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**Paul Reese Slappey**  
**1953 - 2000**

**"Farewell to a Friend"**





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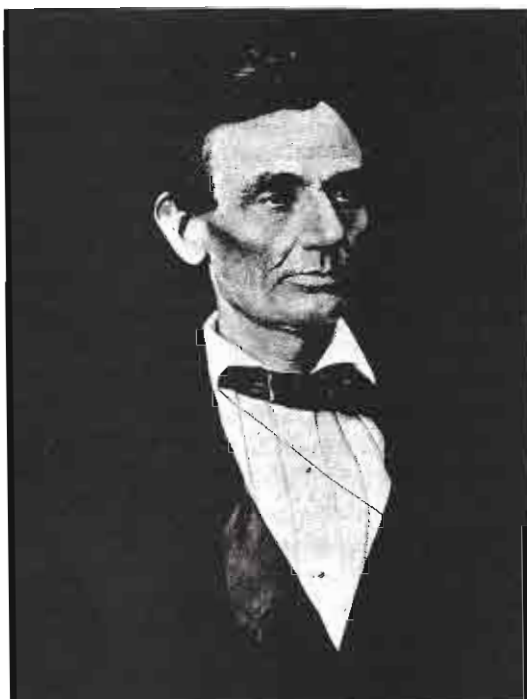
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# *Eulogy to Paul Slappey*

*by Friend and Colleague*

*Dr. David M. Cheshier*

Dear friends...

The news just now posted by Paul Bellus causes me to want to say something profoundly personal in this most impersonal of places. I beg the forgiveness of those who will see that effort as inadequate...

As you have seen, a little more than an hour ago, one of my dear friends in the whole world died. As Paul Bellus has just reported, at a little after 9:00 this evening, central time, Paul Slappey passed away. I confess I am overwhelmed with sadness. Putting it simply, in this moment I can't easily imagine my world or our lives absent his company.

You may know that Paul had struggled with brain cancer and its after effects for several years. To those of us who had the pleasure of his friendship, and that circle was as wide as any in forensics, Paul's refusal to be defeated by extraordinary adversity was an inspiration. He braved the indignities of aggressive cancer therapy with grace, humor, and above all a renewed sense of his childhood faith.

As the toxic effects of his radiation therapy took their course on Paul's motor and brain functions, he and his wife made the decision to move Paul into home hospice care. Among the small blessings of these painful events is that, as I understand it, Paul passed away at home, peacefully asleep, free of immediate pain, and in the presence of those he loved most.

I understand also that a memorial service will soon happen in Cedar Rapids. After Paul's body is transported to his family home here in the southeast, he will be buried in his family's plot.

Paul Slappey's effect on the community of debate will last for many generations. Lacking experience as a participant competitor, Paul was drawn to teach debate because he stood astonished before the life transformations he regularly saw enabled by forensics training. Undeterred by the systematic slights endured by the less advantaged in our midst, he committed himself to making debate available to everyone, and he was rightly honored for his commitments to diversity and excellence.

But as I remember my brother tonight I remember most his

*Dr. David M. Cheshier*

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As you have seen, a little more than an hour ago, one of my dear friends in the whole world died. As Paul Bellus has just reported, at a little after 9:00 this evening, central time, Paul Slappey passed away. I confess I am overwhelmed with sad-

only one small example, I would not have completed my education were it not for his support), is literally unpayable.

As Paul encountered the abyss of his own mortality, he took courage from his Christian faith, and by the end he faced death with confidence and not fear. There are those who will look at Paul's last difficult years and struggle to find evidence of God's grace at work — but this was not Paul's view, and as I watched a sense of total tranquility envelop him, I found my own commitment to the Christian faith strengthened immeasurably. And to those who prayed at Paul's request for a miracle, beyond the astonishing recovery which extended life a full five years beyond his doctor's first predictions, I would simply say this: I and all who know her will forever judge the loving care Paul received from his wife and soulmate Libby as nothing short of miraculous. She would never see it that way, of course — Libby never expected praise for her patient and tender support, since she acted out of love and commitment. But for these last several years, her simple daily example evidenced for me the possibility of a love that transcends time and death.

Some of Paul's many friends grieve tonight in Iowa City, especially at the Iowa Debate Institute, where for ten years it was my pleasure to work with so many others to implement Paul's vision. Separated tonight by more than a thousand miles, my heart is with my colleagues and friends there — David Hingstman, Paul Bellus, Chuck Ballingall, Billy Tate, Thom Sullivan, Marilee Dukes, Ray Hahn, Pat Bailey, Matt Whipple, Virginia Drake, Kathy Crow, Jane Boyd, Cindi and Aaron Timmons, the Iowa debaters who loved him so well, and so many more who loved Paul. And of course there are the many thousands of students who were shaped in ways great and small by Paul's insistent commitment to excellence and integrity.

And if I may be forgiven a final religious reference in this forum dedicated to diversity, may I close simply by saying to my friend Paul Slappey, resting tonight at last: Be well, my friend. I believe with all my heart that someday we will be together again. Your friendship has been one of the rarest treasures of my life.

The absence of your companionship I will never forget, and will

only one small example, I would not have completed my education were it not for his support), is literally unpayable.

As Paul encountered the abyss of his own mortality, he took courage from his Christian faith, and by the end he faced death with confidence and not fear. There are those who will look at Paul's last difficult years and struggle to find evidence of God's grace at work — but this was not Paul's view, and as I watched a sense of total tranquility envelop him, I found my own commitment to the Christian faith strengthened immeasurably. And to those who prayed at Paul's request for a miracle, beyond



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## THE ROSTRUM

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ON THE COVER: Paul Slappey, Friend and Mentor

NOVEMBER: Focus on L/D Debate.

## DO YOU WANT THE CURRENT L/D TOPIC?

### Topic Order

All L/D Topics for a calendar year come from the same L/D topic list. The 2001 list of topics printed in the September *Rostrum* will yield all the topics debated in 2001. The topic with the most votes will be used at nationals; the second most popular topic will be used in March and April 2001; third in votes will be used in January-February 2001; fourth place topic in November-December 2001 and fifth in September-October 2001.

Topics for September-October 2000 and November-December 2000 were the 5th and 4th place topics on the ballot voted on last September (the list of topics for 2000)

### The Problem

NFL is unable to handle the large number of telephone callers requesting the L/D topic every two months.

One call from each of NFL's 2600 plus schools would be difficult, without the additional calls from



Several students from the same school on the same day.



Teachers and students from Non-NFL schools.



Handbook publishers who do not advertise in the *Rostrum*.



People who have received their *Rostrum* but would rather call than read.



Collect, "emergency" calls demanding the topic!

Because the national office is small, hard working and understaffed, we can't handle the flood of calls at our busiest times. Yet everyone wants the topic on the date of release, so--

### The Solution

The L/D topic will *always* appear on the banner page of the *Rostrum*, the official voice of NFL.

The L/D topic will *always* be available on the NFL telephone answering machine. Call (920) 748-LD4U (748-5348). Call anytime 24 hours a day for the recorded topic.

The L/D topic will *always* be available on our computer modem. Have your computer modem call (920) 748-9393 and you will find the L/D topic on the "Bulletin Board."

And it will be on the NFL Website at Debate Central:

<http://debate.uvm.edu/nfl.html>

and

the NFL Debate Topics Home Page:

<http://sites.netscape.net/topicpagenfl/homepage>

### Remember

You can always get the topic by answering machine, computer modem, the *Rostrum* or the Web. So good debating -- and **thanks** for your understanding.

## 2000-2001 NFL POLICY DEBATE TOPIC (note amendment)

**R:**

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

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Collect, "emergency" calls demanding the topic!

Because the national office is small, hard working and understaffed, we can't handle the flood of calls at our busiest times. Yet

# SYNOPSIS OF THE PROBLEM AREAS FOR 2000-2001

## PROBLEM AREA I:

### CUBA

**Resolved:** That the United States federal government should substantially change its foreign policy toward Cuba.

In the post-Cold War world, as the United States looks to expand its economic trade partners and promote democracy throughout the rest of the world, the United States relationship with Cuba has been brought into the spot light. Since 1960, the United States has maintained a strict trade embargo with respect to Cuba. Many voices now call for a re-examination of this policy, while others promote strengthening or maintaining it. It is a multi-faceted issue spanning culture, politics, and economics. Possible affirmative topic areas might include the following: increasing business confidence; free trade; tourism; renewable energy; law enforcement of drug trafficking; importing and exporting agricultural crops; the environment; human rights; humanitarian aid; pro-democracy movements; or minimizing the embargo. This resolution does not, however, require an improvement of the United States relationship with Cuba. Some affirmative teams might choose cases strengthening the enforcement of the economic embargo or ending cultural exchange programs. Negative positions might include the following: protectionism; free trade issues; cultural imperialism; domestic political implications; and economic disadvantages. Some negative teams may argue that the stability of the communist regime would actually be weakened if the United States moved to normalize relations with Cuba. This topic is diverse enough to have a variety of arguments on both sides of the issue.

## PROBLEM AREA II:

### Weapons of Mass Destruction

**Resolved:** That the United States federal government should establish a foreign policy significantly limiting the use of weapons of mass destruction.

The United States is threatened by the proliferation of weapons of mass destruction: nuclear, chemical and biological weapons. A single such weapon could kill millions of people. While in the past the nuclear threat comprised the largest U.S. foreign policy concern, the recent use of chemical weapons in Iraq, and the threatened use of biological weapons such as anthrax in several instances, helps explain the use of the encompassing-term "weapons of mass destruction." Possible case areas include: foreign policy agreements that would force policy toward Cuba.

In the post-Cold War world, as the United States looks to expand its economic trade partners and promote democracy throughout the rest of the world, the United States relationship with Cuba has been brought into the spot light. Since 1960, the United States has maintained a strict trade embargo with respect to Cuba. Many voices now call for a re-examination of this policy, while others promote strengthening or maintaining it. It is a multi-faceted issue spanning culture, politics, and economics. Possible affirmative topic areas might include the following: increasing busi-

ness, counter-planning alternate methods of limiting the use of these weapons. Whether the United States effectively prepares to limit the threat of weapons of mass destruction is certainly one of the single greatest security concerns facing this country.

## PROBLEM AREA III:

### WORLD HUNGER

**Resolved:** That the United States federal government should establish a foreign policy substantially increasing its agricultural assistance to reduce world hunger.

According to the United Nations Food and Agriculture Organization, 828 million people are affected by chronic undernourishment. This situation has gained worldwide attention and has raised the question of what can the world do to alleviate this growing problem. The resolution requires that affirmative plans increase agricultural assistance. Agricultural assistance includes such things as working towards the advancement of agricultural products for the purpose of consumption. The problems surrounding this issue are wide and diverse so as to allow the affirmative team plenty of possible affirmative cases. Some of the possibilities include: technology sharing in plant seeds and farming equipment; education for better land management and crop rotations to allow the revitalizing of the soil, privatization, debt forgiveness, and many others. Negative ground will include plenty of options. Negative approaches could focus on problems with technology, the role of women, and grassroots movements, among others. The disadvantage debate could include: problems with subsidies, loss of American jobs, federal spending, and many other economic issues. Some negative teams may argue that world hunger is better addressed by population control, environmental protection, or international programs than through U.S. agricultural assistance. Evidence is available in all regions of the nation from a variety of sources

## PROBLEM AREA IV:

### Republic of South Africa

**Resolved:** That the United States federal government should substantially change its foreign policy toward the Republic of South Africa.

Commentators have said that an Africa that succeeds economically, that is at peace domestically, and that protects its environment, will greatly contribute to a more prosperous world for us all.

## PROBLEM AREA III:

### WORLD HUNGER

**Resolved:** That the United States federal government should establish a foreign policy substantially increasing its agricultural assistance to reduce world hunger.

According to the United Nations Food and Agriculture Organization, 828 million people are affected by chronic undernourishment. This situation has gained worldwide attention and has raised

ing various case areas ranging from changing our current trade agreements, increasing health efforts in battling HIV/AIDS, exporting agriculture technology, protecting against environmental degradation, debt cancellation, or human rights protection. Research materials are readily accessible for all ranges of high school programs. The negative ground is equally expansive and interesting. Negative teams can argue that South African problems can best be solved by international mechanisms, such as the International Monetary Fund or the World Trade Organization. Negative disadvantages could focus on hegemony, trade wars, and civil strife. The resolution offers an excellent opportunity for high school students to examine vital issues in this important continent.

## PROBLEM AREA V:

### INDIA/PAKISTAN

**Resolved:** That the United States federal government should substantially change its foreign policy toward India and/or Pakistan.

India and Pakistan face many critical issues: promoting economic growth, expanding trade and easing poverty; averting regional conflict and preventing nuclear proliferation; defeating terrorism and fighting drugs; averting climate change and conquering infectious disease. However, recent American policy toward India and Pakistan has typically focused on deterring nuclear proliferation. This policy has proven to be extremely shortsighted as it ignores many other opportunities for the United States in India and Pakistan. There are a number of dangers resulting from the acrimonious relationship between the two countries over the last 53 years. However, there are also chances for increases in American trade, investment, and prestige. Navigating the dangerous waters of South Asia will require nothing less than a fundamental reshaping of U.S. foreign policy toward the region. Affirmative approaches include cases that offer technical, medical, or economic assistance. Certainly there will be cases that will claim to decrease proliferation through increasing security guarantees or providing informational assistance. There will be a number of economic cases, ranging from increasing incentives to spurring investment to a reshaping of the current sanctioning structure. Additionally, there are likely to be cases that deal with terrorist policy in the region. The negative should be able to develop a large number of arguments and strategies. Further American engagement in South Asia is likely to provoke a response by China. Disadvantages based on hegemony, trade, democracy promotion. Research materials are readily accessible for all ranges of high school programs. The negative ground is equally expansive and interesting. Negative teams can argue that South African problems can best be solved by international mechanisms, such as the International Monetary Fund or the World Trade Organization. Negative disadvantages could focus on hegemony, trade wars, and civil strife. The resolution offers an excellent opportunity for high school students to examine vital issues in this important continent.

## PROBLEM AREA V:

# N F L

## BALLOT FOR POLICY DEBATE TOPIC SELECTION

### Proposed Topic Areas and Resolutions for 2001-2002

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 2001-2002 debate topic.

#### CUBA

\_\_\_\_\_ Resolved: That the United States federal government should substantially change its foreign policy toward Cuba.

#### WEAPONS OF MASS DESTRUCTION

\_\_\_\_\_ Resolved: That the United States federal government should establish a foreign policy significantly limiting the use of weapons of mass destruction.

#### WORLD HUNGER

\_\_\_\_\_ Resolved: That the United States federal government should establish a foreign policy substantially increasing its agricultural assistance to reduce world hunger.

#### REPUBLIC OF SOUTH AFRICA

\_\_\_\_\_ Resolved: That the United States federal government should substantially change its foreign policy toward the Republic of South Africa.

#### INDIA/PAKISTAN

\_\_\_\_\_ Resolved: That the United States federal government should substantially change its foreign policy toward India and/or Pakistan.

\_\_\_\_\_  
COACH SIGNATURE

\_\_\_\_\_  
SCHOOL NAME

\_\_\_\_\_  
STATE

**Mail ballot no later than October 20, 2000 to:**

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 2001-2002 debate topic.

#### CUBA

\_\_\_\_\_ Resolved: That the United States federal government should substantially change its foreign policy toward Cuba.

#### WEAPONS OF MASS DESTRUCTION



Each month the *Rostrum* will feature a Chapter from William C. Thomas' book, "The Urban Speech Team."

## A ABOUT THE AUTHOR



**William C. Thomas**

### **Brief Biography**

William C. Thomas has been coaching high school speech teams and teaching Speech "off and on—mostly, on," for the past fifteen years at the high school and college levels.

Recipient of a Master's Degree in English from the University of Colorado, Mr. Thomas is a product of the Denver Public Schools, where he now makes his living, primarily as an English teacher. His home is in Northwestern Elbert County, Colorado,

"Although this is a work of "fact," not fiction, it has some notable differences from the standard "Educational," "How-To," or "Textbook" format because it is really a series of essays, loosely tied together in a "Foreword" and seven chapters.

The illustrations of student behavior, teacher behavior, administrator behavior and of the conversations depicted herein are all based in fact, but derived from many sources because they result from fifteen years of teaching Speech and English in an urban high school where many of the problems and circumstances remain the same, but the characters and their reactions may be slightly different. The illustrations are given to explain the problem or the circumstance. That some current and former students or colleagues of mine would recognize themselves in the characters is understandable and unavoidable. Since their real names are not used and since many of the examples herein are modified or related concurrently with like examples, I do not believe this book will tarnish a reputation or harm a career or diminish a high school's reputation for the work that it does or the students who attend and graduate from it.

I have tried to be as accurate as possible in my quotation of statistics and items that can be found in media sources.

I have written this book because it is my firm belief that the ancient discipline of learning, known today as "Speech," which originated in the city-state of Athens over

## A ABOUT THE AUTHOR



"Although this is a work of "fact," not fiction, it has some notable differences from the standard "Educational," "How-To," or "Textbook" format because it is re-



# THE URBAN SPEECH TEAM

(A NON-FICTION NOVEL)

by

William C. Thomas

## Foreword

When I was a "little teacher," sixteen years ago, I did not know that I would coach Speech, teach Speech, understand such arcana as "strength of opposition" in debate, "the enunciated E" in Poetry Interpretation, or the "star pattern" in Original Oratory, and enjoy teaching and coaching Speech. It's been the additional work on my teaching contract for the better part of the last fifteen years and it's been, sometimes, one of the few reasons I've shown up for work.

I was hired, in the fall of my twenty-seventh year, to be the English Department, grades 9-12, at a place known as Fletcher School, "Home of the Foxes." My duties included teaching four sections of English, one of Journalism, supervising the Junior Class Play, supervising the Senior Class Play, and teaching one section of Speech in a high school whose total population numbered less than eighty students.

I was desperate for a job, having worked a year as a substitute teacher in the Denver area and having sent my resume to all parts of Colorado, as well as parts of Kansas, Wyoming, and New Mexico.

It seems ironic now, how desperate I was for a job; but at the time, most school districts in Colorado had a hiring freeze on teachers of anything but Science or Mathematics. I wanted a career. I'd knocked about long enough; deciding finally that I had something to contribute to the world besides a list of complaints and a decent time sheet from the many office temporary services that employed me that summer; and would have taken anything, anywhere so I could finally teach full-time.

This wasn't an unusual scenario. Speech, teach Speech, understand such arcana as "strength of opposition" in debate, "the enunciated E" in Poetry Interpretation, or the "star pattern" in Original Oratory, and enjoy teaching and coaching Speech. It's been the additional work on my teaching contract for the better part of the last fifteen years and it's been, sometimes, one of the few reasons I've shown up for work.

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*of the Board of Education: The town Mechanic, two farmers, a pharmacist, and a rancher's wife; all of whom were impressed by English credentials, but wondered whether I could teach Speech.*

Mindful that at least two others had applied for the same vacancy and remembering some very rotten times as a substitute teacher, I replied that I had briefly served a term in the Student Senate at Colorado State University, where I spoke in favor of funding the University's Philosophy Department in order to keep a specialist in Oriental Philosophy on staff versus giving additional funds to the University's football program. "When I finished speaking, I received a standing ovation."

They were interested. "So what happened?" the rancher asked.

I shrugged. "They forwarded the funds to the football program. That particular professor, I understand, has a job at Yale now."

*Teaching is an art and expressed in many different ways.*

*Students are more apt to learn when they are presented with a challenge and when they are empowered to overcome that challenge, honestly and gracefully.*

So they hired me; probably because I looked earnest enough and was young. I believed, at the time, that teaching English: Composition, Grammar, and Literature was my destiny. I forwarded my resume to all parts of Colorado, as well as parts of Kansas, Wyoming, and New Mexico.

Mindful that at least two others had applied for the same vacancy and remembering some very rotten times as a substitute teacher, I replied that I had briefly served a term in the Student Senate at Colorado State University, where I spoke in favor of funding the University's Philosophy Department in order to keep a specialist in Oriental Philosophy on staff versus giving additional funds to the University's football program. "When I finished speaking, I received a standing ovation."

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the students "show poise, assurance, and confidence." Most of the students were doing that already. The senior who'd been to Finland was already "poised" because she'd had to present innumerable slide shows to various charitable groups who had funded her trip.

The others did not lose eye contact; they spoke directly; they substantiated their assertions with "evidence" gleaned from the local paper or the latest newsmagazine.

In short, Speech class was extremely boring for me. I followed a manual; the students did their work; they were graded accordingly. That is the sort of "Speech" class that a lot of high schools have. It's real similar to a vacuum because it doesn't test the student's abilities beyond the classroom.

And it was comfortable. I could go on grading compositions, journals, and spelling tests for the rest of my life and let Speech continue in this apathetic vein until January, when a new semester meant that my juniors and one senior would move on to other courses and I would take on a new crop of sophomores. Easy and predictable.

Unfortunately, I have found that anything "predictable" in my life is bound to change radically; and that the most predictable course I have laid out is bound to twist and turn with all sorts of unpredicted consequences.

"I got a call from the local mail carrier last night," I informed the Superintendent/Principal when I saw him in the Faculty Lounge the next morning, fifteen minutes before classes began. He and I had a friendship that began because we both smoked cigarettes and found ourselves doing that already. The senior who'd been to Finland was already "poised" because she'd had to present innumerable slide shows to various charitable groups who had funded her trip.

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In short, Speech class was extremely boring for me. I followed a manual; the students did their work; they were graded accordingly. That is the sort of "Speech" class that a lot of high schools have. It's real similar to a vacuum because it doesn't test the student's abilities beyond the classroom.

School District "because something might happen," we found ourselves together on a lot of Friday nights and a lot of Saturday nights. Because he had twenty plus years as a counselor and teacher in small schools all over eastern Colorado and western Kansas, he tolerated me. I was a bright young teacher, full of idealism and creativity. He was temperate, honest, understanding to a fault, and probably enjoyed a vicarious pleasure from my enthusiasm.

"There's a contest, sponsored by the local Veterans of Foreign Wars, for Speech students—called the Voice of Democracy. Ever heard of it?"

He grunted, filled his coffee cup, and lit a cigarette. "VFW?"

