

# ROSTRUM

October 2007

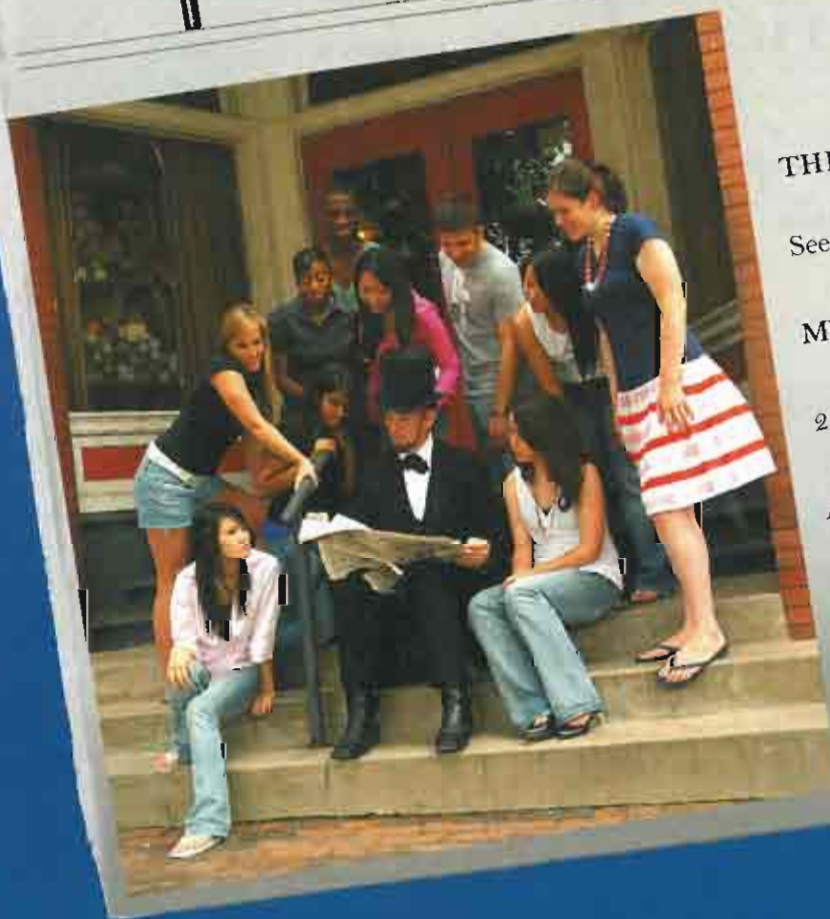
Volume 82

Issue 2



The  
**Times**

**EXTRA!  
EXTRA!**



THE NFL MAKES HEADLINES

See inside for .....

MEET DISTRICT CHAIRS....Pgs.18-19

2007 ALL-AMERICANS....Pg. 30

ANNUAL REPORT....Pgs. 60-66

.....AND MUCH MORE





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**In the News**

**The People Speak Global Debates**

The NFL and the United Nations Foundation are partnering once again for The People Speak Global Debates. Students will research the selected topic and prepare clear, persuasive arguments for both sides of the issue. The debate team will then organize an event at their school that will draw the largest number of students they can and present their debate for a chance to win a trip to the United Nations. All students who attend the debate will vote for the side they felt was most compelling and persuasive. Votes will be tallied from participating schools with the national and international results appearing on the TPS site in early November.

...more >>>

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James Logan HS (CA)	516
Leland HS (CA)	507
Gabrielino HS (CA)	461
Bronx High School Of Science (NY)	432
Eastview HS (MN)	409
Liberty St HS (MO)	407
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Nova HS (FL)	382
Central HS - Springfield (MO)	379

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# The myth of 'the malaise speech'

Bill Forsythe, Lincoln Financial Group

By the end of the 1970s, America was demoralized. Soaring oil prices, gas lines, high unemployment, runaway inflation, blackouts, brownouts; the nation had imploded in the aftermath of Vietnam and Watergate. While well intentioned, President Jimmy Carter was widely regarded as overwhelmed by calamity. His most memorable address, the so-called "malaise speech," is remembered as emblematic of his failed administration. A more honest appraisal, however, finds the speech was a modest success.

Carter was in Tokyo for a summit with leaders from Japan and Western Europe to discuss the global economic crisis in late June 1979. Fuel supplies and his polls had fallen so low that he canceled a vacation in Hawaii on his return and went to Camp David to prepare a speech designed to push his long-stalled energy program through Congress. Then, July 4, one day before he was scheduled to deliver a televised address, he abruptly called off the speech without explanation even to his closest advisors.

Rumored to be physically and emotionally broken, Carter had instead decided to enter a period of study and reflection unusual in public life. For 10 days beginning July 6, 134 guests from politics, academia, journalism, and business, labor, ethnic, religious, and civil rights groups met with Carter at Camp David. As aides drafted an energy speech based on insights from those sessions, Carter paid quiet "back-porch" visits to blue-collar families in Pennsylvania and West Virginia to vet his message.

When he finally emerged from seclusion to deliver the speech on Sunday night, July 15, a large audience heard presidential remarks of unique poignancy. He spoke of a "crisis of confidence" beginning with the murders of John and Robert Kennedy and Martin Luther King, Jr., continuing

through the "agony of Vietnam," "shock of Watergate," "10 years of inflation," and "growing dependence on foreign oil." However, he stated, "Energy will be the immediate test of our ability to unite the nation."

He closed with bold energy proposals, including a 50% reduction in oil imports by 1990. The speech, which Carter called "one of my best," immediately boosted his approval rating 11 points to 37%. Soon, however, pundits mocked what they termed "the malaise speech" as finger-pointing criticism of the American people and an exercise in blame rather than leadership. The orchestrated backlash was so successful that few today recall the word "malaise" was never uttered by Carter that evening.

Still, he admitted in his memoirs that he hurt his own cause with a cabinet shakeup two days later that reinforced the appearance of disarray. His energy policy passed after a bruising battle, an accomplishment largely forgotten when the Iranian hostage crisis began in November 1979 and Russian forces invaded Afghanistan in December 1979. Carter's presidency unraveled irretrievably, "the malaise speech" its plaintive echo.



**Lincoln**  
Financial Group

#### Sources

*Keeping Faith: Memoirs of a President*, Jimmy Carter, Saniam Books, 1982.  
*The Presidency of James Earl Carter*, Burton Kaufman, University Press of Kansas, 1993.  
*Jimmy Carter: In Search of the Great White House*, Betty Glad, W.W. Norton, 1981.



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## From the Editor

J. Scott Wunn



Dear NFL,

You will notice on page one of this month's issue of *Rostrum* a simple yet meaningful statement, "Join the Community!"

Instilling a sense of "community" can empower any speech and debate program as well as the National Forensic League as a whole. Communities allow individuals to enhance their personal identity, perfect essential skills, and exchange important resources for the benefit of themselves and others. The NFL has created its new website with the goal of developing an even stronger speech and debate community. Our hope is that each individual student, coach, parent, alumnus, and administrator can use the website as a conduit to a much larger identity within the entire NFL.

Registering today as a member of the NFL online community gives you access to an incredible array of new features. Scheduled educational chat sessions, student and coach forums, blogs, instructional and promotional streaming video clips, online polls, and virtual debate and speech contests are among some of the exciting new elements of the site that will allow more interaction within your community.

To immediately start enjoying all of the benefits of the new NFL website, coaches, judges, parents, students, administrators, and alumni should go to [www.nflonline.org](http://www.nflonline.org) and register under "Community." We encourage all NFL members to actively use this new portion of the website and to contact us with suggestions on how to enhance NFL online.

On behalf of all of us, we hope to see you soon within the NFL online community.

Sincerely,

J. Scott Wunn

## Rostrum

Official Publication of the National Forensic League

P.O. Box 38

Ripon, Wisconsin 54971-0038

(920) 748-6206

J. Scott Wunn, Editor and Publisher

Sandy Krueger, Publications Director

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

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

Subscription Prices

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

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## Topics

### October Public Forum Debate Topic:

**Resolved:** That the United States should encourage the implementation of a soft partition of Iraq.

### September/October Lincoln Financial Group/ NFL L/D Debate Topic

**Resolved:** A just society ought not use the death penalty as a form of punishment.

### 2007-2008 Policy Debate Topic

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

## Please Vote!

## 2007-2008 NFL Policy Debate Resolutions

Ballot must be postmarked no later than Friday, October 19, 2007

### NFL Chapters - Voting Instructions

>>>Policy Debate ballot found on *Rostrum* pages 8 - 9<<<

**Your Vote is Important!!.**

Return completed ballot to:

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### The Cover Photo

NFL in the News

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### November 2007 *Rostrum*

A Guide to NFL Resources

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## Topic Release Information

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

Check the NFL Website News page at [www.nflonline.org](http://www.nflonline.org)

### L/D Topic Release Dates:

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

### Public Forum Topic Release Dates:

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

### Policy Debate Topic for New Year

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





# ROSTRUM



Volume 82, Issue 2

October 2007

Cover Story



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For the Final Exam - Let's Debate

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- **September Supplement** (Over 240 pages, updates, answers and new Africa cases, DAs, CPs)
- **October-June Updates** (Six 32 page updates on the key, new Africa arguments, The 10<sup>th</sup> of Oct-Mar, and June)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks)



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- **PublicForumFiles** offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence.



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### PROBLEM AREA I: HEALTH CARE

**Resolved:** The United States federal government should establish a universal health care system in the United States.

Health care is the most important domestic issue facing policymakers in the United States today. This topic offers an opportunity to expose students to divergent views on a crucial topic. The ongoing national debate over health care in the United States centers on three key problems: cost, quality and access. Total spending on health care has been rising at about twice the rate of national income, increasing from 2.5 percent of gross domestic product (GDP) in 1970 to 16.2 percent today. Currently the United States spends about \$2 trillion on health care, or \$6,500 per year per person. This is \$477 billion a year more than any other developed country. Despite spending much more, 47 million Americans have no health insurance. Affirmative positions would include cases dealing with single pay systems, international models, programs to fill in the lapses in coverage, Medicare and Medicaid expansion and others. Negative positions could include substantial case debate on empirical problems associated with existing single payer systems programs, state solutions, problems with rationing and the high cost of health care. Negatives would explore competitiveness, political scenarios, federalism, spending and trade off positions, as well as host of critical arguments on increased governmental intervention. As the 2008 election nears, the issue of national health care will only continue to grow increasingly important in the media and in the public debate throughout the country. *Author: Christa Bieker, NCPA.*

### PROBLEM AREA II: AGRICULTURAL SUBSIDIES

**Resolved:** The United States federal government should substantially reduce its domestic agricultural subsidies.

Agricultural subsidies—cash payments to food and fiber producers or their market equivalent—affect every person in the United States. Globalization assures that these subsidies affect the economies of virtually every nation of the world. The U.S. spends \$8 billion per year on these payments to farmers, and this money exponentially distorts the world food market. In the wake of Congress' attempted renewal of the Farm Bill in 2007, an abundance of congressional testimony, media coverage, and scholarly analysis has been published. Affirmative case areas may include generally decreasing subsidies to all crops, such as federally-supported crop insurance, or reforming all farm payments. Students may also advocate limiting subsidies for specific crops such as sugar or corn. Advantages may be completely domestic by decreasing the tax burden on consumers or improving nutritional values of foods. International scenarios may include decreasing the risk of famine, and the regional instability that often ensues, in developing nations. Environmental issues include pollution and loss of genetic diversity as well as the risks of genetically-modified crops. Negative ground may include economic arguments including the market capitalization of land prices and shifting planting decisions of farmers, employment, productivity, and food security of domestic producers. Negative teams would have access to politics scenarios as well as counterplans such as WTO executive action. The topic lends itself to a variety of critical arguments including the Maoism versus capitalism debate or the importance of an agrarian society. *Authors: Russell Kirksey and Zane Schwarzlose, Texas.*

### PROBLEM AREA III: ALTERNATIVE ENERGY

**Resolved:** The United States federal government should substantially increase alternative energy incentives in the United States.

The demand for energy worldwide is expected to grow over 50 percent by 2030, and most economies are fundamentally fossil-fuel based. International competition for these fossil fuels is growing intense and access to oil especially is often located in places that are geographically hard to reach and geopolitically challenging. The United States federal government needs to articulate a sound and sustainable energy policy that pursues alternative energy resources, so that it has access to available, sustainable, and secure sources that move the country away from its addiction to fossil fuels.

Affirmative plans would require the use of incentives to promote alternative

energy sources, including but not limited to solar, wind, geothermal, hydroelectric, and nuclear power, as well as, biofuels, hydrogen fuels, new technologies, and conservation measures. Negative approaches to the topic would include a number of case specific solvency debates, the problems and impacts of using government incentives, and many different disadvantage scenarios such as foreign policy implications of decreasing oil imports, collapse of economies such as those of the Middle East and Russia, and relations disadvantages, as well as, a good number of disadvantages specific to particular affirmative solutions. Counterplan ground might include states/private industry, as well as, international solutions, and critical argumentation might include capitalism and the environment. Current federal policy tends to support big oil and other fossil fuel companies; ultimately, our very civilization will pay a high price for our lack of oversight and action on the issue of energy. *Authors: Pam McComas and Cindy Burgett, Kansas.*

### PROBLEM AREA IV: CENTRAL ASIA

**Resolved:** The United States federal government should substantially increase its foreign assistance to one or more countries in Central Asia.

Economic instability, oil wars, nuclear terrorism, cultural conflict, and superpower intervention are examples of debate critical to Central Asia. Unlike the Middle East, which has been embroiled in conflict for thousands of years, this critical region of the world has remained dormant under the forceful rule of now fallen empires. At this critical impasse, the countries of Central Asia find themselves inheritors of the world's largest untapped oil reserve and the possessors of new-found freedom, projecting them onto the global forefront. This untapped potential for economic prosperity and democratic liberalism is threatened by growing cultural and ethnic conflict, the pull of geopolitical posturing by the US, China, and Russia, and a fledgling democracy that is untested, fragile and quickly regressing toward despotism. Yet these troubles remain correctable should progressive policy be implemented. As we struggle to solve terrorism, manage the looming oil crisis and promote democracy, this region presents opportunity for unparalleled success or perilous loss. Unknown to most Americans, Central Asia is playing an immeasurable role in our economic and foreign policy future. Balanced affirmative and negative ground exist in the debate of Central Asia. Possible affirmatives include democracy promotion, reduction of oil dependence on Russia, economic and infrastructure development, counter-terrorism, election monitoring, and other assistance programs. Negatives could explore problems with expanded U.S. presence in the region, oil dependence arguments, relations with regional actors (Russia, China, India, Pakistan, and Iran to name a few), counterplans such as UN, NGO's, regional actors, and a host of critical arguments against imperialism, power promotion, and capitalism. Central Asia is like a young Middle East. Although we don't have a chance to go back and change what has happened to the Middle East, this topic can allow productive discussion about how not to let that same fate befall Central Asia. *Authors: Tom Lietz and Ruth Kay, Michigan.*

### PROBLEM AREA V: IMMIGRATION

**Resolved:** The United States federal government should substantially decrease its restriction of immigration to the United States.

In a myriad of post-9/11 political issues, none has been at the forefront of more controversy than United States immigration policy. In the wake of the major defeat of President Bush's recent immigration proposal, we stand at a crossroads in determining the future of foreign citizens who wish to immigrate to the United States. The U.S. Citizenship and Immigration Services estimates over 35.2 million immigrants are currently living in the United States with another 2.9 million citizenship applications submitted per year. Affirmatives would be able to alter existing policies including the PATRIOT Act and the Illegal Immigration Reform and Immigrant Responsibility Act, create new policies or organizations to process immigration related issues, grant amnesty, increase asylum in one or more areas, and increase approved visa applications, among others. Disadvantages would include terrorism, crime, politics, economy, disease, drugs, social fragmentation, social services, cultural dilution, and hegemony, among others. The negative could also argue that the states or other nations are better suited to address immigration issues. Nongovernmental organizations like the UN or Amnesty International could be better suited to address global issues like refugee crises. Never far from the headlines, immigration offers an incredibly rich area for discussion. *Authors: Matthew Murrell and Heather Hayes, Texas.*



**POLICY DEBATE BALLOT FOR TOPIC SELECTION****Proposed Topic Areas and Resolutions for 2008-2009**

*Ballot available on NFL website: [www.nflonline.org](http://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 2008-09 debate topic.

\_\_\_\_\_ **I. HEALTH CARE**

**Resolved:** The United States federal government should establish a universal health care system in the United States.

\_\_\_\_\_ **II. AGRICULTURAL SUBSIDIES**

**Resolved:** The United States federal government should substantially reduce its domestic agricultural subsidies.

\_\_\_\_\_ **III. ALTERNATIVE ENERGY**

**Resolved:** The United States federal government should substantially increase alternative energy incentives in the United States.

\_\_\_\_\_ **IV. CENTRAL ASIA**

**Resolved:** The United States federal government should substantially increase its foreign assistance to one or more countries in Central Asia.

\_\_\_\_\_ **V. IMMIGRATION**

**Resolved:** The United States federal government should substantially decrease its restriction of immigration to the United States.

\_\_\_\_\_  
Coach Signature

\_\_\_\_\_  
School Name (Chapters ONLY)

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Printed Signature

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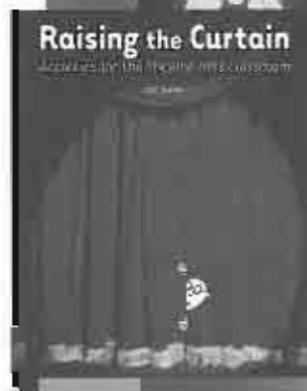
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# Meet Aaron Timmons

by  
Tyler Billman



Hall of Famer Aaron Timmons coaches at  
Greenhill School, (TX)  
He is a two diamond coach.

## **What was your first NFL experience?**

My first NFL experience was as a student at the South Houston High School speech and debate tournament as a ninth grader. It might surprise people who know me that I was a competitor in Duet Acting. I quickly learned what the phrase “lack of literary merit” meant. Let’s just say that was the first of many lessons in humility I have learned since being involved with competitive speech and debate!

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

I decided to be a teacher and coach in 7<sup>th</sup> grade. I became enamored with the process of speech and later debate. I thought I would be good at teaching other people how to do it once I grew up. I don’t know whether I have grown up or not, but it is now a lifelong profession. As I have gotten older, I think it has been important that coaching is now what I do as opposed to who I am. I could not say that has always been the case!

## **What is your team philosophy?**

The team philosophy is simple; we strive for an unmitigated pursuit of excellence. That said, that does NOT mean winning every tournament we compete in. While that is something worth striving for, excellence (at least for me) is striving to do all the things (at least within your control) to put yourself in a position to do as well as you can. There is distinction between success and excellence. Success is a short term objective many times. A pursuit for excellence is never-ending. It’s not just about doing well, but how you go about achieving your goal.

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

Cindi Timmons—my lovely wife, former nationally competitive coach, and host of the Bluebonnet Nationals—would tell you too many. Honestly, it depends on what event we have coming up. At minimum I spend 40 hours per week on debate. If it is a tournament that I need to

dig a little deeper for, I would say 60 to 90 hours per week. These are just a few weeks a year, though. You learn that having a balance in your life is extremely important. In my opinion that some refocusing and balance might be in order. It took me a while to figure that out!

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

I am excited about where the NFL is going. It seems to me that great strides have been made in many areas. I am of the opinion that we need to keep moving forward in several areas that have been tackled already. For example, many alumni of the NFL would like to give back to NFL with their time and money. The alumni focus of the NFL in the last few years is a great one. We need to get those former NFL members involved again with the activity that helped many of them



get where they are today. A continued effort to reconnect with former competitors is really important. As coaches, we should all help with this movement. Secondly, NFL needs to continue with efforts to enhance coach retention and recruitment. Too many times our best and brightest don't go into coaching. Working with communication and education departments in colleges, mentoring our students to consider coaching as an option, providing information in the hands of young teachers who don't know where to turn should be a focus of the NFL as well as all of us who have coached for a while. Finally, NFL must work to be more visible to the broader community. Forensic educators and students are doing amazing things day in and day out. It is a shame that many in our community and many of our Principals/Head of Schools are not aware of the impact we are having on young lives. All of us in the NFL (not just the Executive Council or National Office) must reach out in our school, community and schools in our area to toot our own horn. If we don't do it, no one else will.

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

What is exciting about being an NFL coach in my area is the diversity in coaching styles and personalities that make up the great state of Texas.

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

We have peacocks walking around on our campus!

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

I am looking for a good person, a good student and someone who is willing to work hard to reach their potential. Students being innately competitive, bright and willing to work are always decent indicators of likely candidates for our program.

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

I was an NFL competitor at Dickinson High School in

Texas. The NFL is now larger in scope and seems to do much more in reaching out to coaches and students alike. The other big difference to me is that NFL is now (in my opinion) much more than just a District and National tournament. More is being done in other areas to impact kids (and coaches) in a variety of areas.

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

This is a difficult question in that I have many fond memories from Nationals. Qualifying my first team has to be right up there as a favorite memory. I was told that would never happen in the NFL District we were in, so winning at District and just seeing the kid's names in the book was a huge deal. I will say, while we were happy to be there, we were not content with JUST being there. It was a good time that I remember fondly.

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

Maintaining the same level of motivation for many events during the year is my biggest challenge. While I am extremely competitive, life is short and finding balance, while important, is difficult.

**What advice would you give to a new coach just starting a team?**

I wish I had more space on this question, but I will keep the answer to three points. First, ask questions to experienced coaches about any and all subjects. Any experience coaches worth their salt will help new coaches. While I agree older/mature/experienced coaches can be intimidating, look at it like this; they were once in your shoes as a new coach. Utilize their knowledge and soak it in when you have the opportunity. Second, work hard and NEVER sell yourself short. Always work to improve your game. Rest assured I am. Your hard work will reap rewards in the long run. Utilize resources to gain knowledge about the nuances of the activity. Finally, make sure to sell your program, and what you are doing for kids, to the community, administration, parents and your faculty.



## ◆ Student Challenge

### If You Could Create a New Event in the Speech and Debate World, What Would It Be?

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

#### David from Utah

I would create a Grand Crossfire. There would be short speeches of basic topics for an introduction similar to spar, then a long and minorly organized crossfire in which each person would trade off questions about cases and be allowed to provide evidence and debate the topic brought up. This would allow for an entertaining free-for-all and heated argument.

#### Jamie from Mississippi

Musical Interpretation, like DI and HI but musical like singing instrumental or rhythm.

#### Fahad from Colorado

A trio, which would be similar to duo but with three people. Also, stand-up comedy and original comedy.

#### Paycen from Idaho

I've always thought that Character Improv would be a pretty interesting event. This would be a draw event a bit like Impromptu. The difference is, however, you would be given three slips of paper with different famous people on it. You would then have one minute to create a speech that that character might give and do it in that character.

#### Ryan from Missouri

An event where the competitor has to write a one act play and perform it as a duo or individually. The competitor will be

judged based on screenwriting of the play and performance of it.

#### James from Arizona

I would like to see a form of debate like impromptu but as a debate. My debate coach already is doing this and calls them spontaneous arguments. I would enjoy this whether it be a partner debate or no partner debate like LD, but I can imagine it being easier if there were no partners.

#### Adam from Oregon

The Literary Debate. I would create a form of single-person debate called literary debate. At the beginning of the year, debaters would be given two famous books which contrast in some way. For example, a classical and contemporary book, or a serious and a light-hearted book. However, all of these books would maintain a level of academic value and prestige such as "To Kill a Mockingbird" and "Catcher in the Rye." The debaters would be able to take as many notes as they wanted on those books and they would be asked to debate on the contrasts and comparisons of the book. Some examples of topics would be "Which of these two novels has a better message for the youth of today?" or "Which of these two books has changed the world in a more profound manner?" I think this form of debate would not only encourage debaters to challenge themselves to read and comprehend advanced books, but would also have the educational value of exposing debaters to new ideas and sources which they could use in other debate events and in life in general.

#### Scott from Texas

Something like oratory only you get

to read your speech off paper, with emphasis on speech giving skills.

#### Annie from Texas

Amendment to National Documents of Importance: Suggest and alter new policies or amendments to previous laws on national documents of importance, such as the U.S. Constitution, but including documents from all nations.

#### Jennifer from Texas

I would choose a debate event called Debate Ultimatum that would be about public events but that would take place in a Congress style setting. You would have to change a public policy but you would have to prove the change necessary through a value and stock issue debate, therefore combining the four most popular high school debates into one event.

#### Amanda from New York

A debate event in which you play the part of a specific domestic politician or world leader and discuss issues sticking to their point of view. It would be done in an extemporaneous manner. Competitors would draw their person at the start of the round and then have 30 minutes to research their view on a variety of issues then could bring only notes into the debate. The actual debate would be run like an American Presidential debate. A moderator would ask a question and each politician or leader would answer it. Then judges would rank the students based on their knowledge of the topic as well as the person they are portraying. This would be a great way to learn about world leaders and different countries' views while participating in debate.





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# Meet the NFL

In appreciation and recognition of our dedicated District Chairs, the NFL will be featuring some of the League's outstanding leaders each month. Look for your District Chair in upcoming issues and tell them how much you appreciate them.



## Lowell Sharp, Rocky Mountain South District Chair

Since 1979, Lowell Sharp has served as District Chair in the Rocky Mountain and Rocky Mountain South Districts. Continuing his 44 years of coaching at Golden High School in Golden, Colorado, Mr. Sharp currently serves as the school's assistant coach under his daughter's leadership. This upcoming year, Mr. Sharp's district goals include having "an enjoyable, successful year for all." This five diamond coach has been awarded the Ralph E. Carey Memorial District Chair award, has been inducted in the NFL Hall of Fame and the Colorado High School Activities Association Hall of Fame, and received the Lions Melvin Jones Fellow award. Outside of forensics, Mr. Sharp enjoys traveling, NASCAR, fishing, golf, reading, and community service through Lions International. After decades of service to the NFL, Mr. Sharp's favorite forensic tip is simple yet powerful: "Students need only be given the opportunity to excel."

## Janet Robb, Pennsylvania District Chair

While coaching at McKeesport Area HS in McKeesport, Pennsylvania, Ms. Robb boldly led her team with the following motto: "What one does in the present creates one's past, which will affect one's future." Even though Ms. Robb is retired, as District Chair she is still affecting the future of the Pennsylvania District in a big way. Her goals for this year include "regrouping and recognizing what it means to be a Red District; adjusting to the new rules; boost memberships; and increase participation from those who are currently a part of the League." Ms. Robb is a five diamond coach with 39 years of coaching experience. She has served as District Chair for seven years. Outside of forensics, Ms. Robb enjoys community theatre, church, reading (Harry Potter, especially), performance writing, traveling (US and Europe), lunching with friends, visiting museums, and discovering the Pittsburgh area.



## Samantha McCandless, Hoosier Heartland District Chair

One of the newest district chairs in the NFL is Hoosier Heartland's Samantha McCandless. Ms. McCandless has been coaching for five years and is currently at Ben Davis HS in Indianapolis, IN, where she has served on the District committee for three years. As a new district chair, McCandless' goals include to reach out to newer coaches and involve them in the District process. Ms. McCandless has coached the Indiana State Champion in Lincoln Douglas and five National qualifiers where her team motto is to "take each tournament one round at a time. Learn from the previous round but don't dwell on it." Outside of forensics, Ms. McCandless enjoys baking, scrapbooking, reading, puzzles, and travel. We wish Ms. McCandless well and look for great things to happen in the Hoosier Heartland District in her first year as Chair.



## Jay Rye, Deep South District Chair

James Rye has been the Deep South District Chair for the past nine years. Currently teaching at The Montgomery Academy, Mr. Rye has been coaching for the last 17 years. This celebrated coach has won many awards including: Alabama Coach of the Year - 1992; Bronze, Silver, Gold Awards for District Service - 2003, 2005, 2007; McLemore Award for Teaching - 1994; DSR-TKA - Distinguished Alumni Award - 2006; Third Diamond Key Award - 2007; Deep South District Coach of the Year Award - 2007; Key Coach of the Barkley Forum for High Schools at Emory University - 2007. Outside of forensics, Mr. Rye loves to play golf and considers himself to be a huge fan of Alabama football. Mr. Rye has some great goals for the Deep South district: 1) To continue to build on the new programs that are emerging in Alabama. 2) To prepare for the 2009 "Stars Fell on Alabama" NFL National Tournament. 3) To continue fostering a sense of community amongst the Alabama coaches, particularly at our District Tournament. While Mr. Rye is certainly a strong leader, he does possess a humorous side that coaches and students enjoy in the Deep South District. His team motto: "There is no 'I' in team, but there is the word 'meat,' so pass the steak sauce!"





# District Chairs

## Allison Martin, Sundance District Chair

Coaching at Alta HS in Sandy, Utah, Alli Martin has been coaching for the last seven years. She is beginning her second year as District Chair of the Sundance District. She was the Utah 5A Coach of the Year and is a one diamond coach. Ms. Martin hopes to increase membership, and provide caring and stable leadership for new coaches in the Sundance District. Ms. Martin's favorite forensic tip stems from her coach in her novice year, Allison Dunn, who noted, "You just have to sound like you know what you're talking about." Taking her former coaches advice and applying it to her own team, Ms. Martin's team motto is an inspiration to her students. "There is no such thing as luck, only hard work and dedication." Outside of forensics, Ms. Martin likes to read, attend the theatre, but mostly she finds her time playing with her 20 month-old son, Ben.



