

University of Texas **National Institute in Forensics**



Summer, 2010

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Congratulations to all of the staff, students, and coaches attending the 2009 NFL National Tournament, and kudos to all of the award winners. Huge thanks to all of those involved with Stars Fell on Alabama for hosting a phenomenal NFL National Tournament.

CONGRATS UTNIF ALUMNI!

Harlan Downs-Tepper, NFL National Champion in House & NCFL National Champion in Congress
Robert Kindman, NFL National Champion in Public Forum Debate
(with partner Josh Zoffer)

Andrew Asper, NFL National Runner-up in Poetry
Sejal Parekh, 4th place, Policy Debate (with partner Chander Ramesh)
Katrinya Cadle, 4th Speaker, Policy Debate
Kalyan Venkatraj, 5th place, Senate
Luke Fernandez & John Reynolds, 6th place, Duo Interpretation
Kara Tapangan, 6th place, Impromptu Speaking
Carl Fitz, 6th Speaker, Policy Debate
Brianna Collins, 9th place, Original Oratory
Mike Watson, 10th place, International Extemp
Wade Johnson, 10th place, Humorous Interpretation
Matthew Malek, 14th place, Policy Debate (with partner Meagan Sanchez)

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Take a Stand

*by Jason M. Jerista,
Lincoln Financial Group*

**“I do not agree with what you have to say, but I’ll
defend to the death your right to say it.”**

~Voltaire

Voltaire’s words boldly articulate a society’s responsibility to protect its citizens’ freedom of speech, regardless of their opinions. The framers of the United States Constitution recognized that a free society must grant its citizens the right to speak freely. To this end, the First Amendment grants, among other rights, the freedom of speech. While Americans enjoy the right to speak freely without fear of governmental oppression, it is critical to recognize that individuals who hold differing opinions also share this right. Freedom of speech is, after all, a two-way street.

Turning to history, there is an example of a Congressman who received a censure from the House of Representatives for expressing his opinions, which appears to challenge an individual’s right to free speech because of his beliefs. Alexander Long, a lawyer and Representative from Ohio, addressed the House of Representatives in the spring of 1864 to voice his beliefs on the Civil War, the Lincoln administration, and states’ rights. Long expressed controversial views and argued that the Civil War was unconstitutional, that the Lincoln administration was suppressing states’ rights, and that the Union should recognize the independence of the Confederate States of America. Long’s opponents criticized him, called him a traitor, and even called for his expulsion from Congress. While

Long’s critics were entitled to freely express their displeasure with his sentiments and passionately argue against his positions, they were incorrect for attempting to stifle his right to speak freely. In the end, Long’s fiery opposition in the House was unable to secure the votes necessary to expel him from Congress. Take from this story the tenet that an individual should not be stripped of his or her right to speak freely for simply proffering an unpopular point of view.



Another lesson from Long is the importance of vigorously defending your beliefs and, more importantly, your right to express them freely. Despite harsh criticism, including a censure from the House of Representatives, Alexander Long argued vigorously for his convictions and stood up for his Constitutional right to express them. Long’s supporters, and even some of his opponents, praised him for holding true to his beliefs and rights as an American. Throughout the personal and political backlash, Mr. Long fought for his rights to voice his opinions demonstrating the

importance of taking a stand to preserve ones rights, regardless of the repercussions.

As debaters, coaches, and supporters of the National Forensic League, we must continue to be advocates for free speech and debate. Free speech and debate is an essential component of democracy and it can help us develop solutions to the challenges facing our communities, our nation, and our planet. While the National Forensic League encourages us to conduct thorough research, develop a compelling point of view, and fervently support our position, the organization also directs us to respect other individuals’ rights to express their opinions. If we allow individuals to be ridiculed, ostracized, or even punished for expressing their views, we are acting in contradiction to the values of our organization and, ultimately, a free society. We must strive to exercise our rights to speak freely while simultaneously respecting the rights of our opponents.

Learning from Long’s story, I challenge you to zealously advocate your position while vigorously defending others’ right to speak freely. I challenge you to confidently exercise your own freedom of speech, even in the face of strong opposition. Most importantly, I challenge you to take a stand to protect the right to free speech for future generations.

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From the Editor J. Scott Wunn

Dear NFL,

In his "National Address to America's Schoolchildren" at Wakefield High School on September 8, 2009, the President of the United States posited, "Maybe you could be a mayor or a senator or a Supreme Court justice—but you might not know that until you join student government or the debate team."

No one knows this statement to be true more than Supreme Court Justices and former NFL debaters, Justice Sonia Sotomayor and Justice Stephen Breyer. They found a voice through forensics and utilized the skills and ambitions gained to chart a course to one of the highest positions in the land. It is a position whose job description is to uphold the tenets of our democracy through interpretation of our Constitution.

This month's issue celebrates one of the primary tenets of the Constitution, the freedom of speech, and explores its historical journey. As you read this month's issue, and as you begin your competitive forensics season, take a moment to comprehend the importance of this freedom as you exercise your skills in public speaking and debate.

Sincerely,



J. Scott Wunn
NFL Executive Director

Rostrum

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TOPICS

October 2009 Public Forum Debate

Resolved: When in conflict, the United Nations should prioritize global poverty reduction over environmental protection.

September/October 2009 Lincoln Douglas Debate

Resolved: Public high school students in the United States ought not be required to pass standardized exit exams to graduate.

2009-2010 Policy Debate

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

Partnership Contest Resolutions

2009-2010 International Public Policy Forum

Resolved: The United Nations should substantially increase humanitarian assistance for persons living in poverty.

2009 The People Speak Global Debates

Resolved: When it cannot do both, the United Nations should prioritize poverty reduction over combating climate change.

Proposed 2010-2011 Policy Debate Resolutions

NFL Chapter - Voting Instructions

Chapter advisors may find a ballot on page 9 or at www.nflonline.org. To vote, rank your preferences for the topic areas 1 (best) through 5. The two areas receiving the lowest totals will be placed on a second ballot to select the 2010-2011 debate topic. ALL blanks must be filled in for the ballot to be valid.

Ballots must be received by October 16, 2009.

Corrections

- ❖ We incorrectly reported that the September 2009 article entitled *Defining the Public Interest in the Immigration Debate* was written by Jack Martin, Special Projects Director for the Federation for American Immigration Reform (FAIR). The article was written by Dan Stein, President of FAIR. The author biography should have read: "Dan Stein is the President of Federation for American Immigration Reform (FAIR). Prior to joining FAIR in 1982, Dan was Executive Director of the Immigration Reform Law Institute. His legal experience includes private practice and as congressional staff. He has testified more than 50 times before Congress."
- ❖ The 2009 National Poetry Champion, Andy LaRocca of Riverdale HS (LA), was coached by Daniel Dominique & Krystle Sims. Daniel's last name was inadvertently misspelled in our September 2009 issue.

Topic Release Information

Lincoln Douglas debate topics are available by calling
the NFL Topic Hotline at 920-748-LD4U
OR visiting nflonline.org under Resources/Current Topics.

LD 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:

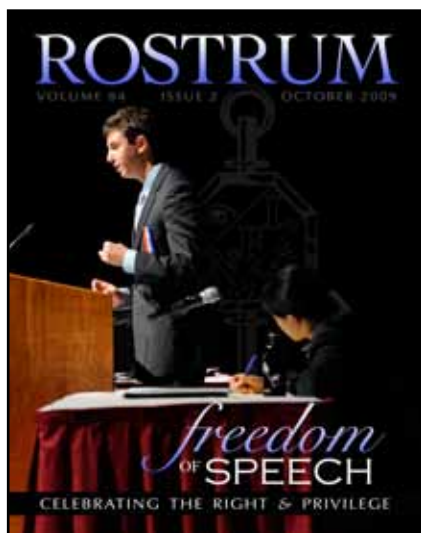
August 15	--	September Topic
September 1	--	October Topic
October 1	--	November Topic
November 1	--	December Topic
December 1	--	January Topic
December 15	--	February Topic
February 1	--	March Topic
March 1	--	April Topic
May 1	--	National Tournament Topic

Policy Debate Topic for 2010-2011

- Topic synopsis and ballot printed in October *Rostrum*
- Final ballot for Policy Debate topic in December *Rostrum*
- Topic for 2010-2011 released in February *Rostrum*

ROSTRUM

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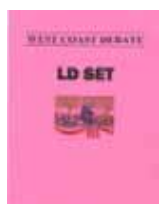
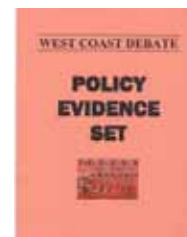
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- **September Supplement** (Over 150 pages, updates, answers and new Renewable Energy cases, DAs, CPs)
- **October-June Updates** (Six updates with 255 total pages on Renewable Energy, The 10th of Oct-Mar, and June)
- **PolicyFiles** (web page with 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)
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POLICY DEBATE

SYNOPSIS OF THE PROBLEM AREAS FOR 2010-2011

PROBLEM AREA I: LATIN AMERICA

RESOLVED: The United States federal government should substantially increase its trade promotion toward one or more Latin American countries.

Latin America is one of the fastest growing trade partners with the United States. However, with the expiration of the Trade Promotion Authority, the presence of costly tariff rate quotas (TRQs) and the severe barriers to commerce presented by the many U.S. farm subsidies, relations with the region are going downhill quickly. It doesn't help that the United States is reluctant to negotiate in the area of workers' rights and yet never ceases to pursue tougher investment and intellectual property regulations. United States interest in free trade with Latin America has clearly taken quite a downturn from the national priority the Monroe and proceeding administrations once made it. The implications of this declining relationship are enormous. If Latin America cannot gain free access to U.S. markets, its developing economies may not be able to get the stimulation they need. If the U.S. continues with protectionist policies, then the efficiency of its businesses and companies will continue to fall and eventually hope of competing with nations like China may be lost. The United States ought to be a world leader in trade and it cannot afford to falter in this arena in such a globalized world. Affirmatives will have access to plans reducing/eliminating specific farm subsidies, of which there are many (each with its own unique set of advantages and consequences). Additionally, Affirmative ground will include the embargo on Cuba, the freedom to advocate new, non-existing policies and reducing or eliminating current TRQs for Latin American countries of choice. Counterplans will probably be popular as well, specifically exclusion counterplans (especially with Cuba), a plethora of disadvantages, solvency arguments and kritiks on capitalism, colonialism, possibly racism and many others. *Author: Noah Abolafia-Rosenzweig, Texas.*

PROBLEM AREA II: CHINA

RESOLVED: The United States federal government should substantially increase its economic engagement with the People's Republic of China on one or more of the following issues: trade, economy, environment.

The United States and China are the two largest economies in the world when Gross Domestic Product is measured on a purchasing power basis. There are powerful reasons for the United States to build closer ties with China. Simultaneously, there are reasons for caution, given the human rights conditions and central control of the economy in China. Former Secretary of the Treasury, Henry Paulson, wrote an article in the September/October 2008 issue of Foreign Affairs entitled, "Strengthening U.S. - Chinese Ties: A Strategic Economic Engagement," where he explains "economic engagement" as promoting interdependence between the U.S. and Chinese economies. He also explains "economic engagement" by contrasting it with the alternatives. "There are three possible ways for the United States and China to pursue their economic and trade relations: robust engagement, dispute resolution through multilateral and bilateral enforcement measures or punitive legislation." Possible affirmative cases could focus on promoting product safety, direct foreign investment, management of currencies, protection of the environment, workers' rights, respecting intellectual property rights, inclusion of China in major international forums such as the G8, among others. Negative positions could focus on human rights issues, concern that a stronger economy would strengthen the Chinese military, changes in the balance of power in Asia, tensions within the World Trade Organization, among others. *Author: Matthew Murrell, Texas.*

PROBLEM AREA III: RUSSIA

RESOLVED: The United States federal government should substantially increase its military and/or economic engagement toward Russia.

The United States' relations with Russia are strategically critical however, as noted by Leslie Belowitz, Chief Executive Officer and William T. Golden, Chair of the American Academy, "Since the fall of the Berlin Wall nearly 20 years ago, U.S. policy toward Russia and its neighbors has become fragmented, inconsistent and fleeting. Yet, Russia and other former Soviet states are increasingly important in the international arena, particularly with respect to energy security, nuclear nonproliferation, illicit trade and terrorism." For many in America and the West, trust is an issue. Even though the Soviet Union is gone and a pseudo-democratic Russia has emerged, relations are still tense. Russia is a former superpower with weapons of mass destruction at their disposal. They have allied themselves with anti-American governments in countries such as Venezuela, Iran and Libya. Affirmative case areas may include Russia's accession to the WTO, repealing/revising the Jackson/Vanik Amendment, increasing Freedom Support Act funds to Russia, negotiating a bi-lateral investment treaty, weapons of mass destruction, among others. Negative positions could focus on human rights issues, weakening of the U.S. nuclear deterrence capability, the lack of willingness of the WTO for Russian accession, increasing Freedom Support funds, increasing deficit spending, among others. *Author: Kenneth Rohrbach, Texas.*

PROBLEM AREA IV: UNITED NATIONS

RESOLVED: The United Nations should substantially reform one or more of the following organizations: United Nations Children's Fund, United Nations Development Programme, United Nations Environment Programme, United Nations World Food Programme.

The United Nations is the most important and enduring international organization yet it is the organization that people either love or hate; yet, few can argue the importance of a multilateral organization capable of handling complex issues in today's climate. Since the mid-1900's, academics and the media have exposed the need for a multilateral governing body and the problems within the existing governing body. With the UN as an international actor in the resolution rather than the United States federal government, this resolution offers a unique set of theory and argumentation not previously afforded to debaters with past resolutions. In Wendell Gordon's book, *The United Nations: At the Crossroads of Reform*, some of the clear issues surrounding the formation of the United Nations became clear: "to maintain international peace

and security..." It was also "to achieve international cooperation in solving international problems of an economic, social, cultural or humanitarian character and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion..." Yet the nations of the world who charged the UN with these great missions never permitted it to acquire the resources needed to fulfill them." While the span of organizations will provide for a multitude of interesting and meaningful affirmatives cases, there will also be a wide variety of negative arguments. Possible affirmatives will include human rights, world poverty and environmental issues as well as organizational restructuring and procedural changes within each organization. Negatives will find a breadth of argumentation stemming from past UN reforms and corruption within the organization as well as the programmes themselves. Other international states and non-governmental organizations (NGO) will provide a plethora of alternate actor counterplans. Critical arguments will be found in arguments on dehumanization and development. *Author: Rachell Grant, Texas.*

PROBLEM AREA V: MILITARY DEPLOYMENT

RESOLVED: The United States federal government should substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey.

The United States global military presence has expanded dramatically in the last 50 years. Despite the breadth of its global deployment, most troops and police forces are concentrated in South Korea, Japan, Afghanistan, Iraq, Kuwait and Turkey. These deployments are urgent issues, with stories appearing in newspapers world-wide every single day. This resolution offers affirmatives not only an opportunity to engage the debate about military deployments but to engage these issues in a unique direction—by reducing U.S. military deployments. Most resolutions ask affirmatives to increase U.S. involvement in the world in some ways. Central issues on the topic include U.S. leadership, anti-Americanism, U.S. readiness, imperial decline and global weapons proliferation. Affirmatives can focus on reducing substantial numbers of troops, reducing nuclear weapons deployments in Turkey and South Korea, reducing missile defense systems and reducing military participation in the war on drugs in these countries. Negative arguments include countries developing nuclear weapons in response to reductions in U.S. security commitments, the harms of reducing U.S. global leadership and aggression of rogue states. *Author: Stefan Bauschard, New York.*

Your vote is important!

2010-2011 POLICY DEBATE BALLOT FOR TOPIC SELECTION

PROPOSED TOPIC AREAS AND RESOLUTIONS FOR 2010-2011

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 2010-11 DEBATE TOPIC.

_____ I. LATIN AMERICA

RESOLVED: THE UNITED STATES FEDERAL GOVERNMENT SHOULD SUBSTANTIALLY INCREASE ITS TRADE PROMOTION TOWARD ONE OR MORE LATIN AMERICAN COUNTRIES.

