ROSTRUM

Volume 81  Issue 2  October 2006

In this issue:
- Summer Leadership Conference
- Policy Debate Topic Selection
- Annual Report
- NFL Point Leaders

Executive Council President Billy Tate
(a/k/a Captain Tate) at the helm!
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Goldstein & Nadle, CDE Alumni 2005

COLLEGE DEBATE NAT’L CHAMPS 2006
Lappin & Duus, CDE Alumni 2003-04

SETH PECKHAM – U.S. Extemp
5th NFL, 3rd CFL, CDE Alumni 2004

JOSH THOMAS-Extemp Comm.
3rd NFL Nat’ls, CDE Alumni 2003

VICTORIA ALVAREZ-Expos.
6th NFL Nat’ls, CDE Alumni 2004-05

DREW EVERSON-Impromptu
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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!
From the Editor

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
Announcements

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:

<table>
<thead>
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>August 15</td>
<td>September-October Topic</td>
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<td>October 1</td>
<td>November-December Topic</td>
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<td>February 1</td>
<td>March-April Topic</td>
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<td>May 1</td>
<td>National Tournament Topic</td>
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Public Forum Topic Release Dates:

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<tr>
<td>August 15</td>
<td>September Topic</td>
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<td>1st of prior month</td>
<td>October- April Topic</td>
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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
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
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)
- Full E-mail Supplement (Over 240 pages, updates, answers and new National Service cases, DAs, CPs)
- E-mail Supplements (Five 21 page updates and one 100 page update on the key, new National Service arguments)
- PolicyFiles (web page with above evidence plus key backfile evidence and all our theory blocks!)

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- NFL LD Supplements (Ten 25+ page topic analysis, aff. and neg. case plus 25+ pages evid. on each NFL LD topic)
- UIL LD Supplements (Two 50+ page books with topic analysis, aff. and neg. evidence on each UIL LD topic)
- PhilosopherFiles (All 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.

Online Training Package
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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.)
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SYNOPSIS OF THE PROBLEM AREAS FOR 2007-2008

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 affirmative and negative considerations. Potential affirmatives on this topic include access to education and pharmaceticals 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. These 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 health and nutrition ground on which last year's potential topic was focused. Given the important dimension of this problem for this generation and 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 in terms 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 terrorism. 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 debate. 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 substantially increase its support for water resource 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 often 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 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, and the development of new agreements, standards, and user allocation and addressing corruption. These have just as many options. Many organizations are attempting to address these issues. Disadvantages will include politics, spending, economic, water, democracy promotion, right 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 benefits to taxpayers and 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 increasing harm of specific diseases or may broaden to include strategies to combat bacterial, parasitic, viral, airborne, and waterborne diseases. Examples include: malaria, cholera, typhoid fever, anthrax, typhus, dysentery, tuberculosis, and syphilis. 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 causation arguments and specific solvency issues such as whether increasing funding for vaccination 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 involve spending, personal 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 protective 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 liberal democracy is threatened by growing cultural and ethnic conflict, the pull of geopolitical pull by the United States, China, and Russia, and an increase in democracy that is not yet mature and quickly progressing towards despotism. Yet these troubles remain correctable should appropriate policy be implemented. As we struggle to resolve terrorism, manage the looming oil crisis and promote democracy, this region presents opportunity for parallel success or perilous loss. Unknown to most Americans Central Asia and the Caucasus are playing an unmeasureable 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 infrastructural development, counter-terrorism, election monitoring, and other assistance programs. Negative 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.
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) ___________________________________________

STATE

Chapter Members

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

Meet Jennifer Arishin

By Liz Leach, NFL Staff

What was your first NFL experience?

I walked into a dusty 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 dusty classroom and have never looked back.

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!!
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 strengthen our team and 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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<th>L/D Debate</th>
<th>Intl Extemp</th>
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Quantity # ($10 each) Individual Event Tape(s) $10 x $ = $
Indicate Year ($50) One Complete Set - Specific Year (Includes all Individual Categories) = $
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For Individual Tapes, CIRCLE your Selections

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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 next generation of forensics and debate coaches across the land. His main focus is on the need for veteran coaches to train and prepare their 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 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 cliemene 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 flyers 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 team’s 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.nfionline.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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Brian Rubaie  
Shawnee Mission East HS, KS  
2,332 Points  
Top High Point Student

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CONGRATULATIONS

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Field Kindley Memorial HS, KS
2,288 points

Kurt Woolford
Wichita East HS, KS
2,173 points

Blake Halseide
Sheridan HS, WY
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Seth David Peckham
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<tr>
<td>Rob Thomas</td>
<td>KS</td>
<td>2,029</td>
<td>Carlos Mejia</td>
<td>CA</td>
<td>1,954</td>
</tr>
</tbody>
</table>
NFL All Americans

Brian Rubeai ........................................ Shawnee Mission East HS, KS ................. 2332
Nicole Schneider ........................................... Field Kindley Memorial HS, KS .............. 2288
Eva Z Larm ........................................ Rufus King High School, WI .................. 2206
Kurt Woolford ........................................ Wichita East High School, KS ............. 2173
Blake Halseide ........................................ Sheridan High, WY ................................ 2171
Seth David Peckham ........................................... Lyons High School, KS ................... 2143
Carl Werner ........................................ Park Hill South HS, MO ................. 2141
Benjamin Jacob Boeshans .................................. Central Cass High School, ND .............. 2113
Rachel A Espin ........................................ Blackfoot High School, ID ................. 2106
Ethan Struby ........................................ Bishop Miege High School, KS ............ 2068
Adam Testerman ........................................ Parkview High School, MO ............... 2061
Julia M Groebelacher ........................................ McPherson High School, KS .............. 2055
Rachel Overbo ........................................ Fargo Shanley High School, ND ............ 2039
Greg Allen ........................................ Blue Valley High School, KS ................. 2033
Lorenzo Jordan ........................................ Grandview Sr High School, MO ............. 2029
Liz Esfeld ........................................ Bishop Miege High School, KS ............ 2024
Eric Min ........................................ Blue Valley High School, KS ................. 2016
Stephanie Diane Irwin ........................................ Field Kindley Memorial HS, KS .......... 2009
Amanda N Adams ........................................... Campus High School, KS ............... 2002
Christine Ann Halbert ....................................... Carroll High School, TX .................. 1998
Matthew Niles Stucky ........................................... Moundridge High School, KS .......... 1995
Latissa Atkinson ........................................ Plymouth High School, IN ............... 1991
Emily Pfeifer ........................................ Bellon High School, MO ................. 1987
James Hoggatt ........................................ Brookhaven High School, MS ............. 1978
Lawrence S Collins ........................................ Raytown High School, MO ............... 1977