"Yeah. And they've got some sort of radio contest. The student presents his thoughts on tape about 'What America Means to Me'—that's their theme. A five minute radio presentation. And the mail carrier—"

"—Erasmus Smith—" he interjected, holding up his hand.

"Yeah, Erasmus Smith wants us to participate. Should we?" That first year of teaching, I was very conscious of "clearing" things with my boss, if they involved local civic or church groups. I'd heard about a school somewhere in Nebraska, where the students had written essays in favor of racial intolerance or some such junk because of a seemingly "harmless" sponsor and I was worried that such a thing would happen with Fletcher.

"Veterans of Foreign Wars, huh?" he mused. "They're pretty big around here."

"Pretty big?" I asked sarcastically. "A sort of local militia that will defend the town of Fletcher in case the Communists from Nebraska arrive?"

"No, William," he said in a patient tone that my words did not deserve, "But there are a bunch of veterans from Vietnam, Korea, and World War II who are farmers and workers around here who still believe that patriotism and service to one's country is not dead. They're pretty important."

How many students in your class?"

"Twelve."

He added, "I've got a lot of students from Kansas, he tolerated me. I was a bright young teacher, full of idealism and creativity. He was temperate, honest, understanding to a fault, and probably enjoyed a vicarious pleasure from my enthusiasm."

"There's a contest, sponsored by the local Veterans of Foreign Wars, for Speech students—called the Voice of Democracy. Ever heard of it?"

*maudlin, hopeless, sentimental, and full of cliches. (I am an American because I am free...)(I believe in Democracy because it's right...)* All along, I questioned what the students had to say, questioning grand statements and challenging suppositions. I imagine I became so sclerotic and intense that the students dreaded reading aloud to me. I can't say that I blamed them. I was looking at the assignment as a product for public consumption from the high school. Since my name was associated with it, I wanted the speeches to be perfect in content, if not in form, delivery, and technique.

And on the fourth and the fifth days, they recorded. I had an energy that I hadn't known existed to demand a professionalism from them that they didn't know they had.

Taking a deep breath, Renee began: "I look over a wheat field planted by my father, and I know America is the land of opportunity..."

"Number Fourteen," Fred intoned into the tape. "I don't believe that America is the land of opportunity for many of us; but I believe it is the land of opportunity for all of us, if we become great citizens..."

I dropped the tape off at Mr. Smith's house after the sixth day, hoping I was done with this invasion on what I considered a "pat" lesson and semester plan. I hoped never to deal with such contests again.

Oh, no. In flaming type, a week later was the headline in the local newspaper: FLETCHER STUDENT WINS ONE ORATORICAL CONTEST, followed by a large picture of Fred Bottle beside his father's barn.

"Fred, a junior at Fletcher High School, made the audience laugh, cry, and burst into spontaneous applause when he read his oration on the air at station WWWW in Cattlerama on Friday..."

The Superintendent/Principal was as amazed as I was, but for different reasons. He was working toward passage of a bond issue in November. I did not understand the implications of such a vote in a school district that had been denied a raise during the previous ten years; but I did understand the middle interest the school district had in it. I imagine I became so sclerotic and intense that the students dreaded reading aloud to me. I can't say that I blamed them. I was looking at the assignment as a product for public consumption from the high school. Since my name was associated with it, I wanted the speeches to be perfect in content, if not in form, delivery, and technique.

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"So?"

"Omigod," he breathed silently. "You don't see it, do you? Fred Bottle's badly-written speech is a winner for us. Don't you see?"

"No."

"Because Fletcher hasn't won one of these contests in years, it is considered the 'school on the hill,' not worthy of anything; much less a bond issue. Because of Fred and his inadequate speech, we suddenly have public support for what we're doing here."

I still did not understand it, but sat with bemused looks on stage as a flag was presented to the school by the Veterans of Foreign Wars, listened to Fred's oration for the fifteenth time, then enjoyed the applause of the entire school. I also did not understand the following assembly, held in December, as Fred's oration went to the "State" tournament, when a large cup proclaiming him "An Outstanding Spokesman For Democracy" was presented.

All twelve of the Speech class were presented with pens that had their names engraved on them. I received a pen and pencil set with my name engraved on it.

*The Board of Education, pleased that the bond issue had finally passed, voted to award its teachers a \$25.00 per month "raise."*

And I still didn't "get it." I still didn't realize that Speech was one of the few arcs where a student with mediocre writing skills could make a difference; or where he could really "shine," until I was convinced that it was true, by Kenneth.

Kenneth was one of those students whose alcohol intake matched the capacity of a nuclear power plant to process toxic waste. He was a talented senior who wasted his time learning pool shots, socializing, and worrying about the transmission on his truck. In English class, he was content to socialize with his peers, to do very little, and to pass with a D.

It was an evening in early January when he showed up at my house, drunk, handed me the keys to his truck, and settled into my chair. Before he kicked off his shoes, he said, "I've got a lot of students from Kansas, he tolerated me. I was a bright young teacher, full of idealism and creativity. He was temperate, honest, understanding to a fault, and probably enjoyed a vicarious pleasure from my enthusiasm."

"Because Fletcher hasn't won one of these contests in years, it is considered the 'school on the hill,' not worthy of anything; much less a bond issue. Because of Fred and his inadequate speech, we suddenly have public support for what we're doing here."

I still did not understand it, but sat with bemused looks on stage as a flag was presented to the school by the Veterans of



o'clock anyway. Yes. Yes. Goodbye."

And I remembered looking at Kenneth that night; looking at his blonde hair and his closed eyes, and wondering if God had sent such things for me to figure out. If so, I figured, God was sadly mistaken about His messengers: I couldn't figure out Kenneth if I'd been given a million years.

But Kenneth wanted to compete in the "tournament." An event at the local community college that asked for all students of "Speech" to be included. Those students, from the ten local high schools, would be "fried" by the competition from a much bigger high school. Because that bit about the speech tournament had been withheld, I readily signed my name to the registration form: Committing my students to certain failure in Poetry Interpretation, Original Oratory, Solo Acting, and Humorous Interpretation; all thirteen of them plus Kenneth in Poetry Interpretation.

*He was interested in presenting some poetry his grandmother had shared with him, figuring that if he liked the poetry, then his audience would like it:*

"A cowboy who'd had too much to drink  
one night  
Destitute, his clothes tattered and full of  
fright  
Went to sleep with a troubled brain  
And dreamed that he rode the hell-bound  
train..."

was one of the poems he wanted to present, with a couple of more sentimental pieces.

He had come to my house again, around eight, and very soberly showed me his poetry selection, telling me that we should "really work, because those guys from Cattlerama are good."

And this intrigued me because Kenneth had never worked at anything academic in his life; yet here he was, a week before the tournament, working very seriously on making the poetry mean something to his audience. He did not drink when he practiced, and spent two to three hours with me every evening in preparation.

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*He was interested in presenting some*

"With success like that, William, don't you think you should take Kenneth to the State Tournament?" I was asked later that afternoon by the Superintendent.

"I'll think about it," I promised.

The next day, I was in his office, filling out registration forms and asking for a registration check. Two Saturdays later, at 3:00 in the morning, Kenneth and I were headed for Denver, where he competed in the "State Speech Festival," which is specifically designed for smaller high schools, with populations of no more than 300 students. The judging at a "festival" is much more forgiving than the judging at the State Tournament and the people running it are used to competitors and coaches asking the most obvious questions, like Kenneth's bright-eyed query: "Do we go home after one presentation?"

"No," he was told gently. "Stay for rounds two and three and see if you make finals."

*We left after third round because his code was not posted for the final round, and I figured it was over until a large envelope, addressed to me, arrived later that week from the State Activities Association. Kenneth had taken seventh place from among forty-five competitors.*

"You know, William," my boss observed when given this news, "You might want to consider where your talents seem to lie. You're a hell of an English teacher, but you do stuff with kids around here that isn't just English. You take a kid like Kenneth, likable enough, but lazy, and turn him around. You take Fred Bottle, who's a good student, but hardly inspired, and he starts winning academic contests. You take our farm kids around here and do stuff with them that people haven't seen in years. I can almost guarantee you that nobody from Fletcher has ever won a speech contest or even shown the slightest interest in it. Then you come along and it all seems to happen."

"It's because I've got good kids," I said.  
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I was hired, the next year, at Benjamin Harrison High School, Denver. The classes I was to teach: A couple of sections of juniors in "regular English," two sections of "Oral Communication," and one section of "Competitive Speech," the Harrison High School Speech Team, could have made or broken me; especially the Speech Team. They'd not yet gotten over grieving the death of their previous coach, who, quite dramatically collapsed at the State Qualification Tournament the previous year, and never lived to see his competitors take top places at the State Tournament. After his death, several talented teachers tried to run the Harrison Speech Team and every one of them had failed because the students would not take direction from anyone but their former Speech teacher.

I did not know that when I took the job at Harrison. Again, I was desperate for a job, a career, and a pay scale better than one that qualified me for USDA cheese and butter.

"So what are your qualifications?" the Speech Team President demanded on the first day of school. He was eager to take State and go to Nationals and to lead an outstanding group of students, as he had in the absence of his previous Speech coach; meddling and talented substitute teachers be damned.

"I'm the best there is," I told him.

That was fifteen years ago. I've learned a lot since then; including the fact that I am not the best there is. I have learned that teaching is an art and that it is expressed in many different ways. I have also learned that students are more apt to learn when they are presented with a challenge and when they are empowered to overcome that challenge, honestly and gracefully.

That's why this book is about Speech and that's why this book is about students in an urban speech team that should not, by any rule of commonsense, exist.

This book is about something that "works" in Education and has worked since the days of Plato's Academy, arrived at by death of their previous coach, who, quite dramatically collapsed at the State Qualification Tournament the previous year, and never lived to see his competitors take top places at the State Tournament. After his death, several talented teachers tried to run the Harrison Speech Team and every one of them had failed because the students would not take direction from anyone but their former Speech teacher.

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# THE UNIVERSITY OF TEXAS — AT AUSTIN —

The University of Texas wishes to thank the over 300 students who attended the 2000 University of Texas National Institute in Forensics. It was indeed a pleasure teaching you here in Austin. We commend each of you for your talent and determination. We would also like to thank your coaches and advisors for trusting your education with us and for their commitment to advancing the arts of forensics among our nation's finest students. We all know that their efforts are essential to maintaining a lasting forensics community. Best of luck in the coming tournament season, and we hope to see you again in Austin at the University of Texas Longhorn Classic, December 1st and 2nd.

For an invitation to the Longhorn Classic or for information on next years UTNIF, contact Peter Pober at [ppober@mail.utexas.edu](mailto:ppober@mail.utexas.edu) or Joel Rollins at [jd.rollins@mail.utexas.edu](mailto:jd.rollins@mail.utexas.edu), or call us at (512) 471-1957.



# "THE COACH DOTHT PROTEST TOO MUCH, ME THINKS....."

by  
Don Crabtree



These slightly paraphrased words from Shakespeare's immortal *Hamlet* were reflected at the NW Rose National Tournament.

The purpose of this article is not to imply that protests are not warranted—merely that a grievable protest must meet certain criteria and be implemented in an orderly, professional and timely manner.

Many of the protests were based on incorrect information. *Please* read the manual before initiating your concern. For example, three protests centered around the issue that a student(s) was using more than one poem in their supplemental event. Another protest argued that two students in duo interp were touching. Both of these protests were easily solved by simply reading the manual. In poetry, a student may do more than one poem; in duo, no rule exists against touching. In these particular cases the protests were *Much Ado About Nothing*.

Another vital issue regarding a protest is timelines. The NFL Manual states that a protest must be made in a "timely" manner. A "timely" manner is not justified when a young person breaks to the top 60 and a person was aware of the grievance in round one but simply chose to "wait and see." If the infraction is grievable, it is

into a *Twelfth Night*! Please file in a timely matter—*immediately* after the infraction is noticed.

Furthermore, the issue of state rules vs NFL rules posits many problems. Some states allow singing; some states allow 150 words of material to be added to the interp selection (including the introduction); some states have a very specific penalty for going overtime. Please remember and advise your students that **only** NFL rules apply at the NFL Tournament. *As You Like It* in your state does not apply at the NFL level.

I, and the entire NFL Executive Council, firmly believe in an even playing field for all contestants! However, rules for our Championships are in the NFL Manual and take precedence over any state rules—*Measure for Measure*!

In a few situations this year, there were grievable issues. Please follow the protest procedure. A detailed form is available in the Ombudsmen's Office. It is to be completed in its entirety by the coach (not a student) making the protest.

Three very critical parts of this form are:

- (1) What rule was specifically violated?
- (2) When (exact time/date) was this rule violated and
- (3) Recommended solutions/actions to the infraction.

The protest is then given to Mr. Copeland, NFL Executive Secretary, for his ruling. This ruling may be appealed to the Ombudsmen. *The*

been disqualified or ranked last for their infraction. It is painful because it should have never been allowed to happen. **Read** the rules! **Follow** the rules! In interp for example, have your *original* material *immediately* available if challenged. Have your cutting xeroxed and be sure that your presentation is highlighted. Any words used for transitional purposes must be clearly indicated. If your selection isn't published, then why take the risk! If you don't like the script, find a new one, don't re-write it! If you find the script tired/old, don't add new material to "jazz" it up!

The protest concept is in place to protect the legitimacy of the tournament and to insure that we are all on the same page—and those pages are in the NFL Manual! Thanks to Mr. Copeland's and President Tate's work with the sponsors, we have numerous scholarships available. We must protect the integrity of those awards.

Overall, the protest process works. There are those coaches who suggest that our rules are too vague. They will argue that if there is no rule against it, it must be OK—perhaps, but **YOU** are the people who can suggest changes and revisions to these rules. Simply write the NFL office and your input will be seriously considered at the next NFL Executive meeting.

In summary, I met some great coaches and outstanding students this year in the Ombudsmen's room. I admired and appreciated their professionalism and dignity. I hope you were treated likewise. If we all

# ME THINKS....."

by  
Don Crabtree



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been disqualified or ranked last for their in-

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# THE D G E

## **Debating Agent of Action Counterplans (I): Morgan Powers & Executive Orders by David M. Cheshier**

By the end of last year's academic achievement season, agent of action counterplans were well established as a generic of choice, and the early indication is that they will have a similarly dominant influence in privacy debates. While the summer experience of students at the Dartmouth Debate Institute may be atypical, almost every round there came down to an agent counterplan, a Clinton popularity/political capital position, a privacy critique, and associated theory attacks. The strategic benefits are plain to see - agent counterplans often capture the case advantage and open the way for political process arguments - and on that account if no other the politics/agent CP/critique strategy is likely to disproportionately dominate the top of the circuit.

There is another considerable strategic benefit, which derives from how intermingled real world privacy protection would likely be implemented. Because Congressionally enacted (and presidentially signed) laws end up enforced in the courts as a matter of normal process, a counterplan which uses only the courts is, from the start, in-oculated against many of the most obvious counterattacks. After all



## **Debating Agent of Action Counterplans (I): Morgan Powers & Executive Orders by David M. Cheshier**



both plan and counterplan alike.

Because the privacy topic is oriented around the expansion of fundamental legal rights, debates will often center on whether federal judicial or legislative action is best suited to privacy protection. The rest of this essay introduces some of the basic issues likely to arise in these debates, closing with some strategic recommendations.

Of course the range of counterplans using agents different from (or subsumed within) the Federal Government is much wider than those few discussed here. This essay does not review the merits of state legislative or judicial action, although those will obviously be viable strategies in certain debates. It does not review the complicated literatures surrounding the Congressional delegation power, though in some debates the delegation/nondelegation issue will arise. Nor does it review the range of potential international action counterplans available on this topic, most of which would presumably involve either consultation or harmonization of American privacy policy with the European Union - it was only little more than a month ago that U.S. business representatives agreed with their E. U. counterparts on a framework for data privacy protection, talks undertaken in the effort to avoid potential trade conflicts from erupting over this country's less extensive privacy protection. In a later essay I'll discuss Congressional delegation and court action more fully.

Let's briefly consider one relevant theoretical matter before moving into the substantive issues raised by the Morgan Power and executive order alternatives. Some, on hearing alternative agent counterplans, will immediately wonder whether they are "plan-inclusive," and if so, reach for their prepared theoretical objections to so-called PICS ("they're unfair since they make us attack our own case, putting us in a no win situation," or "PICS lead to trivial distinction counterplans: does the substantive issues raised by the Morgan Power and executive order alternatives. Some, on hearing alternative agent counterplans, will immediately wonder whether they are "plan-inclusive," and if so, reach for their prepared theoretical objections to so-called PICS ("they're unfair since they make us attack our own case, putting us in a no win situation," or "PICS lead to trivial distinction counterplans: does the substantive issues raised by the Morgan Power and executive order alternatives. Some, on hearing alternative agent counterplans, will immediately wonder whether they are "plan-inclusive," and if so, reach for their prepared theoretical objec-

contexts.

What about a Supreme Court counterplan? Here the question is more difficult. If the plan has Congress pass a law, which the President signs and the Supreme Court enforces, then the counterplan to simply have the Court initiate action which it then enforces as it would other decisions might well be plan inclusive. Or is it? Even if the outcome is very similar, one might argue the mandates of the plan are essentially different from the counterplan. And if we decide otherwise, wouldn't every counterplan become plan-inclusive, if only because both the plan and counterplan share similar language regarding "normal means", "enforcement," and "funding"?

Since there is, in certain quarters, a growing hostility to plan-inclusiveness, and since affirmatives often feel it necessary to overkill the theory voter sometimes attached to it, it will be tempting to run the PICS objection - I simply advise that you be cautious in doing so. If you claim the counterplan is plan-inclusive, you may simply be tying your own hands by constraining your ability to run disadvantages against the counterplan.

#### When Congress Judges: The Morgan Powers Counterplans

A considerable amount of legal and policymaking commentary has centered on the respective merits of court and congressional action. One argument, very familiar to debaters from last year's education topic, centers on Gerald Rosenberg's "hollow hope" position. Rosenberg, a political scientist at the University of Chicago, defends the desirability of congressional action in his book of that title (published in 1991). He sees the court as a "litigation lure" able to divert social justice movements into overcommitting their resources to lawsuits. But the lure is dangerous since in Rosenberg's view court action has historically failed to transform the scene of social action for the hope" position. Rosenberg, a political scientist at the University of Chicago, defends the desirability of congressional action in his book of that title (published in 1991). He sees the court as a "litigation lure" able to divert social justice movements into overcommitting their resources to lawsuits. But the lure is dangerous since in Rosenberg's view court action has historically failed to transform the scene of social action for the hope" position. Rosenberg, a political scientist at the University of Chicago, defends the desirability of congressional action in his book of that title (published in 1991). He sees the court as a "litigation lure" able to divert social justice movements into over-

him of too narrowly defining the possibility of legal "success." That is, Rosenberg tends not to count litigation as successful unless it produces an immediate payoff or transformative result. Some who defend the legal system have insisted, by contrast, that publicly discernible responses to court rulings may take many years to materialize, but cannot be discounted or ignored on that account.

Beyond the normal literature contrasting the efficacy of court and legislative action (and it is truly a vast literature) is a smaller and more technically challenging literature centered on the so-called "Morgan Powers Doctrine." To some extent the Morgan Powers counterplan was run on the education topic, but undoubtedly the nature of this year's topic will produce much more concentrated attention, especially on the national circuit.

Even casually informed students of the American Constitution understand it is organized on the principle of "separation of powers," both between federal and state action and among the branches of government (legislative, judicial, executive). It has been long settled law that the Supreme Court is the final arbiter of constitutional principle, and that Congress has little or no explicit power to overturn or challenge specific rulings. Of course, one must speak carefully here from the outset, since the Supreme Court is not powerful beyond congressional check: the constitution gives the Congress power of the purse even over the courts (and the related power to establish new courts), power to confirm federal judges and remove them for serious misconduct, and the power to specify the jurisdiction of the courts. But as you can see these congressional checks are all very general, and do not, on the surface, appear to give Congress any legitimate authority to specifically contradict or legislate away a Supreme Court ruling.

But on purely tactical grounds (negotiations), power to confirm federal judges and remove them for serious misconduct, and the power to specify the jurisdiction of the courts. But as you can see these congressional checks are all very general, and do not, on the surface, appear to give Congress any legitimate authority to specifically contradict or legislate away a Supreme Court ruling.

But on purely tactical grounds (negotiations), power to confirm federal judges and remove them for serious misconduct, and the power to specify the jurisdiction of the courts. But as you can see these congressional checks are all very general, and do not, on the surface, appear to give Congress any legitimate authority to specifically contradict or legislate away a Supreme Court ruling.



had specifically upheld such requirements, ruling in *Lassiter* that tests did not necessarily violate the fourteenth and fifteenth amendments. The issue in *Katzenbach* was whether the Congress had overreached by passing section 4(e), by essentially legislating to overturn a Supreme Court ruling. The Court rules that it had not - for the majority, Justice Brennan said all Congress had done, and had the right to do, was implement the language of the 14th amendment, which enables enforcement by "appropriate legislation." The majority ruled that it was the right of Congress to enact laws which expanded the range of constitutional liberty, but under no circumstances did it have the power to restrict it.

The Morgan Power has been very rarely invoked, mainly because the Congress has not often looked for a specific way to legislate away a Supreme Court decision. And the Court has not often revisited the Morgan Power doctrine since 1966. But the issue reemerged in the mid-1980's when Stephen Galebach, a pro-life lawyer, proposed that the Congress use the Morgan Power to nullify *Roe v. Wade*. His point, outlined in an article in the *Human Life Review*, was that Congress should consider passing legislation to make *Roe* irrelevant by finding, as a matter of fact, that life begins at conception (such a finding would completely undo the logic underlying the trimester system of reproductive rights regulation and protection established by *Roe*).

The pro-life debate in the 1980's (and such a law, though introduced, was never passed) illustrates the complexity of the Morgan Power. A Morgan Power counterplan would not just have the "Congress overturn *Whren v. U.S.*," for example, nor could it, since congress lacks the power to pass laws specifically striking down Court decisions (to do so would violate the separation of powers). But they do have the power, under the specific circumstance where doing so would expand rights, to pass legislation that (either by redefining a fact situation or striking down a legislatively ment the language of the 14th amendment, which enables enforcement by "appropriate legislation." The majority ruled that it was the right of Congress to enact laws which expanded the range of constitutional liberty, but under no circumstances did it have the power to restrict it.

