

ROSTRUM

A golden globe with a map of the United States is the central focus. The globe is set against a background of the American flag, with its red and white stripes and blue field with white stars. The globe is tilted, and the map shows the continental United States. The globe is mounted on a golden stand.

October 2008

Volume 83

Issue 2

**Ambassadors of the NFL:
Meet the 2008 - 2009 District Chairs**



Visit us at
www.cddebate.com

CDE

NEW

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

DELIVERED TO YOU:

August 25, 2008 Oct. 24, 2008 Dec. 24, 2008 Feb. 12, 2009

2008-2009

Lincoln - Douglas Research Series

Contents of each Set

- ** 4 different affirmative cases
- ** 4 different negative cases
- ** Extension evidence
- ** Topic analysis
- ** Articles on Topic

\$79⁰⁰

E-mailed (or postal if you desire) every month starting with The October Topic and thru the April topic. Usually to you on the 17th of the month preceding the topic

Public Forum Case Series

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

\$79⁰⁰



Mail to: **CDE,** P.O. Box 1890, Taos, N. M. 87571

Ph: (505) 751-0514

Fax: (505) 751-9788

<http://www.cddebate.com>

email: bennett@cddebate.com



Name

Mailing Address

E-Mail Address:

☐ Turner Case Series \$79

☐ LD Research Series \$79

☐ L. D. Encyclopedia \$175



Summer, 2009

University of Texas **National Institute in Forensics**

We invite you to join us for the **16th Annual UT National Institute in Forensics**, and to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country.

www.utspeech.net
www.utdebatecamp.com

Projected UTNIF 2009 program dates:

Session	Arrival	Departure
Individual Events	June 24, 2009	July 8, 2009
Individual Events + Extension	June 24, 2009	July 12, 2009
CX Debate Session 1 (Marathon & Experienced)	June 22, 2009	July 12, 2009
CX Debate Session 2 (Marathon & Experienced)	July 14, 2009	August 3, 2009
CX Debate Supersession/Survivors	June 22, 2009	August 3, 2009
UTNIF CX Novice	July 18, 2009	July 28, 2009
Lincoln-Douglas Debate	July 14, 2009	July 28, 2009
Lincoln-Douglas Debate + Extension	July 14, 2009	August 2, 2009

The 2008 Longhorn Classic Speech & Debate Tournament December 5-6, 2008 Austin, Texas

*Invitation and Registration to be provided at
www.joyoftournaments.com*

TOC qualifier in CX, LD, Extemp, & Congress!!

UTNIF
Dept. of Communication Studies
1 University Station
Mail Code A1105
Austin, Texas 78712-1105

Phone: 512-471-1957
Fax: 512-232-1481
Email: mrcox@mail.utexas.edu



Have No Fear!



**Check these new goodies:
NFL's Greatest Hits - Vol 7
2001 - 2003**

VHS or DVD Format!

Best of International Extemp	\$49.95
Best of US Extemp	\$49.95
Best of Original Oratory	\$49.95
Best of Lincoln-Douglas Debate	\$49.95



Extemp & Oratory videos have 1st & 2nd Place Nats winners
LD Video has two complete final rounds of NFL Nationals

2008 NFL NATIONAL CHAMPS

International Extemp	United States Extemp	Original Oratory
Policy Debate	Lincoln-Douglas Debate	Public Forum Debate
Student Congress	Speaking Supplementals	Awards

Event videos include presentation of semi-finalists
Filmed at the 2008 NFL National Tournament in Las Vegas
\$49.95 - Per Event DVD

WATCH FOR OUR ONLINE SPECIALS!

www.dalepublishing.us

National Forensic League

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

Don Crabtree
Vice President
Park Hill High School
1909 6th Avenue
St. Joseph, MO 64505
Phone: 816-261-2661
crab@ponyexpress.net

Bro. Rene Sterner FSC
Delone Catholic High School
140 South Oxford Avenue
McSherrystown, PA 17344
Phone: 717-637-5969
sternerlasalle@yahoo.com

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

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

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

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

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

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

Timothy E. Sheaff, Alternate
Dowling Catholic HS
West Des Moines, IA 50265
Phone: 515-222-1035
tsheaff@dowling.pvt.k12.ia.us

From the Editor

J. Scott Wunn



Dear NFL,

This month we feature one of the most important elements to the National Forensic League's leadership structure...our District Chairs. We are so incredibly grateful to those individuals who will be serving in this capacity during the 2008-2009 school year.

The volunteer position of a District Chair is challenging. District Chairs are elected by the chapter schools of their District and are entrusted with key responsibilities. District Chairs provide all coach members of their District with important League information as provided by the National Office. This includes providing constant updates on the newest resources and opportunities available through the NFL. A District Chair also assists with the organization and promotion of District involvement in any national level service projects and/or events. Furthermore, District Chairs are the tournament directors for all NFL District Tournaments. This requires them to secure venues, accept the District Tournament entries, and to verify total compliance with NFL District Tournament rules. If all of this were not enough, District Chairs are also instrumental in the recruitment and retention of new NFL schools and coaches. Finally, as ambassadors, District Chairs are often called upon to represent their Districts on key issues facing the League.

Many times, the incredible success of a District is directly reflective of the effort and abilities of the NFL District Chair. The National Forensic League is stronger every year because of the tremendous work of our District Chairs. I encourage you to read about each of these individuals and to remember who they are. When you see them at a tournament, stop them and let them know how much you appreciate their service to the League.

Thank you District Chairs!



NFL Executive Director

Rostrum

Official Publication of the National Forensic League

P.O. Box 38
Ripon, Wisconsin 54971-0038
Phone (920) 748-6206
Fax (920) 748-9478

J. Scott Wunn, Editor and Publisher
Jennifer Billman, Assistant Editor

Sandy Krueger, Publications Director
Andrea Neitzel, Publications

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

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

Subscription Prices

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

Member Schools:

\$5 for each additional
subscription

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

T opics

2008-09 Policy Debate

Resolution:

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

October 2008 Public Forum Debate Resolution:

Resolved: The United States should significantly increase its use of nuclear energy.

Note: Go to www.nppf.net to enter Bickel & Brewer Foundation's National Public Policy Forum debate contest on alternative energy.

September/October 2008 Lincoln Financial Group/ NFL L/D Debate Resolution:

Resolved: It is morally permissible to kill one innocent person to save the lives of more innocent people.

THE PEOPLE SPEAK

2008 Fall Global Debates Resolution:

Resolved: The world should adopt our plan to significantly combat climate change.

Go to www.thepeoplespeak.org/globaldebates for details on how to enter and earn scholarships, school monetary awards and additional NFL points.

2009-2010 NFL Policy Debate Resolutions

Ballot must be received by Monday, October 20, 2008

NFL Chapter - Voting Instructions

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 2009-2010 debate topic.

Return completed ballot to:
National Forensic League
P.O. Box 38, Ripon, WI 54971-0038
-or-
Fax (920) 748-9478

Ballot available on www.nflonline.org

Your Vote is Important!

Submit Articles for Publication

The NFL Office is always looking for well-written articles by both NFL coaches and students. Please consider contributing feature articles, editorials, pictorials, and special interest stories to the NFL. All articles should be sent to:

Sandy Krueger, NFL Publications Director
Email address is: nflrostrum@nflonline.org

Topic Release Information

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

Check the NFL Website under "Resources" tab, Current Topics at www.nflonline.org

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

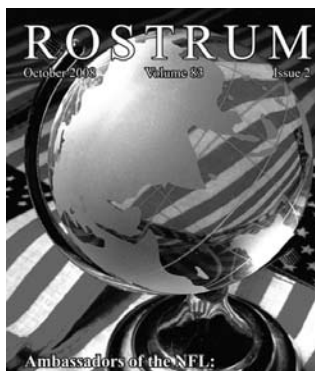
August 15	--	September Topic
September 1	--	October Topic
October 1	--	November Topic
November 1	--	December Topic
December 1	--	January Topic
December 15	--	February Topic
February 1	--	March Topic
March 1	--	April Topic
May 1	--	National Tournament Topic

Policy Debate Topic for New Year

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

ROSTRUM

Volume 83, Issue 2 October 2008



Featured Topic

Policy Debate Topic Synopses
and ballot

pgs. 8-9



In This Issue

Summer Update

by Stefan Bauschard

pg. 10



Cover Story Ambassadors of the NFL

Pgs. 20-39



In Every Issue

Letter from the Editor

pg. 3

Forensic Technology

by Aaron Smith & Derek Yuill

pgs. 61-63

NDCA Coaches Corner

Introducing Debate

by Dr. Tracy McFarland

pgs. 65-68

Billman Book Club

by Jenny Billman

pgs. 69-70

Curriculum Corner

by Adam Jacobi

pgs. 71-75

Honors/ Awards

Donus Roberts
Coach Recognition
pg. 11

Student Point Leaders
pgs. 13-15

Academic All Americans
pgs 17-18

Debating Disadvantages

by Stefan Bauschard

pgs. 49-55

Writing the Public Forum
Debate Resolution

by Jason Kline

pgs. 57-58

Annual Report 2007-2008

pgs. 77- 83

New Degrees Summary

pgs. 89-90

Largest NFL Schools

pgs. 91-92

Largest Number of New Degrees

pgs. 93-94



In Memoriam

Remembering: Angela Dwyer

pg. 95

West Coast Publishing



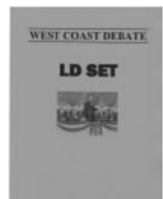
THE ULTIMATE PACKAGE

- **SAVE HUGE AMOUNTS OF MONEY**
- **It includes all 5 sets listed below**

All West Coast products are electronic to lower your costs and to make them accessible at all times to you.

Policy Evidence Set

- **NEW FOCUS on Strategy with frontlines, more in-depth arguments, higher quality evidence.**
- **Affirmative Handbook** (Over 170 pages; Renewable Energy affirmatives, answers to DAs, CPs)
- **Negative Handbook** (Over 170 pages, Renewable Energy disadvantages, CPs, answers to cases, definitions, more)
- **Kritik Handbook** (Over 170 pages, Renewable Energy specific kritiks and answers to those kritiks)
- **September Supplement** (Over 150 pages, updates, answers and new Renewable Energy cases, DAs, CPs)
- **October-June Updates** (Six updates with 255 total pages on Renewable Energy, The 10th of Oct-Mar, and June)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks)



LD Evidence Set

- **NFL LDFiles** (50 to 60 pages with topic analysis, aff. and neg. evidence provided for each announced NFL LD topic)
- **UIL LDFiles** (50 to 60 pages with topic analysis, aff. and neg. evidence on each UIL LD topic)
- **PhilosopherFiles** (All of our West Coast Philosopher-Value Handbooks on a web page)
- **LDFiles** (includes over 100 previous West Coast LD Supplements on a web page)

Extemp-Parli-Congress-PublicForum Set

- **NewsViews** featuring articles with the pros and cons on current issues. You receive 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp.
- **ParliCongressFiles** provides 20 pages each month with cases and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
- **PublicForumFiles** offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence.

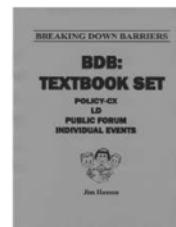


Online Training Package

- **A great supplement to our textbooks providing Online Videos, Powerpoints, Question and Answer Bulletin Boards, Tons of Tips, Evidence, Example Speech and Debate Videos.**
- Great for beginners, intermediate, and advanced Policy, LD, Public Forum, Speech, Interp, students and coaches!
- Learn with step by step lessons, streaming video with PowerPoint, and a forum with experts who answer your questions!
- In-depth, detailed theory lessons, analysis, evidence and research tips on this year's Policy and LD topics.
- Electronic Advanced Policy and LD books, and the Focus, Control, and Communicate IE book.

BDB Debate and IE Textbook Set (Breaking Down Barriers)

- You access the Textbooks and Prepbooks electronically and save huge amounts of money. You and ALL of your students may view and print the Textbooks and Prepbooks.
- **Includes the NEW 2008 Debate Textbooks.** They teach students step by step, with separate texts for POLICY-CX, LD, PARLI, AND PUBLIC FORUM, and include new examples, stories, and advanced tips.
- **Includes the Teacher Materials** with lesson plans, activities, syllabus, and lecture notes for debate and IEs.
- **Includes the Prepbooks** that involve students in preparing cases, refuting, and flowing using real evidence on this year's POLICY-CX topic and great example LD and PUBLIC FORUM topics PLUS Parli instruction.
- **Includes the Dictionary of Forensics** with definitions, examples, and uses of terms from Policy, LD, Parli, Public Forum, Argumentation, Rhetoric, and Individual Events. A fantastic resource.
- **Includes the BDB IE Textbook** with 142 pages chock-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IEs!

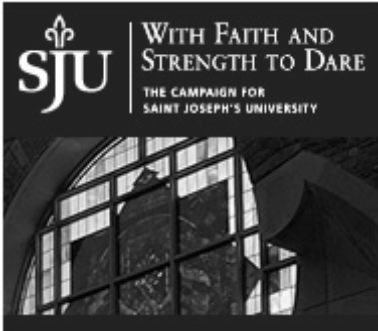


Visit www.wcdebate.com

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

THE VILLIGER TOURNAMENT

The Saint Joseph's University Villiger Speech and Debate Team invites you to its 29th Annual High School Speech and Debate Tournament in Philadelphia. We offer all NCFL events including: Declamation, Dramatic Performance, Duo Interpretation, Extemporaneous Speaking, Oral Interpretation, Original Oratory, Cross Examination Debate, Lincoln-Douglas Debate, and Public Forum Debate, and Student Congress.



When: November 22 & 23

Where: Saint Joseph's
University, Philadelphia



Competitors at the 2007 Villiger Tournament reached deep outrounds all over including finals at Harvard, the NCFL Grand National Tournament, and the NFL National Tournament!

Villiger offers TOC bids in Extemporaneous Speaking, Semifinals of Public Forum, and Finals of Student Congress!

If you have any questions please contact 2008 Tournament Director:

James McGraw

Cell: (443)-846-5775, Email: villigertournament@yahoo.com

Also, if you are interested in College Forensics, Saint Joseph's University offers a variety of **scholarship packages** for forensics including **FULL RIDES!** Please do not hesitate to contact James McGraw or Moderator Robb DelCasale at RDelCasaleSJU4n6@aol.com.



WE CANNOT WAIT TO SEE YOU IN NOVEMBER!

PROBLEM AREA I: SPACE

Resolved: The United States federal government should significantly increase its exploration and/or its development of space beyond Earth's mesosphere.

Space, the "final frontier," captures the human imagination as few other subjects are able to do. As the space telescope and various probes continue to add to our knowledge about the universe, new areas for research continue to emerge. The application of space research has already changed our lives in numerous areas involving communication technology, electronics miniaturization, propulsion and military capabilities. Advocates imagine that the exploration and development of space can lead to even more dramatic breakthroughs involving resource extraction and space colonization. Others emphasize the cost and technological barriers preventing the realization of these claims. Affirmative case areas may include the use of space to improve medical technologies, space manufacturing in microgravity, space colonization, remote sensing for agriculture or climate research, laser systems for anti-missile defenses, space battle stations, among others. Negative teams may argue that the exploration and/or development of space will lead to space militarization, delay environmental efforts (creating a false sense that humans can escape the limits of Earth's resources), cause runaway federal spending, undermine international space programs, trade-off with private space programs, catch the attention of malevolent extraterrestrial beings, among others. Author: W. E. Schuetz, Texas.

PROBLEM AREA II: 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. Authors: Christa Bieker and John Goodman, Texas.

PROBLEM AREA III: 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 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. International 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. Author: Matthew Murrell, Texas.

PROBLEM AREA IV: FEDERAL ELECTIONS

Resolved: The United States should substantially change its federal election system through one or more of the following means: legislation, court decision, constitutional amendment.

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

PROBLEM AREA V: POVERTY

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

Unfortunately, more than four decades after Michael Harrington identified those living in poverty as "The Other America," poverty is still an endemic problem in the United States. In 2005, close to 13 percent of the total U.S. population—about 37 million people—were counted as living below the poverty line, a number that essentially remained unchanged from 2004. Of these, 12.3 million were children. Poverty is associated with many harmful outcomes, including poor health, crime, educational difficulties and other social problems. Poverty continues to plague our society despite over four decades of national effort and trillions of dollars in federal spending to combat it. In a nation as wealthy as the United States, such a high level of poverty is certainly appropriate for the examination and reflection provided by a variety of debates on the topic. Affirmatives advocating this topic will be able to defend a wide range of social services designed to both ameliorate the harms of poverty and to reduce the number of people living in poverty. These services would include expanding child care, health care, food stamps, housing assistance, mental health care, educational assistance, early Head Start and job training, among others. Negatives would be able to debate against the harms of poverty, the ability of various plans to solve the problems identified and many disadvantages, including spending, politics, federalism and net widening. They would also be able to counterplan many of the affirmative plans with the state counterplan. The negative would also have several critical options, including objectivism, statism, dependency and even critiquing the use of the term poverty. Author: Chuck Ballingall, California.

POLICY DEBATE BALLOT FOR TOPIC SELECTION

Proposed Topic Areas and Resolutions for 2009 - 2010

Ballot available on NFL Web site: 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. SPACE

Resolved: The United States federal government should significantly increase its exploration and/or its development of space beyond Earth's mesosphere.

____ II. HEALTH CARE

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

____ III. IMMIGRATION

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

____ IV. FEDERAL ELECTIONS

Resolved: The United States should substantially change its federal election system through one or more of the following means: legislation, court decision, constitutional amendment.

____ V. POVERTY

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

Coach Signature

School Name (Chapters ONLY)

State

Printed Signature

Chapter Members

Mail ballot **postmarked** no later than October 20, 2008 to:

National Forensic League

P.O. Box 38

Ripon, WI 54971-0038

-or-

Fax (920) 748-9478 no later than October 20, 2008

SUMMER 2008-9 UPDATE

by

Stefan Bauschard

This brief essay updates my September essay on arguments that were produced at various debate camps over the summer.

Iran engagement affirmative. This affirmative argues that the U.S. should remove restrictions on the export of nuclear technology to Iran and claims that this would support the development of nuclear power, the development of relations with Iran, and stop Iranian nuclear proliferation.

OTEC affirmative. This affirmative provides positive financial incentives for the development of Ocean Thermal Energy Technology (OTEC). The affirmative claims to restore the ocean environment through the stimulation of an upwelling of nutrient water, to solve water shortages by promoting desalinization, and to solve oil dependence by supporting a transition to a hydrogen economy.

Hybrid military vehicles affirmative. This specific military affirmative develops hybrid electric vehicles and SkyBuilt hybrid electric generators for the military. It claims that these vehicles will boost the military's battlefield strategy and increase readiness. Specifically, it claims that a break from long fuel lines is needed in Iraq.

Hydrogen fuel cells affirmative. This specific military affirmative argues for the development of hydrogen fuel cells to promote combat effectiveness. It claims a general military readiness advantage. This case also claims that the development of fuel cells is critical to avoid blackouts caused by weaknesses in the energy grid.

Energy equality affirmative. This affirmative argues that we have an economy of destruction that focuses on conservation instead of reducing consumption. It argues that these high rates of consumption will eventually result in human extinction and the destruction of indigenous culture. The plan shifts fossil fuel subsidies to renewable energy subsidies.

Batille's Peak affirmative. This affirmative is another version of the energy equality affirmative that argues that it is bad to focus on conservation rather than reductions in consumption.

Critical solar affirmative. This affirmative argues that an emphasis on technological fixes makes social and environmental catastrophes inevitable. The emphasis has also allowed energy companies to undermine democratic principles. The plan claims to substitute this monopoly with decentralized solar energy.

Critical nuclear affirmative. This affirmative argues that anti-nuclear discourse is driven by an inappropriate fear of nuclear technology and that this fear supports an artificial separation between humans and nature.

Integral Fast Reactors affirmative. This affirmative argues that integral fast reactors – a specific type of nuclear reactor – should be promoted to deal with waste, address electricity shortages, and to develop U.S. global leadership in nuclear power.

Feebates affirmative. This affirmative institutes various fees and provides various rebates based on the fuel

efficiency of the vehicle. It claims to stimulate the development and adoption of fuel efficient vehicles that will reduce oil dependence, air pollution, and climate change.

Patents affirmative. This affirmative argues that current patent law makes it too difficult to develop alternative energy technology. The plan adopts a KSM patent test to make it easier to develop those technologies.

Coal gasification. This affirmative argues for the conversion of coal to case can be used to produce electricity and substitute for oil.

Unfunded mandates counterplan. This counterplan argues that instead of the federal government implementing the plan that it should require the states to do the plan. The counterplan claims to destroy federalism – the balance of power between the states and the federal government – and to limit federal spending.

Mutimer kritik. This kritik argues that anti-nuclear proliferation rhetoric is driven by the fear of the outward spread of nuclear weapons that is grounded in racism.

Batille's Peak kritik. This affirmative argues that focusing on sustainability is bad and that it is bad to focus on technological solutions to sustain modern ways of life.

(Stefan Bauschard is President of PlanetDebate.com, a Debate Coach for Harvard Debate and Director of Debate, Lakeland Public Schools.)

Donus Roberts Quad Ruby Coach Recognition

April 1, 2008 - August 31, 2008

California
Jennifer Kindred Foothill Technology HS
Thomas Gomes Mount Miguel HS
Jennie Savage Palo Alto HS
Michele Lamons Pinole Valley HS

Colorado
Jeanette Roberts Delta HS

Florida
Mierka C Drucker Boynton Beach Community

Georgia
Jeff Miller Sandy Creek HS

Illinois
Janine Stroemer Homewood-Flossmoor HS

Indiana
Dale Kantz Brebeuf Jesuit Preparatory School
Scott A. Woodhouse Chesterton HS

Kansas
Zachary Morris Concordia HS
Chris Delay Olathe East HS

Maryland
Patrick Daniels Baltimore City College HS
Charles Donovan Loyola-Blakefield HS

Minnesota
Seth Hammond Eagan HS
Angela Cassidy Moorhead Senior HS
Bret Hemmerlin Roseville Area HS

Missouri
Bob Clubbs Jackson HS

North Dakota
Melissa Marek-Donahue Fargo Shanley HS

Nebraska
Tom Cosenza VJ & Angela Skutt Catholic HS

New York
Amy K Kimmel Canisius HS
Patricia Kopchick Shenendehowa HS

Ohio
Brian Racz Boardman HS

Oklahoma
Brad Swygard American Christian School

Pennsylvania
Raymond T. Shay La Salle College HS

Tennessee
Thom O'Rourke University School of Nashville

Texas
Jill McLeod A & M Consolidated HS
Raul Ruiz Sandra Day O'Connor HS

Utah
Corey R Tuckness Cottonwood HS

*Congratulations to these
dedicated coaches who have
reached 1,000 points!*



Donus Roberts



**PUT YOUR MARK ON 93,000 NFL YOUTH.
DONATE TO THE BRUNO E. JACOB YOUTH
LEADERSHIP FUND TODAY.**

**Tax-deductible contributions can be sent to:
National Forensic League
P.O. Box 38
Ripon, WI 54971
920-748-6206
www.nflonline.org**



Sarah Weiner
Shawnee Mission West HS, KS
2,342 points



Sarah Shier
Salina High Central HS, KS
2,301 points



Allison Stuewe
Salina High Central HS, KS
2,294 points



David Kozminski
Savannah R3 HS, MO
2,383 points



Omar Qureshi
Monett HS, MO
2,211 points

P
O
I
N
T

L
E
A
D
E
R
S

NFL CENTURY SOCIETY

NFL's ALL TIME TOP POINT LEADERS

Student	State	Points	Student	State	Points
David Kozminski	MO	2,383	Michael Windsor	KS	2,097
Sarah Weiner	KS	2,342	Phil Cardarella	MO	2,090
Brian Rubaie	KS	2,332	Ashley Artmann	NV	2,083
Sarah Shier	KS	2,301	Tabitha Allen	VA	2,081
Allison Stuewe	KS	2,294	Bonnie Lyons	MO	2,077
Nicole Schneider	KS	2,288	Scott Cheesewright	CO	2,076
Emily Pfefer	MO	2,274	T.J. Trum	KS	2,075
Andrew Green	MO	2,253	David Baloché	TX	2,074
Spencer Harris	MO	2,236	Jeffrey M Geels	TX	2,068
Paige Hendrix	MO	2,230	Ethan Struby	KS	2,068
James P. Hohmann	MN	2,221	Weston Elkins	TX	2,066
Ben S. Lerner	KS	2,213	Taylor Martin	MO	2,065
Omar Qureshi	MO	2,211	Lincoln Campbell	SD	2,063
Eva Z Lam	WI	2,206	Jake Stewart	ID	2,062
Shruti A Challa	KS	2,204	Tim Hogan	MN	2,061
Grant F Gussman	IN	2,182	Keenan Odell Hogan	KS	2,061
Spencer Rockwell	CO	2,178	Adam Testerman	MO	2,061
Nick Ramsey	MO	2,175	Michael Oliver Shelton	KS	2,055
Kristen Trum	KS	2,175	Julia M Groeblicher	KS	2,055
Creighton Coleman	KS	2,175	Sarah B Whitney	CO	2,053
Kurt Woolford	KS	2,173	Michael Headley	MO	2,052
Jacob Buchholz	KS	2,172	Alex Baldwin	SD	2,050
Blake Halseide	WY	2,171	Daniel F Berring	CA	2,049
Alex Stephenson	MN	2,162	Trevor Anthony Clark	OK	2,048
Lindsey Zhang	MO	2,160	Alex Parkinson	KS	2,047
Akshar Rambachan	MN	2,155	Brandon Halseide	WY	2,044
Sarah K. Bellows-Blakely	KS	2,154	Rachel M Buck	KS	2,042
Meriah Forbes	KS	2,153	Matthew W Munday	KS	2,042
Tim Greenfield	MN	2,152	Andrew J Jennings	KS	2,042
Kevin K Troy	MN	2,145	Jack Hsiao	TX	2,041
Sean David Peckham	KS	2,143	Devin R Bean	ID	2,041
Daniel Philip Schultz	MO	2,143	Joey Mills Ralph	KS	2,040
Whitney O'Bryne	KS	2,142	Rachel Overboe	ND	2,039
Carl Werner	MO	2,141	Ford Flippin	MS	2,038
Chase Cook	MO	2,140	Robert Vallie	ND	2,035
Bryan Yarde	MO	2,136	Maddie Gardner	MN	2,034
Grant Brazill	KS	2,126	Greg Allen	KS	2,033
Merry Regan	AZ	2,123	Tex Dawson	TX	2,031
Matthew Corley	TX	2,113	Peter Ebeling	KS	2,031
Benjamin Jacob Boeshans	ND	2,113	Paul Slattery	SD	2,030
Mark Skoglund	KS	2,108	Pat Muenks	MO	2,030
Rachel A Esplin	ID	2,106	Andrea Irwin	PA	2,030
Sam Hodge	MO	2,104	Rob Thomas	KS	2,029
Anthony Badami	MO	2,104	Lorenzo Jordan	MO	2,029
William Charles Strong	IA	2,103	Samuel C Procter	KS	2,028
Christos N Theophanous	CA	2,103	Katlin Korynta	MN	2,028
Evan Dorshorst	MO	2,102	Taylor Nichols	KS	2,020
Dustin Grorud	SD	2,099	Nick Kwolek	IN	2,017

2007-2008 POINT LEADERS

NFL'S 25 ALL AMERICANS

David Kozminski.....	Savannah R3 HS, MO.....	2383
Sarah Weiner.....	Shawnee Mission West HS, KS.....	2342
Sarah Shier.....	Salina High Central, KS.....	2301
Allison Stuewe.....	Salina High Central, KS.....	2294
Omar Qureshi.....	Monett HS, MO.....	2211
Creighton Coleman.....	Wichita Northwest HS, KS.....	2175
Nick Ramsey.....	Central HS - Springfield, MO.....	2175
Lindsey Zhang.....	Central HS - Springfield, MO.....	2160
Akshar Rambachan.....	Eastview HS, MN.....	2155
Meriah Forbes.....	Buhler HS, KS.....	2153
Daniel Philip Schultz.....	Central HS - Springfield, MO.....	2143
Bryan Yarde.....	Howell North HS, MO.....	2136
Matthew Corley.....	North Lamar HS, TX.....	2113
William Charles Strong.....	Des Moines Roosevelt HS, IA.....	2103
Evan Dorshorst.....	Central HS - Springfield, MO.....	2102
Michael Windsor.....	Southeast HS - Cherokee, KS.....	2097
Phil Cardarella.....	Rockhurst HS, MO.....	2090
Ashley Artmann.....	Green Valley HS, NV.....	2083
Bonnie Lyons.....	Kickapoo HS, MO.....	2077
David Baloché.....	Lindale HS, TX.....	2074
Jake Stewart.....	Hillcrest HS, ID.....	2062
Keenan Odell Hogan.....	Lyons HS, KS.....	2061
Trevor Anthony Clark.....	Lone Grove HS, OK.....	2048
Matthew W Munday.....	Goddard HS, KS.....	2042
Robert Vallie.....	Richland HS, ND.....	2035

HONORABLE MENTION

Maddie Gardner, Eagan HS, MN.....	2034	John M Mikitish, Liberty Sr HS, MO.....	1916
Peter Ebeling, Topeka HS, KS.....	2031	Luke R. Brinker, Topeka HS, KS.....	1914
Katlin Korynta, Dilworth Glyndon HS, TX.....	2028	Kevin Satzinger, Kickapoo HS, WA.....	1913
Nicholas Cugini, Cypress Ridge HS, TX.....	2022	Donovan S. Bisbee, Ridgefield HS, WA.....	1910
Taylor Nichols, Blue Valley HS, KS.....	2020	Nicholas Stevens, John H Guyer HS TX.....	1910
Nick Kwolek, Northrop HS, IN.....	2017	Kyle Akerman, Downers Grove South HS, IL.....	1907
Helen Bolton, Manhattan HS, KS.....	2010	Bill Restemayer, Fargo Shanley HS, ND.....	1904
Andrew Potter, Buhler HS, KS.....	2002	Julie Swenson, Hillcrest HS, ID.....	1903
Nisha Giridhar, Aberdeen Central HS, SD.....	2002	Brian Israel, Blue Valley HS, KS.....	1902
Cassidy Miller, Parkview HS, MO.....	2000	Leah Talbert, Appleton East HS, WI.....	1899
Laila Khan, Neosko HS, MO.....	1992	Connor Warren Huff, Carroll HS, MO.....	1899
Kate Falkenstien, Lawrence Free State HS, KS.....	1989	Corey Lande, Benton HS, MO.....	1898
Billy Wurm, Howell North HS, MO.....	1988	Eric Benedict, Andover Central HS, KS.....	1898
Patrick Lin, Manhattan HS, KS.....	1987	Johnny Nelson, Shawnee Heights HS, KS.....	1897
Justin Letts, Neosho HS, MO.....	1984	Kinsey Martin, North Lamar HS, NM.....	1896
Raza Rasheed, Claremont HS, CA.....	1981	Christiana Cognetto, Rio Grande HS, NM.....	1894
Carly Gibbs, Munster HS, IN.....	1977	Colin Caprara, La Costa Canyon HS, CA.....	1893
Andrew Carlson, Kapaun Mount Carmel HS, KS.....	1976	Sumit Verma, Cypress Ridge HS, TX.....	1892
William J. Beshears, Monsignor Kelly Catholic HS, KS.....	1975	Brennan Morris, Randolph Macon Academy, VA.....	1891
Aakash Kumar, Plato Sr HS, TX.....	1965	Robyn Anne Hilt, Pittsburg HS, KS.....	1891
Kevin L Bailey, Rufus King HS, TX.....	1959	Becca Rodriguez, Buhler HS, KS.....	1891
Nathan Blevins, Gilmore Academy, OH.....	1959	Chris Theis, Apple Valley HS, MN.....	1889
Natasha Nicole Battle, Field Kindley Memorial HS, KS.....	1952	Brock Ingmire, Manhattan HS, KS.....	1881
Alexander Paul Bonnet, Emporia HS, KS.....	1949	Bilal Malik, James Logan HS, CA.....	1878
Mason Scott Lende, Fargo Shanley HS, ND.....	1941	Kelley Nelson, Manhattan HS, KS.....	1876
Jesse Marden, Manhattan HS, KS.....	1940	Jeff Fricker, Fargo South HS, ND.....	1867
Danielle Jones, North Lamar HS, TX.....	1937	Marisa E Gage, Eagan HS, MN.....	1865
Rajiv Narayan, James Logan HS, CA.....	1931	Marcie Babcock, Liberty Sr HS, MO.....	1864
Hunter Michael Hess, McPherson HS, KS.....	1930	Bret A Higgins, Salina South HS, KS.....	1863
Timothy Ellis, Manhattan HS, KS.....	1918	Kevin Coltin, Brophy College Prep, AZ.....	1857



APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD



Name _____
 School _____
 School Address _____

 NFL District _____

To the National Forensic League:

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

- _____ NFL Degree of Superior Distinction on record (750 points)
- _____ GPA of 3.7 on a 4.0 scale (or its equivalent)
- _____ ACT score of 27 or higher or SAT score of 2000 or higher
- _____ Completed at least 5 semesters of high school
- _____ Character reference from both the student's coach and principal
- _____ School Transcripts included

NFL Chapter may present Award to any NFL member who meets the above criteria

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

 NFL Sponsor (coach)

 Principal

 Student

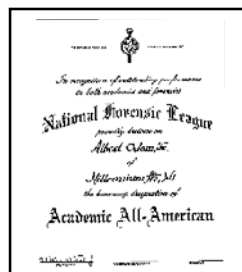
Forward application, along with \$10 application fee and transcripts to NFL, Box 38, Ripon, WI 54971-0038

(\$10 fee includes a hand engrossed Certificate of Achievement to be presented to student)

ACADEMIC ALL-AMERICAN PIN



Elegant Gold Plated Pin with
 Alternating Blue and Gold Stripes



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

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

Quantity

_____ \$10 Application Fee
 (includes a Certificate
 of Achievement)

_____ \$10 Academic
 All-American Pin

Total Enclosed \$ _____

Pins are available for previous AAA students through the NFL Online Store at www.nflonline.org

ACADEMIC ALL AMERICANS

(April 1st through August 18th, 2008)

ALABAMA

The Montgomery Academy
Zack Hutto
Daniel Morris

ARIZONA

Desert Vista HS
Sarah Devlin
Micah Gardner
Mike Hwang
Taryn Peacock
Kelley Siart
Dobson HS
Nicolette Z Kratochvil
River Valley HS
Clayton Masterman
Tempe Preparatory Acad
Alexandra Orletsky