_____ II. CHINA

RESOLVED: THE UNITED STATES FEDERAL GOVERNMENT SHOULD SUBSTANTIALLY INCREASE ITS ECONOMIC ENGAGEMENT WITH THE PEOPLE'S REPUBLIC OF CHINA ON ONE OR MORE OF THE FOLLOWING ISSUES: TRADE, ECONOMY, ENVIRONMENT.

_____ III. RUSSIA

RESOLVED: THE UNITED STATES FEDERAL GOVERNMENT SHOULD SUBSTANTIALLY INCREASE ITS MILITARY AND/OR ECONOMIC ENGAGEMENT TOWARD RUSSIA.

_____ IV. UNITED NATIONS

RESOLVED: THE UNITED NATIONS SHOULD SUBSTANTIALLY REFORM ONE OR MORE OF THE FOLLOWING ORGANIZATIONS: UNITED NATIONS CHILDREN'S FUND, UNITED NATIONS DEVELOPMENT PROGRAMME, UNITED NATIONS ENVIRONMENT PROGRAMME, UNITED NATIONS WORLD FOOD PROGRAMME.

_____ V. MILITARY DEPLOYMENT

RESOLVED: THE UNITED STATES FEDERAL GOVERNMENT SHOULD SUBSTANTIALLY REDUCE ITS MILITARY AND/OR POLICE PRESENCE IN ONE OR MORE OF THE FOLLOWING: SOUTH KOREA, JAPAN, AFGHANISTAN, KUWAIT, IRAQ, TURKEY.

COACH NAME (PLEASE PRINT)

SCHOOL NAME (CHAPTERS ONLY)

STATE

COACH SIGNATURE

CHAPTER MEMBERS

MAIL BALLOT POSTMARKED NO LATER THAN OCTOBER 16, 2009 TO:

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Vicki Pape

brings artistry, enthusiasm to her new role in the NFL

NFL's newest staff member, **Vicki Pape**, graduated summa cum laude from Ripon College in 2000, where she double majored in Speech Communication and Studio Art. In addition to being a member of Phi Beta Kappa and Lambda Pi Eta, she competed with the Ripon College forensics team and still holds the team record for most events taken to nationals (8).

Vicki interned with Tracy Porter Inc., a nationally-renowned design company, during her senior year of college and began work with them full time after completing her degree. She brings this body of knowledge and over nine years of experience to her role as the Graphic Design and Marketing Coordinator at the NFL, overseeing the design elements concerning all publications, materials, and correspondence.

Beyond her work with the NFL, Vicki assists with the Ripon College forensics team. Additionally, Vicki recently finished a 3-year term on the Ripon Area United Way Board, where she served as President in 2007-08, and as Past-President & Secretary in 2008-09. She is currently serving as Vice President for the Ripon Public Library Board of Trustees and has been on the board since 2006.

Vicki explains that she was attracted to NFL because she was involved in forensics as both a competitor and a coach. Further, Vicki notes that an organization that helps so many young people is inspiring.

Whether she is putting her design skills to good use or offering her perspective as a forensics veteran, Vicki Pape is committed to giving youth a voice.



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*"The road to knowledge begins
with the turn of the page."*

-Anonymous

RESOURCES

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book is it's very easy to rewind.
Close it and you're right back
at the beginning."**

~ JERRY SEINFELD



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How are YOU Giving Youth a Voice?

by NFL Director of Development, Bethany Rusch

Individuals across the country are giving NFL youth a voice each day. Each month, an NFL giver will be featured in this format to highlight the incredibly dedicated efforts of parents, coaches, students, alumni, and other supporters. Our long-standing tradition of excellence in high school speech and debate education will shine through the stories of our lifeline - YOU.



Bro. Rene Sterner, FSC

Silence. A word rarely associated with forensics. However, as NFL Executive Director J. Scott Wunn wisely noted during a speech honoring the late Bro. Rene Sterner at the “Stars Fell on Alabama” National Tournament, knowing when to be silent can be a tremendous character trait. And on that Alabama evening, a National Tournament crowd that filled an auditorium at full capacity sat in silence to give one of the League’s greatest leaders a quiet ovation.

Bro. Rene Sterner is a man who will be remembered for both the life he dedicated to living his faith and the many gifts he brought to the forensics community. While Bro. Rene was certainly a seasoned forensics coach and veteran leader within the NFL, most notably he was a man with the humblest of hearts—a true servant leader. Servant leadership, according to the Greenleaf Center for Servant Leadership, involves first feeling a call to serve that is followed by the conscious choice to lead. The contributions of Bro. Rene’s lifetime of both service and leadership to the National Forensic League are overwhelming. To honor the profound impact of his life, the Bro. Rene Sterner Legacy Endowment has been developed through a lead gift from Joe and Pam Wycoff.

Legacy Endowments are just one of the many giving opportunities available to support the NFL. Gifts to the Legacy Endowment remain intact, while income gained from their interest is utilized to promote and sustain forensics programs across the nation. Bro. Rene himself once said, “There are

two types of organizations: endowed and extinct.” It was the aim of Bro. Rene, and now the NFL community, to remain a viable and vibrant force in the forensics world for future generations. As economic challenges force schools to further scrutinize their budgetary outlays, the NFL remains committed to supporting forensics programs as the nation’s premier speech and debate educational honor society through the Legacy Endowment program. Once individual funds, such as the one started in Bro. Rene’s honor, reach a \$15,000 benchmark, they are forever branded with the name of the individual as a Legacy Founder. Visit us at www.nflonline.org/Giving/LegacyEndowment to learn more or make a contribution to honor your own coach, alma mater, or a fellow alum today.



CHS Reunion Team (left to right) Jim Zorn, Cassie Rabadaugh, and Jeff Lanter

While Joe and Pam began the Bro. Rene Sterner Legacy Endowment, Joe’s Chesterton High School (CHS) alumni were the first in the nation to begin building a Legacy Endowment to honor an NFL great. The impetus for the Joe Wycoff Legacy Endowment came on the heels of a vast undertaking—a 40th reunion weekend hosted in the summer of 2008 by the Chesterton High School Speech and Debate Alumni Association. Since then, the CHS Speech and Debate Alumni Association has unveiled a comprehensive Web site to share their history, recap their fantastic reunion, recruit alumni members, and plan for future gatherings. Using the infrastructure of the CHS Speech and Debate Alumni Association Web site (www.thechslegacy.myevent.com), two of Joe’s alumni are currently co-chairing efforts to honor Joe through a Legacy Endowment in his name. Alumni co-chairs Cassie Rabadaugh and Jeff Lanter invite you to visit their Web site and select the tab Wycoff Endowment to support an area about which Joe is passionate: coach education, support, and professional development.



Joe Wycoff

While silence may be golden, leading with a servant’s heart is priceless. The life and work of Bro. Rene and the passion of Joe Wycoff’s alumni are excellent examples of feeling a call and taking the initiative to lead. Legacy Endowments are a powerful way to help the NFL continue to give youth a voice... today and tomorrow.

Think someone you know should be featured here? E-mail ideas to bethany@nflonline.org

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When in conflict, the United Nations should prioritize global poverty reduction over environmental production.

by Stefan Bauschard,
Planet Debate

INTRODUCTION

The October Public Forum topic is wrapped around another excellent resolution.

First, the resolution clearly establishes ground for both sides. One side gets arguments in favor of poverty reduction and the other side gets arguments in favor of environmental protection.

Second, as far as I can discern, the resolution eliminates the possibility of one side presenting a counterplan. Although I first thought that it was possible for one side to argue for either poverty reduction or environmental protection AND argue that they two should not conflict—that one should be pursued in a way that does not conflict with the other—the resolution says “when in conflict,” making any such counterplan/counterproposal irrelevant to the question at hand.

Third, the resolution identifies two concepts—poverty reduction and environmental protection—that are relatively easy to research and are of interest to most people.

In this brief essay, I will explore some of the arguments on both sides of the issues, review the role/relevance of the United Nations, and make some suggestions for research that applies to both this topic and the International Public Policy Forum Topic.

Arguments in Favor of Global Poverty Reduction

There are a number of arguments that can be made in favor of global poverty reduction.

First, there are many people living in poverty world-wide. More than a billion people live in poverty

Second, living in poverty means living a pretty wretched existence. Statistics indicate that 25,000 kids die every day from poverty. Poor individuals often do not learn how to read or write, are exposed to diseases that they often die from due to a lack of health care, are frequently exploited by human traffickers, and often engage in hard labor for almost no return. To argue that we should ignore the impacts of being poor when there are conflicting environmental demands is almost reprehensible.

Third, it is important to note that the resolution requires one side to choose sustaining poverty in the name of protecting the environment. It literally requires one side to argue that we should protect the environment on the back of the world's poor rather than on the back of the rich who control 76% of the world's wealth (one billion of the world's six billion people control 76% of the world's wealth).

If there is a “counterplan” to be had anywhere, it is in one side arguing

that instead of choosing to protect the environment over reducing poverty, we should chose to protect the environment over high rates of economic growth. In other words, the rich could afford to have less and still live pretty well, but the idea that we should keep people poor in order to protect the environment is morally offensive.

Similarly, teams arguing for poverty reduction should make the point that a primitive existence, where many people lived in “poverty” by today's standards, offers little in hope of the idea of staying impoverished as a means to protect the environment.

Fourth, those arguing for poverty reduction should argue that if we chose to reduce poverty now, there may be less environmental degradation in the future since living in poverty does put pressure on the environment (the poor directly consume a lot of natural resources, often have more children, and fail to invest in environmentally friendly technologies).

Arguments in Favor of Environmental Protection

There are a number of arguments that can be made in favor of environmental protection.

First, teams arguing in favor of environmental protection need to clearly

International Public Policy Forum

The resolution identifies two concepts—poverty reduction and environmental protection—that are relatively easy to research and are of interest to most people.

establish that they are not against all efforts to reduce poverty, but are only arguing that if those efforts conflict with environmental protection that environmental protection should be chosen. Teams may even be able to get away with arguing that they support all efforts to reduce global poverty that do not undermine environmental protection. Regardless, I think it is absolutely critical that teams that support poverty reductions are not able to win that you oppose efforts to help the poor.

Second, teams arguing in favor of environmental protection needs to explain that danger that a failure to protect the environment has for everyone—namely, human existence. The environment is the body that sustains the life of humanity, and environmental collapse would mean the end of everyone, rich or poor. They should also make clear that reducing poverty and improving standards of living threaten the environment.

Third, environmental problems create problems for the poor. Environmental changes, such as those caused by climate change, often force people to move, threaten crops, and diminish water supplies. It is the poor that bear the brunt of this the most because they have the fewest resources available to adapt.

Fourth, teams should argue that we have a moral obligation to protect the environment and that we should not treat the environment solely as a means to an end—as a means to sustain humans.

The “United Nations”

The United Nations as the actor in the resolution creates some opportunities for overlap with the NPPF topic, but other than that overlap I don’t see the presence of the actor as having any great significance. Most debates will simply come down to what goal should be chosen when the two goals are in conflict.

Teams arguing for poverty reduction could try to construct an argument that the U.N. has an obligation to help the poor, and that while maybe other actors should choose environmental protection over poverty reduction, the U.N. never should. It would take a good piece of evidence that I haven’t yet found to make that argument, but it is an interesting possibility that could help those arguing for poverty reduction to try to short-circuit the general environmental protection versus poverty debate.

Similarly, teams arguing for environmental protection could argue that the U.N. has an obligation to look out for the interests of everyone and not just the poor, meaning that

they should favor environmental protection over poverty reduction.

“When in Conflict”

Given the presence of the phrase “when in conflict” in the resolution, I don’t think it is possible for one side to argue for both poverty reduction and environmental protection. If they argued the two were not exclusive in a particular instance, they would simply be pointing out that the two were not in conflict at that time.

IPPF/PF Topic Overlap

There is some overlap between the NPPF topic and the PF topic. Both topics ask the question of whether or not poverty should be reduced and generally stimulate a debate about the issue of international poverty. An argument that poverty reduction undermines environmental protection can be made on negative against affirmative claims that poverty should be reduced.

Regardless of the arguments that are made, the overlap amongst the two topics creates great intersections for debate. Hopefully those intersections will encourage PF debaters to participate in the IPPF.

For more information on the International Public Policy Forum competition, go to www.nppf.net.



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“Resolved: The United Nations should substantially increase humanitarian assistance for persons living in poverty.”

To participate, schools must submit a 2,800 word qualifying essay (affirmative or negative) on the topic. The top 32 teams advance. For more information on the 2009-2010 IPPF, visit:

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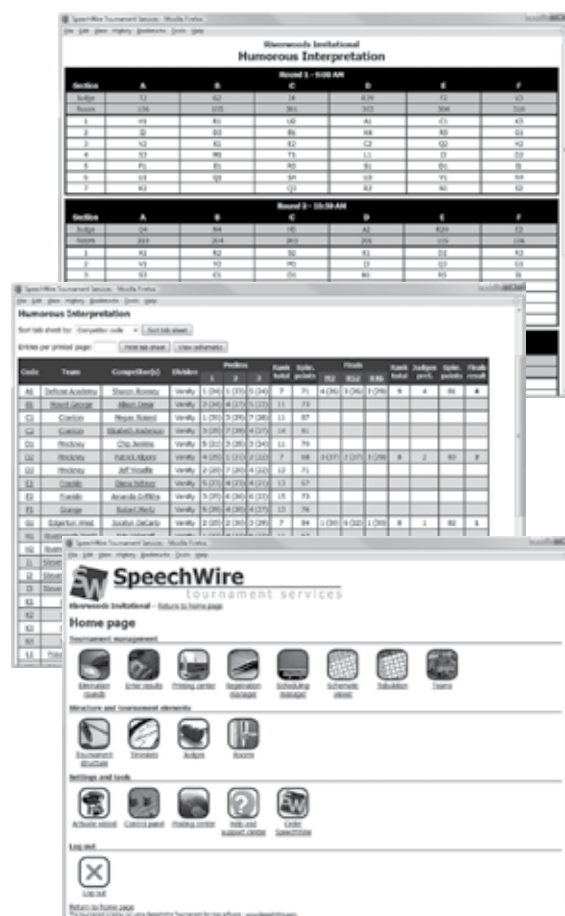
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CELEBRATING THE *freedom* OF SPEECH

The NFL takes a look at key events which cemented this important right.

1791 The Bill of Rights codifies the freedom of speech in its first amendment, which also includes protections of the freedoms of press, religion, peaceful assembly, and petition.

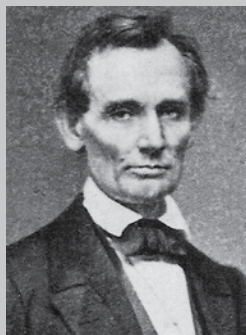
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

1776

1791

1858

1859



1858 In a vigorous exercise of free speech, the Lincoln Douglas Debates commence between two candidates for an Illinois Senate seat. Although Douglas would win election as Senator, Lincoln would go on to become the President of the United States.



1776 The Continental Congress adopts the Declaration of Independence, setting into motion the development of a nation which will allow free speech to thrive.

1859 John Stuart Mill's seminal essay, "On Liberty," argues that free speech is critical to social advancement. Mill proposed that through debate, citizens could evaluate their opinions critically and come to a better understanding of the truth.

1929 U.S. Supreme Court Justice Oliver Wendell Holmes affirms the importance of free speech when he declares: *“The principle of free thought is not free thought for those who agree with us but freedom for the thought we hate.”*

1920 Crystal Eastman, Roger Baldwin, and Walter Nelles form the American Civil Liberties Union (ACLU) to preserve citizens’ fundamental liberties. 71 years later, NFL Alum Nadine Strossen will take the helm of this important organization.

1937 The NFL models free speech as part of the political process in the first National Student Congress. Congressional debate would continue during World War II at the request of President Franklin D. Roosevelt, who recognized the importance of training youth in critical thinking and communication.



1920

1925

1929

1931

1937

1948

1925 The National Forensic League is founded by Bruno E. Jacob at Ripon College in Wisconsin. As a result, generations of students will be empowered to become effective communicators, ethical individuals, critical thinkers, and leaders in a democratic society.

1931 In *Stromberg v. California*, the U.S. Supreme Court establishes that nonverbal or symbolic speech is protected under the first amendment when it reverses the state court conviction of Yetta Stromberg. Stromberg, a member of the Young Communist League, was on trial for violating a state law banning the display of a red flag as “an emblem of opposition to the United States government.”

