.	2.	Monta Vista ('85)	52	646	11.	12.	Bakersfield-Highland ('91)	20	262							
7.	9.	Saint James ('95)	38	176	3.	4.	Fremont ('88)	24	519	12.	13.	Clovis ('93)	18	218							
8.	8.	Holt ('87)	9	155	4.	5.	# Cupertino ('74)	0	460	13.	14.	Golden West	12	169							
9.	11.	The Montgomery Academy ('97)	64	153	5.	6.	Presentation	0	441	14.	16.	Bakersfield-West ('95)	28	179							
10.	10.	Homewood ('92)	22	145	6.	7.	Homestead ('89)	27	355	15.	17.	Sanger ('96)	36	172							
11.	12.	Mountain Brook ('96)	29	96	7.	11.	Bellarmine College Prep. ('97)	139	306	16.	-	# Foothill	81	163							
12.	13.	Brookwood	31	94	8.	9.	Saratoga ('93)	56	306	17.	15.	* San Joaquin Memorial ('90)	0	160							
13.	1.	Vestavia Hills ('98)	93	93	9.	10.	St. Francis ('82)	37	212	18.	18.	Fresno-Hoover ('97)	27	65							
14.	-	# Clay Chalkville	29	62	10.	12.	Mountain View	32	197	19.	1.	Edison-Computech ('98)	56	56							
ARIZONA												SOUTHERN CALIFORNIA									
'99	'98	Chapter	New Total	11.	1.	Leland ('98)	185	185	'99	'98	Chapter	New Total									
1.	3.	+ Cortez	67	539	12.	13.	Prospect ('83)	13	142	1.	2.	+ Claremont ('83)	59	613							
2.	2.	Dobson ('92)	32	510	13.	15.	Los Gatos ('95)	22	130	2.	3.	San Diego ('90)	49	588							
3.	4.	Phoenix Central	46	507	14.	16.	Campbell-Westmont ('98)	36	42	3.	4.	Mount Miguel ('78)	47	475							
4.	5.	Flagstaff	56	467	CAPITOL VALLEY								4.	8.	San Geronimo ('91)	60	441				
5.	7.	Brophy College Prep. ('84)	29	419	'99	'98	Chapter	New Total	5.	7.	Oceanside ('74)	47	436								
6.	6.	* Marcos De Niza	14	415	1.	1.	+ Sacramento-Kennedy ('94)	78	422	6.	5.	Upland	0	420							
7.	13.	Mountain View ('93)	75	402	2.	3.	Nevada Union	51	365	7.	8.	* Temecula Valley	0	313							
8.	8.	Gilbert	17	391	3.	-	# Davis Sr	30	248	8.	9.	Colton ('95)	33	224							
9.	11.	Chaparral	51	388	4.	4.	Rio Americano	21	171	9.	10.	Bonita Vista ('94)	15	202							
10.	9.	Buena	18	383	5.	5.	Ponderosa	29	142	10.	14.	La Costa Canyon	56	187							
11.	10.	St. Johns	16	358	6.	7.	Marysville ('95)	45	141	11.	12.	Holtville ('93)	32	178							
12.	14.	River Valley	48	357	7.	9.	Del Norte County ('98)	35	93	12.	13.	The Bishop's School	18	161							
13.	15.	Sunnyslope ('91)	53	345	8.	8.	El Dorado	13	89	13.	15.	* Hesperia	0	123							
14.	16.	Mesa	21	302	9.	2.	Galt ('98)	28	28	14.	16.	Yucaipa ('96)	49	96							
15.	17.	Blue Ridge	35	279	10.	12.	* Sacramento-Jesuit ('97)	5	23	15.	17.	Mt. Carmel ('97)	60	88							
16.	18.	Salpointe Catholic ('90)	37	274	11.	10.	Woodcreek	0	20	16.	1.	Redlands ('98)	73	73							
17.	20.	Red Mountain	79	240	11.	10.	Folsom	0	20	WEST LOS ANGELES											
18.	19.	* Phoenix-Washington	5	177	EAST LOS ANGELES								'99	'98	Chapter	New Total					
19.	-	# Globe	23	101	'99	'98	Chapter	New Total	1.	3.	Van Nuys-Birmingham ('71)	0	535								
20.	23.	Sinagua	21	99	1.	2.	+ Mark Keppel ('87)	92	475	2.	9.	+ Notre Dame ('77)	84	498							
21.	22.	Mountain Pointe	0	83	2.	3.	San Marino ('85)	86	447	3.	10.	Sherman Oaks CES ('94)	87	488							
22.	-	# Payson	28	66	3.	7.	Gabrielino	185	436	4.	4.	Thousand Oaks	9	458							
23.	24.	* Horizon ('94)	13	50	4.	4.	Rowland	73	372	5.	5.	Bishop Montgomery ('74)	18	452							
24.	26.	# Chandler ('96)	32	39	5.	8.	San Gabriel ('95)	92	350	6.	7.	Los Angeles-Marshall ('84)	23	450							
25.	1.	McClintock ('98)	30	30	6.	5.	Alhambra ('94)	50	331	7.	12.	Loyola ('90)	70	429							
26.	25.	* Shadow Mountain ('95)	0	18	7.	8.	Polytechnic School	18	238	8.	11.	El Camino Real	1	391							
27.	27.	Corona Del Sol ('97)	11	16	8.	11.	Arcadia ('97)	74	139	9.	13.	Granada Hills	49	355							
BIG ORANGE												10.	14.	Arroyo Grande ('93)	53	271					
'99	'98	Chapter	New Total	9.	9.	Damen ('96)	12	108	11.	15.	Cleveland ('96)	86	200								
1.	3.	+ Los Alamitos ('93)	86	319	10.	1.	Schurr ('98)	28	28	12.	16.	Taft ('95)	18	93							
2.	4.	Cypress ('92)	77	286	SAN FRAN BAY								13.	1.	La Reina ('98)	45	45				
3.	7.	Esperanza ('97)	127	280	'99	'98	Chapter	New Total	COLORADO												
4.	2.	Westminster	0	268	1.	1.	+ James Logan ('94)	241	1,015	'99	'98	Chapter	New Total								
5.	10.	Katella ('76)	58	192	2.	3.	St. Vincent ('81)	19	621	1.	-	+ # Fairview	51	596							
6.	8.	Sonora	30	182	3.	4.	California	5	591	2.	2.	Smoky Hill	29	549							
7.	5.	Buena Park ('91)	10	179	4.	8.	El Cerrito ('89)	82	581	3.	5.	Overland ('90)	53	503							
8.	6.	Costa Mesa	0	167	5.	5.	San Fran-St. Ignatius ('80)	40	566	4.	4.	* Arapahoe ('84)	16	470							
9.	9.	* La Habra ('89)	0	141	6.	6.	Pinole Valley ('91)	42	554	5.	3.	* Thomas Jefferson ('80)	0	456							
10.	11.	Brea-Olinda ('94)	21	106	7.	7.	San Fran-Mercy	21	525	6.	8.	Mullen ('91)	59	427							
11.	12.	Irvine	13	63	8.	10.	San Fran-Washington ('93)	24	433	7.	8.	Gateway	20	421							
12.	13.	Anaheim-Western ('98)	0	46	9.	9.	Head-Royce School	8	432	8.	7.	Rangeview	15	409							
13.	-	# Pacifica	16	16	10.	10.	Sonoma Valley	15	424	9.	13.	Cherry Creek ('97)	213	389							
14.	1.	* Troy ('98)	3	3	11.	15.	Miramonte ('96)	169	397	10.	10.	Highlands Ranch	41	378							
BIG VALLEY												12.	12.	El Molino	18	381	11.	9.	Douglas County	12	376
'99	'98	Chapter	New Total	13.	13.	San Fran-Lowell ('95)	111	361	12.	11.	Heritage ('86)	18	343								
1.	2.	+ Lodi ('93)	77	388	14.	14.	Sacred Heart Cath. Prep.	4	253	13.	12.	Columbine ('94)	63	288							
2.	4.	Modesto-Beyer ('98)	101	375	15.	18.	College Prep. School ('97)	57	111	14.	14.	Ponderosa ('95)	31	150							
3.	3.	Modesto ('81)	36	339	16.	2.	Danville-Monte Vista ('98)	106	106	15.	15.	Aurora Central ('93)	13	112							
4.	5.	Stockton-Stagg ('87)	6	236	17.	16.	Analy	27	101	16.	-	# Platte Canyon	111	111							
5.	7.	Johansen	43	238	18.	17.	Carondelet	6	71	17.	16.	Denver-Lincoln ('96)	22	55							
6.	6.	Modesto-Downey ('90)	19	216	SIERRA								18.	1.	Chatfield Sr. ('98)	21	21				
7.	8.	Edison ('92)	31	178	'99	'98	Chapter	New Total	1.	2.	+ Bakersfield ('92)	81	735								
8.	9.	Modesto-Davis ('94)	10	115	1.	2.	* Bakersfield ('92)	81	735	2.	4.	Centennial	130	674							
9.	10.	Bear Creek	26	82	3.	3.	Fresno-Bullard ('88)	2	630	3.	3.	Fresno-Bullard ('88)	2	630							
					4.	6.	Garces Memorial	54	561	4.	6.	Garces Memorial	54	561							

ROCKY MOUNTAIN-NORTH

'99	'98	Chapter	New	Total
1.	4.	+ Fort Collins ('83)	30	504
2.	3.	Steamboat Springs	25	501
3.	6.	Skyline ('90)	39	492
4.	5.	Centaurus	24	490
5.	7.	Loveland ('81)	31	474
6.	--	# Westminster ('79)	34	364
7.	9.	Niwot ('91)	48	356
8.	--	# Ranum	34	355
9.	10.	Moffat County ('93)	40	330
10.	12.	Longmont ('92)	49	314
11.	11.	Denver-North ('89)	23	312
12.	15.	Greeley Central ('98)	115	236
13.	13.	Weld Central	18	173
14.	16.	Rocky Mountain ('95)	37	137
15.	--	# Poudre ('93)	47	113
16.	17.	Thompson Valley ('97)	27	42
17.	1.	Greeley West ('98)	24	24

ROCKY MOUNTAIN-SOUTH

'99	'98	Chapter	New	Total
1.	2.	+ Golden ('92)	72	899
2.	3.	Evergreen	15	562
3.	6.	Arvada-West ('64)	39	503
4.	5.	Denver-West ('78)	5	478
5.	8.	Eaglecrest School	58	427
6.	7.	Green Mountain ('87)	19	419
7.	--	# Standley Lake	34	411
8.	9.	Regis Jesuit ('77)	31	335
9.	11.	Denver-East ('91)	70	329
10.	12.	Bear Creek ('94)	43	279
10.	10.	Montbello School	0	279
12.	1.	Wheat Ridge ('98)	153	153
13.	13.	Denver-Washington ('96)	49	149
14.	--	# Pomona ('94)	18	140
15.	15.	Lakewood ('97)	56	128
16.	14.	Arvada ('95)	24	104
17.	--	# Conifer	27	53

COLORADO GRANDE

'99	'98	Chapter	New	Total
1.	3.	+ Fruita Monument	51	588
2.	2.	Rampart	27	550
3.	5.	Pallisade	63	456
4.	8.	Canon City ('86)	57	424
5.	4.	Wilderfield ('64)	7	407
6.	7.	Doherty ('88)	15	349
7.	9.	Grand Junction ('88)	23	341
8.	8.	* Palmer	8	333
9.	10.	Lamar	24	327
10.	13.	Pueblo-Centennial ('91)	45	302
11.	11.	Liberty	17	286
12.	12.	La Junta ('89)	14	280
13.	16.	Durango ('84)	46	278
14.	14.	Pueblo County ('87)	12	251
15.	17.	Delta	50	238
16.	15.	Rye	0	237
17.	18.	Montezuma-Cortez ('88)	28	212
18.	19.	* St. Mary's	13	188
19.	20.	Air Academy ('95)	20	138
20.	22.	Montrose ('96)	54	128
21.	21.	Trinidad-Catholic ('85)	15	118
22.	24.	Sierra ('97)	45	87
23.	23.	Lewis-Palmer	35	80
24.	1.	Woodland Park ('98)	29	29
25.	--	# Pine Creek	19	19

