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National Forensic League

William Woods Tate, Jr., President
Montgomery Bell Academy
4001 Harding
Nashville, TN 37205
Phone: 615-269-3939
tate@montgomerybell.com

Don Crabree
Vice President
Park Hill High School
47701 NW Barry Road
Kansas City, MO 64137-1791
Phone: 816-741-4070
crabreed@parkhill.k12.mo.us

Bro. Rene’ Stemer FSC
La Salle College High School
8605 Cheltenham Avenue
Wyndmoore, PA 19038-2199
Phone: 215-233-2911
minister@laschs.org

Harold C. Keller
2035 Lillie Avenue
Davenport, IA 52804
Phone: 563-323-6693
HCKeller@aol.com

Ted W. Belch
2017 Plaza de Cielo
Las Vegas, NV 89102
Phone: 702-579-9055 (b)
tbelch@cox.net

Glenda Ferguson
Coppell High School
125 W. Parkway Blvd.
Coppell, TX 75019
Phone: 214-496-6100
gferguson@coppellisd.com

Kandi King
San Antonio-Churchill HHS
12049 Blanco Road
San Antonio, TX 78216
Phone: 210-442-0800, Ext. 352
kking003@nisd.net

Pam Cady Wycoff
Apple Valley High School
14450 Hayes Road
Apple Valley, MN 55124-6796
Phone: 952-431-8326
Pam.Wycoff@district196.org

Tommie Lindsey, Jr.
James Logan High School
1800 H Street
Union City, CA 94587
Phone: 510-471-2520
Tommie_Lindsey@NFLUSD.k12.ca.us

Pamela K. McComas, Alternate
Topeka High School
800 W. 10th
Topeka, KS 66612-1687
Phone: 785-575-3226
pmcocomas@topeka.k12.ks.us

From the Editor
J. Scott Wunn

The NFL is at an incredible time in its history. As the league enjoys its 80th birthday, new and exciting times are before us. The world certainly has changed in the past eight decades. Greater challenges and responsibilities lie ahead for our organization and it is the membership and its leaders that will truly determine the fate and future of the honor society that has supported and championed forensic education for so many years.

The National Forensic League is an organization of service. Its responsibility is to assist coaches, students and administrators in creating an atmosphere where forensic showcasing, forensic competition, and forensic education trains our youth and breeds incredible leaders.

In its history, the league has supported, created, and developed many activities and events that further this goal. One of the most important decisions in the history of the league was the addition of the National Student Congress to take place in conjunction with the National Speech Tournament in 1938. Few realize that in 1941, national speech competition was suspended due to WWII, but upon commendation from President Franklin Delano Roosevelt, the National Student Congress was held. It served as a reminder to the entire forensic community that the democracy that was practiced and extolled would survive the trials and tribulations of war.

In 1992, the John C. Stennis Center for Public Service began its sponsorship of the National Student Congress. Over the past 12 years, the Stennis Center and its incredible Executive Director, the Honorable Rex G. Buffington II, have been dedicated to supporting the youth of the NFL. Each summer, Mr. Buffington attends the National Tournament and plays a key role in the week’s events. He, Mr. Keller, Mr. Clarkson and many others have worked tirelessly to design a tournament where competition is secondary to the education that youth receive about democracy and government.

The National Forensic League is lucky. It has outside support from individuals and organizations that understand that great leaders possess skills in communication that are exemplified through NFL membership and activities.

J. Scott Wunn

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

Topics

October Public Forum Debate Topic:

Resolved: In the United States public opinion polls positively affect the election process.

November/December Lincoln Financial Group/NFL L/D Debate Topic

Resolved: The United States has a moral obligation to promote democratic ideals in other nations.

2005 Policy Debate Topic

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

2005 NFL Lincoln-Douglas Debate Resolutions

Reminder:
Ballot must be received by no later than October 20, 2004

Policy Debate Topic Selection for 2005-2006
Synopsis found on page 6, ballot on page 7. 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 2005-2006 debate topic.

Return completed ballot to:

NFL - P.O. Box 38, Ripon, WI 54971-0038
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The Cover Photo
Rex G Buffington, II
Executive Director, Stennis Center for Public Service

November 2004 Rostrum

Introduction of "New" NFL Website Features

Topic Release Information

L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U or Check the NFL Website News page at www.nflonline.org

L/D Topic Release Dates:

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

Public Forum Topic Released 1st of every month online.

Policy Debate Topic for New Year

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

Rostrum
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SYNOPSIS OF THE PROBLEM AREAS FOR 2005-2006

PROBLEM AREA I: PRESCRIPTION DRUGS
Resolved: The United States federal government should substantially increase its regulation of prescription drugs.

Negatively position could include federalism, autonomy, sovereignty, hegemony, abolishing the Bureau of Indian Affairs, tribal power, non-government organizations, economic disadvantages, political disadvantages, rational actor model and theory, language theory.

PROBLEM AREA III: FEDERAL ELECTION
Resolved: The United States federal government should substantially change its federal election system.

Our federal election system is the cornerstone of our democratic process. It begins after the previous election and may not end until weeks or months after the final votes are cast. Its participants include candidates, party officials, lobbyists, interest groups, the media, and, of course, voters. Though four years have passed since major problems were exposed in November of 2000, little substantive change has occurred. Voting technology problems remain significant and political passions have rarely run so high. Although one significant piece of campaign-finance legislation (McCain-Feingold) was signed into law by President Bush, critics argue that it ignores serious loopholes such as interest group attack ads. Specific affirmative acts could include primaries, terms of office, political party processes, campaign finance, voting technology, the Electoral College, third parties, Federal Election Commission powers, voter civil rights, media, limitations, and structural reforms such as changing Congressional proportions, censuring federal judges, a bifurcated presidency, unicameral legislature, or a parliamentary system. Negatives could dispute case impacts on a variety of philosophical grounds including racial equality, freedom of expression, and disenfranchisement of voting groups. Solvency issues might be raised with regard to voter participation, excess or inadequate party influence, denial of a convincing majority, and the role of fringe-party candidates. The fact that several key issues lie within state purview provides solid ground for counterplans. Disadvantages could include free speech and press rights, political gridlock, voter apathy, loss of influence by voters and/or state, increased power of lobbyists, vote fraud, and, of course, federalism.

PROBLEM AREA IV: CIVIL LIBERTIES
Resolved: The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

Following the devastation of 9/11, the United States government took action on many fronts. Immediately after the war in Afghanistan, a camp was set up in Guantanamo Bay, Cuba, to house "detainees" captured by the military. These detainees were identified as terrorists, but held without formal charges. The lack of clarity in how to handle suspected terrorists was addressed in part by "The USA PATRIOT Act," legislation which gave broad power to the government to detain individuals suspected of terrorist activities, and to hold those individuals without access to attorney or recourse to the American court system. Upon passage of the PATRIOT Act, some members of Congress expressed concern the act could threaten civil liberties. Civic rights groups argue that the PATRIOT Act is unconstitutional and jeopardizes civil liberties in a number of ways, including the ability to conduct searches without search warrants or probable cause, and the ability to detain individuals without charges. These recent events make it important for students to discuss the various merits of current laws and practices aimed at detaining and searching individuals. Potential affirmatives include: setting criteria for detention of suspected terrorists, establishing conditions under which those individuals are held, including ensuring that the Geneva Convention is in place, securing court review at different levels, ensuring right to appeal at different levels, setting criteria for search and seizure, setting review of search and seizure, reestablishing criteria for probable cause, setting criteria for searches of books, library usage, wire taps, body searches and financial searches. Additional affirmatives include access to lawyers, rights to hearings, etc. Negative positions include discussions of which federal body should be engaged in the reforms, including Supreme Court vs. the Executive; whether changes may increase the chance of terrorism, the effect on Presidential popularity and the ability to pass other related (and unrelated) legislation, whether the government should be in the business of detaining individuals in the first place without charge (for example, if the affirmative sets criteria, the negative could simply ban detention), critical arguments include discussion of international relations and rights versus security. Additional disadvantages include court activism, deterrence, hegemony, and hollow hope.

PROBLEM AREA V: SPACE
Resolved: The United States federal government should substantially increase non-military space exploration beyond Earth's mesosphere.

Space may not be the final frontier, but it is an exciting one. Advocates of the National Aeronautics and Space Administration (NASA) point to the potential for space exploration to promote breakthroughs in science and technology. Some affirmative cases could focus on new ways to gain access to space (a replacement for the shuttle, improved rocket propulsion systems, the space elevator, the ion engine), and other cases could promote the use of space as a platform for scientific research (improved treatments for diseases such as cancer, liver failure and brain malfunction) and properties of microgravity used to produce perfect crystals, stronger materials and improved manufacturing techniques (improved food production through hydroponics). Additional cases could expand international cooperation in space exploration; protect the earth against catastrophic events (asteroids, comets, space storms), use space as a platform to help solve Earth's ecological problems, explore the potential for other life in space and facilitate space colonization. Negative teams may focus on budget trade-offs, the potential for military application of space technology (despite the presence of "non-military" in the resolution), the political implications of prioritizing space exploration, privatizing space exploration, international implications of U.S. domination in space, international treaties limiting property rights (such as the Moon Treaty), and a concern that a focus on space exploration may trade off with attention to social problems on Earth.
Policy Debate Topic Selection for 2005-2006

Proposed Topic Areas and Resolutions for 2005-2006

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 2005-2006 debate topic.

_____ I. PRESCRIPTION DRUGS

Resolved: The United States federal government should substantially increase its regulation of prescription drugs.

_____ II. INDIGENOUS PEOPLES

Resolved: The United States federal government should substantially increase social services to indigenous peoples of the United States.

_____ III. FEDERAL ELECTIONS

Resolved: The United States federal government should substantially change its federal election system.

_____ IV. CIVIL LIBERTIES

Resolved: The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

_____ V. SPACE

Resolved: The United States federal government should substantially increase non-military space exploration beyond Earth’s mesosphere.

Coach Signature_________________________ School Name_________________________ State_________________________

Chapter Members

Mail ballot no later than October 20, 2004 to:

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Natalie, take a bow

The humorous interpretation national champion won with a clean sweep: 11 first place votes

By: Kara Sax, Marketing Specialist, Lincoln Financial Group

"I'm playing Pippi" was the sound left ringing in the ears of all spectators who had the opportunity to witness Natalie Sintek’s clean sweep performance in the humorous interpretation competition at the NFL national tournament. As she sang those words, her amazing voice, that has never been formally trained, nailed every octave on the music scale perfectly.

Her rendition of "Ruthless", the hilarious spoof musical, won her a standing ovation, $5,000 in scholarship money, the national title, and an offer for a full ride at the University of Western Kentucky.

When Natalie walked on stage and began her performance, you could vividly imagine the character Sylvia St. Croix lighting her cigar. She took one step forward, snarled and in a husky voice asked "What is talent?"

"Ruthless" has been called the mother of all musicals, and understandably so. Natalie brilliantly captured the characters of Judy Denmark, the perky housewife; Tina, the performing prodigy daughter; Louise, Tina’s classmate; Sylvia St. Croix, the talent agent; and Miss Thorn, Tina’s teacher. The audience was awed by her seamless transformation from character to character, with unique gestures, voices, and personalities to fit each one.

As she took a bow and exited stage left, the audience flew to its feet. Her flawless performance earned a unanimous vote; all 11 judges ranked her number 1. Take a bow Miss Sintek.

Be assured the audience had an answer to Sylvia St. Croix’s initial question, "What is talent?" You, Natalie, are talent!

Still shaking after receiving her trophy, Natalie explained.

"The NFL has given me a place of belonging, a way not to be judged on anything other than my talent. I owe this to my coaches", she says. "My inspiration was my faith, I will treasure this moment and am grateful. This is the pinnacle."