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which were enumerated back in the days of the Human Life Bill. At the time the objections were quite heated. Some argued such a bill was an unlawful use of congressional power since the law would have subverted (and not expanded) a fundamental right. Others produced arguments regarding the *Katzenbach* ruling, claiming the case was wrongly decided. On the other side were those who defended the Morgan Power and its use as a necessary check on judicial activism.

One of the most important essays on the Morgan Power was published some time ago by Yale Law Professor Stephen Carter (he has since written best sellers on integrity and affirmative action). Carter's 1986 *University of Chicago Law Review* essay ("The Morgan 'Power' and the Forced Reconsideration of Constitutional Decisions") takes a mixed view. Without taking a position on the merits or constitutionality of the proposed Human Life Bill, Carter discusses the place of potential congressional action within the broader context of a national dialogue, where some benefit might come from forcing the Supreme Court to occasionally reevaluate its own past decisions. Start by reading the Carter essay if you want a better understanding of the intricacies involved or want some good ideas about how to answer the counterplan.

Teams wishing to use the Morgan power to legislatively oppose court action need to carefully draft the counterplan to avoid tripping into massive separation of powers problems, and must be mindful of the complex intersections of state and federal laws that may come into play in specific cases. For instance, on the issue of parental notification, where the statutes in question are all enacted at the state level, it is a bit unclear how the Congress might act to legitimately undo state law, especially given the increased deference to federalism shown by the Court in recent years. On the other hand, the parental notification case might prove no more constitutionally difficult than the Voting Rights use of Morgan Powers in the 1960's, where the Congress used its use as a necessary check on judicial activism.

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tive, which proved very popular at several of the major summer programs. In its infamous *Korematsu* decision, the Supreme Court upheld the government's program of quarantining Japanese Americans on the west coast in the aftermath of Pearl Harbor. The case has the Court explicitly overturn its earlier decision, and argues such a reversal will send a powerful symbolic message which has not yet been sent, even by the enactment of congressional compensation for the victims of internment. Should the negative counterplan to have the Congress take Morgan Power action (in this case the counterplan might "vacate" the decision by issuing a finding of fact that Japanese Americans posed no actual security threat to the United States government), they probably do not capture the symbolically important benefits of actual reversal. After all, the decision may be "nullified" by the counterplan but would remain on the books. And perhaps the symbolic import of reversal can only be achieved if the Court comes to a reversal decision on its own, without prodding by the Congress.

#### When Presidents Legislate: The Executive Order Counterplan

A discussion of presidential executive order can be a brief one, since the range of presidential power on the typical affirmative is slight. This is not to deny the president's occasionally significant range to maneuver. Early in the summer President Clinton made a highly publicized announcement of his executive order prohibiting federal agencies from using the results of genetic tests as the basis for discriminatory action. The order was entirely symbolic, since no agency other than the Pentagon uses genetic testing or plans to, and the order specifically exempted the Pentagon. But Clinton's point was to draw attention to the issue by use of his "bully pulpit." It is perhaps telling that although Clinton challenged private sector companies to match his prohibition (he lacks the direct authority to order private entities to act), not a single insurance company stepped forward the enactment of congressional compensation for the victims of internment. Should the negative counterplan to have the Congress take Morgan Power action (in this case the counterplan might "vacate" the decision by issuing a finding of fact that Japanese Americans posed no actual security threat to the United States government), they probably do not capture the symbolically important benefits of actual reversal. After all, the decision may be "nullified" by the counterplan but would remain on the books. And perhaps the symbolic import of



National Security Agency's "Echelon" program, or perhaps the Pentagon's regulations making adultery in the military relevant to judgments about the character of service personnel), the possibility of executive order may actually solve for the case. Of course in these instances the plan itself might issue an executive order as the main solvency mechanism.

The presidential authority to issue executive orders is legally limited. As in the case of the Congress/courts debate, presidential attempts to legislate *via* dictate will soon encounter serious separation of powers problems. In fact, the executive order principally (some would say only) exists so the president can specify for his own staff and for federal employees how he wishes his policies to be implemented. Of course since the federal bureaucracy overseen by the president is a large one, this is not an insubstantial power. And executive orders can have a kind of multiplier effect: a fair housing order implemented many years ago (which in part prohibited agencies from doing business with discriminatory housing providers) pertains to something like a full 25% of the nation's housing stock. There is strong evidence that President Clinton has shown an eager willingness to press the limits of his E. O. power - for instance, he has federalized millions of acres of parkland with the stroke of his pen, a fact which as infuriated his conservative critics. And executive orders can occasionally spark either Congressional legislation (which would extend the reach of an order even further) or raise public consciousness so action is eventually undertaken that would regulate everywhere.

But in the typical situation executive orders will simply not capture the majority of the case advantages. And in cases where the counterplan has the President order massive changes in federal policy, the evidence for Congressional backlash is fairly strong (of course this may only reinforce the counterplan's effort to force a particular Clinton debate, so be careful).

### Concluding Strategic Recommendations

In thinking through your responses to the major federal government report of course in these instances the plan itself might issue an executive order as the main solvency mechanism.

The presidential authority to issue executive orders is legally limited. As in the case of the Congress/courts debate, presidential attempts to legislate *via* dictate will soon encounter serious separation of powers problems. In fact, the executive order

step the normal net benefit claims made by agent counterplan defenders. To what extent would Clinton really be blamed or credited for the plan if it happened in the aftermath of Congressional or Supreme Court action? And to what extent would the court's legitimacy be preserved were it to act in the aftermath of Congressional action stripping their authority to rule? In both cases, persuasive accounts could be offered for why the "do both" permutation not only achieves a double benefit, but also for why doing both better turns the disadvantage than adopting the counterplan alone.

One must be careful in specifying the nature of the permutation, however. The best net benefit stories usually flow from permutations that envision sequenced adoption (that is, the Congress counterplan might be done first, then the presidential plan - such a sequence would deny Clinton credit since he would appear to be either following the Congress or coerced by their leadership). But many judges have difficulty with order-of-adoption permutations. For example, if the sequence envisions doing the counterplan first, and then the plan, some might say the permutation is an "intrinsicness" permutation - and illegitimate on that account - since the permutation achieves its benefit thanks to a fiat delay that is neither in the plan nor the counterplan text.

Most of the other objections to time frame permutations rehearse tired and ultimately unpersuasive caricatures. Some will argue that time frame permutations make all counterplans uncompetitive, since even mutually exclusive actions can be made consistent when sequenced through time. But that ignores the requirement that permutation advocates elaborate a net benefit to the sequencing, which can be very difficult, especially when the plan and counterplan propose mutually exclusive action.

Others insist on hearing solvency evidence particular to the sequencing (a demand virtually impossible to satisfy), as a way of illustrating what they see as the contrived nature of the sequence. But that objection ignores how much the actual domains of lawmaking rely on sequencing as a condition of effectiveness. To what extent would the court's legitimacy be preserved were it to act in the aftermath of Congressional action stripping their authority to rule? In both cases, persuasive accounts could be offered for why the "do both" permutation not only achieves a double benefit, but also for why doing both better turns the disadvantage than adopting the counterplan alone.

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the contras, who he praised as the "moral equivalent of the Founding Fathers." His congressional opponents, motivated both by their horrified reaction to alleged contra human rights atrocities and by the desire to open up a space where the ruling Sandinistas could govern undiverted by revolution, insisted that aid be terminated. The solution? A compromise which permitted short-term funding, to be followed by an outcomes review. Should atrocities be uncovered, aid would be revoked. If the contras appeared pro-democratic, then aid would continue. Reagan favored the outcome since it got short-term aid to his allies, and because of his confidence that the contra leadership would survive close scrutiny. The Democratic opposition went along both because the deal got them off the hook for what might turn into a "who lost Nicaragua?" contest, and because they were confident the contras would fail any reasonable tests. Time frame arrangements like this are far more typical in Congressional-Presidential dealmaking than is often recognized by diehard opponents of their use in academic debate.

There is no reason not to advance the other major categories of theoretical response, although they should be argued quickly, and not permitted to bog down the rest of the debate. Arguments against dispositionality or conditionality, the existence of negative fiat, or the legitimacy of plan-inclusive counterplans (if they apply) can be quickly advanced.

An unfortunate but growing phenomenon is to make all of these theory arguments into voting issues, a process that quickly derails even sophisticated debates into a melee of reverse voting issue claims and impossible-to-adjudicate fairness arguments. I don't know a single judge who enjoys deciding debates that come down to asserted and competing theory claims, and as a result debaters should beware making substantial time investments in them unless they are truly winnable. It is far better, in my opinion, to impact the theory argument as nullifying the counterplan, rather than insisting the negative should lose since they said (for example) the word "conditional." Reagan favored the outcome since it got short-term aid to his allies, and because of his confidence that the contra leadership would survive close scrutiny. The Democratic opposition went along both because the deal got them off the hook for what might turn into a "who lost Nicaragua?" contest, and because they were confident the contras would fail any reasonable tests. Time frame arrangements like this are far more typical in Congressional-Presidential dealmaking than is often recognized by diehard opponents of their use in academic debate.

of the resolution, and therefore not obligated to say which bureaucrat in the Federal Bureau of Prisons shall actually sign off on the prison privacy policy. Regardless of these claims, though, specification is the better course of action. Failure to specify will not sidestep the theoretical problems - your opponent will probably just run an "agent specification" theory objection to the plan, either cast as a theory argument, a vagueness objection ("reject them because their plan is too vague, since it doesn't say who implements it"), or a topicality violation ("without specification there is no guaranteed action, and so they are probabilistically topical"). Or they might argue, more subtly, a topicality violation arguing the plan does not strengthen privacy protection since it fails to create a new "legal remedy" (a topicality argument popular at several of the major summer programs), wait for you to specify what your remedy is, and then tie you to it for agent specification purposes (that is, when you answer the violation by saying "we meet - we create a legally actionable right enforced by the Supreme Court," you have answered the agent question despite the silence of the plan text). Given all this, and since these counterplans can be anticipated, why not just think carefully through the issues specific to your affirmative and pick the most defensible agent?

It is absolutely imperative that, when answering agent counterplans, an aggressive strategy be undertaken to beat back net benefit claims. Read evidence that the branch of government defended in the counterplan cannot solve, or solves less effectively than the plan. Run disadvantages against the counterplan to give your-

self an offensive alternative to a 2NR "we capture the case, and so any risk of Clinton outweighs" oration.

The potential solvency objections are scattered throughout the privacy literature. Consider a narrow but potentially useful "alternative grounds" counterplan, a category of agent action we have not yet considered. Let's say the plan has the Supreme Court strike down state parental notification statutes (they might claim a reproductive rights advantage), and, to make themselves sound more topical, the affirmative implements the decision by having the Court issue their ruling based on penumbral privacy rights (as they did in the most famous abortion rights decision, *Roe v. Wade*). The negative might then counterplan by also having the Court strike down parental notification statutes, but on different grounds (e.g., on equal protection grounds - that is, the Court would rule parental notification unconstitutional since notification requirements unduly burden pregnant women while leaving men untouched by the law).

While the difference of grounds seems, at first glance, trivial (after all, if we accept this counterplan, what is to prevent a counterplan next weekend which does the plan, but has the Court rule 6-2 instead of 8-1?), there is a decent legal literature centered on the question of whether the "equal protection" language of the Constitution better protects privacy than other available remedies. This is especially so in the "racial profiling" literature, since the *Whren* decision explicitly mentioned the possibility of an equal protection alternative, a fact which as evoked much commentary in the law reviews. Much of this literature provides good affirmative responses, on solvency and

other grounds. For example, to win an "equal protection" claim one typically has to prove the legislature purposely intended to discriminate against a protected class - a high burden of proof compared to the relatively lower threshold normally accompanying penumbral privacy rights claims.

The point is this: the privacy literature pervasively discusses the relative merits of alternative actors. Look for such evidence from the first time evidence is cut for the affirmative, and organize the 1AC story to anticipate obvious agent alternatives. In case of Congress vs. Courts, a variety of alternative arguments are advanced. Some assert that court action is likely to provoke congressional attempts to "rollback" the decision. Others argue that congressional action prompt judicial rollback. A lot of evidence has been written indicting the ability of the Supreme Court to see its decisions enforced by the lower courts, but conversely there is good evidence indicting the power of the Congress to see its will implemented by executive agencies. And there is also a considerable literature which speaks to the question of whether judicial or legislative action is more or less likely to move forward the public conversation or (in the case of the Hollow Hope position) advance the cause of social movements. Take these literatures seriously: they will become an important part of the national circuit's response to persuasive and often compelling cases for strengthening privacy protection.

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

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Matthew Whitley	TX	1,885	Roy Hanks	OK	1,619
Chris Elders	MO	1,877	Andrew Cheyne	MN	1,619
David Kensinger	KS	1,848	Roger Flores	KS	1,618
Joey Reske	TX	1,844	Jay P. Sokolovsky	MN	1,617
Anoop Mishra	AL	1,840	Austen Irroballi	TX	1,613
Lindsay Littlefield	ND	1,818	Kevin Lamb	TX	1,612
Michelle Tornberg	SD	1,810	Albert Giang	CA	1,612
Kathleen Curtis	ND	1,756	Lynette Womack	KS	1,611
Catherine R. Bell	KS	1,754	Gabe Cook	MO	1,610
Ajay Gupta	OK	1,752	Joey Bradley	MO	1,610
Japa Pallikkathayil	MO	1,751	Heath Dixon	TX	1,606
Germaine Hunter	CO	1,749	Casey Howard	IN	1,606
Anjan Choudhury	TX	1,743	Amanda Boles	MO	1,600
Jesse Matson	MN	1,736	Rebecca Justice	IN	1,600
Ami Arad	CA	1,733	Chase Wren	TN	1,597
Jonathan Carr	AL	1,730	Clarence Webster III	MS	1,596
Winthrop Hayes	TX	1,727	Michael K. Erickson	NM	1,596
Ben Walker	KS	1,724	Krissie Hodges	TX	1,596
Laura A. Fernandez	FL	1,722	Matthew L. Case	WA	1,596
Anton Ford	CA	1,721	William Viestenz	ND	1,596
Joe Williams	TX	1,714	Sanjay Kumar	MN	1,594
Sujata B. Barai	IN	1,696	Adam Lauridsen	CA	1,594
Ben Johnson	MO	1,696	Jeff Nath	SD	1,593
Zach Rieken	MO	1,695	Grant McKeenan	KS	1,590
Caleb McDaniel	TX	1,694	Michael L. Benson	IA	1,589
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J. V. Reed	OK	1,680	Robert Gratzer	TX	1,586
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Sam Halabi	KS	1,674	Shavonne Smith	TX	1,584
Matthew Brennan	NY	1,674	James Fleming	ND	1,581
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Brett Harvey	MS	1,645	David Hale	OK	1,574
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Steven R. DuBois	KS	1,634	Dawn Huber	MO	1,569
Guenevere Collins	NM	1,631	Bryan Gray	TX	1,569
Theodore Scutti	CO	1,630	Melissa Hayes	IN	1,568
Alex Tuckness	MO	1,629	Joe Shapiro	OR	1,567
Mona Abo-Zena	IA	1,627	Joshua Wilkerson	CA	1,565
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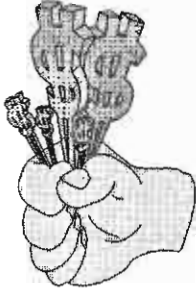
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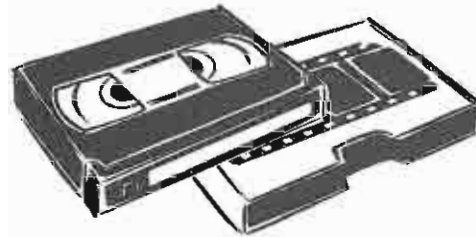
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MATTHEW GREGOLINE  
PLYMOUTH HS  
BEN HOSTETLER

EVANSVILLE-CENTRAL HS  
DANIEL TWEEDALL

## KANSAS

TOPEKA HS  
DARREN M. CANADY  
KATHERINE E.  
GARLINGHOUSE  
KEVIN P. YANCEY  
PETER A. CREVOISERAT  
ROHINI K. THUKRAL  
MCPHERSON HS  
CHARLES PALMER  
WHITNEY SEIBEL  
HUTCHINSON HS  
ROSALINDA M. VIGIL  
HAVEN HS  
JOHN MCCURRY  
FREDONIA HS  
MATT SWINNEY  
MOUNDRIDGE HS  
DAVID J. STUCKY  
GARDEN CITY HS  
JEZREAL LUCKETT  
PARSONS HS  
ETHAN C. ADAMS  
SHAWNEE MISSION WEST  
ROMAN SWOOPES  
WICHITA-HEIGHTS HS  
BRANDON PICKLER  
PRATT HS  
CRISTINA ROBINS  
EL DORADO HS  
TIFFANY YEAROUT  
CONCORDIA HS  
CHARLES STEIMEL  
SALINA-SOUTH HS  
AMANDA VARNADORE  
FIELD KINDLEY HS  
JOSEPH H. BOBEK  
MARIA L. BURRIS  
RYAN C. ROLLINGS  
WASHBURN RURAL HS  
JEFF KREADY  
SILVER LAKE HS  
MOLLY WETTA  
BLUE VALLEY HS  
ANTHONY BIAGIOLI  
JENNIFER CHEEK  
BLUE VALLEY NORTH HS  
MELISSA KU  
MICHAEL NEUFELD  
STEVE DUCEY  
CANBY VALLEY HS  
RACHEL MCGUIRE  
ANDOVER HS  
ALLISON C. HARPER  
MEREDITH H. JENKINS  
LYONS HS  
BRANDON UTECH  
LABETTE COUNTY HS  
ROBYN WAITS  
LITTLE RIVER HS  
BETONY WILLIAMSON  
WICHITA NORTHEAST  
MAGNET HS  
DEEHANA STREET  
SHAWN CAMPBELL

## KENTUCKY

ROWAN COUNTY SR HS  
BEN FRANZINI  
EVANGELINE IWU

## LOUISIANA

ERATH HS  
BRANDON THIBODEAUX  
LAFAYETTE-ACADIANA HS  
AMBER MCZEAL  
ST THOMAS MORE HS  
ANDRE PITRE  
TEURLINGS-CATHOLIC HS  
AMANDA BREAUX  
CARENCRO HS  
ANDRE ARCENEAUX  
BOBBY BOQUET

## MICHIGAN

PORTAGE-CENTRAL HS  
DAVID BALTMANIS  
ERICH NAGENGAST

## MINNESOTA

MOUNDS VIEW HS  
JAMES B. MEDEK  
BLOOMINGTON-  
JEFFERSON  
NAVIN VIJ  
EDINA HS  
SAM GILL  
SIDHARTH PURAM  
BARNESVILLE HS  
LAURA LANE  
FOREST LAKE SR HS  
ALLISON MATHERN  
EAGAN HS  
COLIN GOODSON  
DAMON BROOK  
MAYA BABU  
BENILDE-ST MARGARET'S  
SCHOOL  
ELIZABETH LETAK

## MISSOURI

PURDY HS  
JOSH REID  
CARROLLTON HS  
SARAH STATON  
SMITH COTTON HS  
ANDREW JOHNSON  
SPRINGFIELD-CENTRAL HS  
JUSTIN MEDLEY  
NEOSHO HS  
ADRIANNE NEVILLE  
BOBBY CARR  
BRAD MORRISON  
SPRINGFIELD-PARKVIEW HS  
EMILY COMPTON  
SPRINGFIELD-HILLCREST HS  
JENNIFER SHANK  
INDEPENDENCE-FORT  
OSAGE HS  
BETHANY J. PATRIDGE  
MICAH D. MCKAY  
SPRINGFIELD-LENDALE  
DUSTIN PAUL  
GRAHAM INGALSBE  
MEREDITH BURSTIN  
SARAH BROWN  
INDEPENDENCE-TRUMAN  
HS

DUSTIN HOYE  
KANSAS CITY-OAK PARK HS  
KEVIN GARNER  
TIM BALDWIN  
TOMMY LUPTON  
WADE THOMAS  
RAYTOWN HS  
CHYANNE LOCKHART  
GEOFF GERLING

RAYTOWN-SOUTH HS  
ADAM BURRESS  
BLUE SPRINGS HS  
ANDREW SMITHSON  
ROCK BRIDGE HS  
JOHN CLAY  
PATTONVILLE HS  
MICHAEL HORNER  
WEBB CITY HS  
CHRIS HALL  
PARKWAY-SOUTH HS  
TED CARNAHAN  
BUFFALO HS  
LEE E. OLGESBEE  
AURORA HS  
DANNY FRENCH  
CAMDENTON HS  
VYSALI  
SOUNDARARAJAN  
REEDS SPRING HS  
ANDREA ORMAN  
HALEY SMITH  
JAYSON VUCOVICH  
MCDONALD COUNTY HS  
BONNIE LEIBY

## MISSISSIPPI

CLINTON HS  
ALSTON AVRITT  
MATT MAUNEY  
SIMONEE PATTON  
HATTIESBURG HS  
AMBER WALLIN  
R H WATKINS HS  
MEGAN WEST  
ST ANDREW'S EPISCOPAL  
SCHOOL  
BRIAN GRIFFIN  
PICAYUNE MEMORIAL HS  
LAURA E. MARBLE

## NORTH CAROLINA

MYERS PARK HS  
CLEVE WOOTSON  
SOUTH VIEW SR HS  
JONATHAN PEELE

## NORTH DAKOTA

MAGIC CITY CAMPUS HS  
JOHN SCHWEITZ  
RED RIVER HS  
DUSTIN O'CONNELL  
KEVIN VOGELTANZ  
WEST FARGO HS  
DAN ROLLE  
BEULAH HS  
STACIA HERINGER  
STUART SAVELKOL  
WASHBURN HS  
KRISANNA HOLKUP  
CENTRAL CASS HS  
RYAN A. MUELLER