FLORIDA MANATEE

'99	'98	Chapter	New	Total
1.	2.	+ South Plantation	16	614
2.	4.	Pine Crest School ('89)	63	588
3.	3.	Suncoast	18	555
4.	5.	University School	28	541
5.	7.	Fort Lauderdale	91	511
6.	6.	Marlin County ('94)	18	452
7.	8.	Coral Springs	25	442
8.	9.	St. Thomas Aquinas	33	428
9.	10.	Jupiter	30	408
10.	14.	Taravella ('96)	160	352
11.	11.	Dreyfoos School of the Arts	46	339
12.	17.	Nova ('97)	182	310
13.	--	# Stoneman Douglas	80	289
14.	12.	Palm Beach Lakes ('90)	0	287
15.	13.	Lake Highland Prep.	5	282
16.	--	# Piper	54	244
17.	15.	Trinity Prep. School	56	235
18.	18.	Cypress Creek	30	135
19.	1.	Wellington ('98)	102	102
20.	19.	* Atlantic Community ('95)	4	17

FLORIDA SUNSHINE

'99	'98	Chapter	New	Total
1.	2.	+ Galtner	68	623
2.	3.	Pensacola	37	486
3.	5.	Hillsborough	61	358
4.	4.	* Winter Park ('89)	0	323
5.	7.	Lely	64	293
6.	6.	Buchholz ('94)	35	285

7.	8.	Academy of the Holy Names ('96)	83	243
8.	9.	Pine View School ('95)	36	160
9.	1.	Sarasota-Riverview ('98)	124	124
10.	10.	Tampa-Jesuit ('97)	21	44

SOUTH FLORIDA

'99	'98	Chapter	New	Total
1.	--	* Miami-Southridge	38	615
2.	4.	North Miami Beach ('94)	77	484
3.	3.	Miami Carol City Sr.	16	438
4.	2.	Coral Gables Sr. ('82)	0	427
5.	5.	Christopher Columbus	24	386
6.	8.	* Gulliver Prep. School	0	306
7.	7.	Braddock	24	272
8.	8.	* Southwest Miami Sr. ('92)	7	151
9.	10.	Belen Jesuit	33	124
10.	9.	Our Lady of Lourdes Academy	12	114
11.	12.	Coral Reef Sr	25	83
12.	11.	Miami-Killian ('96)	0	73
13.	13.	North Miami ('97)	15	70
14.	--	# Michael Krop	48	46
15.	1.	Miami-Palmetto ('98)	7	7

GEORGIA NORTHERN MOUNTAIN

'99	'98	Chapter	New	Total
1.	2.	+ Pace Academy	22	344
2.	3.	Central Gwinnett	16	305
3.	4.	St. Plus X Catholic	14	289
4.	6.	Milton	29	205
5.	5.	Calhoun ('91)	20	201
6.	7.	Etowah	28	180
7.	8.	Gainesville ('95)	38	174
8.	9.	Grady ('94)	40	152
9.	10.	Harper-Archer	0	103
10.	--	# McEachern	29	82
11.	11.	Chattahoochee	0	80
12.	13.	Westminster Schools ('97)	53	79
13.	12.	South Gwinnett ('96)	14	52
14.	1.	Brookwood ('98)	48	46

GEORGIA SOUTHERN PEACH

'99	'98	Chapter	New	Total
1.	2.	+ Woodward Academy ('86)	42	335
2.	4.	Lee County ('88)	47	291
3.	3.	Valdosta	0	246
4.	6.	Warner Robins ('92)	26	241
5.	5.	Therrell	0	216
6.	7.	Harlem	0	213
7.	8.	Glynn Academy ('93)	23	180
8.	--	# McIntosh	174	174
9.	10.	Dublin	8	155
10.	9.	Houston County	0	151
11.	13.	Pike County	38	148
12.	11.	* Perry	0	118
13.	12.	* Lowndes	0	116
14.	15.	Carrollton ('95)	36	114
15.	14.	Fayette County	27	108
16.	--	# Cairo	28	92
17.	17.	Northside ('96)	19	78
18.	16.	Sandy Creek	0	76
19.	18.	Mary Persons ('97)	36	63
20.	1.	Thomas County Central ('98)	36	36

HAWAII

'99	'98	Chapter	New	Total
1.	2.	+ McKinley	11	282
2.	3.	Iolani School ('89)	30	283
3.	5.	Kamehameha Schools ('91)	47	253
4.	6.	Aleia	37	237
5.	4.	University Lab. School	0	219
6.	7.	Moanalua	20	210
7.	8.	St. Andrew's Priory	2	174
8.	15.	Punahou School ('95)	57	137
9.	10.	Damen Memorial ('93)	11	119
10.	9.	Maryknoll	2	113
11.	11.	Honolulu-Roosevelt	7	109
12.	12.	Kahuku	11	107
13.	16.	Sacred Hearts Acad. ('94)	20	90
14.	14.	St. Francis	8	89
15.	13.	* Kaiser	0	89
16.	19.	Radford ('97)	33	79
17.	18.	* Castle ('92)	0	58
18.	20.	Milliani	10	49
19.	21.	* Waiakae	0	37
20.	22.	St. Louis ('96)	10	17
21.	1.	H. P. Baldwin ('98)	11	11
22.	--	# King Kekaulike	0	0

IDAHO

'99	'98	Chapter	New	Total
1.	2.	+ Pocatello ('85)	39	709
2.	3.	Madison ('79)	34	702
3.	4.	* Meridian ('82)	0	643
4.	5.	Snake River	42	618
5.	6.	Blackfoot ('87)	47	610
6.	10.	Idaho Falls-Skyline ('90)	103	525
7.	7.	North Fremont	20	515
8.	8.	Kuna	20	512
9.	9.	Nampa Sr. ('63)	14	448
10.	12.	Hillcrest	62	427

11.	--	# Wood River	40	398
12.	12.	Rigby	19	384
13.	18.	Twin Falls ('92)	54	339
14.	15.	Idaho Falls-Bonneville ('91)	28	336
15.	14.	Jerome	13	330
16.	16.	Idaho Falls ('95)	64	286
17.	19.	Centennial ('97)	89	207
18.	18.	Capital ('94)	45	166
19.	20.	* Arco Butte ('93)	0	77
20.	21.	South Fremont ('98)	22	58
21.	1.	Boise ('98)	32	32

GREATER ILLINOIS

'99	'98	Chapter	New	Total
1.	2.	+ Granite City Sr. ('88)	51	357
2.	5.	Belleville-West ('91)	33	314
3.	3.	Freeport ('83)	28	312
4.	8.	Heyworth ('93)	54	304
5.	4.	University ('84)	10	292
6.	7.	Red Bud	31	289
7.	6.	Crystal Lake-South	16	282
8.	9.	Paxton-Buckley-Loda	19	256
9.	10.	* O'Fallon Twp. ('87)	0	232
10.	12.	Belleville-East ('97)	110	167
11.	11.	Portia Township ('94)	26	130
12.	1.	Pekin Comm. ('98)	72	72
13.	13.	Normal Community ('96)	0	34

ILLINI

'99	'98	Chapter	New	Total
1.	2.	+ Reavis	19	769
2.	3.	Buffalo Grove	37	672
3.	4.	* Glenbard-South	12	642
4.	5.	* Wheaton Warrenville South ('84)	0	573
5.	10.	Downers Grove-South ('96)	176	565
6.	6.	Wheaton-North ('92)	97	556
7.	7.	Homewood-Flossmoor ('93)	96	539
8.	8.	Oak Park-River Forest ('87)	0	442
9.	11.	Carl Sandburg	62	430
10.	9.	Naperville Central	4	418
11.	13.	Downers Grove-North ('88)	58	265
12.	12.	Lyons Twp. ('90)	0	240
13.	15.	Thornton Township ('94)	9	173
14.	14.	Romeoville	0	172
15.	16.	Thornridge ('97)	23	75
16.	1.	Thornwood ('98)	69	69

NORTHERN ILLINOIS

'99	'98	Chapter	New	Total
1.	2.	+ Rolling Meadows	34	745
2.	3.	Dundee-Crown	16	718
3.	4.	* Niles-West	0	879
4.	5.	Evanston Twp. ('83)	20	608
5.	7.	Deerfield ('82)	55	601
6.	9.	Maine Township-East ('86)	42	576
7.	8.	Regina Dominican	33	573
8.	6.	Gordon Technical	14	564
9.	10.	Elk Grove ('88)	32	545
10.	11.	Glenbrook-South ('94)	112	525
11.	13.	New Trier Twp. ('95)	122	474
12.	12.	Glenbrook-West ('93)	65	460
13.	14.	St. Charles	23	337
14.	16.	Highland Park ('89)	31	335
15.	15.	Lake Forest	17	324
16.	17.	Loyola Academy ('90)	31	251
17.	18.	Wheeling ('95)	38	204
18.	19.	Jacobs	26	190
19.	1.	Glenbrook-North ('98)	122	122
20.	21.	St. Ignatius College Prep. ('97)	30	65
21.	20.	Prospect ('96)	0	52

HOOSIER CENTRAL

'99	'98	Chapter	New	Total
1.	2.	* Oak Hill	22	739
2.	3.	Kokomo ('87)	48	654
3.	5.	Logansport ('89)	82	647
4.	6.	Ind'pls-North Central ('85)	86	621
5.	4.	* Marion	0	588
6.	9.	Brebeuf Jesuit ('94)	135	567
7.	7.	McCutcheon	18	511
8.	8.	* Muncie-Central	0	445
9.	10.	Hamilton Heights	24	430
10.	12.	Maconaquah ('91)	62	383
11.	11.	* Lafayette Central Catholic	17	379
12.	14.	Ben Davis ('97)	172	362
13.	13.	Peru ('88)	17	327
14.	15.	Lafayette-Jefferson ('92)	33	197
15.	17.	Carmel ('95)	57	162
16.	16.	Wabash-Southwood ('95)	38	158
17.	18.	* Harrison ('93)	0	97
18.	19.	West Lafayette ('96)	33	62
19.	1.	Rossville ('98)	19	19

