

# Rostrum

Volume 80

Issue 2

October 2005

## Spreading the NFL Spirit

Visit NFL's  
Online Store at  
[www.nflonline.org](http://www.nflonline.org)



## Inside this issue:

- Policy Debate Topic Selection
- Spinning the District Website
- NFL Point Leaders
- Building a LD Team Library





# CDE

New, longer, more complete.  
Available in both paper and  
e-mail formats.

**NEW!**  
**NEW!**

**DELIVERED TO YOU:**

Aug. 25, 2005   Oct. 30, 2005   Jan. 1, 2006   Feb. 15, 2006

## ~2005 - 2006~ Lincoln - Douglas Research Series

### Contents of each Set

- \*\* 4 different affirmative cases
- \*\* 4 different negative cases
- \*\* Extension evidence
- \*\* Topic analysis

**\$69<sup>00</sup>**

## Public Forum Case Series

- \* 2 verbatim Affirmative Cases  
on every topic from  
October thru April
- \* 2 Negative Cases
- \* Extension Evidence
- \* E-mailed 15 days before the  
new topic
- \* Analysis and strategy  
suggestions



Mail to: **CDE**, P. O. Box Z, Taos, N.M. 87571

Ph: (505) 751-0514

Fax: (505) 751-9788

<http://www.cddebate.com>

email: [bennett@cddebate.com](mailto:bennett@cddebate.com)



Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

☐ Turner Case Series \$69

☐ L.D. Research Series \$69

☐ L. D. Encyclopedia \$175



# INDIVIDUAL EVENTS

## ORATORY



**Bob Jones  
CDE**

## NEW! The Oratory book that YOU need. Your instant key to success!

**ORATORY** contains sections on topic selection, topic research, organizational options, integrating your personality, delivery skills, rewriting and drafts, humor, a checklist for preparation, and an annotated bibliography. It also includes a special chapter on writing orations for SCHOLARSHIP contests.

### APPLICATION, COVERAGE AND SUCCESS.

Bob Jones of Canby, Oregon has written a book that gives you every tool you need to produce a great oration. It is NOT a book of abstract rumblings or history. It is a step-by-step masterpiece that is perfect for your needs.

**Complete.** This wonderful booklet covers every aspect of preparation and delivery essential to winning.

Guaranteed. Price: \$18.00 for single copies, \$12.00 each for orders of 6 or more.

"This book was the biggest single reason that I finally had a student qualify for nationals"

G. Skerit, California

"Your book made things so much easier to understand and do. I wish all my books were this good.

K. Forrest, Roosevelt HS

"I love the examples and Mr. Jones makes it seem so simple and clear. I've improved as a teacher, and my students results have really improved because of this book."

Debra L. Kuniz, I.E. Coach at Central HS, OH

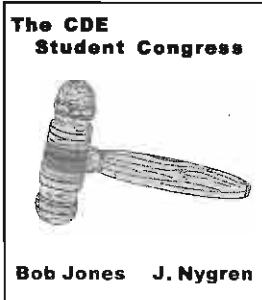
## "Original and Innovative" STUDENT CONGRESS

Ours is a unique book. And the authors who write it are part of the reason why. One is an award winning coach whose students always lead the way in Student Congress. The other is a former Congress competitor who has done the empirical research, interviewing, and reading necessary to synthesize the best and most useful knowledge on the event.

FOR A SPEECH EVENT CENTERED ON HUMAN INTERACTION OUR PEOPLE HAVE GIVEN YOU BOTH THE RULES AND THE SUBJECTIVE PERSONAL ELEMENTS.

YOUR book will contain sections and discussions of:

- Rules
- Procedures
- Strategies
- Preparation
- Research
- Writing A Bill
- Writing A Resolution
- Writing an Amendment
- Organizing the Speech
- Sponsorship versus Other Speeches
- Questions
- Delivering the Speech
- To Lobby or Not To Lobby



**\$22.00**  
**(\$15 @ for 8 or more)**

## YOUR GUIDE TO INFORMATIVE AND EXPOSITORY SPEAKING

### For Anyone Interested in Learning And Winning

**Complete Sections:** (1) Beginning Steps, (2) Visual Aids, (3) Writing the Speech, (4) Delivering the Speech (5) Checklist, (6) Sample Informative Speech, (7) Appendices

This is the text to help you learn how to be the very best speaker you can be in expository speech events. It is the only text to give you approaches, examples, research hints, topic selection guidelines, organizational options, and a thorough checklist to guide you.

If you've never done informative before the book takes you from step one to finishing the contest experience. If you've been in the event for years it includes sections on national level competition and selecting topics for top-flight tournaments.

Do not make the mistake of putting off this purchase. Use the order form today.

Or phone in your order.

**\$22.00 for one copy, \$14 each for 10 or more.**

### Informative and Expository Speaking



**William Bennett  
CDE**

<input type="checkbox"/>	Oratory	\$18
<input type="checkbox"/>	Student Congress	\$22
<input type="checkbox"/>	Informative & Expository	\$22
<input type="checkbox"/>	Dramatic	\$24
<input type="checkbox"/>	Humorous	\$24
<input type="checkbox"/>	Readers Theatre	\$ 9
<input type="checkbox"/>	Drama Cuttings List	\$16
<input type="checkbox"/>	Humor Cuttings List	\$16

Mail to: CDE, P.O. Box Z, Taos, N.M. 87571  
Phone: Toll free 866-247-3178  
Fax: (505) 751-9788  
Web Site - [www.cdedebate.com](http://www.cdedebate.com)  
Email: [bennett@cdedebate.com](mailto:bennett@cdedebate.com)

Name \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
\_\_\_\_\_





# "The People Speak"

**Register Your Event TODAY!**

## **Receive "The People Speak" Incentives!**

Each chapter or affiliate that holds a public debate/discussion in front of or with a community audience during the months of September, October, and November will receive the following special incentives from the NFL.

- **NFL Districts**
  - Each District that holds at least 10 events (no more than 5 at one school) will be granted 5 free affiliate memberships for 5 new affiliate schools for the 2005-2006 school year
  - The District that holds the most public debates/discussions in 2005 will be featured in the January Rostrum
  - Each District Chair will receive 2 service citation points for each school that holds a public debate/discussion
- **NFL Chapters & Affiliates**
  - A \$50 NFL Gift Store credit voucher
  - A press release template from the NFL National Office will be sent to your school to help facilitate notifying the local media
  - NFL students and coaches who participated will be featured in the January Rostrum
- **NFL Coaches**
  - Each NFL coach who organizes an event will receive 5 NFL service citations for each event (up to 20 citations)
- **NFL Students**
  - Each student that participates in an event will receive 10 National Community Service Points for the first event and 5 points for each additional event up to 20 total points (These points are in addition to the 750 service/group speaking points allowed per student)
- **The Greatest Benefit of All**
  - The most important benefit of a chapter or affiliate organizing a "The People Speak" event is the relationship that will be created with members of the local community. In addition, local civic organizations will better understand the commitment and the interests of the young people in various communities and the role of the National Forensic League.

Your "The People Speak" event **MUST** be registered to receive the incentives!  
"The People Speak" events must be completed on or before November 30<sup>th</sup>!

**Register Your "The People Speak" Event**  
**TODAY!**

Email ([nfl@centurytel.net](mailto:nfl@centurytel.net)) or call (920-748-6206) TODAY to request your "The People Speak" information or to register your event!



## National Forensic League

William Woods Tate, Jr.,  
President  
Montgomery Bell Academy  
4001 Harding  
Nashville, TN 37205  
Phone: 615-269-3959  
TATEB@MONTGOMERYBELL.COM

Don Crabtree  
Vice President  
Park Hill High School  
7701 N. W. Barry Road  
Kansas City, MO 64153  
Phone: 816-741-4070  
crabtree@parkhill.k12.mo.us  
*Crabtree@parkhill.k12.mo.us*  
Bro. Rene Sterner FSC  
La Salle College High School  
8605 Cheltenham Avenue  
Wyndmoore, PA 19038  
Phone: 215-233-2911  
sternerlasalle@yahoo.com

Pam Cady Wycoff  
Apple Valley High School  
14450 Hayes Road  
Apple Valley, MN 55124-6796  
Phone: 952-431-8200  
PAM.WYCOFF@DISTRICT196.ORG

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

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  
tbelch@cox.net

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

Tommie Lindsey, Jr.  
James Logan High School  
1800 H Street  
Union City, CA 94587  
Phone: 510-471-2520 Ext. 4408  
TOMMIE\_LINDSEY@NHUSD.k12.CA.US

Pamela K. McComas, Alternate  
Topeka High School  
800 W. 10th  
Topeka, KS 66612-1687  
Phone: 785-295-3226  
pmccomas@topeka.k12.ks.us



J. Scott Wunn

## From the Editor

Dear NFL:

As I sit down to write this month's letter, I find myself thinking about the hundreds of NFL schools and thousands of NFL members that have been affected by the horrific natural disaster that has hit our country. Hurricane Katrina has left thousands of people without food, shelter, and the necessary supplies for survival. In addition, hundreds of schools have been left without books, supplies and the resources necessary to provide youth with the fundamental education that they deserve.

The NFL's motto is "Training Youth for Leadership". A true leader understands when the needs of the many must outweigh the conveniences of a few. Therefore, I urge all NFL schools, administrators, coaches, and students to "step forward" as leaders in our organization and find a way to contribute to the NFL Hurricane Katrina Relief Program.

The National Office is encouraging all NFL schools to consider contributing financial donations, supplies, speech/debate textbooks, scripts, and other valuable resources to the relief effort. The NFL will collect and organize all contributions (both monetary and material) and distribute all donated resources to those NFL schools that have been affected by the disaster. The NFL will insure that all contributions go directly to support NFL Chapters and Affiliates that are in need.

Those schools that wish to contribute to the relief program should send contributions to the following address:

National Forensic League  
NFL Hurricane Katrina Relief Program  
125 Watson Street  
Ripon, WI 54971

Thank you again for thinking of the thousands of NFL members that have been affected by this disaster.

J. Scott Wunn  
National Secretary

## Rostrum

Official Publication of the National Forensic League

P.O. Box 38  
Ripon, Wisconsin 54971-0038  
(920) 748-6206

J. Scott Wunn, Editor and Publisher

Sandy Krueger, Publications Director

(USPS 471-180) (ISSN 1073-5526)

The *Rostrum* is published monthly (except for June-August) each year by the National Forensic League, 125 Watson St., Ripon, WI 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to the above address.

### Subscription Prices

Individuals: \$10 for one year  
\$15 for two years

### Member Schools:

\$5 for each additional  
subscription

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



## Topics

### October Public Forum Debate Topic:

**Resolved:** That the United Nations should be the primary agent to lead and direct the fight against terrorism around the world.

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

**Resolved:** Judicial activism is necessary to protect the rights of American citizens.

### 2005-2006 Policy Debate Topic

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

## 2006 NFL Lincoln Douglas Debate Resolutions

Ballot must be received by October 28, 2005

### NFL Chapters

Ballot found on page 8. Choose five topics which your NFL chapter would like to debate. The results of this ballot will determine the 2006 Lincoln-Douglas topics for: January-February (3<sup>rd</sup> choice); March-April (2<sup>nd</sup> choice); Nationals (1<sup>st</sup> choice); September-October (5<sup>th</sup> choice); and November-December (4<sup>th</sup> choice). Again, vote for **no more than five** topics.

Return completed ballot to:

**National Forensic League**  
**P.O. Box 38, Ripon, WI 54971-0038**  
- or -  
**Fax (920-748-9478)**

---

## The Cover Photo

Spreading the NFL Spirit

---

## November 2005 *Rostrum*

NFL National Initiatives

---

## 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](http://www.nflonline.org)

### L/D Topic Release Dates:

<b>August 15</b>	...	<b>September-October Topic</b>
<b>October 1</b>	...	<b>November-December Topic</b>
<b>December 1</b>	...	<b>January-February Topic</b>
<b>February 1</b>	...	<b>March-April Topic</b>
<b>May 1</b>	...	<b>National Tournament Topic</b>

### Public Forum Topic Release Dates:

<b>August 15</b>	...	<b>September Topic</b>
<b>1<sup>st</sup> of prior month</b>	...	<b>October - April Topic</b>

## 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*



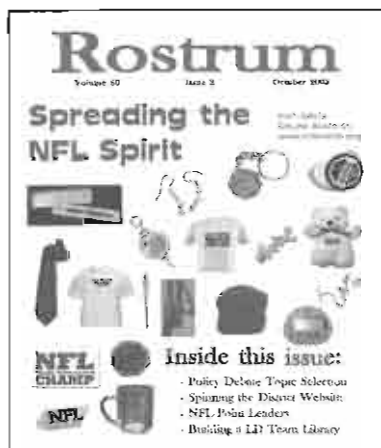
# ROSTRUM



Volume 80, Issue 2

October 2005

## Cover Story



## ◆ Featured Topics

Page 8  
Policy Debate Topic Selection

Page 17  
Spinning the District Website

Page 32  
Building a LD Team Library

## Spreading the NFL Spirit

Pages 11

The Commodification of LD

Page 23

What Can We Do For a Fundraiser?

Page 26

Student Challenge

Page 44

Annual Report 2004-2005

## ◆ Honors & Awards

Page 27  
NFL Point Leaders

Page 36  
The Elite 8

Page 41  
Largest Number of New Degrees

## ◆ In Every Issue

Page 3  
Letter from the Editor

Page 16  
Coach Profile

Page 56  
Meet the Council



# West Coast Publishing

## Policy Evidence Package

- **Affirmative Handbook** (Over 170 pages; civil liberties affirmatives, answers to DAs, CPs)
- **Negative Handbook** (Over 170 pages, civil liberties disadvantages, CPs, answers to cases, definitions, more)
- **Kritik Handbook** (Over 150 pages, civil liberties specific kritiks and answers to those kritiks)
- **Fall E-mail Supplement** (Over 240 pages, updates, answers and new civil liberties cases, DAs, CPs)
- **E-mail Supplements** (Five 21 page updates and one 100 page update on the key, new civil liberties arguments)
- **PolicyFiles** (web page with above evidence plus critical backfile evidence and all our theory blocks!)

## LD Evidence Package

- **NFL LD Supplements** (Five 50+ page books with topic analysis, aff. and neg. evidence on each NFL LD topic)
- **UIL LD Supplements** (Two 50+ page books with topic analysis, aff. and neg. evidence on each UIL LD topic)
- **PhilosopherFiles** (All 11 of the West Coast Philosopher-Value Handbooks on a web page)
- **ValueFiles** (The current and previous West Coast LD Supplements on a web page)

## Extemp-Parli-Congress-Turner Package

- **NewsViews** featuring articles with the pros and cons on current issues. You start with a 50 plus page booklet in early September and then 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp and other events. Emailed to you plus on a web page.
- **ParliCongressFiles** is e-mailed and on a web page each month and has 20 pages with 5 to 10 cases/resolutions and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
- **TurnerFiles** offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence. Emailed to you plus on a web page.

## Online Training Package

- Great for beginners, intermediate, and advanced Policy, LD, Speech, Interp, students and coaches!
- Learn with step by step lessons, streaming video with PowerPoint, and a forum with experts who answer your questions!
- In-depth, detailed theory lessons, analysis, evidence and research tips on this year's Policy and LD topics.

## Debate Textbook Package (Breaking Down Barriers)

- **Teacher Edition BDB Textbook** with Teacher Materials and a Prepbook.
- **20 Student Edition BDB Textbooks** with 20 Prepbooks.
- **Breaking Down Barriers: How to Debate** teaches students step by step, covers LD and Policy, and includes examples, stories, advanced tips, and much more.

## Debate Prepbook Package (Breaking Down Barriers)

- **BDB Teacher Materials** with lesson plans, activities, syllabus, lecture notes, answers to the BDB Prepbook.
- **20 BDB Prepbooks** that involve students in preparing cases, refuting, flowing, disadvantages, counterplans, even kritiks using real evidence on the civil liberties topic. Great for handouts and to get kids debating right away!

**Textbook/Prepbook Packages can be customized for as many additional students as you have.**

## IE Textbook Package (Breaking Down Barriers)

- **Teacher Edition BDB IE Textbook** with Teacher Materials
- **20 Student Edition BDB IE Textbooks**
- The BDB IE Textbook features 142 pages ebook-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IEs! Teacher hardbound; Student softbound.

## Additional Texts to Consider

- **Advanced Policy Debate Book ("Assistant Coach")** (132 pages of advanced c-plan, disad, kritik tips & more!)
- **Advanced LD Debate Book ("Assistant Coach")** (118 pages of tips on values, criterion, philosophers & more!)
- **Dictionary of Forensics** (Over 1500 policy, LD, IE, Parli, and rhetoric terms defined, given examples, shown in use.)
- **Focus, Control, Communicate** features advanced tips from a college perspective on all of the key individual events.

**Visit [www.wcdebate.com](http://www.wcdebate.com)**

**From West Coast to you!**

**On-line and printable Order Form available at the web site**



# For the theatre classroom!

Perfection Learning offers you a wide selection of drama texts and classroom resources.

## Basic Drama Projects

8th Edition, ©2004

by Fran Averett Tanner, Ph.D.

A drama text for a fast-moving, project-oriented beginning drama course

Based on input from hundreds of drama teachers across the nation, the revised edition features a complete dramatic project in every chapter; new chapters on musical theatre, sound, stage to film, movies, and TV; and new features such as Theatre Then & Now and Career Focus sprinkled throughout.

An Annotated Teacher Edition and Resource Binder are also available.

## Raising the Curtain: Activities for the Theatre Arts Classroom

©2006

An energetic theatre resource book

Written for the theatre arts instructor, *Raising the Curtain* features hundreds of on-your-feet, hands-on activities for the novice to advanced theatre student. Eleven chapters address improvisation, stage fright, playwrighting, mime and movement, and much more! A perfect companion for *Basic Drama Projects*.

## Drama for Reading & Performance: Collections One and Two

©2000

NEW plays by distinguished playwrights will revive your language arts or drama classroom!

The two anthologies feature intriguing full-length plays by award-winning, contemporary playwrights and authors—many never before anthologized. Each features 17 to 19 one- to three-act plays in multiple dramatic formats.

The comprehensive Teacher Resources have everything you need to involve students in a literary study or a performance.

Collection One—Middle school and high school, 340 pages.

Collection Two—High school, 440 pages. (Some plays have adult themes.)

## Page to Stage: Plays from Classic Literature

©2002

A collection for the drama or literature classroom

All 17 plays in this anthology are adaptations of well-known short stories, novels, or myths, such as *Frankenstein*, *Animal Farm*, *The Veldt*, and many more. Each can be performed in a classroom or used to provide students with a deeper, richer understanding of the original text. The flexible design allows the plays to be used before reading, after reading, or as a substitute for the original literary format.

A Teacher Guide provides plot summaries, teaching suggestions, tips for a performance, media resources, Internet sites, and quizzes.

NEW!



**Perfection Learning®**  
Perfect for *your* Classroom

Call customer service or visit our Web site today for a FREE catalog and product samplers!  
phone: (800) 831-4190 • fax: (800) 543-2745 • web: perfectionlearning.com



### PROBLEM AREA I: POSTSECONDARY EDUCATION

**Resolved:** The United States federal government should establish an education policy substantially increasing access to postsecondary education in the United States.

Postsecondary education has an impact on many members of the debate community. The process of considering an institution, applying for admission, and affording tuition are concerns for students, parents, educators, and politicians. While efforts have been made to address postsecondary education's problems, many believe that access to postsecondary education in the United States is at risk. Affirmatives will be able to explore many different facets of postsecondary education including Pell Grants, student loans, international students, educational preparation, tuition discounting, admissions and financial aid processes. Affirmatives will also be able to explore access to alternatives to traditional college education such as trade and professional schools. Negative positions can include education self-regulation, state control, state programs, federalism, institutional accountability, corporate/institutional partnerships, and the impact of education on U.S. hegemony and budget. Through the research and debate of this topic, students will discover how education plays a role in the national and international economy while gaining practical information about the postsecondary education system that they may enter in the future.

### PROBLEM AREA II: AGING IN AMERICA

**Resolved:** The United States federal government should substantially strengthen its assistance programs to United States residents age 65 and over for health care and/or retirement income.

The American population is quickly reaching a demographic crisis with its largest percentage and raw numbers reaching the age of 65 within the next decade. The problem will continue to grow as Americans retire at record rates. This trend impacts Social Security; medical care, including Medicare and Medicaid; and long-term care such as nursing homes, assisted-living facilities, and caregiving. Potential case areas include Social Security reform, mandatory retirement, Medicare, Medicaid, treatment of chronic diseases, medical care, caregiving, long-term care, minority retirees, women retirees, and governmental control. Negative ground includes federalism, spending, economy, stock market, poverty, health care, minority rights, women's rights, political capital, Bush focus, and rights of the youth. Language, discourse, feminism, ageism, socialism, capitalism, and sexism are possible negative critical arguments pertinent to the area of aging in America. Applicable counterplans might be states, privatization, exclusionary, and faith-based initiatives.

### PROBLEM AREA III: ASSISTANCE TO AFRICA

**Resolved:** The United States federal government should substantially increase its assistance to Sub-Saharan Africa in one or more of the following areas: education, public health, nutrition.

There is perhaps no issue more timely and critical than the status of people living in poverty in Sub-Saharan Africa. While world attention has once again focused on this crisis, attention has not translated to sufficient action. Despite the promise of the G-8 to end African poverty, the World Development Movement calls the current solutions "a disaster for the world's poor." Africa is an essential topic, with current research and a wide array of potential solutions for both Affirmatives and Negatives to consider. Potential Affirmatives on this topic include AIDS reduction, loan programs, education of women and direct aid. Negative ground will be preserved with

a strong array of generic and specific arguments, including critiques of development, human rights promotion and colonialism, agent counterplans, and economic, military, and international cooperation disadvantages. While the resolution does cover a wide area, it will both challenge Affirmatives to develop creative solutions and provide Negatives with legitimate debatable ground. Given the critical dimension of this problem for this and generations to come, there is no better topic for the brightest of our students to tackle. Debating this topic would provide our students a unique opportunity to advocate solutions for people too often ignored in our policy discussions and debates, and give Africa the significance it deserves.

### PROBLEM AREA IV: NATIONAL SERVICE

**Resolved:** The United States federal government should establish a comprehensive program of mandatory national service by United States citizens.

The mention of the word "service" automatically brings to mind John F. Kennedy's challenge to "Ask not what your country can do for you . . ." The concept of national service is one of the few issues on which our last two presidents agreed. The United States has a number of voluntary national service programs, such as AmeriCorps, Senior Corps and VISTA to name a few. Mandatory national service, it is argued, creates a bridge between socio-economic groups that have little normal contact, fosters civic and political participation and balances burdens among the more and less powerful or wealthy. Underlying the debate is the question of whether service is necessary or even something government should be doing. Affirmatives could specify the type of national service to be performed (major areas being conscription, education, health, public safety, environment); who would participate (18-24 year olds, students, retirees, welfare recipients); compensation (tax credits, educational benefits, stipends, housing); as well as specifying whether service is to be full- or part-time. The primary focus of the topic is the clash between libertarians and communitarians. Negatives may argue that national service should not replace the responsibilities of government, that it undermines existing charitable or private enterprises and the benefits of "volunteerism" do not accrue either to the nation or the individual when it is not voluntary. Disadvantages include cost, diversion from further education and unemployment effects on displaced workers. The debate over national service concerns what we owe to our country and to each other.

### PROBLEM AREA V: LATIN AMERICA

**Resolved:** The United States federal government should substantially decrease its barriers to trade with Latin America.

Welcome to Latin America. This topic proposal promises to be fun, exciting, educational and incredibly relevant to today's students. Latin America has experienced waves of economic crisis, largely caused by flawed United States policies. More specifically, the issue of trade with Latin America is uniquely important. Latin America is projected to be one of our largest markets in the coming years, and with the passage of CAFTA, the framework is set for a lot of interesting prescriptions. More than ample ground exists for both sides, supported by abundant literature. Affirmatives will have the flexibility of determining what constitutes a barrier to Latin America trade, but it may still be necessary to defend trade promotion. Affirmatives may decide to approach the resolution in a number of ways; by promoting free trade agreements, by reducing tariffs, eliminating subsidies, lifting sanctions, or even addressing some language or specific product concerns. The negative would have case arguments dealing with the desirability of trade, United States relations with Latin America, the United States as an actor, politics disadvantages, and the economic effects of the plan. Ultimately, the literature on trade with Latin America is highly accessible and equitable, making for high quality debates. Let's be a good neighbor!



# ◆ *Policy Debate Topic Selection for 2006-2007*

## **Proposed Topic Areas and Resolutions for 2006-2007**

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 2006-07 debate topic.

\_\_\_\_\_ **I. POSTSECONDARY EDUCATION**

**Resolved:** The United States federal government should establish an education policy substantially increasing access to postsecondary education in the United States.

\_\_\_\_\_ **II. AGING IN AMERICA**

**Resolved:** The United States federal government should substantially strengthen its assistance programs to United States residents age 65 and over for health care and/or retirement income.

\_\_\_\_\_ **III. ASSISTANCE TO AFRICA**

**Resolved:** The United States federal government should substantially increase its assistance to Sub-Saharan Africa in one or more of the following areas: education, public health, nutrition.

\_\_\_\_\_ **IV. NATIONAL SERVICE**

**Resolved:** The United States federal government should establish a comprehensive program of mandatory national service by United States citizens.

\_\_\_\_\_ **V. LATIN AMERICA**

**Resolved:** The United States federal government should substantially decrease its barriers to trade with Latin America.

---

COACH SIGNATURE

SCHOOL NAME

STATE

### **CHAPTER MEMBERS**

Mail ballot no later than October 20, 2005 to:

National Forensic League

P.O. Box 38

Ripon, WI 54971-0038

-or-

Fax (920-748-9478) no later than October 20, 2005



## ANNOUNCEMENT

# Lincoln-Douglas Education Project

*A new national organization for LD coaches*

### FOUNDING BOARD OF DIRECTORS

Tim Averill  
*Manchester Essex HS (MA)*  
Jason Baldwin  
*Univ. of Notre Dame (IN)*  
R. Eric Barnes  
*Hobart & William Smith (NY)*  
Kaki Griffin  
*Hillsborough HS (FL)*  
Kate Hamm  
*Millard West HS (NE)*  
Kandi King  
*Winston Churchill HS (TX)*  
Lisa Miller  
*Nova HS (FL)*  
Dean Rhoads  
*Trinity Preparatory (FL)*  
Fred Robertson  
*Fremont HS (NE)*  
Scott Robinson  
*Univ. of Texas at Dallas (TX)*  
Aaron Timmons  
*Greenhill School (TX)*  
Cyndy Woodhouse  
*Iowa City West HS (IA)*  
Pam Cady Wycoff  
*Apple Valley HS (MN)*



**LDEP**

LDEP  
Hobart & William Smith Colleges  
Box 4136  
Geneva, NY 14456

Phone: 315-781-3182  
E-mail: LDEP@hws.edu

### LDEP VISION STATEMENT

The members of the LDEP believe that Lincoln-Douglas debate is primarily an educational activity to prepare students for academic and personal success in their future lives. Therefore, the competitive incentives of LD should reward students who:

- Research thoroughly and ethically
- Reason logically
- Write and speak clearly and eloquently
- Develop direct resolutorial analysis
- Explain arguments thoroughly rather than superficially
- Conduct themselves professionally, courteously, and respectfully.

We recognize that students participate in debate from a legitimate variety of motives, including the joy of spirited competition. As teachers, it is our responsibility to ensure that successful debate is educationally constructive debate. The LDEP works with coaches, judges, tournament directors, and other members of the debate community to pursue this goal through organizational and educational initiatives.



