

ROSTRUM

Volume 81

Issue 2

October 2006

In this issue:

- Summer Leadership Conference
- Policy Debate Topic Selection
- Annual Report
- NFL Point Leaders

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(a/k/a Captain Tate) at the helm!**

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6th NFL Nat'ls, CDE Alum 2004-05



DREW EVERSON-Impromptu
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It's Not About the Trophies



Carol Houlihan Brown
Technical Specialist
Lincoln Financial Group

When I was a sophomore in high school, I joined the debate team. I wasn't quite sure what to expect, but from the beginning, I loved the thrill of competition. All of the hard work of practice debates and hours of research paid off when we were at tournaments. I developed a new confidence and a winning attitude.

I will never forget the great pride and exhilaration my partner and I experienced as we accepted the first place trophy in the city-wide novice debate competition. It was near the end of my sophomore year, so I was able to admire the trophy in our school trophy case for the remainder of my high school career.

Imagine my surprise when, years later at a high school reunion, I discovered that this treasured prize was nowhere to be found. Our small, all-girl Catholic high school had merged with a nearby all-boy school and our trophies had disappeared.

Trophies are important, don't get me wrong. Being awarded that symbol of victory was thrilling. And carrying it back to school for the trophy case filled us with pride.

However, I have come to realize that more important than any token, and even more important than winning, I had received many, more enduring gifts from participating in debate and speech tournaments.

I learned to do solid research. Regardless of what path you take in life, no matter where you stand on any given issue, learning how to read, digest information, and formulate your own opinions is a valuable skill.

I learned how to disagree without being disagreeable. The job of a good debater is to present a convincing and persuasive argument in a civilized and organized way.

I learned to stand up and be heard. Confidence in many instances, won the round.

I learned to work with a team. My partner and I were a team. Our school club was a team. The year we won the novice championship, a team from our school made it all the way to nationals. We traveled together, studied together, did research together, and practiced together. We supported each other whether we won or lost.

And today I know that it is not about the trophies. It is not even about winning. It is about suiting up and showing up. It is about stretching your brain and developing your speaking skills. It is about finding your voice; for once you have found your voice – a prize which will never be lost!

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J. Scott Wunn

Dear NFL,

We should all thank and recognize those individuals who participated in the 2006 NFL Leadership Conference which was held this summer at the NFL National Office in Ripon, WI! The event was an incredible opportunity for the regional leadership of the League to discuss key issues and give valuable input.

The National Executive Council should be thanked for its participation in the conference as well. It is nice to know that the executive board that creates the policies of the League has a desire to be more informed by its members. The work of an executive board member of the NFL is that of a volunteer. The time and effort that each member takes is greatly appreciated.

Finally, the members of the NFL should definitely recognize and thank the NFL National Office staff. It was their hard work and organization that made the summer event meaningful and successful. The Ripon staff accomplished an incredible task...successfully organizing and facilitating two large League events in the same summer.

It is nice to know that the leadership of the organization from the regional level to the national level is communicating in a manner that will surely benefit future members.

J. Scott Wunn
National Secretary

From the Editor

Rostrum

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

Topics

October Public Forum Debate Topic:

Resolved: Current immigration laws in the United States should be enforced.

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

Resolved: A victim's deliberate use of deadly force is a just response to repeated domestic violence.

2006-2007 Policy Debate Topic

Resolved: The United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve American, Armed Forces.

Please Vote!

2007-2008 NFL Policy Debate Resolutions

Ballot must be received (postmarked) no later than October 20, 2006

NFL Chapters

Ballot Policy Debate ballot found on *Rostrum* page 9. 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 2007-08 Debate Topic.

2006-2007 NFL Lincoln Douglas Debate Resolutions

Ballot must be received (postmarked) by no later than October 27, 2006

Ballots available on the NFL website: www.nflonline.org

The Cover Photo

President Billy Tate at the helm during the
2006 Summer Leadership Conference

November 2006 *Rostrum*

The NFL - Looking to Future!

Topic Release Information

L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U
or

Check the NFL Website News page at www.nflonline.org

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

August 15	...	September Topic
1 st of prior month	...	October - April Topic

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 81, Issue 2

October 2006



Cover Story



Captain Tate at the Helm

Page 8-9

2007-2008 Policy Debate Topic Selection

Page 30

NFL Summer Leadership Conference

Page 44

Poor Health and Debate

by Gronek, Mahoney, & Spirtos

Page 47

Toward a New LD Paradigm

by Hanes & Devoid

◆ Featured Topics

Page 17

Building the Program

by Rusty McCrady

Pages 25

Four Fallacies of Debate Education

by Jason Baldwin

Page 52-58

2005-2006 Annual Report

◆ Honors & Awards

Page 20-23

NFL High Point Leaders

Page 28

Academic All-Americans

Page 37-43

Chapter Honors

Page 60-61

2005-2006 New Degrees Summary

◆ In Every Issue

Page 3

Letter from the Editor

Page 12

Coach Profile: Jennifer Arishin

Page 13

Student Challenge

West Coast Publishing

Policy Evidence Package



- **Affirmative Handbook** (Over 170 pages; National Service affirmatives, answers to DAs, CPs)
- **Negative Handbook** (Over 170 pages; National Service disadvantages, CPs, answers to cases, definitions, more)
- **Kritik Handbook** (Over 170 pages; National Service specific kritiks and answers to those kritiks)
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- **PhilosopherFiles** (All of our West Coast Philosopher-Value Handbooks on a web page)
- **ValueFiles** (The current and previous West Coast LD Supplements on a web page)



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- **ParliCongressFiles** is e-mailed and on a web page each month and has 20 pages with cases and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
- **PublicForumFiles** offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence. Posted on a web page for easy access.



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- **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.



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www.thepeoplespeak.org

For more information email: lleach@nflonline.org

PROBLEM AREA I: AFRICA

Resolved: The United States federal government should substantially increase its public health assistance to Sub-Saharan Africa.

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." The public health problem in 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 access to education and pharmaceuticals for AIDS, public health education of women and direct aid, and nutritional information — since it relates to public health. Negative ground will be preserved with a strong array of specific and broadly applicable arguments, including whether the United States is the best agent to engage with Sub-Saharan Africa as opposed to, for example, other African nations or the European Union or Asia. There are critique-based arguments of development, and the idea of colonialism. And there are a myriad of economic and international cooperation arguments and disadvantages. The resolution is confined by public health initiatives, since that encompasses much of the education and nutrition ground on which last year's potential topic was focused. Given the important 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 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 II: TRADE

Resolved: The United States federal government should establish a foreign policy increasing trade with one or more of the following countries: Cuba, Iran, North Korea, Syria.

Perhaps no topic energizes debate more than the use of trade to reward or punish other countries. The United States uses trade to assure compliance with international norms related to human rights, weapons proliferation, and the war on terror. This resolution deals with establishing trade relationships in four countries with which the United States currently has almost no trade: Syria, Iran, North Korea, and Cuba. The United States is deliberately trying to isolate these countries through trade restrictions. Affirmative teams under this resolution will extend trade benefits to these countries not only to reduce poverty and promote economic development, but also to promote engagement with these countries for the purpose of reducing the development of weapons of mass destruction and the support of terrorism. Other cases will focus on facilitating trade on types of products that are currently banned. Since these countries are currently isolated, negative teams will have strong, unique disadvantages related to the problems of free trade, globalization and westernization. Negative teams will also have strong international leadership and terrorism disadvantages related to the need to keep these countries isolated. Republican opposition to engagement with these countries will also facilitate strong political debates. Given the current lack of trade between the United States and these countries, even the smallest affirmative plan will have tremendous symbolic significance, protecting negative ground.

PROBLEM AREA III: WATER

Resolved: The United States federal government should establish a foreign policy substantially increasing its support for water resources management in Africa and/or the Middle East.

Of all the resources on Earth, none is more precious than water. While the media draws our attention to oil, we ignore what will become the most serious resource issue in this century — the international water shortage. The UN reports that nearly a third of the world's population lacks clean water for personal daily use and estimates that by 2025 that number will grow to half of the world's population. A number of world leaders have suggested that the next world war could be sparked by water disputes. Affirmatives would have a myriad of options, including the improvement of existing infrastructure, the construction of new facilities or infrastructure, the development of diplomacy and water-sharing agreements, stakeholder and end user education, and addressing corruption. Negatives have just as many options. Many organizations are attempting to address these issues. Disadvantages will include politics, spending, economy, soft power, democracy promotion, rights

promotion, terrorism, hegemony, the species debate, the warming debate, aid to human rights violators, and humanitarianism, among others. Countries such as Japan and regional organizations may be better suited to solve these problems, and negatives could exclude things such as warlords and certain technologies. Topic-specific criticisms would include the debate over water as a commodity or a human right, and the role that a water-rich country such as the United States should play in a water-poor world.

PROBLEM AREA IV: PANDEMICS

Resolved: The United States federal government should establish a foreign policy substantially increasing public health services for pandemic disease prevention.

Pandemics, epidemics that cover a large geographic area, have the ability to change society radically. HIV/AIDS has strained social and economic resources to the point of breaking throughout the world. SARS [Severe Acute Respiratory Syndrome] has caused panic in Asia. Presently, the harbinger of a worldwide avian-influenza outbreak has refocused attention on causes and solutions to these dilemmas. A pandemic disease would wreak havoc on economic activity, including travel and trade practices. Case areas may focus on decreasing harms of specific diseases or may broaden to include strategies to combat bacterial, parasitic, viral, airborne, and waterborne diseases. Examples include: malaria, cholera, Ebola, anthrax, botulism, and tuberculosis. Specific public health services could include supporting early warning systems, health workers/health organizations, bio-terrorism safeguards, import restrictions, prevention and protection supplies, international agreements, and vector control (bats, birds, ticks). Possible negative positions could include alternative causality arguments and specific solvency issues such as whether increasing funding for vaccinations would solve problems inherent in the system. Negative positions could show that increased protection against pandemics increases the prevalence of drug resistant strains of disease. Disadvantages may include spending, personnel and material tradeoffs, international and domestic politics, the media, and plenary power. Counterplans may include private actors such as Doctors Without Borders and international actors such as the United Nations and the World Health Organization.

PROBLEM AREA V: CENTRAL ASIA AND THE CAUCASUS

Resolved: The United States federal government should substantially increase its foreign assistance to one or more of the following countries: Armenia, Azerbaijan, Georgia, Kazakhstan, Tajikistan, Uzbekistan.

Economic instability, oil wars, nuclear terrorism, cultural conflict, and superpower intervention are examples of debate critical to Central Asia and the Caucasus. Unlike the Middle East, which has been embroiled in conflict for thousands of years, this critical region of the world has remained dormant under the forceful rule of now fallen empires. At this critical impasse, the nations of Central Asia and the Caucasus find themselves inheritors of the world's largest untapped oil reserve and the possessors of new-found freedom, projecting them onto the global forefront. This untapped potential for economic prosperity and democratic liberalism is threatened by growing cultural and ethnic conflict, the pull of geopolitical posturing by the United States, China, and Russia, and an increase in democracy that is untested, fragile and quickly regressing toward despotism. Yet these troubles remain correctable should appropriate policy be implemented. As we struggle to solve terrorism, manage the looming oil crisis and promote democracy, this region presents opportunity for unparalleled success or perilous loss. Unknown to most Americans Central Asia and the Caucasus are playing an immeasurable role in our economic and foreign policy future. Balanced affirmative and negative ground exist in the debate of Central Asia and the Caucasus. Possible affirmatives include democracy promotion, reduction of oil dependence on Russia, economic and infrastructure development, counter-terrorism, election monitoring, and other assistance programs. Negatives could explore problems with expanded U.S. presence in the region, oil dependence arguments and relations with regional actors such as Russia, China, India, Pakistan and Iran. Other positions include counterplans such as the United Nations, Non-Governmental Organizations [NGOs], regional actors, and a host of critical arguments against imperialism, power promotion and capitalism.



Policy Debate Topic Selection for 2007-2008

Proposed Topic Areas and Resolutions for 2007-2008

Ballot available on NFL website: www.nflonline.org

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 2007-08 debate topic.

_____ **I. AFRICA**

Resolved: The United States federal government should substantially increase its public health assistance to Sub-Saharan Africa.

_____ **II. TRADE**

Resolved: The United States federal government should establish a foreign policy increasing trade with one or more of the following countries: Cuba, Iran, North Korea, Syria.

_____ **III. WATER**

Resolved: The United States federal government should establish a foreign policy substantially increasing its support for water resources management in Africa and/or the Middle East.

_____ **IV. PANDEMICS**

Resolved: The United States federal government should establish a foreign policy substantially increasing public health services for pandemic disease prevention.

_____ **V. CENTRAL ASIA AND THE CAUCASUS**

Resolved: The United States federal government should substantially increase its foreign assistance to one or more of the following countries: Armenia, Azerbaijan, Georgia, Kazakhstan, Tajikistan, Uzbekistan.

COACH SIGNATURE

SCHOOL NAME (*CHAPTER SCHOOLS ONLY*)

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Mail ballot **postmarked** no later than October 20, 2006 to:

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Meet Jennifer Arishin



Jennifer coaches at Lodi High School in California

By Liz Leach, NFL Staff

What was your first NFL experience?

I walked into a musty classroom at Lodi High School as a junior. The skills I developed in a short two-year stint have stayed with me my entire life.

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

Two years ago, our team suffered the loss of an amazing coach, Tom Montgomery. I was one of Mr. Montgomery's students. The irony is that Tom and I used to joke that when I was ready to teach, he would retire. I earned my credential five days before he died. I was living in Southern California at the time. Needless to say, I packed my bags to return to my small hometown, in the same old musty classroom and have never looked back.

What is your team philosophy

Our mission is to provide a venue for young people to learn, grow and become productive members of society. We ensure that all have access to the activity by fundraising 100% of our costs.

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

Non-tournament week, I spend about 15-20 hours. On a tournament week, there are not enough hours to finish everything.

What is your vision for the future of the NFL?

The NFL will need to rise to the challenge of competing with other academic activities that fight for our student's time. Students, parents and teachers struggle everyday to fit all necessary tasks and requirements. NFL will need to address these concerns and ensure that the activity will evolve, as our life styles change.

What is exciting about being an NFL coach in the State of California?

California has some of the most helpful and amazing coaches. We are fortunate enough to belong to a small NFL district, where the camaraderie amongst both coaches and students is unbelievable.

What's unique about Lodi High School as an NFL chapter?

The Lodi High School Speech and Debate Team is a unique balance of a family environment and competition. Our students set a standard of excellence and sportsmanship that many admire. Some of my proudest moments are when coaches, judges, and other competitors find out I am the Lodi coach and compliment me on how awesome and polite my students are.

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

The analogy I like to use is that a speech tournament is like a track meet, there is an event for everyone. I believe that any student who is willing to take risks can find a home on the team.

Were you an NFL competitor? If so, how has the NFL changed since you competed?

Yes, I was a competitor. One of the things that has changed since I was a competitor in the NFL is the addition of the Degree of Premier Distinction. When I was a student, reaching 1000 points was a rarity. Students have continued to commit to this activity and push the envelope, which shows the NFL advanced just as its members.

If you have attended a National Tournament, what is your favorite memory from a National Tournament?

As we boarded the plane for my first National Tournament in Philly, I looked at my kids and realized, "Wow, I'm responsible for all of them for an entire week!"

What is the greatest challenge as a coach today?

The time commitment is enormous. Finding and sustaining new coaches is difficult, especially if they have not been around long enough to witness what an amazing effect they will have on their students.

What's your favorite weekend tournament food item?

Our speech parents put on an impressive BBQ when we host, it is the best food in the league!!

Student Challenge

What Do You Do to Prepare for the Speech and Debate Season?

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

Michael from Texas

I usually start cutting my interp pieces and perform in front of my friends and family in order to gain practice for the upcoming season.

Natasha from Nevada

Because my main events are Foreign Extemp and LD, I do extensive amounts of research. I watch two hours of news a night, and read "The Economist". For LD, I do at least two weeks of research on topics prior to writing cases, and participate in practice debates. Also, for LD I try to read as much philosophy as possible, and I teach teammates in order to 1. strengthen our team and 2. better help me understand the material. Forensics and my team are two of my passions, therefore "preparation" is an understatement.

Jessica from North Carolina

This year, I have taken it upon myself to research, write, and memorize my original oratory speech before the school year or before speech and debate season has even begun.

Jessica from Missouri

Preparing for the speech and debate season in my school is a very strange ordeal. We are going through a very large transition this year, our coach from last year retired (he had many years of experience

and amazingly large amounts of points) and our new coach has no coaching experience. So, we are actually trying to get accustomed to the transitions and each other to prepare for the season along with the normal memorization of pieces and learning new debate strategies.