POINT LEADERS

Bijai Mehta, Newman Smith High School, TX ................ 1976
Arsani H Williams, Granite Bay High School, CA ........... 1973
Jessica Furgerson, Sandra Day O'Connor HS, TX .......... 1966
Torrance R Parks, McPherson High School, KS ............ 1964
Matthew Bartlett, Savannah HS, MO .................. 1955
Mary Easley, Neosho High School, MO ............... 1945
Brady Behrens, Roosevelt HS, SD .................. 1939
Gail Elizabeth Lee, Manhattan High School, KS ........ 1938
Tony Romm, Truman High School, PA .............. 1931
Uyi Osuwan, Alief Taylor HS, TX .............. 1929
Tom Hogan, Bishop Miege High School, KS .......... 1928
Y Joanne Zhou, Campus High School, KS .............. 1928
Rajiv Menon, Kingwood High School, TX ........ 1926
Craig Alan Thomas, Lyons High School, KS ............ 1922
Christina M. Atkinson, Monett High School, MO ........ 1920
Alden Anderson, Loretto Academy, TX ............ 1919
Ryan Breneman, Parsons High School, KS ............ 1917
Riley Swenson, Bingham High School, UT ............ 1916
Steven Tan, Gabrielino High School, CA ............... 1912
Steven Sheppard, Cathedral High School, TX ........... 1903
Kaleb Jesus, Garden City High School, KS .......... 1901
Ashley E Wolfe, LoHi High School, CA ............ 1897
Scott Hillier, Nevada High School, MO .......... 1892
Thomas Rosen, Topeka High School, KS ............ 1894
Cameron Seid, Brookwood High School, GA ............ 1893
Bonan Zhau, James Logan High School, CA ........... 1893
Sandeep Ashok Shah, Hastings High School, TX ....... 1888
Jonathan Quinn, Dowling Catholic HS, IA ............. 1888
Christopher Erickson, Milbank High School, SD .... 1888
T J Spaltty, Park Hill South HS, MO ............ 1881
Mike Ewald, Watertown High School, SD .............. 1874
Jesse Liebe, Milbank High School, SD .............. 1872
Nick Templin, Maize High School, KS .............. 1867
Tara Hawrey, Blue Valley West HS, KS .......... 1864
Tabitha Allen, Randolph-Macon Academy, VA........... 1859
Brett Marler, Greenwood Laboratory School, MO .... 1859
Tommy Morgan, West Des Moines Valley HS, IA ....... 1853
Albert Jimenez, Comeaux High School, LA .......... 1852

Brian Bean, Hillcrest High School, ID .............. 1851
Muazzum Shah, Wichita East High School, KS ........ 1846
Kate Maxwell, Bishop Miege High School, KS ........ 1845
Nicolette Zarchovich, Kratonchv, Dobson High School, AZ 1842
Allen Sutton, Glendale High School, MO ............ 1840
Matthew Brower, Buhler High School, KS ............ 1838
Nathan Pherwell, Princeton High School, TX .......... 1837
Michael Oliver Shelton, Field Kindley Memorial HS, KS 1837
Anthony Pascua, James Logan High School, CA ........ 1834
Rachel Elaine Harwell, El Paso Coronado High School, TX 1832
Harry Dixon, Randolph Macon Academy, VA .......... 1832
Erik Lambrecht, Milbank High School, SD ............ 1828
Elizabeth Bagot, Arkansus City High School, KS ....... 1825
Alex Parkinson, Olathe Northwest High School, KS .... 1825
Daren C. McGe, Granview Sr High School, MO ........ 1824
Priva Gupta, Piano West Sr High School, TX ......... 1822
Jonathan Reches, Norman North High School, OK ....... 1821
Trevor Bakker, Holland High School, MI ............ 1819
Patrick Kane, Montrose HS, SD ............... 1818
Jenny Timmons, St Thomas Aquinas High School, KS .... 1814
Joey Mills, Buhler High School, KS ............... 1813
Richard Lowry, Parkview West High School, MO .......... 1812
Eric Thomas Haliz, Carroll High School, TX ........ 1809
Valerie Johnson, Bay City High School, TX .......... 1805
Tony Rosequist, Neosho High School, MO ............ 1794
Devin R. Bean, Blackfoot High School, ID ............ 1794
Billy Hamilton, West Des Moines Valley HS, IA ....... 1790
Daniel King, St Joseph Catholic School, MS ........... 1789
Dustin Rynm, Lincoln Southwest HS, NE .............. 1788
Roni Toledo, Apple Valley HS, MN .............. 1786
Fangyu Zhang, Westview High School, OR ............. 1786
Sam Overton, Parkview High School, MO ............. 1785
Jimi Morales, Alief Elsik High School, TX ............ 1785
Victor Navia, Del Valle High School, TX ............. 1785
Matt Johnston, Southeast HS - Cherokee, KS ......... 1785
Eric G. Giroux, Topeka High School, KS ............ 1782
Rey Fuentes, Evanston High School, WY .......... 1781
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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 of 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 unbefitting 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.
(Alternatively: Someone, namely S, has debated well while Ving.)
2.2. So debate coaches, judges, and tournament directors should 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. (Alternatively: 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, student's 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 parties 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) Practice 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
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 killjoy. 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 (jbalwinn@nd.edu) is a doctoral candidate in Philosophy at the University of Notre Dame and a frequent Rostrum contributor.)