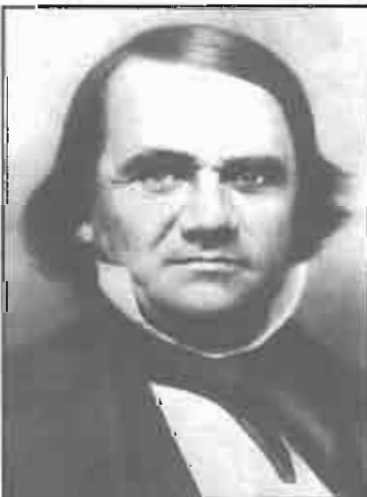
### Join the LDEP for free!

If you care about the future of LD debate and you would like to add your voice to a host of other coaches who share your concerns, then simply go to our website and fill out the simple application form. The LDEP will approach the task of improving the educational value of LD using two general methods:

- 1) Drafting model documents that can be used by tournament directors, coaches, judges and debaters;
- 2) Lobbying for specific actions by coaches, tournament directors, summer programs and the NFL.

Go to our website to find free LD resources, such as judge training handouts, coaching ideals, and tournament administration materials. As our group develops we will continue to add resources that aim to maximize the educational value of LD.

Join us today.



**WWW.HWS.EDU/LDEP**



## The Commodification of LD

By Jason Baldwin

In the past three to five years, Lincoln-Douglas-related business has grown spectacularly. Part I of this essay sketches how this happened. Part II offers several reasons to think the commercialization of LD is not an unmixed blessing. And Part III suggests ways that concerned readers can limit the influence of money on high school debate.

By way of disclosure, I have been employed by the University of Kentucky's LD workshop every summer since 1996, and by several other workshops in the years before then. To the extent that I have made money selling a service—and an expensive one—to high school students, some people may conclude that I am part of the problems I discuss below. That judgment, if correct, might be a reason for me to stop teaching at summer workshops, but it would not dissuade me from anything I say here about the dangers of commodifying LD.

### I. History

Turning low- or no-cost activities into more expensive activities is part of the American way, and people have been trying to do it to high school LD since its inception in the early 1980's. Evidence, cases, textbooks, and summer workshops have been advertised in the *Rostrum* since well before I started reading the magazine in about 1990. Until fairly recently, most of these products had little impact on the overall shape of LD. Some students bought their evidence through the mail, for example, but these people did not often reach elimination rounds. The only LD "product" to exert anything like a national influence was the University of Iowa's summer workshop, which earned a reputation for excellent administration, trustworthy teachers, and an academically sound curriculum. Many na-

tionally successful students attended this workshop, and from what I can see, its influence on LD has been overwhelmingly for the good.

A few years ago, business began to make its presence felt in LD as never before. Someone noticed two things: First, the supply of reasonably successful students who wanted to teach at summer workshops vastly exceeded the demand for teachers at existing workshops. Second, the internet offered unprecedented opportunities to advertise cheaply, directly, and, shall we say, flexibly. These two facts suggested a business model: Hire *lots* of reasonably successful ex-debaters to form a workshop. Since they're students, they work cheap. Since they're students, they have strong rapport with the customer base (their friends). Since they're students, they can track (and, for that matter, change) the winds of LD fashion. Since they're students, they judge (or will soon be judging) many important debate rounds. And since they're students, they can get by with saying almost anything when they talk to their friends (the customers).

Viewed strictly as a business proposition, the model was a stroke of genius. And it has succeeded on a massive scale. But the summer workshop was only the anchor for a range of suddenly popular products including evidence, argument briefs, and, most recently, weekend workshops on current NFL topics (some complete with pre-fab evidence and case outlines). I am not aware of any of the sort of outfits I have described selling actual cases yet, but I know of at least two who sell DVDs of demonstration debates using staff-produced cases for each new NFL resolution. There is now at least one tournament operated by an LD business, and more are sure to appear if this proves lucra-

tive enough (by itself or as a means of advertising the rest of the product line).

The website is the public face for multi-faceted LD business concerns, and like other kinds of commercial websites, LD business websites work hard to be more than just (blatant) advertising. They host discussion boards, publish "news" stories and interviews with debate "celebrities," and post tournament results and (of course) pictures.

Websites are not the only marketing front. *Rostrum* ads are still common, as are tournament appearances by staff (sometimes in company t-shirts or even [in at least one case] animal costumes). And businesses trying to break into the marketplace of ideas still need at least one young Turk to patrol online student discussion boards (such as the popular [forum.lddebate.org](http://forum.lddebate.org)) planting pro-company messages and attacking the competition.

No doubt new companies and products and marketing techniques will emerge. Many LD students have now become regular LD consumers, but there is a lot of money yet to be made.

### II. Problems

I see four sorts of problems with the commercialization of LD. Let me be clear that I am not condemning the profit motive as such, nor am I suggesting that everyone who is now making money off of high school LD is implicated in each of the following problems. I am simply pointing to problems with the growing commercial culture in LD.

The most serious and general problem with business in debate is not unique to debate; it is possible in any educational domain and, really, in almost any human practice. The problem is that the end pursued by a business (profit) may threaten



# Lincoln Douglas Debate

the ends properly pursued by the practice in which the business operates. Education aims to instill some combination of skills, knowledge, and virtues in students. There is always a risk that for-profit education schemes will compromise the proper goals and standards of a discipline in order to be more popular with consumers and hence more profitable. Although profit and excellence can pull against each other in any domain, the danger is especially acute in education because the potential consumers are, by the nature of the situation, not equipped to distinguish wheat from chaff. A defining feature of studenthood is not knowing what one needs to know. Most students know what they *want*, but few students know what they *need*. Wants can compete with needs, but businesses appeal only to wants.

High school debate is supposed to be a form of education instilling some bits of knowledge (basic moral philosophy, current events) but mostly certain skills (research, logic, rhetoric) and virtues (humility, open-mindedness, graciousness) in its participants. Some people have said that debate is *merely* a game pursued for the amusement of its players; here I will only remark that few of the people who actually pay for debate teams and tournaments would continue to pay for them if they believed that. □

Two years ago (in the January 2003 *Rostrum*) I argued that the poor quality of much current LD is due to a failure on the part of those who control the game (coaches and judges) to key student incentives (balloons, speaker points, and ultimately trophies) to the larger educational ends of debate. Instead, LD has been allowed to take on a life of its own with internally evolving standards of success that are at best unrelated to, and at worst opposed to, more generally accepted standards of intellectual and rhetorical excellence. In this climate, the profit motive can be especially destructive by giving students what they want (tips for trophies now) rather than what they need (skills for life later).

And, in general, this is just what has happened. Most of the obvious examples have to do with the content of the prod-

ucts or services being sold to LDers; these examples relate in one way or another to the skills and knowledge that LD students should acquire. There can be no serious question that commercialization has fed the cancerous growth of jargon, speed, debate theory, and so-called postmodern so-called philosophy in LD.

But I want to focus here on commercialization's less noticed threat to the *virtues* that debate training should inculcate. Any well functioning person who spends much time around debaters knows that the most successful debaters are not always the best people. Successful debaters can be arrogant, combative, and cruel. This is one reason that good (i.e., successful) debaters do not always make good teachers or coaches. Debate teachers are supposed to model virtues (humility, patience, and kindness, for example) that some talented debaters never seem to acquire.

It used to be that the largest summer LD workshops (which were non-profit programs of colleges and universities) selectively hired ex-debaters as staff members partly on the basis of personal character. I don't mean that this practice was universal or perfectly realized or even articulate; nor do I mean that character was the main hiring criterion. But I believe that character did function at least as a constraint in the minds of the administrators hiring staff for such programs. I can recall several prominent debaters in the past decade who would almost surely have been hired by national workshops had they not been known to have insulted other students or disrespected their coaches. In the hiring decisions I helped to make, my colleagues and I frequently asked questions like: Does this person have the maturity and self-control to enforce rules and maintain appropriate boundaries with students? Would we be proud to present this person to parents as a teacher of their children? Is this the kind of human being we would want our students to become? Asking such questions is no special virtue; it should be standard procedure for anyone responsible to hire teachers, especially teachers who work as closely with, and exert as much influence on, their students as debate teachers do.

From what I can tell, character considerations do not meaningfully inform the hiring decisions of current for-profit workshops. These workshops want to attract as many students as possible. Ex-debaters are both cheap labor and an excellent source of publicity. Workshop students want to learn to do whatever last year's winning debaters did; they don't stop to quibble over maturity or virtue. So private workshops are now hiring as many successful ex-debaters as possible, including some who would have been deliberately not hired in earlier years. That's not to say that any workshop hires only vicious people or unworthy role models. I know several admirable, trustworthy people who teach at for-profit workshops, and there are doubtless other such people whom I do not know. But I also know of people with records of very public poor behavior who have been hired and actively promoted by for-profit workshops. These workshops are not hiring on the basis of poor character, but nor are they hiring on the basis of good character. They are not hiring on the basis of character at all. They are indifferent to character, because character does not improve their bottom line.

And, I am sorry to say, it seems to me that many non-profit workshops have, in turn, lowered their own hiring standards in order to remain competitive (and solvent). More than one LD workshop administrator has told me in so many words that their institutions are loosening their old standards in order to stay afloat.

The first problem with the growth of debate-related commerce, then, is that the profit motive may compromise educational standards. The discounting of character in workshop hiring decisions is one serious example of such compromise.

A second problem with the pursuit of profit in debate is that it encourages students to substitute purchased products for educationally valuable work. This problem is as old as mail-order evidence and cases, but it has grown recently as the use of such materials has become accepted among debaters at all levels. I am confident that I learned more in high school from the time I spent preparing for debate rounds



# ◆ Lincoln Douglas Debate

than I did from the actual debate rounds themselves. Navigating a library, unpacking dense academic prose, writing clear arguments, and anticipating the dialectic of objections and replies are among the important skills LD students can acquire through their tournament preparation. But these skills come only at a high cost of time and effort. Debate businesses offer evidence, cases (or case outlines), and argument briefs at a much lower cost. And the successful names attached to these products lead—I would say *mislead*—many students to think the products are better than what the students could produce for themselves. Businesses thrive on substituting ease for effort. In some instances, this is all (or nearly all) to the good. But in an educational context where effort is the *only* means to learning, this economic division of labor is another way the profit motive threatens the purposes of the activity.

My third concern about the commercialization of LD is its promotion of an unhealthy celebrity culture. This occurs for at least two reasons. First, debate products and services will sell more if the people who sell them and the people who use them are viewed as debate stars. Second, debate students (like many people) are highly susceptible to the flattery of being treated like stars themselves, even if they are not highly accomplished. So debate businesses aggressively promote their staffs, their success stories, and even (to some extent) their ordinary customers. Their websites may circulate campy gossip and “insider only” jokes about staff and favored students. “Exclusive interviews” with popular students appear as celebrity infotainment. Pictures of regionally successful debaters with “live reports” on their performances pop up on tournament weekends. One recent web banner ad for a for-profit workshop played overtly to celebrity appeal by showing a hand reaching out as if to cover an intrusive camera with a headline reading, “Fight the paparazzi.”

I don’t mean to suggest that these kinds of tactics are unusual in our culture or especially sinister when practiced by debate businesses. But I do believe it’s unhealthy for everyone involved to elevate

high school debaters to celebrity status. Most students I’ve taught have been too fixated on tournament success even without the prospect of debate stardom. The celebrity system encourages all students to focus on the wrong values, holding out trophies and reputation as the highest goods debate can offer. Moreover, many successful debaters already have bloated egos that can only be aggravated by fawning publicity from company websites. Likewise, promoting undergraduate judges and assistants as trend-setting heroes attracts the wrong sort of alumni back to debate.

The fourth problem I see with LD businesses is that they create conflicts of interest. The same ex-debaters who do most of the grunt work at these outfits also judge frequently at tournaments. They end up judging students they have been paid to teach in the summer and students using arguments and evidence they (the judges) were paid to produce. And because for-profit workshops tend to hire armies of high school seniors early in the debate season for the next summer, these future employees are now *routinely* being judged by their future employers and colleagues. In any other domain, these financial ties would be recognized as obvious conflicts of interest.

On the one hand, some of these conflicts are not unique to employees of for-profit businesses. Staff members of established non-profit institutes also often judge students who have attended their workshops, and that, too, is a conflict of interest that should end. On the other hand, I believe that these conflicts have sometimes been exploited by debate businesses. There has, for example, been a subtext in some advertising to the effect that “Our staff does *a lot* of judging at *important* tournaments, so if you want to know what *wins*, it would be a *good idea* to attend this workshop.” I have talked to more than one student who felt unfairly targeted (or ignored) due to such connections between her judge and her opponent. I am sure some such reports are the result of exaggeration and misperception. But having known some of the judges in question, I doubt that all are.

When assessing conflicts of interest,

it is important to understand that a relationship need not actually produce unethical conduct in order to constitute an inappropriate conflict. The conflict is created by the circumstances, not by the immediate actions of the parties involved. So even if no debate business employee has ever judged unfairly due to his business affiliation, that affiliation still creates a conflict that should be recognized and remedied. For the same reason, not even ideally fair-minded coaches are permitted to judge their own students against the students of other coaches.

In fairness to the businesses I am criticizing, I must note that this last concern about conflicts of interest is as much a problem with tournament administration as it is with money in LD. There are many potential conflicts of interest in debate judging situations, many of them unrelated to business ties. It is tournament directors who need to be more vigilant in monitoring and blocking potential conflicts of interest. The growth of debate businesses is simply the occasion for serious and widespread conflicts of interest that must be acknowledged.

## III. Remedies

Supposing that you share my concerns about the effects of the profit motive on high school debate, what can you do? The obvious remedy is, don’t feed the beast. One of the glories of a market economy is the freedom not to buy. If you do not like the influence of mail-order evidence, “demonstration” DVD’s, or for-profit workshops, do not patronize them.

If you are a student accustomed to buying your ideas from other people, you can substitute your own work for the products sold to you by college students. You will learn more, not just about the current debate topic, but also about how to research and write. In addition to your local libraries, there are probably many people in your community, perhaps even in your circle of acquaintances, who would freely provide insights on debate topics as or more valuable than those you can purchase from a brief company.

Doing your own work is not only



# Lincoln Douglas Debate

more educationally profitable, it is also massively more satisfying. If you have ever grown a tomato or built a bookcase or baked a cake or changed a tire, you know how empowering it feels to be able to do for yourself what other people must pay to have done. Similarly, you will enter debate rounds with a sense of confidence when you have mastered the topic literature and written cases for yourself. You will know your arguments inside and out because they are really yours. You will have a greater sense of responsibility for both your successes and your failures because you will know that they are rooted in work you have done rather than paid someone else to do for you. Like an athlete, you will know that whether you win or lose, you are getting stronger and sharper because you are exercising. If you are fortunate enough to have a coach and teammates who work with you on LD, you will also experience the satisfaction of working with people you like and respect to produce something greater than any one of you could have produced alone.

If you are a coach, do not purchase topic-specific debate products for your students, and discourage them from purchasing them privately. Create research and casing assignments that will force students to do their own work. They may grumble now, but they will thank you later for what

they learned from actively doing instead of passively consuming. Of course, hands-on debate preparation makes more work for coaches, too: You will have to teach your students the skills they need in order to do what LD businesses would otherwise do for them. The NFL has a number of free resources for coaches, including a growing internet archive of *Rostrum* articles on various events. Money that would have gone for topic-specific briefs can instead be spent on building a team library of classic and contemporary books that will allow students to research topics for themselves (more on this in a future article).

If your students attend summer workshops, make informed recommendations to their parents. You will, after all, have to live during the school year with whatever beliefs and attitudes those workshops instill. Find workshops with staff members you trust to serve as academic and personal role models. Compare costs and ask what motives drive various institutes. Non-profit workshops are often official programs of universities; for-profit workshops often just rent space from universities. Coaches opposed to the expensive residential workshop system might collaborate with local colleagues to produce low- or no-cost commuter workshops for their students.

Finally, anyone who hosts an LD tournament should adopt stringent disclosure

policies to block conflicts of interest. People who produce or sell topic-specific LD products should not judge LD rounds at all. People who have taught (or will teach) at a given summer workshop should not judge students who have attended (or who have been hired to teach at) that workshop. Rich Edwards, creator of the popular "Tabroom on the PC" tabulation software, has told me that it would be easy to revise his program to block such conflicts if tournaments requested such a revision. Coaches should firmly request that tournament directors implement these or similar policies to ensure fair and impartial judges for their students. That these changes might appear daunting for some tournaments shows just how rampant conflicts of interest are in debate judging today.

I recognize that students and coaches may have a variety of reasons for purchasing debate products, some of them legitimate. I also recognize that some of the people employed by debate companies are honorable and constructive educators. But the growing influence of money in LD and the shift away from skillful self-reliance toward passive consumption and entertainment are causes for concern.

(Jason Baldwin (jbaldwin@nd.edu) studies and teaches Philosophy at the University of Notre Dame. Many of his articles on LD have appeared in the *Rostrum*.)

NFL



KEY OR PIN AWARDS

Reward student efforts with a hand-crafted key or keypin.

Each colored stone -emerald, sapphire, ruby or diamond--represents progression as communication skills advance.

#### Student Pins/Keys Available Plain

Medium Pin, Silver Plate .....	\$11.00
Large Pin, Silver Plate .....	\$12.00
Medium Key, Silver Plate .....	\$10.00
Large Key, Silver Plate .....	\$11.00
"NFL" Monogram Pin, Silver Plate .....	\$ 9.00
"NFL" Monogram Tie-Tac, Silver Plate .....	\$ 8.00
NFL Student Service Bar (NEW) .....	\$ 8.00

Pin back or Key to wear on chain

#### Add an additional fee for the following stones:

Emerald .....	\$2.00
Sapphire .....	\$2.00
Ruby .....	\$2.00
Double Ruby .....	\$4.00
Triple Ruby .....	\$6.00
Quad Ruby .....	\$8.00
Each Diamond (coaches only) .....	\$18.00
S & H Fee per order .....	\$6.00

#### Coach Pins/Keys Available Plain

Medium Pin, Gold (electroplate) .....	\$18.00
Large Pin, Gold (electroplate) .....	\$20.00
Medium Key, Gold (electroplate) .....	\$18.00
Large Key, Gold (electroplate) .....	\$20.00
Monogram Pin, Gold (electroplate) .....	\$10.00
Monogram Tie-Tac, Gold (electroplate) .....	\$ 9.00

Pin back or Key to wear on chain

**Order Online**  
**www.nflonline.org**  
**NFL Store**

Any questions, contact Diane.  
 Email [nflsales@centurytel.net](mailto:nflsales@centurytel.net)  
 or

call (920) 748-6206





# The Harker School

## 2006 West Coast Finals

**March 3-5, 2006 • San Jose, CA**

**This is the last TOC-qualifying weekend of the 2005-06 Season!**

The Harker School is pleased to announce the Howard and Diana Nichols Invitational, a TOC qualifier at the Finals level in both Policy and Lincoln-Douglas Debate.

Please join us on the West Coast for a weekend that includes excellent judging, fine dining, and stellar awards - all emblematic of the Harker tradition.

We will also be hosting a round-robin in LD Debate on Thurs., Mar. 2, 2006.

Look for us at [Joyoftournaments.com](http://Joyoftournaments.com) in December!

**For more information, e-mail Matthew Brandstetter at [Matthewb@harker.org](mailto:Matthewb@harker.org)**



**HARKER**  
*Est. 1893 • K-12 College Prep*

500 Saratoga Ave  
San Jose, CA 95129  
408.249.2510  
[www.harker.org](http://www.harker.org)



# Coach Profile

## Meet William S. Hicks



William S. Hicks coaches at Brebeuf Jesuit Preparatory School in Indianapolis, IN. Bill is a sixth diamond coach and a member of the NFL Hall of Fame.

### What was your first NFL experience?

*When I was a senior in high school, the high school speech coach, who happened to be Hall of Fame Coach Jim Hawker, talked me into getting my NFL membership to be in the yearbook with the other speech team members. Then I asked him how I could get the most points possible and I went to my next tournament in Boys Extemp and earned enough points to get my NFL membership. That was also the end of my high school speech career.*

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

*Probably my sophomore year in college, after I realized I was not going to be a math teacher after taking my first 7:30 a.m. calculus class. At the time I was assisting Mr. Hawker's team and judging.*

### What is your team philosophy?

*Basically to encourage participation and let as many students as possible participate. Also, to see my students continually improve.*

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

*I used to spend about twenty, including the Saturday trip. I normally stay about 2 hours after school every day. As of last year, I'm slowing down and spending less time on weekends at meets. I have excellent speech and debate coaches taking over most of the coaching duties.*

### What is your vision for the future of the NFL?

*I'm very happy with all of the changes. Mr. Wunn's leadership has been outstanding. My vision is that the NFL will continue to grow and reach more people. It goes back to my team philosophy which is to get as many people as possible involved.*

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

*Just the camaraderie with the other coaches out on the circuit and friendships that will last a lifetime.*

### What's unique about Brebeuf Jesuit Preparatory as an NFL chapter?

*We've had lots of outstanding students and have been incredibly successful. (if that is unique.)*

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

*Breathing. (laughs) Basically, I try to learn from them what their strengths are to know what events they would be most successful in.*

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

*Its grown and there's probably 2 or 4 times as many events. The points available to students have increased. Back in my day you could only get about 150 points maximum. Even the size of the national tournament is huge now.*

### What is your favorite memory from a National Tournament?

*Probably when my student won 1st place in the Senate in Fargo, North Dakota. I was up in the balcony because I didn't expect him to win and I ran all the way down to the stage. Other highlights would include co-hosting two nationals in Indianapolis.*

### What is the greatest challenge as a coach today?

*Competing with all of the other academic and athletic events. Really, just students' time.*

### Are there any rituals/lucky traditions that you employ as a coach?

*I'm sure we've got some but they just happen. One year the kids had a car that they carried around to tournaments.*

### What's your favorite weekend tournament food item?

*Hot dogs. It's not my favorite but it's the best of what is available. Coffee is also mandatory.*





# Spinning the District Website

A Philosophy of eCommunication

By Rev. B. A. Gregg

To quote Major General Henry M. Hobgood (USAF Ret.), "Communication is one of the hardest things to do." Though one would expect a two-star general to have no difficulty in getting his point across, the reality that communication – the joint-effort of informing and persuading – is much like milking a cow: difficult to describe, but once you get a good grip, easy to do.

Before we begin, we must applaud the internet innovations begun under James Copeland, NFL Executive Secretary Emeritus, and continued under the current Executive Secretary, J. Scott Wunn. The ability to enter student points online, to print out any form or report necessary, and the central clearinghouse of information is unparalleled in any high school organization on the national or state level. More, we must also realize that the Mid-Atlantic District has neither pioneered nor perfected the District website. There are a plethora of dynamic and replete District websites in the NFL – so many that to name one or two would do the rest injustice. Suffice it to say that we at the Mid-Atlantic are fairly late-comers to the game and have learned a great deal from those who have come before.

Certainly, as District Chairs, we each have the monumental task of coordinating and communicating to disparate district members – new coaches and novice coaches – the new and vibrant steps NFL is taking on the national level and the procedural changes cascading to the local level. The most useful tool for doing this, as we have discovered in the Mid-Atlantic District, has been the use of a District website. This article will develop the phi-

losophy, the parameters, and the proven potential of a District website.

With the recent innovations on the NFL Online website, each District has a page to communicate essential information. This article, however, will deal with the proprietary District website, created by a website development program (e.g. Front Page, Publisher, Netscape, *et al.*) and a contracted domain through a web hosting company. The proprietary website, as opposed to the Nationally sponsored webpage, offers more pages for information, download options, and an easy to find domain name, such as [www.nflva.org](http://www.nflva.org) for the Mid-Atlantic site.

## Part I. Website Philosophy

Simply put, the purpose of the District website is to communicate those essential issues necessary for forensics on the district-level. However, as the communication cycle dictates, we must establish a clear picture of target-audience.

"Coaches" does not even come close in identifying our target audience. Each district has experienced NFL warrior-coaches – the ones who keep their own Smith-Corona typewriter in the closet for the two-week cycle before each District tournament and who remember the 7<sup>th</sup>-ranked student in HI semifinals from seventeen years ago. These veteran coaches, on balance, tend to be somewhat reluctant to access information via the internet. In 2004 in the Mid-Atlantic, we pioneered the use of the type-in Adobe Acrobat forms now found on the NFL National website. Yet, even after instruction, many coaches were still breaking out the correction fluid and the old Royal manuals. The district

website must, for this audience, take the place of the printed newsletter. In comparing the hosting costs of a website with the copying and mailing costs of a hard copy newsletter, this argument is an easy one to make. In addition to the NFL warrior-coaches, each district also has within its boundaries experienced non-NFL coaches, the Regional Powers, those who have tremendous state and regional programs, but who find NFL rules Byzantine in their complexity. The district website must outline the merits and tangible benefits of NFL competition to these coaches, playing upon their sense of competition in highlighting the standings of other programs in the states. And, finally, each district has a growing number of novice coaches who are both fresh to forensics and innocent to the benefits and burdens of the NFL. As more and more coaches are reaching the retirement-spike, Districts must take the forefront in encouraging and recruiting new coaches to our ranks. For this audience, contact information for, and geography of, each District Committee member should be available. I have pleasantly noted that South Carolina's website has a link for mentoring novice coaches. Clearly, a structured mentoring program, accessible through the website, for novice coaches at the district level would help our districts and the NFL as a whole to make the transition from one generation of coaches to the next. A carefully planned District website can communicate to all these disparate coaching groups, giving them everything from overview to step-by-step procedures for registration of chapters, new members, as well as District- and National tournaments.

"Administrators" must be viewed as



**The Crusades. It started with a belief,  
no one could know where it would end.**



**The Crusades:  
Crescent & The Cross  
Sunday, November 6th  
9pm/8c**



**THE HISTORY CHANNEL.**

History.com

Utilize the powerful and controversial themes of the Crusades to stage your next debate and you could be featured on The History Channel website and win a \$5,000 grant. The Crusades Classroom Debate competition is open to high school and college students. Visit [History.com](http://History.com) for more information.



a vital audience for a district website. Certainly, for current NFL member-schools, administrators trust the work of the NFL sponsor and take little interest in the league affairs of a speech and debate team. However, that said, when school budgets are tight and administrators are under scrutiny and scrutinizing every budget line, the district website must be able to communicate the benefits to administrators in the glowing Administralian-terms they need: college acceptances, approval of the national and state activities associations, and corporate sponsorship. More, when a new coach is attempting to start an NFL chapter in a school, a district website that contains pertinent information needed for the decision-making process must be on-hand and readily available. Therefore, a list of Charter and Affiliate schools would be essential, a blurb regarding the benefits of the NFL should be right on the front page, and cogent news on schools and competitors should be readily apparent.

"Parents" must also be viewed as an important audience to the District website. Though most all parents will place their trust in a coach, most all parents will still want to know the particulars of where their children are and what they are doing during a two- or three-day District tournament (*"You're going to be competing until When?!!?"*). Schedules, driving directions, and information regarding places to eat, meals served, and lodging should be ready for parents to access.

Finally, "Students" must be viewed as the spark that makes the district and District tournament snap. The information already outlined above is vitally important to each student in order to give meaning, supply competition, and offer direction for the event. But students need another tool – interconnectivity. For this reason, nflonline sponsors a student bulletin board, or forum, online. At the Mid-Atlantic, we also sponsor a student forum. I believe that two fora (one at the national- and the other at the district-level) may be at cross-purposes and that NFL would be better-served by dividing-up the student fora into Districts, moderated by District committees. This would centralize information and communication and would better lead to under-

standable and accessible traffic to the NFL fora. Districts could easily put a link on their District webpage to the District forum on the NFL national site.