## NEBRASKA

KEARNEY SR HS  
JENNIE SMITH  
NORTH PLATTE SR HS  
AMY VAN VELSON  
DARREN EPPING  
BELLEVUE-EAST HS  
ANDREW KENYON

## NEW JERSEY

BRIDGEWATER-RARITAN  
REG  
GILBERT LEE

# QUAD RUBY STUDENTS (CONTINUED)

## NEW MEXICO

TAOS HS  
CABEL SCHOEN  
RIO GRANDE HS  
JOSHUA JIMENEZ  
ALBUQUERQUE ACAD.  
ALEX BROWN

## NEVADA

RENO HS  
BRIAN JACKSON

## NEW YORK

CHAMINADE HS  
DAVID FISHER  
SYOSSET HS  
ANDREW KORN  
RICHARD ROTHBLATT  
IMMACULATE HEART

CENTRAL HS  
HEATHER DERRIGO

## OHIO

SANDY VALLEY HS  
JORDAN GROSS  
WOOSTER HS  
MICHAEL BRIGHAM  
ST IGNATIUS HS  
JAMES KRIZER  
CRESTWOOD HS  
BETH SADOWSKI  
GILMOUR ACADEMY  
KERRY COLEMAN  
MARY E. KOMPERDA  
COPLEY HS  
STEVE ELLIOTT

## OKLAHOMA

CORDELL HS  
AMANDA GOERINGER  
LONE GROVE HS  
GAVIN H. THOMPSON  
DUNCAN HS  
ELIZABETH C. HAYNES  
TULSA-WASHINGTON HS  
MARSHALL GRAY  
NORMAN HS  
CAITLIN ROSENTHAL  
PICHER-CARDIN HS  
JULIA MARTIN  
TALIHNA HS  
MIRANDA PUGH  
NORMAN HS NORTH  
CHRISTINA ELMORE

## OREGON

ROSEBURG SR HS  
ALEX DUKALSKIS  
CANBY HS  
ALEX EVANS  
TERRY WEBBER  
TIGARD HS  
ADAM WOODARD  
EUAN MCLEOD  
GRESHAM-BARLOW HS  
DAVID HALL  
EAGLE POINT HS  
JIMMY FINIGAN  
FOREST GROVE HS  
CAROLYN FEIK

## PENNSYLVANIA

DERRY AREA HS  
NATHANIEL MCWHERTER  
UNIONTOWN AREA SR HS  
BRYAN O'KEEFE

GREENSBURG-SALEM HS  
JULIA POLKA  
QUIGLEY CATHOLIC HS  
MATTHEW R. POPOVICH  
BETHEL PARK HS  
CAITLIN POLLEY  
BELLE VERNON AREA HS  
JENNIFER STEVENSON  
PENNSBURG HS  
GREG WOODS  
LA SALLE COLLEGE HS  
WILLIAM PHELAN IV  
DANVILLE HS  
DAVID FRANCIS

## SOUTH CAROLINA

T L HANNA HS  
JULIE MOORE

## SOUTH DAKOTA

MADISON HS  
AUBREE WACK  
LEWIS BUNDY  
WATERTOWN HS  
BRIAN FLEISSNER  
SIOUX FALLS-  
WASHINGTON  
KRISTIN MURPHY  
TYSON HELDER  
VERMILLION HS  
JON HOADLEY  
BROOKINGS HS  
PAUL TSCHETTER  
MILBANK HS  
ERICA HINDERS  
LAVYNE WIETING  
RAPID CITY-CENTRAL HS  
EVEN PAY  
ABERDEEN-CENTRAL HS  
CHRISTOPHER HUSS  
SIOUX FALLS-ROOSEVELT  
SCOTT PETERSEN

## TENNESSEE

DICKSON COUNTY HS  
MICHAEL BAGGETT  
GOODPASTURE HS  
MATTHEW ADLER  
HAMLEN HS WEST  
RANDI MCELROY

## TEXAS

BAY CITY HS  
TROY HOLLAND  
MESQUITE-POTEET HS  
JENNI SAGE  
ROOSEVELT HS  
ROBIN COOK  
HOUSTON-BELLAIRE HS  
MATTHEW EHMER  
MCALLEN HS  
CYNTHIA MARTINEZ  
LAMAR CONSOLIDATED  
BOBBY HEUGEL  
KEVIN FLOYD  
THERESA CHAPMAN  
MIDLAND-LEE HS  
ROBERT DOMINGO  
PLANO SR HS  
CALLI SCHILLER  
SON HONG  
ALIEF-HASTINGS HS  
RISHI BHUTADA  
KLEIN HS

ASHLEE MCCARTHY  
MATT GLAZER  
RYAN HENNESSEY

COOPER HS  
KEVIN NARAG  
MATT VANDENBERG  
FRIENDSWOOD HS  
AMANDA KNIGHT  
WESTLAKE HS  
REED WINEGAR  
HEREFORD HS  
DARREN SLINNEY  
SAN ANTONIO-CLARK HS  
CORTNEY GILL  
GREGORY-PORTLAND  
JAMES LASLEY  
EL PASO-CATHEDRAL HS  
DANIEL ORTIZ  
ROBERT ALMONTE  
THOMAS MENDEZ  
JERSEY VILLAGE HS  
BRIAN LENNOX  
WESTFIELD HS  
GEORGE WUKOSON  
NED BANDERA-

DUPLANTIER  
PLANO-EAST HS  
TANUJA GUPTA  
LEWISVILLE HS  
IAN MEANS  
ALLEN HS  
DAVID B. MINTS  
JAMES MARTIN HS  
SARAH BOURASSA  
WESTWOOD HS  
STEVE PATTYN  
ANDRESS HS  
TARON JOHNSON  
CALALLEN HS  
AMY GAREY  
THE COLONY HS  
TORI THOMPSON  
ALDINE SR HS  
LAURA HURTADO  
SMITHSON VALLEY HS  
DARIUS HORTON  
B F TERRY HS  
CONRADO CASTILLO  
A & M CONSOLIDATED HS  
KATIE REINHART  
HARLINGEN HS SOUTH  
MARIO HERNANDEZ  
SARA FLORES  
ERNEST GONZALEZ

MC NEIL HS  
BOBBY MORENO  
ALIEF-ELSIK HS  
ANAND DESAI  
JOHN CONNALLY HS  
JOSEPH MCMORRIS  
ASHENDRAN NAICKER

## UTAH

MURRAY HS  
TOM LILJEGREN  
JORDAN HS  
STEPHANIE TATHAM

## WASHINGTON

GONZAGA PREP HS  
ADAM GILL  
CENTRAL VALLEY HS  
KEITH O'BRIEN  
MEAD HS  
EVAN C. CLEMENS  
ZANE P. TORRETTA

## WISCONSIN

APPLETON EAST HS  
KASSIE KUEHL  
LYNN RICE

NEW LONDON SR HS  
TARA MAUS  
WAUPACA HS  
JOHNATHAN BLOMBERG

## WYOMING

GREEN RIVER HS  
NICK EVANS  
LARAMIE HS  
HANNAH DURKEE

ROCK SPRINGS HS  
HEATHER MCMANUS  
CHEYENNE-EAST HS  
CALEB SNYDER  
JACKSON HOLE HS  
IRLONDE GAGNON  
POWELL HS  
KATIE DARNELL

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# Paving the Way

NEW!!

The National **Junior** Forensic League is growing rapidly. To assist schools interested in starting a Junior High Program and for those who currently have a program, we are "paving the way". Each month, the *Rostrum* will feature coaching articles and pictures provided by schools who currently have a Junior High program. We need **your** help? Tell us about your program.

Contact Diane Rasmussen regarding the NJFL program at:

National Forensic League

125 Watson St, P.O. Box 38

Ripon, WI 54971

Email [nflsales@vbe.com](mailto:nflsales@vbe.com) or phone 920-748-6206

## Coaches Standpoint for Building a Program

### How to Prepare Your Students

### Where to Go for Resource Material

### Once Your Program Began, Have You Since Modified the Program

### What Works

### What Doesn't Work

### Do You Compete Within Your School Only

or

### Do You Compete with Other Junior Highs

### Types of Events Your Students Utilize

### What Skills Have Developed From Your Program

### Forms You Have Developed



# ANNUAL REPORT 1999 - 2000

This report summarizes the number of new members and degrees added by each chapter during the school year 1999-2000. 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 '00 designates the chapter rank as of June 30, 2000. The column '99 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 ('93) 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				CALIFORNIA COAST				SIERRA			
'00	'99	Chapter	New Total	'00	'99	Chapter	New Total	'00	'99	Chapter	New Total
1.	--	+# Jefferson County I B	18 369	8.	1.	Lodi ('99)	86 86	1.	2.	+ Centennial	65 739
2.	2.	* Sidney Lanier	1 311	9.	11.	Stockton-Lincoln ('98)	38 84	2.	3.	Fresno-Bullard ('88)	100 730
3.	5.	Decatur ('91)	30 281	10.	9.	Bear Creek	16 78	3.	4.	Garces Memorial	37 588
4.	3.	Hoover	10 274	12.	10.	# Stockton-St. Mary's ('95)	38 60	4.	5.	East Bakersfield	28 560
5.	4.	Henderson ('86)	14 269			Turlock ('97)	2 54	5.	7.	Clovis-West ('94)	104 466
6.	9.	The Montgomery Academy ('97)	87 240	CALIFORNIA COAST				SIERRA			
7.	7.	Saint James ('95)	61 237	CALIFORNIA COAST				SIERRA			
8.	8.	Holt ('87)	18 173	1.	2.	+ Monta Vista ('85)	56 702	6.	6.	* Reedley	4 446
9.	13.	Vestavia Hills ('98)	66 159	2.	3.	Fremont ('88)	0 519	7.	8.	Fresno ('85)	37 386
10.	10.	Homewood ('92)	12 157	3.	7.	Bellarmine College Prep. ('97)	166 472	8.	9.	Buchanan	24 342
11.	11.	Mountain Brook ('96)	41 137	4.	4.	Cupertino ('74)	5 465	9.	11.	Bakersfield-Highland ('91)	27 289
12.	12.	Brookwood	19 113	5.	5.	Presentation	3 444	10.	10.	Bakersfield-South ('86)	0 273
13.	--	# The Altamont School	22 94	6.	11.	Leland ('98)	226 411	11.	16.	Foothill	83 246
13.	--	# Lamp	94 94	7.	6.	Homestead ('99)	13 368	12.	12.	Clovis ('93)	9 226
15.	14.	Clay Chalkville	3 65	8.	8.	Saratoga ('83)	61 367	13.	13.	Golden West	16 205
16.	1.	* Indian Springs School ('99)	0 0	9.	9.	St. Francis ('92)	62 274	14.	15.	Sanger ('96)	26 198
				10.	10.	Mountain View	18 215	15.	14.	Bakersfield-West ('95)	1 180
				11.	12.	Prospect ('83)	19 161	16.	19.	Edison-Computech ('98)	72 128
				12.	13.	Los Gatos ('95)	12 142	17.	1.	Bakersfield ('99)	95 95
				13.	--	# Harker	86 127	18.	18.	Fresno-Hoover ('97)	5 70
				14.	1.	Lynbrook ('99)	118 118				
				15.	14.	Campbell-Westmont ('96)	20 62				
ARIZONA				CAPITOL VALLEY				SOUTHERN CALIFORNIA			
'00	'99	Chapter	New Total	'00	'99	Chapter	New Total	'00	'99	Chapter	New Total
1.	2.	+ Dobson ('92)	117 627	1.	2.	+ Nevada Union	15 380	1.	2.	+ San Diego ('90)	22 610
2.	3.	Phoenix Central	50 557	2.	3.	Davis Sr	47 295	2.	3.	Mount Miguel ('78)	35 510
3.	4.	Flagstaff	47 514	3.	4.	Rio Americano	52 223	3.	4.	San Geronimo ('91)	49 490
4.	7.	Mountain View ('93)	89 491	4.	6.	Marysville ('95)	47 188	4.	5.	Oceanside ('74)	42 468
5.	5.	Brophy College Prep. ('84)	47 466	5.	5.	Ponderosa	26 168	5.	6.	Upland	1 421
6.	9.	Chaparral	29 417	6.	7.	Del Norte County ('96)	24 117	6.	--	# Fontana	56 268
7.	12.	River Valley	59 416	7.	8.	El Dorado	19 108	7.	8.	Colton ('95)	43 267
8.	13.	Sunnyslope ('91)	64 409	8.	--	# Granite Bay	25 72	8.	10.	La Costa Canyon	46 233
9.	8.	Gilbert	17 408	9.	1.	Sacramento-Kennedy ('99)	48 48	9.	9.	Bonita Vista ('94)	10 212
10.	10.	Buena	10 393	10.	9.	Galt ('98)	14 42	10.	14.	Yucalpa ('96)	88 184
11.	11.	St. Johns	6 364	11.	10.	# Sacramento-Jesuit ('97)	18 41	11.	16.	Redlands ('98)	110 183
12.	16.	Salpointe Catholic ('90)	38 312	12.	11.	* Woodcreek	0 20	12.	11.	Holtville ('93)	0 178
13.	14.	Mesa	8 310	12.	11.	* Folsom	0 20	13.	12.	The Bishop's School	4 165
14.	17.	Red Mountain	62 302					14.	15.	Mt. Carmel ('97)	55 143
15.	15.	Blue Ridge	17 296					15.	--	# Redlands East	45 135
16.	20.	Sinagua	27 126					16.	13.	Hesperia	0 123
17.	19.	Globe	19 120					17.	1.	Claremont ('99)	13 13
18.	--	# Desert Vista	32 84	EAST LOS ANGELES				WEST LOS ANGELES			
19.	21.	* Mountain Pointe	0 83	EAST LOS ANGELES				WEST LOS ANGELES			
20.	24.	Chandler ('96)	41 80	EAST LOS ANGELES				WEST LOS ANGELES			
21.	22.	Payson	13 79	EAST LOS ANGELES				WEST LOS ANGELES			
22.	--	# Centennial	2 78	1.	3.	+ Gabriellino	201 637	1.	3.	+ Sherman Oaks CES ('94)	67 555
23.	25.	McClintock ('98)	32 62	2.	5.	San Gabriel ('95)	148 498	2.	1.	Van Nuys-Birmingham ('71)	6 541
24.	--	# Hamilton	33 52	3.	2.	San Marino ('85)	31 478	3.	4.	Thousand Oaks	8 466
24.	23.	# Horizon ('94)	2 52	4.	4.	Rowland	41 413	4.	5.	Bishop Montgomery ('74)	8 460
26.	--	# Cactus Shadows	21 48	5.	6.	Alhambra ('94)	42 373	5.	6.	Los Angeles-Marshall ('84)	2 452
27.	1.	Cortez ('99)	42 42	6.	7.	Polytechnic School	20 258	6.	7.	Loyola ('90)	8 437
28.	26.	# Shadow Mountain ('95)	8 26	7.	8.	Arcadia ('97)	46 185	7.	9.	Granada Hills	60 415
29.	27.	Corona Del Sol ('97)	9 25	8.	9.	Damien ('96)	50 158	8.	8.	El Camino Real	4 395
				9.	10.	Schurr ('98)	28 56	9.	10.	Arroyo Grande ('93)	103 374
				10.	1.	Mark Keppel ('99)	26 26	10.	11.	Cleveland ('96)	104 304
BIG ORANGE				SAN FRAN BAY				COLORADO			
'00	'99	Chapter	New Total	'00	'99	Chapter	New Total	'00	'99	Chapter	New Total
1.	2.	+ Cypress ('92)	46 332	1.	4.	+ El Cerrito ('89)	93 674	1.	9.	Cherry Creek ('97)	202 591
2.	3.	Esperanza ('97)	27 307	2.	2.	St. Vincent ('81)	14 635	2.	2.	+ Smoky Hill	13 562
3.	4.	* Westminster	0 266	3.	5.	San Fran-St. Ignatius ('80)	83 629	3.	3.	Overland ('90)	48 551
4.	5.	Katella ('76)	20 212	4.	3.	California	30 621	4.	8.	Mullen ('91)	97 524
5.	6.	Sonora	19 201	5.	11.	Miramonte ('96)	189 586	5.	4.	Arapahoe ('84)	19 489
6.	7.	Buena Park ('91)	18 197	6.	6.	Pinole Valley ('91)	12 586	6.	7.	Gateway	22 443
7.	8.	* Costa Mesa	5 172	7.	7.	San Fran-Mercy	19 544	7.	11.	Douglas County	46 422
8.	10.	Brea-Olinda ('94)	20 126	8.	8.	San Fran-Washington ('93)	42 475	8.	8.	Rangeview	11 420
9.	11.	* Irvine	0 63	9.	9.	Head-Royce School	35 467	9.	10.	Highlands Ranch	41 419
10.	1.	Los Alamitos ('99)	59 59	10.	13.	San Fran-Lowell ('95)	78 437	10.	13.	Columbine ('94)	102 368
11.	12.	* Anaheim-Western ('96)	0 46	11.	10.	* Sonoma Valley	1 425	11.	12.	Heritage ('86)	12 355
12.	13.	* Pacifica	0 16	12.	12.	El Molino	4 385	12.	16.	Platte Canyon	90 201
				13.	14.	* Sacred Heart Cath. Prep.	0 253	13.	14.	Ponderosa ('95)	34 184
				14.	16.	Danville-Monte Vista ('98)	129 235	14.	15.	Aurora Central ('93)	23 135
				15.	1.	James Logan ('99)	188 188	15.	17.	Denver-Lincoln ('96)	24 79
				16.	15.	College Prep. School ('97)	40 151	16.	--	# Dakota Ridge	27 78
				17.	17.	Analay	20 121	17.	1	Fairview ('99)	33 33
				18.	18.	Carondelet	7 78				
BIG VALLEY				SAN FRAN BAY				COLORADO			
'00	'99	Chapter	New Total	'00	'99	Chapter	New Total	'00	'99	Chapter	New Total
1.	2.	Modesto-Beyer ('96)	119 494	1.	4.	+ El Cerrito ('89)	93 674	1.	9.	Cherry Creek ('97)	202 591
2.	3.	+ Modesto ('81)	35 374	2.	2.	St. Vincent ('81)	14 635	2.	2.	+ Smoky Hill	13 562
3.	4.	Johansen	83 299	3.	5.	San Fran-St. Ignatius ('80)	83 629	3.	3.	Overland ('90)	48 551
4.	6.	Modesto-Downey ('90)	33 249	4.	3.	California	30 621	4.	8.	Mullen ('91)	97 524
5.	4.	* Stockton-Stagg ('87)	2 238	5.	11.	Miramonte ('96)	189 586	5.	4.	Arapahoe ('84)	19 489
6.	7.	Edison ('92)	30 208	6.	6.	Pinole Valley ('91)	12 586	6.	7.	Gateway	22 443
7.	8.	Modesto-Davis ('94)	4 119	7.	7.	San Fran-Mercy	19 544	7.	11.	Douglas County	46 422