Lincoln Financial Group®
NFL Rule Changes

NFL Rules, Procedures, and Policies

A Process of Change to Better Our League

By J. Scott Wunn

The world of high school forensics is forever changing, and so at times must the rules and procedures of its honor society. This article is designed to serve three purposes: to describe how the process works for changing NFL rules and guidelines, to explain how individual members and schools can voice opinions about certain rules, protocols, and procedures, and to outline the key rule changes for this year.

How Does the Process Work?

The National Forensic League was established in 1925 as an organization in which its members would be able to affect protocol, rules, and guidelines through a representative system. There are 9 elected members of the National Executive Council whose responsibility is to create policy for the league that they feel is in the best interest of the membership and representative of the majority of the members. Four council seats are up for election every two years and each councilor holds his or her position on the council for a four-year term. The ninth seat on the council is held for two years by an administrator and is appointed by the council during odd numbered years.

The Executive Council meets three times a year to discuss and make decisions concerning the policies of the league. These meetings generally take place in the early fall, early spring, and the weekend prior to the national tournament. In making or changing current policies, the council is bound by the NFL Constitution and cannot pass any rules that violate its primary tenets. Changes in the NFL Constitution require a referendum vote of the membership (see page CRH-4).

Prior to each Executive Council meeting, the National Secretary works with all members of the council in establishing agenda items for the meeting. The National President determines the official order of business for the meeting. There tend to be four to five general types of agenda items: rules or guideline issues, business/organizational issues, initiatives/programs/procedures, protests and/or petitions, and membership comments/concerns. At each meeting, the Executive Council attempts to address as many issues as possible during its 14 to 18 hours of meeting time.

During the course of the council meeting, thorough discussions and presentations occur on each agenda item. The National Secretary is often asked by the council to compile research and membership opinions on the issues to assist in the decision-making process. Often these discussions lead to motions being made and seconded and those that receive a majority vote are enacted into policy that is to be carried out by the National Secretary and the National Office.

A copy of the council minutes is published in a timely fashion following all council meetings. This is the first opportunity for members to read of policy changes. However, it is always important when reading council minutes to look at the vote result immediately following the motion to determine if the motion did, in fact, pass. Often, members will mistakenly read that a rule has changed only to find out that the motion they read had actually failed.

The best way to ensure the exact policy of the NFL is to read all current manuals at the beginning of each year and watch for updates during the year. Each fall, the National Office will publish the newest version of the Constitution and By-Laws, Chapter Manual, District Tournament Manual with Appendices, National Tournament Manual, and Student Congress Manual. These updated versions are available at nfluonline.org.

How Can Members Have a Voice?

The beauty of the National Forensic League is that its members have the opportunity to voice concerns and express their opinions to foster positive change in the organization. Below, are some ways that coaches and students can affect NFL policy:

- The NFL has 103 District Chairs and District Committees that serve as regional representatives. These individuals are in direct contact with the National Secretary and are asked prior to every council meeting to submit opinions and thoughts on key issues that will be discussed at upcoming council meetings. All members should feel comfortable in contacting district chairs and committee members to discuss the key issues of the league. A list of District Chairs is available on the NFL website.

- Each member should feel free to email nfl@centurytel.net or mail letters to
the National Office. Although the large membership and high volume of emails may limit the National Secretary’s ability to respond to every comment, a “folder of membership comments” is produced for each council member prior to the meetings to better inform them of the membership’s attitude on key issues.

Many times, well-written letters and emails have lead to key agenda items that have resulted in important and historic changes in policy.

In addition, the NFL website will be going through key renovations in the next few months which will provide additional opportunities for members to communicate with the NFL leaders on key issues. Features will include online bulletin boards, member opinion polls, and individual District websites.

Furthermore, those on the Executive Council have always been willing to accept letters and emails from members. The contact information for the council is available in the Rostrum and online.

Most importantly, the National Secretary and the National Office are privileged to serve you, the membership. It is our pleasure to answer any questions and concerns that you have and work diligently to provide the service that our membership deserves.

**Key Rule Changes for 2004**

During the Spring 2004 Executive Council meeting, three key rule changes were made for the upcoming tournament season. It is possible that the 2004 Fall Meeting held in late September will result in additional changes that will be published online and in the November Rostrum. Below are some key rule changes, however, to effectively understand all wording changes and clarifications, members should read all manuals in their entirety.

*Moved by Ferguson, seconded by Phillips, “Each team event at the district tournament will be counted as one entry.” Passed: 7-2*

This rule increases the amount of students that can potentially enter the District Tournament. In the past each team entered in Duo, Public Forum, and Policy Debate counted as two entries. Now, each team will count as one entry. Check the following examples:

**Ex. 1** According to the new quota chart, a school is allowed 10 entries based on a membership/degree strength of 31-40 m/d.

**Old Rule**
10 entries = 2 Duo teams, 2 Policy teams, 2 HI

**New Rule**
10 entries = 2 Duo teams, 2 Policy teams, 2 HI, 2DI, 200

**Ex. 2** According to the new quota chart, a school is allowed 20 entries based on a membership/degree strength of 91-100 m/d.

**Old Rule**
20 entries = 4 Duo teams, 2 Public Forum teams, 1 Policy team, 2 DI, 2 IX, 2 HI

**New Rule**
20 entries = 4 Duo teams, 4 Public Forum teams, 2 Policy Teams, 4 DI, 4 HI, 2IX

Please continue to keep informed of all rules, policies, and procedures in the NFL and feel free to express your opinions on the key issues involving the league by visiting the nfl website at www.nflonline.org.
Check out this year's event and party on our EBook site!

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Logic in LD

By Jason Baldwin

The purpose of this article is to introduce LD debaters to a few basic elements of formal logic; later articles will explore some applications of logic to the practice of debate.

Some people say that high school debate should be conducted and judged on the basis of logic alone—*sola ratione*, so to speak. Anyone acquainted with logic as a deductive science will have a hard time figuring out what these people mean. If they mean simply that debaters should avoid being *illogical*, well and good—but then who has ever suggested that debaters *should* be illogical? If they mean that the resources of logic should be sufficient to settle the truth of any debate resolution, they are betraying a basic confusion about the power of logic. Trying to generate substantive truths using only logic would be like trying to generate money using only arithmetic. Hopefully the readers of this article will come to understand why.

I. Preliminary Notions

Despite its limitations, logic is an indispensable tool in debate. Logic is the science of arguments. An *argument* is a set of sentences, one member of which is the *conclusion* and the others of which are *premises* offered in support of the conclusion. An *inductive* argument is one in which the premises are intended to make the conclusion likely or probable. For example,

1. Most Alabamians own guns. (premise)
2. Pat is an Alabamian. (premise)
3. Therefore, Pat owns a gun. (conclusion)

If both premises of this argument are true, they provide evidence supporting the conclusion, but they do not render the conclusion certain. Perhaps Pat is a member of the tiny Alabama chapter of Handgun Control and believes it is immoral to own guns.

A *deductive* argument, by contrast, is one in which the premises are intended to make the conclusion certain. For example,

1. No wombats are mammals. (premise)
2. J.S. Mill is a wombat. (premise)
3. Therefore, J.S. Mill is not a mammal. (conclusion)

If both premises of this argument are true, they make the conclusion not merely probable, but absolutely certain.

Obviously anyone who wants to argue for a given conclusion will prefer a deductive to an inductive argument when the former is available. Most constructive arguments in LD can be represented as deductive, and deductive arguments are the only sort of arguments which we can assess with a formal precision akin to that of mathematics. Therefore, we will focus exclusively on deductive arguments.

An *inductive* argument is one in which the premises are intended to make the conclusion likely or probable. For example,

1. Most Alabamians own guns. (premise)
2. Pat is an Alabamian. (premise)
3. Therefore, Pat owns a gun. (conclusion)
4. No wombats are mammals. (premise)
5. J.S. Mill is a wombat. (premise)
6. Therefore, J.S. Mill is not a mammal. (conclusion)

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Part I: Elements of Theory

Please note that only an argument can be valid or invalid, sound or unsound; sentences or propositions do not possess these properties. Likewise, only sentences or propositions can be true or false; arguments cannot be true or false.

Obviously someone making an argument wants a sound argument, not merely a valid argument. But logic can deliver only validity. That is, an argument may be as logical as you please but still have a false conclusion. Logic tells us what propositions (conclusions) follow from the propositions (premises) we already believe, but it cannot tell us which propositions to accept as premises in the first place. Garbage in, garbage out, as they say. This is not just your author's opinion, or the majority view among professional logicians; nor is it a prediction or a generalization. It is the sober and indisputable truth about logic.
Lincoln Douglas Debate

Already, you should begin to see the problem with the view that any interesting debate could be settled on the basis of logic alone. The only way a debate might be settled by logic alone is if both sides agreed to the same premises and the dispute were simply over the validity of the inference from those premises to competing conclusions. But debates are almost never like that—the debaters argue to different conclusions from different sets of premises. Often both sides present valid arguments, and the real question is, whose premises should be believed? For better or worse, logic by itself cannot answer this question.

II. Three Valid Forms

We said above that an argument has the property of validity when its conclusion must be true if its premises are true. But how can you ensure that your own arguments have this valuable property? Arguments are valid or invalid on the basis of their form, not on the basis of their content. In other words, it doesn’t matter what the sentences in the argument are about or whether they are true or false. As long as the sentences are declarative and are properly arranged (and more properly on this below), the argument they compose will be valid. The bad news is that there are literally an infinite number of valid argument forms. The good news is that we can represent most of the deductive arguments used in LD with only three simple forms.

To focus your attention on these forms, it will help to introduce a few symbols. Let us use the italicized letters \( p, q, r, \) and \( s \) to stand for declarative sentences. We will use the tilde \( (\sim) \) written before a sentence to signify the negation of that sentence. So if I assert \( \neg p \), then I am claiming that the declarative sentence \( p \) is false. Finally, let us symbolize conditional (if-then) sentences using an arrow \( (\rightarrow) \) with the appropriate component sentences written at either end of the arrow. Conditional sentences are complex sentences—that is, they are composed of two simpler sentences. The first of these component sentences comes after the “if” and is called the antecedent. The second component sentence comes after the “then” and is called the consequent. Consider, for example, this conditional sentence: If it rains, then I will skip the game. The antecedent of this sentence is “it rains,” and the consequent is “I will skip the game.” If \( p \) stands for “it rains” and \( q \) stands for “I will skip the game,” then we can represent the conditional sentence as: \( p \rightarrow q \).

Now we can introduce the three valid argument forms we need. The first is called modus ponens (MP). A modus ponens argument is of the form:

\[
\begin{align*}
p & \rightarrow q \\
p & \text{(premise)} \\
q & \text{(conclusion)}
\end{align*}
\]

Here is an example of a valid MP argument:

(7) If capital punishment deters crime, then capital punishment is moral. (premise)
(8) Capital punishment deters crime. (premise)
(9) Therefore, capital punishment is moral. (conclusion)

Even if you believe that (7) or (8) is in fact false, you can see that the argument is valid: if (7) and (8) are true, then (9) must also be true.

It may or may not be obvious to you that the order of the premises makes no difference to the validity of the argument. We could have switched (7) and (8), and (9) would just as surely follow. However, the order in which you present the premises of an argument can be very important to your audience’s grasp and acceptance of the argument, and we will return to this subject briefly in a future article.

The second crucial argument form is modus tollens (MT), which is:

\[
\begin{align*}
p & \rightarrow q \\
\neg q & \text{(premise)} \\
\neg p & \text{(conclusion)}
\end{align*}
\]

In the abstract, modus tollens is less obviously valid to most people than is modus ponens. But in fact, every MT argument is valid, and we use this pattern of reasoning all the time. For example:

(10) If all human life were sacred, then it would be wrong to defend the innocent with lethal force. (premise)
(11) But it’s not wrong to defend the innocent with lethal force. (premise)
(12) So not all human life is sacred. (conclusion)

Again, the order of the premises in an MT argument does not matter. So long as one premise is of the form \( p \rightarrow q \) and the other premise is of the form \( \neg q \), the conclusion \( \neg p \) necessarily follows.