## Beth Eskin, Florida Panther District Chair

A new District Chair to the NFL, Beth Eskin will be leading the Florida Panther District to a successful year full of growth. Coaching at Timber Creek HS and coaching for the past seven years, Ms. Eskin would like to see the district expand and qualify for a bonus entry for the National Tournament. Her favorite part of coaching forensics is realizing that she learns as much from her team as they do from her. Her team motto is to "read between the lines!" Ms. Eskin believes that forensics has helped her remain a vibrant teacher. When she isn't busying herself with forensic activities, she enjoys literature, antiques, and politics.



## Amy Trunnell, Maine District Chair

Amy Trunnell is looking for the District of Maine to grow! This will be Ms. Trunnell's first year as a district chair and her fifth year in coaching. Ms. Trunnell teaches and coaches at Maranacook Community School where her team motto is, "DEBATE." Her favorite forensic tip is to try something new. While this is Ms. Trunnell's first year as a district chair, this is not her first leadership role as she is board member for the Kennebec Land Trust. When Ms. Trunnell is not actively participating in forensics or brainstorming ways to make the District of Maine even bigger and better, she is enjoying traveling, kayaking, and camping.



## Karen Miyakado, Hawaii District Chair

Karen Miyakado has been the District Chair for as long as Hawaii has been a District! With her 33+ years of coaching experience, Ms. Miyakado has been inducted into the NFL Hall of Fame (1996) and the Hawaii Speech League Hall of Fame (2003); awarded the Hawaii Speech League Communicator of the Year (1994); and accepted the Governor's Award for Distinguished State Service (1994). Since her retirement from Radford HS in 2000, Ms. Miyakado has been enjoying gardening, needle work, and crafts. This year as Chair, Miyakado plans to recruit more schools (particularly public schools), build NFL membership in current member schools, and revive the Policy Debate entries in her District. With all of Ms. Miyakado's experience and accolades, her favorite forensic tip is simple: "Win with humility, lose with dignity."



**Nominate your District Chair for next month's issue by emailing Tyler Billman, Coordinator of NFL Programs, at: [tyler@nflonline.org](mailto:tyler@nflonline.org).**



## Too Many Dogs and Not Enough Bones

### Building the Best District Tournament

By Rev. B. A. Gregg

#### Part One: Building Consensus and Not Competition

In planning and executing the NFL District Tournament, every district every year faces the same issue: Body Count. As the number of qualifiers a district can send to Nationals is directly related to the number of entries at the district tournament, the month before and even the day before the qualifier is where the District committee starts the nail-biting. Each chair has to grab an extra bottle of Pepto-Bismol, looking forward to waiting at the door and making sure that all the prior preparation will yield the necessary results.

We do not need to be surprised by the difficulty of bringing in the bodies for the district tournament. When we consider the impediments to getting bodies at Districts, they are clear: a highly competitive tournament with arcane rules and forms, a schedule that ends in an ellipsis, and a grueling experience for the coach of a small team whose kids dropped after round two who ends up judging the ninth round of LD debate while his or her kids are sitting in the cafeteria coming up with new forms of Truth or Dare with old cans of Sterno. When we begin to look at the District tournament in terms of the new coach, the coach of a small program, the question is easy – “Why go to Districts?”

This question is a natural and obvious one. And one that we are too afraid to ask. When justifying a multi-day tournament to principals, parents, and students and come out of it with just a few rounds of experience while we watch the students from the experienced and large

programs pose with their national qualifier plaques, even the best communicator and most persuasive coach has a problem justifying the tournament. In short, every District tournament faces the same problem... too many dogs and not enough bones.

In this series of articles, we will examine some basic tenets for growing the District Tournament and making it a positive and encouraging experience. This month, we will deal with the first tenet: Build Consensus and Not Competition. In future articles, we will examine other tenets: Build a Championship that Spreads the Wealth, Building a Tournament You Want to Attend, and Building Momentum for Next Year.

#### Guidelines

First, we must accept the premise that the District Tournament is what it is. There are no variations to the rules, there are no modified California Plans, there are no shortcuts to providing a tournament at the local District level that varies in basic guidelines than every other District tournament in the nation. Every chair, every committee member, and every coach pulled into Tab needs to read the updated manual in the weeks before the tournament and have a copy at elbow in the Tab as we worry over the next round's pairings.

However, with accepting this premise of what the District Tournament is, we need to realize that the guidelines laid out in the manual outline only a skeletal framework of what the District

Tournament can be. Each District has a certain degree of flexibility in its schedule and autonomy in the awards it chooses to give at the tournament. Over the years, our District Tournament has expanded from a bare-bones painful operation without anesthesia to a tournament that is user-friendly to the novice coach, rewarding to all competitors and schools, and one that keeps on growing.

In the last five years, the Mid-Atlantic District has seen a 300% increase in its number of qualifiers, over a 200% increase in the number of entrants, and a 900% increase in the number of new schools attending Districts. This article is written as an alternative to the standard meat-grinder district tournament mentality with unhappy students, unhappy coaches, and struggling numbers into which so many of our District tournaments can degenerate. Some of the solutions are transportable, some modifiable, but a discussion of what we can do is essential.

#### Tenet One: Build Consensus and Not Competition

NFL is a highly competitive league. For example, the Mid-Atlantic embraces the territory of three CFL diocesan leagues. These CFL leagues will send 16 to CFL Nationals in each event. The Mid-Atlantic, on the other hand, will send only three. But we need to work at making the District Tournament more inviting and more of a positive experience. The key to building consensus and not competition is communication and transparency.



# District Tournaments

## Communication and Guidance

Through maintaining an up-to-date website with all the rules clearly laid out for the coaches, no one is in the dark. When I was a new pastor, an older one told me the story about a pastor in a small town that went every afternoon to the train station to watch the train arrive. When asked why he went to the train station everyday, the pastor responded, "I watch the train arrive each day to finally see something come into town that I don't have to push." In similar fashion, District Chairs need to produce a newsletter that pushes the District Tournament from the first day of school – a clear guideline on schedule, events, and awards that repackages the standard tournament in terms that are exciting and cogent for our coaches. This, of course, means planning over the summer and proof-testing the tournament with all the members of the District Committee to make sure that an idea we had in the shower to double-flight Policy actually works or was just the result of one too many trips to Starbucks.

Additionally, with a properly designed website, we can use the website to guide coaches through the Byzantine deadlines and forms. This year, we added a Quick-Start page on our website with calendar dates and buttons to click to PreRegister, to Register, to submit eLegislation for Congress and judge paradigms for debate, to do online registration, and to download single-entry commitment forms and signature sheets. By breaking down the steps into a linear step-by-step webpage, we had no late registrations, no missing forms, no pieces of legislation were left off the docket, and all judge paradigms were available to the competitors online in printable form. Also, through a drop-down PreRegistration page, we were able to get out to the District real-time information on numbers in events and encourage the necessary sacrifice entries.

Finally, in communicating, realize that when we communicate to coaches, we are communicating to a very distracted, very over-taxed, and very under-paid audience. All communication from the District Chair needs to be proactive. We just can't put up information on the website and expect coaches to diligently check the site for updates. Some time needs to be sent developing an email quick list of the coaches in the District. We have set up our email list to list NFL as the first name, the school as the Middle, and the Coach as the last name. The end result is an alphabetical listing of all your NFL schools and the coach names. Emails will be generated with the recipient as, for example, "NFL: Randolph-Macon Academy: Rev. B.A. Gregg." This approach allows you to create a quick group email that can be accessed through a simple user-name. Every time the website is updated, an email sent to all the coaches with the link guides communication. For the month before the tournament, an email is sent out virtually every day with details on numbers and reminders about deadlines.

Of course, many Chairs may feel uncomfortable about setting up a webpage. This is where every District needs to actively find the coach or adjunct coach who is a complete web master or mistress. Finding a webmaster is not beyond the grasp of every district. We are, after all, debate coaches – the event of choice for every pocket-protecting computer geek in the nation. By bringing this person into the communication cycle, no district can be outside the boundaries of up-to-date communication.

## Transparency

At the first District tournament I attended as a coach, I served as extemp prep moderator. However, I was barred from entering the tab room. As was every other coach at the tournament. Be-

hind those doors, an air of secrecy was inadvertently created. This air of secrecy added to a feeling of frustration about the tournament, a feeling of conspiracy about results and judge panels, and a clear decision at the end of the tournament that this would be the last NFL Districts I ever attended. However, with the encouragement of the next District Chair, Martha Carr, I was persuaded to go back the next year and assist in the tab room. Since being on the District Committee and serving as Chair, remembering the negative experience in the first year, we have worked hard to make Tab transparent. Many districts go off the tracks of creating a cooperative atmosphere when they bar coaches from the Tab room and from contributing to the running of the tournament.

The District Manual calls – and experience demands – for an incredible number of people in the Tab – judge chair, extemp chair, debate pairings, speech pairings, results, clerk of Congress, ballot table personnel, ombudsman, and all the necessary assistants and auditors. And this number does not even come close to the person with the key who has to unlock the door that always gets locked by the invisible janitor. When you add up the number of eyes and hands, the Tab is a beehive of activity. Yet, in pulling 20 coaches out of judge rotation, we would end up with too many rounds with too few judges. In order to combat this, we have made it a practice to bring in coaches when they are not judging to assist in Tab. Of course, each coach is instructed that what happens in Vegas Stays in Vegas; confidentiality in Tab is the *sine qua non* of every tournament. But if we make the Tab process as transparent and understandable as possible, we increase the feeling of cooperation and collegiality. After all, we are dealing with a speech tournament. In the words of a former commandant at our school, "We are not dealing with nuclear weapons here, folks."



## District Tournaments

A final word must be said about transparency in Tab – legacy. All tournament officials are subject to the same demands and exhaustion level as every other coach. If we open our Tab to coaches in the District, we train future Tab staff who will be able to take our place in Tab when the time comes for us to think seriously about having a life on weekends. Ideally, each District Committee should be training the people who will take our jobs.

Finally, we have had great success with a coach meeting before Awards to go through the list of students who have qualified and confirm with the coaches that they are able and planning to attend the National tournament. There is no

feeling worse than going to Nationals and finding that no one was called up in an event. Through communicating with coaches at the coach meeting, we are able to make sure that everyone knows their competitor's position in the call-up chain and making sure that we know who are the real competitors and not the sacrifice entry who went into FX and ended up somehow the 3<sup>rd</sup> alternate. Additionally, through calling in the coaches, we create a feeling of collegiality that wants to advance the best students to Nationals.

### Conclusion

Through Building Consensus and not Competition, we tackle the first obstacle for growth at the District Tourna-

ment – distrust and discouragement. As District Chairs, we have the unenviable position of putting the needs of our districts ahead of the needs of our teams. But by building collegial bonds and bringing all our coaches and schools into our Team Nationals, we can rejoice in the successes of our schools and not just in the successes of our students.

(Rev. B. A. Gregg is the Director of Forensics at Randolph-Macon Academy in Front Royal, Virginia. In 2006, he received the Best New District Chair Award and is recipient of eight NFL Service Plaques. He is the chair of the NFL Mid-Atlantic District, the nation's largest district.)

## National Winners

## MAIN EVENTS

### Correction from September Rostrum National Tournament Results

In the September issue of *Rostrum* the individual round rankings for Dramatic Interpretation were accidentally printed in error. The published winners were correct, however, the rankings were republished from the previous year. The below results are accurate for the 2007 National Tournament Dramatic Interpretation. We apologize for any inconvenience this may have caused.

CODE	(In speaker order)	RESULTS			TOTALS
		CUME RD 7-10	SEMI RD 11	SEMI RD 12	
LANNY NAEGELIN MEMORIAL					
DRAMATIC INTERP					
32A290		25	15511	21221	41344511214/15
29A133		24	15161	54333	22123444131/41
18A168		29	61524	13241	25635653662/61
40A216		25	76642	13452	33453265553/16
45A330		33	31124	62117	25526332426/61





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# Anatomy of a Well-Crafted Ballot

## Suggestions for Improvement

By Laura Wheaton-Werle

The ballot read, "Funny! Loved your characterizations! Terrific job! 6th place." Hmm. What do you do with that? How do you improve? What do you improve? Students and their coaches receive ballots like that all the time. The only thing worse is the ballot that says absolutely nothing — giving only the ranking, and a low ranking at that. It's frustrating. If the primary purpose of the forensic ballot is to be a learning tool for the student, then this type of ballot fails that purpose. Nothing can be learned from it.

To be an effective learning tool, a ballot must communicate clearly. It must provide reasons for the rating points and suggestions for improvement. And to that end, a well-constructed ballot form can help. A well-constructed form, such as the one in Figure 2 encourages judges to comment and it provides criteria for judging.

Granted, judging forensic events is subjective — it's the nature of the competition (even more so with individual events than with debate). Preferences play into the ratings — one judge may prefer classical literature, another modern; one judge may prefer poetry in iambic pentameter, while another prefers narrative, freeform poetry; one judge may put greater importance on an orator's verbal argument, while another on the presentation. In order to reduce these subjective

factors, it's important for a ballot to contain a judging rubric.

A rubric serves three purposes:

First, it provides guidelines for the judges. Most schools don't have the resources to hire experienced judges. They rely on the benevolence of volunteers — some volunteers being more qualified than others. Providing judges with a rubric helps align their responses and creates a more equitable competition.

Second, it divides the rating points into categories, and assigns a maximum number of points to each category. This prevents ratings from becoming lopsided due to arbitrary point assignments. The ballot in Figure 2 divides the rating points equally between the four categories for a maximum of 20 points, however, rating systems can be designed in multiple ways. If the tournament director believes that the categories of delivery and characterization should carry more weight than introduction and merit of selection, then the numbers could be adjusted accordingly, perhaps doubling the points for delivery and characterization (10-superior, 8-excellent, 6-good, 4-fair, 2-poor) resulting in a total of 30 possible points. But, regardless of the point distribution, it is important to establish some sort of rating system.

Third, a rubric communicates where improvement is needed. In Figure 2, the contestant received a superior rating for characterization, excellent ratings for introduction and delivery, and a good rating for merit of selection. Even if no comments had been provided, the contestant would have known where improvement was needed based solely on the allocation of points.

A well-crafted ballot also encourages judges to comment. In Figure 2, the comments column of the rubric specifically requests "reasons for rating." It guides judges to provide constructive criticism. Why did the contestant receive a "4" for delivery? What needs improvement to get a "5"? Not only is comment space provided in the rubric itself, but space is also provided below for additional or overall comments.

When designing a forensic ballot, it's important to keep its objective of communication in mind. A ballot should be designed to facilitate that objective. It should provide judging guidelines, establish a rating system, and encourage constructive criticism. With these elements in place, a ballot form is sure to receive a first place ranking.

(Laura Wheaton-Werle is an NFL alumnus from Kansas City, (MO) who gives one-on-one coaching to current NFL competitors. She's been writing in various capacities for the past 20 years.)



# HUMOROUS INTERPRETATION

 Round Finals

 Room 101

 Student Code 5A Name Casey Contestant

 Selection Lonesome Shorty

 Author Garrison Keillor

 Circle one number in each rating category  
 5-Sup 4-Exc 3-Good 2-Fair 1-Poor

Comments (reasons for rating)

<b>Introduction:</b> Did the introduction serve a useful purpose? Did it provide sufficient background information? Was it original and creative? Did it establish the mood or theme?	5 <u>4</u> 3    2    1	<i>Fun and creative intro—really set the mood for a comedy. Might want to take this opportunity to introduce a theme.</i>
<b>Merit of Selection:</b> Was the material from quality published literature? Was it appropriate for the occasion and contestant? Did the selection have a beginning, middle and end?	5    4 <u>3</u> 2    1	<i>Funny selection! Nice cutting with a beginning, middle and end. The piece, however, lacks a variety of characters, which is probably holding you back.</i>
<b>Delivery:</b> Was the performer poised? Did performer make good use of voice inflections, facial expressions, and enunciation? Was the performer audible? Was the pacing appropriate?	5 <u>4</u> 3    2    1	<i>Confident stance. Excellent vocal quality. Character dialects are clear and consistent. Pacing is good, but the comedic timing is a bit off. Tendency to throw away humorous lines.</i>
<b>Characterization:</b> Were characters clearly differentiated? Were characterizations consistent? Did movements and gestures match and enhance performer's interpretation of characters?	<u>5</u> 4    3    2    1	<i>Loved your characterizations (for the few characters that you had)! Consistent mannerisms. Clearly defined characters.</i>

 Total ratings points 16 out of possible 20

Additional comments:

*Ferrific job! This was a tough round with a lot of stiff competition. One of your strengths is your humorous interpretation of characters. This near monolog is hurting you. I strongly suggest that you find a piece that will let your talent shine.*

Please rank this speaker using the rating points (above) as your guide. While more than one speaker may have the same number of rating points, **there can be NO TIES with rank**. Rank the speakers in order of quality of performance with "1" being the best.

 Judge's signature Ellen Explicit Rank of speaker 6  
 No ties





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# ◆ *Point Leaders*



**Emily Pfefer**  
Belton HS, MO  
2,274 points

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



**Spencer Rockwell**  
Palisade HS, CO  
2,178 points



**Alex Stephenson**  
Eagan HS, MN  
2,162 points



**Tim Greenfield**  
Apple Valley HS, MN  
2,171 points



**Chase Cook**  
Savannah R3 HS, MO  
2,140 points



# 2006 - 2007 POINT LEADERS

## NFL'S 25 ALL AMERICANS

Emily Pfefer	Belton HS, MO	2274
Spencer Rockwell	Palisade HS, CO	2178
Alex Stephenson	Eagan HS, MN	2162
Tim Greenfield	Apple Valley HS, MN	2152
Chase Cook	Savannah R3 HS, MO	2140
Grant Brazill	Wichita Northwest HS, KS	2126
Anthony Badami	Rockhurst HS, MO	2104
Tabitha Allen	Randolph Macon Academy, VA	2081
T J Spalty	Park Hill South HS, MO	2075
David Kozminski	Savannah R3 HS, MO	2074
Taylor Martin	Nixa HS, MO	2065
Sarah Weiner	Shawnee Mission West HS, KS	2059
Michael Oliver Shelton	Field Kindley Memorial HS, KS	2055
Alex Parkinson	Olathe Northwest HS, KS	2047
Devin R. Bean	Blackfoot HS, ID	2041
Joey Mills Ralph	Buhler HS, KS	2040
Tex Dawson	Plano West Sr HS, TX	2031
Phillip Masengill	Dickson County HS, TN	2023
Collin Galster	Pattonville HS, MO	2014
Josh Roselman	Central HS - Springfield, MO	2011
Arsani H. Williams	Granite Bay HS, CA	2008
Devin Evers	Apple Valley HS, MN	1998
Sarah Shier	Salina High Central, KS	1996
Beth Simpson	Cody HS, WY	1992
Derek Mathew Ziegler	Highland Park HS, KS	1985

## HONORABLE MENTION

Ben B Brown, Central Valley HS, WA	1983	Charles Clark, Olathe North HS, KS	1882
Nicolas S. Miller, Silver Lake HS, KS	1983	Kendal Micklethwaite, Joplin HS, MO	1878
Elizabeth Brown, Plymouth HS, IN	1980	Sam Fairfield, Des Moines Roosevelt HS, IA	1877
Ashley Nicole Adkins, Newton HS, KS	1978	Phillip Helt, Rockhurst HS, MO	1876
Matt Johnson, Southeast HS - Cherokee, KS	1973	Fangyu Zhang, Westview HS, OR	1872
Shaun Dwyer, Parsons HS, KS	1973	Trent Buatte, Lee's Summit North HS, MO	1872
Johnny Amiri, Foothill HS, NV	1965	Billy Hamilton, West Des Moines Valley HS, IA	1871
Danny Shanaberger, Liberty Sr HS, MO	1963	Kyle Powers, Sioux Falls Lincoln HS, SD	1868
Omar Qureshi, Monett HS, MO	1952	Brandon Schwager, Lawrence HS, KS	1867
Gregory O. Carlson, Canon City HS, CO	1949	Carol Tweten, Dilworth Glyndon Felton HS, MN	1866
Zack Dodson, Belton HS, MO	1947	Stephanie Hurst, Parkview HS, MO	1866
Anna Hopper, St Andrew's Episcopal, MS	1945	Robert Vallie, Richland HS, ND	1861
Sana Naeem, Granite Bay HS, CA	1944	Andrea Lau, Alief Taylor HS, TX	1857
Sohail Jouya, KC Oak Park HS, MO	1942	Michael Nall, Dowling Catholic HS, IA	1856
Harry Hixon, Randolph Macon Academy, VA	1942	Katie McConnell, Boardman HS, OH	1855
Allison Stuewe, Salina High Central, KS	1942	Mark Alan Isaacson, Bay City HS, TX	1855
Brian C Davenport, Jemez Mountain Home School, NM	1939	Bryan Yarde, Howell North HS, MO	1854
Kayla R. Young, Greeley Central HS, CO	1938	Ben Shahabi-Azad, El Paso Coronado HS, TX	1853
Gershwin Penn, Alief Taylor HS, TX	1937	Tiffany Parker, Layton Christian Academy, UT	1852
Andrew Jack, Manhattan HS, KS	1934	Tyler Dunphy, St Thomas More HS, LA	1848
Joseph St. George, Cardinal Mooney HS, OH	1933	David Kumbroch, Collerville HS, TN	1843
Kokila Kakarala, Klein HS, TX	1929	Taylor Stakes, Winston Churchill HS, TX	1841
Josh L. Todd, Winnetonka HS, MO	1929	Paul Shriver, Natrona County HS, WY	1840
William Dunker, Park Hill South HS, MO	1929	Justin Cantu, Teurlings Catholic HS, LA	1840
Jeff White, Mitchell HS, SD	1927	Evan Dorshorst, Central HS - Springfield, MO	1839
Connor Michael Bridge, Buhler HS, KS	1926	Peter Ebeling, Topeka HS, KS	1839
Creighton Coleman, Wichita Northwest HS, KS	1924	Keenan Odell Hogan, Lyons HS, KS	1836
Jennifer Duong, Wichita East HS, KS	1920	Peter Nygren, Belton HS, MO	1835
Kelly Laustsen, Newman Smith HS, TX	1920	Tyler Linn, Southeast HS - Cherokee, KS	1834
Samuel Merkel, Aberdeen Central HS, SD	1916	Raza Rasheed, Claremont HS, CA	1834
Conor Fitzpatrick, Foothill HS, NV	1911	Patrick Lin, Manhattan HS, KS	1832
Meriah Forbes, Buhler HS, KS	1905	Amanda Brossart, Fargo South HS, ND	1831
Amber L. Russell, Princeton HS, TX	1904	Timothy Ellis, Manhattan HS, KS	1825
Todd L Rainey, Snohomish HS, WA	1902	Myra Dioquino, Foster HS, TX	1825
Matthew Corley, North Lamar HS, TX	1894	Alexandra Robertson, Watertown HS, SD	1820
Tian Feng, Plano West Sr HS, TX	1893	Noah Buchholz, Olathe South HS, KS	1820
Daniel Anderson, Appleton East HS, WI	1892	Daniel Philip Schultz, Central HS - Springfield, MO	1820
Zhao Tan, Westview HS, OR	1887	Ahmad 6 Asir, James Logan HS, CA	1816
Akshar Rambachan, Eastview HS, MN	1885	Robb Landis Krehbiel, McPherson HS, KS	1816
William Charles Strong, Des Moines Roosevelt HS, IA	1883	Austin Lafferty, Mandan HS, ND	1816



# NFL CENTURY SOCIETY

## NFL's All Time TOP Point Leaders

Student	State	Points	Student	State	Points
Brian Rubaie	KS	2,332	Brandon Halseide	WY	2,044
Nicole Schneider	KS	2,288	Rachel M. Buck	KS	2,042
Emily Pfefer	MO	2,274	Andrew J. Jennings	KS	2,042
Andrew Green	MO	2,253	Jack Hsiao	TX	2,041
Spencer Harris	MO	2,236	Devin R. Bean	ID	2,041
Paige Hendrix	MO	2,230	Joey Mills Ralph	KS	2,040
James P. Hohmann	MN	2,221	Rachel OVerboe	ND	2,039
Ben S. Lerner	KS	2,213	Ford Flippin	MS	2,038
Eva Z Lam	WI	2,206	Greg Allen	KS	2,033
Shruti A. Challa	KS	2,204	Tex Dawson	TX	2,031
Grant F. Gussman	IN	2,182	Andrea Irwin	PA	2,030
Spencer Rockwell	CO	2,178	Pat Muenks	MO	2,030
Kristen Trum	KS	2,175	Paul Slattery	SD	2,030
Kurt Woolford	KS	2,173	Lorenzo Jordan	MO	2,029
Jacob Buchholz	KS	2,172	Rob Thomas	KS	2,029
Blake Halseide	WY	2,171	Samuel C. Procter	KS	2,028
Alex Stephenson	MN	2,162	Liz Esfeld	KS	2,024
Sarah K. Bellows-Blakely	KS	2,154	Phillip Masengill	TN	2,023
Tim Greenfield	MN	2,152	Karson Thompson	KS	2,022
Kevin K. Troy	MN	2,145	Samuel F Daly	WI	2,021
Seth David Peckham	KS	2,143	Carey Moore	MO	2,021
Whitney O'Byrne	KS	2,142	Eric Min	KS	2,016
Carl Werner	MO	2,141	Collin Galster	MO	2,014
Chase Cook	MO	2,140	Josh Louis Wurzman	TX	2,013
Grant Brazill	KS	2,126	David Thoreson	ND	2,011
Merry Regan	AZ	2,123	Josh Roselman	MO	2,011
Benjamin Jacob Boeshans	ND	2,113	Aaron Payne	KS	2,010
Mark Skoglund	KS	2,108	Stephanie Diane Irwin	KS	2,009
Rachel A Esplin	ID	2,106	Galan Jeffery	KS	2,009
Sam Hodge	MO	2,104	Sarah Roberts	CO	2,009
Anthony Badami	MO	2,104	James Colston	MO	2,007
Christos N. Theophanous	CA	2,103	Caleb Linn	KS	2,003
Dustin Grorud	SD	2,099	Jade Olson	OR	2,003
Tabitha Allen	VA	2,081	Arsani H Williams	CA	2,008
Scott Cheesewright	CO	2,076	Amanda N Adams	KS	2,002
T.J. Trum	KS	2,075	Sandip Gupta	TX	2,002
David Kozminski	MO	2,074	Austin Steelman	MO	2,000
Jeffrey M. Geels	TX	2,068	Christine Ann Halbert	TX	1,998
Ethan Struby	KS	2,068	Krysta Kauble	MO	1,998
Weston Elkins	TX	2,066	Devin Evers	MN	1,998
Taylor Martin	MO	2,065	Sarah Shier	KS	1,996
Lincoln Campbell	SD	2,063	Matthew Niles Stucky	KS	1,995
Tim Hogan	MN	2,061	Katie Beye	KS	1,994
Adam Testerman	MO	2,061	Larissa Atkinson	IN	1,991
Sarah Weiner	KS	2,059	Graham P. Garlinghouse	KS	1,991
Julia M Groeblicher	KS	2,055	Beth Simpson	WY	1,992
Michael Oliver Shelton	KS	2,055	Jacob Candelaria	NM	1,990
Sarah B. Whitney	CO	2,053	Christian F Brockman	KS	1,986
Michael Headley	MO	2,052	Derek Mathew Ziegler	KS	1,985
Alex Baldwin	SD	2,050	Ben B Brown	WA	1,983
Daniel F. Berring	CA	2,049	Nicolas S. Miller	KS	1,983
Alex Parkinson	KS	2,047	Kerry Gabrielson	WI	1,980



## Taking Care of Business in LD

By  
Chase Cook

Working for commission is a cut-throat way of making money through accountability. Strong salespeople know how to lure in consumers to buy their products. The same accountability mentality must be used in debate as well. Especially in Lincoln Douglas Debate's second affirmative rebuttal, it is important to sell your case to a judge using business psychology to satisfy a prospect's values for decision making. By meeting your consumer's criteria, presenting effectively, and adhering to business psychology, you can ensure your judge will buy your argument, preventing them from casually window shopping.

The first step in business psychology is the introduction to the prospect. In this stage, you should learn about the person, company, and industry. During this time, you should observe the prospect's office, decor, awards, and pictures to find common ground between the salesperson and the business prospect. Successful businesspeople find out about any personal interest, hobbies or family, and they also ask questions about the potential customer's goals, challenges, and personal or business philosophies (Farber, 1). These tips for professional introductions will give Lincoln Douglas debaters an upper hand by learning as much as possible about a potential buyer of your arguments. Learning about the person, their personal interest, their goals, and their philosophies will give you a paradigm you can tailor your message to. Observing non-verbal signals about the prospective purchaser will also aid Lincoln Douglas debaters in finding similarities between the debater and judge. This valuable information gained during the introduction will be crucial to adhere to as a standard for satisfaction.