6.	7.	Evansville Central	9	597	10.	10.	Shawnee Mission North ('90)	26	456	15.	16.	Harrison County ('94)	0	67
7.	8.	Lawrence Central ('88)	26	533	11.	12.	Sumner Academy ('94)	21	435	16.	17.	* Lexington-Clay ('93)	0	45
8.	9.	Reitz Memorial	16	423	12.	14.	Spring Hill	16	419	17.	1.	Lafayette ('98)	41	41
9.	10.	Chrysler ('93)	38	280	13.	13.	* Leavenworth ('85)	0	412	18.	18.	Scott County ('97)	10	30
10.	11.	Evansville-Harrison ('91)	26	135	14.	15.	Kansas City-Washington ('88)	12	393					
11.	12.	Evansville-Mater Del ('97)	36	97	15.	16.	St. Thomas Aquinas	47	378	LOUISIANA				
12.	13.	Rushville Consolidated ('96)	19	37	16.	18.	Shawnee Mission East ('95)	114	377	'99	'98	Chapter	New	Total
12.	2.	North Posey ('98)	37	37	17.	17.	Olathe East	69	346	1.	2.	+ St. Thomas More ('89)	67	556
NORTH EAST INDIANA					18.	19.	Turner	32	247	2.	3.	Riverdale	27	449
'99	'98	Chapter	New	Total	19.	21.	Fort Scott ('96)	79	244	3.	4.	Alexandria Sr.	21	409
1.	2.	+ Huntington North	9	481	20.	20.	* Gardner Edgerton	0	213	4.	6.	New Iberia ('85)	32	361
2.	3.	Elmhurst ('71)	7	467	21.	22.	Shawnee Mission Northwest ('97)	47	94	5.	5.	# Cecilia	10	358
3.	4.	Concord ('84)	43	448	22.	1.	Shawnee Mission-South ('98)	76	76	6.	--	# Carencro	48	330
4.	6.	Canterbury	49	433	KANSAS FLINT-HILLS					7.	7.	St. Martin's Epis. School	23	311
5.	5.	Homestead	24	414	'99	'98	Chapter	New	Total	8.	9.	Caddo Magnet ('94)	61	311
6.	7.	Columbia City ('89)	25	403	1.	2.	+ Emporia ('88)	51	852	9.	8.	Lafayette-Northside	23	281
7.	8.	East Noble	21	375	2.	4.	Lawrence ('92)	94	830	10.	13.	Lafayette-Acadiana ('92)	52	251
8.	9.	* New Haven ('85)	8	323	3.	3.	Topeka-Seaman ('85)	34	787	11.	10.	Pinoville ('91)	6	250
9.	10.	Fort Wayne-South Side ('92)	39	307	4.	5.	Silver Lake	69	751	12.	12.	Newman School ('93)	35	248
10.	11.	Concordia Lutheran	23	181	5.	9.	Washburn Rural ('95)	215	646	13.	11.	Ruston ('90)	0	228
11.	12.	Lakeland ('94)	5	157	6.	7.	Topeka-West ('91)	71	603	14.	14.	Tioga	21	219
12.	1.	Chesterton ('98)	155	155	7.	8.	Highland Park ('82)	8	580	15.	16.	Bolton ('95)	53	219
13.	17.	Fort Wayne-Northrop ('97)	67	142	8.	8.	Wamego	15	538	16.	15.	Abbeville	37	217
14.	14.	Norwell	13	136	9.	11.	Hayden ('93)	54	445	17.	15.	* Loyola College Prep. ('88)	0	197
15.	16.	Snider ('95)	28	124	10.	12.	Baldwin	46	429	18.	18.	Episcopal School of Acadiana	10	170
16.	15.	Howe Military ('91)	4	110	11.	10.	Rossville	33	426	19.	19.	Comeaux ('96)	35	116
17.	18.	Fort Wayne-Northside ('96)	19	78	12.	13.	Topeka ('96)	124	409	20.	1.	Lafayette ('98)	94	94
NORTHWEST INDIANA					13.	14.	St. Mary's	21	297	21.	20.	New Orleans-Jesuit ('97)	5	22
'99	'98	Chapter	New	Total	14.	17.	Free State	78	171	MAINE				
1.	2.	+ Northfield ('92)	195	680	14.	16.	Sallina-Central ('97)	77	171	'99	'98	Chapter	New	Total
2.	4.	Plymouth ('95)	179	620	16.	15.	Osage City ('94)	18	129	1.	3.	+ Thornton Academy	33	248
3.	5.	Munster ('94)	101	520	17.	1.	Shawnee Heights ('98)	20	20	2.	2.	Bangor	28	245
4.	--	# Highland ('82)	53	518	SOUTH KANSAS					3.	4.	Maranacook Community	23	190
5.	3.	Merrillville	14	491	'99	'96	Chapter	New	Total	4.	5.	Monmouth Academy ('93)	6	161
6.	6.	Portage	50	459	1.	2.	+ Goddard	92	820	5.	6.	Cape Elizabeth ('96)	28	141
7.	7.	Hammond ('86)	27	428	2.	3.	Parsons ('87)	43	703	6.	7.	Lewiston ('95)	30	101
8.	9.	Dekalb ('90)	16	298	3.	4.	Wichita Heights ('90)	63	647	7.	8.	Brunswick ('97)	49	96
9.	8.	Kankakee Valley	0	290	4.	5.	Arkansas City	54	598	8.	8.	* Oxford Hills ('94)	11	58
10.	10.	Valparaiso ('96)	44	200	5.	6.	Winfield ('84)	33	545	9.	1.	Scarborough ('98)	19	19
11.	11.	Elkhart Central ('93)	25	138	6.	7.	Wichita-North ('83)	28	459	MICHIGAN				
12.	1.	La Porte ('93)	125	125	7.	11.	Wichita-East ('92)	106	448	'99	'98	Chapter	New	Total
13.	12.	Penn ('97)	51	105	8.	8.	Independence	22	443	1.	2.	+ Portage Central ('94)	95	423
EAST IOWA					9.	10.	Andover	81	429	2.	4.	Kalamazoo Central ('79)	79	375
'99	'98	Chapter	New	Total	10.	11.	Field Kindley ('93)	81	423	3.	3.	East Grand Rapids	47	358
1.	4.	+ Davenport Central ('86)	40	573	11.	13.	Valley Center ('91)	81	415	4.	8.	Portage Northern ('96)	116	314
2.	5.	Clinton ('77)	25	554	12.	9.	Wichita Northwest	14	402	5.	5.	Kalamazoo-Loy Norrix ('88)	2	297
3.	3.	Iowa City ('83)	17	552	13.	14.	# Caney Valley	50	377	6.	9.	Battle Creek Central ('97)	17	38
4.	2.	Cedar Falls ('74)	10	551	14.	15.	Wichita-Campus ('94)	65	351	7.	1.	Troy-Athens ('98)	35	35
5.	6.	Davenport-North	26	544	15.	16.	Derby ('96)	72	211	CHESAPEAKE				
6.	7.	Iowa City-West ('87)	22	471	16.	18.	Labette County	72	167	(NEW DISTRICT)				
7.	8.	Muscatine ('91)	21	428	17.	19.	Wichita-Southeast ('97)	43	132	'99	'98	Chapter	New	Total
8.	10.	Marshalltown ('90)	11	381	18.	17.	Fredonia ('95)	27	125	1.	--	+ Loyola ('81)	74	304
9.	9.	Ottumwa ('88)	2	379	19.	--	# Wichita Northeast Magnet	63	104	2.	--	Calvert Hall College ('94)	66	139
10.	12.	Bettendorf ('93)	42	292	20.	1.	Wichita-South ('98)	21	21	MID-ATLANTIC				
11.	11.	* Wilton Community ('80)	8	275	WEST KANSAS					'99	'98	Chapter	New	Total
12.	13.	Davenport-West ('92)	42	244	'99	'98	Chapter	New	Total	1.	1.	+ James Madison, VA	1	712
13.	14.	Cedar Rapids-Washington ('94)	21	120	1.	2.	+ Buhler	57	867	2.	4.	Blacksburg, VA ('93)	65	417
14.	17.	Wahlert ('97)	60	114	2.	4.	Garden City ('91)	98	829	3.	3.	Prince Edward County, VA	15	398
15.	16.	Clarke Community	26	93	3.	7.	McPherson ('85)	101	794	4.	5.	Edison, VA ('91)	7	337
16.	1.	Burlington Community ('98)	39	39	4.	3.	Hays ('88)	50	786	5.	6.	* Robert E. Lee, VA	0	316
17.	18.	East Buchanan Community	2	34	5.	5.	Ulysses	56	773	6.	9.	Centerville, VA	34	287
WEST IOWA					6.	6.	Great Bend ('82)	54	766	7.	7.	* James Wood, VA ('88)	2	274
'99	'98	Chapter	New	Total	7.	8.	Chaparral	75	763	8.	8.	Lake Braddock Secondary, VA ('90)	0	265
1.	2.	* Denison ('76)	11	448	8.	9.	Manhattan ('90)	88	733	9.	11.	Holy Cross Regional, VA	12	195
2.	3.	+ Spencer ('85)	13	438	9.	10.	Haven	96	672	10.	13.	Abingdon, VA	25	188
3.	8.	Ankeny Sr.	98	427	10.	11.	El Dorado ('93)	120	632	11.	14.	Sherando, VA	13	172
4.	7.	West Des Moines-Dowling ('81)	66	411	11.	13.	Hutchinson ('92)	117	613	12.	15.	Winston Churchill, MD ('94)	18	114
5.	4.	Anita ('84)	0	396	12.	12.	Maize	16	520	13.	16.	Walter Johnson, MD ('96)	29	88
6.	6.	Spirit Lake	22	369	13.	14.	Pratt	25	508	14.	18.	Whitman, MD ('97)	41	62
6.	5.	Sioux City-West	13	369	14.	15.	Remington	42	445	15.	17.	Woodberry Forest, VA	15	54
8.	9.	Okoboji Community School	22	349	15.	16.	Lyons	60	287	16.	2.	W. T. Woodson, VA ('98)	48	48
9.	12.	Le Mars Community ('91)	57	334	16.	18.	Abilene ('94)	70	240	PATRICK HENRY				
10.	13.	Bishop Heelan ('94)	57	332	17.	20.	Concordia ('95)	52	206	'99	'98	Chapter	New	Total
11.	10.	East Des Moines ('86)	1	319	18.	--	# Kapaun Mt. Carmel	63	164	1.	4.	+ Poquoson	18	260
12.	11.	Kuemper	13	313	19.	21.	Sallina-South ('97)	78	169	2.	2.	Princess Anne	0	247
13.	14.	Atlantic ('89)	4	255	20.	19.	Liberal	0	166	3.	3.	* Kempsville	0	248
13.	15.	Cherokee-Washington ('93)	32	255	21.	--	# Bishop Carroll	28	149	4.	7.	Madison County	61	232
15.	16.	Council Bluffs-Lincoln ('92)	31	225	22.	22.	# Junction City ('96)	47	72	5.	5.	Essex	0	223
16.	17.	Des Moines North	31	207	23.	--	# Little River	87	67	6.	6.	Cox	23	207
17.	19.	West Des Moines-Valley ('96)	83	173	24.	1.	Moundridge ('98)	24	24	7.	9.	Granby	33	168
18.	18.	Sioux City-North ('90)	0	164	KENTUCKY					8.	8.	* Western Branch	4	151
19.	20.	Fort Dodge ('95)	50	131	'99	'98	Chapter	New	Total	9.	9.	First Colonial ('93)	15	150
20.	21.	Des Moines-Lincoln ('97)	29	66	1.	--	+ # Montgomery County	30	431	10.	13.	Hampton Roads Academy	22	104
21.	1.	Des Moines-Roosevelt ('98)	21	21	2.	3.	Murray ('90)	49	387	11.	12.	Great Bridge ('94)	17	103
EAST KANSAS					3.	4.	Calloway County ('87)	69	384	12.	14.	* Bayside ('92)	0	67
'99	'98	Chapter	New	Total	4.	2.	Trinity ('89)	0	353	13.	15.	Menchville	0	63
1.	2.	+ Pittsburg ('80)	33	937	5.	8.	Danville	29	275	14.	17.	Monacan ('95)	17	60
2.	3.	Olathe-South	87	900	6.	7.	Tates Creek	0	251	15.	16.	* Green Run ('91)	0	56
3.	5.	Blue Valley Northwest	160	896	7.	10.	Rowan County Sr. ('95)	45	241	16.	18.	Salem ('98)	17	41
4.	4.	Shawnee Mission-West ('92)	72	832	8.	9.	Russellville ('76)	12	234	17.	19.	Hampton ('97)	0	10
5.	6.	Blue Valley North	129	812	9.	11.	Warren East ('91)	21	193	18.	1.	Clover Hill ('98)	0	0
6.	7.	Olathe-North ('82)	51	575	10.	--	# Pike County Central	50	159					
7.	8.	Bishop Miege ('91)	76	574	10.	13.	Lane County ('92)	23	159					
8.	11.	Blue Valley ('93)	131	548	12.	15.	Boone County ('96)	53	157					
9.	9.	Pittsburg-Colgan	22	486	13.	12.	Beechwood	0	141					
					14.	14.	Graves County	30	140					

CENTRAL MINNESOTA

'99	'98	Chapter	New	Total
1.	2.	+ Forest Lake Sr. ('93)	95	764
2.	--	# Simley	18	558
3.	5.	South St. Paul ('84)	76	507
4.	--	# Minneapolis-South	48	493
5.	3.	Mounds Park Academy	15	453
6.	4.	St. Paul Acad. & Summit	8	441
7.	7.	Cottage Grove-Park ('90)	39	417
8.	9.	Apple Valley ('98)	124	412
9.	8.	St. Thomas Academy	13	404
10.	8.	Como Park	5	352
11.	10.	Coon Rapids ('92)	44	264
12.	--	# Eastview	164	248
13.	13.	Roseville Area ('97)	110	211
14.	11.	Anoka ('95)	28	206
15.	12.	Annandale	34	174
18.	1.	Circle Pines-Centennial ('98)	77	77