The third and final valid argument form we need is called hypothetical syllogism (HS):

\[
\begin{align*}
p & \rightarrow q \\
q & \rightarrow r \text{(premise)} \\
p & \text{(premise)} \\
\therefore r & \text{(conclusion)}
\end{align*}
\]

Unlike modus ponens and modus tollens, every sentence in a hypothetical syllogism is a complex conditional sentence—there are no simple \( p \)’s or \( q \)’s as premises or conclusion. Here is an example:

(13) If pornography demeans women, then pornography communicates ideas. (premise)
(14) If pornography communicates ideas, then pornography is a form of speech. (premise)
(15) So if pornography demeans women, then pornography is a form of speech. (conclusion)

You should memorize the three argument forms we have learned so far. Your ability to apply these forms to more complex debate arguments will depend on your ability to recognize the simpler forms instantly.

Before learning how to apply MP, MT, and HS to more complex arguments, we should note two common fallacies or invalid forms which resemble the valid forms above. What makes a form of reasoning
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fallacious rather than valid? Simply that its premises even if true do not guarantee the truth of its conclusion. One common fallacy is denying the antecedent:

\[ p \rightarrow q \text{ (premise)} \]
\[ \neg p \text{ (premise)} \]
\[ \text{So } \neg q \text{ (conclusion)} \]

The best way to show that a given form of reasoning is fallacious is to produce a counterexample to it—an example of the form in question which has obviously true premises but an obviously false conclusion. For instance:

(16) If pine trees are pink, then pine trees are colored. (premise)
(17) Pine trees are not pink. (premise)
(18) So pine trees are not colored. (conclusion)

Both premises are true, but the conclusion is false—pine trees are green, and therefore colored. The moral: Don’t deny the antecedent!

The second fallacy you should take special care to avoid is called affirming the consequent, and it looks like this:

\[ p \rightarrow q \text{ (premise)} \]
\[ q \text{ (premise)} \]
\[ \text{So } p \text{ (conclusion)} \]

We can use the same first premise about pine trees to demonstrate the invalidity of this form:

(19) If pine trees are pink, then pine trees are colored. (premise)
(20) Pine trees are colored. (premise)
(21) So pine trees are pink. (conclusion)

Here we have true premises but a false conclusion, proving that the argument is fallacious. Don’t affirm the consequent!

With these warnings out of the way, we are ready to combine the simple argument forms into more complex patterns. First, instances of HS can be stacked one upon another, and validity will be preserved. If we have as premises

\[ p \rightarrow q \]
\[ q \rightarrow r \]
\[ r \rightarrow s \]

then we can validly conclude

\[ p \rightarrow s \]

Think about it. We can apply HS to the first two premises to conclude \( p \rightarrow r \), and we can apply HS a second time to this conclusion and the third premise to get \( p \rightarrow s \). In fact, logically speaking, it doesn’t matter how many conditionals we stack up. We can apply HS as many times as necessary to collapse a stack of properly related conditionals into a single conditional conclusion. (To be properly related, the conditionals must be such that the consequent of one conditional is the antecedent of another, whose consequent is the antecedent of another, and so forth.)

Further, we can combine instances of MP or MT with instances of HS. So, e.g., from the premises

\[ \neg r \]
\[ p \rightarrow q \]
\[ q \rightarrow r \]

we can validly conclude

\[ \neg p \]

How does this work? Again, we are simply combining premises two-at-a-time using MP, MT, or HS to reach subconclusions, which we then combine with remaining premises using further applications of MP, MT, or HS. In this case, we applied MT to the first and third premises, which yielded \( \neg q \) as a subconclusion. Then we combined this subconclusion with the second premise in another application of MT to reach the final conclusion \( \neg p \). Instead of applying MT twice, we could just as easily (and validly!) have applied HS to the second and third premises to yield \( p \rightarrow r \) and then applied MT once to this subconclusion and the first premise to yield the same final conclusion \( \neg p \).

From what we have said so far, you may already be able to see that we can combine the two forms of complex arguments to produce valid arguments of any length. If we let \( p^* \) stand for a sentence different from \( p \), we can use the premises

\[ p \]
\[ p^* \rightarrow q \]
\[ q \rightarrow r \]
\[ r \rightarrow s^* \]

Then we can conclude

\[ s^* \]

We do this by applying MP repeatedly, beginning with the first two premises and continuing down the chain, or (if you prefer) by applying HS repeatedly to the second through eighth premises and then applying MP once to the first premise (\( p \)) and final subconclusion (\( p \rightarrow s^* \)).

III. Practice

And that’s it. If you have followed me this far and have learned the three argument patterns explained above, you know enough formal logic to be an excellent debater. Of course, knowing this (or any) amount of formal logic does not guarantee that you’ll be an excellent debater. You need to know how to apply your theoretical understanding of argument forms to real arguments. Later articles will discuss the application of the logical theory outlined here to LD cases and rebuttals. For now, you need to begin to recognize valid (and invalid) logical forms when you encounter them in spoken and written arguments. Arguments, as you know, do not typically present themselves as numbered lists of premises and conclusions. Instead, they come cloaked in prose, and you must learn to probe for the logical skeleton beneath the flesh of prose.

Here is an example of a typical written argument, the kind you might encounter (albeit at greater length) in an LD case:

American colleges ought not to practice race-based affirmative action because doing so will lead to massive human suffering. Affirmative action will make
Lincoln Douglas Debate

colleges more appealing to students from other countries because it will increase their chances for admission. When more foreign students graduate from American colleges, more foreigners will stay in the U.S. and compete for high-paying jobs. This will put Americans out of work, which will destroy our economy. The collapse of our economy would destabilize the world politically, triggering a nuclear war. And we must do everything we can to prevent a nuclear war.

You’ll notice that there is not a single if-then sentence in this paragraph. But we can easily translate the paragraph into a form which more clearly displays its validity:

(22) Affirmative action will increase the chances of foreign students for admission to U.S. colleges. (premise)
(23) If affirmative action will increase the chances of foreign student for admission to U.S. colleges, then affirmative action will make U.S. colleges more appealing to foreign students. (premise)
(24) If affirmative action will make U.S. colleges more appealing to foreign students, then affirmative action will cause more foreign students to enroll in and graduate from U.S. colleges. (premise)
(25) If affirmative action will cause more foreign students to enroll in and graduate from U.S. colleges, then affirmative action will cause foreign students will stay in the U.S. after graduation and compete with U.S. citizens for jobs. (premise)
(26) If affirmative action will cause more foreign students will stay in the U.S. after graduation and compete with U.S. citizens for jobs, then affirmative action will cause U.S. citizens to lose their jobs. (premise)
(27) If affirmative action will cause U.S. citizens to lose their jobs, then affirmative action will destroy the U.S. economy. (premise)
(28) If affirmative action will destroy the U.S. economy, then affirmative action will destabilize the world politically. (premise)
(29) If affirmative action will destabilize the world politically, then affirmative action will cause nuclear war. (premise)
(30) If affirmative action will cause nuclear war, then affirmative action will cause massive human suffering. (premise)
(31) If affirmative action will cause massive human suffering, then American colleges ought not to practice affirmative action. (premise)
(32) So American colleges ought not to practice affirmative action. (conclusion)

If you symbolize this argument using p’s and q’s, you’ll see that it is almost identical in form to the long argument which concluded with s* above.

If you compare my premise-argument restatement of the argument with the original paragraph version, you’ll see that the conclusion and the last premise of the argument are both expressed by the first sentence of the paragraph version. The next-to-last premise, that nuclear war causes massive human suffering, is never stated outright in the paragraph, but we added it to our formalization in order to ensure the argument’s validity. Sometimes there are good rhetorical reasons to leave premises unstated, but for the purposes of mastering the logic of arguments, you should work to make every assumption explicit. Much of the best philosophy consists in identifying and challenging premises which are usually taken for granted.

So how good is the affirmative action argument? Well, if we accept the formalization as suggested, the argument is logically impeccable. It is valid—the conclusion follows necessarily from the premises—and that is all we can demand logically from any argument. But logical or not, the argument stinks. Although the argument’s moral (or normative) premise (31) is plausible, the argument also relies on a string of eight empirical (or descriptive) premises (22-29), all of which must be true for the argument to reach its announced conclusion. These empirical premises are not at all plausible. Perhaps there is good evidence supporting a few of them, but most look wildly exaggerated, and taken together, they are surely indefensible. Because of this, premises (22)-(29) together entail that if affirmative action increases college admission chances for foreign students, then it will cause nuclear war. No one who understood all the words in that conditional could believe it, and no smart debater would want to have to defend such a far-fetched premise in order to attack affirmative action.

But for now, the point is that despite its obvious weaknesses, the argument is logically valid, and any substantive debate about the argument will be decided not by logic alone, but rather by non-logical empirical or normative disputes about the truth of the argument’s premises.

You can find arguments to analyze anywhere people are making arguments. Try looking at the editorial page or watching the talking heads on the news channels. Rarely will you find an argument presented as explicit instances of MP, MT, or HS. Your challenge is to translate the natural language of the arguer into the somewhat stilted if-then premises you have learned to check for validity. You will almost always have to add one or more premises which are only implicit in the argument’s original presentation.

If you hear what you know is an argument but have no idea where to begin in mapping it, first find the conclusion. If the conclusion is best represented as a conditional, you know all the premises will be conditionals. If the conclusion is not a conditional,
then you should expect at least one simple premise—represented by a non-conditional such as \( p \) or \( \neg q \)—to make up part of an MP or MT. Work backwards from the conclusion through the chain of premises until you arrive at the starting point.

Finally, keep in mind that the three argument forms presented above, while adequate to represent the vast majority of, and maybe all, LD case arguments, are only a small fraction of the standard argument forms available in modern formal logic. Many real-life arguments, and some LD arguments, will have to be shoe-horned quite awkwardly to fit into these patterns, and some arguments will not fit at all. Fortunately, there are logical tools available to represent almost any deductive argument. Unfortunately, the Rostrum is not the place (and I am not the author) to acquaint you with that full set of tools. You may know other valid argument forms which allow you to represent this or that argument more gracefully than you could using only MP, MT, and HS. You should use all the logical tools at your disposal when you approach an argument. If you find the notion of a logical calculus scintillating, you should take a formal logic course in college, or even pick up a logic textbook and teach yourself.¹

¹ One clear logic textbook is Virginia Klenk’s Understanding Symbolic Logic. New textbooks are prohibitively expensive; consider buying a used copy of an older edition online.

² Thanks to Eric Barnes for comments on an earlier draft of this article.

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‡ Thanks to Eric Barnes for comments on an earlier draft of this article.

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National Tournament Results

Ted Turner Public Forum Debate

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<td>Bob Jones Academy,</td>
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Announcing
The 21st Edition of
THE CRESTIAN

The tournament will be held on the Boca Raton and Ft. Lauderdale campuses of Pine Crest School on January 14-16, 2005. THE CRESTIAN will offer six (6) prelims and the appropriate elims in Cross-Examination Debate, Lincoln-Douglas Debate (TOC bid at Quarterfinals), Public Forum Debate, Duo Interpretation of Literature, Humorous Interpretation of Literature, Dramatic Interpretation of Literature, Oral Interpretation of Literature, US Extemporaneous Speaking, International Extemporaneous Speaking, Original Oratory. THE CRESTIAN will also offer five (5) sessions of Student Congress.

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How Teachers Can Increase Participation in the American Legion Oratorical Contest

Good Judging Encourages Increased Participation

By Bob Jones

All over the nation American Legion state organizations face the same dilemma. That the American Legion Oratorical program is beneficial to student participants is beyond question. Yet, year after year local Posts have not one to represent them, area contests may have only one participant, sectional events are lucky to have a couple of contestants, and even at the Department or state level some sections are not represented. How do Posts get more students to participate? While this is going on, speech teachers and coaches recognize many students in their programs who might compete well in the Oratorical contest, but either the teacher can’t get the information about the contest or they find it difficult or impossible to get those students to compete.