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The Montgomery Academy
  Zach Hutto
  Daniel Morris

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Devere Vista High School
  Sarah Devlin
  Micah Gardner
  Mike Hwang

Dobson High School
  Nicolete Z Knauchvill
  Tempe Preparatory Acad
  Alexandra Orletskey

**CALIFORNIA**
Claremont HS
  Kaityla Carter
  Nghi Khoan

Gabriellino High School
  Jonathan Shea

La Reina High School
  Claire A.; Totten

Menlo-Atherton HS
  Sophie Asher

Sherman Oaks CES
  Andrew Adelman

The Harker School
  Siddarth Satish
  Alishta Tolaj

**COLORADO**
Cherry Creek High School
  David Aragon
  Scott McCall
  Joel Pratt

Denver Tech HS
  Danny Townsend

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  Alyce DeCarteret

Rocky Mountain HS
  Cassie Weich

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  Alex Weinman

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  Katharine J. Massman
  George R. vanWinkle
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Munster High School
  Rhinie Chatterjee
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  Spencer Elliott
  Timothy J Solon

KANSAS

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  Paula Delleure

Kansas City, KS
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  Tim Hogan

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  Ethan Strubey

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  Casey Gea
  Joey M. Ralph

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Lyons High School
  Joshua Wilson-Dreven

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  Matthew N. Stucky

Shawnee Mission West HS
  Hannah Sandt

Trinity Catholic HS
  John Bird
  Allan Saylor

Valley Center HS
  Andy Daniels

**MASSACHUSETTS**
Newton South High School
  Elizabeth Herman

Weston High School
  Amy Bond
  Geoffrey Smith

MINNESOTA
Apple Valley High School
  Alex Graves
  Emily Hoffman

Ben Thompson

Ronni Toleido

Duluth Glendevon Felton

Amanda Korynta

Heath Marvin

Highland Park Senior HS
  Katie D. Poulos

MISSOURI
Blue Springs South HS
  Jan Day

Emily McKnight

Bethany Owens

Eric Owens

Camdenton High School
  Donovan Coleman

Central High School
  Kate Palmitatto

Poynoe High School
  Colton Towery

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Lee's Summit North HS
  Tristin Busbee

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  Lindsey N. Simmons

Amy E. Yeagle

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Park Hill South HS
  Lindsey Latterman

Carl Werner

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  Collin Galster

Shay Steinman

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  Christopher Kopp

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Winnetonka HS
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Matthew Rosson

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  Alexander H. Anderson

Katherine S. Cho

New Jersey

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  Rushanth Doshi

Eric Meyers

Ridge High School
  Sundeep Iyer

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Christian Brothers Acad
  Kathryn M. Caliva

Ohio

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  Michael Detwiler

Boardman High School
  Ankur Bansal

Carnfield High School
  Anthony Esposito

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  Tracy Meug

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  Thomas Rhiel

Jackson High School
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Noel Parbhoo

Laurel School
  Kailey Kawolics

Wadsworth High School
  Ryan Walker

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Desiree C. Spencer

Norman High School
  Aryn Azmy

Heather Barfield

Andy Halterman

Jonathan Whalen

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  Caitlin Goddard

Tigard High School
  Debbie Souborn

Willburn High School
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  Brandon Herring

Samanta Moore

Andrew Natalo

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  Joseph A. Kapuscinski

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Stephanie Hoo

Samantha Jaeger

Nicole Mofrad

Meg Turlington

Gals Yazed

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  Travis Keifer

Roosevelt High School
  Dana Hoffmann

Sivakshana Kasimarath

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Ben Lundberg

Shruti Rao

Chloe Sikes

Christine Tian

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  Tex Dawson

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Paula Jo Porter

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Jim Wakefield
Florida Manatee
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South Oregon
Shirley Keller-Firestone
California Coast
Steve Meadows
Kentucky
Steve Medoff
Valley Forge
Steve Sexton
Southern Wisconsin
Tara Tate
Northern Illinois
Tim Sheaff
Iowa
Tommy Bender
Nebraska South
Tommie Lindsey, Jr.
Executive Council

Adam Jacob
Southern Wisconsin
Alli Martin
Sundance
Andrew West
Caroline West
Ann Christine Stepp
Hoosier Crossroads
Ariane Fortune
Heart of America
Rev. B.A. Gregg
Mid Atlantic
Beth Young
Pittsburgh
Betsy Ballard
West Oklahoma
Bill Cooper
New Jersey
Bill Evans
South Carolina
Billy Tate, Jr.
Executive Council
Bob Brittain
Northeast Indiana
Bob Ihrig
Southern Minnesota
Billy Tate
Executive Council
Bro. George Zehnle
New York City
Bro. Rene Sterner, FSC
Executive Council
Cathy Wood
East Kansas
Charles Oakes
Tennessee
Cheryl Gilmore
Louisiana
Cindy Burgett
Flint Hills
Dave Huston
North Texas Longhorns
David McKenzie
Northwest Indiana
Diane Roza
Big Valley
Don Crabtree
Executive Council
Don Garmand
Puget Sound
Doris & Steve Sexton
Southern Wisconsin
District Chairs Enjoy Typical Wisconsin Appetizers
NFL Office Tours

Meeting The Staff
**STUDENT CONGRESS**

Fully qualified applicants must have earned two bids with the exception of those who qualified at the following tournaments which requires only one bid:

Top Six at the 2006 TOC
Top Six at the 2006 NFL National Tournament
Top Six at the 2006 CFL National Tournament

Those earning only one bid are welcome to apply for an at-large position.