CALIFORNIA

Bellarmine College Prep
Joe Grimes
Carl A Rice
Nick Simmons
Nathaniel Wong
Bentley School
Sean Gordon-Marvin
Tania Kohal
Claremont HS
Kaitlyn Carter
Linnet Davis-Stermetz
Michael Eastham
Nhi Khoan
Ross Milletich
Phoebe Peronto
Justin Rogers
Laurel Wilkie
Gabrielino HS
Vivian Lam
Waldo Yan
Tina Nguyen
Jonathan Shea
Brenda Wong
La Reina HS
Lauren Dansey
Claire A Totten
Mira Loma HS
Anish Pathipati
Miramonte HS
Michelle Chern
Emily A Chesbrough
Lucas Duplancic
Alexa Graumllich
Mara Ludmer
Christina M Pabst
Maria Theophanous
Mountain View HS
Daniel Garber
Ridgeview HS
Nina Gupta
Sherman Oaks CES
Andrew Adelman
Samuel Karp
David Silberstein

The Harker School
Siddarth Satish
Alisha Tolani

COLORADO

Canon City HS
Sarah McCullar
Chaparral HS
Erin Gregory
Cherry Creek HS
David Aragon
Scott McCall
Joel Pratt
Danny Townsend
Douglas County HS
Michael J Hoerner
Eaglecrest HS
Alyce de Carteret
Fairview HS
Max Dovala
Fort Collins HS
Erica Garfinkel
Longmont HS
Kelly Finnegan
Mesa Ridge HS
Laurel Goycoolea
Moffat County HS
Derrick Ferguson
Michael Zehner
Ouray HS
Jacob Abell
Rocky Mountain HS
Cassie Wich

DISTRICT OF COLUMBIA

Woodrow Wilson HS
Boyd Gardner

FLORIDA

Berkeley Preparatory Sch
Elliot Stein
Dr. Michael Krop Sr HS
David Berlin
Sara Egozi
Stoneman Douglas HS
David Nadle
St. Thomas Aquinas HS
Christian Chauvet
Taravella HS
Brian Zakarin
University School
Alex Weisman
Wellington HS
Zachary M Hindin
Lincoln County HS
Catherine Grace Ball
Abigail Rose Minor

IDAHO

Lake City HS
Michael Cooper
Lindsay Oden

MADISON HS

Jordyn M Bochenek
Chase Huffman

ILLINOIS

Downers Grove South HS
Kyle Akerman
Jaclyn B Bernard
Rob Biemesderfer
Justin Matkovich
Sarah Piekarski
Becca Seale
Amy Smetana
Adam Tangvay
Alexandra Trofimuk
Melissa Tussing
Shengxiao Yu
Glenbrook North HS
Debbie Oh
Lucy Zhu
Heyworth HS
Katherine E Guy
Colleen L Hanten
Katharine J Massman
George R Van Winkle
Chelsea L Wallace
Highland Park HS
Benjamin S Berman
Dana E Kaufman
Samuel L Libowsky
Oak Park / River Forest HS
Eliot Abrams
Rebecca Bloch
Samuel Feldman
Jonathan Libgober
Scott Marchi
Adam Pearce
Jessica Smith
Lakshmi Sundaresan

INDIANA

Brebeuf Jesuit Preparatory
Kelsey Bruns
Chesterton HS
Ankur Chawla
Claremont HS
Kaitlyn Carter
Nhi Khoan
Columbia City HS
Lindsay Craven
Munster HS
Rohini Chatterjee
Southside HS
Scott J Amstutz
Troy M Cummins
Spencer Elliott
Timothy J Solon

IOWA

Indianola HS
Matt Reisener
Spencer HS
Madella Smith

KANSAS

Bishop Miege HS
Emily Bland
Paula DeSeure
Liz Esfeld
Jessica Gisler
Erin Hogan
Tom Hogan
Kate Maxwell
Molly Salisbury
Ethan Struby
Buhler HS
Andrew Berg
Casey Gee
Joey M Ralph
Goddard HS
Matthew W Munday
Haven HS
Samuel Fishburn
Lacey Howard
Randi Morris
Lawrence Free State HS
Elizabeth A Lembeck
Lyons HS
Joshua Watson-Drennen
Moundridge HS
Matthew N Stucky
Shawnee Mission West HS
Scott Gerrity
Aarti Purohit
Hannah Sandt
Saraj Weiner
Southeast HS-Wichita
Breanna McCarthy
Topeka HS
Peter Ebeling
Topeka West HS
David Larson
Trinity Catholic HS
John Bird
Allan Saylor
Valley Center HS
Donovan Carson
Andy Daniels
Tyler Lohmann

KENTUCKY

Grant County High
Kelli Michele Noel
Graves County HS
Sirena Wurth
MASSACHUSETTS
Lincoln-Sudbury Reg HS
Alexander Loomis
Manchester Essex Reg. HS
John Byrne
Michelle Dyke
Luke Elder
Tess Hofmann
Robert Longcor
Jamie Pates
Emily Osborne
Milton Academy
Matthew Gottesdiener
Lillian D Kaiser

Needham HS
Martha Farlow
Newton HS
Elizabeth Herman
Waring School
Nicholas Geron
Hilary Sherratt
Weston HS
Amy Bond
Geoffrey Smith

MINNESOTA

Apple Valley HS
Alex Graves
Emily Hoffman
Ben Thompson
Ronni Toledo
Dilworth Glyndon Felton
Amanda Korynta
Heath Marvel
Eagan HS
Marisa Gage
Highland Park Sr HS
Kathryn D Poulos
Hopkins HS
Conor Doherty
Lakeville South HS
Michael Berger
Christian Keil
Robbinsdale Cooper HS
Alexandra Zudova
Rosemount HS
Nyssa J Towsley
The Blake School
Lucia Litman
Walker HS
Rachel Swedburg

MISSOURI

Belton HS
Trey Brock
Blue Springs HS
Andrew Grojean
Blue Springs South HS
Jan Day
Courtney Lauer
Emily McKnight
Bethany Owens
Erin Owens
Camdenton HS
Donovan Coleman
Central HS
Katie Palmietto
Pyone Thi
Colin Towery
Fort Osage HS
Charles Winfrey
Joplin HS
Saihari S Dukkkipati
KC Oak Park HS
Connor Coleman
Sarah Mills
Adam Reynolds
Lee's Summit North HS
Trent Buatte

Marshall HS
Michelle Meyer
Amy E Yeagle
Marshfield HS
Samantha Long
Nixa HS
Jack Dick III
Taylor Dowdy
Zach Durham
Logan Sullivan
Oakville Sr HS
Michael Wacker
Parkway North HS
Adam Adler
Pattonville HS
Collin Galster
Shay Steelman
Platte County HS
Rachel Kuehn
Raytown HS
Austin Alonzo
Candice Lanius
Mindy Lanius
Rachel Walker
Rockhurst HS
Phil Cardarella
Savannah HS
McKayla Beattie
Derek Jess
Christopher Kozminski
David Kozminski
Nick McAfee
The Barstow School
Antonio Hernandez
West Plains HS
Jonathan Kissinger
Willard HS
Christina Tharp
Winnetonka HS
Megan Walters
Wooster HS
Amanda Labuza

MISSISSIPPI

Laurel HS
Carl Mc Innis

MONTANA

Billings West HS
Tyler Dugger
Amanda Frickle
Kyle Halstvedt

NEBRASKA

Burwell HS
Kaitlyn DeLashmutt
Lincoln Southwest HS
Emily Evnen
Bryan Kelley
Katie Marvin
Matthew Rosson

NEVADA

Elko HS
Justine McQueary
Green Valley HS
Eric Glyman
Jason Yee
Alexander A Anderson
Katherine S Cho
Palo Verde HS
Rachael Gigar
Angsuman Roy
Spring Valley HS
Noah McKay

NEW JERSEY

Randolph HS
Rushabh Doshi
Eric Meyers
Ridge HS
David Chen
Shireen Rudina
Sundee Iyer

NEW MEXICO

Albug-Rio Grande HS
Christiana Cognetto

NEW YORK

Christian Brothers Acad
Kathryn M Caliva
Lakeland HS
Taylor Roth
Jason Wright
Pleasantville HS
Preeta Willemann
The Acad of Holy Names
Catherine Capozzola
The Bronx HS of Science
Regan Bozman
Sejan Miah
Lev Raslin
Saboor Sheerazi
Adam Silver
Rohan Jotwani
Amanda Kaplan

NORTH CAROLINA

Cary Academy
Arjun Chandran
Ben Goldhaber
John Nelson
Myers Park HS
Elena Botella
Roshan Sadanani
Lucas Scholl

NORTH DAKOTA

West Fargo HS
Eric Halvorson

OHIO

Austintown Fitch HS
Tim Taft
Boardman HS
Greg Knight
Vic Kudav
Julian Landau
Mark Motheral
Elloit Thomas
Elena Svenson
Elgin HS
Tyler Kaufman
Gilmour Academy
Nathan Blevins
Rachael Kenney
Perry HS
Ian C Ferrell
Ashley E Meinke
Sara Simonis
Perrysburg HS
Nick Prephan
Rocky River HS
Ryan Altemare
Stow-Munore Falls HS
Rebecca Messinger
Matt Molinaro
Max Williger

Sylvania Southview HS
Nicholas Blaine
Wooster HS
John Graham
Sharanbir Grewal
Paul Huettner
Amanda Labuza

OKLAHOMA

Bishop Kelley HS
Garner Lanier
Edmond Santa Fe HS
Faheem Fazili

Norman HS
Tomas Kenney
Norman North HS
Savannah Collins
Shelby Powers
Michael Stewart
Oologah HS
Maggie Maltsberger
Owasso HS
Brittany Hayes

PENNSYLVANIA

Baldwin HS
Sarah Gratzmiller
Keri Hartman
Danville HS
Joseph Cabral
Patrick Wagner
Ce Zhang
Delone Catholid HS
Mark Hayden
Mc Dowell HS
Menglan(Angela)Dai
Robert Mingey
Sarah Granahan
St Joseph's Preparatory
Christopher Zehner
Joseph A Kapusnick
Towanda Area HS
Maximillian Esmus

SOUTH CAROLINA

Mauldin HS
Lauren Kumler
Neel Mehta

SOUTH DAKOTA

Aberdeen Central HS
Nisha Giridhar
Jeremy Simon
Groton HS
Travis Kiefer
Rapid City Central HS
Jeffrey Lan
Roosevelt HS
Dana Hoffman
Kivakanthan Kasinathan
Maren Stjernholm
Southside HS
Cynthia Chen
Stephanie Hoo
Samantha Jaeger
Neda Mofrad
Meg Turlington
Golsa Yazdy
Spearfish HS
Kai A Bosworth
Karl Giuseffi
Washington HS
Allison Hout

TENNESSEE

Brentwood HS
Matthew Grimes
Kristen M Gwock
Jake Poteet
Aaseesh Polavaraup
Chris Kaczmarek
Montgomery Bell Academy
Mason Braswell
Corey Metzman
John Moynihan
Max Webster

TEXAS

Clear Brook HS
Brandon Wardlaw
Coppell HS
Risha Bhattacharjee
Vijay Raghunathan
Cypress Springs HS
Briane Giese
Del Valle HS
Nia Schenk
L V Hightower HS
Shamez Nizam Hemani
Farrukh Rasool Virani
Langham Creek HS
Duc Luu
McKinney North HS
Siddhartha Singh
Mexia HS
Matthew Johnson
Plano Sr HS
Judy Bao
Alex Caple
Elizabeth Frankel
Ryan Glenn
Scarlette Lee
Ben Lundberg
Kris Park
Shruti Rao
Sachin Shah
Chloe Sikes
Eva Sikes
Alyssa Tharp
Christine Tian
Shimeng Zhang
Plano West Sr HS
Jack Chen
Amita Vempati
St Stephen's Episcopal Sch
Justin Patrick
William P Clements HS
Christy Liu

UTAH

Beaver HS
Kjersten Adams
Paula Jo Porter
East HS
Thomas Edwards
Hillcrest HS
Maxine Marshall
Skyline HS
Andres Sanchez

VIRGINIA

Holy Cross Regional Sch
Katherine A Goulde
W T Woodson HS
Kwang-Yul J. Kim

WASHINGTON

Central Valley HS
Theora Rice
Quinn Shellhorn
Rusty Shellhorn
Suzanne K Miller
Ridgefield HS
Donovan S Bisbee
Allegra Bisbee
University HS
Heather Fried
Allie Campbell
Laine Anderson
Zack Brown
Justin Kjolseth

WEST VIRGINIA

Parkersburg South HS
Fareed Cheema

WISCONSIN

Rufus King HS
Sarah A Hinkfuss
Eva Z Lam
Waupaca HS
Jacquelyn S Rickel

WYOMING

Buffalo HS
James A Zezas
Campbell County
Chelsea Gardner
Rachel Nedved
Marybeth Tew
Cheyenne East HS
Lauren Breckenridge
Thomas Powers
Cody Sanford
Kelley O'Toole
Charlotte Powers
Caleb Schmerge
Paula Wiggam
Cody HS
Jayme Fraser
Rawlins HS
Geeth Sridharan
Saratoga HS
Robert W Streeter





I am planning for my future.

*I signed up for the
Colleges and Universities
of Excellence Program.*

*For more information regarding
the NFL Colleges and Universities
of Excellence program go to
www.nflonline.org/Main/SchoolsofExcellenceLaunch*

Ambassadors of the NFL

Meet the 2008-2009 District Chairs

Name: Christine Adams

District: Heart of America

Length of Service as District Chair: 5 years

Honors and Awards: District Chair Gold award, Distinguished Service Key, 3 Diamond coach

Goals for the District: Encourage more participation by all affiliates and chapters

On the importance of forensics: Nothing teaches life skills like debate and forensics!

Fun/Interesting Fact: I was a National Girls' Extemp semi-finalist "back in the day."



Name: J. Scott Baker

District: Space City

Length of Service as District Chair: 1st Year

Honors and Awards: One Diamond Coach

Goals for the District: Since our district is relatively new, my goal is to effectively communicate with others throughout the year to create an open, collaborative district that grows with the area and the schools in the district.

On the importance of forensics: When I was in high school, forensics was a way for me to express myself in a safe environment. Now, as a coach, I want to allow other students, who may not feel comfortable in other organizations, a place to call home and know they are safe, supported, and able to freely express themselves in an educational setting.

Fun/Interesting Fact: My wife and I met while competing in college forensics. We were duo partners in college.... We've remained that way for 10 years and three boys.



Name: Jo Ball

District: East Kansas

Length of Service as District Chair: This is my first year as chair.

Honors and Awards: I have my first diamond and am well on my way to the second.

Goals for the District: Our district wants to grow, and we are using new methods, such as a website, to make participation in NFL events simpler for everyone.

On the importance of forensics: I started coaching because my high school coach, Joyce Sinn, did wonders for my classmates and I. She opened up a world I probably would not have imagined if she had not pushed me and introduced me to ideas foreign to our small town. I always thought if I could do half as much for one student as she did for me, I would have served a purpose. Since then, debate and forensics have become my home and the people involved, my family.

Fun/Interesting Fact: A friend suggested I mention my abhorrence of mayonnaise, but in homage to a friend and former teacher, I will answer the same way I did each of the five years she started the year by asking the same basic question. My name spelled backwards means orange juice.



Name: Dr. Elizabeth Ballard

District: West Oklahoma

Length of Service as District Chair: 9 years

Honors and Awards: past Norman Public Schools Teacher of the Year; 4 Diamond NFL Coach; H.B. Mitchell Coaching Award, Oklahoma Secondary Schools Activities Association Outstanding Speech Teacher; Distinguished Alumnus, East Central State University; National Board Certified Teacher

Goals for the District: To continue to increase participation in the district level tournament and district level Congress so that even more Oklahoma students will reap the benefits of NFL.

On the importance of forensics: Forensics shows students the bigger world outside their own. Forensics allows students and teachers to stretch themselves academically, learn valuable skills, and become more informed and altruistic participants in the global arena.

Fun/Interesting Fact: I am an avid fan of the late, great HBO series 'Deadwood.'



Name: Martha (Marti) Benham

District: Colorado

Length of Service as District Chair: 4

Honors and Awards: The most important honor is the ability to serve my kids and the kids in my district by helping to enhance speech and debate activities.

Goals for the District: To continue to provide great opportunities for students to compete and learn from speech and debate activities.

On the importance of forensics: I love the benefits that speech and debate activities provide to students.

Fun/Interesting Fact: I love Disney stuff and Twizzlers are a necessity for any tournament!



Name: Richard Bracknell

District: Georgia Southern Peach

Length of Service as District Chair: 10 years

Honors and Awards: Barkley Forum Key Coach, Georgia Hall of Fame, Triple Diamond Coach, Georgia Coach of the Year, President of the Georgia Forensic Coaches Association

Goals for the District: To expand the NFL into rural Georgia to increase the number of NFL leagues in Georgia

On the importance of forensics: It is one of the most educational events that I have found to offer students growth and development for their future.

Fun/Interesting Fact: I am the District five City Councilperson for the City of Temple where I get to use MANY of the skills forensics has taught me.



Name: Andrew Buchan

District: Western Washington

Length of Service as District Chair: 2 years

Honors and Awards: I have been the head coach of Thomas Jefferson High School in Auburn, WA since 1994 and my teams have won two state team titles.

Goals for the District: My goal for our district is to have someone from our district make the final stage in 2009.

On the importance of forensics: The National Forensic League presents a unique opportunity for students to compete in an academic setting at a high level throughout the United States. It is important that schools are continually made aware of what the NFL has to offer, especially in Washington where we are so far away from most of the larger tournaments.

Fun/Interesting Fact: I got married on August 9th this past summer to a fellow debate coach from Renton High School, Jessica Barker.

ROSTRUM



Name: Bob Brittain

District: North East Indiana

Length of Service as District Chair: Beginning year 24

Honors and Awards: Indiana and NFL Coaches Hall of Fame

Goals for the District: Help District Coaches provide the best possible speech and debate opportunities for all high school students.

On the importance of forensics: Quality communication skills improve a person's chances for success.

Fun/Interesting Fact: I still remember the first extemp topic I used in a tournament as a high school student: "Why do people read the Wall Street Journal to get ahead, even in the Kremlin?" The article was six sentences long and four of the six students in the round had the same topic! The students who placed 3-6 had that topic. I placed third.



Name: Janice Caldwell

District: UIL

Length of Service as District Chair: 6 years

Honors and Awards: NFL District Chair of Year, Teacher of Year – All schools where I have taught, NFHS Speech/Debate National Citation Award Winner, UIL Sponsor Award

Goals for the District: 1. Involve small schools in NFL, 2. Increase student participation in NFL, 3. Help new coaches begin speech/debate careers

On the importance of forensics: As a speech/debate coach for 30 years, I have seen the results of being involved in forensics. We are like a huge family, all pulling for each other. It reminds me of the Olympics. In our district, we are excited for every student who wins – whether they belong to our schools or not. That is what makes this so special. Watching students grow in knowledge, confidence and teamwork all make forensics the best place to be!

Fun/Interesting Fact: I collect dolls. I have about 100 dolls – including the one my Dad went out and bought for me the day I was born – December 25. I am a Christmas baby and I have always loved that. People felt sorry for me not getting to have a birthday party. As an adult, I have always responded: "How many of you have your whole family there for your birthday?" Everyone comes for mine! I have 5 grandchildren and they are LOVES of my life.



Name: Stephen Caperton

District: Southern California

Length of Service as District Chair: First Year

Goals for the District: I would like to increase the number of participating schools in my district.

On the importance of forensics: I competed in forensics when I was in high school and I have reaped the benefits my whole life in everything from job interviews to making presentations in the business world.

Fun/Interesting Fact: In my relatively short life I have worked over twenty different jobs in very different fields (I have worked construction, retail, and a short stint as a lab assistant for a biotech firm).

Photo
Not
Available

Name: Libby Carter

District: Tarheel East (NC)

Length of Service as District Chair: 4 months

Honors and Awards: Tarheel Forensic League Coach of the Year, 2008; Tarheel East District Coach of the Year 2008, 2006; NFL Coaches' Circle of Excellence, 2008; Featured in Coaches' Spotlight in Rostrum, 2007; One Diamond Coaches' Award, 2008

Goals for the District: To increase involvement in District Tournament

On the importance of forensics: Forensics provides a chance for every student to speak his or her mind. It helps create a generation of young people who are knowledgeable about OUR future, and I am reassured to know that MY social security will be in good hands.

Fun/Interesting Fact: I was voted BEST ALL AROUND by my college class.

Photo
Not
Available

Name: Matt Davis

District: Nebraska South

Length of Service as District Chair: First year as chair

District: I would like to grow the membership in our district and increase participation in our district tournament. Nebraska has a strong forensics tradition, and I'd like to provide more opportunities for schools and students to showcase their programs and abilities.

On the importance of forensics: All the educational skills notwithstanding, I believe forensics is the great leveler in competition. It doesn't matter where you're from or how large your school is, anyone can develop the skills to be a top performer in forensics. Plus, this activity provides students with a venue to find their own voice and to have a say in what they view as important. Finally, I think speech and debate also helps students develop camaraderie with their fellow competitors that is deeper and more supportive than some other co-curricular activities, and that is something that will serve them well in their futures.

Fun/Interesting Fact: I used to be a professional rodeo cowboy.



Name: Randy Ellis

District: East Texas

Length of Service as District Chair: second year

Honors and Awards: Texas Hall of Fame, Texas Educator of the Year (2001), National Federation Section 6 Outstanding Educator (1998)

Goals for the District: Full participation for the district, recruiting new

On the importance of forensics: I have been involved in forensics since I was 11 years old. It has been my avocation/vocation for 41 years, and it is the best!!

Fun/Interesting Fact: I love to travel (NYC and Venice, Italy are my two favorite places) and to garden.



Name: Kim Falco

District: West Texas

Length of Service as District Chair: Three years

Honors and Awards: Nominee -TSCA Educator of the Year (Secondary level), Nominee-UIL Denius Award (Madison HS), Girl Scout Outstanding Leader

Goals for the District: Continue growth and continue improvements for competition, mentoring and judging.

On the importance of forensics: It provides a challenging format for students and coaches and is a great way for students to make close friendships and collegial contacts outside of their own school environment.

Fun/Interesting fact: My husband was a high school debater, I was a high school and college interpreter and my daughter is now a debater, interpreter, and orator on my team-FAMILY TRADITION!



Name: Walter Farwell

District: Hole-in-the-Wall

Length of Service as District Chair: Three years

Honors and Awards: Wyoming Coach of the Year, NFL District Chair of the Year (Best Communication), NFL Double Diamond Coach

Goals for the District: Continue to improve communication, continue to increase the quality of the District Tournament, improve the competitive quality of our participants, and provide a warm environment and meaningful experience for all students who choose to participate regardless of their competitive level.

On the importance of forensics: Being proficient in the art of oral communication is perhaps the single most beneficial skill a person can acquire. Participation in an activity of this nature instills a sense of confidence, pride in one's work, the ability to clearly communicate, and gives the individual tools that they will be able to apply in almost every aspect of their lives. Regardless of career choice, natural ability, or past experience, active participation in speech will enable individuals to be confident, informed, and effective communicators.

Fun/Interesting Fact: I'm a closet Weird Al fan :)



Name: Cheryl Gilmore

District: Louisiana

Length of Service as District Chair: 10+

Honors and Awards: Past president of the Louisiana High School Speech League and former Lafayette Diocese CFL Moderator

Goals for the District: I would like to get more Louisiana schools involved in NFL.

On the importance of forensics: I have seen students walk into my classroom as a shy frightened freshman and walk out as confident leaders. This alone makes it all worth the extra time and effort.

Fun/Interesting Fact: I'm a huge sports fan and love taking pictures. Last year I covered the halls of Acadiana High School with over 2500 pictures. With a student body of over 18,000 many don't know my name, so they just call me "the picture lady."



Name: Beth Goldman

District: Florida Manatee

Length of Service as District Chair: 3 or 4 years –not consecutive

Honors and Awards: 2003-04 & 2004-05 Florida Forensic League Regional Coach of the Year; 2004-05 Florida Forensic League Coach of the Year; 2000 NFHS – Section 3 (South East Region) Outstanding Speech, Drama, Debate Educator Award; Leading Chapter Award 3 times.

Goals for the District: My goal is to unify the schools in the district through improved communication. I will be sending out a monthly newsletter. I want to strive to run fair and ethical tournaments to ensure that the most deserving students qualify from the district.

On the importance of forensics: Forensics is important because it is a rewarding activity for me and for my students. I see the results when students come back to share their successes. They attribute their success to their participation in speech and debate activities.

Fun/Interesting Fact: I play the drums and I love rock music.



Name: Matt Good

District: Show-Me

Length of Service as District Chair: This is my 4th year

Honors and Awards: Silver and Bronze District Awards

Goals for the District: 1) Continue to grow District Tournament in size, 2) Continue to run an efficient and accurate District Tournament, 3) Encourage all member schools to participate in the District Tournament

Why forensics is important to you: There is no better activity to build student confidence, relationships, expression and critical thinking. Very few high school athletes or musicians go on to become professionals. All NFL students go on to be professional communicators in some form or another.

Fun/Interesting Fact: My parents met in speech class at the high school where I teach: Raytown South!



Name: Rev. B.A. Gregg

District: Virginia

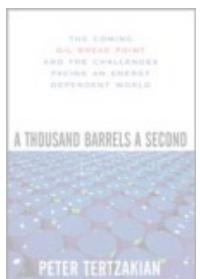
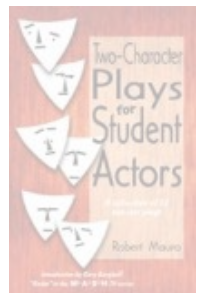
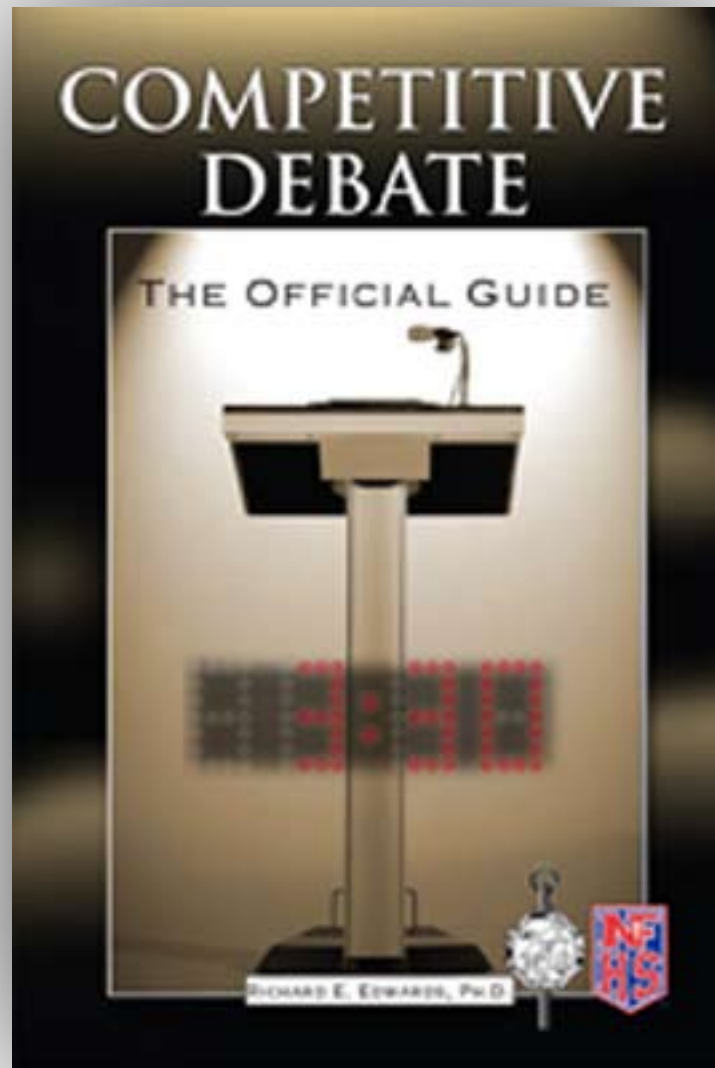
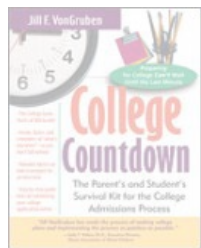
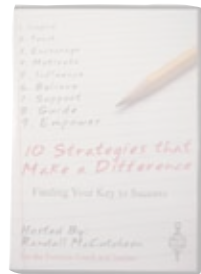
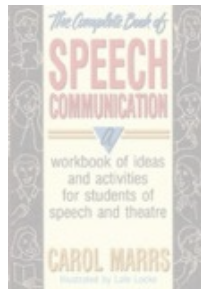
Length of Service as District Chair: 4 years

Honors and Awards: 10 NFL Service Plaques, Northwestern University Extemporaneous Tournament of Champions Distinguished National Service Award, Bronx National Coaching Achievement Award, R-MA Coach of the Year, NFL Virginia Harold Keller Coach of the Year, NFL New District Chair of the Year, Virginia Association of Speech, Debate, and Drama Coaches' Debate Coach of the Year, VAFL Adelle Gunn Coach of the Year, Excellence in Teaching Award, Who's Who Among American Teachers (2000-2007)

Goals for the District: Our plans are to empower every coach and enrich every student. Through expansion of our state-wide mid-week leagues, we have added over 60 schools in the last four years. With the addition of another mid-week league, we plan on topping the 100-school mark in Virginia. We are planning on another successful Project 1200 for the third year – an innovative program that allows the District leadership to enter



BUY BOOKS AND DVDs ONLINE!



Check out our newest
book available online at
[www.nflonline.org/OnlineStore/
InstructionalBooks](http://www.nflonline.org/OnlineStore/InstructionalBooks)

the NFL points for our coaches and pays for all students memberships of schools under 25 degrees – as well as the Bonus entry to allow us three qualifiers in every event to NFL Nationals. We will continue to offer resources and mentoring for coaches, as well as reach out to all the non-NFL leagues in the state. We plan on having the largest National Qualifier yet – planning on 40 schools and offering NFL-qualifying events, plus four supplemental events. But, most of all, we will continue the tradition of good-will, collegiality, and support of each other.

On the importance of forensics: Speech and Debate has an incredible transformative effect on the students involved. Forensics allows students to work hard, be self-critical, learn to understand an audience and how their words, their actions, their deportment is judged. More, Speech and Debate – more than any other event – forces a student to learn how to prioritize their time, balance their obligations, and take on real-world responsibilities of representing yourself, your team, and your school. On a purely selfish note, I get to see coaches who have transcended competition and become close friends at least once a month, often many times a month. I have been teaching for seventeen years and the most rewarding relationships and most enduring friendships have been made with my colleagues, my students, and, now, my alumni.

Fun/Interesting Fact: I believe that we should live by maxims, including: “Always wear a Hawaiian shirt whenever and wherever possible,” and “Never plan on grading papers. If you are coaching, you don’t have time. If you are having fun, you won’t have time. And you should always be coaching and always having fun.”

Name: Jan Heiteen

District: Illini

Length of Service as District Chair: 8 years

Honors and Awards: 5 Diamond coach, Proud Recipient of the first Albert Odom Award, Presidents and Teaching Awards from the Illinois Speech and Theatre Association, National Federation of High School Associations Speech/Debate/Theatre Recognition

Goals for the District: The goal for the Illini District is to continue to provide more opportunities for students to participate. We hope to reintroduce Congress in the District to involve more area and city schools.

On the importance of forensics: Beyond the obvious fact that we teach life skills that are vital to the development of our students, forensics provides a forum that gives students a voice, a voice too often silenced in our society. Whether a student does speech or debate, interp or public address, forensics offers a stage for their voices to be heard and to make a real difference in our world. I am proud to be a forensics coach because it gives me the chance to be a part of that kind of vital student learning.

Fun/Interesting Fact: I have unnecessary collection of shoes, sneakers (yes...the elderly still say sneakers) and flip-flops. I am currently considering a home remodel that will create a shoe closet out of one of the bedrooms. All possible design renderings would be appreciated...but, more shoes would be more appreciated.



Name: Mario Herrera

District: Georgia Northern Mountain

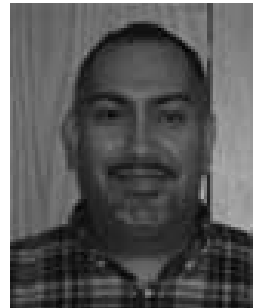
Length of Service as District Chair: This is my second year.

Honors and Awards: Atlanta Urban Debate League Coach of the Year, 2005; Third Diamond in 2008. This particular District has had at least one student in the top 10 at Nationals for the past four years!

Goals for the District: Continue strong growth, increase number of Chapters, provide coach training, and to increase entry numbers at the District Tournament. The most important goal, I believe, is to continue building a strong, vibrant forensics community!

On the importance of forensics: I competed for four years in high school, which probably kept me in school, quite honestly. The ability to express oneself and to think critically is vitally important in a world that is so fast-paced and changing. I believe forensics to be a necessary component to any true, complete education. Plus it is just a BLAST to work with students and watch them grow into wonderful young adults!

Fun/Interesting Fact: I have either directed or choreographed for Show Choirs since leaving high school (which was too long ago to validate here). I am also a huge Disney fan!



Name: Todd Hering

District: Central Minnesota

Length of Service as District Chair: 2 years

Honors and Awards: 4-time coach of a national champion Extemp speaker.

Goals for the District: To increase participation and to offer more support to existing programs.

On the importance of forensics: Debate and speech are the most powerful educational activities I've ever been involved with and as an educator I want those opportunities to be available to as many students as possible.

Fun/Interesting Fact: My job was to haul pop from the cooler in the middle school to the concessions stand in the high school during the 1997 nationals in Bloomington, MN. So, I always have an appreciation for those "in the trenches" at tournaments.



Name: Dave Huston

District: North Texas Longhorn

Length of Service as District Chair: Starting my 3rd year in this district; I've served as district chair in two other districts as well.

Honors and Awards: Barkley Forum Key Coach; Two Diamond Coach for NFL.

Goals for the District: Continue to improve communication between the various member schools; encourage maximum growth and participation for all chapter members.

On the importance of forensics: It's one of the few activities in high school that teaches critical thinking. Students learn skills which will serve them beyond the classroom and the competitions they attend. Since I coach debate mostly, I really feel that activity in particular helps develop analytical skills that are critical to success in our increasingly technology-driven society.

Fun/Interesting Fact: I once chauffeured the Doobie Brothers band for a day when they came through Sioux City, Iowa for a tour in the late '70's.



Name: Gayle Hyde

District: North Dakota Roughrider

Length of Service as District Chair: I was District Chair when we first became a district – This is my first year in this rotation.

Honors and Awards: 4th diamond coach; North Dakota Speech and Theatre Hall of Fame member

Goals for the District: To build student participation and increase school membership

On the importance of forensics: Forensics is important to me because it is such a vital training ground for young leaders.

Fun/Interesting Fact: I love to play online games when I have time.



Name: R. Kent Hyer

District: Utah Wasatch

Length of Service as District Chair: 18 years

Honors and Awards: 3rd Diamond Coach, State Coach of the year 2001, State Speech Educator of the year 2007, Section 7 Outstanding Speech, Debate, & Theatre Educator of the year 2008.

Goals for the District: Increase chapter membership, increase memberships at each chapter, and improve district standing in the nation.

On the importance of forensics: Forensics gave me the ability to talk to others and I want everyone to learn those skills.

Fun/Interesting Fact: I am an avid reader of science fiction and also run an almost 2,000 acre dry farm.