## Part II. Parameters

With these four target-audiences in mind, we can formulate a District website philosophy that allows us to know exactly what should be in the website. In order to develop and maintain a successful District website, we must measure our efforts along two axes: Clear Communication of Message and Correct Communication of Message.

**Clear Communication of Message** takes into account essentials of layout and design. First, realize that white-space is your friend. The less smashed-together text is on a page, the easier it is for readers (or, in this case, surfers) to read the information and process it correctly. Photographs of students, coaches, or places around the District help break up the information and make the site more pleasing to the eye. Make sure to keep gutters, or the white space around each picture, consistent. Take a look at a newspaper and you will notice that all pictures have a uniformity of size and guttering; work to replicate that in your website. I have used the phrase "white space" with a purpose in mind. Namely, the current trend in many commercial websites is to replicate the printed page. Brown backgrounds with burgundy letters may look cool, but the result becomes less-than-professional when viewed by a third-party and utterly horrid when a hardcopy on a black-and-white laser printer is generated. Finally, in discussing the typesetting of a website, the font that is used must be uniform throughout. Browsers support only a few fonts. Old Boudleiere Cheese Font 1902 may really complement your message and mood, but most web browsers will either convert this font to another commonly used one (e.g. Times New Roman, Arial) or will use boxes in lieu of your wonderfully thought-out words. One last word on fonts: maintain the same font or a similar one throughout the document. Never mix serif (footy fonts, such as Times New Roman) with sans-serif (non-footy fonts, such as Arial). When you mix fonts, your website looks more like a ransom-note

than a central clearinghouse of information.

Not only does design matter in Clear Communication of Message, but so does ease in navigation. Though information usually goes beyond one page, attempt to break up the blocks of information as much as possible into subpages. The Navigation Bar for each webpage is essential for this uniformity and dispersal of information. Each page should have a repeating Navigation Bar, either horizontal across the screen, or Vertical, down the screen.

Finally, in addressing Clear Communication, realize that everything we write makes perfect sense to us as we are writing it (usually at 2 a.m., watching some infomercial on the newest kitchen wonder that will save us hours of clean-up time), but can have incredible gaps of reasoning and abysses of ambiguity to anyone else. This is where getting the to-be-posted information to the other District committee members for review and comment comes in hand. When Bruno E. Jacob conceived of the idea of District Committee, he did it realizing that one person can't do it all. Therefore, as time is a scarce commodity during the school year, we should plan out just what will appear in the District website during the summer with the District Committee. If we have everything in place, as much as we can, the amount of corrections will be limited and the time with our own teams and not dealing with District Drugery (eDrugery ranks right up there with sorting a really, really, really large sock drawer) will be maximized.

In turning to **Correct Communication of Message**, know that the more we replicate the same information in a website on different page, the more likely that information will be wrong at least half the times the information is given. Schedules and locations and procedures change throughout the year, no matter how carefully planned-out beforehand. But when we change information in one place in the website, we have to go through the entire website and change that information throughout on each page. This task moves from painful to chaotic around a month before the District tournament. Speaking from experience, the information on the site should be carefully planned-out so that,



when changes do occur, information needs to only be corrected in one place in the site. As a shortcut for this change, a central .pdf document, a District Bible, linked to by the webpage, might be more useful than having information on the tournament logistics (most susceptible to change) scattered throughout the website.

Whoever is in charge of the District website, whether it be District Chair, Committee member, or someone brought in for the task, needs to be an active part of the decision-making loop. If this means creating an *ad hoc* committee member in charge of communication, do so. The farther the webmaster is from the decision-making process, the less clear the communication is for the decisions that are made and the philosophy behind them. More, the farther the webmaster is from the decision-making process, the greater the time-lag in getting the information updated to the website.

Finally, as the last essential step of correct communication, a District email list must be created to communicate changes and updates on the website. District email lists are not, generally, good fora for communication of District issues, as positions and concerns brought before a large group – especially in print – are that much more likely to be intractable than when brought in private to committee members. Remember, speech and debate coaches are a very small, very specialized group, of talented and intelligent people locked in the mortal combat that is competitive forensics... the hardest group in the world in which to develop an idea of cooperative community. Here is where the human touch takes up where technology leaves off.

### Part III. Proven Potential

An effective District Website should create numbers for the District tournament. We have found, in the Mid-Atlantic, a corresponding correlation between website development and promotion and District attendance. We have seen a 100% increase in Congress and Speech entries and a 50% increase in debate entries, over the last three years. This has translated into a commensurate increase in tournament fees, allowing for more and better awards, a more

nutritious and even tasty menu for the judges' lounge, and more hired judges brought in to alleviate sectioning nightmares in the eighth round of the District tournament.

Realize that the District website must address the needs of the District – from coaching mentors, to local tournament calendars, to Chair newsletters, to information of affiliation and charter membership, to student feedback and fora – we must not lose sight that the essential information required on each District website is the information regarding the District tournament. At the Mid-Atlantic, we have found that having a separate page, entitled "*National Qualifying Tournaments*," linking to subsites for each District tournament (Congress, Speech, and Debate), has proven incredibly useful for breaking down the information of each District tournament. With a replicated format of Welcome Page, Logistics page, Registration Page, and Event Rules Page, we have been able to properly divide the information required.

The Welcome Page, dates and times, as well as the NFL apportionment chart, unique fees, and judging burdens, allows coaches a simple thumbnail of the tournament. Keep the Welcome Page short.

The Logistics Page deals with the those issues of schedule, directions, lodging, and meals that are essential to the running of the tournament. By using tools, such as Maquest (tm), to link driving directions to a tournament site, to determine all the restaurants and hotels (complete with phone numbers) in a 15-mile radius around the tournament site), the Logistics page becomes quite easy to develop. Through keeping the schedule as a downloadable Adobe Acrobat .pdf file (many word processing programs, such as WordPerfect, can directly create .pdf files).

The Registration Page encompasses the preRegistration estimate, a simple eForm that will send an email of each school's preRegistration estimate to the tournament registrar, to the step-by-step process for registration and downloading the Registration Packet. We have successfully experimented with an eForm to electronically submit Congress legislation one

month before the tournament. The legislation for each school arrives in an email to the Clerk of Congress to compile into a single legislation document for eventual download by each congressor. We have also developed an eSubmission and ePublishing of debate judging paradigms to be very useful and popular. Some districts have successfully developed eRegistration for the District tournament, itself. Though a proponent of eSubmission (or putting "e-" in front of any word possible), I have some reservations regarding the full benefit of such eSubmission, as we still need hard-copy of signature, single-intent letters, and full copies of original orations. Yet, certainly, this eSubmission is a necessary step in the right direction.

Finally, the District tournament site should have a page devoted to Event Descriptions for students, coaches, and judges. As NFL varies from local leagues in its event rules, this page of event rules is essential for all to read and heed and should be taken directly from the NFL webpage each year. If this page can be duplicated as a downloadable and printable Adobe .pdf document, coaches should be encouraged to run off multiple copies for each judge. We don't want a student penalized unfairly for running a multiple-character Duo by a judge who, in ignorance, mistook the "N" for a "C" before the "-FL."

In closing, we must continue to look toward the future as a discipline and as districts. The NFL is coming upon an important generation-shift as teachers begin to retire. Through communication, inclusion, and connectivity – with a website only being one tool toward this goal – we can move forward toward seeing NFL as vibrant, as strong, and as rewarding at its 100<sup>th</sup> anniversary as it is at its 80<sup>th</sup>.

*(Rev. B.A. Gregg, Debate Czar, is District Chair of the Mid-Atlantic and President of the Northern Virginia Forensics League. He has served as tournament registrar for the Vassar Speech, Congress, and Public Forum tournaments and cuts an impressive figure in a top hat.)*



Help  
Wanted

# Need HELP WITH DEBATE?



## Discovering Debate



Perfect introduction to competitive debate



3 complete past NFL National Tournament Final Rounds  
Policy Debate - Privacy Topic  
Public Forum Debate - National Service Topic  
Lincoln-Douglas Debate - Due Process vs. Truth



Available in 2 VHS Tapes or 2 DVDs



Shows both male and female debate:  
Policy Round: 3 Girls and 1 Boy  
LD Round: 2 Girls  
PFD Round: 3 Boys and 1 Girl



Solid, "middle-of-the-road" style of debate



Great value for the price of \$74.95  
Order on line now.  
Fax your purchase order today.  
Mail your check to:

**Dale Publishing - P. O. Box 346 - Independence, Mo. 64057**  
**Phone 816-350-9277 - Fax 816-350-9377**

**[www.dalepublishing.us](http://www.dalepublishing.us)**



# The SCHWAN FOOD COMPANY™



One of the largest, branded frozen food companies in the world, to many **The Schwan Food Company**, is the yellow truck that has delivered delicious ice cream and other fine foods to their door for more than 50 years.

You can find Schwan food brands in your grocer's freezer or schools, hospitals, restaurants and cafeterias.

For more information on the brands of  
The Schwan Food Company  
visit

[www.theschwanfoodcompany.com](http://www.theschwanfoodcompany.com)



# What Can We Do For A Fundraiser?

Ideas With a New Approach

By Toby Pickens

Fundraising is an idea that is often met with many heavy sighs and moans of frustration. No one likes to sell door to door, and many schools have even eliminated door to door sales as a fundraising option. So what's an organization to do? Many stick to the usual candy, food, or sports item sales. After that, we run out of ideas. However, the trick to fundraising is finding out what is unique to your school and community.

These ideas don't have to be bold and earth shattering - just find something that will appeal to a wide range of people. For example, most teachers at my school love having "casual Friday" when they are allowed to wear blue jeans. Knowing how strongly the teachers looked forward to this day, our principal allowed teachers to add an extra casual day to the week, on Mondays, at a cost of \$5.00 per week for 10 weeks. The "Casual Mondays" fundraiser added several hundred dollars to our NFL fund, and this project didn't cost our NFL members time or effort.

Another organization in our high school took advantage of our school's annual basketball tournament. The tournament is held all throughout the day on a Thursday and Friday. This year, teachers were allowed to take their students to see the games at a cost of .50 cents per student per period. It

was an all or nothing system in which every student had to go or no one was allowed to go. Students who didn't have money were always taken care of by other students who wanted to donate money for the common cause. In this two-day period, \$2500.00 was raised.

Other organizations have capitalized on the dreaded activity of wrapping Christmas gifts by hosting a Wrapping Day for our community. People in the community bring as many Christmas items and packages as they want and are eager to pay \$1.00 per item to be wrapped. Community members comment that this service relieves stress around this often hectic time of year.

Hosting a tournament is another idea. I'm not talking about hosting the usual speech and debate tournament. Instead, schools can host golf, fishing, and even domino tournaments where contestants put up an entry fee and then hope to win a trophy by the end of the day or a cheap prize like a \$50.00 gift card. These tournaments allow for a broader group of people to participate and have fun.

The key to fundraising is finding out what appeals specifically to your particular school and community. Ask yourself what types of activities do students and community members take part in? Do people like to bicycle,

walk, or ski? If so, then host a bike-a-thon or a walk-a-thon, etc. You'd be amazed how many people jump at the opportunity to pay a fee in order to compete just for the sheer joy of competition.

In addition, look for activities that involve all age groups. For example, organizations can offer some type of mini-camp during the summer that allows small children to learn and discover their surroundings. Anita Lee, our school's science department chair, hosts a science Geek Week every summer where students participate in fun, hands-on science activities, and then at the end of the week, they take a field trip. The students enjoy themselves without realizing that they are actually learning. Another interesting observation of Mrs. Lee's is that, more often than not, parents are willing to pay whatever fee necessary to keep their children busy during the summer as opposed to sitting in front of the TV.

Next year, before ordering those boxes of chocolate candy to sell, think of new and innovative fundraisers that your students and community members will actually enjoy. You'll be pleasantly surprised at the results.

*(Toby Pickens, is an NFL Sponsor from Wills Point High School, Wills Point, TX)*



# Raising Money, A Necessary Evil

Welcomed Ideas

By Anson Shuman

Some programs are very blessed with money. However, we, as a speech team, must acquire funding each year on our own. We are not in a situation where admission is charged to generate funds for speech, debate, acting, or drama. This fact is not new and we are not alone. Many of the programs across the United States must raise their own money. It is no different than band, cheerleading, drill team, music, and other programs. Car washes, bake sales, candy sales, candle sales, Christmas paper sales and the list goes on with ways that have been tried to raise money. Until we began attending national competition in the summer months, these types of fund-raisers were fine and produced the funds necessary to pay our fees and transportation to travel in the state of Oklahoma. Our district is a district not unlike many others with very limited funds. While the school system would like to give us funds, they are not available.

The first national trip we took was to the second middle school national tournament which was held at Atwood Lake Resort in Ohio. We needed to raise \$12,000. This was an amount we had never attempted before. How were we going to be able to do it? Car washes were not going to be adequate.

A parent volunteer, experienced in fundraising, became my drive chairman. She suggested two activities to raise the money. The first was to visit the Chamber of Commerce in Ardmore and obtain their help. They gave us a list of chamber members, as well as, the use of their fax machine to copy a letter to be mailed to some 400 members. A letter was drafted for this purpose which received the approval of the principal

and was signed by the principal, the drive chairman, and myself. We, also, printed enough copies of the letter for students attending the trip to personally hand their prospects when they made contact with a business. An article explaining what we were doing was placed in the local newspaper, along with public service announcements on the local television and radio stations. Our students worked in groups of two or more, always with an adult. Each student group had a different list of businesses to visit. Students asked to speak to the manager or owner and simply gave them the letter, voiced a quick script of the purpose, and answered any questions they might have. The team also provided a receipt for tax purposes. We selected half of the businesses to visit in person and half to speak with on the phone. From 9 am until noon, we contacted businesses on the phone, as well as, visited the ones we had identified for personal contact. This project raised \$9,500 in ten days.

Our last activity was "A Night of Elegance". This event, which included a silent auction, was held in a new private school facility in Ardmore. Items were donated by community businesses, as well as, colleges (signed footballs, baseballs, and basketballs). Donations ranged from a set of tires given by Uniroyal plant to an autographed football by a popular professional player. The event was advertised on radio, television, and newspaper. Students, also, placed flyers in businesses that gave us permission to do so and in surrounding towns. Admission fee for "A Night of Elegance" was \$5 which included unlimited dessert, coffee or soft drinks. The team entertained our guests with a performance

of the pieces they would be taking to contest. This event raised an additional \$4,000.

Since that time, we organized and participated in the following events to raise funds for our AMS Speech and Debate program. We have one car wash where tickets are sold ahead of time, as well as, at the car wash. We advertise this event well in advance. We also, participate in a fund-raiser called the Lemonade Stand, which is easy and profitable. In addition, we present a play production each year with five performances. Of course, we visit the Chamber of Commerce to pick up their list of members. After five years, we still raise over \$7,000 a year by contacting the Ardmore businesses. We are grateful to those who give their support to the Ardmore Middle School speech team. We try to give back to our community by participating in community service. This is a win-win situation for our students and adult sponsors, as well as good for our community. The process of raising money is fun for the students on the team, it gives them a sense of pride, and is a great learning experience.

If you would like more information, please email me at pinknie63@hotmail.com. I will help you all that I can.

(Anson Shuman coaches at Ardmore Middle School, (OK).



# Great Taste

Delivered Directly to the Home!

Featuring America's Favorites!

- Delicious Pizza
- Classic Ice Cream
- Sweet Cookie Dough
- No Minimum Purchase
- Guaranteed Home Delivery
- 100% Quality Guarantee
- Nationwide Delivery\*

\*Contiguous United States

*Schwann's*  
**FUNDRAISING**



## America's First

*Apple Pie &  
Vanilla Ice Cream*

Frozen Fundraising Program Delivered Directly to the Home!

1-888-413-0003 [www.schwansfundraising.com](http://www.schwansfundraising.com)

© 2003, Schwann's Home Service, Inc. All Rights Reserved. Prices subject to change.



## What Did You Miss About Your Speech and Debate Teammates or Coach Over the Summer?

Visit the 'Student Resources' section of the NFL website for future question(s) posed.

### Austin from Arizona

His humor. He is always joking. Always putting a smile on your face. No matter what mood you are in.

### Ashlee from Arizona

I missed my coach, because she's always there for me to listen and help with pieces and she's always helping me cut.

### Seth from Kansas

The friendly competition and stories.

### Alyssa from New Mexico

I missed all of the fun things we do spontaneously. Like after class, we go outside and hang out, and end up having our own random Improv's and debates, and then we start talking in Congress jargon.

### Sara from Minnesota

This summer, I missed being surrounded by my zany speech teammates because I didn't have all of their different perspectives, solid intellect, and goofy ideas to help me keep seeing the world the way it ought to be seen.

### Virginia from Oregon

I miss competition with my friends the most. This was the first year for our schools debate team and we started the tradition off well sending three students to state. The opportunities we had and will continue to have to support each other mean the most to me. The fact that I know almost every member's speech on my team says to me that our team is meant for the best. We have fun while researching for the latest topics and practicing late into the night the day before the tournament. Our coach is with us 100% of the way and I know that after I graduate, she will be someone that has influenced the person I am. Without my speech and debate team, I would be bored over the summer. At least now, I can look forward to that first tournament of the year, that first opportunity to show what my team can do!

### Jeffrey from Texas

I missed the constant drama that my team has, and how we are always able to figure things out and be friends by the end of the day. That's what makes us a team: our camaraderie through thick and thin.

### Victor from Texas

I missed the people themselves. Once you are a team you get so close that it almost feels like a second family of sorts. Everyone has a role and everyone is important. I can't wait to see them again and get this year (my Senior year) started!

### Sam from Utah

MY COACH--my coach is the coolest coach.



# ◆ Point Leaders



**Andrew Green**  
**Kansas City Oak Park HS, MO**  
**2,253 points**

## P O I N T L E A D E R S



**James P. Hohmann**  
**Eastview HS, MN**  
**2,221 points**



**Shruti A. Challa**  
**Topeka HS, KS**  
**2,204 points**



**Grant F. Gussman**  
**La Porte HS, IN**  
**2,182 points**



**Kristen Trum**  
**Blue Valley HS, KS**  
**2,175 points**



Andrew Green	KC Oak Park HS, MO	2253
James P. Hohmann	Eastview High School, MN	2221
Shruti A. Challa	Topeka High School, KS	2204
Grant F. Gussman	La Porte High School, IN	2182
Kristen Trum	Blue Valley High School, KS	2175
Jacob Buchholz	Olathe South High School, KS	2172
Sarah K. Bellows-Blakely	Topeka High School, KS	2154
Kevin K. Troy	Eagan High School, MN	2145
Whitney O'Byrne	Bishop Miege High School, KS	2142
Brian Rubaie	Shawnee Mission East HS, KS	2124
Merry Regan	Shadow Mountain High School, AZ	2123
Mark Skoglund	Olathe South High School, KS	2108
Dustin Grorud	Milbank High School, SD	2099
Nicole Schneider	Field Kindley Memorial HS, KS	2084
Scott Cheesewright	Durango High School, CO	2076
Jeffrey M. Geels	Carroll High School, TX	2068
Lincoln Campbell	Aberdeen Central High School, SD	2063
Michael Headley	Raytown High School, MO	2052
Daniel F. Berring	Miramonte High School, CA	2049
Rachel M. Buck	Topeka High School, KS	2042
Ford Flippin	St Andrew's Episcopal School, MS	2038
Andrea Irwin	Greater Latrobe High School, PA	2030
Pat Muenks	Park Hill South HS, MO	2030
Samuel C. Procter	Manhattan High School, KS	2028
Samuel F. Daly	Rufus King High School, WI	2021

### POINT LEADERS

Josh Louis Wurzman, Plano Sr High School, TX	2013	Alexandra Welch, Phoenix Central High School, AZ	1891
Sarah Roberts, Delta High School, CO	2009	Mathew Crichton, Worland High School, WY	1891
James Colston, Neosho High School, MO	2007	Lucas C. Lux, Topeka High School, KS	1888
Caleb Linn, Southeast HS - Cherokee, KS	2003	Amanda L. Cristelli, Canon City High School, CO	1886
Jade Olson, Century High School, OR	2003	Jacob Hopson, Lindale High School, TX	1885
Austin Steelman, Blue Springs High School, MO	2000	Rachel Overboe, Fargo Shanley High School, ND	1884
Katie Beye, Blue Valley High School, KS	1994	Brittany Allen, Lindale High School, TX	1881
Jacob Candelaria, St Pius X High School, NM	1990	Ryan Childress, Neosho High School, MO	1880
Kerry Gabrielson, Appleton East High School, WI	1980	Neil Maneck, St Andrew's Episcopal School, MS	1880
Bradley M. Papineau, Andover High School, KS	1977	Sam Heidepriem, Sioux Falls Lincoln HS, SD	1879
Trevor Magel, Fargo South High School, ND	1964	Bradley Webber, Deer Park High School, TX	1878
Evan K. McCarley, St Andrew's Episcopal School, MS	1961	Blake Halseide, Sheridan High School, WY	1877
Philip Christensen, Raytown High School, MO	1961	Adam Testerman, Parkview High School, MO	1872
Eva Z Lam, Rufus King High School, WI	1959	Rohit S. Venkatasubban, Goddard High School, KS	1869
Tanya Choudhury, James E Taylor High School, TX	1957	Jake Ginsbach, Kelly Walsh High School, WY	1869
Stephen Spicer, Neosho High School, MO	1957	Amy Chang, Blue Valley North HS, KS	1868
Michael Downey, Burges High School, TX	1953	Ashley Moeller, Watertown High School, SD	1866
Eleanor Wilking, Fargo South High School, ND	1951	Emily Scarborough, Nevada High School, MO	1865
Lindsay Walle, Lamar Consolidated High School, TX	1947	Jasmine S. Bennett, Taos High School, NM	1864
Stephen Rushin, Plano East Sr High School, TX	1939	Nigel D. Haarstad, Richland High School, ND	1862
Michelle Wickman, Phoenix Central High School, AZ	1936	Shilo Platts, Hunter High School, UT	1861
Manoj Thangam, Big Spring High School, TX	1932	Molly Lutz, Aberdeen Central High School, SD	1859
Kristen Skolaut, Trinity Catholic High School, KS	1931	Adam Lewis, Phoenix Central High School, AZ	1858
David Kevin Gates, New London High School, WI	1927	Sean Flynn, Mitchell High School, SD	1855
John C. Johnson, Caney Creek High School, TX	1921	Christopher Pistulka, Aberdeen Central High School, SD	1853
Jennifer V. Love, Kingwood High School, TX	1917	Carl Werner, Park Hill South HS, MO	1852
Adam Thiessen, Remington High School, KS	1914	Emily Lentz, Milbank High School, SD	1850
Micah Martin, Labette County High School, KS	1913	Bonan Zhou, James Logan High School, CA	1847
Ryan J. Ellis, Manhattan High School, KS	1912	Grant W. Dasher, Edina High School, MN	1844
Seth David Peckham, Lyons High School, KS	1911	Mike Ewald, Watertown High School, SD	1843
Benjamin Jacob Boeshans, Central Cass High School, ND	1911	Dustin S. Engelken, Ellsworth High School, KS	1843
Justin Hinojosa, James Logan High School, CA	1910	Cristina Lopez, Jersey Village High School, TX	1842
Rory McKenzie, Lindale High School, TX	1906	Andrew D. Hodgson, Manhattan High School, KS	1842
Carmen A. Cummings, Brainerd High School, MN	1904	Patrick Weber, Montrose HS, SD	1839
Elissa A. Hadley, El Dorado High School, KS	1902	Alexander McCoy, Olathe East High School, KS	1838
Travis Allen, Lee's Summit North H S, MO	1902	Julia M. Groebacher, McPherson High School, KS	1836
Reanne Utemark, Labette County High School, KS	1896	Miles Prince, Gabriellino High School, CA	1832
Rachel A. Esplin, Blackfoot High School, ID	1896	Rachel Elaine Harwell, El Paso Coronado High School, TX	1832
Matt C. Phillips, El Dorado High School, KS	1894	Amanda Davis, Aberdeen Central High School, SD	1830
Kristin McFarland, MO	1893	Matthew Niles, Stucky, Moundridge High School, KS	1829
Mark Dapp, Greenwood Laboratory School, MO	1892	Heath Marso, Watertown High School, SD	1821



Student	State	Points	Student	State	Points
Andrew Green	MO	2,253	Krysta Kauble	MO	1,998
Spencer Harris	MO	2,236	Katie Beye	KS	1,994
Paige Hendrix	MO	2,230	Graham P. Garlinghouse	KS	1,991
James P. Hohmann	MN	2,221	Jacob Candelaria	NM	1,990
Ben S. Lerner	KS	2,213	Christian F. Brockman	KS	1,986
Shruti A. Challa	KS	2,204	Shruti A. Challa	KS	1,986
Grant F. Gussman	IN	2,182	Andrew Green	MO	1,985
Kristen Trum	KS	2,175	Kerry Gabrielson	WI	1,980
Jacob Buchholz	KS	2,172	Elizabeth A. Kraut	MN	1,977
Sarah K. Bellows-Blakely	KS	2,154	Bradley M. Papineau	KS	1,977
Kevin K. Troy	MN	2,145	Chad A. Fite	CA	1,973
Whirtney O'Byrne	KS	2,142	Brandon Russell	MS	1,971
Brian Rubaie	KS	2,124	Henry P. Tappen	CO	1,965
Merry Regan	AZ	2,123	Trevor Magel	ND	1,964
Mark Skoglund	KS	2,108	Philip Christensen	MO	1,961
Sam Hodge	MO	2,104	Evan K. McCarley	MS	1,961
Christos N. Theophanous	CA	2,103	Carlos Tarin	TX	1,960
Dustin Grorud	SD	2,099	Eva Z. Lam	WI	1,959
Nicole Schneider	KS	2,084	Tanya Choudhury	TX	1,957
Scott Cheesewright	CO	2,076	George Olive	MO	1,957
Jeffrey M. Geels	TX	2,068	Stephen Spicer	MO	1,957
Weston Elkins	TX	2,066	Rachael R. Cross	MO	1,954
Lincoln Campbell	SD	2,063	Carlos Mejia	CA	1,954
Tim Hogan	MN	2,061	Michael Downey	TX	1,953
Sarah B. Whitney	CO	2,053	Bradley Shelor	MO	1,952
Michael Headley	MO	2,052	Eleanor Wilking	ND	1,951
Alex Baldwin	SD	2,050	Lindsay Walle	TX	1,947
Daniel F. Berring	CA	2,049	Chris A. Miller	KS	1,943
Brandon Halseide	WY	2,044	Sarah K. Bellows-Blakely	KS	1,942
Rachel M. Buck	KS	2,042	Stephen Rushin	TX	1,939
Andrew J. Jennings	KS	2,042	Adam Heugel	TX	1,938
Jack Hsiao	TX	2,041	Kristen Trum	KS	1,938
Ford Flippin	MS	2,038	Michelle Wickman	AZ	1,936
Andrea Irwin	PA	2,030	Jessica Johnson	KS	1,935
Pat Muenks	MO	2,030	Manoj Thangam	TX	1,932
Paul Slattery	SD	2,030	Kristen Skolaut	KS	1,931
Rob Thomas	KS	2,029	Mark Skoglund	KS	1,930
Samuel C. Procter	KS	2,028	David Kevin Gates	WI	1,927
Karson Thompson	KS	2,022	Jacob Buchholz	KS	1,922
Samuel F Daly	WI	2,021	John C. Johnson	TX	1,921
Carey Moore	MO	2,021	Jennifer V. Love	TX	1,917
T.J. Trum	KS	2,018	Brandy L. Enver	MO	1,914
Josh Louis Wurzman	TX	2,013	Adam Thiessen	KS	1,914
David Thoreson	ND	2,011	Micah Martin	KS	1,913
Aaron Payne	KS	2,010	Ryan J. Ellis	KS	1,912
Galan Jeffery	KS	2,009	Benjamin Jacob Boeshans	ND	1,911
Sarah Roberts	CO	2,009	Seth David Peckham	KS	1,911
James Colston	MO	2,007	Tamila Gresham	MO	1,910
Caleb Linn	KS	2,003	Justin Hinojoza	CA	1,910
Jade Olson	OR	2,003	Kevin K. Troy	MN	1,907
Sandip Gupta	TX	2,002	Rory McKenzie	TX	1,906
Austin Steelman	MO	2,000	Paul D. Roath	KS	1,906



# The National Forensic Library

An Instructional Videotape Series produced by NFL with a grant from the Lynde and Harry Bradley Foundation

## VOLUME I

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

*Instructor: Diana Prentice Carlin, University of Kansas*

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

### **CX 102 Constructing Affirmative Positions**

*Instructor: Greg Varley, Lakeland HS, NY*

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

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

*Instructor: Bill Davis, Blue Valley HS, KS*

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

### **B. Stock Issues in Policy Debate**

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

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

### **CX 104 Cross Examination - Theory and Techniques**

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

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

### **CX 105 Advocacy - How to Improve Your Communication in the Context of Debate**

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

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

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

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

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

### **LD 101 Debating Affirmative in Lincoln Douglas Debate**

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

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

### **LD 102 Debating Negative in Lincoln Douglas Debate**

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

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

### **LD 103 Cross Examination in Lincoln Douglas Debate**

*Instructor: Aaron Timmons, Newman-Smith HS, TX*

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

### **LD 104 What are Values? And Applying Value Standards to Lincoln Douglas Debate**

*Instructor: Dale McCall, Wellington HS, FL*

Detailed examination of value standards as they apply to LD Debate. Length: 52:00

### **INT 101 An Overview of Interpretation and the Qualities of an Effective Selection**

*Instructor: Ron Krikac, Bradley University, IL*

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

### **INT 102 Script Analysis**

*Instructor: Ron Krikac, Bradley University, IL*

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

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

*Moderator: Donovan Cummings, Edison HS, CA*

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

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

*Moderator: Donovan Cummings, Edison HS, CA*

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

### **OO 103 Oratory Overview**

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

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

### **OO 104 Orator Introductions and Conclusions**

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

A continuation of OO 103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. Length: 59:25

### **OO 105 Oratory Content**

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

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

Continuation of EXT 101. Topics covered include organizing the speech body, use of sources, humor, and use of canned or generic introductions. Length: 48:00

### **EXT 103 Championship Extemp: Part 1 - US Extemp**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

### **EXT 104 Championship Extemp: Part 2 - Foreign Extemp**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

## VOLUME II

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

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

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

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

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

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

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

*Instructor: James Copeland, Executive Secretary, NFL*

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

Tapes sold only to NFL member schools!