Nathan from Texas

I usually attend Baylor Debate Camp, in Waco, Texas, as well as research all possible topics throughout the summer in order to be adequately prepared for the Speech and Debate Season.

Quentin from Missouri

About a month before school, I start eating my Wheaties everyday for breakfast. Also about that time, I start watching CNN and Fox News to catch up on something that I might have missed during vacations.

Sean from Illinois

To prepare for the upcoming speech season, I usually just go over all my old critiques and remind myself of what I need to work on. I also enjoy running mock tournaments in my basement with all the neighborhood. We usually get quite a good turnout.

Heather from New York

Over the summer, I read several books in order to find ideas for my Original Oratory speech and to find pieces for other team members. I have been getting ready to talk to this years' freshmen to get more people interested and also work on fundraising ideas so that we can compete in some bigger tournaments farther away.

Louis from Alabama

I do mock debates with random topics I find online. I usually use current events to write LD cases, or Congress Bills.

Jimmy from Oklahoma

I am going to watch practice debate rounds so I can learn different ideas about the topics and I will also practice my case many times so I am familiar with it and can have a strong defense.

Daniel from Colorado

One should take their first, second, third, or even fourth season not with serious attitude, but with an amiable smile.

John from Arkansas

Mainly, I read a lot of stories including fictional and non-fictional. I also read up on current events and watch the news often.

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Set	2004	2004	2004	2004	2004	2004	
Set	2003	2003	2003	2003	2003	2003	2006 in CD Format Only
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	1992	1992	1992	1992	1992	
	1993	1993	1993	1993	1993	
	1994	1994	1994	1994	1994	
	1995	1995	1995	1995	1995	All Tapes are in Audio Format Only
	1996	1996	1996	1996	1996	
	1997	1997	1997	1997	1997	
	1998	1998	1998	1998	1998	
	1999	1999	1999	1999	1999	
	2000	2000	2000	2000	2000	
	2001	2001	2001	2001	2001	
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Karen Baker spent 25 years teaching in the public schools, coaching oral interpretation and speech and directing plays. She has coached numerous state and national winners in Individual Events and continues to coach in a consultant capacity.

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Building the Program

By Rusty McCrady

B. A. Gregg, my colleague across the Potomac River, identified the problem in last April's issue of the *Rostrum*: "Forensics coaching is facing a tremendous retirement bubble." In his article, Reverend Gregg then goes on to describe this current and very real crisis in detail, and then provides practical and philosophical advice both to those who will mentor and to those who will become the new generation of forensics and debate coaches across the land. His main focus is on the need for veteran coaches to train and prepare our successors, so that the speech activities we love so well may continue to thrive.

In agreeing with both the spirit and the particulars of Coach Gregg's article, I offer here some recommendations regarding the two-fold problem of massive retirements of veterans and the need to replace them with new and competent successors. In the past five years in our local (Montgomery County, Maryland) league, we have witnessed the rapid decline (and one case, extinction!) of high school programs that were perennially ranked in among the top four in our league during the decade prior to their sudden decline. The cause of the downturn in each case was the same: the retirement or departure of a seasoned, dynamic coach.

Thus it is imperative that all of us remaining veterans take some major steps to assure the survival (at the very least), and ideally the continued growth of programs that lose their long-time stalwart coaches. Just bemoaning the inevitable changes and stresses that seem to get more severe every year will not suffice. We veteran coaches need to help build—or in many cases rebuild—programs besides our own. Here are some words of advice, primarily for the new coach, but also for experienced

coaches to consider when seeking to ensure the viability of local leagues and districts. As Reverend Gregg admonishes, we need to pass down the wisdom of the older generation to the new.

1. Establish rapport with your veterans.

In any program, there has to be some carry-over from year to year. Even following a particularly devastating graduation of previous years' star performers, there will be at least a few holdovers who are eager to prove themselves as capable as those who just graduated. The new coach's number one priority must be to find these individuals, arrange a get-acquainted meeting, and convince them that he or she is a dedicated coach whose main goal is to help these young people pursue excellence in speech/debate. I am always amazed when I hear through the grapevine that a novice coach has failed to take this most obvious and crucial first step. Even if this new coach has been teaching for a while at the school, he or she is not automatically as knowledgeable and grounded in the many techniques and tricks of the trade as the students, who have learned much through the tough, firsthand experience of competition over the past couple of years.

Jack Alwood, a recent graduate of Damascus High School in Maryland, was a debater who had four different coaches during his four years at the school. Asked what advice he has for coaches who are just taking over a program, he offered the following: "Listen to your captains. They know what they are doing, and you can learn from them. When we had a coach who was willing to learn from the two captains, the team did well as a result." So the important message for new coaches is to let your veterans teach you some things, at least at

Thoughts for New Coaches and Old

the beginning stage. In addition, request that they recruit new members for you, since without such recruitment, programs numbers inevitably diminish.

2. Find allies in your building.

Depending on the personalities and networking ability of your veteran members, their recruitment efforts may or may not be successful. Regardless, you have options in your school that you can profitably pursue. Specifically, it's essential that you seek allies such as sponsors of similar activities (mock trial, service organizations such as Key Club, student government, National Honor Society, etc.), and of course your school's drama/theater director. These other activity leaders can become your supporters or your rivals—it's up to you. Approach them cordially and respectfully, in an advice-seeking mode, and they will be more likely to help you than to turn a cold shoulder. They know the students who are potential debate and forensics stars. No one in a school has the right to monopolize the time and attention of a group of students. Chances are, the same students who are student government leaders, stars on stage, and community servants are also potential debaters and orators. It's up to you as a new coach to open their eyes to the possibilities that your forensics and debate activities can provide. The potential is out there, in any school. Seek and you shall find.

3. Take care of public relations.

As I wrote in an article three years ago, most people in your school—staff as well as students—think that "forensics" has something to do with dead crime victims. One of your first tasks will be to get the word out that your team gives speeches

and oral interpretations of literature, and is not the Future Crime Solvers of America. Fortunately, debate poses no such problem. As someone who has coached both activities for many years, I have found that debate is readily recognized and has a built-in clientele in every school—a certain percentage of students everywhere simply love to argue.

For both forensics and debate, the new coach needs to blanket the walls of the school with fliers and posters announcing the first meeting of the year in August or September. Do not delay. The beginning of the year is the time when students decide on the activities to which they will devote time and energy. Miss this opportunity and you will face an uphill recruitment battle the rest of the year. Similarly, do not be shy about trumpeting your teams' individual and group accomplishments. Get all of their recognitions, awards, and victories posted on the school website, on the morning announcements, in the school newspaper, in the PTA newsletter, on email listservs, etc. Don't miss any opportunity. You are not bragging—you are fulfilling your duty as a coach to promote a valuable educational activity.

4. Hold events.

Aside from often necessary fundraisers, you should consider planning some events to enhance team spirit. Two of my favorites over the years have been our end of year picnic at a local park, and visits to local elementary schools to present children's literature. The former is virtually cost-free because everyone on the teams (debate and forensics) brings items to grill, side dishes, and beverages, and a picnic shelter at the regional park is free and available on a first-come basis. Students toss Frisbees and footballs, kick a soccer ball, hike around the lake, and enjoy unwinding in late May. Nothing is better for team morale and camaraderie. (As a side note—my students often design t-shirts, which I purchase from a local vendor and sell at cost to any team members who want one. Another good team spirit builder. This can also work as a fundraiser if everyone agrees to add a few dollars to the cost of the shirt).

The visits to elementary schools depend on your students' talents and enthusiasm on any given year, but these experiences are unforgettable for the participants, the elementary teachers, the young ones in the audience, and you as the coach. Definitely worth a try.

5. Local Leagues have responsibilities.

While the National Forensic League provides excellent support for new coaches (go to www.nflonline.org/CoachingResources/GettingStarted), we have a great deal to do at the local level. Harking back to Reverend Gregg's admonition about the current wave of retirements, all local leagues and districts need to meet this problem head on. Certain individuals were probably born to become forensics coaches, but the old-timers who run the leagues must take the responsibility to welcome them and promote their professional growth. Thus I hereby second Mr. Gregg's recommendation that all new coaches be assigned a mentor during their first year. We veterans tend to assume that the newcomers know or will pick up all the basics. Since we probably received little or no help back when we were starting out sometime in the previous century, we might erroneously assume that "sink or swim" is the best policy for our new coaches. However, the plethora of high school activities, as well as the increasing demands on high school teachers in terms of curriculum, state mandated testing, and required professional development, are more daunting than ever. Hence the new coach who receives no support is more and more likely to get discouraged or sidetracked, and therefore underperform, or even resign.

Melanie Rogers, who has just completed a very successful first year as forensics coach at Watkins Mill High School in Gaithersburg, Maryland, reflected on what it's like to start out fresh but also somewhat bewildered. "I was excited," she recalls, "but I had to allow myself a learning curve. The first tournament was mainly for observation, and after that I pushed forensics as an art form. When the kids started having success, I encouraged them to take more ownership and appreciate their performance as a piece of art. If they enjoy it,

somebody else will too!" Ms. Rogers went on to say that while she learned a great deal, enjoyed her first year, and is looking forward to an even better year to come, she urges the league to set up a formal, mandatory mentoring program from now on. She recommended pairing each novice coach with a veteran whose duty it will be to check in with the new rookie coach at regular and key intervals—for example, twice during the two weeks just prior to the first meet of the year. She also suggested that if there is a wave of new coaches in a given year, the league should mandate a two hour orientation class after school in September to go over basics, such as coach responsibilities, financial obligations, tournament registration procedures, speech and interpretive categories, sample ballots, etc.

In theory, all of the above recommendations should help keep our programs healthy and growing. But frankly, it all boils down to the crucial element—time. A new coach must make two pledges:

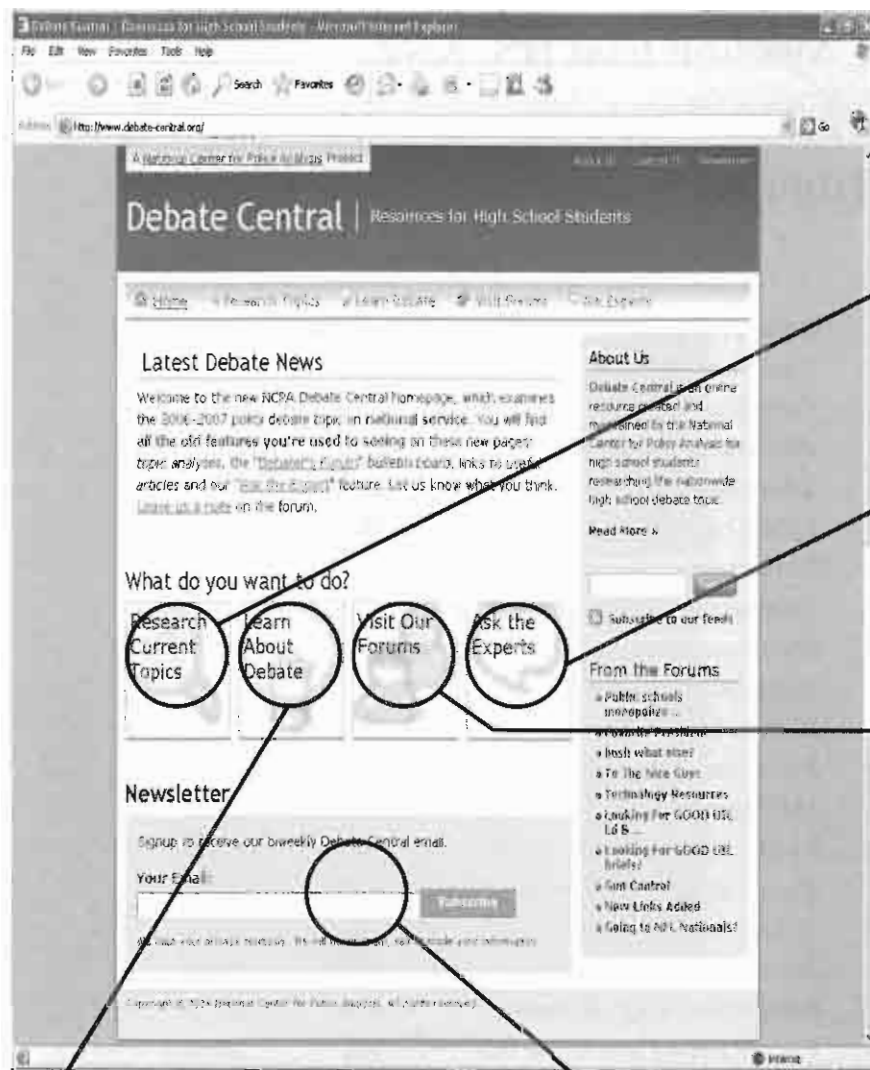
- 1) Spend the requisite number of hours each week on coaching, recruiting, reading, researching, and general program development.
- 2) Plan to stay in the job more than a year or two. A great program does not spring to life in one year. It takes years, and we need new coaches who are willing to stick around a while—long enough to become the skilled veterans they are replacing.

(William (Rusty) McCrady has coached debate and forensics at Walter Johnson High School in Bethesda, Maryland since 1991. Prior to that, he coached forensics at his hometown school Damascus High. Mr. McCrady got into coaching in 1989 after serving as a judge at speech and debate tournaments for 14 years, starting in 1975. Past president of both the Montgomery County (Maryland) Forensics and Debate Leagues, McCrady currently serves as treasurer for both leagues.)

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Top High Point Student

	Student Name	School Name	State	Points
1	Brian Rubaie	Shawnee Mission East HS	KS	2332
2	Nicole Schneider	Field Kindley Memorial HS	KS	2288
3	Kurt Woolford	Wichita East High School	KS	2173
4	Blake Halseide	Sheridan High School	WY	2171
5	Seth David Peckham	Lyons High School	KS	2143
6	Carl Werner	Park Hill South HS	MO	2141
7	Benjamin Jacob Boeshans	Central Cass High School	ND	2113
8	Rachel A. Esplin	Blackfoot High School	ID	2106
9	Eva Z Lam	Rufus King High School	WI	2069
10	Ethan Struby	Bishop Miege High School	KS	2068
11	Adam Testerman	Parkview High School	MO	2061
12	Julia M. Groeblacher	McPherson High School	KS	2055
13	Rachel Overboe	Fargo Shanley High School	ND	2039
14	Greg Allen	Blue Valley High School	KS	2033
15	Lorenzo Jordan	Grandview Sr High School	MO	2029
16	Liz Esfeld	Bishop Miege High School	KS	2024
17	Eric Min	Blue Valley High School	KS	2016
18	Stephanie Diane Irwin	Field Kindley Memorial HS	KS	2009
19	Amanda N. Adams	Campus High School	KS	2002
20	Christine Ann Halbert	Carroll High School	TX	1998