1931 A team from Miami, Oklahoma wins the first National Championship in high school policy debate at the inaugural NFL National Tournament, held at Ripon College.

1948 The U.N. General Assembly adopts the Universal Declaration of Human Rights, which urges member nations to promote human, civil, economic and social rights, including free speech.



freedom of speech



1960 The first televised Presidential debates transpire between John F. Kennedy and Richard Nixon, helping pave the way for Kennedy's election as President. The four-debate series marks a turning point in the role of electronic media on free speech and debate.

1979 Lincoln Douglas debate makes its first appearance as an NFL event. Mary Ambrose from Omaha Marion High School in Nebraska clinches the first title in LD at the 1980 NFL National Tournament.



1960

1967

1969

1979

1988

1969 In *Tinker v. Des Moines Independent School District*, the U.S. Supreme Court upholds the right of several students to wear black armbands in protest of U.S. involvement in Vietnam. Justices reasoned that school officials may not censor student expression unless they can reasonably predict that the expression will substantially disrupt school activities.

1967 In *Keyishian v. Board of Regents*, the U.S. Supreme Court strikes down a New York law which had prohibited the employment of public school and university teachers associated with "subversive" groups. This decision underscored the importance of free speech in academia, as the opinion noted: "Our nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned."

1988 In *Hustler Magazine, Inc. v. Falwell*, the U.S. Supreme Court unanimously rules that political cartoons and satire "have played a prominent role in public and political debate." As a result, public figures must now demonstrate that a publication acted maliciously before they can recover money for intentional infliction of emotional distress.

"Speech is power: speech is to persuade, to convert, to compel."

~Ralph Waldo Emerson

1992 American Philosopher and Linguist Noam Chomsky, a vocal critic of United States foreign policy, writes in his book, *Manufacturing Consent*: "Goebbels was in favor of free speech for views he liked. So was Stalin. If you're in favor of free speech, then you're in favor of freedom of speech precisely for views you despise."

1990

1992

2001

2002

2001 The USA PATRIOT Act vastly expands the government's ability to search private records, gather intelligence, and regulate financial transactions, particularly of foreign-born individuals. These changes fuel concerns for civil liberties.

1990 With its *U.S. v. Eichmann* decision, the Supreme Court strikes down the Flag Protection Act of 1989, which had punished anyone who "knowingly mutilates, defaces, physically defiles, burns, maintains on the floor or ground, or tramples upon any U.S. flag."

2002 The U.S. Supreme Court invalidates a provision prohibiting judicial candidates from announcing their views on controversial issues, holding that such a provision violates the First Amendment.



2009 As free speech continues to play an important role in American society, the NFL works to promote this core freedom across the nation. By encouraging engaging debates between America's most promising youth, the League demonstrates its commitment to giving youth a voice through forensic education.

2003

2005

2009

2003 Ted Turner Public Forum Debate debuts as a National Tournament event. Francis Hatch and Meredith Price from Willamette High School in Oregon win the inaugural title.

2005 The U.S. Supreme Court upholds the placement of a monument to the Ten Commandments in a Texas park in *Van Orden v. Perry*, but rejects the placement of a Ten Commandments plaque in a Kentucky courthouse in *McCreary County, KY v. ACLU of Kentucky*. In both 5-4 decisions, Supreme Court Justice and NFL Alum Stephen Breyer casts the key swing vote.



Giving youth a voice

For additional history about the National Forensic League, please visit www.nflonline.org/AboutNFL/YearbyYear

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The conference provided an important opportunity for district leaders to voice their concerns, receive valuable training, and meet one another. "This was an awesome opportunity to collaborate with other forensics leaders and NFL staff," remarked one participant. "I felt I learned something at all sessions," remarked another conference participant. "I'm fired up for the coming year!"



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This problem is not confined to any one region, culture, or nationality. It is a systemic ailment that threatens the very foundation of a healthy globalized order. April 2009 op-ed from the *Star Tribune*, by Michael Kraig.

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World's Weakest Nations Pose Greatest Global Security Threats

by Keith Porter

The most disturbing headlines in the world today all seem to share something in common. Whether in Somalia, Sudan, Pakistan, or elsewhere, too often these troubling news stories stem from a country too weak to control its own territory and provide opportunity for its citizens.

Today, these so-called “fragile states” are seen as a major contributor to (or even the cause of) many global challenges including trafficking of all sorts, piracy, terrorism, nuclear proliferation, disease pandemics, regional tensions, even genocide and more.

“In recent years, it seems we’ve had more security problems from states that have been in trouble than we have from strong states that have been an adversary to us in the traditional way,” U.S. Director of National Intelligence Dennis Blair said in February. And Under Secretary of Defense for Policy Michele Flournoy recently wrote, “Conflict in the 21st century is at least as likely to result from problems associated with state weakness as from state strength.”

In other words, the world’s weakest nations can pose the greatest global security threats. Therefore, promoting stronger states and preventing actions that will destabilize more countries has become a key focus of policy analysts and policymakers alike.

Much work is being done to alleviate the symptoms or collateral damage from weak states. This includes helping refugees and internally displaced persons, putting an end to human trafficking, controlling nuclear proliferation, stopping pirates, and so on. But most of this does not promote state stability in a comprehensive, holistic manner.

At the international level, the United Nations is making this comprehensive approach to rebuilding states a centerpiece

of its new Peacebuilding Commission. And the “responsibility to protect” doctrine spells out the obligations of both states and the world community to help states protect against genocide and similar, terrible and destabilizing crimes.

In the United States and elsewhere, acting on this more holistic understanding of state stability will require new directions in diplomacy, foreign aid programs, military training and deployments, and more. We will collectively need to rethink many international policies and short-term national security actions to make sure they are not actually causing more troublesome fragile states in the long run.

Of course, every case of a fragile or failed state is unique. This argues for a world with a full and flexible toolbox of response options and a strategic commitment to use them. More importantly, it means the world should be looking for ways to promote stronger states long before they are at risk of failure and conflict.

Pauline Baker and her colleagues at the Fund for Peace call this level of state stability “sustainable security,” which they define as “the ability of societies to solve their own problems peacefully without an outside military or administrative presence.”

As Baker explains, none of this means we support authoritarian governments that exist largely on corruption and deny their citizens the civil and political freedoms we hold so dearly. But in today’s global system, a functioning state is required to even engage on human rights and other issues. Ultimately we seek, and the world needs, countries that protect their own people and participate responsibly in the international community.

In the most recent issue of *Courier*, a Stanley Foundation publication, Sean Harder examines lingering instability in

Kenya following post-election violence there and whether an intervention by the international community in 2008 was one of the first applications of the “responsibility to protect” principle. And the foundation’s Michael Kraig looks at what works and what doesn’t in helping states move from fragility to stability. You can find *Courier* online at www.stanleyfoundation.org/courier.

In all of this we must remember that doing this work well is to our common benefit. As the US ambassador to the United Nations, Susan Rice said in a recent speech, “Our values compel us to reduce poverty, disease, and hunger; to end preventable deaths of mothers and children; and to build self-sufficiency in agriculture, health, and education. But so too does our national interest. Whether the peril is terrorism, pandemics, narcotics, human trafficking, or civil strife, a state so weak that it incubates a threat is also a state too weak to contain a threat. In the 21st century, therefore we can have no doubt: as President Obama has said time and again, America’s security and well-being are inextricably linked to those of people everywhere.”

About the Author

Keith Porter is the director of Policy and Outreach for the Muscatine, Iowa-based Stanley Foundation. He holds an M.S. in communication from Illinois State University. Porter was co-producer and co-host of the nationally syndicated public radio program on world affairs “Common Ground” from 1988 to 2004.

He also served as co-producer and reporter for a number of award-winning radio documentaries from the Stanley Foundation.



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Tales of a Small School Forensics Team

by Chris Mosmeyer

The intent of this article is to provide some encouragement and perhaps ideas for teachers trying to get forensics off the ground at their small school. Holy Trinity Catholic High School is a small school—95 students—in Central Texas, yet it has an active and successful forensics program.

I have a particular fondness for the biblical story of David and Goliath.

As a graduate of a small high school and a small university, and now, as a teacher and forensics coach at a small high school, the idea of holding one's own against apparently insurmountable odds is appealing. The story is not just a metaphor; it's a personal experience.

I think it is safe to say that I coach at one of the smallest schools in the National Forensic League. Currently, Holy Trinity Catholic High School in Temple, Texas, has a grand total of 95 students. We are a member of the LBJ District, which is, as our district chair Jimmy Smith from Princeton describes, a district of small schools in Texas. But, even in that district, we're tiny. As far as overall school enrollment goes, that is.

Despite always being the smallest school at tournaments, my team is routinely one of the largest. As of January 19, we have gone to seven tournaments, and my squad has reached 39 students, or 41 percent of the student body. We currently have 88 degrees, second in our district. Best of all, I only have two seniors on the squad, and most of my guys are sophomores and freshmen.

I mention this not just to brag (though being in Texas, it comes naturally), but to emphasize that forensics and membership in the National Forensic League are not just for big schools. Yet, I also know that many schools of all sizes, but particularly small ones, are intimidated and feel that they

cannot put together a competitive team. I want to share a few things that have worked for us at Holy Trinity.

Getting started... Use what you have.

Rather than starting a forensics program from ground zero, look around your school and see if there is a tangential organization. Do you have an active theater program? Does your school compete in academic contests that have speaking, debate, or interp events? Who teaches Speech I at your school?

For our school, the pre-existing team was the Academic Team. Holy Trinity competes in the Texas Association for Private and Parochial Schools Academic Competition, similar to the public school UIL competition in Texas.

Within that organization, there are six speaking events. Our forensics Team grew out of a desire to do better in the academic competition. In 2003, we formalized our after-school practices in the speech events in

Share students

Sharing students goes with the territory of any extra-curricular activity in a small school. I have athletes, band members, cheerleaders, actors, quiz bowlers, and all other kinds on my team. Knowing that, I do my best to work with other faculty members to ensure the success of all teams.

I know some of you are thinking, "Well, [insert name here] will never work with me." Every school has one! If that's the case, then you need to be the one to figure something out.

At Holy Trinity, for example, we try to do a lot of Saturday-only tournaments in the fall so as not to conflict with football. The fall tournament we host is scheduled on an open date or a weekend with an away football game.

Working together often means that one party has to be the one to step forward and sacrifice. I'm reminded of an incident about seven years ago. Our academic team district scheduled the district meet in conflict with the district music meet—the two meets being about 80 miles apart. When I asked why this happened, the academic district president said, "They [the music district] wouldn't move their meet."

I asked, "Why didn't we move ours?"

I also avoid the ultimatum, "If you don't go to this tournament, you're off the squad." In small schools, everyone is pulled in different directions. Realize that if you use

It's all about perspective. Start small if you must, but dream big!

preparation for the district meet and started to see some success. The next year, we went to our first invitational tournaments, and the team was born.

the ultimatum, you may not like the results. I have seen this happen in other clubs at Holy Trinity—ones that aren't around anymore.

Recognizing and publicizing success

Students—whether they admit it or not—have a genuine desire to be successful at something. Take every opportunity to tout successes.

The National Forensic League's point system and accumulation of degrees offer excellent methods of recognizing success. After every tournament, we announce and post our winners, and recognize the students who have earned degrees.

Once a student earns the NFL Degree of Merit, we frame the certificate and hang it on the wall in my classroom. The students now look upon "getting on the wall" as a significant accomplishment. Just recently, I was able to announce to the students that we have now gone farther along the wall than ever before. I currently have 29 certificates hanging—in a school of 95 students.

Another very visible sign of success in my room is the trophies. I ask the students to keep their trophies, ribbons, and medals in my room during the school year. At the end of the year, we take a team picture with all of the winnings, and then, they take them home.

Keeping the trophies and the certificates visible has a positive effect on the team in many ways.

First, it is a great recruiting tool. I have overheard many students say, "I want a trophy," and often, I have students come and ask about forensics right after a big tournament when a lot of trophies appear.

Second, the trophies and certificates are constant reminders of what we've done and what we want to continue to do.

Consider letter jackets, t-shirts, sweatshirts. The concept here is simple: Kids love clothes. Every year, we have a team t-shirt designed by the officers, and we have a standard sweatshirt that hasn't changed in a few years.

Also, students are able to earn letter jackets. Letter jackets should not be just for sports. As a matter of fact, at Holy Trinity, the first letters were awarded in forensics.

Before we were members of the National Forensic League, we created a point system by which students earned points for participation and success in speaking events. Once a student accumulated 175 points, he or she earned a letter jacket.

The jackets, t-shirts, and sweatshirts are a good way to publicize your team in the school and outside.

Record keeping

I am a real record fiend. I enjoy the numbers. I've also found that good record keeping is a great incentive to push students. We still maintain two point systems—NFL and Letter—which can be confusing, but it enables us to see how the current students are doing in comparison with their predecessors. We also keep track of individual awards, team awards, and sweepstakes points. For debate, we keep track of awards, win-loss, and winning percentage.

All of these records find their way into our forensics team record book, which is currently approaching 70 pages. The book contains a host of individual and team records for the squad, as well as a detailed account of each tournament we've participated in. The top 10 students are listed for each record; the top five team performances are listed for each team record. We also have freshman and novice records to encourage our "newbies."

Again, maintaining the record book and being able to tell students when they've broken a record is a great way to maintain interest in the team and to push the students to keep working. Just recently, I was able to announce to my students that they had broken their team record for most awards at one tournament—they earned 34, breaking the old record of 23. Such an announcement caused a loud ovation! And it was only possible because we had kept records from the past years.

Host something... anything!

It's hard work to host something, but it can also be very rewarding. Merely having your school as the host of a tournament will increase excitement within your team. It's as if we're having friends over!

Besides the financial benefit—and there should be one for your team—there are added benefits. Parents volunteer and learn more about the events their children are doing. Students and teachers unrelated or unfamiliar with forensics volunteer and find out more about this strange club. Again, I have more than once recruited a chaperone or competitor whose first experience was volunteering at one of our events.

Second, your team learns a lot about forensics. It's so simple in some ways, but when you're running the meet, there is a whole new perspective. Why did you break two and not three to semis? Why is that judge still here? How exactly did you determine who broke in debate? Once your students have been behind the scenes, they begin to

understand what's involved and are usually more forgiving for tournament gaffs. My experienced students rarely complain about a tournament running late. They know it's part of the game, and they know why!

Last, just go!

There are many reasons why you can't go to a tournament. There is always a game, a dance, a birthday, a test. Those other schools are so big and talented. We're already doing so much at our school!

Okay, but the glory of forensics—the thing I've always really liked—is that there's not a minimum limit on how many people are on a team, and you can play with the big boys on an even playing field.

Our first invitational tournament was at Bryan High School on October 17, 2003. There were more than 20 schools—almost all of which were public schools ten and twenty times our size. Two of my students were literally told by some of the other competitors, "Where do you go to school? You're not supposed to be here." And if it were one of a dozen other events or sports, they would have been right.

However, forensics can be a team of one or two students. And, those one or two can do wonders. Just this year, I took four students to a tournament. Two of them made the semifinals in Prose and Extemporaneous Speaking, and one took third in Lincoln Douglas Debate. No, it wasn't a big trophy day, but it was still a success. And it was a win we wouldn't have had if we had chosen to sit it out.

Several years ago, one of my students got his first trophy at a small tournament—sixth place out of six in Extemp. He told me, shamefacedly, "I got last." I told him, "No, you got sixth. This is what you got because you decided to get up at four in the morning on a Saturday and compete rather than catching up on bad Saturday morning television. You got sixth."

It's all about perspective. Start small if you must, but dream big!

About the Author

Chris Mosmeyer has been coaching forensics for eight years at Holy Trinity Catholic High School, TX. He is a quad ruby coach and was named Fine Arts Teacher of the Year for 3A schools by the Texas Association for Private and Parochial Schools in 2008.

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Sweet Home Indiana or How to Fix Policy

by Steven P. Kennedy

After attending the “Stars Fell on Alabama” nationals in Birmingham this year, I think there may yet be hope for Policy debate, and I think I know what the event needs to experience a much needed rebirth and rejuvenation.