MORE TAPES, NEXT PAGE



## Volume II (Continued from prior page)

### CX 110 Paradigms

*Instructor: Dr. David Zarefsky, Northwestern University*  
Renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious debaters. Length: 54:10

### CX 111 Demonstration in Debate and Analysis

*Instructor: Greg Varley, Lakeland HS, NY*  
A detailed explanation of the step in a policy debate, from opening to closing. Using the final round debate from the 1992 NFL Nationals in Fargo, Coach Varley has produced a "winning" tape for novices and experienced debaters. Length: 2 hours

### CX 112 Flowing a Debate

*Instructor: Greg Varley, Lakeland HS, NY*  
Students view strategies for proper flowing of a debate in this talk by prominent coach Greg Varley. Length: 35:25

### CX 113 Recruiting Roundtable

*Instructor: Greg Varley, Lakeland HS, NY*  
Three outstanding coaches with different programs offer ideas for recruiting new members. Includes a great film that can be used as a recruiting tool. Length: 53:10

### LD 105 How to Prepare for Your LD Rounds

*Instructor: Dale McCall, Wellington HS, FL*  
A comprehensive discussion of preparations students need to undertake to compete confidently in LD. Length: 35:00

### LD 106 Value Analysis in LD Debate

*Instructor: Diana Prentice, University of Kansas*  
An examination of the value analysis by an outstanding debate coach. Length: 35:00

### LD 107 LD Debate: The Moderate Style

*Instructor Pam Cady, Apple Valley HS, MN*  
Provides invaluable advice on developing a moderate debate style. Two student debaters demonstrate. Length: 53:00

### LD 108 Rebuttal Preparations

*Instructor: Carol Biel, Chesterton HS, IN*  
Coach Biel moderates a group discussion with outstanding young high school debaters. Length: 55:00

### INT 103 Interpretation of Poetry and Prose

*Instructor: Ruby Krider, Prof. Emeritus, Murray State KY*  
Professor Krider offers a colorful and insightful exploration of the role of the interpreter of prose and poetry. Her lecture is divided into three parts: Catch that Image, Chat Chat Chat, and Make Us Believe You. Length: 85:00

### INT 104 Critique of Interpretation

*Moderator: Ron Krikac, Bradley University, IL*  
Three esteemed coaches analyse and critique performances in humorous and dramatic using examples drawn from national final rounds. Length: 59:25

### INT 105 Introduction to Poetry Interpretation

*Instructor: Barbara Funke, Chesterton HS, IN*  
Coach Funke shows how to choose a poem and how to establish commitments as a performer. Length: 56:20

### INT 106 Characterization in Interpretation

*Instructors Pam Cady, Apple Valley HS, MN*  
*Joe Wycoff, Chesterton HS, IN*  
Cady teaches vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 Nationals are used throughout the presentation. Length: 54:00

### INT 107 Breaking the Ice

*Instructor: Rosella Blunk, Sioux Falls, IA*  
How does one go about putting students at ease in a performance environment? Coach Blunk and her students offer fun and easy activities. Length: 34:25

### GEN 101 Ethics in Competition

*Instructor: Joe Wycoff, Chesterton HS, IN*  
Hall of Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. Length: 40:00

### EXT 105 First Experiences

*Moderator: L.D. Naeglin, San Antonio, TX*  
Former high school extemp speakers discuss how they got started and share advice they found invaluable. Length: 42:30

### EXT 106 Expert Extemp: Advanced Techniques

*Moderator: LD Naeglin, San Antonio, TX*  
Panelists detail skills and techniques they've learned. Length: 44:30

### EXT 107 Expert Extemp: Speech and Critique

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

### EXT 108 Advanced Extempore Speaking

*Instructor: James M. Copeland, Executive Secretary, NFL*  
Covers the Basics of research, file building and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection and attention factors. Length: 85:00

## National Forensic Library Order Form

\$17.99 per tape (includes shipping) - \$357 per volume (21 tapes)

Add \$2 if invoicing is required

Item	Title/Description	Qty	Price
Vol. I	Special Package Price	21 tapes	\$357.00
Vol. II	Special Package Price	21 tapes	\$357.00

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
E-Mail \_\_\_\_\_

Make Checks Payable to:  
Tape Distribution Center  
PO Box 347  
Independence, Mo. 64057  
Fax: 816-350-9377

NFL Chapter No: \_\_\_\_\_



## Building a LD Team Library

New Monthly Column

By Jason Baldwin

Note: Below is the first installment of a new column devoted exclusively to LD debate. Each month a different Lincoln-Douglas Perspectives contributor will reflect on some issue of interest to the LD community. Although authors speak for themselves and not for the NFL, articles will present an educational outlook that is broadly consistent with the NFL's motto: "Training youth for leadership." LD Perspectives editor Jason Baldwin (jbaldwin@nd.edu) welcomes suggestions for subjects readers would like to see discussed in future columns.

Every LD team should have a small collection of books to serve as references for frequently-checked facts, starting points for new topic research, and cures for bored, idle or empty minds. Constructing such a library should be of special interest to teams that do not have ready access to good research libraries and teams that purchase LD evidence through the mail. For the price of a year's subscription to Acme Briefs, churned out hurriedly by college underclassmen and obsolete after two months, a team could have the start of a library of books by great philosophers and scholars that will never expire—and a team library gives the team members the chance to read and think for themselves, rather than passively consuming the work of another. Gathering LD-useful books is obviously not an original or subtle idea, but the resulting collections can be better or worse. Below, I consider, in turn, types of books to collect, inexpensive sources of books, and the organization and use of a team's books.

There are four broad categories of books to acquire for an LD team library. The first type is classics of moral and political philosophy. These are works such as Locke's *Second Treatise* and Mill's *On Liberty*. They are themselves directly applicable to many LD resolutions, and they are required background reading to understand much of the contemporary literature on other resolutions. Aside from their competitive utility, a first acquaintance with these books is one of the best possible outcomes of doing LD, and they

should be within arm's reach anytime a team is hashing out arguments.

A second type of books to add to a team library is secondary sources in moral and political philosophy. For students approaching philosophy for the first time, a guided overview of the terrain can be very helpful. Many textbooks are written to fill just this need. Examples are the once-ubiquitous *Individual and the Political Order* (Norman E. Bowie and Robert L. Simon; now out of print) and *The Elements of Moral Philosophy* (James Rachels). Like most textbooks, secondary overviews can be purchased inexpensively online.

A third type of book important for team libraries is the anthology. Anthologies are textbooks that bring together extracts from many primary sources. Some anthologies (such as Louis Pojman's *Moral Philosophy: A Reader*) focus on classic works, and these are a good way for younger debaters to encounter the great authors in a helpfully abridged form. Other anthologies (such as Hugh LaFollette's *Ethics in Practice*) focus on contemporary controversies and may contain one or more readings on the subjects of particular LD resolutions (e.g., welfare redistribution, censorship, or affirmative action). Still other anthologies combine classic theories and contemporary applications (Joel Feinberg and Hyman Gross's *Philosophy of Law* is a good example). Anthologies generally cost more than a book by a single author, but they offer more in return—access to many sources expertly edited into a single volume. And like secondary-source

textbooks, they can be purchased used for much less than their new prices.

Reference works are a fourth type of book valuable for an LD team library. At a minimum, every LD team needs a couple of good dictionaries. For general-purpose collegiate dictionaries, *Webster's* and *American Heritage* are reliable. *Black's Law Dictionary* and the *Cambridge Dictionary of Philosophy* are more specialized but useful sources. Several one-volume references contain essay-length introductions with good bibliographies on many contemporary moral and political issues. Examples are the *Oxford Handbook of Practical Ethics* and the *Blackwell Companion to Applied Ethics* (an especially good LD team investment). Finally, two multi-volume reference works merit special mention: the *Encyclopedia of Ethics* and the *Encyclopedia of Applied Ethics*. These are both quite expensive but helpful on many LD topics.

Building a team library can be expensive, but it does not have to be. There are at least three inexpensive sources for used academic books. The first is a library used bookstore or sale. Libraries frequently receive donations of books they cannot use in their collections, and public libraries also discard many of their own books every year. Libraries normally sell these books for \$2 or less, and I have picked up many LD-relevant titles this way over the years.

College professors are a second source of cheap philosophy books, especially anthologies. Anyone who teaches courses in moral or political philosophy has



# www.Debate-Central.org

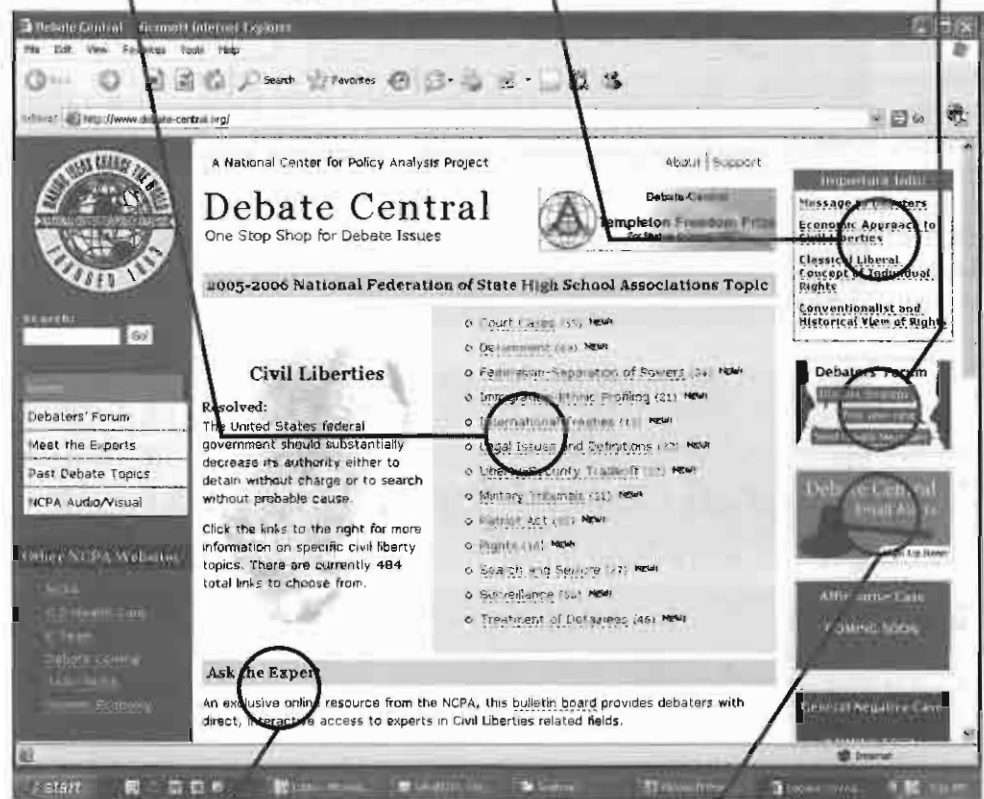
*Your one-stop-shop for materials and up-to-date information on civil liberties, detainment, and search and seizure. And it is all free!!*

*NCPA's Debate Central contains research and analysis about major issues debated in high schools nationwide. The site is well organized, providing easy access and rapid data retrieval. It is ideal for both beginners and seasoned debaters.*

✓ 500 organized links to relevant articles, essays, studies and other resources.

✓ A "Debate Forum" bulletin board where you can share ideas with other debaters.

✓ A special topic analysis and background information by experts on civil liberties.



✓ Sign up for Email alerts on the latest additions to the Debate Central website.

✓ An "Ask the Expert" bulletin board where you can pose questions to experts on civil liberties.

The NCPA's Debate Central is sponsored by the National Center for Policy Analysis, a non-profit public policy research institute based in Dallas, Texas. The NCPA seeks free-market solutions to public policy problems.

National Center for Policy Analysis Corporate Office: 12770 Coit Road, Suite 800, Dallas, Texas 75251,  
Phone: 972 386-6272, Fax 972 386-0924



Of course, the internet is a third source for used books. Amazon.com lists used copies from private vendors alongside the new versions of books it stocks. For used textbooks, half.com is probably the best alternative to Amazon. And www.bookfinder.com allows you to compare a variety of used (and new) book prices with a single search. When buying used textbooks online, pay special attention to the condition, since student-owned copies often have battered covers and sloppy highlighting.

Buying books new should be a last resort for budget-conscious teams. If you must buy new, Hackett Publishing ([www.hackettpublishing.com](http://www.hackettpublishing.com)) is a reputable publisher of paperback philosophy classics. Liberty Fund ([www.libertyfund.org](http://www.libertyfund.org))

Debate team libraries tend to be small enough that no elaborate organization is required. But they must be organized enough to keep them intact. The simplest way to keep a library intact is to prohibit students from taking books out of the debate room. This may be the best policy for some teams, especially large ones, but it will limit the library's utility. Few students, for example, are likely to be able to study Kant's *Groundwork* in the chaos of the typical high school classroom.

Here is a simple borrowing system for a small library: Label each book inside the front cover with the team's name and its own number, beginning with 1 for the first book (the order of books does not matter). Keep a library notebook with two sections. In the first section, list the team's books by number. In the second section,

Team libraries have several obvious uses. They are a ready reference when questions about a philosopher's view or the meaning of a philosophical term arise during team discussions. They are a launching point for new topic research, providing definitions, preliminary readings, and bibliographies for further library research. They are a source for enrichment reading projects during the summer and off-season. There is also, I believe, a more abstract value in students seeing serious books used frequently with affection and respect.

(Jason Baldwin edits the LD Perspectives column. He has been teaching and writing about LD for over a decade and is currently a doctoral student in Philosophy at the University of Notre Dame.)

## The National Center for Policy Analysis

*is looking for an entry-level public policy analyst and manager for our debate website.*

**Qualifications:**

- Successful former high school C-X debater.
- College degree.
- Excellent writer; critical thinker.

### Responsibilities:

- Manage NCPA's high school debate website.
- Develop free-market-oriented affirmative cases, negative cases and support material.
- Assist with research and writing on other public policy topics.

Position is based in Dallas, Texas. Send cover letter, resume and writing samples to [employment@ncpa.org](mailto:employment@ncpa.org) or fax to 972-386-0924.





START THE YEAR WITH

# **forensicsgear.com**

**GOODIES FOR SPEECH AND DEBATE ENTHUSIASTS**  
*100'S OF SHIRTS, BUTTONS, STICKERS AND MORE*

**NEW \$12.99 Value T-Shirts**

**NEW SHIRT STYLES**

**MORE COACH DESIGNS**

**ALWAYS A 30-DAY  
MONEY-BACK GUARANTEE**

**NEW DESIGNS**

**NEWSLETTER SUBSCRIBERS  
RECEIVE SPECIAL COUPON CODES**

**VISIT US TODAY!**



# ◆ Chapter Honor Societies

## ELITE 8

*(The "Elite 8" level is achieved by NFL chapters with 1500 degrees)*

School	Chapter Sponsor	Degree
Leland High School, CA	Ms. Gay Brasher	844
Gabrielino High School, CA	Mr. Derek Yuill	820
James Logan High School, CA	Mr. Tommie Lindsey Jr.	816

## LUCKY 7

*(The "Lucky 7" level is achieved by NFL chapters with 700 degrees)*

School	Chapter Sponsor	Degrees
Bellaire High School, TX	Mr. Jay Stubbs/Mr. Russell Rach	763

## PINNACLE

*(This elite level is achieved by NFL chapters with 600 degrees)*

School	Chapter Sponsor	Degrees
Blue Valley North HS, KS	Mr. Max H. Brown	666
Chesterton High School, IN	Mr. James Cavallo	636
Lynbrook High School, CA	Ms. Vivian Chien	634

## PENTAGON

*(The classic five sided figure is the elite mark of honor for NFL chapters over 500 degrees)*

School	Chapter Sponsor	Degrees
Shawnee Mission East HS, KS	Ms. Paulette Manville/Ms. Jennifer Stucky	591
Regis High School, NY	Mr. Eric DiMichele	575
Nova High School, FL	Ms. Lisa Miller	558
Downers Grove South HS, IL	Ms. Jan Heiteen	503

## THE 400

*(Formerly the 400 families in New York City society, now this name honors NFL chapters holding 400 plus degrees)*

School	Chapter Sponsor	Degrees
Eastview High School, MN	Mr. Todd Hering	498
Eagan High School, MN	Ms. Joni Anker	464
Independence Truman HS, MO	Ms. Christine Adams/Mrs. Kim Lenger	459
Watertown High School, SD	Mr. Rich Mittelstedt	452
Plymouth High School, IN	Mr. David McKenzie	451
Liberty Sr High School, MO	Ms. Cassie Price-Aguero/Mr. Sean Nicewaner	451
Neosho High School, MO	Mr. David L. Watkins	448
Belton High School, MO	Mr. Timothy Hughes	442
Washburn Rural High School, KS	Ms Cynthia Burgett	430
Pattonville High School, MO	Mr. Randy Pierce/Mr. Don Schulte	430
Kickapoo High School, MO	Ms. Teresa E Sparkman	430
New Trier Township High School, IL	Ms. Linda Oddo/Mr. Doug Springer	427
Lexington High School, MA	Ms. Lynne Coyne/Ms. Nicole Serrano	425



# ◆ Chapter Honor Societies

## THE 400

(Continued)

*(Formerly the 400 families in New York City society, now this name honors NFL chapters holding 400 plus degrees)*

School	Chapter Sponsor	Degree
McPherson High School, KS .....	Mr. Scott Bonnet .....	421
Taravella High School, FL .....	Mrs. Beth Goldman .....	417
Riverside High School, SC .....	Mr. Scott E Moore .....	413
Bellarmine College Prep, CA .....	Ms. Kim Jones .....	410
Central HS - Springfield, MO .....	Mr. Jack Tuckness .....	409
Perry High School, OH .....	Mrs. Kathleen A. Patron .....	403
Flathead Co High School, MT .....	Mr. Greg Adkins .....	400

## SOCIETE' DE 300

*(An elite recognition for chapters achieving 300 or more degrees)*

School	Chapter Sponsor	Degrees
Blue Valley High School, KS .....	Mr. Chris Riffer .....	396
Sioux Falls Lincoln HS, SD .....	Ms. Kim Maass .....	394
Glenbrook North High School, IL .....	Mr. Mark Batik .....	391
Cherry Creek High School, CO .....	Ms. Martha Benham .....	390
Raytown South High School, MO .....	Mr. Matt Good/Ms. Kelli Morrill .....	388
Munster High School, IN .....	Mrs. Helen Engstrom .....	388
Millard North High School, NE .....	Ms. Sabrina Denny-Bull .....	386
Topeka High School, KS .....	Mrs. Pamela K McComas .....	385
Miramonte High School, CA .....	Ms. Sandra Maguire .....	383
Edina High School, MN .....	Ms. Lynn S. Schmitt .....	380
Manchester Essex Regional HS, MA .....	Mr. Timothy C. Averill .....	378
Blue Springs South High School, MO .....	Ms. Georgia Brady .....	377
Winston Churchill HS, TX .....	Ms. Kandi King .....	369
Wichita East High School, KS .....	Ms. Vickie Fellers .....	367
Manhattan High School, KS .....	Mr. Shawn Rafferty .....	365
Appleton East High School, WI .....	Mr. Michael Traas .....	365
Ridge High School, NJ .....	Mr. David A Yastremski .....	364
Parkview High School, MO .....	Ms. Nancy Wedgeworth .....	364
Cheyenne East High School, WY .....	Mr. Michael E. Starks .....	359
South Side H S, IN .....	Ms. Elizabeth Sanchez-Franklin .....	357
Park Hill High School, MO .....	Mr. Don Crabtree .....	355
Glenbrook South High School, IL .....	Ms. Tara Tate/Mr. Scott McDermott .....	351
Moorhead Senior High School, MN .....	Ms. Rebecca Meyer-Larson .....	350
Blue Springs High School, MO .....	Ms. Sherri L. Kasemvudhi .....	348
Desert Vista High School, AZ .....	Mr. Erik Dominguez .....	345
Raytown High School, MO .....	Mr. Mark Harris .....	344
Lakeville High School, MN .....	Mr. Jim Fedje/Mr. Andy Charrier .....	342
Blue Valley West HS, KS .....	Mr. Mark V. Kapfer .....	339
Norman North High School, OK .....	Mr Jim Ryan .....	339
The Montgomery Academy, AL .....	Mr. James W. Rye III .....	335
Apple Valley HS, MN .....	Ms. Pam Cady Wycoff .....	334
Aberdeen Central High School, SD .....	Mr. R. Jon Frey .....	333
Independence Chrisman HS, MO .....	Mr. Chad Bruton .....	333
Monte Vista HS, CA .....	Mr. David J. Matley .....	332
La Porte High School, IN .....	Ms. Mary A. Fridh .....	331



# Chapter Honor Societies

## SOCIETE' DE 300

(Continued)

(An elite recognition for chapters achieving 300 or more degrees)

School	Chapter Sponsor	Degrees
Bronx HS Of Science,NY .....	Mr. Joseph Gazzola .....	331
Albuquerque Academy,NM .....	Ms. Meg Howell .....	325
Goddard High School,KS .....	Mr. David Abel .....	320
Jackson High School,OH .....	Mrs. Nancy Marcus .....	320
Salina High Central,KS .....	Mr. Nicholas Owen .....	318
El Dorado High School,KS .....	Mr. Robert A. Chalender .....	316
Lincoln East HS,NE .....	Mr. Matt Davis .....	316
Chaminade High School,NY .....	Bro. George Zehnle SM .....	314
Mark Keppel High School,CA .....	Mr. Patrick Reis .....	310
Cheyenne Central H S,WY .....	Mr. Nick Panopoulos .....	309
Gilmour Academy,OH .....	Ms. Gay Janis .....	309
Brookings High School,SD .....	Ms. Judy Kroll .....	309
Park Hill South HS,MO .....	Ms. Jennifer Holden .....	308
Blue Valley Northwest HS,KS .....	Mr. Robert Steffen .....	304
Newton High School.KS .....	Mr. David J. Williams .....	302

## THE 200 CLUB

Chapters with 200 or more members and degrees

Sanger High School .....	CA .....	295	Canfield High School.....	OH .....	266
Roseville Area High School .....	MN .....	292	Maize High School .....	KS .....	265
Stuyvesant High School .....	NY .....	291	Fred C Beyer High School .....	CA .....	265
Sky View High School .....	UT .....	289	Rosemount Senior High School .....	MN .....	262
Wheaton North High School .....	IL .....	289	Bishop Miege High School .....	KS .....	262
Shawnee Mission West HS .....	KS .....	286	West High School - Iowa City .....	IA .....	261
Plano Sr High School.....	TX .....	285	La Costa Canyon High School ...	CA .....	261
Denver East High School .....	CO .....	284	Shrewsbury High School .....	MA .....	260
Bingham High School.....	UT .....	281	Lakewood High School .....	CO .....	260
Portage Northern HS .....	MI .....	280	West Des Moines Valley HS .....	IA .....	259
Trinity Preparatory School .....	FL .....	280	Wellington High School .....	FL .....	259
Portage Central High School .....	MI .....	279	Salina South High School .....	KS .....	257
Oak Park & River Forest HS .....	IL .....	278	Skyline High School .....	ID .....	257
Myers Park High School .....	NC .....	278	Roosevelt HS .....	SD .....	255
The Harker School .....	CA .....	276	Buhler High School.....	KS .....	255
Jenks High School .....	OK .....	276	Sandra Day O'Connor HS .....	TX .....	255
Kamehameha Schools .....	HI .....	275	Skyline High School .....	UT .....	254
Norman High School .....	OK .....	273	La Mirada High School .....	CA .....	254
Jordan High School .....	UT .....	273	Claremont High School .....	CA .....	253
Garden City High School .....	KS .....	272	Brookfield East High School .....	WI .....	252
Dowling Catholic HS .....	IA .....	272	Southside High School .....	SC .....	252
Olathe South High School .....	KS .....	271	Brebeuf Jesuit Preparatory Sch. .....	IN .....	250
Marquette Univ High School .....	WI .....	270	Vestavia Hills High School .....	AL .....	250
Alhambra High School .....	CA .....	268	Boardman High School.....	OH .....	249
Reno High School .....	NV .....	268	Ladue Horton Watkins HS .....	MO .....	248
Green Valley High School .....	NV .....	267	Ronald Reagan High School .....	TX .....	247
The Meadows School.....	NV .....	267	Parsons High School .....	KS .....	245
Carroll High School .....	TX .....	266	University High School .....	WA .....	245