Name: Victor Jih

District: West Los Angeles

Length of Service as District Chair: 5+

Honors and Awards: First Diamond on 4/5/2004

Goals for the district: Our district is made up of very established programs and many, many up-and-coming newer programs. As established coaches retire, our district is seeing a larger and larger number of new coaches or temporary coaches. Our goal is to help those coaches succeed, to get them hooked on forensics, and to build a solid foundation for the continuation of existing programs and the establishment of new programs.

On the importance of forensics: The chance to compete against the best from across the country energizes programs, students, and school administrators. In general, the NFL gives us access to coaches, insights, and ideas from outside our area to keep things fresh and improving.

Fun/Interesting Fact: Interests outside of forensics include marathon running, volleyball, tennis, and Stanford Basketball



Name: Karson B. Kalashian

District: Sierra

Length of Service as District Chair: This will be my first year as District Chair

Honors and Awards: In 21 years of involvement in the National Forensic League, I have achieved many things that I am proud of, from my first novice trophy in 1987 as a freshman competitor to graduating in 1991 with a quadruple ruby and a trip to NFL nationals. Now, as I enter my seventh year as a coach in our league, I am very proud of what we are accomplishing at Sanger High School. Two years ago we finished 41st in the nation in the final national rankings, and this last year, we finished 9th. Last year we also had the largest number of new degrees. I believe this shows a focus on involving as many students as possible in debate, which I think is critical not only to the success of the students but also the NFL as a whole.

Goals for the District: I hope to improve district communication throughout the year, so we function more as a team to meet student needs. I hope to get more programs up and running at area schools that lack Speech and Debate programs, as well as assist some programs that 'exist' but seem to be on life support. I wish for many students to be involved in our qualifiers, so more of our great kids can experience Nationals, and I hope to live up to the example set by the previous district chair, LeAnn Richards who was my mentor teacher

On the importance of forensics: I was a scared kid who was self-conscious at 13, and learning how to think critically and speak helped me to come out of my shell and be proud of myself no matter what situation I found I was in. I hope everyone can be involved in an activity that helps them find the courage to be who they really want to be in life, and for many, I honestly believe that activity is participation in the NFL.

Fun/Interesting Fact about you: That after all of my 'success' in Speech and Debate, my wife seems to somehow possess a mystical power that allows her to win every 'debate' that we have ever had on a 7-0 decision. I married the best debater in the world that was never actually a member of the NFL apparently. Also, out of all of my debate rounds as a competitor, over the course of 8 years, I only 'stretched a fact' for one sentence in one single debate when I did not know what to say. I am proud of that fact, as many of my debate friends have told numerous whoppers over the years, and I try to encourage honesty on my team.



Name: Alli Martin

District: Sundance

Length of Service as District Chair: 3 years

Honors and Awards: Single Diamond Coach

Goals for the District: We're working to grow our numbers overall, resurrect formerly great programs in our area, and support the formation of new programs.

On the importance of forensics: While in high school, I competed in LD and have seen firsthand how debate impacts kids' lives. I would not be the person I am today had I not been given the opportunity to compete in high school forensics.

Fun/Interesting Fact: I have freakishly strong toes.



Name: Kathy Martin

District: Northern Lights

Length of Service as District Chair: About 5 years

Honors and Awards: 2005 Minnesota Speech Coaches Association Class A Speech Coach of the Year; 2006 Minnesota Speech Coaches Association Distinguished Service Award, Three diamond NFL Coach

Goals for the District: To continue to grow and to continue to provide a level playing field for all speakers

On the importance of forensics: Forensics brings together like minded people and helps them create a positive environment in which students can excel and learn lifelong skills.

Fun/Interesting Fact: I have toured 35 of the 50 states on my way to nationals.



Name: David Matley

District: San Francisco Bay

Length of Service as District Chair: 2nd year

Honors and Awards: GGSA Coach of the Year, California Rotary Club Educator of the Year, Coach of a National Champion LD Debate, Coach of 10 California State Champions

Goals for the District: Increase participation in our District Tournament

On the importance of forensics: It challenges students to fulfill their potential.

Fun/Interesting Fact: I love backpacking and collecting first edition children's books.



Name: Samantha McCandless

District: Hoosier Heartland

Length of Service as District Chair: Two years (including 08-09)

Honors and Awards: Single Diamond Coach

Goals for the District: To strengthen our debate programs at member schools, to increase the members and degrees of all member schools.

On the importance of forensics: The ability to communicate with others—whether from the stage, across a crowded room, or even just across the office desk is essential to success.

Forensics provides students an opportunity to develop this skill in a safe, nurturing environment.

Fun/Interesting Fact: I like to play the video game Rock Band to release stress during free time.



Name: Steve Meadows

District: Kentucky

Length of Service as District Chair: 12 years

Honors and Awards: 3 Diamond Coach; Speech Praxis committee member for Educational Testing Service (Lois Pierson is too!)

Goals for the District: To continue adding schools and establishing new programs, to nurture our young coaches.

On the importance of forensics: Nothing is more important than helping kids believe they have something worth saying and teaching them how to say it effectively. Forensics is a fun way to do just that. It changes lives for the better.

Fun/Interesting Fact: There are at least two dozen pictures/figures/depictions of Yoda in my classroom.



Name: Michael Nailor

District: Valley Forge

Length of Service as District Chair: 9 years

Honors and Awards: PA High School Speech League Hall of Fame

On the importance of forensics: Opening up opportunities to the many, instead of the few, has made forensics a life-changing experience. It's not always the super-talented that benefit the most from our work.

Fun/Interesting Fact: I am so not like your typical school librarian! No "shushing" allowed in my library.



Name: Adam Nelson

District: California Coast

Length of Service as District Chair: This is my first year.

Goals for the District: Because of all the incredibly hard work of the district in the past, we're blessed to already be one of the largest districts in the country. But there are still a number of nearby schools that don't have programs and we've had a relatively small district tournament, given the size of the district, at least as long as I've been in the area. So we still have room to grow, and I'd really like to have an impact in those areas in the coming year.

On the importance of forensics: It probably goes without saying in this community, but I truly believe that forensics is the most powerful learning experience available to high school students. The skills learned through participation are necessary for success in literally every field imaginable. I was also painfully shy throughout my first two years of high school; it was only my participation in forensics that got me out of my shell and interested in the subjects that continue to engage me to this day. So, as I'm sure is true of all coaches, my belief in the power of this activity comes from personal experience with it.

Fun/Interesting Fact: While most people probably know me as an LD coach, I actually got my start in forensics as an extemporaneous speaker. It was only in law school, after a few years of coaching, that I started focusing on LD.



Name: Glenn Nelson

District: West Kansas

Length of Service as District Chair: 9 years

Honors and Awards: 4 Diamonds, 2005 KSCA Secondary Speech Teacher of the Year

Goals for the District: To increase the number of schools in the district, student participation

On the importance of forensics: I feel the skills learned in forensics will provide the student with the tools necessary to become an important and productive member of society.

Fun/Interesting Fact: Minnesota Twins baseball fan - I have visited 19 Major League parks.



Name: Gail L. Nicholas

District: South Carolina

Length of Service as District Chair: Six years

Honors and Awards: Bronze District Chair Award, Silver District Chair Award, Three Distinguished Service Awards (1995, 2003, 2006), 2005 District Chair Communicator of the Year, Triple Diamond Coach

Goals for the District: Growth of the number of chapters; greater participation in the district tournament; increased financial help from the community; increased participation of new schools and coaches; joint district tournament with the western North Carolina district; sharing a facility and judges.

On the importance of forensics: I truly believe that speech and debate are the best extensions of the classroom allowing students to put to practice what they have learned in all subject areas by learning to communicate their thoughts. I also believe that speech and debate teach life skills of communication and confidence. Every year graduates from my school come back to say that the skills they learned by being a part of the forensic team are what gave them a leg up in college and in the competitive workforce. For me personally, coaching in a private Christian school gives me a forum to teach the students how to stand up for what they believe . . . how to logically and clearly explain what they believe. Forensics has been a ministry that my husband and I have done together



as part of our teaching. It has been a family effort with both sons being very active in the program from birth to the present (Christopher – Junior in college / Benjamin currently on the team).

Fun/Interesting Fact: Celebrating my 50th birthday on December 31!!

Name: Libby (Brunell) Oliver

District: Montana

Length of Service as District Chair: Beginning 3rd year

Honors and Awards: Montana Forensics Educators' Association President, MFEA Class AA Coach of the Year 2006-2007, Montana High School Association Forensic and Drama Committee Member

Goals for the District: Our goal is to add more schools and have the district grow so more of our MFEA schools are participating and competing in NFL.

On the importance of forensics: I love my job! I think forensics, above all other activities, give kids the skills they will need and use most as they go into the world and provides them with confidence and a great work ethic. Plus it is fun and the relationships we make are there for good; after all, what else are endless bus rides for?

Fun/Interesting Fact: Unlike most forensics coaches, I teach neither speech nor debate, nor English, nor political science. I am a French teacher and many members of my team are now speaking français as well! I also have the best staff ever, particularly my assistant coach Jim Bennett, who makes us laugh and can debate with the best of them!

Photo
Not
Available

Name: Randy Patterson

District: Mississippi

Length of Service as District Chair: 5 terms

Honors and Awards: I received the Outstanding Speech, Debate, Theatre Educator Award for Mississippi one year (maybe 1997), and I currently serve on the NFHS Speech Committee. But I consider being elected to serve as NFL District Chair the finest honor that I have received in my Speech and Debate coaching career.

Goals for the District: In our Mississippi District, all of us have one goal, which is really our mission statement: To remain green and growing.

Why forensics is important to you: Forensics is important to me because I believe that Speech and Debate is the single most beneficial co-/extra-curricular activity in which secondary students can participate. I base my belief on the fact that Speech and Debate in high school and college was for me my most important activity because it helped prepare me for a very meaningful, rewarding part of my career--eight years of service in Mississippi state government and politics--that I would not have had without my forensics experiences.

Fun/Interesting Fact about you: Twenty years ago during the Presidential election of 1988, I was an Al Gore delegate to the Democratic convention in Atlanta. After Gov. Dukakis won the Democratic nomination, I was the Political Director in the State of Mississippi for the Dukakis-Bentsen ticket. I had some great experiences in the latter capacity!



Name: Cheryl Potts

District: Lone Star (Texas)

Length of Service as District Chair: 2002-03, 2006-09

Honors and Awards: Teacher of the Year for Plano Senior HS 2006, NFL Two Diamond Award 2008, Mirabeau B. Lamar Award of Excellence-Grand Lodge of Texas 2003

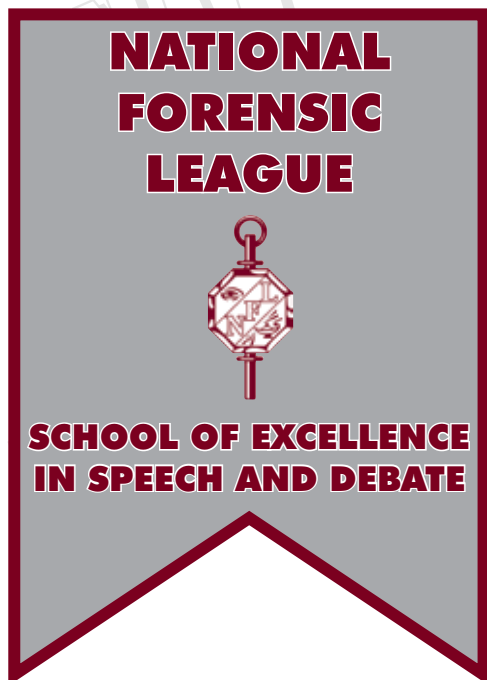
Goals for the District: More participation in the district tournament from member schools; add more new schools to our district; mentor new coaches in the North Texas area

On the importance of forensics: My mother was a speech teacher, and her love of speaking activities fostered a lifelong enthusiasm in me. During my years of teaching and coaching, I have seen so many students grow more confident, more knowledgeable, more outgoing, more organized because of this activity.

Fun/Interesting Fact: I was a tennis teaching professional for 17 years. I am a sports junkie—love all sports, from tennis to football, basketball to Olympics, hockey to baseball to golf. Go Dallas Cowboys! Texas Rangers! Dallas Mavericks! Dallas Stars! Go USA!



NFL BANNERS ARE NOW AVAILABLE ONLINE!



NATIONAL FORENSIC LEAGUE



**School of Excellence in
Speech and Debate**

***SHOW YOUR STUDENT'S ACCOMPLISHMENTS WITH NFL BANNERS
THAT CAN BE CUSTOMIZED FOR YOUR SCHOOL!***

***FOR MORE INFORMATION, CHECK US OUT ONLINE
WWW.NFLONLINE.ORG/ONLINESTORE/SCHOOLBANNERS***

Name: Rita Prichard

District: Capital Valley (California)

Length of Service as District Chair: Several years!

Honors and Awards: Ralph E. Carey 2008 Gold Award to District Chair

Goals for the District: Increase our participation and membership. Get more schools to nationals for the wonderful experience! Help new coaches manage the challenge of coaching and teaching with reduced funding.

On the importance of forensics: Communication is the most important skill a student can learn. Communication is at the heart of our business relationships, our family issues and our personal self image. I am deeply committed to forensics because I see what happy, successful students I have had the opportunity to teach and what a difference they make in our world. With the advent and development of more and more technology, it is more important than ever to nurture communication skills that will keep us connected with others.

Fun/Interesting Fact: I have two sons who I coached and both have successful careers that depend on their communication skills. My youngest is a second year speech coach, struggling with the challenges of developing as a teacher and devoting time to an extracurricular program. I am proud to be a coach of a coach – especially a coach in the family!



Name: Marc Rischitelli

District: New England

Length of Service as District Chair: 4 years

Honors and Awards: Two Diamond Coach, Distinguished Service Award, 2008 Inductee to the Massachusetts Forensic League Hall of Fame.

Goals for the District: We will continue to recruit new member schools and expand participation at our District Tournaments.

On the importance of forensics: No matter the level of success while a student, those involved in forensics will undoubtedly succeed in their chosen profession. To contribute toward the future of our best and brightest is a reward far greater than any other.

Fun/Interesting Fact: I have been involved with forensics since I was eight years old (my uncle was a coach).



Name: Janet Robb

District: Pennsylvania

Length of Service as District Chair: 8 years

Honors and Awards: 5 diamond coach, Coached 39 years, Qualified 58 students to Nationals, Qualified 129 Students to State Tournament including 4 state champions

Goals for the District: Increase Membership

On the importance of forensics: Forensics provides a means for students to learn, test, and apply research and speaking skills

Fun/Interesting Fact: I can yodel and do impressions of Ed Sullivan, James Cagney, Pearl Bailey, Connie Francis, Marilyn Monroe, and Katherine Hepburn.



Name: Diane Roza

District: Big Valley

Length of Service as District Chair: 3 - 4 years - not sure

Honors and Awards: Two Diamonds

Goals for the District: To grow

On the importance of forensics: It is a tool students can use for the rest of their lives, and it builds confidence.



Name: James (Jay) W. Rye, III

District: Deep South

Length of Service as District Chair: 10 years

Honors and Awards: Coach of the Year by the Alabama Forensic Educator's Association in 1992; National Forensic League Distinguished Service Award in 2002; the Bronze Award for District Chair Service in 2003, the Silver Award for District Chair Service in 2005, the Gold Award for District Chair Service in 2007; Triple Diamond Coach in 2007; McLemore Award for Excellence in Teaching in 1995; been nominated for the National Disney Award for Excellence in Teaching in both 2000 and 2002; Delta Sigma Rho-Tau Kappa Alpha Distinguished Alumni Award in 2006; Deep South District Coach of the Year in 2007

Goals for the District: To host a memorable NFL National Tournament in 2009 and to continue the expansion of speech and debate education throughout Alabama.

On the importance of forensics: The skills learned are life skills - there is no other activity in high school that can better prepare all students for any aspect of their future than forensics.

Fun/Interesting Fact: I enjoy playing golf, watching Alabama football, and eating all things chocolate!



Name: Trish Sanders

District: Western Ohio

Length of Service as District Chair: 3rd year

Honors and Awards: National Champs(2001) and Sixth Place (2005) in Duo Interp, Five State Champions in Ohio

Goals for the District: More schools as members of the NFL, more students participating in this wonderful activity!

On the importance of forensics: I love what this activity does for students! It is a joy to see them grow and prosper intellectually and emotionally as they progress in competitive speech!

Fun/Interesting Fact: I was once transported via ambulance to a hospital in Florence by a volunteer group started in the middle ages who still wear the traditional garb of monks.



Name: Timothy M. Scheffler

District: Southern Wisconsin

Length of Service as District Chair: 2008-09 will be my second year

Honors and Awards: 2007-08 New District Chair of the Year

Goals for the District: Maintain and grow numbers, continue to find a way to reduce costs while providing greater opportunities for more schools and students

On the importance of forensics: My high school coaches, Debra Weiher-Traas and Michael Traas at Appleton East taught me more and prepared me to become an attorney than any course I was enrolled in. Debate and speech are key building blocks for training educated professionals.

Fun/Interesting Fact: I'm an avid games player.



Name: Laurel Scheidt

District: Michigan

Length of Service as District Chair: 8 years

Honors and Awards: Head coach of Michigan Class A State Champion forensic team, 2002, 03, 04, 05, 06, 07, 08; Michigan Speech Coaches, Inc. Coach of the year 2005, 2007; Michigan Speech Coaches Hall of Fame, 2004

Goals for the District: My goal is to attract more Michigan schools to join the National Forensic League, participate in our district tournament, and compete at the national tournament.

On the importance of forensics: I have seen how forensics truly changes and enriches the lives of my students. They develop amazing life skills and become confident, poised individuals with wonderful communication skills.

Photo
Not
Available

Name: Mary Schick

District: South Florida

Length of Service as District Chair: 8 years

Honors and Awards: Florida Coach of the Year, Florida Regional Coach of the Year (5 years)

Goals for the District: Increase membership and recruit new coaches

On the importance of forensics: Good communication is a life-long skill and no matter what event a student enters in forensic competition, he/she is gaining an experience that will last a lifetime; there is no other activity in high school that equals forensics!

Fun/Interesting Fact: Since I only have 2 years until retirement, I realize that I only have about 2 brain cells left! (ha-ha) I love to travel and finished my last 2 states this summer; now I have been to all 50 states. I also have visited many countries in Europe as well as China, Vietnam, Thailand, Malaysia, Singapore, and Bali!



Name: Lowell Sharp

District: Rocky Mountain South

Length of Service as District Chair: 30 years

Honors and Awards: 5 Diamonds, NFL Hall of Fame, Ralph E. Carey Memorial Distinguished Chair Award.

Goals for the District: Increase the number of schools and students participating in our district Tournament and Congress.

On the importance of forensics: Forensics provides unique opportunities for many students.

Fun/Interesting Fact: I wish I could actually play golf rather than just play at golf.



Name: Linda Shipley

District: East Oklahoma

Length of Service as District Chair: I think this begins my 7th year as district chair.

Honors and Awards: Currently, I am Oklahoma's speech/debate/theatre teacher of the year.

Goals for the District: My main goal for the East OK district is keeping speech and debate programs vital and functioning. As our teachers retire and/or resign it is becoming increasingly difficult to find qualified replacements. It is essential that NFL find a way to encourage more of our young members to become education professionals, specializing in speech and debate.

On the importance of forensics: Forensics is important to me for a number of reasons: A debate scholarship paid my way through college, a debate program has kept me in the classroom for 29 years (I don't think I would have lasted if I were only teaching English); and a wonderful debate teacher years ago turned a quiet, shy, timid young girl into a self-confident, often too-outspoken teacher. I owe my education, my career, and myself to strong forensics programs.



Name: Katrese Skinner

District: Gulf Coast District

Length of Service as District Chair: This is my second year as Chair.

Honors and Awards: Donus D. Roberts Quad Ruby Coaching Award, 2001 Mable Wyatt Award, Texas Speech & Communication Association District 3 Chair, UIL Region 4 Advisory Committee for Conference 4A.

Goals for the District: I hope the Gulf Coast District continues to grow in membership and excellence. Our district works to maintain fairness and ensure that every competitor has the best experience in forensics possible. I hope our district continues to strive to keep an open line of communication among its members and the District Committee.

On the importance of forensics: When I was a freshman in high school I entered this strange world of forensics. I found a place where I could be myself, be creative, be argumentative, and compete. I continued competing in speech, debate, and interp in college. When it came time to go to "work" being a speech and debate coach seemed like a perfect fit. I get so much joy helping my students find their voice. It is so rewarding when I see a student discover what they are capable of. I love this activity. I cannot imagine doing anything else.

Fun/Interesting Fact : I can do a back flip on a trampoline or off a diving board. My thirteen year old daughter says that is cool because not many "old people" can do that.



Name: Jimmy Smith

District: LBJ

Length of Service as District Chair: Since we started the District...3 years, but I was the District Chair for UIL the first 3 years we started that district also.

Honors and Awards: 3rd diamond, Teacher of the Year 5 times

Goals for the District: To have over 40 schools before Christmas so that we have to split and form a NEW TEXAS district.....my overall goal is 4 districts made up of small schools from Texas.

On the importance of forensics: Not just forensic events but anything that pushes the students to use reasoning, logic, research and public speaking skills. I believe this is the key to being successful in life. The best part of the NFL is 10 years after the student graduates and you see them as the doctor, lawyer, businessman and they say, "Thanks." To me that's what it's all about!

Fun/Interesting Fact: I'm from Earth, and I would bet that I'm the only district chair from Earth.....Earth, Texas!



Name: Melissa Steffan

District: New Mexico

Length of Service as District Chair: First Year

Honors and Awards: Debate Coach of the Year 2008

Goals for the District: I would love to see five to six new programs started this year - we have a large amount of potential in New Mexico to develop strong, lasting programs.

On the importance of forensics: As a former competitor, I realized how the skills I learned in forensics have carried me throughout my career - this is an amazing opportunity for New Mexico students.

Fun/Interesting Fact: I have two daughters, Kate & Elisabeth - they are my team's mascots!



Name: Christine Stepp

District: Hoosier Crossroads

Length of Service as District Chair: Four years

Honors and Awards: Indiana Forensic Educator of the Year, 2008 Indiana Hall of Fame coach

Goals for the district: For my own chapter I hope to obtain 220 members and degrees this year- that is about 20 more than last year. I will challenge my district to set a numerical goal above last year's. Also, we have some new schools with debate classes, so my goal is to get those speech schools with debate classes to enter the district debate and congress meets.

On the importance of forensics: Forensics represents a way for students to prepare themselves for scholarship interviews, job interviews, and good citizenry. We teach students to think on both sides of issues, and present themselves in a confident manner- both important skills for life.

Fun/Interesting Fact: If you looked at my desk at school you would have no idea that I am actually very well organized. In fact, almost all the time if a student asks me for something, I can go to the exact folder (even if you can't see it) and hand it to him.



Name: Jay Stubbs

District: South Texas

Length of Service as District Chair: 5 years

Honors and Awards: Bronze Award

Goals for the District: To add more new schools to the district and increase student participation.

On the importance of forensics: I competed in debate during high school and college. I went into college thinking I would enjoy coaching debate unless I found something else I loved more. I have never found anything else I love more than debate. Getting as many students to participate in debate is my way of giving back to the activity.

Fun/Interesting Fact: During my free time I enjoy collecting and trading videos of NFL football games with other people around the country. During the NFL football season my favorite team is the Kansas City Chiefs.



Name: Tara Tate

District: Northern Illinois NFL

Length of Service as District Chair: Starting year 4

Honors and Awards: 2008 NDCA Educator of the Year Award, 2007 NFL Communication Award, 2002 Acolyte Award, Named as a Key Coach in 2006, NDCA President

Goals for the District: Increase numbers of school

On the importance of forensics: I can't imagine a better way for me to have an impact on kids. The relationships that are formed between debate coach and student are transformative.

Fun/Interesting Fact: I am a die-hard Arkansas Razorback fan! Woo Pig Soovie!



Name: Ed Taylor

District: Eastern Missouri

Length of Service as District Chair: Just starting

Honors and Awards: Coach of the Year, Pattonville NFL Chapter Annual Award (2007); Diamond Award (2006); Founders Award, St. Louis Urban Debate League (2001); Advocate Award, St. Louis Urban Debate League (2000 – 2001); Teacher Award, St. Louis Urban Debate League (2000); Fellow, Teachers' Academy, St. Louis, MO (1999); Biggest Hippy Award (multiple years), Oakville Speech & Debate Team.

Goals for the District: Recruit private and St. Louis City schools; increase public awareness of competitive speech and debate.

On the importance of forensics: I love how it hooks kids into thinking and debating current events and good literature, how passionate these students can become, and the time and dedication they put into an activity that doesn't get the recognition and accolades of sports that sweat.

Fun/Interesting Fact: Teaching was my "mid-life crisis" after years working in construction. 12 years ago, my fourth year in the classroom, two freshmen drew me into debate when they asked me to sponsor a debate club. One of the 9th graders, Ed Whealon, won "best debater in St. Louis" his senior year.

Dr. Tom Preston of UMSL was of immense help learning the ropes and, with a few of us new coaches, starting the St. Louis Urban Debate League. The UDL through the Open Society Institute, and coaches in the Greater St. Louis Speech Association were excellent mentors.



Name: Karen Vaughan

District: Golden Desert

Length of Service as District Chair: 10 years

Honors and Awards: District Chair of the Year, 2008; Henderson Teacher of the Year, 2008; Co-host of the national tournament, 2008

Goals for the District: Increase school membership in NFL, mentor our new coaches, work on increasing pay for forensics coaches in our district, increase our NJFL program

On the importance of forensics: I love everything forensics does for my students. The skills that students learn from the activity are life skills that they will use through their entire lives.

Fun/Interesting Fact: I have beagles! That has to make me a pushover. They are bad and I don't care. They make me laugh! Now that I think about it, they are kind of like debate students.



Name: Sharon Volpe

District: Pittsburgh

Length of Service as District Chair: 2

Honors and Awards: North Hills teacher of the year 2006; Double diamond winner with the NFL. Numerous awards for volunteering with autism and women / children's abuse projects. Numerous awards for my extra work in forensics.

Goals for the District: To increase in size – by schools and students - and to make sure everyone at every school in our district knows about forensics.

On the importance of forensics: I strongly believe that it is the most valuable activity that a school can offer. I was in forensics and I know what speech and debate can do for kids.

Fun/Interesting Fact: I have two children (ages 2 and 4) who are already good at debating. I used to be normal until



I had children, but now, when I'm at home, I have one tone of voice: Screaming. I read. I listen to loud music and go to concerts frequently. We have season tickets for the Pittsburgh Penguins. I like yard work, and because of this, I have made it my mission to eradicate all moles. I am a TV junkie – crime shows are my specialty. I have never watched Survivor or Big Brother or any other reality show. I am an AP Calculus teacher and grader.

Name: Nancy Wedgeworth

District: Ozark

Length of Service as District Chair: '03-'05; '06-present;

Honors and Awards: Coaching career began in 1996; 2-diamond coach; coach of 2004 National Champions in Public Forum Debate; Teacher of the Year Finalist--Springfield, Missouri Public Schools (2004); Students have placed in the top 10 at the National Tournament in Public Forum Debate, Lincoln-Douglas Debate, Oratory, Impromptu, Storytelling; Parkview Squad is 6th in cumulative rounds of competition at Nationals (Bruno E. Jacob Award); Mother of 2 terrific children



Goals for the District: To continue to help students of all backgrounds from a variety of schools compete and succeed in this terrific activity

On the importance of forensics: As a high school student, speech and debate gave me a special place to learn and succeed. Today, it does the same thing for students: from scared freshmen to outstanding seniors, it teaches nearly every skill that is necessary for success in life and it is a wonderful survival pack for high school. So many students tell me how the activity saved them from a host of other choices. They love it and I love it.

Fun/Interesting Fact: This isn't necessarily a "fun" fact, but: My father married Nydia Jenkins when I was 7 (my mother passed away when I was very young). She was the successful speech and debate coach at Glendale High School (another high school in town, which is also my alma mater). The year she and my father married, she left for speech and debate nationals (in Salt Lake City) a week after their wedding. During nationals, she had a finalist in both girls' and boys' extemp in Salt Lake City. 23 years later, as a coach, my students won public forum debate at Salt Lake City Nationals. I am sure I never would have participated in speech & debate if not for this amazing woman. And I find the Salt Lake City parallel terrifically symbolic.

Name: Andrew West

District: Carolina West

Length of Service as District Chair: 3 Years as Chair, 17 years in NFL

Honors and Awards: District Coach of the Year 2000, 2001, 2006; NC State Debate Coach of the Year 1996, 2003; Schwan School of Excellence in Debate 2005, 2008

Goals for the District: Growth! We have several new affiliate programs around the district, especially in areas that have never had an NFL team. We are definitely in a time of growth and building for our District, but it is exciting to see the renewed and committed interest that is happening in several counties.

Why forensics is important to you: Together, we are all committed to instilling confidence in our students so that they may be effective communicators in their future endeavors.

Fun/Interesting Fact about you: Immediately after the 2006 Dallas Nationals I joined Weight Watchers, started walking 3 miles a day and lost 107 pounds. I also have two uvulas in the back of my mouth. And despite urban legend, the District is NOT named after me!



Name: Steven Wood

District: Three Trails (KS)

Length of Service as District Chair: 2 years

Honors and Awards: 5th Diamond Coach

Goals for the District: To have quality qualifying tournaments

On the importance of forensics: It has been part of my life since 1974, when I started in the activity as a student.

Fun/Interesting Fact: Whenever we have a disagreement at our house we "consult the manual."



Name: Cynthia Woodhouse

District: East Iowa

Length of Service as District Chair: 3 years

Honors and Awards: Walter Ulrich “Tabula Rasa” Award, 2008; Outstanding New Teacher of the Year for the Iowa Communication Association; First Diamond Coach; Outstanding New District Chair, 2006; Most Likely to Eat a Hissing Cockroach, 2005.

Goals for the District: I would like to see our district safely off of Red Status. Clearly that means increasing participation throughout the district both in current member schools and potential member schools, so I would like to see our schools start hosting “novice nights” like the west side of the state to help boost novice participation and increase competitive opportunities.

On the importance of forensics: I like watching new students realize that they can do a “smart” activity. It opens new doors for activity opportunities and helps kids work on public speaking and persuasive skills in a non-threatening, competitive environment. Plus, they can win shiny things to hang on their walls and put on their shelves.

Fun/Interesting Fact: I am OBSESSED with reality television programs, especially The Apprentice (when it was on) and America’s Next Top Model.



Name: Derek Yuill

District: East LA

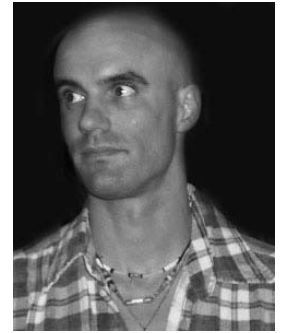
Length of Service as District Chair: 7th year

Honors and Awards: Was runner-up for Snow Prince in 6th grade, 2nd place local Pine Wood Derby in Cub Scouts.

Goals for the District: Get the NFL Executive Council to finally give all districts an alternative to the Up/Downs & California Plans.

Why forensics is important to you: There are two types of kids that show up to school early on a Saturday morning – the speech & debate kids and the detention kids. One of those groups has the power and knowledge to help the other group by instilling hope, pride, confidence and a tremendous work ethic.

Fun/Interesting Fact about you: Applied twice for coaching positions for the Dallas Cowboys.



Name: Bro. George Zehnle

District: New York City

Length of Service as District Chair: I have been chair since January of 1991

Honors and Awards: I have been given a six-diamond award and have been elected to the NFL Hall of Fame

Goals for the District: Growth and excellence.

On the importance of forensics: Forensics is close to the work of English. As an English teacher, I am concerned with the students’ ability to write and speak clearly in a self-disciplined manner. This is precisely what forensics teaches.



Note: District Chairs who did not submit a biography are not listed in the above feature.



Indiana High School Forensic Association Newly inducted members of the IHSFA Hall of Fame

(left to right) Aaron Smith, West Lafayette HS, Jeff Stutzman, Conford HS,
and Rhea Hoppes, Maconaquah HS.

The National Forensic Library

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

VOLUME I

CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

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

CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland HS, NY

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

CX 103 A. Speaker Duties: The Conventions of Debate

Instructor: Bill Davis, Blue Valley HS, KS

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

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

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

CX 104 Cross Examination - Theory and Techniques

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

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

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

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

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

CX 106 "Unger and Company," Chapter 1

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

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

LD 101 Debating Affirmative in Lincoln Douglas Debate

Instructor: Pat Bailey, Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

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

LD 102 Debating Negative in Lincoln Douglas Debate

Instructor: Pat Bailey, Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

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

LD 103 Cross Examination in Lincoln Douglas Debate

Instructor: Aaron Timmons, Newman-Smith HS, TX

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

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

Instructor: Dale McCall, Wellington HS, FL

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

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

Instructor: Ron Krikac, Bradley University, IL

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

INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

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

OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison HS, CA

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

OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison HS, CA

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

OO 103 Oratory Overview

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

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

OO 104 Orator Introductions and Conclusions

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

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

OO 105 Oratory Content

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

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

EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

EXT 103 Championship Extemp: Part 1 - US Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

EXT 104 Championship Extemp: Part 2 - Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

VOLUME II

CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

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

CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

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

CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

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

Tapes sold only to NFL member schools!
MORE TAPES, NEXT PAGE

Volume II (Continued from prior page)

CX 110 Paradigms

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

CX 111 Demonstration in Debate and Analysis

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

CX 112 Flowing a Debate

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

CX 113 Recruiting Roundtable

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

LD 105 How to Prepare for Your LD Rounds

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

LD 106 Value Analysis in LD Debate

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

LD 107 LD Debate: The Moderate Style

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

LD 108 Rebuttal Preparations

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

INT 103 Interpretation of Poetry and Prose

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

INT 104 Critique of Interpretation

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

INT 105 Introduction to Poetry Interpretation

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

INT 106 Characterization in Interpretation

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

INT 107 Breaking the Ice

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

GEN 101 Ethics in Competition

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

EXT 105 First Experiences

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

EXT 106 Expert Extemp: Advanced Techniques

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

EXT 107 Expert Extemp: Speech and Critique

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

EXT 108 Advanced Extempore Speaking

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

Now on
DVD!