**PUBLIC FORUM**

Fully qualified applicants must have earned two bids with the exception of those who qualified at the following tournaments which requires only one bid:

Top Three at 2006 TOC
Quarter-finals of the 2006 NFL National Tournament

Those earning only one bid are welcome to apply for an at-large position.

**FINALS**

- Wake Forest
- Yale
- Glenbrooks
- Grapevine
- Villager
- Crestian
- Emory
- Berkeley
- University of Texas

**SEMI-FINALS**

- Harvard
- NFL 2006 National Tournament
- CFL 2006 National Tournament

**TOP SIX**

- University of Pennsylvania
- St. Mark's
- Titan
- Tommy Lindsey's Tournaments
- Churchill
- Columbia
- Princeton

Top Six in the Super Congress at the February Illinois Congressional Debate Association Tournament State Tournaments
Top Six if the State has a district qualifying tournament to advance or if it has more than 48 contestants in Congress open competition
In addition to the above, any tournament that has 5 states and 50 entries can qualify the top six.

**SEMI-FINALS**

- Dowling Catholic
- Lincoln East

**QUARTER-FINALS**

- Manchester
- Lexington Mass
- St. Mark's
- Yale
- Arizona State

Any tournament with 50 teams from 5 or more states

**OCTA-FINALS**

- Octa-finals of the 2006 NFL National Tournament
- Glenbrooks
- Emory

For applications for the TOC Public Forum & Student Congress, contact:

Dr. J. W. Patterson, Director
Tournament of Champions
University of Kentucky
205 Frazee Hall
Lexington, Kentucky 40056-0031
jwpatt00@uky.edu
http://www.uky.edu/Provost/ChellgrenCenter/Debate/
**Chapter Honor Societies**

**ELITE 8**
(The "Elite 8" level is achieved by NFL chapters with 800 degrees)

<table>
<thead>
<tr>
<th>School</th>
<th>Chapter Sponsor</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Bellaire High School, TX</td>
<td>Jay Stubbs/Russell Rach</td>
<td>854</td>
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<tr>
<td>Leland High School, CA</td>
<td>Ms Gay Brasher</td>
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**LUCKY 7**
(The "Lucky 7" level is achieved by NFL chapters with 700 degrees)

<table>
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<th>Degrees</th>
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<tbody>
<tr>
<td>Gabrieno High School, CA</td>
<td>Mr Derek L Yuill</td>
<td>783</td>
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<tr>
<td>James Logan High School, CA</td>
<td>Mr Tommie Lindsey Jr</td>
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**PINNACLE**
(This elite level is achieved by NFL chapters with 600 degrees)

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<tbody>
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<td>Chesterton High School, IN</td>
<td>Mr James Cavallo</td>
<td>636</td>
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<tr>
<td>Nova High School, FL</td>
<td>Ms Lisa Miller</td>
<td>634</td>
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<tr>
<td>Blue Valley North HS, KS</td>
<td>Mr Max H. Brown</td>
<td>613</td>
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<tr>
<td>Shawnee Mission East HS, KS</td>
<td>Paulette Manville/Jennifer Stucky</td>
<td>603</td>
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**PENTAGON**
(The classic five sided figure is the elite mark of honor for NFL chapters over 500 degrees)

<table>
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<th>School</th>
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<tbody>
<tr>
<td>Liberty Sr High School, MO</td>
<td>Cassie Price-Aguero/Sean Nicewaner</td>
<td>585</td>
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<tr>
<td>Regis High School, NY</td>
<td>Mr Eric DiMichele</td>
<td>569</td>
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<tr>
<td>Eastview High School, MN</td>
<td>Mr Todd Hering</td>
<td>521</td>
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<tr>
<td>Lynbrook High School, CA</td>
<td>Mr David McGinnis</td>
<td>507</td>
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<tr>
<td>Downers Grove South HS, IL</td>
<td>Ms Jan Heiteck</td>
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**THE 400**
(Formerly the 400 families in New York City society, now this name honors NFL chapters holding 400 plus degrees)

<table>
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<th>School</th>
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<th>Degrees</th>
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<tbody>
<tr>
<td>Belton High School, MO</td>
<td>Mr Timothy Hughes</td>
<td>490</td>
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<tr>
<td>Central HS - Springfield, MO</td>
<td>Mr Jack Tuckness</td>
<td>489</td>
</tr>
<tr>
<td>Bellarmine College Prep, CA</td>
<td>Ms Kim Jones</td>
<td>478</td>
</tr>
<tr>
<td>Independence Truman HS, MO</td>
<td>Ms Christine Adams/Mrs Kim Lenger</td>
<td>478</td>
</tr>
<tr>
<td>Plymouth High School, IN</td>
<td>Mr David McKenzie</td>
<td>469</td>
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<tr>
<td>Eagan High School, MN</td>
<td>Mr Chris McDonald</td>
<td>458</td>
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<tr>
<td>Kickapoo High School, MO</td>
<td>Ms Teresa E Sparkman</td>
<td>454</td>
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<tr>
<td>Cherry Creek High School, CO</td>
<td>Ms Martha Benham</td>
<td>433</td>
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<tr>
<td>Pattonville High School, MO</td>
<td>Randy Pierce/Don Schulte</td>
<td>425</td>
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<tr>
<td>Munster High School, IN</td>
<td>Mrs Helen Engstrom</td>
<td>423</td>
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<tr>
<td>McPherson High School, KS</td>
<td>Mr Scott Bonnet</td>
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<tr>
<td>Watertown High School, SD</td>
<td>Mr Trevor Mischke</td>
<td>416</td>
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<tr>
<td>Sioux Falls Lincoln HS, SD</td>
<td>Ms Kim Maass</td>
<td>414</td>
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<tr>
<td>Parkview High School, MO</td>
<td>Ms Nancy Wedgeworth</td>
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### THE 400