17.	18.	Chatfield Sr. ('98)	12	33	2.	--	Martin County ('94)	5	457	3.	4.	Snake River	26	644
19.	--	# Chaparral	11	25	3.	--	Jupiter	1	409	4.	6.	Idaho Falls-Skyline ('90)	107	632
ROCKY MOUNTAIN-NORTH														
'00	'99	Chapter	New	Total	4.	--	Dreyfoos School of the Arts	58	398	5.	8.	Kuna	32	544
1.	2.	+ Steamboat Springs	31	532	5.	--	Buchholz ('94)	58	343	6.	7.	North Framont	12	527
2.	3.	Skyline ('90)	37	529	6.	--	Lake Highland Prep.	39	321	7.	10.	Hillcrest	53	480
3.	5.	Loveland ('81)	37	511	7.	--	Palm Beach Lakes ('90)	27	314	8.	9.	Nampa Sr. ('83)	19	467
4.	4.	Centaurus	16	506	8.	--	Trinity Prep. School	62	297	9.	11.	Wood River	35	431
5.	7.	Niwot ('91)	66	422	9.	--	Wellington ('98)	136	238	10.	12.	Rigby	15	399
6.	12.	Greeley Central ('96)	167	403	10.	--	Cypress Creek	20	155	11.	14.	Idaho Falls-Bonneville ('91)	57	333
7.	6.	Westminster ('79)	27	391	11.	--	# Royal Palm Beach	33	79	12.	13.	Twin Falls ('92)	43	382
8.	8.	Ranum	25	380	12.	--	# John I. Leonard	21	74	13.	15.	Jerome	37	367
SOUTH FLORIDA														
'00	'99	Chapter	New	Total	14.	16.	Idaho Falls ('95)	35	291	15.	17.	Centennial ('97)	58	265
1.	2.	+ North Miami Beach ('94)	47	531	16.	18.	Capital ('94)	27	193	17.	20.	South Fremont ('96)	32	90
2.	3.	Miami Carol City Sr.	0	438	18.	21.	Bolse ('98)	34	66	19.	1.	Pocatello ('99)	36	36
3.	4.	Coral Gables Sr. ('82)	6	433	GREATER ILLINOIS									
4.	5.	Christopher Columbus	13	399	'00	'99	Chapter	New	Total	1.	3.	+ Freeport ('83)	46	358
5.	--	# Hialeah	43	299	2.	4.	Heyworth ('93)	48	352	3.	2.	Belleville-West ('91)	27	341
6.	7.	Braddock	5	277	4.	6.	Red Bud	26	315	4.	5.	University ('84)	20	312
7.	--	# Archbishop Curley-Notre Dame	52	241	5.	7.	Crystal Lake-South	16	298	5.	8.	Paxton-Buckley-Loda	19	275
8.	9.	Belen Jesuit Prep.	32	156	6.	7.	Belleville-East ('97)	76	243	6.	10.	Belleville-East ('97)	76	243
9.	10.	Our Lady of Lourdes Academy	21	135	7.	8.	Pontiac Township ('94)	27	157	7.	11.	Pekin Comm. ('98)	56	128
10.	14.	Michael Krop	69	115	8.	10.	* Normal Community ('96)	19	53	8.	12.	Granite City Sr. ('99)	41	41
11.	13.	North Miami ('97)	20	90	9.	11.	Downers Grove-South ('96)	179	744	9.	12.	* Buffalo Grove	51	723
12.	12.	Miami-Killian ('96)	14	87	10.	13.	Wheaton-North ('92)	88	644	10.	13.	Homewood-Flossmoor ('93)	61	800
13.	11.	Coral Reef Sr	0	83	11.	14.	Carl Sandburg	85	516	11.	15.	Oak Park-River Forest ('87)	0	442
14.	1.	Miami-Southridge ('99)	39	39	12.	16.	* Naperville Central	0	418	12.	16.	Downers Grove-North ('88)	72	357
15.	15.	Miami-Palmetto ('98)	29	36	13.	17.	* Lyons Twp. ('90)	0	240	13.	17.	Thornton Township ('94)	53	226
GEORGIA NORTHERN MOUNTAIN														
'00	'99	Chapter	New	Total	14.	11.	Romeville	18	190	14.	1.	Thornwood ('98)	40	109
1.	3.	+ St. Plus X Catholic	41	330	15.	13.	Thornridge ('97)	33	108	15.	15.	Reavis ('99)	21	21
2.	2.	Central Gwinnett	16	321	16.	--	# Centennial	55	55	NORTHERN ILLINOIS				
3.	8.	Grady ('94)	99	251	17.	1.	Pace Academy ('99)	13	13	'00	'99	Chapter	New	Total
4.	4.	Milton	39	244	'00	'99	Chapter	New	Total	1.	2.	+ Dundee-Crown	15	733
5.	--	# Northwest Whitfield	23	222	1.	2.	+ Lee County ('88)	15	306	2.	4.	Evanston Twp. ('83)	75	683
6.	5.	Cathoun ('91)	3	204	2.	3.	Valdosta	0	246	3.	5.	Deerfield ('82)	57	658
7.	7.	Gainesville ('95)	18	192	3.	5.	* Therrell	0	216	4.	11.	New Trier Twp. ('95)	174	648
8.	6.	Etowah	6	186	4.	6.	* Harlem	0	213	5.	10.	Glenbrook-South ('94)	114	639
9.	12.	Westminster Schools ('97)	58	137	5.	7.	Glynn Academy ('93)	32	212	6.	6.	Maine Township-East ('86)	42	618
10.	9.	* Harper-Archer	14	117	6.	8.	McIntosh	32	206	7.	7.	Regina Dominican	35	608
11.	--	# Rome	15	112	7.	10.	Houston County	37	188	8.	8.	Gordon Technical	17	581
12.	10.	McEachern	16	98	8.	11.	Pike County	28	174	9.	9.	Elk Grove ('88)	22	567
13.	14.	Brookwood ('98)	40	86	9.	9.	Dublin	10	165	10.	12.	Glenbard-West ('93)	73	533
14.	11.	Chattahoochee	0	80	10.	15.	Fayette County	47	155	11.	15.	Lake Forest	23	347
15.	13.	South Gwinnett ('96)	6	58	11.	14.	Carrollton ('95)	36	150	12.	14.	Highland Park ('89)	12	347
16.	--	# Centennial	55	55	12.	16.	Cairo	25	117	13.	13.	St. Charles	6	343
17.	1.	Pace Academy ('99)	13	13	13.	--	# Benjamin E. Mays	21	109	14.	16.	Loyola Academy ('90)	51	302
GEORGIA SOUTHERN PEACH														
'00	'99	Chapter	New	Total	14.	11.	Norfolk ('96)	22	100	15.	19.	Glenbrook-North ('98)	140	262
1.	2.	+ Lee County ('88)	15	306	15.	17.	* Sandy Creek	0	76	16.	17.	Wheeling ('95)	53	257
2.	4.	Warner Robins ('92)	30	271	16.	20.	Thomas County Central ('96)	33	69	17.	18.	Jacobs	37	227
3.	3.	Valdosta	0	246	17.	18.	Mary Persons ('97)	0	63	18.	20.	St. Ignatius College Prep. ('97)	31	96
4.	5.	* Therrell	0	216	18.	1.	Woodward Academy ('99)	31	31	19.	21.	Prospect ('96)	23	75
5.	6.	* Harlem	0	213	19.	1.	Woodward Academy ('99)	31	31	20.	1.	Rolling Meadows ('99)	33	33
6.	7.	Glynn Academy ('93)	32	212	HAWAII									
7.	8.	McIntosh	32	206	'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total
8.	10.	Houston County	37	188	1.	3.	+ Kamehameha Schools ('91)	62	315	1.	2.	+ Logansport ('89)	77	724
9.	11.	Pike County	28	174	2.	2.	Iolani School ('89)	44	307	2.	4.	Ind'pls-North Central ('85)	95	716
10.	9.	Dublin	10	165	3.	4.	Alea	33	270	3.	6.	Brebeuf Jesuit ('94)	116	683
11.	15.	Fayette County	47	155	4.	5.	University Lab. School	30	249	4.	2.	Kokomo ('87)	27	681
12.	14.	Carrollton ('95)	36	150	5.	6.	Moanalua	25	235	5.	7.	McCutcheon	26	537
13.	16.	Cairo	25	117	6.	8.	Punahou School ('95)	43	180	6.	12.	Ben Davis ('97)	135	497
14.	--	# Benjamin E. Mays	21	109	7.	7.	* St. Andrew's Priory	2	176	7.	9.	Hamilton Heights	21	451
15.	17.	Norfolk ('96)	22	100	8.	12.	Kahuku	26	135	8.	10.	Maconaquah ('91)	54	437
16.	18.	* Sandy Creek	0	76	9.	9.	Damien Memorial ('93)	13	132	9.	13.	Peru ('88)	0	327
17.	20.	Thomas County Central ('96)	33	69	10.	16.	Radford ('97)	41	120	10.	15.	Carmel ('95)	88	250
18.	19.	Mary Persons ('97)	0	63	11.	11.	Honolulu-Roosevelt	9	118	11.	14.	Lafayette-Jefferson ('92)	4	201
19.	1.	Woodward Academy ('99)	31	31	12.	13.	Maryknoll	1	114	12.	16.	Wabash-Southwood ('95)	31	189
FLORIDA MANATEE														
'00	'99	Chapter	New	Total	13.	14.	Sacred Hearts Acad. ('94)	17	107	13.	17.	# Harrison ('93)	23	120
1.	2.	+ Pine Crest School ('89)	99	687	14.	14.	St. Francis	10	99	14.	18.	West Lafayette ('96)	34	96
2.	5.	Fort Lauderdale	146	657	15.	17.	* Castle ('92)	0	58	15.	19.	Rossville ('98)	18	37
3.	4.	University School	23	564	16.	18.	Millant	0	49	16.	1.	Oak Hill ('99)	18	18
4.	10.	Taravella ('96)	148	500	17.	21.	H. P. Baldwin ('98)	23	34	HOOSIER SOUTH				
5.	8.	St. Thomas Aquinas	55	483	18.	20.	St. Louis ('96)	7	24	'00	'99	Chapter	New	Total
6.	7.	Coral Springs	25	467	19.	1.	McKinley ('99)	12	12	1.	2.	+ Warren Central ('73)	50	842
7.	12.	Nova ('97)	81	391	20.	--	# Hawaii School for Girls	10	10	2.	3.	Evansville-North	53	838
8.	13.	Stoneman Douglas	30	319	21.	22.	King Kekaulike	0	0	3.	4.	Perry Meridian	28	724
9.	16.	Piper	45	289	IDAHO									
10.	--	# Hollywood Hills ('92)	14	109	'00	'99	Chapter	New	Total	4.	5.	Connorsville Sr.	54	718
11.	1.	South Plantation ('99)	11	11	1.	2.	+ Madison ('79)	59	761	5.	6.	Evansville Central	42	639
FLORIDA SUNSHINE														
'00	'99	Chapter	New	Total	2.	5.	Blackfoot ('87)	51	661	6.	7.	Lawrence Central ('88)	12	545
1.	2.	+ Pensacola	46	532	HOOSIER SOUTH									
2.	3.	Hillsborough	34	392	'00	'99	Chapter	New	Total	1.	2.	+ Warren Central ('73)	50	842
3.	5.	Lely	58	351	1.	2.	+ Madison ('79)	59	761	2.	3.	Evansville-North	53	838
4.	7.	Academy of the Holy Names ('96)	66	309	2.	5.	Blackfoot ('87)	51	661	3.	4.	Perry Meridian	28	724
5.	8.	Pine View School ('95)	110	270	IDAHO									
6.	9.	Sarasota-Riverview ('98)	144	268	'00	'99	Chapter	New	Total	4.	5.	Connorsville Sr.	54	718
7.	10.	Tampa-Jesuit ('97)	26	70	1.	2.	+ Madison ('79)	59	761	5.	6.	Evansville Central	42	639
8.	1.	Gaither ('99)	62	62	2.	5.	Blackfoot ('87)	51	661	6.	7.	Lawrence Central ('88)	12	545
ORANGE BLOSSOM														
(NEW DISTRICT)														
'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total
1.	--	+ Suncoast	69	624	1.	2.	+ Madison ('79)	59	761	1.	2.	+ Warren Central ('73)	50	842
IDAHO														
'00	'99	Chapter	New	Total	2.	5.	Blackfoot ('87)	51	661	2.	3.	Evansville-North	53	838
1.	--	+ Suncoast	69	624	HOOSIER SOUTH									
IDAHO														
'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total
1.	--	+ Suncoast	69	624	1.	2.	+ Madison ('79)	59	761	1.	2.	+ Warren Central ('73)	50	842
IDAHO														
'00	'99	Chapter	New	Total	2.	5.	Blackfoot ('87)	51	661	2.	3.	Evansville-North	53	838
1.	--	+ Suncoast	69	624	HOOSIER SOUTH									
IDAHO														
'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total
1.	--	+ Suncoast	69	624	1.	2.	+ Madison ('79)	59	761	1.	2.	+ Warren Central ('73)	50	842
IDAHO														
'00	'99	Chapter	New	Total	2.	5.	Blackfoot ('87)	51	661	2.	3.	Evansville-North	53	838
1.	--	+ Suncoast	69	624	HOOSIER SOUTH									
IDAHO														
'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total
1.	--	+ Suncoast	69	624	1.	2.	+ Madison ('79)	59	761	1.	2.	+ Warren Central ('73)	50	842
IDAHO														

7.	8.	Reitz Memorial	33	456	11.	10.	Shawnee Mission North ('90)	0	456	11.	10.	Larue County ('92)	18	177
8.	9.	Chrysler ('93)	54	334	12.	12.	Spring Hill	16	435	12.	14.	Graves County	25	165
9.	--	# Jasper	22	258	13.	15.	St. Thomas Aquinas	40	418	13.	13.	Beechwood	0	141
10.	1.	Evansville-Reitz ('99)	163	163	14.	17.	Olathe East	68	414	14.	17.	Lafayette ('98)	37	78
11.	10.	Evansville-Harrison ('91)	7	142	15.	14.	Kansas City-Washington ('88)	17	410	15.	15.	Harrison County ('94)	0	67
12.	11.	Evansville-Mater Del ('97)	1	98	16.	19.	Fort Scott ('96)	101	345	16.	18.	Scott County ('97)	14	44
13.	12.	* Rushville Consolidated ('96)	8	45	17.	18.	Turner	29	278	17.	1.	Montgomery County ('99)	8	8
14.	12.	North Posey ('98)	0	37	18.	22.	Shawnee Mission-South ('98)	111	187					
					19.	21.	Shawnee Mission Northwest ('97)	52	146					
					20.	1.	Pittsburg ('99)	40	40					

#### NORTH EAST INDIANA

'00	'99	Chapter	New	Total
1.	3.	+ Concord ('84)	49	497
2.	2.	Elmhurst ('71)	18	485
3.	4.	Canterbury	16	449
4.	5.	Homestead	33	447
5.	6.	Columbia City ('89)	26	429
6.	7.	East Noble	18	393
7.	9.	Fort Wayne-South Side ('92)	42	349
8.	12.	Chesterton ('98)	160	315
9.	10.	Concordia Lutheran	27	208
10.	13.	Fort Wayne-Northrop ('97)	64	206
11.	11.	Lakeland ('94)	9	166
12.	15.	Snider ('95)	21	145
13.	14.	Norwell	2	138
14.	16.	Howe Military ('91)	4	114
15.	17.	Fort Wayne-Northside ('96)	21	99
16.	1.	* Huntington North ('99)	7	7

#### NORTHWEST INDIANA

'00	'99	Chapter	New	Total
1.	2.	+ Plymouth ('95)	141	761
2.	3.	Munster ('94)	99	619
3.	4.	Highland ('82)	36	552
4.	5.	Merrillville	0	491
5.	6.	Portage	7	466
6.	7.	Hammond ('86)	25	451
7.	8.	Dekalb ('90)	0	298
8.	9.	Kankakee Valley	0	290
9.	10.	Valparaiso ('96)	83	283
10.	12.	La Porte ('98)	55	180
11.	13.	Penn ('97)	51	156
12.	11.	Elkhart Central ('93)	14	152
13.	1.	Northfield ('99)	71	71

#### EAST IOWA

'00	'99	Chapter	New	Total
1.	2.	+ Clinton ('77)	19	573
2.	3.	Iowa City ('83)	18	570
3.	4.	Cedar Falls ('74)	9	560
4.	5.	Davenport-North	10	554
5.	6.	Iowa City-West ('87)	25	496
6.	7.	Muscatine ('91)	14	442
7.	9.	Ottumwa ('88)	49	428
8.	8.	Marshalltown ('90)	12	393
9.	10.	Bettendorf ('93)	65	357
10.	12.	Davenport-West ('92)	47	291
11.	11.	# Wilton Community ('80)	3	278
12.	14.	Wahlert ('97)	42	156
13.	13.	Cedar Rapids-Washington ('94)	20	140
14.	15.	Clarke Community	22	115
15.	16.	Burlington Community ('98)	44	83
16.	17.	* East Buchanan Community	9	43
17.	1.	Davenport Central ('99)	33	33

#### WEST IOWA

'00	'99	Chapter	New	Total
1.	3.	+ Ankeny Sr.	144	571
2.	4.	West Des Moines-Dowling ('81)	61	472
3.	1.	# Denison ('76)	15	463
4.	5.	Anita ('84)	41	437
5.	10.	Bishop Heelan ('94)	68	400
6.	8.	Okoboji Community School	40	389
7.	6.	Spirit Lake	19	388
8.	9.	Le Mars Community ('91)	45	379
9.	6.	Sioux City-West	8	377
10.	11.	East Des Moines ('86)	23	342
11.	12.	Kuemper	24	337
12.	13.	Atlantic ('89)	60	315
13.	13.	Cherokee-Washington ('93)	36	291
14.	17.	West Des Moines-Valley ('96)	95	268
15.	15.	Des Moines North	43	250
16.	15.	Council Bluffs-Lincoln ('92)	14	239
17.	16.	Sioux City-North ('90)	36	200
18.	19.	Fort Dodge ('95)	52	183
19.	20.	Des Moines-Lincoln ('97)	70	136
20.	21.	Des Moines-Roosevelt ('96)	22	43
21.	2.	Spencer ('99)	14	14

#### EAST KANSAS

'00	'99	Chapter	New	Total
1.	3.	+ Blue Valley Northwest	186	1,082
2.	2.	Olathe-South	105	1,005
3.	5.	Blue Valley North	152	964
4.	4.	Shawnee Mission-West ('92)	71	903
5.	8.	Blue Valley ('93)	138	686
6.	7.	Bishop Miege ('91)	73	647
7.	6.	Olathe-North ('82)	63	638
8.	9.	Pittsburg-Colgan	46	532
9.	16.	Shawnee Mission East ('95)	141	518
10.	11.	Sumner Academy ('94)	29	464

#### KANSAS FLINT-HILLS

'00	'99	Chapter	New	Total
1.	2.	+ Lawrence ('92)	77	907
2.	3.	Topeka-Seaman ('85)	26	813
3.	4.	Silver Lake	54	805
4.	5.	Washburn Rural ('95)	158	804
5.	8.	Topeka-West ('91)	78	681
6.	7.	Highland Park ('82)	0	580
7.	9.	Hayden ('93)	68	513
8.	12.	Topeka ('96)	88	497
9.	10.	Baldwin	46	475
10.	8.	Wamego	28	466
11.	11.	Rossville	21	447
12.	13.	St. Mary's	14	311
13.	14.	Salina-Central ('97)	93	264
14.	14.	Free State	53	224
15.	16.	Osage City ('94)	9	138
16.	1.	Emporia ('99)	66	66
17.	17.	Shawnee Heights ('98)	23	43

#### SOUTH KANSAS

'00	'99	Chapter	New	Total
1.	2.	+ Parsons ('87)	81	784
2.	--	# El Dorado ('93)	108	740
3.	4.	Arkansas City	53	651
4.	5.	Winfield ('84)	41	586
5.	10.	Field Kindley ('93)	32	515
6.	8.	Independence	35	478
7.	13.	Caney Valley	37	414
8.	15.	Derby ('96)	78	289
9.	--	# Kapaun Mt. Carmel	56	240
10.	16.	Labette County	70	237
11.	18.	Fredonia ('95)	30	155

#### WEST KANSAS

'00	'99	Chapter	New	Total
1.	2.	+ Garden City ('91)	97	926
2.	8.	Manhattan ('90)	172	905
3.	3.	McPherson ('85)	94	888
4.	4.	Hays ('88)	56	842
5.	7.	Chaparral	59	822
6.	6.	Great Bend ('82)	31	797
7.	5.	Ulysses	0	773
8.	9.	Haven	92	784
9.	11.	Hutchinson ('92)	116	729
10.	13.	Pratt	54	562
11.	12.	Maize	16	538
12.	--	# Newton ('70)	64	448
13.	15.	Lyons	47	334
14.	17.	Concordia ('95)	44	250
15.	19.	Salina-South ('97)	77	246
16.	16.	* Abilene ('94)	0	240
17.	20.	Liberal	58	224
18.	21.	Bishop Carroll	0	149
19.	23.	Little River	32	99
20.	22.	Junction City ('96)	0	72
21.	--	# Larned	27	62
22.	24.	Moundridge ('96)	33	57
23.	1.	Buhler ('99)	48	48

#### SUNFLOWER

##### (NEW DISTRICT)

'00	'99	Chapter	New	Total
1.	--	+ Wichita Heights ('90)	21	668
2.	--	Wichita-East ('92)	116	564
3.	--	Andover	84	513
4.	--	Valley Center ('91)	93	508
5.	--	Wichita-North ('83)	27	486
6.	--	Remington	41	486
7.	--	Wichita Northwest	23	425
8.	--	Wichita-Campus ('94)	73	424
9.	--	Wichita-Southeast ('97)	37	169
10.	--	Wichita Northeast Magnet	63	167
11.	--	Goddard ('99)	91	91
12.	--	Wichita-South ('98)	32	53

#### KENTUCKY

'00	'99	Chapter	New	Total
1.	2.	+ Murray ('90)	39	426
2.	3.	Calloway County ('87)	0	384
3.	4.	* Trinity ('89)	0	353
4.	5.	Danville	50	325
5.	7.	Rowan County Sr. ('95)	41	282
6.	6.	* Bates Creek	5	256
7.	8.	* Russellville ('76)	0	234
8.	9.	Warren East ('91)	30	223
9.	12.	Boone County ('96)	62	219
10.	10.	Pike County Central	24	183

#### LOUISIANA

'00	'99	Chapter	New	Total
1.	2.	+ Riverdale	24	473
2.	--	# Teurlings-Catholic	26	430
3.	3.	Alexandria Sr.	13	422
4.	4.	New Iberia ('85)	26	397
5.	5.	Cecilia	17	375
6.	7.	Caddo Magnet ('94)	82	373
7.	6.	Carencro	29	359
8.	7.	St. Martin's Epils. School	28	339
9.	9.	Lafayette-Northside	6	287
10.	10.	Lafayette-Acadiana ('92)	31	282
11.	11.	Pineville ('91)	29	279
12.	14.	Bolton ('95)	57	278
13.	12.	Newman School ('93)	18	266
14.	13.	Ruston ('90)	39	265
15.	14.	Tioga	15	234
16.	16.	Abbeville	16	233
17.	19.	Comeaux ('96)	68	184
18.	18.	* Episcopal School of Acadiana	6	176
19.	--	# McDonogh #35	14	168
20.	20.	Lafayette ('98)	28	122
21.	1.	St. Thomas More ('99)	55	55
22.	21.	New Orleans-Jesuit ('97)	16	38

#### MAINE

'00	'99	Chapter	New	Total
1.	2.	+ Bangor	26	271
2.	3.	Maranacook Community	18	208
3.	4.	* Monmouth Academy ('93)	5	166
4.	7.	Brunswick ('97)	59	155
5.	5.	Cape Elizabeth ('96)	2	143
6.	6.	Lewiston ('95)	25	126
7.	9.	Scarborough ('98)	11	30
8.	1.	Thornton Academy ('99)	24	24

#### MICHIGAN

'00	'99	Chapter	New	Total
1.	4.	Portage Northern ('96)	130	444
2.	2.	+ Kalamazoo Central ('79)	62	437
3.	3.	East Grand Rapids	0	358
4.	5.	* Kalamazoo-Loy Norrix ('88)	9	306
5.	1.	Portage Central ('99)	143	143
6.	7.	Troy-Athens ('96)	43	78
7.	6.	Battle Creek Central ('97)	22	60
8.	--	# Wayland Union	3	7

#### CHESAPEAKE

'00	'99	Chapter	New	Total
1.	--	# Catonsville	22	368
2.	2.	Calvert Hall College ('94)	42	181
3.	--	# Baltimore City College	41	94
4.	--	# Governor Thomas Johnson	31	71
5.	1.	Loyola ('99)	21	21

#### MID-ATLANTIC

'00	'99	Chapter	New	Total
1.	2.	+ Blacksburg, VA ('93)	66	483
2.	3.	Prince Edward County, VA	18	416
3.	4.	Edison, VA ('91)	16	353
4.	6.	Centreville, VA	44	331
5.	6.	Lake Braddock Secondary, VA ('90)	22	287
6.	9.	Holy Cross Regional, VA	19	214
7.	10.	Abingdon, VA	24	212
8.	11.	Sherando, VA	20	192
9.	13.	Walter Johnson, MD ('96)	32	120
10.	12.	Winston Churchill, MD ('94)	0	114
11.	14.	Whitman, MD ('97)	23	85
12.	1.	James Madison, VA ('99)	68	69
13.	15.	Woodberry Forest, VA	14	68
14.	16.	W. T. Woodson, VA ('98)	19	67
15.	--	# William Monroe	30	30