National Forensic Library Order Form

\$10 per DVD (includes shipping) - \$210 per volume (21 DVD)

All orders are cost plus Shipping (9%)

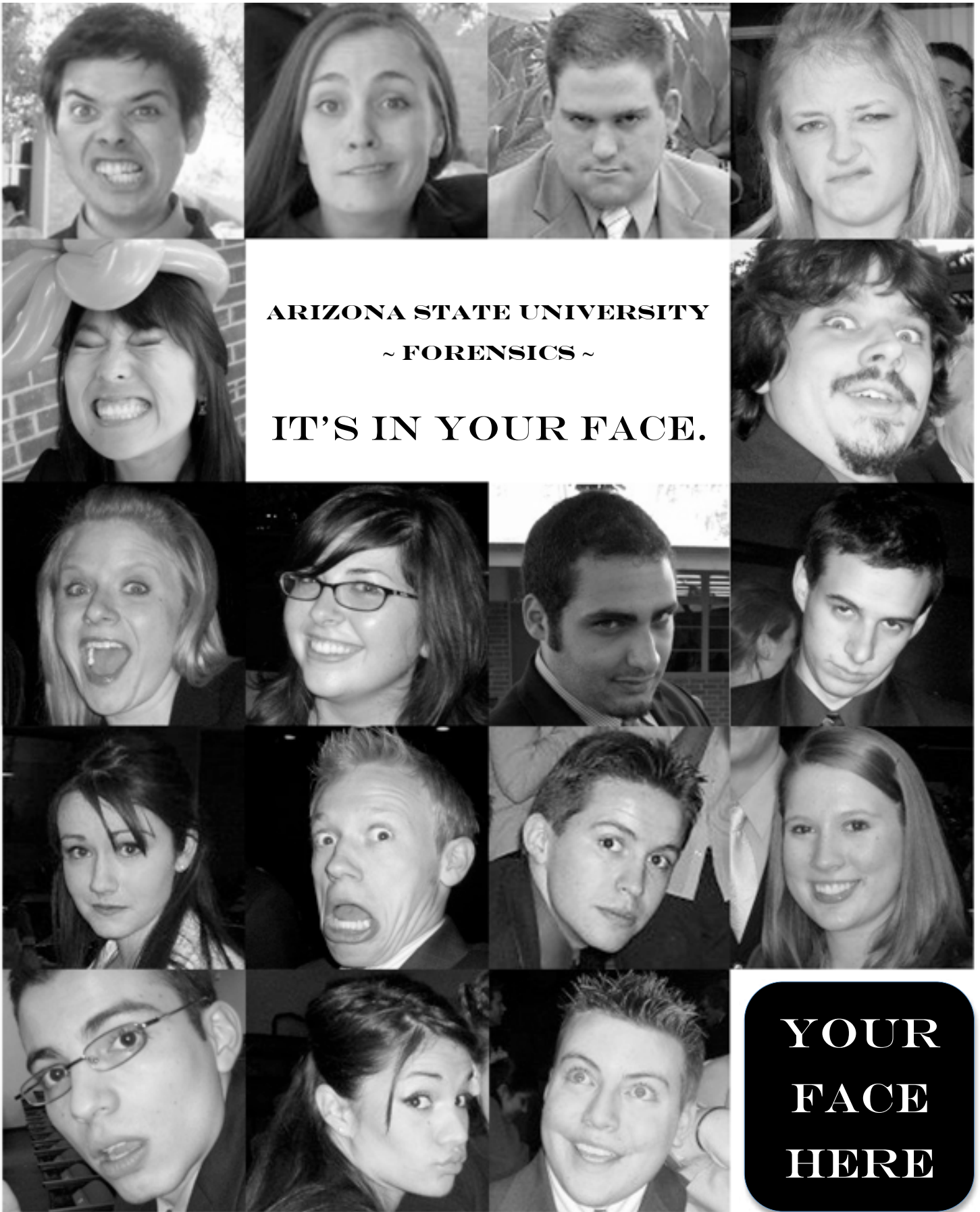
Now on
DVD!

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

Name _____
Address _____
City _____ State _____ Zip _____
E-Mail _____

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

NFL Chapter No: _____



ARIZONA STATE UNIVERSITY

~ FORENSICS ~

IT'S IN YOUR FACE.

YOUR
FACE
HERE



[HTTP://WWW.ASU.EDU/CLAS/COMMUNICATION/UNDERGRADUATE/FORENSICS](http://www.asu.edu/clas/communication/undergraduate/forensics)



IF YOU'RE NOT MOVING FORWARD, YOU'RE MOVING BACK

by
Rev. B. A. Gregg

Years ago, before coming to Virginia to teach Latin and coach debate, I was a full-time pastor in very much a part-time church. Not part-time for the demands, but a church that really could've better afforded my salary if I were paid in chickens and pies. The sanctuary seated 1,400 and I was elected with the typical service turnout: 17 members. Peas in a Pepsi can.

Seeing a church through this time, and it being my first pastorate, I was somewhat cast adrift... well, hugely lost, really. Luckily I was too young and dumb to realize it. But I had one great support at the time – Peter, the head of the church board. Peter was a man somewhere over 90 and would drive about that fast if given a chance. Always putting up his own Christmas lights and shoveling his own walk, Peter had an unbelievable stamina and contentment in life that puts me to shame even now.

One of the demands Peter had on me was to meet with me every Monday morning at 9 a.m. in the church basement and go over his thoughts of the last week. Since Peter's handwriting had deteriorated over the years, he typed out a weekly meeting agenda and would sit across from me, reading his notes. At first, I was impressed about the absurdity of two people sitting in a

huge fellowship hall in the middle of winter while one read to the other his typewritten notes. But, pushing past the ridiculousness of the situation, I began to listen to what Peter had to say. And, you know, there is a lot to be said in the wisdom of elders. I learned so many lessons of reaching others, of running an organization, or growing that organization from Peter's Monday morning meetings in the church basement.

One of the most essential lessons I learned from Peter, he learned from being on the board of directors for several corporations: If You're Not Moving Forward, You're Moving Back. I suppose if you asked the boards of Edsel and Studebaker, you might've had a very different take on matters before and after their falls. At this point in our history, I am concerned that high school forensics programs and leagues, including the National Forensic League may, indeed, be skirting along that precipice of change.

Currently, NFL has over 3,000 schools, 106 Districts, and has over a million students on its membership rolls since 1925. The recent National tournament had the largest number of students in its history. Such success almost prompts us to quote Alfred E. Newman, "What, me worry?"

Yet, when we think of it, we should also be alarmed at just how tenuous we are as an organization. All it takes for a number of Districts is a few well-timed retirements and poorly-filled replacements. Remember, the strength of a program is only the shadow cast by the coach. Those of us who have been coaching for a while can list the programs that used to be powerhouses and then, due to a coach's retirement or career shift, the former powerhouse stops dominating local forensics and soon just plain stops. Soon, Districts slip from Green to Yellow; from Yellow to Red. Then we start looking back on the good old days.

As brought out in the article "Sing O Goddess: Facing a Tremendous Retirement Bubble" (*Rostrum*, April 2006), the teacher/coach profession is in the midst of a huge retirement bubble. New teachers are generally not as prone to commit to the extra hours competitive forensics requires as did the more seasoned veteran. More, we have now passed the Baby Boom echo of record number of high school students and incoming classes are getting smaller each year. With the current economic downturn and spiking gasoline costs, we are facing a near-perfect storm in forensics coaching. Schools that built for growth and budgeted for the good years will now start facing lean years of budgets and

enrollment. One of the first casualties of the budget axe, more often than not, is the humanities – starting at the extracurricular level first. Already, I have received call after call from friends who are having to restrict their travel plans by administrator’s decree.

Now, at the breakwaters of change, is not the time to work to maintain our position in the National Forensic League, but to expand and to keep on expanding. Now is the time to market the NFL locally. Every coach, from the District Chairman, to the District Committee, to the newest coach needs to step up and be an active and dedicated marketer of the NFL locally.

I have chosen the word “marketing” strategically, since most teachers (being the idealists we are) react, instinctively, negatively to the word. But, I would argue, as debate and speech coaches, we need to embrace the term. Marketing is only determining a market for a product or a service and working to promote that product within the marketing niche. Sounds like the persuasive rhetoric we encourage in our students in every piece they perform, every speech they write, every judge for whom they adapt their case. I believe that we must put preaching into practice here and, for ourselves, determine how we can reach out to the forensics community and promote opportunities for excellence. In short, this article series will put forth how we, as coaches and committee members, can market the NFL on the local level.

Only so much can be done on a top-down approach. Ripon offers incredible resources. But the best way to grow the NFL is, to borrow a phrase, to think nationally and act locally. It is my premise that it can be the positive responsibility of every

coach to work to expand the NFL, as when we grow, we all benefit.

Here is where we need to address the important, “So what?” So what is NFL grows locally or shrinks? How is that going to affect my program and why should I care?

On the positive side, there are huge benefits a coach has to grow the NFL. If your District grows, more students come to National Qualifiers. More students, more competent judges. More students, more qualifying slots for Nationals. More students, a better experience for your own students. Even if a program does not come to National Qualifiers, the more exposure NFL has in your area, the greater your exposure as a coach and the more serious your program will be taken outside the competition and in the community.

However, on the negative side, when we don’t expand we will, by nature, contract. Not only contract in our numbers at the District Tournament and Nationals, but contract in our thinking. We become entrenched in the mentality of “Same Districts, Different Year.” Innovation at the District Level is lost and we become, well, curmudgeonly.

In this series of articles, we will examine some basic tenets for growing the District. This month, we will deal with the first tenet: Creating a Marketing Strategy. In future articles, we will examine other tenets: Crafting the Sales Pitch, and The Philosophy of the Widget, and Building the Widget.

Understanding the Product

The NFL is a phenomenal organization unique in high school activities. Yes, we have the national qualifying tournaments that bring the

best and the brightest from across the District. Yes we run a huge national tournament that brings the best coaches and competitors from across the nation for a marathon sprint for excellence. But, in reality, there can only be one champion at the local or national level. The promise of a championship trophy and a picture splashed across the cover of *The Rostrum* is a great honor; but only a select few gain it within their lifetime. To sell the championship trophy as the reason to join the NFL is like driving school instructors selling the goal of being a professional NASCAR driver to every student getting behind the wheel for the first time. Sure, one of those new drivers is bound to have Home Depot branded across their chest eventually. But wouldn’t it be better to sell learning to drive as a great way to pick up groceries?

What makes the NFL so outstanding is that each and every student, no matter if they never win a local tournament, gains recognition and standing for their accomplishments. Almost every opportunity for public speaking in any recognized event and venue in any league or invitational gains the student, the coach, and the school speaking points and degrees. From these points and degrees, a student, coach, and school is able to measure themselves on a regional and national standard. The NFL provides students and coaches who have labored long and hard the recognition they justly deserve. There are no wasted tournaments for NFL students. No matter if a student lost every round at every tournament for the entire year, they have the reward of the NFL insignia and certificate seals for every level of experience they attain. I still remember Sean, who lost nearly every single debate round in his first year. He even told an opponent in

the middle of a round, “You know, I see your point and I think my entire case is wrong.” In his first year, Sean never heard his name called in an awards’ assembly. Yet, at the end of the year, Sean was incredibly proud to receive his Ruby degree and, bolstered by that accomplishment, went on to qualify for NFL Nationals for the next two years and even went on to finals at Yale. Without the validation for the hard work of that \$21 degree pin, we would’ve lost Sean that first year. Take it from me, every team has at least one Sean.

More, NFL offers a central clearinghouse of information and instruction to beginning and experienced coaches and students. The archives of The Rostrum online, the library of instructional videos, can offer so much more pragmatic knowledge on how to prepare for events, how to field a team, and how to develop the craft of coaching and competing than any over-the-counter textbook can hope to. I still have the articles by Don Crabtree and Tony Figiola and Wayne Mannebach as part of the required reading for our speech and debate class. Last year, NFL began online chat sessions to link novice and national championship coaches. Given the huge video library, we cannot overlook the huge number of resources to coaches that NFL offers.

Finally, NFL serves as a national honor society. With class rank being a requirement for active membership, and a new code of ethics, NFL has moved beyond just another league to becoming an honor society. Membership in the NFL provides validation. College admissions want to see that students are members of national and regional organizations. School administrators want to see that their teachers and coaches are

members of national and regional organizations. School boards want to see that their schools are members of national and regional organizations. The NFL allows that validation. In a time of shrinking budgets, we need to present the NFL as a necessary cost of doing business to every administrator. Administrators, far more than teachers, live in a world of accreditation and professional memberships. By couching the argument as part of professional development, most administrators will be more likely to fund the \$99 annual dues for the chapter.

When we start the marketing of NFL, we need to understand that this organization is so much more than a District or National tournament, so much more than a race for a hefty piece of hardware, so much more a scholarship – it truly represents a national standard for forensics.

Understanding the Marketing Niche

As my friend Peter said, if we are not moving forward, we are moving backward. With life being in constant flux, there is no option to remain standing and insisting on business as usual. Coaches and teachers are a rapidly changing and diverse crowd. However, when we break down the audience we want to reach, we find only three groups with diverse needs: Local Dominators, Middle-of-the-Roaders, and Deer in the Headlight Newbies.

Local dominators have great programs and are serious in local competition. Many travel on the national stage. And they always appear in final rounds, year after year. What they have is working for them. There are not a lot of these coaches, as only very few can fit at the pinnacle. Many are very serious

about their work and really don’t want to add anything. This is the hardest crowd to reach, as they feel content in their achievements, have the support of their administration, and believe that they don’t need the coaching resources NFL has to offer. Adding to the difficulty in marketing to the Local Dominators is our own fear. We are coaches, too, after all, and know that the kids from the Local Dominator’s school could potentially knock our kids out of the national qualifying circle at the local level. This is where we need to look in the mirror put our own needs behind us for the good of the District. Yes, making that call to Local Dominator X will doubtlessly mean a much harder qualifier for you and your team. But, in the end, we all benefit from competition.

Middle-of-the-Roaders are those coaches who have been doing this for a number of years. Their programs are good, but not powerhouses. They are serious about coaching, but either lack the raw drive of the Dominator or coach at a moderate level because of family commitments or personal obligations. This marketing niche offers the most number of programs for the dedicated NFL marketer. These coaches tend to also be wary of additional obligations, additional tournaments, and cost. However, as many schools are facing budget cuts, these Middle-of-the-Road programs are most prone to the axe. These coaches need the support of the District and the help of colleagues to make sure that their programs remain intact. Here is where strength in numbers and a well-timed letter to principals from the District Chair can mean all the difference in the world. When an administrator or school board is facing a budget crunch, to find that a program they thought had minimal impact and connectivity actually is a vital part of a network

of other schools around the state and even the nation, clear-cut decisions on cutting funding become less so and programs that might have faded away can gain a new lease on life.

To add to the Local Dominators and Middle of the Roaders are the ever-present and growing number of Deer in the Headlights Newbie Coaches. There are the new teachers in their first or second year of teaching. Some have gotten into forensics coaching because they were former competitors or were talked into the position by a slick administrator or got into forensics because it sounded like CSI and they just love that show. Don't laugh. I have met a number of new teachers over the year who ended up as coaches because they never miss an episode and coaching "forensics" sounded much cooler than being the line judge at the

volleyball game. This is a growing, niche of coaches. Here is where the alert District Committee will need to place a phone call over summer and a follow-up email to the activities director or vice-principal to introduce yourself and offer help to the novice coach. The most attention needs to be given to these coaches, as they may be the last line of defense in staffing a speech and debate program in a school. Their viability as coaches is essential to a District. Perhaps they will know some events; mostly they will have lots and lots of questions and need lots and lots of answers. They need all the love and coaxing and attention that a veteran mentor can muster. This veteran mentor need not be the District Chair; however, the District Chair needs to be proactive in finding the appropriate mentor for the new coach.

NFL, being multilayered, can be made to reach each of these groups. We just need to develop how we will reach them. We need to present to each of these groups how their membership with NFL will help them do what they love. In the next article, we will examine the marketing strategies that we, at the local level, can approach these target markets.

(Rev. B. A. Gregg is the District Chair for Virginia -- the nation's largest NFL District -- and the Director of Forensics at Randolph-Macon Academy. He has received his 10th NFL Service Plaque and was the Best New Chair in 2006. In three years as District Chair, he has added over 60 new schools to the NFL and has sponsored 10 affiliates moving to Chapter.)

The Art of Speech and Drama Through Literature

Speech and Drama Guidebook

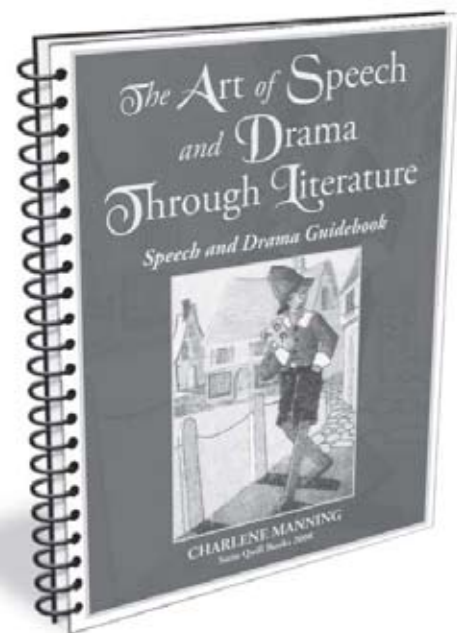
Four Books in One!

Speech Craft: Speaking drills, pausing and much more!

Characterization: Review 33 different emotions. Literature attached identifying each emotion.

Anthology: Literary collection of classic, contemporary & original plays, prose, poems!

Gestures & Movement: How should your hands move? 8-10 positions for your hands. Body sketches: How to make your point through body movement and posture.



Order Today!

www.satinquill.com or e-mail charlene.manning@vzavenue.net for more information.



***Patriot Games Classic
December 6-7, 2008***

Join us for national caliber
competition

- Storytelling
- Humorous Interp
- Dramatic Interp
 - Impromptu
- Original Oratory
 - Poetry
 - Prose
- Declamation
 - Duo Interp

With TOC bids in:

- Extemp
- Public Forum
- Congress

**IE Round Robin
December 5, 2008**

**Extemp Oratory
Dramatic Performance**



***George Mason Institute
In Forensics
July 12-26, 2009***

Our national high school
institute features instruction
across the IE spectrum:

- Interpretation
 - Oratory
- Extemporaneous

NEW for 2009!!!

- Student Congress Major
- PF Debate Minor

**To be the best, you have to
learn from the best. Come
see why over 400 students
have chosen GMIF and gone
on to win Harvard, Emory,
Glenbrooks, Villager, Wake,
Yale, and Penn!!!**

**Want to know what it's like to learn or compete at US
News & World Report's #1 Up and Coming University?
Then check us out on the web:
www.gmuforensics.org**

Questions About Policy Debate?

Email

info@planetdebate.com

We Will Answer Your Questions.

DEBATING DISADVANTAGES

by
Stefan Bauschard

Introduction

A disadvantage is a negative argument that proves that the affirmative plan is undesirable. It is really one of the simplest ideas in debate – it is an argument about a negative consequence that will result from the affirmative plan. For example, the affirmative plan may save lives. The disadvantage proves that the affirmative plan may hurt the economy, triggering poverty and death.

Debate is not the first time that you have considered disadvantages when making decisions. For example, even when making a simple consideration of whether or not to buy a shirt, you take into consideration disadvantages. One disadvantage to buying a particular shirt is that it will take away money from something else that you may wish to spend it on – like another shirt or a pair of shorts. Or, you may think the shirt will look bad on you. These simple arguments are all disadvantages.

It is important to note that any given disadvantage alone is not necessarily a reason to vote negative. Negatives must argue that the disadvantage (or combination of disadvantages) proves that the affirmative's plan is net-undesirable – that the costs outweigh the benefits. To continue with the first example above, the negative would need to prove that it is better to buy the pair of shorts with the money than the shirt.

What are the parts of a disadvantage?

In debate, disadvantages have a number of different parts. Although these parts make the disadvantage appear more of a difficult argument than what has just been discussed, the different parts will actually assist you with both understanding different types of arguments generally and with constructing and answering disadvantages.

Link. The link is the part of the argument that ties the negative disadvantage to what the affirmative is arguing. For example, a link to a spending disadvantage argues that the affirmative's plan will spend money. Disadvantages can have more than one link. In this instance, different links would focus on different *reasons* that the affirmative plan spends money. The more the affirmative plan spends, the stronger the disadvantage link.

Internal link. The internal link connects one link to another link or one link to an impact. For example, if the negative argues that the plan spends money, an argument that spending money causes a recession is one internal link and an argument that a recession will turn into a depression is another internal link. Disadvantages can have multiple internal links, though negatives will strive to limit of internal links necessary to reach the impact. Disadvantages with many internal links are less persuasive because even one of the internal links

fails to happen, there is a break in the disadvantage chain, and the entire disadvantage is beaten.

Impact. The impact is similar to a harm claim, though the term impact is usually used in the context of the disadvantage. The disadvantage is the final, end problem that results. For example, if the negative's disadvantage argues that the affirmative's plan undermines the economy, the impact is the final result – an economic decline may cause poverty or even trigger a war.

Uniqueness. The uniqueness to the disadvantage is usually presented first, but since it is the hardest part of the disadvantage to understand, it is discussed last. Uniqueness refers to the part of the disadvantage that argues that the disadvantage will not occur absent the adoption of the affirmative plan. There are three types of uniqueness arguments, though the negative will likely only present a general uniqueness claim in the first negative constructive.

Link uniqueness. Link uniqueness establishes that the link will not happen now. In the instance of the spending disadvantage, the negative will argue that the government will not commit to new spending in the in the present world (status quo).

Internal link uniqueness. Internal link uniqueness argues that the internal link will not happen now. For example, if the internal link is that a recession will cause a depression, an

internal link uniqueness claim is that we are not having a recession now.

Impact uniqueness. Impact uniqueness establishes that the impact will not happen now. If the impact is “depression causes war,” the negative would argue that we are not in a depression now and that we are not in a major war now.

Disadvantages are first presented in the INC as off-case positions. The basic shell should contain the link, internal link, impact, and uniqueness arguments. Sometimes debaters will forget to demonstrate support for one of the parts. It is the job of the affirmative team to point out that the other necessary parts of the disadvantage have not been proven.

It is essential that the negative win *every part* of the disadvantage. If one part of the disadvantage falls the entire disadvantage falls.

How Do You Answer a Disadvantage?

You want to come up with answers to a disadvantage by attacking the various parts of the disadvantage.

Answer the link. When you make a “no link” argument, you are contending that the first step in the disadvantage will not result from supporting your plan. For example, if you argue that your plan doesn’t spend any money, you are making a “no link” argument against the spending disadvantage.

Turn the link. A link turn argues that the opposite of the link is true – the affirmative’s plan actually saves money. It can, of course, be true that the plan would both spend and save money – there may be, for example, short-term costs and long-term savings, so when making a link turn it is also important to attack the original link.

Answer the internal link. When answering the internal link, you are

essentially arguing that “A” will not produce “B.” In this instance, you would present evidence that a recession will not cause a depression.

Turn the internal link. Just like when turning a link, if you turn the internal link you argue that the opposite of the internal link is true. For example, if you argue that a recession will improve the economy you are turning the internal link. While this particular argument seems counterintuitive, there are many instances in which the opposite of the impact could result from the internal link.

Answer the impact. An impact answer says that the impact is false. For example, if you argue that an economic decline doesn’t cause a war, you are taking out their impact claim that an economic decline causes a war.

Turn the impact. An impact turn says that not only is the final impact not bad, it is good. For example, if you argue that an economic decline is good because it will protect our environment, you are arguing an impact turn.

Inventing Your Own Logical Affirmative Arguments

Look for missing internal links. Often negative teams will not present all of the internal links that they need to prove the disadvantage. Sometimes they do not present them because they do not have them (they are either missing the evidence that they need to support the internal link or the internal link simply is not true). Sometimes they do not present them because they wish to keep the initial presentation of the argument shorter and will fill in the holes if they choose to extend the disadvantage later in the debate. Regardless as to why the internal links are not included, you should be sure to point that out and at least make them read the evidence later in the debate.

Attack the probability.

Disadvantages are designed around arguing that the affirmative’s plan will kick-off a chain of events that will eventually trigger some catastrophe. The more internal links the lower the probability of the disadvantage because each intervening step would have to *all* occur in order for the disadvantage to happen. There is only a given probability of each occurring, and the probability of them all occurring together is even much smaller.

Think about history. Think of what you know about history to argue that parts of the disadvantage are false. For example, think of a time that the U.S. suffered a recession (such as after the 9-11) attacks and argue that that did not produce a depression.

Reference current events.

Although you may not have a lot of recent evidence on a particular argument advanced by the negative, use what you know about current events to argue against the disadvantage. For example, if you know that the government just authorized another \$80 billion in Iraq spending, you should argue that non-uniques the disadvantage.

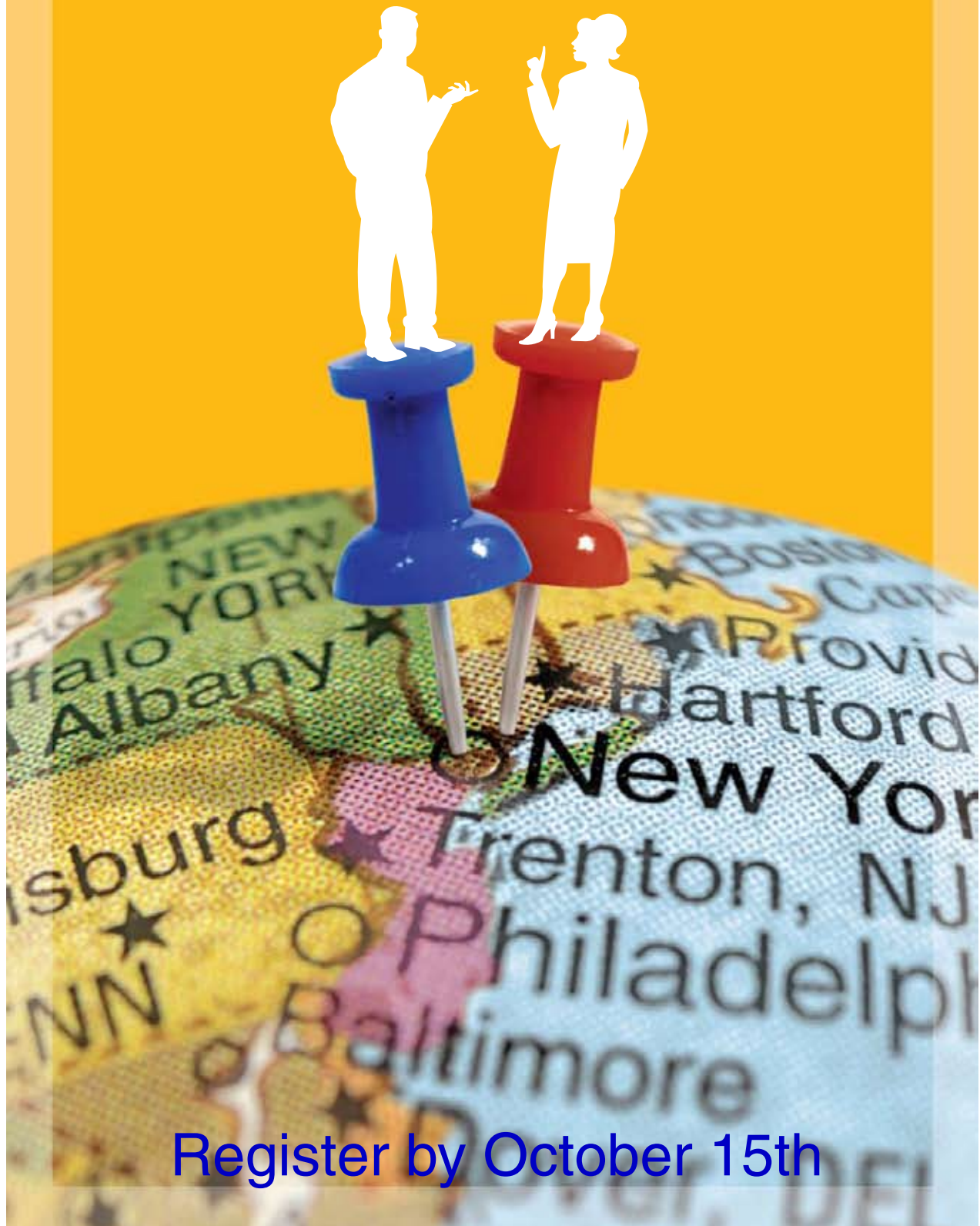
Claim the impacts are “empirically denied.” Almost all disadvantages have terminal (final) impacts that involve wars or some other form of total destruction. The total destruction relies on these wars escalating from small conflicts to large, global ones. Point out that we have had many wars in recent history that have not escalated – U.S./Iraq, Israel-Hezbollah, U.S.-Afghanistan, India-Pakistan, etc.

Prepare a General Set of Disadvantage Answers

As you advance through your debate career, you will have a better understanding of all of the different

NPPF Debate. A Universal Competition.

Bickel & Brewer and New York University Present the Eighth Annual National Public Policy Forum.
Finals Weekend: April 17-19, 2009, in New York City. Grand prize: \$10,000. www.nppf.net



Register by October 15th

disadvantages that people are likely to run and how to answer them. As you grow to gain this knowledge, it will be possible for you to prepare more specific answers to each disadvantage. Until then, you can help yourself by thinking about different general approaches and arguments that you can use to defeat all kinds of disadvantages.

Use your affirmative to non-unique the disadvantage. As discussed in the last section, most disadvantages have impacts related to war. Affirmative plans often contain advantages that stem from preventing war. You can use your affirmative case to argue that war is inevitable unless you vote affirmative and that the disadvantage is non-unique. Think about any harm claim that you have made in your 1AC. If a disadvantage impact is similar to any harm claim you have made, you can argue that that disadvantage is non-unique in the status quo and can be prevented by voting affirmative.

Use your affirmative to solve the impact. Think of a way that voting for the affirmative can prevent the impact. For example, if your affirmative case focuses on increasing democracy, have a general piece of evidence that says democracy prevents war. If your affirmative case increases military readiness, be sure to have a piece of evidence that says readiness protects the economy and another that says readiness prevents war.

Maintain an apriori claim. An apriori claim is a claim that one team makes that they will say is more important than all of claims made by the other side. For example, an affirmative team may argue that the judge has a moral obligation to support their plan. They will argue that this moral obligation should hold even if the negative disadvantages are true. If you have an apriori claim for

your affirmative, you can always be prepared to argue that this trumps the negative's disadvantage.

Be Careful When Answering Disadvantages

Do not answer your own affirmative harm claim. When you are answering the impact to the disadvantage do not take-out your own affirmative harm/impact claims. For example, if you have an "economy decline causes war" impact in your 1AC, and the negative reads an economy impact, you will not want to argue that economic decline does not cause war. You certainly don't want to present an impact turn against your original 1AC impact!

Do not double-turn yourself. A double-turn occurs when you make both a link turn and an impact turn. For example, you could argue that you both save the economy and that economic growth is bad. If you do this, you will essentially presenting a disadvantage against yourself – you are arguing that you strengthen the economy and that that is bad.

You can also double-turn yourself by turning both the internal link and either the link or the impact. For example, if you argue that the affirmative plan saves money, and that a recession will stop a depression, you are essentially arguing that you stop a recession and a recession is good. Similarly, if you argue that you stop a depression by causing a recession and that a depression is good, you are essentially arguing that you stop a good economic depression.

Other Things to Consider when Attacking the Disadvantage

Accept reality. Sometimes the negative has a very strong link to a given disadvantage. If that is the case, focus on debating the internal link, the impact, or the uniqueness (or all three).

Make a variety of arguments.

Make as many different link, internal link, impact, and uniqueness arguments as you can. The weakness of the disadvantage may not be obvious to you after the 1NC, but it will become obvious as the 2NC or the 1NR responds to each of the arguments that you present.

Avoid impact turning disadvantages. Sometimes it is necessary to impact turn a disadvantage – you may not have any/many other arguments. If you need to straight-turn a disadvantage, you should do so. But, if you do you are in for a very tough fight – most teams are very prepared to debate the impacts to their disadvantages. The link debate is what they will most likely be less prepared for.

Straight-turning Disadvantages

There are two different ways to turn a disadvantage. A disadvantage can either be link-turned or impact-turned. You CANNOT do both. If you do both, you are double-turning yourself.

Straight link turning. If you want to link turn a disadvantage, you need to win three arguments: A link take out, a link turn, and a link non-uniqueness argument. In the spending example, you need to win that you don't spend money, that you save money, and that spending will increase without the plan. Your basic story is that you stop over-spending, saving the economy.

It is worth noting that you do not necessarily *have* to win the original link answer. What you do need to win, however, is that you save money on the net – that you save more than you spend. Making link answers will help support the size of your link turn.

If you want to straight link turn a disadvantage, you should not make any other arguments against the disadvantage. If you make an internal link take out (recession doesn't cause

depression), you are not straight-turning the disadvantage because the negative can then concede that argument and say it doesn't matter if you save money because there is no value to stopping an economic recession because it won't cause a depression. Similarly, if you make an impact take-out to a depression, the negative can concede that, arguing that there is no value to saving money because an economic depression isn't bad.

The key thing to remember is that when you straight link-turn a disadvantage you should not make any other arguments than those that are discussed in the sections below.

Straight Impact Turning. If you want to straight impact turn a disadvantage, you need to make an impact take-out and an impact turn. To continue the spending example, you could, for example, argue that economic decline doesn't cause war but that economic growth will destroy the environment and threaten our survival. You are impact turning the disadvantage because you are arguing that it is good that you destroy the economy.

Unlike the strategy for link turning, you do *not* want to make any non-uniqueness arguments when impact turning a disadvantage. If you argued, for example, that the economy will collapse now, then there is no unique advantage to you collapsing the economy. The negative could simply concede your "economic collapse now" argument to get out of the disadvantage you just turned.

Like the strategy for link turn, however, again you do not want to make any other arguments against the disadvantage. If you make "no link" arguments, for example, claiming that you do not spend money (and subsequently hurt the economy), then the negative can grant this and say you can't trigger the impact turn.

Why should you straight turn a disadvantage?

It is very trendy to "straight turn" disadvantages. Debaters often get excited when teams run a disadvantage that they are prepared to straight-turn.

Straight-turning the disadvantage is a risky approach, however. If you choose to straight turn the disadvantage you must necessarily decide to forego making other good arguments. These parts of the disadvantage may be the weakest part of it. Failing to attack those parts may be a gift for the negative.

Moreover, if you straight turn a disadvantage, you are going to force the negative to "go for it" – to extend it instead of any another disadvantage, another topicality argument, or another kritik strategy. These other arguments may be weaker or you may simply be more prepared to defeat them. You may rather have the other team go for those arguments. If you straight-turn the disadvantage, you are "forcing their hand," making them debate about something they may even want to debate about.

There are times, however, when you want to straight turn – either link or impact turn – the disadvantage.

You can't defend your affirmative case. Perhaps the negative has launched a devastating attack against your cause for which you are unprepared. If you know that you will not be able to defend your case against their attack, you can straight-turn a disadvantage. This will give you another advantage that is not dependent on winning your original case.

You want to divert the other team. Perhaps the other team has another solid disadvantage or counterplan for which you are unprepared. If you do not want them to go for it, try straight-turning a particular disadvantage that you'd

rather have them go for.

You can't answer a counterplan. The other team may come up with a tricky counterplan that you are unprepared to debate. The counterplan, however, is not enough. The other team will need to win that the counterplan is net-beneficial – that a particular disadvantage that links more to the plan than the counterplan is a reason to vote for the counterplan alone (see the section on counterplans for a greater explanation). If you straight-link or impact turn that particular disadvantage, they will not be able to win that the counterplan is competitive.