After the general introduction, a deeper understanding must be created between the seller and the buyer. If you seek to understand, then you will be understood. By using knowledge already gained, you can allay fears or doubts of the potential purchaser. In turn, potential customers will gain a perception that you care about them and will begin to care about you, the salesperson, in return. Thus, understanding one will make you more understood, increasing audience compassion and your chance of making a sale (Marketing, 1). If you know and meet your critic's criteria, you are more likely to meet theirs as well. Therefore, if you have a mutual understanding between the presenter and the potential consumer, your ideas are more likely to be accepted.

For example, if you are a ladder with ten rungs, you operate from the tenth rung. You have become a master in your field. Having such vast knowledge of a certain subject makes you lose track of how much knowledge you have. When you encounter a prospect, you automatically think they are on the second or third rung of your ladder. However, you cannot make this assumption because they could have both feet planted firmly on the floor, or they may be on the tenth rung with you (Simpson, 1). This is why the first principle of business psychology is important. You should know your audience to make it easy for them. By satisfying your consumer's standards, they are more likely to understand and be in favor of your message.

These three business psychology introduction standards are crucial into winning in the second affirmative rebuttal. Knowing your judges makes you more likely to win their ballots because you have noted verbal and non-verbal indicators that

can be driven home in the presentation of your second affirmative rebuttal. However, it takes more than the last speech to win a round, which is why an effective introduction to a judge's paradigm will let the affirmative speaker monopolize the round in your judge's mind and on the ballot.

The second aspect of business psychology you must take into consideration is the way you present and demonstrate your product. In a presentation, it is necessary to re-establish the mutual understanding of ideas. Doing this allows you to prioritize the prospect's needs, which makes a sale more likely. Adhering to the pre-established paradigm perpetuates productive presentations. Then, when you talk about benefits to a customer and link the benefits to their needs, you have verified each need in the prospect's mind, showing them that you have the full package to offer to them (Farber, 2). Identifying and playing up aspects that appeal to your audience will be more persuasive. Following through on a judge's paradigm is an example of how you can prioritize your prospect's needs. In your presentation, summarize the prospect's needs and how your affirmative position meets those needs in order to meet a judge's paradigm. This will make the second affirmative rebuttal easy to extend those points which satisfy the judge.

Another aspect of presentation which makes your prospect more likely to respond is product humanization. For example, magazine advertisements often portray attractive people using a product. Promoting attractiveness will increase human interest and make your product desirable (Marketing, 2). The same is true for Lincoln Douglas debate. You must accentuate the attractiveness and benefits of your case in order to



# Lincoln Douglas Debate

persuade a judge during presentation. By making your debate desirable, with both a tailored structure and positive language, your judge will be more interested and likely to accept your arguments.

When a customer is making a decision, business psychology and the politics of decision making are important to marketing and sales (Winton, 1). Therefore, it is important in the business and debate world to market your presentation to your audience; using the introduction and presentation to your advantage, a second affirmative rebuttal can be perfectly tailored to your judges in order to secure a decision in your favor.

The final aspect of business psychology is making the sale. To effectively close a sale, you should have the customer identify the problems that are solved by your product or service. After that, you must let the customer identify the value of solving the problems you identified. Then, you should get agreement that the proposed solution provided the values identified (Farber, 2). This same strategy is important in the second affirmative rebuttal; you must identify problems that can be solved by your case. Then, you must show why those are valuable. Lastly, affirmative speakers must ensure that the judge knows the solutions you claim provide the values you identified. The use of voters in the second affirmative rebuttal can help make your sale. Voter substructure can show the problems solved in your case, the value of solving those problems, and the links between the solution and the values identified. This creates a verbally explicit summary that provides for a critic's strong understanding.

This is exemplified by the question, "If a tree falls in a forest and there's no one there to hear it, does it make a sound?" The answer is "no" because sound is only heard if someone is around to hear it (Romm, 1). In other words, if you don't reach proximity to your judge, your arguments will go unnoticed. It is crucial to follow through on a judge's paradigm to make sure they hear the tree crashing to the ground. Applying this theory will also aid in bringing the negative analysis and summary of the round crashing to the ground.

To enforce the likeability of a prod-

uct, it is necessary to show people what they are going to lose. People are more likely to respond to what they are going to lose than what they will gain. Business psychology urges you use fear of loss to make your product appear to be the cure. When preparing a sales pitch, you should ask yourself, "What will my customers lose if they don't buy my product?" Emphasizing these aspects will make your product appear to be more glamorous (Marketing, 2). The same must be done in the second affirmative rebuttal. You must show what the opponent lacks on a judge's paradigm to show that you can better meet judges' criteria for decision making.

On the other hand, you should still show benefits. Salespeople must not only show how their product will cure losses, but they also show benefits. Marketing materials must show benefits, not features. This appeases the "what's in it for me?" attitude (Marketing, 2). These business psychology aspects can show the pros and cons of a debate round, as well as making your arguments full circle by identifying the value of them.

When closing a transaction, businesspeople must be weary of unspoken customer requirements. They encounter very important, but unspoken, customer feelings, politics, and bias. Some other psychological factors that go unnoticed are reputation, trust, perspective, and image. When attempting to close sales, the sales industry must see if those factors apply to their customers (Winton, 1). These same factors must be taken into consideration when closing a round of Lincoln Douglas debate. It is important to know the aspects learned during the introduction, but debaters must also respond to these unspoken indicators to ensure a ballot in their favor.

These three steps in sales are ways to improve pitch in Lincoln Douglas debate. Since the affirmative has the last word, knowing an audience will be a key aspect in presentation throughout the debate. The presentation must then re-establish the support of a critic in order to keep the interest alive until the last speech of the round. Then, you can close the transaction with a ballot in your favor by making sure your critic's needs are met; satisfying psycho-

logical preferences of business transactions will make the affirmative speaker's presentation trump that of the negative speaker. Using the business psychology methods of introduction, presentation, and sales will create a winning second affirmative rebuttal and create 100% customer satisfaction guaranteed.

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(Chase Cook, is a senior at Savannah High School, Savannah, MO. Mr. Cook wrote this article as part of the Scholar's Program at the CDE Institute. He is one of this year's top point leaders. See page 29)



## NFL Nationals

### Gender Analysis for 2005 - 2007

By  
Lisa Honeyman  
New England District

Each year as I sit in the awards ceremony during NFL Nationals, I am struck by the disproportionate number of boys on stage to accept awards. In some events there is not a single girl in finals. I was curious to see if what I have observed is statistically significant, so I conducted a small study. Despite the limited scope of this analysis, the conclusions suggest that gender inequality is a significant issue for the NFL. My hope is that this work will

initiate discussion and further investigation into what we can do to be sure that our female students are not left behind.

In order to examine this situation more thoroughly, I gathered data from the 2005, 2006 and 2007 National Speech Tournament booklets. In 2005 there were 2934 individual students entered from 44 states, in 2006 there were 2898 individual students entered from 43 states and in 2007 there were

3025 students entered from 44 states. (For this analysis I did not include the few students who were from Korea and Saipan.) In order to conduct this study, I entered each student from the U.S. in a database, identified the event s/he entered, the state from which s/he came and my best guess at gender, based upon the first name. Because there were so many entries, if a few of the gender guesses were inaccurate, it should not affect the overall conclusions presented in this paper.

Event	2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls
A - DI	91 (.42)	126 (.58)	99 (.45)	121 (.55)	90 (.40)	137 (.60)
D - DUO	246 (.59)	172 (.41)	237 (.56)	189 (.44)	259 (.58)	187 (.42)
F - FX	130 (.65)	72 (.35)	140 (.71)	56 (.29)	151 (.71)	61 (.29)
H - HI	139 (.66)	74 (.34)	136 (.66)	71 (.34)	136 (.62)	82 (.38)
L - LD	151 (.70)	66 (.30)	139 (.65)	74 (.35)	153 (.68)	71 (.32)
N - PFD	255 (.60)	169 (.40)	279 (.65)	151 (.35)	287 (.65)	157 (.35)
R - HOUSE	167 (.68)	80 (.32)	159 (.65)	84 (.35)	166 (.70)	70 (.30)
S - SENATE	131 (.70)	57 (.30)	137 (.77)	41 (.23)	140 (.76)	44 (.24)
U - DX	152 (.71)	61 (.29)	143 (.69)	65 (.31)	155 (.70)	68 (.30)
X - POLICY	267 (.68)	127 (.32)	263 (.71)	107 (.29)	273 (.70)	116 (.30)
Y - OO	65 (.32)	138 (.68)	78 (.38)	129 (.62)	84 (.38)	138 (.62)
Overall Entry	1794 (.61)	1140 (.39)	1810 (.625)	1088 (.375)	1894 (.63)	1131 (.37)

In each of the three years studied, the ratio of girls entered to boys entered in the national tournament was approximately 3:5. This means that for every three girls entered, there were five boys. Why are there so many more boys at the national tournament than girls? Does this reflect the gender make-up of NFL membership as a whole? Do boys fare better at the district qualifiers? These are questions for further study. (If the NFL is interested in examining the gender make-up of the entire mem-

bership, it could ask coaches to identify the gender of students as they become members. In four years we will be able to get an accurate picture of gender makeup of the entire student membership.)

In order to equate debate, speech and congress finalists, I counted the top 6 individuals or teams (in team events). So, even though there were more than 6 finalists in congress events, only the top 6 are included. For debate, the top 6 placing individuals or teams are counted. The top 14

in each event were counted as semi-finalists in all events.

Given that more boys entered the National Tournaments in the first place, it is not surprising that more boys advanced to finals. But would chance alone explain the ratios we witness? In other words, is the difference in proportions of 'girls entered' vs. 'girls in finals' statistically significant? In order to find out, I conducted three statistical tests (1-proportion z-tests), one for each year.



# Coach Perspective

## Boys Entered

2005 Event	Boys Entered	Girls Entered	Boys in Semi-Finals	Girls in Semi-Finals	Boys in Finals	Girls in Finals
D (A)	91 (.42)	126 (.58)	10	4	6	0
DUO (D)	246 (.59)	172 (.41)	18	10	7	5
FX (F)	130 (.65)	72 (.35)	13	1	6	0
HI (H)	139 (.66)	74 (.34)	12	2	5	1
LD (L)	151 (.70)	66 (.30)	10	4	4	2
PFD (N)	255 (.60)	169 (.40)	*	*	8	4
HOUSE (R)	167 (.68)	80 (.32)	*	*	4	2
SENATE (S)	131 (.70)	57 (.30)	*	*	6	0
DX (U)	152 (.71)	61 (.29)	8	6	4	2
POLICY (X)	267 (.68)	127 (.32)	25	3	12	0
OO (Y)	65 (.32)	138 (.68)	9	5	4	2
TOTAL	1794 (.61)	1140 (.39)	()*	()*	66 (.79)	18 (.21)

\*I could not find results in the Rostrum that would indicate which students in PFD and in Congress placed in the top 14 overall.

2006 Event	Boys Entered	Girls Entered	Boys in Semi-Finals	Girls in Semi-Finals	Boys in Finals	Girls in Finals
D (A)	99 (.45)	121 (.55)	9	5	3	3
DUO (D)	237 (.56)	189 (.44)	17	11	7	5
FX (F)	140 (.71)	56 (.29)	12	2	6	0
HI (H)	136 (.66)	71 (.34)	10	4	5	1
LD (L)	139 (.65)	74 (.35)	11	3	4	2
PFD (N)	279 (.65)	151 (.35)	19	9	8	4
HOUSE (R)	159 (.65)	84 (.35)	11	3	5	1
SENATE (S)	137 (.77)	41 (.23)	11	3	5	1
DX (U)	143 (.69)	65 (.31)	11	3	6	0
POLICY (X)	263 (.71)	107 (.29)	26	2	12	0
OO (Y)	78 (.38)	129 (.62)	6	8	2	4
TOTAL	1810 (.625)	1088 (.375)	144 (.73)	54 (.28)	63 (.75)	21 (.25)

2007 Event	Boys Entered	Girls Entered	Boys in Semi-Finals	Girls in Semi-Finals	Boys in Finals	Girls in Finals
D (A)	90 (.40)	137 (.60)	7	7	4	2
DUO (D)	259 (.58)	187 (.42)	18	10	7	5
FX (F)	151 (.71)	61 (.29)	11	3	6	0
HI (H)	136 (.62)	82 (.38)	9	5	4	2
LD (L)	153 (.68)	71 (.32)	9	5	3	3
PFD (N)	287 (.65)	157 (.35)	16	12	6	6
HOUSE (R)	166 (.70)	70 (.30)	10	4	4	2
SENATE (S)	140 (.76)	44 (.24)	12	2	4	2
DX (U)	155 (.70)	68 (.30)	13	1	5	1
POLICY (X)	273 (.70)	116 (.30)	24	4	9	3
OO (Y)	84 (.38)	138 (.62)	8	6	4	2
TOTAL	1894 (.63)	1131 (.37)	137 (.70)	59 (.30)	56 (.67)	28 (.33)



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greatest NFL memory to share with  
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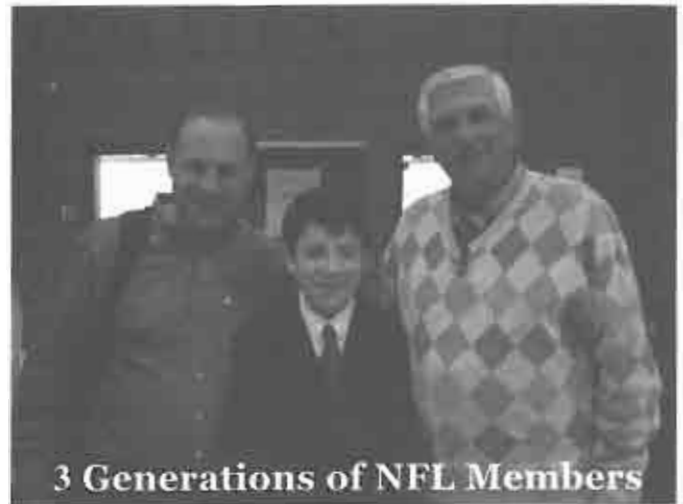
# NFL Alumni Connection Program Needs Your Help!

*Your support will give NFL Alumni the opportunity to stay involved*

Since 1925, the NFL has been fulfilling its mission of "Training Youth for Leadership."

Now, the NFL would like to know which of the many roads its thousands of members have taken in their lives, and offer them engagement through the NFL Alumni Connection Program.

As a member of the Alumni Connection Program you have already received the Alumni Magazine, the Bruno E. Jacob Youth Leadership brochure and numerous on-line newsletters. You have the ability to update your information, receive your NFL points, and get involved in your community's speech and debate programs. Soon, you will have a new interactive website, alumni receptions across the country and more alumni publications! However, there are still NFL alumni who have not yet signed up for the NFL Alumni program... and that's where I need your help!



I am sure there are old friends and classmates of yours that would love to stay connected too! Please help us grow our Alumni Connection Program by encouraging them to sign up today. All they have to do is go to [www.nflonline.org/Alumni/Alumni](http://www.nflonline.org/Alumni/Alumni) and, as you know, registration is simple and easy. Or, you can send me their names and contact information directly and I will be happy to contact them! The more names you give me the more NFL alumni we can connect with. I will be sending out another Alumni Connection full color magazine next month, and I would love to be able to share every issue with more and more alumni.

In addition to asking for your help in finding NFL alumni, I would also like to take this opportunity to ask that you update your contact information. Have you moved? Changed jobs? Please let me know of any new changes so I can continue my mission as the Alumni Director and keep you connected with this great organization.

Being part of the NFL Alumni Connection is such a great opportunity for alumni to stay involved in the world of speech and debate. We are always working hard to do more for you and your community. This year I will be planning alumni receptions across the country. If you, or someone you know, would like to help with an alumni event in your area, please feel free to contact me directly! It's always great getting classmates and competitors together! So, keep an eye out for emails about alumni events near you, and let me know if you'd like to help!

Hope you have a wonderful school year! Please let me know if you need anything or have any questions. Thank you in advance for your help!

Sincerely,

Heidi Christensen

NFL Alumni Director

[hchristensen@nflonline.org](mailto:hchristensen@nflonline.org)

[www.nflonline.org/Alumni/Alumni](http://www.nflonline.org/Alumni/Alumni)





For 2005, I suspect that the result of 21% (18/84) girls in finals is lower than expected in a population that is 39% female. The result of the z-test indicated that if gender were not associated with advancing to finals, we would expect to see 18 or fewer girls in finals only 0.013% of the time. This is a little more than 1 in 10,000 tournaments. Therefore, there is strong evidence to conclude that gender was associated with advancement to finals in 2005.

For 2006, I suspect that the result of .25 in finals is lower than expected in a population that is .375 female. The result of the second test indicated that if there were no association between gender and advancement to finals we would only see an outcome like this in 0.89% of tournaments (less than 1 in 100).

Finally, for 2007, it appears that the percent of girls in finals is consistent with the percent of girls entered in the tournament. I conducted a z-test and, while .33 is less than .37, we would expect this sort of difference to occur about 1 in 5 times if gender were not associated with advancement to finals. This would not be considered statistically significant.

So, in two out of the past three years, girls were clearly under-represented in finals, even if we adjust for the fact that fewer girls than boys entered the national tournament.

If we look at individual events, some seem to be disproportionately male and some female. Boys outnumbered girls in all events except DI and OO in all three years. In events like the senate, policy debate, and extemp, boys far outnumber girls. In OO, girls far outnumber the boys, given that there are so many fewer girls at the tournament overall. Just to be sure that I was not making inappropriate conclusions here, I did Chi-Square tests for independence for each of the three years. These tests check to see if there is an association between gender and event entered. In each case, there is a clear association between the two.

So, what about finals? In 2005 boys outnumbered girls in finals in every event, even those where girls outnumbered boys in the original entry. This is particularly

striking in the case of DI. In this event, 58% of entries were girls and yet not a single girl advanced to finals. The likelihood of that happening by chance alone is about 1/500. In OO things were not a lot better. While 68% of the entries were girls, only 2 advanced to finals. If chance alone were operating, we would expect this result in about 3% of tournaments.

In 2006, in the events where girls outnumber boys in the entry, they outnumber or tie the number of boys in finals. In OO, 4 of the 6 finalists were girls. This ratio ( $4/6 = 66.7\%$ ) reflects the entry proportion (62%) quite well. In DI, 3 of the 6 finalists were girls. This ratio ( $3/6 = 50\%$ ) also reflects the entry proportion of 55% as well as is possible. In these 2 events, nothing about the proportions of girls that advanced to finals seems unusual. In other events, however, boys seem to have a significant advantage. In DX, FX and Policy not a single girl advanced to finals. Given the entry ratios of approximately 3:7 in all three of these events, we would have expected between 1 and 2 girls to advance to finals in each of them.

In 2007, boys outnumber girls in finals in every event, except for LD and PFD, where they are in equal numbers. Even in OO and DI, where girls outnumber the boys in original entry, more boys advanced to finals than girls did. For a third year in a row, not a single girl advanced to finals in FX.

This paper does not represent a thorough analysis of gender at NFL Nationals. If we want to do a more comprehensive study, we should track gender more accurately (rather than guessing from student names) and we should also test for other variables that may affect how students do at nationals using multiple regression analysis. For example, one would expect to find correlations between how a student fares at Nationals and the school that a student attends, the number of NFL National tournaments a student has attended and the age of the student. By doing this we would get a more complete picture of the many factors that correlate with success at Nationals.

The underlying problem revealed by under-representation of girls at NFL National tournaments is very important. In the United States, women command less respect in the political process than men. In the U.S. Congress only 16% of senators and 16.3% of representatives are female.<sup>1</sup> Women still lag behind men in earning potential. According to the U.S. Women's Bureau and the National Committee on Pay Equity, in 2004 women's earnings as a percentage of men's was only 77.0%. "According to the National Association for Law Placement, a trade group that provides career counseling to lawyers and law students, only about 17 percent of the partners at major law firms nationwide were women in 2005."<sup>2</sup>

Can we, as educators, do something to help address these inequities by teaching our female students to be more effective speakers? After all, an individual is generally not elected to public office if s/he cannot convince the electorate that s/he is the better candidate. In corporate America, success in the boardroom and the courtroom is largely dependent upon being able to present oneself well. Perhaps there is something we can do to teach our female students to present themselves in a more effective manner so that they can compete more equally with boys in all manner of situations.

In view of the results of this small study, I suggest that the NFL begin a more systematic study of gender participation at all levels of the organization. We can begin by tracking the gender breakdown in the league as a whole, to see if the NFL is attracting girls and boys equally at the local level. We must also examine our district tournaments to see if girls enter in equal proportion to boys. More complete data will allow us to study this issue in more depth. Once we determine where girls start to fall behind boys, we can begin to address the problem.

(Lisa Honeyman coaches at Newton South High School in Newton, MA where she is also a mathematics teacher.)

<sup>1</sup> Inter-Parliamentary Union. *Women in National Parliaments*. May 31, 2007. Accessed on July 19, 2007. <http://www.ipu.org/wmn-e/classif.htm>

<sup>2</sup> O'Brien, Timothy L. "Why Do So Few Women Reach the Top of Big Law Firms?" in the *New York Times*, 3/19/2006. Available online at [NYTimes.com](http://www.nytimes.com).



# Chapter Honor Societies

## LUCKY 7

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

Bellaire HS	Jay Stubbs/Russell Rach - Forensic	TX	793
Leland HS	Ms Gay Brasher - Forensic	CA	755
Gabrielino HS	Mr Derek L Yuill - Forensic	CA	715
James Logan HS	Mr Tommie Lindsey Jr - Forensic	CA	704

## PINNACLE

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

Liberty Sr HS	Cassie Price/Sean Nicewaner - Forensic	MO	641
Blue Valley North HS	Max H Brown/Steven Wood - Forensic	KS	633
Regis HS	Mr Eric DiMichele - Forensic	NY	632

## PENTAGON

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

Chesterton HS	Mr James Cavallo- Forensic	IN	576
Eastview HS	Mr Todd Hering - Forensic	MN	571
Nova HS	Ms Lisa Miller - Forensic	FL	569
Shawnee Mission East HS	Paulette Manville/Jennifer Stucky - Forensic	KS	529
Bronx HS Of Science	Mr Jon Cruz - Forensic	NY	522
Central HS - Springfield	Mr Jack Tuckness - Forensic	MO	509

## THE 400

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

Independence Truman HS	Ms Christine Adams/Mrs Kim Lenger - Forensic	MO	490
Lynbrook HS	Mr David McGinnis - Forensic	CA	487
Plymouth HS	Mr David McKenzie - Forensic	IN	485
Munster HS	Mrs Helen Engstrom - Forensic	IN	481
Belton HS	Mr Timothy J Hughes - Forensic	MO	476
Eagan HS	Mr Chris McDonald - Forensic	MN	468
Cherry Creek HS	Ms Martha Benham - Forensic	CO	448
Downers Grove South HS	Ms Jan Heiteen - Forensic	IL	440
Washburn Rural HS	Ms Cynthia Burgett - Forensic	KS	439
Bellarmino College Prep	Ms Kim Jones - Forensic	CA	438



# THE 400

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

Desert Vista HS	Mr Erik Dominguez - Forensic	AZ	435
Lakeville North HS	Mr Jim Fedje/Mr Andy Charrier - Forensic	MN	416
Kickapoo HS	Ms Teresa E Sparkman - Forensic	MO	414
Glenbrook South HS	Ms Tara Tate/Mr Scott McDermott - Forensic	IL	412
Pattonville HS	Randy Pierce/Don Schulte - Forensic	MO	411
Watertown HS	Mr Scott Walker - Forensic	SD	407
Blue Springs HS	Ms Sherri L Kasemvudhi - Forensic	MO	403

# SOCIETE' DE 300

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

Neosho HS	Mr David L Watkins - Forensic	MO	396
Blue Valley HS	Mr Chris Riffer - Forensic	KS	394
Monte Vista HS	Mr David J Matley - Forensic	CA	387
Stuyvesant HS	Ms Julie Sheinman - Forensic	NY	387
Apple Valley HS	Ms Pam Cady Wycoff - Forensic	MN	387
Edina HS	Mr Joe Schmitt - Forensic	MN	381
Parkview HS	Ms Nancy Wedgeworth - Forensic	MO	379
Sioux Falls Lincoln HS	Ms Kim Maass - Forensic	SD	378
Millard North HS	Ms Sabrina Denny-Bull - Forensic	NE	377
Wichita East HS	Ms Vickie Fellers - Forensic	KS	376
Sanger HS	Mr Karson B Kalashian - Forensic	CA	375
Nixa HS	Mr John Horner - Forensic	MO	372
New Trier Township HS	Linda Oddo/Doug Springer - Forensic	IL	366
Perry HS	Mrs Kathleen A Patron - Forensic	OH	366
Claremont HS	Mr David Chamberlain - Forensic	CA	362
Oak Park & River Forest HS	Ms Patricia A Cheney - Forensic	IL	360
Mauldin HS	Ms Kerry Cottingham - Forensic	SC	360
Lincoln East HS	Mr Matt Davis - Forensic	NE	358
La Costa Canyon HS	Ms Krista DeBoer - Forensic	CA	356
Appleton East HS	Mr Michael Traas - Forensic	WI	353
La Porte HS	Ms Mary A Fridb - Forensic	IN	353
Myers Park HS	Mr Andrew West - Forensic	NC	352
Sky View HS	Ms Tessa Kunz - Forensic	UT	350
Newton HS	Mr David J Williams - Forensic	KS	346
Blue Springs South HS	Ms Georgia Brady - Forensic	MO	341
Ridge HS	Mr David A Yastremski - Forensic	NJ	340
Green Valley HS	Mr Scott Ginger - Forensic	NV	340
Salina High Central	Mr Nicholas Owen - Forensic	KS	337
Miramonte HS	Mrs Sandra Maguire - Forensic	CA	336
The Montgomery Academy	Mr James W Rye III - Forensic	AL	334
Manchester Essex Regional HS	Mr Daniel Jewett - Forensic	MA	333
McPherson HS	Ms Melissa Newton - Forensic	KS	331
Aberdeen Central HS	Mr R Jon Frey - Forensic	SD	331
Park Hill South HS	Ms Jennifer Holden - Forensic	MO	330
Blue Valley West HS	Mr Mark V Kapfer - Forensic	KS	329



# SOCIETE' DE 300

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

Flathead Co HS	Mr Gregory Adkins - Forensic	MT	328
Manhattan HS	Mr Shawn Rafferty - Forensic	KS	327
North Allegheny Sr HS	Ms Sharon Volpe - Forensic	PA	325
San Marino HS	Mr JJ Rodriguez - Forensic	CA	318
Chaminade HS	Bro George Zehnle S M - Forensic	NY	317
Emporia HS	Mr Scott W Bonnet - Forensic	KS	316
The Harker School	Dr Matthew Brandstetter - Forensic	CA	314
Taravella HS	Mrs Beth Goldman - Forensic	FL	314
Trinity Preparatory School	Mr Jason C Wyson - Forensic	FL	314
Hillcrest HS	Ms Amy Walker - Forensic	ID	313
Gig Harbor HS	Mr Chris Coovert - Forensic	WA	310
Boardman HS	Mr Eric Simone - Forensic	OH	310
Jackson HS	Mrs Stefanie Fatzinger - Forensic	OH	309
Raytown South HS	Mr Matt Good/Ms Kelli Morrill - Forensic	MO	308
La Mirada HS	Miss Nermin Kamel - Forensic	CA	308
Denver East HS	Mr Matthew Murphy - Forensic	CO	307
Alhambra HS	Mr Kevin Tong - Forensic	CA	306
Lincoln Southwest HS	Matt Heimes/Toni Heimes - Forensic	NE	306
Plano Sr HS	Cheryl Potts/Karen Wilbanks - Forensic	TX	305
Gilmour Academy	Ms Gay Janis - Forensic	OH	302
Maize HS	Mr Roger L Bennin Jr - Forensic	KS	300
Brookings HS	Ms Judy Kroll - Forensic	SD	300
Lexington HS	Ms Lynne Coyne - Forensic	MA	300

# THE 200 CLUB

(Chapter with 200 or more members and degrees)

Bingham HS	Mr Stan Banks - Forensic	UT	299
Fullerton Joint Union HS	Mr Sal Tinajero - Forensic	CA	295
Davis HS	Ms LeeAnn Hyer - Forensic	UT	288
Dowling Catholic HS	Mr Timothy E Sheaff - Forensic	IA	288
Shawnee Mission West HS	Mr Ken King - Forensic	KS	287
Lake Highland Preparatory	Mr George Clemens - Forensic	FL	287
Pinecrest HS	Ms Elizabeth Carter - Forensic	NC	285
Cheyenne East HS	Mr Michael E Starks - Forensic	WY	284
Raytown HS	Mr Mark Harris - Forensic	MO	282
Bozeman HS	Mr James Maxwell - Forensic	MT	280
Glenbrook North HS	Ms Christina Tallungan - Forensic	IL	277
East Chapel Hill HS	Mr Jonathan Peele - Forensic	NC	276
Reno HS	Rebekah A Foster - Forensic	NV	276
Ronald Reagan HS	Mrs Heather Hayes Keith - Forensic	TX	275
Grapevine HS	Ms Jane G Boyd - Forensic	TX	274
Sandra Day O'Connor HS	Ms Annie M Smith - Forensic	TX	269
Norman HS	Dr Elizabeth L Ballard - Forensic	OK	269
Coon Rapids HS	Mr Kelley Scott - Forensic	MN	267
Norman North HS	Mr Jim Ryan - Forensic	OK	267