◆ *Point Leaders*



Brian Rubaie
Shawnee Mission East HS, KS
2,332 points



Nicole Schneider
Field Kindley Memorial HS, KS
2,288 points



Kurt Woolford
Wichita East HS, KS
2,173 points



Blake Halseide
Sheridan HS, WY
2,171 points



Seth David Peckham
Lyons HS, KS
2,143 points

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Student	State	Points	Student	State	Points
Brian Rubaie	KS	2,332	Samuel C. Procter	KS	2,028
Nicole Schneider	KS	2,288	Liz Esfeld	KS	2,024
Andrew Green	MO	2,253	Karson Thompson	KS	2,022
Spencer Harris	MO	2,236	Samuel F Daly	WI	2,021
Paige Hendrix	MO	2,230	Carey Moore	MO	2,021
James P. Hohmann	MN	2,221	T.J. Trum	KS	2,018
Ben S. Lerner	KS	2,213	Eric Min	KS	2,016
Eva Z Lam	WI	2,206	Josh Louis Wurzman	TX	2,013
Shruti A. Challa	KS	2,204	David Thoreson	ND	2,011
Grant F. Gussman	IN	2,182	Aaron Payne	KS	2,010
Kristen Trum	KS	2,175	Stephanie Diane Irwin	KS	2,009
Kurt Woolford	KS	2,173	Galan Jeffery	KS	2,009
Jacob Buchholz	KS	2,172	Sarah Roberts	CO	2,009
Blake Halseide	WY	2,171	James Colston	MO	2,007
Sarah K. Bellows-Blakely	KS	2,154	Caleb Linn	KS	2,003
Kevin K. Troy	MN	2,145	Jade Olson	OR	2,003
Seth David Peckham	KS	2,143	Amanda N Adams	KS	2,002
Whitney O'Byrne	KS	2,142	Sandip Gupta	TX	2,002
Carl Werner	MO	2,141	Austin Steelman	MO	2,000
Merry Regan	AZ	2,123	Christine Ann Halbert	TX	1,998
Benjamin Jacob Boeshans	ND	2,113	Krysta Kauble	MO	1,998
Mark Skoglund	KS	2,108	Matthew Niles Stucky	KS	1,995
Rachel A Esplin	ID	2,106	Katie Beye	KS	1,994
Sam Hodge	MO	2,104	Larissa Atkinson	IN	1,991
Christos N. Theophanous	CA	2,103	Graham P. Garlinghouse	KS	1,991
Dustin Grorud	SD	2,099	Jacob Candelaria	NM	1,990
Scott Cheesewright	CO	2,076	Emily Pfefer	MO	1,987
Jeffrey M. Geels	TX	2,068	Christian F Brockman	KS	1,986
Ethan Struby	KS	2,068	Kerry Gabrielson	WI	1,980
Weston Elkins	TX	2,066	James Hoggatt	MS	1,978
Lincoln Campbell	SD	2,063	Lawrence S Collins	MO	1,977
Tim Hogan	MN	2,061	Elizabeth A Kraut	MN	1,977
Adam Testerman	MO	2,061	Bradley M Papineau	KS	1,977
Julia M Groeblicher	KS	2,055	Bijal Mehta	TX	1,976
Sarah B. Whitney	CO	2,053	Chad A Fite	CA	1,973
Michael Headley	MO	2,052	Arsani H Williams	CA	1,973
Alex Baldwin	SD	2,050	Brandon Russell	MS	1,971
Daniel F. Berring	CA	2,049	Jessica Furgerson	TX	1,968
Brandon Halseide	WY	2,044	Henry P Tappen	CO	1,965
Rachel M. Buck	KS	2,042	Trevor Magel	ND	1,964
Andrew J. Jennings	KS	2,042	Torrance R Parkins	KS	1,964
Jack Hsiao	TX	2,041	Phillip Christensen	MO	1,961
Rachel Overboe	ND	2,039	Evan K McCarley	MS	1,961
Ford Flippin	MS	2,038	Carlos Tarin	TX	1,960
Greg Allen	KS	2,033	Tanya Choudhury	TX	1,957
Andrea Irwin	PA	2,030	George Olive	MO	1,957
Pat Muenks	MO	2,030	Stephen Spicer	MO	1,957
Paul Slattery	SD	2,030	Matthew Bartlett	MO	1,955
Lorenzo Jordan	MO	2,029	Rachel R Cross	MO	1,954
Rob Thomas	KS	2,029	Carlos Mejia	CA	1,954

NFL's Leading Students

NFL All Americans

Brian Rubaie	Shawnee Mission East HS, KS	2332
Nicole Schneider	Field Kindley Memorial HS, KS	2288
Eva Z Lam	Rufus King High School, WI	2206
Kurt Woolford	Wichita East High School, KS	2173
Blake Halseide	Sheridan High School, WY	2171
Seth David Peckham	Lyons High School, KS	2143
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Amanda N. Adams	Campus High School, KS	2002
Christine Ann Halbert	Carroll High School, TX	1998
Matthew Niles Stucky	Moundridge High School, KS	1995
Larissa Atkinson	Plymouth High School, IN	1991
Emily Pfefer	Belton High School, MO	1987
James Hoggatt	Brookhaven High School, MS	1978
Lawrence S Collins	Raytown High School, MO	1977

POINT LEADERS

Bijal Mehta, Newman Smith High School, TX	1976	Brian Bean, Hillcrest High School, ID	1851
Arsani H. Williams, Granite Bay High School, CA	1973	Muazzum Shah, Wichita East High School, KS	1846
Jessica Furgerson, Sandra Day O'Connor HS, TX	1968	Kate Maxwell, Bishop Miege High School, KS	1845
Torrance R. Parkins, McPherson High School, KS	1964	Nicolette Zarchovic Kratochvil, Dobson High School, AZ	1842
Matthew Bartlett, Savannah R3 High School, MO	1955	Allen Sutton, Glendale High School, MO	1840
Mary Easley, Neosho High School, MO	1945	Matthew Brower, Buhler High School, KS	1838
Brady Behrens, Roosevelt HS, SD	1939	Nathan Phennel, Princeton High School, TX	1837
Gail Elizabeth Lee, Manhattan High School, KS	1939	Michael Oliver Shelton, Field Kindley Memorial HS, KS	1837
Tony Romm, Truman High School, PA	1931	Anthony Pascua, James Logan High School, CA	1834
Uyi Osuan, Alief Taylor HS, TX	1929	Rachel Elaine Harwell, El Paso Coronado High School, TX	1832
Tom Hogan, Bishop Miege High School, KS	1928	Harry Hixon, Randolph Macon Academy, VA	1832
Y. Joanne Zhou, Campus High School, KS	1928	Erik Lambrechts, Milbank High School, SD	1828
Rajiv Menon, Kingwood High School, TX	1926	Elizabeth Bagot, Arkansas City High School, KS	1825
Craig Alan Thomas, Lyons High School, KS	1922	Alex Parkinson, Olathe Northwest High School, KS	1825
Christina M. Atkinson, Monett High School, MO	1920	Daron C McGee, Grandview Sr High School, MO	1824
Alden Anderson, Loretto Academy, TX	1919	Priya Gupta, Plano West Sr High School, TX	1822
Ryan Breneman, Parsons High School, KS	1917	Yonathan Rechtes, Norman North High School, OK	1821
Riley Swenson, Bingham High School, UT	1916	Trevor Bakker, Holland High School, MI	1819
Steven Tan, Gabrielino High School, CA	1912	Patrick Kane, Montrose HS, SD	1818
Steven Sheppard, Cathedral High School, TX	1903	Jenny Timmons, St Thomas Aquinas High School, KS	1814
Kaleb Jesse, Garden City High School, KS	1901	Joey Mills Ralph, Buhler High School, KS	1813
Ashley E Wolfe, Lodi High School, CA	1897	Richard Lowry, Parkway West High School, MO	1812
Scott Hillier, Nevada High School, MO	1897	Eric Thomas Haitz, Carroll High School, TX	1809
Thomas Rosen, Topeka High School, KS	1894	Valerie Johnson, Bay City High School, TX	1805
Cameron Secord, Brookwood High School, GA	1893	Tony Rosequist, Neosho High School, MO	1794
Bonan Zhou, James Logan High School, CA	1889	Devin R. Bean, Blackfoot High School, ID	1794
Sandeep Ashok Shah, Hastings High School, TX	1888	Billy Hamilton, West Des Moines Valley HS, IA	1790
Jonathan Quinn, Dowling Catholic HS, IA	1888	Daniel King, St Joseph Catholic School, MS	1789
Christopher Erickson, Milbank High School, SD	1888	Dustin Rymph, Lincoln Southwest HS, NE	1788
T J Spalty, Park Hill South HS, MO	1881	Ronni Toledo, Apple Valley HS, MN	1786
Mike Ewald, Watertown High School, SD	1874	Fangyu Zhang, Westview High School, OR	1786
Jesse Liebe, Milbank High School, SD	1870	Sam Overton, Parkview High School, MO	1785
Nick Templin, Maize High School, KS	1867	Jimi Morales, Alief Elsik High School, TX	1785
Tara Hawley, Blue Valley West HS, KS	1864	Victor Nava, Del Valle High School, TX	1785
Tabitha Allen, Randolph Macon Academy, VA	1860	Matt Johnson, Southeast HS - Cherokee, KS	1785
Brett Marler, Greenwood Laboratory School, MO	1859	Eric G. Giroux, Topeka High School, KS	1782
Tommy Morgan, West Des Moines Valley HS, IA	1853	Rey Fuentes, Evanston High School, WY	1781
Albert Jimenez, Comeaux High School, LA	1852		

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Four Fallacies of Debate Education

A Supportive Framework

By Jason Baldwin

A fallacy is a mistake in reasoning. Anyone who has spent much time performing or coaching or judging debate has probably gained a certain facility in spotting fallacies in debate rounds. But fallacies, unfortunately, can be found almost anywhere, including in the reasoning people do about debate itself. Since debate changes students' lives, flawed reasoning about it can have serious consequences.

In this essay, I want to expose four common fallacies about debate education. I shall represent each fallacy as a form of argument (hence the use of capital letters as variables—e.g., “V” can stand for any verb) and explain why the argument form is invalid—why the premises of the argument do not entail its conclusion. Unsurprisingly, I have seen students make such arguments more often than professional debate coaches, but coaches sometimes make them, too. If you are attracted to these forms of argument, I hope to change your mind. And even if you are not attracted to them, I hope that reflecting on them explicitly will tend to strengthen and clarify your existing educational commitments.

Fallacy 1: Appeal to Student Preferences

- 1.1. Debate is for the benefit of students.
- 1.2. Students prefer to V.
- 1.3. So coaches, judges, and tournament directors should do nothing to discourage students from Ving.

Some very smart people have fallen for this style of argument, but it is clearly invalid. From the facts that a practice exists for the benefit of some person and that the person has certain preferences, nothing follows about whether or how the practice should accommodate those preferences. Consider vaccines for children: Surely children are vaccinated (at least in part) for their own benefit, and just as surely, many children prefer not to receive vaccinations. But it does not follow that the adults responsible for children should allow them to opt out vaccines.

More germane for present purposes is the fact that educational enterprises (of which I take debate to be one), while properly for the benefit of students, are rarely properly determined by student preferences. Students rarely know what they need to know, and they almost never seek their own educational best interest without external incentives and constraints. This is why adults compel children to go to school and why teachers in the various disciplines dictate what students will study and how they will be held accountable for it. The teaching of Latin grammar may well be for the benefit of students, and students may prefer not to learn the subjunctive mood, but it does not follow that Latin teachers should not encourage students to learn the subjunctive mood.

The same holds true, *mutatis mutandis*, for many practices in debate. Debate training is for the benefit of students, and students may prefer to speak using ambiguous pronouns instead of unambiguous nouns, but it does not follow that debate coaches

and judges should do nothing to discourage students from using ambiguous pronouns.

Of course, if one believes, in addition to 1.1 and 1.2, that the way debate is supposed to benefit students is by satisfying their current preferences, then one will have the materials needed to derive 1.3. I think this view of debate is unbecoming a grown-up, and I doubt that many professional debate coaches hold it. But if any debate coaches do hold it, they should be honest with themselves and with the people who foot the debate bills (probably parents and school administrators) about their view of debate: that debate is merely an expensive amusement and that it is not answerable to the norms of academic excellence that characterize genuinely educational pursuits.

Fallacy 2: Appeal to Bare Possibility

- 2.1. It is conceivable that someone could debate well while Ving.
(Alternately: Someone, namely S, has debated well while Ving.)
- 2.2. So debate coaches, judges, and tournaments should not do anything to discourage students from Ving.

To see the problem with this way of making educational decisions, consider a parallel way of making decisions about smoking: It is conceivable that someone could live an extraordinarily long and healthy life while smoking two packs of unfiltered cigarettes a day. (Alternately: Someone, namely S, has lived an extraordinarily long and healthy life

while smoking two packs of unfiltered cigarettes a day.) So doctors and public health officials should do nothing to discourage people from smoking two packs of unfiltered cigarettes a day. What the smoking example makes obvious is that practical counsels in a domain are made on the basis of general observations; the existence, possible or actual, of exceptions to such generalizations does not invalidate the counsel.

As every literate person knows, it's possible to write well in the passive voice. But as every English teacher knows, almost no high school students write well in the passive voice, and it makes perfect sense to discourage, even prohibit, students from using it. The same is true for many practices in debate. Is it *possible* to speak quickly and clearly at the same time? Yes. Do students who speak quickly also *actually* speak clearly? Almost never. Should the rare student who does manage to speak both quickly and clearly lead judges and coaches to treat speaking speed as a matter of indifference? Obviously (I hope) not. Pedagogical advice is framed for the generality of debate students—what Jim Menick has memorably called “the little gray army”—and not for the savant.

A related point is that a practice that is compatible with good debate may itself still detract from, or contribute nothing positive to, the quality of debate. A debater may be great *in spite of* speaking from a laptop computer, not *because of* speaking from a laptop, or even *regardless of* speaking from a laptop. That other factors may outweigh the badness of a given practice in our final estimation of a speaker should not lead us to ignore the practice.

Fallacy 3: Appeal to Real World

- 3.1. Debate should prepare students for the real world.
- 3.2. Debaters might encounter Ving

(or its non-debate analog) in the real world.

- 3.3. So debate coaches, judges, and tournament directors should do nothing to discourage Ving.

This fallacy is especially alluring because it seems to appeal to a healthy educational impulse: preparing students for real life. But consider: Debaters might encounter evidence fabrication in the real world. Yet surely no one would conclude that debate coaches, judges, and tournament directors should do nothing to discourage evidence fabrication. The problem is that the real world is an ugly place full of immoral, dishonorable practices. While it's true that debate should prepare students for the real world, it's not true that debate functions best as a microcosm of that world. Debate should provide incentives to make *every* participant a better thinker and speaker. That the real world is full of shoddy thinking and speaking is no reason to sacrifice the education of some students so that they might provide examples of shoddy thinking and speaking for the benefit of other students.

Furthermore, debate should not merely train students to take up established roles in the world we now inhabit. Today's debate students will determine, in part, the shape of tomorrow's world. And since education determines, in part, what students will make of their world, all education is a morally weighty enterprise. How much good or bad thinking and speaking there will be in the world that debaters grow up to inhabit depends partly on the contribution they themselves make to that world. And the contribution they make depends on the habits they form in response to the incentives coaches, judges, and tournament directors provide. No far-sighted educator should condone, even if only by silence, inferior modes of thought and speech on the grounds that the real world of today is chock full of poor thought and speech.

A corollary of what I am claiming about debate and the real world is that the mere fact that an audience of a certain type exists in the real world is not by itself a good reason for coaches to let that audience judge high school debate or for debaters to pander to that audience. The real world contains close-minded people for whom loyalty to political party trumps all. The real world also contains close-minded people who regard talking fast, using undefined jargon, and quoting opaque European literary critics as marks of profundity. I think both of these types of people, and many more besides, should not be catered to by debate coaches and students, regardless of their presence in the world outside of high school debate.

Fallacy 4: Appeal to Participation

- 4.1. Policy P will discourage some students from debating or judging or becoming debate coaches.
- 4.2. So policy P is bad.

This fallacy is tempting to people who think of debate as a wonderful activity that can benefit any student and that needs all the support it can get. As someone who gained much from debating in high school and who has taught a fair number of debate students, I sympathize with the enthusiasm most debate coaches have for the activity, and I share their desire to see it flourish.

But the Appeal to Participation overlooks several salient facts, among them: (1) Any rule, standard, or norm of excellence or integrity will be off-putting to some people. (2) Practiced in unfavorable circumstances, debate can make students *worse* thinkers and writers and speakers. (3) An excessive attachment to high school debate can stunt the intellectual and social development of college students and damage them in other ways as well. (4) Some high school students, even if debate benefits them, make debate a

◆ Debate

worse (by which I do not mean merely *less enjoyable*) activity for other students. (5) Some judges, even if debate benefits them, make debate a worse activity for students. (6) Some people who might be willing to become debate coaches would make debate a worse activity for students. (7) A coach's first responsibility is to the welfare of his or her students, not to the popularity of the activity he or she coaches. (8) Many people lead rich and intellectually impressive lives with no involvement in high school debate.

Taken together, these facts suggest that the popularity of debate should not be the overriding consideration of the adults who administer it. More important is the academic and personal value of debate for those students who do participate in it. Students and young judges will not preserve that value on their own.

They need guidance, and sometimes firm directives, from adults who see the educational forest for the competitive trees. Some people would rather leave debate than accept such guidance, but debate is better off without them. Other students may confront irresistible competitive incentives to practice what they or their coaches know to be poor debate. Hard as it may be for coaches to admit, those students may be better off without debate.

In challenging the relevance of student preferences earlier and of popularity and participation now, I risk coming across as an authoritarian kill-joy. To clarify, I am all in favor of debate being a fun, popular activity. But I believe that fun and popularity are dangerous when they are pursued without any higher educational or ethical constraints.

Some contemporary debaters

seem to believe that more adult leadership would make debate less fun than it is today. I disagree. I debated in an era when adults exercised more authority (at least on the "national circuit") than they do today, and my competitors and I had a lot of fun debating. Moreover, I have known of a number of recent students who quit debating or opted never to start because they did not enjoy the educational anarchy they perceived in contemporary debate. Authority rightly exercised need not be burdensome or antagonistic. It can instead provide a supportive framework within which students are free to practice and experiment in academically constructive ways.