"It would only take a small extra effort on the part of local Posts and speech instructors or coaches to make the right contacts, make contests more student friendly, make information available, and provide quality judging.”

By working together, local Posts and area teachers can use several techniques to encourage students to take advantage of the great opportunities offered through the Legion Oratorical program. By making the right contacts, making the local contests student friendly, making resources available to teachers and students, and by creating good judging panels, Posts and coaches or teachers can increase the chances for full student involvement at the local level.

Too often Oratorical information is dropped off with a principal or counselor and that is the end of it. A note in a school's bulletin may be the only contact with teachers and students. To encourage contest activity, a Post would be well advised to seek a brief meeting with the teacher of public speaking classes or with an English teacher (probably junior or senior English) who has students write persuasive essays. Since some local Legion representatives are reluctant to tackle school bureaucracies, the teachers could facilitate the process with a call to the local Legion office. Through direct contact with these teachers, ways may be found to adjust assignments to give students credit for participating in the Oratorical contest. One local speech teacher made participation a requirement for an “A” grade in an Advanced Speech class. The first step to increased participation is to get information to the correct people. A Post can also make the contest more student friendly. Often students look at the task of researching, writing, and memorizing a ten-minute oratory and four five-minute speeches as too much work to fit into a school year filled with academics, club activities, sports, and their all-important social life. Local contests can encourage participation by adopting a rule which says scripts or notes are allowed at the first level. Many more students will write and deliver the speeches if they know that only the winner needs to memorize. It is not required in early contests. Teachers or coaches can encourage the local Post to make these accommodations.

Local Posts can also help overburdened teachers and students by assisting with resource management. Copies of the Constitution and Bill of Rights could be given to all those signing up to participate. School and public librarians will usually be glad to set up special shelves of resource materials such as the Encyclopedia of the Constitution and The Founder's Constitution. The more groundwork done by a Post, the easier it is to encourage entry to the contest.

Finally, good judging encourages increased participation. A contest judged by good people who have no knowledge of how to evaluate speaking skills or who have limited knowledge of Constitutional issues is a contest dying on the vine. If teachers or students see poor judging, they become discouraged from continuing their involvement. Even at the Post level (and certainly beyond) lawyers, history teachers or professors, news staff (both print and broadcast), business leaders, members of local Toastmasters clubs, as well as Legion members should make up the judging panels. Teachers, because of their contacts, can help
Oratory

the Post in recruiting a good judging panel.

One Oregon Post has throughout the years used many of these strategies to improve their program — and it has paid off handsomely. In the past twenty years this Post in a small rural community has encouraged over 150 students to compete at the Post level. The community has been rewarded with thirteen Department finalists, including eight winners who went on to win four semifinalist spots and a national second place and third place. According to Betty Ramey, past Oregon Post 122 Oratorical Chair and Vice-Chair for the Department of Oregon Oratorical Commission, “Making the Post Oratorical contest available to more speakers has increased student involvement and we’re very proud of the students who have represented us beyond the Post contest.”

It would only take a small extra effort on the part of local Posts and speech instructors or coaches to make the right contacts, make contests more student friendly, make information available, and provide quality judging. By taking these steps now, student participation in future Oratorical programs would increase and the benefits of this fine activity would spread to more and more students.

(Bob Jones is a retired speech teacher who taught at Canby High School, Canby, Oregon. He is now a travel writer and columnist for Historic Scotland Magazine and was a judge at this year’s Oratorical National finals in Indianapolis.)

It's All in the Family

Future Debater born in Pittsburgh District

Could Baby Quinn be a future NFL debater? With the dedicated family background of forensic involvement, you can bet that there will be a lot of “coaching” going on as he grows. Baby Quinn was born on December 17, 2003 to Sharon and Ron Volpe.

Pictured left to right: Stacey Givens-Cawley, Ginny Cawley, Nancy Givens, Bill Givens (behind Nancy), Sharon Volpe holding baby Quinn and (back right) is Matt Cawley

Stacey Givens-Cawley is Quinn’s Aunt, who coaches at Pittsburgh Central Catholic HS, PA

Ginny Cawley is Matt Cawley’s mom. Ginny coaches at Baldwin HS, PA

Nancy Givens is Quinn’s grandmother (Sharon and Stacey’s mom). Nancy judges for North Allegheny on Baldwin HS. Nancy began her judging career when Sharon and Stacey were students at Mercer High School.

Bill Givens is Quinn’s grandfather (Sharon and Stacey’s dad). Bill used to drive the chartered buses to many of the away tournaments before he retired.

Sharon Volpe, Quinn’s mom, coaches at North Allegheny HS, PA

Matt Cawley is Quinn’s uncle. Matt assists at Baldwin HS, PA

Rostrum
Everything I Need to Know, I Learned in Forensics

By Tiffany Wilson

- Good friends can be found outside your own circle, but if they have less than 500 NFL points, they aren’t that good of friends.
- You don’t always get what you want, and that’s okay because you can always complain about it later.
- Excellence deserves respect and enthusiastic acclaim, so stand up and make a lot of noise for every winner, unless it is blizzarding outside, then you are two hours behind schedule, have a long bus ride ahead of you, or are holding a vendetta against that person.
- Your team loves you no matter what. Well, almost no matter what. They have a hard time forgiving and forgetting to pick up your teammate in the morning, or saying really stupid things.
- For me to win, a lot of others have to lose.
- Comfort them, and be glad you aren’t one of them.
- If something needs doing, find someone to do it. Unless the people are really incompetent. Then you might as well complain loudly while doing it yourself.
- Be eager to be taught how to do better, and be humble when deemed worthy to be taught, except for when you are being told to do something by a college judge. Show-offs.
- Opponents don’t have to be enemies (wink wink!!)
- Even when you are waiting, you can have fun.
- The more friends you make, the more victories you share, and the more times you giggle during a cross-x.
- Practice makes superior, but why practice when you can annoy your coaches?
- When you have more than you can carry, call in a friend. It’s always best to struggle to carry something heavy with someone standing behind you laughing.
- Recognize the honor of being called in to laugh at your friends.
- When the band plays, DANCE! Just remember you are ALWAYS being judged.
- At the end of the day, there is no place like home where your parents can harass you about your performance, what you ate, where you slept, who you talked to, and what exactly happened on the bus.

(Tiffany Wilson, student of Laramie HS, WY, Class of 2004, became a member of the NFL in January, 2002 and carries the Degree of Outstanding Distinction.)
Coach Profile

Meet Timothy Sheaff

By Sarah Gildea
NFL Staff

What was your first NFL experience?

"I went to my own school’s tournament as a freshman. I competed in humorous interpretation and Dave Huston was my coach. I think that there were, like, four people entered in the category, and I won third. I still have the little trophy I won."

When did you decide to be a teacher and/or coach?

"When I was approached by Woodlands Academy by Sacred Heart in Lake Forest, IL to run their theater department. They also had one speech tournament in their schedule and I founded their affiliate program. From that point, I was hooked."

What is your team philosophy?

"It's always better to speak than not to speak. I try to get as many kids to go to as many tournaments as possible."

How many hours do you spend with this activity a week?

"On a tournament week, easily 55 hours a week, including the tournament itself. I probably do 15 hours of preparatory work for the tournament during the actual week."

What is your vision for the future of the NFL?

"To have a chapter in every school of the nation, to promote the honor society within the National Forensic League, and to have the final rounds of nationals televised."

What is exciting about being an NFL coach in the state of Iowa?

"The recent growth in desire to participate in forensic activities and the sense of community between the speech and debate programs. There's a cohesiveness."

What's unique about Dowling Catholic HS as an NFL chapter?

"The way we’ve grown so quickly. It's unique that we have a long history with a dead spot in the 90’s and then our program comes back. As a Speech and Debate program, we also have incredible alumni support as well as unparalleled administrative support."

What qualities do you look for when recruiting students for your program?

"Heartbeat"

How has the NFL changed since your days as a competitor?

"There are more events. In Iowa, there’s more of a focus on membership than just qualifying for nationals."

What is your favorite memory from a National Tournament?

"When, in 2003, we were the only school to win the Overall School of Excellence Award."

What is the greatest challenge as a coach today?

"Making sure kids have the opportunity to do this when they want to do 30 other activities."

What's your proudest moment as a coach?

"I had a student place at nationals who, before investing himself in debate, probably wouldn't have graduated from high school. This activity is partly responsible for his success."

What’s the history of the bowtie?

"Well, I think it looks cool. I purchased a couple, learned how to tie them from a little book, and started wearing them to special occasions, including tournaments. Now, I’ve become known for them and entire teams show up at the Dowling Paradigm in bowties."

What’s your favorite weekend tournament food item?

"Chocolate chip muffin."

Each month a different coach will be profiled in the Rostrum. If you are interested in nominating a coach for this feature, please submit a short paragraph on why you feel that this coach should be highlighted to nflrostrum@centurytel.net.

The Tournament of Excellence (TOE) showcases Individual Events, Policy & Lincoln-Douglas debate. The TOE Individual Events tournament features three rounds of competition. The Policy and L-D divisions feature a double round-robin format, with three preliminary rounds.

Electronic entry to be submitted on-line at —http://www.joyoftournaments.com/az/

Tournament highlights for 2005:
- **L-D and Policy debate** will be a Tournament of Champions (TOC) qualifier for teams in the final round at the SWC.
- Large tournament with lots of entries—the 2004 TOE and SWC had 65 schools from 12 states.
- Octafinals in debate and quarterfinals in many individual events.
- Excellent campus facilities with terrific Arizona winter weather.

Electronic invitations also available at the Arizona State University Forensics website—http://com.pp.asu.edu/forensics/invitations.htm

TOE bid applications are due by December 10, 2004. Accepted bids will be announced on December 13, 2004. SWC entries are due by January 11, 2005.

For additional information, please contact:
Kelly McDonald, Ph.D., Director of Forensics
The Hugh Downs School of Human Communication
College of Liberal Arts and Sciences
Arizona State University
PO Box 871205
Tempe, AZ 85287-1205

E-mail: kelly.mcdonald@asu.edu
Phone: (480) 965-2027
Fax: (480) 965-4291
Reflections on
Mr. Rex G. Buffington, II

By Harold C. Keller

I met Mr. Rex Buffington at the 1991 National Tournament. Mr. Jim Copeland introduced us and I wasn't sure why. Mr. Copeland told me Mr. Buffington was with some center, the Stennis Center for Public Service - whatever that was - and something about Mr. Buffington possibly being interested in being a sponsor for the National Student Congress. I was busy running the Congress at the hotel where every possible breakout room was being used as a legislative chamber. Our tab-room was located in a small basement room at the end of a long, dark corridor. I really didn't have the time to stop and visit so I put my arm around Mr. Buffington's shoulder and marched him to the tab room, introduced him to the staff, and put him to work counting ballots. Oh sure, we visited some and when time allowed I took him to several chambers, and if I recall, I left him in one as I went about meeting other responsibilities. I knew immediately that I liked this man but I didn't have the time to do much in the way of Public Relations and I was sure that I had let Mr. Copeland down. I had ignored Mr. Buffington to the point that when he left the congress site at the end of the day I figured I would probably never see him again. I did like the man even though I really had no idea who he was or what the Stennis Center was promoting.

I was a little surprised when I learned that the Stennis Center for Public Service had asked to sponsor the Student Congress. Those were the days when the majority of people viewed Student Congress as a consolation event at Nationals, an event for those students that weren't good enough to qualify in a "real event." Those were the days, despite my optimism and enthusiasm for Congress, I sometimes wondered how many people really cared about congress as an activity. It was indeed positive reinforcement when I learned that Mr. Buffington thought it was an excellent activity and that it fit into the mission statement of the Stennis Center and that Student Congress fostered a positive attitude towards public service.