By way of introduction I did my high school debating in the late 60’s. This was a time William Bennett describes as “the golden age of debate”, because in the 50’s and 60’s virtually every high school had a debate team. What we now call Policy was all the debate there was, but it was understandable and accessible to students and observers alike. And virtually any teacher could coach it.

After I left high school I stopped debating but I never lost my love for the activity or my gratitude for the training it gave me. I went to college and law school and practiced law for 30 years, relying heavily on the skills I learned as a high school debater.

While I was otherwise engaged you all know what happened to Policy debate in the next several decades. Speed happened and kritiks and far-fetched theory arguments. The numbers in Policy declined steadily, and first Lincoln Douglas then Public Forum popped up to absorb students driven from the event by its growing complexity and inaccessibility.

In 1999 I returned to debate at Munster High School, Munster, Indiana. My son’s coach quit on the eve of the season and they could not find a teacher to replace her (not an uncommon problem these days). I became the Munster Policy Debate Coach. I quickly discovered what had happened to debate in the intervening years and was appalled, as are most former debaters from my era. I also discovered that Indiana was one of a small number of states still resisting “national circuit style” speed and theory arguments. Hall of Fame coaches like Bob Brittain at

Columbia City and Jim Cavallo at Chesterton and younger coaches like Aaron Smith at West Lafayette had fought the good fight for 20 years to keep debate a communication event.

For the last 11 years I have tried to fight that good fight too. I am proud to say that Policy debate has survived and prospered and had some competitive success at Munster. And although it has had its ups and downs, Policy still seems to be alive and well in the great state of Indiana.

Now let’s talk about Nationals, and specifically Birmingham. While coaching at Munster I have been fortunate to qualify 12 Policy teams for Nationals. For me Nationals always causes a roller coaster of emotion concerning the state and health of Policy debate and the on-going struggle between national circuit and old fashioned style. At Nationals I get depressed when I judge too many rounds with lightning delivery punctuated by hiccups, cases suggesting that we should abolish the interstate highway system because it was designed to perpetuate racism, and the negative arguing that US foreign policy should be informed by a good Nazi philosopher like Friedrich Nietzsche.

Then there is the occasional bright spot where a convergence of paradigms meets up with a pair of teams that can adapt and I hear a rational reasoned debate and cling to hope that the pendulum may yet swing back toward a communicative Policy experience.

In some ways my Birmingham Nationals was similar to previous years. I heard an affirmative case urging us to get in touch with our bodily wastes because this would reduce the marginalization of downtrodden minorities. I heard that we must do away with interstate highways to prevent racism, and when the negative team ran topicality

the affirmative team accused the negative of being racist for running topicality. About half my preliminary rounds featured a speed which would have prevented any “well educated layman” from comprehending what was being discussed.

Then after prelims something happened. In the eighth round, two apparently well qualified and congenial national circuit teams met in our room along with a judge panel consisting of a young man, a young lady and myself. Our paradigms were requested and the young man stated that his debate experience was four years of college parliamentary debate. I said I had an old fashioned paradigm and did not like speed or national circuit style. The woman stated she was a lay judge and that if the teams got excessively involved in debate jargon they would “lose” her. I saw an observer for one team shudder. I strongly suspect at this point each of the two teams was thinking “We have the Panel from Hell.”

Nevertheless, to both teams’ great credit, they adapted. We had a marvelous debate, at a reasonable speed. Jargon was eschewed. There was point-by-point refutation. As opposed to the usual reading of endless cards at breakneck pace without making eye contact, several times the debaters even stepped out in front of the podium and talked to us. It was great. In the end it was a split decision, but all three of the judges expressed the heartfelt wish that they could have given the ballot to both teams. We all said “this is debate the way it ought to be.”

Two days after this round I found myself in the pool for the semi-finals. As luck would have it I was not selected. However, Indiana coaches, Aaron Smith, from West Lafayette High School, and Chris Stepp from Kokomo High School were each picked to judge a

semi-final round. I thought to myself, well I may not be judging a semi-final but my paradigm is.

I talked to Mr. Smith and Ms. Stepp after their respective rounds and lo and behold (!) they each had a very similar experience to the one I had in the eighth round. The teams had adapted to their paradigms. They had a great old fashioned debate experience!

The culmination of this series of uplifting events came when I took my kids to observe the final round of Policy. Two teams from California duked it out in what was the best example of old style Policy debating I have seen in a Nationals final round. They were clear, they were analytical, they communicated with wit and humor and the audience loved it. I am absolutely going to purchase a DVD of this championship round and if you're a Policy Debate Coach you

should too. Unlike a lot of bad PR that swirls around Policy Debate these days (think Fort Hays State) you can show this round to any prospective debaters and they will say "that looks like fun!" You can show this debate to any high school principal or administrator and he or she will say "I want my kids to be able to do that!"

And could it have just been a coincidence that one of the judges in that exemplary final round was Jim Cavallo of Chesterton High School? (This is of course the Chesterton High School which later, at the awards ceremony, received the Bruno E. Jacob Award for an unprecedented third time, with Mr. Cavallo receiving the individual Coach recognition). That's Chesterton, Indiana.

It seems to me that the signs and portents of this Birmingham Nationals are too compelling to ignore. A return to rational

Policy debate is possible! A resurgence of this, the premier event in debate history then and now, is achievable!

Only one ingredient needs to be added to the Policy debate milieu to achieve this worthwhile goal—More Indiana Judges!

About the Author

Steven P. Kennedy was a debater at Gavit High School in Hammond, IN from 1965-1967. Since earning his AB at Wabash College in 1971 and his JD from Vanderbilt University Law School in 1974, he has served as a practicing attorney in Munster, Indiana. He is also the Policy Debate Coach at Munster High School and an official Policy "dinosaur.")




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AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN PARTICIPATION IN COMPETITIVE FORENSICS AND STANDARDIZED TEST SCORES

by Tammie L. Peters

Abstract: Sponsors of competitive speech programs must prove scientifically how forensics improves student achievement, as defined by No Child Left Behind (NCLB; 2001). While many studies have shown a connection between debate experience and improved critical thinking skills, few studies have linked competitive speaking specifically to the standardized tests required by NCLB. This researcher examined the state and national test scores of similarly motivated honors English students in a single high school, over the course of 4 years, and compared the scores of forensic students against the scores of non-forensic students. It was found that students with experience in competitive speech scored significantly higher ($\alpha = 0.03$) on state administered writing tests and significantly higher ($\alpha = 0.07$) on a nationally normed reading test. Additionally, this study revealed no significant difference in test scores between students who competed in the debate events vs. those students who competed in the non-debate events.

Those of us who coach forensics know that this is an extraordinarily worthwhile and valuable activity. However, in these times of financial belt-tightening and the requirements of No Child Left Behind, forensics programs are in jeopardy. School administrators and teachers feel pressured by national and state requirements to raise test scores or be forced to endure official sanctions and punishments. Supporters of programs, especially those outside of the core classes of basic Language Arts (i.e., reading and writing), Mathematics, Social Studies, Science, and Foreign Languages, find themselves forced to demonstrate how student participation in these non-core subjects will improve test scores or else risk reduction or elimination of support, including funding and teacher time.

STATEMENT OF THE PROBLEM

Researchers (Collier, 2004; Rogers, 2002) have observed that no studies have been done on the impact of forensics on standardized test scores. Instead, a number of authors (Allen, Berkowitz & Loudon, 1995; Carroll, 2007; Crawford, 2003; Hier, 1997; Massey, 1999; McCrady, 2004; Minch, 2006; Parcher, 1998; Re, 2002; Rogers, 2002; Sellnow, 1994; Tumplosky, 2004; Warner & Bruschke, 2001) have commented on the logical effects that participation in forensics should have on student test scores; after all: (a) debaters and extemporaneous speakers must research and evaluate evidence while they organize

arguments quickly, (b) orators must do a great deal of research and compose carefully worded speeches, and (c) interpreters of literature must study it carefully in order to understand the best way to orally present the material to make an emotional impact on the audience. Certainly, the acquisition of these skills should be expected to contribute to higher scores in reading and writing. Credible support for the connection to standardized test scores is essential if sponsors of forensics are to be able to defend their programs over the next few years.

Other researchers (Allan et al., 1999; Fine, 2001; Greenstreet, 1993; Vaughn & Winner, 2000; Whalen, 1991) have noted that any possible connection between participation in forensics and higher test scores is the result of the higher motivation and intellectual levels of forensics students in comparison to the rest of the student population. Greenstreet described this problem as the “chicken/egg” (p. 18) quandary: if forensics participants have better test scores, is it because of something the students learn in forensics, or is it because they are smarter and more motivated students? Any researcher will have to consider this problem in order for the results of his or her study to be considered credible.

Findings from credible studies in regard to the connection between participation in forensics and any intellectual and educational benefits are critical if forensics programs

are to survive. Anderson (1974, as cited in Greenstreet, 1993) warned, “In an age of educational accountability, the forensics community is and will increasingly be called upon to tell what it seeks to do, how well it accomplishes its goals, and what other effects it has” (p. 24). Without solid research findings that connect forensics participation to increased test scores, this activity will be lost in “budgetary shuffles and the panic to improve the basics” (Warner & Bruschke, 2001, p. 2). These writers were harbingers of the research necessary to defend any academic program under NCLB (2001): under this law, only those programs “that have been demonstrated to be effective through rigorous scientific research” (U.S. Department of Education, 2003, ¶1) justify inclusion in schools. McCrady (2004) observed that forensics programs have been cut already in various schools because administrators see them as expendable programs that do not contribute to the basic education mandated by law. As long as the U.S. has a culture that values standardized test scores as a measurement of school, teacher, and student success, forensics educators will have to establish a definite link between competitive speech and higher test scores in order to survive.

Background on CSAP

Mandatory student testing began in Colorado before the U.S. Congress passed

NCLB (2001). Members of the Colorado State Legislature established the Colorado Student Assessment Program (CSAP; 1997) in 1997. It is a series of criterion referenced tests based on curriculum performance standards. In 1997, state officials mandated that two tests in Reading and Writing be administered to students in fourth grade (Colorado Department of Education, CSAP Summary Data section, 2007); by 2006, the number of tests had increased to 31 tests across eight grades, plus students in the eleventh grade were required to take the ACT (1989). Currently, all students in Grades 3-10 are tested in Reading, Writing, and Mathematics; additionally, students in Grades 5, 8 and 10 are tested in Science.

Since students in forensics learn about how to read information and manipulate language to create an argument, this researcher is interested in the Reading and Writing tests, especially the tests administered to high school students. The Reading tests include short passages of fiction and nonfiction accompanied by both multiple choice questions and paragraph length constructed responses. In the Writing tests, students are required to: (a) edit texts, (b) evaluate sentences, (c) write paragraph length constructed responses, and (d) write one essay length extended constructed response. More information about the CSAP and how it will be used in this study is provided below.

REVIEW OF LITERATURE

In light of No Child Left Behind (2001) requirements, findings of scientific research are essential for supporters of high school forensics programs to defend their programs. To date, no specific research has been done to study the connection between state mandated standardized test scores and participation in competitive speech. Before this researcher examined the test score data, it was important to understand the context of this research. Participation in speech and debate has been important to a variety of cultures, and the development of competitive speaking has been notable. The impact that participation in competitive speech has on critical thought and other skills has been studied for many years. While there is a strong connection between participation in forensics and the development of academic abilities, there are some deficiencies in past studies.

Historical Perspective of Competitive Speech

The history of forensic speaking is long and rich. Lewis (2004) noted that, in numerous cultures, quality speaking skills

have been valued since the very earliest days. In ancient Greece, books were rare. Trained performers would present poems, both original and by other authors. Contests occurred in which the talents of the interpreters were pitted against each other. The importance of such performers continued through the time of the ancient Hebrews, the Roman Empire, and the Middle Ages of Europe. Stories, histories, myths, legends, and other important ideas were recited by talented storytellers termed *bards* in France, *scops* in England, and *fili* in Ireland. Similarly, Crawford (2003) explained that orators were important in ancient Rome, and debates in the Senate were a critical part of the government. When Demosthenes used pebbles to practice clear speech, he was involved in a long established tradition in which public speaking was valued. During the Enlightenment, debate skills were essential to the salons of France (Carroll, 2007). In the United States, the value of public speakers was evident in the growth of the Chautauqua movement of the late 19th century, which brought speakers and musicians to towns across the U.S. (Canning, 2000). According to Canning, Theodore Roosevelt called the Chautauqua movement “the most American thing in America” (¶1). The most popular speakers were lecturers, like William Jennings Bryan, and elocutionists, who created one person shows from pieces of literature. Clearly, public speaking, including debate and interpretation of literature, has been valued throughout time and across cultures.

In the U.S., the historical respect for excellent speaking skills led to the development of interscholastic competitive speech (Barfield, 1989). Intercollegiate competitions began in 1872, and Southwestern College created the tournament format for multiple teams in 1923 (Barfield). The oldest high school debate society in the U. S. is at Phillips Academy in Andover, Massachusetts, where debate was an established student activity as early as 1825 (Phillips Academy, 2007). “From 1855 to 1890, debate presented one of the more popular forms of intellectual entertainment in many schools” (Borchers and Wagner, 1954, as cited in Barfield, p. 49). In 1895, teachers in a group of high schools in Wisconsin formed the High School Lyceum Association, which was “devoted to promoting interscholastic debate” (Barfield, p. 51). By 1925, a group of high school teachers began to organize a national honor society for interscholastic speech competitors (National Forensic League [NFL], 2007). This group established the NFL as a national

honor society for speech. Initially, only six events were offered: debate, original oratory, extemporaneous speaking, interpretation of dramatic literature, interpretation of humorous literature, and oratorical declamation. Over the next 70 years, other events were added. In 1945, members of the National Association of High School Principals placed NFL competitions on their list of approved competitions and activities. In 2007, over 1.2 million students had become members of the NFL, and over 2,000 schools had earned NFL charters.

Forensic competition continues to be valued worldwide. In 1999, members of the Open Society Institute created the International Debate Education Association (IDEA; 2007). The IDEA was designed to promote debate and discussion in “those societies where democracy is in its infancy and where negotiated resolution to conflicts and cross-community dialogue are little-established concepts” (¶2). Currently, IDEA events take place in 27 countries.

Throughout time, members of many cultures have valued speech and the benefits it provides, especially to young people. Excellent speaking skills have been respected from the earliest times through today. Competitive speaking has been appreciated since ancient Greece and continues to be important today.

Various Benefits of Participation in Forensics

McCrary (2004) commented, “All veteran and even novice coaches know in our hearts that our programs have immeasurable educational value” (p. 41). A variety of benefits have been ascribed to participation in competitive speech. For example, competitors in forensics develop better academic skills and succeed more than their peers in school. Barfield (1989, as cited in Bellon, 2000) “found that participation in competitive debate among high school students positively correlates with significant gains in cumulative GPA” (p. 166). Collier (2004) found a similar effect in her study of high school debater students in inner city schools. She concluded, “Two results are clear – debaters achieve significantly higher grades and intend to attend college at a substantially greater rate than their non-debating peers” (p. 28). Warner and Bruschke (2001) concurred: high school debate can lead to improvement in student grades in other academic courses. In his study, Rogers (2002) found collegiate debaters “were able to maintain slightly better GPAs than their non-debate peers. They were significantly stronger academically” (p. 21),

as determined through a variety of indicators. Fine (1999, as quoted in Bellon) hypothesized that this positive effect of competitive speech was because forensics, particularly debate, “appears to strengthen students’ ability to persevere, remain focused, and work toward challenging goals” (p. 166).

Another important benefit attributed to participation in forensics is the increase in civic awareness and the empowerment of students to be productive members of a democracy. Re (2002) argued that forensics, especially debate and extemporaneous speaking, “expose young people to global and international perspectives” (p. 4). The study of current events and the experience of public speaking lead students to participate actively in civic activities. Warner and Bruschke (2001) found, “Students who can face and overcome those challenges and those fears [of competitive speaking] are seldom afraid of public dialogue in any other context, be it a political rally, city board meeting, electoral campaign, legal proceeding, or town hall meeting” (p. 7). Rogers (2002) concluded even more strongly: “Debaters were significantly more likely to participate in the democratic process through voting, volunteering their time and resources to political campaigns, and participating in social activism” (p. 21).