# THE 200 CLUB (continued)

*Chapters with 200 or more members and degrees*

Kearney Sr High School .....	NE .....	245	Salt Lake City West HS .....	UT .....	218
Hillcrest High School .....	ID .....	244	Saratoga High School .....	CA .....	218
Howland High School .....	OH .....	243	Marshall High School .....	MO .....	217
Elkins High School .....	TX .....	243	Glendale High School .....	MO .....	217
KC Oak Park HS .....	MO .....	242	Bakersfield High School .....	CA .....	217
Lake Highland Preparatory .....	FL .....	241	Gonzaga Prep High School .....	WA .....	216
Grapevine High School .....	TX .....	240	Canon City High School .....	CO .....	216
North Allegheny Sr High School .....	PA .....	240	Nixa High School .....	MO .....	215
Centennial High School .....	CA .....	240	Hutchinson High School .....	KS .....	215
Field Kindley Memorial HS .....	KS .....	240	Valparaiso High School .....	IN .....	215
Fargo South High School .....	ND .....	239	Lee's Summit North H S .....	MO .....	214
Rocky Mountain High School .....	CO .....	238	Olathe East High School .....	KS .....	214
Southeast HS - Wichita .....	KS .....	237	GlenOak High School .....	OH .....	214
Greeley Central High School .....	CO .....	236	Bob Jones Academy .....	SC .....	214
Lamp High School .....	AL .....	233	James Madison Memorial HS .....	WI .....	213
Milbank High School .....	SD .....	232	Gregory Portland High School .....	TX .....	213
Northeast Magnet HS .....	KS .....	232	Great Falls High School .....	MT .....	213
Homewood-Flossmoor High School .....	IL .....	232	Broken Arrow High School .....	OK .....	212
Campus High School .....	KS .....	231	Pomona High School .....	CO .....	212
Poland Seminary High School .....	OH .....	231	Dilworth Glyndon Felton HS .....	MN .....	211
Starr's Mill High School .....	GA .....	231	Randolph Macon Academy .....	VA .....	211
O'Gorman High School .....	SD .....	231	Klein High School .....	TX .....	210
San Marino High School .....	CA .....	231	Camdenton High School .....	MO .....	210
Bozeman High School .....	MT .....	231	Bethel Park High School .....	PA .....	209
Valley Center High School .....	KS .....	231	Arcadia High School .....	CA .....	209
Mauldin High School .....	SC .....	230	Savannah R3 High School .....	MO .....	208
Central High School - St Joseph .....	MO .....	230	Grandview Sr High School .....	MO .....	208
Dulles High School .....	TX .....	230	Millard South High School .....	NE .....	208
Gig Harbor High School .....	WA .....	230	Wood River High School .....	ID .....	207
Palo Verde High School .....	NV .....	225	Princeton High School .....	TX .....	207
Davis High School .....	UT .....	225	St Thomas More High School .....	LA .....	206
Ind'pls North Central HS .....	IN .....	224	Golden High School .....	CO .....	206
Ft Lauderdale High School .....	FL .....	224	Milton Academy .....	MA .....	206
Lincoln Southwest HS .....	NE .....	224	Platte Canyon HS .....	CO .....	205
San Dieguito High School .....	CA .....	224	Rufus King High School .....	WI .....	205
St Thomas Aquinas High School .....	KS .....	224	Dobson High School .....	AZ .....	205
Lamar Consolidated High School .....	TX .....	223	San Gabriel High School .....	CA .....	205
Niles McKinley High School .....	OH .....	223	St Pius X High School .....	NM .....	204
Montville High School .....	NJ .....	223	Raymond Central High School .....	NE .....	204
Wooster High School .....	OH .....	222	Plano East Sr High School .....	TX .....	204
Clovis East HS .....	CA .....	222	Junction City High School .....	KS .....	203
Trinity Catholic High School .....	KS .....	222	Alief Taylor HS .....	TX .....	203
Centennial High School .....	CO .....	221	Hillcrest High School .....	MO .....	202
Fort Osage HS .....	MO .....	221	Gresham-Barlow High School .....	OR .....	202
Stockdale High School .....	CA .....	221	Rockhurst HS .....	MO .....	202
Northrop HS .....	IN .....	220	Rowan County Sr High School .....	KY .....	201
Randolph High School .....	NJ .....	220	Appleton West High School .....	WI .....	201
Cardinal Mooney High School .....	OH .....	220	Walker Public Schools .....	MN .....	200
Redlands High School .....	CA .....	219	Fort Scott High School .....	KS .....	200
Hillcrest High School .....	SC .....	219	West Lafayette High School .....	IN .....	200
			Westview High School .....	OR .....	200



# Largest NFL Chapters

2004-2005

1	Leland High School	CA	844
	<i>Ms. Gay Brasher</i>		
2	Gabrielino High School	CA	820
	<i>Mr. Derek L. Yuill</i>		
3	James Logan High School	CA	816
	<i>Mr. Tommie Lindsey Jr.</i>		
4	Bellaire High School	TX	763
	<i>Mr. Jay Stubbs/Mr. Russell Rach</i>		
5	Blue Valley North HS	KS	666
	<i>Mr. Max H. Brown</i>		
6	Chesterton High School	IN	636
	<i>Mr. James Cavallo</i>		
7	Lynbrook High School	CA	634
	<i>Ms. Vivian Chien</i>		
8	Shawnee Mission East HS	KS	591
	<i>Ms. Paulette Manville/Ms. Jennifer Stucky</i>		
9	Regis High School	NY	575
	<i>Mr. Eric DiMichele</i>		
10	Nova High School	FL	558
	<i>Ms. Lisa Miller</i>		
11	Downers Grove South HS	IL	503
	<i>Ms. Jan Heiteen</i>		
12	Eastview High School	MN	498
	<i>Mr. Todd Hering</i>		
13	Eagan High School	MN	464
	<i>Ms. Joni Anker</i>		
14	Independence Truman HS	MO	459
	<i>Ms. Christine Adams/Mrs. Kim Lenger</i>		
15	Watertown High School	SD	452
	<i>Mr. Rich Mittelstedt</i>		
16	Liberty Sr High School	MO	451
	<i>Ms. Cassie Price-Aguero/Mr. Sean Nicewaner</i>		
17	Plymouth High School	IN	451
	<i>Mr. David McKenzie</i>		
18	Neosho High School	MO	448
	<i>Mr. David L Watkins</i>		
19	Belton High School	MO	442
	<i>Mr. Timothy Hughes</i>		
20	Kickapoo High School	MO	430
	<i>Ms. Teresa E Sparkman</i>		
21	Pattonville High School	MO	430
	<i>Mr. Randy Pierce/Mr. Don Schulte</i>		
22	Washburn Rural High School	KS	430
	<i>Ms. Cynthia Burgett</i>		
23	New Trier Township High School	IL	427
	<i>Ms. Linda Oddo/Mr. Doug Springer</i>		
24	Lexington High School	MA	425
	<i>Ms. Lynne Coyne/Ms. Nicole Serrano</i>		
25	McPherson High School	KS	421
	<i>Mr. Scott Bonnet</i>		



# ◆ Largest Number of New Degrees

2004-2005

1 Leland High School C: Ms Gay Brasher	CA	325
2 Blue Valley North HS C: Mr Max H Brown	KS	279
3 Bellaire High School C: Mr Jay Stubbs/Mr Russell Rach	TX	278
4 Gabrielino High School C: Mr Derek L Yuill	CA	275
5 Lakeville High School C: Mr Jim Fedje/Mr Andy Charrier	MN	273
6 James Logan High School C: Mr Tommie Lindsey Jr	CA	262
7 Liberty Sr High School C: Ms Cassie Price-Aguero/Mr Sean Nicewaner	MO	246
8 Shawnee Mission East HS C: Ms Paulette Manville/Ms Jennifer Stucky	KS	233
9 Nova High School C: Ms Lisa Miller	FL	229
10 Regis High School C: Mr Eric DiMichele	NY	209
11 Independence Truman HS C: Ms Christine Adams/Mrs Kim Lenger	MO	202
12 Central HS - Springfield C: Mr Jack Tuckness	MO	194
13 Eastview High School C: Mr Todd Hering	MN	194
14 Belton High School C: Mr Timothy Hughes	MO	189
15 Kickapoo High School C: Ms Teresa E Sparkman	MO	187
16 Chesterton High School C: Mr James Cavallo	IN	183
17 Pattonville High School C: Mr Randy Pierce/Mr Don Schulte	MO	181
18 Downers Grove South HS C: Ms Jan Heiteen	IL	178
19 Eagan High School C: Ms Joni Anker	MN	178
20 Munster High School C: Mrs Helen Engstrom	IN	178
21 Taravella High School C: Mrs Beth Goldman	FL	171
22 Plymouth High School C: Mr David McKenzie	IN	170
23 Norman North High School C: Mr Jim Ryan	OK	170
24 Perry High School C: Mrs Kathleen A Patron	OH	169
25 Desert Vista High School C: Mr Erik Dominguez	AZ	168



The National Symposium for Debate finished its first rewarding session. The staff and administration are excited about the experience that the students received. If you were not at NSD you missed out on an amazing institute dedicated to the individual growth of each student.

### Highlights of the NSD experience include:

- 4:1 student to teacher ratio
- 1:1 student to computer ratio (no rotation of labs through computer labs)
- 4/5 of the auto-qualified students to the TOC next year attended NSD; no other camp had this many
- 14 fully critiqued rounds by some of the finest judges in the nation
- One-on-one office hours with our prestigious debate faculty
- A curriculum catered to students' specific needs



## National Symposium for Debate



If you did not have the opportunity to experience NSD this summer, consider attending next year! Visit our website for more pictures from NSD 2005.

[www.nsdebate.com](http://www.nsdebate.com)

**Eric Perelman:** NSD was the most amazing debate experience I've ever had. The staff was truly phenomenal and dedicated to the students. I feel extremely fortunate that I was able to attain so many skills for the future.

**Michael O'Connell:** I have never learned so much in such a short period of time. NSD will prepare any debater with the strategy, the work habits, and the knowledge to be successful in her debate career, whether local, regional, or national.

**Claire Totten:** This was the best, most educational and enjoyable camp I have attended.

**Prashant Rai:** I have attended three institutes and NSD blows all of them out of the water.

**Mihir Gupta:** There's no comparing to NSD!

**Katie Crockett:** NSD provided the most educational opportunity with lots of individual attention. The access and quality of the faculty is second to none. The small student-faculty ratio and individual attention provided a phenomenal learning experience. I learned so much in such a small amount of time.

**Sophie Asher:** I liked the people, staff, and individualized attention. NSD was better than all other institutes because it was small and focused on the students.

NSD





# NSD

The National Symposium for Debate is dedicated exclusively to Lincoln-Douglas Debate and aims to enhance students' educational experiences. Our 2005 inaugural summer institute introduced 86 students to the NSD vision of educational debate. All-around superior student reviews and excellent coach feedback have incited us to expand our offerings to more effectively meet the varied needs of students and coaches.

NSD is pleased to announce a new institute experience available for students: a winter institute dedicated to preparation on the January/February LD topic. Distinct from summer institutes, our winter institute has the advantage of knowing the upcoming topic. NSD will guide you through topic analysis, case writing, and practice rounds on the topic many students will debate at state tournaments, district tournaments, TOC qualifiers, and the TOC itself.

National  
Symposium  
for  
Debate



## Winter Institute

While at the winter institute, students will enjoy wireless internet access, top-notch instructors, a low student to faculty ratio, and high-quality facilities.

- Staying at the Hyatt Deerfield Hotel
- Instructors: Eric Palmer, Tim Case, Paul Schiano, Steve Schappaugh, Kendra Oyer, Ernie Rose
- December 27-30, 2005
- Cost: \$400

[www.nsdebate.com](http://www.nsdebate.com)  
[nationalsymposium@gmail.com](mailto:nationalsymposium@gmail.com)

## Learn from the Best — become a Champion!

### NSD Briefs

Some of the finest debate minds in the country write topic analyses and cut evidence for each topic, available to you for \$15. Moreover, NSD will include two unique features as part of NSDBriefs:

**NSD Interactive Chat.** Upon purchasing NSDBriefs, you will receive the necessary information to join Tim Case, coach of the 2005 NCFL and NFL National Champion, and other staff for an online topic discussion. The staff will answer any questions you have, while assisting you with brainstorming and case-writing.

**NSD Essays.** Each production of NSDBriefs will include an essay on a topic applicable to debate rounds in general,

regardless of the resolution. These essays will range from skills and strategy (e.g. how to beat a spread, how to crystallize effectively) and debate theory (e.g. debating topicality, counterplan theory) to analyzing philosophical positions (e.g. understanding a specific philosophy, how to answer complex arguments).

Insightful analyses, well-cut evidence, and inclusion of unique services no other briefs provide make NSDBriefs your best option for debate briefs. We hope you take this chance to learn from the best — and become a champion!

Email [NSDBriefs@gmail.com](mailto:NSDBriefs@gmail.com) for ordering information.

[www.nsdebate.com](http://www.nsdebate.com)





# ANNUAL REPORT 2004 - 2005

This report summarizes the number of new members and degrees added by each chapter during the school year 2004-2005. 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 '05 designates the chapter rank as of August 31, 2005. The column '04 designates the chapter rank the previous year.

Each year the top chapter in accumulated members and degrees, not more than one in a district, receives the Leading Chapter Award, then its accumulated total returns to zero and begins a new record. The symbol ('93) indicates the last time a chapter won the Leading Chapter Award. A school may not receive the Leading Chapter Award unless it has been a member for five years or five years has passed since last receiving the award. If it lost its Charter or has been suspended or expelled or failed to add new members and degrees during the school year it is also ineligible. A tie in the accumulated total for the Leading Chapter Award is broken in favor of the school which enrolled the greater number of new members and degrees during that school year. This report does not contain the records of affiliate schools.

+Leading Chapter Award				#New or Restored Chapter				*Lost or Suspended Charter			
DEEP SOUTH				CAPITOL VALLEY				SOUTHERN CALIFORNIA			
'05	'04	Chapter	New Total	'05	'04	Chapter	New Total	'05	'04	Chapter	New Total
1	2	+ Lamp High School	103 535	1	2	+ Granite Bay High School	55 294	1	3	+ Yucalpa High School ('96)	80 584
2	3	Mountain Brook High School ('96)	66 428	2	3	Kennedy High School ('99)	40 252	2	2	La Jolla High School	13 522
3	5	Prattville High School	65 401	3	4	Del Norte High School ('98)	30 235	3	8	Claremont High School ('99)	119 504
4	4	Saint James School ('95)	22 352	4	7	Yuba City High School	56 223	4	4	Colton High School ('95)	31 494
5	7	The Montgomery Academy ('02)	140 332	5	5	Oak Ridge High School	16 220	5	7	San Diegoito High School ('00)	94 478
6	8	The Altamont School	39 213	6	8	El Dorado High School	18 202	6	5	El Camino High School ('87)	19 440
7	8	Homewood High School ('92)	6 211	7	8	Nevada Union High School ('00)	17 136	7	8	Redlands East Valley HS	34 411
8	10	Booker T Washington Magnet HS	40 172	8	9	Sacramento Jesuit HS ('97)	28 118	8	9	* Fontana High School ('81)	0 356
9	9	* Brookwood High School	0 136	9	10	Davis Senior High School ('01)	12 87	9	10	Torrey Pines High School	70 351
10	11	Trinity Presbyterian School	4 105	10	11	Galt High School ('98)	11 83	10	11	Katella High School ('76)	30 310
11	12	Randolph School	0 87	11	14	Rio Americano High School ('03)	34 57	11	14	Rancho Bernardo High School	77 301
12	1	Vestavia Hills High School ('04)	80 80	12	---	# Woodcreek High School	18 38	12	12	Bonita Vista High School ('94)	0 269
13	15	* Decatur High School ('01)	9 54	13	1	Ponderosa High School ('04)	34 34	13	13	Holtville High School ('93)	0 238
14	13	* Jefferson County IB School ('00)	0 49	14	12	Rocklin High School	8 32	14	15	The Bishop's School	13 210
15	14	Indian Springs School ('99)	0 48	15	13	CK McClatchy High School ('02)	0 23	15	16	Redlands High School ('03)	93 201
16	16	* Hoover High School ('03)	1 21					16	---	# Cypress High School ('00)	34 119
ARIZONA				EAST LOS ANGELES				17	1	La Costa Canyon High School ('04)	99 99
'05	'04	Chapter	New Total	'05	'04	Chapter	New Total	18	17	Mount Miguel High School ('01)	18 84
1	2	+ Sunnyslope High School ('91)	43 672	1	1	Gabrielino High School ('00)	275 1375	19	18	* Oceanside High School ('02)	0 2
2	9	Desert Vista High School	168 595	2	3	+ La Mirada High School ('92)	67 609			WEST LOS ANGELES	
3	3	Chaparral High School	22 595	3	4	Mark Keppel High School ('99)	119 501	1	2	+ Granada Hills Charter HS	51 656
4	4	River Valley High	8 580	4	5	Damen High School ('96)	73 439	2	---	# Chaminade College Prep	29 605
5	5	Red Mountain High School	15 576	5	6	Polytechnic School	22 383	3	4	Thousand Oaks High School	28 568
6	6	Gilbert High School	20 521	6	7	Los Alamitos High School ('99)	25 323	4	3	Righetti High School	2 548
7	7	Salpointe Catholic HS ('90)	46 484	7	9	San Gabriel High School ('01)	113 314	5	5	Cleveland High School ('96)	1 470
8	10	Blue Ridge High School	50 460	8	8	Buena Park High School ('91)	0 272	6	6	North Hollywood High School ('78)	28 385
9	8	Buena High School	14 449	9	11	San Marino High School ('02)	134 262	7	9	La Reina High School ('98)	47 283
10	12	Dobson High School ('00)	89 384	10	10	Schurr High School ('98)	32 230	8	11	Loyola High School ('01)	80 281
11	11	* Mesa High School	0 381	11	15	Alhambra High School ('03)	107 184	9	10	Sherman Oaks CES ('00)	55 262
12	14	Chandler High School ('96)	46 315	12	12	Walnut High School	17 124	10	8	Atascadero High School	23 261
13	13	Sinagua High School	41 315	13	2	Arcadia High School ('04)	86 86	11	12	Notre Dame HS ('99)	34 195
14	18	Mountain View High School ('02)	89 263	14	17	Sonora High School ('01)	25 78	12	---	# Brentwood School	14 168
15	15	Shadow Mountain HS ('95)	46 258			SAN FRAN BAY		13	13	Bishop Alemany High School	0 143
16	16	Phoenix Central High School ('01)	71 252	'05	'04	Chapter	New Total	14	14	Archer School	38 135
17	20	McClintock High School ('98)	51 205	1	3	+ Monte Vista HS ('98)	112 780	15	16	Immaculate Heart High School ('03)	40 91
18	19	Hamilton High School	24 193	2	6	Lowell High School ('95)	99 749	16	15	* Harvard-Westlake School ('97)	6 79
19	17	Cortez High School ('99)	0 180	3	4	Sonoma Valley High School	50 707	17	1	Arroyo Grande High School ('04)	51 51
20	22	Cactus Shadows HS	2 111	4	2	* St Ignace College Prep ('80)	13 697	18	---	# Foothill Technology HS	23 46
21	1	Brophy College Prep ('04)	84 84	5	5	San Ramon Valley High School	44 697			COLORADO	
22	23	* Flagstaff High School ('03)	0 39	6	7	Pinole Valley High ('91)	22 662	'05	'04	Chapter	New Total
				7	9	Head Royce School	42 855	1	2	+ Columbine High School ('94)	28 621
				8	8	Mercy High School	17 644	2	3	Arapahoe High School ('84)	15 587
				9	10	George Washington HS ('93)	33 597	3	4	Highlands Ranch High School	40 579
				10	11	Miramonte High School ('01)	134 555	4	5	Gateway High School	23 561
				11	12	College Prep ('97)	72 442	5	9	Cherry Creek High School ('02)	166 547
				12	13	Analy High School	60 325	6	6	Rangview High School	16 527
				13	1	James Logan High School ('04)	262 262	7	8	Heritage High School ('86)	14 444
				14	14	Archbishop Riordan HS ('82)	36 200	8	10	Littleton High School ('89)	65 417
				15	15	El Cerrito High School ('00)	19 173	9	11	Kent Denver School	62 409
				16	16	St Vincent de Paul High School ('03)	28 48	10	12	Ponderosa High School ('95)	19 340
				17	16	California High School ('02)	0 4	11	13	Aurora Central High School ('93)	18 235
						SIERRA		12	14	Mullen High School ('01)	27 224
				'05	'04	Chapter	New Total	13	16	Grandview High School	33 197
				1	2	+ East Bakersfield High School	33 664	14	15	Dakota Ridge High School	10 181
				2	4	Sanger High School ('96)	98 630	15	18	* Denver-Lincoln High School ('96)	2 133
				3	3	Foothill High School	21 579	16	19	Chaffield Senior High ('98)	19 123
				4	5	Fresno High School ('85)	16 513	20	21	Fairview High School ('99)	11 110
				5	9	Centennial High School ('00)	72 450	21	1	Douglas County High School ('04)	68 68
				6	8	Bakersfield High School ('99)	63 446			ROCKY MOUNTAIN-NORTH	
				7	7	Edison Computech HSI ('96)	41 425	'05	'04	Chapter	New Total
				8	6	Buchanan High School	0 418	1	6	+ Rocky Mountain High School ('95)	125 615
				9	10	Highland HS ('91)	8 370	2	2	Longmont High School ('92)	50 603
				10	11	South HS - Bakersfield ('86)	17 369	3	5	Moffat County High School ('93)	37 533
				11	---	# Clovis East HS	113 302	4	3	* Loveland High School ('81)	0 526
				12	12	Ridgeview High School	29 293	5	4	Iver C. Ranum High School	16 516
				13	13	West High School ('95)	1 258	6	7	Westminster High School ('79)	12 473
				14	14	Hoover High School ('97)	27 194	7	9	Monarch High School	88 411
				15	15	Bullard High School ('01)	23 148				
				16	---	Liberty High School	26 109				
				17	1	Stockdale High School ('04)	59 59				
				18	16	Garces Memorial High School ('02)	16 53				
				19	17	Clovis West High School ('03)	27 45				
						CALIFORNIA COAST					
'05	'04	Chapter	New Total								
1	7	Leland High School ('03)	325 679								
2	4	+ The Harker School	81 656								
3	2	Homestead High School ('89)	30 613								
4	3	Mission San Jose High School	0 579								
5	---	# Presentation High School	42 554								
6	9	Bellarmine College Prep ('02)	125 463								
7	5	Saint Francis HS ('82)	43 461								
8	8	Monte Vista High School ('00)	53 431								
9	8	Saratoga High School ('01)	61 401								
10	10	Los Gatos High School ('95)	22 344								
11	11	Mountain View High School	34 320								
12	12	Westmont High School ('96)	41 228								
13	13	Pinewood High School ('90)	39 214								
14	1	Lynbrook High School ('04)	157 157								
15	14	Menlo Atherton HS	10 151								



7	8	Denver North HS ('89)	8	411
9	10	Fort Collins High School ('99)	64	333
10	11	Northridge High School	46	300
11	12	Poudre High School ('93)	14	259
12	14	Greeley Central High School ('02)	75	248
13	13	* Weld Central High School	11	236
14	15	Battle Mountain HS	45	193
15	17	Strasburg High School	32	146
16	16	Greeley West High School ('98)	19	136
17	18	Skyline High School ('01)	16	123
18	20	Steamboat Springs HS ('00)	24	118
19	22	Niwot High School ('03)	62	111
20	19	* Thompson Valley High School ('97)	0	107
21	21	Silver Creek High School	22	75
22	1	Centaurus High School ('04)	18	18

#### ROCKY MOUNTAIN-SOUTH

05	'04	Chapter	New	Total
1	3	+ Lakewood High School ('97)	103	595
2	—	# Platts Canyon HS	84	575
3	2	- Bear Creek High School ('94)	41	574
4	4	Golden High School ('99)	96	518
5	5	Pomona High School ('94)	71	470
6	6	George Washington HS ('98)	70	438
7	8	Denver East High School ('01)	135	405
8	7	Aryada High School ('95)	38	309
9	9	Eaglecrest High School ('02)	52	169
10	10	Evergreen High School ('00)	20	85
11	11	Standley Lake High School ('03)	38	73
12	1	Wheat Ridge High School ('04)	69	69
13	—	# Thomas Jefferson HS ('80)	12	47

#### COLORADO GRANDE

05	'04	Chapter	New	Total
1	2	+ Central of Grand Junction HS ('81)	57	638
2	3	Durango High School ('94)	45	524
3	4	Delta High School	47	521
4	5	Liberty High School	44	513
5	7	Grand Junction High School ('88)	27	469
6	8	LaJunta High School ('89)	21	466
7	8	Lamar High School	0	431
8	9	Montrose High School ('98)	39	412
9	10	Pueblo County High School ('87)	13	340
10	12	Air Academy High School ('95)	45	312
11	15	Mesa Ridge High School	69	308
12	17	Canon City High School ('01)	88	302
13	13	South High School ('83)	21	278
14	14	Sierra High School ('97)	25	264
15	18	Woodland Park High School ('98)	38	246
16	19	Centennial High School ('02)	43	238
17	16	Pueblo Central HS ('79)	0	220
18	20	Lewis-Palmer High School	15	184
19	21	East High School ('93)	21	163
20	22	Fruita Monument High School ('99)	22	156
21	26	Widefield High School ('03)	70	149
22	23	Platte Creek High School	23	149
23	24	Rampart High School ('00)	23	140
24	25	Pueblo West High School	36	120
25	1	Palisade High School ('04)	18	18

#### FLORIDA MANATEE

05	'04	Chapter	New	Total
1	2	+ University School	32	687
2	4	Stoneman Douglas HS	68	592
3	3	Coral Springs High School	60	588
4	5	Taravella High School ('02)	171	485
5	8	Nova High School ('03)	229	446
6	6	Ft Lauderdale High School ('01)	74	361
7	9	The Pine Crest School ('00)	72	288
8	7	McArthur High School	0	236
9	10	South Broward High School	34	223
10	11	Western High School	66	207
11	12	North Broward Prep School	20	117
12	13	Charles W Flanagan HS	6	101
13	15	McFatter Technical HS	11	35
14	1	St Thomas Aquinas HS ('04)	29	29

#### FLORIDA PANTHER

05	'04	Chapter	New	Total
1	2	+ Wellington High School ('98)	102	678
2	3	Jupiter High School	68	630
3	4	Palm Beach Lakes HS ('90)	44	575
4	5	Spanish River High School	49	468
5	6	Buchholz High School ('94)	20	408
6	8	Royal Palm Beach High School	69	344
7	10	Suncoast Comm High School ('00)	79	333
8	11	Celebration School	92	325
9	9	Lake Brantley High School	38	303
10	7	Cypress Creek High School	13	297
11	12	Atlantic High School ('95)	31	238
12	15	Dreyfoos School of the Arts ('02)	90	229
13	18	Trinity Preparatory School ('03)	111	226
14	14	Winter Springs High School	37	192
15	13	* John I Leonard High School	0	174
16	18	Martin County High School ('01)	25	113
17	1	Lake Highland Preparatory ('04)	110	110
18	17	South Fork HS	2	105
19	—	# American Heritage High School - Delray Beach	14	88
20	—	# Palm Beach Gardens HS	40	75