NORTHERN LIGHTS

'99	'98	Chapter	New	Total
1.	--	+ # St Francis ('91)	44	555
2.	3.	Dilworth-Glyndon-Felton	41	530
3.	2.	Barnesville	24	523
4.	5.	Duluth East ('89)	36	501
5.	4.	* International Falls ('78)	0	482
6.	7.	Grand Rapids ('93)	66	433
7.	6.	Duluth-Central ('82)	23	411
8.	8.	Fosston	1	334
9.	16.	Moorhead ('97)	144	255
10.	9.	* Bemidji	0	201
10.	10.	Staples	33	201
12.	12.	Walker ('98)	55	194
13.	10.	Atkin ('87)	10	178
14.	14.	Duluth-Denfield ('94)	48	177
15.	19.	Brainerd ('95)	59	113
16.	17.	Chisago Lakes Sr.	8	105
17.	18.	Rocori	0	80
18.	1.	Park Rapids ('98)	49	49
19.	--	# Royalton	14	42

SOUTHERN MINNESOTA

'99	'98	Chapter	New	Total
1.	2.	Lakeville ('80)	0	659
2.	3.	+ Dassel-Cokato ('85)	50	568
3.	5.	Hopkins ('64)	39	541
4.	9.	Eagan ('95)	118	516
5.	6.	The Blake School ('87)	12	498
7.	8.	Austin	33	457
7.	8.	Bloomington-Jefferson ('89)	50	453
6.	13.	Edina ('82)	68	444
9.	10.	St. Louis Park	38	423
10.	10.	* Osseo Sr.	0	385
11.	14.	Worthington Sr. ('78)	24	373
12.	12.	Minnetonka	0	366
13.	16.	Stillwater ('90)	49	364
14.	17.	Marshall School ('94)	58	352
15.	17.	Mankato-West ('92)	57	351
16.	15.	* Mankato-Loyola ('86)	1	333
17.	19.	Benilde-St. Margaret's	61	323
18.	20.	Eden Prairie	85	291
19.	21.	Rosemount Sr. ('96)	74	282
20.	22.	Mankato-East ('93)	53	226
21.	23.	Mayo	21	105
22.	1.	Wayzata ('98)	70	70
23.	24.	Chaska ('97)	15	24

MISSISSIPPI

'99	'98	Chapter	New	Total
1.	2.	+ Clinton ('90)	43	295
2.	3.	Rowan Jr.	25	247
3.	5.	Hattiesburg ('94)	32	202
3.	4.	Terry ('93)	18	202
5.	6.	St. Andrew's Episcopal School	46	138
6.	--	# Brookhaven	82	124
7.	10.	R. H. Watkins ('97)	49	107
8.	8.	Jackson Prep. School ('95)	23	105
9.	7.	* Hawkins Jr.	0	86
10.	9.	Petal	0	76
11.	12.	Picayune Memorial	18	64
12.	--	# Oak Grove	34	43
13.	14.	Mc Comb ('98)	3	30
14.	1.	Jackson Academy ('98)	14	14

CARVER-TRUMAN

'99	'98	Chapter	New	Total
1.	2.	+ Carthage	58	668
2.	3.	Cassville ('86)	43	613
3.	4.	Mt. Vernon	14	575
4.	5.	Diamond	17	554
5.	6.	McDonald County	46	461
6.	7.	Nevada ('94)	89	454
7.	9.	Springdale, AR ('83)	29	349
7.	8.	Carl Junction	27	349
9.	10.	Webb City ('90)	28	307
10.	13.	Neosho ('97)	166	300
11.	12.	Aurora ('93)	65	215
12.	14.	Joplin ('95)	52	169
13.	15.	Lamar ('92)	15	105

14.	18.	Republic ('96)	43	73
15.	1.	Monett ('98)	57	57

EASTERN MISSOURI

'99	'98	Chapter	New	Total
1.	2.	+ Columbia-Hickman ('79)	57	700
2.	3.	Hillsboro Sr.	30	595
3.	4.	Parkway North	20	520
4.	5.	Howell North	17	478
5.	6.	Rock Bridge	33	397
6.	14.	Pattonville ('97)	175	386
7.	8.	Marquette	70	380
8.	7.	Ritenour	24	350
9.	9.	Parkway West ('93)	40	320
10.	11.	Jafferson City ('88)	35	287
11.	10.	Ballwin-Lafayette ('91)	14	283
12.	13.	Ladue Horton Watkins ('95)	52	281
13.	15.	Oakville Sr.	31	241
14.	16.	Poplar Bluff Sr.	29	232
15.	17.	Parkway Central ('94)	22	148
16.	19.	# Chaminade College Prep. ('89)	9	104
17.	20.	Clayton Sr. ('98)	18	84
18.	1.	Parkway South ('98)	50	50

HEART OF AMERICA

'99	'98	Chapter	New	Total
1.	2.	+ Carrollton	31	715
2.	6.	St. Joseph Central ('89)	111	652
3.	3.	Maryville R-II	22	638
4.	5.	Kansas City-Winnetonka	11	611
5.	4.	Bishop LeBlond	6	608
6.	7.	Smith Cotton ('78)	61	598
7.	9.	Savannah	80	588
8.	10.	North Kansas City ('94)	98	565
9.	8.	Benton	33	546
10.	11.	Independence-Truman ('95)	152	534
11.	12.	Independence-Christman ('92)	121	499
12.	13.	Kansas City-Oak Park ('93)	112	487
13.	14.	Independence-Fort Osage ('90)	71	312
14.	17.	Liberty Sr. ('97)	145	289
15.	15.	Excelsior Springs	32	252
16.	16.	Kansas City-Central	68	218
17.	1.	Park Hill ('98)	184	184
18.	18.	Marshall ('96)	38	143
19.	--	# Park Hill South	63	63

OZARK

'99	'98	Chapter	New	Total
1.	2.	+ Camdenton	43	586
2.	4.	Springfield-Central ('87)	58	557
3.	5.	Ozark ('84)	43	540
4.	3.	Nixa R-2 Schools	31	536
5.	5.	Buffalo	32	529
6.	7.	Licking	35	437
7.	9.	Reeds Spring	50	417
8.	11.	Waynesville ('92)	51	388
9.	8.	# Willard	0	379
10.	10.	Houston	7	359
11.	13.	Springfield-Parkview ('94)	50	282
12.	12.	# Strafford R-VI	11	280
13.	14.	Logan-Rogersville	23	248
14.	15.	West Plains ('93)	39	221
15.	16.	Springfield-Glendale ('98)	50	162
16.	--	# John F. Hodge	30	148
17.	17.	Bolivar R-1 ('95)	18	123
18.	19.	Kickapoo ('97)	54	122
19.	18.	Springfield Catholic	3	91
20.	1.	Springfield-Hillcrest ('98)	69	69
21.	--	# Mansfield	43	43

SHOW ME

'99	'98	Chapter	New	Total
1.	2.	+ Kansas City-Rockhurst ('89)	79	797
2.	5.	Blue Springs South	123	650
3.	4.	Lee's Summit ('92)	68	630
4.	3.	Harrisonville Sr.	34	628
5.	6.	Blue Springs ('94)	116	569
6.	8.	Notre Dame de Slon	50	439
7.	7.	Raymors-Peculiar	45	437
8.	12.	Raytown ('95)	129	339
9.	10.	Grandview Sr. ('93)	64	308
10.	9.	Pembroke Hill School	28	291
11.	11.	Hickman Mills ('90)	64	278
12.	13.	The Barstow School	65	248
13.	14.	Ruskin ('91)	27	195
14.	15.	Belton ('98)	7	126
15.	1.	Raytown-South ('98)	92	92
16.	16.	Lee's Summit North	11	90
17.	17.	Kansas City-Center ('97)	0	28

MONTANA

'99	'98	Chapter	New	Total
1.	2.	+ Bozeman ('92)	107	886
2.	3.	Havre ('85)	51	553
3.	4.	Great Falls-Russell ('93)	65	518
4.	5.	Billings West ('91)	78	504
5.	7.	Missoula-Helgate ('87)	52	420

6.	8.	Billings Sr.	30	394
7.	9.	Missoula-Big Sky	20	373
8.	11.	Flathead Co. ('98)	105	364
9.	10.	Missoula-Sentinel ('88)	47	331
10.	12.	Corvallis	44	294
11.	15.	Capital	25	241
12.	13.	Park	2	239
13.	14.	Beaverhead County	11	233
14.	16.	Skyview ('95)	51	221
15.	18.	Helena ('94)	51	211
16.	20.	Great Falls ('97)	86	188
17.	17.	Hardin	9	174
18.	19.	Hamilton	17	133
19.	1.	Butte ('98)	84	84

NEBRASKA

'99	'98	Chapter	New	Total
1.	2.	+ Omaha-Marian ('99)	21	729
2.	3.	Millard-North ('95)	144	598
3.	4.	Kearney Sr. ('92)	113	509
4.	6.	Raymond Central	58	420
5.	5.	Burke	0	366
6.	8.	Columbus	27	321
7.	7.	Grand Island ('79)	7	320
8.	10.	Millard West	88	230
9.	9.	* Brownell-Talbot College Prep.	11	193
10.	11.	V. J. and Angela Skurtz Catholic	24	154
11.	12.	Fremont ('96)	55	152
12.	13.	Omaha-Central ('97)	57	110
13.	1.	Norfolk ('98)	97	97
14.	--	# Malcolm	35	59

NEBRASKA SOUTH

'99	'98	Chapter	New	Total
1.	3.	+ Millard-South ('91)	78	645
2.	2.	Lincoln-Southeast ('85)	42	630
3.	4.	Bellevue-East ('54)	65	824
4.	7.	Bellevue-West	36	542
5.	5.	* Omaha-Bryan	7	528
6.	6.	Omaha-Mercy ('78)	19	520
7.	9.	Papillion-La Vista ('93)	87	435
8.	8.	Gross	33	411
9.	10.	Lincoln-East ('94)	75	293
10.	11.	Elmwood-Murdock	27	158
11.	13.	Crete	38	128
12.	12.	Lincoln Northeast ('75)	14	120
13.	14.	Lincoln ('95)	19	106
14.	15.	Ralston ('96)	45	102
15.	18.	Hastings Sr. ('97)	51	90
16.	1.	Omaha-Westside ('98)	8	6

SAGEBRUSH (NEVADA)

'99	'98	Chapter	New	Total
1.	2.	* Reed ('87)	9	350
2.	4.	+ McQueen ('92)	43	288
3.	3.	Incline	8	282
4.	6.	Bishop Manogue Catholic	50	150
5.	5.	Douglas ('95)	23	139
6.	8.	Elko ('96)	37	130
7.	8.	Carson Valley Middle School	27	120
8.	7.	Galena	13	108
9.	1.	Reno ('98)	62	62
10.	10.	Carson ('97)	6	15

SOUTHERN NEVADA

'99	'98	Chapter	New	Total
1.	2.	+ Clark	21	367
2.	3.	Bonanza ('93)	31	285
3.	5.	Chaparral ('94)	59	264
4.	4.	Bishop Gorman	20	262
5.	6.	Advanced Technologies Academy	53	156
6.	1.	Green Valley ('98)	141	141
7.	9.	Valley ('97)	86	106

NEW ENGLAND

'99	'98	Chapter	New	Total
1.	1.	Lexington, MA ('95)	71	532
2.	4.	+ Acton Boxborough Reg., MA	54	388
3.	5.	Shrewsbury, MA ('91)	57	387
4.	3.	Bishop Guertin, NH ('86)	21	361
5.	7.	Manchester, MA ('94)	60	349
6.	5.	Otter Valley Union, VT	8	318
7.	8.	Tabor Academy, MA	12	279
8.	11.	Milton Academy, MA ('97)	68	148
9.	9.	Boston Latin, MA	4	112
10.	10.	Hampshire Regional, MA	1	105
11.	12.	Silver Lake Reg., MA ('93)	14	93
12.	14.	Needham, MA	22	87
13.	13.	Hull, MA	19	86
14.	15.	* Fair Haven Union, VT	0	60
15.	16.	Cath. Memorial, MA ('98)	29	54
16.	2.	Sacred Heart, MA ('98)	38	38