#### PATRICK HENRY

'00	'99	Chapter	New	Total
1.	2.	+ Princess Anne	31	278
2.	4.	Madison County	45	277
3.	5.	Essex	0	223
4.	6.	Cox	1	208
5.	7.	Granby	37	205
6.	9.	First Colonial ('93)	28	178
7.	11.	Great Bridge ('94)	23	128
8.	10.	Hampton Roads Academy	14	118
9.	14.	Monacan ('95)	8	66
10.	13.	* Menchville	0	63
11.	16.	Salem ('96)	6	48
12.	18.	Clover Hill ('98)	38	38
13.	1.	Poquoson ('99)	20	20
14.	17.	Hampton ('97)	1	17

## CENTRAL MINNESOTA

'00	'99	Chapter	New	Total
1.	2.	+ Simley	16	574
2.	4.	Minneapolis-South	63	556
2.	8.	Apple Valley ('96)	144	556
4.	3.	South St. Paul ('84)	46	553
5.	6.	St. Paul Acad. & Summit	48	489
6.	7.	Cottage Grove-Park ('90)	48	465
7.	5.	Mounds Park Academy	2	455
8.	9.	St. Thomas Academy	12	416
9.	12.	Eastview	154	402
10.	10.	* Como Park	4	356
11.	11.	Coon Rapids ('92)	36	300
12.	13.	Roseville Area ('97)	84	295
13.	14.	Anoka ('95)	60	266
14.	15.	Annandale	33	207
15.	16.	Circle Pines-Centennial ('98)	97	174
16.	1.	Forest Lake Sr. ('99)	114	114

## NORTHERN LIGHTS

'00	'99	Chapter	New	Total
1.	2.	+ Dilworth-Glyndon-Felton	53	583
2.	--	# Detroit Lakes	15	575
3.	3.	Barnesville	17	540
4.	5.	International Falls ('78)	37	519
5.	4.	Duluth East ('89)	11	512
6.	6.	Grand Rapids ('93)	76	509
7.	7.	Duluth-Central ('82)	24	435
8.	9.	Moorhead ('97)	138	393
9.	8.	Fosston	21	355
10.	12.	Walker ('96)	67	261
11.	14.	Duluth-Denfield ('94)	65	242
12.	10.	Staples	14	215
13.	13.	Atkin ('87)	1	179
14.	15.	Brainerd ('95)	10	123
15.	16.	Chisago Lakes Sr.	0	105
16.	18.	Park Rapids ('98)	33	82
17.	17.	* Rocor	0	80
18.	19.	Royalton	17	99
19.	1.	St. Francis ('99)	19	19

## SOUTHERN MINNESOTA

'00	'99	Chapter	New	Total
1.	1.	* Lakeville ('80)	0	659
2.	4.	+ Eagan ('95)	140	656
3.	3.	+ Hopkins ('84)	44	585
4.	5.	Edina ('82)	124	568
5.	8.	The Blake School ('87)	46	544
6.	17.	Benilde-St. Margaret's	192	515
7.	7.	Bloomington-Jefferson ('89)	33	486
8.	6.	Austin	16	473
9.	9.	St. Louis Park	43	466
10.	14.	Marshall ('94)	68	420
11.	11.	Worthington Sr. ('78)	28	401
12.	13.	Stillwater ('90)	29	393
13.	10.	* Osseo Sr.	0	385
14.	15.	Mankato-West ('92)	21	372
14.	12.	Minnetonka	6	372
16.	19.	Rosemount Sr. ('96)	91	353
17.	18.	Eden Prairie	17	308
18.	20.	Mankato-East ('93)	0	226
19.	21.	Mayo	22	127
20.	22.	Wayzata ('98)	47	117
21.	2.	Dassel-Cokato ('99)	37	37
22.	23.	* Chaska ('97)	0	24

## MISSISSIPPI

'00	'99	Chapter	New	Total
1.	2.	Rowan Jr.	12	259
1.	3.	+ Hattiesburg ('94)	57	259
3.	3.	Terry ('93)	10	212
4.	5.	St. Andrew's Episcopal School	37	175
5.	6.	Brookhaven	27	151
6.	7.	R. H. Watkins ('97)	37	144
7.	10.	Petal	34	110
8.	12.	Oak Grove	65	108
8.	8.	Jackson Prep. School ('95)	3	108
10.	11.	Picayune Memorial	26	90
11.	--	# Long Beach	26	42
11.	13.	Mc Comb ('96)	12	42
13.	1.	Clinton ('99)	37	37
14.	14.	Jackson Academy ('98)	14	28

## CARVER-TRUMAN

'00	'99	Chapter	New	Total
1.	2.	+ Cassville ('86)	35	648
2.	3.	Mt. Vernon	8	581
3.	4.	Diamond	4	558
4.	6.	Nevada ('94)	86	540
5.	5.	McDonald County	36	497
6.	10.	Neosho ('97)	132	432
7.	7.	Springdale, AR ('83)	28	377
8.	7.	Carl Junction	11	360
9.	9.	Webb City ('90)	21	328
10.	11.	Aurora ('93)	55	270
11.	12.	Joplin ('95)	53	222
12.	13.	Lamar ('92)	26	131
13.	15.	Monett ('98)	58	115
14.	14.	Republic ('96)	25	98
15.	1.	Carthage ('99)	5	5

## EASTERN MISSOURI

'00	'99	Chapter	New	Total
1.	2.	Hillsboro Sr.	0	595
2.	6.	Pattersonville ('97)	198	584
3.	3.	+ Parkway North	40	580
4.	4.	Howell North	21	499
5.	7.	Marquette	76	456
6.	5.	Rock Bridge	15	412
7.	8.	Ritenour	18	368
8.	9.	Parkway West ('93)	45	365
9.	12.	Ladue Horton Watkins ('95)	64	345
10.	10.	Jefferson City ('88)	54	341
11.	11.	Ballwin-Lafayette ('91)	7	290
12.	13.	Oakville Sr.	42	283
13.	14.	Poplar Bluff Sr.	24	256
14.	15.	Parkway Central ('94)	19	167
15.	16.	Chaminade College Prep. ('89)	7	111
16.	18.	Parkway South ('98)	56	106
17.	17.	Clayton Sr. ('96)	25	89
18.	1.	Columbia-Hickman ('99)	34	34

## HEART OF AMERICA

'00	'99	Chapter	New	Total
1.	2.	+ St. Joseph Central ('89)	90	742
2.	10.	Independence-Truman ('95)	203	737
3.	7.	Savannah	79	667
4.	3.	Maryville R-II	17	655
5.	4.	Kansas City-Winnetonka	25	636
6.	6.	Smith Cotton ('76)	33	631
7.	8.	North Kansas City ('94)	53	618
8.	9.	Benton	71	617
9.	5.	* Bishop LeBlond	0	608
10.	11.	Independence-Christman ('92)	103	602
11.	12.	Kansas City-Oak Park ('93)	105	582
12.	14.	Liberty Sr. ('97)	129	418
13.	13.	Independence-Fort Osage ('90)	87	399
14.	17.	Park Hill ('98)	201	365
15.	16.	Kansas City-Central	56	273
16.	15.	Excelsior Springs	2	254
17.	18.	Marshall ('96)	47	190
18.	19.	Park Hill South	108	171
19.	1.	Carrollton ('99)	11	11

## OZARK

'00	'99	Chapter	New	Total
1.	2.	+ Springfield-Central ('87)	89	626
2.	3.	Ozark ('84)	63	603
3.	4.	Nixa R-2 Schools	47	583
4.	5.	Buffalo	36	565
5.	--	# Lebanon	68	471
6.	7.	Reeds Spring	50	467
7.	6.	Licking	11	448
8.	8.	Waynesville ('92)	27	415
9.	9.	Willard	33	412
10.	10.	Houston	15	374
11.	11.	Springfield-Parkview ('94)	68	350
12.	12.	Stratford R-VI	10	290
13.	13.	Logan-Rogersville	23	271
14.	14.	West Plains ('93)	25	246
15.	--	# Willow Springs	15	217
16.	15.	Springfield-Glendale ('96)	40	202
17.	18.	Kickapoo ('97)	68	190
18.	16.	John F. Hodge	31	179
19.	17.	Bolivar R-1 ('95)	51	174
20.	20.	Springfield-Hillcrest ('98)	77	146
21.	19.	Springfield Catholic	6	97
22.	21.	Mansfield	23	66
23.	1.	Camdenton ('99)	62	62

## SHOW ME

'00	'99	Chapter	New	Total
1.	2.	+ Blue Springs South	106	756
2.	3.	Lee's Summit ('92)	75	705
3.	5.	Blue Springs ('94)	123	692
4.	4.	Harrisonville Sr.	14	642
5.	7.	Raymore-Peculiar	46	483
6.	6.	Notre Dame de Sion	33	472
7.	8.	Raytown ('95)	112	451
8.	9.	Grandview Sr. ('93)	39	347
9.	11.	Hickman Mills ('90)	39	317
10.	12.	The Barstow School	66	312
11.	10.	Pembroke Hill School	17	308
12.	13.	Ruskin ('91)	21	216
13.	15.	Raytown-South ('98)	115	207
14.	14.	Belton ('96)	11	137
15.	16.	Lee's Summit North	15	105
16.	1.	Kansas City-Rockhurst ('99)	96	96
17.	17.	Kansas City-Center ('97)	18	46

## MONTANA

'00	'99	Chapter	New	Total
1.	3.	+ Great Falls-Russell ('93)	70	588
2.	2.	Havre ('85)	32	585
3.	4.	Billings West ('91)	56	560
4.	8.	Flathead Co. ('96)	131	495
5.	5.	Missoula-Helgate ('87)	31	451
6.	6.	Billings Sr.	8	402
7.	7.	Missoula-Big Sky	24	397
8.	9.	Missoula-Sentinel ('68)	45	376
9.	10.	Corvallis	33	327

10.	11.	Capital	62	303
11.	16.	Great Falls ('97)	92	280
12.	14.	Skyview ('95)	51	272
13.	12.	Park	25	264
14.	15.	Helena ('94)	51	262
15.	13.	Beaverhead County	17	250
16.	17.	Hardin	0	174
17.	19.	Butte ('98)	77	161
18.	18.	* Hamilton	0	133
19.	1.	Bozeman ('99)	101	101

## NEBRASKA

'00	'99	Chapter	New	Total
1.	2.	+ Millard-North ('95)	150	748
2.	3.	Kearney Sr. ('92)	75	584
3.	4.	Raymond Central	54	474
4.	7.	Grand Island ('79)	51	371
5.	5.	* Burke	0	366
6.	6.	Columbus	16	337
7.	8.	Millard West	92	322
8.	11.	Fremont ('96)	74	226
9.	9.	Brownell-Talbot College Prep.	18	211
10.	10.	V. J. and Angela Skutt Catholic	24	178
11.	13.	Norfolk ('98)	73	170
12.	12.	Omaha-Central ('97)	56	166
13.	14.	Malcolm	27	86
14.	1.	Omaha-Marian ('99)	15	15

## NEBRASKA SOUTH

'00	'99	Chapter	New	Total
1.	3.	+ Bellevue-East ('84)	46	670
2.	2.	Lincoln-Southeast ('85)	37	667
3.	4.	Bellevue-West	33	575
4.	5.	# Omaha-Bryan	9	537
5.	6.	Omaha-Mercy ('78)	16	536
6.	7.	Papillon-La Vista ('93)	58	493
7.	8.	Gross	31	442
8.	9.	Lincoln-East ('94)	62	355
9.	10.	Elmwood-Murdock	24	182
10.	11.	Crete	25	151
11.	14.	Ralston ('96)	46	148
12.	15.	Hastings Sr. ('97)	45	135
13.	12.	Lincoln Northeast ('75)	3	123
14.	13.	Lincoln ('95)	12	118
15.	1.	Millard-South ('99)	65	65
16.	16.	Omaha-Westside ('98)	30	36

## SAGEBRUSH (NEVADA)

'00	'99	Chapter	New	Total
1.	3.	+ Incline	26	308
2.	4.	Bishop Manogue Catholic	46	196
3.	6.	Elko ('96)	33	163
4.	5.	Douglas ('95)	21	160
5.	7.	Carson Valley Middle School	38	158
6.	9.	Reno ('98)	82	144
7.	8.	Galena	20	128
8.	10.	Carson ('97)	17	32
9.	2.	McQueen ('99)	15	15

## SOUTHERN NEVADA

'00	'99	Chapter	New	Total
1.	2.	+ Bonanza ('93)	35	320
2.	3.	Chaparral ('94)	43	307
3.	4.	Bishop Gorman	19	281
4.	6.	Green Valley ('98)	135	276
5.	5.	Advanced Technologies Academy	31	187
6.	7.	Valley ('97)	19	125
7.	1.	Clark ('99)	0	0

## NEW ENGLAND

'00	'99	Chapter	New	Total
1.	1.	+ Lexington, MA ('95)	61	593
2.	5.	Manchester, MA ('94)	105	454
3.	3.	Shrewsbury, MA ('91)	48	415
4.	4.	Bishop Guertin, NH ('86)	30	391
5.	6.	Otter Valley Union, VT	13	331
6.	7.	* Tabor Academy, MA	9	288
7.	8.	Milton Academy, MA ('97)	118	264
8.	13.	Hull, MA	36	122
8.	9.	Boston Latin, MA	10	122
8.	12.	Needham, MA	35	122
11.	11.	Silver Lake Reg., MA ('93)	25	118
12.	10.	Hampshire Regional, MA	3	108
13.	16.	Sacred Heart, MA ('98)	55	93
14.	15.	Cath. Memorial, MA ('96)	32	86
15.	--	# Newton South, MA	47	79
16.	2.	Acton Boxborough Reg., MA ('99)	75	75

## NEW JERSEY



9.	9.	Parsippany Hills ('90)	0	163	5.	7.	Pine Forest Sr. ('95)	44	264	10.	10.	* Brookville	3	174
11.	15.	Ocean Township ('96)	31	140	6.	6.	Enloe ('93)	26	247	11.	12.	* Stebbins	0	154
12.	14.	Matawan Reg. ('88)	23	135	7.	8.	* Northwest Guilford	0	214	12.	13.	Kettering-Fairmont ('96)	31	153
13.	13.	Malcolm X Shabazz	5	118	8.	9.	71st ('94)	26	178	13.	--	# Upper Arlington ('88)	23	135
14.	17.	Long Branch ('97)	34	101	9.	10.	Byrd Sr. ('96)	30	178	14.	14.	Middletown ('94)	15	113
15.	18.	East Side	14	91	10.	11.	Northeast Guilford ('97)	5	37	15.	15.	Toledo-Whitmer ('95)	15	77
16.	18.	Elizabeth ('98)	48	76	11.	12.	Westover Sr. ('98)	22	34	16.	1.	Sylvania-Northview ('99)	57	57
17.	1.	Bergenfield ('99)	41	41	12.	1.	Northeastern ('99)	0	0	17.	15.	Sylvania-Southview ('98)	25	46

#### NEW MEXICO

'00	'99	Chapter	New	Total
1.	2.	+ La Cueva	1	581
2.	3.	St. Plus X	40	569
3.	4.	Albq.-Highland ('83)	31	457
4.	5.	Hobbs ('86)	42	434
5.	6.	Albq.-Valley ('82)	19	404
6.	7.	Clovis	19	380
7.	10.	Albuquerque Acad. ('97)	98	306
8.	8.	Taos ('94)	19	258
9.	9.	Los Alamos ('93)	36	258
10.	11.	# Portales	15	210
11.	12.	Rio Grande ('95)	28	188
12.	13.	Albq.-Manzano ('96)	18	131
13.	1.	Eldorado ('99)	105	105
14.	14.	Farmington ('98)	37	77

#### IROQUOIS

'00	'99	Chapter	New	Total
1.	--	+ Canisius ('63)	26	616
2.	4.	Mount Mercy Acad. ('91)	26	206
3.	2.	Richfield Springs Central ('89)	0	204
4.	3.	Holland Patent	6	200
5.	5.	Webster Sr. ('94)	17	184
6.	6.	Mount Markham Sr.	11	95
7.	7.	Madrid-Waddington Central ('96)	25	83
8.	1.	Immaculate Heart Central ('99)	40	40
9.	9.	Bishop Kearney ('98)	22	31
10.	9.	New Hartford Central School ('97)	0	9

#### NEW YORK CITY

'00	'99	Chapter	New	Total
1.	2.	+ The Mary Louls Acad. ('80)	87	707
2.	6.	Bronx HS of Science ('96)	167	605
3.	3.	Syosset ('92)	48	517
4.	8.	Half Hollow Hills HS East	70	493
5.	4.	Hunter College HS	37	486
6.	9.	St. Joseph Hill Acad. ('85)	36	458
7.	5.	Loyola School	0	447
8.	10.	Stuyvesant ('95)	69	429
9.	11.	Fordham Preparatory School ('58)	31	354
10.	13.	Roslyn ('94)	55	328
11.	12.	Kings Park Sr.	0	311
12.	16.	Regis ('98)	175	308
13.	15.	Chaminade ('97)	95	282
14.	14.	* The Calhoun School	0	211
15.	1.	Sacred Heart Acad. ('99)	56	58

#### NEW YORK STATE

'00	'99	Chapter	New	Total
1.	2.	+ Monticello ('92)	70	383
2.	3.	Ursuline School	18	300
3.	4.	Academy of the Holy Names ('87)	20	264
4.	5.	Newburgh Free Acad. ('95)	46	256
5.	6.	Pleasantville	18	216
6.	8.	Hendrick Hudson ('94)	29	201
7.	9.	Edgemont ('91)	24	161
8.	10.	Lakeland ('98)	48	147
9.	10.	Christian Brothers Acad.	37	136
10.	7.	Shenendehowa ('93)	0	121
11.	12.	Iona Prep. School ('97)	16	106
12.	13.	Scarsdale ('98)	48	96
13.	1.	Albany ('99)	27	27

#### CAROLINA WEST

'00	'99	Chapter	New	Total
1.	2.	+ Myers Park ('91)	70	516
2.	4.	West Charlotte ('89)	53	421
3.	6.	North Mecklenburg	59	311
4.	8.	Southeast Guilford	61	293
5.	7.	Mc Dowell	16	266
6.	12.	South Mecklenburg ('94)	42	246
7.	9.	High Point-Andrews ('93)	13	234
8.	10.	* Independence ('87)	2	222
9.	13.	Providence ('97)	33	199
10.	14.	Randleman	30	162
11.	17.	East Mecklenburg ('96)	30	151
12.	15.	Asheville	21	150
13.	16.	Freedom ('95)	8	134
14.	18.	Bishop McGuinness Memorial	3	111
15.	20.	Zebulon B. Vance	28	83
16.	19.	Westchester Academy	1	82
17.	21.	Ledford ('98)	0	34
18.	1.	* High Point-Central ('99)	5	5

#### TARHEEL EAST

'00	'99	Chapter	New	Total
1.	2.	+ South View Sr. ('92)	63	400
2.	3.	Chapel Hill ('86)	21	356
2.	4.	Cape Fear	36	356
4.	5.	E. E. Smith	10	275

#### NORTH DAKOTA ROUGHRIDER

'00	'99	Chapter	New	Total
1.	2.	+ Fargo Shanley ('91)	70	448
2.	3.	Richardson-Taylor	74	422
3.	4.	Washburn	53	329
4.	6.	Fargo North ('92)	67	299
5.	5.	Mandan	34	293
6.	7.	Magie City Campus ('94)	28	258
7.	9.	Fargo-South ('93)	61	248
8.	8.	Grand Forks Central ('90)	16	224
9.	10.	Richland	30	198
10.	12.	Red River ('95)	31	178
11.	11.	St. Mary's Central	12	167
12.	13.	Linton Public School	0	144
13.	15.	Langdon Public ('96)	33	140
14.	14.	Bismarck Public Schools	16	132
15.	18.	Central Cass	22	110
16.	17.	Wahpeton ('97)	33	100
17.	19.	West Fargo ('98)	26	59
18.	18.	* Hazen	0	50
19.	1.	Beulah ('99)	41	41

#### EASTERN OHIO

'00	'99	Chapter	New	Total
1.	2.	+ Stow Munroe Falls	70	758
2.	3.	Wadsworth ('86)	58	739
3.	4.	Copley	50	645
4.	6.	Canton-GlenOak HS Career Ctr ('94)	100	564
5.	5.	Hudson	0	504
6.	11.	Carrollton ('96)	111	443
7.	7.	Canton-South ('82)	29	436
8.	9.	Wooster ('95)	77	433
9.	10.	North Canton-Hoover ('88)	78	417
10.	8.	* Timken	0	399
11.	13.	Louisville Sr. ('93)	39	342
12.	12.	Canton Central Cath. ('78)	12	331
13.	14.	Norton ('91)	34	319
14.	18.	Perry ('97)	126	303
15.	15.	Lake	19	295
16.	16.	* Heath	0	268
17.	17.	Canton-McKinley ('92)	37	263
18.	--	# Tallmadge ('79)	75	238
19.	19.	Alliance ('90)	7	140
20.	20.	Cuyahoga Valley Christian Acad	33	133
21.	23.	Massillon Washington ('98)	66	126
22.	22.	Firestone ('81)	30	98
23.	21.	Aurora	7	89
24.	1.	Jackson ('99)	58	58

#### NORTH COAST

'00	'99	Chapter	New	Total
1.	2.	+ Hawken School	44	510
2.	3.	Magnificat ('67)	46	403
3.	4.	Vermilion	36	392
4.	4.	St. Ignatius ('92)	19	375
5.	6.	Midpark	43	367
6.	7.	Solon	48	336
7.	9.	Gilmore Academy ('97)	125	275
8.	11.	Crestwood ('96)	66	199
9.	8.	Olmsted Falls	22	183
10.	10.	Edison	35	174
11.	12.	Rocky River ('95)	20	133
12.	13.	Shaw ('94)	4	103
13.	1.	Shaker Heights ('99)	39	39
14.	14.	St. Edward ('98)	13	34

#### NORTHERN OHIO

'00	'99	Chapter	New	Total
1.	3.	+ Austintown-Fitch ('95)	109	622
2.	2.	Youngstown-Ursuline ('81)	51	613
3.	4.	Poland ('89)	53	509
4.	5.	Warren-Kennedy ('88)	46	494
5.	7.	Youngstown-Boardman ('96)	140	487
6.	6.	Howland ('94)	113	472
7.	8.	Girard	21	256
8.	11.	Niles-McKinley ('98)	101	216
9.	10.	Canfield ('97)	29	157
10.	9.	Lisbon	13	151
11.	1.	Youngstown-Mooney ('99)	145	145