(*Jason Baldwin* (jbaldwin@nd.edu) is a doctoral candidate in Philosophy at the University of Notre Dame and a frequent Rostrum contributor.)

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Nhi Khoan
Gabrielino High School
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La Reina High School
Claire A. Totten
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Sherman Oaks CES
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Scott McCall
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Danny Townsend
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FLORIDA

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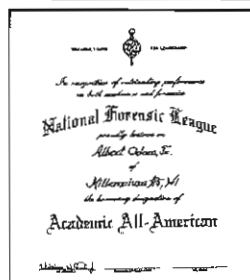
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Wichita East High School, KS	Ms Vickie Fellers	365
Taravella High School, FL	Mrs Beth Goldman	362
Edina High School, MN	Ms Lynn S Schmitt	362
Glenbrook North High School, IL	Ms Christina Tallungan	361
Oak Park & River Forest HS, IL	Ms Patricia A Cheney	352
Jackson High School, OH	Mrs Stefanie Fatzinger	345
Ridge High School, NJ	Mr David A Yastremski	345
South Side H S, IN	Ms Elizabeth Sanchez-Franklin	344
Blue Springs South High School, MO	Ms Georgia Brady	343
Millard North High School, NE	Ms Sabrina Denny-Bull	341
Blue Valley West HS, KS	Mr Mark V Kapfer	335
Denver East High School, CO	Ms Kelli Trotsky	335
Moorhead Senior HS, MN	Ms Michele Mogen/Rebecca Meyer-Larson	332
Lincoln East HS, NE	Mr Matt Davis	331
Aberdeen Central High School, SD	Mr R Jon Frey	331
Sky View High School, UT	Ms Tessa Kunz	331
Mauldin High School, SC	Ms Kerry Cottingham	329
Plano Sr High School, TX	Cheryl Potts/Karen Wilbanks	327
The Montgomery Academy, AL	Mr James W Rye III	324
Bingham High School, UT	Mr Stan Banks	322
La Costa Canyon High School, CA	Ms Krista deBoer	321
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Newton High School, KS	Mr David J Williams	318
Chaminade High School, NY	Bro George Zehnle S M	317
Claremont High School, CA	Mr David Chamberlain	317
Gilmour Academy, OH	Ms Gay Janis	316
Salina High Central, KS	Mr Nicholas Owen	315



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Dowling Catholic HS, IA	Mr Tim E Sheaff	283
Portage Northern High School, MI	Ms Laurel Scheidt	282
Wheaton North High School, IL	Mr Stan Austin	281
Riverside High School, SC	Ms Christy A Perry	281
Cheyenne Central H S, WY	Mr Nick Panopoulos	280
Sanger High School, CA	Mr Karson B Kalashian	280
Green Valley High School, NV	Mr Scott Ginger	279
The Meadows School, NV	Dale Kurth/Tim Alderete/Dan Meyers	277
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Topeka High School, KS	Mrs Pamela K McComas	273
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Reno High School, NV	Rebekah Foster/Kimberly Cuevas	271
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Coon Rapids High School, MN	Mr Myles Wagner	269
Bishop Miege High School, KS	Ms Melissa Reynolds	268
Park Hill High School, MO	Mr Don Crabtree	267
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GlenOak High School, OH	Mr Tom Mosberger	263
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Ladue Horton Watkins HS, MO	Linda Box/Don Goble	240
Canfield High School, OH	Mrs Michelle Elia	239
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Lamar Consolidated High School, TX	Ms Connie Aufdembrink	237
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North High School, WI	Mr Jay L Johnson	234
Randolph Macon Academy, VA	Rev B A Gregg	234
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Palo Verde High School, NV	Ms Shiela Berselli	233
Marshall High School, MO	Mr Paul Gieringer	232
Emporia High School, KS	Mrs Carol Strickland/Mr Randall Baldwin	232
Milton Academy, MA	Ms Susan Marianelli	231
Randolph High School, NJ	Ms Eileen Waite	231
Glendale High School, MO	Mr Bill Jordan	229
Southeast HS - Wichita, KS	Mr Stan Smith	229
Vestavia Hills High School, AL	Mr Ben Osborne	229
Alhambra High School, CA	Mr Kevin Tong	228
Valley Center High School, KS	Ms Lois Pierson	227
Brophy College Prep, AZ	Ms Elizabeth Clarke	227
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Campus High School, KS	Mr Robert D Nordyke	219
Millard South High School, NE	Mr Richard D Brown	219
Westlake High School, TX	Mr Michael Harlan	219
Greeley Central High School, CO	Mrs Sarah M French-Hahn	218
Southside High School, SC	Mr Erickson L. Bynum	218
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Fullerton Joint Union High, CA	Mr Sal Tinajero	212
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Lehi High School, UT	Mr Scott Mansfield	210
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Wellington High School, FL	Mr Paul L Gaba - Forensic	209
Arcadia High School, CA	Ms Ashley Novak - Forensic	209
Redlands High School, CA	Ms Kami Smith - Forensic	208
Winnetonka High School, MO	Mr Douglas N Miller - Forensic	208
Elkins High School, TX	Ms Bonnie Bonnette - Forensic	207
Savannah R3 High School, MO	Mr Michael Pittman - Forensic	206
Shrewsbury High School, MA	Marc Rischitelli For	206
Skyline High School, ID	Mr Michael Harvey - Forensic	206
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Junction City High School, KS	Ms Cathy Rankin - Forensic	205
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Largest Number of New Degrees

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1	Gabrielino High School <i>C:Mr. Derek L Yuill</i>	CA	272
2	Liberty Sr High School <i>C:Ms. Cassie Price-Aguero/Mr. Sean Nicewaner</i>	MO	269
3	Leland High School <i>C:Ms. Gay Brasher</i>	CA	257
4	Bellaire High School <i>C:Mr. Jay Stubbs/Mr. Russell Rach</i>	TX	255
5	Blue Valley North HS <i>C:Mr. Max H Brown</i>	KS	233
6	Eastview High School <i>C:Mr. Todd Hering</i>	MN	231
7	Lakeville North High School <i>C:Mr. Jim Fedje/Mr. Andy Charrier</i>	MN	226
8	Chesterton High School <i>C:Mr. James Cavallo</i>	IN	225
9	Regis High School <i>C: Mr. Eric DiMichele</i>	NY	222
10	James Logan High School <i>C:Mr. Tommie Lindsey Jr.</i>	CA	222
11	Shawnee Mission East HS <i>C:Ms. Paulette Manville/Ms. Jennifer Stucky</i>	KS	220
12	Nova High School <i>C:Ms. Lisa Miller</i>	FL	202
13	Bellarmino College Prep <i>C:Ms. Kim Jones</i>	CA	193
14	Belton High School <i>C:Mr. Timothy Hughes</i>	MO	186
15	Kickapoo High School <i>C:Ms. Teresa E Sparkman</i>	MO	184
16	Cherry Creek High School <i>C:Ms. Martha Benham</i>	CO	184
17	Downers Grove South HS <i>C:Ms. Jan Heiteen</i>	IL	183
18	Pattonville High School <i>C:Mr. Randy Pierce/Mr. Don Schulte</i>	MO	178
19	Sioux Falls Lincoln HS <i>C:Ms. Kim Maass</i>	SD	178
20	Desert Vista High School <i>C:Mr. Erik Dominguez</i>	AZ	177
21	Stoneman Douglas HS <i>C:Ms. Diane McCormick</i>	FL	175
22	Sky View High School <i>C:Ms. Tessa Kunz</i>	UT	174
23	Central HS - Springfield <i>C:Mr. Jack Tuckness</i>	MO	173
24	Coon Rapids High School <i>C:Mr. Myles Wagner</i>	MN	170
25	Perry High School <i>C:Mrs. Kathleen A Patron</i>	OH	169



Largest NFL Schools

2005 - 2006

1	Bellaire High School <i>Mr. Jay Stubbs/Mr. Russell Rach</i>	TX	854
2	Leland High School <i>Ms. Gay Brasher</i>	CA	821
3	Gabrielino High School <i>Mr. Derek L Yuill</i>	CA	783
4	James Logan High School <i>Mr. Tommie Lindsey Jr</i>	CA	703
5	Chesterton High School <i>Mr. James Cavallo</i>	IN	636
6	Nova High School <i>Ms. Lisa Miller</i>	FL	634
7	Blue Valley North HS <i>Mr. Max H Brown</i>	KS	613
8	Shawnee Mission East HS <i>Ms. Paulette Manville/Ms. Jennifer Stucky</i>	KS	603
9	Liberty Sr High School <i>Ms. Cassie Price-Aguero/Mr. Sean Nicewaner</i>	MO	585
10	Regis High School <i>Mr. Eric DiMichele</i>	NY	569
11	Eastview High School <i>Mr. Todd Hering</i>	MN	521
12	Lynbrook High School <i>Mr. David McGinnis</i>	CA	507
13	Downers Grove South HS <i>Ms. Jan Heiteen</i>	IL	504
14	Belton High School <i>Mr. Timothy Hughes</i>	MO	490
15	Central HS - Springfield <i>Mr. Jack Tuckness</i>	MO	489
16	Bellarmino College Prep <i>Ms. Kim Jones</i>	CA	478
17	Independence Truman HS <i>Ms. Christine Adams/Mrs. Kim Lenger</i>	MO	478
18	Plymouth High School <i>Mr. David McKenzie</i>	IN	469
19	Eagan High School <i>Mr. Chris McDonald</i>	MN	458
20	Kickapoo High School <i>Ms. Teresa E Sparkman</i>	MO	454
21	Cherry Creek High School <i>Ms. Martha Benham</i>	CO	433
22	Pattonville High School <i>Mr. Randy Pierce/Mr. Don Schulte</i>	MO	425
23	Munster High School <i>Mrs. Helen Engstrom</i>	IN	423
24	McPherson High School <i>Mr. Scott Bonnet</i>	KS	420
25	Watertown High School <i>Mr. Trevor Mischke</i>	SD	416



Poor Health and Debate

De-linking the Disadvantages

Authors

Chris Gronek, Patrick Mahoney & Michael Spirtos

Forward

Dr. Seth Halvorson PhD, Columbia Univ.
Cherian Koshy, Apple Valley HS, MN

The Advanced Seminar at Stanford University's Summer Institute in Forensics is an application-only lab experience where students combine an in-depth investigation of classic and contemporary texts with a high-level advanced argumentation and debate curriculum. This summer, one focus of the Seminar was to about "service" and in that vein, students were asked to produce service projects that would benefit the debate community. In this essay, three students from the AdSem, Chris Gronek, Patrick Mahoney, and Mike Spirtos, provide their perspectives on competitive debate tournaments and its impact on health. They suggest that all debaters—whether novice or varsity—pay more attention to concerns about their health and attempt to introduce healthier ways of competition and preparation. The Advanced Seminar is directed by Dr. Seth Halvorson and Cherian Koshy. This thoughtful and thought-provoking essay is a must-read for all competitors and coaches in the activity.

INTRODUCTION

As debaters, we seem to rely heavily on two things—Red Bull (or any of the countless variations) and coffee. These drinks seem to find their way into the hands of every debater be it during late night research, after a late night of research, or going into an outround after a debate-filled day.

At the Starbucks near tournaments, we discover the Mecca of debaters seeking a double-shot espresso. But of course, these substances don't work nearly as well on a full stomach, and so, we starve ourselves. Or, to ensure that our coaches don't question our nutrition habits, (if we have

the privilege to spot the ever illusive "coach") we attempt to be seen with an apple in hand. Fearing that we might drop dead at any point in the day, tournaments allot some time for us to eat lunch. In general, we find that one of two things *actually* happens at lunch: a) we're so tired from past rounds/ apprehensive about upcoming rounds that we don't eat enough and our stomachs get upset, or b) we eat too much and our parasympathetic nervous systems kick in, our bodies focus on digesting, and we're on the verge of sleep. With a full stomach, the body relaxes and all of our alert body responses (i.e. clear hearing, dilated pupils, sharp thinking, and salivary inhibition) sort of go away. The only benefit from this is salivation is that this improves enunciation.

The benefits of starvation are equally minimal: when the body realizes that there is no food in the stomach, bile and pancreatic juices wear away the mucous lining of the stomach, which causes severe stomach aches. So, as many a resolution has questioned, what ought we do? Dr. Tanya Spirtos, M.D. explains:

New guidelines for healthy eating seem to appear every two years. Basically they try to focus on formulas for the carbohydrate (sugars and starches), protein (muscle-building) and fat content of the diet. These components are all necessary to meet the energy requirements of each individual cell of the body as well as to prevent chronic diseases such as diabetes and atherosclerotic heart disease. Hand-in-hand with diet recommendations are those for energy expenditure: physical activity which is cardiac as well as weight-bearing. To achieve the maximum health benefits of exercise an hour a day of

exercise is currently recommended; that is, increasing the heart rate and respiratory rate while causing muscle burn is defined as exercise. Nearly two-thirds of Americans are not physically active and 25% are completely sedentary.

Perhaps we could take an hour of our day to remember that we are human beings (despite our robotic functioning in-round) and just go for a walk. Nutrition is not only vital in winning rounds and doing well at tournaments, but also to our lives outside of debate. Personally, we have experienced rounds where we ate hearty meals but have been unhealthily under hydrated; this extreme is not favorable either. Under hydration leads to debaters literally choking on their words and actually dying. Well, maybe not death, but it definitely will lead to not-so-hot speaker points. However, if debaters don't take hydration seriously, the consequences could be far worse than breaking versus missing breaking because of speaker points. Dr. Tanya Spirtos explains,

The body needs adequate water to carry out normal function. Water after all is the basic component of blood, which contains red cells carrying oxygen and white cells fighting infection. All impurities made by the bodies cells and viruses/ bacteria cannibalized by the immune system and drugs cleared by the liver are eventually transported through the kidneys for elimination from the body. Those people without kidney function due to illness or cancer must have renal dialysis to excrete the wastes or within four days will go into coma and die. Also athletes who are sweating profusely (a loss of liquid from the body) in excess of water consumed are more likely to die suddenly dur-





Student Perspective

ing their exertion. Loss of 1 to 2 percent of body weight will cause symptoms whereas loss of 9 to 15 percent is a life-threatening emergency. Most people will have symptoms of dehydration which will include cloudy mental processes, weakness, dizziness and intense intestinal cramping. How the people in sub-Saharan Africa can live for so many years with minimal water is just a miracle — but you don't see them performing well on either mental tasks or physical activities.

Keeping water in your briefcase/backpack can never do any harm. In order to ensure that all of your late night research, healthy eating habits, and hydration habits don't go to waste, don't waste the night before a

tournament stressing out about things that need to be done.

Debate tournaments are an exciting time for many. The exhilaration of competition, the intensity of preparation, the experience of fellowship, the notable absence of parental supervision—for any of these reasons, debaters hardly sleep as much as they should. But debaters are not alone. According to Dr. Spirtos,

Our society definitely places less emphasis on sleep than it deserves. In fact, society appears to look condescendingly on those who profess to need to sleep, as if they were demonstrating a weakness; society "appreciates" those who sacrifice mealtimes and sleeptimes to "get the job done" as if the individual is triumphing over a personal weakness.

Unfortunately, the tendency to neglect sleep should concern debaters especially. Less sleep, it seems, translates to poorer performance. Dr. Spirtos cites that "studies show that adolescents need about nine hours of sleep a night to maintain optimal daytime alertness. Cumulative sleep deprivation results in worse job/school performance and inability to reason and remember as clearly." As much as debaters may be unwilling to admit it, the mental lethargy so common by late-tournament rounds is certainly affected by poor sleeping habits. As a more pressing concern, lack of sleep renders people irritable—another common feature of certain rounds. In either case, the relationship is clear: less sleep will mean less competitive success.



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Toward a New LD Paradigm

Connecting Critiques

by
T. Russell Hanes & Scott Devold

Introduction

It is a feeling everyone in the Lincoln-Douglas debate community gets. You are sitting in the back of a classroom, totally and utterly bewildered by the round you just saw. This feeling is all the more painful if the ballot is sitting on your desk. For yet another round, it appears that debaters have ignored Marilee Duke's advice: "Please! Don't ask me to think!" Chances are, if you have encountered such a round in the last few years, the lack of agreed upon debate theory played a major role in your confusion.

Everyone wants deeper thought and insight in debates. Getting there is not as difficult as it may sound. The difficulty is not what to talk about—philosophy has come up with great fundamental questions. Rather, the difficulty is in formatting that discussion in a way that allows the judge to fairly assign a winner. This is what prevents LD debaters from engaging in truly meaningful dialogues and yokes judges into long and painful RFDs.