Reduce the other team's speed advantage. Some teams are very, very fast. Or, at the very least, they are much faster talkers than you are. They may present five or six different disadvantages in the 1NC. If you straight turn *all* of their disadvantages, it will force them to try to extend all of them in the negative block. This is very difficult and will upset their verbal quickness advantage.

It is very important that you only straight turn disadvantages when you think that you *need to do so* to win the debate. If you do not need to straight-turn a disadvantage to win the debate, do not do so. Defeat the disadvantage as best as you can and use your advantages to outweigh the disadvantages.

Advanced Disadvantage Answering Tips

Put your best answers last. This is something that you should only do if you have some experience and are good at allocating your time. Generally, you want to put your best arguments in order to insure that you have time to make your best arguments. If you put them last, however, teams that are top heavy are less likely to answer them – or at least answer them very well.

Read an “add-on.” An add-on is an additional short advantage that you can read. If you read it on the disadvantage flow, teams are less likely to answer it. If you can find an add-on related to the disadvantage (say one that says that you stop an economic downturn), you should read it on the relevant disadvantage.

“Kicking” a Disadvantage

Sometimes during a debate you will want to “kick” – not go for – one of your disadvantages. To do this, you need to effectively “kick” it.

It is very important that your properly kick a disadvantage. If you do not, the affirmative team may easily extend a turn.

For example, imagine that you present that initial spending disadvantage that I have been discussing and that the affirmative responds with the following five arguments:

1. No link – we don’t spend money
2. Turn – we save money
3. Non-unique – the government will spend more money in the future
4. No internal link -- economic recession doesn’t cause depression
5. No impact – Economic depression doesn’t cause war

You can easily kick this disadvantage by conceding either number 4 or 5 (or both). It wouldn’t matter if the affirmative saved money if a recession doesn’t cause a depression or if a depression doesn’t cause a war.

If you do not kick the disadvantage in the 2NC or the 1NR and you do not go for it, the 1AR can simply extend numbers 1-3 to then straight-turn the disadvantage. In the 1AR they do not have to extend all of their original 2AC arguments and in the 2NR it is too late to go back and

do that for them. Similarly, if you do not kick the disadvantage in the 2NR, the 2AR could make the same choice to only extend numbers 1-3.

It is also important to note that the affirmative is not limited to straight-turning the disadvantage in the 2AC. If the negative goes for the spending disadvantage after the affirmative makes these five arguments, the 1AR could choose to only extend numbers one through three in the 1AR. At that point, the 2NR has to go for the disadvantage.

Debating Disadvantages on the Negative

This section follows the affirmative answers section because until you understand how to answer a disadvantage on the affirmative, you will not be able to effectively debate it on the negative.

There are a number of important things you need to do when extending a disadvantage:

Have an overview. You should prepare a written out overview that explains the basic thesis of your disadvantage, with a particular focus on the links and impacts. You should make arguments related to the following in your overview:

Time-frame. You should come up with reasons that the disadvantage will happen before the affirmative case advantages.

Probability. You should come up with reasons why the disadvantage is more likely to happen than the affirmative advantage. You should focus on the relative strengths of your links and internal links relative to the affirmative’s advantage internal links and solvency when making probability arguments.

Impact. You should argue that the disadvantage impact is greater than the affirmative’s advantage impact. It is also useful to read some evidence that says that your

disadvantage impact causes their case impact. For example, if the affirmative case you are debating has a racism advantage, you could argue that an economic decline (if you are arguing the spending disadvantage) causes racism. For this reason, it is good to have a variety of different impacts to your disadvantage.

Have a large list of links. It is always good to read a large list of links to the disadvantage in the negative block. First, it enhances the credibility of the disadvantage. If the judge thinks the disadvantage is credible, he or she will see it as being probable. Probability is critical to risk assessment. Second, if the affirmative has any link turns, especially specific ones that you don’t really know how to answer, reading a large list of links will help demonstrate that there is a *net* link to the disadvantage.

Despite these benefits, one note of caution is important – if you read many links, it is easier for the 2AR to non-unique one of the links. If you are having trouble with the link, read more links, but if the 2AC concedes the link, simply point this out rather than providing more opportunities for the affirmative to non-unique the link.

Make a strong uniqueness defense. Unless the affirmative does not contest it at all, you should read a lot of evidence to defend the uniqueness to your disadvantage. If you read a lot of uniqueness evidence then it will be very difficult for the 1AR to go for a straight-link turn strategy or to win a link turn of value by the end of the debate simply because their turns will not be unique (There is no value to saving money if we don’t have a financial shortfall now). Generally, affirmative teams will be more prepared than negatives to debate the specifics of the link/link turn debate, but negatives can neutralize that by making a strong uniqueness defense. Affirmative

teams are less likely to be prepared to debate the uniqueness of a specific disadvantage.

Focus on a couple specific disadvantages. Do not try to write every disadvantage you have heard of. Instead, develop a couple strong generic disadvantages that link to many different affirmative cases on the topic. If you focus on one or two arguments, you will come to learn these generic arguments well. If you know them well you will be able to explain them well to judges, be able to do excellent impact analysis, and come up with your own reasons that a given disadvantage links. You will also be able to quickly come up with answers to your own arguments.

To develop a couple of specific disadvantages, you need to do a few things:

Prepare link blocks. Think of every case you know of and write some briefs that have comprehensive explanations of the various links from the affirmative's plan to the disadvantage. Come up with as many links as possible.

Research uniqueness. This is something that you can do both at home and at the tournament. You should be sure to carry 15-20 strong uniqueness cards for each of your main disadvantages to the tournament

Be able to switch. You need to be able to win the uniqueness to your disadvantages at tournaments. Sometimes the world of current events will overtake you and make it impossible for you to win uniqueness to a particular disadvantage at a given tournament. When this happens, you need to be realistic – prepare to extend another disadvantage! This is why you need to be prepared to run more than one disadvantage.

Have relatively different disadvantages. You do not want to be prepared to debate two very similar

disadvantages (such as a spending and economy) disadvantage. If both disadvantages are very similar, 2ACs will be able to save time making similar arguments and you may end up in trouble on uniqueness to both disadvantages.

Prepare before the debate starts. Before the debate starts, stay focused. There are two things that you need to do before the debate. First, decide which of your two primary disadvantages you are likely to go for. Things to consider: how good is the team you are debating at debating each one? Which is more likely to outweigh the case? Which is more likely to have an impact that will trigger the affirmative's case harms? Also, consider the judge – does the judge have an opinion on either?

Second, write an overview that is specific to the affirmative, put together a long list of links to read in the negative block, and write out some of the impact analysis that is specific that will go in your 2NC/1NR overview that is relatively specific to the affirmative case that you are debating.

What Should You do if A Team “Double-Turns” Themselves?

I find that debaters have a very difficult time answering this question when I ask it. There are two things that you need to do if a team double-turns themselves:

First, concede both turns (link turn & impact turn or impact turn and internal link turn or link turn and internal link turn). Explain why the combination of turns is a new disadvantage against the affirmative (the affirmative case increases economic growth and economic growth is bad).

Second, answer the other 2AC arguments. If you do not, for example, answer the

affirmative's internal link take-out, the 1AR can extend that, proving it doesn't matter if they save money and growth is bad because saving money won't end up promoting growth.

Review & Discussion Questions

1. What is a disadvantage?
2. Give an example of a disadvantage?
3. What are the four major parts of a disadvantage?
4. What is uniqueness?
5. Explain the three different types of uniqueness?
6. What is the difference between a link turn and an impact turn?
7. What is a double-turn? Why is it bad to double-turn yourself?
8. Explain what a straight link turn is
9. Explain what a straight impact-turn is
10. What are some advanced “tricks” you can use when answering disadvantages?
11. Why is it important to “kick” a disadvantage? How do you kick a disadvantage?

(Stefan Bauschard is the President of PlanetDebate.com, Director of Debate at Lakeland Public Schools, and Debate Coach at Harvard Debate.)

“A disadvantage ... is really one of the simplest ideas in debate -- it is an argument about a negative consequence that will result from the affirmative plan.”

Please fill out this form completely so that we may accurately process your order.

* Circle the price of the item you wish to purchase

* The first number is the DOWNLOAD price; the second number is the HARDCOPY price.

School Name _____

Contact Name _____

School Address _____

City _____

State _____

Zip _____

Phone _____

Email Address _____

Lincoln Douglas Debate Products

Product	D	H	DVD
NFL Topic Sept/Oct:	25.00	35.00	35.00
NFL Topic Nov/Dec:	25.00	35.00	35.00
NFL Topic Jan/Feb:	25.00	35.00	35.00
NFL Topic Mar/Apr:	25.00	35.00	35.00
All Topics 08/09:	112.00	158.00	150.00

Product	D	H
How to LD:	20.00	25.00
Value Handbook 1:	30.00	35.00
Value Handbook 2:	30.00	35.00
Value Handbook 3:	30.00	35.00
Criteria Handbook:	30.00	35.00
Philosophers Guide:	30.00	35.00

Policy Debate Products

Product	D	H
Mastering Debate	40.00	50.00
08/09 5 Affs	80.00	110.00
08/09 5 Negs	70.00	100.00
08/09 Kritiks	50.00	60.00

Public Forum Products

Product	D	H
Sept Topic	20.00	25.00
Oct Topic	20.00	25.00
Nov Topic	20.00	25.00
Dec Topic	20.00	25.00
Jan Topic	20.00	25.00
Feb Topic	20.00	25.00
Mar Topic	20.00	25.00
Apr Topic	20.00	25.00
NFL Topic	20.00	25.00
All Topics 08/09	120.00	150.00

Extemp Books

How to Extemp	30.00	35.00
Economics for Extempers	30.00	35.00
Advanced Extemp	30.00	35.00
US Extemp Brief	60.00	75.00
Foreign Extemp Brief	60.00	75.00
Extemp Style Guide	50.00	60.00

Cost Calculation

- a. Sub-Total of All Products: _____
- b. Shipping cost (10% of Subtotal): _____
(hardcopy only)
- c. CA Residents add 8% Tax: _____

Payment Information

Total payment : _____
(add lines a-c on the right)

Choose applicable payment method:

P.O | Visa | Mastercard | Check

Purchase Order Number: _____ -or-

Check Number: _____ -or-

Credit Card Number: _____

exp date: _____

security number: _____

billing zip code: _____

Please send this order form to:

Victory Briefs
925 North Norman Place
Los Angeles, CA 90049
- or - Fax to: 208.248.9801

If you have questions, please feel free to email us at help@victorybriefs.com -or- call at 310.472.6364

Writing the Public Forum Debate Resolution

by

Jason Kline

In 2005, the National Forensic League convened a meeting of debate coaches from around the country to consider changes and improvements to its newest event, Public Forum Debate. One change that was proposed and accepted by the NFL Executive Council was the formation of a committee, made up of involved debate coaches that would write the Public Forum resolution for each month of competition.

The committee, appointed by the NFL President, consists of nine coaches who serve two year terms with the possibility of reappointment at the end of their first term. One individual is designated Chair and is responsible for the direction of the wording process. In appointing members, the NFL considers geographic diversity, experience level diversity, and commitment to the process. The third quality is extremely important considering the workload that this committee handles.

The Public Forum Resolution Committee works from July through

April writing resolutions for each month and for Nationals. Unlike the LD Committee, the Public Forum Committee writes the resolution for each month during the month previous to its release. The NFL has determined that the need for resolutions to be “ripped from the headlines” requires that the writing process should occur throughout the

...“Public Forum Debate was designed to be accessible to all students. In accordance with that mission, the PFD Resolution Committee works to determine whether a topic can be adequately researched through the internet.”

year. Since the committee members live around the country, all of the work is done through email.

Each month, the committee begins its work with a call for topics. All members of the committee submit their ideas to the Chair. In addition, the resolution ideas

submitted by the debate community through www.nflonline.org are included. Once all members have offered their ideas, a ballot is created. In any given month, the committee may have as few as 15 topics to consider or as many as 50. The members of the committee are asked to vote on their favorite suggestions and to offer commentary about topics about which they feel strongly.

As part of the commentary portion of voting, the committee will discuss the viability of a topic according to strict criteria. First, the topic needs to be relevant in some way to current events or academic inquiry. In some instances a topic may seem like a great idea but may lack relevance when it is released. During the past summer, for example, there was a lot of talk about the United States boycotting the Chinese Olympics. That topic could have been very good if it were to be debated in July, but given that the Olympics would have been over long before the topic were debated, it was not a good choice.

Next, the topic must be balanced in terms of argumentation between the pro and the con. Public Forum Debate places no specific burdens on either side of the debate. Therefore, in considering a topic, the committee considers potential arguments in favor or against the issue. In many instances, a topic seems at first glance to be a great idea. Yet after a few days of inquiry and analysis, we might find that the argumentation significantly favors one side or the other. The discussion over this aspect of many potential topics often evolves into a debate itself among committee members.

Finally, the committee looks into availability of research for the topic. Public Forum Debate was designed to be accessible to all students. In accordance with that mission, the PFD Resolution Committee works to determine whether a topic can be adequately researched through the internet. In some instances, the committee may ask the author of a potential topic to provide a sampling of links indicating the quantity and quality of information that is available.

Depending on the number of proposed topics for the month, there may be additional rounds of voting in order to eventually get to one topic. This process often takes up to two weeks. Once the committee is settled on a topic area, then the process of wording begins. Committee members suggestion potential wordings to the resolution and then engage in discussion over the proposed wordings.

In some instances, the wording process is easy. In most cases, however, there is controversy over one or more words. Often, a question over the actor of the resolution arises. In some instances, there is contention over a word that broadens or restricts the debate.

There have been instances where wording of the resolution has taken as long as two weeks.

Once wording is completed, the committee will vote one last time on the final resolution recommendation. This usually concludes a week before the topic becomes available online, though there have been instances where it was much closer! The resolution is passed on to Mr. Wunn, the Executive Director, for final approval and is announced on the first the month. And about a week later, the committee will begin the process all over again.

Understanding the process of resolution writing helps students become more adept at analyzing topics. The committee is dedicated to the process of providing the best topics possible and crafting resolutions to sustain fair debate. The debate community's commentary and suggestions are always welcome in helping us improve this process. And remember, you can write the resolution that is debated nationwide by submitting your ideas through the NFL's website, www.nflonline.org.

(**Jason Kline** is the 2008-2009 Chair of the NFL Public Forum Debate Resolution Wording Committee and has served on the committee since its inception. He is a coach at Myers Park High School in Charlotte, North Carolina and Director of Public Forum Debate for Summit Debate Enterprises).



The Public Forum Committee

- * Appointed by NFL President
- * Committee consists of nine coaches
- * Committee serves two year terms with the possibility of reappointment at the end of their first term.
- * One individual is designated Chair.
- * Committee works from July through April writing resolutions for each month and for Nationals.
- * All committee work is done by email.
- * Each month a call for topics is submitted to the Chair.
- * Once topics ideas are submitted, a ballot is created.
- * Committee members vote on their favorite suggestions and offer commentary about topics. Topics must meet strict criteria with regards to relevant current events or academic inquiries. In addition, the topic must be balanced in terms of argumentation between the pros and the cons.
- * The Committee looks into availability of research for the topic.
- * Based on number of proposed topics for the month, there may be additional rounds of voting in order to get to one topic.
- * Once a topic is decided upon, then the wording process begins.
- * Final resolution recommendation is forwarded to Mr. Wunn, Executive Director of the NFL, for final approval. Release of topic is on the first of the month.
- * A week later, the committee will begin it process all over again for the next Public Forum Topic.



HOTtopics

Weekly Extemp Practice Questions

SpeechGeek is pleased to announce its HOTtopics line of extemporaneous speaking instructional aides for high school forensic teams. HOTtopics is a subscription-based service that provides weekly practice questions in both United States and International topic areas.

Each Tuesday, 25 United States and 25 International topics are delivered via email to subscribers. These practice questions are a wonderful resource for teams to stay abreast of current events and anticipate the questions they may encounter at the next tournament. Each week's list contains a bonus "High Five Questions" – the topics you're most likely to see at the next tournament. In addition to the weekly question set, HOTtopics provides a brief on a topic area of significance. Each week's brief provides overview, analysis, potential questions, and articles for further reading.

Subscriptions to SpeechGeek Extemp HOTtopics are available in one, three, six and twelve month packages.

To learn more, visit us online at
www.SpeechGeek.com

***It's 3 a.m. There's a phone call. You pick up the phone
and...yeah, never mind***



We believe campaigns should care more about policy and less about commercials. We believe companies should spend less time managing message boards and posting pictures of happy-shiny debaters and spend more time asking customers "What do you need to make your forensics life just a little easier?" We believe in turning impacts, impacting drops, and debating offensively. We believe Hillary Clinton has a McCain '08 bumper sticker in her bedroom. We believe John McCain has one in every house that he could remember owning. We believe the right ten pages of evidence are more valuable than 50 pages of poorly cut, incorrectly tagged, and barely relevant evidence.

We don't believe in just selling you evidence. We believe we should invest in your round. We believe there's no such thing as adapting too many comic books into movies and there is such a thing as running the Politics DA in too many rounds. We believe in 24 hour email support, debating deep, and addressing the heart of a resolution. And we believe we're not a brief company. You see, we *work* for a living. We're Apollo Debate, and we didn't approve this message; we are this message.

It's about now. And it's *about* time.

w w w . a p o l l o d e b a t e . c o m

FORENSIC TECHNOLOGY:

NEWS AND ADVICE ON USING TECHNOLOGY TO ASSIST THE FORENSIC COMMUNITY



Bridging the Miles with Online Debating

by Aaron Smith & Derek Yuill

Aaron's first encounter with a computer was in the Edgelea Elementary School library. Derek's first experience took place in Miami Elementary School's media center. Each of us was introduced to his school's Apple II computers and allowed to play a simple economics game called Lemonade Stand. The schools were only four blocks apart, but because the terms "online" and "world wide web" weren't even invented yet, the two buildings seemed worlds apart.

Since then, our technology skills have not developed much. We use computers daily, but we are slow to embrace new technology. As speech and debate coaches, we sometimes feel out of the proverbial loop. In fact, we are so far

out of the loop, we don't know where they keep it anymore. We do, however, realize technology has become a valuable tool for those interested in our activity, so when one of us conceived the notion of experimenting with an online debate between our Public Forum teams, the other readily agreed. The PF qualifiers for the NFL National Tournament from Gabrielino High School in the

East Los Angeles district would debate the PF qualifiers from West Lafayette, Indiana, some 2500 miles away.

The technical elements of the endeavor were initially intimidating, but we were certainly excited about debating new people in a new way. Despite our initial worries, the logistics of the computer connection proved simple, and the experience was

worthwhile for all involved.

Once our qualifying teams (Sam Owens and Melissa Orizondo from West Lafayette and Bill Chen and Tommy Du from Gabrielino) heard us mention the idea of a Web debate, the excitement was palpable. The novelty of the format generated zeal, and having a



Gabrielino seniors Bill Chen and Tommy Du participate in an online Public Forum debate at school with West Lafayette seniors Melissa Orizondo and her partner, Sam Owens.



Sam and Bill during crossfire at the hotel

scheduled debate this late in the season provided motivation to move from case drafting and general research to polished cases and focused strategy. It also added a unique sense of accountability to our typical summer preparations. A real debate, using the National Public Forum Topic, was going to occur. Opponents would meet for the first time. An adult from another school would be listening. The unexpected could happen. Of course, the students were already working diligently on the topic; however, there was something compelling about having an authentic debate on the docket. All of this hinged on the fact, of course, that we could figure out the logistics of debating via the Internet. This wasn't as easy as Lemonade Stand...or so we thought.

Technically, the fresh interface was surprisingly simple -- simple enough for these clumsy computers to execute. The West Coast half, Derek and his qualifying Public Forum team, had a MacBook

with a built-in webcam. The Midwesterners had a cheap (approximately \$80) web camera and a computer tech who gave a little coaching and took care of the installation of the camera (Thanks Zach!). Everything else — there wasn't much more — was nearly automatic. We connected via iChat and AIM, and we were ready to go. The picture quality was okay, and the sound was decent. We coaches considered eliminating the video portion in an effort to improve the quality of the audio next time, but the connection we had was acceptable. We probably won't change a thing.

Everyone involved soon discovered the practice web round was authentic, more than a drill. It gave the teams much needed experience in application of in-round debate skills. The gap between the January Hoosier Heartland district qualifier and the June national tournament is not conducive to keeping skills sharp. After qualifications, finding opportunities for good practice

rounds is difficult. The web debate was the remedy, and the online interaction was an invigorating way to knock off the rust.

The Web debate also, quite intentionally, provided our debaters with exposure to new ideas and approaches to debating. Other than the national tournament, our debate teams do not compete outside our own states. This poses another obstacle in preparing teams for the summer competition. Utilizing this technology, the students had a novel chance to discover unfamiliar statements, styles, and structures.

Aside from the pragmatic benefits for two teams preparing for an important tournament, the arrangement had another perk. The web experience created new debate relationships and enriched old ones. We coaches, former speech and debate teammates in high school, saw the debate as a cool way to reconnect, and our student debaters enjoyed working with each other so much, we coaches arranged another meeting in Las Vegas. One coach dropped his kids off at the other



Doing an audio-only debate would help eliminate some of the garbled and pixilated feeds going from computer to computer.

team's hotel, a la soccer mom, and the students did another practice round. Afterward, we had a nice time chatting and watching some of the NBA Finals. For the next few days of the tournament, Sam, Melissa, Tommy, and Bill stayed in contact. It was great having familiar faces amid the throng gathered in the Green Valley High School cafeteria.

Certainly, the experience was a very useful tool in our preparation for nationals; however, the value of online debating goes well beyond that single situation. Web debating adds an exciting opportunity to any debate season. In a time when speech and debate budgets are being slashed and gas and airline travel costs are soaring to new heights, the possibility and practicality of online debating make it an enticing option. The simple practice of online debating gives programs a reasonable alternative to traveling by bus to an on-site tournament. Novice debaters may find this a valuable "first debate" experience,

as debate tournaments, with hundreds of students attending and multiple rounds of competition, can be pretty intimidating. It's also a smart choice for schools desperately looking for ways to incorporate technology into their classrooms. When the Gabrielino principal came to witness our online experience, he was pleased and impressed with the outcome. It's the kind of authentic engagement educators should pursue. In short, Web debating is cheap, effective, quick, and really fun.

As with most endeavors, there is room for improvement. In addition to the possibility of using only the streaming audio instead of video, we have found by using a newer Macbook and accessing its "host video chat" the debate between two teams from around the world can also include a third participant, the judge. And since these debates can occur in your classroom during the school day, the utilization of a video projection monitor will allow for the entire

class to witness/judge/critique the debate.

Technology has come a long way since those elementary days of Lemonade Stand, and Web debating is a wise and cheap investment that will provide many valuable and enjoyable returns.

For more information on how to create your own online debate, contact Aaron Smith (PC) at smitha@wl.k12.in.us or Derek Yuill (Mac) at gabrielinospeech@hotmail.com.

(Aaron Smith is the Head Coach at West Lafayette (IN) and is a Hoosier Heartland District Committee Member. **Derek Yuill** is the Head Coach at Gabrielino (CA) and is the East Los Angeles/Orange County District Chair. They both graduated from Lafayette Jefferson High School in Indiana and have 38 years of coaching experience between them. They began their forensics career performing Greater Tuna as duo partners under the direction of Denise Walker.)



The People Speak Global Debates

Do you have something to say about global issues? Join high school students around the world **this month** in the UN Foundation's Global Debates. Last year, more than 100 NFL chapters and 88 countries participated by holding public debates in their schools. These debates are the cornerstone, but just the appetizer in a full menu of service speaking opportunities that can lead to winning a trip to New York City and the United Nations for the second annual Youth Leadership Summit in 2009. Raise your voice, speak up and get involved today: participation is also rewarded through several NFL chapter and individual student merit point incentives as well as scholarship opportunities and monetary rewards to leading schools.

October 2008 Topic: **The world should adopt our *plan** to significantly combat climate change.**

** Each team develops, submits (to the UN Foundation), and defends their own specific plan.*

The UN Foundation will **keep score** to determine which schools earn the opportunity to attend the Youth Leadership Summit. **New this year:** Schools **must** submit **documentation** to the UN Foundation, proving that they actually held a global debate, and what plan they proposed implementing.

How to Get Started

1. Visit www.thepeoplespeak.org/globaldebates to (a) register your school, (b) read about the many ways to earn points (Global Debates points) toward attending the summer 2009 Youth Leadership Summit and (c) learn how to document with video (in the *Resource Center*).
2. **Download** the October 2008 **Toolkit**, full of resources on how to plan and hold public debates.
3. **Invite** your school community to a **public debate** featuring the topic above, and **videotape**/photograph it.
4. **Upload** video/documentation to www.thepeoplespeak.org/globaldebates (click on *Uploading Points*)



NFL Chapter Incentives — schools can earn NFL credit vouchers to apply toward purchasing merchandise, individual memberships, etc.

- 🌐 Each of the **top 5** scoring schools: \$500 NFL credit voucher
- 🌐 Each school, placing **6th-20th**: \$100 NFL credit voucher
- 🌐 Each school **holding a global debate***: \$50 NFL *online store* voucher (requires \$100 purchase)
*fulfilling obligations of the UN Foundation



NFL Point Incentives — participants can earn *National Service* merit points as follows:

- 🌐 Each school can hold up to **10** global debates, with up to **8** participating students per debate.
- 🌐 A student may participate in up to **two** debates, earning 10 pts. per debate (20 pts. maximum).
- 🌐 Each student participating in a UN Foundation approved **S**ervice **L**earning **P**roject (UNFSLP) will receive 10 pts., with a limit of one UNFSLP per student.
- 🌐 Altogether, a student may earn up to 30 NFL points, which are above and beyond recording limits for local service speaking.

Coach Incentives

- 🌐 Coaches receive one-tenth of the National Service merit points their students earn.
- 🌐 Each NFL coach who organizes an event will receive 5 NFL service citations for the first event, and 2 citations for each additional event.



Visit www.thepeoplespeak.org *today* to sign up!

When Debate and Politics (Finally) Meet: Keeping Up with a Politically Relevant Topic

by

Dr. Tracy McFarland
Associate Director of Debate
Jesuit College Preparatory School, TX

As a community, we sometimes must explain to people outside of the community the relevance of what we discuss in both Policy and Lincoln-Douglas debate rounds. Not many “normal people” spend their after school hours and weekends talking about why nuclear war might help us catch the nuclear allergy, how capitalism will lead to the demise of humanity, or that time might be a cube. I don’t have the same problem this fall—the Policy debate topic, increasing alternative energy incentives, is everywhere in the “real world”. More often than I should, I turn on the TV to escape debate work. This fall, even while watching Project Runway or Shear Genius, I find there is no escape. Alas, at every turn the topic seems to be discussed by presidential candidates, featured in commercials by millionaire Texans and energy companies, and reported on by news outlets.

Okay, so it’s not really “alas”, it’s really “at last.” Too often our Policy debate topics do not connect as much as we would like to the goings on in politics. However, in the face of close connections between the topic and government and non-government actions, there are both challenges and opportunities for the debate

community. Below are suggestions to help coaches and debaters to meet the challenges of a debate topic occurring in a rapidly changing political environment. Each suggestion offers a method for generating ideas for new arguments as well as for updating and developing existing arguments.

1. **Daily updates:** No matter how large or small your squad is, it is imperative that students



and coaches comb the news outlets for events related to the topics. While this may seem burdensome, two options may help limit the work done by any one person. First, many news outlets including the New York Times do the work of collecting articles for you. You may set up a

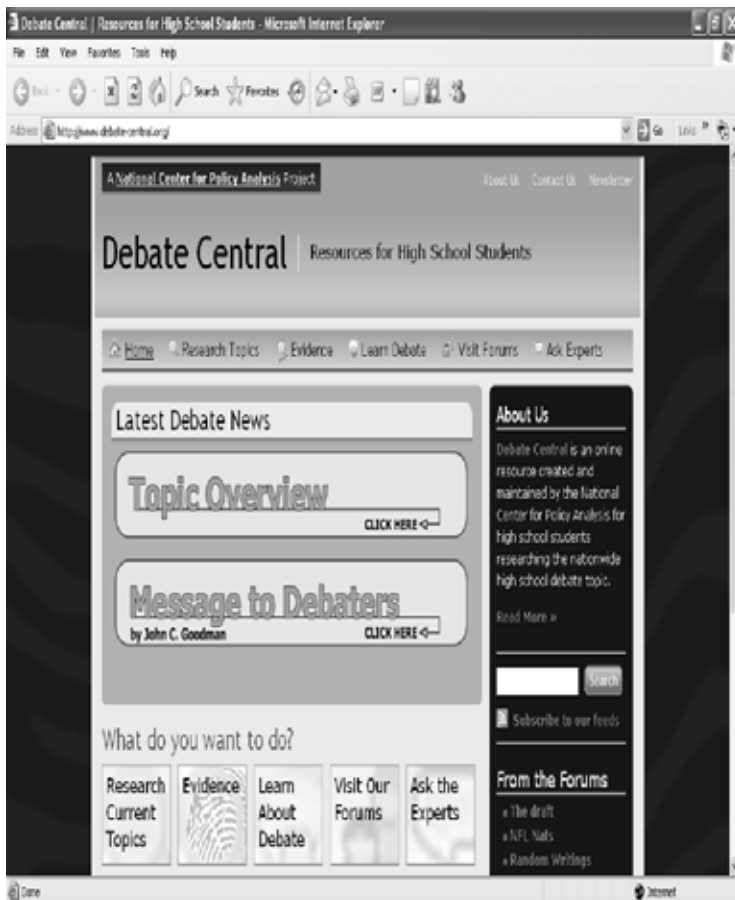
“my alerts” that will collect articles in which designated words appear. You can have the alerts sent to you daily or weekly. Some specific news groups also have similar alert systems. The Environmental News Network, at www.enn.com, has daily alerts on environment related news items.

Second, divide up national newspapers and have each student be responsible for cutting cards as they find the newspaper daily. While many debaters will argue that they can just find the articles using their magical Google searches, even the best researchers may not come up with the exact search terms that will make an article appear in a Google search. Keeping an eye on daily newspapers will assist with idea generation as well as argument development.

2. **Think tanks are your friends:** Think tanks of every political leaning provide excellent analysis on alternative energy, oil, global warming, and other topic-related matters. These think tanks compete to be

www.Debate-Central.org

Debate-Central.org is your one-stop-shop for **completely free** materials on the CX and LD debate topics. It is ideal for both new and seasoned debaters.



Debate Central is partnering with Chris Burk, Director of Debate at UT-Dallas, to provide FREE CX CARDS to you each month!

More than 2,000 organized links to articles, essays, studies and other resources.

Topic analysis and background papers from public policy experts.

A debater's forum bulletin board where you can share ideas with other debaters.



Debate Central Newsletter

Sign up for our newsletter at the bottom of www.debate-central.org to stay updated on the new materials we post each week.

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

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

the most relevant to political debates and as a result will continuously update their analysis to reflect current events related to the topic.

Think tank analysis comes in many forms that are posted on the think tank website. Often, authors who work for the think tank will write short editorials for newspapers, write longer journal articles for the think tank's magazine, or testify before Congress on the issue. Be sure when using think tanks to distinguish between these different source types. My favorite think tanks for debate purposes include Brookings Institution (brookings.edu); Cato Institute (cato.org); Heritage Foundation (heritage.org); and Rand (rand.org). These think tanks study lots of domestic and international issues. Their websites are searchable and divided by topics, making them very user friendly. The University of Michigan Library maintains a comprehensive listing of other think tanks at <http://www.lib.umich.edu/govdocs/psthink.html>. Like daily updates, each debater could be responsible for monitoring a think tank. Often think tanks provide useful evidence for plans or counterplans. It is also useful to keep track of think tank authors and use their names in searches in other search engines.

3. **Government resources:**

Many government agencies are non-partisan and therefore offer both sides of issues.

You can access this analysis through multiple means. Google provides a search engine, www.google.com/unclesam that only searches government documents, including state government, military documents, etc.

Going directly to government research agencies may also assist you in keeping up. For example, any time a member of Congress wants to investigate policy issues like global warming, hybrid cars, or oil company profits they may use the Government Accountability Office (GAO). At <http://www.gpoaccess.gov/gaoreports/> you can find studies commissioned by various parts of the government. Or, members of Congress may use the Congressional Budget Office (CBO) <http://www.cbo.gov/> or Congressional Research Service (www.crs.org) for analysis.

Finally, if a piece of legislation, for example the Lieberman-Warner Climate Security Act of 2008, has been introduced in Congress, the bill can be tracked at <http://thomas.loc.gov/> by putting in search terms from the title of the bill. This search function also allows you to search using key words; again, an excellent way to keep up with how Congress thinks the topic should be dealt with.

As a squad, you may want to generate a legislation watch list or a legislator watch list to monitor for actions. Each of these lists could provide a starting point for keeping

up with actions in Congress. Currently, the Democrats are attempting to achieve a filibuster-proof Senate (by getting to 60 Senate seats). As a result, they have ordered a lot of studies done on issues related to oil company profits, global warming and alternative energy, areas Democrats perceive as weaknesses for the GOP.

After the election, either both Congress and White House will be controlled by the same party or we will continue to have divided government, where one party controls Congress and the other the White House. As a squad, you may want to "map the candidates". For each major player in Congress and for McCain and Obama, generate a list of policy positions on issues related to the topic. For example, McCain supports nuclear power reactors. This will not only help you for politics disads but also provide insights if McCain wins for affs that might get done in the real world.

4. **Activism:** Given the amount of attention paid to alternative energy development, high energy prices and oil dependency, many activist organizations and advocacy groups have resources on their websites that provide excellent evidence and ideas. Obvious organizations include Greenpeace (greenpeace.org) and Environmental Defense Fund (<http://www.edf.org>).

edf.org/home.cfm). Other groups, such as We Can Solve It (wecansolveit.org), provide updates when action by government or non-governmental groups occurs. This can be helpful for both tracking changes in policy and generating ideas for affirmatives and disadvantages. A word of caution---a blog does not a credible activist make. While not all cards should come from people with letters after their names, debaters and coaches should be wary of the .com activist cites and a few of the .orgs as well. Be sure to click on the “about us” link to verify that the funding sources and background of the activist group are legitimate according to your squad and individual ethics. Another way to verify the veracity of the organization’s information is to go to <http://www.factchecked.org/StraightFromTheSource.aspx> to get a short summary of the groups’ agenda. This website is part of Annenberg Political Fact Check, a project of the Annenberg Public Policy Center of the University of Pennsylvania.

For those of you who think so far I have only offered suggestions for traditional policy debate, the specificity of kritik links, impacts and alternatives can be found in every resource listed above. Debaters interested in these arguments should investigate

activist groups’ advocacy statements and future action sections. Rarely do these groups criticize government action without offering an alternative. Many of these alternatives advocate action outside of government and therefore could be used consistently with many different types of kritiks.

“All arguments
are better when they are
specific--using the very unique
intersection between the debate
topic and the ‘real world’ can
aid in the development of
all argument types.”