NEW JERSEY

'99	'98	Chapter	New	Total
1.	2.	+ Bergenfield	28	436
2.	3.	Moorestown	51	422
3.	4.	Montville ('89)	47	410
4.	6.	Freehold Township	22	369
5.	5.	Villa Walsh Academy	2	358
6.	8.	Science ('91)	21	251
7.	9.	Barringer	7	227
8.	11.	Hanover Park ('92)	40	191
9.	10.	Parsippany Hills ('90)	6	163
10.	13.	Randolph ('95)	39	161
11.	14.	Bridgewater-Raritan Reg. ('94)	32	141
12.	12.	* Monmouth Reg.	0	129
13.	15.	Malcolm X Shabazz	10	113
14.	16.	Matawan Reg. ('88)	18	112
15.	18.	Ocean Township ('96)	39	109
16.	20.	East Side	16	77
17.	21.	Long Branch ('97)	37	67
18.	1.	Elizabeth ('98)	28	28

NEW MEXICO

'99	'98	Chapter	New	Total
1.	6.	+ Eldorado ('89)	137	581
2.	2.	La Cueva	47	580
3.	3.	# St. Plus X	2	529
4.	7.	Albq.-Highland ('83)	30	428
5.	8.	Hobbs ('86)	0	392
6.	9.	Albq.-Valley ('82)	6	385
7.	--	# Clovis	35	381
8.	10.	Taos ('94)	45	239
9.	11.	Los Alamos ('93)	30	220
10.	15.	Albuquerque Acad. ('97)	138	208
11.	12.	* Portales	10	195
12.	13.	Rio Grande ('95)	45	160
13.	14.	Albq.-Manzano ('96)	26	113
14.	1.	Farmington ('98)	40	40

IROQUOIS

'99	'98	Chapter	New	Total
1.	2.	+ Immaculate Heart Central	22	275
2.	3.	Richfield Springs Central ('89)	0	204
3.	4.	Holland Patent	14	194
4.	6.	Mount Mercy Acad. ('91)	35	160
5.	5.	Webster Sr. ('94)	18	167
6.	7.	Mount Markham Sr.	9	84
7.	8.	Madrid-Waddington Central ('96)	21	58
8.	9.	* McQuaid Jesuit ('95)	0	23
9.	10.	New Hartford Central School ('97)	0	9
9.	1.	Bishop Kearney ('98)	9	9

NEW YORK CITY

'99	'98	Chapter	New	Total
1.	2.	+ Sacred Heart Acad. ('79)	54	694
2.	3.	The Mary Louis Acad. ('80)	1	620
3.	8.	Syosset ('92)	75	469
4.	9.	Hunter College HS	59	449
5.	6.	Loyola School	16	447
6.	14.	Bronx HS of Science ('96)	179	436
7.	5.	* Saint Francis Prep. School	0	435
8.	10.	Half Hollow Hills HS East	41	423
9.	7.	St. Joseph Hill Acad. ('85)	27	422
10.	13.	Stuyvesant ('95)	77	360
11.	12.	Fordham Preparatory School ('58)	25	323
12.	11.	Kings Park Sr.	5	311
13.	15.	Roslyn ('94)	57	273
14.	18.	The Calhoun School	19	211
15.	16.	Chaminade ('97)	85	187
16.	1.	Regis ('98)	133	133
17.	19.	* Cardinal Spellman ('90)	0	60

NEW YORK STATE

'99	'98	Chapter	New	Total
1.	2.	+ Albany ('88)	35	357
2.	4.	Monticello ('92)	49	313
3.	3.	Ursuline School	10	284
4.	5.	Academy of the Holy Names ('87)	13	244
5.	8.	Newburgh Free Acad. ('95)	47	210
6.	6.	Pleasantville	22	198
7.	7.	Shenendehowa ('93)	6	178
8.	9.	Hendrick Hudson ('94)	48	172
9.	10.	Edgemont ('91)	25	137
10.	12.	Christian Brothers Acad.	27	99
10.	11.	Lakeland ('96)	10	99
12.	13.	Iona Prep. School ('97)	23	90
13.	1.	Scarsdale ('98)	48	48

CAROLINA WEST

'99	'98	Chapter	New	Total
1.	2.	+ High Point-Central ('88)	5	451
2.	5.	Myers Park ('91)	108	446
3.	3.	* University	0	438
4.	6.	West Charlotte ('89)	98	368
5.	4.	* Chase	11	351
6.	12.	North Mecklenburg	73	252
7.	7.	Mc Dowell	27	250
8.	10.	Southeast Guilford	41	232
9.	11.	High Point-Andrews ('93)	38	221
10.	9.	Independence ('87)	8	220

11.	8.	* Trinity ('90)	3	218
12.	13.	South Mecklenburg ('94)	41	204
13.	18.	Providence ('97)	89	166
14.	14.	Randleman	15	132
15.	15.	Asheville	26	129
16.	16.	Freedom ('95)	26	126
17.	20.	East Mecklenburg ('96)	82	121
18.	17.	Bishop McGuinness Memorial	10	108
19.	19.	# Westchester Academy	5	81
20.	--	# Zebulon B. Vance	37	55
21.	1.	Ledford ('98)	34	34

TARHEEL EAST

'99	'98	Chapter	New	Total
1.	2.	+ Northeastern	15	358
2.	4.	South View Sr. ('92)	35	337
3.	3.	Chapel Hill ('86)	19	335
4.	5.	Cape Fear	22	320
5.	6.	# E. E. Smith	16	265
6.	8.	Enloe ('93)	29	221
7.	9.	Pine Forest Sr. ('95)	40	220
8.	7.	Northwest Guilford	9	214
9.	10.	71st ('94)	50	152
10.	11.	Byrd Sr. ('96)	52	146
11.	12.	Northeast Guilford ('97)	11	32
12.	1.	Westover Sr. ('98)	12	12

NORTH DAKOTA ROUGHRIDER

'99	'98	Chapter	New	Total
1.	2.	+ Beulah	55	407
2.	3.	Fargo Shanley ('91)	44	378
3.	4.	Richardton-Taylor	38	348
4.	5.	Washburn	40	276
5.	7.	Mandan	42	259
6.	6.	Fargo North ('92)	10	232
7.	8.	Magic City Campus ('94)	32	230
8.	9.	Grand Forks Central ('90)	22	208
9.	10.	Fargo-South ('93)	25	187
10.	11.	Richland	20	168
11.	13.	St. Mary's Central	17	155
12.	12.	Red River ('95)	6	147
13.	15.	Linton Public School	12	144
14.	16.	Bismarck Public Schools	7	116
15.	17.	Langdon Public ('98)	35	107
16.	--	# Central Cass	40	88
17.	19.	Wahpeton ('97)	39	67
18.	18.	Hazen	0	50
19.	1.	West Fargo ('98)	33	33

EASTERN OHIO

'99	'98	Chapter	New	Total
1.	2.	+ Jackson ('76)	53	775
2.	4.	Stow Munroe Falls	73	688
3.	3.	Wadsworth ('86)	44	681
4.	5.	Copley	59	595
5.	6.	Hudson	30	504
6.	10.	Canton-GlenOak HS Career Center ('94)	106	464
7.	9.	Canton-South ('82)	22	407
8.	8.	Timken	0	399
9.	14.	Wooster ('95)	94	356
10.	11.	North Canton-Hoover ('88)	16	339
11.	18.	Carrollton ('96)	126	332
12.	12.	Canton Central Cath. ('78)	6	319
13.	15.	Louisville Sr. ('93)	47	303
14.	16.	Norton ('91)	34	285
15.	17.	Lake	50	276
16.	13.	Heath	0	268
17.	19.	Canton-McKinley ('92)	37	226
18.	21.	Perry ('97)	96	177
19.	20.	Alliance ('90)	0	133
20.	24.	Cuyahoga Valley Christian Acad	33	100
21.	21.	Aurora	1	62
22.	23.	Firestone ('81)	0	68
23.	1.	Massillon Washington ('98)	60	60

NORTH COAST

'99	'98	Chapter	New	Total
1.	2.	+ Shaker Heights ('85)	30	469
2.	3.	Hawken School	58	466
3.	--	# Magnificat ('67)	70	357
4.	5.	Vermilion	51	356
5.	6.	St. Ignatius ('92)	71	356
6.	4.	Midpark	13	324
7.	7.	Solon	43	288
8.	9.	Olmsted Falls	28	161
9.	13.	Gilmour Academy ('97)	78	150
10.	10.	Edison	35	139
11.	11.	Crestwood ('96)	44	133
12.	13.	Rocky River ('95)	41	113
13.	12.	Shaw ('94)	13	99
14.	1.	St. Edward ('98)	21	21

NORTHERN OHIO

'99	'98	Chapter	New	Total
1.	2.	+ Youngstown-Mooney ('93)	114	637
2.	3.	Youngstown-Ursuline ('81)	40	562
3.	6.	Austintown-Fitch ('95)	130	513
4.	4.	Poland ('89)	39	456
5.	5.	Warren-Kennedy ('88)	49	448

6.	7.	Howland ('94)	71	359
7.	6.	Youngstown-Boardman ('96)	120	347
8.	9.	Glrad	26	235
9.	10.	Lisbon	14	138
10.	11.	Canfield ('97)	56	128
11.	1.	Niles-McKinley ('98)	115	115

WESTERN OHIO

'99	'98	Chapter	New	Total
1.	2.	+ Sylvania-Northview ('84)	44	598
2.	3.	Dayton-Oakwood ('91)	79	573
3.	4.	Centerville ('93)	55	527
4.	--	# Elgin	43	418
5.	5.	Fairborn	10	412
6.	6.	Gahanna-Lincoln ('89)	34	349
7.	10.	Findlay ('90)	24	271
8.	9.	Notre Dame Academy	0	255
9.	12.	Wauseon	24	173
10.	11.	Brookville	4	171
11.	15.	Beavercreek ('92)	43	158
12.	14.	Stebbins	21	154
13.	16.	Kettering-Fairmont ('96)	36	122
14.	17.	Middletown ('94)	15	98
15.	18.	Toledo-Whitmer ('95)	6	62
16.	1.	Sylvania-Southview ('98)	21	21
17.	19.	* Thomas Worthington ('97)	6	16

EAST OKLAHOMA

'99	'98	Chapter	New	Total
1.	2.	+ Oologah	24	583
2.	4.	Jenks ('92)	49	509
3.	3.	* Pryor	0	472
4.	5.	* Tulsa Memorial	0	450
5.	6.	Miami ('84)	22	428
6.	7.	Tulsa-Union	13	415
7.	8.	Ponca City ('89)	21	389
8.	11.	Bishop Kelley	84	374
9.	9.	Seminole ('90)	25	337
10.	13.	Muldrow	53	332
11.	10.	Cascia Hall Prep.	9	309
12.	12.	Ada	0	286
13.	15.	Sapulpa ('93)	32	283
14.	15.	Tallhina	23	274
15.	14.	Grove	0	273
16.	17.	* Muskogee ('81)	14	264
17.	18.	Picher-Cardin	16	263
18.	24.	Tulsa-Washington ('96)	93	262
19.	19.	Mannford	17	242
20.	20.	Vinika	23	229
21.	23.	Stillwell	31	222
22.	21.	Bixby	23	221
23.	22.	Claremore	13	208
24.	25.	Pawhuska	14	173
25.	26.	Keota	13	165
26.	30.	Bartlesville ('97)	79	162
27.	27.	Charles Page ('95)	0	120
28.	29.	Shawnee ('94)	20	111
29.	28.	* Owasso	2	110
30.	31.	# Mounds	12	83
31.	1.	Broken Arrow ('98)	42	42