#### WESTERN OHIO

'00	'99	Chapter	New	Total
1.	2.	+ Dayton-Oakwood ('91)	66	639
2.	3.	Centerville ('93)	13	540
3.	4.	Elgin	70	488
4.	5.	Fairborn	0	412
5.	6.	Gahanna-Lincoln ('69)	46	385
6.	7.	Findlay ('90)	13	284
6.	8.	Notre Dame Academy	29	284
8.	11.	Beavercreek ('92)	58	216
9.	9.	Wauseon	33	206

#### EAST OKLAHOMA

'00	'99	Chapter	New	Total
1.	2.	+ Jenks ('92)	49	558
2.	8.	Bishop Kelley	81	455
3.	6.	Tulsa-Union	19	434
4.	5.	Miami ('84)	2	430
5.	7.	Ponca City ('89)	6	395
6.	10.	Muldrow	34	366
7.	9.	Seminole ('90)	6	343
8.	15.	Grove	69	342
9.	18.	Tulsa-Washington ('96)	79	341
10.	11.	Cascia Hall Prep.	22	331
11.	13.	Sapulpa ('93)	30	313
12.	14.	Talihna	16	290
13.	12.	* Ada	0	286
14.	16.	# Muskogee ('81)	11	275
15.	17.	Picher-Cardin	6	269
16.	23.	Claremore	52	260
17.	19.	Mannford	17	259
18.	22.	Bixby	19	240
19.	20.	Vinita	9	238
20.	21.	Stilwell	8	230
21.	26.	Bartlesville ('97)	56	216
22.	24.	Pawhuska	4	177
23.	27.	Charles Page ('95)	54	174
24.	25.	Keota	0	165
25.	28.	Shawnee ('94)	14	125
26.	30.	Mounds	24	107
27.	31.	Broken Arrow ('98)	57	99
28.	--	# Holland Hall	41	71
29.	1.	Oologah ('99)	16	16

#### WEST OKLAHOMA

'00	'99	Chapter	New	Total
1.	3.	+ Alva ('91)	85	678
2.	2.	Enid ('75)	49	656
3.	4.	Kingfisher	64	599
4.	5.	Edmond North	20	548
5.	6.	Guymon ('92)	67	512
6.	6.	Moore	20	482
7.	7.	* Luther	11	471
8.	14.	Norman ('96)	105	436
9.	11.	Stillwater	45	430
10.	10.	Okla. City-Heritage Hall ('85)	29	428
11.	9.	Bishop McGuinness	5	415
12.	12.	Lawton ('76)	0	370
13.	13.	* Putnam City-West ('84)	2	358
14.	15.	Fairview	21	334
15.	17.	Edmond-Santa Fe	86	317
16.	16.	Putnam City ('93)	63	301
17.	22.	Norman HS North	153	264
18.	18.	Okarche	32	249
19.	19.	Dear Creek	55	237
20.	20.	Mc Loud	6	154
21.	21.	Edmond-Memorial ('95)	9	131
22.	24.	Duncan ('97)	54	98
23.	23.	Putnam City-North ('98)	46	95
24.	--	# Eisenhower ('90)	17	45
25.	1.	Yukon ('99)	0	0

#### NORTH OREGON

'00	'99	Chapter	New	Total
1.	2.	+ Portland-Lincoln	30	543
2.	3.	Tigard ('88)	53	464
3.	3.	Beaverton ('89)	23	434
4.	5.	Woodburn	34	406
5.	9.	Gresham-Barlow ('95)	88	377
6.	7.	Clackamas ('94)	33	350
7.	6.	Sandy Union	3	314
8.	10.	Tualatin	24	228
9.	11.	* Rex Putnam	9	195
10.	12.	Gresham ('92)	12	169
11.	--	# Forest Grove	37	149
12.	13.	* Sunset ('90)	0	144
13.	14.	Glencoe ('96)	30	136
14.	16.	Canby ('97)	41	109
15.	15.	Sprague ('93)	28	105
16.	17.	Oregon City ('98)	27	65
17.	1.	Silverton ('99)	25	25

#### SOUTH OREGON

10.	12.	Willamette ('97)	36	114	4.	6.	Sioux Falls-Washington ('95)	96	399	10.	13.	Pharr-San Juan-Alamo ('93)	7	133
11.	--	# Hidden Valley	6	91	5.	5.	Beresford ('92)	35	358	11.	12.	* Mercedes	0	127
12.	11.	North Bend Sr ('95)	3	84	6.	6.	Sioux Falls-Roosevelt ('97)	144	331	12.	15.	* Banquete	0	116
13.	1.	Ashland ('99)	78	78	7.	7.	Brandon Valley	47	315	13.	--	# W B Ray ('94)	55	114
14.	13.	Grants Pass ('98)	26	64	8.	9.	Sioux Falls-Lincoln ('98)	162	294	14.	17.	Donna	0	84
					9.	10.	Vermillion ('96)	98	204	15.	20.	McAllen ('98)	25	58
					10.	1.	Rapid City-Stevens ('99)	94	94	16.	18.	Roy Miller HS Ctr Comm & Tech	0	54

#### PENNSYLVANIA

'00	'99	Chapter	New	Total
1.	2.	+ Franklin Regional	14	371
2.	5.	Belle Vernon Area ('92)	39	343
3.	3.	Rockwood	18	343
4.	7.	Bellwood-Antis	55	313
5.	8.	Greensburg Salem ('91)	71	308
6.	9.	McKeesport Area ('95)	59	295
7.	5.	Uniontown Area Sr. ('89)	20	291
8.	10.	Norwin ('93)	18	227
9.	--	# Greater Latrobe ('94)	74	172
10.	11.	Derry Area ('96)	16	123
11.	12.	Trinity ('97)	33	92
12.	1.	Kiski School ('99)	58	58
13.	13.	Greensburg Central Catholic ('98)	19	26

#### PITTSBURGH

'00	'99	Chapter	New	Total
1.	5.	+ Quigley Catholic ('84)	56	498
2.	2.	North Catholic ('82)	17	478
3.	4.	Peters Twp. ('85)	29	478
4.	3.	Oakland Catholic ('70)	0	459
5.	6.	North Hills ('92)	9	384
6.	9.	Pine-Richland Sr. ('94)	44	381
7.	7.	Riverside ('87)	35	381
8.	11.	Mercer Area ('90)	41	370
9.	8.	Canevin ('73)	11	364
10.	10.	Upper St. Clair ('89)	32	363
11.	12.	North Allegheny Sr.	43	361
12.	13.	Fox Chapel Area	44	353
13.	14.	Bethel Park ('95)	64	275
14.	15.	Cathedral Prep. School ('96)	47	224
15.	17.	Pittsburgh-Central Catholic ('93)	35	136
16.	19.	Baldwin ('97)	42	101
17.	18.	Lakeview Christian Academy	18	89
18.	20.	Mt. Lebanon Sr. ('98)	37	77
19.	--	# Fairview	34	34
20.	1.	Keystone Oaks ('99)	0	0

#### VALLEY FORGE

'00	'99	Chapter	New	Total
1.	2.	+ Shikellamy ('85)	9	412
2.	6.	Holy Ghost Prep. ('92)	55	411
3.	3.	Delone Catholic	39	405
4.	4.	Chambersburg Area	12	369
5.	4.	Scranton Prep. School	0	357
6.	9.	Truman ('96)	81	327
7.	7.	Gwynedd Mercy Academy	3	310
8.	8.	St. Joseph's Prep. School ('53)	23	309
9.	11.	La Salle College ('95)	58	279
10.	12.	Pennsbury ('97)	89	230
11.	14.	Jenkintown	18	157
12.	13.	Lower Merion ('91)	15	155
13.	15.	Mechanicsburg ('93)	16	147
14.	16.	Gettysburg Sr.	31	130
15.	18.	Danville ('98)	61	126
16.	17.	Southern Lehigh	29	123
17.	1.	Scranton ('99)	55	55

#### SOUTH CAROLINA

'00	'99	Chapter	New	Total
1.	1.	+ Southside ('95)	79	633
2.	2.	Columbia-Dreher ('79)	1	436
3.	4.	Porter-Gaud School	19	431
4.	5.	Bob Jones Academy ('94)	64	427
5.	7.	Hillcrest	67	378
6.	12.	Riverside ('97)	137	369
7.	10.	Greenville	16	274
8.	11.	Mauldin ('96)	30	268
9.	13.	Heathwood Hall Epis. School	24	215
10.	14.	Richland-Northeast ('88)	25	186
11.	19.	T. L. Hanna ('98)	75	170
12.	18.	Greer	45	155
13.	15.	Lexington	0	135
14.	2.	Allendale-Fairfax ('99)	28	28

#### NORTHERN SOUTH DAKOTA

'00	'99	Chapter	New	Total
1.	2.	+ Aberdeen Central ('92)	87	591
2.	3.	Mitchell ('90)	60	530
3.	4.	Huron ('88)	64	522
4.	5.	Deuel School ('91)	45	393
5.	6.	Madison ('95)	57	269
6.	7.	Milbank ('96)	50	247
7.	1.	Watertown ('99)	177	177
8.	9.	Brookings ('98)	123	149
9.	8.	Groton ('97)	23	82

#### RUSHMORE

'00	'99	Chapter	New	Total
1.	2.	+ Rapid City Central ('86)	39	696
2.	4.	Yankton ('91)	63	473
3.	3.	Sioux Falls-O'Gorman ('94)	39	466

#### TENNESSEE

'00	'99	Chapter	New	Total
1.	2.	+ Brentwood HS	47	587
2.	4.	Dickson County ('57)	42	521
3.	6.	Montgomery Bell Academy ('93)	63	510
4.	3.	McGavock	6	495
5.	7.	Collierville	69	472
6.	8.	# Germantown	8	458
7.	9.	Mars Hill Bible School, AL ('94)	50	442
8.	9.	Henry County ('85)	26	416
9.	13.	Cookeville ('91)	62	410
10.	10.	Clarksville Northeast	22	410
11.	12.	Dobyns-Bennett	40	409
12.	11.	Franklin	14	400
13.	14.	Antioch ('77)	15	350
14.	--	# Brentwood Academy	41	317
15.	15.	# The Baylor School	9	303
16.	16.	Gallatin Sr.	18	296
17.	17.	Hamblen HS West ('95)	56	280
18.	19.	St. Cecilia Academy	31	213
19.	21.	Hillwood Comprehensive ('90)	8	154
20.	22.	Hunters Lane ('98)	17	148
21.	1.	Battle Ground Acad. ('99)	104	104
22.	23.	Nashville-Overton ('96)	31	91
23.	24.	Goodpasture ('97)	41	89

#### CENTRAL TEXAS

'00	'99	Chapter	New	Total
1.	2.	+ San Antonio-Churchill ('93)	87	680
2.	3.	Taft	24	579
3.	4.	Texas Military Institute	1	484
4.	5.	Holmes	26	479
5.	6.	Judeon	17	414
6.	7.	San Antonio-MacArthur ('91)	37	397
7.	8.	East Central	13	338
8.	10.	San Antonio-Lee ('94)	18	257
9.	9.	Tom Moore	9	254
10.	11.	Smithson Valley	13	159
11.	12.	Edgewood Memorial	12	112
12.	--	# Blanco	30	105
13.	13.	San Antonio-Clark ('97)	32	82
14.	--	# Ronald Reagan	79	79
15.	--	# Sandra Day O'Connor	31	52
16.	1.	San Antonio-Madison ('99)	44	44
17.	15.	Clemens ('98)	22	42
18.	14.	Alamo Heights ('96)	2	39

#### EAST TEXAS

'00	'99	Chapter	New	Total
1.	2.	+ Stratford	75	805
2.	3.	Jersey Village	77	792
3.	4.	Baytown-Lee	0	659
4.	6.	Humble ('84)	96	647
5.	5.	Cypress-Fairbanks	30	626
6.	9.	Alief Elsik	66	589
7.	7.	Spring ('92)	54	585
8.	--	# Klein Forest	0	575
9.	8.	The Kinkaid School ('81)	30	559
10.	10.	Cypress Creek ('89)	35	536
11.	12.	Clements	69	507
12.	15.	Dulles ('94)	85	465
13.	11.	Oak Ridge Sr.	26	465
14.	13.	Klein ('93)	36	446
15.	14.	Houston-Memorial ('88)	15	423
16.	--	# Crosby	50	423
17.	16.	Nacogdoches	23	397
18.	18.	Pasadena ('83)	28	379
19.	19.	# Dobie	33	379
20.	20.	Langham Creek	25	369
21.	21.	Cypress Falls	41	363
22.	17.	Houston-MacArthur	6	358
23.	23.	Alief Hastings ('96)	82	353
24.	22.	Conroe ('87)	16	326
25.	25.	Taylor ('95)	57	267
26.	24.	Barbers Hill	14	234
27.	26.	West Orange-Stark ('90)	0	167
28.	27.	Kingwood ('97)	40	124
29.	--	# Ball	56	82
30.	1.	The Woodlands ('99)	66	66
31.	29.	Caney Creek	10	57

#### GULF COAST

'00	'99	Chapter	New	Total
1.	3.	+ Bishop	27	360
2.	2.	Tuloso-Midway	0	339
3.	4.	Harlingen HS South	41	320
4.	8.	Gregory-Portland ('97)	100	291
5.	6.	Corpus Christi-Carroll ('92)	54	259
6.	9.	Corpus Christi-King ('95)	45	214
7.	7.	Pharr-San Juan-Alamo North	18	212
8.	10.	Brazoswood	45	211
9.	10.	Nikki Rowe	11	177

10.	13.	Pharr-San Juan-Alamo ('93)	7	133
11.	12.	* Mercedes	0	127
12.	15.	* Banquete	0	116
13.	--	# W B Ray ('94)	55	114
14.	17.	Donna	0	84
15.	20.	McAllen ('98)	25	58
16.	18.	Roy Miller HS Ctr Comm & Tech	0	54
17.	19.	* La Joya	0	46
18.	--	# Pharr-San Juan-Alamo Memorial	11	40
19.	1.	Calallen ('99)	28	28
20.	21.	* Alice ('98)	3	3

#### HEART OF TEXAS

'00	'99	Chapter	New	Total
1.	3.	+ Hays ('90)	64	513
2.	2.	Westwood	44	501
3.	4.	Georgetown	27	467
4.	5.	Pflugerville	30	393
5.	7.	Granbury	51	352
6.	--	# Bryan	101	329
7.	6.	Copperas Cove	11	317
8.	9.	McNell	46	277
9.	8.	Johnston	4	244
10.	11.	Westlake ('97)	87	266
11.	10.	San Marcos ('92)	23	216
12.	12.	Midway ('96)	23	152
13.	14.	Lake Travis	31	140
14.	13.	L. B. J. ('95)	18	137
15.	15.	Wimberley	29	127
16.	--	# John Connally	24	87
17.	18.	Anderson	3	83
18.	1.	Round Rock ('99)	39	39
19.	--	# Dripping Springs	19	28
20.	17.	Waco ('98)	2	9

#### LONE STAR

'00	'99	Chapter	New	Total
1.	2.	+ Plano-Clark	37	500
2.	5.	Duncanville ('91)	55	480
3.	3.	South Grand Prairie	20	470
4.	4.	Trinity ('88)	26	468
5.	6.	Arlington ('90)	52	4586
6.	7.	Plano-Williams	47	437
7.	8.	Plano Sr. ('92)	37	422
8.	9.	Tyler-Lee ('84)	33	408
9.	10.	Allen	13	294
10.	11.	Ryan	28	270
11.	11.	Turner ('94)	25	267
12.	15.	Grapevine ('97)	97	248
13.	13.	Terrill	18	226
14.	15.	Dallas-Highland Park ('93)	55	206
15.	14.	Wichita Falls ('89)	20	185
16.	17.	The Colony	10	149
17.	18.	James Bowie	40	141
18.	19.	The Greenhill School ('95)	60	136
19.	1.	Garland ('99)	36	36
20.	20.	South Garland ('98)	6	17

#### NORTH TEXAS LONGHORNS

'00	'99	Chapter	New	Total
1.	2.	+ Newman Smith ('93)	47	541
2.	3.	Plano-East	11	476
3.	4.	Sherman	17	461
4.	5.	Grand Prairie	46	412
5.	6.	Colleyville Heritage	41	404
6.	7.	Kaufman	10	341
7.	8.	SL Mark's School ('86)	1	321
8.	11.	L. D. Bell	15	300
9.	12.	Shepton ('94)	44	285
10.	14.	Jasper	58	233
11.	15.	Hockaday School ('92)	38	212
12.	13.	Cedar Hill	0	192
13.	16.	Lewisville ('95)	30	182
14.	18.	James Marlin ('96)	33	170
15.	19.	Naaman Forest	32	156
16.	17.	* Burleson ('90)	2	149
17.	--	# Crowley	35	86
18.	20.	Vines ('98)	34	72
19.	1.	Marcus ('99)	69	69
20.	21.	Dallas-Jesuit College Prep. ('97)	47	47