# THE 200 CLUB

(Chapter with 200 or more members and degrees)

Palo Verde HS	Ms Shiela Berselli - Forensic	NV	267
Cheyenne Central HS	Mr Nick Panopoulos - Forensic	WY	267
Winston Churchill HS	Ms Kandi King - Forensic	TX	266
Randolph Macon Academy	Rev B A Gregg - Forensic	VA	266
Fort Scott HS	Mr Brian Weilert - Forensic	KS	265
Portage Northern HS	Ms Laurel Scheidt - Forensic	MI	264
Jupiter HS	Mr Michael DeLeonardo - Forensic	FL	264
Moorhead Senior HS	Mr William Hailer - Forensic	MN	264
Montville HS	Ms Mary T Gormley - Forensic	NJ	263
Skyline HS	Ms Judie Roberts - Forensic	UT	262
South Side HS	Ms Elizabeth Sanchez-Franklin - Forensic	IN	262
Eagle HS	Mr Herby Kojima - Forensic	ID	261
Brophy College Prep	Ms Beth Clarke - Forensic	AZ	260
Buhler HS	Mr Richard Young - Forensic	KS	259
Wheaton North HS	Mr Stan Austin - Forensic	IL	256
Southside HS	Mr Erickson L. Bynum - Forensic	SC	254
Rocky Mountain HS	Paul S De Maret/Doug Cole - Forensic	CO	254
James Madison Memorial HS	Mr Thomas Hardin/Mr Tim Scheffler - Forensic	WI	254
Milbank HS	Mr Douglas Tschetter - Forensic	SD	252
West HS - Iowa City	Ms Cynthia Woodhouse - Forensic	IA	251
Blackfoot HS	Ms Cherie Harding Clawson - Forensic	ID	251
Vestavia Hills HS	Mr Ben Osborne - Forensic	AL	250
Homewood-Flossmoor HS	Mr Joshua Brown - Forensic	IL	250
Kearney Sr HS	Ms Janet Rose/Ms Maryalice Konz - Forensic	NE	249
Topeka HS	Mrs Pamela K McComas - Forensic	KS	247
Dobson HS	Ms Jane Martinez - Forensic	AZ	247
Howland HS	Mr Thom Williams - Forensic	OH	247
Goddard HS	Mr David Abel - Forensic	KS	245
Millard South HS	Mr Richard D Brown - Forensic	NE	244
Bishop Miege HS	Ms Melissa Reynolds - Forensic	KS	244
Canfield HS	Michelle Elia/Jeremy Hamilton - Forensic	OH	243
Garden City HS	Russ Tidwell - Forensic	KS	242
O'Gorman HS	Ms Teresa Fester - Forensic	SD	241
Brookfield East HS	Mrs Mary Wacker - Forensic	WI	240
Westview HS	Ms Trudi Gessford Harte - Forensic	OR	239
Shawnee Heights HS	Mr Aaron Dechant- Forensic	KS	238
Eden Prairie HS	Ms Nancy Schmitt - Forensic	MN	238
Albuquerque Academy	Ms Meg Howell - Forensic	NM	237
Lakewood HS	Mr Gregory N Davis - Forensic	CO	236
Bob Jones Academy	Chuck & Gail Nicholas - Forensic	SC	236
Colleyville Heritage HS	Mr David Huston - Forensic	TX	235
North HS	Mr Jay L Johnson - Forensic	WI	235
GlenOak HS	Mr Tom Mosberger - Forensic	OH	234
Rowan County Sr HS	Mark & Virginia Etherton - Forensic	KY	233
Savannah R3 HS	Mr Michael Pittman - Forensic	MO	233
Shrewsbury HS	Marc Rischitelli For	MA	233
Randolph HS	Mr Peter H Bond - Forensic	NJ	233
Rockhurst HS	Mr Don Ramsey - Forensic	MO	232



# THE 200 CLUB

(Chapter with 200 or more members and degrees)

Pine Crest School	Mr Dan Lewis - Forensic	FL	232
Roseville Area HS	Ms Jessica Fedje - Forensic	MN	232
Clovis East HS	Ms Mikendra McCoy - Forensic	CA	231
Syosset HS	Ms Lydia Esslinger - Forensic	NY	230
Lamar Consolidated HS	Connie Aufdembrink/Jeremy Hill - Forensic	TX	229
West Des Moines Valley HS	Ms Dixie Waldo - Forensic	IA	228
Monett HS	Mrs Marilyn Mann - Forensic	MO	227
Western HS	Ms Nancy Dean - Forensic	FL	227
Marquette Univ HS	Mr Bill Batterman - Forensic	WI	226
University HS	Mr David Smith - Forensic	WA	226
Campbell County HS	Mrs Alice L King - Forensic	WY	225
Jenks HS	Mr Gregg Hartney - Forensic	OK	224
Lehi HS	Mr Scott Mansfield - Forensic	UT	223
Marshall HS	Mr Paul Gieringer - Forensic	MO	220
Millard West HS	Ms Jennifer Jerome - Forensic	NE	220
Ft Lauderdale HS	Mr Jim Wakefield - Forensic	FL	220
Hutchinson HS	Mr Glenn M Nelson - Forensic	KS	218
Olathe East HS	Mr Chris Delay - Forensic	KS	218
Valparaiso HS	Ms Chriselle Waters - Forensic	IN	218
Ladue Horton Watkins HS	Ms Megan McCorkle - Forensic	MO	217
Campus HS	Mr Robert D Nordyke - Forensic	KS	216
St Thomas Aquinas HS	Steven Dubois For	KS	215
Wooster HS	Ms Holly Humes Custer - Forensic	OH	215
Cary Academy	Ms Carole Hamilton - Forensic	NC	215
Shawnee Mission South HS	Mrs Cathy Wood - Forensic	KS	214
Alief Taylor HS	Mr Allen Stewart - Forensic	TX	213
Milton Academy	Ms Susan Marianelli - Forensic	MA	213
The Meadows School	Tim Alderete/Dan Meyers - Forensic	NV	212
Henry W Grady HS	Mary E Willoughby/Mario Herrera - Forensic	GA	212
KC Oak Park HS	Ms Arianne G Fortune - Forensic	MO	211
Arcadia HS	Ms Ashley Novak - Forensic	CA	211
McDowell HS	Mr William Caugherty - Forensic	PA	211
Carroll HS	Ms Diane Forbes - Forensic	TX	211
Wellington HS	Mr Paul L Gaba - Forensic	FL	211
Thornton Township HS	Mr Kevin C Martin - Forensic	IL	210
Suncoast Comm HS	Ms Traci Lowe - Forensic	FL	210
Princeton HS	Mr Jimmy L Smith - Forensic	TX	210
Westlake HS	Mr Michael Harlan - Forensic	TX	210
Niles McKinley HS	Mr John Revezzo - Forensic	OH	210
Lakeville South HS	Mr Andrew C Charrier - Forensic	MN	209
Southeast HS - Wichita	Mr Stan Smith - Forensic	KS	209
Downers Grove North HS	Mr Bill Fleming - Forensic	IL	208
Kapaun Mount Carmel HS	Mr Wayne Avery - Forensic	KS	207
Fort Osage HS	Ms Jeri Connors Willard - Forensic	MO	207
Connersville Sr HS	Ms Holly Hathaway - Forensic	IN	207
Scarsdale HS	Mr Joe Vaughan - Forensic	NY	207
Olathe North HS	Richard M Belske/Larry Swanson - Forensic	KS	207
Canon City HS	Ms Pauline J Carochi - Forensic	CO	206



# THE 200 CLUB

(Chapter with 200 or more members and degrees)

San Gabriel HS	Mr Carlos O Villagomez - Forensic	CA	206
Central Valley HS	Dr Roberta Rice - Forensic	WA	206
Stoneman Douglas HS	Howard Burkholz - Forensic	FL	205
Wayzata HS	Ms Gail Sarff - Forensic	MN	205
Poland Seminary HS	Ms Allicyn Tocco - Forensic	OH	205
Loyola HS	Mr Rami Hernandez - Forensic	CA	205
Teurlings Catholic HS	Ms Josette Surratt - Forensic	LA	204
Independence Chrisman HS	Ms Sheila Holt - Forensic	MO	204
Field Kindley Memorial HS	Mr Darrel Harbaugh - Forensic	KS	203
Dulles HS	Mr Anthony Yim - Forensic	TX	203
Valley Center HS	Ms Lois Pierson - Forensic	KS	203
Central HS - St Joseph	Mr Ken Paden - Forensic	MO	203
Brebeuf Jesuit Prep School	Mr William S Hicks - Forensic	IN	202
Park Hill HS	Mr Tyler Unsell - Forensic	MO	202
College Prep	Ms Lexy Green - Forensic	CA	202
Lawrence HS	Jeff Plinsky/Kim OBrien - Forensic	KS	201
Oak Grove HS	Mr Shane Cole - Forensic	MS	201
Westfield HS	Ms Kaye Magill - Forensic	TX	201
Ben Davis HS	Ms Samantha McCandless - Forensic	IN	201
Mountain Brook HS	Mr Jeff Roberts - Forensic	AL	201
Lee's Summit North HS	Mr Ben Jewell - Forensic	MO	201
Northrop HS	Mrs. Laura M Archbold - Forensic	IN	200
Walker HS	Mr Charles Cravens - Forensic	MN	200
Lafayette HS	Mr Shane Guilbeau - Forensic	LA	200
Starrs Mill HS	Mr Sean C Bennett - Forensic	GA	200
Centennial HS	Mr Mark Quinlan - Forensic	MN	200

## Welcome Affiliates

The National Forensic League National Speech and Debate Honor Society Welcomes the following New NFL Programs:

Parker HS	AL	Richmond HS	MO
Hercules HS	CA	Bruce HS	MS
The Bolles Sch	FL	Laurel Christian Sch	MS
Bainbridge HS	GA	Mercy HS	NE
Mount Zion HS	GA	Rose HS	NC
Southwest Dekalb HS	GA	Whiteville HS	NC
Washington County HS	GA	Gore HS	OK
West HS (Waterloo)	IA	Corbett Sch	OR
St James Academy	KS	Andress HS	TX
Sterling HS	KS	Kingwood Park HS	TX
Westminster HS	MD	St. Thomas HS	TX
Le Sueur - Henderson HS	MN	Copper Hills	UT
Clever HS	MO	STARS	UT
Exeter R-6 HS	MO	Kingston HS	WA

Each Month the Rostrum will recognize New NFL Programs





# ACADEMIC ALL AMERICANS

(April 1<sup>st</sup> through July 11<sup>th</sup>, 2007)

## ALABAMA

*Mountain Brook HS*  
Samuel M Frank

## ARIZONA

*Chaparral HS*  
Adam Bloch  
Ben Grossman  
*Tempe Preparatory Acad*  
Danielle Back  
Graec Ditsworth  
Holly Hedberg  
Josh Whittaker

## CALIFORNIA

*Bellarmine College Prep*  
Daniel Chung  
Kolby Hanson  
Matt Morton  
Sahil Vora  
*Chaminade College Prep*  
Monica Do  
Harvard-Westlake  
Greer Feick  
*Claremont HS*  
Emily Maine  
Phoebe Peronto  
Brennan Saeta  
Teja Vepa  
Stacy Villalobos  
*Damien HS*  
Gabriel Baumgaertner  
Trevor Cbenoweth  
Ian Nelson  
*James Logan HS*  
Meghan Ballard  
Kyle Curson  
Ethan Li  
Johnny Lin  
Akash Pradhan  
Janet Wee

*Kennedy HS*

Andy Neviss

*Lowell HS*

Jacky Kwong

*Miramonte HS*

Alina Hasanain  
Cameron D Kirk-Giannini  
Tony S Wang

*Monte Vista HS*

Brian Louie  
Nina Vertlib  
Connie Yee

*Rodriguez HS*

Andrew Crutchfield

*Saratoga HS*

Aditya Ullal  
*The Harker School*  
Nicholas Tan

## COLORADO

*Chaparral HS*  
Carly Greenberg

*Delta HS*

Rydge Mulford  
Kayla M Rancey  
*Greeley Central HS*  
Kirsten L Cangilla  
*Longmont HS*  
Krista Ahlberg  
*Overland HS*  
Andrew Magnuson

## FLORIDA

*J P Taravella HS*  
Stephanie Brown  
*Martin County HS*  
Tulsi Patel  
*Trinity Prep School*  
Katy Callaghan  
Gabe Gonzalez  
Ravi Sankar  
Bethany Schmidt  
Austin McWilliams  
*Miami Palmetto HS*  
Alixandra Hallen  
Jacqueline Hattler  
Kate Hauser  
Rachael Xantopolous  
*Suncoast Community HS*  
Jeff Horowitz  
Charlic Metzger

## IDAHO

*Lake City HS*  
Lindsay Oden  
*Madison HS*  
Preston McNair  
Sierra Ortega  
*Mountain Home HS*  
Jillian McCune  
*Sugar Salem HS*  
Krista A Bustamante

## ILLINOIS

*Buffalo Grove HS*  
Benjamin Rabin  
*Downers Grove South HS*  
Cullen M Deady  
Sean K Liston  
Sankalp Malhotra  
Dan S Nelson  
Eileen V Schroeder  
Danielle Tannenbaum  
Urvi V Thanki  
*Glenbrook North HS*  
Stephanie Spies  
Lucy Zhn  
*Glenbrook South HS*  
William Hubbard  
Eve Samborn  
*Granite City HS*  
Shannon Vannier  
*Highland Park HS*  
Melissa A Feinstein  
Michael E Maione

*Lake Forest HS*

Michael Educate  
*Oak Park & River Forest*  
Mary Gregg  
Joseph Muriello  
Claire Elizabeth Saxe  
Daniel Turcza  
*Reavis HS*  
Justyna Kruk  
*University HS*  
Anthony J Melchiorri

## INDIANA

*Evansville North HS*  
Dylan Pittman  
*Maconaquah HS*  
Wesley Hough  
*Munster HS*  
Carly Gibbs  
*Park Tudor School*  
Lnke Robbins  
*South Side HS*  
Christine E Walker

## IOWA

*Okoboji HS*  
Kay Ellen Oskvig  
*Des Moines Roosevelt HS*  
Olivia Sandbothe  
William Charles Strong  
*West Des Moines Valley HS*  
Ashley Milligan  
*West HS*  
Michael Smith

## KANSAS

*Andover Central HS*  
Emily Hooker  
*Bishop Carroll Catholic HS*  
Elizabeth Baker  
Amanda Nguyen  
Ryan Sageser  
Cecilia Serafford  
Chris Stanley  
Jakub Voboril

*Buhler HS*

Brandon Brunner  
Chelsca Corkins  
Austin Enns  
Meriah Forbes  
Nathan Lechtenberg  
*Emporia HS*  
Mary Aliee Yanik

*Fort Scott HS*

Lena Sweyko  
*Garden City HS*  
Gabriel Dinkel

*Haven HS*

Sarah Beachy  
Michael Reichenberger  
Lindsey Russell  
*Lyons HS*  
Keenan Hogan

*Moundridge HS*

Benjamin Carl Schoen  
*Paola HS*  
Katherine Leslie  
Judith Owen  
*Pratt HS*  
Joe Schmisser  
*Salina High Central*  
Sarah Shier  
Kelly Nicole Stroda  
Allison Stuewe

*Shawnee Mission East*  
Asihlinn N O'Connor  
Kathleen O'Neill  
*Shawnee Mission West*  
Andrew Baker  
Aarti Purohit  
Sarah Weiner

*Silver Lake HS*  
Courtney N Brokaw  
Christina M Carter  
Nicholas S Miller

*Washburn Rural HS*  
Joseph C Schroeder  
Benjamin J Schroeder  
*Wichita Northwest HS*  
Grant Brazill

## KENTUCKY

*Danville HS*  
John Patrick Allen  
Matthew W DeLuca  
Hnnter Kendrick  
Sebastian Pyrek  
*Grant County HS*  
Raven Marie Mineo

*North Oldham HS*  
Harrison G Holeomb  
Derek P McMahan

## LOUISIANA

*Kaplan HS*  
Jordan Landry

## MINNESOTA

*Apple Valley HS*  
Kathryn A Anderson  
Ben Cohen  
Eric Engstrom  
Snsan Gerbensky  
Xiao Xiao Lou  
*Dilworth Glyndon Felton*  
Alicia Adams  
Ashley Andrew  
Lorraine Remick  
Carol Tweten  
*Highland Park Senior HS*  
Nick Mnellerleile  
Dylan Nelson  
*Lakeville South HS*  
Michael Berger  
Abbie Gndmundson

*Walker HS*

Beth Tuller

## MISSISSIPPI

*Brookhaven HS*  
Elizabeth Moak  
*St. Andrew's Episcopal*  
Rivers Fike  
Rishi R Gnpta  
Anna Hopper  
Perry Tyner

## MISSOURI

*Camdenton HS*  
Tim Gutierrez  
*Carthage HS*  
Christian Johns  
*Independence Truman HS*  
Alexander Leonard  
*Jefferson City HS*  
Cole Berhorst  
*Lee's Summit North HS*  
Paul Phillips  
*Liberty Sr HS*  
Sarah Backhaus  
Zain Pasba  
Danny Shanaberger  
Lance Spencer  
*Parkway South HS*  
Kyle Malinowski  
Megan Pohlman  
*Pattonville HS*  
Jennifer Kaminsky  
*Ritenour HS*  
Rachel Valdez  
*Rockhurst HS*  
Anthony Badami  
Phillip Helt  
*Savannah HS*  
Chase Cook  
Tyler Gibson  
David Kozminski  
Abigayle Richardson  
*Truman HS*  
Karrie Guthrie

## MONTANA

*Sentinel HS*  
Katrina Eudy

## NEBRASKA

*Millard North HS*  
James Vair

## NEVADA

*Galena HS*  
John Badwick  
Austen Walsh  
*Green Valley HS*  
Mina Chang  
Matthew Hale  
Laura Redfern  
*Palo Verde HS*  
Jeff Kurr





# ACADEMIC ALL AMERICANS

(Continued)

## NEW JERSEY

Montville HS  
Jaspreet M Banga  
Michael A Brenner  
Maira B Ciconi  
Victoria Fang  
Jonathan B Kayne  
Brittany L Fisher  
David Charles Stern

## NEW MEXICO

Farmington HS  
Jared R Funston  
Jemez Mountain Homesch  
J Michael Zimmerman

## NEW YORK

Bronx HS of Science  
Dhara Shah  
Peter Yu  
Edgemont HS  
Spencer Nelson  
Jeremy Sklaroff  
Josh Waizer  
Ian Webster

## NORTH CAROLINA

Cary Academy  
Kevin Cotter  
Swapanthi Nagulpally  
Durham Academy  
Katherine Buse  
Evan Donahue

## NORTH DAKOTA

Grand Forks Central HS  
Jessica Lei

## OHIO

Boardman HS  
Braxton Forde  
Rena Passas  
Copley HS  
Chen Yan  
Gahanna Lincoln HS  
Chris Skovron  
Jackson HS  
Scott Shaheen  
Nicholas Steiner  
Perry HS  
Michael J DeComo V  
Rachel L Engelhardt  
Springfield Local HS  
Cara Repasky  
Sylvania Southview HS  
Blakely Dye  
Saumitra Thakur  
Wadsworth HS  
Sultan Ahmed  
Micheal Bielowski

## OKLAHOMA

Edmond Santa Fe HS  
Faheem Fazili  
Fairview HS  
Samantha Ali

## Lone Grove HS

Trevor Anthony  
Clark  
Norman HS  
John Romanishin

## OREGON

Grant HS  
Andrew Eberle  
North Valley HS  
Christina M Walhovd  
Tigard HS  
Melody Young

## PENNSYLVANIA

Danville Area HS  
Rafik Salama  
Greg Titman  
Lakeview Christian Acad.  
Brice E Folk  
North Catholic HS  
Adam Mahood  
Southern Lehigh HS  
Adam N Bouc  
Rachel N Urban  
St Joseph's Preparatory  
Andrew Matas  
Ed Phillips  
Luke Reilly  
Unionville HS  
Emma F Bloomfield  
Glyn Cozart  
Jayanth Garlapati  
Erin S Hayes

## SOUTH CAROLINA

Southside HS  
Nick Chee  
Ishan Majumdar

## SOUTH DAKOTA

Aberdeen Central HS  
Lorien Downing  
Kelsey Holkcsvik

Kirsten Kimbler  
Samuel Merkel  
Chelsie Pavlicek  
Spencer Werth  
Melanie Zinter  
Madison Central HS  
Katie Abraham  
Mike Stunes  
Spearfish HS  
Carly Bayne  
Sturgis Brown HS  
Ben Nelson  
Vermillion HS  
Maggie Green  
Nabuel Telleria

## TENNESSEE

Brentwood HS  
Rebecca J Bennie  
Caitlin R Eckstein  
Rachel R Romeo  
Montgomery Bell Academy  
Jamic Berk  
Harrison Brown  
Kyle Davis  
Patrick Mehta  
Corey Metzman

## TEXAS

Bellaire HS  
Gustavo Herrera  
Burleson HS  
Anthony S Godfrey  
Coppell HS  
Pavan S  
Krishnamurthy  
Crosby HS  
Johnathon Slotter  
Cypress Falls HS  
Hanna Meghji  
Maggie Zahr  
El Campo HS  
David Hathway

## Elkins HS

Saul Siller  
David Mauch  
Farwell HS  
Jourdan Kirkland  
Friendswood HS  
Leanna Swain  
Hockaday School  
Lindsay Renee Dolan  
LV Hightower HS  
Darren P Marshall  
Barira Munshi  
Naveed A Nanjee  
Ha Nhat Nguyen  
North Lamar HS  
Joel Ingram Dishman  
Plano Sr HS  
Vishal Chanani  
Pallavi Garg  
Aakash Kumar  
Scarlett Lee  
Rob Mahoncy  
Gary Wang  
Tian Tian Xin  
Lulu Yan  
Smithville HS  
Lili McEntire  
St Mark's School of Texas  
Alex Katz  
Swayze Smartt  
St Stephen's Episcopal Sch  
Paul VanMiddlesworth  
Vanguard College Prep  
Austin Freeman  
Austin Probe  
Elliott SoRelle

## UTAH

Bingham HS  
Ameena Khan  
Garrison Warren

## Highland HS

Dayton Thorpe

## VIRGINIA

Madison County HS  
James Thompson

## WASHINGTON

Central Valley High  
Ben B Brown  
Gig Harbor HS  
Jonathan Dentler  
April Griffith  
Sierra Gronewold  
Tahoma Senior HS  
University HS  
Mitch Palmquist

## WISCONSIN

Algoma HS  
Robert De Meuse  
Brookfield East HS  
Alyssa Lamers  
Jennifer Limbach  
Rufus King School  
Amjad L Asad  
Asad L Asad  
Myra A Lam  
Molly B McGuire  
Julia H Shaw  
Sheboygan North HS  
Katie Schroeder

## WYOMING

Cheyenne East HS  
Eric Keto  
Justin Earnshaw  
Sheridan HS  
Emily Beagle

**THERE IS NO DEBATE ABOUT  
REWARDING YOUR STUDENTS**



As your students improve their communication skills, reward their efforts with a hand-crafted key or pin. Each colored stone-emerald, sapphire, or ruby represents progression towards their commitment to being one of our "Nation's Future Leaders".



# SAVE THE DATES!

For more info, visit:  
[www.idebate.org](http://www.idebate.org)

**idea**

## EUROPEAN YOUTH SPEAK:

Amsterdam, The Netherlands  
March 15-17

Model European Parliament-- Participants will experience the way the European Parliament works, learn new skills, and discuss important issues with youth from different countries.

## IDEA INTERNATIONAL TOURNAMENT OF CHAMPIONS FOR PARLIAMENTARY DEBATE:

Willamette University, Oregon, US--May 16-18

The International Tournament of Champions for Parliamentary Debate is an international high school parliamentary debate tournament at Willamette University. Debaters will get to meet and debate students from different regions of the world.

## IDEA INTERNATIONAL DEBATE AND CITIZEN JOURNALISM INSTITUTE:

United World College of the Adriatic, Duino, Italy--June 29-July 19

Participants will take college-accredited classes from Debate Coaches and Professors, learn multimedia journalism skills, and participate in educational excursions in the beautiful setting of Duino.

## IDEA INTERNATIONAL YOUTH FORUM:

Bulgaria, July 23-Aug 5

The 14th Annual IDEA International Youth Forum will be held in Bulgaria in 2008. Participants at the Forum can compete in the Karl Popper International Debate Tournament, meet and debate with debaters from other countries, and study current global issues in debate labs.



# Largest Number of New Degrees

2006 - 2007

1	James Logan HS	Mr Tommie Lindsey Jr - Forensic	CA	301
2	Gabrielino HS	Mr Derek L Yuill - Forensic	CA	290
3	Bronx High School Of Science	Mr Jon Cruz - Forensic	NY	287
4	Bellaire HS	Jay Stubbs/Russell Rach - Forensic	TX	284
5	Leland HS	Ms Gay Brasher - Forensic	CA	281
6	Liberty Sr HS	Cassie Price/Sean Nicewaner - Forensic	MO	269
7	Regis HS	Mr Eric DiMichele - Forensic	NY	240
8	Lynbrook HS	Mr David McGinnis - Forensic	CA	223
9	Eastview HS	Mr Todd Hering - Forensic	MN	215
10	Desert Vista HS	Mr Erik Dominguez - Forensic	AZ	210
11	Sanger HS	Mr Karson B Kalashian - Forensic	CA	206
12	Blue Valley North HS	Max H Brown/Steven Wood - Forensic	KS	205
13	Munster HS	Mrs Helen Engstrom - Forensic	IN	202
14	Eagan HS	Mr Chris McDonald - Forensic	MN	202
15	Stuyvesant HS	Ms Julie Sheinman - Forensic	NY	199
16	Cherry Creek HS	Ms Martha Benham - Forensic	CO	194
17	Nova HS	Ms Lisa Miller - Forensic	FL	192
18	Myers Park HS	Mr Andrew West - Forensic	NC	186
19	Plymouth HS	Mr David McKenzie - Forensic	IN	185
20	Shawnee Mission East HS	Paulette Manville/Jennifer Stucky - Forensic	KS	183
21	Clear Lake HS	Mr Martin Klein - Forensic	TX	182
22	La Mirada HS	Miss Nermin Kamel - Forensic	CA	177
23	Chesterton HS	Mr James Cavallo- Forensic	IN	176
24	Perry HS	Mrs Kathleen A Patron - Forensic	OH	173
25	Belton HS	Mr Timothy J Hughes - Forensic	MO	171



# Largest Number of New Degrees

2006 - 2007

26	Independence Truman HS	Ms Christine Adams/Mrs Kim Lenger - Forensic	MO	169
27	San Marino HS	Mr JJ Rodriguez - Forensic	CA	168
28	Green Valley HS	Mr Scott Ginger - Forensic	NV	166
29	Lakeville North HS	Mr Jim Fedje/Mr Andy Charrier - Forensic	MN	165
30	Pattonville HS	Randy Pierce/Don Schulte - Forensic	MO	164
31	Millard North HS	Ms Sabrina Denny-Bull - Forensic	NE	163
32	Kickapoo HS	Ms Teresa E Sparkman - Forensic	MO	163
33	Oak Park & River Forest HS	Ms Patricia A Cheney - Forensic	IL	161
34	Monte Vista HS	Mr David J Matley - Forensic	CA	158
35	Glenbrook South HS	Ms Tara Tate/Mr Scott McDermott - Forensic	IL	155
36	Sky View HS	Ms Tessa Kunz - Forensic	UT	152
37	Fullerton Joint Union HS	Mr Sal Tinajero - Forensic	CA	151
38	Blue Valley HS	Mr Chris Riffer - Forensic	KS	150
39	Washburn Rural HS	Ms Cynthia Burgett - Forensic	KS	149
40	Carl Sandburg HS	Mr Dan Sackett - Forensic	IL	147
41	Charlottesville HS	Mr J M Evans - Forensic	VA	146
42	Central HS - Springfield	Mr Jack Tuckness - Forensic	MO	145
43	Emporia HS	Mr Scott W Bonnet - Forensic	KS	143
44	Downers Grove South HS	Ms Jan Heiteen - Forensic	IL	142
45	Neosho HS	Mr David L Watkins - Forensic	MO	140
46	Bellarmino College Prep	Ms Kim Jones - Forensic	CA	139
47	The Harker School	Dr Matthew Brandstetter - Forensic	CA	138
48	Nixa HS	Mr John Horner - Forensic	MO	138
49	Flathead Co HS	Mr Gregory Adkins - Forensic	MT	137
50	Mountain Home HS	Mr John Petti- Forensic	ID	137



# Largest NFL Schools

2006 - 2007

1	Bellaire HS	Jay Stubbs/Russell Rach - Forensic	TX	793
2	Leland HS	Ms Gay Brasher - Forensic	CA	755
3	Gabrielino HS	Mr Derek L Yuill - Forensic	CA	715
4	James Logan HS	Mr Tommie Lindsey Jr - Forensic	CA	704
5	Liberty Sr HS	Cassie Price/Sean Nicewaner - Forensic	MO	641
6	Blue Valley North HS	Max H Brown/Steven Wood - Forensic	KS	633
7	Regis HS	Mr Eric DiMichele - Forensic	NY	632
8	Chesterton HS	Mr James Cavallo- Forensic	IN	576
9	Eastview HS	Mr Todd Hering - Forensic	MN	571
10	Nova HS	Ms Lisa Miller - Forensic	FL	569
11	Shawnee Mission East HS	Paulette Manville/Jennifer Stucky - Forensic	KS	529
12	Bronx High School Of Science	Mr Jon Cruz - Forensic	NY	522
13	Central HS - Springfield	Mr Jack Tuckness - Forensic	MO	509
14	Independence Truman HS	Ms Christine Adams/Mrs Kim Lenger - Forensic	MO	490
15	Lynbrook HS	Mr David McGinnis - Forensic	CA	487
16	Plymouth HS	Mr David McKenzie - Forensic	IN	485
17	Munster HS	Mrs Helen Engstrom - Forensic	IN	481
18	Belton HS	Mr Timothy J Hughes - Forensic	MO	476
19	Eagan HS	Mr Chris McDonald - Forensic	MN	468
20	Cherry Creek HS	Ms Martha Benham - Forensic	CO	448
21	Downers Grove South HS	Ms Jan Heiteen - Forensic	IL	440
22	Washburn Rural HS	Ms Cynthia Burgett - Forensic	KS	439
23	Bellarmino College Prep	Ms Kim Jones - Forensic	CA	438
24	Desert Vista HS	Mr Erik Dominguez - Forensic	AZ	435
25	Lakeville North HS	Mr Jim Fedje/Mr Andy Charrier - Forensic	MN	416



# Largest NFL Schools

2006 - 2007

26	Kickapoo HS	Ms Teresa E Sparkman - Forensic	MO	414
27	Glenbrook South HS	Ms Tara Tate/Mr Scott McDermott - Forensic	IL	412
28	Pattonville HS	Randy Pierce/Don Schulte - Forensic	MO	411
29	Watertown HS	Mr Scott Walker - Forensic	SD	407
30	Blue Springs HS	Ms Sherri L Kasemvudhi - Forensic	MO	403
31	Neosho HS	Mr David L Watkins - Forensic	MO	396
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# Studies Show High School Debate Enhances Reading

by  
Linda M. Collier, JD

## Quantitative Studies

Today's metric-based world of high-stakes testing has made debate harder to justify as an extra curricular activity. The argument is that time spent on debate trades off with work that is designed to increase basic academic skills—or does it? As debate coaches and educators, we see the value of debate in our students' lives; particularly in terms of their academic development. But we need "evidence" of high school debate's value to warrant our claims. Anecdotal reports (Lee, 1998) and a handful of published and unpublished scholarly articles strongly suggest debate as an out-of-school-time (OST) or co-curricular<sup>1</sup> strategy to support the academic growth of students, but until recently there has been very little high-school-debate-specific **quantitative** data to support that hypothesis.