Policy debate theory has become refined and sophisticated, but there remains much confusion in LD debate theory. In policy debate, all the different positions (cases, counterplans, disadvantages, topicality) have regular constructions, and the voting issue for each position is clear. A judge knows what his or her ballot will mean since the over-arching theory is understood. None of this is true in LD today. LD theory is haphazard at best: positions are confused; voting issues are unclear; and an over-arching theory of the ballot is non-existent.

This confusion presents severe problems. LD topics are drifting ever closer to policy topics. This is a great shame, because when understood correctly, philosophy debate is uniquely beautiful and enjoyable—not a degenerate form of policy debate. A new way of looking at LD debate will dissolve past theoretical confusion and create an integrated, complete theory for philosophical topics. Armed with a new understanding, debaters and judges could start enjoying rounds again, and framers may be able to write better topics.

Affirmative Cases

There are precisely two topic constructions. The first is a policy topic, like so:

The U.S. government	should	change its diplomatic policy toward the P.R. of China.
<i>Subject</i>	<i>MAV</i>	<i>Predicate</i>

This topic uses "should" as the modal auxiliary verb, but it would have the same meaning whether it used "must," "ought to," "needs to," "has to," or "had better." The affirmative advocates only one plan within the topic because topics contain mutually contradictory plans. For example, "increase human rights pressure" and "decrease human rights pressure" are two possible plans for the China topic. The affirmative could never defend both simultaneously, so a choice is unavoidable.

The second construction is a philosophical topic, like so:

Murder in self-defense	is	justified.
<i>Subject</i>	<i>LV</i>	<i>Quality</i>

A philosophical topic asks whether a subject possesses a quality—it is a proposition of truth, not a policy resolution. The subject can have any qualifications: "during a home invasion," "only if there is a clear danger to life," or "when there is a full moon." Qualifications merely specify the subject more clearly. The quality can be a rarefied abstract idea like "justified," or it can be an empirical quality, like "expensive" (e.g.: Socialized health care is too expensive) or "empire" (e.g.: The U.S. is a modern-day empire). The quality is attached with a linking verb like "is" or "seems" to the subject. While recent LD topics make use of the verb "should," James Maxwell showed that these sorts of questions burden the affirmative with providing at least a general policy.¹ Topics that use "should" are policy topics, whether or not they take place in LD rounds. The failure of our community to acknowledge the different types of topic is the first cause of confusing debates—LD debaters with a policy topic.

◆ Lincoln Douglas Debate

Good philosophical topics always involve linking *particulars* to *universals*, for example linking the U.S. (a particular subject) to “empire” (some universal quality that unifies the Roman, British, Islamic, and all other empires). Bad philosophical topics choose particulars and universals that are inappropriate for each other. Bad topics are either simply too boring to debate because the subject clearly has the quality (e.g.: The sky appears blue) or are impossible to debate because the subject clearly cannot possess the quality (e.g.: The sky is evil).² Writing good philosophical topics requires avoiding these two extremes, especially when writing factual propositions and metaphorical propositions as topics.

The current style in LD is for the affirmative to propose a *value* and a *criterion*. At root, these are not wrong, but they are misleading. The value corresponds to the universal. The criterion corresponds to the particular. Although the value and criterion can make sense in our conception, we feel that these terms are too laden and should be abandoned. Both terms seem to narrow the focus too much: LD need not be about ethical values only; debaters could discuss other things, such as aesthetics, metaphysics, epistemology, or even factual propositions, if done cautiously. Worse, this terminology implies that philosophical issues can be resolved by appealing to neutral, objective values, and so both sides race to occupy the middle ground, using dulled down definitions, robbing the round of any philosophical clash. The value-criterion style is the second cause of confusing debates.

Case Structure. In our new paradigm, the affirmative does not support a bland version of the whole topic. The affirmative picks a partisan case, a subset of the topic it wishes to argue. We advocate a two-part case structure, corresponding to the two burdens the affirmative must meet to win. The first contention is the *Framework*, in which the affirmative outlines the gist of its case. The second contention is the *Examples*, in which the affirmative defends this case.

Each topic presents a debatable issue, and there are a myriad of philosophical perspectives about each issue. A framework is one such perspective about the topic. The affirmative framework is its interpretation of the key language in the topic: the quality. The affirmative *parametricizes* the universal quality from a vague notion into a specific definition.³ For example, the affirmative might say, “Plato defined justice as the state of harmony between all the parts of society, and here is my brief explanation of how his ideas apply to the concept of ‘justified’...” One framework is all that the affirmative needs to defend, just as one plan is all that the affirmative defends in policy debate. The focus of an LD round should be the framework, not the whole topic.⁴ The framework is the heart of the affirmative case.

The framework need not be simplified to one word (what the value-criterion style does); the interpretation of the universal quality can be a phrase or a paragraph. For example, the affirmative might briefly interpret justified to mean “sanctioned by the law” or “answering to a moral standard that supersedes the law,” or it might give a longer framework. More important than the length is that there is a clear framework *text*. Without a clear text, the negative should win because of affirmative vagueness. By the way, the examples above show why the affirmative must parametricize: philosophy topics, just like policy topics, contain mutually contradictory cases (sanctioned by vs. superseding the law). Advocating every possible interpretation of justified at once would force the affirmative to contradict itself. The attempt by affirmatives to defend the whole of the topic—eschewing a single, clear framework—is the third cause of confusing debates.

In the Examples contention, the affirmative connects facts about the subject back to the universal quality. This task represents the bulk of the case. In essence, the affirmative *contextualizes* its framework in light of the particular subject. For example, if the affirmative chooses to interpret justified as “understandable reaction,” then it might spend its second

contention arguing that 90% of self-defendants suffer from post-traumatic stress disorder (a fact we made up), indicating that the fear precipitating self-defense is overwhelming. Murder in self-defense might also be contextualized with brain studies showing that moral judgment is impaired when a person is panicked (also made up). In the Examples contention, the affirmative builds a case that its framework of the universal quality is *relevant* to the particular subject.⁵ If the particular subject were different, then the same universal quality would be interpreted differently. Justified [*murder in self-defense*] is not the same as justified [*preemptive nuclear strikes*].

Negative Strategies

Our new paradigm allows the affirmative to decide the focus of every debate. The affirmative selects one framework to defend. But what check does the negative have against unfair affirmative cases? What procedural limit should be set on the affirmative choice, and how should this limit be enforced? In policy debate, this procedural limit is set by topicality. The negative defines words in the topic and demonstrates that the affirmative plan text fails to meet these definitions. The judge does not need to wade into evaluating the substantive issues in a policy debate (whether the plan is good policy) to decide whether a plan text is fair grounds for debate. The judge can evaluate the definitions and the plan text a priori—without reference to the substantive issues. In this way, the procedural (topicality) and substantive (e.g. disads) elements of a policy debate can be easily and clearly separated.

No such luck in LD: topicality does not work. At root, this is because philosophical topics are propositions of truth. The universal quality cannot be defined a priori, because the debate is about the affirmative interpretation of it. It is therefore impossible for both sides to agree upon one definition. Worse, topicality does not help sort out whether any given framework is fair.⁶ Topicality mucks an LD round up quickly. It forces the judge to mix substantive and procedural issues.

◆ Lincoln Douglas Debate

Unfortunately, what we are doing today is forcing every LD round to become a topicality debate. Yet it is equally bad to leave the negative only substantive arguments against an unfair case. The negative needs some other procedural defense if topicality is not up to the job. The absence of this procedural argument is the fourth cause of confusing debates.

We term our new procedural argument *significance* (after the defunct policy debate stock issue). All fair frameworks treat the quality as a universal. All unfair frameworks degrade the quality to a mere factual instantiation. Imagine we lived in the U.S.S.R. and Russell said, "Justified" is whatever Comrade Stalin does." It is not a satisfying answer. Russell can point to specific actions, policies, and statements of Stalin, but his framework points to no concept, no abstract principle, and no defining essence of what justified means. He has merely pointed to particular facts as examples without saying *examples of what*. In short, there is no significance to the interpretation of "justified" given by this Stalinist framework.⁷

The way to determine significance is immediately apparent. The mechanism is coverage: Does the framework resolve the philosophical dilemma without cherry picking? The negative team can concede that the framework works for the specific examples the affirmative gives, while showing that the framework fails in a number of other reasonable contexts (Stalinism provides no way to understand whether Mao was justified). This mechanism provides a way for a judge to determine whether the affirmative framework is procedurally fair without requiring the negative to make any substantive attacks against it. Significance debates are unavoidable, but they will almost never be used as the NR strategy, because the threat of such a procedural argument should be enough to limit most affirmatives into arguing fair cases.

Offensive Negative Strategies. In our paradigm, the negative can use a combination of two offensive strategies. If we look back to the affirmative structure,

there are two distinct arguments in every case: first, the interpretation of the universal; second, the factual particulars that support this interpretation. Defensively, the negative can argue these issues straight up and show that the affirmative examples are incorrect or do not support the framework. The negative also has two offensive options to break the affirmative chain of logic.

First, the negative can expose facts different than those in the affirmative case. We call this the *counter-example*. This strategy would have two parts: (1) facts that do not fit within the framework and (2) arguments that these facts are so relevant to the topic that the affirmative interpretation of the quality is now suspect. To adjudicate this strategy, the judge would decide which facts were most relevant to contextualizing the topic. This sort of debate already happens under the value-criterion model when both sides agree upon the value and criterion, but it is more explicit under our paradigm.

Second, the negative can provide a new interpretation of the universal quality. We call this the *counter-framework*. In the pure form of this strategy, the negative does not expound new facts about the subject, but rather re-appropriates the affirmative contextualization under an alternate philosophical framework. This strategy has two parts: (1) the counter-framework text itself and (2) arguments that this counter-framework is more useful than the affirmative framework in understanding the particular subject. This debate would center heavily on a comparison of how well the affirmative framework and the counter-framework link to the contextualization of the subject. The counter-framework must provide a reason to reject the original affirmative framework.⁸ Broad affirmative frameworks (such as generic values) are particularly vulnerable to this strategy because they are unwieldy for any one specific context.

Finally, the negative has the option of using both strategies in combination. A debater using the counter-framework + counter-example combination would provide different facts and also a different in-

terpretation of the universal—i.e. the negative introduces a whole new case into the round. The two parts must work in harmony to demonstrate a reason to reject the whole affirmative case, just as the counter-framework alone must give a reason to reject the framework.

A critique is a counter-framework + counter-example combination. (We ignore here critiques that attempt to win the judge's ballot outside the realm of the affirmative case, such as critiques that ask the judge to use her ballot as a "tool for social change." These are not true critiques of logic, but rhetorical pleas.) Currently, critiques are a painful reminder that the value-criterion style is an incomplete conception of LD debate. In essence, the current style makes little room for a full-blown attack on affirmative assumptions. Our paradigm allows the critique to fit cleanly and allows judges to easily decide critique rounds. The key is recognizing that critiques are almost identical to an affirmative case; they are, in essence, negative cases.⁹

Conclusion

In this essay we have presented a completely different way of conceptualizing LD debate. We have covered structures for affirming a philosophical topic, strategies for negating a case, and a mechanism to resolve procedural disputes. The last section showed that our paradigm also incorporates critiques into LD debate. While our paradigm is analogous to the traditional value-criterion style in several ways, we believe that there are important benefits to adopting it.

Our theory is designed from its core to clearly establish procedural issues. We recognize that topicality is not appropriate to constrain the framework parametrization (because the definition of the universal quality *is* the debate). Instead, the judge should determine whether the affirmative framework is significant: Is the interpretation of the quality "universal" in some sense? Most judges already implicitly determine many rounds this way, but this model makes the issue explicit, so debaters are more likely to address it during rounds. The result will be fairer rounds.

◆ Lincoln Douglas Debate

Second, our paradigm will improve clash. Our theory forces affirmatives to strike a balance between broad and narrow frameworks. Today, judges expect a one or two word value, but they complain, "Debates over the values never happen anymore." The problem is that the value-criterion style gives debaters a strategic incentive to produce dull, agreeable values. Vague values allow debaters to claim opponents' values, "subsuming" them under their own. In this traditional style, the most generic value wins out. This decreases clash and makes the transition to deep philosophical thought more difficult on the debater. In our new paradigm, both the case and the negative refutation can be strong, bold philosophical positions. The theory sets nice boundaries at either extreme: the threat of a negative counter-framework prevents the affirmative from making its framework too broad, and the threat of significance prevents the affirmative from making its framework too narrow.¹⁰ We also believe that the requirement of a framework text will improve the clash and clarity of LD debates immensely.

Third, our paradigm allows debaters to access many complex philosophical ideas that are impossible to weigh in the value-criterion model. For example, postmodern theory could actually be confronted by opposition based on external context: What does postmodernism actually achieve in understanding this subject, and is that better than liberalism? If debaters addressed these philosophies in this manner, we think judges would be more

willing to listen to postmodern theory and other complex perspectives.

Finally, our paradigm reveals that a policy debate with a critique is really a philosophical debate about the word "should." You can never define "should" like the other words in a policy topic, because the other words are all particulars—but "should" is a universal. Before you create a policy, you must decide how you are going to weigh the pros and cons, and that requires a philosophical framework. Critiques are where policy debate and LD debate meet. The problem is that policy debaters never explicitly connect critiques back to "should." Perhaps this article will convince them to do otherwise.

Notes

¹ Maxwell, James. "Philosophy Lost: Is LD Becoming One-on-One Policy?" *Rosstrum* May 2006: 100-104. However, we do disagree with his belief that "ought" is *not* a policy topic construction. We think it is. "Outweighs" and "supercedes" (e.g.: National security outweighs civil liberties) are in the gray zone: they could be made into either policy or philosophy topics and should be re-worded for clarity.

² This is an example of a category error, the philosophical fallacy in which a subject could not possibly possess a quality because it is the wrong category of thing: toast could never be intelligent; books could never be tasty.

³ Can the subject be parametrized? No. The topic, "Murder in self-defense is

justified," might be examined through one narrow example such as home invasion, but this needlessly inserts extra qualifications on the subject, i.e. it inserts extra words in the topic. If the topic framers wanted a debate about, "Murder in self-defense during home invasion is justified," they would have written as much.

⁴ The question is not whether the topic is true or whether the framework "proves" the topic is true. Unconditional affirmation is an impossibility because some frameworks are mutually contradictory. The real question is whether the framework is a *good* defense of the topic.

⁵ It should go without saying that the facts should also affirm the topic within the framework.

⁶ Topicality would work for examples. Defining the subject does set an appropriate limit on which facts were relevant, but this limit is not nearly as crucial for philosophical topics as a limit on frameworks.

⁷ This shows that definition by example fails the significance test. Definitions of exclusion (e.g. "justified" is the opposite of unconditional love) fail because they also provide no positive principle or concept to understand the quality.

⁸ This is the *only* limit on the counter-framework needed to keep the debate fair for the affirmative.

⁹ For this reason, critiques do not have to negate the topic; they only need to negate the affirmative case.

¹⁰ This is exactly analogous to policy debate. The threat of a counterplan sets the upper limit, and topicality sets the lower limit to the scope of a plan.

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◆ Under Construction

The NFL Office Grows

The NFL Office has expanded!

An addition was added to the upper level of the office to create more space for offices. The addition also increased the amount of overhead lighting within the lower level.

While construction was going on inside, plans were being made for a flag pole memorial to Albert Odom's years of service to the NFL. The flag pole is surrounded by additional planting space for flowers. A light was recently added so the flag can be flown throughout the night.