#### SOUTH TEXAS

'00	'99	
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18.	17.	Elkins	0	158	3.	4.	Lake City, ID	61	289	14.	15.	Torrington ('93)	0	172
19.	20.	Monsignor Kelly Catholic	26	120	4.	6.	Gonzaga Prep. ('96)	84	254	15.	16.	Buffalo ('98)	49	91
20.	--	# Deer Park ('98)	63	112	5.	5.	Central Valley ('95)	69	241	16.	1.	Sturgis-Brown, SD ('99)	31	31
21.	19.	* Texas City	7	106	6.	7.	Lewis & Clark ('92)	68	181	<b>WIND RIVER</b>				
22.	--	# Pearland	13	105	7.	8.	Mead ('98)	39	134	'00	'99	Chapter	New	Total
23.	22.	Northbrook Sr ('98)	21	41	8.	9.	Mt Spokane	46	118	1.	2.	+ Evanston	34	536
24.	23.	Houston-Jesuit ('97)	25	39	9.	10.	Ferris ('97)	44	94	2.	3.	Star Valley	53	454
25.	21.	* Houston-Spring Woods ('96)	0	31	10.	1.	University ('99)	67	67	3.	5.	Cody	24	414
<b>TALL COTTON</b>					<b>PUGET SOUND</b>					4.	6.	Rawlins	50	413
'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total	5.	7.	Lander Valley ('84)	53	407
1.	2.	+ Odessa Sr. ('93)	67	471	1.	1.	+ Burlington-Edison	29	385	6.	4.	Riverton ('87)	8	407
2.	4.	Hereford ('91)	33	340	2.	2.	Bainbridge Island ('85)	3	321	7.	8.	Greybull	60	368
3.	3.	San Angelo Central ('91)	15	328	3.	4.	Mercer Island ('89)	16	300	8.	9.	Shoshoni	41	348
4.	5.	Frederick	30	306	4.	5.	Mount Vernon ('92)	27	288	9.	10.	Saratoga	32	326
5.	8.	Pampa	18	284	5.	8.	Thomas Jefferson	46	276	10.	13.	Worland ('85)	49	272
6.	7.	Odessa-Permian ('95)	19	282	6.	7.	Snohomish	37	219	11.	11.	Hot Springs Co. ('92)	28	269
7.	9.	Midland ('89)	36	271	7.	9.	Eastlake	16	184	12.	12.	Rock Springs ('93)	31	262
8.	--	# Coronado ('87)	27	261	8.	11.	Foster	17	175	13.	14.	Powell	34	241
9.	8.	Dumas	0	260	9.	10.	Oak Harbor ('94)	0	165	14.	15.	Lovell	17	189
10.	10.	Lubbock ('90)	46	249	10.	12.	Newport ('93)	0	148	15.	16.	Jackson Hole ('96)	46	184
11.	11.	Amarillo-Tascosa ('94)	33	220	11.	14.	Sunnyside ('97)	18	94	16.	17.	Laramie ('94)	25	151
12.	13.	Amarillo ('97)	93	216	12.	13.	ML Rainier ('96)	0	91	17.	18.	Casper Natrona Co. ('97)	54	135
13.	15.	Midland-Lee ('98)	102	183	13.	3.	Kamalak ('99)	57	57	18.	19.	Green River ('98)	41	79
14.	12.	Highland Park	4	132	14.	16.	Kentwood ('98)	9	12	19.	1.	Casper-Kelly Walsh ('99)	55	55
15.	14.	Cooper ('96)	48	130	<b>WESTERN WASHINGTON</b>					<b>GENERAL</b>				
16.	1.	Abilene ('99)	68	66	'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total
<b>WEST TEXAS</b>					1.	3.	+ Puyallup ('92)	86	576	1.	1.	Plymouth Canton Educ. Park ('95)	0	131
'00	'99	Chapter	New	Total	2.	2.	Franklin Pierce	0	542	<b>2001</b>				
1.	2.	+ El Paso-Del Valle	18	446	3.	4.	Federal Way ('93)	79	490	<b>LINCOLN</b>				
2.	3.	Bel Air	63	405	4.	5.	Auburn Sr. ('95)	57	462	<b>FINANCIAL</b>				
3.	4.	El Paso-Cathedral ('94)	51	291	5.	6.	Decatur	12	414	<b>GROUP</b>				
4.	5.	Burges	27	266	6.	7.	Elma	25	332	<b>NFL</b>				
5.	13.	Montwood ('97)	73	173	7.	8.	+ Vashon Island	0	301	<b>OKLAHOMA</b>				
6.	6.	* Bowle	0	159	8.	--	# Auburn Riverside	56	257	<b>NATIONALS</b>				
7.	7.	Andress	5	152	9.	9.	Gov. John Rogers ('97)	33	152	<b>UNIVERSITY OF OKLAHOMA</b>				
8.	8.	Franklin	9	145	10.	10.	Gig Harbor ('98)	59	145	<b>NORMAN, OK</b>				
9.	10.	Canutillo	16	131	11.	11.	Port Angeles ('96)	16	83	<b>JUNE</b>				
10.	10.	St. Clement Epls. School	10	125	12.	1.	Central Kitsap ('99)	33	33	<b>10 - 15</b>				
11.	9.	* Socorro	0	119	<b>WEST VIRGINIA</b>									
12.	12.	Loretto Academy ('93)	14	117	'00	'99	Chapter	New	Total					
13.	14.	Ysleta ('95)	22	109	1.	2.	Parkersburg South ('98)	0	157					
14.	15.	Crane	20	105	2.	3.	+ Duval ('95)	17	116					
15.	17.	El Paso-Coronado ('98)	42	81	3.	5.	Pt. Pleasant Sr. ('98)	25	55					
16.	16.	* Eastwood ('96)	0	52	4.	4.	Huntington ('97)	0	37					
17.	1.	Hanks ('99)	5	5	4.	1.	Wheeling Park ('99)	37	37					
<b>GREAT SALT LAKE</b>					<b>NORTHERN WISCONSIN</b>									
'00	'99	Chapter	New	Total	'00	'99	Chapter	New	Total					
1.	2.	+ Hunter	56	539	1.	2.	+ Waupaca	32	798					
2.	3.	Taylorville	53	516	2.	3.	Sheboygan-North ('87)	53	774					
3.	5.	Salt Lake City-Skyline ('94)	62	481	3.	4.	Ripon	15	627					
4.	6.	Cottonwood ('93)	35	400	4.	6.	Appleton-East ('95)	127	617					
5.	7.	Salt Lake City-Highland ('90)	44	372	5.	5.	Wisc. Rapids-Lincoln ('86)	0	559					
6.	9.	Lone Peak	55	165	6.	8.	Appleton-West ('90)	35	511					
7.	12.	Salt Lake City-East ('96)	67	150	7.	9.	New London Sr. ('91)	60	443					
8.	10.	Rowland Hall-St. Mark's ('95)	22	130	8.	10.	Little Chute	17	370					
9.	11.	Kearns ('97)	35	122	9.	11.	Winneconne	7	307					
10.	13.	Salt Lake City-West ('98)	53	107	10.	12.	Neenah	19	226					
11.	1.	Olympus ('98)	37	37	11.	13.	St. Croix Falls ('93)	20	198					
<b>SUNDANCE</b>					12.	15.	Sheboygan-South ('96)	32	194					
'00	'99	Chapter	New	Total	13.	17.	Algoma ('97)	60	168					
1.	2.	Cedar City	0	635	14.	19.	Hortonville ('98)	84	144					
2.	3.	Hillcrest ('89)	15	623	15.	16.	Appleton North	24	142					
3.	4.	+ Carbon ('90)	33	623	16.	1.	Stevens Point ('99)	37	37					
4.	5.	Bingham ('92)	0	438	<b>SOUTHERN WISCONSIN</b>									
5.	10.	Alta ('96)	134	423	'00	'99	Chapter	New	Total					
6.	8.	Delta	1	403	1.	2.	+ Greendale	60	601					
7.	7.	Lehi ('86)	0	398	2.	3.	Brookfield-East ('86)	54	518					
8.	8.	American Fork ('91)	20	397	3.	4.	Black Hawk	31	456					
9.	9.	Mountain View ('94)	18	328	4.	5.	Brookfield Central ('90)	18	401					
10.	11.	Granger ('93)	29	272	5.	6.	West Bend West ('89)	21	389					
11.	13.	Jordan ('97)	97	266	6.	7.	Muskego ('84)	25	381					
12.	1.	Orem ('99)	35	35	7.	8.	West Bend East ('93)	49	355					
13.	15.	Uintah ('98)	14	14	8.	9.	Milwaukee HS of the Arts	23	217					
<b>UTAH-WASATCH</b>					9.	10.	Milwaukee Rufus King ('95)	68	169					
'00	'99	Chapter	New	Total	10.	11.	Cedarburg ('97)	39	107					
1.	2.	+ Clearfield	65	668	11.	12.	Plus XI ('98)	17	75					
2.	3.	Ogden ('91)	62	564	12.	1.	Marquette Univ. ('99)	63	63					
3.	8.	Sky View ('89)	34	380	13.	13.	Nicolet ('98)	16	27					
4.	5.	* Bear River ('66)	0	358	<b>HOLE IN THE WALL</b>									
5.	8.	Northridge	52	346	'00	'99	Chapter	New	Total					
6.	7.	Ogden-Bonneville ('86)	23	323	1.	2.	+ Scottsbluff, NE	22	655					
7.	9.	Mountain Crest	38	262	2.	6.	Cheyenne-East ('96)	113	546					
8.	10.	Layton ('97)	61	224	3.	4.	Sheridan ('94)	52	490					
9.	11.	Roy ('92)	27	188	4.	3.	Upton	2	460					
10.	12.	Woods Cross ('95)	45	181	5.	5.	Glenrock	21	456					
11.	14.	Davis ('99)	58	123	6.	8.	Cheyenne-Central ('97)	108	450					
12.	13.	* Ogden-Ben Lomond ('94)	0	81	7.	7.	Wheatland	23	439					
13.	15.	Bountiful ('96)	0	63	8.	11.	Campbell County ('92)	80	406					
14.	1.	Logan ('99)	48	49	9.	8.	Alliance, NE	46	388					
<b>EASTERN WASHINGTON</b>					10.	8.	Newcastle ('89)	14	356					
'00	'99	Chapter	New	Total	11.	12.	Chadron, NE	39	349					
1.	3.	+ Coeur D'Alene, ID ('91)	56	330	12.	13.	North Platte Sr., NE ('95)	75	348					
2.	2.	Cheney	27	311	13.	14.	Spearfish, SD	19	289					

# The National Forensic Library



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## VOLUME I

### • CX 101 Developing the Negative Position in Policy Debate Cross Examination

*Instructor: Diana Prentice Carlin, University of Kansas*

Addresses several key points in The Negative Position—reasons for use, ways to construct, how to use in a round, risks involved. *Length: 53:00*

### • CX 102 Constructing Affirmative Positions

*Instructor: Greg Varley, Lakeland High School, NY*

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution, building a successful affirmative case. *Length: 45:00*

### • CX 103 A. Speaker Duties: The Conventions of Debate

*Instructor: Bill Davis, Blue Valley, High School, KS*

For novice debaters—outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

#### B. Stock Issues in Policy Debate

*Instructor: Glenda Ferguson, Heritage Hall School, OK*

For novice debaters—gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) *Length: 61:00*

### • CX 104 Cross Examination—Theory and Techniques

*Instructor: Dr. George Ziegelmueller, Wayne State University, MI*

An in-depth study of the finer points of cross-examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence and reasoning, and preparing stock questions. *Length: 48:00*

### • CX 105 Advocacy—How to Improve Your Communication in the Context of Debate

*Instructor: Dr. George Ziegelmueller, Wayne State University, MI*

Recommendations for improving your speaking style. *Length: 56:00*

### • CX 106 "Unger and Company," Chapter 1

*Moderator: Dr. James Unger, Georgetown University, Washington D.C.*

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. *Length: 60:00*

### • LD 101 Debating Affirmative Lincoln / Douglas Debate

*Instructor: Pat Bailey, Homewood High School, AL*

*Marilee Dukes, Vestavia Hills High School, AL*

Topics include designing affirmative strategy—considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications, and duties of 1AR and 2AR. *Length: 56:00*

### • LD 102 Debating Negative in Lincoln / Douglas Debate

*Instructor: Pat Bailey, Homewood High School, AL*

*Marilee Dukes, Vestavia Hills High School, AL*

Topics include organizing the negative constructive and strategies and rules governing the negative rebuttal. *Length: 58:00*

### • LD 103 Cross Examination in Lincoln / Douglas Debate

*Instructor: Aaron Timmons, Newman-Smith High School, TX*

Tips in conducting successful cross examination with student demonstrations and critique. *Length: 48:00*

### • LD 104 What are Values? and Applying Value Standards to Lincoln/ Douglas Debate

*Instructor: Dale McCall, Wellington High School, FL*

Detailed examination of value standards as they apply to L / D Debate. *Length: 52:00*

### • INT 101 An Overview of Interpretation and The Qualities of an Effective Selection

*Instructor: Ron Krikac, Bradley University, IL*

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. *Length: 49:00*

### • INT 102 Script Analysis

*Instructor: Ron Krikac, Bradley University, IL*

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. *Length: 35:00*

### • OO 101 Coaching Original Oratory: A Roundtable Discussion 1

*Moderator: Donovan Cummings, Edison High School, CA*

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. *Length: 49:45*

### • OO 102 Coaching Original Oratory: A Roundtable Discussion 2

*Moderator: Donovan Cummings, Edison High School, CA*

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. *Length: 35:00*

### • OO 103 Oratory Overview

*Instructor: L. D. Naeglin, San Antonio, TX*

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. *Length: 1:25:00*

### • OO 104 Oratory Introductions and Conclusions

*Instructor: L. D. Naeglin, San Antonio, TX*

A continuation of OO103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. *Length: 59:25*

### • OO 105 Oratory Content

*Instructor: L. D. Naeglin, San Antonio, TX*

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. *Length: 56:20*

### • EXT 101 Issues in Extemp: A Roundtable Discussion 1

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. *Length: 43:00*

### • EXT 102 Issues in Extemp: A Roundtable Discussion 2

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

Continuation of EXT 102. Topics covered include organizing the speech body, use of sources, humor, use of canned or generic introductions. *Length: 48:00*

### • EXT 103 Championship Extemp: Part 1—U.S. Extemp

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

A critique of two U.S. Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

### • EXT 104 Championship Extemp: Part 2—Foreign Extemp

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

A critique of two Foreign Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

## NEW! Volume II

## VOLUME II

### • CX 107 "Unger and Company," Chapter 2

*Moderator: James J. Unger, The American University*

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, Real World Arguments. *Length: 59:00*

### • CX 108 "Unger and Company," Chapter 3

*Moderator: James J. Unger, The American University*

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. *Length: 58:00*

### • CX 109 Introduction to Debate Analysis: Affirmative

*Instructor: James Copeland, Executive Secretary, NFL*

A clear and precise introduction to affirmative case and plan writing for novice debaters. *Length: 1 hour 12 min.*

MORE TAPES, NEXT PAGE

Tapes sold only to NFL member schools!



## VOLUME II (Continued from previous page)

### • CX 110 Paradigms

*Instructor: Dr. David Zarefsky, Northwestern University*

Nationally renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious students of debate. *Length: 54:10*

### • CX 111 Demonstration Debate and Analysis

*Instructor: Greg Varley, Lakeland High School, NY*

Provides detailed explanation of each step of a cross examination debate, from opening arguments to closing rebuttals. Using as his model the final round debate from the 1992 National Tournament in Fargo, Coach Varley has produced a "winning" tape for both novices and experienced debaters. *Length: 2 hours*

### • CX 112 Flowing a Debate

*Instructor: Greg Varley, Lakeland High School, NY*

Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. A sample flow sheet is included with each tape. *Length: 35:25*

### • CX 113 Recruiting Roundtable

*Moderator: Greg Varley, Lakeland High School, NY*

Three outstanding coaches with very different debate programs offer insight and suggestions on recruiting new members. The discussion follows an excellent film that can be used as a recruiting tool. *Length: 53:10*

### • LD 105 How to Prepare for your L / D Rounds

*Instructor: Dale McCall, Wellington High School, FL*

A comprehensive discussion about the preparation steps students need to undertake to compete confidently in Lincoln-Douglas Debate. *Length: 35:00*

### • LD 106 Value Analysis in L / D Debate

*Instructor: Diana Prentice Carlin, University of Kansas*

An examination of value analysis by an outstanding debate coach. *Length: 35*

### • LD 107 L / D Debate: The Moderate Style

*Instructor: Pam Cady, Apple Valley High School, MN*

Coach Cady provides invaluable advice on developing a moderate debate style. Her points are demonstrated by two outstanding student debaters. *Length: 53:00*

### • LD 108 Rebuttal Preparation

*Instructor: Carol Biel, Chesterton High School, IN*

Coach Biel moderates a group discussion with outstanding young high school debaters in this examination of rebuttal preparation. *Length: 55:00*

### • INT 103 Interpretation of Poetry and Prose

*Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY*

Imagery, narration, and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image, Chat Chat Chat, and Make Us Believe You. *Length: 1 hour 25 min.*

### • INT 104 Critique of Interpretation

*Moderator: Ron Krikac, Bradley University, IL*

What works and what doesn't work in dramatic and humorous interpretation? Three esteemed coaches analyze and critique performances in humorous and dramatic using examples drawn from national final rounds. *Length: 59:25*

### • INT 105 Introduction to Poetry Interpretation

*Instructor: Barbara Funke, Chesterton High School, IN*

One of the nation's best interpretation coaches teaches a detailed and honest approach to poetry. Coach Funke provides insight into how to choose a poem and how to establish commitments as a performer. A practical and enlightening tape for all participants in individual events. *Length: 56:20*

### • INT 106 Characterization in Interpretation

*Instructors: Pam Cady, Apple Valley High School, MN*

*Joe Wycoff, Chesterton High School, IN*

Outstanding national coaches Cady and Wycoff team up to share their expertise in the area of characterization. Cady takes on vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 National Tournament are used throughout the presentation. *Length: 54 min.*

### • INT 107 Breaking the Ice

*Instructor: Rosella Blunk, Sioux Falls, IA*

A terrific tape for beginning and advanced classes in drama and speech. How does one go about putting students at ease in a performance environment? Coach Blunk and her students provide several fun and easy activities that will make your students glad to be in class. *Length: 34:25*

### • GEN 101 Ethics in Competition

*Instructor: Joe Wycoff, Chesterton High School, IN*

Hall-of-Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. *Length: 40 min.*

### • EXT 105 First Experiences

*Moderator: L.D. Naegelin, San Antonio, TX*

Members of this panel of former high school extemp speakers discuss how they got started in extemp and share advice they found invaluable. *Length: 42*

### • EXT 106 Expert Extemp: Advanced Techniques

*Moderator: L.D. Naegelin, San Antonio, TX*

On this program the panelists detail the skills and techniques they've learned on their way to becoming advanced extempers and champions. *Length: 44:30*

### • EXT 107 Expert Extemp: Speech and Critique

*Moderator: L.D. Naegelin, San Antonio, TX*

The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. *Length: 42:30*

### • EXT 108 Advanced Extempore Speaking

*Instructor: James M. Copeland, Executive Secretary, NFL*

A practical tape for competitors which covers the basics of research, file building, and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection, and attention factors. *Length: 1 hour 23 min.*

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# NFL'S TOP 50 DISTRICTS

(Summary 1999-2000)

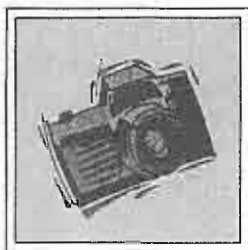
This summary does not reflect chapter strength. It indicates the average number of new members and degrees added by the Chapters in a district.

Rank	Change	District	New Chapters	Average New Degrees	New Degree Leader	New Degrees Added
1.	+4	Rushmore	0	81.70	Sioux Falls-Lincoln HS	162
2.	-1	Heart of America	0	78.83	Independence-Truman HS	203
3.	+8	Northern South Dakota	0	76.22	Watertown HS	177
4.	-1	Northern Ohio	0	74.63	Youngstown-Mooney HS	145
5.	+2	East Kansas	0	73.90	Blue Valley Northwest HS	186
6.	+16	Florida Sunshine	0	68.25	Sarasota-Riverview HS	144
7.	+5	New York City	0	66.14	Regis HS	175
8.	-6	East Los Angeles	0	63.30	Gabrielino HS	201
9.	+7	South Kansas	2	61.90	El Dorado HS	108
10.	+9	Florida Manatee	1	61.54	Taravella HS	148
11.	+2	Central Minnesota	0	60.06	Eastview HS	154
12.	--	Sunflower	0	58.41	Wichita-East HS	116
13.	+8	California Coast	1	57.66	Leland HS	226
14.	+3	San Fran Bay	0	56.58	Miramonte HS	189
15.	+13	Eastern Washington	0	56.10	Gonzaga Prep HS	84
16.	-6	Show Me	0	55.64	Blue Springs HS	123
17.	-9	West Kansas	2	55.40	Manhattan HS	172
18.	+14	Illini	0	54.00	Downers Grove-South HS	179
19.	-10	Kansas Flint-Hills	0	53.05	Washburn Rural HS	158
20.	-2	Nebraska	0	51.78	Millard-North HS	150
21.	+21	Northern Illinois	0	51.65	New Trier Twp HS	174
22.	-8	Michigan	1	51.50	Portage-Central HS	143
23.	+8	Southern Minnesota	0	50.20	Benilde-St. Margaret's School	192
24.	+28	Great Salt Lake	0	49.00	Salt Lake City-East	87
25.	+2	Hoosier Central	1	47.93	Ben Davis HS	135
26.	-3	Montana	0	47.68	Flathead Co. HS	131
27.	+8	Eastern Ohio	1	46.50	Perry HS	126
28.	+5	Colorado	2	45.63	Cherry Creek HS	202
29.	-23	Northwest Indiana	0	44.76	Plymouth HS	141
30.	+42	West Iowa	1	44.28	Ankeny Senior HS	144
31.	--	Orange Blossom	2	44.16	Wellington HS	136
32.	+42	New England	1	43.87	Milton Academy	118
33.	-4	South Carolina	0	43.57	Riverside HS	137
34.	-14	Hole in the Wall	0	43.37	Cheyenne-East HS	113
35.	+27	Utah-Wasatch	0	42.83	Clearfield HS	65
36.	+3	Rocky Mountain-South	0	42.58	Denver-East HS	134
37.	+14	Rocky Mountain-North	0	42.47	Greeley-Central HS	167
38.	+8	South Texas	3	41.79	Houston-Bellaire HS	240
39.	+15	West Oklahoma	1	41.76	Norman HS North	153
40.	-14	Western Washington	1	41.45	Puyallup HS	86
41.	+3	Eastern Missouri	0	41.38	Pattonville HS	198
42.	+8	Sierra	0	40.66	Clovis-West HS	104
43.	+10	Idaho	0	40.42	Idaho Falls-Skyline HS	107
44.	-29	Southern Nevada	0	40.28	Green Valley HS	135
45.	-8	Northern Wisconsin	0	40.12	Appleton East HS	127
46.	+9	East Texas	4	40.03	Humble HS	96
47.	-11	North Coast	0	40.00	Gilmour Academy HS	125
48.	+10	Ozark	2	39.91	Springfield-Hillcrest HS	77
49.	+7	Tall Cotton	1	39.81	Midland-Lee HS	102
50.	+7	Big Valley	1	38.83	Modesto-Beyer HS	119

## 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.	+16	Wind River	0	38.78	Greybull HS	60
52.	-11	Southern Wisconsin	0	38.76	Greendale HS	80
53.	-29	Carver-Truman	0	38.73	Neosho HS	132
54.	+21	Pennsylvania	1	38.00	Greater Latrobe HS	74
55.	-30	Hoosier South	1	37.64	Evansville-Reitz HS	163
56.	-21	Southern California	2	36.41	Redlands HS	110
57.	-19	New Mexico	1	36.28	El Dorado HS	105
58.	-18	West Los Angeles	0	36.00	Cleveland HS	104
59.	+25	North Dakota Roughrider	0	35.94	Richardton-Taylor HS	74
60.	+11	Lone Star	0	35.75	Grapevine HS	97
61.	-18	Tennessee	3	35.65	Battle Ground Academy	104
62.	-2	Greater Illinois	0	35.08	Belleville-East HS	76
63.	+14	Valley Forge	0	34.94	Pennsbury HS	89
64.	-16	Northern Lights	1	34.33	Moorhead HS	138
65.	-20	Nebraska South	1	33.87	Millard-South HS	65
66.	-17	Heart of Texas	3	33.80	Bryan HS	101
67.	+11	Colorado Grande	0	33.26	Canon City HS	89
68.	+22	New Jersey	0	33.23	Randolph HS	64
69.	+11	Sagebrush	0	33.11	Reno HS	82
70.	-4	Deep South	3	33.00	Lamp HS	94
71.	-7	Arizona	6	32.44	Dobson HS	117
72.	-4	North East Indiana	0	32.31	Chesterton HS	160
73.	-14	South Oregon	1	32.28	Roseburg Sr. HS	114
74.	-9	Pittsburgh	1	31.90	Bethel Park HS	64
75.	-71	Chesapeake	3	31.40	Calvert Hall College HS	42
76.	+3	New York State	0	30.69	Monticello HS	70
77.	-1	North Texas Longhorns	1	30.50	Marcus HS	69
78.	-17	Sundance	0	30.46	Alta HS	134
79.	+4	Western Ohio	1	29.23	Elgin HS	70
80.	-17	North Oregon	1	29.23	Gresham-Barlow HS	88
81.	+1	Mississippi	1	28.35	Oak Grove HS	65
82.	-13	Louisiana	2	28.31	Comeaux HS	68
83.	+11	Mid-Atlantic	1	27.73	James Madison HS	69
84.	+5	East Oklahoma	2	27.68	Bishop Kelley HS	81
85.	-15	Central Texas	3	27.61	San Antonio-Churchill HS	87
86.	+2	Georgia Northern Mountain	3	27.17	Grady HS	99
87.	-40	Carolina West	0	26.38	Myers Park HS	70
88.	+5	South Florida	2	26.00	Michael Krop HS	69
89.	+8	Gulf Coast	2	25.94	Gregory-Portland HS	100
90.	+1	East Iowa	1	25.94	Bettendorf HS	65
91.	-10	Capitol Valley	2	25.76	Rio Americano HS	52
92.	-7	Tarheel East	0	25.72	South View Sr. HS	63
93.	-20	Big Orange	0	23.77	Los Alamitos HS	59
94.	+1	Georgia Southern Peach	1	23.35	Fayette County HS	47
95.	+1	West Texas	0	22.05	Montwood HS	73
96.	-9	Maine	0	21.25	Brunswick HS	59
97.	-11	Kentucky	0	20.76	Boone County HS	62
98.	-6	Puget Sound	0	19.64	Kamiak HS	57
99.	-1	Hawaii	2	19.52	Kamehameha Schools	62
100.	-1	Patrick Henry	0	18.14	Madison County HS	45
101.	-1	Iroquois	1	17.30	Immaculate Heart Central HS	40
102.	-72	West Virginia	0	15.80	Wheeling Park HS	37
103.	-2	Guam	0	3.28	George Washington HS	16
104.	-2	Alaska	0	1.00	Robert Service HS	22



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