In 2002-2003 I conducted an original research project. My findings plus two other quantitative studies have begun to fill the void, so it's now possible to quote studies that show high school debate enhances basic skills.

The three evaluations I'm using for this note examine the effect of co-curricular and extra-curricular policy debate on urban public high school students who are considered high risk (Center for Applied Research, 2003<sup>2</sup>; Collier, 2004<sup>3</sup>; DOC Communications, LLC, 2005<sup>1</sup>) and draw conclusions based on quantitative analysis of student-debater outcomes.

The reported results of all three projects are overwhelmingly positive. I've focused this article on the reading results because this space is far too small to publish a thorough examination of all the conclusions. My purpose is to offer highlights that provide some "evidence" for current use and to stimulate reader interest in establishing a project to collect and report data that will help the debate community more thoroughly evaluate the social and academic effect of debate on participating students.

Table 1 illustrates the sample size, and some of the investigation parameters of the three projects for easy reference.

**Table 1. Comparison Overview**

	Total Sample Size	Total Controls	Total Debaters	Pre-Test	Post-Test	Quantitative Measures	Qualitative Measures
CARTA	81	0	81	Yes	Yes	Yes	Yes
Argument for Success	421	212	209	Yes	Yes	Yes	No
MNUDL	18	13	5	Yes	Yes	Yes	Yes

<sup>1</sup> "Co-curricular" refers to high school debate programs that have both in-class and OST activities. All competition is OST, but some schools have argumentation and debate classes.

<sup>2</sup> "Learning What You Can, Building from What You Learn: Assessing the Role of the Baltimore Urban Debate League on Academic and Social Outcomes of Students," a two-year quantitative analysis by the Center for Applied Research, 2003.

<sup>3</sup> "Argument for Success," Collier, L. M., 2004. In the final sample, 421 students (debaters and controls) from 5 cities were pre- and post-tested on reading and other measures.



# NDCA Coaches' Corner

All three studies report debaters' improved their reading skills over the course of their debate activities.<sup>5</sup> CARTA reported a 44.2% increase in debater reading comprehension, MNUDL shows a 34% increase, and *Argument for Success* concludes the debaters had a 25% increase in improvement over the non-debating controls. MNUDL and *Argument for Success* based those claims on the results of the Scholastic Reading Inventory and used debaters compared to controls. CARTA used focus group sessions of the Baltimore debaters for the basis of its conclusion of increased reading comprehension.<sup>6</sup>

If the results of these efforts were presented individually, none might be persuasive. However, when examined together, these three findings go a long way toward establishing debate as a factor in improving reading

among high school students.

Reading is a critical bell weather of how students will succeed in school and in life. And, as I outlined in *Argument for Success*, even the much maligned "No Child Left Behind" legislation acknowledges that reading makes all other learning possible. For that reason alone, I believe there is reason to support academic debate in all high schools. As these early efforts at measurement illustrate, debate can be a powerful tool to ensure that students are acquiring the basic academic skills they need to succeed. Debate is not a trade-off, it is a value-added activity.

(Linda M. Collier, JD, is Director of Debate at The Barstow School in Missouri.)

<sup>6</sup>Table 2. Reading Comparison

	Total Sample Size	Total Control	Total Debater	Score < Debater	Confirm By Teacher	Confirm By Coach	Confirm By Student
CARTA	81	0	81	n/a	Yes	Yes	Yes
Argument for Success	421	212	209	25%	Yes	Yes	No
MNUDL	18	13	5	34%	Yes	Yes	Yes

<sup>4</sup>DOC Communications examined the performance by students engaged with the Minnesota Urban Debate League (MNUDL), Karon Garen, Executive Director, 612-925-5154, kgwoman@hotmail.com.

<sup>5</sup>Here are the fundamental differences between the debate programs that were studied. First, both co-curricular and OST policy debate programs are included in the CARTA and Collier studies, but the MNUDL program is exclusively OST. Second, everyone debated and researched the same resolution, but each school's "debate class" was unique in the same way English classes using identical texts are unique because they are taught by different people or on different schedules. Finally, as one might expect, the OST and competition elements differed from school to school and city to city.



# The NFL Curriculum Clearinghouse

by  
Chris Joffrion  
Regional Office Director



As many of you may know, during the spring and summer of 2005 the NFL and Western Kentucky University joined forces to create the first of what will hopefully soon become a number of Regional Offices serving district chairs, coaches, and students across the country. One of the primary goals of the regional office at WKU is to offer coaches as much educational support as possible. Until new offices begin to sprout up, I would like to extend some support where I can to those districts beyond my reach. To that end I would like to introduce myself and the "The NFL Curriculum Corner."

First of all, my name is Chris Joffrion. I am originally from West Monroe, Louisiana where I graduated from West Monroe High School in 1999. During high school, my forensic experience was limited almost entirely to interp events. Following graduation, I attended Louisiana College where I received a Bachelor's Degree in Communication Studies. At LC I had the opportunity to participate in various forms of collegiate debate. Following my time at Louisiana College, I headed to Lubbock, Texas to work on a Master's Degree at Texas Tech University. During my two years at Texas Tech, I served as the Assistant Director of Forensics. It was during this time that I fell in love with debate and began focusing my time and energy on learning and teaching the activity. After receiving an MA in Communication Studies, I was hired by Western Kentucky University to serve as the Assistant Director of Debate. During the last year, I have had the pleasure of coaching one of the most successful college debate teams in history, and while I am sad about leaving the coaching ranks at WKU, I look forward to working with the National Forensic League.

Second, in July of this year (only a few days after becoming the Regional Coordinator), J. Scott Wunn approached me with the idea of writing a monthly column for the *Rostrum*. The idea behind this column was to provide coaches with new and creative ideas that could be integrated into the classroom environment. Thus the NFL Curriculum Corner was born. My goal over the coming months is not only to present creative and innovative teaching ideas, but also to present ideas that will actually benefit one as an educator—not just as a forensic coach. Therefore each month I will briefly present two teaching suggestions. One suggestion will be geared toward a public speaking or debate oriented class. The second suggestion will be geared toward classes dealing in theater arts or interpretation. However, in order to ensure that I can tailor these suggestions as closely as possible to actual classroom environments, please feel free to send in questions or specific requests. All questions and requests can be directed to [cjoffrion@nflonline.org](mailto:cjoffrion@nflonline.org)

Now that you know who I am and what the NFL Curriculum Corner is, the following page will serve as a preview of the instructional suggestions you can expect in the coming months. While future installments will include two activities, this introductory issue is limited to one. If at any time you find yourself needing or just wanting more information about a suggestion, please do not hesitate to contact me. I will always be willing to offer further explanation or assistance. Best of luck, and here's to a wonderful and successful 2007-2008 season!



# Charity Support Persuasive Speech

This speech is persuasive in nature and asks students to assume the role of fundraisers for a not-for-profit charity organization. They will act as representatives for an organization of their choice soliciting funds to continue existing projects or initiate new projects. The sales pitch will be delivered by a group, and all students should equally share speech time. The total presentation should not exceed 20-25 minutes depending on the number of group members.

## Rationale:

Often our students are called upon to deliver speeches in a classroom setting that seem rather contrived, and students often feel as if there is no real world application for the style of speeches required in a public speaking class. The charity support persuasive speech offers students the opportunity to speak as fundraisers for a not-for-profit charity organization of their choice. Ideally, this speech will provide students with a speaking assignment that they can easily relate to life outside the classroom.

## Objectives:

- To offer students in a speech or public speaking class a chance to practice a pragmatic and practical approach to persuasive speaking as the conclusion to a teaching unit on persuasion.
- To train students in the use of PowerPoint or similar presentational aids.
- To challenge students to learn more about a variety of not-for-profit charity organizations.
- To inspire participation in and a concern for not-for-profit charity organizations.

## Preparation:

- Gather information on a number of different charities that you find appropriate for discussion in the classroom.
- Divide the class into group of four to five students.
- Develop a scenario for the speech. Students may be asked to imagine that this speech is being delivered to an individual that has recently won the lottery and is looking to donate a large sum of money. Or they may imagine that this presentation is being made to the Board of Directors of a large company that is looking to do some philanthropic outreach.

## The Assignment:

1. Inform students of the scenario for this speech.
2. Divide students into their groups and instruct them to complete the following tasks.
  - Select an organization from the approved list of not-for-profits.
  - Determine the order in which group members will speak during the presentation. For example, one student should be responsible for introducing the organization. One student should be responsible for informing the audience of current projects being undertaken. One student should inform the audience as to how a contribution would benefit the organization, and the last student should conclude the speech. Basically, it is one speech divided among several speakers.
  - Assign responsibility for completion of the PowerPoint or other visual aid (if you wish to require this).
  - Turn in a written report of the decisions made during this first session.
3. Allow students at least one week to conduct the research and prepare the presentation. The presentation may be accompanied by a written report or a detailed outline of the speech.
4. Students should be required to dress in business professional attire for their presentation. (This is optional, but recommended).
5. The presentation should be evaluated similarly to other speeches, but should include consideration of the use of persuasive tools.

**For more information on this assignment, please contact Chris Joffrion at: [cjoffrion@nflonline.org](mailto:cjoffrion@nflonline.org)**



# 2007 Julia Burke Award

**ELI JACOB, RECIPIENT**

Eli Jacobs of Centerville High School, Centerville, Ohio, was the recipient of the 2007 Julia Burke Award for Character and Excellence in Policy Debate. There were a record 26 nominations for eleven students for the 2007 candidate.

The award was presented by Eric Zampol, who is a member of The Board of Directors of The Julia Burke Foundation and the Founding Father of the award. He was a close friend of Julia's and had debated with her. Eric debated for Woodward Academy and Dartmouth, and debated twice at TOC and cleared at the NDT as a freshman. The presentation was made at the Tournament of Champions Breakfast in May at The Radisson Hotel.

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 cleared at the TOC when only a sophomore. Julia was lost in October 1998 as a result of a car accident.

The Award includes a \$1000 scholarship to the recipient's college, and a \$1000 donation to the recipient's charity of choice. Eli has chosen The Centerville High School Spirit Chain as his charity. Eli will be attending Harvard University.

Nominations for next year's award may be submitted by any policy debater, coach or judge from now until March 15, 2008. You may visit our website at [www.JuliaBurkeFoundation.com](http://www.JuliaBurkeFoundation.com) for nomination information.

Submitted by  
Nora Stanton, Project Manager  
The Julia Burke Foundation

## ◆ In Memoriam

Friday, August 17<sup>th</sup>, Andrew Bogeajis, Florida coach associated with several schools died at the age of 36. Andy B., as his students affectionately called him, coached at both Trinity Prep and Lake Highland Prep in Orlando, and for the past four years at Nova High School. He also worked with individual students in programs all over the state of Florida.

Though Andy could coach and judge any event, he was best known, not just for his expertise in Original Oratory and Interp, or the success his students enjoyed under his tutelage, but also for his willingness to work with all students, not just the stars. Most of all, Andy had the ability to spot and connect with the shy or underrated student and make that child find the confidence to compete. At Andy's memorial service, his students spoke more of his character, kindness and humor than anything else.

He is survived by two wonderful children, Zachary and Kristin, along with the hundreds of children and coaches whose lives he touched.

*Florida*







## The 2007 Princeton Classic Speech and Debate Tournament

The Princeton University Debate Panel is proud to announce this year's **Princeton Classic Speech and Debate Tournament**, to be held from Friday, November 30<sup>th</sup> to Sunday, December 1<sup>st</sup> 2007. Princeton offers:

- ❖ Tournament of Champions (TOC) bid in Lincoln Douglas Debate
- ❖ Tournament of Champions (TOC) bid in Student Congress
- ❖ Public Forum Debate
- ❖ All NFL Nationals primary speech events, including: Original Oratory, Extemporaneous Speaking, Dramatic Interpretation, Humorous Interpretation, and Duo Interpretation
- ❖ Judging drawn from the region's top coaches and former competitors

Additionally, this year's Princeton Classic has teamed up with the University Admissions office to offer tours and information sessions on Friday, November 30<sup>th</sup>. Check out the nation's top university while taking on its top competition! Don't miss it!

**Registration now open at: [www.tabroom.com](http://www.tabroom.com)**

**Contact us with any questions at: [princetonclassic2007@gmail.com](mailto:princetonclassic2007@gmail.com)**

### UNITED STATES POSTAL SERVICE Statement of Ownership, Management, and Circulation (All Periodicals Publications Except Requester Publications)

1. Publication Title <b>NATIONAL FORENSIC LEAGUE</b>	2. Publication Number <b>4718-180</b>	3. Filing Date <b>September 2007</b>
4. Issue Frequency <b>Nine Issues (September through May)</b>	5. Number of Issues Published Annually <b>Nine</b>	6. Annual Subscription Price <b>\$10 for one year</b>
7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4) <b>National Forensic League P.O. Box 38, 125 Watson Street Ripon, WI 54971</b>		
8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer) <b>Same as above</b>		
9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank) <b>Publisher (Name and complete mailing address): Mr. J. Scott Wunn, Editor National Forensic League P.O. Box 38, 125 Watson St., Ripon, WI 54971 Editor (Name and complete mailing address): Same as above</b>		
10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address, as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.) <b>Full Name: National Forensic League Complete Mailing Address: P.O. Box 38, 125 Watson St., Ripon, WI 54971</b>		
11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box. <input checked="" type="checkbox"/> None <b>Full Name: Complete Mailing Address:</b>		
12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one) The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes: <input type="checkbox"/> Has Not Changed During Preceding 12 Months <input type="checkbox"/> Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement) <b>PS Form 3526, September 2006 (Page 1 of 3) Instructions (Page 2) PSN 7530-01-000-9041 PRIVACY NOTICE: See our privacy policy on www.usps.com</b>		

13. Publication Title <b>Exortum</b>	14. Issue Date for Circulation Data Below <b>October, 2007</b>
15. Extent and Nature of Circulation <b>Nine issues (Sept - May) mailed to all NFL Schools</b>	Average No. Copies Each Issue During Preceding 12 Months <b>10,450</b>
16. Extent and Nature of Circulation <b>Nine issues (Sept - May) mailed to all NFL Schools</b>	
17. Signature and Title of Editor, Publisher, Business Manager, or Owner <b>David Wunn, Editor</b>	
18. Date <b>September 7, 2007</b>	

a. Total Number of Copies (Net press run)	10,450	11,400
b. Paid Circulation (By Mail and Outside the Mail)		
(1) Mailed Outside-County Paid Subscriptions (Based on PS Form 3541, and only paid subscriptions above nominal rate; advertiser's proof copies and exchange copies)	9,945.8	10,922
(2) Mailed In-County Paid Subscriptions (Based on PS Form 3541, and only paid subscriptions above nominal rate; advertiser's proof copies and exchange copies)	- 0 -	- 0 -
(3) Paid Distribution Outside the Mails Including Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid Distribution Outside USPS®	- 0 -	- 0 -
(4) Paid Distribution by Other Classes of Mail Through the USPS (e.g., First-Class Mail®)	- 0 -	- 0 -
c. Total Paid Circulation (Sum of (b)(1), (b)(2), (b)(3), and (b)(4))	9,945.8	10,922
d. Free or Nominal Rate Distribution (Sum of (1), (2), (3), and (4))	236.20	241
(1) Free or Nominal Rate Outside-County Copies (Based on PS Form 3541)	- 0 -	- 0 -
(2) Free or Nominal Rate In-County Copies (Based on PS Form 3541)	- 0 -	- 0 -
(3) Free or Nominal Rate Copies Mailed at Other Classes Through the USPS (e.g., First-Class Mail®)	- 0 -	- 0 -
(4) Free or Nominal Rate Distribution Outside the Mail (Carriers or other means)	- 0 -	- 0 -
e. Total Free or Nominal Rate Distribution (Sum of (1), (2), (3), and (4))	236.20	241
f. Total Distribution (Sum of (c) and (e))	10,182.00	11,163
g. Copies not Distributed (See instructions to Publishers #4 (page 83))	300.9	237
h. Total (Sum of (f) and (g))	10,482.90	11,400
i. Percent Paid (f divided by h times 100)	95.47	97.84



## For the Final Exam -- Let's Debate!

### Community Involvement

By Kristie Cramer & Carrie Daily

As participants in forensics, there are many tasks we are called on to complete. The largest task for most of us is promoting the activity; not only bringing new people into the activity, but also spreading the word to the larger community about our too often forgotten activity. Hopefully many utilize some of the techniques we are using in Canton, Ohio (home of the other "NFL"). We contact our school and local papers with the hope that our student's smiling faces will greet us with our morning coffee. We give information to the school yearbook staff with the hope that our teams accomplishments won't be forgotten in the seasons to follow. We give announcements about our teams to our alumni and parent newsletters with the hope that families which know us will want to know what is happening with the home team. We return back to school after each long weekend and, in an exhausted haze, write descriptions of how the team did with the hope that the other students and faculty in the school won't be sleeping through the morning announcements and will be impressed with where the team traveled and its successes. Some of us even get an extra boost of energy from time to time and print a newsletter to disseminate information about our team to supporters and former competitors. We all utilize many venues to promoting the activity. Last season, however, we found a new way to accomplish this goal. Although we are all busy, this unique idea is definitely worth the time. Coordinating with a local college to teach a class about high school debate is a great way to promote the activity, fine tune student skills, and bring new blood into the activity.

Like many high schools around the country our school has a post-secondary program in which some of our students participate. As is typically the case, one of our students stood out in her college class

and the professor found discussions of debate intriguing and more than applicable to college classes and life beyond. That meeting of professor and student led to a dynamic, collaborative, educating team. Last spring we were asked to guest lecture in an Argumentation Class, under the Communication Department, at Kent State University - Stark Campus in Canton, Ohio. We met the professor in a trendy coffee shop and brainstormed ideas on how to bring high school debate to college students, who were all taking the Argumentation elective, with majors ranging from education, communication, business, accounting, and even art. What we came up with was an eight week seminar that extended beyond the classroom. The class was only 75 minutes long and was held on Monday and Wednesday, conveniently after our high school day ended. We began our seminar by taking our more experienced debaters to perform demonstrations of their debate categories for the class. First was a demonstration of public forum, then Lincoln/Douglas and finally policy. Each debate category performed a shortened version of their first two speeches and two cross-examination periods. Our students obviously gave a very watered down presentation, speaking at conversation pace and avoiding all debate jargon. That first day our team was met by not only the class but also the Dean and various faculty members of the university! After our presentation we allocated time for discussion and the audience had plenty to ask and accolades to deliver. Our debaters did a fantastic job impressing— sparking interest in the upcoming class but more importantly making debate clear to a novice audience (sadly not a single audience member had ever seen a competitive high school debate before). The introductory debates reminded us of the incredible skill members of speech and debate possess— especially when college

students admit a group of high school kids could do something they never dreamed they could learn to do.

By the following class, our instruction was underway. We spent 5 weeks of the class giving lectures on debate theories, structure, and effective flowing. Given our timeframe to teach the class was only 5 weeks, it was intense learning. While this structure would never allow us to teach all there is to know about debate, we covered a lot of ground in our given timeframe. Each class was followed by out-of-class assignments to solidify learning. We gave them topic papers to read, questions to answer, articles to cut and tag for evidence, evidence to read and label with the correct debate theory, papers to write on philosophies and debate theories, and daily quizzes on the material covered. During the semester the Kent students were required to judge at three local debate tournaments and write reviews of each round. After several weeks of teaching debate we left the class hopeful we had impressed them with an activity of which they previously knew nothing. Within a few weeks; we learned our goal had been achieved. The professor contacted us to return with our debaters. The Kent students had opted to have their final exam be a debate round with the high school debaters. This time we spent two weeks in the class, pairing a high school debater with each college student. The college students chose a resolution to debate, collected evidence and wrote arguments for and against their topic area with the guidance of the high school debaters. The final exam was held with reporters from our local newspapers and extra seasoned debate judges. The college students paired up with a high school partner, were assigned the affirmative or negative side of a resolution, and had a shortened policy debate round with veteran judges evaluating the debate for their final



# Policy Debate

exam grade. After the debates were completed everyone rejoined one another one final time for a discussion of the debates and to share reactions to the class.

The reaction to our project was overwhelmingly positive. It was clear that these college students had no idea the work level our debaters put in to compete each weekend. They were blown away by our competition schedule and were at the edge of their seats to hear how our travels went each week. No one among the Kent students could say enough to express how impressed they were with our kids or list the benefits of competitive debate. Just as impressive was the amount the Kent students learned in just a few short weeks. Many indicated that they had never taken a class of this nature or worked so hard but with that they realized they had never learned something so applicable to their careers or life in general. However, it wasn't just the college students who gained from the experience; our high school debaters gained just as much. Most of their high school careers our students are on the learning end instead of the teaching side.

The debaters realized how difficult it is to teach someone how to speak persuasively or how to distinguish a well articulated argument in the 3<sup>rd</sup> paragraph of a 15 page article. They also learned how to debate and persuade a person less familiar with debate more effectively than they ever could if they drew the lay judge at a tournament. Our students learned by teaching and embraced adaptation more than ever before. They also developed a deep sense of confidence; they stood as expert each time they worked with the college students and professor who were older and hopefully a little wiser than them.

Perhaps more importantly, our students felt appreciated. They saw 16 people who had no true reason to be so interested in them (after all the Kent kids could drop the class at anytime). Our high school debaters felt important; they felt as if they were doing their part to spread the word to the larger community what high school speech and debate has to offer. As proud as we were of our project, in the end it was the debaters who glowed with pride as members of the class gave us their contact

information so they could judge in the future. They felt as though they had drawn new people into our activity and they had. Could those Kent kids judge the final round of the Tournament of Champions? Probably not, but at least they knew what the tournament was, applauded those that attended, and would have loved to watch every moment of it. They were certainly judges who could handle local and state competition levels. Most importantly however was not that they were judges but that they had joined a community they never would have previously; they had bonded with our students and us as patrons of debate.

(Written by **Kristie Cramer and Carrie Daily**. Kristie is a diamond coach and is the Director of Debate at Case Western Reserve University as well as Canton Central Catholic and Perry High Schools in Ohio. Carrie is also a diamond coach and Director of Debate at Perry High School. Kristie and Carrie will be presenting the project to the Ohio Communication Association in October.)

## The Forensics Files

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# ANNUAL REPORT 2006 - 2007

This report summarizes the number of *new* members and degrees added by each chapter during the school year 2006-2007. 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 '07 designates the chapter rank as of August 31, 2007. The column '06 designates the chapter rank the previous year.

Each year the top chapter in accumulated members and degrees, not more than one in a district, receives the Leading Chapter Award, then its accumulated total returns to zero and begins a new record. The symbol ('04) indicates the last time a chapter won the Leading Chapter Award. A school may not receive the Leading Chapter Award unless it has been a member for five years or five years has passed since last receiving the award. If it lost its Charter or has been suspended or expelled or failed to add new members and degrees during the school year it is also ineligible. A tie in the accumulated total for the Leading Chapter Award is broken in favor of the school which enrolled the greater number of new members and degrees during that school year. This report does not contain the records of affiliate schools.