The following summer the National Tournament was held in North Dakota. Mr. Buffington sent a young man, Mr. Williams, who insisted that I call him "Brother," to represent the Stennis Center. I learned the name "Brother" was the name his kid sister always called him. Consequently, as a child, his friends called him "Brother" and the name just stuck even into adulthood. Brother introduced me to the real Rex Buffington. Brother spoke during our conversations, even though Mr. Buffington wasn't present, much like a little brother might speak of his big brother - his role model and his hero.

Mr. Buffington did attend the next year's National Tournament in Indianapolis and has been present at all since then. I remember treating Mr. Buffington to the finest steak sandwich I could buy at McDonald's when in Indianapolis. He enjoyed our tab-room dinner.

Mr. Rex G Buffington was appointed Executive Director of the John C. Stennis Center for Public Service when the Center was established in 1988 under a U.S. Congressional mandate "to promote and strengthen public service leadership in America." Prior to his appointment he was the press secretary to Senator John C. Stennis of Mississippi for 12 years. As the Senator’s chief spokesman, speech-writer and communications director, he coordinated activities and strategies aimed at achieving the Senator’s mission and legislative agenda.

As Executive Director of the Stennis Center for Public Service, Mr. Buffington has been responsible for the development and delivery of programs aimed at attracting young leaders to public service and to provide current public service leaders with opportunities to further develop their leadership skills and capabilities. Participants in Stennis Center programs range from students in high school to Members of Congress. Along with the National Forensic League, he works with many other programs that have similar missions, philosophies and goals, such as:

- Congressional and Political Research Center at Mississippi State University
- Center of American Women and Politics
- The Freedom Forum
- Georgia Commission on Women
- Gruss Public Management Program, the Wharton School of the University of Pennsylvania
- The Kenan Institute for Ethics at Duke University
- John F. Kennedy School of Government at Harvard University
- Mississippi University for Women
- U.S. Association of Former Members of Congress
- Partnership for Public Service
- John C. Stennis Institute of Government at Mississippi State University
- Harry S. Truman Scholarship Foundation
- Trusan Scholars Association
- NASA Stennis Space Center Education Office
- U.S. Department of Labor Women’s Bureau
- USS John C. Stennis (CVN74) aircraft carrier educational services

As one might conclude the NFL is definitely in a league of outstanding programs being fostered, sponsored, or conducted by the Stennis Center. One might also conclude that Mr. Buffington places a great deal of faith in the leaders of the tomorrows. Once, when I was thanking him
Stennis Center for Public Service

for his sponsorship of the NFL Congress, he told me a story about Senator John C. Stennis. When then President Nixon called Senator Stennis thanking the Senator for his supporting legislation that lead to the passage of a critical defense appropriation bill President Nixon wanted, the Senator simply told the President, “I didn’t do it for you, Mr. President. I did it for my country.” Then Mr. Buffington looked me in the eye and said, “Harold, I don’t sponsor the NFL for you but I sponsor the League for the good of my country.”

U.S. Representative Roger Wicker (R-MS) said of Senator Stennis, “The qualities which made John Stennis a Mississippi icon and national treasure were scrupulous integrity, the dignity of a statesman and the genuine spirit of bipartisanship.” If I didn’t know the record, I would think Representative Wicker was speaking of Mr. Rex Buffington.

I could never begin to imagine the role that Mr. Rex Buffington would play in the National Student Congress and in the encouragement of its growth and development. I also could never imagine the admiration and respect that would build in me for Mr. Buffington as well as for the John C. Stennis mission. I never would have imagined the impact a man that I never met, Senator Stennis, would have toward my attitude for integrity, for leadership training, and to the incredible value of the simulated Congress.

Mr. Buffington wrote in his report to Congress in 2002, “This [Student Congress] program is a fertile training ground for those young people who want to use their leadership abilities to help make our states, nation and world better.”

Mr. Rex G. Buffington, II, was born and reared in Meridian, Mississippi. He graduated from Mississippi State University with a degree in communication. He was a news reporter in Memphis before moving to Washington, DC, to work for Senator Stennis.

Rex Buffington currently lives in Starkville, Mississippi, with his wife Anne and children, John, Gavin, and Catherine. His wife, Anne, is a former legislative assistant to U.S. Senator Thad Cochran. Mr. Buffington is very active in his community where he involves himself in public service activities, “practicing what he preaches.” He is currently the president of the Oktibbeha County Chapter of the American Red Cross, a member of the Starkville Area Boys and Girls Club, the Starkville Convention and Visitors Center, and the Foundation for Public Education. He is an Elder in his church and President of the First Presbyterian Child Care Center. Mr. Buffington has also chaired the local United Way Campaign and he has served as Friends of Scouting Chairperson and as a director of the Starkville Rotary Club. He is the past president of the Chamber of Commerce and he recently received the Chamber’s top award for community service. Rex Buffington personifies the adage of practicing leadership today to made the tomorrow’s better.

I liked Rex Buffington that first time I met him and I still do. Today, perhaps, “love” would be a better word. I have grown as a result of our friendship. I am humbled to be in the company of this incredible man, a person who associates and mingles with the Nation’s Leaders. It is not in his nature to seek recognition and praise but it should be noted that he has promoted the League and is number three on the list of annual financial supporters. He is humble and unobtrusive in his support. There is not a year that passes that he doesn’t ask, “Harold, what else can we do?”

Senator Stennis had a small desk item that read, “Look Ahead!” Mr. Rex G. Buffington does “look ahead” in his support and promotion of Student Congress and the National Forensic League. Since 1991 he has been one of the leading promoters of our educational activities in the League firmly believing that the league does encourage the quest for the Nations Future Leaders.

On behalf of thousands of students and hundreds of teachers, we thank you, Mr. Buffington.

(Harold C. Keller is a member of the NFL Executive Council, the NFL Hall of Fame, and he served as the Director of the National Student Congress for 26 years. He is retired from the classroom but remains active in offering workshops in Student Congress. He recently spent two weeks in Lithuania teaching students and teachers Legislative Debate.)

The Stennis Center has been the humble but proud Sponsor of the National Forensic League’s National Student Congress since 1991. The NFL extends a sincere thanks to The Stennis Center for Public Service and to Mr. Rex G. Buffington, II, its Executive Director.

- Official Sponsor of the National Stennis Student Congress.
- Provides National Tournament Gavels to all Presiding Officers at Nationals
- Offers scholarships for the Most Outstanding Senator and Representative
- Offers financial support of over $25,000 annually for NFL student programs, scholarships, awards, services, internet programming and equipment
- Hosts the annual National Stennis Congressional Banquet for all Congress finalists and their Coach
- Promotes and strengthens leadership in Public Service
- Seeks to attract young people to careers in public service and leadership

Visit the Stennis Center website at www.stennis.gov
CONGRATULATIONS

Spencer Harris
Blue Springs HS, MO
2,236 points

Paige Hendrix
Neosho HS, MO
2,230 points

Sam Hodge
Blue Springs South HS, MO
2,104 points

Christos Theophanous
Miramonte HS, CA
2,103 points

Weston Elkins
Lamar Consolidated HS, TX
2,066 points
**NFL LEADING STUDENTS**

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**POINTER LEADERS**

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PREMIER DISTINCTION STUDENTS

Students earning a minimum of 1500 NFL points

From September 1, 2003 through August 31, 2004

Brad Smith ................ Desert Vista High School ........................ AZ
Amy Hwang ................ Desert Vista High School ........................ AZ
Adam D'Luzansky ........ Flagstaff High School ............................ AZ
Matthew Lopez ............. Phoenix Central HS ............................. AZ
Merry Regan ................. Shadow Mountain HS ........................ AZ
Colleen Onuma .............. Gabriello High School ........................ CA
Lisa Ho ...................... Gabriello High School ........................ CA
Sara Tohl ................... Gabriello High School ........................ CA
Miles Prince ................ Gabriello High School ........................ CA
Kevin Chan ................ Gabriello High School ........................ CA
Tracy Lee ................... Gabriello High School ........................ CA
Alex Tcholakov ............ Granite Bay High School ..................... CA
William Kolkey ........................ Granite Bay High School ........... CA
Justin Hinojosa .......... James Logan H S ................................ CA
Mike Joshi ................. James Logan H S ................................ CA
Aman Grewal ................ James Logan H S ................................ CA
Carlos Mejia .............. John F Kennedy HS ............................ CA
Bryan Rivera .............. Loyola High School ............................. CA
Jing-Lan Lee .............. Lynbrook High School ........................ CA
Christos Theopoulias .... Miramonte High School .................... CA
Chad Fite .................... Miramonte High School .................... CA
Daniel Berring ............ Miramonte High School .................... CA
Daniel Thompson ......... Modesto Beyet High School ................ CA
Justin Mader .............. Ponderosa High School ..................... CA
Avery Drost .............. Redlands High School ........................ CA
J. Allen .................... Sacramento Kennedy H S ....................... CA
Matt Faust ................... San Diego High School ..................... CA
Laura Me Kiernan ........ San Diego High School ..................... CA
David Sherman .............. Sherman Oaks CES ......................... CA
Sabrina Forte .............. Stockton St Mary's HS ..................... CA
Julia Alvidrez ............. Yucaipa High School ....................... CA
Logan Martin ............... Canon City High School ................... CO
Scott Miller ................. Canon City High School ................... CO
Christopher Spurlock .... Canon City High School ................... CO
Drew Foster ................. Canon City High School ................... CO
Clint Fix ....................... Central of Grand Junction ........... CO
Mayya Komisarchik ....... Cherry Creek High School .............. CO
Scott Cheesewright ....... Durango High School ...................... CO
Rebecca Berden ............ Durango High School ...................... CO
Nikki Brokmeier ........... Durango High School ...................... CO
Jeff Graves ................. Durango High School ...................... CO
Arielle Seidman .......... Lomond High School ....................... CO
Sarah Whitney ............. Pueblo Centennial High School .......... CO
Henry Tappen .............. Pueblo Centennial High School .......... CO
Joshua Seefried .......... Skyline High School ........................ CO
Caitlin Gibbons ............ Wheat Ridge High School ................ CO
Max Whelan ................. Michael Krop High School ............. FL
Matt Turetsky ............. Nova High School ............................ FL
Julia Kamenetzky .......... Bettendorf High School ................ IA
Chris Beckman .......... Burlington High School ........................ IA
John Noonan ................. Burlington Community HS ................ IA
Chris Woods .............. Des Moines North High School ........ IA
Michael Bean .............. Hillcrest High School ........................ ID