ANNUAL REPORT 2005 - 2006

This report summarizes the number of *new* members and degrees added by each chapter during the school year 2005-2006. 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 '06 designates the chapter rank as of August 31, 2006. The column '05 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 ('97) 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													
06	'05	Chapter	New Total	3	6	El Dorado High School	45	247	7	7	Redlands East Valley HS	10	421
1	2	+ Mountain Brook High School ('96)	70 498	4	5	Oak Ridge High School	15	235	8	10	Katella High School ('76)	26	336
2	5	The Montgomery Academy ('02)	111 443	4	3	* Del Norte HS	0	235	9	11	Rancho Bernardo High School	19	320
3	3	Prattville High School	10 411	6	7	Nevada Union High School ('00)	27	163	10	12	* Bonita Vista HS	0	269
4	4	Saint James School ('95)	21 373	7	8	Sacramento Jesuit High School ('97)	31	149	11	15	Redlands High School ('03)	64	265
5	7	Homewood High School ('92)	4 215	8	9	Davis Senior High School ('01)	5	92	12	13	Holtville High School ('93)	22	290
6	6	The Altamont School	0 213	9	10	Galt High School ('98)	1	84	13	17	La Costa Canyon High School ('04)	147	246
7	8	Booker T Washington Magnet HS	0 172	10	13	Ponderosa High School ('04)	45	79	14	14	The Bishop's School	0	210
8	12	Vestavia Hills High School ('04)	69 149	11	—	Rio Americano HS	21	78	15	16	Cypress High School ('00)	19	138
9	11	Randolph School	29 116	12	1	Granite Bay High School ('05)	52	52	16	—	* Henry J Kaiser High School	32	89
10	10	Trinity Presbyterian School	0 105	13	15	CK McClatchy High School ('02)	24	47	17	16	Mount Miguel High School ('01)	4	88
11	21	# Mars Hill Bible School ('04)	42 80	14	12	Woodcreek High School	1	39	18	1	Yucalpa High School ('05)	40	40
12	1	Lamp High School ('05)	74 74	15	14	Rocklin High School	2	34	19	19	Oceanside High School ('02)	0	2
13	14	# Jefferson County IB School ('00)	20 69										
14	13	# Decatur High School ('01)	9 63										
15	15	# Indian Springs School ('99)	0 48										
16	16	Hoover High School ('03)	1 22										
ARIZONA						EAST LOS ANGELES					WEST LOS ANGELES		
1	2	+ Desert Vista High School	177 772	1	2	+ La Mirada High School ('92)	25	634	1	2	+ Chaminade College Prep	5	610
2	4	River Valley High	105 685	2	3	Mark Keppel High School ('99)	50	551	2	3	Thousand Oaks High School	0	568
3	3	Chaparral High School	23 618	3	4	Damien High School ('96)	57	498	3	4	Righetti High School	0	548
4	5	Red Mountain High School	37 613	4	7	San Gabriel High School ('01)	110	424	4	5	* Cleveland HS	0	470
5	6	Gilbert High School	8 529	5	5	Polytechnic School	21	404	5	6	North Hollywood High School ('78)	45	430
6	8	Blue Ridge High School	55 515	6	9	San Marino High School ('02)	114	376	6	8	Loyola High School ('01)	81	342
7	10	Dobson High School ('00)	105 489	7	6	Los Alamitos High School ('99)	41	364	7	7	La Reina High School ('98)	35	318
8	7	Salpointe Catholic High School ('90)	5 489	8	10	Schurr High School ('98)	48	278	8	9	Sherman Oaks CES ('00)	53	315
9	9	Buena High School	23 472	9	8	* Gabriellino High School ('05)	272	272	9	10	Atascadero High School	14	275
10	11	# Mesa High School	38 419	10	11	Buena Park HS	0	272	10	11	Notre Dame HS ('99)	35	230
11	12	Chandler High School ('96)	53 368	11	12	Alhambra High School ('03)	81	265	11	12	Brentwood School	5	173
12	14	Mountain View High School ('02)	68 331	12	13	Arcadia High School ('04)	90	176	12	14	Archer School	20	155
13	13	Sinagua High School	12 327	13	12	Walnut High School	13	137	13	13	Bishop Alemany High School	0	143
14	15	Shadow Mountain High School ('85)	36 314	14	14	Sonora High School ('01)	21	99	14	15	Immaculate Heart High School ('03)	29	120
15	18	Phoenix Central High School ('01)	53 305	1	2	+ Lowell High School ('95)	76	825	15	17	Arroyo Grande High School ('04)	39	90
16	17	McClintock High School ('98)	46 251	2	3	Sonoma Valley High School	43	750	16	18	Foothill Technology HS	17	63
17	18	Hamilton High School	45 238	3	5	San Ramon Valley High School	48	743	17	1	Granada Hills Charter HS ('05)	37	37
18	21	Brophy College Prep ('04)	122 206	4	8	Pinole Valley High ('81)	36	698					
19	19	* Cortez High School ('99)	0 180	5	10	Miramonte High School ('01)	127	682	1	5	Cherry Creek High School ('02)	184	731
20	20	Cactus Shadows HS	9 120	6	7	Head-Royce School	25	680	2	2	+ Arapahoe High School ('84)	22	609
21	22	* Flagstaff High School ('03)	0 39	7	8	Mercy High School	13	657	3	3	Highlands Ranch High School	29	608
22	1	Sunnyslope High School ('05)	24 24	8	9	George Washington HS ('93)	22	619	4	4	Galaway High School	23	584
				9	11	College Prep ('97)	68	510	5	6	Rangeview High School	19	548
				10	13	James Logan High School ('04)	222	484	6	9	Kent Denver School	67	476
				11	12	Analy High School	78	403	7	8	Littleton High School ('89)	48	465
				12	14	Archbishop Riordan HS ('82)	9	209	8	7	Heritage High School ('86)	11	455
				13	15	El Cerrito High School ('00)	28	201	9	10	Ponderosa High School ('95)	24	364
				14	1	Monte Vista HS ('05)	159	159	10	11	Aurora Central High School ('93)	29	264
				15	16	St Vincent de Paul HS ('03)	37	85	11	12	Mullen High School ('01)	18	242
				16	17	* California High School ('02)	1	5	12	13	Grandview High School	12	209
									13	16	Chaparral High School	48	203
									14	15	Smoky Hill High School ('00)	31	200
									15	14	Dakota Ridge High School	13	194
									16	17	Overland High School ('03)	51	184
									17	19	Chatfield Senior High ('98)	31	154
									18	20	Fairview High School ('99)	36	146
									19	21	Douglas County High School ('04)	43	112
									20	1	Columbine High School ('05)	36	36

ROCKY MOUNTAIN-SOUTH

1	2	+	Platte Canyon HS	62	637
2	3		Bear Creek High School ('94)	57	631
3	4		Golden High School ('99)	65	563
4	13		Thomas Jefferson HS ('80)	17	557
5	5		Pomona High School ('94)	82	552
6	7		Denver East High School ('01)	109	514
7	6		George Washington HS ('96)	50	488
8	8		# Denver North HS ('89)	5	416
9	8		Arvada High School ('95)	65	374
10	—		# Regis Jesuit High School ('77)	23	358
11	9		Eaglecrest High School ('02)	13	182
12	12		Wheat Ridge High School ('04)	28	97
13	11		Standley Lake High School ('03)	23	96
14	1		Lakewood High School ('05)	92	92
15	10		Evergreen High School ('00)	6	91

COLORADO GRANDE

1	3	+	Delta High School	53	574
2	2		Durango High School ('94)	16	540
3	4		Liberty High School	16	531
4	5		Grand Junction High School ('88)	24	493
5	6		LaJunta High School ('89)	19	485
6	8		Montrose High School ('96)	57	469
7	7		* Lamar HS	0	431
8	12		Canon City High School ('01)	64	366
9	10		Air Academy High School ('95)	48	358
10	9		* Pueblo County High School ('87)	11	351
11	11		Mesa Ridge High School	32	340
12	16		Centennial High School ('02)	50	288
13	13		South High School ('63)	9	287
14	15		Woodland Park High School ('98)	36	282
15	14		Sierra High School ('97)	18	282
16	17		* Pueblo Central HS ('79)	0	220
17	21		Widfield High School ('03)	61	210
18	19		East High School ('93)	28	191
19	18		* Lewis-Palmer High School	5	189
20	20		Fruita Monument High School ('99)	26	182
21	24		Pueblo West High School	56	176
22	22		Pine Creek High School	11	160
23	23		Rampart High School ('00)	14	154
24	1		Central of Grand Junction HS ('05)	79	79
25	25		Palisade High School ('04)	17	35

FLORIDA MANATEE

1	2	+	Stoneman Douglas HS	175	767
2	5		Nova High School ('03)	202	648
3	3		Coral Springs High School	32	620
4	4		Taravella High School ('02)	123	608
5	6		Ft Lauderdale High School ('01)	97	458
6	7		Pine Crest School ('00)	91	379
7	10		Western High School	99	306
8	9		South Broward High School	14	237
9	8		McArthur High School	0	236
10	11		North Broward Prep School	11	128
11	12		Charles W Flanagan HS	3	104
12	13		McFatter Technical HS	42	77
13	14		St Thomas Aquinas HS ('04)	15	44
14	1		University School ('05)	25	25

FLORIDA PANTHER

1	2	+	Jupiter High School	125	755
2	3		Palm Beach Lakes HS ('90)	59	634
3	4		Spanish River Community HS	23	491
4	20		Palm Beach Gardens HS	40	481
5	5		Buchholz High School ('94)	11	419
6	6		Royal Palm Beach High School	69	413
7	7		Suncoast Comm High School ('00)	65	398
8	13		Trinity Preparatory School ('03)	110	336
9	8		Celebration School	6	331
10	—		# Lake Worth Community HS	21	324
11	9		Lake Brantley High School	9	312
12	10		Cypress Creek High School	9	306
13	12		Dreyfoos School of the Arts ('02)	56	285
14	11		Atlantic High School ('95)	26	264
15	17		Lake Highland Preparatory ('04)	128	238
16	14		Winter Springs High School	30	222
17	15		* John I Leonsrd High School	1	175
18	16		Martin County High School ('01)	39	152
19	18		* South Fork HS	0	105
20	19		American Heritage HS - Delray Beach	18	104
21	21		Palm Beach Central High School	22	75
22	1		Wellington High School ('05)	50	50

FLORIDA SUNSHINE

1	2	+	Sarasota High School ('79)	27	424
2	3		Niceville High School	66	381
3	5		Fort Walton Beach HS	90	301
4	4		St Petersburg High School	35	282
5	6		King High School	34	231
6	7		Hillsborough High School ('01)	54	207
7	8		Brandon High School	14	158
8	9		Tampa-Jesuit High School ('97)	16	156
9	15		Lakewood High School	86	143
10	14		Academy of the Holy Names ('03)	58	139
11	12		Paul R Wharton HS	30	127
11	17		Pine View School ('04)	55	127
13	10		* Gailther High School ('99)	5	114
14	11		East Bay HS	10	112

16	16	*	Barron Collier HS	0	75
16	18		Lely High School ('02)	9	71
17	1		Riverview High School ('05)	6	6
18	19		Bloomington Sr High School	0	0

SOUTH FLORIDA

1	3	+	Michael Krop High School	58	490
2	4		Braddock High School	61	434
3	5		Belen Jesuit Prep School	36	359
4	6		Miami Palmetto High School ('98)	32	301
5	7		Miami Killian High School ('96)	12	228
6	8		Miami Southridge Senior HS ('99)	18	228
7	9		* Miami Beach Sr HS	0	200
8	10		North Miami Senior HS ('97)	12	196
9	11		Ransom Everglades Upper School	43	158
10	12		* Hialeah HS	0	104
11	13		North Miami Beach Sr HS ('00)	20	102
12	14		* Miami Jackson HS	0	26
13	15		Christopher Columbus HS ('04)	18	18
14	1		Archbishop Curley Notre Dame ('05)	18	16

GEORGIA NORTHERN MOUNTAIN

1	2	+	Henry W Grady High School ('01)	64	344
2	3		Westminster Schools ('97)	48	321
3	4		Brookwood High School ('98)	48	320
4	6		Lassiter High School	41	297
5	7		Centennial High School	9	245
6	8		* Evans High School	13	233
7	9		Rome High School	0	192
8	10		* Chattahoochee HS	0	122
9	11		Lakeview Academy	23	97
10	12		St Pius X Catholic High School ('00)	25	95
11	13		Pace Academy ('99)	42	92
12	—		# Alpharetta High	45	88
13	1		Calhoun High School ('05)	40	40
14	15		Gainesville High School ('04)	7	7

GEORGIA SOUTHERN PEACH

1	2	+	Carrollton High School ('95)	46	390
2	3		* Glynn Academy High School ('93)	21	327
3	5		Thomas County Central HS ('98)	23	252
4	4		Benjamin E Mays HS	5	240
5	6		Calro High School	16	228
6	7		Northside High School ('96)	22	221
7	8		* Perry High School	0	150
8	—		# Lincoln County HS	32	148
9	9		Brunswick High School ('02)	31	111
10	15		Fayette County High School ('04)	50	98
11	12		Warner Robins High School ('01)	32	98
12	13		Camden County HS	31	97
13	10		McIntosh High School ('03)	26	96
14	14		* Early County HS	6	64
15	1		Starr's Mill High School ('05)	52	52

HAWAII

1	3	+	Kahuku High & Intermediate Sch	39	349
2	2		* Moanalua High School	0	311
3	4		Sacred Hearts Academy ('94)	29	236
4	9		Punahou School ('03)	75	228
5	5		Roosevelt High School	16	210
6	7		President William McKinley HS ('99)	22	197
7	6		Damen Memorial School ('93)	15	190
8	8		Iolani School ('01)	24	189
9	10		St Francis High School	10	150
10	11		* Mid Pacific Institute	6	145
11	13		Saint Louis Schools ('96)	8	121
12	14		* H. P. Baldwin High School ('98)	0	108
13	1		Kamehameha Schools ('05)	82	82
14	*		* Aiea HS	0	60
15	16		University Laboratory School ('04)	22	52
16	19		Honolulu Waldorf School	15	22
17	16		Christian Liberty Academy	8	17
18	12		* Radford HS	0	13

IDAHO

1	—	+	# Meridian High School ('82)	46	795
2	2		Bonneville High School ('91)	34	865
3	5		Idaho Falls High School ('95)	60	593
4	7		Eagle High School	97	590
5	4		Nampa Sr High School ('83)	20	579
6	6		Centennial High School ('97)	23	533
7	8		Rigby High School	29	512
8	—		# Kuna High School	51	501
9	9		Twin Falls High School ('92)	21	494
10	10		Jerome High School	13	479
11	11		Burley High School	39	473
12	14		Madison High School ('00)	78	420
13	12		Capital High School ('94)	10	413
14	13		Boise High School ('98)	57	405
15	15		Timberline High School	61	401
16	16		Skyline High School ('02)	61	373
17	17		Century High School	77	372
18	18		Teton High School	53	357
19	22		Hillcrest High School ('03)	128	308
20	20		Blackfoot High School ('01)	64	306
21	19		South Fremont High School ('96)	37	302
22	24		Borah High School	32	299
23	23		Skyview High School	31	209
24	21		Pocatello High School ('99)	16	200

#	Vallivue High School	9	131
#	Mountain View High School	115	115
	Wood River High School ('05)	29	29
	Snake River High School ('04)	6	28

GREATER ILLINOIS

*	Crystal Lake South HS	0	399
+	Harrisburg HS	56	396
	Granite City Sr High School ('99)	53	338
	Paxton Buckley Loda HS	0	338
	Lincoln Community High School	0	296
	Belleville West High School ('01)	51	291
	Pontiac Township High School ('94)	0	249
	Normal Community HS ('96)	0	237
	Belleville Township (East) HS ('02)	6	236
	Normal Community West HS	69	229
	Heyworth High School ('03)	33	123
	University High School ('04)	24	62
	Pekin Comm High School ('05)	48	48

ILLINI

1	3	+	Downers Grove South HS ('01)	183	976
2	2		Glenbard West High School ('93)	151	950
			Downers Grove North HS ('68)	85	719
			Thornton Township HS ('94)	148	617
			Homewood-Flossmoor HS ('02)	87	369
			Thornridge High School ('97)	35	346
			Wheaton North High School ('03)	107	341
			Thornwood High School ('98)	39	327
			Morgan Park High School	22	277
			Amos Alonzo Stagg HS	51	269
			Reavis High School ('99)	48	240
			Marian Catholic HS	61	231
			* Romeoville High School	0	230
			Oak Park & River Forest HS ('05)	151	151
			* Lane Technical HS	0	75
			Carl Sandburg High School ('04)	1	61

NORTHERN ILLINOIS

+	Fenwick High School	6	774
	New Trier Township HS ('01)	145	758
	Regina Dominican College Prep	7	706
	Highland Park High School ('89)	65	675
	Barrington High School	34	563
	Lake Forest High School	30	559
	Wheeling High School ('95)	63	518
	Glenbrook South HS ('02)	156	512
	H D Jacobs HS	21	419
	Adlai Stevenson HS	62	417
	Buffalo Grove High School ('00)	59	393
	Loyola Academy ('90)	23	382
	St Ignatius College Prep ('97)	20	265
	Rolling Meadows High School ('99)	26	200
	Glenbrook North High School ('05)	118	118
	* Dundee Crown HS ('00)	0	115
	Maine East High School ('04)	47	75
	Deerfield High School ('03)	0	0

HOOSIER HEARTLAND

1	2	+ Reitz Memorial High School	17	597
2	4	West Lafayette High School ('96)	62	472
3	3	Reitz High School ('99)	31	468
4	5	Peru High School ('88)	16	424
5	7	Logansport High School ('00)	66	367
6	6	Park Tudor School	42	347
7	8	Mater Dei High School ('97)	27	264
8	13	Ben Davis High School ('03)	77	235
9	11	# Harrison HS - West Lafayette ('93)	36	209
10	15	Connersville Sr High School ('02)	79	207
11	10	Greensburg Community HS	0	192
12	12	Rossville High School ('98)	16	180
13	14	Covenant Christian High School	32	164
14	16	Signature School	25	136
15	17	McCutcheon High School ('04)	36	70
16	—	# Bloomfield Jr/Sr High School	14	60
17	1	Lawrence Central High School ('05)	33	33