+Leading Chapter Award				#New or Restored Chapter				*Lost or Suspended Charter				
DEEP SOUTH (AL)				14	14	Menlo Atherton HS	3	166	SOUTHERN CALIFORNIA			
07	'06	Chapter	New Total	15	3	Homestead HS ('06)	8	8	07	'06	Chapter	New Total
1	2	+ The Montgomery Academy ('02)	135 578	CAPITOL VALLEY (CA)								
2	3	Prattville HS	26 437	07	'06	Chapter	New Total	2	2	La Jolla HS	12 560	
3	4	Saint James School ('95)	22 395	1	2	+ Yuba City HS	24 274	3	4	San Dieguito HS ('00)	54 547	
4	6	The Altamont School	64 277	2	3	El Dorado HS	20 267	4	5	Torrey Pines HS	2 461	
5	8	Vestavia Hills HS ('04)	76 225	3	4	Oak Ridge HS	24 259	4	6	El Camino HS ('87)	12 461	
6	5	Homewood HS ('92)	6 221	4	6	Nevada Union HS ('00)	28 191	6	7	Redlands East Valley HS	9 430	
7	7	Booker T Washington Magnet HS	2 174	5	7	Sacramento Jesuit HS ('97)	24 173	7	13	La Costa Canyon HS ('04)	135 381	
8	12	Lamp HS ('05)	57 131	6	8	Davis Senior HS ('01)	40 132	8	11	Redlands HS ('03)	81 346	
9	9	Randolph School	3 119	7	10	Ponderosa HS ('04)	32 111	9	8	Katella HS ('76)	0 336	
10	11	Mars Hill Bible School ('04)	20 100	8	11	Rio Americano HS ('03)	24 102	10	9	Rancho Bernardo HS	0 320	
10	1	Mountain Brook HS ('06)	100 100	9	12	Granite Bay HS ('05)	39 91	11	12	Holtville HS ('93)	0 260	
12	—	# Oak Mountain HS	23 75	10	9	Galt HS ('98)	2 86	12	14	The Bishops School	5 215	
13	13	Jefferson County IB School ('00)	0 69	11	—	# St Francis HS - Sacramento	38 84	13	—	# Servite HS	23 181	
14	14	* Decatur ('01)	0 63	11	—	CK McClatchy HS ('02)	12 99	14	15	Cypress HS ('00)	0 138	
15	—	# The Donoho School	2 51	12	13	Rocklin HS	6 40	15	1	Claremont HS ('06)	112 112	
16	16	Hoover HS ('03)	0 22	13	15	Woodcreek HS	0 39	16	16	Henry J Kaiser HS	14 103	
ARIZONA				14	14	Kennedy HS ('06)	31 31	17	17	Mount Miguel HS ('01)	14 102	
07	'06	Chapter	New Total	15	1	Mira Loma HS	24 27	18	18	Yucalpa HS ('05)	25 65	
1	2	+ River Valley HS	30 715	16	—	# River Valley HS	7 17	WEST LOS ANGELES				
2	3	Chaparral HS	50 668	EAST LOS ANGELES				07	'06	Chapter	New Total	
3	4	Red Mountain HS	27 640	07	'06	Chapter	New Total	1	2	+ Thousand Oaks HS	1 569	
4	7	Dobson HS ('00)	110 599	1	2	+ Mark Keppel HS ('99)	35 586	2	5	North Hollywood HS ('78)	29 459	
5	6	Blue Ridge HS	36 551	2	9	Gabriellino HS ('05)	290 562	3	3	* Righetti HS	0 548	
6	5	Gilbert HS	16 545	3	6	San Marino HS ('02)	168 544	4	8	Loyola HS ('01)	91 433	
7	7	* Salpointe Catholic ('90)	0 489	4	3	Demien HS ('96)	47 543	5	8	Sherman Oaks CES ('00)	46 361	
8	9	Buena HS	14 466	5	4	San Gabriel HS ('01)	47 471	6	7	La Reina HS ('98)	14 332	
9	10	Mesa HS	43 462	6	5	Polytechnic School	21 425	7	9	Atascadero HS	23 298	
10	11	Chandler HS ('96)	38 406	7	—	# Pasadena HS	35 424	8	10	Notre Dame HS ('99)	29 259	
11	12	Mountain View HS ('02)	69 400	8	11	Alhambra HS ('03)	117 382	9	11	Brentwood School	13 186	
12	14	Shadow Mountain HS ('95)	65 379	9	7	Los Alamitos HS ('99)	17 381	10	12	Archer School	12 167	
13	15	Phoenix Central HS ('01)	50 355	10	8	Schurr HS ('98)	73 351	11	15	Arroyo Grande HS ('04)	57 147	
14	13	Sinegua HS	12 339	11	—	# Arroyo HS	69 332	12	13	Bishop Alemany HS	0 143	
15	16	McClintock HS ('98)	68 319	12	12	Arcadia HS ('04)	109 285	13	14	Immaculate Heart HS ('03)	21 141	
16	—	# Tempe Preparatory Academy	85 305	13	1	La Mirada HS ('08)	177 177	14	16	Foothill Technology HS	30 93	
17	18	Brophy College Prep ('04)	74 280	14	13	Walnut HS	3 140	15	17	Granada Hills Charter HS ('05)	53 90	
18	17	Hamilton HS	37 275	15	—	# Ribet Academy College Prep	19 116	16	1	Chaminade College Prep ('08)	26 26	
19	1	Desert Vista HS	210 210	16	14	Sonora HS ('01)	4 103	COLORADO				
20	20	Cactus Shadows HS	0 120	SAN FRAN BAY (CA)				07	'06	Chapter	New Total	
21	22	Sunnyslope HS ('05)	31 55	07	'06	Chapter	New Total	1	1	+ Cherry Creek HS ('02)	194 925	
BIG VALLEY (CA)				1	5	+ Miramonte HS ('01)	111 793	2	3	Highlands Ranch HS	29 637	
07	'06	Chapter	New Total	2	2	Sonoma Valley HS	40 790	3	4	Gateway HS	29 613	
1	2	+ St Mary's HS ('95)	48 352	3	10	James Logan HS ('04)	301 785	4	5	Rangeview HS	20 566	
2	3	Lincoln HS ('98)	24 315	4	3	San Ramon Valley HS	34 777	5	6	Kent Denver School	76 554	
3	4	Lodi HS ('04)	76 286	5	4	Pinole Valley HS ('91)	37 735	6	7	Littleton HS ('89)	47 512	
4	—	# Stagg HS ('87)	2 254	6	6	Head-Royce School	40 720	7	8	Heritage HS ('86)	9 464	
5	6	Turlock HS ('97)	32 224	7	7	Mercy HS	16 673	8	9	Ponderosa HS ('95)	31 395	
6	5	Central Catholic HS	17 211	8	8	George Washington HS ('93)	33 652	9	10	Aurora Central HS ('93)	29 293	
7	—	# Carondelet HS	12 140	9	9	College Prep ('97)	53 563	10	11	Mullen HS ('01)	25 267	
8	—	# De La Salle HS	23 121	10	11	Analy HS	55 458	11	18	Overland HS ('03)	62 246	
9	7	Johansen HS ('02)	11 112	11	14	Monte Vista HS ('05)	158 317	11	13	Chaparral HS	43 246	
10	10	Bear Creek HS ('05)	48 89	12	12	* Archbishop Riordan HS ('82)	0 209	13	14	Smoky Hill HS ('00)	27 227	
11	9	Rodriguez HS	41 88	13	13	El Cerrito HS ('00)	3 204	14	12	Grandview HS	9 218	
12	—	# Modesto HS ('00)	0 75	14	15	Bentley School	30 161	15	15	Dakota Ridge HS	2 196	
13	8	John H Pitman HS	7 63	15	1	Lowell HS ('08)	69 69	16	17	Chatfield Senior High ('96)	26 180	
14	1	Fred C Beyer HS ('06)	60 60	SIERRA (CA)				17	18	Fairview HS ('99)	30 176	
15	—	# Delta Charter HS	38 38	07	'06	Chapter	New Total	18	19	Douglas County HS ('04)	41 153	
California Coast				1	3	+ Edison Computech HS ('98)	73 594	19	20	Columbine HS ('05)	35 71	
07	'06	Chapter	New Total	2	2	Foothill HS	14 593	20	2	Arapahoe HS ('06)	43 43	
1	1	Leland HS ('03)	281 1217	3	5	Bakersfield HS ('99)	68 573	ROCKY MOUNTAIN-NORTH (CO)				
2	2	+ Bellarmine College Prep ('02)	139 795	4	6	Buchanan HS	40 528	07	'06	Chapter	New Total	
3	5	Presentation HS	31 625	5	6	Centennial HS ('00)	19 507	1	2	+ Moffat County HS ('93)	55 629	
4	4	Mission San Jose HS	19 615	6	8	Clovis East HS	93 480	2	3	Iver C Ranum HS	1 530	
5	6	Saint Francis HS ('82)	46 579	7	9	South HS - Bakersfield ('86)	12 394	3	5	Westminster HS ('79)	0 475	
6	11	Lynbrook HS ('04)	223 548	8	11	Ridgeview HS	41 372	4	7	Fort Collins HS ('99)	50 458	
7	7	Saratoga HS ('01)	34 510	9	12	Liberty HS	25 349	5	6	Monarch HS	4 429	
8	8	Monta Vista HS ('00)	46 507	10	14	Hoover HS - Fresno ('97)	35 283	6	9	Greeley Central HS ('02)	56 377	
9	9	Mountain View HS	38 401	11	13	West HS - Bakersfield ('95)	9 267	7	8	Northridge HS	23 373	
10	10	Los Gatos HS ('95)	12 357	12	1	Sanger HS ('06)	206 206	8	10	Poudre HS ('93)	15 294	
11	12	Westmont HS ('96)	28 297	13	15	Bullard HS ('01)	7 165	9	11	Battle Mountain HS	50 279	
12	13	Pinewood HS ('90)	22 257	14	16	Clovis West HS ('03)	37 143	10	13	Niwot HS ('03)	37 198	
13	15	The Harker School ('05)	138 236	15	17	Stockdale HS ('04)	37 141	11	17	Rocky Mountain HS ('05)	91 194	
				16	19	East Bakersfield HS ('05)	28 53	12	12	Strasburg HS	14 183	
				18	17			13	15	Steamboat Springs HS ('00)	24 160	



14	14	Greeley West HS ('98)	5	149	8	—	# Berkeley Preparatory School	31	195	21	22	Borah HS	20	319
15	16	Skyline HS ('01)	7	135	9	11	Pine View School ('04)	64	191	22	24	Pocatello HS ('99)	28	228
16	18	Silver Creek HS	11	107	10	7	Brandon HS	18	176	23	23	Skyview HS	17	226
17	19	Centaurus HS ('04)	19	50	11	11	Paul R Wharton HS	37	164	24	26	# Mountain View HS	71	186
18	1	Longmont HS ('08)	47	47	12	8	Tampa-Jesuit HS ('97)	0	156	25	25	Vallivue HS	17	148
ROCKY MOUNTAIN-SOUTH (CO)														
07	'06	Chapter	New	Total	14	15	East Bay HS	12	124	26	1	1 Mountain Home HS	137	137
1	2	+ Bear Creek HS ('94)	64	695	16	1	Bloomington Sr HS	5	107	27	1	Meridian HS ('08)	67	67
2	3	Golden HS ('99)	50	633	17	17	Lely HS ('02)	1	72	28	27	Wood River HS ('05)	24	53
3	5	Pomona HS ('94)	50	602			Sarasota HS ('08)	34	34	29	28	Snake River HS ('04)	10	38
4	6	Denver East HS ('01)	77	591			Riverview HS ('05)	0	6					
GREATER ILLINOIS														
5	7	George Washington HS ('96)	75	563	07	'06	Chapter	New	Total	07	'06	Chapter	New	Total
6	4	Thomas Jefferson HS ('60)	0	557	1	2	+ Braddock HS	74	508	1	3	+ Granite City Sr HS ('99)	73	411
7	9	Arvada HS ('95)	47	421	2	3	Belen Jesuit Prep School	59	418	2	6	Belleville West HS ('01)	80	371
8	8	Denver North HS ('89)	3	419	3	4	Miami Palmetto HS ('98)	20	321	3	4	Paxton Buckley Loda HS	9	345
9	10	Regis Jesuit HS ('77)	46	404	4	6	Miami Southridge Senior HS ('99)	15	241	4	5	Lincoln Community HS	18	314
10	—	# Summit HS	56	266	5	5	Miami Killian HS ('96)	1	229	5	9	Belleville Township (East) HS ('02)	54	290
11	11	Eaglecrest HS ('02)	3	185	6	11	Ransom Everglades Upper School	45	203	6	10	Normal Community West HS	38	267
12	14	Lakewood HS ('05)	71	163	7	8	North Miami Senior HS ('97)	5	201	7	7	* Pontiac Township HS ('94)	9	249
13	13	Standley Lake HS ('03)	36	132	8	7	North Miami Beach Sr HS ('00)	40	142	8	8	Normal Community HS ('96)	10	247
14	12	Wheat Ridge HS ('04)	5	102	9	13	Christopher Columbus HS ('04)	40	58	9	11	Heyworth HS ('03)	21	144
15	15	Evergreen HS ('00)	0	91	10	1	Michael Krop HS ('08)	51	51	10	13	Pekin Comm HS ('05)	55	103
16	1	Platte Canyon HS ('06)	58	58	11	12	Miami Jackson Sr HS ('02)	0	26	11	12	University HS ('04)	20	82
					12	14	Archbishop Curley Notre Dame ('05)	5	21	12	2	* Harrisburg HS ('06)	0	0
COLORADO GRANDE														
07	'06	Chapter	New	Total	GEORGIA NORTHERN MOUNTAIN									
1	2	+ Durango HS ('94)	20	560	07	'06	Chapter	New	Total	07	'06	Chapter	New	Total
2	3	Liberty HS	2	533	1	2	+ Westminster Schools ('97)	35	356	1	2	+ Glenbard West HS ('93)	75	1025
3	6	Montrose HS ('96)	63	532	2	4	Lassiter HS	47	344	2	3	Downers Grove North HS ('88)	73	792
4	4	Grand Junction HS ('88)	32	525	3	3	Brookwood HS ('98)	18	338	3	4	Thornton Township HS ('94)	88	705
5	5	LaJunta HS ('89)	19	504	4	5	* Centennial HS	0	245	4	—	# Naperville Central HS	112	596
6	8	Canon City HS ('01)	68	434	5	7	Rome HS	0	192	5	5	Homewood-Floesmoor HS ('02)	90	459
7	9	Air Academy HS ('95)	73	431	6	—	# Trion HS	11	148	6	7	Wheaton North HS ('03)	100	441
8	11	Mesa Ridge HS	28	368	7	12	Alpharetta HS	44	132	7	8	Thornridge HS ('97)	38	384
9	12	Centennial HS ('02)	44	332	8	11	Pace Academy ('99)	31	123	8	8	Thornwood HS ('98)	54	381
10	14	Woodland Park HS ('98)	49	331	9	9	Lakeview Academy	22	119	9	10	Amos Alonzo Stagg HS	53	322
11	14	Sierra HS ('97)	21	303	10	10	St Pius X Catholic HS ('00)	18	113	10	14	Oak Park & River Forest HS ('05)	181	312
12	13	South HS ('83)	0	287	11	1	Henry W Grady HS ('06)	85	85	11	9	Morgan Park HS	21	298
13	17	Widefield HS ('03)	56	266	12	13	Calhoun HS ('05)	28	68	12	12	Marlan Catholic HS	34	265
14	—	# St Mary's HS	46	250	13	14	Gainesville HS ('04)	0	7	13	11	Reavis HS ('99)	20	260
15	20	Fruita Monument HS ('99)	39	221			GEORGIA SOUTHERN PEACH							
16	18	East HS - Pueblo ('93)	18	209			Chapter	New	Total	15	1	Downers Grove South HS ('06)	142	142
17	21	Pueblo West HS	32	208	07	'06	+ Thomas County Central HS ('98)	5	257	16	—	# Walter Payton College Prep	86	86
18	22	Pine Creek HS	20	180	1	3	Benjamin E Mays HS	7	247	17	—	# Hinsdale Central HS	83	83
19	23	Rampart HS ('00)	8	182	2	4	Cairo HS	13	239			NORTHERN ILLINOIS		
20	24	Central Of Grand Junction HS ('05)	59	138	3	5	Northside HS ('96)	1	222	07	'06	Chapter	New	Total
21	25	Palisade HS ('04)	35	70	4	—	# Houston County HS	18	219	1	2	+ New Trier Township HS ('01)	134	892
22	1	Delta HS ('06)	42	42	5	—	Fayette County HS ('04)	78	176	2	4	Highland Park HS ('89)	48	723
FLORIDA MANATEE														
07	'06	Chapter	New	Total	6	10	Lincoln County HS	22	170	3	3	Regina Dominican College Prep	2	708
1	2	Nova HS ('03)	192	840	7	8	Warner Robins HS ('01)	27	125	4	8	Glenbrook South HS ('02)	155	667
2	4	+ Taravella HS ('02)	128	736	8	15	Starrs Mill HS ('05)	62	114	5	5	Barrington HS	47	610
3	3	Coral Springs HS	37	657	10	—	# Woodward Academy ('99)	44	111	6	6	Lake Forest HS	43	602
4	5	Ft Lauderdale HS ('01)	82	540	10	9	Brunswick HS ('02)	0	111	7	7	Wheeling HS ('95)	45	563
5	8	Pine Crest School ('00)	55	434	12	13	McIntosh HS ('03)	10	106	8	10	Adlai Stevenson HS	53	470
6	7	Western HS	82	388	14	12	* Camden County HS	0	97	9	11	Buffalo Grove HS ('00)	63	456
7	8	South Broward HS	12	249	15	—	# Lee County HS ('00)	10	58	10	9	H D Jacobs HS	20	439
8	9	McArthur HS	0	236	1	1	Carrollton HS ('08)	43	43	11	12	Loyola Academy ('90)	29	411
9	10	North Broward Prep School	17	145			HAWAII							
10	13	St Thomas Aquinas HS ('04)	76	120	07	'06	Chapter	New	Total	12	13	St Ignatius College Prep ('97)	14	279
11	11	Charles W Flanagan HS	4	108	1	4	Punahou School ('03)	42	270	13	14	Rolling Meadows HS ('99)	18	219
12	12	McFatter Technical HS	10	67	2	3	+ Sacred Hearts Academy ('94)	18	254	14	15	Glenbrook North HS ('05)	96	214
13	14	University School ('05)	41	66	3	5	Roosevelt HS	15	225	15	17	Maine Eat HS ('04)	40	115
14	1	Stoneman Douglas HS ('06)	58	58	4	8	President William McKinley HS ('99)	19	216	16	1	Fenwick HS ('06)	0	0
FLORIDA PANTHER														
07	'06	Chapter	New	Total	4	6	Iolani School ('01)	27	216	07	'06	Chapter	New	Total
1	2	+ Palm Beach Lakes HS ('90)	51	685	6	7	Damien Memorial School ('93)	14	204	1	—	+ # Southport HS	54	650
2	4	Palm Beach Gardens HS	25	506	7	9	St Francis HS	12	162	2	2	West Lafayette HS ('96)	70	542
3	3	Spanish River Community HS	12	503	9	10	# Mid Pacific Institute	0	145	3	3	Reitz HS ('99)	31	497
4	7	Suncoast Comm HS ('00)	90	488	10	13	Kamehameha Schools ('05)	47	129	4	4	Peru HS ('88)	0	424
5	6	Royal Palm Beach HS	65	478	11	14	Saint Louis School ('96)	3	124	5	5	Logansport HS ('00)	54	421
6	8	Trinity Preparatory School ('03)	128	464	12	15	Alaia HS ('02)	31	91	6	8	Park Tudor School	24	371
7	5	Buchholz HS ('94)	14	433	13	16	University Laboratory School ('04)	19	71	7	6	Ben Davis HS ('03)	104	339
8	10	Lake Worth Community HS	68	382	14	1	Honolulu Waldorf School	9	31	8	7	Mater Dei HS ('97)	29	293
9	13	Dreyfoos School Of The Arts ('02)	51	336	15	17	Kahuku High & Intermediate School ('06)	27	27	9	10	Connersville Sr HS ('02)	67	274
10	9	Celebration School	0	331			Christian Liberty Academy	2	19	10	9	Harrison HS - West Lafayette ('93)	29	238
11	11	Lake Brantley HS	6	318			IDAHO							
12	15	Lake Highland Preparatory ('04)	77	315	07	'06	Chapter	New	Total	11	11	* Greensburg Community HS	0	192
13	12	Cypress Creek HS	5	311	1	4	+ Eagle HS	114	704	12	12	Rossville HS ('98)	8	186
14	14	Atlantic HS ('95)	20	284	2	2	Bonneville HS ('91)	37	702	13	13	Covenant Christian HS	8	172
15	16	Winter Springs HS	39	261	3	3	Idaho Falls HS ('95)	63	656	14	14	Signature School	30	168
16	18	Martin County HS ('01)	28	180	4	5	Nampa Sr HS ('83)	20	599	15	15	McCUTCHEON HS ('04)	20	96
17	22	Wellington HS ('05)	83	133	5	8	Kuna HS	61	562	16	16	Bloomfield Jr/Sr HS	9	69
18	20	American Heritage HS - Delray Beach	123	123	6	7	Rigby HS	39	551	17	—	# Fishers HS	53	53
19	—	# Timber Creek HS	51	114	6	6	Centennial HS ('97)	18	551	18	17	Lawrence Central HS ('05)	13	46
20	1	Jupiter HS ('06)	103	103	7	9	Twin Falls HS ('92)	23	517	19	1	Reitz Memorial HS ('06)	22	22
21	21	Palm Beach Central HS	26	101	8	10	Jerome HS	24	503			HOOSIER CROSSROADS (IN)		
FLORIDA SUNSHINE														
07	'06	Chapter	New	Total	9	10	Madison HS ('00)	60	480	07	'06	Chapter	New	Total
1	2	+ Niceville HS	74	455	10	12	Burley HS	6	479	1	2	+ Carmel HS ('95)	58	717
2	4	St Petersburg HS	49	311	11	11	Boise HS ('98)	68	473	2	3	Hamilton Heights HS	22	624
3	3	Fort Walton Beach HS	1	302	12	14	Century HS	71	443	3	4	Chrysler HS ('93)	31	565
4	5	King HS	33	264	13	15	Timberline HS	42	443	4	5	Ind'pls-North Central HS ('01)	56	544
5	6	Hillsborough HS ('01)	20	227	14	18	Skyline HS ('02)	62	435	5	6	Lawrence North HS	46	459
6	9	Lakewood HS	61	204	15	18	Capital HS ('94)	22	435	6	9	Brebeuf Jesuit Prep School ('02)	79	427
7	10	Academy Of The Holy Names ('03)	59	198	16	19	Hillcrest HS ('03)	124	432	7	9	Warren Central HS ('00)	62	378
					17	18	Teton HS	84	421	8	7	Jefferson HS ('92)	13	366
					18	20	Blackfoot HS ('01)	106	413	9	—	# Avon HS	10	296
					19	21	South Fremont HS ('96)	29	331	10	13	Kokomo HS ('04)	109	214
					20					11	11	North HS ('01)	30	194
					21					12	10	Oak Hill HS ('99)	6	190



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SOUTHERN MINNESOTA			
07	'06	Chapter	New Total
1	2	+ Bloomington Jefferson HS ('89)	37 802
2	3	Marshall HS ('94)	46 765
3	9	Lakeville North HS ('03)	165 762
4	4	The Blake School ('87)	70 734
5	7	Edina HS ('01)	114 719
6	10	Eden Prairie HS	90 649
7	8	Mankato West HS ('92)	42 640
7	5	Worthington Sr HS ('78)	22 640
9	11	Wayzata HS ('98)	79 627
10	8	St Louis Park HS	3 616
11	13	Robbinsdale Cooper HS	58 478
12	—	# Mankato East HS ('93)	37 376
13	18	Eagan HS ('05)	202 370
14	14	Springfield HS	28 298
15	15	Benilde-St Margaret's School ('02)	59 294
16	16	Dassel Cokato HS ('99)	27 247
17	19	Lakeville South HS	58 168
18	20	Hopkins HS ('04)	27 104
19	1	Rosemount Senior HS ('08)	65 65

MISSISSIPPI			
07	'06	Chapter	New Total
1	3	+ Hattiesburg HS ('00)	64 393
2	2	Terry HS ('93)	9 345
3	4	St Joseph Catholic School	33 317
4	5	Jackson Prep School ('95)	29 308
5	8	Picayune Memorial HS	13 290
6	7	Clinton HS ('99)	9 207
7	8	Long Beach HS	19 206
8	10	St Andrew's Episcopal ('02)	65 197
9	9	# Lawrence County HS	18 179
10	11	Brookhaven HS ('03)	35 166
11	15	Oak Grove HS ('05)	83 155
12	14	Ridgeland HS	43 125
13	13	# Jackson Academy ('98)	7 106
14	—	# New Albany HS	15 98
15	17	Laurel HS ('04)	41 87
16	16	Magee HS	13 61
17	1	Petal HS ('06)	41 41

CARVER-TRUMAN (MO)			
07	'06	Chapter	New Total
1	5	+ Neosho HS ('02)	140 699
2	6	Joplin HS ('95)	99 655
3	2	Aurora HS ('93)	32 638
4	7	Monett HS ('98)	107 617
5	4	Carl Junction HS	35 604
6	9	Seneca HS	34 528
7	8	Springdale HS, AR ('83)	6 501
8	10	Fayetteville HS, AR ('78)	23 437
9	12	Central HS, AR	76 425
10	11	Bentonville HS, AR	43 394
11	13	Nevada HS ('01)	54 371
12	14	Cassville HS ('00)	55 351
13	15	Republic HS ('96)	50 316
14	17	Carthage HS ('99)	32 283
15	16	Lamar HS ('92)	17 281
16	19	Reeds Spring HS ('03)	21 95
17	18	Greenwood HS, AR	0 91
18	20	McDonald County HS ('04)	21 80
19	1	Webb City HS ('06)	62 82
20	21	Mt Vernon HS ('05)	2 36

EASTERN MISSOURI			
07	'06	Chapter	New Total
1	2	+ Pattonville HS ('02)	164 877
2	3	Rock Bridge HS	22 580
3	5	Oakville Sr HS	47 569
4	4	Ritenour HS	17 559
5	6	Lafayette HS - Wildwood ('91)	4 512
6	8	Parkway South HS ('98)	65 464
7	7	Parkway Central HS ('94)	23 441
8	9	Marquette HS ('01)	29 366
9	12	Ladue Horton Watkins HS ('03)	66 303
9	10	Clayton HS ('96)	27 303
10	10	Parkway North HS ('00)	12 288
11	13	Columbia-Hickman HS ('99)	22 237
12	14	DeSmet HS	0 131
13	16	Jefferson City HS ('05)	41 114
14	15	Howell North HS ('04)	13 91
15	1	Parkway West HS ('06)	52 52

HEART OF AMERICA (MO)			
07	'06	Chapter	New Total
1	4	+ Independence Truman HS ('01)	169 1078
2	5	Park Hill South HS	118 999
3	2	North Kansas City HS ('94)	28 983
4	3	Winnemoka HS	31 977
5	6	Fort Osage HS ('90)	85 930
6	7	Maryville R-II HS	16 809
7	8	Benton HS	3 778
8	9	Smith-Cotton HS ('76)	0 774
9	10	Marshall HS ('96)	77 732
10	11	Central HS - Kansas City	33 588
11	12	Platte County HS	46 568
12	16	Liberty Sr HS ('05)	269 538
13	13	Central HS - St Joseph ('00)	63 530

14	—	# Lafayette HS - St Joseph	46 502
15	14	Saint Pius X HS	26 485
16	16	Savannah R3 HS ('02)	94 389
17	15	Excelsior Springs HS	21 364
18	17	KC Oak Park HS ('03)	71 349
19	19	Independence Chrisman HS ('04)	67 234
20	—	# Henry County R-1 HS	15 149
21	—	# Albany R-III HS	26 139
22	—	# Meadville R-IV School	24 134

OZARK (MO)			
07	'06	Chapter	New Total
1	2	+ Glendale HS ('98)	77 675
2	4	Hillcrest HS ('98)	26 595
3	6	Camdenton HS ('99)	43 571
4	5	Willard HS	23 566
5	7	Houston HS	33 559
6	8	Waynesville HS ('92)	25 548
7	9	Bolivar R 1 HS ('95)	31 525
8	11	Nixa HS ('02)	138 509
9	10	West Plains HS ('93)	53 461
10	13	Parkview HS ('04)	131 442
11	12	Greenwood Laboratory School	37 367
12	16	Kickapoo HS ('05)	163 347
13	15	John F Hodge HS	0 282
14	17	Ozark HS ('01)	47 222
15	1	Central HS - Springfield ('06)	145 145
16	18	Mansfield HS	2 103
17	19	Buffalo HS ('03)	4 59

SHOW ME (MO)			
07	'06	Chapter	New Total
1	2	+ Blue Springs South HS ('00)	135 1002
2	4	Blue Springs HS ('01)	133 863
3	3	Grandview Sr HS ('93)	36 777
4	5	# Harrisonville HS	24 736
5	8	Rockhurst HS ('99)	72 863
6	6	Notre Dame De Sion HS	24 660
7	7	The Barstow School	33 641
8	9	Hickman Mills HS ('90)	36 607
9	10	Lee's Summit North HS	80 565
10	11	Ruskin HS ('91)	18 434
11	13	Raytown HS ('03)	92 417
12	12	Pembroke Hill School	40 410
13	15	Belton HS ('05)	171 357
14	14	Lee's Summit HS ('02)	38 257
15	—	# Lee's Summit West HS	59 151
16	1	Raytown South HS ('06)	106 106
17	16	Raymore-Peculiar HS ('04)	29 96

MONTANA			
07	'06	Chapter	New Total
1	2	+ Flathead Co HS ('02)	137 826
2	3	Billings Sr HS	58 742
3	4	Hellgate HS ('87)	37 704
4	5	Corvallis HS	55 690
5	6	Skyview HS ('95)	73 675
6	7	Helena HS ('84)	39 621
7	8	Capital HS	54 594
8	9	Butte HS ('98)	35 548
9	10	Big Sky HS	22 534
10	11	Great Falls Russell HS ('00)	27 474
11	12	Beaverhead County HS	7 323
12	14	Billings West HS ('03)	64 234
13	13	Havre HS ('01)	35 230
14	15	Sentinel HS ('04)	92 227
15	18	Browning HS	13 142
16	1	Bozeman HS ('06)	126 126
17	17	Great Falls HS ('05)	40 103

NEBRASKA			
07	'06	Chapter	New Total
1	3	+ Norfolk HS ('98)	84 624
2	2	Columbus HS	8 566
3	6	Lincoln Southwest HS	122 505
4	5	Kearney Sr HS ('01)	83 477
5	4	Omaha Central HS ('97)	9 441
6	7	VJ & Angela Skutt Catholic HS	74 373
7	10	Millard West HS ('03)	93 341
8	8	Marian HS ('99)	39 320
9	12	Millard North HS ('05)	163 300
10	11	Raymond Central HS ('02)	39 277
11	9	Malcolm HS	0 260
12	13	Grand Island Senior HS ('04)	77 151
13	1	Fremont HS ('06)	51 51

NEBRASKA SOUTH			
07	'06	Chapter	New Total
1	3	+ Bellevue East HS ('00)	76 422
2	2	Hastings Senior HS ('97)	18 408
3	7	Lincoln East HS ('04)	123 387
4	6	Papillion-LaVista HS ('02)	69 341
5	4	Ralston HS ('96)	5 334
6	5	Crete HS	31 321
7	8	Lincoln Northeast HS ('75)	12 242
8	9	Lincoln HS ('95)	31 238
9	11	Bellevue West HS ('03)	38 201
10	10	Lincoln Southeast HS ('01)	22 192
11	12	Millard South HS ('05)	85 177
12	1	Westside HS ('06)	49 49

GOLDEN DESERT (NV)			
07	'06	Chapter	New Total
1	2	+ Palo Verde HS	131 585
2	4	Green Valley HS ('03)	166 534
3	3	Advanced Techno Academy	38 461
4	5	Valley HS ('97)	26 289
5	6	Bonanza HS ('00)	26 266
6	7	Coronado HS	53 252
7	6	Moapa Valley HS	47 173
6	9	Silverado HS ('04)	25 131
9	14	The Meadows School ('05)	54 120
10	—	# Arbor View HS	54 115
11	12	Shadow Ridge HS	17 94
12	1	Foothill HS ('06)	89 89
13	11	Centennial HS	0 80
14	13	Clark HS ('99)	0 75
15	—	# Spring Valley HS	18 80