Jake Ziering .............. Glenbrook North High School .......... IL
Grant Gussan .............. La Porte High School ..................... IN
Tyler Langdon ............. Plymouth High School ................... IN
Sean Oakley ............... Plymouth High School ................... IN
Andrea Dieker ............. Andover High School .................... KS
Bradley Papineau ........ Andover High School .................... KS
Matthew Dykes ........... Arkansas City High School ............ KS
Jessica Otto .............. Bishop Carroll High School ............ KS
Whitney O'Byrne ........ Bishop Miege High School ............ KS
Erin Deshure .............. Bishop Miege High School ............ KS
T.J. Trum .................. Blue Valley High School ................ KS
Kristen Trum .............. Blue Valley High School ............ KS
Katie Easter ............... Blue Valley High School ............ KS
Amy Chang .................. Blue Valley North H S ................ KS
Clark Donley .............. Blue Valley West HS .................... KS
Melissa Moon .............. Derby High School ...................... KS
Zachary Brown ............ Derby High School ...................... KS
Brian Starr ................ Derby High School ...................... KS
Matt Coleman .............. Derby High School ...................... KS
Matt Phillips .............. El Dorado High School ................ KS
Cassandra Walter ........ El Dorado High School ................ KS
Ben Byard ................. El Dorado High School ................ KS
Elissa Hadley ............. El Dorado High School ................ KS
Julie Jones ................. Field Kindley High School ........ KS
Chelsey Krieble .......... Field Kindley High School ........ KS
Karson Thompson .......... Garden City High School ........ KS
Aaron Payne ............... Garden City High School ........ KS
Susan Alsop ............... Garden City High School ........ KS
Rohit Venkatasingh .... Goddard High School ................ KS
Christian Brockman ....... Hutchinson High School .......... KS
Paul Roath .................. Hutchinson High School .......... KS
Micah Martin ............... Labette County High School ........ KS
Jessica Johnson ........... Lyons High School ...................... KS
Mark Filipi ................ Lyons High School ...................... KS
Ryan Ellis ................. Manhattan High School ............ KS
Nathan Johnson .......... Manhattan High School ........ KS
Samuel Proctor .......... Manhattan High School ........ KS
Kristen Karcner .......... McPherson High School ............. KS
Kate Fraser ................. McPherson High School ............. KS
Jonathan Nathan ......... Moundridge High School ........ KS
Brandon Wentz ............. Newton High School ................ KS
Cory Buchta ............... Newton High School ................ KS
Rebecca Schulz ............ Newton High School ................ KS
Stacy Edwards ............. Olathe East High School ........ KS
Alexander McCoy ........ Olathe East High School ........ KS
Valerie Tarbuton ........ Olathe East High School ........ KS
Dominique Adkins ....... Olathe North High School .......... KS
Ashley Schmidt ........... Olathe North High School .......... KS
Mark Skoglund ............. Olathe South High School .......... KS
Jacob Buchholz ........... Olathe South High School .......... KS
Justin Cartwright ........ Parsons High School ................ KS
Lavinia Roberts .......... Parsons High School ................ KS
Adam Thiessen ............ Remington High School ........ KS
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Ryan Hamilton .......... Chaparral High School .......... NV
Katrina Lewin ............ Green Valley High School .......... NV
Max Stevens ............... Green Valley High School .......... NV
Adam Gaya ................ Fairport High School .......... NY
Andrea Mcconnell ...... Youngstown Boardman HS .......... OH
Kristin Maun .......... Cascia Hall Prep .......... OK
Noel Collins .......... Lone Grove High School .......... OR
Andrea Moore .......... Lone Grove High School .......... OR
Robert Alderson ....... Muldrow High School .......... OK
Elisabeth Reed .......... Norman High School North .......... OK
Matthew Fleharty .......... Putnam City High School .......... OK
Hank Royce .......... Wilburton High School .......... OR
Eric Cramer .......... Eagle Point High School .......... OR
Kyle Vorderstrasse .... Silverton High School .......... OR
Rosa Po .......... Southridge High School .......... OR
Andrea Irwin .......... Greater Latrobe High School .......... PA
Bob Costa .......... Pennsbury High School .......... PA
Guy Risko .......... Truman High School .......... PA
Michelle Bruck .......... Truman High School .......... PA
Nikhil Bumb .......... Southside High School .......... SC
Lincoln Campbell .......... Aberdeen Central High School .......... SD
Amada Davis .......... Aberdeen Central High School .......... SD
Molly Lutz .......... Aberdeen Central High School .......... SD
James Brandt .......... Brookings High School .......... SD
Mark Werner .......... Brookings High School .......... SD
Rachel Lewis .......... Groton High School .......... SD
Amanda Tuchscherer .......... Milbank High School .......... SD
Mallory Malm .......... Milbank High School .......... SD
Alex Baldwin .......... Mitchell High School .......... SD
Sean Flynn .......... Mitchell High School .......... SD
Paul Slattery .......... Sioux Falls Lincoln HS .......... SD
Tim Billson .......... Sioux Falls Lincoln HS .......... SD
Jack McFarland .......... Sioux Falls Lincoln HS .......... SD
Drew Sendelbach .......... Sioux Falls Lincoln HS .......... SD
Chris Meyer .......... Sturgis Brown High School .......... SD
Ellen Kennedy .......... Vermillion High School .......... SD
Ashley Moeller .......... Watertown High School .......... SD
Jenna Krause .......... Watertown High School .......... SD
Kelley Popham .......... Watertown High School .......... SD
Xiao Zhang .......... Yankton Central High School .......... SD
Blake Jones .......... Dickson County High School .......... TN
Diana Hu .......... Alief Elsk High School .......... TX
Deepa Shah .......... Alief Hastings High School .......... TX
Hareem Hasan .......... Alief Taylor HS .......... TX
Megan Loden .......... Aubrey High School .......... TX
Jessica Gibson .......... Bay City High School .......... TX
Rachel Harwell .......... Bel Air High School .......... TX
Manoj Thangam .......... Big Spring High School .......... TX
Alex Hunt .......... Calallen High School .......... TX
John Johnson .......... Caney Creek High School .......... TX
Jeffrey Geels .......... Carroll High School .......... TX
Bradley Webber .......... Deer Park High School .......... TX
Carlos Yarin .......... Eastwood High School .......... TX
Sydney Granger .......... Gregory Portland High School .......... TX
Michael Mcmillan .......... Harlingen High School South .......... TX
Tasha Kneis .......... Harlingen High School South .......... TX
Daniel Menezes .......... Humble High School .......... TX
Cristina Lopez .......... Jersey Village High School .......... TX
Kari Wohlschlegel .......... Kingwood High School .......... TX
Amber Ahmed .......... Kingwood High School .......... TX
Jennifer Love .......... Kingwood High School .......... TX
Justin Clark .......... Klein High School .......... TX
Donte' Warren .......... L V Hightower High School .......... TX
Weston Elkins .......... Lamar Consolidated HS .......... TX
Jack Hsiao .......... Lamar Consolidated HS .......... TX
Adam Heugel .......... Lamar Consolidated HS .......... TX
Jason Steamer .......... Lamar Consolidated HS .......... TX
Lindsay Walle .......... Lamar Consolidated HS .......... TX
Saeed Jones .......... Lewisville High School .......... TX
Brittany Allen .......... Lindale High School .......... TX
Laura De La Cruz .......... Mayde Creek High School .......... TX
Sarah Flynn .......... Pflugerville High School .......... TX
Sandip Gupta .......... Plano East Sr High School .......... TX
Matt Kennedy .......... Plano East Sr High School .......... TX
Cedric Allen .......... Plano East Sr High School .......... TX
Stephen Rushin .......... Plano East Sr High School .......... TX
Arun Venkataraman .......... Plano East Sr High School .......... TX
Ashley Hatcher .......... Plano Sr High School .......... TX
Josh Wurzman .......... Plano Sr High School .......... TX
Chris Wiener .......... Ronald Reagan High School .......... TX
Brian Poindexter .......... Ronald Reagan High School .......... TX
Paul Schiano .......... San Antonio Churchill HS .......... TX
Jose Rodriguez .......... Spring High School .......... TX
Tanya Choudhury .......... Taylor High School .......... TX
Nolan Deibert .......... Taylor High School .......... TX
Maryam Rashedi .......... Taylor High School .......... TX
Rebecca Jackson .......... Randolph Macon Academy .......... VA
Katharine Brauer .......... Gig Harbor High School .......... WA
Christopher Foster .......... Gonzaga Prep High School .......... WA
Dana Giffen .......... Meadow High School .......... WA
Tyler Orsby .......... University High School .......... WA
Kerry Gabrielson .......... Appleton East High School .......... WI
David Watson .......... Appleton West High School .......... WI
Maria Putzer .......... Appleton West High School .......... WI
Tyler Beattie .......... Brookfield East High School .......... WI
Louise Behnke .......... Hortonville High School .......... WI
Charlie Boynton .......... Marquette Univ High School .......... WI
Jay Fenton .......... Waupaca High School .......... WI
Jake Ginsbach .......... Casper Kelly Walsh HS .......... WI
Rebecca Box .......... Cheyenne Central HS .......... WI
Molly Box .......... Cheyenne Central HS .......... WI
Amanda Selby .......... Cheyenne Central HS .......... WI
James Herr .......... Cheyenne Central HS .......... WI
Rosemary Powers .......... Cheyenne East High School .......... WI
Aaron Graham .......... Glenrock High School .......... WI
Jordan Peck .......... Lander Valley High School .......... WI
Brandon Halsey .......... Sheridan High School .......... WI
Quincy Stott .......... Worland High School .......... WI
Matthew Crichton .......... Worland High School .......... WI
# Chapter Honor Societies

## Elite 8
The "Elite 8" level is achieved by NFL chapters with 800 degrees

<table>
<thead>
<tr>
<th>School</th>
<th>Chapter Sponsor</th>
<th>Degrees</th>
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<tbody>
<tr>
<td>James Logan High School, CA</td>
<td>Mr. Tommie Lindsey Jr.</td>
<td>813</td>
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<tr>
<td>Leland High School, CA</td>
<td>Ms. Gay Brasher</td>
<td>800</td>
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## Lucky 7
The "Lucky 7" level is achieved by NFL chapters with 700 degrees

<table>
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<tr>
<td>Gabriellino High School, CA</td>
<td>Mr. Derek L. Yuill</td>
<td>795</td>
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<tr>
<td>Lynbrook High School, CA</td>
<td>Ms. Vivian Chien</td>
<td>770</td>
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## Pinnacle
This elite level is achieved by NFL chapters with 600 degrees

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<tr>
<td>Houston Bellaire High School, TX</td>
<td>Mr. Jay Stubbins</td>
<td>689</td>
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<tr>
<td>Chesterton High School, IN</td>
<td>Mr. Doug Piskhur</td>
<td>654</td>
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<tr>
<td>Blue Valley North High School, KS</td>
<td>Mr. Max H Brown</td>
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## Pentagon
The classic five-sided figure is the elite mark of honor for NFL chapters over 500 degrees

<table>
<thead>
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<tr>
<td>Downers Grove South HS, IL</td>
<td>Ms. Jan Heitzen</td>
<td>572</td>
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<tr>
<td>Shawnee Mission East HS, KS</td>
<td>Ms. Paulette M Manville/Ms Jennifer Stucky</td>
<td>536</td>
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<tr>
<td>Independence Truman HS, MO</td>
<td>Ms. Christine Adams/Mrs. Kim Lenger</td>
<td>524</td>
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<td>Nova High School, FL</td>
<td>Ms. Lisa Miller</td>
<td>520</td>
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<tr>
<td>Regis High School, NY</td>
<td>Mr. Eric DiMichele</td>
<td>518</td>
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## The 400
Formerly the 400 families in New York City society, now this name honors NFL chapters holding 400 plus degrees

<table>
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<tr>
<td>Lexington High School, MA</td>
<td>Ms. Lynne Coyne</td>
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<td>Washburn Rural High School, KS</td>
<td>Ms. Cynthia Burgett</td>
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<td>Plymouth High School, IN</td>
<td>Mr. David McKenzie</td>
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<td>Eastview High School, MN</td>
<td>Mr. Todd Hering</td>
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<tr>
<td>Watertown High School, SD</td>
<td>Mr. Rich Mittelsted</td>
<td>455</td>
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<tr>
<td>Eagan High School, MN</td>
<td>Ms. Joni Anker</td>
<td>451</td>
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<td>Glenbrook North High School, IL</td>
<td>Mr. Mark Batik</td>
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<td>Riverside High School, SC</td>
<td>Mr. Scott E Moore</td>
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<td>Neosho High School, MO</td>
<td>Mr. David L Watkins</td>
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<tr>
<td>Cherry Creek High School, CO</td>
<td>Ms. Martha Benham</td>
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<td>Mrs. Kathleen A Patron</td>
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<td>Pattonville High School, MO</td>
<td>Mr. Randy Pierce/Mr. Don Schulte</td>
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<td>Apple Valley High School, MN</td>
<td>Mrs. Pam Cady Wycoff</td>
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<td>Topeka High School, KS</td>
<td>Mrs. Pamela K McComas</td>
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<td>Belton High School, MO</td>
<td>Mr. Timothy Hughes</td>
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<tr>
<td>Bellarmine College Prep, CA</td>
<td>Ms. Kim Jones</td>
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<td>Park Hill High School, MO</td>
<td>Mr. Don Crabtree</td>
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<td>Blue Valley High School, KS</td>
<td>Mr. Chris Rifler</td>
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<tr>
<td>Taravella High School, FL</td>
<td>Mrs. Beth Goldman</td>
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### Societe' De 300