5. **Listen to ‘civilians’:** So far my suggestions involve research and tracking the opinions of the political pundits, talking heads, and government officials. Average, everyday people have great ideas when it comes to things that affect their lives. So, while talking to your neighbor about public health assistance to Africa may not have generated the next great affirmative, that neighbor may have interesting ideas about alternative energy tech development that can help get your creative juices flowing for a new aff or disad.

Many of the suggestions I have made will be applicable both before and after the congressional and presidential elections. Just

like the debate topic, this political conversation occurring in the US will continue beyond November. The academic and policy dialogue going on right now on the TV, in newspapers and on the internet, mirrors what occurs over the course of an academic year in debate. Just like we have to keep up on our opponents’ arguments, politicians are responding to the lac/1nc of their foes and writing answer to answer blocks. All arguments are better when they are specific—using the very unique intersection between the debate topic and the ‘real world’ can aid in the development of all argument types. Debate programs themselves should also help contribute to the broader US political dialogue by sponsoring public debates and/or hosting local community forums. This dialogue contributes not only

to competitive success but also to strengthening programs and funding bases. Often debaters, confronted with too much change, resort to old, generic arguments that don’t have to be updated. Resist the urge to use blocks that have Sub-Saharan Africa at the top. Each of the suggestions will provide, hopefully, resources to help coaches and debaters keep up with the ever-changing world of the debate topic and contribute to the consideration of the problems by policymakers.

(Dr. Tracy McFarland is the associate director of debate at Jesuit College Preparatory School of Dallas and a member of the NDCA Board. Any questions or comments may be directed to tmcfarland@jesuitcp.org).

The Billman Book Club

Encouraging Life Learning in Leadership

October's Book of the Month:

Never Eat Alone And Other Secrets to Success, One Relationship at a Time

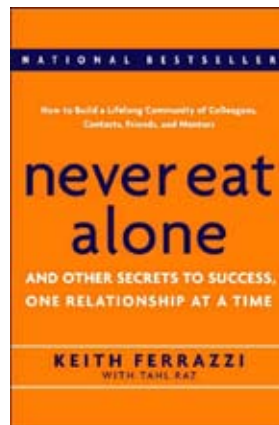
Ferrazzi, K. (2005) *Never Eat Alone*. New York: Currency Books.

In a world of esoteric titles and witty catch phrases, the title of his books says it all: *Never Eat Alone*. In keeping with his commitment to transparency, which he describes later in the text (p. 60), Ferrazzi seemingly tells the reader from the onset that this book is about networking. However, as intuitive as the title sounds, its content remains intriguing as Ferrazzi claims that most people who try to network do so incorrectly. According to him, networking does not occur as naturally as many believe. In fact, he spends the bulk of *Never Eat Alone* outlining common mistakes in networking and describing solutions to these pervasive pitfalls.

At times, Ferrazzi echoes the advice of legions before him by encouraging readers to form relationships with people in their proximity. He even recommends making lists of current contacts, which includes “people such as relatives, friends of relatives, all your spouse’s relatives and contacts, current colleagues, members of professional and social organizations, current and former customers and clients,

[etc]...” (p. 75). This expansive group, however, is only the first step toward building a strong social network. Ferrazzi offers a number of practical tips to help the reader form relationships beyond this initial group. While many of his recommendations are insightful, the three that follow stood out for me:

1. Networking, like leadership, only works when you give more than you get. Ferrazzi explains that people often



err during the networking process because they are too focused on themselves. He recounts the story of asking a mentor how to become a better leader. She responded, “Look at all the pictures on your wall. You talk about aspiring to become a great leader, and there’s not one picture in your whole office of anybody but you. There’s not

one picture in here of your team or of anything that might indicate what your team has accomplished that would lead anybody like me to know that you care for them as much as you care for yourself. Do you understand that it’s your team’s accomplishments, and what they do because of you, not for you, that will generate your mark as a leader?” (p. 57). The author recalls that these hard words finally propelled him to look beyond himself.

To avoid falling into the trap of self-centered focus, Ferrazzi reminds readers to give more than they get. He notes that people aren’t impressed by someone unless that person cares about them. Taking the time to care about people as individuals, ensuring their needs are met, and establishing a relationship before making demands, ensure that a connectors – and leaders – operate at their fullest potential.

2. Very few people are comfortable networking, so you have to push yourself. In a surprisingly honest section of the book, Ferrazzi admits that very few people actually enjoy networking. In fact, establishing relationships with new people almost always comes with a fear of rejection. Often, this fear is warranted, as

Ferrazzi explains: “Sometimes I fail. I’ve got an equally long list of people I’ve attempted to befriend who weren’t interested in my overtures” (p. 50). For this reason, networking inherently involves a bit of a gamble.

The key to being an artful connector in the face of uncertainty, he explains, involves believing that the risk of rejection is worth the potential gains of making a new contact. “Mustering the audacity to talk with people who don’t know me often simply comes down to balancing the fear I have of embarrassment against the fear of failure and its repercussions... For me, I either ask or I’m not successful. That fear always overrides my anxiety about rejection or being embarrassed” (p. 51). Overcoming initial reservations, a process which Ferrazzi calls the “genius of audacity,” means understanding that, “the worst anyone can say is no” (p. 50). Easier said than done, of course – but persistence will make the process easier.

3. Successful networking requires communication competence. Ferrazzi explains that the fear people feel about networking is very similar to the fear people feel of public speaking – a fear which consistently tops death (p. 51). This is not surprising, because the two skills are highly interconnected. Ferrazzi recounts a study at Stanford that examined the institution’s most successful graduates to identify traits they held in common. Ferrazzi reports, “...grade point average had no bearing on success. The one trait that was common among



Ferrazzi explains that strong relationships are the foundation for success, both personally and professionally.

the classes’ most accomplished graduates was ‘verbal fluency’... in front of an audience, at a dinner, or in a cab, these people knew how to talk. As [this] study confirmed, the more successfully you use language, the faster you can get ahead in life” (p. 145).

Clearly, the skills we practice and teach daily as forensic educators both reinforce our ability to succeed and grant that ability to our students. While we know this to be true from experience, it is certainly validating to read it in yet another bestseller.

When the author makes explicit comparisons to public speaking and encourages readers to participate in the activity, connections to forensics are not hard to find. It stands to reason that we should want to serve our community and its people, just as Ferrazzi suggests. In fact, service is one of the tenets of the NFL Code of Honor, which suggests that have a special commitment to service as members of the National Forensic League. It also stands to reason that we might be uncomfortable meeting new people, especially from other regions of the country. Perhaps it

will help to know that everyone feels this way, and that practice in such situations will make the feeling more bearable. Finally, this book reinforces the idea that what we do as forensic educators makes a profound difference in the lives of our students. By giving them tools to overcome the fear of speaking and to communicate more competently in a variety of situations, we are preparing them for life.

Never Eat Alone takes an extremely in-depth look at a concept we may be tangentially familiar with, but perhaps never before considered from this perspective. Further, much of what he describes about people, business, and relationships rings true. Ferrazzi is convincing that perhaps there is something to this networking business - even if the complexity of the topic belies its simple name.

(**Jennifer Billman** is the Coordinator of Public Relations and Marketing for the National Forensic League. She is also a former NFL competitor and forensic coach.).

Note: This feature is intended to discuss professional literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. Review of a book by the NFL does not constitute endorsement.

Planning Scope & Sequence for Success:

Designing Curriculum for Understanding

By Adam J. Jacobi

When classroom teachers develop curriculum, we are laying the groundwork for student learning, much as debaters develop their plans or cases – predicated on both proven techniques and theoretical frameworks – as well as fostering the kind of interactivity that generates engagement, such as interpretation or oratorical performers strive for. Just as students in forensics endeavor to wow their judges, efficacious teachers work to deliver content with flair. In a world where No Child Left Behind pervades, and accountability, standards and assessment are constant buzzwords, the importance of speech communication skills has never been more important – across curricula.

Whether teaching a course in broad-field communication studies, debate or oral reading, or organizing speech and/or debate as an extracurricular after school activity, coaches must approach student training with a pedagogical pathway that will map out the journey of techniques building on theories, building on complementary principles that will not only prepare students for presentations, but for real life situations.

This time of year, teachers are sometimes thrown into instructing a course they have had little time to anticipate, much less plan curriculum for. The theories, frameworks and methods described herein are designed to help you jumpstart your program in whatever state it might exist, to make the most of the circumstances you will face. Throughout the year, a variety of resources will be highlighted to assist you in building your teacher's toolbox.

Several educators in our community rest their entire curriculum on Roman orator Quintilian's principle of nurturing a **good person** who speaks well. One of the premier speech communication textbooks, *Glencoe Speech* – among whose authors include the NFL's

own Randall McCutcheon and Joe Wycoff – begins with a chapter entirely dedicated to "Building Responsibility," that is, to use the powerful skills gained in this discipline for ethical purposes (McCutcheon).

Current research and best practices in educational design points to using a **holistic** approach, which ties together a variety integrated curricular planks and cross-disciplinary content to engage learners. I have highlighted some of those below, and how I have used them both in the classroom and in co-curricular contexts toward successful learning.

"Teaching for Understanding" Framework

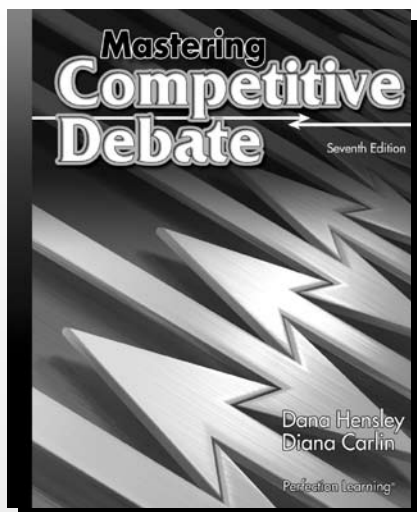
One of the most stimulating professional development courses I ever took was through Harvard University Graduate School of Education's *Project Zero*, exploring the Teaching for Understanding (TfU) framework. The framework starts with identifying "**throughlines**," which are overarching course-long or season-long goals for student learning (Blythe). These goals are often closely aligned with state and/or national content standards, and

for debate and speech, those are often found in the Communication, Language Arts, Social Science, and/or Theatre Arts disciplines.

A teacher begins planning with the TfU framework by creating "Generative Topics" that generate curiosity for content by connecting to students' prior knowledge, experiences and interests. This creates the spark of motivation that leads to the second TfU step, "Understanding Goals." The important delineation here is that **knowing** and **understanding** are two very different ideas. Unfortunately, so much of teaching emphasizes knowledge without understanding **how** to use that knowledge. We need only consider Bloom's Taxonomy to appreciate knowledge as a base level of learning, and to move up the ladder, students must analyze, synthesize and evaluate. In the end, that's what will aid in more meaningful retention ensuring that what is taught is learned!

Enter stage right TfU's next step, "Performances of Understanding." By asking students to **create** something new from what they learn, they are exhibiting that they understand a concept well enough to **create** with it. The fairly recent revision of Bloom's Taxonomy

Introduce and Practice Debate Skills!



Mastering Competitive Debate

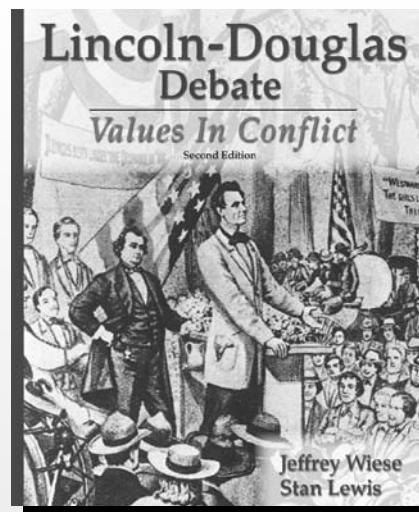
An updated and comprehensive introduction to contemporary debate

A fresh new design and the most current information about all competitive debate formats make this text a must for your students. The content focuses on policy debate, with additional chapters covering Lincoln-Douglas debate, student congress, mock trial, parliamentary debate, and public forum debate.

Each chapter begins with student objectives based on National Communication Association standards as well as individual state standards. Clear examples and graphics throughout the text help debaters understand

- debate history, theory, and ethics
- argumentation
- rebuttals
- defense
- flowing
- briefing
- traditional and electronic research

A Teacher Guide includes chapter activities for individuals, teams, or the entire class; chapter quizzes and answer keys; preparation for tournaments; grading strategies; sample ballots; and much more.



Lincoln-Douglas Debate Values in Conflict

The basics of Lincoln-Douglas debate for novice and intermediate debaters

The most complete introduction available on preparing for and participating in the Lincoln-Douglas (L-D) debate format, this text features short, well-designed chapters to move students through L-D analysis, case construction, and case defense procedures.

Students will learn about

- L-D theory
- the difference between L-D debate and policy debate
- values and how to choose and research value topics
- preparing cases
- developing rebuttal strategies
- improving delivery skills

A Teacher Guide features activities, additional Lincoln-Douglas topics, ballots, quizzes and answer keys, and much more!

Perfection Learning®
Perfect for *your* Classroom

**Additional
debate texts
are available!**

Call customer service or visit our Web site today for a FREE catalog and product samplers!

phone: (800) 831-4190 • fax: (800) 543-2745 • web: perfectionlearning.com

concur: **creating** surpasses **evaluating**. We can be armchair quarterbacks, but to actually do something ourselves involves a certain risk and commitment to understanding something well enough to do it well. There's the adage about teaching for when we're no longer there for our students. Performances of Understanding measure just that!

Performances of Understanding can be small steps, similar to how drills or games emphasize certain skills or components of presentation in speech and debate. The difference between true **performances** and mere **activities** is the degree to which a student is using their own creativity, rather than simply recycling information from memory. That's why I justify with students the NFL point system for placing a premium on original speech events. It takes more effort to create a text from scratch, using analytical thought and **then** performing it, than to cut and perform a literary script. That's not to say that there aren't inherently different values in both, and certainly doesn't mean one is "better" than the other; it simply acknowledges the additional time spent gathering, analyzing, synthesizing, and evaluating research before creating a speech based around it.

The next TfU step is "Ongoing Assessment." In forensics, this is the recurring practice we expect of our students. This is assembling, analyzing and evaluating criticism from judges, and synthesizing that with our approach to what and how we present. The assessment criteria must be explicit, so students know exactly what standards and conventions they're ascribing to. That's why rubrics are so effective. In designing a rubric, teachers need to plan exactly what and how they want students to understand. In

reading a rubric, students know exactly what they need to do to achieve. Students do this time and again, and perhaps one of the most inspiring "teachable moments" I've had as an educator was being approached at the 2008 National Tournament by a Representative who was in the preliminary chamber in which I served as parliamentarian. After semifinals were posted, and he didn't advance, he asked me what I thought he could have done better. After I shared my criticism with him, I asked if he would be attempting to return to Nationals next year. He replied "no," because he had graduated, and subsequently said "I just wanted to know what I can improve in myself." There's a student who understands the overarching "big picture" benefit forensics can bring him in life, beyond competition. He then went to watch a semifinal chamber.

Backward Design

We are often faced with a "teaching to the test" mode of preparing students for a particular assessment exercise. In the book, *Understanding by Design* (UbD), authors Grant Wiggins and Jay McTighe contemplate "curriculum as a means to an end" (Wiggins). That end could be a high-stakes test, state and/or national standards, or educational scaffolding to build to the next topic. While this seems like common sense, the old adage (about it not being so common) holds true. As the authors point out, so many teachers are quick to think about their textbooks, favorite lessons and hands-on activities **first**, "rather than deriving those tools from targeted goals or standards" (ibid.). Sounds kind of like Luigi Pirandello's *Six Characters in Search of an Author*, but I digress!

Let's examine the framework

suggested by Wiggins and McTighe: start by identifying desired results, next determining acceptable evidence, then plan learning experiences and instruction (ibid.). This reminds me of educational philosopher John Dewey's approach to solving problems. To quote another adage, "don't put the cart before the horse." What I appreciate in the field of **educational design** is that beyond those high-stakes expectations we have in modern curriculum, it is incumbent upon teachers and coaches to find the enduring value in what we teach, that is to say, what young people can take beyond the classroom and into life. We need to communicate that to our students, so they see the point in what we're learning. And, if we don't follow the inductive practice of "backward design," there isn't that experiential thread that moves through the journey of learning that John Dewey advocated so strongly.

Going Forward to Move Backward

The evidence in backward design is assessment, which is categorized dichotomously into **formative** and **summative**. The former refers to measuring learning in pieces or steps along the way toward the latter, which is a culminating measurement of understanding a lesson or unit comprehensively. Assessment is also thought of as **authentic** when it asks a student to demonstrate proficiency in completing a **practical** task related to the concept learned. Such tasks are thought of as **performance assessments**, where a student demonstrates their learning publicly. Sounds similar to the TfU approach, doesn't it?

As a former speech and theatre teacher, this of course made total sense to me. I would sometimes encounter resistance among colleagues, who were concerned

with the vitality of knowing factual information. What I realized is that in the speech and theatre disciplines, we are teaching two of the most forsaken aspects of literacy: listening and speaking. We take for granted that our students can listen and speak, but can they do these *well*? For students lacking specific training in these skills, I would contend the answer to be “no.” What’s more, too often, teachers in other disciplines tend to forget how much they need to be active practitioners of those skills. I was fortunate to have a university supervisor while student teaching who pointed out that while I moderated a class discussion, I was too quick to offer evaluative responses to each student’s answer, rather than listening – and better yet, allowing other students to evaluate their peers!

Formative assessments most often rely heavily on communication between the teacher and each student. Observing student verbal (oral and written) as well as nonverbal (body language to show engagement, facial expression to show understanding) response to individual concepts is a simple, yet powerful way to informally assess “how things are going” in progress of teaching. Having students journal on their progress and experiences is also an effective way of engendering intrapersonal, self monitoring of learning and understanding. Frequent and short “quizzes” of components of the “big picture” ensure that students are “getting it” as a unit progresses.

Summative assessments, on the other hand, are measurements of the culmination of what is learned over the course of a unit, semester or year. These directly link to the standards, overarching objectives or throughlines. When these are authentic, rather than

rote tests, students also feel a more genuine sense of accomplishment by appreciating the “big picture” or “enduring understanding” that Wiggins and McTighe espouse (ibid.). Case in point: after giving several matching or multiple choice quizzes, I told students their culminating test for a unit in interpersonal communication would be several case studies in which they would have to apply solutions to common problems in relationship communication. After the test, several students told me they actually enjoyed writing their answers and playing the role of “therapist.” Moreover, several students later reflected that they felt more prepared to avoid common pitfalls of communication in relationships.

“Cutting it” Together

In competitive forensics, the “test” we are chiefly concerned with is the presentation at contests. So, when we think backwards from a tournament, there’s the perfecting of timing – whether it’s a 1AC in debate or a cutting for an interpretive event. In fact, I love to marvel at how a student who competes in both Policy Debate and an interpretive event can cross-apply their cutting skills to both situations. Good timing is a mix between understanding pacing, what needs vocal emphasis, and prioritizing content. Those are all constituent skills that are equally important to teach before a student is ready to synthesize them for the purposes of timing.

Of course, when a coach holds a cutting drill before a student understands the relevance of that practicable skill, the student might become frustrated. That’s why the totality of the journey is so important for teachers to communicate early and throughout the process. So, students will understand the

destination, but “buy in” to the importance of the journey along the way. Moreover, when teachers link that destination as in fact, a new beginning to more vast opportunities, students appreciate the “big picture” of what they’re working toward. In forensics, that means competition is no longer an end unto itself, but a means toward learning so much more.

There are varied approaches to coaching, but the most effective methods involve teaching students the techniques, and even the rationales and theories behind those techniques, so the students are empowered to bring these to any situation in which those skills are needed. We delight in hearing about the successful lives our forensic alumni lead. NFL Alumni Coordinator Heidi Christensen recently interviewed Austan Goolsbee, advisor to Presidential candidate Barack Obama, an economist, and professor at the University of Chicago. What makes this man so inspiring is how he applies forensic skills in such a varied manner. From the debate or extempore standpoint, he examines economic issues with acumen that despite his leftist leanings, earns him respect of conservative columnist George Will. From the interpretive perspective, he brings personality and engagement to his communication, even performing in an improv troupe on the side. Designing curriculum for students ought to consider a “whole package” person like Austan Goolsbee, and what we teach and how we deliver it can lead to that kind of success – and lead backward from there!

So, just like effective designers consider function *before* form, teachers designing their scope and sequence need to think about the ultimate aims of the content they

need to deliver. By following the TfU and UbD frameworks, we are forced to think critically about what we're teaching before we deliver that instruction. The result will

be a more meaningful experience with our students in the long-run, with a classroom or team room that brims with more engagement and excitement.

(**Adam J. Jacobi** is the NFL's Coordinator of Member Programs and Coach Education. He has taught Communication and International Baccalaureate Theatre, instructed institutes, and is a one-diamond coach of three national champions).

Bibliography

Author's Note: At time of press, all of the online articles and tools below were freely accessible!

Backward Design: Beginning With The End in Mind to Design Multi-Genre Thematic Units. Greece Central School District (NY) – English Language Arts. Retrieved 1 September 2008 <<http://www.greece.k12.ny.us/instruction/ela/6-12/BackwardDesign/Overview.htm>>.

“Backward Design Template.” Media Working Group: [Digital] Literacy. Retrieved 1 September 2008 <<http://digitalliteracy.mwg.org/curriculum/template.html>>.

Blythe, Tina. *The Teaching for Understanding Guide*. Jossey-Bass, 1997.

Boston, Carol. “The concept of formative assessment.” *ERIC Clearinghouse on Assessment and Evaluation*. October 2000 <<http://owl.english.purdue.edu/owl/resource/557/09/>>.

Brualdi, Amy. “Implementing performance assessment in the classroom.” *Classroom Leadership*. 3:5, February 2000 <http://www.ascd.org/ed_topics/cl200002_brualdi.html>.

McCutcheon, Randall, et al. *Speech: Communication Matters*. McGraw-Hill/Glencoe, 2001.

McMillan, James H. (2000). “Fundamental assessment principles for teachers and school administrators.” *Practical Assessment, Research & Evaluation*, 7(8). Retrieved 1 September 2008 <<http://PAREonline.net/getvn.asp?v=7&n=8>>.

McTighe, Jay, and Ken O'Connor. “Seven practices for effective learning.” *Educational Leadership*. Assn. for Supervision & Curriculum Development, November 2005.

Mertler, Craig A. (2001). “Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved 1 September 2008 <<http://PAREonline.net/getvn.asp?v=7&n=25>>.

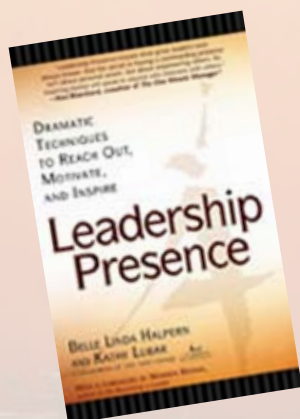
Schultz, Lynn. *Bloom's Taxonomy*. Old Dominion University. Retrieved 4 September 2008 <http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm>.

Teaching for Understanding: Putting Understanding Up Front. Harvard University Graduate School of Education/Project Zero. Retrieved 1 September 2008 <<http://learnweb.harvard.edu/ALPS/tfu/>>.

Wiggins, Grant P. “What is Understanding by Design?” *Authentic Education*. Retrieved 1 September 2008 <<http://www.grantwiggins.org/ubd.html>>.

Wiggins, Grant P., and Jay McTighe. *Understanding By Design*. Assn. for Supervision & Curriculum Development, 2005.

Pick NFL Merchandise from our patch!



www.nflonline.org

ANNUAL REPORT 2007 - 2008

This report summarizes the number of *new* members and degrees added by each chapter during the school year 2007-2008. 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 '08 designates the chapter rank as of August 31, 2008. The column '07 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)											
08	'07	Chapter	New Total	11	10	* Los Gatos HS ('95)	162 398	14	1	Edison Computech HS ('07)	61 61
1	2	+ Prattville HS	42 479	12	11	Westmont HS ('96)	13 370				
2	3	Saint James School ('95)	25 420	13	12	Pinewood HS ('90)	25 322			SOUTHERN CALIFORNIA	
3	4	The Altamont School	54 331	14	14	Menlo Atherton HS	23 280	08	'07	Chapter	New Total
4	5	Vestavia Hills HS ('04)	71 296	15	2	Bellarmine College Prep ('07)	13 179	1	3	+ San Dieguito HS ('00)	27 574
5	6	Homewood HS ('92)	31 252	16	15	Homestead HS ('06)	158 158	2	2	La Jolla HS	13 573
6	10	Mountain Brook HS ('06)	108 208				0 8	3	4	El Camino HS ('87)	4 465
7	8	Lamp HS ('05)	62 193	CAPITOL VALLEY (CA)				4	4	Torrey Pines HS	0 461
8	7	* Booker T Washington Magnet HS	0 174	08	'07	Chapter	New Total	5	7	La Costa Canyon HS ('04)	79 460
9	9	Randolph School	20 139	1	2	+ El Dorado HS	21 288	6	6	* Redlands East Valley HS	0 430
10	10	Mars Hill Bible School ('04)	34 134	2	3	Oak Ridge HS	16 275	7	8	Redlands HS ('03)	77 423
11	1	The Montgomery Academy ('07)	105 105	3	4	Nevada Union HS ('00)	0 191	8	9	Katella HS ('76)	5 341
12	12	Oak Mountain HS	20 95	4	5	Sacramento Jesuit HS ('97)	9 182	9	10	Rancho Bernardo HS	0 320
13	13	* Jefferson County IB School ('00)	16 85	5	6	Davis Senior HS ('01)	44 176	10	15	Claremont HS ('06)	122 234
13	—	# Pelham HS	16 85	6	7	Ponderosa HS ('04)	35 146	11	12	The Bishops School	0 215
15	15	The Donoho School	6 57	7	9	Granite Bay HS ('05)	54 145	12	13	Servite HS	0 181
16	—	# Spain Park HS	35 53	8	11	St Francis HS - Sacramento	33 117	13	14	* Cypress ('00)	0 138
17	—	# Ramsay HS	24 36	9	8	Rio Americano HS ('03)	7 109	14	18	Yucaipa HS ('05)	68 133
18	16	* Hoover HS ('03)	0 22	10	16	Mira Loma HS	51 78	15	17	* Mount Miguel HS ('01)	10 112
				11	12	CK McClatchy HS ('02)	9 68	16	16	Henry J Kaiser HS	6 109
				12	15	Kennedy HS ('06)	21 52	17	1	Colton HS ('07)	0 0
				13	13	* Rocklin HS	6 46			WEST LOS ANGELES (CA)	
				14	1	Yuba City HS ('07)	21 21	08	'07	Chapter	New Total
				15	—	# West Campus HS	6 19	1	—	*# Fullerton Joint Union HS ('62)	120 846
				16	17	River Valley HS	0 17	2	—	# North Torrance HS ('66)	21 498
ARIZONA				EAST LOS ANGELES (CA)							
08	'07	Chapter	New Total	08	'07	Chapter	New Total	3	2	North Hollywood HS ('78)	38 497
1	2	+ Chaparral HS	46 714	1	2	Gabriellino HS ('05)	300 862	4	6	La Reina HS ('98)	82 414
2	4	Dobson HS ('00)	108 707	2	4	+ Damien HS ('96)	42 585	5	5	Sherman Oaks CES ('00)	27 388
3	3	Red Mountain HS	41 681	3	5	San Gabriel HS ('01)	31 502	6	4	Loyola HS ('01)	31 373
4	5	Blue Ridge HS	15 566	4	8	Alhambra HS ('03)	118 500	7	7	Atascadero HS	27 325
5	6	Gilbert HS	9 554	5	3	San Marino HS ('02)	124 500	8	—	# West HS - Torrance	58 266
6	7	* Salpointe Catholic HS ('90)	14 503	6	7	Pasadena HS ('67)	31 455	9	8	* Notre Dame HS ('99)	0 259
6	9	Mesa High School	41 503	7	6	Polytechnic School	27 452	10	11	Arroyo Grande HS ('04)	78 225
8	8	* Buena HS	0 486	8	12	Arcadia HS ('04)	142 427	11	9	Brentwood School	20 206
9	11	Mountain View HS ('02)	39 439	9	11	Arroyo HS	94 426	12	10	Archer School	7 174
10	10	Chandler HS ('96)	24 430	10	9	Los Alamitos HS ('99)	16 397	13	15	Granada Hills Charter HS ('05)	63 153
11	12	Shadow Mountain HS ('95)	45 424	11	10	Schurr HS ('98)	32 383	14	13	Immaculate Heart HS ('03)	3 144
12	13	Phoenix Central HS ('01)	35 390	12	13	La Mirada HS ('06)	70 247	15	12	Bishop Alemany HS	0 143
13	15	McClintock HS ('98)	58 377	13	15	Ribet Academy College Prep	46 162	16	14	Foothill Technology HS	39 132
14	19	Desert Vista HS ('06)	154 364	14	14	* Sonora HS ('01)	15 118	17	—	# Torrance HS	49 121
15	17	Brophy College Prep ('04)	77 357	15	1	Mark Keppel HS ('07)	74 74	18	—	# Valencia HS	19 106
16	14	Sinagua HS	7 346					19	16	Chaminade College Prep ('06)	34 60
17	16	Tempe Preparatory Academy	39 344	SAN FRAN BAY (CA)				COLORADO			
18	18	Hamilton HS	32 307	08	'07	Chapter	New Total	08	'07	Chapter	New Total
19	20	* Cactus Shadows HS	0 120	1	3	James Logan HS ('04)	206 991	1	2	+ Highlands Ranch HS	19 656
20	21	Sunnyslope HS ('05)	1 56	2	4	+ San Ramon Valley HS	59 836	2	5	Kent Denver School	81 635
21	1	River Valley HS ('07)	44 44	3	2	Sonoma Valley HS	22 812	3	3	Gateway HS	6 619
				4	5	Pinole Valley HS ('91)	62 797	4	4	Rangeview HS	13 579
BIG VALLEY (CA)				5	6	Head-Royce School	53 773	5	6	Littleton HS ('89)	14 526
				6	8	George Washington HS ('93)	46 698	6	8	Ponderosa HS ('95)	4 399
				7	7	Mercy HS	18 691	7	11	Overland HS ('03)	87 333
				8	9	College Prep ('97)	66 629	8	9	Aurora Central HS ('93)	14 307
				9	11	Monte Vista HS - Danville ('05)	217 534	9	11	Chaparral HS	60 306
				10	10	Analy HS	60 518	10	10	Mullen HS ('01)	30 297
				11	13	El Cerrito HS ('00)	1 205	11	13	Smoky Hill HS ('00)	17 244
				12	15	Lowell HS ('06)	101 170	12	14	Grandview HS	4 222
				13	15	St Vincent De Paul HS ('03)	39 160	13	16	Chatfield Senior HS ('98)	31 211
				14	1	Miramonte HS ('07)	128 128	14	17	Fairview HS ('99)	20 196
				SIERRA (CA)				ROCKY MOUNTAIN-NORTH (CO)			
				08	'07	Chapter	New Total	14	15	* Dakota Ridge HS	0 196
				1	3	+ Bakersfield HS ('99)	92 665	16	1	Cherry Creek HS ('07)	195 195
				2	6	Clovis East HS	78 558	16	18	Douglas County HS ('04)	42 195
				3	4	Buchanan HS	29 557	18	19	Columbine HS ('05)	32 103
				4	5	Centennial HS ('00)	37 544	19	20	Arapahoe HS ('06)	48 91
CALIFORNIA COAST				5	12	Sanger HS ('06)	320 526			ROCKY MOUNTAIN-NORTH (CO)	
08	'07	Chapter	New Total	6	9	* South HS - Bakersfield ('86)	17 411	08	'07	Chapter	New Total
1	1	+ Leland HS ('03)	316 1533	7	8	Ridgeview HS	38 410	1	4	+ Fort Collins HS ('99)	55 513
2	6	Lynbrook HS ('04)	248 796	8	9	Liberty HS	21 370	2	5	Monarch HS	0 429
3	4	Mission San Jose HS	40 655	9	10	Hoover HS - Fresno ('97)	41 324	3	6	Greeley Central HS ('02)	44 421
3	3	Presentation HS	30 655	10	13	Bullard HS ('01)	58 223	4	7	Northridge HS	12 385
5	5	Saint Francis HS ('82)	51 630	11	14	Clovis West HS ('03)	15 158	5	8	Poudre HS ('93)	33 327
6	8	Monta Vista HS ('00)	75 582	12	15	Stockdale HS ('04)	14 155	6	9	Battle Mountain HS	36 315
7	7	Saratoga HS ('01)	55 565	13	16	East Bakersfield HS ('05)	33 86	7	11	Rocky Mountain HS ('05)	72 266
8	—	# Palo Alto HS	67 489					8	10	Niwot HS ('03)	41 239
9	9	Mountain View HS	35 436					9	12	Strasburg HS	18 200

ROSTRUM

7	8	St Michael Albertville HS	66	443
8	9	St Francis HS ('99)	84	440
9	10	Champlin Park HS	29	313
10	11	Park Rapids Area HS ('98)	22	290
11	12	Buffalo HS	26	217
12	13	Grand Rapids HS ('02)	49	189
13	14	Walker HS ('05)	51	174
14	15	Detroit Lakes HS ('01)	15	122
15	16	Andover HS	24	116
16	—	# Hawley Public Schools	35	107
17	—	# East Grand Forks Sr HS	46	69
18	1	St Cloud Tech HS ('07)	51	51

SOUTHERN MINNESOTA

08	'07	Chapter	New	Total
1	3	+ Lakeville North HS ('03)	150	912
2	2	Marshall HS ('94)	60	825
3	5	Edina HS ('01)	82	801
4	4	The Blake School ('87)	64	798
5	6	Eden Prairie HS	125	774
6	9	Wayzata HS ('98)	122	749
7	7	Mankato West HS ('92)	44	684
8	7	Worthington Sr HS ('78)	16	656
9	10	St Louis Park HS	23	639
10	13	Eagan HS ('05)	253	623
11	11	Robbinsdale Cooper HS	47	523
12	12	Mankato East HS ('93)	47	423
13	15	Benilde-St Margaret's School ('02)	69	363
14	14	Springfield HS	22	318
15	16	Dassel Cokato HS ('99)	29	276
16	17	Lakeville South HS	50	218
17	18	Hopkins HS ('04)	27	131
18	19	Rosemount Sr HS ('06)	52	117
19	1	Bloomington Jefferson HS ('07)	54	54

MISSISSIPPI

08	'07	Chapter	New	Total
1	2	+ Terry HS ('93)	11	356
2	3	St Joseph Catholic School	34	351
3	4	Jackson Prep School ('95)	29	338
4	5	* Picayune Memorial HS	0	260
5	8	St Andrew's Episcopal School ('02)	42	239
6	11	Oak Grove HS ('05)	76	231
7	7	Long Beach HS	18	224
8	6	Clinton HS ('99)	3	210
9	10	Brookhaven HS ('03)	35	201
10	9	Lawrence County HS	8	187
11	12	Ridgeland HS	50	175
12	14	New Albany HS	16	115
13	15	Laurel HS ('04)	20	107
14	13	Jackson Academy ('98)	0	106
15	17	Petal HS ('06)	45	86
16	16	Magee HS	4	65
17	1	Hattiesburg HS ('07)	63	63
18	—	# Laurel Christian School	46	46