4	4	* East Noble High School	11	471	5	6	Northeast Magnet HS	34	619	18	19	Benton HS	4	44
5	5	New Haven High School ('85)	10	447	6	7	Wichita East High School ('01)	126	618	19	20	Bolton High School ('04)	8	33
6	—	# Carroll HS	29	436	7	8	Kapaun Mount Carmel High School	88	554	20	21	Carencro High School ('03)	5	26
7	7	R Nelson Snider High School ('95)	39	371	8	9	Bishop Carroll Catholic High School	42	480					
8	8	* Concordia Lutheran High School	11	298	9	10	Valley Center High School ('02)	100	391					
9	9	Concord High School ('00)	39	288	10	12	Maize High School ('04)	121	262	1	4	+ Yarmouth High School	19	190
10	10	Lakeland High School ('94)	22	260	11	11	Campus High School ('03)	71	235	2	7	Bangor High School ('00)	47	185
11	13	South Side HS ('04)	112	229	12	13	Wichita Heights High School ('00)	49	171	3	3	Deering High School ('92)	9	180
12	11	Fort Wayne North Side HS ('96)	13	221	13	—	# Andover Central High School	55	137	4	5	Poland Regional High School	29	170
13	12	Howe Military School ('91)	8	139	14	3	Goddard High School ('05)	93	93	5	6	Cheverus High School ('88)	23	164
14	14	Homestead High School ('02)	33	114						6	8	Brunswick High School ('02)	27	115
15	1	Northrop HS ('05)	80	80						7	10	Scarborough High School ('98)	24	90
16	15	Elmhurst High School ('01)	9	37						8	11	Lewiston High School ('03)	21	85
NORTHWEST INDIANA														
1	2	+ Valparaiso High School ('96)	97	778	1	2	+ Fort Scott High School ('96)	97	814	8	11	Thornton Academy ('99)	0	72
2	3	The Culver Academies	81	689	2	2	Pittsburg Colgan High School	23	712	9	9	Dirigo High School	18	72
3	5	Munster High School ('01)	165	684	3	3	Derby High School ('96)	36	684	9	12	# Catherine McAuley High School	23	64
4	6	* Dekalb HS ('90)	0	531	4	4	Independence High School	36	672	10	—	Maranacook Comm School ('01)	12	54
5	4	Hammond High School ('86)	1	532	5	5	Labette County High School	48	529	12	13	* Skowhegan HS	0	39
6	8	Penn High School ('97)	61	522	6	8	Parsons High School ('00)	76	473	13	14	Cape Elizabeth High School ('04)	12	33
7	8	Elkhart Central High School ('93)	14	342	7	7	El Dorado High School ('01)	27	405	14	15	Edward Little High School ('05)	18	18
8	11	La Porte High School ('04)	128	235	8	8	Pittsburg High School ('99)	29	334	15	2			
9	9	Northfield High School ('99)	12	200	9	9	* Fredonia High School ('95)	11	245					
10	10	Westview High School	13	183	10	11	Field Kindley Memorial HS ('03)	57	234					
11	1	Plymouth High School ('05)	141	141	11	10	Southeast HS - Cherokee	22	222	1	1	+ Portage Northern High School ('01)	93	505
12	12	Northridge High School	0	82	12	12	Arkansas City High School ('02)	33	170	2	4	Dexter High School	47	246
13	13	Elkhart Memorial High School ('02)	13	63	13	13	Winfield High School ('04)	34	80	3	5	Grand Rapids City High	49	240
14	—	# Crown Point High School	33	48	14	15	# Girard High School	21	49	4	8	Grand Rapids Christian	66	225
15	14	Highland High School ('03)	5	23	15	1	Wellington Sr High School ('05)	6	6	5	2	Troy Athens High School ('98)	0	204
EAST IOWA														
1	3	+ West High School - Iowa City ('01)	114	592	1	1	+ Blue Valley North HS ('01)	233	1188	6	7	Kenowa Hills HS	11	118
2	1	* Davenport North High School	0	561	2	3	St Thomas Aquinas High School	73	930	7	8	Portage Central High School ('04)	0	106
3	4	West High School - Davenport ('92)	45	488	3	5	Blue Valley Northwest HS ('00)	67	608	8	3	Holland High School ('05)	65	65
4	5	Wahlert High School ('97)	44	420	4	7	Blue Valley High School ('02)	153	597	9	9	Lake Orion High School	13	57
5	6	Washington HS - Cedar Rapids ('94)	16	283	5	6	Blue Valley West HS	102	596	10	10	* Wylie E. Groves HS ('92)	0	10
6	7	Burlington Comm High School ('98)	15	271	6	8	* Washington High School ('88)	0	554					
7	8	Clarke Community HS	19	235	7	8	Turner High School	32	425	1	5	+ Walt Whitman High School ('97)	29	268
8	9	Davenport Central HS ('99)	31	198	8	9	Olathe North High School ('03)	44	175	2	1	Woodrow Wilson HS	49	232
9	10	Iowa City High School ('02)	31	63	9	10	Olathe East High School ('04)	86	161	3	3	Governor Thomas Johnson High	16	176
10	12	Ottumwa High School ('03)	6	52	10	2	Sumner Academy ('05)	77	77	4	5	Baltimore City College HS ('03)	24	157
11	2	Bettendorf High School ('05)	50	50						5	4	Catonsville High School ('00)	10	147
12	13	Muscatine High School ('04)	16	29						6	7	Walter Johnson High School ('02)	42	139
WEST IOWA														
1	3	+ CAM High School ('84)	12	521	1	3	+ Newton High School ('70)	107	1025	7	—	Carver Vocational Technical HS	18	127
2	4	* Des Moines North HS	0	498	2	2	Haven High School	47	978	8	6	* Our Lady of Good Counsel ('75)	0	124
3	8	Dowling Catholic HS ('01)	75	492	3	7	Sellina High Central ('97)	103	813	9	8	Calvert Hall College HS ('01)	11	97
4	7	Atlantic High School ('89)	28	461	4	5	Trinity Catholic High School	37	805	10	10	* Loch Raven High School	22	69
5	5	West High School - Sioux City	7	457	5	4	* Ulysses High School	0	904	11	2	Loyola-Blakefield High School ('05)	48	48
6	9	Washington HS - Cherokee ('93)	31	448	6	6	Pratt High School	32	752	12	10	* Albert Einstein HS ('04)	1	5
7	10	East High School ('86)	3	410	7	8	Sallina South High School ('97)	50	734					
8	11	Kuemper Catholic HS	13	407	8	9	Lyons High School	48	706	1	2	+ Cottage Grove Park HS ('90)	47	810
9	12	Lincoln High School ('97)	40	391	9	10	Concordia High School ('95)	47	622	2	5	Eastview High School ('02)	231	764
10	13	North High School ('90)	25	326	10	13	McPherson High School ('01)	129	619	3	8	Coon Rapids High School ('92)	170	715
11	14	Fort Dodge High School ('95)	11	311	11	11	Garden City High School ('00)	93	603	4	3	Mounds Park Academy	13	709
12	15	Ankeny High School ('00)	26	290	12	12	Buhler High School ('99)	88	583	5	7	Apple Valley HS ('01)	142	688
13	16	Spencer High School ('99)	27	172	13	18	Ellsworth High School	39	281	6	—	# Henry Sibley High School ('73)	62	654
14	18	Bishop Heelan HS ('02)	35	158	14	15	Little River High School	17	271	7	8	Saint Thomas Academy	7	542
15	17	Des Moines Roosevelt HS ('98)	13	142	15	17	Moundridge High School ('98)	30	285	8	10	Forest Lake Sr High School ('99)	92	526
16	20	Okoboji Community School ('04)	48	112	16	18	Hays High School ('02)	34	224	9	9	Centennial High School ('98)	8	515
17	19	LeMars Community HS ('03)	8	96	17	20	Hutchinson High School ('03)	90	219	10	11	* South St Paul High School ('03)	43	152
18	1	West Des Moines Valley HS ('05)	74	74	18	21	* Sacred Heart Jr/Sr HS	0	154	11	13	St Paul Academy & Summit Sch ('04)	60	108
EAST KANSAS														
1	3	+ Shawnee Mission North HS ('90)	37	658	19	21	Great Bend High School ('04)	71	130	12	1	Roseville Area High School ('05)	83	83
2	4	Shawnee Mission South HS ('98)	88	648	20	1	Chaparral High School ('05)	52	52	13	12	Simley High School ('00)	2	70
3	5	Lawrence Free State High School	61	816										
4	8	Spring Hill High School	0	527										
5	11	Shawnee Mission East HS ('04)	220	453										
6	8	Lawrence HS ('00)	75	448										
7	7	Shawnee Mission Northwest HS ('97)	23	399										
8	9	Olathe South High School ('02)	65	395										
9	13	Shawnee Mission West HS ('03)	98	296										
10	10	Paola HS	25	265										
11	12	* Mill Valley HS	0	199										
12	14	Olathe Northwest High School	82	187										
13	1	Bishop Miege High School ('05)	88	88										
KANSAS FLINT-HILLS														
1	2	+ Seaman High School ('85)	11	927										
2	3	Washburn Rural High School ('01)	142	842										
3	5	Baldwin High School	43	685										
4	4	Hayden HS ('93)	15	658										
5	6	Highland Park High School ('82)	3	626										
6	8	Emporia High School ('99)	84	540										
7	14	Junction City High School ('96)	54	479										
8	9	Manhattan High School ('03)	100	383										
9	10	Shawnee Heights High School ('98)	90	380										
10	11	Silver Lake High School ('02)	57	225										
11	12	Topeka High School ('04)	72	178										
12	1	Topeka West High School ('05)	44	44										
SUNFLOWER														
1	4	+ Southeast HS - Wichita ('97)	87	742										
2	1	Andover High School	40	740										
3	5	Wichita Northwest High School	64	714										
4	2	Remington High School	41	707										
LOUISIANA														
1	2	+ Lafayette High School ('98)	50	512										
2	3	Acadiana HS ('92)	59	507										
3	4	Cecilia High School	18	450										
4	6	Ruston High School ('90)	32	448										
5	8	St Thomas More High School ('99)	55	435										
6	7	St Martin's Episcopal School	0	399										
7	9	Isidore Newman School ('93)	8	378										
8	10	* Pineville HS ('91)	0	339										
9	12	Teurlings Catholic HS ('01)	74	330										
10	11	Abbeville High School	13	288										
11	16	Breaux Bridge High School	11	192										
12	14	Kaplan High School	4	181										
13	15	Riverdale High School ('00)	32	175										
14	17	Jesuit New Orleans HS ('97)	0	110										
15	—	# Airline High School	22	73										
16	1	Comeaux High School ('05)	66	66										
17	18	Caddo Magnet High School ('02)	0	46										
MAINE														
1	4	+ Yarmouth High School	19	190										
2	7	Bangor High School ('00)	47	185										
3	3	Deering High School ('92)	9	180										
4	5	Poland Regional High School	29	170										

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5	9	Cathedral High School ('01)	43	255	8	8	Ridgefield High School	18	248	11	13	Evanston High School ('00)	54	318
6	6	Hanks High School ('99)	22	241	9	11	Mt Rainier High School ('96)	28	231	12	15	Green River High School ('98)	73	279
7	7	* Canutillo High School	0	218	10	10	Newport Senior High School ('93)	14	230	13	14	Lovell High School	0	263
8	10	Bel Air High School ('02)	21	217	11	12	Seattle Academy of Arts & Science	5	208	14	16	Lander Valley High School ('02)	21	156
8	8	Jefferson Silva Magnet HS	0	217	12	14	Bainbridge High School ('01)	45	183	15	17	Star Valley High School ('01)	30	134
10	11	* Crane HS	0	182	13	13	Foster High School	0	182	16	18	Rawlins High School ('03)	13	89
11	12	Eastwood High School ('96)	3	176	14	15	North Kitsap High School	0	134	17	19	Greybull High School ('04)	24	64
12	13	Del Valle HS-El Paso ('00)	3	155	15	17	Mount Vernon High School ('02)	31	132	18	1	Cody High School ('05)	41	41
13	14	* Riverside HS ('03)	0	52	16	18	Burlington-Edison High School ('00)	15	104					
14	1	El Paso Coronado High School ('05)	45	45	17	20	Thomas Jefferson High School ('04)	54	90					
15	15	Burges High School ('04)	18	36	18	19	Mercer Island HS ('03)	17	71					
					19	1	Bethel High School ('05)	11	11					

GREAT SALT LAKE

1	11	+ Lehi High School ('86)	129	764
2	2	Lone Peak High School	58	532
3	6	Skyline High School ('02)	118	432
4	5	East High School ('96)	55	393
5	4	Rowland Hall-St Mark's School ('95)	41	381
6	3	Kearns High School ('97)	36	377
7	8	Layton Christian Academy	97	352
8	7	Park City High School	0	290
9	10	Olympus High School ('99)	58	279
10	9	Hunter High School ('00)	45	272
11	12	Taylorsville High School ('01)	32	214
12	13	Cottonwood High School ('03)	46	155
13	1	Salt Lake City West HS ('05)	108	108
13	14	Highland High School ('04)	34	72

SUNDANCE

1	2	+ American Fork High School ('91)	24	539
2	3	Granger High School ('93)	0	404
3	—	# Riverton High School	52	236
4	5	Hillcrest High School ('01)	98	232
5	4	Alta High School ('02)	61	202
6	1	Bingham High School ('05)	147	147
7	6	Orem High School ('99)	8	142
8	—	# Juan Diego Catholic High School	63	136
9	8	Pleasant Grove High School ('03)	35	133
10	7	Jordan High School ('04)	16	132
11	9	Carbon High School ('00)	9	100

UTAH-WASATCH

1	2	+ Bountiful High School ('96)	81	555
2	5	Sky View High School ('02)	174	546
3	4	Murray High School ('91)	23	467
4	3	Layton High School ('97)	4	457
5	8	Clearfield High School ('00)	75	423
6	7	Logan High School ('99)	65	417
7	6	Woods Cross High School ('95)	42	397
8	9	Mountain Crest High School	0	346
9	10	* Roy High School ('92)	0	306
10	11	Ogden High School ('01)	53	286
11	13	Northridge High School ('03)	62	184
12	1	Davis High School ('05)	157	157
13	14	Weber High School ('04)	17	58

MID-ATLANTIC

1	1	+ Randolph Macon Academy	113	476
2	19	Georgetown Preparatory	19	306
3	3	Holy Cross Regional School	21	298
4	6	Winston Churchill HS ('94)	45	279
5	7	Madison County High School ('01)	44	254
6	9	Blacksburg High School ('00)	39	245
7	14	Chantilly HS	80	224
8	10	Great Bridge High School ('94)	17	211
9	6	First Colonial School ('93)	0	209
10	11	# Hampton Roads Academy	33	205
11	12	W T Woodson High School ('98)	41	203
12	13	Clover Hill High School ('98)	0	156
13	16	Edison High School ('02)	15	127
14	20	West Springfield High School ('04)	64	118
15	15	# Woodberry Forest School	1	115
16	17	* James Madison HS ('99)	0	106
17	18	Potomac Falls High School	14	100
18	22	Granby High School ('03)	20	70
19	21	Dominion High School	15	65
20	23	* Princess Anne High School ('00)	0	39
21	2	Sherando High School ('05)	26	26
22	24	* Prince Edward Co High ('01)	0	8

INLAND EMPIRE

1	2	+ Mead High School ('98)	56	466
2	3	Lewis and Clark High School ('92)	23	374
3	5	Mt Spokane High School	72	340
4	6	Gonzaga Prep High School ('02)	68	284
5	4	Ferris High School ('97)	0	277
6	10	Central Valley High School ('04)	69	144
7	9	Lake City High School	44	128
8	1	University High School ('05)	90	90
9	11	* Cheney High School ('01)	1	49

PUGET SOUND

1	3	+ Kamiak High School ('99)	68	413
2	2	Eastlake High School	28	383
3	7	Snohomish High School	62	324
4	4	Kentwood High School ('98)	0	287
5	6	Lakaside School	19	286
6	9	Tahoma Senior High School	61	284
6	5	* Oak Harbor High School ('94)	15	284