An elite recognition for chapters achieving 300 or more degrees

<table>
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<td>Blue Springs South High School, MO</td>
<td>Ms Georgia Brady</td>
<td>399</td>
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<td>Cheyenne Central H S, WY</td>
<td>Mr Nick Panopoulos</td>
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<td>Flathead Co High School, MT</td>
<td>Mr Greg Adkins</td>
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<td>Sioux Falls Lincoln HS, SD</td>
<td>Ms Kim Maass</td>
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<td>Cheyenne East High School, WY</td>
<td>Mr Michael E Starks</td>
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<td>Miramonte High School, CA</td>
<td>Ms Sandra Maguire</td>
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<td>New Trier Twp High School, IL</td>
<td>Ms Linda Odo/Mr Doug Springer</td>
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<td>Wichita East High School, KS</td>
<td>Ms Vickie Fellers</td>
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<td>Norman High School North, OK</td>
<td>Mr Jim Ryan</td>
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<td>Edina High School, MN</td>
<td>Ms Lynn S Schmitt</td>
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<td>Springfield Central HS, MO</td>
<td>Mr Jack Tuckness</td>
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<td>Raytown South High School, MO</td>
<td>Mr Matt Good/Ms Kelli Morrill</td>
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<tr>
<td>Bronx HS Of Science, NY</td>
<td>Mr Joseph Gazzola</td>
<td>364</td>
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<td>Raytown High School, MO</td>
<td>Mr Mark Harris</td>
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<td>Moorhead High School, MN</td>
<td>Ms Rebecca Meyer-Larson</td>
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<td>Ms Sherri L Kasemudhl</td>
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<td>Munster High School, IN</td>
<td>Mrs Helen Engstrom</td>
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<td>Liberty Sr High School, MO</td>
<td>Mrs Cassie Price-Aguero</td>
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<td>Mr Michael Traas</td>
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<td>Chaminade High School, NY</td>
<td>Bro George Zehnle S M</td>
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<td>Blue Valley Northwest HS, KS</td>
<td>Ms Robert Steffen/Ms Jennifer Kronoshef</td>
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<td>Pueblo Centennial High School, CO</td>
<td>Mr David M Montera</td>
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<td>Hillcrest High School, SC</td>
<td>Mr Bill Evans</td>
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<td>Ms Cyndy Woodhouse/Mrs Amie Oehmann</td>
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<td>Ms Teresa E Sparkman</td>
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<td>Dr Matthew Brandtetter</td>
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<td>Ridge High School, NJ</td>
<td>Mr David A Yastremski</td>
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<td>Ms Jennifer Holden</td>
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<td>Ms Annellen Johns-Hughes</td>
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<td>Ms Kandi King</td>
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<td>Brookings High School, SD</td>
<td>Ms Judy Kroll</td>
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<td>Manhattan High School, KS</td>
<td>Mr Shawn Rafferty</td>
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<td>Mr Scott Bonnet</td>
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<td>Norman High School, OK</td>
<td>Dr Elizabeth L Ballard</td>
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<td>Albuquerque Academy, NM</td>
<td>Ms Meg Howell</td>
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<td>Ms Mary A Frith</td>
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<td>Glenbrook South High School, IL</td>
<td>Ms Tara Tate/Mr Scott McDermott</td>
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<td>Ms Elizabeth Sanchez-Franklin</td>
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<td>Sioux Falls Roosevelt HS, SD</td>
<td>Ms Laura Raeder</td>
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<td>Ms Gay Janis</td>
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<td>Stuyvesant High School, NY</td>
<td>Ms Julie Sheinman</td>
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**NFL POSTAL REPORT**

United States Postal Service
Statement of Ownership, Management, and Circulation

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1. Complete and sign all pages of this form with your signature monthly no later than October 1. Keep a copy of the signed form for your records.
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[Form 3906 on file]

September 6, 2004
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This report summarizes the number of new members and degrees added by each chapter during the school year 2003-2004. 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 '04 designates the chapter rank as of August 31, 2004. The column '03 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 (03) 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 loses 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.
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- Pleasant Grove High School (09) 70 79
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### UTAH-WASHTACH

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  - Davie High School (91) 117 450
  - Layton High School (85) 46 443
  - Murray High School (91) 19 187
  - Bountiful High School (36) 94 339
  - Mountain Crest High School (47) 34 315
  - Woods Cross High School (95) 40 322
  - Roy High School (92)
  - Clearfield High School (05) 67 277
  - Logan High School (99) 58 365
  - Sky View High School (02) 135 219
  - Fremont High School
  - Ogden High School (01) 62 162
  - Northridge High School (02) 82 82

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### MID-ATLANTIC

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- Ramapo High School (76)
  - McLean High School
  - Sharando High School (32)
  - Holy Cross Regional School
  - Algonquin High School
  - First Colonial High School (93) 9 209
  - Whitman High School (97)
  - Winsted High School (97)
  - Great Bridge High School (94) 18 153
  - Hampton Roads Academy
  - Blackwater High School (106)
  - W T Woodson High School (96) 15 142
  - Clover Hill High School (92)
  - Madison County High School (11)
  - Madison James Madison High School (99) 10 76
  - Woodberry Forest School
  - Potomac High School (19)
  - Edina High School (02)
  - Chantilly H S
  - Dominion High School
  - Granby High School (33)
  - Prince Edward County HS (01)

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### EASTERN WASHINGTON

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  - Mead High School (98)
  - Lewis and Clark High School (98)
  - Mt Spokane High School
  - Foss High School (97)
  - Gonzaga Prep High School (12)
  - Southridge High School
  - Coeur d'Alene High School (00)
  - Cheney High School (01)
  - Lake City High School

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### PUGET SOUND

**Chapter**
- Bethel High School
  - Thomas Jefferson High School
  - Eastlake High School
  - Kenmore High School (97)
  - Oak Harbor High School (94)
  - Snohomish High School
  - The Lake Washington School
  - Kentwood High School (98)
  - Ridgefield High School (46)
  - New Brighton High School
  - Seattle Art Academy & Sciences
  - Foster High School
  - Mt Rainier High School (96)
  - Tahoma HS
  - North Kitsap High School
  - Sultan High School (97)
  - Rainier Island HS (101)
  - Burlington Edison HS (19)
  - Mount Vernon HS (93)
  - Mercer Island HS (00)

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  - Gig Harbor High School (104)
  - Decatur High School
  - Vashon Island High School
  - Capital High School

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- Elma High School (91)
- Peninsula High School (88)
- Puyallup High School (100)
- Port Angeles High School (96)
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- Central Kitsap High School (39)
- Olympic High School (94)
- Robert Service High School (92)
- Todd Beamer High School
- Auburn Sr High School (03)

### WEST VIRGINIA

**Chapter**
- Wheeling Park High School (99)
- Parkersburg South HS (01)
- Duval High School (00)
- P G Pleasant Sr High School (03)

### NORTHERN WISCONSIN

**Chapter**
- Wisconsin Rapids Lincoln HS (85)
- New London High School (51)
- Sheboygan South HS (98)
- Little Chute High School
- Algoma High School (97)
- Hortonville High School (98)
- Neenah High School
- St Cloud Falls HS (93)
- Appleton East High School (02)
- Sheboygan North HS (97)
- Appleton North High School (90)
- Waupaca High School (70)
- Stevens Point High School (99)
- Appleton West High School (00)

### SOUTHERN WISCONSIN

**Chapter**
- West Bend East High School (93)
- Muskego High School (94)
- Brookfield Central HS (10)
- West Bend West High School (97)
- Marquette Univ High School (99)
- Milwaukee King HS (91)
- Janesville Craig High School (91)
- James Madison Memorial HS
- Milwaukee High School
- Greenfield High School (02)
- Cedarburg High School (97)
- Brookfield East HS (90)
- Nicolet High School (98)
- Pius XI High School (96)
- Black Hawk High School (01)
- Mexico Central High School (02)
- Wisconsin Lutheran High School (90)

### HOLE IN THE WALL

**Chapter**
- Lead High School (88)
- North Platte High School (98)
- Campbell County HS (72)
- Alliance High School
- Newcastle High School (95)
- Wheatland High School
- Glenrock High School
- Cheyenne East High School (91)
- Chadron High School (92)
- Spearfish High School
- Cheyenne Central HS (92)
- Buffalo High School (98)
- Gothenburg HS
- Scottsbluff High School
- Sheridan High School (70)

### WIND RIVER

**Chapter**
- Greybull High School
- Cody High School
- Worland High School
- Powell High School
- Riverton High School
- Bar N Ranch High School
- Casper Natrona County HS (97)
- Shoshoni High School
- Hot Springs, SD HS (98)
- Rock Springs High School (93)
- Jayson Hole High School (96)
- Laramie High School
- Casper Kelly Walsh HS (96)
- Lovell High School
- Evanston High School (04)
- Green River High School (98)
- Lander Valley High School (92)
- Star Valley High School
- Rawlins High School (03)
- Rawlins High School (93)
**NEW DEGREES SUMMARY 2003-2004**

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

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Rostrum
Debate Contest

Calling All Students

By Travis J. Carter

Are you a high school debater or coach looking for a debate competition unlike any other?

The law firm of Bickel & Brewer and New York University recently announced the fourth annual National Public Policy Forum (NPPF). The NPPF is the first national contest that gives high school students the opportunity to participate in written and oral debates on issues of public policy. The one-of-a-kind competition offers high school debaters the chance to compete for cash awards and prizes, and an all-expenses paid trip to New York.

Here’s how the contest works.

Everyone is Invited:

All schools – public and private – are invited to participate for free. Each school must submit a qualifying round essay of no more than 2,800 words on the topic, “Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operation in the Middle East.” The contest topic is similar to the 2004 NFL topic, so debate research can contribute to NFL and NPPF competitions. High school teams can be comprised of any number of students, and qualifying round essays may be written in the affirmative or negative. One essay is allowed per school. Qualifying round essays must be sent by November 5, to nlc@bickelbrewer.com, or call 214-653-4804.

Among the hundreds of teams that compete, 16 will be chosen to advance to the written elimination rounds. These 16 schools will compete against each other in individual written debate matches, with one school submitting a written argument and the other responding in written opposition. The schools go back and forth two times in written debate.

All submissions are reviewed by a panel of judges, and individual winners advance to the next round. This process continues for several rounds until we reach the final four teams.

The Finals:

The final four teams earn an all-expenses paid trip the weekend of April 16, 2005 to the finals competition at New York University, located in the heart of the world’s most exciting city.

The trip provides up to three students and two coaches the opportunity to participate in written and oral debate before a panel of the world’s foremost experts in debate, business, law and journalism. Recent judges for the NPPF Finals include: Justice Michael H. Schneider, Texas State Supreme Court; John Sexton, president of New York University and member of the NFL Hall of Fame; Melissa Maxcy Wade, director of debate at Emory University; Kurt Eichenwald, award-winning author and writer for the New York Times; Will Baker, director of debate at New York University; Les Lynn, director of the National Association of Urban Debate Leagues; and John Bickel and Bill Brewer, partners at the national litigation firm of Bickel & Brewer.