CARVER-TRUMAN (MO)

08	'07	Chapter	New	Total
1	2	+ Joplin HS ('95)	103	758
2	4	Monett HS ('98)	85	702
3	3	Aurora HS ('93)	35	673
4	5	Carl Junction HS	42	646
5	10	Bentonville HS, AR	96	586
6	6	Seneca HS	25	553
7	8	* Springdale HS, AR	6	501
8	8	Fayetteville HS, AR ('78)	26	463
9	9	Central HS, AR	7	432
10	12	Cassville HS ('00)	72	423
11	11	Nevada HS ('01)	11	382
12	14	Carthage HS ('99)	80	363
13	13	Republic HS ('96)	26	342
14	15	Lamar HS ('92)	22	303
15	1	Neosho HS ('07)	141	141
16	19	Webb City HS ('06)	76	138
17	18	McDonald County HS ('04)	34	114
18	16	* Reeds Spring HS ('03)	5	100
19	18	* Greenwood HS, AR	0	91
20	20	Mt Vernon HS ('05)	6	42

EASTERN MISSOURI

08	'07	Chapter	New	Total
1	3	+ Oakville Sr HS	55	624
2	2	Rock Bridge HS	14	594
3	4	Ritenour HS	24	583
4	5	Lafayette HS - Wildwood ('91)	5	517
5	6	Parkway South HS ('98)	29	493
6	7	Parkway Central HS ('94)	40	481
7	8	Marquette HS ('01)	37	403
8	9	Ladue Horton Watkins HS ('03)	96	399
9	9	Clayton HS ('96)	61	364
10	10	Parkway North HS ('00)	18	306
11	11	Columbia-Hickman HS ('99)	6	243
12	13	Jefferson City HS ('05)	64	178
13	1	Pattonville HS ('07)	142	142
14	12	* DeSmet HS	0	131
15	15	Parkway West HS ('06)	51	103
16	14	Howell North HS ('04)	6	97

HEART OF AMERICA (MO)

08	'07	Chapter	New	Total
1	2	+ Park Hill South HS	89	1088
2	3	North Kansas City HS ('94)	21	1004
3	4	Winnetonka HS	26	1003
4	5	Fort Osage HS ('90)	66	996
5	6	Maryville R-II HS	27	836
6	12	Liberty Sr HS ('05)	255	793
7	7	* Benton HS	0	778
8	8	* Smith-Cotton HS ('76)	0	774
9	9	Marshall HS ('96)	41	773
10	10	Central HS - Kansas City	21	609
10	11	Platte County HS	41	609
12	13	Central HS - St Joseph ('00)	58	588
13	14	Lafayette HS - St Joseph	25	527
14	15	Saint Pius X HS	40	525
15	16	Savannah R3 HS ('02)	91	480
16	18	KC Oak Park HS ('03)	85	434
17	17	Excelsior Springs HS	23	387
18	19	Independence Chrisman HS ('04)	88	322
19	20	Henry County R-I HS	15	164
20	21	Albany R-III HS	9	148
21	22	Meadville R-IV School	11	145
22	1	Independence Truman HS ('07)	131	131
23	23	Park Hill HS ('06)	61	126

OZARK (MO)

08	'07	Chapter	New	Total
1	8	+ Nixa HS ('02)	129	638
2	6	Waynesville HS ('92)	66	614
3	3	Camdenton HS ('99)	40	611
4	2	Hillcrest HS ('98)	9	604
5	4	Willard HS	32	598
6	10	Parkview HS ('04)	132	574
7	5	Houston HS	10	569
8	7	Bolivar R 1 HS ('95)	15	540
9	9	West Plains HS ('93)	49	510
10	12	Kickapoo HS ('05)	137	484
11	11	Greenwood Laboratory School	19	386
12	15	Central HS - Springfield ('06)	206	351
13	13	John F Hodge HS	10	292
14	14	Ozark HS ('01)	46	268
15	17	* Buffalo HS ('03)	11	70
16	1	Glendale HS ('07)	60	60

SHOW ME (MO)

08	'07	Chapter	New	Total
1	2	+ Blue Springs HS ('01)	131	994
2	3	Grandview Sr HS ('93)	67	844
3	4	Harrisonville HS	27	763
4	5	Rockhurst HS ('99)	67	730
5	6	Notre Dame De Sion HS	35	695
6	7	The Barstow School	31	672
7	8	Hickman Mills HS ('90)	29	636
7	9	Lee's Summit North HS	71	636
9	12	Pembroke Hill School	109	519
10	13	Belton HS ('05)	147	504
11	11	Raytown HS ('03)	54	471
12	10	Ruskin HS ('91)	24	458
13	14	Lee's Summit HS ('02)	25	282
14	16	Raytown South HS ('06)	106	213
15	15	Lee's Summit West HS	54	205
16	17	Raymore-Peculiar HS ('04)	48	144
17	1	Blue Springs South HS ('07)	95	95

MONTANA

08	'07	Chapter	New	Total
1	2	+ Billings Sr HS	47	789
2	3	Hellgate HS ('87)	42	746
3	5	Skyview HS ('95)	62	737
4	4	Corvallis HS	29	719
5	6	Helena HS ('94)	42	663
6	7	Capital HS	32	626
7	8	Butte HS ('98)	33	581
8	9	Big Sky HS	34	568
9	10	Great Falls Russell HS ('00)	52	526
10	11	* Beaverhead County HS	2	325
11	12	Billings West HS ('03)	64	298
12	14	Sentinel HS ('04)	70	297
13	13	Havre HS ('01)	21	251
14	16	Bozeman HS ('06)	103	229
15	15	Browning HS	8	150
16	17	Great Falls HS ('05)	46	149
17	1	Flathead HS ('07)	131	131

NEBRASKA

08	'07	Chapter	New	Total
1	3	+ Lincoln Southwest HS	130	635
2	4	Kearney Sr HS ('01)	92	569
3	2	* Columbus HS	0	566
4	9	Millard North HS ('05)	181	481
5	5	Omaha Central HS ('97)	5	446
6	7	Millard West HS ('03)	85	426
7	6	VJ & Angela Skutt Catholic HS	41	414
8	8	Marian HS ('99)	23	343
9	10	Raymond Central HS ('02)	36	313
10	11	Malcolm HS	0	260
11	12	Grand Island Senior HS ('04)	34	185
12	13	Fremont HS ('06)	55	106
13	1	Norfolk HS ('07)	74	74

NEBRASKA SOUTH

08	'07	Chapter	New	Total
1	—	+# Creighton Preparatory School ('80)	33	630
2	3	Lincoln East HS ('04)	87	474
3	2	Hastings Senior HS ('97)	42	450
4	4	Papillion-La Vista HS ('02)	57	398
5	—	Pius X HS	9	384
6	6	Crete HS	24	345
7	5	Ralston HS ('96)	9	343
8	8	Lincoln HS ('95)	27	265
9	11	Millard South HS ('05)	79	256
10	7	Lincoln Northeast HS ('75)	12	254
11	9	Bellevue West HS ('03)	33	234
12	10	Lincoln Southeast HS ('01)	21	213
13	—	# Lincoln North Star HS	52	187
14	—	# Norris Public Schools	16	81
15	12	Westside HS ('06)	49	49
16	1	Bellevue East HS ('07)	37	37

GOLDEN DESERT (NV)

08	'07	Chapter	New	Total
1	2	+ Green Valley HS ('03)	143	677
2	3	Advanced Techno Academy	42	503
3	4	Valley HS ('97)	28	317
4	6	Coronado HS	61	313
5	5	Bonanza HS ('00)	7	273
6	7	Moapa Valley HS	50	223
7	9	The Meadows School ('05)	81	201
8	8	Silverado HS ('04)	12	143
9	12	Foothill HS ('06)	53	142
10	10	Arbor View HS	10	125
11	1	Palo Verde HS ('07)	115	115
12	—	# Canyon Springs HS	31	110
13	15	Spring Valley HS	39	99
14	11	* Shadow Ridge HS	0	94
15	—	# Virgin Valley HS	40	93
16	13	* Centennial HS	0	80

SAGEBRUSH

08	'07	Chapter	New	Total
1	1	+ Reno HS ('03)	62	448
2	3	McQueen HS ('99)	19	339
3	4	Galena HS	16	286
4	5	Bishop Manogue Catholic HS ('01)	29	279
5	6	Pau Wa Lu Middle School	1	209
6	7	Spring Creek HS	18	195
7	8	Carson HS ('97)	20	184
8	11	Elko HS ('05)	33	113
9	9	Incline HS ('00)	0	103
10	12	Douglas HS ('04)	25	102
11	—	# Fernley HS	31	101
12	10	* Reed HS ('02)	0	100
13	13	Carson Valley Middle School ('06)	34	63
14	—	# North Valleys HS	0	49
15	2	Churchill Co HS ('07)	24	24

NEW ENGLAND (MA & NH)

08	'07	Chapter	New	Total
1	4	+ Shrewsbury HS ('02)	92	473
2	2	Sacred Heart HS ('98)	13	426
3	3	Needham HS	42	424
4	5	Catholic Memorial HS ('96)	70	415
5	6	Milton Academy ('03)	43	325
6	7	Silver Lake Regional HS ('93)	27	285
7	8	* Hull HS	15	247
8	9	Lincoln-Sudbury Regional HS	32	222
9	14	Manchester Essex Regional HS ('06)	114	205
10	10	Lexington HS ('05)	3	192
11	12	Bishop Guertin HS, NH ('04)	17	130
12	16	Bancroft School	42	114
13	13	* Ursuline Academy	0	103
14	15	Waring School	21	94
15	1	Newton South HS ('07)	67	67
16	17	* Dighton-Rehoboth Regional HS	3	56

NEW JERSEY

08	'07	Chapter	New	Total
1	2	+Millburn HS	82	548
2	4	Montville HS ('02)	67	507
3	3	* Ridgewood HS	0	445
4	7	Ridge HS ('04)	115	442
5	5	Arthur L Johnson HS	33	395
6	5	Bridgewater-Raritan Reg HS ('94)	31	393
7	7	Elizabeth HS ('98)	24	351
8	10	Matawan Regional HS ('88)	41	324
9	9	Barringer HS	11	316
10	12	Freehold Township HS ('03)	54	300
11	17	Randolph HS ('05)	85	239
12	15	Malcolm X Shabazz HS	5	171
13	16	* East Side HS	0	156
14	18	Science HS ('06)	36	76
15	1	Hanover Park HS ('07)	24	24

5	6	Manzano HS ('96)	25	289	10	11	Pine Forest HS ('03)	8	112	EAST OKLAHOMA					
6	7	Farmington HS ('98)	21	274	11	12	Reid Ross Classical School	9	111	08	'07	Chapter	New	Total	
7	8	La Cueva HS ('00)	25	230	12	14	E E Smith HS ('05)	15	86	1	2	+ Jenks HS ('00)	68	637	
8	9	Jemez Mountain Home School	24	185	13	1	Cary Academy ('07)	67	67	2	3	Muldrow HS	21	578	
9	10	Albuquerque Highland HS ('02)	18	126	NORTH DAKOTA ROUGHRIDER				3	4	Grove HS	5	549		
10	11	Rio Grande HS ('05)	37	101	4	5	Claremore HS	9	522	4	5	Bixby HS	37	498	
11	13	Taos HS ('06)	42	77	08	'07	Chapter	New	Total	5	9	* Cascia Hall Preparatory	3	497	
12	12	Albq-Valley HS ('04)	25	62	1	2	+ Fargo Shanley HS ('00)	53	480	6	6	* Miami HS ('84)	4	488	
13	1	Los Alamos HS ('07)	46	46	2	4	West Fargo HS ('98)	67	452	7	7	* Tallihina HS	7	475	
IROQUOIS (NY)				3	6	Fargo South HS ('02)	83	448	8	8	* Bishop Kelley HS ('01)	23	415		
08	'07	Chapter	New	Total	4	3	Richland HS	30	422	9	10	Mannford HS	22	413	
1	4	+ R L Thomas HS ('03)	37	217	6	8	Richardton-Taylor HS ('01)	35	378	11	13	Shawnee HS ('94)	25	373	
2	2	Mount Markham Sr HS	9	197	7	7	Minot HS ('94)	12	374	12	12	Muskogee HS ('81)	18	372	
3	3	* Athens Area HS, PA	0	181	8	11	Mandan HS ('04)	68	315	13	14	Charles Page HS ('95)	23	353	
4	5	Immaculate Heart Central HS ('99)	11	167	9	10	Wahpeton HS ('97)	23	306	14	16	Owasso HS	60	326	
5	6	Franklin Central School	16	140	10	9	Red River HS ('95)	4	292	15	18	Wilburton HS	40	288	
6	9	Canisius HS ('00)	18	127	11	12	Bismarck HS	7	215	16	15	* Pawhuska HS	11	281	
7	8	Laurens Central School	11	125	12	13	Washburn HS ('03)	10	126	17	19	Oologah HS ('99)	29	269	
8	12	Unatego Central School	18	100	13	14	Valley City HS ('05)	27	116	18	17	Mounds HS	12	264	
9	10	Webster Schroeder HS ('02)	0	91	14	15	Fargo North HS ('06)	26	53	19	20	* Holland Hall HS	0	193	
10	13	Mount Mercy Academy ('01)	10	89	15	1	Grand Forks Central HS ('07)	44	44	20	21	* Stillwater HS ('02)	0	150	
11	14	Hancock Central School	7	76	EASTERN OHIO				21	23	Tulsa Washington HS ('04)	39	145		
12	16	Sayre Area HS, PA ('05)	15	65	Chapter				New	Total	22	22	Bristow HS ('88)	12	144
13	1	The Family Foundation School ('07)	64	64	08	'07	Chapter	New	Total	23	24	Verdigris HS	13	113	
14	17	Morris Central School	6	53	1	2	+ Perry HS ('03)	147	888	24	—	# Skiatook HS	15	94	
15	18	* Christian Brothers Acad, Syracuse	0	43	2	3	Louisville Senior HS ('93)	57	744	25	25	Bartlesville Mid ('05)	20	84	
16	19	Towanda Area HS, PA ('06)	17	39	3	4	Hoover HS ('88)	30	666	WEST OKLAHOMA					
17	20	Andes Central School	0	5	4	5	Central Catholic HS ('78)	41	640	Chapter				New	Total
NEW YORK CITY				5	6	Canton South HS ('82)	7	604	08	'07	Chapter	New	Total		
08	'07	Chapter	New	Total	6	7	Canton McKinley HS ('92)	27	559	1	4	+ Norman North HS ('03)	120	688	
1	2	+ Regis HS ('03)	298	1155	8	9	Stow-Munroe Falls HS ('00)	103	530	2	3	Putnam City HS ('93)	37	671	
2	4	Hunter College HS	60	818	9	11	GlenOak HS ('02)	82	480	3	2	Edmond Santa Fe HS	28	664	
2	3	Cathedral Prep Seminary	34	818	10	12	Cuyahoga Valley Christian Acad	40	397	4	6	Norman HS ('02)	105	654	
4	5	Saint Joseph Hill Academy ('85)	15	659	11	10	Wadsworth City School ('01)	34	382	5	7	Moore HS	35	574	
5	8	Stuyvesant HS ('04)	122	563	12	13	* Lake HS	0	379	6	5	Comanche HS	3	555	
6	6	Loyola School	14	543	13	15	Massillon Washington HS ('98)	23	362	7	8	Bishop McGuinness HS	15	517	
7	7	Roslyn HS ('94)	27	526	14	14	Wooster HS ('05)	91	262	8	—	# Lone Grove HS	53	491	
8	10	Syosset HS ('02)	112	481	15	1	Carrollton HS ('04)	59	250	9	12	Alva HS ('00)	2	488	
9	9	Sacred Heart Academy ('99)	26	398	16	16	Jackson HS ('07)	123	123	10	10	Putnam City North HS ('98)	20	484	
10	11	The Mary Louis Academy ('00)	35	358	NORTH COAST (OH)				41	79	11	9	* Fairview HS	7	475
11	12	Monsignor Farrell HS	38	325	Chapter				New	Total	12	11	Okarche HS	26	457
12	16	Chaminade HS ('05)	106	324	08	'07	Chapter	New	Total	13	13	* Duncan HS ('97)	9	350	
13	13	Kellenberg Memorial HS	32	311	1	2	* Midpark HS	9	510	14	14	Edmond Memorial HS ('95)	14	339	
14	1	Bronx High School Of Science ('07)	290	290	2	4	+ Solon HS	34	469	15	15	Enid HS ('01)	21	337	
15	14	Poly Prep Country Day School	0	233	3	3	Crestwood HS ('96)	4	464	16	16	Choctaw Sr HS	25	174	
16	15	Berkeley Carroll School	2	225	4	5	Olmsted Falls HS	35	430	17	17	Guymon HS ('04)	32	173	
17	17	Half Hollow Hills HS East ('06)	36	73	5	8	Hawken School ('00)	84	417	18	19	Kingfisher HS ('05)	22	50	
NEW YORK STATE				6	6	Edison HS	28	400	20	1	Edmond North HS ('06)	26	44		
08	'07	Chapter	New	Total	7	7	Rocky River HS ('95)	21	371	Heritage Hall School ('07)				18	18
1	2	+ Lakeland HS ('96)	30	383	8	10	University School ('03)	51	291	NORTH OREGON					
2	5	Monticello Central HS ('00)	48	326	10	11	Magnificat HS ('01)	32	274	08	'07	Chapter	New	Total	
3	3	Pleasantville HS	23	316	11	12	Berea HS ('84)	18	227	1	2	+ Glencoe HS ('96)	45	443	
4	4	Edgemont HS ('01)	29	313	12	13	Mentor HS	1	192	2	4	Gresham-Barlow HS ('02)	48	434	
5	7	Albany HS ('99)	30	289	13	16	Shaker Heights HS ('99)	12	184	3	6	Sprague HS ('93)	68	419	
6	6	Shenendehowa HS ('93)	16	277	13	14	Laurel School	42	157	4	2	Forest Grove HS	20	418	
7	8	Niskayuna HS	26	218	15	15	* St. Peter Chanel HS	0	157	5	7	Silverton HS ('99)	69	396	
8	10	Scarsdale HS ('05)	66	217	16	17	Orange HS ('04)	23	148	6	5	Century HS	18	390	
9	9	Newburgh Free Academy ('02)	34	199	17	17	Vermilion HS ('05)	44	143	7	8	Tigard HS ('01)	68	376	
10	11	Hendrick Hudson HS ('03)	22	147	18	1	Gilmour Academy ('07)	87	87	8	9	Canby HS ('97)	28	316	
11	15	Iona Preparatory ('06)	31	73	19	19	Hathaway Brown School	33	82	9	10	Oregon City HS ('98)	41	302	
12	14	Academy Of Holy Names ('04)	19	63	20	18	* St Edward HS ('98)	0	74	10	11	Southridge HS	7	191	
13	16	Byram Hills HS	32	62	20	20	Saint Ignatius HS ('06)	23	65	11	12	Clackamas HS ('03)	31	164	
14	12	* Newtown HS, CT	0	62	NORTHERN OHIO				12	13	Westview HS ('06)	37	111		
15	1	Christian Brothers Academy ('07)	3	3	08	'07	Chapter	New	Total	13	14	Blanchet Catholic School	2	56	
CAROLINA WEST				1	2	+ John F Kennedy HS ('88)	19	681	14	1	Tualatin HS ('07)	24	24		
08	'07	Chapter	New	Total	2	3	Boardman HS ('02)	111	634	SOUTH OREGON					
1	4	Myers Park HS ('05)	167	501	3	4	Austintown Fitch HS ('00)	69	582	08	'07	Chapter	New	Total	
2	2	+ Bishop McGuinness HS	63	420	5	6	Howland HS ('03)	85	435	1	—	# South Medford HS	0	494	
3	6	Northwest Guilford HS	54	362	6	7	Girard HS	0	399	2	2	+ South Eugene HS ('86)	59	465	
4	3	* Independence HS ('87)	0	342	7	7	Ursuline HS ('01)	55	386	3	3	Summit HS	35	246	
5	9	North Mecklenburg HS ('02)	73	266	8	8	Lisbon David Anderson HS	11	338	4	6	Mountain View HS ('01)	46	235	
6	5	* Randleman HS	0	321	9	9	Liberty HS	14	333	5	4	Roseburg Sr HS ('02)	25	232	
7	8	Charlotte Latin School	7	211	10	10	Poland Seminary HS ('04)	78	304	6	5	Bandon HS	25	221	
8	11	Chase HS ('03)	30	136	11	12	Niles McKinley HS ('05)	70	218	7	7	Marshfield HS ('03)	23	201	
9	12	High Point Central HS ('99)	27	127	12	12	Cardinal Mooney HS ('06)	52	99	8	10	Ashland HS ('05)	56	188	
10	10	Ben L Smith HS	1	108	12	1	Canfield HS ('07)	87	87	8	8	Eagle Point HS ('00)	17	188	
11	13	David W Butler HS	11	106	WESTERN OHIO				10	9	Butte Falls HS	18	172		
12	14	Carolina Day School	13	105	08	'07	Chapter	New	Total	11	11	* Crescent Valley HS	2	108	
13	1	Asheville HS ('07)	56	56	1	2	+ Centerville HS ('01)	65	499	12	13	Siuslaw HS	16	107	
14	—	# Ardrey Kell HS	25	47	2	—	# Princeton HS ('83)	10	475	13	12	* Corvallis HS	4	97	
15	16	Enka HS ('75)	3	42	3	4	Sylvania Northview HS ('99)	38	421	14	15	North Valley HS ('06)	33	54	
16	19	Providence HS ('06)	19	29	4	3	Upper Arlington HS ('88)	28	415	15	—	# Hood River Valley HS	17	50	
16	17	Porter Ridge HS	4	29	5	5	Oakwood HS ('00)	47	368	16	14	* North Medford HS ('04)	2	34	
18	—	# Paisley IB Magnet School	22	22	6	6	Sylvania Southview HS ('98)	45	348	17	1	Willamette HS ('07)	23	23	
TARHEEL EAST (NC)				7	7	Whitmer HS ('95)	38	278	PENNSYLVANIA						
08	'07	Chapter	New	Total	8	9	Gahanna-Lincoln HS ('03)	54	265	08	'07	Chapter	New	Total	
1	2	+ East Chapel Hill HS	89	513	9	8	* Kettering-Fairmont HS ('96)	12	242	1	2	+ Norwin HS ('93)	16	400	
2	3	Pinecrest HS	102	511	10	—	# Mason HS	31	222	2	4	Trinity HS ('97)	25	392	
3	4	East Carteret HS	45	398	11	—	# Middletown HS ('94)	41	206	3	3	Bishop Carroll HS	14	389	
4	5	Massey Hill Classical HS	26	355	12	10	Notre Dame Academy ('04)	51	200	4	6	Bellwood-Antis HS ('02)	62	321	
5	7	Jack Britt HS	63	351	13	12	Perrysburg HS ('05)	59	144	5	5	* Derry Area HS ('96)	3	277	
6	6	* Seventy First HS ('94)	13	307	14	11	Elgin HS ('02)	8	113	6	7	McKeesport Area HS ('03)	13	254	
7	10	Cape Fear HS ('01)	34	226	15	13	Beavercreek HS ('06)	13	53	7	8	Indiana Sr HS	10	243	
8	9	South View HS ('00)	22	215	16	—	# Lima Central Catholic HS	11	51	8	9	The Kiski School ('99)	32	235	
9	13	Terry Sanford HS ('06)	35	113	17	1	Wauseon HS ('07)	37	37	9	9	Belle Vernon Area HS ('01)	9	212	
GREENSBURG								10	12	Greensburg Salem HS ('04)	13	126			

11	13	Hempfield Area HS ('05)	19	52	TENNESSEE										LBJ (TX)																			
12	15	Greater Latrobe HS ('06)	29	43	08	'07	Chapter	New	Total	08	'07	Chapter	New	Total																				
13	1	Rockwood HS ('07)	29	29	1	2	+ Brentwood Academy	26	590	1	2	+ Vanguard College Prep School	25	321																				
															2	4	Henry County HS ('85)	26	559	2	5	Aubrey HS	42	255										
															3	3	Antioch HS ('77)	16	551	3	—	# Thorndale HS	42	230										
08	'07	Chapter	New	Total	4	5	Northeast HS	31	513	4	8	Princeton HS ('05)	67	219																				
1	3	+ Pine-Richland HS ('94)	43	653	5	8	Dickson County HS ('01)	52	393	5	7	James Bowie HS	15	215																				
2	2	Fox Chapel Area HS	36	648	6	6	St Cecilia Academy	5	392	5	6	Diboll HS	8	215																				
3	4	Cathedral Prep School ('96)	32	551	7	7	Brentwood HS ('00)	36	380	7	10	Holy Trinity Catholic HS	53	162																				
4	5	Mt Lebanon Sr HS ('98)	58	549	8	9	Battle Ground Academy ('99)	30	366	8	9	Wylie Sr HS	25	161																				
5	7	McDowell HS	82	510	9	11	Montgomery Bell Academy ('02)	34	306	9	11	Canton HS	18	111																				
6	6	Shady Side Academy	32	499	10	10	John Overton HS ('96)	3	284	10	12	Sherman HS ('02)	29	98																				
7	8	North Allegheny Sr HS ('04)	109	483	11	12	Ravenwood HS	57	282	11	—	# Woden HS	33	58																				
8	9	Baldwin HS ('97)	15	376	12	13	Collierville HS ('03)	33	239	12	13	Greenville HS	11	45																				
9	10	Pittsburgh Central Catholic HS ('93)	12	332	13	14	Rossvie HS	23	211	13	1	Richardson HS ('07)	38	38																				
10	11	Quigley Catholic HS ('00)	30	316	14	16	Morristown West HS ('06)	61	112											LONE STAR (TX)														
11	12	Mercyhurst Prep School	19	260	15	15	Cookeville HS ('05)	25	112																									
12	13	Lakeview Christian Academy	12	224	16	1	Germantown HS ('07)	17	17																									
13	14	North Catholic HS ('02)	34	171											08	'07	Chapter	New	Total															
14	18	Mercer Area HS ('05)	42	133											1	1	* Trinity HS ('88)	0	537															
15	16	North Hills HS ('03)	12	121											2	3	+ Dallas Highland Park HS ('93)	13	455															
16	15	Peters Twp HS ('01)	5	116											3	4	R L Turner HS ('94)	20	440															
17	17	* Keystone Oaks HS ('99)	1	102											4	5	Northwest HS	18	405															
18	20	Bethel Park HS ('06)	46	96											5	6	Greenhill School ('95)	51	381															
19	19	Mars Area HS	21	94											6	7	Plano Sr HS ('03)	69	380															
20	—	# Deer Lakes HS	11	88											7	8	Clark HS ('00)	45	328															
21	1	Upper St Clair HS ('07)	42	42											8	12	Grapevine HS ('05)	103	313															
															9	9	Garland HS ('99)	37	295															
															10	10	Plano West Sr HS	23	277															
															11	11	Duncanville HS ('01)	7	238															
															12	13	Arlington HS ('02)	12	207															
															13	14	* South Garland HS ('98)	0	169															
															14	15	Williams HS ('04)	33	164															
															15	2	Granbury HS ('07)	28	28															
																									NORTH TEXAS LONGHORNS									
															08	'07	Chapter	New	Total															
															1	2	+ Hockaday School ('92)	52	540															
															2	3	Coppell HS	48	497															
															3	4	Vines HS ('98)	53	482															
															4	6	Colleyville Heritage HS ('02)	45	446															
															5	5	* Denton HS ('80)	0	426															
															6	9	Flower Mound HS	54	412															
															7	6	James Martin HS ('96)	9	410															
															8	10	Crowley HS	22	369															
															9	12	Naaman Forest HS	20	353															
															10	10	Lewisville HS ('95)	5	352															
															11	13	Fossil Ridge HS	26	331															
															12	16	Jasper HS ('05)	45	280															
															13	18	Keller HS	54	261															
															14	17	Edward S Marcus HS ('99)	31	260															
															15	15	Newman Smith HS ('00)	8	244															
															16	19	* DeSoto HS	14	217															
															17	20	Plano East Senior High School ('01)	29	214															
															18	21	Frisco HS	20	150															
															19	22	St Mark's School Of Texas ('03)	10	109															
															20	23	Grand Prairie HS ('04)	47	93															
															21	24	Creekview HS ('07)	55	55															
															22	24	Shepton HS ('06)	11	33															
																									SOUTH TEXAS									
															08	'07	Chapter	New	Total															
															1	1	Bellaire HS ('04)	281	1098															
															2	5	+ Lamar Consolidated HS ('00)	101	713															
															3	3	Aldine Sr HS	9	694															
															4	4	Friendswood HS	34	684															
															5	7	Bay City HS	63	579															
															6	8	LV Hightower HS	107	578															
															7	6	Mayde Creek HS	20	547															
															8	9	Clear Brook HS	49	513															
															9	10	St Agnes Academy	30	491															
															10	11	Stephen F Austin HS - Sugarland	12	450															
															11	12	IH Kempner HS	34	431															
															12	19	Clear Lake HS ('02)	148	427															
															13	15	Houston Jesuit HS ('97)	75	407															
															14	14	G C Scarborough HS	17	393															
															15	16	Monsignor Kelly Catholic HS	28	355															
															16	18	Cinco Ranch HS	22	318															
															17	17	* Pearland HS	0	312															
															18	20	Foster HS	26	298															
															19	21	Westside HS	43	279															
															20	22	Westfield HS ('05)	47	195															
															21	23	Needville HS	32	153															
															22	24	Lamar HS ('06)	58	108															
															23	25	* George Bush HS	10	59															
															24	2	Elkins HS ('07)	46	46															
																									SPACE CITY (TX)									
															08	'07	Chapter	New	Total															
															1	2	+ Memorial HS - Houston ('88)	51	694															
															2	3	Pasadena HS ('83)	12	552															
															3	4	Eisenhower HS	24	523															
															4	6	Alief Taylor HS	27	472															
															5	5	Deer Park HS ('98)	20	468															
															6	7	* Houston Nimitz	17	455															
															7	8	Barbers Hill HS	21	372															
															8	12	Alief Elsik HS ('03)	77	278															
															9	9	Stratford HS ('00)	26	270															
															10	11	Cypress Ridge HS	54	266															
															11	13	Kerr HS	76	262															
															12	10	La Porte HS	18	254															
															13	11	Stephen F Austin HS - Austin ('07)	34	34															
															14	12	* Pflugerville HS ('04)	0	10															
															15	16	Columbia HS	12	80															
															16	17	Cypress Falls HS	42	662															
															17	9	Cypress Falls HS	42	662															
															18	11	* Oak Ridge HS	36	583															
															19	12	* Nacogdoches HS	0	506															
															20	14	The Woodlands HS ('99)	36	485															
															21	13	Kingwood HS ('97)	14	481															
															22	15	Jersey Village HS ('01)	51	410															
															23	16	Lufkin HS	9	294															
															24	—	# Northland Christian School	64	244															
															25	18	Dulles HS ('05)	66	206															
															26	17	Excel Academy	37	183															
															27	20	Spring HS ('04)	55	178															
															28	22	William P Clements HS ('06)	75	155															
															29	19	Caney Creek HS	1	134															
															30	21	Humble HS ('02)	4	122															
															31	—	# Channelview HS	26	79															
															32	1	Klein HS ('07)	74	74															
																									GULF COAST (TX)									
															08	'07	Chapter	New	Total															
															1	2	+ W B Ray HS ('94)	8	360															
															2	3	Flour Bluff HS	0	292															
															3	4	Angleton HS	6	276															
															4	6	* Ball HS	6	266															
															5	8	Bishop HS ('00)	27	259															
															6	7	Pharr-San Juan-Alamo HS ('93)	7	252															
															7	9	Pharr San Juan Alamo Memorial	14	218															
															8	11	Memorial HS - Victoria	50	207															
															9	10	Calallen HS ('99)	2	190															
															10	13	El Campo HS	23	176															
															11	14	Richard B King HS ('04)	25	149															
															12	—	# Calhoun HS	53	120															
															13	15	Harglingen HS South ('06)	43	111															
															14	1	Gregory Portland HS ('07)	92	92															
															15	16	Columbia HS	12	80															
																									HEART OF TEXAS									
															08	'07	Chapter	New	Total															
															1	3	+ Del Valle HS	80	512															
															2	2	McNeil HS	23	480															
															3	5	Lake Travis HS	52	405															
															4	4	Lyndon Baines Johnson HS ('95)	28	397															
															5	6	San Marcos HS ('92)	19	355															
															6	7	Jack C Hays HS ('00)	19	297															
															7	8	Round Rock HS ('99)	14	275															
															8	9	Wimberley HS	10	268															
															9	11	A & M Consolidated HS ('01)	21	251															
															10	14	Westlake HS ('05)	71	241															
															11	12	* John Connally HS	7	201															
															12	16	* Dripping Springs HS	15	197															
															13	13	Georgetown HS ('02)	3	188															
															14	15	Hendrickson HS	58	157															
															15	16	Carroll HS ('06)	66	156															
															16	17	* Bryan HS ('03)	5	86															
															17	1	Stephen F Austin HS - Austin ('07)	34	34															
															34	18	* Pflugerville HS ('04)	0	10															
																									RUSHMORE (SD)									
															08	'07	Chapter	New	Total															
															1	1	+ Sioux Falls Lincoln HS ('03)	209	806															
															2	3	Brandon Valley HS	23	452															
															3	4	Yankton HS ('01)	28	398															
															4	5	Washington HS ('02)	26	353															
															5	7	Lennox HS	43	336															
															6	6	Central HS ('00)	24	327															
															7	9	O'Gorman HS ('05)	114	294															
															8	8	Roosevelt HS ('04)	72	278															
															9	10	Vermillion HS ('06)	40	81															
															10	2	Stevens HS ('07)	42	42															

ROSTRUM 83

Chapter Honor Societies

ELITE 8 SOCIETY

(This elite level is achieved by NFL chapters with 800 degrees)

Leland HS	Ms Gay Brasher	CA	827
Bellaire HS	Jay Stubbs/Russell Rach	TX	818

LUCKY 7 SOCIETY

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

Gabrielino HS	Mr Derek Yuill	CA	740
James Logan HS	Mr Tommie Lindsey Jr	CA	725
Bronx High School Of Science	Mr Jon Cruz	NY	717

PINNACLE SOCIETY

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

Regis HS	Mr Eric DiMichele	NY	698
Liberty Sr HS	Cassie Price/Sean Nicewaner	MO	664
Central HS - Springfield	Mr Jack Tuckness	MO	623
Sanger HS	Mr Karson B Kalashian	CA	606
Eastview HS	Mr Todd Hering	MN	604