WEST OKLAHOMA

'99	'98	Chapter	New	Total
1.	2.	+ Yukon	33	611
2.	3.	Enid ('75)	33	607
3.	4.	Alva ('91)	54	593
4.	6.	Kingfisher	50	535
5.	5.	Edmond North	41	528
6.	8.	Moore	5	462
7.	7.	Luther	1	460
8.	10.	Guymon ('92)	60	445
9.	11.	Bishop McGuinness	26	410
10.	12.	Okla. City-Heritage Hall ('85)	20	399
11.	14.	Stillwater	29	385
12.	13.	# Lawton ('76)	6	370
13.	15.	Putnam City-West ('84)	7	356
14.	17.	Norman ('96)	116	331
15.	16.	Fairview	28	313
16.	19.	Putnam City ('93)	36	238
17.	--	# Edmond-Santa Fe	77	231
18.	20.	Okarche	33	217
19.	22.	Deer Creek	35	182
20.	23.	McLoud	12	148
21.	25.	Edmond-Memorial ('95)	32	122
22.	26.	Norman HS North	70	111
23.	1.	Putnam City-North ('98)	49	49
24.	27.	Duncan ('97)	28	44

NORTH OREGON

'99	'98	Chapter	New	Total
1.	2.	+ Silverton	32	517
2.	3.	Portland-Lincoln	43	513
3.	4.	Beaverton ('89)	35	411
3.	5.	Tigard ('88)	49	411
5.	6.	Woodburn	28	372
6.	7.	* McMinnville	0	320
7.	9.	Clackamas ('94)	47	317
6.	8.	Sandy Union	22	311
9.	10.	Gresham-Barlow ('95)	69	289
10.	12.	Tualatin	26	204

11.	11.	* Rex Putnam	0	186
12.	13.	Gresham ('92)	21	157
13.	14.	Sunset ('90)	20	144
14.	15.	Glencoe ('96)	40	106
15.	16.	Sprague ('93)	22	77
16.	17.	Canby ('97)	36	68
17.	1.	Oregon City ('98)	38	38

SOUTH OREGON

'99	'98	Chapter	New	Total
1.	2.	+ Ashland ('94)	96	508
2.	3.	Eagle Point ('90)	49	411
3.	6.	Mountain View	38	370
4.	4.	North Medford ('85)	13	353
5.	7.	Marshfield ('87)	22	351
6.	8.	Rogue River	0	317
7.	10.	Roseburg Sr. ('98)	83	240
8.	9.	North Valley ('92)	34	200
9.	-	# Bend Sr ('86)	28	198
10.	11.	North Eugene ('91)	20	144
11.	12.	North Bend Sr. ('95)	13	81
12.	13.	Willamette ('97)	21	78
13.	1.	Grants Pass ('98)	38	38

PENNSYLVANIA

'99	'98	Chapter	New	Total
1.	3.	+ Kiski School ('88)	41	396
2.	4.	Franklin Regional	26	357
3.	5.	* Gateway ('85)	10	325
4.	6.	Rockwood	17	325
5.	7.	Belle Vernon Area ('92)	35	304
6.	8.	Unifontown Area Sr. ('89)	15	271
7.	-	# Bellwood-Antis	70	258
8.	9.	Greensburg Salem ('91)	31	237
9.	11.	McKeesport Area ('95)	58	236
10.	10.	Norwin ('93)	5	209
11.	12.	Derry Area ('96)	32	107
12.	14.	Trinity ('87)	39	59
13.	1.	Greensburg Central Catholic ('98)	7	7

PITTSBURGH

'99	'98	Chapter	New	Total
1.	2.	+ Keystone Oaks	14	489
2.	4.	North Catholic ('82)	22	481
3.	3.	Oakland Catholic ('70)	2	459
4.	8.	Peters Twp. ('85)	59	447
5.	5.	Quigley Catholic ('84)	22	442
6.	9.	North Hills ('92)	50	375
7.	8.	Riverside ('87)	19	372
8.	7.	Canevin ('73)	14	353
9.	13.	Pine-Richland Sr. ('94)	70	337
10.	10.	Upper St. Clair ('89)	21	331
11.	12.	Mercer Area ('90)	48	329
12.	11.	North Allegheny Sr.	29	318
13.	14.	Fox Chapel Area	53	309
14.	15.	Bethel Park ('95)	39	211
15.	17.	Cathedral Prep. School ('96)	55	177
16.	18.	* Our Lady of Sacred Heart	0	135
17.	-	# Pittsburgh-Central Catholic ('93)	9	101
18.	18.	Lakeview Christian Academy	18	71
19.	19.	Baldwin-Whitehall School ('97)	35	59
20.	1.	Mt. Lebanon Sr. ('98)	40	40

VALLEY FORGE

'99	'98	Chapter	New	Total
1.	3.	+ Scranton ('89)	39	418
2.	2.	Shikellamy ('85)	12	403
3.	4.	Delone Catholic	11	386
4.	7.	Scranton Prep. School	24	357
5.	6.	Chambersburg Area	14	357
6.	5.	Holy Ghost Prep. ('92)	2	356
7.	8.	Gwynedd Mercy Academy	17	307
8.	9.	St. Joseph's Prep. School ('53)	38	286
9.	13.	Truman ('96)	79	246
10.	10.	* West Catholic	0	242
11.	12.	La Salle College ('95)	50	221
12.	19.	Pennsbury ('97)	77	141
13.	14.	Lower Merion ('91)	2	140
14.	15.	Jenkintown	15	139
15.	16.	Mechanicsburg ('93)	15	131
16.	18.	Gettysburg Sr.	29	99
17.	-	# Southern Lehigh	30	94
18.	1.	Danville ('98)	65	65

SOUTH CAROLINA

'99	'98	Chapter	New	Total
1.	5.	Southside ('95)	170	554
2.	2.	Columbia-Dreher ('79)	5	435
3.	3.	+ Allendale-Fairfax	23	435
4.	4.	Porter-Gaud School	22	412
5.	8.	Bob Jones Academy ('94)	79	363
6.	6.	* Hanahan ('87)	0	345
7.	11.	Hillcrest	69	311
8.	7.	* Wando	0	297
9.	9.	* Spring Valley ('83)	8	274
10.	10.	Greenville	13	258
11.	14.	Mauldin ('96)	79	238
12.	19.	Riverside ('97)	118	232
13.	13.	Heathwood Hall Epis. School	31	191

14.	15.	Richland-Northeast ('88)	7	161
15.	17.	Lexington	16	135
16.	16.	* Pinewood Prep. School	0	127
17.	18.	* Fort Dorchester	0	118
18.	20.	Greer	37	110
19.	1.	T. L. Hanna ('98)	95	95

NORTHERN SOUTH DAKOTA

'99	'98	Chapter	New	Total
1.	1.	+ Watertown ('94)	188	932
2.	3.	Aberdeen Central ('92)	50	504
3.	4.	Mitchell ('90)	42	470
4.	5.	Huron ('88)	54	458
5.	6.	Deuel School ('91)	22	348
6.	7.	Madison ('95)	53	212
7.	8.	Milbank ('96)	55	197
8.	9.	Groton ('97)	34	59
9.	2.	Brookings ('98)	26	26

RUSHMORE

'99	'98	Chapter	New	Total
1.	2.	+ Rapid City-Stevens ('90)	101	715
2.	3.	Rapid City Central ('86)	44	657
3.	4.	Sioux Falls-O'Gorman ('94)	48	427
4.	5.	Yankton ('91)	57	410
5.	6.	Beresford ('92)	40	323
6.	7.	Sioux Falls-Washington ('95)	64	303
7.	-	# Brandon Valley	48	268
8.	8.	Sioux Falls-Roosevelt ('97)	93	187
9.	1.	Sioux Falls-Lincoln ('98)	132	132
10.	9.	Vermillion ('96)	65	106

TENNESSEE

'99	'98	Chapter	New	Total
1.	4.	+ Battle Ground Acad. ('94)	120	586
2.	2.	Brentwood	21	540
3.	3.	McGavock	7	489
4.	8.	Dickson County ('57)	40	479
5.	5.	* Germantown	0	450
6.	8.	Montgomery Bell Academy ('93)	48	447
7.	12.	Collierville	60	403
8.	14.	Mars Hill Bible School, AL ('94)	97	392
9.	10.	Henry County ('85)	19	390
10.	9.	Clarksville Northeast	13	388
11.	11.	Franklin	30	386
12.	13.	Dobyns-Bennett	50	369
13.	15.	Cookeville ('91)	68	348
14.	17.	Antioch ('77)	74	335
15.	15.	* The Baylor School	14	294
16.	18.	Gallatin Sr.	41	278
17.	23.	Hamblen HS West ('95)	62	224
18.	19.	* University Sch. of Nashville	7	223
19.	21.	St. Cecilia Academy	18	192
20.	22.	* Maryville-Heritage ('87)	0	163
21.	24.	Hillwood Comprehensive ('90)	10	146
22.	1.	Hunters Lane ('98)	131	131
23.	25.	Nashville-Overton ('96)	19	60
24.	28.	Goodpasture ('97)	23	48

CENTRAL TEXAS

'99	'98	Chapter	New	Total
1.	2.	+ San Antonio-Madison	63	604
2.	4.	San Antonio-Churchill ('93)	84	593
3.	3.	Taft	29	555
4.	6.	Texas Military Institute	51	483
5.	5.	Holmes	18	453
6.	7.	Judson	21	397
7.	9.	San Antonio-MacArthur ('91)	44	360
8.	10.	East Central	17	325
9.	13.	Tom Moore	22	245
10.	14.	San Antonio-Lee ('94)	55	239
11.	15.	Smithson Valley	15	146
12.	16.	Edgewood Memorial	13	100
13.	17.	San Antonio-Clark ('97)	7	50
14.	18.	Alamo Heights ('96)	10	37
15.	1.	Clemens ('98)	20	20

EAST TEXAS

'99	'98	Chapter	New	Total
1.	3.	+ The Woodlands ('91)	70	787
2.	2.	Stratford	12	730
3.	5.	Jersey Village	69	715
4.	4.	Baytown-Lee	0	659
5.	7.	Cypress-Fairbanks	24	596
6.	9.	Humble ('84)	56	551
7.	12.	Spring ('92)	81	531
8.	8.	The Kinkaid School ('81)	0	529
9.	10.	Alief Elsik	58	523
10.	11.	Cypress Creek ('89)	41	501
11.	13.	Oak Ridge Sr.	6	439
12.	15.	Clements	61	438
13.	16.	Klein ('93)	53	410
14.	14.	Houston-Memorial ('88)	28	408
15.	23.	Dulles ('94)	102	380
16.	17.	Nacogdoches	32	374
17.	17.	Houston-MacArthur	10	352
18.	20.	Pasadena ('83)	22	351
19.	20.	* Doble	17	346
20.	19.	# Langham Creek	5	344

21.	24.	Cypress Falls	50	322
22.	22.	Conroe ('87)	19	310
23.	27.	Alief Hastings ('96)	80	271
24.	25.	Barbers Hill	21	220
25.	26.	Taylor ('95)	13	210
26.	28.	West Orange-Stark ('90)	0	167
27.	29.	Kingwood ('97)	37	84
28.	1.	Deer Park ('98)	49	49
29.	-	# Caney Creek	26	47

GULF COAST

'99	'98	Chapter	New	Total
1.	4.	+ Calallen	30	362
2.	5.	Tuloso-Midway	11	339
3.	6.	Bishop	26	333
4.	8.	Harlingen HS South	44	279
5.	7.	* Premont	0	257
6.	10.	Corpus Christi-Carroll ('92)	13	205
7.	11.	Pharr-San Juan-Alamo North	24	194
8.	20.	Gregory-Portland ('97)	103	191
9.	16.	Corpus Christi-King ('95)	51	169
10.	13.	Brazoswood	20	166
10.	12.	Nikki Rowe	10	166
12.	14.	Mercedes	0	127
13.	18.	Pharr-San Juan-Alamo ('93)	19	126
14.	15.	* Flour Bluff	0	119
15.	17.	Banquete	8	116
16.	19.	* Austwell-Tivoli	0	97
17.	21.	Donna	0	84
18.	-	# Roy Miller HS Ctr Comm & Tech	9	54
19.	22.	La Joya	0	46
20.	23.	McAllen ('96)	1	33
21.	2.	Alice ('98)	0	0