SAGEBRUSH (NV)			
07	'06	Chapter	New Total
1	3	Reno HS ('03)	67 386
2	2	+ Churchill Co HS ('85)	30 382
3	4	McQueen HS ('99)	26 320
4	5	Galena HS	37 270
5	6	Bishop Manogue Catholic HS ('01)	42 250
6	7	Pau Wa Lu Middle School	12 208
7	9	Spring Creek HS	28 177
8	8	Carson HS ('97)	7 164
9	10	Incline HS ('00)	0 103
10	11	Reed HS ('02)	2 100
11	12	Elko HS ('05)	22 80
12	12	Douglas HS ('04)	19 77
13	1	Carson Valley Middle School ('06)	29 29

NEW ENGLAND (MA & NH)			
07	'06	Chapter	New Total
1	2	+ Newton South HS	83 445
2	3	Sacred Heart HS ('98)	37 413
3	5	Needham HS	42 382
4	7	Shrewsbury HS ('02)	88 381
5	6	Catholic Memorial HS ('96)	45 345
6	10	Milton Academy ('03)	65 282
7	8	Silver Lake Regional HS ('93)	24 258
8	9	Hull HS	10 232
9	—	# Lincoln-Sudbury Regional HS	71 190
10	12	Lexington HS ('05)	84 189
11	11	Weston HS	5 131
12	15	Bishop Guertin HS ('04)	55 113
13	14	Ursuline Academy	7 103
14	1	Manchester Essex Regional HS ('06)	91 91
15	—	# Waring School	29 73
16	17	Bancroft School	26 72
17	16	Dighton-Rehoboth Regional HS	4 53

NEW JERSEY			
07	'06	Chapter	New Total
1	2	+ Hanover Park HS ('92)	35 532
2	4	Millburn HS	61 466
3	3	Ridgewood HS	0 445
4	5	Montville HS ('02)	82 440
5	7	Arthur L Johnson HS	43 382
6	6	Bridgewater-Raritan Reg HS ('94)	26 382
7	13	Ridge HS ('04)	100 327
8	8	Elizabeth HS ('98)	28 327
9	—	# Barringer HS	5 305
10	10	Matawan Regional HS ('88)	34 283
11	9	Moorestown HS ('00)	0 280
12	14	Freehold Township HS ('03)	40 246
13	11	Ocean Township HS ('96)	0 243
14	12	* Long Branch HS ('97)	0 228
15	—	# Malcolm X Shabazz HS	5 166
16	17	East Side HS	8 156
17	19	Randolph HS ('05)	73 154
18	1	Science HS ('06)	40 40

NEW MEXICO			
07	'06	Chapter	New Total
1	2	+ Los Alamos HS ('93)	32 447
2	3	Eldorado HS ('99)	31 429
3	6	Albuquerque Academy ('03)	74 400
4	4	St Plus X HS ('01)	16 354
5	5	Portales HS	22 349
6	8	Manzano HS ('96)	24 264
7	7	Farmington HS ('98)	12 253
8	9	La Cueva HS ('00)	25 205
9	10	Jemez Mountain Home School	6 161
10	11	Albuquerque Highland HS ('02)	14 108
11	13	Rio Grande HS ('05)	39 64
12	12	Albq-Valley HS ('04)	2 37
13	1	Taos HS ('06)	35 35

IROQUOIS (NY)			
07	'06	Chapter	New Total
1	4	+ The Family Foundation School	52 215
2	2	Mount Markham Sr HS	9 188
3	3	Athens Area HS, PA	5 181
4	7	R L Thomas HS ('03)	66 180
5	5	Immaculate Heart Central HS ('99)	10 156
6	6	Franklin Central School	11 124



7	11	* Mansfield HS, PA	0	129	6	9	Fargo South HS ('02)	73	365	16	20	Owasso HS	56	266
6	9	Laurens Central School	17	114	7	8	Minot HS ('94)	16	362	17	17	Mounds HS	16	252
9	10	Canisius HS ('00)	14	109	8	8	Richardton-Taylor HS ('01)	47	343	18	18	Wilburton HS	24	248
10	14	Webster Schroeder HS ('02)	29	91	9	11	Red River HS ('95)	17	288	19	19	Oologah HS ('99)	23	240
11	6	* Williamson HS, PA	0	84	10	10	Wahpeton HS ('97)	9	283	20	21	Holland Hall HS	0	193
12	12	Unatego Central School	12	82	11	14	Mandan HS ('04)	82	247	21	22	Stillwater HS ('02)	25	150
13	13	Mount Mercy Academy ('01)	13	79	12	13	Bismarck HS	19	208	22	23	Bristow HS ('88)	14	132
14	15	Hancock Central School	9	69	13	18	Washburn HS ('03)	14	118	23	25	Tulsa Washington HS ('04)	25	106
15	17	Walton Central HS	0	51	14	17	Valley City HS ('05)	39	89	24	24	Verdigris HS	17	100
16	21	Sayre Area HS, PA ('05)	27	50	15	1	Fargo North HS ('06)	27	27	25	28	Bartlesville HS ('05)	30	64
17	18	Morris Central School	7	47						26	26	Ponca City HS ('03)	6	62
18	19	Christian Brothers Acad Syracuse ('04)	4	43						27	27	Roland HS	12	57
19	1	Towanda Area HS ('08)	22	22								Sapulpa HS ('08)	11	11
20	—	# Andes Central School	0	5										
EASTERN OHIO														
		Chapter	New	Total			Chapter	New	Total			Chapter	New	Total
		+ Jackson HS ('99)	117	880			+ Jackson HS ('99)	117	880			+ Jackson HS ('99)	117	880
		Perry HS ('03)	173	741			Perry HS ('03)	173	741			Perry HS ('03)	173	741
		Louisville Senior HS ('93)	58	687			Louisville Senior HS ('93)	58	687			Louisville Senior HS ('93)	58	687
		Hoover HS ('88)	29	636			Hoover HS ('88)	29	636			Hoover HS ('88)	29	636
		Central Catholic HS ('78)	9	599			Central Catholic HS ('78)	9	599			Central Catholic HS ('78)	9	599
		Canton South HS ('82)	6	597			Canton South HS ('82)	6	597			Canton South HS ('82)	6	597
		Canton McKinley HS ('92)	37	532			Canton McKinley HS ('92)	37	532			Canton McKinley HS ('92)	37	532
		Stow-Munroe Falls HS ('00)	78	427			Stow-Munroe Falls HS ('00)	78	427			Stow-Munroe Falls HS ('00)	78	427
		GlenOak HS ('02)	82	398			GlenOak HS ('02)	82	398			GlenOak HS ('02)	82	398
		Lake HS	6	379			Lake HS	6	379			Lake HS	6	379
		Cuyahoga Valley Christian Acad	35	357			Cuyahoga Valley Christian Acad	35	357			Cuyahoga Valley Christian Acad	35	357
		Wadsworth City School ('01)	63	348			Wadsworth City School ('01)	63	348			Wadsworth City School ('01)	63	348
		Massillon Washington HS ('98)	1	339			Massillon Washington HS ('98)	1	339			Massillon Washington HS ('98)	1	339
		Carrollton HS ('04)	51	191			Carrollton HS ('04)	51	191			Carrollton HS ('04)	51	191
		Wooster HS ('05)	94	171			Wooster HS ('05)	94	171			Wooster HS ('05)	94	171
		Copley HS ('06)	38	38			Copley HS ('06)	38	38			Copley HS ('06)	38	38
NORTH COAST (OH)														
		Chapter	New	Total			Chapter	New	Total			Chapter	New	Total
		+ Gilmour Academy ('02)	132	630			+ Gilmour Academy ('02)	132	630			+ Gilmour Academy ('02)	132	630
		Midpark HS	0	501			Midpark HS	0	501			Midpark HS	0	501
		Crestwood HS ('96)	15	460			Crestwood HS ('96)	15	460			Crestwood HS ('96)	15	460
		Solon HS	8	435			Solon HS	8	435			Solon HS	8	435
		Olmsted Falls HS	30	395			Olmsted Falls HS	30	395			Olmsted Falls HS	30	395
		Edison HS	22	372			Edison HS	22	372			Edison HS	22	372
		Rocky River HS ('95)	26	350			Rocky River HS ('95)	26	350			Rocky River HS ('95)	26	350
		Hawken School ('00)	4	333			Hawken School ('00)	4	333			Hawken School ('00)	4	333
		Magnificat HS ('01)	23	242			Magnificat HS ('01)	23	242			Magnificat HS ('01)	23	242
		University School ('03)	52	240			University School ('03)	52	240			University School ('03)	52	240
		Berea HS ('84)	19	209			Berea HS ('84)	19	209			Berea HS ('84)	19	209
		Mentor HS	4	191			Mentor HS	4	191			Mentor HS	4	191
		Shaker Heights HS ('99)	23	172			Shaker Heights HS ('99)	23	172			Shaker Heights HS ('99)	23	172
		St Peter Chanel HS	24	157			St Peter Chanel HS	24	157			St Peter Chanel HS	24	157
		Orange HS ('04)	35	125			Orange HS ('04)	35	125			Orange HS ('04)	35	125
		Laurel School	35	115			Laurel School	35	115			Laurel School	35	115
		Vermilion HS ('05)	40	99			Vermilion HS ('05)	40	99			Vermilion HS ('05)	40	99
		St Edward HS ('96)	0	74			St Edward HS ('96)	0	74			St Edward HS ('96)	0	74
		# Hathaway Brown School	26	49			# Hathaway Brown School	26	49			# Hathaway Brown School	26	49
		Saint Ignatius HS ('06)	42	42			Saint Ignatius HS ('06)	42	42			Saint Ignatius HS ('06)	42	42
NORTHERN OHIO														
		Chapter	New	Total			Chapter	New	Total			Chapter	New	Total
		+ Canfield HS ('97)	102	747			+ Canfield HS ('97)	102	747			+ Canfield HS ('97)	102	747
		John F Kennedy HS ('86)	25	662			John F Kennedy HS ('86)	25	662			John F Kennedy HS ('86)	25	662
		Boardman HS ('02)	119	523			Boardman HS ('02)	119	523			Boardman HS ('02)	119	523
		Austintown Fitch HS ('00)	63	513			Austintown Fitch HS ('00)	63	513			Austintown Fitch HS ('00)	63	513
		Girard HS	4	399			Girard HS	4	399			Girard HS	4	399
		Howland HS ('03)	93	350			Howland HS ('03)	93	350			Howland HS ('03)	93	350
		Ursuline HS ('01)	63	331			Ursuline HS ('01)	63	331			Ursuline HS ('01)	63	331
		Lisbon David Anderson HS	14	327			Lisbon David Anderson HS	14	327			Lisbon David Anderson HS	14	327
		Liberty HS	26	319			Liberty HS	26	319			Liberty HS	26	319
		Poland Seminary HS ('04)	87	228			Poland Seminary HS ('04)	87	228			Poland Seminary HS ('04)	87	228
		Niles McKinley HS ('05)	71	148			Niles McKinley HS ('05)	71	148			Niles McKinley HS ('05)	71	148
		Cardinal Mooney HS ('06)	47	47			Cardinal Mooney HS ('06)	47	47			Cardinal Mooney HS ('06)	47	47
WESTERN OHIO														
		Chapter	New	Total			Chapter	New	Total			Chapter	New	Total
		+ Wauseon HS	39	437			+ Wauseon HS	39	437			+ Wauseon HS	39	437
		Centerville HS ('01)	54	434			Centerville HS ('01)	54	434			Centerville HS ('01)	54	434
		Upper Arlington HS ('88)	35	387			Upper Arlington HS ('88)	35	387			Upper Arlington HS ('88)	35	387
		Sylvania Northview HS ('99)	40	383			Sylvania Northview HS ('99)	40	383			Sylvania Northview HS ('99)	40	383
		Oakwood HS ('00)	46	321			Oakwood HS ('00)	46	321			Oakwood HS ('00)	46	321
		Sylvania Southview HS ('98)	47	303			Sylvania Southview HS ('98)	47	303			Sylvania Southview HS ('98)	47	303
		# Whitmer HS ('95)	41	240			# Whitmer HS ('95)	41	240			# Whitmer HS ('95)	41	240
		Ketterling-Fairmont HS ('96)	4	230			Ketterling-Fairmont HS ('96)	4	230			Ketterling-Fairmont HS ('96)	4	230
		Gahanna-Lincoln HS ('03)	57	211			Gahanna-Lincoln HS ('03)	57	211			Gahanna-Lincoln HS ('03)	57	211
		Notre Dame Academy ('04)	49	149			Notre Dame Academy ('04)	49	149			Notre Dame Academy ('04)	49	149
		Elgin HS ('02)	6	105			Elgin HS ('02)	6	105			Elgin HS ('02)	6	105
		Perrysburg HS ('05)	42	85			Perrysburg HS ('05)	42	85			Perrysburg HS ('05)	42	85
		Beavercreek HS ('06)	40	40			Beavercreek HS ('06)	40	40			Beavercreek HS ('06)	40	40
EAST OKLAHOMA														
		Chapter	New	Total			Chapter	New	Total			Chapter	New	Total
		+ Broken Arrow HS ('96)	81	617			+ Broken Arrow HS ('96)	81	617			+ Broken Arrow HS ('96)	81	617
		Jenks HS ('00)	66	569			Jenks HS ('00)	66	569			Jenks HS ('00)	66	569
		Muldrow HS	30	557			Muldrow HS	30	557			Muldrow HS	30	557
		Grove HS	12	544			Grove HS	12	544			Grove HS	12	544
		Claremore HS	12	513			Claremore HS	12	513			Claremore HS	12	513
		Cascia Hall Preparatory	16	494			Cascia Hall Preparatory	16	494			Cascia Hall Preparatory	16	494
		Miami HS ('84)	0	484			Miami HS ('84)	0	484			Miami HS ('84)	0	484
		Talihins HS	11	468			Talihins HS	11	468			Talihins HS	11	468
		Bixby HS	30	461			Bixby HS	30	461			Bixby HS	30	461
		Bishop Kelley HS ('01)	44	392			Bishop Kelley HS ('01)	44	392			Bishop Kelley HS ('01)	44	392
		Mannford HS	19	391			Mannford HS	19	391			Mannford HS	19	391
		Muskogee HS ('81)	14	354			Muskogee HS ('81)	14	354			Muskogee HS ('81)	14	354
		Shawnee HS ('94)	28	348			Shawnee HS ('94)	28	348			Shawnee HS ('94)	28	348
		Charles Page HS ('95)	6	330			Charles Page HS ('95)	6	330			Charles Page HS ('95)	6	330
		Pawhuska HS	10	270			Pawhuska HS	10	270			Pawhuska HS	10	270
WEST OKLAHOMA														
		Chapter	New	Total			Chapter	New	Total			Chapter	New	Total
		+ Heritage Hall School ('85)	26											



9	8	Baldwin HS ('97)	17	361	18	1	Morristown West HS ('06)	51	51	11	---	Canton HS	30	93
10	10	Pittsburgh Central Catholic HS ('93)	38	320	CENTRAL TEXAS					12	---	Sherman HS ('02)	2	69
11	11	Quigley Catholic HS ('00)	30	286	07	'06	Chapter	New	Total	13	---	Greenville HS	7	34
12	13	Mercyhurst Prep School	21	241	1	3	+ Sandra Day O'Connor HS	110	619	LONE STAR (TX)				
13	14	Lakeview Christian Academy	11	212	2	2	Judson HS	15	540	Chapter				
14	16	North Catholic HS ('02)	27	137	3	4	Tom C Clark HS ('97)	45	404	07	'06	* Trinity HS ('88)	New	Total
15	17	Peters Twp HS ('01)	19	111	4	5	Robert E Lee HS - San Antonio ('94)	13	369	1	2	+ Granbury HS	0	537
16	19	North Hills HS ('03)	18	109	5	6	John Jay HS	11	315	2	4	Dallas Highland Park HS ('93)	12	490
17	---	# Keystone Oaks HS ('99)	16	101	6	7	John Marshall HS	7	292	3	5	R L Turner HS ('94)	33	442
19	19	Mercer Area HS ('05)	39	91	7	8	Smithson Valley HS	14	275	4	8	Northwest HS	20	420
19	---	# Mars Area HS	33	73	8	9	Blanco HS	18	254	5	8	Greenhill School ('95)	24	387
2	1	Bethel Park HS ('06)	50	50	9	---	# Saint Mary's Hall HS	51	223	6	10	Piano Sr HS ('03)	27	330
VALLEY FORGE (PA)					10	15	Ronald Reagan HS ('05)	117	202	7	11	Clark HS ('00)	74	311
07	'06	Chapter	New	Total	11	10	James Madison HS ('99)	3	200	8	11	Garland HS ('99)	46	283
1	2	+ Danville Area HS ('98)	51	454	12	13	Earl Warren HS	24	142	9	13	Plano West Sr HS	22	258
2	3	Dallastown Area HS	58	430	14	1	Taft HS ('01)	6	101	10	14	Duncanville HS ('01)	23	231
3	---	# Gwynedd Mercy Academy	9	369	15	17	Douglas MacArthur HS ('04)	19	60	12	18	Grapevine HS ('05)	103	210
4	4	Holy Ghost Prep ('01)	67	357	16	---	# John Paul Stevens HS	22	29	13	16	Arlington HS ('02)	15	195
5	4	Southern Lehigh HS	21	311	EAST TEXAS					14	17	South Garland HS ('98)	14	169
6	6	Mechanicsburg Area Senior HS ('93)	0	273	07	'06	Chapter	New	Total	15	19	Williams HS ('04)	29	131
7	---	# Perkiomen Valley HS	25	269	16	1	South Grand Prairie HS ('06)	0	0					
8	7	E L Meyers HS	35	251	1	2	+ Klein HS ('93)	42	883	NORTH TEXAS LONGHORNS				
9	9	Truman HS ('02)	38	249	2	3	The Kinkaid School ('81)	2	760	Chapter				
10	8	Scranton HS ('99)	4	217	3	5	Klein Forest HS	31	729	07	'06	+ Creekview HS	New	Total
11	10	Shikellamy HS ('00)	28	188	4	4	Katy HS ('60)	11	722	1	2	Hockaday School ('92)	73	587
12	11	Pennsbury HS ('04)	42	148	5	7	Crosby HS	18	697	2	3	Coppell HS	54	449
13	---	# Elk Lake HS	6	147	6	6	Cypress Creek HS ('89)	0	697	3	5	Vines HS ('98)	53	429
14	---	# Unionville HS	45	116	7	8	James E Taylor HS ('95)	26	682	4	7	Denton HS ('80)	0	426
14	---	# Upper Merion Area HS	16	116	8	9	J Frank Dobie HS	75	665	5	4	Colleyville Heritage HS ('02)	71	401
16	13	St Joseph's Prep School ('05)	42	81	9	10	Cypress Falls HS	38	620	6	9	James Martin HS ('96)	14	401
17	12	Delone Catholic HS ('03)	24	77	10	12	Klein Oak HS	14	555	6	6	LD Bell HS	7	368
18	---	# William Tennent HS	31	68	11	11	Oak Ridge HS	0	547	6	8	Flower Mound HS	68	358
19	1	La Salle College HS ('06)	50	50	12	13	Nacogdoches HS	0	506	9	13	Crowley HS	34	347
SOUTH CAROLINA					13	14	Kingwood HS ('97)	11	467	10	11	Lewisville HS ('95)	42	347
07	'06	Chapter	New	Total	14	15	The Woodlands HS ('99)	55	449	10	12	Naaman Forest HS	15	333
1	2	+ Riverside HS ('02)	62	674	15	16	Jersey Village HS ('01)	53	359	12	10	Fossil Ridge HS	19	305
2	3	Bob Jones Academy ('01)	116	651	16	---	# Lufkin HS	17	285	13	14	Cedar Hill HS	0	276
3	4	T L Hanna HS ('98)	24	381	17	19	Excel Academy	46	146	14	15	* Newman Smith HS ('00)	27	236
4	5	Westside HS	21	349	18	21	Dulles HS ('05)	79	140	15	16	Jasper HS ('05)	74	235
5	6	Irmo HS ('90)	19	317	19	20	Caney Creek HS	6	133	16	20	Edward S Marcus HS ('99)	32	229
6	7	Greer HS	13	311	20	20	Spring HS ('04)	49	123	17	18	Keller HS	34	207
7	18	Mauldin HS ('05)	101	252	21	18	Humble HS ('02)	7	116	18	19	DeSoto HS	2	203
8	9	Dorman HS	7	241	22	1	William P Clements HS ('06)	80	80	19	17	Plano East Sr HS ('01)	32	185
9	10	Christ Church Episcopal School	5	226	GULF COAST (TX)					20	21	Frisco HS	10	130
10	13	Allendale-Fairfax HS ('99)	33	202	07	'06	Chapter	New	Total	21	22	St Mark's School Of Texas ('03)	33	99
11	11	Northside Christian School	7	196	1	3	+ Gregory Portland HS ('02)	97	400	22	23	Grand Prairie HS ('04)	0	46
12	14	Hillcrest HS ('03)	21	185	2	2	W B Ray HS ('94)	18	352	24	1	Shepton HS ('08)	22	22
13	15	Barnwell HS	0	153	3	4	Flour Bluff HS	0	292	SOUTH TEXAS				
14	17	J L Mann Academy	8	138	4	5	* Angleton HS	0	270	Chapter				
15	1	Southside HS ('06)	119	119	5	6	Pharr San Juan Alamo North HS	7	264	07	'06	Bellaire HS ('04)	New	Total
16	---	# Carolina HS	37	44	6	7	Ball HS	8	260	1	5	+ Elkins HS	284	817
17	---	# Southside Christian School	11	40	7	9	Pharr-San Juan-Alamo HS ('93)	15	245	2	3	Aldine Sr HS	06	694
18	18	Beaufort HS	5	29	8	10	Bishop HS ('00)	42	232	3	2	Friendswood HS	15	685
19	8	Porter Gaud School ('04)	16	20	9	11	Pharr San Juan Alamo Memorial	21	204	4	4	Lamar Consolidated HS ('00)	58	650
NORTHERN SOUTH DAKOTA					10	12	Calallen HS ('99)	14	188	5	6	Mayde Creek HS	81	612
07	'06	Chapter	New	Total	11	14	McAllen HS ('98)	8	157	6	7	Bay City HS	32	527
1	2	+ Deuel HS ('91)	17	568	11	13	Memorial HS - Victoria	0	157	7	8	LV Hightower HS	55	516
2	3	Madison HS ('95)	35	506	13	---	# El Campo HS	24	153	8	12	Clear Brook HS	59	471
3	5	Watertown HS ('04)	136	420	14	15	Richard B King HS ('04)	11	124	9	11	St Agnes Academy	51	464
4	4	Brookings HS ('03)	101	410	15	1	Harlingen HS South ('08)	68	68	10	9	Stephen F Austin HS - Sugarland	3	461
5	7	Mitchell HS ('01)	47	276	16	16	Columbia HS	14	68	11	10	IH Kempner HS	24	438
6	6	Groton HS ('97)	11	261	17	18	Corpus Christi Carroll HS ('05)	0	19	12	15	Sharpstown HS	64	397
7	10	Aberdeen Central HS ('05)	114	248	HEART OF TEXAS					13	13	G C Scarborough HS	0	381
8	9	Huron HS ('02)	47	196	14	14	Chapter	New	Total	14	14	Houston Jesuit HS ('97)	26	376
9	8	Montrose HS	11	173	15	1	+ Stephen F Austin HS - Austin ('88)	34	485	15	16	Monsignor Kelly Catholic HS	11	332
10	1	Milbank HS ('06)	101	101	16	2	# Mc Neil HS	77	457	16	18	Pearland HS	42	327
RUSHMORE (SD)					17	3	Del Valle HS	136	432	17	17	Cinco Ranch HS	1	312
07	'06	Chapter	New	Total	18	6	Lyndon Baines Johnson HS ('95)	29	369	18	19	Clear Lake HS ('02)	30	296
1	2	Sioux Falls Lincoln HS ('03)	120	587	4	3	Lake Travis HS	31	353	19	24	Foster HS	182	279
2	3	+ Stevens HS ('99)	31	462	5	4	San Marcos HS ('92)	21	336	20	20	Westside HS	19	272
3	4	Brandon Valley HS	23	429	6	5	Jack C Hays HS ('00)	46	278	21	21	Westfield HS ('05)	43	236
4	6	Yankton HS ('01)	36	370	7	10	Round Rock HS ('99)	23	261	22	25	Needville HS	61	148
5	7	Washington HS ('02)	45	327	8	9	Wimberley HS	15	258	23	23	Lamar HS ('06)	23	121
6	8	Central HS ('00)	43	303	9	8	Midway HS ('96)	2	231	24	1	George Bush HS	50	50
7	9	Lennox HS	53	293	10	11	A & M Consolidated HS ('01)	41	230	25	26	SPACE CITY (TX)		
8	10	Roosevelt HS ('04)	50	206	11	13	John Connally HS	0	194	14	14	G C Scarborough HS	26	376
9	11	O Gorman HS ('05)	90	180	12	12	Georgetown HS ('02)	13	185	15	16	Houston Jesuit HS ('97)	11	332
10	1	Vermillion HS ('06)	41	41	13	15	Westlake HS ('05)	77	170	16	18	Monsignor Kelly Catholic HS	42	327
TENNESSEE					14	16	# Hendrickson HS	47	99	17	17	Pearland HS	1	312
07	'06	Chapter	New	Total	15	---	Carroll HS ('06)	90	90	18	18	Cinco Ranch HS	30	296
1	2	+ Germantown HS	19	589	16	17	Bryan HS ('03)	0	81	19	19	Clear Lake HS ('02)	182	279
2	4	Brentwood Academy	28	564	17	17	Pflugerville HS ('04)	0	10	20	20	Foster HS	19	272
3	6	Antioch HS ('77)	17	535	18	18	LBJ (TX)			21	21	Westside HS	43	236
4	5	Henry County HS ('65)	9	533	(NEW DISTRICT)					22	25	Westfield HS ('05)	61	148
5	8	Northeast HS	29	482	07	'06	Chapter	New	Total	23	23	Needville HS	23	121
6	9	St Cecilia Academy	33	387	1	---	+ Richardson HS	24	507	24	1	Lamar HS ('06)	50	50
7	11	Brentwood HS ('00)	35	344	2	---	Vanguard College Prep School	36	296	25	26	George Bush HS	8	49
8	12	Dickson County HS ('01)	52	341	3	---	Terrell HS	3	292	26	26	SPACE CITY (TX)		
9	10	Battle Ground Academy ('99)	21	336	4	---	Springtown HS	0	232	27	27	Chapter	New	Total
10	13	John Overton HS ('98)	5	281	5	---	Aubrey HS	42	213	28	28	+ Hastings HS ('96)	34	729
11	14	Montgomery Bell Academy ('02)	42	272	6	---	Diboll HS	19	207	29	29	Memorial HS - Houston ('88)	33	643
12	15	Ravenwood HS	56	225	7	---	# James Bowie HS	33	200	30	30	Pasadena HS ('83)	20	540
13	17	Collierville HS ('03)	51	206	8	---	Princeton HS ('05)	93	152	31	31	Eisenhower HS	11	499
14	16	Rossvie HS	29	188	9	---	Wylie Sr HS	29	136	32	32	Deer Park HS ('98)	38	448
15	16	Cookeville HS ('05)	30	77	10	---	# Holy Trinity Catholic HS	35	109	33	33	Alief Taylor HS	72	445
										34	34	Houston Nimitz	0	438
										35	35	Barbers Hill HS	19	351
										36	36	Stratford HS ('00)	21	244
										37	37	# La Porte HS	26	236
										38	38	Cypress Ridge HS	28	212
										39	39			