PENTAGON SOCIETY

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

Nova HS	Ms Lisa Miller	FL	593
Blue Valley North HS	Max H Brown/Steven Wood	KS	587
Lynbrook HS	Mr Henry Soong	CA	580
Eagan HS	Mr Chris McDonald	MN	572
Munster HS	Mrs Helen Engstrom	IN	544
Chesterton HS	Mr James Cavallo	IN	542
Cherry Creek HS	Ms Martha Benham	CO	509
Monte Vista HS - Danville	Mr David J Matley	CA	507

SOCIETE' DE 400

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

Desert Vista HS	Mr Erik Dominguez	AZ	479
Shawnee Mission East HS	Ms Jennifer Hunter	KS	476
Belton HS	Mr Timothy J Hughes	MO	459
Blue Valley HS	Mr Chris Riffer	KS	451
Plymouth HS	Mr David McKenzie	IN	447
Nixa HS	Mr John Horner	MO	436
Downers Grove South HS	Ms Jan Heiteen	IL	431
Millard North HS	Ms Sabrina Denney-Bull	NE	429
Neosho HS	Mr David L Watkins	MO	426
Washburn Rural HS	Ms Cynthia Burgett	KS	421

Myers Park HS	Mr Andrew West	NC	413
Independence Truman HS	Ms Christine Adams/Mrs Kim Lenger	MO	412
Watertown HS	Mr Scott Walker	SD	412
Bellarmine College Prep	Ms Kim Jones	CA	411
Lakeville North HS	Ms Jennifer Baese/Mr Andy Charrier	MN	410
Glenbrook South HS	Ms Tara Tate/Mr Scott McDermott	IL	406
Blue Springs HS	Ms Sherri L Shumaker	MO	405

SOCIETE' DE 300

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

Sioux Falls Lincoln HS	Mr Bryan Hagg	SD	396
Manhattan HS	Mr Shawn Rafferty	KS	394
Apple Valley HS	Ms Pam Cady Wycoff	MN	394
Stuyvesant HS	Ms Julie Sheinman	NY	392
The Harker School	Ms Carol Green	CA	385
Claremont HS	Mr David Chamberlain	CA	378
Kickapoo HS	Ms Teresa E Sparkman	MO	372
Alhambra HS	Mr Kevin Tong	CA	371
Parkview HS	Ms Nancy Wedgeworth	MO	371
Perry HS	Mrs Kathleen A Patron	OH	371
Green Valley HS	Mr Scott Ginger	NV	370
Pattonville HS	Randy Pierce/Don Schulte	MO	361
Oak Park & River Forest HS	Ms Patricia A Cheney	IL	361
Hillcrest HS	Ms Amy Walker	ID	360
Lincoln East HS	Mr Matt Davis	NE	359
Miramonte HS	Ms Sandra Maguire	CA	356
Trinity Preparatory School	Mr Michael J Vigars	FL	356
Manchester Essex Regional HS	Mr Jonathan Peele	MA	352
Blue Springs South HS	Mr Gary Owens	MO	350
Sky View HS	Ms Tessa Kunz	UT	346
New Trier Township HS	Linda Oddo/Doug Springer	IL	343
Appleton East HS	Mr Michael Traas	WI	341
Wichita East HS	Ms Vickie Fellers	KS	333
Emporia HS	Mr Scott W Bonnet	KS	330
The Montgomery Academy	Mr James W Rye III	AL	330
Blue Valley West HS	Mr Mark V Kapfer	KS	328
Jackson HS	Mrs Stefanie Fatzinger	OH	322
Denver East HS	Mr Matthew Murphy	CO	320
Aberdeen Central HS	Mr R Jon Frey	SD	317
Grapevine HS	Ms Jane G Boyd	TX	317
Chaminade HS	Bro George Zehnle S M	NY	316
Fort Scott HS	Mr Brian Weilert	KS	316
Salina High Central	Mr Nicholas Owen	KS	315
Ridge HS	Mr David A Yastremski	NJ	314
Lake Highland Preparatory	Ms Alexandra Sencer/Mr George Clemens	FL	313
Gig Harbor HS	Mr Chris Coovert	WA	312
Taravella HS	Mrs Beth Goldman	FL	312
Maize HS	Mr Curtis Shephard	KS	311
San Marino HS	Mr Oliver Valcorza	CA	310
Boardman HS	Mr Eric Simione	OH	310
North Allegheny Sr HS	Ms Sharon Volpe	PA	308

Fullerton Joint Union HS	Mr Sal Tinajero	CA	306
Plano Sr HS	Karen Wilbanks	TX	306
La Costa Canyon HS	Ms Krista DeBoer	CA	304
Gilmour Academy	Ms Gay Janis	OH	304
Bingham HS	Ms Carol Shackelford	UT	301
Park Hill South HS	Ms Jennifer Holden	MO	301
Palo Verde HS	Ms Shiela Berselli	NV	300
Clear Lake HS	Mr Martin Klein	TX	300
Buhler HS	Ms Megan Hagaman	KS	300

THE 200 CLUB

(Chapters with 200 or more members or degrees)

Edina HS	Ms Allison Broeren	MN	298
Norman North HS	Mr Jim Ryan	OK	294
La Mirada HS	Ms Nermin Kamel	CA	293
Pinecrest HS	Ms Elizabeth Carter	NC	291
Davis HS	Ms LeeAnn Hyer	UT	288
Winston Churchill HS	Ms Kandi King	TX	286
Eagle HS	Mr Herby Kojima	ID	284
Raytown South HS	Mr Matt Good/Ms Kelli Morrill	MO	284
Lincoln Southwest HS	Matt Heimes/Toni Heimes	NE	281
Sandra Day O'Connor HS	Ms Annie M Smith	TX	281
Lamar Consolidated HS	Connie Aufdembrink/Jeremy Hill	TX	277
Canfield HS	Mr Jeremy M Hamilton	OH	276
Goddard HS	Mr David Abel	KS	276
Milbank HS	Mr Douglas Tschetter	SD	275
La Porte HS	Ms Mary A Fridh	IN	272
Cheyenne East HS	Mr Michael E Starks	WY	268
Savannah R3 HS	Mr Michael Pittman	MO	267
Shawnee Mission West HS	Mr Ken King	KS	267
Homewood-Flossmoor HS	Mr Joshua Brown	IL	266
Portage Northern HS	Ms Laurel Scheidt	MI	266
East Chapel Hill HS	Mr William Warren	NC	265
Arcadia HS	Ms Ashley Novak	CA	265
Eden Prairie HS	Ms Nancy Schmitt	MN	265
Brookings HS	Ms Judy Kroll	SD	263
Newton HS	Mr David J Williams	KS	261
Wayzata HS	Ms Gail Sarff	MN	260
Green River HS	Mr Daniel Parson	WY	259
Garden City HS	Russ Tidwell	KS	258
Wooster HS	Mr Ned W Lauver	OH	257
Bozeman HS	Mr James Maxwell	MT	257
Mauldin HS	Ms Kerry Cottingham	SC	257
Carl Sandburg HS	Mr Dan Sackett	IL	255
Syosset HS	Ms Lydia Esslinger	NY	255
Randolph HS	Ms Eileen Waite	NJ	255
Skyline HS	Ms Judie Roberts	UT	254
Glenbrook North HS	Ms Christina Tallungan	IL	253
Topeka HS	Mrs Pamela K McComas	KS	251
Norman HS	Dr Elizabeth L Ballard	OK	251
Ronald Reagan HS	Mr Joshua Duelm	TX	251

O'Gorman HS	Ms Teresa Fester	SD	250
Blackfoot HS	Ms Cherie Harding Clawson	ID	249
Flathead HS	Ms Kala French Loughheed	MT	248
James Madison Memorial HS	Mr Thomas Hardin	WI	248
Shrewsbury HS	Mr Marc Rischitelli	MA	246
Walt Whitman HS	Mr Anjan Choudhury	MD	244
Monett HS	Mrs Marilyn Mann	MO	243
Kearney Sr HS	Mary Alice Konz/Nancy Pfannenstien	NE	243
Wheaton North HS	Mr Stan Austin	IL	243
Millard South HS	Mr Richard D Brown	NE	243
GlenOak HS	Mr Tom Mosberger	OH	242
Joplin HS	Mr Phil Travis	MO	242
Shawnee Heights HS	Mr Aaron Dechant	KS	241
Ladue Horton Watkins HS	Ms Megan McCorkle	MO	240
Millard West HS	Ms Jennifer Jerome	NE	240
Gregory Portland HS	Ms Charlotte E Brown	TX	239
Dowling Catholic HS	Mr Timothy E Sheaff	IA	238
Suncoast Comm HS	Ms Traci Lowe	FL	236
Moorhead Senior HS	Ms Angela Cassidy	MN	235
Randolph Macon Academy	Rev B A Gregg	VA	234
Ben Davis HS	Ms Samantha McCandless	IN	234
The Culver Academies	Mr M L Barnes	IN	233
West Des Moines Valley HS	Mr David McGinnis	IA	233
Dobson HS	Ms Jane JT Martinez	AZ	233
Southside HS	Mr Erickson L Bynum	SC	231
Raytown HS	Mr Mark Harris	MO	231
George Washington HS	Ms Maryrose Kohan	CO	231
Lowell HS	Mr Terence M Abad	CA	231
Jupiter HS	Mr Michael DeLeonardo	FL	229
Del Valle HS	Mr Michael Cunningham	TX	226
Henry W Grady HS	Mary E Willoughby/Mario Herrera	GA	226
Brophy College Prep	Ms Beth Clarke	AZ	225
Ft Lauderdale HS	Mr Jim Wakefield	FL	224
Olathe South HS	Ms Catherine Smith	KS	224
The Meadows School	Dan Meyers	NV	223
Mountain Brook HS	Mr Jeff W Roberts	AL	223
Scarsdale HS	Mr Joe Vaughan	NY	222
Wellington HS	Mr Paul L Gaba	FL	221
Rowan County Sr HS	Mark & Virginia Etherton	KY	219
McDowell HS	Mr William Caugherty	PA	219
South Side HS	Ms Elizabeth Sanchez-Franklin	IN	218
Jenks HS	Mr Gregg Hartney	OK	218
Colleyville Heritage HS	Mr David Huston	TX	217
Valley Center HS	Ms Lois Pierson	KS	217
Western HS	Ms Nancy Dean	FL	217
KC Oak Park HS	Ms Arianne G Fortune	MO	216
Brookfield East HS	Mrs Mary Wacker	WI	215
St Thomas Aquinas HS	Steven Dubois	KS	215
St Francis HS	Mr Mark Thul	MN	214
Cary Academy	Ms Carole Hamilton	NC	214
Millburn HS	Mr Brian Raymond	NJ	213
Lone Peak HS	Mr Joshua Bentley	UT	213

Webb City HS	Ms Athena Melnicki	MO	212
Fargo South HS	Mrs Gayle M Hyde	ND	211
Gonzaga Prep HS	Mr N Andre Cossette	WA	211
Clovis East HS	Ms Mikendra McCoy	CA	211
Sumner Academy	Mrs Jamelle Brown	KS	210
Canon City HS	Ms Pauline J Carochi	CO	210
Glenbard West HS	Mr Tony Crowley	IL	210
Princeton HS	Mr Jimmy L Smith	TX	208
Pine View School	Ms Kristin Hanifan	FL	208
Niles McKinley HS	Mr John Revezzo	OH	207
Howland HS	Mr Thomas Williams	OH	207
Connersville Sr HS	Ms Holly Hathaway	IN	207
Stow-Munroe Falls HS	Ms Suzanne E Theisen	OH	207
Olathe East HS	Mr Chris Delay	KS	207
Newton South HS	Ms Lisa Honeyman	MA	206
Vestavia Hills HS	Mr Ben Osborne	AL	206
Westlake HS	Mr Michael Harlan	TX	206
Kent Denver School	Mr Kurt MacDonald	CO	206
McPherson HS	Ms Melissa Newton	KS	205
William P Clements HS	Ms Renita Johnson	TX	204
Kamiak HS	Mr Steven M Helman	WA	204
Riverside HS	Mr Greg Cook	SC	203
Thomas Jefferson HS Science & Te	Mr Sherwood Williams	VA	203
Downers Grove North HS	Mr Bill Fleming	IL	203
Southeast HS - Wichita	Mr Stan Smith	KS	203
Lafayette HS	Mr Shane Guilbeau	LA	203
Marquette Univ HS	Mr Bill Batterman	WI	203
Independence Chrisman HS	Ms Sheila Holt	MO	203
Kapaun Mount Carmel HS	Mr Wayne Avery	KS	202
Blue Valley Northwest HS	Mr Stan Lewis	KS	202
Bishop Miega HS	Ms Melissa Reynolds	KS	202
Dulles HS	Mr Anthony Yim	TX	202
Lakewood HS	Mr Gregory N Davis	CO	202
Kokomo HS	Ms A C Stepp	IN	202
Mountain Home HS	Mr John Petti	ID	202
Salt Lake City West HS	Ms Kami Kirk	UT	201
Centennial HS	Mr Mark Quinlan	MN	201
Asheville HS	Mr Keith Pittman	NC	201
Bakersfield HS	Mr Andrew Scherrer	CA	200
Lindale HS	Ms Janice Caldwell	TX	200

Mark Your Calendar 2009 National Speech Tournament

June 14th - 19th, 2009
Birmingham, Alabama



New Degrees Summary 2007-2008

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	97.56	Blue Valley North HS	202
2	Calif. Coast (CA)	1	81.94	Leland HS	316
3	East Los Angeles (CA)	0	77.47	Gabrielino HS	300
4	San Fran Bay (CA)	0	77.00	Monte Vista HS - Danville	217
5	Kansas Flint-Hills	0	76.08	Washburn Rural HS	180
6	Illini (IL)	1	75.75	Downers Grove South HS	174
7	New York City	0	73.35	Regis HS	298
8	Southern Minnesota	0	70.32	Eagan HS	253
9	Sunflower (KS)	0	67.57	Maize HS	122
10	Show Me (MO)	0	65.88	Belton HS	147
11	Central Minnesota	0	63.29	Eastview HS	187
12	Nebraska	0	63.00	Millard North HS	181
13	Rushmore (SD)	0	62.10	Sioux Falls Lincoln HS	209
14	Sierra (CA)	0	61.00	Sanger HS	320
15	East Kansas	0	60.82	Shawnee Mission East HS	160
16	Ozark (MO)	0	60.69	Central HS - Springfield	206
17	Utah-Wasatch	0	56.75	Sky View HS	148
18	Eastern Ohio	0	56.56	Perry HS	147
19	Heart Of America (MO)	0	55.64	Liberty Sr HS	255
20	Florida Manatee	3	55.07	Nova HS	220
21	Northern Ohio	0	54.25	Boardman HS	111
22	South Texas	0	53.83	Bellaire HS	281
23	Northern South Dakota	0	53.20	Aberdeen Central HS	132
24	Northwest Indiana	0	52.50	Munster HS	195
25	Great Salt Lake (UT)	0	50.92	Lone Peak HS	112
26	Golden Desert (NV)	2	50.86	Green Valley HS	143
27	Rocky Mountain-South (CO)	0	50.15	Denver East HS	126
28	Carver-Truman (MO)	0	49.56	Neosho HS	141
29	Idaho Mountain River	0	48.79	Hillcrest HS	139
30	Montana	0	48.12	Flathead HS	131
31	West Virginia	0	48.00	Wheeling Park HS	71
32	South Kansas	1	47.54	Fort Scott HS	145
33	Sundance (UT)	2	46.83	Bingham HS	114
34	Idaho Gem of the Mountain	0	46.73	Eagle HS	117
35	Northern Illinois	0	46.56	Glenbrook South HS	119
36	West Kansas	0	46.56	Buhler HS	132
37	Florida Panther	0	45.11	Trinity Preparatory School	113
38	Inland Empire (WA)	0	44.50	Gonzaga Prep HS	97
39	Northern Lights (MN)	2	43.50	St Francis HS & Moorhead Sr HS	84
40	New Jersey	0	43.43	Ridge HS	115
41	Eastern Missouri	0	43.20	Pattonville HS	142
42	Chesapeake (MD)	5	42.46	Walt Whitman HS	128
43	Arizona	0	41.45	Desert Vista HS	154
44	Tarheel East (NC)	0	40.62	Pinecrest HS	102
45	Colorado	0	39.83	Cherry Creek HS	195
46	West Los Angeles (CA)	5	39.78	Fullerton Joint Union HS	120
47	Greater Illinois	2	39.62	Harrisburg HS	95
48	Deep South (AL)	3	39.35	Mountain Brook HS	108
49	West Iowa	0	38.94	West Des Moines Valley HS	112
50	North East Indiana	1	38.88	Chesterton HS	180
51	Wind River (WY)	1	38.00	Green River HS	141
52	New England (MA & NH)	0	37.56	Manchester Essex Regional HS	114

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	New
			New Degrees	Degree Leader	Degrees Added
53	Hole In The Wall (WY)	1	37.12	Cheyenne East HS	97
54	Nebraska South	3	36.69	Lincoln East HS	87
55	East Texas	2	36.19	J Frank Dobie HS	79
56	North Oregon	0	36.14	Silverton HS	69
57	Carolina West (NC)	2	35.94	Myers Park HS	167
58	Hoosier Crossroads (IN)	1	35.81	North Central HS	73
59	Central Texas	1	35.80	Winston Churchill HS	116
60	Hoosier Heartland (IN)	0	35.65	West Lafayette HS	101
61	Western Ohio	4	34.59	Centerville HS	65
62	New York State	0	34.45	Scarsdale HS	66
63	Louisiana	0	34.00	Comeaux HS	79
64	Southern Wisconsin	1	33.88	James Madison Memorial HS	97
65	Rocky Mountain-North (CO)	0	33.60	Rocky Mountain HS	72
66	Puget Sound (WA)	0	33.13	Kamiak HS	109
67	North Dakota Roughrider	0	33.07	Fargo South HS	83
68	Pittsburgh (PA)	1	33.05	North Allegheny Sr HS	109
69	South Carolina	1	32.57	Mauldin HS	95
70	Space City (TX)	1	32.30	Alief Elsik HS	77
71	Michigan	0	31.86	Portage Northern HS	79
72	LBJ (TX)	2	31.23	Princeton HS	67
73	West Oklahoma	1	30.90	Norman North HS	120
74	Lone Star (TX)	0	30.60	Grapevine HS	103
75	North Coast (OH)	0	30.58	Gilmour Academy	87
76	Northern Wisconsin	2	30.07	Appleton East HS	92
77	Tall Cotton (TX)	0	30.00	Robert E Lee HS - Midland	75
78	North Texas Longhorns	0	29.91	Creekview HS	55
79	Colorado Grande	0	29.77	St Mary's HS	63
80	Tennessee	0	29.69	Morristown West HS	61
81	New Mexico	0	29.54	Albuquerque Academy	68
82	Kentucky	4	29.43	Rowan County Sr HS	78
83	Mississippi	1	29.41	Oak Grove HS	76
84	Heart Of Texas	0	29.17	Del Valle HS	80
85	Big Valley (CA)	2	29.00	Lodi HS	86
85	Florida Sunshine	0	29.00	Pine View School	90
87	Valley Forge (PA)	0	27.84	Truman HS	62
88	Western Washington	0	27.41	Gig Harbor HS	121
89	West Texas	2	27.00	El Paso Coronado HS	44
90	East Iowa	1	26.73	Indianola HS	106
91	Georgia Northern Mountain	5	26.44	Henry W Grady HS	85
92	UIL (TX)	1	25.78	Lindale HS	71
93	Southern California	0	25.69	Claremont HS	122
94	South Florida	5	25.38	Michael Krop HS	59
95	Gulf Coast (TX)	1	24.53	Gregory Portland HS	92
96	South Oregon	2	23.59	South Eugene HS	59
97	Virginia (MD & VA)	2	23.14	Randolph Macon Academy	89
98	East Oklahoma	1	22.78	Jenks HS	68
99	Capitol Valley (CA)	1	20.81	Granite Bay HS	54
100	Sagebrush (NV)	2	20.80	Reno HS	62
101	Maine	0	20.71	Bangor HS	46
102	Hawaii	0	20.27	Kamehameha Schools	68
103	Georgia Southern Peach	3	19.00	Fayette County HS	71
104	Pennsylvania	0	17.23	The Kiski School	32
105	Iroquois (NY)	0	15.93	The Family Foundation School	64
106	Pacific Islands	0	12.00	Harvest Christian Academy	36

Largest NFL Schools

2007 - 2008

1	Leland HS	Ms Gay Brasher	CA	827
2	Bellaire HS	Jay Stubbs/Russell Rach	TX	818
3	Gabrielino HS	Mr Derek Yuill	CA	740
4	James Logan HS	Mr Tommie Lindsey Jr	CA	725
5	Bronx High School Of Science	Mr Jon Cruz	NY	717
6	Regis HS	Mr Eric DiMichele	NY	698
7	Liberty Sr HS	Cassie Price/Sean Nicewaner	MO	664
8	Central HS - Springfield	Mr Jack Tuckness	MO	623
9	Sanger HS	Mr Karson B Kalashian	CA	606
10	Eastview HS	Mr Todd Hering	MN	604
11	Nova HS	Ms Lisa Miller	FL	593
12	Blue Valley North HS	Max H Brown/Steven Wood	KS	587
13	Lynbrook HS	Mr Henry Soong	CA	580
14	Eagan HS	Mr Chris McDonald	MN	572
15	Munster HS	Mrs Helen Engstrom	IN	544
16	Chesterton HS	Mr James Cavallo	IN	542
17	Cherry Creek HS	Ms Martha Benham	CO	509
18	Monte Vista HS - Danville	Mr David J Matley	CA	507
19	Desert Vista HS	Mr Erik Dominguez	AZ	479
20	Shawnee Mission East HS	Ms Jennifer Hunter	KS	476
21	Belton HS	Mr Timothy J Hughes	MO	459
22	Blue Valley HS	Mr Chris Riffer	KS	451
23	Plymouth HS	Mr David McKenzie	IN	447
24	Nixa HS	Mr John Horner	MO	436
25	Downers Grove South HS	Ms Jan Heiteen	IL	431

Largest NFL Schools

2007 - 2008

26	Millard North HS	Ms Sabrina Denney-Bull	NE	429
27	Neosho HS	Mr David L Watkins	MO	426
28	Washburn Rural HS	Ms Cynthia Burgett	KS	421
29	Myers Park HS	Mr Andrew West	NC	413
30	Independence Truman HS	Ms Christine Adams/Mrs Kim Lenger	MO	412
31	Watertown HS	Mr Scott Walker	SD	412
32	Bellarmine College Prep	Ms Kim Jones	CA	411
33	Lakeville North HS	Ms Jennifer Baese/Mr Andy Charrier	MN	410
34	Glenbrook South HS	Ms Tara Tate/Mr Scott McDermott	IL	406
35	Blue Springs HS	Ms Sherri L Shumaker	MO	405
36	Sioux Falls Lincoln HS	Mr Bryan Hagg	SD	396
37	Manhattan HS	Mr Shawn Rafferty	KS	394
38	Apple Valley HS	Ms Pam Cady Wycoff	MN	394
39	Stuyvesant HS	Ms Julie Sheinman	NY	392
40	The Harker School	Ms Carol Green	CA	385
41	Claremont HS	Mr David Chamberlain	CA	378
42	Kickapoo HS	Ms Teresa E Sparkman	MO	372
43	Alhambra HS	Mr Kevin Tong	CA	371
44	Parkview HS	Ms Nancy Wedgeworth	MO	371
45	Perry HS	Mrs Kathleen A Patron	OH	371
46	Green Valley HS	Mr Scott Ginger	NV	370
47	Oak Park & River Forest HS	Ms Patricia A Cheney	IL	361
48	Pattonville HS	Randy Pierce/Don Schulte	MO	361
49	Hillcrest HS	Ms Amy Walker	ID	360
50	Lincoln East HS	Mr Matt Davis	NE	359

Largest Number of New Degrees

2007 - 2008

1	Sanger HS	Mr Karson B Kalashian	CA	320
2	Leland HS	Ms Gay Brasher	CA	316
3	Gabrielino HS	Mr Derek Yuill	CA	300
4	Regis HS	Mr Eric DiMichele	NY	298
5	Bronx High School Of Science	Mr Jon Cruz	NY	290
6	Bellaire HS	Mr Jay Stubbs	TX	281
7	Liberty Sr HS	Cassie Price/Sean Nicewaner	MO	255
8	Eagan HS	Mr Chris McDonald	MN	253
9	Lynbrook HS	Mr Henry Soong	CA	248
10	Nova HS	Mr Lisa Miller	FL	220
11	Monte Vista HS - Danville	Mr David J Matley	CA	217
12	Sioux Falls Lincoln HS	Mr Bryan Hagg	SD	209
13	Central HS - Springfield	Mr Jack Tuckness	MO	206
14	James Logan HS	Mr Tommie Lindsey Jr	CA	206
15	Blue Valley North HS	Max H Brown/Steven Wood	KS	202
16	Cherry Creek HS	Ms Martha Benham	CO	195
17	Munster HS	Mrs Helen Engstrom	IN	195
18	Eastview HS	Mr Todd Hering	MN	187
19	Millard North HS	Ms Sabrina Denney-Bull	NE	181
20	Washburn Rural HS	Ms Cynthia Burgett	KS	180
21	Chesterton HS	Mr James Cavallo	IN	180
22	Downers Grove South HS	Ms Jan Heiteen	IL	174
23	Blue Valley HS	Mr Chris Riffer	KS	173
24	Myers Park HS	Mr Andrew West	NC	167
25	The Harker School	Ms Carol Green	CA	162

Largest Number of New Degrees

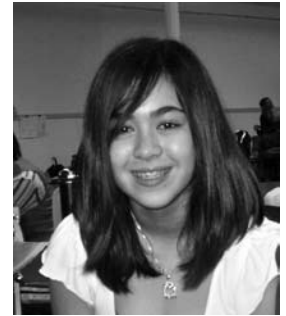
2007 - 2008

26	Shawnee Mission East HS	Ms Jennifer Hunter	KS	160
27	Bellarmine College Prep	Ms Kim Jones	CA	158
28	Desert Vista HS	Mr Erik Dominguez	AZ	154
29	Lakeville North HS	Ms Jennifer Baese/Mr Andy Charrier	MN	150
30	Clear Lake HS	Mr Martin Klein	TX	148
31	Sky View HS	Ms Tessa Kunz	UT	148
32	Perry HS	Mrs Kathleen A Patron	OH	147
33	Belton HS	Mr Timothy J Hughes	MO	147
34	Fort Scott HS	Mr Brian Weilert	KS	145
35	Apple Valley HS	Ms Pam Cady Wycoff	MN	144
36	Oak Park & River Forest HS	Ms Patricia A Cheney	IL	144
37	Green Valley HS	Ms Scott Ginger	NV	143
38	Arcadia HS	Ms Ashley Novak	CA	142
39	Pattonville HS	Randy Pierce/Don Schulte	MO	142
40	Neosho HS	Mr David L Watkins	MO	141
41	Plymouth HS	Mr David McKenzie	IN	141
42	Green River HS	Mr Daniel Parson	WY	141
43	Hillcrest HS	Ms Amy Walker	ID	139
44	Homewood-Flossmoor HS	Mr Joshua Brown	IL	138
45	Manhattan HS	Ms Shawn Rafferty	KS	138
46	Kickapoo HS	Ms Teresa E Sparkman	MO	137
47	Aberdeen Central HS	Mr R Jon Frey	SD	132
48	Parkview HS	Ms Nancy Wedgeworth	MO	132
49	Buhler HS	Ms Megan Hagaman	KS	132
50	Independence Truman HS	Ms Christine Adams/Mrs Kim Lenger	MO	131

In Memoriam

Angela Mae Dwyer

Angela Mae Dwyer (July 28, 1991-September 2, 2008) died unexpectedly in a car accident on her way to school. Angela had just begun her junior year at Capital High School in Helena, Montana. Angela, aka "hotbruinbdebater" was a hardworking accomplished speaker fully dedicated to policy debate and her team. She was the first to arrive at practice and the last to leave. In addition to being smart, enthusiastic, energetic, generous, and intensely competitive, teammates described Angela as having a true joy of living. She was one of the happiest people they knew. Statewide competitors described Angela as a friendly, respectful, talented, ethical debater who will be greatly missed in the Montana debate community this year. In her two years in forensics, Angela earned two Varsity letters, the NFL Degree of Distinction, the Bruin Outstanding Rookie Debater Award and the Bruin Coaches Award.



NFL Postal Report

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

1. Publication Title ROSTRUM	2. Publication Number 4 7 1 1 8 0	3. Filing Date September, 2008
4. Issue Frequency Nine Issues (September through May)	5. Number of Issues Published Annually Nine	6. Annual Subscription Price \$10 for one year
7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®) National Forensic League P.O. Box 38, 125 Watson Street (Fond du Lac County) Ripon, WI 54971		Contact Person J. Scott Wunn Telephone (include area code) 920-748-6206
8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer) Same as Above		
9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank) 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 Managing Editor (Name and complete mailing address) Same as above		

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.)	
Full Name	Complete Mailing Address
National Forensic League	P.O. Box 38, 125 Watson St., Ripon, WI 54971
J. Scott Wunn, Editor	P.O. Box 38, 125 Watson St., Ripon, WI 54971
William Woods Tate, Jr., President	P.O. Box 38, 125 Watson St., Ripon, WI 54971

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box <input checked="" type="checkbox"/> None	
Full Name	Complete Mailing Address

12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one) The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes: <input checked="" type="checkbox"/> Has Not Changed During Preceding 12 Months <input type="checkbox"/> Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)	
--	--

PS Form 3526, September 2007 (Page 1 of 3 (Instructions Page 3)) PSN 7530-01-000-9931 PRIVACY NOTICE: See our privacy policy on www.usps.com

13. Publication Title ROSTRUM		14. Issue Date for Circulation Data Below October, 2008	
15. Extent and Nature of Circulation Nine issues (Sept - May) mailed to all NFL Schools		Average No. Copies Each Issue During Preceding 12 Months 11,600	
a. Total Number of Copies (Net press run)		10,505	
(1)	Mailed Outside-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	10,008.0	11,034
b. Paid Circulation (By Mail and Outside the Mail)	(2) Mailed In-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	- 0 -	- 0 -
(3)	Paid Distribution Outside the Mail, 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 Distribution (Sum of 15b (1), (2), (3), and (4))		10,008.0	11,034
d. Free or Nominal Rate Distribution (By Mail and Outside the Mail)	(1) Free or Nominal Rate Outside-County Copies included on PS Form 3541	229.4	222
(2)	Free or Nominal Rate In-County Copies Included 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 15d (1), (2), (3), and (4))		229.4	222
f. Total Distribution (Sum of 15c and 15e)		10,237.4	11,256
g. Copies not Distributed (See Instructions to Publishers #4 (page #3))		268.4	345
h. Total (Sum of 15f and g)		10,495.7	11,600
i. Percent Paid (15c divided by 15f times 100)		97.7591	98.02771

16. Publication of Statement of Ownership <input checked="" type="checkbox"/> If the publication is a general publication, publication of this statement is required. Will be printed in the October, 2008 issue of this publication. <input type="checkbox"/> Publication not required.	
---	--

17. Signature and Title of Editor, Publisher, Business Manager, or Owner 	Date Sept. 8, 2008
--	------------------------------

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

PS Form 3526, September 2007 (Page 2 of 3)

Affiliates - Welcome!

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

Holtville HS	AL	Presbyterian Christian School	MS
Basha HS	AZ	Mountain Lakes HS	NJ
Apex Academy	CA	Summit HS	NJ
Flintridge Sacred Heart Academy	CA	Arborbrook Christian Academy	NC
Brush HS	CO	Oklahoma Christian Academy	OK
Elizabeth HS	CO	Riverfield Country Day School	OK
Valor Christian HS	CO	Southmoore HS	OK
Inlet Grove Community HS	FL	Barrack Hebrew Academy	PA
Jasper County HS	GA	Berlin Brothersvalley	PA
West Branch HS	IA	Oley Valley HS	PA
Kent Christian Academy	IN	SciTech HS	PA
Bowling Green Christian Academy	KY	Douglas HS	SD
Northside HS	LA	Portland HS	TN
Christian HS	MO	Louis D Brandeis HS	TX
East Newton HS	MO	American Heritage School	UT
Jasper HS	MO	Karl G Maeser Preparatory Academy	UT
Malta Bend R-V HS	MO	LaFollette HS	WI

DEBATE BALLOT








ROUND _____ ROOM _____ TIME _____ DATE _____ JUDGE _____

AFFIRMATIVE (NAME) _____ CODE _____

NEGATIVE (NAME) _____ CODE _____

INSTRUCTIONS TO JUDGES:

1. Listen carefully to each debater's speech.
2. Watch for the phrases on this card. If the affirmative says the phrase/word first, cover the square with a blue chip. If the negative team says any of the below first, cover square with a red chip.
3. First team to get 5 chips in a row wins the round.

B	I	N	G	O
	VALUE CRITERION	CRYSTALLIZE		ARE YOU AWARE...
EVIDENCE	I URGE A _____ BALLOT		VALUE CRITERION	INASMUCH/ INSO FAR / OTHER PRETENDING ADVERBS
SUBPOINT	RESOLUTION	FREE!		OUR OPPONENTS HAVE FAILED TO...
WHICH		AT MY JUDGES' DISCRETION	FRAMEWORK	
	CONTENTION	OUR SOURCE IS BETTER THAN YOUR SOURCE	REFUTE/ REBUT	FLOW

THE WINNING TEAM IS: _____ (affirmative or negative)

RFD: please refer to card above

JUDGE'S SIGNATURE _____ AFFILIATION _____

Cartoon of the Month

NFL's featured cartoonist,
Yilu Zhang.
Yilu is a 2008 graduate of
North Allegheny Sr. HS, PA,
and is currently attending
the University of Pennsylvania.



SpeechGeekTM

*don't hate, **forensicate***

***Interp Scripts,
Forensics Gear &
Coaching Resources***

*To learn more about our products
or to place an order, visit us at*

www.SpeechGeek.com

**All online orders during
the month of October
receive a 10% discount.
Enter code "ROSTRUM"
at checkout.**

*SpeechGeek is a proud member of the DebateChamps
online forensics superstore.*

THE NATIONAL FORENSIC LEAGUE



20 YEARS FROM NOW,
YOU'LL ARGUE THIS IS WHERE YOU
EMERGED AS A GREAT LEADER.
AND NO ONE WILL DARE REBUT YOU.

WHERE WILL THE NFL
TAKE YOUR FUTURE?

.....
MEDIA MOGUL
.....

TOP JOURNALIST
.....

SUPREME COURT
JUSTICE
.....

PRESIDENT OF THE
UNITED STATES

Many National Forensic League members go on to do great things.
Perhaps, including you. Lincoln Financial Group. Proud sponsor of the
NFL. Visit lincolnfinancial.com/nfl to learn more about our sponsorship.

 **Lincoln**
Financial Group®

Hello future.®

Lincoln Financial Group is the marketing name for Lincoln National Corporation and its affiliates. ©2007 Lincoln National Corporation.
LCN200712-2010949