HEART OF TEXAS

'99	'98	Chapter	New	Total
1.	5.	+ Round Rock	69	470
2.	4.	Westwood	53	457
3.	3.	Hays ('90)	42	449
4.	2.	Georgetown	28	440
5.	6.	Pflugerville	28	363
6.	7.	Copperas Cove	22	306
7.	8.	Granbury	68	301
8.	9.	Johnston	28	240
9.	11.	Mc Neil	53	231
10.	10.	San Marcos ('92)	13	193
11.	17.	Westlake ('97)	83	139
12.	12.	Midway ('96)	26	129
13.	15.	L. B. J. ('95)	58	119
14.	16.	Lake Travis	50	109
15.	14.	Wimberley	26	99
16.	13.	Anderson	0	80
17.	1.	Waco ('98)	7	7

LONE STAR

'99	'98	Chapter	New	Total
1.	2.	+ Garland	26	531
2.	4.	Plano-Clark	25	463
3.	5.	South Grand Prairie	21	450
4.	6.	Trinity ('88)	23	439
5.	7.	Duncanville ('91)	42	425
6.	9.	Arlington ('90)	31	406
7.	11.	Plano-Williams	89	390
8.	10.	Plano Sr. ('92)	67	385
9.	9.	Tyler-Lee ('84)	46	375
10.	12.	Allen	26	281
11.	13.	Turner ('94)	35	242
11.	14.	Ryan	40	242
13.	15.	Terrell	13	208
14.	16.	Wichita Falls ('89)	12	165
15.	18.	Dallas-Highland Park ('93)	36	151
15.	20.	Grapevine ('97)	64	151
17.	17.	The Colony	17	139
18.	19.	James Bowie	0	101
19.	21.	The Greenhill School ('95)	0	76
20.	1.	South Garland ('98)	11	11

NORTH TEXAS LONGHORNS

'99	'98	Chapter	New	Total
1.	2.	+ Marcus	62	528
2.	4.	Newman Smith ('93)	83	494
3.	3.	Plano-East	13	465
4.	5.	Sherman	36	444
5.	6.	Grand Prairie	0	366
6.	9.	Colleyville Heritage	73	383
7.	7.	Kaufman	12	331
8.	11.	St. Mark's School ('86)	48	320
9.	8.	* Denison	0	317
10.	9.	* Dallas-Skyline ('85)	12	302
11.	12.	L. D. Bell	14	285
12.	13.	Shepton ('94)	34	241
13.	14.	Cedar Hill	16	192
14.	17.	Jasper	52	175
15.	16.	Hockaday School ('92)	40	174
16.	18.	Lewisville ('95)	33	152
17.	15.	Burleson ('90)	0	147
19.	19.	James Martin ('96)	29	137
19.	20.	Naaman Forest	27	124
20.	1.	Vines ('98)	38	38
21.	22.	Dallas-Jesuit College Prep. ('97)	0	

SOUTH TEXAS

'99	'98	Chapter	New	Total
1.	2.	+ Houston-Bellatre ('93)	130	715
2.	3.	Lamar Consolidated ('90)	130	683
3.	4.	Klein Oak	12	455
4.	9.	Clear Lake ('92)	63	399
5.	8.	A & M Consolidated	58	399
6.	5.	Aldine Sr.	24	394
7.	11.	Crosby	79	373
8.	7.	St. Agnes Academy	26	370
9.	6.	Houston-Eisenhower	12	368
10.	10.	Houston Nimitz	20	341
11.	15.	Westfield ('95)	78	292
12.	12.	Sharpstown	27	277
13.	16.	Friendswood ('94)	67	275
14.	14.	Clear Brook	36	262
15.	13.	Clear Creek ('87)	0	249
16.	17.	B. F. Terry	28	221
17.	18.	Elkins	38	158
18.	20.	Mayde Creek	41	136
19.	19.	Texas City	1	99
20.	21.	Monsignor Kelly Catholic	15	94
21.	22.	Houston-Spring Woods ('96)	3	31
22.	1.	Northbrook Sr ('98)	20	20
23.	23.	Houston-Jesuit ('97)	1	14

TALL COTTON

'99	'98	Chapter	New	Total
1.	--	+ Abilene ('53)	19	504
2.	2.	Odessa Sr. ('93)	81	404
3.	4.	San Angelo Central ('91)	40	313
4.	3.	Hereford ('91)	24	307
5.	6.	Frenship	23	276
6.	5.	Pampa	0	266
7.	8.	Odessa-Permian ('95)	53	263
8.	7.	# Dumas	15	260
9.	--	# Midland ('89)	70	235
10.	9.	Lubbock ('90)	21	203
11.	10.	Amarillo-Tascosa ('94)	36	187
12.	11.	Highland Park	0	128
13.	12.	Amarillo ('97)	43	123
14.	13.	Cooper ('96)	30	82
15.	1.	Midland-Lee ('98)	81	81

WEST TEXAS

'99	'98	Chapter	New	Total
1.	3.	+ Hanks ('92)	70	436
2.	2.	El Paso-De Val	14	428
3.	4.	Bel Air	1	342
4.	6.	El Paso-Cathedral ('94)	41	240
5.	5.	Burges	17	239
6.	7.	Bowle	0	159
7.	8.	Andress	25	147
8.	10.	Franklin	18	136
9.	9.	Socorro	0	119
10.	11.	Canalillo	0	115
11.	12.	St. Clement Epls. School	12	115
12.	13.	Loretto Academy ('93)	8	103
13.	15.	Montwood ('97)	47	100
14.	14.	Ysleta ('95)	21	87
15.	--	# Crane	22	85
16.	16.	Eastwood ('96)	10	52
17.	1.	El Paso-Coronado ('98)	39	39

GREAT SALT LAKE

'99	'98	Chapter	New	Total
1.	2.	+ Olympus ('89)	39	498
2.	3.	Hunter	54	483
3.	5.	Taylorville	63	463
4.	4.	* Cyprus	16	437
5.	6.	Salt Lake City-Skyline ('94)	75	419
6.	7.	Cottonwood ('93)	41	365
7.	9.	Salt Lake City-Highland ('90)	19	328
8.	8.	* Brighton ('88)	0	320
9.	--	# Lone Peak	61	110
10.	10.	Rowland Hall-St. Mark's ('95)	13	108
11.	12.	Kearns ('97)	48	87
12.	11.	Salt Lake City-East ('96)	5	63
13.	1.	Salt Lake City-West ('98)	54	54

SUNDANCE

'99	'98	Chapter	New	Total
1.	2.	+ Orem ('85)	33	712
2.	3.	Cedar City	31	635
3.	4.	Hillcrest ('89)	32	608
4.	5.	Carbon ('90)	85	590
5.	6.	Bingham ('92)	32	438
6.	7.	Delta	2	402
7.	8.	Lehi ('86)	0	398
8.	9.	American Fork ('91)	30	377
9.	10.	Mountain View ('94)	51	310
10.	12.	Alta ('96)	83	289
11.	11.	Granger ('93)	26	243
12.	13.	* Grand County	0	191
13.	14.	Jordan ('97)	92	169
14.	15.	* West Jordan ('95)	16	27
15.	1.	Uintah ('98)	0	0

UTAH-WASATCH

'99	'98	Chapter	New	Total
1.	2.	+ Logan ('88)	44	609
2.	3.	Clearfield	41	603
3.	4.	Ogden ('91)	41	502
4.	5.	* Box Elder ('79)	2	439
5.	6.	Bear River ('66)	0	358
6.	8.	Sky View ('89)	51	346
7.	7.	Ogden-Bonneville ('86)	0	300
8.	9.	Northridge	43	294
9.	10.	Mountain Crest	38	224
10.	15.	Layton ('97)	113	163
11.	11.	Roy ('92)	27	161
12.	12.	Woods Cross ('95)	35	136
13.	13.	Ogden-Ben Lomond ('94)	0	81
14.	1.	Davis ('98)	65	65
15.	14.	Bountiful ('96)	10	63

EASTERN WASHINGTON

'99	'98	Chapter	New	Total
1.	3.	+ University	43	287
2.	2.	Cheney	13	284
3.	4.	Coeur D'Alene, ID ('91)	33	274
4.	5.	Lake City, ID	60	228
5.	6.	Central Valley ('95)	63	172
6.	7.	Gonzaga Prep. ('96)	76	170
7.	8.	Lewis & Clark ('92)	27	113
8.	1.	Mead ('98)	95	95
9.	--	# Mt Spokane	24	72
10.	9.	Ferris ('97)	27	50

PUGET SOUND

'99	'98	Chapter	New	Total
1.	2.	Burlington-Edison	0	356
2.	3.	Bainbridge Island ('85)	0	318
3.	5.	+ Kamiak	48	302
4.	4.	Mercer Island ('89)	19	284
5.	6.	Mount Vernon ('92)	46	259
6.	7.	Thomas Jefferson	46	230
7.	9.	Snohomish	19	182
8.	8.	* Kentridge ('90)	0	173
9.	12.	Eastlake	32	168
10.	10.	Oak Harbor ('94)	10	165
11.	11.	Foster	16	158
12.	15.	Newport ('93)	47	148
13.	17.	Mt. Rainier ('98)	0	91
14.	18.	Sunnyside ('97)	26	78
15.	19.	* Kent-Meridian ('95)	0	45
16.	1.	* Kentwood ('98)	3	3

WESTERN WASHINGTON

'99	'98	Chapter	New	Total
1.	2.	+ Central Kitsap	57	632
2.	3.	Franklin Pierce	9	542
3.	4.	Puyallup ('92)	67	490
4.	6.	Federal Way ('93)	79	411
5.	7.	Auburn Sr. ('95)	82	405
6.	5.	Decatur	23	402
7.	8.	Elma	25	307
8.	9.	Vashon Island	36	301
9.	10.	Gov. John Rogers ('97)	48	119
10.	1.	Gig Harbor ('98)	86	86
11.	11.	Port Angeles ('96)	12	67

WEST VIRGINIA

'99	'98	Chapter	New	Total
1.	1.	+ Wheeling Park ('94)	51	224
2.	3.	Parkersburg South ('96)	57	157
3.	5.	Duval ('95)	52	99
4.	6.	Huntington ('97)	37	37
5.	2.	Pt. Pleasant Sr. ('98)	30	30

NORTHERN WISCONSIN

'99	'98	Chapter	New	Total
1.	2.	+ Stevens Point ('84)	52	837
2.	3.	Waupaca	42	746
3.	4.	Sheboygan-North ('87)	54	721
4.	5.	Ripon	12	612
5.	8.	Wisc. Rapids-Lincoln ('88)	95	559
6.	10.	Appleton-East ('95)	131	490
7.	7.	* Menomonie	0	486
8.	9.	Appleton-West ('90)	54	476
9.	11.	New London Sr. ('91)	25	383
10.	12.	Little Chute	29	353
11.	13.	Winneconne	10	300
12.	14.	Neenah	24	207
13.	16.	St. Croix Falls ('93)	35	178
14.	15.	* Omro	1	172
15.	17.	Sheboygan-South ('96)	45	162
16.	19.	Appleton North	47	118
17.	20.	Algoma ('97)	49	108
18.	18.	* Chippewa Falls ('92)	0	90
19.	1.	Hortonville ('98)	60	60

SOUTHERN WISCONSIN

'99	'98	Chapter	New	Total
1.	2.	+ Marquette Univ. ('91)	91	525
2.	3.	Greendale	89	521

3.	4.	Brookfield-East ('86)	52	464
4.	5.	Black Hawk	21	425
5.	6.	Brookfield Central ('90)	25	383
6.	7.	West Bend West ('89)	25	368
7.	8.	Muskego ('84)	17	358
8.	9.	West Bend East ('93)	34	306
9.	--	# Milwaukee HS of the Arts	63	194
10.	11.	Milwaukee Rufus King ('95)	55	101
11.	13.	Cedarburg ('97)	33	88
12.	12.	Plus XI ('96)	23	58
13.	1.	Nicolet ('98)	11	11