#### # Palm Beach Central High School

25 53

#### FLORIDA SUNSHINE

05	'04	Chapter	New	Total
1	1	+ Riverview High School ('98)	4	464
2	3	Sarasota High School ('79)	33	397
3	—	# Niceville High School	110	315
4	4	St Petersburg High School	11	227
5	6	Fort Walton Beach HS	56	211
6	5	King High School	28	197
7	7	Hillsborough High School ('01)	30	153
8	9	Brandon High School	28	144
9	8	# Tampa-Jesuit High School ('97)	20	140
10	10	Gaithers High School ('99)	5	109
11	12	East Bay HS	30	102
12	14	Paul R Wharton HS	27	97
13	11	* Pensacola High School ('00)	1	92
14	16	Academy of the Holy Names ('03)	38	81
15	—	# Lakewood High School	52	80
16	13	Barron Collier HS	4	75
17	2	Pine View School ('04)	72	72
18	15	Lely High School ('02)	8	62
19	—	# Bloomingdale Sr High School	0	0

#### SOUTH FLORIDA

05	'04	Chapter	New	Total
1	2	+ Archbishop Curley Notre Dame	16	460
2	3	* St Brendan High School	0	434
3	4	Michael Krop High School	82	432
4	5	Braddock High School	34	373
5	6	Belen Jesuit Prep School	50	323
6	7	Miami Palmetto High School ('98)	45	269
7	9	Miami Killian High School ('96)	29	216
8	8	Miami Southridge High School ('99)	18	210
9	9	Miami Beach Sr High School ('91)	0	200
10	10	North Miami Senior HS ('97)	20	184
11	12	Ransom Everglades Upper School	25	115
12	11	Hialeah High School ('01)	0	104
13	13	North Miami Beach Sr HS ('00)	13	82
14	14	Miami Jackson Sr High School ('02)	0	26
15	1	Christopher Columbus HS ('04)	2	2

#### GEORGIA NORTHERN MOUNTAIN

05	'04	Chapter	New	Total
1	3	+ Calhoun High School ('91)	33	292
2	8	Henry W Grady High School ('01)	61	280
3	4	Westminster Schools ('97)	20	273
4	9	Brookwood High School ('98)	69	272
5	2	* Northwest HS	0	260
6	5	Lassiter High School	16	256
7	7	Centennial High School	19	236
8	8	Evans High School	12	220
9	10	Rome High School	16	192
10	11	Chattahoochee High School ('03)	8	122
11	13	Lakeview Academy	25	74
12	12	St Plus X Catholic High School ('00)	16	70
13	12	Pace Academy ('99)	0	50
14	14	* Milton High School ('02)	13	27
15	1	Gainesville High School ('04)	0	0

#### GEORGIA SOUTHERN PEACH

05	'04	Chapter	New	Total
1	2	+ Starr's Mill High School	78	394
2	3	Carrollton High School ('95)	33	344
3	4	Glynn Academy High School ('93)	3	306
4	6	Benjamin E Mays HS	20	235
5	5	Thomas County Central HS ('98)	8	229
6	7	Calro High School	10	210
7	8	Northside High School ('96)	24	199
8	9	* Perry High School	0	150
9	10	Brunswick High School ('02)	13	60
10	15	McIntosh High School ('03)	31	70
11	11	* Woodward Academy ('99)	0	67
12	13	Warner Robins High School ('01)	18	66
13	12	Camden County HS	13	86
14	14	Early County HS	15	58
15	1	Fayette County High School ('04)	48	48

#### HAWAII

05	'04	Chapter	New	Total
1	2	+ Kamehameha Schools ('00)	97	431
2	3	Moanalua High School	0	311
3	4	Kahuku High & Intermediate Sch	22	310
4	5	Sacred Hearts Academy ('94)	15	207
5	8	Roosevelt High School	14	194
6	8	Damien Memorial School ('93)	9	175
7	9	President William McKinley HS ('99)	29	175
8	10	Iolani School ('01)	25	165
9	15	Punahou School ('03)	54	153
10	12	St Francis High School	9	140
11	11	Mid Pacific Institute	0	139
12	11	Radford High School ('97)	5	133
13	16	Saint Louis Schools ('96)	22	113
14	14	H. P. Baldwin High School ('98)	1	108
15	17	Alaia High School ('02)	3	60
16	1	University Laboratory School ('04)	30	30
17	19	* La Pietra HS	0	12
18	—	# Christian Liberty School	9	9
19	—	# Honolulu Waldorf School	7	7

#### IDAHO

05	'04	Chapter	New	Total
1	2	+ Wood River High School	47	741
2	3	Bonneville High School ('91)	32	631
3	4	* North Fremont High School	0	581
4	5	Nampa Sr High School ('83)	8	559
5	8	Idaho Falls High School ('95)	79	533
6	6	Centennial High School ('97)	36	510
7	11	Eagle High School	67	493
8	9	Rigby High School	28	483
9	7	Twin Falls High School ('92)	12	473
10	10	Jerome High School	35	466
11	12	Burley High School	38	434
12	13	Capital High School ('94)	49	403
13	14	Boise High School ('98)	84	348
14	15	Madison High School ('00)	82	342
15	—	# Timberline High School	49	340
16	19	Skyline High School ('02)	115	312
17	16	Teton High School	68	304
18	17	Century High School	65	295
19	18	South Fremont High School ('96)	37	285
20	20	Blackfoot High School ('01)	81	221
21	21	Pocatello High School ('99)	53	184
22	22	Hillcrest High School ('03)	103	180
23	—	# Skyview High School	26	102
24	—	# Borah High School	60	60
25	1	Snake River High School ('04)	22	22

#### GREATER ILLINOIS

05	'04	Chapter	New	Total
1	4	+ Pekin Comm High School ('98)	55	407
2	2	Crystal Lake South High School	0	399
3	3	* Red Bud High School	6	385
4	6	Harrisburg HS	63	340
5	5	Paxton Buckleby Loda HS	12	336
6	9	Lincoln Community High School	69	296
7	10	Granite City Sr High School ('99)	64	265
8	7	Pontiac Township High School ('94)	4	249
9	11	Belleville West High School ('01)	67	240
10	8	Normal Community HS ('98)	0	237
11	12	Belleville Township (East) HS ('02)	63	230
12	13	Normal Community West HS	50	160
13	14	Heyworth High School ('03)	46	90
14	1	University High School ('04)	38	38

#### ILLINI

1	3	+ Oak Park & River Forest HS ('87)	141	893
2	2	Glenbard West High School ('93)	34	799
3	4	Downers Grove South HS ('01)	178	793
4	5	Downers Grove North HS ('88)	64	634
5	6	Thornton Township HS ('94)	0	469
6	8	Thornridge High School ('97)	58	311
7	7	Thornwood High School ('98)	31	288
8	11	Homewood-Flossmoor HS ('02)	108	282
9	9	Morgan Park High School	25	255
10	14	Wheaton North High School ('03)	111	234
11	10	Romeoville High School	0	230
12	12	Amos Alonzo Stagg HS	47	218
13	13	Reavis High School ('99)	47	194
14	15	Marian Catholic HS	68	170
15	16	* Lane Technical HS	0	75
16	1	Carl Sandburg High School ('04)	60	60

#### NORTHERN ILLINOIS

05	'04	Chapter	New	Total
1	2	+ Glenbrook North High School ('98)	108	927
2	3	Fenwick High School	41	768
3	4	Regina Dominican College Prep	8	699
4	8	New Trier Township HS ('01)	138	613
5	5	Highland Park High School ('89)	70	610
6	8	Lake Forest High School	31	529
7	6	Barrington High School	39	529
8	9	Wheeling High School ('95)	44	455
9	11	H D Jacobs HS	24	398
10	10	* St Charles East High School	3	380
11	12	Loyola Academy ('90)	37	359
12	13	Glenbrook South High School ('02)	128	356
13	13	Adlai Stevenson HS	59	355
14	14	Buffalo Grove High School ('00)	50	334
15	16	St Ignatius College Prep ('97)	22	245
16	17	Rolling Meadows High School ('99)	26	174
17	18	Dundee Crown High School ('00)	11	115
18	1	Maine East High School ('04)	28	28
19	19	* Deerfield High School ('03)	0	0

#### HOOSIER HEARTLAND

||
||
||



13	14	Ben Davis High School ('03)	62	158
14	13	Covenant Christian High School	16	132
15	16	Connersville Sr High School ('02)	75	128
16	15	Signature School	45	113
17	1	McCutcheon High School ('04)	34	34

#### HOOSIER CROSSROADS

05	'04	Chapter	New	Total
1	2	+ Central High School	19	737
2	3	Maconaquah High School ('91)	48	636
3	4	Carmel High School ('95)	50	626
4	5	Hamilton Heights High School	21	582
5	6	Chrysler High School ('93)	32	504
6	7	* Central Catholic Jr/Sr HS	17	437
7	8	Ind'pls North Central HS ('01)	68	414
8	9	Lawrence North High School	43	377
9	10	Jefferson High School ('92)	15	335
10	12	Brebeuf Jesuit Prep School ('02)	128	294
11	11	Warren Central High School ('00)	53	249
12	14	North High School ('01)	28	127
13	—	# New Albany High School	25	121
14	15	Oak Hill High School ('98)	28	105
15	1	Kokomo High School ('04)	63	63
16	17	Perry Meridian High School ('03)	34	52

#### NORTH EAST INDIANA

05	'04	Chapter	New	Total
1	4	+ Northrop HS ('97)	99	618
2	2	Columbia City High School ('89)	30	586
3	3	Canterbury High School	27	565
4	5	East Noble High School	8	460
5	6	New Haven High School ('85)	21	437
6	9	Chesterton High School ('03)	183	412
7	7	R Nelson Snider High School ('95)	34	332
8	8	Concordia Lutheran High School	13	287
9	10	Concord High School ('00)	33	249
10	11	Lakeland High School ('94)	22	238
11	12	Fort Wayne North Side HS ('96)	20	208
12	13	Howe Military School ('91)	0	131
13	1	South Side HS ('04)	117	117
14	14	Homestead High School ('02)	30	61
15	15	Elmhurst High School ('01)	0	28

#### NORTHWEST INDIANA

05	'04	Chapter	New	Total
1	1	+ Plymouth High School ('00)	170	829
2	3	Valparaiso High School ('86)	107	681
3	4	The Culver Academies	73	608
4	5	Hammond High School ('86)	15	531
5	7	Munster High School ('01)	178	519
6	6	Penn High School ('97)	68	461
7	8	Dekalb High School ('90)	10	347
8	9	Elkhart Central High School ('93)	28	328
9	10	Northfield High School ('99)	32	188
10	11	Westview High School	20	170
11	2	La Porte High School ('04)	107	107
12	12	Northridge High School	15	82
13	13	Elkhart Memorial High School ('02)	15	50
14	14	Highland High School ('03)	6	18

#### EAST IOWA

05	'04	Chapter	New	Total
1	1	+ Davenport North High School	0	561
2	3	+ Bettendorf High School ('93)	22	491
3	5	West High School - Iowa City ('01)	94	478
4	4	West HS - Davenport ('92)	28	443
5	6	Wahlert High School ('97)	47	376
6	7	Washington HS-Cedar Rapids ('94)	16	267
7	8	Burlington Comm HS ('98)	28	256
8	9	Clarke Community HS	11	216
9	10	Davenport Central HS ('99)	23	167
10	12	Iowa City High School ('02)	8	52
11	11	East Buchanan High School	0	51
12	14	Ottumwa High School ('03)	22	46
13	2	Muscatine High School ('04)	13	13

#### WEST IOWA

05	'04	Chapter	New	Total
1	5	+ West Des Moines Valley HS ('96)	115	805
2	2	* Denison Community Schools ('76)	7	516
3	4	CAM High School ('84)	16	509
4	3	Des Moines North High School	2	498
5	8	West High School - Sioux City	16	450
6	7	* Spirit Lake High School	10	435
7	8	Atlantic High School ('89)	33	433
8	12	Dowling Catholic HS ('01)	104	417
9	10	Washington HS - Cherokee ('93)	22	417
10	9	East High School ('86)	10	407
11	11	Kuemper Catholic HS	3	394
12	13	Lincoln High School ('97)	42	351
13	15	North High School ('90)	35	301
14	14	Fort Dodge High School ('95)	31	300
15	16	Ankeny High School ('00)	47	284
16	17	Spencer High School ('99)	18	145
17	18	Des Moines Roosevelt HS ('98)	20	129
18	19	Bishop Heelan HS ('02)	44	123
19	20	LeMars Community HS ('03)	46	88
20	1	Okoboji Community School ('04)	66	66

#### EAST KANSAS

05	'04	Chapter	New	Total
1	2	+ Bishop Miege High School ('91)	87	1075
2	4	Fort Scott High School ('96)	71	717
3	5	Shawnee Mission North HS ('90)	22	621
4	7	Shawnee Mission South HS ('98)	78	560
5	—	# Lawrence Free State High School	79	555
6	6	* Spring Hill High School	0	527
7	8	Shawnee Mission Northwest HS ('97)	51	376
8	—	# Lawrence HS ('00)	72	373
9	9	Olathe South High School ('02)	95	330
10	10	Paola HS	38	240
11	1	Shawnee Mission East HS ('04)	233	233
12	11	Mill Valley High School	14	199
13	12	Shawnee Mission West HS ('03)	110	198
14	13	Olathe Northwest High School	70	105
15	—	# Girard High School	28	28

#### KANASA FLINT-HILLS

05	'04	Chapter	New	Total
1	3	+ Topeka West High School ('91)	54	920
2	2	Seaman High School ('85)	24	916
3	8	Washburn Rural High School ('01)	158	700
4	4	Hayden HS ('93)	10	643
5	6	Baldwin High School	29	642
6	7	Highland Park High School ('82)	16	623
7	5	* Wamego High School	0	613
8	10	Emporia High School ('99)	74	456
9	13	Manhattan High School ('03)	131	283
10	12	Shawnee Heights High School ('98)	104	270
11	14	Silver Lake High School ('02)	64	168
12	1	Topeka High School ('04)	106	106

#### SUNFLOWER

05	'04	Chapter	New	Total
1	2	+ Andover High School	43	700
2	3	Remington High School	37	666
3	6	Goddard High School ('99)	114	657
4	5	Southeast HS - Wichita ('97)	85	655
5	4	Wichita Northwest High School	83	650
6	7	Northwest Magnet HS	84	585
7	9	Wichita East High School ('01)	140	492
8	—	# Kapaun Mount Carmel HS	73	466
9	8	Bishop Carroll Catholic HS	53	438
10	10	Valley Center High School ('02)	88	291
11	13	Campus High School ('03)	74	184
12	1	Malze High School ('04)	141	141
13	12	Wichita Heights High School ('00)	31	122

#### SOUTH KANSAS

05	'04	Chapter	New	Total
1	2	+ Wellington Sr High School	23	778
2	—	# Pittsburg Colgan High School	35	689
3	4	Derby High School ('96)	68	648
4	3	Independence High School	43	636
5	5	Labette County High School	44	481
6	7	Parsons High School ('00)	78	397
7	8	El Dorado High School ('01)	95	378
8	9	Pittsburg High School ('99)	42	305
9	10	Frederick High School ('95)	0	234
10	11	Southeast HS - Cherokee	38	200
11	13	Field Kindred Memorial HS ('03)	94	177
12	12	Arkansas City High School ('02)	28	137
13	1	Winfield High School ('04)	46	46

#### THREE TRAILS

05	'04	Chapter	New	Total
1	4	Blue Valley North HS ('01)	279	955
2	2	+ Sumner Academy ('94)	46	875
3	3	St Thomas Aquinas High School	90	857
4	5	Washington High School ('88)	15	554
5	6	Blue Valley Northwest HS ('00)	125	541
6	8	Blue Valley West HS	121	494
7	9	Blue Valley High School ('02)	144	444
8	7	Turner High School	16	393
9	10	Olathe North High School ('03)	65	131
10	1	Olathe East High School ('04)	75	75

#### WEST KANSAS

05	'04	Chapter	New	Total
1	2	+ Chaparral High School	43	1020
2	3	Haven High School	38	929
3	4	Newton High School ('70)	124	918
4	6	Ulysses High School	0	804
5	5	Trinity Catholic High School	38	768
6	6	Pratt High School	23	720
7	9	Sallina High Central ('97)	140	710
8	7	Sallina South High School ('97)	82	684
9	8	Lyons High School	59	658
10	10	Concordia High School ('95)	54	575
11	11	Garden City High School ('00)	129	510
12	12	Buhler High School ('99)	135	495
13	13	McPherson High School ('01)	185	490
14	14	Junction City High School ('96)	126	425
15	15	Little River High School	26	254
16	18	Ellsworth High School	34	242
17	17	Moundridge High School ('96)	40	235
18	19	Hays High School ('02)	53	190
19	18	Sacred Heart Jr/Sr High School	9	154

20	20	Hutchinson High School ('03)	63	129
21	1	Great Bend High School ('04)	59	59

#### KENTUCKY

05	'04	Chapter	New	Total
1	2	+ Graves County High School	41	430
2	3	Warren East High School ('91)	24	347
3	5	Larue County High School ('92)	17	252
4	8	Lafayette High School ('98)	36	243
5	4	* Pike County Central HS	0	241
6	7	Rowan County Sr High School ('02)	91	233
7	10	Calloway County High School ('01)	46	168
8	8	Scott County High School ('97)	26	162
9	9	Harrison County High School ('94)	12	142
10	12	Danville High School ('03)	56	120
11	—	# Daviess County High School	26	100
12	11	Kentucky Country Day	9	90
13	1	Boone County High School ('04)	66	66
14	13	Murray High School ('00)	0	23

#### LOUISIANA

05	'04	Chapter	New	Total
1	2	+ Comeaux High School ('96)	64	523
2	7	Lafayette High School ('98)	82	462
3	5	Acadiana HS ('92)	44	448
4	3	Cecilia High School	5	434
5	4	* New Iberia High School ('85)	10	431
6	8	Ruston High School ('90)	37	418
7	8	St Martin's Episcopal School	8	399
8	11	St Thomas More High School ('99)	60	380
9	9	Isidore Newman School ('93)	25	370
10	10	Pineville High ('81)	0	339
11	13	Abbeville High School	10	275
12	15	Teurlings Catholic High School ('01)	69	258
13	14	* McDonogh #35 Senior High	0	198
14	16	Kaplan High School	21	177
15	17	Riverdale High School ('00)	36	143
16	—	# Breaux Bridge High School	45	133
17	20	Jesuit New Orleans HS ('97)	17	110
18	18	Caddo Magnet High School ('02)	7	46
19	19	Benton HS	10	40
20	1	Bolton High School ('04)	25	25
21	20	Carencro High School ('03)	5	21

#### MAINE

05	'04	Chapter	New	Total
1	2	* Monmouth Academy ('93)	0	189
2	4	+ Edward Little High School ('69)	15	176
3	3	Deering High School ('92)	7	171
3	5	Yarmouth High School	27	171
5	8	Poland Regional High School	37	141
5	8	Cheverus High School ('88)	28	141
7	7	Bangor High School ('00)	29	138
6	9	Brunswick High School ('02)	23	88
9	10	Thornton Academy ('99)	8	72
10	11	Scarborough High School ('98)	16	66
11	14	Lewiston High School ('03)	28	64
12	12	Dirigo High School	13	54
13	15	Maranacook Community Sch ('01)	13	42
14	13	Skowhegan High School	0	39
15	1	Cape Elizabeth High School ('04)	21	21

#### MICHIGAN

05	'04	Chapter	New	Total
1	2	Portage Northern HS ('01)	107	412
2	3	* Troy Athens High School ('98)	0	204
2	6	+ Holland High School	54	204
4	4	Dexter High School	34	189
5	5	Grand Rapids City High	38	191
6	7	Grand Rapids Christian	56	159
7	8	Kenowa Hills HS	19	107
8	1	Portage Central High School ('04)	106	106
9	10	Lake Orion High School	25	44
10	9	Wylie E Groves High School ('92)	5	40

#### CHESAPEAKE

05	'04	Chapter	New	Total
1	3	Woodrow Wilson HS	48	183
2	2	+ Loyola-Blakefield High School ('99)	23	169
3	6	Governor Thomas Johnson High	40	162
4	4	Catonsville High School ('00)	13	137
5	8	Baltimore City College HS ('03)	54	133
6	5	Our Lady of Good Counsel HS ('75)	2	124
7	9	Walter Johnson High School ('02)	38	97
8	7	Calvert Hall College HS ('01)	5	68
9	10	Loch Raven High School	4	47
10	1	Albert Einstein HS ('04)	4	4



10	10	Forest Lake Sr High School ('99)	65	434	3	4
11	13	South St Paul High School ('03)	53	109	3	8
12	14	Simley High School ('00)	12	68	5	5
13	1	St Paul Academy & Summit Sch ('04)	48	48	6	7

#### NORTHERN LIGHTS

05	'04	Chapter	New	Total	9	10
1	3	+ Walker Public Schools ('96)	66	636	10	11
2	2	Barnesville High School	5	588	11	13
3	4	Duluth East High School ('69)	3	570	12	12
4	5	St Cloud Tech High School	8	519	13	14
5	6	Denfeld High School ('94)	33	485	14	16
6	7	Fosston-Bagley High School	2	446	15	15
7	8	Staples Motley High School	43	377	16	1
8	9	Brainerd High School ('95)	36	324		
9	14	Moorhead Senior High School ('03)	167	322		
10	10	Dilworth Glyndon Felton HS ('00)	60	272	05	'04
11	12	St Michael Albertville HS	76	281	1	3
12	13	St Francis HS ('99)	60	239	1	2
13	11	Park Rapids Area HS ('98)	35	228	3	4
14	15	Buffalo High School	34	150	4	6
15	17	Grand Rapids High School ('02)	38	109	5	7
16	—	# Champlin Park High School	34	106	6	5
17	16	Tower-Soudan HS	14	88	7	9
18	18	* Detroit Lakes High School ('01)	5	44	8	11
19	—	# Andover High School	34	34	9	10
20	1	International Falls HS ('04)	9	9	10	8

#### SOUTHERN MINNESOTA

05	'04	Chapter	New	Total	13	14
1	3	+ Eagan High School ('00)	178	826	14	15
2	2	Rosemount Senior HS ('96)	65	719	15	18
3	4	Bloomington Jefferson HS ('89)	65	709	16	17
4	5	Marshall High School ('94)	33	673	17	18
5	6	The Blake School ('87)	30	641	18	19
6	8	St Louis Park High School	50	581	19	1
7	7	Worthington Sr High School ('78)	13	572		
8	10	Mankato West HS ('92)	46	550		
9	9	Austin High School	0	522	05	'04
10	14	Edina High School ('01)	155	500	1	2
11	12	Eden Prairie High School	57	458	2	11
12	13	Wayzata High School ('98)	82	448	3	3
13	11	* Stillwater Area High School ('90)	0	431	4	6
14	20	Lakeville High School ('03)	273	371	5	10
15	15	Robbinsdale Cooper High School	37	364	8	4
16	16	Springfield High School	32	245	7	5
17	19	Benilde-St Margaret's School ('02)	92	205	8	8
18	17	Dassel Kokato High School ('99)	24	194	9	12
19	18	Rochester Mayo High School	8	173	10	9
20	1	Hopkins High School ('04)	34	34	11	13

#### MISSISSIPPI

05	'04	Chapter	New	Total	14	15
1	4	+ Oak Grove High School	95	341	15	18
2	3	Petal High School	37	325	16	17
3	2	Terry High School ('93)	18	318	17	1
4	6	Hattiesburg High School ('00)	64	288	18	18
5	5	Jackson Prep School ('95)	24	260	19	19
6	7	St Joseph Catholic School	46	250	20	20
7	11	Picayune Memorial High School	61	198		
8	8	Clinton High School ('99)	31	188		
9	10	Long Beach High School	27	187	05	'04
10	9	Lawrence County High School	0	154	1	4
11	12	* Murrah High School	0	129	2	3
12	15	St Andrew's Episcopal School ('02)	25	113	3	5
13	16	Brookhaven High School ('03)	49	101	4	2
14	14	Jackson Academy ('98)	0	99	5	7
15	—	# Ridgeland HS	28	44	6	6
16	1	Laurel High School ('04)	30	30	7	11
17	17	St John Catholic HS	1	23	8	8

#### CARVER-TRUMAN

05	'04	Chapter	New	Total	10	10
1	2	+ Mt Vernon High School	17	641	11	14
2	4	Webb City High School ('90)	72	622	12	12
3	3	Diamond High School	0	571	13	13
4	5	Aurora High School ('93)	57	567	14	15
5	6	Carl Junction High School	24	524	15	16
6	7	Joplin High School ('95)	14	506	16	17
7	6	Springdale High School ('83)	24	485		
8	9	Seneca High School	45	447		
9	13	Neosho High School ('02)	149	438	05	'04
10	10	Monett High School ('98)	73	416	1	2
11	11	Fayetteville High School ('78)	40	365	2	3
12	12	Central High School	29	327	3	4
13	15	Bentonville HS	70	294	4	8
14	14	Nevada High School ('01)	50	292	5	6
15	16	Cassville High School ('00)	41	255	6	5
16	17	Lamar High School ('92)	21	214	7	7
17	18	Republic High School ('96)	25	205	8	12
18	19	Carthage High School ('99)	66	199	9	10
19	20	Greenwood HS	13	79	10	9
20	21	Reeds Spring High School ('03)	33	67	11	11
21	1	McDonald County High School ('04)	25	25	12	13

#### EASTERN MISSOURI

05	'04	Chapter	New	Total	15	16
1	2	+ Jefferson City High School ('88)	80	680	16	17
2	3	Parkway West High School ('93)	68	648	17	1

Rock Bridge High School	17	535
Pattonville High School ('02)	181	535
Ritenour High School	54	528
Oakville Sr High School	59	488
Lafayette High School ('91)	41	453
Parkway Central High School ('94)	66	372
Parkway South High School ('98)	65	361
Marquette High School ('01)	49	293
Parkway North High School ('00)	58	236
Clayton High School ('98)	46	235
Columbia-Hickman HS ('99)	25	186
Ladue Horton Watkins HS ('03)	71	153
DeSmet High School	14	131
Howell North High School ('04)	47	47

#### HEART OF AMERICA

Chapter	New	Total
+ Liberty Sr High School ('97)	246	1182
Park Hill High School ('98)	106	1082
North Kansas City HS ('94)	44	927
Winnetonka High School	91	849
Maryville R-II High School	23	777
Smith Cotton High School ('76)	9	773
Fort Osage HS ('90)	67	756
Independence Truman HS ('01)	202	755
Park Hill South HS	113	754
Benton High School	30	731
Marshall High School ('96)	100	561
Central High School-Kansas City	36	509
Platte County High School	38	478
Saint Plus X High School	47	421
Central HS - St Joseph ('00)	87	399
Excelsior Springs HS	16	317
Savannah R3 High School ('02)	71	229
KC Oak Park HS ('03)	82	181
Independence Chrisman HS ('04)	98	98

#### OZARK

Chapter	New	Total
+ Kickapoo High School ('97)	187	862
Central HS - Springfield ('00)	194	532
Lebanon High School	10	569
Hillcrest High School ('98)	66	549
Glendale High School ('96)	109	519
Willard High School	18	509
Houston High School	27	494
Bolivar R 1 High School ('95)	28	468
Camdenton High School ('99)	87	464
Waynesville High School ('92)	8	447
West Plains High School ('93)	24	355
* Willow Springs High School	0	294
# Logan Rogersville High School	0	292
Greenwood Laboratory School	28	281
John F Hodge High School	18	260
Nixa High School ('02)	67	231
Parkview High School ('04)	163	163
Ozark High School ('01)	20	155
# Mansfield High School	4	100
Buffalo High School ('03)	17	41