WESTERN WASHINGTON

1	5	+ Gov John R Rogers HS ('97)	37	442
2	3	Vashon Island HS	0	431
3	4	Capital High School	10	421
4	6	Elma High School	0	399
5	7	Peninsula High School ('66)	17	334
6	8	Puyallup High School ('00)	44	331
7	10	Federal Way High School	36	279
8	9	* Port Angeles High School ('96)	1	255
9	11	Eastside Catholic High School	17	213
10	12	Central Kitsap High School ('99)	26	183
11	1	Gig Harbor High School ('05)	136	136
12	15	Todd Beamer High School	19	134
13	13	Robert Service High School ('02)	23	122
14	16	Auburn Senior High School ('03)	29	104
15	17	Auburn Riverside High School ('04)	50	91

WEST VIRGINIA

1	1	+ Parkersburg South HS ('01)	23	140
2	3	Wheeling Park High School ('04)	81	81
3	2	Duval High School ('00)	0	70

Northern Wisconsin

1	2	+ New London High School ('91)	23	569
2	3	Sheboygan South High School ('96)	20	524
3	7	Appleton East High School ('02)	141	513
4	4	Little Chute High School	27	473
5	6	Hortonville High School ('98)	62	449
6	5	Algoma High School ('97)	32	429
7	9	North High School ('01)	89	409
8	8	Neenah High School	10	346
9	11	Appleton North High School	4	265
10	10	St Croix Falls HS ('93)	0	264
11	12	Waupaca High School ('00)	41	263
12	14	Appleton West High School ('03)	43	182
13	1	Ripon High School ('05)	15	15
14	15	Lincoln High School ('04)	0	6

SOUTHERN WISCONSIN

1	3	+ Rufus King High School ('95)	58	546
2	2	Muskego High School ('84)	19	509
3	6	James Madison Memorial HS	114	505
4	4	West Bend West ('89)	6	489
5	5	Brookfield Central High School ('90)	10	484
6	7	Brookfield East High School ('01)	84	415
7	6	Cedarburg High School ('97)	78	376
8	9	Milwaukee HS of The Arts	9	307
9	10	* Greendale HS ('00)	0	282
10	11	Wauwatosa West High School	14	182
11	12	Nicolet High School ('98)	11	156
12	13	Pius XI High School ('96)	0	133
13	14	Black Hawk High School ('03)	29	91
14	1	Marquette Univ High School ('05)	62	62
15	15	LaCrosse Central High School ('02)	17	59
16	16	West Bend East High School ('04)	24	55

HOLE IN THE WALL

1	2	+ North Platte High School ('95)	64	751
2	7	Cheyenne East High School ('01)	102	634
3	3	Newcastle High School ('89)	30	819
4	5	Wheatland High School	15	576
5	4	Alliance High School	0	572
6	6	Glenrock High School	21	571
7	10	Cheyenne Central HS ('02)	88	468
8	9	Spearfish High School	45	441
9	8	Chadron High School	0	439
10	11	Sturgis Brown High School ('99)	52	329
11	13	Gothenburg HS	47	279
12	12	Buffalo High School ('98)	28	271
13	14	Scottsbluff High School ('00)	40	146
14	1	Campbell County High School ('05)	89	89
15	—	# Big Horn High School	27	87
16	15	Sheridan High School ('03)	24	57
17	16	Lead-Deadwood High School ('04)	27	46

WIND RIVER

1	2	+ Worland High School ('95)	55	594
2	3	Powell High School	63	581
3	4	Natrona County High School ('97)	45	522
4	6	Saratoga High School	27	494
5	8	Jackson Hole High School ('96)	63	452
6	7	* Shoshoni High School	17	419
7	9	Rock Springs High School ('93)	33	405
8	10	Hot Springs Co High School ('92)	16	378
9	12	Kelly Walsh High School ('99)	34	368
10	11	Laramie High School ('94)	22	363

W D E R B Y C H I T A KANSAS

2007
Nationals
June 17 - 22

2006 Julia Burke Award Presented

Will Sears Receives the 2006 Julia Burke Award

By
Nora Stanton
Project Manager
The Julia Burke Foundation

Will Sears of Lexington High School, Lexington Massachusetts, was the recipient of the 2006 Julia Burke Award for Character and Excellence in National High School Policy Debate. He was chosen from a list of outstanding finalists including Adam "Max" Hantel of The Kinkaid School, Houston, Texas and William "Billy" Smelko of St. Augustine High School, San Diego, California.

The award was presented by newly elected Julia Burke Award Committee Member, Tara Tate, Director of Debate, Glenbrook South High School. The

presentation was made at the Tournament of Champions Breakfast in May.

The Julia Burke Award was established to recognize the policy debater who best typifies the combination of qualities that Julia embodied, including excellence in and passion for debate, love and respect for the policy debate community, and a commitment to helping others and maintaining friendships despite the pressures of competition at the highest level. Julia debated for The College Preparatory School in Oakland, California, and was lost in October 1998 as a result of a car accident.

Nominations for next year's award may be submitted by any policy debater, coach or judge from now until after the Berkeley Tournament next February. Please submit nominations to: Marilyn_Burke@JuliaBurkeFoundation.com or CallmeHuls@aol.com. More information about the award criteria and The Julia Burke Foundation is available at www.JuliaBurkeFoundation.com.



New Inductees

IHSFA (Indiana High School Forensic Association) Hall of Fame



(L to R) Jane Nelson, Plymouth HS, Holly Hathaway, Connorsville HS, and Kathy Shroyer, Greensburg HS

NEW DEGREES SUMMARY 2005-2006

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

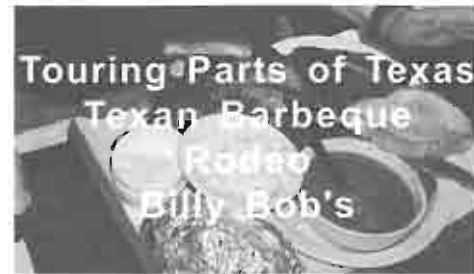
Rank	Change	District	New Chapters	Average New Degrees	New Degree Leader	New Degrees Added
1	-	Three Trails (KS)	0	241	Blue Valley North HS	613
2	+3	East Kansas	0	217	Shawnee Mission East HS	217
3	+1	East Los Angeles (CA)	0	213	Gabrielino HS	783
4	+2	Calif. Coast (CA)	0	209	Leland HS	821
5	-3	Heart Of America (MO)	0	205	Liberty Sr HS	585
6	-4	Sunflower (KS)	1	192	Wichita East HS	365
7	+1	Show Me (MO)	0	191	Belton HS	490
8	+2	Northern South Dakota	0	188	Watertown HS	416
9	+1	Central Minnesota	1	179	East View HS	179
10	+2	Illini (IL)	0	178	Downers Grove South HS	178
11	-4	Kansas Flint-Hills	0	178	Washburn Rural HS	409
12	+4	New York City	2	174	Regis HS	569
13	-4	West Kansas	0	171	McPherson HS	420
14	+4	San Fran Bay (CA)	0	170	James Logan HS	703
15	+7	Nebraska	0	163	Millard North HS	341
16	+9	Northern Ohio	0	161	Boardman HS	257
17	-1	Florida Manatee	0	160	Nova HS	634
18	+17	Northern Illinois	0	157	Glenbrook South HS	409
19	+4	Ozark (MO)	0	156	Central HS - Springfield	489
20	-7	Southern Minnesota	1	156	Eagan HS	458
21	-2	Northwest Indiana	1	155	Plymouth HS	469
22	+4	Rushmore (SD)	1	149	Sioux Falls Lincoln HS	414
23	-3	Great Salt Lake (UT)	0	138	Skyline HS	256
24	-	Montana	0	138	Flathead Co HS	386
25	+7	Nebraska South	0	137	Lincoln East HS	331
26	-5	Eastern Missouri	0	136	Pattonville HS	425
27	+8	Eastern Ohio	0	136	Perry HS	367
28	+3	Inland Empire (WA)	0	134	University HS	247
29	-16	Rocky Mountain-South (CO)	2	132	Denver East HS	335
30	+5	South Texas	1	128	Bellaire HS	854
31	-16	Utah-Wasatch	0	128	Sky View HS	331
32	+16	New England (MA & NH)	3	123	Manchester Essex Regional HS	387
33	+8	North East Indiana	1	123	Chesterton HS	636
34	-	South Kansas	1	122	Parsons HS	234
35	-7	Florida Panther	1	121	Trinity Prep School	301
36	+24	Pittsburgh (PA)	0	119	North Allegheny Sr HS	302
37	+4	Carver-Truman (MO)	0	116	Neosho HS	382
38	-6	Michigan	0	116	Portage Northern HS	282
39	-1	Southern California	1	116	La Costa Canyon HS	321
40	-	Arizona	1	112	Desert Vista HS	400
41	+4	Hole In The Wall (WY)	1	112	Cheyenne East HS	310
42	-12	Idaho	3	112	Hillcrest HS	271
43	-17	Golden Desert (NV)	0	111	Green Valley HS	279
44	+14	New Jersey	1	111	Ridge HS	345
45	+5	Northern Wisconsin	0	110	Appleton East HS	393
46	-17	Sundance (UT)	2	108	Bingham HS	322
47	+13	Sierra (CA)	0	107	Sanger HS	280
48	-3	North Dakota Roughrider	0	105	Mandan HS	188
49	-8	Hoosier Crossroads (IN)	0	104	Ind'pls North Central HS	195
50	+1	Colorado	0	100	Cherry Creek HS	433
51	+3	Northern Lights (MN)	1	99	Moorhead Senior HS	332
52	+26	Valley Forge (PA)	0	99	Truman HS	187

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
53	+18	West Iowa	0	99	West Des Moines Valley HS	299
54	-10	West Oklahoma	1	99	Norman North HS	303
55	-16	Deep South (AL)	4	98	The Montgomery Academy	324
56	+9	Big Valley (CA)	0	97	Lodi Hs	248
57	+14	South Carolina	0	97	Mauldin HS	329
58	+13	Southern Wisconsin	0	97	Brookefield East HS	247
59	+1	Western Ohio	0	97	Centerville HS	173
60	-6	East Texas	1	96	Dulles HS	211
61	-4	Wind River (WY)	0	96	Jackson Hole HS	176
62	+18	North Coast (OH)	3	95	Gilmour Academy	316
63	-5	Rocky Mountain-North (CO)	0	95	Rocky Mountain HS	255
64	+19	Tennessee	1	95	Morristown West HS	174
65	-14	Central Texas	0	94	Winston Churchill HS	300
66	-12	Greater Illinois	0	93	Harrisburg HS	170
67	-22	New Mexico	0	92	Albuquerque Academy	236
68	-8	North Oregon	1	92	Westview HS	247
69	-4	Sagebrush (NV)	0	91	Reno HS	271
70	+6	Hoosier Heartland (IN)	2	90	Connersville Sr HS	179
71	+3	Lone Star (TX)	0	88	Plano Sr HS	327
72	-8	North Texas Longhorns	1	87	Colleyville Heritage HS	258
73	-22	Tarheel East (NC)	0	87	Pinecrest HS	200
74	-9	Western Washington	0	87	Gig Harbor HS	301
75	-	Colorado Grande	0	85	Canon City HS	205
76	+7	Florida Sunshine	0	84	Academy of the Holy Names	192
77	-12	East Oklahoma	4	83	Jenks HS	265
78	-1	Heart Of Texas	1	83	Carroll HS	220
79	+1	New York State	0	83	Scarsdale HS	187
80	+16	Georgia Southern Peach	1	82	Starr's Mill HS	210
81	+15	South Florida	0	82	Michael Krop HS	170
82	+11	East Iowa	0	81	West HS - Iowa City	248
83	-1	West Los Angeles (CA)	0	81	Loyola HS	178
84	-15	Space City (TX)	0	78	Alief Taylor HS	195
85	+5	Louisiana	1	77	Comeaux HS	204
86	-38	South Oregon	3	75	Ashland HS	169
87	+2	Carolina West (NC)	0	74	Myers Park HS	302
88	-19	Kentucky	5	74	Rowan County Sr HS	204
89	+10	Georgia Northern Mountain	1	73	Henry W Grady HS	186
90	-4	West Texas	0	71	Cathedral HS	157
91	-4	Puget Sound (WA)	0	69	Kamiak HS	147
92	+1	Mid-Atlantic (MD & VA)	2	68	Randolph Macon Academy	234
93	-15	Mississippi	1	66	Oak Grove HS	167
94	+4	Tall Cotton (TX)	1	66	Abilene HS	126
95	-	Chesapeake (MD)	2	65	Baltimore City College HS	132
96	-5	Pennsylvania	0	65	Greensburg Salem HS	153
97	-10	UIL (TX)	5	65	Princeton HS	219
98	-13	Gulf Coast (TX)	0	63	Harlingen HS South	191
99	+2	Hawaii	0	59	Kamehameha School	248
100	-8	Capitol Valley (CA)	0	57	Granite Bay HS	140
101	-1	Maine	1	51	Poland Regional HS	88
102	+2	West Virginia	0	51	Wheeling Park HS	109
103	-1	Iroquois (NY)	0	49	Towanda Area HS	107
104	-1	Pacific Islands	0	20	Harvest Christian Academy	77

Royal Treatment

Thank You Jimmy Smith!! We had such a GREAT TIME!!



Coach Jimmy Smith, Princeton High School, Texas, royally treated the NFL staff to an evening "Texas Style" prior to the start of the Bluebonnet Nationals.

Photos by
Sandy Krueger, NFL Staff

United States Postal Service

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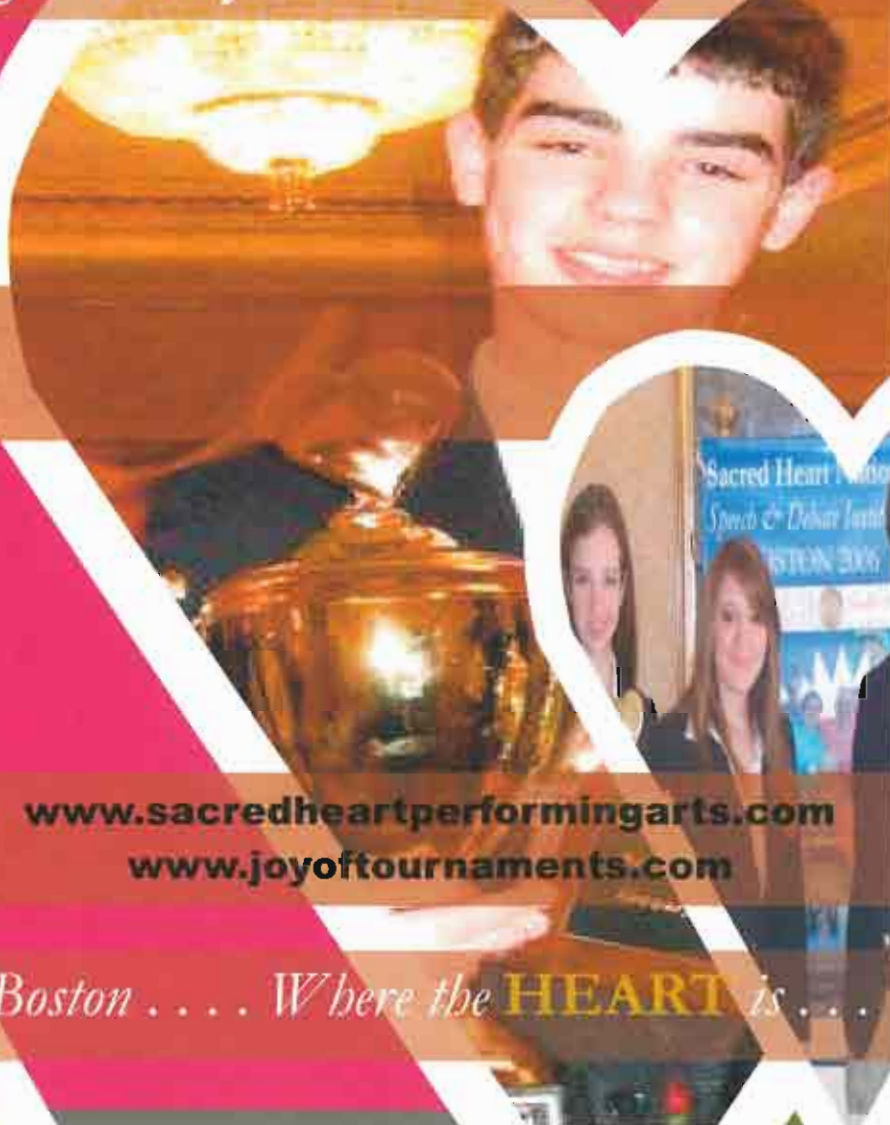
Here's hoping you'll join us once again, hope to see you Martin Luther King Day weekend.

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