*Continued*

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

<table>
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<th>School</th>
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<td>Glenbrook South High School, IL</td>
<td>Ms Tara Tate/Mr Scott McDermott</td>
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<tr>
<td>Washburn Rural High School, KS</td>
<td>Ms Cynthia Burgett</td>
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<tr>
<td>New Trier Township High School, IL</td>
<td>Linda Oddo/Doug Springer</td>
<td>406</td>
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<tr>
<td>Blue Valley High School, KS</td>
<td>Mr Chris Riffer</td>
<td>403</td>
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<tr>
<td>La Porte High School, IN</td>
<td>Ms Mary A Fridh</td>
<td>403</td>
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<tr>
<td>Desert Vista High School, AZ</td>
<td>Mr Erik Dominguez</td>
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### SOCIETE' DE 300

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

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<tr>
<th>School</th>
<th>Chapter Sponsor</th>
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<tbody>
<tr>
<td>Appleton East High School, WI</td>
<td>Mr Michael Traas</td>
<td>393</td>
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<tr>
<td>Apple Valley HS, MN</td>
<td>Ms Pam Cady Wycoff</td>
<td>393</td>
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<tr>
<td>Manchester Essex Regional HS, MA</td>
<td>Mr Daniel Jewett</td>
<td>387</td>
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<tr>
<td>Flathead Co High School, MT</td>
<td>Mr Greg Adkins</td>
<td>386</td>
</tr>
<tr>
<td>Lakeville North High School, MN</td>
<td>Mr Jim Fedje/Mr Andy Charrier</td>
<td>384</td>
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<tr>
<td>Neosho High School, MO</td>
<td>Mr David L Watkins</td>
<td>382</td>
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<tr>
<td>Raytown South High School, MO</td>
<td>Mr Matt Good/Ms Kelli Morrill</td>
<td>379</td>
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<tr>
<td>Blue Springs High School, MO</td>
<td>Ms Sherri L Kasemvudi</td>
<td>378</td>
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<tr>
<td>Bronx High School of Science, NY</td>
<td>Mr Jon Cruz</td>
<td>372</td>
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<tr>
<td>Miramonte High School, CA</td>
<td>Mrs Sandra Maguire</td>
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<tr>
<td>Perry High School, OH</td>
<td>Mrs Kathleen A Patron</td>
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<tr>
<td>Monte Vista HS, CA</td>
<td>Mr David J Matley</td>
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<tr>
<td>Wichita East High School, KS</td>
<td>Ms Vickie Fellers</td>
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<tr>
<td>Taravella High School, FL</td>
<td>Mrs Beth Goldman</td>
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<td>Edina High School, MN</td>
<td>Ms Lyna S Schmitt</td>
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<tr>
<td>Glenbrook North High School, IL</td>
<td>Ms Christina Tallungan</td>
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<tr>
<td>Oak Park &amp; River Forest HS, IL</td>
<td>Ms Patricia A Cheney</td>
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<tr>
<td>Jackson High School, OH</td>
<td>Mrs Stefanie Fatzinger</td>
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<tr>
<td>Ridge High School, NJ</td>
<td>Mr David A Yastremski</td>
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<tr>
<td>South Side HS, IN</td>
<td>Ms Elizabeth Sanchez-Franklin</td>
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<td>Blue Springs South High School, MO</td>
<td>Ms Georgia Brady</td>
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<td>Millard North High School, NE</td>
<td>Ms Sabrina Denny-Bull</td>
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<td>Mr Mark V Kapfer</td>
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<td>Denver East High School, CO</td>
<td>Ms Kelli Trotsky</td>
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<tr>
<td>Moorhead Senior HS, MN</td>
<td>Ms Michele Mogen/Rebecca Meyer-Larson</td>
<td>332</td>
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<tr>
<td>Lincoln East HS, NE</td>
<td>Mr Matt Davis</td>
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<tr>
<td>Aberdeen Central High School, SD</td>
<td>Mr R Jon Frey</td>
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<td>Sky View High School, UT</td>
<td>Ms Tessa Kunz</td>
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<td>Mauldin High School, SC</td>
<td>Ms Kerry Cottingham</td>
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<tr>
<td>Plano Sr High School, TX</td>
<td>Cheryl Potts/Karen Wilbanks</td>
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<tr>
<td>The Montgomery Academy, AL</td>
<td>Mr James W Rye III</td>
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<tr>
<td>Bingham High School, UT</td>
<td>Mr Stan Banks</td>
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<tr>
<td>La Costa Canyon High School, CA</td>
<td>Ms Krista deBoer</td>
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<td>Park Hill South HS, MO</td>
<td>Ms Jennifer Holden</td>
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<td>Newton High School, KS</td>
<td>Mr David J Williams</td>
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<td>Chaminade High School, NY</td>
<td>Bro George Zehnle S M</td>
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<td>Claremont High School, CA</td>
<td>Mr David Chamberlain</td>
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<td>Gilmour Academy, OH</td>
<td>Ms Gay Janis</td>
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<tr>
<td>Salina High Central, KS</td>
<td>Mr Nicholas Owen</td>
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**SOCIETE' DE 300**