#### SHOW ME

Chapter	New	Total
+ Belton High School ('96)	189	889
Raytown South High School ('98)	155	844
Blue Springs South HS ('00)	125	741
Harrisonville High School	19	708
Grandview Sr High School ('93)	88	676
Notre Dame De Sion HS	13	606
Blue Springs High School ('01)	153	568
The Barstow School	37	567
Hickman Mills High School ('90)	48	529
Rockhurst HS ('99)	52	503
Lee's Summit North H S	80	413
Ruskin High School ('91)	31	383
Pembroke Hill School	13	351
Raytown High School ('03)	94	224
Lee's Summit High School ('02)	34	154
* Center High School ('97)	1	63
Raymore-Peculiar High School ('04)	49	49

#### MONTANA

Chapter	New	Total
+ Great Falls High School ('97)	70	683
Hellgate High School ('87)	58	645
Billings Sr High School	61	644
Bozeman High School	111	602
Corvallis High School	48	570
Helena High School ('94)	40	567
Skyview High School ('95)	47	545
Flathead Co High School ('02)	164	534
Capital High School	39	527
Big Sky High School	21	510
Butte High School ('96)	58	487
Great Falls Russett HS ('00)	43	381
Beaverhead County High School	13	314
Hyattsville High School ('01)	43	162
Browning High School	28	103
Billings West High School ('03)	62	96
Sentinel High School ('04)	72	72

#### NEBRASKA

Chapter	New	Total
+ Millard North High School ('00)	139	729
Columbus High School	50	514
Fremont High School ('96)	47	504
Norfolk High School ('98)	57	472
Omaha Central High School ('97)	34	410
Kearney Sr High School ('01)	100	313
* Omaha Brownell-Talbot College Prep	7	278
# Lincoln Southwest HS	111	261
VJ & Angela Skutt Catholic HS	15	256
Malcolm High School	35	253
Marian High School ('99)	48	237
Raymond Central High School ('02)	66	201
Millard West High School ('03)	67	160
Grand Island Senior HS ('04)	39	39

#### NEBRASKA SOUTH

Chapter	New	Total
* Bryan Senior High School	0	563
+ Millard South High School ('99)	78	451
Hastings Senior High School ('97)	34	355
Westside High School ('98)	68	343
Ralston High School ('98)	49	302
Bellevue East High School ('00)	80	299
Crete High School	12	263
Lincoln High School ('95)	23	195
Lincoln Northeast HS ('75)	25	194
Papillion-LaVista High School ('02)	59	190
Lincoln Southeast HS ('01)	41	130
Lincoln East HS ('04)	126	126
Bellevue West High School ('03)	44	102

#### GOLDEN DESERT

Chapter	New	Total
+ The Meadows School	98	427
Foothill High School	89	425
Advanced Techno Academy	73	379
Palo Verde High School	117	355
Green Valley High School ('03)	116	245
Valley High School ('97)	23	227
Bonanza High School ('00)	37	215
# Coronado High School	37	131
Chaparral High School ('01)	0	85
# Moapa Valley High School	26	82
Centennial High School	15	78
Silverado High School ('04)	76	76
# Shadow Ridge High School	55	69
Clark High School ('99)	4	66

#### SAGEBRUSH

Chapter	New	Total
+ Elko High School ('96)	53	377
Carson Valley Middle School	29	322
McQueen High School ('99)	49	271
Reno High School ('03)	94	208
Galena High School	16	190
Pau Wa Lu Middle School	15	171
Bishop Manogue Catholic HS ('01)	45	159
Carson City High School ('97)	15	147
Spring Creek High School	34	113
Incline High School ('00)	13	91
Reed High School ('02)	31	84
# Churchill Co. High School ('85)	31	44
Douglas High School ('04)	34	34

#### NEW ENGLAND

Chapter	New	Total
+ Lexington High School ('00)	80	812
Manchester Essex Regional HS ('01)	134	418
Acton-Boxborough Reg HS ('99)	0	373
Secord Heart High School ('98)	43	333
Newton South High School	48	305
Needham High School	46	294
Shrewsbury High School ('02)	91	236
Catholic Memorial High School ('96)	44	235
Hull High School	10	211
* Silver Lake Regional HS ('93)	10	207
Milton Academy ('03)	69	139
Weston High School	21	118
Braintree High School	9	104
Ursuline Academy	13	86
* Dighton-Rehoboth Regional HS	3	43
Bishop Guertin High School ('04)	25	25

#### NEW JERSEY

Chapter	New	Total
+ Randolph High School ('95)	85	523
Science High School ('91)	37	479
Hanover Park High School ('92)	58	458
Ridgewood High School	11	445
Millburn High School	76	344
* Barringer High School	11	300
Arthur L Johnson HS	41	281
Moorestown High School ('00)	0	280
Bridgewater-Raritan Reg HS ('94)	25	277
Elizabeth High School ('98)	47	257
Montville High School ('02)	73	254
Ocean Township High School ('96)	8	237



13	12	Long Branch HS ('97)	15	228	8	11	Freedom High School ('95)	14	219	7	10	Boardman High School ('02)	79	296
14	14	Matawan Regional HS ('88)	19	221	9	13	Charlotte Latin School	27	163	8	8	Lisbon David Anderson HS	21	282
15	16	Bergenfield High School ('99)	0	165	10	12	Zebulon B Vance HS	0	154	9	9	Liberty High School	20	266
16	17	Malcolm X Shabazz High School	4	157	11	15	North Mecklenburg HS ('02)	41	89	10	11	Ursuline HS ('01)	44	200
16	20	Freehold Township HS ('03)	107	157	12	14	Jay M Robinson	8	66	11	12	Howland High School ('03)	78	165
18	18	East Side High School	13	128	13	—	* Carolina Day School	34	51	12	1	Poland Seminary High School ('04)	77	77
19	1	Ridge High School ('04)	117	117	14	16	Chase High School ('03)	21	42					
20	19	Seton Hall Prep ('01)	0	108	15	1	T. Wingate Andrews HS ('04)	16	16					
					16	17	* West Charlotte High School ('01)	0	0					
WESTERN OHIO														
										05	'04	Chapter	New	Total
										1	2	+ Perrysburg HS	43	467
										2	3	Beavercreek High School ('92)	51	451
										3	4	Findlay High School ('90)	0	375
										4	5	Wauseon High School	35	360
										5	7	Centerville High School ('01)	67	326
										6	6	Upper Arlington High School ('68)	33	309
										7	8	Sylvania Northview HS ('99)	52	305
										8	9	Oakwood High School ('00)	24	244
										9	10	* Kettering-Fairmont HS ('96)	7	211
										10	11	Sylvania Southview HS ('98)	51	263
										11	13	Gahanna-Lincoln High School ('03)	46	98
										12	12	Elgin High School ('02)	17	87
										13	1	Notre Dame Academy ('04)	43	43
EAST OKLAHOMA														
										05	'04	Chapter	New	Total
										1	3	+ Bartlesville High School ('97)	40	539
										2	2	Sapulpa High School ('93)	29	534
										3	4	Muldrow High School	15	502
										4	7	Grove High School	32	493
										5	5	* Miami High School	0	480
										6	8	Cascia Hall Preparatory	28	466
										7	9	Talihina High School	29	448
										8	10	Claremore High School	51	444
										9	11	Broken Arrow High School ('98)	81	440
										10	15	Jenks High School ('00)	110	420
										11	12	Bixby High School	44	394
										12	13	Mannford High School	11	357
										13	14	* Muskogee High School ('81)	17	329
										14	20	Bishop Kelley High School ('01)	56	290
										15	18	Charles Page High School ('95)	32	263
										16	16	* Vinita High School	4	281
										17	21	Shawnee High School ('94)	57	274
										18	17	* Stillwell High School	0	251
										19	19	Pawhuska High School	11	250
										20	22	Mounds High School	21	210
										21	23	Wilburton High School	32	194
										22	25	Oologah High School ('99)	43	182
										23	24	Holland Hall High School	21	177
										24	26	Owasso High School	48	170
										25	27	Stillwater High School ('02)	22	97
										26	—	# Verdigris High School	24	57
										27	28	Ponca City High School ('03)	23	50
										28	1	Tulsa Washington High School ('04)	32	32
										29	29	* Haileyville Public School	0	11
WEST OKLAHOMA														
										05	'04	Chapter	New	Total
										1	2	+ Kingfisher High School	24	697
										2	3	Edmond North High School	25	652
										3	4	Heritage Hall School ('65)	22	617
										4	5	Putnam City High School ('93)	52	588
										5	7	Edmond Santa Fe High School	49	551
										6	8	Comanche High School	23	542
										7	8	Bishop McGuinness High School	8	490
										8	9	Fairview High School	38	457
										9	10	Okarche High School	27	404
										10	11	Alva High School ('00)	27	391
										11	13	Putnam City North HS ('98)	77	384
										12	16	Norman High School ('02)	122	348
										13	14	Duncan High School ('97)	35	331
										14	12	Deer Creek High School	0	323
										15	18	Norman North High School ('03)	170	317
										16	15	Edmond Memorial HSI ('95)	13	260
										17	17	Enid High School ('01)	39	247
										18	19	* Yukon High School ('99)	21	110
										19	18	* Eisenhower High School ('90)	1	78
										20	1	Guymon High School ('04)	52	52
NORTH OREGON														
										05	'04	Chapter	New	Total
										1	2	+ Sandy High School	17	407
										2	3	Tualatin High School	35	396
										3	5	Westview High School	100	376
										4	4	Forest Grove High School	22	366
										5	6	Glencoe High School ('96)	36	309
										6	9	Sprague High School ('93)	62	257
										7	8	Canby High School ('97)	24	228
										8	10	Silverton High School ('99)	36	220
										9	13	Gresham-Barlow High School ('02)	59	208
										10	11	Tigard High School ('01)	31	200
										11	12	Oregon City High School ('98)	43	193
										12	14	Southridge High School	51	154
										13	16	Clackamas High School ('03)	37	78
										14	15	Lincoln High School ('00)	3	53
										15	—	# Blanchet Catholic School	11	37
										16	1	Woodburn High School ('04)	9	9
NORTHERN OHIO														
			</											



## SOUTH OREGON

05	'04	Chapter	New	Total
1	4	+ Ashland High School ('99)	102	402
2	—	# South Eugene High School ('88)	48	401
3	2	North Valley High School ('92)	34	395
4	3	Willamette High School ('97)	41	347
5	9	Summit High School	78	147
6	—	# Bandon High School	20	147
7	8	Grants Pass High School ('98)	0	142
8	7	Eagle Point High School ('00)	18	140
9	8	Roseburg Sr High School ('02)	46	136
10	10	Mountain View High School ('01)	47	113
11	11	Marshfield High School ('03)	36	86
12	—	# Butte Falls High School	33	69
13	1	North Medford High School ('04)	18	18

## PENNSYLVANIA

05	'04	Chapter	New	Total
1	2	+ Hempfield Area High School ('71)	18	472
2	3	Greater Latrobe High School ('94)	17	424
3	4	Rockwood High School	17	421
4	5	Norwin High School ('93)	20	355
5	7	Bishop Carroll HS	33	332
6	8	Uniontown Area HS ('89)	1	320
7	8	Trinity High School ('97)	35	298
8	9	Derry Area High School ('98)	13	257
9	10	The Kiski School ('89)	10	192
10	11	Belle Vernon Area HS ('01)	47	190
11	13	Bellwood-Antis High School ('02)	52	150
12	14	McKeesport Area High School ('03)	69	137
13	12	# Penn Hills High School	11	126
14	15	* Greensburg Central Cath HS ('98)	0	59
15	1	Greensburg Salem HS ('04)	53	53
16	—	# Indiana Sr High School	32	47
17	18	Franklin Regional High School ('00)	0	42
18	—	# Laurel Valley Middle High School	3	28

## PITTSBURGH

05	'04	Chapter	New	Total
1	2	+ Mercer Area High School ('90)	40	594
2	3	Bethel Park High School ('95)	47	571
3	4	Upper St Clair High School ('89)	34	543
4	5	Pine-Richland High School ('94)	25	528
5	8	Fox Chapel Area High School	42	520
6	6	* Oakland Catholic High School ('70)	1	496
7	7	Riverside High School ('87)	5	491
8	9	Cathedral Prep School ('96)	44	432
9	10	Mt Lebanon Sr High School ('98)	50	355
10	11	Baldwin High School ('97)	55	309
11	12	Pittsburgh Central Cath HS ('93)	21	255
12	14	McDowell HS	77	253
13	13	Quigley Catholic High School ('00)	32	221
14	17	Mercyhurst Prep School	54	197
15	16	Lakeview Christian Academy	25	167
16	15	Lakeview High School	1	167
17	1	North Allegheny Sr HS ('04)	122	122
18	18	North Catholic High School ('02)	24	67
19	19	* Keystone Oaks High School ('99)	17	67
20	21	Peters Twp High School ('01)	24	66
21	20	North Hills High School ('03)	19	63

## VALLEY FORGE

05	'04	Chapter	New	Total
1	2	+ St Joseph's Preparatory School	47	516
2	3	La Salle College High School ('95)	36	482
3	4	Dallastown Area High School	15	372
4	5	Danville Area High School ('98)	49	355
5	6	Mechanicsburg Area Senior HS ('93)	18	273
6	7	Southern Lehigh High School	25	259
7	9	Holy Ghost Prep ('01)	62	250
8	8	* Jenkintown Middle and High	11	206
9	10	Scranton High School ('99)	30	196
10	11	E.L. Meyers High School	28	185
11	12	* Gettysburg Senior High School	0	157
12	13	Truman High School ('02)	51	155
13	14	Shikellamy High School ('00)	40	129
14	1	Pennsbury High School ('04)	50	50
15	15	Delone Catholic High School ('03)	10	45

## SOUTH CAROLINA

05	'04	Chapter	New	Total
1	3	+ Mauldin High School ('96)	143	595
2	1	Southside High School ('00)	54	541
3	4	Riverside High School ('02)	136	494
4	6	Bob Jones Academy ('01)	120	434
5	5	* Greenville Senior Academy	7	334
6	8	T.L. Hanna High School ('98)	35	333
7	7	Westside High School	15	316
8	10	Irmo High School ('90)	23	288
9	9	Greer High School	15	280
10	11	Christ Church Episcopal School	0	215
11	12	Dorman High School	21	207
12	13	Northside Christian School	14	179
13	14	Bishop England High School	4	165
14	15	Allendale-Fairfax High School ('99)	19	154
15	18	Hillcrest High School ('03)	26	140
16	16	Barnwell High School	17	136
17	17	J.L. Mann Academy	4	121
18	—	# Beaufort High School	24	24

## PORTER GAUD SCHOOL ('04)

## NORTHERN SOUTH DAKOTA

05	'04	Chapter	New	Total
1	3	+ Aberdeen Central High School ('00)	109	633
2	2	Millbank High School ('98)	67	611
3	4	Deuel School ('91)	34	532
4	5	Madison High School ('95)	36	440
5	6	Groton High School ('97)	37	217
6	9	Brookings High School ('03)	104	216
7	7	Mitchell High School ('01)	47	194
8	1	Watertown High School ('04)	162	162
9	8	Montrose HS	23	140
10	10	Huron High School ('02)	35	109

## RUSHMORE

05	'04	Chapter	New	Total
1	2	+ O'Gorman High School ('94)	115	870
2	3	Vermillion High School ('96)	23	536
3	4	* Brandon Valley High School	10	399
4	5	Beresford High School ('92)	0	398
5	6	Stevens High School ('99)	44	378
6	10	Sioux Falls Lincoln HS ('03)	150	299
7	7	Yankton High School ('01)	63	279
8	9	Central High School ('00)	45	223
9	11	Washington High ('02)	70	202
10	8	Lennox High School	2	197
11	1	Roosevelt HS ('04)	81	81

## TENNESSEE

05	'04	Chapter	New	Total
1	2	+ Cookeville High School ('91)	35	634
2	6	Morristown West High School ('95)	100	599
3	3	* Maryville High School	0	567
4	4	Germantown High School	14	547
5	7	Brentwood Academy	26	512
6	5	Dobyns Bennett High School	0	508
7	9	Antioch HS ('77)	28	502
8	8	Henry County High School ('85)	15	493
9	10	* Northeast HS	1	429
10	11	Franklin High School	0	418
11	12	St Cecilia Academy	9	340
12	13	* Baylor School	4	338
13	14	Battle Ground Academy ('99)	33	292
14	15	Brentwood High School ('00)	52	262
15	15	Nashville Overton High School ('96)	24	234
16	17	Dickson County High School ('01)	54	217
17	18	Montgomery Bell Academy ('02)	57	167
18	20	Rossview High School	36	116
19	19	* Goodpasture High School ('97)	0	104
20	21	Collinsville High School ('03)	48	98
21	1	Mars Hill Bible School ('04)	38	38

## CENTRAL TEXAS

05	'04	Chapter	New	Total
1	2	+ Ronald Reagan High School	122	642
2	4	Winston Churchill HS ('00)	127	549
3	3	Judson High School	9	518
4	6	Sandra Day O'Connor HS	130	435
5	5	Robert E Lee HS - San Antonio ('94)	24	341
6	7	Tom C Clark High School ('97)	37	310
7	8	John Jay High School	26	293
8	9	John Marshall High School	19	276
9	10	Smithson Valley High School	21	250
10	11	Blanco High School	37	224
11	12	James Madison High School ('99)	22	195
12	13	Edgewood Memorial High School	6	151
13	13	Tivy High School	0	149
14	14	Taft High School ('01)	15	91
15	15	Samuel Clemens High School ('98)	13	83
16	16	Earl Warren High School	34	77
17	17	* Holmes High School ('02)	0	34
18	1	Douglas MacArthur HS ('04)	24	24

## EAST TEXAS

05	'04	Chapter	New	Total
1	2	+ Dulles High School ('94)	73	830
2	3	William P Clements High School	73	806
3	4	Klein High School ('93)	69	788
4	5	Kinkaid School ('81)	47	749
5	6	Cypress Creek High School ('89)	7	682
6	7	Klein Forest High School	26	874
7	9	Crosby High School	60	653
8	10	James E Taylor High School ('95)	60	812
9	16	Cypress Falls High School	48	544
10	12	Oak Ridge High School	7	543
11	15	J Frank Dobie High School	27	543
12	13	Klein Oak High School	11	532
13	17	Nacogdoches High School	30	501
14	20	Kingwood High School	62	415
15	19	* Conroe High School ('87)	3	361
16	22	The Woodlands High School ('99)	38	303
17	26	Jersey Village High School ('01)	62	262
18	27	Caney Creek High School	21	121
19	28	Humble High School ('02)	28	87
20	—	# Katy High School ('80)	11	53
21	1	Spring High School ('04)	44	44

## GULF COAST

05	'04	Chapter	New	Total
1	2	+ Corpus Christi Carroll HS ('92)	8	333
2	3	W.B. Ray High School ('94)	48	309
3	5	Flour Bluff High School	41	285
4	9	Harlingen High School South ('01)	72	265
5	7	Angleton High School	35	262
6	4	Pharr San Juan Alamo North HS	0	257
7	—	Ball High School	1	246
8	8	James Nikki Rowe High School	0	234
9	10	Gregory Portland High School ('02)	78	222
10	8	Pharr-San Juan-Alamo HS ('93)	18	210
11	12	Calallen High School ('99)	21	162
12	13	Pharr San Juan Alamo Memorial	29	157
13	15	Memorial High School - Victoria	32	157
14	14	Bishop High School ('00)	24	151
15	11	McAllen High School ('98)	7	149
16	1	Richard B King HS ('04)	90	90
17	17	Columbia High School	18	38
18	18	Brazoswood High School ('03)	14	31

## HEART OF TEXAS

05	'04	Chapter	New	Total
1	2	+ Westlake High School ('97)	77	532
2	4	Carroll High School	118	464
3	3	Stephen F Austin HS - Austin ('88)	52	414
4	5	San Marcos High School ('92)	16	296
5	6	Lake Travis High School	31	288
6	8	Lufkin High School	52	254
7	7	Wimberley High School	19	230
8	12	Round Rock High School ('99)	38	21
9	9	Midway High School ('96)	12	213
10	14	Del Valle High School	28	202
11	10	Jack C Hays High School ('00)	16	198
12	13	John Connally High School	6	182
13	11	Dripping Springs High School	1	182
14	15	A & M Consolidated HS ('01)	40	161
15	16	Georgetown High School ('02)	31	139
16	17	Bryan High School ('03)	8	98
17	1	Pflugerville High School ('04)	8	8

## LONE START

05	'04	Chapter	New	Total
1	3	+ Grapevine High School ('97)	109	631
2	2	South Grand Prairie HS	36	580
3	4	* Trinity High School ('88)	0	513
4	6	Granbury High School	39	456
5	5	Richardson High School	30	455
6	7	R L Turner High School ('94)	18	388
7	8	Dallas Highland Park HS ('93)	22	384
8	9	Allen High School	15	370
9	10	Ryan High School	20	351
10	11	Northwest High School	17	329
11	12	Greenhill School ('95)	39	296
12	13	Garland High School ('99)	23	231
13	14	* The Colony High School	0	205
14	18	Clark High School ('00)	23	188
15	18	Duncanville High School ('01)	45	185
16	17	Piano West Sr High School	30	183
17	20	Arlington High School ('02)	49	160
18	22	Piano Sr High School ('03)	75	154
19	19	South Garland High School ('98)	19	144
20	21	All Saints Episcopal School	17	126
21	1	Williams High School ('04)	55	55

## NORTH TEXAS LONGHORNS

05	'04	Chapter	New	Total
1	2	+ Jasper High School .	132	624
2	3	Shepton High School ('94)	58	524
3	4	Creekview High School	51	462
4	5	Denton High School ('80)	36	419
5	6	Hockaday School ('92)	47	402
6	8	James Martin High School ('96)	20	360
7	7	LD Bell High School	9	353
8	13	Vines High School ('98)	78	325
9	9	Naaman Forest High School	18	295
10	11	Lewisville High School ('95)	19	289
11	14	Crowley High School	37	280
12	10	Cedar Hill High School	0	276
13	12	Fossil Ridge High School	12	266
14	16	Colleyville Heritage HS ('02)	82	205
15	15	DeSoto High School	1	201
16	16	Newman Smith High School ('00)	26	191
17	17	Edward S Marcus High School ('99)	8	165
18	19	Piano East Sr High School ('01)	32	135
19	20	Keller High School	31	112
20	21	Frisco High School	32	108
21	—	# Flower Mound High School	56	93
22	22	St Mark's School of Texas ('03)	8	51
23	1	Grand Prairie High School ('04)	32	32



7	13	Lamar Consolidated HS ('00)	118	448	5	4	Yeleta High School ('95)	17	240
8	8	St Agnes Academy	4	441	6	10	Hanks High School ('99)	36	219
9	10	Clear Brook High School	11	394	7	5	Canutillo High School	0	218
10	11	Sharpstown High School	2	381	8	8	Jefferson Silva Magnet H S	10	217
11	18	Stephen F Austin HS - Sugarland	66	361	9	13	Cathedral High School ('01)	56	212
12	15	LV Hightower High School	40	354	10	12	Bel Air High School ('02)	28	196
13	17	G C Scarborough HS	24	315	11	11	Crane High School	0	182
14	18	Houston Jesuit High School ('97)	49	308	12	15	Eastwood High School ('96)	44	173
15	21	Pearland High School	56	297	13	14	Del Valle HS-El Paso ('00)	8	152
16	19	IH Kempner High School	34	282	14	16	Riverside High School ('03)	32	52
17	1	Bellaire High School ('04)	278	278	15	1	Burges High School ('04)	20	20
18	20	Monsignor Kelly Catholic HS	16	261					
19	22	Foster High School	35	233					
20	23	Cinco Ranch High School	45	225					
21	24	Westside High School	18	184					
22	—	# Bay City High School	56	162					
23	25	St Thomas Episcopal School	2	148					
24	28	Clear Lake High School ('02)	0	96					
25	—	# Needville High School	41	41					

## SPACE CITY

(NEW DISTRICT)

05	'04	Chapter	New	Total
1	—	# R E Lee High School	0	738
2	—	+ Hastings High School ('96)	74	667
3	—	Langham Creek High School	45	584
4	—	Memorial HS - Houston ('88)	39	556
5	—	Pasadena High School ('83)	28	496
6	—	Houston Nimitz HS	17	438
7	—	Deer Park High School ('98)	89	384
8	—	Alief Taylor HS	81	330
9	—	Barbers Hill High School	13	317
10	—	Stratford High School ('00)	8	214
11	—	# Cypress Ridge HS	47	138
12	—	Fort Bend Baptist Academy	12	135
13	—	Northbrook High School ('96)	0	121
14	—	Cy-Fair HS ('03)	34	117
15	—	Alief Elsik High School ('03)	68	117
16	—	# Kerr High School	46	105
17	—	# Eisenhower High School	28	75
18	—	# Marshall High School	45	45
19	—	# Spring Woods HS ('96)	12	33

## TALL COTTON

05	'04	Chapter	New	Total
1	2	+ Big Spring High School	48	455
2	3	Friendship High School	17	420
3	4	Midland High School ('89)	27	411
4	5	Lubbock High School ('90)	10	393
5	6	Pampa High School	26	382
6	8	Tascosa High School ('94)	26	367
7	7	Coronado High School ('88)	9	359
8	9	Odessa Permian High School ('95)	2	331
9	11	Ablene High School ('99)	34	322
10	10	Cooper High School ('96)	22	319
11	12	Highland Park High School	5	152
12	13	Trinity Christian High School	1	124
13	14	Odessa High School ('00)	17	116
14	15	Hereford High School ('01)	29	104
15	16	Central High School ('02)	24	72
16	17	Amarillo High School ('03)	22	51
16	1	Robert E Lee High School ('04)	51	51

## UIL

05	'04	Chapter	New	Total
1	2	* Denison High School	0	351
2	4	+ Princeton High School	72	341
3	3	Terrell High School	2	281
4	7	Vanguard College Prep School	38	220
5	6	Springtown High School	17	216
6	5	Mesquite Poteet High School	0	211
7	9	Royce City High School	31	173
8	8	Diboll High School	21	168
9	12	Van High School	62	159
10	10	Gilmer HS	27	130
11	—	# Pine Tree High School	17	121
12	11	Athens High School	20	119
13	—	# Skyline HS & Career Development ('65)	30	98
14	17	Hallsville High	55	92
15	13	Shelbyville HS	13	83
16	1	Lindale High School ('04)	62	82
17	18	North Lamar HS	43	80
17	14	Wylie Sr High School	27	80
19	16	Crandall High School	26	67
20	15	Sherman High School ('02)	16	65
21	19	Tyler High School ('03)	28	58
22	—	# White Oak High School	32	32
23	20	* Gladewater High School	0	29
24	21	Wills Point HS	9	27
25	—	# Qultman High School	13	13

## WEST TEXAS

05	'04	Chapter	New	Total
1	3	+ El Paso Coronado HS ('98)	76	311
2	7	Americas High School	56	265
3	2	Franklin High School	21	259
4	6	Loretto Academy ('93)	32	244

5	4	Yeleta High School ('95)	17	240
6	10	Hanks High School ('99)	36	219
7	5	Canutillo High School	0	218
8	8	Jefferson Silva Magnet H S	10	217
9	13	Cathedral High School ('01)	56	212
10	12	Bel Air High School ('02)	28	196
11	11	Crane High School	0	182
12	15	Eastwood High School ('96)	44	173
13	14	Del Valle HS-El Paso ('00)	8	152
14	16	Riverside High School ('03)	32	52
15	1	Burges High School ('04)	20	20