Going for the Prize:

At the finals competition, the final four debate teams supplement their written debate with oral advocacy. The winning team claims a $5,000 grand prize and the Bickel & Brewer Cup, a traveling trophy that resides annually at the home of the contest champion. Awards and cash prizes are also awarded to the other finalists at a special Dinner & Awards Ceremony.

Last year’s NPPF champion was Westminster Schools of Atlanta, Georgia. Westminster defeated NPPF Runner-Up Highland Park High School of Dallas, Texas. Highland Park earned a $2,500 Runner-Up prize and the second place trophy. Other teams competing in the finals included East Carteret High School of Beaufort, North Carolina and Maize High School of Maize, Kansas, which were each awarded $1,000. Previous NPPF champions also include Woodward Academy of College Park, Georgia and East Carteret High School.

The Perfect Opportunity:

The NPPF proceedings are governed by an all-star advisory board of debate supporters. The board includes Bill Brewer of Bickel & Brewer, John Sexton of NYU, Melissa Maxcy Wade of Emory, Will Baker of NYU, Alfred Snider, director of debate at the University of Vermont, Ted Belev, debate coach at Glenbrook North High School, and Jim Copeland, secretary emeritus of the National Forensic League. The contest and its focus on written scholarship come at a pivotal time, with the Scholastic Aptitude Test (SAT) now including a written component.

“I’ve been involved in high school debate for more than 40 years as a student, coach and mentor,” says Sexton. “This is one of the most challenging and interesting competitions available to students today.”

Bickel & Brewer founded this contest in 2001. Brewer explains one of the main reasons why. “This contest opens the doors of opportunity,” he says. “It invites the participation of all students countrywide – from public and private schools.”
Policy Debate

Enter Today: Qualifying Essays are due Nov. 5

The process for participating in the NPPF is as follows:

1. Submit a qualifying round essay of no more than 2,800 words on the topic, "Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operation in the Middle East." Essays can be written in the affirmative or negative. There is no entry fee.

2. Essays must be received by November 5. Papers can be sent via e-mail directly to nlc@bickelbrewer.com.

3. Remember, teams may write in the affirmative or negative. Teams can be comprised of any number of students – but only one essay can be submitted per school.

4. Schools will be notified by mid-November regarding the final 16 selections. Those 16 schools will then begin a round-robin written debate competition.


Westminster Schools, Atlanta, GA, named the 2003-04 Champion of the National Public Policy Forum. (pictured left to right) Coach Jermy Heidt, Tejas Sathian, Eric Huh, Josh McLaurin, Stephen Weil & Jacob Byrne.

Questions?
Feel free to write or call me direct at:

Travis J. Carter, NPPF Managing Director
Direct: 214.360.7815
Fax: 214.360.7811
E-mail: tcarter@carterpr.net

The National Public Policy Forum is a unique forum that supplements the research and oral advocacy skills developed in traditional debate competition with another – written advocacy.

2004-05 Competition
just around the corner.

On behalf of Bickel & Brewer and New York University, thank you for your continued support of the National Public Policy Forum. The NPPF is the first national contest that gives high school students the opportunity to participate in written and oral debates on issues of public policy. The 2004 - 05 competition is just around the corner. Here is a complete update.

Inviting all Schools:
The topic for the 2004 - 05 competition is, "Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations in the Middle East." All high schools - public and private -- are invited to participate in the competition by submitting a qualifying round essay of no more than 2,800 words on the NPPF topic. Essays may be written in the affirmative or the negative, and teams may be comprised of any number of students. Only one essay is allowed per school. All essays must be sent to nlc@bickelbrewer.com by November 5.

The Elimination Rounds:
The qualifying round essays will be judged by Bickel & Brewer and members of the NYU debate team. The top 16 teams will be announced in mid-November. Those 16 schools will then compete in individual written debate matches, with one school submitting a written essay on the topic, and the other responding in written opposition. The schools volley written debates two times. All the submissions are reviewed by a panel of judges in the order in which they were submitted. The individual winners are chosen and advance to the next round. The process continues for several rounds until we reach the final four teams.

New York, New York:
The final four teams earn an all-expenses paid trip to the finals competition on April 16, 2005 at New York University, located in the heart of the world's most exciting city. This trip provides up to three students and two debate coaches the opportunity to participate in an exciting finals weekend, where the students have the opportunity to supplement their written scholarship with oral advocacy.

The winner claims a $5,000 grand prize and the Bickel & Brewer Cup, a traveling trophy that resides annually at the home of the NPPF Champion. Awards and cash prizes are also awarded to the other finalists at a special Dinner & Awards Ceremony. The winner of the 2003-04 NPPF was Westminster Schools in Atlanta, followed by Runner-Up Highland Park High School of Dallas.

Sound Interesting?
Encourage high school students to begin writing! The contest is free and open to all schools across the country. A special contest announcement is being mailed to schools next week. In the meantime, debaters can visit www.bickelbrewer.com/debate to view contest procedures and a schedule of events. And look for an upcoming article in Rostrum, the flagship publication of the National Forensic League.

Remember, qualifying round essays are due by November 5. They can be sent directly to nlc@bickelbrewer.com.

On behalf of Bickel & Brewer and NYU, I look forward to working with all of you on this year's contest. Thanks again for your continued support of this unique academic competition.
The National Debate Coaches Association (NDCA) is launching new initiatives, which I would like to call to your attention.

An effort is being made to increase the NDCA's role as an advocacy and support group, taking action on behalf of member debate coaches. Here are several concrete examples of what the NDCA is doing - and these are the types of activities which can be improved via your active membership (by joining the NDCA):

1) Letters of support will be sent to member school principals and superintendents, on behalf of all coaches whose memberships are in good standing as of November 1, 2004. The letters will be mailed the first week of November, and will detail the amount of work and sacrifice made by debate coaches. The letters will also explain the importance of debate to the education of our high school students, and the increasing need for support of debate and debate-related activities in increasing contentious times.

2) To aid coaches and debaters prepare to debate in front of particular judges, an extensive set of Judge Philosophies has been gathered, and is available free-of-charge on the NDCA website. To access this, go to www.thenndca.com, and click on "Judge Philosophies". If you would like to add a philosophy to the site, just submit a form as indicated. Both Policy Debate and LD debate is represented.

3) A calendar of tournaments is kept available on the NDCA website. If you would like your tournament to be added, please contact me.

4) The NDCA will offer to supply letters in support of fundraising activities initiated by members on behalf of their programs -- these letters can, for example, document the general value of travel to competitive debate success, and the general need for access to materials and tournaments for successful high school debaters.

5) A survey is being formulated to document areas of concern to high school coaches, so that NDCA efforts can better target those areas.

6) The NDCA and the National Forensics League (NFL) are joining forces to help foster debate coach education. The NFL has offered to match $2500 of NDCA fundraising on behalf of the Barton Scholarships -- these are Summer Debate Institute Scholarships named in honor of former Princeton High School debate coach Mrs. Phyllis Barton, which are granted to assist coaches who desire topic and process training at participating.

7) Companies which serve the debate community are being contacted by the NDCA to advocate on behalf of debate-specific concerns. For example, the airline ATA was contacted last year by Ed Williams, an NDCA Board Member, resulting in the airline agreeing to increase the amount of luggage that they allowed to be checked without penalty -- this to accommodate the number of tabs of debate evidence usually carried by debaters. Additional companies which may be contacted include those which provide copying and research support, and insurance companies.

8) The NDCA is initiating new efforts to work more closely with organizations such as the NFL and the NFHS (National Federation of High Schools) to help develop the obvious areas of synergy between the NFL's mission of supporting forensics, the NFHS's mission of providing support to state coordinators of extra-curricular activities, and with the NDCA's mission of supporting debate coaches in particular.

9) Forums such as this column, the NDCA listserv, the NDCA website (www.thenndca.com), and the NDCA Convention will be used to stay in closer contact with member debate coaches.

10) Curriculum materials are being gathered together so that updated teaching materials can be made available, perhaps in book form.

If you have a particular idea as to how you would like to see debate coaches helped, please let us know. Also, volunteers would be greatly appreciated to help implement current initiatives.

We hope that you will join the NDCA, and help us to serve you and the broader debate community; please see the NDCA advertisement in this issue of Rostrum - and send in the membership form and your dues to Alan Coverstone, as indicated. Also please contact me with any input or feedback you might have.

Thanks,

David Glass
NDCA President
david.glass@thenndca.com
The NDCA, an Advocacy Group for Debate Coaches

The National Debate Coaches Association needs you to become a member, to help support the NDCA's efforts on behalf of you and other debate coaches. To learn about NDCA initiatives, see the "NDCA Corner" column in this issue of the Rostrum.

You can become an annually-renewing member for $25.00 or a lifetime member for $250.00. Just fill out the form and send a check to:

The National Debate Coaches Association
Alan Coverstone, Secretary-Treasurer
312 Williams Court
Nashville, TN 37209

We will send a receipt and your membership card, and you can begin enjoying the benefits of NDCA membership right away.

Please provide the following information:

Coach's Name: ____________________________________________

School or Business: ________________________________________

Mailing Address: __________________________________________

Name of School head or principal: ____________________________

Superintendent's name and Mailing Address: ________________

School address (if different): ________________________________

Business phone number: ________________________________

E-mail address: __________________________________________

Membership type: One Year @ $25/year

Lifetime Membership for $250

Please enclose your check made out to the National Debate Coaches Association
Meet the Staff

Erika Zanto
NFL

Interview by Ruth Moe

Erika Zanto is one of the youngest NFL staff members. And yes as you might have guessed, she is the daughter of Associate Secretary, Carol Zanto. In fact you might recognize her, as she has modeled NFL merchandise in past Rostrums.

Erika was born on St. Patrick’s Day in 1981, which is why when entering the NFL office one can immediately recognize her desk by the Irish memorabilia.

After graduating from Markesan High School in 1999, Erika attended the University of Wisconsin, Stevens Point for two years, after which Erika transferred to Marian College (a college a little closer to home). Erika will finish her classes this fall in Early Childhood/Elementary Education and student teach in the spring. She enjoys helping out with the Brave Program, which is an after school program for children to help them develop socially, emotionally and provides homework assistance. Brave stands for Building Resiliency Assets Values in Everyone.

Erika started helping out at NFL at an early age. Since 1994, she has been organizing and collating the extemp topics by categories for the National Tournament. During the early years she helped fill affiliate packets, and prepared school supply packets. Every weekend one can find Erika cleaning the NFL office. She has been the official “NFL Cleaning Lady” since 1997. Thanks Erika, we appreciate it!

In November of 2001, the financial department was short one staff person. NFL was starting a new bookkeeping system and going online. Erika accepted the new challenge to work in a clerical position on a part-time basis while continuing her college education. Her duties in the financial department include billing, accounts receivable, accounts payable, order processing, diamond letters, and any other tasks that need attention.

For the past three years, Erika has worked in the office during the week of Nationals. During that time, Erika ships orders to schools, ships any last minute items needed at Nationals, handles all accounting mail that comes in, including posting payments received and prepares billing invoices if needed upon request. Erika handles any financial questions by phone and accepts additional responsibilities in a willing and professional manner.

Working so close with her mom has been a good experience, and moving closer to home has enhanced her relationship with her dad and sister as well. Since leaving UW Stevens Point and attending Marian College, Erika has juggled school, working at NFL, and maintaining a long distance relationship as well. Erika lives with her mom and dad in Markesan; however, during the school year she lives in Eldorado with Paul and Ruth Moe (another NFL staff member).

No matter what Erika is asked to do, she does the job and does it well. The financial department will miss her when she begins her teaching career.

After working at NFL for so many years Erika says she recognizes the dedication and hard work of the NFL teachers and it makes her proud to eventually define herself as a teacher and a fellow colleague.

Meet Erika

Top Ten favorites...

10. Canoeing
9. Playing tennis
8. Shopping
7. Watching TV
6. Reading
5. Watching movies
4. Stamping
3. Golfing
2. Rollerblading
1. Working with children
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