Also, participation in forensics may decrease adolescent violence. Bellon (2000) explained that increased verbal skills and argumentation skills could provide youths with alternatives to violence. Collier (2004) suggested that participating in debates provided students with the requisite tools to resist negative peer pressure. Warner and Bruschke (2001) explained that debaters “are actually more empathetic, less ego-centric, and better at taking the perspective of others” (p. 15). Rogers (2002) found similar results in his study of college student attitudes. Collier found the same effect, and she hypothesized that “debate gives these students a reason to achieve – a reason to reject risky behaviors” (p. 27). Students with forensic experience may learn how to use words instead of violence to solve problems.

Student participation in forensics, especially debate, may lead to these benefits because of the teaching methods used by speech coaches. In particular, forensics is a type of experiential education, in which students analyze real issues and then defend their analyses outside of the classroom (Sellnow, 1994). Hier (1997) suggested that forensics is an excellent delivery system for education because forensic educators use “hands-on methods that produce more

retention” (p. 7). Bellon (2000) explained that the use of constructivist teaching methods, where students are actively engaged in the construction of knowledge, are powerful tools to increase student achievement; participation in competitive forensics provides these types of constructivist opportunities.

Overall, the list of benefits attributed to participation in competitive speech and debate is impressive. Forensic competitors tend to achieve higher grades, be better citizens, and accept others’ views and fight less. These perceived benefits may be why many college admission officers prefer forensic competitors, especially captains of debate teams, when they accept applicants for their schools (Luong, 2000). Also, it may explain why many employers tend to prefer to hire former debaters over other applicants (Parcher, 1998). Colbert and Biggers (1985, as quoted in Bellon, 2000) explained, “In a time when many of our students ask us how educational activities will help them get a job, the answer seems to be unequivocal. Debate experience is highly valued by the business world” (p. 167).

Critical Thinking Skills and Forensics

Historically, one reason public speaking has been valued is due to the association between it and critical thinking skills. Critical thinking skills are vital to society. As Dressel and Mayhew (1954, as cited in Korcok, 1997) noted, “The good life in a democratic society. . . seems to rest fundamentally on one’s ability to think critically about those problems with which he (or she) is confronted” (§7). Massey (1999) wrote about the importance of critical thinking to the Postindustrial Era since “those with a diversity of knowledge (i.e., those with training in critical thinking skills) are the ones who seem to have the best ability to attain success” (p. 24). Members of the Partnership for 21st Century Skills (2004), an education advocacy group made up of representatives from major businesses, defined “critical thinking and problem solving skills” as “essential to prepare students for the future” (§1). The former Governor of California even issued an executive order about the importance of critical thinking skills for students (Korcok, 1997). Katula and Martin (1984, as cited in Whalen, 1991) “identified critical thinking as an essential element of our society’s ability to develop literacy” (p. 391). Also, critical thinking skills are valued in the State of Colorado as identified in the goals of the Colorado Student Assessment Program (CSAP, 1997; Colorado Department of Education, 2007).

There is little agreement on the exact definition of critical thinking. However, most

of the definitions share similarities.

Watson and Glaser (1939, as quoted in Brembeck, 1949) explained:

Critical thinking involves (a) a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends, as well as the ability (b) to recognize problems, (c) to weigh evidence, (d) to comprehend and use language with accuracy and discrimination, (e) to interpret data, (f) to recognize the existence (or non-existence) of logical relationships between propositions, (g) to draw warranted conclusions and generalizations and (h) to test the conclusions by applying them to new situations to which they seem pertinent. (p. 177)

Dressel and Mayhew (1954, as quoted in Whalen, 1991) maintained that critical thinking involves five characteristics, the:

(a) ability to define a problem, (b) ability to select the appropriate information for the solution, (c) ability to recognize both stated and unstated assumptions, (d) ability to select relevant hypotheses, and (e) ability to draw valid conclusions and inferences. (p. 391)

Garside (1996; as quoted in Allen et al., 1999) concluded that:

the literature suggests at least four defining aspects of thinking that make it *critical*: (a) thinking that is clear, precise, accurate, relevant, logical, and consistent; (b) thinking that reflects a controlled sense of skepticism or disbelief of any assertion, claim or conclusion until sufficient evidence and reasoning is provided to conclusively support it; (c) thinking that takes stock of existing information and identifies holes and weaknesses, thereby certifying what we know or don’t know; and (d) thinking that is free from bias, prejudice, and one-sidedness of thought. (p. 18)

Finally, the members of the Partnership for 21st Century Skills (2004) define critical thinking as:

(a) exercising sound reasoning in understanding; (b) making complex choices and decisions; (c) understanding interconnections

among systems; (d) identifying and asking significant questions that clarify various points of view and lead to better solutions; and (e) framing, analyzing and synthesizing information in order to solve problems and answer questions. (§1)

These definitions share certain commonalities; in particular, critical thinking seems to include the ability to (a) gather and carefully evaluate evidence to solve a problem, (b) avoid preconceived notions and biases, (c) remain open to new ideas, and (d) apply information to a variety of situations.

Logical Connections to Critical Thinking

In terms of academic and life skills, students who participate in forensics are exposed to critical thinking techniques. The connection between forensics participation and critical thinking skills is logical. Hunt (1994, as quoted in Parcher, 1998) commented, "Forensics helps you learn to be able to think clearly and adapt to rapid change" (§5). Parcher wrote that the "creation of an argument is one of the most complex cognitive acts that a person can engage in" (§6); since students in all forensics events must create arguments, typically forensics students engage in such complex thinking, regardless of the specific type of competitive event in which they are engaged. The development of these arguments requires (a) research, (b) organization and arrangement of information, (c) anticipation of what others might think about the same subject, and (d) evaluation of how to best use materials (Minch, 2006; Parcher, Tumposky, 2004); these requirements are the elements of critical thinking. Freeley (1990, as cited in Korcok, 1997) explained that the fundamental elements in the creation of an argument are the essence of critical thinking. Carroll (2007) wrote that when students participate in forensics, especially the public speaking events, they are introduced to formal logic and argumentation, which "build critical thinking skills" (p. 34).

Studies about Critical Thinking and Forensics

Investigations into the connection between the ability to think critically and participation in forensics have been conducted for more than 60 years (Korcok, 1997). The first study was conducted by Howell in 1943 (Korcok).

Howell (1943)

Howell (1943) studied the impact of participation in high school debate on the scores on the Watson-Glaser Critical Thinking Appraisal (WGCTA). He asked 218 debate students from 28 Wisconsin schools to participate. In order to develop a control group, he matched each debate student with a similar student who did not participate in debate, and he matched the participants by age, academic record, gender, and I.Q. scores. Howell administered four of the Watson-Glaser tests to each student as both a pretest and a posttest. Overall, Howell found "debaters outgained non-debaters in critical thinking scores over the experimental period of six months" (p. 100). However, the difference between the scores of the debaters vs. those of the control group was not statistically significant. In the comparison between the scores of all debate students and the scores of all control students, Howell found an 85% chance that the improvements in critical thinking skills were not due to chance. When he compared the scores of debate students to the scores of non-debate students with matched I.Q. scores, "the debaters again outgained the non-debaters" (p. 100), but there was only an 89% chance that this difference was not due to chance. Howell suggested that the reason his quasi-experiment did not attain statistical significance was due to the variety of teaching methods and program emphases in the 25 different schools. He noted, "Great differences in mean gains of debaters over non-debaters were found among the participating schools" (p. 100-101). Similarly, Colbert (1995) wrote that the "findings implied instructional techniques, methods, and/or content probably influenced the acquisition of critical thinking skills" (p. 60). Even though Howell's findings did not demonstrate a definitive connection between participation in debate and increased critical thinking scores, Korcok (1997) observed this study "was sufficiently suggestive of a relationship to motivate further research" (§21).

Also, Howell (1943) established the design for such studies: (a) establish a control group and a test group, (b) administer the WGCTA as a pretest, (c) wait while students engage in forensics events for a specified period of time, and (d) administer the WGCTA as a posttest. Allen et al. (1999) pointed out that, in 14 later studies, this basic protocol was followed.

Brembeck (1949)

The next major study was conducted by Brembeck (1949). Brembeck was interested

in how participation in argumentation courses might affect critical thinking abilities of college students. He examined courses in argumentation at 11 different universities, and a total of 202 students were in his experimental group. His control group consisted of the same number of students from each of the schools. "The two groups were equated as carefully as possible according to age, sex, educational background, debating experience, and number" (p. 178). Like Howell (1943), Brembeck administered four of the Watson-Glaser Tests of Critical Thinking (WGTCT), which had been revised since Howell's study. Brembeck concluded, "The argumentation students, as a whole, significantly outgained the control students in critical thinking scores . . . There is approximately one time in a hundred that this difference could occur by chance" (p. 187). Also, Brembeck noted, "Argumentation students with high school and/or college debate training made significantly higher pretest scores than those without debating experience" (p. 188). Brembeck's study is important to this project in two ways: (a) forensics programs are one type of argumentation course offered in high schools, and (b) students with high school debate experience seem to be better prepared for critical thinking requirements in collegiate courses than students without debate experience.

Cross (1971)

Another important study was conducted by Cross (1971, as cited in Colbert, 1995). Cross administered the WGCTA to 136 students from nine high schools. The participants "were novice debaters participating in their first semester of debate" (Cross, as cited in Korcok, 1997, §30). In addition, Cross noted the amount of participation by each student over the course of the year and assigned them to groups of high participation and low participation. After a year, Cross administered the WGCTA again and found, "Those who are drawn to competitive debate, low and high participants, and continue for one academic year have greater thinking facilities than those who are not attracted to debate" (as quoted in Colbert, p. 56). He found that "high participation in competitive debate accelerates debaters' capacity in critical thinking while low participation may not enhance critical thinking beyond the normal improvement in an academic year" (as quoted in Korcok, §31).

Allen, Berkowitz and Loudon (1995)

Allen et al. (1995) compared the gains in

critical thinking skills among: (a) students in introductory communications courses, (b) students in argumentation courses, and (c) students in competitive debate. They administered the WGCTA test, as revised in 1961, to 138 undergraduate students at 5 universities. They tested 34 students in introduction to interpersonal communication courses, 37 students in public speaking courses, 32 students in argumentation courses, and 35 students involved in some form of competitive speech including debate and non-debate events. After a semester, they readministered the tests to the same students. They found, "Both argumentation classes and forensic participation increased the ability in critical thinking compared to introductory interpersonal communication and public speaking classes" (p. 6). Among the four types of experiences, they found "participation in competitive forensics demonstrates the largest gain in critical thinking skills" (p. 6).

Allen, Berkowitz, Hunt and Loudon (1999)

Allen et al. (1999) conducted a meta-analysis of studies in which the connection between communication instruction, including competitive forensics, and critical thinking skills was examined. First, they critiqued the design of the Watson-Glaser tests, in all of the forms; "the methodological issue is whether one can measure critical thinking using an objective test and whether an objective test completely captures the domain of critical thinking" (p. 20). However, since most of the researchers examined used various editions of the Watson-Glaser tests, Allen et al. recognized that they were limited in their study, and additional research needed to be done to determine the validity of these tests. Then, Allen et al. established the methodology of their meta-analysis. They limited their study to manuscripts, both published and unpublished, that contained quantitative data; examined some type of communication skill improvement exercise, such as a course or participation in competitive speech; and included some method to assess critical thinking skill improvement. They examined both longitudinal studies and cross-sectional studies. "The data were analyzed using the variance-centered form of meta-analysis developed by Hunter and Schmidt (1990)" (p. 23). They found that both longitudinal designs and cross-sectional designs showed "communication skill exercises improve critical thinking" (p. 24). Participants in competitive forensics "demonstrated the largest improvement in critical thinking

scores" (p. 27). As for the deficiencies in the Watson-Glaser tests, Allen et al. found that, "when compared to other instruments, the Watson-Glaser measurement for critical thinking reported smaller not larger gains for communication skills training" (p. 25). Thus, in any studies in which the Watson-Glaser tests were used, the researchers may have underestimated the effect of communication instruction, such as competitive speech, on critical thinking skills. The Allen et al. conclusion means the connection between forensic participation and critical thinking may be greater than previous researchers had suspected.

Participation in Forensics and Standardized Test Scores

While the studies about the effects of participation in forensics on critical thinking are intriguing, because of the NCLB (2001) and CSAP (1997) requirements, students must improve specifically their scores in reading, writing and mathematics. Even though CSAP includes questions that evaluate critical thinking skills, it evaluates other skills and knowledge as well. Thus, any studies that examined the relationship between forensics participation and standardized test scores are especially important to this researcher.

Barfield (1989)

The first major study to use nationally normed standardized tests was conducted by Barfield (1989). He used the Stanford Achievement Test, seventh edition (also known as the SAT-7), to evaluate claims about critical thinking skills in high school debate students. Barfield identified a total of 300 students from three different private schools in the southeastern U.S. Half of the students had been involved in highly competitive debate programs for at least two years; the other half were non-debate students who were carefully paired to the debate students on the basis of class rank and course loads. Barfield compared the percentile scores of the SAT-7 prior to the debate students "engaging in academic debating" (p. 152) to the percentile scores of the SAT-7 after two years of competitive debate; the percentile scores for the non-debate students were compared for a comparative time period. Barfield also compared the grade point averages (GPAs) of both sets of students. He found a "statistically significant increase" (p.153) in reading comprehension scores. He also found a "definite correlation between active participation in a highly-competitive interscholastic debate program and gains in student GPAs" (p. 158).

Collier (2004)

The second important study in this era of standardized test scores was the study conducted by Collier (2004) on the impact of participation in high school debate on reading scores. Collier administered the Scholastic Reading Inventory (SRI) as a pretest to students, who participated in competitive debate, as well as students, who did not participate in competitive speaking, a total of 421 students, from 22 high schools in five cities. Teachers at each of the schools recommended debate students for the study, as well as students who had not participated in debate for the control group. Collier identified Honors students in both groups. After the debate season was completed, again, Collier administered the SRI to all students. Based on the test scores, Collier concluded that participants in debate scored 25% higher on the reading test than those in the control group and 18% higher than the control subgroup of honors students, which was significant ($p < 0.10$). Collier suggested that the research requirements of debate motivated students to read and comprehend a wider variety of materials than other students. Collier's findings are especially important because she assessed the reading scores of high school students, as opposed to college students. Additionally, while critical thinking skills are important to society, the focus of state required tests is on reading, writing, mathematics, and science skills.

Vaughn and Winner (2000)

The only other study this researcher found, which was related to the connection between forensics participation by high school students and test scores, was conducted by Vaughn and Winner (2000). They examined the connection between acting and the Scholastic Aptitude Test (SAT) scores. The findings from this study are relevant to this project because acting is very similar to oral interpretation in forensics. Vaughn and Winner based their study on survey responses from students on SAT tests over 12 years and found that the highest SAT scores were achieved by "students taking acting/play production courses" (p. 83). When they examined the component SAT scores of Verbal and Mathematics, the relationship between acting and high test scores was even more evident. While they did not claim a causal relationship, they did find a correlation between participation in acting and higher test scores.

Overall, the findings of many studies (Allen et al., 1995, Allen et al., 1999, Barfield 1989, Brembeck, 1949; Collier, 2004;

Cross, 1971; Howell, 1943; Vaughn & Winner, 2000) have indicated a positive relationship between participation in forensics and academic skills. Most studies have been conducted to investigate the relationship between forensic participation, especially debate, and critical thinking skills. More recently, researchers have begun to study the impact of participation in competitive speech and similar events on standardized test scores.