HOLE IN THE WALL

'99	'98	Chapter	New	Total
1.	3.	+ Sturgis-Brown, SD ('82)	43	639
2.	2.	Scottsbluff, NE	34	633
3.	4.	Upton	17	456
4.	7.	Sheridan ('94)	58	438
5.	5.	Glenrock	2	435
6.	10.	Cheyenne-East ('96)	151	433
7.	6.	Wheatland	26	416
8.	9.	Alliance, NE	48	342
8.	8.	Newcastle ('89)	28	342
8.	14.	Cheyenne-Central ('97)	143	342
11.	11.	Campbell County ('92)	53	326
12.	12.	Chadron, NE	45	310
13.	15.	North Platte Sr., NE ('95)	67	273
14.	13.	Spearfish, SD	14	270
15.	16.	Torrington ('93)	30	172
16.	1.	Buffalo ('98)	42	42

WIND RIVER

'99	'98	Chapter	New	Total
1.	2.	+ Casper-Kelly Walsh ('88)	21	603
2.	3.	Evanston	37	502
3.	4.	Star Valley	30	401
4.	5.	Riverton ('87)	29	399
5.	6.	Cody	41	390
6.	7.	Rawlins	38	363
7.	9.	Lander Valley ('84)	58	354
8.	8.	Greybull	22	328
9.	10.	Shoshoni	29	307
10.	11.	Saratoga	17	294
11.	12.	Hot Springs Co. ('92)	21	241
12.	13.	Rock Springs ('93)	43	231
13.	15.	World ('95)	42	223
14.	14.	Powell	21	207
15.	16.	Lovell	23	172
16.	17.	Jackson Hole ('96)	34	136
17.	18.	Laramie ('94)	25	126
18.	19.	Casper Natrona Co. ('97)	40	81
19.	1.	Green River ('98)	38	38

GENERAL

'99	'98	Chapter	New	Total
1.	1.	Plymouth Canton Educ. Park ('95)	72	131

(Chesier from Page 34)

given the usual reluctance of judges on the national circuit to draw the effects noose too tightly. Second, settle on a test you feel comfortable defending which meets the criteria I mentioned earlier, and develop fully your rhetoric in defense of such a test (think through, for example, what cases meet and don't meet it). Finally, regardless of the test you choose, articulate it fully. Too often standards like the "vacuum test" are tossed out without explanation. Under such circumstances, where the affirmative answer may extend no further than three words

"5 -- Passes vacuum test"

it's no wonder judges are reluctant to resolve the issue in your favor.

(David M. Chesier is Assistant Professor of Communication and Director of Debate at Georgia State University. His column appears monthly in the Rostrum.)

NFL'S TOP 50 DISTRICTS

(Summary 1998-1999)

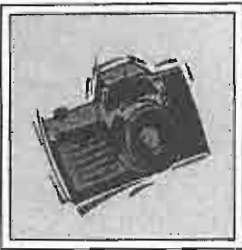
This summary does not reflect chapter strength. It indicates the average number of new members and degrees added by the Chapters in a district.

Rank	Change	District	New Chapters	Average New Degrees	New Degree Leader	New Degrees Added
1.	+4	Heart of America	1	74.68	Park Hill HS	164
2.	+10	East Los Angeles	0	71.00	Gabrielino HS	185
3.	-2	Northern Ohio	0	70.36	Austintown-Fitch HS	130
4.	-	Chesapeake	0	70.00	Loyola HS	74
5.	-2	Rushmore	1	69.20	Sioux Falls-Lincoln HS	132
6.	-	Northwest Indiana	1	67.69	Northfield HS	195
7.	+8	East Kansas	0	61.90	Blue Valley Northwest HS	160
8.	+1	West Kansas	4	61.83	El Dorado HS	120
9.	-5	Kansas Flint-Hills	0	60.47	Washburn Rural HS	215
10.	+1	Show Me	0	58.94	Raytown HS	129
11.	-9	Northern South Dakota	0	58.22	Watertown HS	188
12.	+6	New York City	0	56.86	Bronx HS of Science	179
13.	-3	Central Minnesota	3	56.12	Eastview HS	164
14.	+29	Michigan	0	55.85	Portage-Northern HS	116
15.	+7	Southern Nevada	0	55.85	Green Valley HS	141
16.	+1	South Kansas	2	55.55	Wichita-East HS	106
17.	-4	San Fran Bay	0	55.27	James Logan HS	241
18.	+3	Nebraska	1	52.50	Millard-North HS	144
19.	-3	Florida Manatee	2	52.05	Nova HS	182
20.	-12	Hole in the Wall	0	51.31	Cheyenne-East HS	151
21.	-14	California Coast	1	51.28	Leland HS	185
22.	-2	Florida Sunshine	0	50.90	Sarasota-Riverview HS	124
23.	-4	Montana	0	50.26	Bozeman HS	107
24.	-	Carver-Truman	0	49.93	Neosho HS	166
25.	-11	Hoosier South	0	49.07	Evansville-Reitz HS	225
26.	-1	Western Washington	0	47.63	Gig Harbor HS	86
27.	+11	Hoosier Central	0	47.00	Ben Davis HS	172
28.	+37	Eastern Washington	1	46.10	Mead HS	95
29.	+41	South Carolina	0	45.41	Southside HS	170
30.	+67	West Virginia	0	45.40	Parkersburg-South HS	57
31.	+1	Southern Minnesota	0	44.36	Eagan HS	118
32.	-4	Illini	0	44.13	Downers Grove-South HS	176
33.	+22	Colorado	3	43.77	Cherry Creek HS	213
35.	-4	Eastern Ohio	0	42.91	Carrollton HS	126
35.	+18	Southern California	0	42.71	Redlands HS	73
36.	+20	North Coast	1	42.57	Gilmour Academy	78
37.	+38	Northern Wisconsin	0	42.50	Appleton East HS	131
38.	-2	New Mexico	2	42.21	Eldorado HS	137
39.	-9	Rocky Mountain-South	3	41.82	Wheat Ridge HS	153
40.	+12	West Los Angeles	0	41.76	Sherman Oaks CES	87
41.	-4	Southern Wisconsin	1	41.46	Marquette Univ HS	91
42.	-19	Northern Illinois	0	41.09	New Trier TWP HS	122
43.	+15	Tennessee	0	40.50	Hunters Lane HS	131
44.	-10	Eastern Missouri	1	40.33	Pattonville HS	175
45.	-4	Nebraska South	0	40.12	Papillion-La Vista HS	87
46.	+3	South Texas	0	39.52	Lamar Consolidated HS	130
47.	+42	Carolina West	2	38.85	Myers Park HS	108
48.	+36	Northern Lights	2	38.41	Moorhead HS	144
49.	-7	Heart of Texas	0	38.35	Westlake HS	83
50.	-23	Sierra	1	38.27	Centennial HS	130

NFL DISTRICT STANDINGS

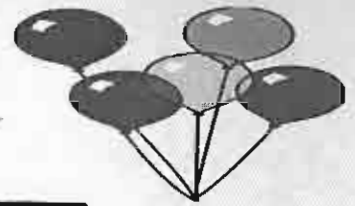
This summary does not reflect chapter strength. It indicates the average number of new members and degrees added by the Chapters in a district.

Rank	Change	District	New Chapters	Average New Degrees	New Degree Leader	New Degrees Added
51.	+3	Rocky Mountain-North	3	37.94	Greeley-Central HS	115
52.	-6	Great Salt Lake	1	37.53	Salt Lake City-Skyline HS	75
53.	-27	Idaho	1	37.47	Idaho Falls-Skyline HS	103
54.	-10	West Oklahoma	2	36.70	Norman HS	116
55.	-26	East Texas	2	35.86	Dulles HS	102
56.	-23	Tall Cotton	3	35.73	Midland-Lee HS	81
57.	+5	Big Valley	0	35.41	Modesto-Beyer HS	101
58.	-13	Ozark	4	35.14	Springfield-Hillcrest HS	69
59.	-20	South Oregon	1	35.00	Ashland HS	96
60.	+28	Greater Illinois	0	34.61	Belleville-East HS	110
61.	+5	Sundance	0	34.20	Jordan HS	92
62.	-12	Utah-Wasatch	0	34.00	Layton HS	113
63.	-6	North Oregon	0	33.00	Gresham-Barlow HS	69
64.	+5	Arizona	3	32.96	Red Mountain HS	79
65.	-2	Pittsburgh	1	32.47	Pine-Richland Sr HS	70
66.	+1	Deep South	1	32.35	Vestavia Hills HS	93
67.	-3	Wind River	0	32.05	Lander Valley HS	58
68.	+3	North East Indiana	0	31.70	Chesterton HS	155
69.	-1	Louisiana	2	31.42	Lafayette HS	94
70.	-9	Central Texas	0	31.26	San Antonio-Churchill HS	84
71.	+5	Lone Star	0	31.15	Plano-Williams HS	88
72.	-13	West Iowa	0	31.14	Ankeny Senior HS	98
73.	-26	Big Orange	1	31.07	Esperanza HS	127
74.	-34	New England	0	29.75	Lexington HS	71
75.	-1	Pennsylvania	1	29.69	Bellwood-Antis HS	70
76.	-16	North Texas Longhorns	0	29.61	Newman Smith HS	83
77.	-	Valley Forge	1	28.83	Truman HS	79
78.	-6	Colorado Grande	1	28.60	Palisade HS	63
79.	-31	New York State	0	27.92	Monticello HS	49
80.	+1	Sagebrush	0	27.80	Reno HS	62
81.	-1	Capitol Valley	1	27.75	Sacramento-Kennedy HS	76
82.	+11	Mississippi	2	27.50	Brookhaven HS	82
83.	-	Western Ohio	1	27.35	Dayton-Oakwood HS	79
84.	-33	North Dakota Roughrider	1	27.21	Beulah HS	55
85.	+5	Tarheel East	1	25.83	Byrd Sr. HS	52
86.	-1	Kentucky	2	25.66	Calloway County HS	69
87.	-14	Maine	0	25.22	Brunswick HS	49
88.	+8	Georgia Northern Mountain	1	24.92	Westminster Schools	53
89.	-10	East Oklahoma	1	24.74	Tulsa-Washington HS	93
90.	+1	New Jersey	0	24.50	Moorestown HS	51
91.	-9	East Iowa	0	24.35	Wahlert HS	60
92.	-14	Puget Sound	0	22.07	Kamiak HS	48
93.	-58	South Florida	2	21.73	North Miami Beach HS	77
94.	-8	Mid-Atlantic	0	21.66	Blacksburg HS	65
95.	+3	Georgia Southern Peach	2	20.57	Lee County HS	47
96.	-9	West Texas	1	20.29	Hanks HS	70
97.	-3	Gulf Coast	1	18.45	Gregory-Portland HS	103
98.	+1	Hawaii	1	17.21	Punahou School	57
99.	-4	Patrick Henry	0	13.35	Madison County HS	61
100.	-8	Iroquois	0	12.80	Mount Mercy Academy	35
101.	-	Guam	0	8.14	George Washington HS	17
102.	-2	Alaska	0	3.50	Robert Service HS	7



P
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Happy Birthday



Jim

From Your

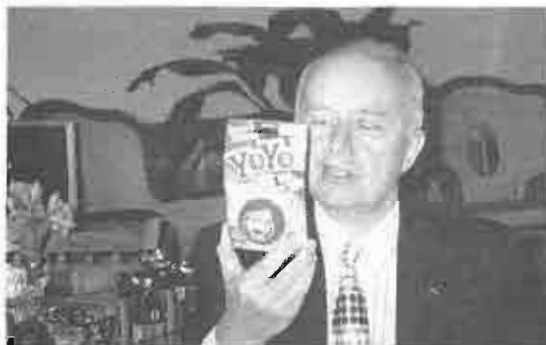
Staff



On May 6, Jim, (a/k/a) "The Fossil" turned 60!



Staff member, Joyce Krueger, knitted Jim a special carrier for his lawn bowling balls. When not used in the summer, Jim thought he could wear it in the winter.



From Jeanne, a yo yo as a stress buster



Jim's office was showered with 60 balloons from NFL staff



From Bev, Jim receives sachet as a mood enhancer.

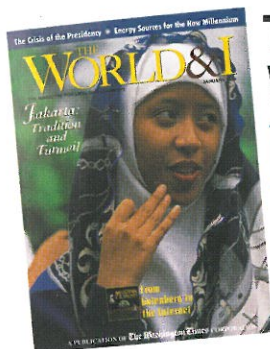
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Your staff



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