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

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<th>School</th>
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<th>Degrees</th>
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<tr>
<td>Lexington High School, MA</td>
<td>Ms Lynne Coyne/Ms Nicole Serrano</td>
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<td>Brookings High School, SD</td>
<td>Ms Judy Kroll</td>
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<tr>
<td>Maize High School, KS</td>
<td>Mr Roger Bennin</td>
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<tr>
<td>Cheyenne East High School, WY</td>
<td>Mr Michael E Siarks</td>
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<td>Nixa High School, MO</td>
<td>Mr John Horner</td>
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<td>Norman North High School, OK</td>
<td>Mr Jim Ryan</td>
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<td>North Allegheny Sr High School, PA</td>
<td>Ms Sharon Volpe</td>
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<td>Manhattan High School, KS</td>
<td>Mr Shawn Rafferty</td>
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<td>Myers Park High School, NC</td>
<td>Mr Andrew West</td>
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<tr>
<td>Trinity Preparatory School, FL</td>
<td>Mr Jason Wysong</td>
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<td>Gig Harbor High School, WA</td>
<td>Mr Chris Coover</td>
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<td>Raytown High School, MO</td>
<td>Mr Mark Harris</td>
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<tr>
<td>Winston Churchill HS, TX</td>
<td>Ms Kandi King</td>
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**THE 200 CLUB**

*(Chapters with 200 or more members and degrees)*

<table>
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<tr>
<th>School</th>
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<th>Degrees</th>
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<tbody>
<tr>
<td>West Des Moines Valley HS, IA</td>
<td>Ms Sonja Hansen</td>
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<td>Stuyvesant High School, NY</td>
<td>Ms Julie Sheinman</td>
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<tr>
<td>Lincoln Southwest HS, NE</td>
<td>Matt Heimes/Toni Heimes</td>
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<tr>
<td>Mark Keppel High School, CA</td>
<td>Mr Patrick Reis</td>
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<tr>
<td>Grapevine High School, TX</td>
<td>Ms Jane G Boyd</td>
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<td>Goddard High School, KS</td>
<td>Mr David Abel</td>
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<tr>
<td>Lake Highland Preparatory, FL</td>
<td>Mr George Clemens</td>
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<tr>
<td>Sandra Day O'Connor HS, TX</td>
<td>Mr Jonathan Williams</td>
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<td>Buhler High School, KS</td>
<td>Mr Richard Young</td>
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<td>Dowling Catholic HS, IA</td>
<td>Mr Tim E Sheaff</td>
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<tr>
<td>Portage Northern High School, MI</td>
<td>Ms Laurel Scheidt</td>
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<tr>
<td>Wheaton North High School, IL</td>
<td>Mr Stan Austin</td>
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<td>Riverside High School, SC</td>
<td>Ms Christy A Perry</td>
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<td>Cheyenne Central H S, WY</td>
<td>Mr Nick Panopoulos</td>
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<td>Mr Karson B Kalashian</td>
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<td>Green Valley High School, NV</td>
<td>Mr Scott Ginger</td>
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<td>The Meadows School, NV</td>
<td>Dale Kirth/Tim Alderete/Dan Meyers</td>
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<td>Norman High School, OK</td>
<td>Dr Elizabeth L Ballard</td>
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<tr>
<td>Topeka High School, KS</td>
<td>Mrs Pamela K McComas</td>
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<tr>
<td>Hillcrest High School, ID</td>
<td>Ms Amy Walker</td>
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<tr>
<td>Reno High School, NV</td>
<td>Rebekah Foster/Kimberly Cuevas</td>
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<td>The Harker School, CA</td>
<td>Dr Matthew Brandstetter</td>
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<td>Kearney St High School, NE</td>
<td>Ms Janet Rose/Ms Maryalice Konz</td>
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<tr>
<td>Coon Rapids High School, MN</td>
<td>Mr Myles Wagner</td>
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<td>Bishop Miege High School, KS</td>
<td>Ms Melissa Reynolds</td>
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<td>Park Hill High School, MO</td>
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<td>Mrs Kathleen G Miller</td>
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<td>Mr Gregg Hartney</td>
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<td>Mr Tom Mosberger</td>
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<td>San Gabriel High School, CA</td>
<td>Ms Cynthia Williams</td>
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<td>Robert Steffen</td>
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<tr>
<td>Colleyville Heritage HS, TX</td>
<td>Mr David Huston</td>
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# THE 200 CLUB

(Chapters with 200 or more members and degrees)