Criticisms of Recent Research

While the findings from the above studies appeared to demonstrate the positive effects of forensics participation on academic abilities, there were weaknesses in these studies. The greatest weakness found was the chicken/egg dilemma posed by Greenstreet (1993). McGlone (1974, as cited in Greenstreet) wrote, "There is a rather large number of investigations which demonstrate that debate improves certain cognitive abilities and a large body of criticism of these studies which point out that people who have these abilities are simply attracted to debate" (p. 18). Many of the authors of these studies acknowledged this very problem; for example, Whalen (1991) noted, "those who are drawn to debate simply have a tendency to be better critical thinkers" (p. 393). Allen et al. (1999) concurred when they stated,

Forensic participants are self-selected, and the choice to participate in competitive forensics might be related to higher levels of existing critical thinking. Basically, the claim is that comparisons of forensic participants to nonforensic samples are not a fair comparison because of the bias in self-selection. (p. 20)

In her study of reading scores, Collier (2004) wrote, "more research is warranted. . . to remove the myth of self-selection" (p. 29). Vaughn and Winner (2000) acknowledged the same problem when they wrote, "Alternative explanations include the possibility that students who choose to study the arts are high achievers to begin with" (p. 87). In order for new research projects to be regarded as credible, such projects will have to be designed to avoid the self-selection problem. Another problem with past research on participation in forensics and increased academic skills is that most of these studies were based on data collected from college students. Collier (2004) pointed out that these studies were conducted with college level subjects, who are notably different from high school students. Collier observed, "15 year-olds in urban public high schools

can't be compared with college students, particularly those at some of the more elite institutions involved in the debate studies" (p. 7). In her review of literature, this author found only six studies in which the test scores and survey responses of high school students were examined: Howell (1943); Cross (1971, as cited in Korcok); Huseman, Ware, and Gruner (1972, as cited in Greenstreet, 1993); Barfield (1989); Vaughn and Winner (2000); and Collier. As Collier astutely commented, high school students, who are required by law to attend school and take particular courses, are different from college students, who have self-selected both college attendance and particular coursework. In order to meet the requirements of the NCLB (2001), future researchers will have to examine how forensics participation affects the academic skills of high school students if they are to provide evidence to secondary school administrators of the value of competitive speech programs.

Barfield (1989) criticized past studies regarding the positive benefits from debate experience because researchers compared the test scores of students from schools with unequal forensics programs. "In fact, no study has yet collected data which specifically address the quality of instruction received in the debate and non-debate groups" (p. 14). Barfield specifically pointed to Howell's work; Howell found greater improvement in critical thinking skills among students at some schools than students at other schools. Barfield asked, "Could this imply that training in debate can either be 'good' or 'bad' and that the quality of the instruction might bias the outcome of the research?" (p. 14). In order to conduct truly meaningful research about the academic benefits of debate, researchers will need to compare data from students in schools with similar instruction methods and academic priorities for forensic participants.

The final weakness of past research is that the focus has been mostly on the effects of participation in debate. This author found no empirical studies in which the effects of participation in original oratory, extemporaneous speaking, or interpretation of literature were examined. Only a few authors (Carroll, 2007; Crawford, 2003; Hier, 1997; McCrady, 2004; Minch, 2006; Re, 2002; Sellnow, 1994) even mentioned the non-debate events, and those references were limited to the logical connections these events should have on academic skills. Hier, for example, discussed how "speech and debate are almost completely discovery activities. Students select their poetry readings or their prose readings in speech. They select their

arguments in debate" (p. 8). McCrady argued, "It's obvious that kids who probe deeply into literature are developing higher order thinking skills" (p. 41), and "logic is taught in extemp, persuasive oratory, and debate" (p. 44). Re mentioned, in passing, that extemporaneous speaking and student congress are events that require knowledge acquisition. Sellnow included oral interpretation as an example of an activity that provides "different ways of knowing for participants" (p. 7). Minch cited a survey of college students, who had participated in individual events, in which they perceived that this experience helped to develop their critical thinking and reading comprehension skills. The problem with such limited research on the non-debate events is that supporters of comprehensive high school forensic programs must be able to justify their entire programs to critical administrators. Also, educators, who need financial support for programs that include the non-debate events, must have empirical findings about the effects of these other events.

Literature Summary

Researchers have explored the positive effects of competitive speech on academic skills since 1943. Since public speaking has been valued for centuries in a variety of cultures, it makes sense that it would have a positive impact on thinking and comprehension skills. Logically, student participation in forensics should increase academic skills, especially critical thinking skills. In light of the current testing requirements, Barfield's (1989) research on how participation in debate leads to higher scores on the SAT-7 and higher GPAs and Collier's (2004) work on how participation in debate leads to higher reading scores are very exciting. However, often, studies about the effects of forensic participation are flawed in terms of the chicken/egg effect (Greenstreet, 1993): the positive results of these studies may be due to the higher abilities and motivation of students who are involved in competitive speech. Additionally, most of the studies have been focused on college students and may not apply to high school students. Finally, the focus of most of the quantitative studies has been exclusively on debate and has ignored the possible benefits of other forensic events. It is hoped that the design of this project will avoid some of these criticisms and add to the credible research on this activity.

METHODS

Currently, the NCLB (2001) requires that only those programs "that have been

demonstrated to be effective through rigorous scientific research” (U.S. Department of Education, 2004, ¶ 1) receive administrative support. While participation in forensics has been linked to increased critical thinking skills, it is essential that studies be designed that use scientific methods to establish the value of this activity in terms of standardized tests, especially those tests required by law. Also, studies need to be designed to avoid the chicken/egg (Greenstreet, 1993) dilemma; in new studies, the researchers must design methods that take into account student motivation and intellectual levels. Finally, in order to meet the NCLB research expectations, new studies must be designed to evaluate the impact of forensics participation on high school students. While studies about college students provide useful information, current laws require studies be conducted that apply to secondary students. This researcher hoped to meet those requirements in this project.

Procedures

In order to study the possible effects of participation in forensics on standardized test scores, this researcher designed an experiment, based on quantitative data, in order to avoid the deficiencies in other studies. However, since this researcher examined the test scores of students who had chosen, individually, to participate in forensics, or not, as opposed to random assignment of students to the test group and the control group, it was a quasi-experiment, as defined by Korcok (1997). Part of this study was a longitudinal study to examine pretest and posttest scores of state level tests; part of this study was a cross-sectional study to examine the test scores for one national level test.

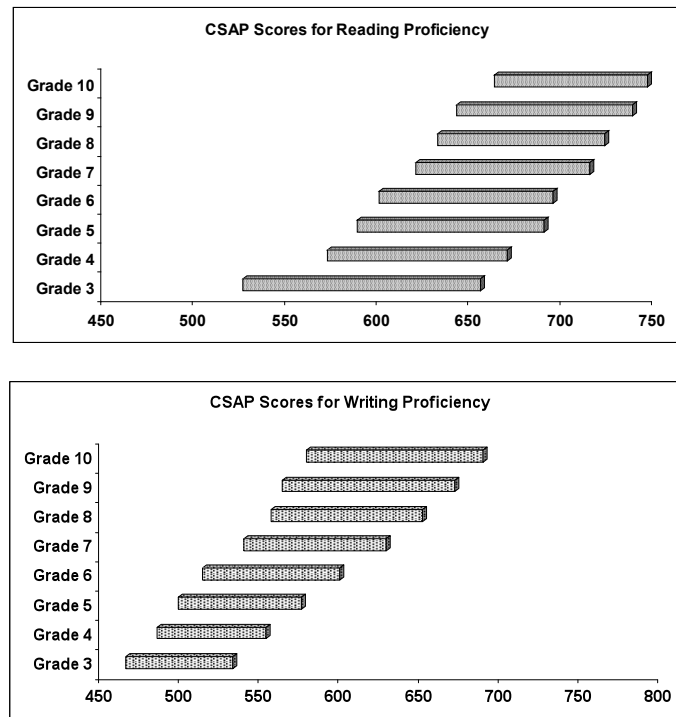
Instrumentation

The Colorado Student Achievement Program (CSAP; 1997; Colorado Department of Education, 2007) is the required series of tests for students in this state. While there have been challenges to both NCLB (2001) and CSAP, this researcher did not evaluate or justify the use of the CSAP. Since the CSAP was developed by the staff of McGraw-Hill (CTB/McGraw Hill, 2006) to align with the Colorado State Content Standards, the results of this study should be similar to studies conducted in other states that use instruments from the McGraw-Hill for state content standard tests, such as California, District of

Columbia, Florida, Mississippi, Missouri, New Jersey, and Oklahoma. CTB/McGraw-Hill tests are used in 23 states and are given to 35 percent of the nation’s students (Toch, 2006).

The CSAP (1997) is required of all Colorado students, Grades 3-10. At each grade level, it is comprised of 3 tests each in Reading, Writing, and Mathematics and 2 tests in Science. The CSAP is administered in all Colorado high schools during March each year. This researcher was most interested in the effect of forensics on the Reading and Writing scores. The CSAP provides a unique opportunity to collect pretest and posttest data since the CSAP uses a graduated scoring system: all students, Grades 3-10, receive scores based on a scale of 0-999, and all students are expected to increase their scores each year in order to be deemed proficient, as shown in Figure 1 (CDE, 2007). This continuous scale allows researchers to examine the data as pretests and posttests.

Figure 1. CSAP scores for proficiency rating



Source: Colorado Department of Education (CDE). (2007).
CSAP summary data 1997-2005. Denver, CO: Author.

Since officials at the national level have begun to consider the implementation of a growth model of student scores (ED to test NCLB, 2005), whereby schools would be evaluated based on whether individual student test scores increased from year to year, CSAP is a good instrument to use. Additionally, the analysis of gains in student scores, as opposed to a single score, is better aligned with the best practices identified by the National Education Association (NEA, 2005).

In order to evaluate the effects of forensics participation on a nationally normed test, this researcher will examine ACT scores. The ACT is another element of the CSAP (1997) and all eleventh grade students in Colorado are required to take the ACT as the final element of student testing (CDE, 2007). Also, the examination of a nationally normed test will make this study useful to educators and administrators in parts of the country that do not administer tests designed by McGraw-Hill. However, this researcher was not able to determine if participation improves ACT scores since there is no pretest available; thus, this portion of the project is a cross sectional study.

Sample Population

This researcher will examine the test scores of students from Golden High School, a suburban high school in the Denver metropolitan area. Demographically, the school is 87.1% Anglo, 7.9% Hispanic, and 1.3% African American (Jefferson County Public Schools, 2007).

Also, 17.6% of students receive free or reduced lunch.

Participation in the forensics class and program at this school was self-selected. No specific recruiting of particular students was done. The program was open to students in grades 9 through 12 of all academic levels. On average, 35 to 40 students participated in forensics in any given school year; of those students, approximately one-third to one-half were honors students, who took honors level courses in other subjects, and the remainder were average students. All students in the program were expected to take a formal course in forensics for at least one semester; after that semester, students could continue to participate in the forensics class during the regular school day or they could participate in forensics through an independent study program for academic credit. In the regular forensics class, students were introduced to all forms of forensic speaking: debate, original oratory, student congress, and oral interpretation. After this introduction to all the speaking events, students were allowed to choose one event as their focus of study and competition.

In order to avoid the problem of self-selection as defined above, the data to be studied was from students who participated in Honors English 11 during a 4 year period. First, the honors and Advanced Placement (AP) courses at Golden High School were self-selected; students did not test into these classes nor did teachers assign them to these classes. Also, in this author's observations, all of these students participated in extracurricular and cocurricular activities, such as peer counseling/mentoring, student government, student publications, athletic teams, play productions, music performance groups, and other similar extra curricular and cocurricular activities. Additionally, all of these students were involved in multiple honors and AP courses. Thus, the data for all of the students involved in this study represented the test scores of motivated students who self-selected to participate in a variety of school activities and intellectual challenges. In terms of the self-selection, this was a homogenous group of motivated, intellectual students, some of whom chose to participate in forensics and some of whom did not.

The examination of students over several years from a single program should have eliminated several variables that could negate or weaken the conclusions. Variables, such as teaching styles, departmental priorities, and cocurricular vs. extracurricular status

of forensics, did not have an impact on this study. All students examined had experienced the same curriculum, the same expectations, and the same grading requirements. Furthermore, the students from the first 3 years that the data were collected had the same English 9 Honors teacher and the same English 10 Honors teacher. During the fourth year studied, faculty changes occurred due to retirements; however, the curriculum and expectations remained the same. Finally, all the participants with forensics experience had the same coach and learned about competitive speech under the same conditions.

Of this group of honors students, the test scores of those students, who did not participate in forensics, were designated as the control group. The test scores of those students, who did participate in forensics, were designated as the test group. The 4 years studied produced CSAP test score data for 205 English 11 Honors students without forensics experience, and 32 English 11 Honors students with forensics experience. Since the scores for the 2007-2008 class of English 11 Honors students were not available until after the due date for this project, only 3 years of data were available for that part of the study: 160 English 11 Honors students without forensics experience, and 24 English 11 Honors students with forensics experience. Since the test group for the analysis of ACT scores was not 30, it was less reliable than the study of CSAP scores.

Within the test group, all students who participated in forensics were considered as a single group when compared to the control group. These students competed in debate, public speaking and oral interpretation events. This researcher did not limit student participation to only debate students. Also, no distinctions were made in regard to the length of participation. As described below, in this project, the researcher compared Grade 8 test scores to Grade 10 test scores. Forensics at this high school was a semester long course; some of the participants were involved for only 1 semester while others were involved for the entire 2 years covered by the testing framework. A complete description of the test group is included in an Appendix. In the future, additional studies can be done to examine the value of the different events or the effect of participation time on test scores.

Data Collection

Since the advent of NCLB (2001), administrators of Jefferson County Public Schools have made the CSAP (1997) scores

of each teacher's students available to that teacher. Teachers have been required to use these data, especially CSAP test data, to adjust teaching methods as an element of their evaluations. Thus, all CSAP scores were available to this teacher researcher. Since 11th grade students in Colorado are required to take the ACT (1989), those scores were available to teachers as well.

This researcher examined the scores in both Reading and Writing in Grade 8 and Grade 10. Grade 9 test scores were not used in this analysis for specific reasons. This researcher felt that use of the Grade 9 tests would limit the data to only students who chose to participate in forensics in Grade 9 and eliminate the data of those students who opted to begin forensics in Grade 10, and Grade 9 tests scores could be skewed by the turmoil of freshmen as they adapt to the high school environment.

Only the test scores of students, who have taken all four tests, were included: Reading Grade 8, Reading Grade 10, Writing Grade 8, and Writing Grade 10. The test scores of any student who missed one or more of these tests were not included in this study. Also, only the test scores of students who attended this school for their entire ninth and tenth grade years were included.

Since this researcher was concerned with whether forensics participation has a positive effect on test scores, standard statistical analysis were used on two types of data: test scores and changes in scores. This researcher examined mean scores and standard deviations, and the test of differences of means at the $\alpha < 0.10$ level of significance.

Also, this researcher examined the ACT (1989) scores for each student involved in this study. Since every Colorado student is required to take the ACT in Grade 11, the data was easily accessible. Standard statistical analysis was conducted on the composite scores, as well as scores for the English and Reading portions. Unfortunately, the examination of ACT scores could not include pretesting and posttesting. This researcher examined: (a) mean scores and standard deviations, and (b) the test of differences of means at the $\alpha < 0.10$ level of significance.

Anticipated Results

At the end of this project, it was believed that the positive effects of participation in forensics would translate into increased reading and writing test scores on both the CSAP (1997) and the ACT (formerly known as the American College Test, 1989). To that end, this researcher posited several null hypotheses to be tested.

- H₁: There shall be no significant difference in the gains of writing skills of high school students in honors English courses who participated in forensics when compared with the gains of writing skills of high school students in honors English courses as measured by CSAP (1997) scores in 8th grade and 10th grade.
- H₂: There shall be no significant difference in the gains of reading skills of high school students in honors English courses who participated in forensics when compared with the gains of reading skills of high school students in honors English courses as measured by CSAP (1997) scores in 8th grade and 10th grade.
- H₃: There shall be no significant difference in the scores for reading of high school students in honors English courses who participated in forensics when compared with the scores for reading of high school students in honors English courses as measured by ACT (1989) Reading scores.
- H₄: There shall be no significant difference in the scores for English usage and editing of high school students in honors English courses who participated in forensics when compared to the scores for English usage and editing of high school students in honors English courses as measured by ACT (1989) English scores.
- H₅: There shall be no significant difference in the gains in writing skills of high school students in honors English courses who participated in debate events when compared with the gains of writing skills of high school students in non-debate events as measured by CSAP (1997) scores in 8th grade and 10th grade.
- H₆: There shall be no significant difference in the gains in reading skills of high school students in honors English courses who participated in debate events when compared with the gains of writing skills of high school students in non-debate events as measured by CSAP (1997) scores in 8th grade and 10th grade.
- H₇: There shall be no significant difference in the scores for reading of high school students in honors English courses who participated in debate events when compared with the scores for reading of high school students who participated in non-debate events as measured by ACT (1989) Reading scores.
- H₈: There shall be no significant difference in the scores for English usage and editing of high school students in honors English courses who participated in debate events when compared with the scores for English usage and editing of high school students who participated in non-debate events as measured by ACT (1989) English scores.