20	1	RE Lee HS ('05)	0	0	6	7	Woods Cross HS ('95)	32	429	2	1	Parkersburg South HS ('06)	15	15
		<b>TALL COTTON (TX)</b>			7	10	Ogden HS ('01)	81	367	3	3	* Duval HS ('00)	0	0
07	'06	Chapter	New	Total	8	12	Davis HS ('05)	123	280					
1	4	+ Lubbock HS ('90)	29	438	9	11	Northridge HS ('03)	40	224					
2	3	Pampa HS	10	421	10	13	Weber HS ('04)	19	75	07	'06	Chapter	New	Total
3	7	Coronado HS ('88)	40	418	11	1	Bountiful HS ('08)	29	29	1	3	+ Appleton East HS ('02)	118	629
3	5	Tascosa HS ('94)	19	418						2	2	Sheboygan South HS ('98)	35	559
5	6	Odessa Permian HS ('95)	17	400			<b>MID-ATLANTIC (MD &amp; VA)</b>			3	4	Little Chute HS	18	491
6	6	Abilene HS ('99)	27	392	07	'06	Chapter	New	Total	4	5	Hortonville HS ('98)	38	487
7	9	Cooper HS ('98)	38	376	1	—	+ Broad Run HS	48	474	5	7	North HS ('01)	67	478
8	—	# Seminole HS	70	275	2	2	Georgetown Preparatory	14	320	6	8	Algoma HS ('97)	34	463
9	10	Borger HS	15	222	3	4	Winston Churchill HS ('94)	31	310	7	8	Neenah HS	30	376
10	13	Hereford HS ('01)	46	192	4	3	Holy Cross Regional School	8	306	8	11	Waupaca HS ('00)	34	297
11	12	Odessa HS ('00)	26	183	5	8	Blacksburg HS ('00)	60	305	9	9	Appleton North HS	29	294
12	16	Robert E Lee HS ('04)	50	161	6	5	Madison County HS ('01)	48	302	10	10	* St. Croix Falls HS ('93)	0	284
13	15	Central HS ('02)	34	147	7	7	Chantilly HS	26	250	11	12	Appleton West HS ('03)	69	231
14	17	Amarillo HS ('03)	35	109	8	11	W T Woodson HS ('98)	30	233	12	1	New London HS ('06)	27	27
15	—	# Midland Christian School	20	81	9	8	Great Bridge HS ('94)	14	225	13	13	Ripon HS ('05)	7	22
16	18	Big Spring HS ('05)	29	80	10	10	Hampton Roads Academy	12	217	14	14	Lincoln HS ('04)	0	6
17	1	Midland HS ('06)	35	35	11	9	* First Colonial HS ('93)	0	209					
		<b>UIL</b>			12	12	Clover Hill HS ('96)	0	156			<b>SOUTHERN WISCONSIN</b>		
07	'06	Chapter	New	Total	13	13	Edison HS ('02)	24	151	07	'06	Chapter	New	Total
1	10	Lindale HS ('04)	72	239	14	—	# Salem HS - Salem	55	148	1	3	+ James Madison Memorial HS	131	636
2	5	+ Royce City HS	21	235	14	14	West Springfield HS ('04)	32	148	2	2	Muskego HS ('84)	33	542
3	8	Van HS	33	218	16	—	# Nandua HS	16	131	3	5	Brookfield Central HS ('90)	25	509
4	18	Hallsville HS	75	197	17	—	# South Lakes HS	45	121	4	4	West Bend West HS ('89)	17	506
5	11	Gilmer HS	34	193	18	15	Woodberry Forest School	4	119	5	6	Brookfield East HS ('01)	82	497
6	14	Pine Tree HS	44	192	19	—	# Warwick HS	43	118	6	7	Cedarburg HS ('97)	86	462
7	12	All Saints Episcopal School	25	179	20	4	Randolph Macon Academy ('06)	116	116	7	8	Milwaukee HS Of The Arts	26	333
8	13	Athens HS	25	175	21	—	# Walt Whitman HS ('06)	115	115	8	11	Nicolet HS ('98)	62	218
9	15	North Lamar HS	31	155	22	17	Potomac Falls HS	4	104	9	10	Wauwatosa West HS	15	197
10	—	# Good Shepherd School	20	144	23	—	# Bishop Sullivan Catholic HS	4	103	10	14	Marquette Univ HS ('05)	86	148
11	18	Shelbyville HS	14	109	24	—	# Hargrave Military Academy	21	96	11	12	* Plus XI ('96)	0	133
12	20	Crandall HS	24	107	25	—	# Yorktown HS ('79)	22	91	12	13	Black Hawk HS ('03)	13	104
13	19	Tyler Lee HS ('03)	6	101	26	18	Granby HS ('03)	18	88	13	15	La Crosse Central HS ('02)	20	79
14	24	White Oak HS	10	65	27	—	# Turner Ashby HS	36	85	14	18	West Bend East HS ('04)	22	77
15	27	Mexia HS	22	82	28	19	Dominion HS	11	76	15	1	Rufus King HS ('06)	50	50
16	28	Salado HS	22	56	29	21	Sherando HS ('05)	49	75	16	—	# Messmer HS	8	49
16	25	Quitman HS	8	53	30	—	# King George HS	42	54					
19	1	Skyline HS & Career Development			31	—	# Fresta Valley Christian School	36	44			<b>HOLE IN THE WALL (WY)</b>		
			( '06 )	21	21		<b>INLAND EMPIRE (WA)</b>			07	'06	Chapter	New	Total
		<b>WEST TEXAS</b>			07	'06	Chapter	New	Total	1	2	+ Cheyenne East HS ('01)	118	752
07	'06	Chapter	New	Total	1	2	+ Lewis And Clark HS ('92)	13	387	2	3	Newcastle HS ('89)	38	657
1	3	+ Ysleta HS ('95)	29	302	2	3	Mt Spokane HS	31	371	3	4	Wheatland HS	25	601
2	5	Cathedral HS ('01)	35	290	3	4	Gonzaga Prep HS ('02)	16	300	4	6	Glenrock HS	11	582
3	4	Franklin HS	13	285	4	5	Ferris HS ('97)	1	278	5	5	* Alliance HS, NE	0	572
4	2	Loretto Academy ('93)	5	279	5	—	# Coeur D Alene HS, ID ('00)	42	212	6	7	Cheyenne Central HS ('02)	95	563
5	6	Hanks HS ('99)	32	273	6	8	Central Valley HS ('04)	66	210	7	8	Spearfish HS, SD	38	479
6	8	Bel Air HS ('02)	32	249	7	7	Lake City HS, ID	40	188	8	9	* Chadron HS, NE	0	439
7	9	Jefferson Silva Magnet H S	0	217	8	8	University HS ('05)	71	161	9	10	Sturgis Brown HS, SD ('99)	61	390
8	12	Del Valle HS-El Paso ('00)	22	177	9	1	Mead HS ('06)	44	44	10	11	Gothenburg HS, NE	60	339
6	11	Eastwood HS ('96)	1	177	—	—				11	12	Buffalo HS ('98)	19	290
10	14	El Paso Coronado HS ('05)	47	92			<b>PUGET SOUND (WA)</b>			12	—	# Wright HS	33	201
11	13	Riverside HS ('03)	7	59	07	'06	Chapter	New	Total	13	13	Scottsbluff HS, NE ('00)	42	188
12	15	Burges HS ('04)	10	46	1	3	+ Snohomish HS	116	440	14	14	Campbell County HS ('05)	93	182
13	1	Americas HS ('08)	28	28	2	2	Eastlake HS	16	399	15	15	Big Horn HS	6	93
		<b>GREAT SALT LAKE (UT)</b>			3	6	Tahoma Senior HS	54	338	16	16	Sheridan HS ('03)	34	91
07	'06	Chapter	New	Total	4	8	Ridgefield HS	40	288	17	17	Lead-Deadwood HS, SD ('04)	33	81
1	2	+ Lone Peak HS	79	611	5	4	* Kentwood HS ('98)	0	267	18	1	North Platte HS, NE ('06)	59	59
2	3	Skyline HS ('02)	104	636	6	6	* Lakeside HS	0	286			<b>WIND RIVER (WY)</b>		
3	4	East HS ('96)	65	458	7	9	Mt Rainier HS ('96)	17	248	07	'06	Chapter	New	Total
4	7	Layton Christian Academy	67	419	8	10	Newport Senior HS ('93)	9	239	1	2	+ Powell HS	60	621
5	5	Rowland Hall-St Mark ('95)	34	415	9	12	Bainbridge HS ('01)	52	235	2	3	Natrona County HS ('97)	44	566
6	8	Kearns HS ('97)	15	392	10	11	Seattle Academy Of Arts & Science	22	230	3	4	Saratoga HS	22	516
7	9	Olympus HS ('99)	47	326	11	—	# Mountain View HS	17	200	4	5	Jackson Hole HS ('96)	42	494
8	10	Hunter HS ('00)	47	319	12	15	Mount Vernon HS ('02)	26	158	5	7	Rock Springs HS ('93)	77	482
9	8	Park City HS	8	296	13	14	North Kitsap HS	0	134	6	6	# Shoshoni HS	14	432
10	12	Cottonwood HS ('03)	76	233	14	16	Burlington-Edison HS ('00)	1	105	7	8	Hot Springs Co HS ('92)	6	386
11	11	Taylorville HS ('01)	9	223	15	18	Mercer Island HS ('03)	15	86	8	11	Evanston HS ('00)	59	377
12	13	Salt Lake City West HS ('05)	57	165	16	1	Kamiah HS ('08)	70	70	9	10	Laramie HS ('94)	11	374
13	13	Highland HS ('04)	19	91	17	—	# Edmonds Homeschool Resource Center	18	50	9	9	Kelly Walsh HS ('99)	8	374
14	—	# Intermountain Christian School	31	75			<b>WESTERN WASHINGTON</b>			11	12	Green River HS ('98)	77	356
		<b>SUNDANCE (UT)</b>			07	'06	Chapter	New	Total	12	13	Lovell HS	7	270
07	'06	Chapter	New	Total	1	3	+ Capital HS	26	447	13	14	Lander Valley HS ('02)	21	177
1	2	+ Granger HS ('93)	12	416	2	2	* Vashon Island HS	0	431	14	15	Star Valley HS ('01)	10	144
2	4	Hillcrest HS ('01)	61	293	3	4	Elma HS	0	399	15	17	Graybull HS ('04)	37	101
3	3	Riverton HS	56	292	4	6	Puyallup HS ('00)	44	375	16	18	Cody HS ('05)	38	79
4	8	Bingham HS ('05)	128	278	5	5	Peninsula HS ('86)	4	338	17	16	Rawlins HS ('03)	0	69
5	5	Alta HS ('02)	73	275	8	7	Federal Way HS ('01)	43	322	18	1	Worland HS ('06)	61	61
5	—	# West Jordan HS ('95)	22	275	7	—	# Whitestone HS, AK	21	259					
7	8	Juan Diego Catholic HS	56	192	8	11	Gig Harbor HS ('05)	102	238					
8	10	Jordan HS ('04)	26	158	9	9	Eastside Catholic HS	24	237					
9	7	* Orem HS	0	142	10	10	Central Kitsap HS ('99)	2	185					
10	9	* Pleasant Grove HS	0	133	11	12	Todd Beamer HS	30	164					
11	11	Carbon HS ('00)	27	127	12	—	# Thomas Jefferson HS ('04)	50	140					
12	—	# Lohi HS ('06)	106	106	13	13	Robert Service HS, AK ('02)	15	137					
13	1	American Fork HS	0	0	14	15	Auburn Riverside HS ('04)	39	130					
		<b>UTAH-WASATCH</b>			15	14	Auburn Senior HS ('03)	13	117					
07	'06	Chapter	New	Total	16	—	# Emerald Ridge HS	17	110					
1	2	+ Sky View HS ('02)	152	698	17	—	# Bonney Lake HS	20	25					
2	5	Clearfield HS ('00)	81	504	18	—	# Bethel HS ('05)	9	20					
3	8	Logan HS ('99)	74	491	19	1	Gov John R Rogers HS ('08)	9	9					
4	4	Layton HS ('97)	26	483			<b>WEST VIRGINIA</b>							
5	3	Murray HS ('91)	12	479	07	'06	Chapter	New	Total					
					1	2	Wheeling Park HS ('04)	56	137					

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# *New Degrees Summary 2006-2007*

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

Rank	District	New Chapters	Average New Degrees	New Degree Leader	New Degrees Added
1	Three Trails (KS)	0	85.00	Blue Valley North HS	205
2	East Kansas	0	72.00	Shawnee Mission East HS	183
3	Illini (IL)	3	70.95	Oak Park & River Forest HS	161
4	Kansas Flint-Hills	0	61.18	Washburn Rural HS	149
5	Sunflower (KS)	1	56.81	Wichita East HS	127
6	Northern South Dakota	0	56.36	Watertown HS	136
7	Utah-Wasatch	0	54.35	Sky View HS	152
8	Southern Minnesota	1	53.42	Eagan HS	202
9	West Kansas	0	52.70	Newton HS	116
10	Northwest Indiana	0	51.93	Munster HS	202
11	Show Me (MO)	2	51.47	Belton HS	171
12	East Los Angeles (CA)	3	50.40	Gabrielino HS	290
13	San Fran Bay (CA)	0	48.75	James Logan HS	301
14	Rushmore (SD)	0	48.36	Sioux Falls Lincoln HS	120
15	New York City	2	48.24	Bronx HS of Science	287
16	Northern Ohio	0	47.93	Boardman HS	119
17	Montana	0	47.72	Flathead Co HS	137
18	Calif. Coast (CA)	0	46.07	Leland HS	281
19	Great Salt Lake (UT)	1	44.11	Skyline HS	104
20	Heart Of America (MO)	4	43.58	Liberty Sr HS	269
21	Northern Illinois	0	42.00	Glenbrook South HS	155
22	Central Minnesota	2	41.47	Eastview HS	215
23	Ozark (MO)	0	40.70	Kickapoos HS	163
24	South Texas	0	39.75	Bellaire HS	284
25	Idaho	1	39.40	Mountain Home HS	137
26	Sundance (UT)	2	38.94	Bingham HS	129
27	Florida Manatee	0	38.52	Nova HS	192
28	Northern Lights (MN)	1	38.34	Moorhead Senior HS	95
29	Nebraska	0	37.85	Millard North HS	163
30	Hole In The Wall (WY)	1	37.52	Cheyenne East SH	118
31	Carver-Truman (MO)	0	37.03	Neosho HS	140
32	Rocky Mountain-South (CO)	1	36.90	Denver East HS	77
33	Eastern Ohio	0	36.00	Perry HS	173
34	Golden Desert (NV)	2	35.88	Green Valley HS	166
35	Southern Wisconsin	1	34.92	James Madison Memorial HS	131
36	Nebraska South	0	34.65	Lincoln East HS	123
37	Sierra (CA)	0	33.76	Sanger HS	206
38	Wind River (WY)	1	33.15	Green River HS	77
39	South Kansas	0	32.83	Fort Scott HS	116
40	Greater Illinois	0	32.76	Belleville West HS	80
41	North Dakota Roughrider	0	31.57	Mandan HS	82
42	Central Texas	2	30.73	Ronald Reagan HS	117
43	Colorado	0	30.41	Cherry Creek HS	194
44	Tarheel East (NC)	0	30.20	Pincrest HS	131
45	Arizona	1	30.04	Desert Vista HS	210
46	Florida Panther	1	29.37	Trinity Preparatory School	128
47	Pittsburgh (PA)	3	28.70	North Allegheny Sr HS	124
48	Western Ohio	1	28.52	Gahanna-Lincoln HS	57
49	New England (MA & NH)	2	28.21	Manchester Essex Regional HS	91
50	Northern Wisconsin	0	28.15	Appleton East HS	116
51	East Iowa	3	27.85	West HS - Iowa City	91



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

Rank	District	New Chapters	Average New Degrees	New Degree Leader	New Degrees Added
52	Hoosier Heartland (IN)	2	27.83	Ben Davis HS	104
53	Heart Of Texas	2	27.63	Del Valle HS	136
54	Hoosier Crossroads (IN)	1	27.20	Kokomo HS	109
55	East Texas	1	26.44	William P Clements HS	80
56	Inland Empire (WA)	1	26.18	University HS	71
57	North East Indiana	1	25.88	Chesterton HS	176
58	Michigan	0	25.68	Portage Northern HS	97
59	Puget Sound (WA)	2	25.60	Snohomish HS	116
60	Carolina West (NC)	8	25.57	Myers Park HS	186
61	Southern California	1	25.55	La Costa Canyon HS	135
62	West Iowa	1	24.83	Dowling Catholic HS	108
63	West Oklahoma	2	24.64	Norman North HS	135
64	North Oregon	0	24.53	Gresham-Barlow HS	83
65	North Texas Longhorns	0	24.29	Jasper HS	74
66	Deep South (AL)	2	24.15	The Montgomery Academy	135
67	Big Valley (CA)	5	24.10	Lodi HS	76
68	Colorado Grande	1	24.00	Air Academy HS	73
69	West Los Angeles (CA)	0	23.86	Loyola HS	91
70	Kentucky	1	23.77	Grant County HS	74
71	North Coast (OH)	1	23.29	Gilmour Academy	132
72	Lone Star (TX)	0	22.60	Grapevine HS	103
73	New York State	4	22.57	Scarsdale HS	68
74	Tall Cotton (TX)	2	22.51	Seminole HS	70
75	Mississippi	3	22.25	Oak Grove HS	83
76	New Jersey	2	22.22	Ridge HS	100
77	UIL (TX)	1	22.15	Hallsville HS	75
78	Louisiana	0	22.10	Lafayette HS	77
79	Pennsylvania	0	21.81	Bellwood-Antis HS	75
80	Sagebrush (NV)	0	21.63	Reno HS	87
81	Eastern Missouri	0	21.61	Pattonville HS	164
82	Space City (TX)	2	21.55	Alief Taylor HS	72
83	South Carolina	2	21.36	Southside HS	119
84	Rocky Mountain-North (CO)	0	21.25	Rocky Mountain HS	91
85	West Virginia	0	20.57	Wheeling Park HS	56
86	South Oregon	0	20.30	Ashland HS	66
87	East Oklahoma	0	19.84	Broken Arrow HS	81
88	LBJ (TX)	3	19.03	Princeton HS	83
89	Gulf Coast (TX)	1	19.00	Gregory Portland HS	97
90	Florida Sunshine	1	18.85	Niceville HS	74
91	Mid-Atlantic (MD & VA)	12	18.48	Randolph Macon Academy	116
92	Valley Forge (PA)	6	18.07	Holy Ghost Prep	67
93	New Mexico	0	18.00	Albuquerque Academy	74
94	Georgia Southern Peach	3	17.83	Fayette County HS	78
95	Western Washington	5	17.51	Gig Harbor HS	102
96	Capitol Valley (CA)	3	17.21	Davis Senior HS	40
97	Georgia Northern Mountain	1	17.00	Henry W Grady HS	85
97	Tennessee	0	17.00	Ravenwood HS	56
99	West Texas	0	16.94	El Paso Coronado HS	47
100	South Florida	0	16.72	Braddock HS	74
101	Hawaii	1	16.16	Kamehameha Schools	47
102	Maine	1	15.55	Lewiston HS	37
103	Chesapeake (MD)	0	15.27	Walt Whitman HS	115
104	Iroquois (NY)	1	11.81	R L Thomas HS	66
105	Pacific Islands	0	10.00	Harvest Christian Academy	46



## ◆ Exciting Opportunity

# Following in the Footsteps of Leadership



## NFL Advance Leadership Program

By  
Yilu Zhang

Hundreds of students qualified and competed in the 2007 NFL National Tournament in Wichita, Kansas. I, however, was lucky enough to be the only (and first!) student to participate in the "NFL Advance Leadership Program." Sounds fancy enough. The program was actually a weeklong job-shadowing. What makes this experience incredible is that I got to follow Mr. Scott Wunn, the Executive Director of the entire National Forensic League for the duration of the National Tournament. Way cool.

I wasn't arbitrarily chosen to be the first "intern." At the beginning of the 2006-2007 school year, with assistance from my coach Mrs. Volpe, I submitted my first cartoon to the *Rostrum*. Fortunately for me, they became a staple of the publication. Through this correspondence with the National Forensic League, I was given the opportunity to attend the National Tournament to shadow Mr. Wunn. For five days, I had a backstage pass to the NFL National Tournament.

### **You would not believe how much stuff goes on backstage.**

I began the internship on Sunday, June 17. I met Mr. Wunn during registration. I have to say that his personality is remarkable, he is very charismatic and has an amazing sense of humor (I mean, who else would call a job-shadowing the "NFL Advanced Leadership Program"?). As the Director, though, he could also be all about business when necessary. The tournament hadn't even begun yet and I was already running to hotels, making sure rooms were still available, learning about the responsibilities of the local host committees to the most minute detail (like having to consider what kinds of plates to use when putting

out food for the tournament judges), and attending district chair meetings. I also met Ms. Heidi Christensen, the National Forensic League Alumni Director, who was working at the NFL Vending Expo all morning. Of course, I can't forget to mention Las Vegas pins and the Elvis Presley impersonator (whom Heidi claimed to have never invited; apparently he just showed up), all in preparation for the next year's National Tournament (all before all the coaches even finished registering for the Wichita/Derby tournament!).

I started off the first day of the tournament heavily commuting between the three tournament sites- Derby High School, Derby Middle School, and Wichita East High School. For coaches who have a hectic enough time trying to operate one tab room smoothly - getting schematics out on time, collecting judge's forms, and keeping out those pesky, impatient students - imagine having the responsibility of making sure it runs efficiently at the National Tournament. Three buildings operating simultaneously mean three simultaneously operating tab rooms. So multiply that trepidation by three, add in all the time it takes to commute between the three schools, and you have somewhat of an understanding of only part of the task NFL director has at hand. In the first two days, Mr. Wunn managed to put more than one hundred miles on the poor rental van.

Mr. Wunn utterly amazed me with the amount of pressure he could handle (and the amount of times his phone could ring in a single hour) while still maintaining his sense of humor and still remembering *everyone's* names (and wow, did a lot of people approach Mr. Wunn on a daily basis). Beyond overseeing three tab rooms lay a whole host of other issues for the

NFL Director. When I asked Mr. Wunn how he dealt with the stresses of his job, how he could remember every concern and pick right back up in conversations when interrupted by (yet another) phone call, he said simply that he learned to always expect the unexpected. We frequented the Ombudsman Room, where competitors who got lost, couldn't find their code, lost their ribbon, had complaints and other technical difficulties, would go (and that's why Mr. Don Crabtree, Vice President of the NFL and head ombudsman at the National Tournament fondly called it the Trauma Room). Throughout the course of the week, we ran into computer issues in the tab rooms, disqualifications, assigning two students the same code, and protesting laptop usage, air conditioning problems, and judges who were too young. Mr. Wunn and other tournament officials held private and confidential meetings to discuss each formal protest. The afternoon was spent organizing the audio visual equipment, stage, and trophy setup for the National Award Ceremony and final rounds. And then there was the run-of-the-mill meeting with a documentary film crew.

The progress I made after one week of shadowing Mr. Wunn was quite remarkable. At first, I got a lot of "Oh! You're the cartoon girl!" But, like I said, everyone knows Mr. Wunn so eventually I stopped getting the suspicious eye. And, I got to put my skills to use. I drew the giant poster that I later helped to hang up in the Sedgwick Zoo (manual labor was involved in this job, too) for the Schwan's party, and the Humorous Interpretation tab room committee approached me to help with their break-round posters. Feeling much in my element, I happily obliged and drew Dorothy, the Cowardly Lion and the Tin Man (sticking



## ◆ Exciting Opportunity

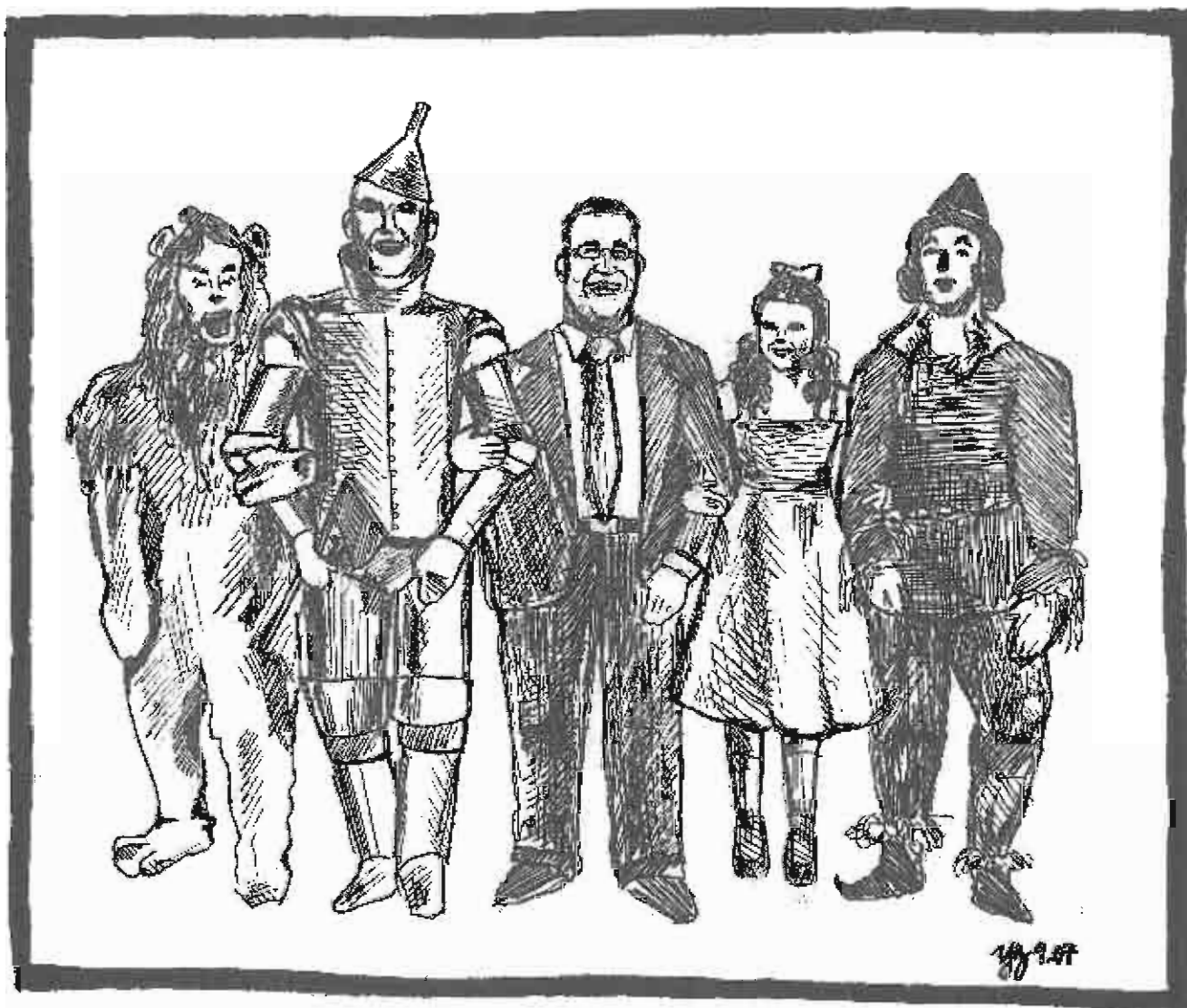
to the Wizard of Oz theme was a huge thing at Nationals). I got a lot for my assistance. Not only was my artwork on display (and I liked to think that the humorous interpers were clustering in the atrium at Derby High to see my drawings, not to see if they advanced to the next round), but more importantly, I was given a box of Hawaiian chocolates.

It did feel really amazing to be able to contribute to a part of the National Tournament, even if it was only decorating a few posters, writing down reminders for Mr. Wunn, and running errands. Experiencing

the tournament from a completely new perspective was also an eye-opener. I always thought it was cool that students could meet others, make friends, and see old forensics buddies from all over the country. Well, it works the same way for coaches and judges. Many people working in the tab rooms came from across the country too, and they had nicknames (like Tuna and Fergalicious) by which they actually called each other. Plus, I never really appreciated everything that goes on behind the scenes to make a tournament run smoothly (and Mr. Wunn said things went, in general, very

smoothly at the 2007 National Tournament). Being admitted to the exclusive tab areas, having lunch with people high up on the NFL pecking order, and just spending an entire week with the Director of the National Forensic League in the "NFL Advance Leadership Program" is definitely one of the most interesting ways to attend a National Tournament. Like I said, *way cool*.

(Yilu Zhang is from North Allegheny High School in Pennsylvania. She is featured cartoonist for the NFL *Rostrum*.)





## New NJFL Chapters had a great start

**C**oach Mary Alice Konz from Nebraska writes, "There were many exciting moments from the very first-ever middle school speech dual between Horizon and Sunrise Middle Schools, in Kearney, Nebraska. This tournament, the "HAL Harvest of Eloquence Speech Festival," was a graded class project. The second tournament held was the "Junior Bearcat Invite" in the spring, and was a voluntary event in which Kearney Catholic High School also participated. To prepare, Mary Alice's students would come in after school for coaching much like high school. Students competed in humorous and dramatic interp, poetry, informative, oratory, entertainment, duet acting, and readers theatre.

The Horizon and Sunrise chapters were started because there is a great deal of interest in forensics in Kearney and students participate as a part of the High Ability Learner English program. Novelist George Orwell was right about recruiting among the young for the future. I figured sports must really know what they are doing!"

Mary Alice is not only the coach at Sunrise and Horizon Middle Schools, but also at Kearney Sr. High School. Many of her NJFL members went on to join her high school team as new ninth graders. Mary Alice feels that the middle school speech program is the greatest recruiting tool ever, and thinks of them as her "little farm team"

"We are a busy, active chapter", says Mary Alice, "and I sure wish there were two of me: one for the high school, and one for the middle school."

Other events students participated in throughout the year to earn points were speeches on Victorian England, and biography presentations in the sixth grade, a homesteading project and poetry/essay reading on race in the seventh grade; book talks and readers' theatres on Hiroshima in eighth grade; and Student Congress in both

seventh and eighth grade. At the end of the year an eighth grader was awarded a commemorative gavel for being the Most Outstanding Congress Member.

For these tournaments, Mary Alice's varsity team do the bulk of the judging, along with certified judges and other adults in the community, all of whom volunteer their time, for no pay, to benefit the program.

The fall tournament will again be held on Tuesday, October 23<sup>rd</sup>. Finals will be held in both platform and interpretation categories, as well as group events. This tournament is a fund-raiser, with admission being \$1. There is a traveling trophy to be awarded to the middle school that wins the over-all sweepstakes award.

Mary Alice is proud that her administration supports one of the only middle school competitive programs in the state of Nebraska.



# NJFL

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