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<tr>
<th>School</th>
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<tr>
<td>O'Gorman High School, SD</td>
<td>Ms. Teresa Fester</td>
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<td>Davis High School, UT</td>
<td>Ms LeeAnn Hyer</td>
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<td>San Marino High School, CA</td>
<td>Mr Justin Jones Rodriguez</td>
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<td>Boardman High School, OH</td>
<td>Mr Eric Simone</td>
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<td>Skyline High School, UT</td>
<td>Ms Judie Roberts</td>
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<td>Rocky Mountain High School, CO</td>
<td>Mr Paul S De Maret</td>
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<td>Dobson High School, AZ</td>
<td>Ms Jane Martinez</td>
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<td>Roseville Area High School, MN</td>
<td>Ms Linda J Hiebert</td>
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<tr>
<td>Milbank High School, SD</td>
<td>Mr Douglas Tschetter</td>
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<tr>
<td>KC Oak Park HS, MO</td>
<td>Ms Arianne G Fortune</td>
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<td>Ronald Reagan High School, TX</td>
<td>Mrs Heather Hayes Keith</td>
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<td>Garden City High School, KS</td>
<td>Russ Tidwell</td>
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<td>Lodi High School, CA</td>
<td>Ms Jennifer Arishin</td>
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<tr>
<td>West High School - Iowa City, IA</td>
<td>Ms Cynthia Woodhouse</td>
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<tr>
<td>Kamehameha Schools, HI</td>
<td>Mr Gabriel A I Alisna</td>
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<tr>
<td>Westview High School, OR</td>
<td>Ms Trudi Gessford Harte</td>
<td>247</td>
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<tr>
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<td>Ms Connie Auldembrink</td>
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<td>Mr Thomas Williams</td>
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<td>Ms Meg Howell</td>
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<td>Ms Susan Quinn</td>
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<td>Mrs Alice L King</td>
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<td>Mr Josh Brown</td>
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<td>Rev B A Gregg</td>
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<td>Mrs Carol Strickland/Mr Randall Baldwin</td>
<td>232</td>
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<td>Ms Susan Marianelli</td>
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<td>Mr Stan Smith</td>
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<td>229</td>
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<td>Mr Kevin Tong</td>
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</tr>
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<td>Ms Lois Pierson</td>
<td>227</td>
</tr>
<tr>
<td>Brophy College Prep, AZ</td>
<td>Ms Elizabeth Clarke</td>
<td>227</td>
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<td>Salina South High School, KS</td>
<td>Ms Jody Eves</td>
<td>226</td>
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<tr>
<td>Field Kindley Memorial HS, KS</td>
<td>Mr Darrel Harbaugh</td>
<td>226</td>
</tr>
<tr>
<td>Shawnee Mission South HS, KS</td>
<td>Mrs Cathy Wood</td>
<td>225</td>
</tr>
<tr>
<td>Ft Lauderdale High School, FL</td>
<td>Mr Jim Wakefield</td>
<td>224</td>
</tr>
</tbody>
</table>
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School | Chapter Sponsor | Degrees
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Rosemount Senior High School, MN | Mr Jon Kachelmacher | 223
Olathe East High School, KS | Mr Stan Lewis | 22
Northrop HS, IN | Mrs. Laura M Archbold | 222
El Dorado High School, KS | Ms Sandra Peters | 222
Fred C Beyer High School, CA | Mr Zack Kopecki | 220
Millard West High School, NE | Ms Jennifer Jerome | 220
Valparaiso High School, IN | Dr Larry Stuber | 220
Carroll High School, TX | Ms Diane Forbes | 220
Lamp High School, AL | Mr Christopher A Colvin | 219
Bob Jones Academy, SC | Chuck & Gail Nicholas | 219
Princeton High School, TX | Mr Jimmy L Smith | 219
Roosevelt HS, SD | Ms Jennifer S Bergan | 219
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
Niles McKinley High School, OH | Mr John Revezzo | 218
Rockhurst HS, MO | Mr Don Ramsey | 217
Torrey Pines High School, CA | Mrs Yen-Yen Chiu | 217
James Madison Memorial HS, WI | Mr Tom Hardin/Mr Timothy Scheffler | 217
Syosset High School, NY | Ms Lydia Esslinger | 215
Gresham-Barlow High School, OR | Ms Rachel Leach | 212
Fullerton Joint Union High, CA | Mr Sal Tinajero | 212
Dulles High School, TX | Mr Wayne Paulus | 211
Lehi High School, UT | Mr Scott Mansfield | 210
Starr’s Mill High School, GA | Mr Sean C Bennett | 210
Central High School - St Joseph, MO | Mr Ken Paden | 209
Jupiter High School, FL | Mr Michael DeLeonardo | 209
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 | 206
Skyline High School, ID | Mr Michael Harvey - Forensic | 206
Canon City High School, CO | Ms Pauline J Carochi - Forensic | 205
Junction City High School, KS | Ms Cathy Rankin - Forensic | 205
Rufus King High School, WI | Mr Adam J Jacobi - Forensic | 205
Westfield High School, TX | Ms Kaye Magill - Forensic | 205
McDowell HS, PA | Mr William Caugherty - Forensic | 205
Camdenton High School, MO | Mr Tom Martin - Forensic | 204
Rowan County Sr High School, KY | Mark & Virginia Etherton - Forensic | 204
Comeaux High School, LA | Sandra Broussard/Lisa Jones - Forensic | 204
Saratoga High School, CA | Ms Janaki Murthy - Forensic | 203
Eagle High School, ID | Mr Herby Kojima - Forensic | 203
The Woodlands HS, TX | Gary Boeger/Larry Wood - Forensic | 202
Blackfoot High School, ID | Ms Cherie Harding Clawson - Forensic | 202
Golden High School, CO | Mrs Tammie Peters - Forensic | 200
St Thomas Aquinas High School, KS | Steven Dubois/Kim Harrison - Forensic | 200
Pinecrest High School, NC | Ms Elizabeth Carter - Forensic | 200

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<table>
<thead>
<tr>
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Poor Health and Debate

De-linking the Disadvantages

Authors
Chris Gronke, Patrick Mahoney & Michael Spirito

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 Gronke, Patrick Mahoney, and Mike Spirito, 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 before during late night research, after a late night of research, or going into an outboard 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 elusive “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 bod responses (i.e. clear hearing, dilated pupils, sharp thinking, and salivary inhibition) sort of go away. The only benefit from this is salivation that this improves pronunciation.

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 stomachaches. So, as many a resolution has questioned, what ought we do? Dr. Tanya Spirito, 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 unhealthy 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 Spirito 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 waste 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-
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. Spirito,

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 sleep times 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. Spirito 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 Devoid

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.

Subject MAV Predicate

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.

Subject LV Quality

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.
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). 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. 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. 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 justice 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. superceding 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. 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. 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 irrelevant 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 interpretation 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.

Rostrum
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.\(^6\) 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?" Rostrum 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 parametricized? 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.

T. Russell Hanes was the head coach at Lakeridge H.S. (Portland, OR) from 2004-2006. He was an eight-year policy debater: NFL-CX in high school and CEDA at Columbia (NY, NY). Russell received his M.S. in Communication Studies from Portland State in 2006.

Scott Devoid graduated from Lakeridge in June 2006. He was the 2005 and 2006 Oregon State LD debate co-champion (closing out finals with another Lakeridge debater). Scott will attend the University of Chicago in the fall and plans to coach local high school students.

The authors wish to thank Paul Snell and Alan Dove for their editing comments and Bert Ma for being the devil’s advocate.