Results

In order to determine the appropriate level of significance for each test, this researcher examined the literature in this discipline. Barfield (1989), Collier (2004), and Howell (1943) established a significance level of $\alpha = 0.10$; thus, this researcher used this established threshold to determine the significance of results. Additionally, this researcher used a one-tail test since previous research indicated that students with forensics experience should have higher scores than students without forensics experience.

H₁: CSAP Writing Scores

The CSAP (1997) scores for writing would indicate that students who participated in forensics had greater gains in writing skills than the students who did not participate in forensics (after applying a trim for extremes), as displayed in Table 1.

Table 1

Summary of CSAP Writing Data with a 5% Trim

	Non-Forensics Participants	Forensics Participants
Number of student scores in study	185	28
Grade 8 CSAP Writing – mean	640.50	634.29
Grade 10 CSAP Writing – mean	663.70	671.82
Change in CSAP Writing – mean	23.19	37.54
Change in CSAP Writing – stand. Dev.	36.47	41.37

This amount of data required the use of the test of differences of means for small samples, which uses the Student's *t* distribution for critical values.

The scores for students who did not participate in forensics are identified as Group 1 and the scores for students who did participate in forensics are Group 2. The calculations for this test revealed a Student's *t* score of $t = 1.906$. This number met the requirement for $\alpha = 0.10$. In fact, this number revealed a significance of $\alpha = 0.030$ for a one-tailed test. Thus, after a 5% trim to reduce the effects of extreme cases, participation in forensics increased CSAP (1997) writing scores at a significant level, and the null hypothesis was rejected.

H₂: CSAP Reading Scores

Displayed in Table 2 are the data for CSAP (1997) reading scores.

Table 2

Summary of CSAP Reading Data with a 5% Trim

	Non-Forensics Participants	Forensics Participants
Number of student scores in study	185	28
Grade 8 CSAP Reading – mean	16.82	713.18
Grade 10 CSAP Reading – mean	736.89	738.21
Change in CSAP Reading – mean	20.07	25.04
Change in CSAP Reading – stand. dev.	20.58	18.11

The calculations for the test of differences of means for small samples revealed a Student's *t* score of $t = 1.209$. This number did not meet the requirement for $\alpha < 0.10$. This number revealed a significance of $\alpha = 0.11$ for a one-tailed test, which approached the desired significance level but did not achieve it. Thus, participation in forensics did not increase CSAP reading scores at a significant level, and the null hypothesis was accepted, although the reading scores approached the desired significance level.

H₃: ACT Reading Scores

Displayed in Table 3 are the data for ACT (1989) reading scores. The total number of scores studied was less for this test because the class of 2009 had not yet taken the ACT scores; the data were based on 3 years of test scores instead of 4 years.

Table 3
Summary of ACT Reading Data with a 5% Trim

	Non-Forensics Participants	Forensics Participants
Number of student scores in study	150	22
ACT Reading – mean	26.13	27.59
ACT Reading – standard deviation	4.14	4.69

The calculations for the test of differences of means for small samples revealed a Student’s *t* score of *t* = 1.517. This number met the requirement for $\alpha < 0.10$. This number revealed a significance of $\alpha = 0.07$ for a one-tailed test. Thus, after a 5% trim to reduce the effects of extreme cases, participation in forensics did increase ACT reading scores at a significant level, and the null hypothesis was rejected.

H₄: ACT English Scores
Displayed in Table 4 are the data for ACT (1989) English scores.

Table 4
Summary of ACT English Data with a 5% Trim

	Non-Forensics Participants	Forensics Participants
Number of student scores in study	150	22
ACT English – mean	25.60	26.36
ACT English – standard deviation	4.28	5.02

The calculations for the test of differences of means for small samples revealed a Student’s *t* score of 0.7137. This number did not meet the requirement for $\alpha < 0.10$. Thus, after a 5% trim to reduce the effects of extreme cases, participation in forensics did not increase ACT English scores at a significant level and the null hypothesis was accepted.

H₅: Debate Students vs. Non-Debate Students and CSAP Writing Scores

Since the test scores examined in this study included scores by students who had debate experience as well as students who participated in only non-debate events, this project provided the author an opportunity to examine whether the differences, or lack of differences, of the various test scores were related to whether the students had debate experience or participated only in the non-debate events. Provided in the Appendix is a description of each student participant in the forensics group. Since all of the current research available attributed gains in critical thinking and reading scores to debate experience, student scores in this study are divided into two categories: (a) students with any debate experience, regardless of the type of debate, alone or in conjunction with participation in other events; and (b) students with no debate experience. Based on this criterion, 20 students were defined as debate students, and 12 students were defined as non-debate students. Because of the small numbers of test scores, the test of differences of means for small samples, which uses the Student’s *t* distribution for critical values, was used. Also, since the number of scores was so small, no trim was used. This small sample examined indicates that this statistical analysis is less reliable than a larger sample.

Table 5
Summary of CSAP Writing Scores for Forensics Participants

	Debate Participants	Non-debate Participants
Number of student scores in study	20	12
Grade 8 CSAP Writing – mean	651.60	642.92
Grade 10 CSAP Writing – mean	690.80	673.08
Change in CSAP Writing – mean	39.20	30.17
Change in CSAP Writing – stand. Dev.	65.56	62.10

The calculations for the test of differences of means for small samples revealed a Student’s *t* score of 0.385. This number did not meet the requirement for $\alpha < 0.10$. Thus, there was no statistically significant difference between the gains in the writing abilities of debate students and the gains in writing abilities of non-debate students, and the null hypothesis was accepted.

H₆: Debate Students vs. Non-Debate Students and CSAP Writing Scores
Displayed in Table 6 are the data for CSAP (1997) Reading scores.

Table 6
Summary of CSAP Reading Scores for Forensics Participants

	Debate Participants	Non-debate Participants
Number of student scores in study	20	12
Grade 8 CSAP Reading – mean	722.50	704.50
Grade 10 CSAP Reading – mean	742.45	734.58
Change in CSAP Reading – mean	19.95	30.08
Change in CSAP Reading – stand. Dev.	21.41	23.05

The calculations for the test of differences of means for small samples revealed a Student’s *t* score of 1.261. This number did not meet the requirement for $\alpha < 0.10$.

This number revealed a significance of $\alpha < 0.11$ for a one-tailed test, which approached the desired significance level but did not achieve it. Thus, there was no statistically significant difference between the improvement in reading between debate students and non-debate students, and the null hypothesis was accepted, although the reading scores approached the desired significance level.

H₇: ACT Reading Scores
Displayed in Table 7 are the data for ACT (1989) Reading scores.

Table 7
Summary of ACT Reading Data for Forensics Participants

	Debate Participants	Non-debate Participants
Number of student scores in study	12	12
ACT Reading – mean	27.50	27.58
ACT Reading – standard deviation	5.21	5.43

It is obvious from the data that there was no significant difference between the ACT Reading scores of debate students and non-debate students. No statistical analysis was needed to accept the null hypothesis.

H₈: ACT English Scores

Displayed in Table 8 are the data for ACT (1989) English scores.

Table 8
Summary of ACT English Data for Forensics Participants

	Debate Participants	Non-debate Participants
Number of student scores in study	12	12
ACT English – mean	25.58	26.92
ACT English – standard deviation	5.95	5.84

The calculations for the test of differences of means for small samples revealed a Student's *t* score of 0.5569. This number did not meet the requirement for $\alpha < 0.10$. Thus, there was no statistically significant difference between the ACT English scores of debate students and the ACT English scores of non-debate students, and the null hypothesis was accepted.

A statistical analysis of the data revealed the following:

1. there was a significant relationship at $\alpha < 0.10$ between students' participation in forensics and greater gains in CSAP (1997) writing scores; in fact, the level of significance was $\alpha = 0.03$;
2. there was no significant relationship at $\alpha < 0.10$ between students' participation in forensics and greater gains in CSAP reading scores, although the results approached significance at the $\alpha = 0.11$ level;
3. there was a significant relationship at $\alpha < 0.10$ between students' participation in forensics and higher ACT (1989) reading scores, as $\alpha = 0.07$;
4. there was no significant relationship at $\alpha < 0.10$ between students' participation in forensics and higher ACT English scores;
5. there was no significant relationship at $\alpha < 0.10$ between students' participation in debate and students' participation in non-debate events in terms of gains in CSAP writing scores;
6. there was no significant relationship at $\alpha < 0.10$ between students' participation in debate and students' participation in non-debate events in terms of gains in CSAP reading scores, although the results approached significance at the $\alpha = 0.11$;
7. there was no significant relationship at $\alpha < 0.10$ between students' participation in debate and students' participation in non-debate events in terms of ACT reading scores, and
8. there was no significant relationship at $\alpha < 0.10$ between students' participation in debate and students' participation in non-debate events in terms of ACT English scores.

Thus, hypotheses H_1 and H_3 demonstrated a statistically significant ($\alpha < 0.10$) relationship between participation in forensics and higher test scores, specifically the CSAP Writing test and the ACT Reading test. Hypothesis H_2 was rejected, and participation in forensics was not significantly linked to higher CSAP Reading scores, although the results approached significance and suggested a relationship. Hypothesis H_4 was accepted; participation in forensics did not significantly affect ACT English scores. In terms of the relationship

between forensics students who had debate experience vs. forensics students who had no debate experience, all four hypotheses, H_5 , H_6 , H_7 , and H_8 , were accepted; there were no significant differences between the test scores of debate students and students in the non-debate events.

DISCUSSION

The results from this study seemed to confirm the logical association between forensics participation and higher academic achievement, particularly higher standardized test scores. The greatest improvements in test scores were in the CSAP (1997) writing, CSAP reading and ACT (1989) reading tests. These findings seemed logical in light of past research and conjecture. On the other hand, students in forensics did not significantly outscore the control group in terms of the ACT English test. Furthermore, there was no significant difference between the gains by forensics students who studied debate and the forensics students who focused on the non-debate events.

Numerous researchers (Carroll, 2007; Freeley 1990, as cited in Korcok, 1997; Hunt 1994, as cited in Parcher, 1998; Minch, 2006; Parcher; Tumplosky, 2004) hypothesized that participation in forensics should lead to greater critical thinking skills. Researchers, such as Allen, Berkowitz, and Loudon (1995), Brembeck (1949), Cross (1971, as cited in Colbert, 1995), and Howell (1943), found statistical evidence to suggest that participation in forensics increased critical thinking abilities. Within this framework of previous research, it makes sense that, in this study, forensics students improved their scores on the CSAP (1997) writing test more than non-forensics students. Officials at the Colorado Department of Education (CDE; 2007) explained that at least half of the writing test involves critical thinking abilities; students must demonstrate they can reason, plan, use evidence, defend a hypothesis, and explain their thinking. By writing extended constructed responses and short constructed responses, students have the opportunity to demonstrate their critical thinking skills. In light of the previous research, it makes sense that the greatest gains of students who participated in forensics vs. students who did not participate in forensics would be in the improvement of writing scores. The statistical analysis showed the strongest relationship between participation in forensics and improvement in writing scores; this relationship was found at the $\alpha = 0.03$ level of significance.

When one considers Barfield's (1989) and Collier's (2004) studies, in which a connection was found between debate students and improved reading skills, it is not surprising that a strong connection was found between forensics participants and reading test scores, especially the ACT (1989) reading test. Students in forensics have to read a variety of information carefully. Debate students and oratory students must evaluate pieces of nonfiction for evidence that may help support an argument. Extemporaneous speakers must read a variety of news sources in order to synthesize information into speeches. Interpreters must do intensive literary analysis of their performance pieces in order to understand and portray all the nuances. Reading is a key element of all forensics events; thus, it makes sense that students who participate in forensics would have higher ACT reading scores. This author found a significant relationship at the $\alpha = 0.07$ level. It is a bit puzzling as to why the connection between participation in forensics and improvement in CSAP (1989) reading scores was not as strong. The connection did not meet the requirement for significance, although it approached significance at the $\alpha = 0.11$ level. It is possible that the reading selections on the CSAP were too simplistic to



challenge students and reveal their improvements in reading ability. After all, the CSAP reading questions were designed to test students' comprehension of grade level texts. The reading selections for the ACT were designed to emulate college level texts (ACT, 2007). Since forensics students are accustomed to reading complex texts and must defend intricate interpretations, the type of reading selections on the ACT are closer to the types of reading that forensics participants do.

There was no significant relationship between participation in forensics and ACT (1989) English scores. However, the types of questions asked on the ACT English test do not align well with the types of skills practiced in most forensics courses, particularly in the program studied. According to the ACT Technical Manual (2007), the majority of questions on the ACT English test are designed to assess mechanics: 13% of the questions assess punctuation, 16% of the questions assess grammar and usage, 24% of the questions assess sentence structure, 16% of the questions assess revision strategies, 15% of the questions assess organization of sentences within paragraphs, and 16% of the questions assess style and tone. While most students in forensics must think carefully about organization and style issues, the oral nature of forensics means that students do not have to practice, necessarily, editing skills on a written text; certainly, sentence structures meant to be heard can be different from sentence structures meant to be read. The focus of the ACT English test is on editing skills of written texts. In the forensics course studied in this project, mechanics were never explicitly taught or discussed, especially in terms of editing written texts.

When one considers the previous research in regard to the connection between debate and critical thinking skills, reading skills and academic success, it may surprise some readers that there was no

statistical difference between the test scores of forensics students with debate experience and forensics students with no debate experience. All the elements of critical thinking, such as evaluation and organization of information, seem more applicable to the debate events. However, the results from this study suggested that the reading and writing skills used in the non-debate events are as beneficial as the reading and writing skills used in the debate events. Students who compete in Original Oratory or Extemporaneous Speaking must have a thorough understanding of their topics in order to write effective speeches. Students who participate in the interpretation events must use critical thinking skills as well. They have to analyze carefully literary pieces, such as plays or novels, evaluate which parts of the literary work should be included in their performance and which parts should be cut, and evaluate the most effective ways to present the information so that the audience understands and appreciates the nuances of the characters' situations. The results from this study suggested that participation in all the forensics events is equally valuable to student achievement.

The greatest weakness of other studies, noted by scholars (Allen et al, 1999; Collier, 2004; Greenstreet, 1993; Vaughn & Winner, 2000; Whalen, 1991), is the problem of self-selection. Participation in forensics may seem to influence test scores because brighter, more motivated students elect to join forensics teams. However, this author attempted to design a study to minimize the chicken/egg effect. All the test scores examined were from students who were intelligent, motivated, and active in school activities. All the students had plans to attend universities. Moreover, all the students had self-selected into Honors English courses, which emphasized language skills, like reading and writing, and presented challenging materials. All these students were confident enough of their reading and writing abilities to

enroll in advanced English courses. This researcher designed a study that examined two like groups, and this study should mitigate any concerns about the chicken/egg dilemma.

Limitations to This Project and Suggestions for Further Research

One possible weakness of this study is that the examination of test scores by honors students may not be applicable to other students. Because they are more interested in language, they may be more susceptible to the educational effects of forensics. Their interest in complex reading and writing may increase their gains in critical thinking skills while they participate in competitive speech. On the other hand, it is possible that the gains in reading and writing abilities by forensics students could be understated since the scores examined were by honors students instead of grade level students. Allen et al. (1999) discussed the ceiling effect, where students who begin with high test scores cannot improve greatly because their scores are already near the top, or ceiling. If participation in forensics increases reading and writing skills, the increases may have been muted because the honors students did not have much room to improve their scores. Additional studies, which examine the impact of participation in forensics on grade level students, need to be designed to evaluate the impact of the ceiling effect.

Another weakness of this study is the limited number of test scores examined. Without at least 30 test scores for the honors students with forensics experience, the results were less reliable than a larger sample (Brase and Brase, 1999). Furthermore, the examination of test scores by forensics students with debate experience vs. forensics students with no debate experience was limited because there were only a total of 32 forensics students studied: 20 in debate events and 12 in non-debate events. While the results from the comparison between test scores of honors students vs. the test scores of non-forensics students were supported by previous research, the comparison between the test scores of forensics students who had debate experience vs. the test scores of forensics students who competed only in the non-debate events was unique. The statistical connection between the test scores of these two groups was large enough to suggest only a relationship; additional research needs to be done to confirm the academic benefits of the non-debate events.