## GREAT SALT LAKE

05	'04	Chapter	New	Total
1	3	+ Salt Lake City West HS ('98)	104	505
2	2	Lone Peak High School	65	474
3	8	Kearns High School ('97)	62	341
4	5	Rowland Hall-St Mark's School ('95)	52	340
5	4	East High School ('98)	23	338
6	8	Skyline High School ('02)	94	314
7	7	Park City High School	30	290
8	10	Layton Christian Academy	67	255
9	9	Hunter High School ('00)	37	227
10	11	Olympus High School ('99)	54	221
11	—	# Lehi High School ('86)	83	198
12	12	Taylorville High School ('01)	82	182
13	13	Cottonwood High School ('03)	59	109
14	1	Highland High School ('04)	38	38

## SUNDANCE

05	'04	Chapter	New	Total
1	2	+ Blingham High School ('92)	140	779
2	3	American Fork High School ('91)	14	515
3	4	Granger High School ('93)	29	404
4	7	Alta High School ('02)	57	141
5	6	Hillcrest High School ('01)	24	134
5	5	Orem High School ('99)	21	134
7	1	Jordan High School ('04)	114	114
8	8	Pleasant Grove High School ('03)	28	98
9	9	Carbon High School ('00)	45	91

## UTAH-WASATCH

05	'04	Chapter	New	Total
1	2	+ Davis High School ('98)	100	569
2	5	Bountiful High School ('96)	75	474
3	3	Layton High School ('97)	10	453
4	4	Murray High School ('91)	27	444
5	11	Sky View High School ('02)	153	372
6	7	Woods Cross High School ('95)	33	355
7	10	Logan High School ('99)	84	352
8	9	Clearfield High School ('00)	71	348
9	6	* Mountain Crest High School	0	346
10	8	Roy High School ('92)	22	308
11	13	Ogden High School ('01)	81	233
12	12	* Fremont High School	0	159
13	14	Northridge High School ('03)	60	122
14	1	Weber High School ('04)	39	39

## MID-ATLANTIC

05	'04	Chapter	New	Total
1	2	Randolph Macon Academy	84	363
2	3	+ Sherando High School	16	287
3	4	Holy Cross Regional School	15	277
4	5	Abingdon High School	0	240
5	7	Walt Whitman High School ('97)	32	239
6	8	Winston Churchill HS ('94)	32	234
7	14	Madison County High School ('01)	73	210
8	6	First Colonial School ('93)	0	209
9	11	Blacksburg High School ('00)	38	206
10	9	Great Bridge High School ('94)	11	194
11	10	Hampton Roads Academy	1	172
12	12	W T Woodson High School ('98)	20	162
13	13	Clover Hill High School ('98)	15	156
14	19	Chantilly H S	67	144
15	16	Woodberry Forest School	13	114
16	16	Edison High School ('02)	31	112
17	15	James Madison High School ('99)	0	106
18	17	Potomac Falls High School	5	86
19	—	# Georgetown Preparatory	30	68
20	1	West Springfield High School ('04)	52	52
21	21	Dominion High School	12	50
22	22	Granby High School ('03)	31	50
23	20	Princess Anne High School ('00)	0	39
24	23	Prince Edward Co High ('01)	0	8

## INLAND EMPIRE

05	'04	Chapter	New	Total
1	2	+ University High School ('99)	84	487
2	3	Mead High School ('98)	56	410
3	4	Lewis and Clark High School ('92)	75	351
4	6	Ferris High School ('97)	65	277
5	5	Mt Spokane High School	44	268
6	7	Gonzaga Prep High School ('02)	72	216
7	8	* Southridge High School	0	126
8	9	* Coeur d'Alene High School ('00)	2	102
9	11	Lake City High School	40	84
10	1	Central Valley High School ('04)	75	75
11	10	Cheney High School ('01)	0	48

## PUGET SOUND

05	'04	Chapter	New	Total
1	1	+ Bethel High School	32	484
2	3	Eastlake High School	30	355
3	4	Kamiah High School ('99)	55	345
4	8	Kentwood High School ('98)	66	287
5	5	Oak Harbor High School ('94)	2	269
6	7	Lakeview School	24	267
7	6	* Snohomish High School	11	262
8	9	Ridgefield High School	22	230
9	14	Tahoma Senior High School	60	223
10	10	Newport Senior High School ('93)	11	218
11	13	Mt Rainier High School ('96)	34	203
12	11	Seattle Academy of Arts & Science	11	203
13	12	* Foster High School	0	182
14	17	Bainbridge High School ('01)	46	138
15	15	North Kitsap High School	0	134
16	18	* Sunnyside High School ('97)	0	117
17	19	Mount Vernon High School ('02)	50	101
18	18	Burlington-Edison High School ('00)	23	89
19	20	Mercer Island HS ('03)	25	54
20	2	Thomas Jefferson High School ('04)	38	36

## WESTERN WASHINGTON

05	'04	Chapter	New	Total
1	2	+ Gig Harbor High School ('98)	109	577
2	3	* Decatur High School	0	461
3	4	Vashon Island HS	16	431
4	5	Capital High School	25	411
5	6	Gov John R Rogers HS ('97)	29	405
6	7	Elma High School	26	399
7	8	Peninsula High School ('86)	23	317
8	9	Puyallup High School ('00)	44	287
9	10	Port Angeles High School ('96)	16	254
10	11	Federal Way High School	54	243
11	12	Eastside Catholic High School	43	198
12	13	Central Kitsap High School ('99)	31	157
13	15	Robert Service High School ('02)	26	99
14	14	* Olympic High School	0	92
15	16	Todd Beamer High School	62	85
16	17	Auburn Senior High School ('03)	28	75
17	1	Auburn Riverside High School ('04)	41	41

## WEST VIRGINIA

05	'04	Chapter	New	Total
1	2	Parkersburg South HS ('01)	14	117
2	3	Duval High School ('00)	0	70
3	1	Wheeling Park High School ('04)	0	0
4	4	* Pt Pleasant Sr High School ('03)	0	0

## NORTHERN WISCONSIN

05	'04	Chapter	New	Total
1	—	# Ripon High School	25	694
2	2	New London High School ('91)	38	546
3	3	Sheboygan South High School ('96)	55	504
4	4	Little Chute High School	12	446
5	5	Algoma High School ('97)	35	397
6	8	Hortonville High School ('98)	32	367
7	9	Appleton East High School ('02)	108	372
8	7	Neenah High School	27	336
9	10	North High School ('01)	73	320
10	8	* St Croix Falls HS ('93)	0	264
11	11	Appleton North High School	18	261
12	12	Waupaca High School ('00)	40	222
13	13	* Stevens Point High School ('99)	23	167
14	14	Appleton West High School ('03)	60	119
15	1	Lincoln High School ('04)	8	6

## SOUTHERN WISCONSIN

05	'04	Chapter	New	Total
1	5	+ Marquette Univ High School ('99)	81	514
2	2	Muskego High School ('84)	14	490
3	6	Rufus King High School ('95)	87	488
4	4	West Bend West ('99)	15	483
5	3	Brookfield Central HS ('90)	0	474
6	6	James Madison Memorial HS	52	391
7	12	Brookfield East High School ('01)	100	331
8	11	Cedarburg High School ('97)	52	298
9	9	Milwaukee HS of The Arts	2	298
10	10	Greendale High School ('00)	12	282
11	—	# Waunatona West High School	39	168
12	13	Nicolet High School ('98)	0	145
13	14	Plus XI High School ('96)	0	133
14	15	Black Hawk High School ('03)	31	62
15	16	LaCrosse Central High School ('02)	16	42
16	1	West Bend East High School ('04)	31	31



11	12	Sturgis Brown High School ('99)	53	277
12	13	Buffalo High School ('98)	24	243
13	14	Gothenburg HS	39	232
14	15	Scottsbluff High School ('00)	25	106
15	16	Sheridan High School ('03)	13	33
16	1	Lead-Deadwood High School ('04)	21	21

### WIND RIVER

05	'04	Chapter	New	Total
1	2	+ Cody High School	40	554
2	3	Worland High School ('95)	68	539
3	4	Powell High School	34	498
4	7	Natrona County High School ('97)	67	477
5	5	* Riverton High School ('87)	11	474
6	6	Saratoga High School	38	467
7	8	Shoshoni High School	9	401
8	11	Jackson Hole High School ('96)	65	389
9	10	Rock Springs High School ('93)	22	372
10	9	Hot Springs Co High School ('92)	8	362
11	12	Laramie High School ('94)	47	341
12	13	Kelly Walsh High School ('99)	75	332
13	15	Evanston High School ('00)	57	264
14	14	Lovell High School	17	263
15	16	Green River High School ('98)	23	206
16	17	Lander Valley High School ('02)	33	135
17	18	Star Valley High School ('01)	30	104
18	19	Rawlins High School ('03)	29	56
19	1	Greybull High School ('04)	40	40

# Postal Report

United States Postal Service

## Statement of Ownership, Management, and Circulation

1. Publication Title <b>ROSTRUM</b>		2. Publication Number 4 7 1 - 1 8 0		3. Filing Date September, 2005	
4. Issue Frequency Nine Issues (September 2004 - May 2005)		5. Number of Issues Published Annually Nine		6. Annual Subscription Price \$10	
7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4) National Forensic League P.O. Box 38, 125 Watson St., Ripon, WI 54971 (Vond du Lac County)					
8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer) National Forensic League P.O. Box 38, 125 Watson St., Ripon, WI 54971					
9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank) Publisher (Name and complete mailing address) National Forensic League P.O. Box 38, 125 Watson St., Ripon, WI 54971 Editor (Name and complete mailing address) Mr. J. Scott Wynn National Forensic League P.O. Box 38, 125 Watson St., Ripon, WI 54971 Managing Editor (Name and complete mailing address) Mr. J. Scott Wynn National Forensic League P.O. Box 38, 125 Watson St., Ripon, WI 54971					
10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of all individuals owning or holding 1 percent or more of the total amount of stock. If owned by a partnership or other unincorporated firm, give the name and address of the firm and the names and addresses of all individuals owning or holding 1 percent or more of the total amount of stock. If the publication is published by a nonprofit organization, give its name and address.)					
Full Name		Complete Mailing Address			
National Forensic League		P.O. Box 38, 125 Watson St., Ripon, WI 54971			
William Woods Tate, Jr. (President)		Montgomery Bell Academy, Nashville, TN 37205			
J. Scott Wynn (National Secretary)		P.O. Box 38, 125 Watson St., Ripon, WI 54971			
11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box <input checked="" type="checkbox"/> None					
Full Name		Complete Mailing Address			
12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one) The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes: <input type="checkbox"/> Has Not Changed During Preceding 12 Months <input type="checkbox"/> Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)					

PS Form 3526, September 1999

(See instructions on Reverse)

13. Publication Title <b>ROSTRUM</b>		14. Issue Date for Circulation Data Below October, 2005	
15. Extent and Nature of Circulation		Average No. Copies Each Issue During Preceding 12 Months	
a. Total Number of Copies (Net press run)		10,617	
(1) Paid (Requests for Circulation, Single Copies, and Subscriptions Based on Form 3541, Product Sales, and other paid requests)		9,701	
(2) Free (In-County Subscriptions, Outside-County Subscriptions, and other non-USPS paid distribution)		-0-	
(3) Other (Carriers, Street Vendors, Counter Sales, and other non-USPS paid distribution)		-0-	
(4) Other (Carriers, Street Vendors, Counter Sales, and other non-USPS paid distribution)		-0-	
b. Total Paid and/or Requested Circulation (Sum of 15b(1), (2), and (3))		9,701	
c. Free Distribution Outside the Mail (Carriers or other means)		-0-	
d. Total Free Distribution (Sum of 15c and 15d)		241	
e. Total Distribution (Sum of 15b and 15e)		9,942	
f. Copies not Distributed		546	
g. Total (Sum of 15b and f)		10,354	
h. Paid and/or Requested Circulation (Sum of 15b(1), (2), and (3))		97.51	
16. Publication of Statement of Ownership <input checked="" type="checkbox"/> Publication required. Will be printed in the <u>October, 2005</u> issue of this publication <input type="checkbox"/> Publication not required.		17. Signature and Title of Editor, Publisher, Business Manager, or Owner <i>J. Scott Wynn</i> Date <u>4/6/05</u>	
I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).			

### Instructions to Publishers

- Complete and file one copy of this form with your postmaster annually on or before October 1. Keep a copy of the completed form for your records.
- In cases where the stockholder or security holder is a trustee, include in items 10 and 11 the name of the person or corporation for whom the trustee is acting. Also include the names and addresses of individuals who own or hold 1 percent or more of the total amount of bonds, mortgages, or other securities of the publishing corporation. In item 11, if none, check box. Use blank sheets if more space is required.
- Be sure to furnish all circulation information called for in item 15. Free circulation must be shown in items 15d, e, and f.
- Item 15h. Copies not distributed, must include (1) newsstand copies originally stated on Form 3541, and returned to the publisher; (2) estimated returns from news agents, and (3) copies for office use, leftovers, spoiled, and all other copies not distributed.
- If the publication had periodicity authorization as a general or requester publication, this Statement of Ownership, Management, and Circulation must be published. It must be printed in any issue in October or, if the publication is not published during October, the first issue printed after October.
- In item 16, indicate the date of the issue in which this Statement of Ownership will be published.
- Item 17 must be signed.  
Failure to file or publish a statement of ownership may lead to suspension of Periodicals authorization.

PS Form 3526, September 1999 (Reverse)



# NEW DEGREES SUMMARY 2004-2005

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

Rank	Change	District	New Chapters	Average New Degrees	New Degree Leader	New Degrees Added
1	-	Three Trails (KS)	0	195	Blue Valley North HS	279
2	+1	Heart Of America (MO)	0	157	Liberty Sr HS	246
2	+2	Sunflower (KS)	1	157	Maize HS	141
4	+23	East Los Angeles (CA)	0	156	Gabrielino HS	275
5	+1	East Kansas	3	149	Shawnee Mission East HS	233
6	-4	Calif. Coast	1	141	Leland HS	325
7	+4	Kansas Flint-Hills	0	140	Washburn Rural HS	158
8	-3	Show Me (MO)	0	138	Belton HS	189
9	+3	West Kansas	0	137	McPherson HS	165
10	-2	Northern South Dakota	0	130	Watertown HS	162
10	-1	Central Minnesota	0	130	Eastview HS	194
12	-2	Illini (IL)	0	129	Downers Grove South HS	178
13	+4	Rocky Mountain-South (CO)	2	127	Denver East HS	135
13	+23	Southern Minnesota	0	127	Lakeville HS	273
15	+12	Utah-Wasatch	0	125	Skyview HS	153
16	+6	New York City	0	124	Regis HS	209
16	+4	Florida Manatee	0	124	Nova HS	229
18	-2	San Fran Bay (CA)	0	122	James Logan HS	262
19	+11	Northwest Indiana	0	120	Munster HS	178
20	+5	Great Salt Lake (UT)	1	118	Salt Lake City West HS	104
21	-	Eastern Missouri	0	117	Pattonville HS	181
22	-8	Nebraska	1	116	Millard North HS	139
23	+9	Ozark (MO)	2	115	Central HS - Springfield	194
24	-11	Montana	0	114	Flathead Co HS	164
25	-18	Northern Ohio	0	113	Niles McKinley HS	84
26	-12	Rushmore (SD)	0	109	Sioux Falls Lincoln HS	150
26	-9	Golden Desert (NV)	3	109	Palo Verde HS	117
28	+2	Florida Panther	3	105	Trinity Preparatory School	111
29	-12	Sundance (UT)	0	104	Bingham HS	140
30	+17	Idaho	3	103	Skyline HS	115
31	+27	Inland Empire (WA)	0	102	University HS	84
32	-7	Michigan	0	98	Portage Northern HS	107
32	+8	Nebraska South	0	98	Lincoln East HS	126
34	+5	South Kansas	1	97	El Dorado HS	95
35	-13	Northern Illinois	0	96	New Trier Township HS	138
35	-11	Eastern Ohio	0	96	Perry HS	169
35	-	South Texas	2	96	Bellaire HS	278
38	+5	Southern California	1	91	Claremont HS	119
39	+40	Deep South (AL)	0	89	Prattville HS	165
40	-2	Arizona	0	88	Desert Vista HS	168
41	-9	North East Indiana	0	84	Chesterton HS	183
41	+7	Carver-Truman (MO)	0	84	Neosho HS	149
41	+13	Hoosier Crossroads (IN)	1	84	Brebeuf Jesuit Preparatory	128
44	+12	West Oklahoma	0	82	Norman North HS	170
45	-8	Hole In The Wall (WY)	0	81	Cheyenne Central HS	115
45	+7	New Mexico	0	81	Albuquerque Academy	108
45	+23	North Dakota Roughrider	1	81	Mandan HS	96
48	-19	New England (MA-NH)	0	80	Manchester Essex Regional HS	134
48	+50	South Oregon	3	80	Ashland HS	102
50	-7	Northern Wisconsin	1	78	Appleton East HS	108
51	-1	Colorado	0	77	Cherry Creek HS	166
51	+23	Central Texas	0	77	Sandra Day O'Connor HS	130
52						



Rank	Change	District	New Chapters	Average New Degrees	New Degree Leader	New Degrees Added
51	+38	Tarheel East (NC)	0	77	Pinecrest HS	93
54	-14	Greater Illinois	0	76	Lincoln Community HS	69
54	+4	Northern Lights (MN)	2	76	Moorhead Senior HS	167
54	-5	East Texas	1	76	Alief Taylor HS	81
57	+5	Wind River (WY)	0	75	Kelly Walsh HS	75
58	-15	New Jersey	0	74	Ridge HS	117
58	+8	Rocky Mountain-North (CO)	0	74	Rocky Mountain HS	125
60	-20	Sierra (CA)	2	72	Clovis East HS	113
60	-4	Pittsburgh (PA)	0	72	North Allegheny Sr HS	122
60	+2	Western Ohio	0	72	Centerville HS	67
60	+11	North Oregon	1	72	Westview HS	100
64	-21	North Texas Longhorns	1	71	Jasper HS	132
65	+1	Western Washington	0	70	Gig Harbor HS	109
65	-14	Sagebrush (NV)	1	70	Reno HS	94
65	+17	East Oklahoma	1	70	Jenks HS	110
65	-7	Big Valley (CA)	2	70	Lodi HS	104
69	+9	Kentucky	1	69	Rowan County Sr HS	91
69	-	Space City (TX)	6	69	Alief Taylor HS	81
71	-39	South Carolina	1	68	Mauldin HS	143
71	-7	Southern Wisconsin	1	68	Brookfield East HS	100
71	-19	West Iowa	0	68	West Des Moines Valley HS	115
74	+1	Lone Star (TX)	0	67	Grapevine HS	109
75	-2	Colorado Grande	0	66	Canon City HS	88
76	-12	Hoosier Heartland (IN)	0	65	Connersville Sr HS	75
77	-22	Heart Of Texas	0	64	Carroll HS	116
78	-6	Valley Forge (PA)	0	63	Holy Ghost Prep	62
78	-3	Mississippi	1	63	Oak Grove HS	95
80	-22	North Coast (OH)	0	62	Gilmour Academy	118
80	+2	New York State	1	62	Iona Preparatory	64
82	-12	West Los Angeles (CA)	3	61	Loyola HS	80
83	-8	Tennessee	0	60	Morristown West HS	100
83	+3	Florida Sunshine	4	60	Niceville HS	110
85	+7	Gulf Coast (TX)	0	59	Richard B King HS	90
86	-18	West Texas	0	58	El Paso Coronado HS	76
87	+9	Puget Sound (WA)	0	56	Kentwood HS	65
87	+5	UIL (TX)	4	56	Lindale HS	82
89	-4	Carolina West	1	55	Myers Park HS	110
90	-1	Louisiana	1	54	Lafayette HS	82
91	-3	Pennsylvania	3	50	McKeesport Area HS	69
92	+8	Capitol Valley (CA)	1	49	Yuba City HS	56
93	-4	East Iowa	0	47	West HS - Iowa City	94
93	-7	Mid-Atlantic (VA & MD)	1	47	Randolph Macon Academy	84
95	-3	Chesapeake (MD)	0	46	Baltimore City College HS	54
96	-17	Georgia Southern Peach	0	44	Starr's Mill HS	78
96	-	South Florida	0	44	Michael Krop HS	82
98	-6	Tall Cotton (TX)	0	43	Robert E Lee HS	51
99	-17	Georgia Northern Mountain	0	41	Brookwood HS	69
100	+1	Maine	0	37	Poland Regional HS	37
101	-22	Hawaii	2	36	Kamehameha Schools	97
102	-	Iroquois (NY)	0	35	Towanda Area HS	48
103	-	Pacific Islands (GU)	0	23	Harvest Christian Academy	38
104	-6	West Virginia	0	9	Parkersburg South HS	14



**APPLICATION  
NATIONAL FORENSIC LEAGUE  
ACADEMIC ALL-AMERICAN AWARD**

Name \_\_\_\_\_  
School \_\_\_\_\_  
School Address \_\_\_\_\_  
NFL District \_\_\_\_\_

To the National Forensic League:

The above named student qualifies for the Academic All-American Award by meeting all the criteria **checked** below:  
(Each line must be checked for verification.)

- \_\_\_\_\_ NFL Degree of Superior Distinction on record (750 points)  
\_\_\_\_\_ GPA of 3.7 on a 4.0 scale (or its equivalent)  
\_\_\_\_\_ ACT score of 27 or higher or SAT score of 1400 or higher - (SAT tests taken after 3/1/05 - 2000 or higher)  
\_\_\_\_\_ 6th or 7<sup>th</sup> Semester student  
\_\_\_\_\_ Coach and Principal student quality character reference (character, leadership, commitment, etc.)  
\_\_\_\_\_ NFL Chapter may present Award to any NFL member who meets the above criteria.  
\_\_\_\_\_ School Transcripts included.

We certify that the above information is true and accurate and that the student nominated, in addition to the above criteria, has demonstrated character, leadership and commitment.

\_\_\_\_\_  
NFL Sponsor (coach)

\_\_\_\_\_  
Principal

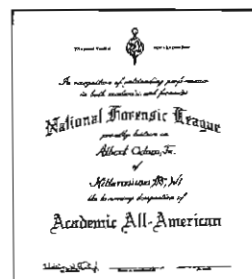
\_\_\_\_\_  
Student

**Forward application, along with \$10 application fee and transcripts to NFL, Box 38, Ripon, WI 54971-0038**  
**\$10 fee provides a hand engrossed Certificate of Achievement to be presented to student.**

**DEBUTING  
ALL-AMERICAN PIN**



Elegant Gold Plated Pin with  
Alternating Blue and Gold Stripes  
Cost \$10



**COMPLIMENT** your  
Academic All-American  
Certificate of Achievement!

**I have enclosed money  
for the following:**

Quantity

# \_\_\_\_\_ \$10 Application Fee  
(receive a Certificate of  
Achievement)

# \_\_\_\_\_ \$10 **New** Academic  
All-American Pin

Total Enclosed \$ \_\_\_\_\_

**Pins are available for previous AAA students through the NFL Online Store at [www.nflonline.org](http://www.nflonline.org)**



# THE PARTING SHOT.COM

Your Source for Public Forum Debate

Big Sky Debate

Looking for the best resources for public forum debate? Big Sky Debate is proud to announce the opening of The Parting Shot, your home on the web for public forum debate discussion, ideas, and research.



## MESSAGEBOARDS

Come join our free site for discussion about public forum debate, theory, and research. Join our community today!



## RESEARCH TOOLS

The Parting Shot has the best research available on public forum, providing a great set of tools for your research.

*<http://www.thepartingshot.com>*

## . . . GIFTS, GIFTS, AND MORE GIFTS

Ideal gifts for Principals, Teachers, Students, Parents, Boosters . . .

Order by December 15 for the Holiday Season Delivery



**Order these fantastic gifts from the NFL Online Store at  
[www.nflonline.org](http://www.nflonline.org)**



# Meet the Council

By Liz Leach

*Each month the Rostrum will feature an Executive Council Board Member*



Having coached all events in three different regions of the country, as well as having traveled his teams extensively, Ted Belch brings a unique perspective to the Executive Council. Ted became a coach as part of his first teaching assignment in North Carolina. He began coaching all events and qualified his first student to Nationals in Original Oratory his first year. After receiving his Masters degree in Rhetoric and Public Address, Ted accepted a teaching position at Panas High School in New York. There he coached a small all-events team until 1980 when he moved to Glenbrook South in Illinois and began focusing primarily on debate. In 1994, Ted moved to Glenbrook North where he coached debate until his retirement from teaching in 2004.

Ted twice ran unsuccessfully for the Council in the late 70s and early 80s before being elected in 1990. Ted was elected to the Executive Council by the District Chairs (according to the NFL Constitution at that time) to serve the remaining term left by the death of Phyllis Flory Barton. Since the first election to the Executive Council, Ted has served consecutively, never missing a meeting. He believes that one "must 'give back' to whatever community one belongs

as well as serving on local, state, and national committees to help make things better". Increasing the number of participating schools, providing meaningful events and the most scholarship money possible, and serving the needs of the entire NFL community are just a few of Ted's primary goals for the Executive Council.

Ted has a number of responsibilities on the Executive Council. He is the chairperson of the Future Nationals committee and makes a number of site visits to possible locations. In the mid-90s Ted co-chaired the Coach Education Committee with former NFL President Lanny Naegelin. During the National Tournament, Ted has done everything from running Lincoln-Douglas debate and Original Oratory to debate auditing in recent years.

Ted's vision for the future of the NFL focuses on coach education and retention, scholarship opportunities for students in addition to the National Tournament, financial security for the league, and speech education in every high school in America.

As a coach for 35 years, Ted's greatest memory is "the wonderful kids" whom

he coached as well as the coaches of the NFL. He, of course, remembers hosting Nationals twice, in 1972 at Wake Forest and 1992 at the Glenbrooks. He is now looking forward to a third try as he will serve on the host committee in 2008 when the NFL heads to the desert of Nevada. Ted most certainly remembers the six National Champion Policy Debate teams and two National Top Policy Speakers he coached throughout his career. As for Ted's favorite tournament food, he names "the wonderful southern home cooking that Marilee Dukes at Vestavia Hills would provide every year at the Novice Round Robin."

Ted names the students and coaches he has worked with over the past 36 years as his family. In his spare time, Ted enjoys reading and going to plays. He also enjoys traveling and hopes to do more of it. Ted's students gave him a wine cellar as a retirement gift and now collecting wine is a favorite hobby.

With a career in the NFL that has spanned decades, four schools, more than 30 National Tournaments, and countless students, it is clear that Ted Belch is an integral member of not only the Executive Council, but the entire NFL.



Regular Session: July 16-July 30, 2006 Next Stage: July 31-August 3, 2006

# Sacred Heart National Speech & Debate Institute

*Offering only the very best instruction  
from a nationally recognized faculty in*

Individual Events  
Lincoln-Douglas Debate  
Public Forum Debate  
Student Congress

Lexington Winter  
Debate Invitational/  
Heart of New England  
National Tournament in  
Individual Events  
January 13-15, 2006

*Speech on the Beach!*

[www.sacredheartperformingarts.com](http://www.sacredheartperformingarts.com)





# Learn the art of leadership



2003 National Tournament Qualifier



Abraham Lincoln remains revered by scholars and laymen alike as one of America's greatest presidents. And one of his strongest qualities was the power to communicate. The National Forensic League helps high-school students develop this vital leadership skill. That's why Lincoln Financial Group is a proud sponsor of the NFL. Call 920-748-6206 to ask about joining the National Forensic League.

Learn the  
art of  
leadership.

 **Lincoln**  
Financial Group®

*Clear solutions. In a complex world.™*