Please send all correspondence about this article to russelhanes@gmail.com and sdevoid@gmail.com
Under Construction

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 30, 2006. The column '05 designates the chapter rank for 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, and its accumulated total returns to zero and begins a new record. The symbol '*' 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 has lost its Charter or has been suspended or expelled or failed to add new members and degrees during the school year it is ineligible. A tie in the accumulated total for the Leading Chapter Award is broken in favor of the school which enrolled the greater number of new members and degrees during that school year. This report does not contain the records of affiliate schools.

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| 1  | 3  | Chaparral High School  | 23 616 | 616 23 |
| 5  | 5  | Red Mountain High School | 37 613 | 613 37 |
| 4  | 6  | Gilbert High School | 56 613 | 613 56 |
| 4  | 8  | Blue Ridge High School | 55 615 | 615 55 |
| 1  | 9  | Dobson High School | 105 689 | 689 105 |
| 7  | 10 | Saguaro Catholic High School | 90 690 | 690 90 |
| 1  | 10 | American High School | 42 690 | 690 42 |
| 8  | 12 | Mesquite High School | 32 419 | 419 32 |
| 12 | 14 | Chandler High School | 53 281 | 281 53 |
| 15 | 16 | Mountain View High School | 82 331 | 331 82 |
| 5  | 13 | San Tan High School | 12 327 | 327 12 |
| 6  | 16 | Shadow Mountain High School | 114 314 | 314 114 |
| 5  | 17 | Phoenix Central High School | 53 305 | 305 53 |
| 2  | 18 | McClintock High School | 46 291 | 291 46 |
| 7  | 19 | Hamilton High School | 118 236 | 236 118 |
| 14 | 22 | Barry College Prep (652) | 122 253 | 253 122 |
| 7  | 19 | Cortez High School (69) | 0 180 | 180 0 |
| 20 | 20 | Cactus Shadows HS | 19 320 | 320 19 |
| 21 | 22 | Shadow Mountain High School | 82 331 | 331 82 |
| 22 | 24 | Sunnyslope High School | 34 211 | 211 34 |

SOUTHERN CALIFORNIA

| 1  | 2  | Claremont High School | 145 209 | 209 145 |
| 2  | 3  | La Jolla High School | 26 246 | 246 26 |
| 3  | 4  | San Diego High School | 36 196 | 196 36 |
| 4  | 5  | San Diego High School | 15 183 | 183 15 |
| 5  | 6  | El Camino High School | 9 144 | 144 9 |

COLORADO

| 1  | 2  | Cherry Creek High School | 104 371 | 371 104 |
| 4  | 3  | Arapahoe High School | 22 609 | 609 22 |
| 5  | 4  | Highlands Ranch High School | 29 600 | 600 29 |
| 4  | 6  | Gateway High School | 23 594 | 594 23 |
| 6  | 8  | Rangeview High School | 19 548 | 548 19 |
| 9  | 6  | Kent Denver School | 47 476 | 476 47 |
| 6  | 8  | Littleton High School | 46 485 | 485 46 |
| 9  | 7  | Heritage High School | 44 455 | 455 44 |
| 11 | 9  | Ponderosa High School | 26 343 | 343 26 |
| 10 | 8  | Aurora Central High School | 26 324 | 324 26 |
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| 13 | 13 | Grandview High School | 16 252 | 252 16 |
| 14 | 14 | Chaparral High School | 15 246 | 246 15 |
| 15 | 15 | Smoky Hill High School | 21 200 | 200 21 |
| 16 | 16 | Dakota Ridge High School | 13 194 | 194 13 |
| 17 | 17 | Cherry Creek High School | 51 184 | 184 51 |
| 18 | 18 | Chatfield Senior High School | 31 154 | 154 31 |
| 19 | 19 | Fairview High School | 36 146 | 146 36 |
| 20 | 20 | Douglas County High School | 41 110 | 110 41 |
| 21 | 21 | Conifer High School | 36 36 | 36 36 |

MOUNTAIN-NORTH

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| 2  | 1  | Moffat County High School | 91 154 | 154 91 |
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| 4  | 6  | Loveland High School | 81 526 | 526 81 |
| 5  | 7  | Loveland High School | 52 475 | 475 52 |
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| 15 | 17  | Skyline High School | 5 128 | 128 5 |
| 16 | 18  | Rocky Mountain High School | 102 102 | 102 102 |
| 17 | 21  | Silver Creek High School | 21 96 | 96 21 |
| 18 | 22  | Centaurus High School | 13 31 | 31 13 |
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 CallmeHula@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.

<table>
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Thank You Jimmy Smith!!
We had such a GREAT TIME!!

Touring Parts of Texas

Texas Barbeque

Rodeo

Billy Bob's

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

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17 Providence Rd. 77425

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- Name and Address of Publisher: Rostrum
- Name and Address of Editor: Rostrum
- Location of Known Office of Publication: Providence, RI
- Location of Headquarters of General Business Office: Providence, RI

17 Providence Rd. 77425

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Sandy Krueger, NFL Staff

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Sincerely,

J. Scott Wunn
Executive Secretary

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- Estrella Foothills HS, AZ
- Chaffey HS, CA
- Delta Charter HS, CA
- Jumping Brain Youth Debate Club, CA
- MLK, Jr. Early College, CO
- Gateway HS, FL
- Mount Dora HS, FL
- Sandpoint HS, ID
- Fishers HS, IN
- Ann Arbor Pioneer HS, MI
- Bayard Public Schools, NE
- Burwell Jr-Sr High School, NE
- Jim Thorpe Area HS, PA
- Siloam Christian School, SC
- Guardian Homeschool Debaters, TN
- Zion Christian Academy, TN
- Incarnate Word Academy, TX
- Seymour HS, TX
- St. Stephens Episcopal School, TX
- The Chinquapin School, TX
- William B. Travis HS, TX
- Riverside Christian School, WA
- Berlin HS, WI
- Knoxville Christian School, TN

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ICE Tournament: January 12-14
PFD Round Robin: January 14 & 15, 2007

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