Conclusion

The value of public speaking, specifically in a competitive setting, has long been recognized. However, in this era of No Child

Left Behind (2001) and high stakes testing, it is important that competitive speaking be connected scientifically to higher standardized test scores. Without such research, the future of forensics programs will be doubtful. This researcher found a statistically significant ($\alpha = 0.03$) relationship between participation in forensics and higher writing scores as well as a statistically significant ($\alpha = 0.07$) relationship between participation in forensics and higher reading scores. This connection seems to be equally true for students who choose to compete in the debate events as well as for students who choose to compete in the non-debate events.

During the writing of this project, the political climate began to change. Members of the Colorado House of Representatives proposed bill HB08-1357 (Fender, 2008), which would eliminate writing tests at all grades and eliminate CSAP (1997) tests in Grades 9 and 10. The ACT (1989) would be retained for high school juniors. While the bill passed the House, it was postponed indefinitely in the Senate Education Committee; thus, it was effectively killed (Colorado General Assembly, 2008). However, this event seems to point to the idea that the evaluation of participation in forensics in terms of CSAP scores may be irrelevant. However, two major points need to be made. First, even though the Colorado legislators may be considering revising their testing program, there is no evidence that this is happening in other states. The NCLB (2001) is still in force. CTB/McGraw Hill still produces tests for 23 states (Toch, 2006). While tests of writing skills are not required under NCLB, legislators in 33 states have added a writing component to their testing laws (Toch). Even if the Colorado testing law is altered, the results of this study still would be relevant to other parts of the nation. Second, regardless of political decisions about mandatory testing, this researcher has demonstrated that participation in forensics has a positive effect on reading and writing abilities. Whether they are tested or not, reading and writing have been the cornerstones of education and literacy. To disregard the implications of this project because of political decisions about the testing instruments would be a mistake.

Overall, the value of forensics programs in terms of specific student achievement cannot be denied. While forensics participation is not the only method that school staffs can use to improve their standardized test scores, especially in reading and writing, it is obviously one tool that should be retained in their arsenal of instructional methods to ensure student success.

Tammie Peters has received her Second Diamond for coaching at Golden High School in Colorado. She wrote this paper as a culminating work for her Masters of Arts in Language and Communication from Regis University, Denver.

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APPENDIX

Description of Forensics Students Involved in Study

Student	Grad Year	Years of Participation	Description of Participation (Event and NFL points earned during each year of participation)
1	2006	9th Grade, 2nd Semester 10th Grade – year	Poetry Interp – 26 Orig Oratory – 71 Duo Interp – 30
2	2006	10th Grade – year	Poetry Interp – 44 Duo Interp – 28
3	2006	10th Grade – year	Orig Oratory – 101 Extemp – 41
4	2006	10th Grade – year	Duo Interp – 139
5	2006	9th Grade – 2nd Semester 10th Grade – year	Orig Oratory – 30 Duo Interp – 139
6	2007	10th Grade – year	Public Forum – 156 Extemp – 21
7	2007	10th Grade – year	Policy Deb – 144
8	2007	10th Grade – year	Public Forum – 156
9	2007	9th Grade – year 10th Grade – year	LD Debate– 216 Impromptu – 10 Congress - 64 LD Debate – 87 Congress – 72 Humor Interp – 39
10	2007	10th Grade – 1st semester	Duo Interp – 25 Drama Interp – 7
11	2007	10th Grade – year	Poetry Interp – 31 Duo Interp – 7
12	2008	9th Grade – year 10th Grade – 1st semester	LD Debate – 21 Extemp – 11 Humor Interp - 13 Humor Interp – 10
13	2008	9th Grade – year	Duo Interp – 25 Drama Interp – 37
14	2008	10th Grade – year	Duo Interp – 47 Humor Interp – 20
15	2008	9th Grade – 1st semester	Public Forum – 45 Extemp – 12
16	2008	9th Grade – 1st semester	Duo Interp – 14
17	2008	9th Grade – 1st semester	Public Forum – 36 Extemp – 11
18	2008	9th Grade – 1st semester 10th Grade – year	Public Forum – 69 Extemp – 9 Duo Interp – 34 Drama Interp – 10 Poetry Interp – 21
19	2008	9th Grade – year 10th Grade – 1st semester	Public Forum – 45 Duo Interp - 40 Public Forum – 12 Duo Interp – 49
20	2008	9th Grade – 1st semester	Duo Interp – 51
21	2008	9th Grade – 1st semester	Duo Interp – 25 Orig Oratory – 9
22	2008	9th Grade – year 10th Grade – year	Duo Interp – 59 Humor Interp – 7 Duo Interp – 11 Congress – 40
23	2008	9th Grade – year 10th Grade – year	Public Forum - 122 Public Forum – 262
24	2008	9th Grade – year 10th Grade – 1st semester	LD Debate – 45 Duo Interp - 53 Duo Interp – 17
25	2009	9th Grade – 1st semester 10th Grade – 1st semester	Policy Deb – 111 Policy Deb – 79
26	2009	9th Grade – 1st semester	Policy Deb – 36
27	2009	9th Grade – 1st semester	Policy Deb – 66
28	2009	9th Grade – year	Policy Deb – 100
29	2009	10th Grade – 2nd semester	Policy Deb – 49
30	2009	9th Grade – 1st semester	Policy Deb – 27
31	2009	9th Grade – year 10th Grade – year	Policy Deb – 160 Policy Deb – 94
32	2009	9th Grade – year 10th Grade – 1st semester	Public Forum – 21 Extemp - 70 Extemp – 9 Congress – 7

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 - Parli, Public Forum, JV Policy and JV LD: Friday through Sunday
 - Individual Events and Congress: Saturday and Sunday
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email stanfordinvitational@yahoo.com, or call 650.723.9086 with questions*

Build Leadership Training through Service Learning and Action

by Adam Jacobi



In his inaugural address, President John F. Kennedy challenged how Americans thought about their role as active citizens, telling them, “ask not what your country can do for you; ask what you can do for your country.” Nearly half a century later, President Barack Obama has made service and volunteerism a top priority as a means of economic recovery and enhancing quality of life in communities.

In terms of using communication as a springboard for service, Roman orator Quintilian’s urging to be a good person speaking well is an appropriate place to start. A former extemper and debater of mine, Kevin Bailey, once captured the essence of this notion so well when remarked about how helpless he felt about the suffering going on across the world, and how merely speaking about it in the insulated world of forensic competition was not enough: he wanted to act.

Generative Topics & Objectives

Some institutions understand the benefits of service learning as providing invaluable, practical skills, and building an awareness of the community and world beyond the four walls of a classroom. The award winning and research-based International Baccalaureate (IB) curriculum incorporates required hours of creativity, action and service (CAS) as part of its Diploma program, building leadership skills much the way speech and debate activities do. IB founder Alec Peterson quoted German education theorist Kurt Hahn, highlighting the importance of taking action based on knowledge: “If you believe in something, you must not just think or talk or write, but must act.”

As an honorary society, the National Forensic League has always supported the concept of service speaking—that is, engaging community groups or broadcasting to an audience. As the League has evolved with the discipline of communication in the 21st century, we understand that the nature of human interaction continues to change with new media, and providing opportunities for students to apply communication skills gained in speech and debate through other channels is invaluable.

Authentic, Ongoing Assessment

To that end, a number of partnership programs are available that offer tools for teachers in creating **authentic instruction through experiential learning**. These

contest programs have amazing incentives tied to them to **motivate student participation**, while making it worth teachers’ efforts.

Since 2004, the NFL has worked with the United Nations Foundation by asking our students to engage communities on raising awareness of issues central to the UN mission and Millennium Development Goals. This year, the NFL is expanding the scope of this initiative to include as part of the Global Debates the ability for a school to hold a **performance showcase**, so if students more oriented toward interpretive or platform speaking events wanted to engage this fall’s topic of **poverty and climate change**, they could perform literary works.

NFL schools who have built this project into their curriculum often **start with a traditional approach**: holding an in-class debate or building a persuasive speech on

The People Speak.org
Speak Up. Change the World.

the issue. The teacher then selects the most polished/prepared students to give an encore performance/debate for a public audience, either an assembly or after school showcase, or with a civic organization in town.

The People Speak takes this a step further by asking students to volunteer in their communities to experience these issues on a more personal basis and test workable solutions. For example, a school could partner with a local soup kitchen and

We can make the education students gain from forensics more meaningful and longer lasting through offering opportunities beyond routine tournaments.



Don't delay! Register for these contests today.

October 14 is the IPPF deadline.

determine ways to make the facility more energy efficient. The name of the game is to be innovative and interact with people outside of the school. Creating video public service announcements, blogging and discussing the issues with elected officials are all ways of **extending learning through outreach**. NFL schools who did this not only found the students were left with a sense of lasting accomplishment beyond the brief pride a superficial trophy might provide, but it raised the stature of forensics in the school and community beyond through press coverage and general good will.

What's in it for the school and teacher beyond good will? Well, not only can schools who are most active earn an all-expenses paid opportunity to participate

in the International Debate Education Association (IDEA) youth forum in the Netherlands next summer, but they can earn NFL chapter monetary incentives and student NFL merit points above and beyond the 1,500-point recording cap.

The NFL also is partnered with New York University/Bickel and Brewer Foundation's International Public Policy Forum (IPPF). The IPPF asks students to construct a debate essay and be prepared to draft a written response (rebuttal) to opposing viewpoints. This unique approach transfers skills debaters are used exercising through oral communication, and apply them to a written medium, which requires a different approach and strategy.

Teachers who have built this into their curriculum have had their students write such essays either individually, as pairs, or in small groups, and then selected the strongest essay as the school's entry to the competition. It's that easy! Where forensics is purely extra/co-curricular, coaches have assigned select students this task, considering it great additional practice and training. **The task should not be thought of an extra responsibility, but rather an additional opportunity to extend students' skills, and at no additional cost!** The NFL also gives up to five students from a school whose essay is submitted to the IPPF contest **six NFL merit points** for each level the students participate in: Qualifying (entering the paper in the contest), Top 32, Sweet 16, Elite Eight, Final Four and Championship

rounds. Like points for The People Speak, these are **above and beyond the 1,500-point recording cap**.

The educational benefits of experiential are innumerable. Fostering a lifelong love for service and action cannot be quantified. We can make the education students gain from forensics more meaningful and longer lasting through offering opportunities beyond routine tournaments.

So, what *can* you and your students do for your country?

About the Author

Adam Jacobi is the NFL's Coordinator of Programs and Coach Education. A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.

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HANDY LINKS

www.nflonline.org/StudentResources/ServiceProjects

www.nflonline.org/Partners/ThePeopleSpeak

www.bickelbrewer.com/debate

www.serve.gov



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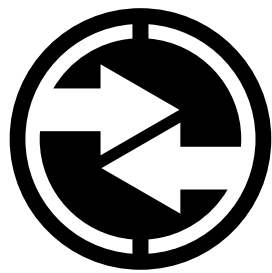
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Community Topic Engagement

by Carol Green

There are many mediums our students use to prepare themselves for debate rounds. From books to newspapers to research databases, there are a number of ways to learn about the debate subjects. Some students will watch documentaries about topics and others might even catch a story over the radio waves. While all of these media are effective means of learning about the topic, I would like to propose an additional method to engage our students about their subjects: community inclusion.

Our debate topics are real world issues that draw from actors and events that exist in the present. More often than not, those actors live in our communities and do work related to our topics everyday. For example, the Public Forum topic in April of 2009 revolved around the Employee Free Choice Act. Within communities across the country there were union organizers promoting the passage of the act and companies urging the failure of the act.

For many of these actors, there is little to no knowledge that high school students near them are engaging in research about what they are doing. When my students were preparing to debate on the EFCA topic, we contacted several unions to ask questions about the topic. They were delighted that students were learning about the EFCA and not only answered the students' questions, but offered to come and speak on a panel to my debaters. The union members then followed up with my students and engaged them in discussions about how the debate rounds went and were excited to learn my students had won the tournament they were preparing for. While the students won the final round on the opposing side of what the organizers were pushing, the organizers were elated and several of them asked if they could help out in the future, whether it

was judging at a tournament or listening to practices.

By reaching out to members of our community, the community learned about what we do, but it also gave my students and I something as well. While there were citable sources that the organizers gave to the debaters, they also exposed my students to the human side of the debate. The implications of the advantages and disadvantages of EFCA became personalized as the students had the opportunity to see people living out what they were debating. My students said that the personal passion was something that was missing when they read news articles and journal studies. Finally, the students were excited and found extra motivation with newfound community cheerleaders supporting their endeavors.

As this article's deadline is approaching, we currently have contacts out to advocacy groups who represent both sides of the September immigration topic. Hopefully we will be able to engage in community discussions on both sides of the topic before going into the debate rounds. Our hope is to continue to reach out to the community to engage them in discussions about not only the topics, but also the importance of forensics education.

I encourage other programs to engage your community members as well. There are several easy steps to accomplish this rewarding activity. First, brainstorm what organizations in your region may be involved in the topic area. You can utilize Google or even the Yellow Pages to try to find different programs and companies. These tools are also effective means of

obtaining contact information. E-mail and call the organizations to explain that your high school is debating said topic and would a representative be willing to come and engage in a roundtable discussion with your students to help them learn more about the topic.

Prepare your students for the roundtable as well. Make sure they have done some preliminary research on the topic but also on the program that is coming to speak with

your team. Have them prepare several questions to help get the discussion started. Make sure the students recognize in advance what side of the resolution the organization may be promoting, just as you would have them

evaluate the biases of a print media source. Finally, encourage your students to engage in conversation about the topic but also about forensics as well.

As someone who formerly worked in the non-profit community and who now teaches debate, I believe these bonds will not only reinforce the student ownership of our debate topics, but will also create awareness and community engagement in forensics that can only strengthen our activity's impact.

You can utilize Google or even the Yellow Pages to try to find different programs and companies.

About the Author

Carol Green coaches at The Harker School in San Jose, California. Her team has earned numerous accolades including winning the 2009 Public Forum Tournament of Champions. Carol is a board member of the National Debate Coaches Association.

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Event Exploration



Congress & Discussion: Enhancing Early Season Congresses with Committees

by Adam Jacobi

Large groups, be they corporations, associations or legislatures, accomplish the bulk of their decision-making and problem solving in small groups: committees, boards and task forces. Conventional wisdom in the communication discipline is that a small group of 5-8 people is optimum for dynamic interaction. Education theorist John Dewey's approach to problem solving provides a great framework for addressing each task or issue, and can yield productive collaboration resulting in gratifying results.

The NFL's *Student Congress Manual* has provided guidance for committee work over the years, and in some parts of the country, the process of vetting legislation through student committees before floor debate takes place is standard practice, whereas in others, simply nominating agendas and proceeding immediately to debate is the norm. Still a few other areas have early season meets where students simply deal with crafting, discussing, and revising legislation in a small group situation before debating it in an assembly.

This is similar to the event of Discussion, offered in Idaho, Indiana, Massachusetts,

Michigan, Minnesota, and Wisconsin (and perhaps elsewhere—those are simply noted by their state leagues, online). While the parameters for discussion may differ from state to state, the premise is that students are posed with a question or problem to address. These topics are either released far ahead of time and students bring to a tournament research information for the topic of the week, or it's handled as a limited prep event,

*Even though the students
are competing against
each other, they come
away with a strong sense
of unity from the act of
collaboration.*

and students must be prepared ahead of time on a variety of issues as they would be for Extemporaneous Speaking. Judges evaluate how well the students interact with one another, how prepared/well-researched they are, how they negotiate tension, how they synthesize and crystallize what's

been said, and how they encourage participation from members who may be less engaged. During a three-preliminary round tournament in Wisconsin, one judge will evaluate and rank students during the first phase of the discussion (Dewey's problem-orientation), one judge will evaluate and rank during the second phase (solution), and a

third judge will remain the entire time, and evaluate the students holistically.

Discussion can be extremely rewarding for students, because like Congress, it mimics a practicable, or real-world approach to dealing with an issue. Even though the students are competing against each other, they come away with a strong sense of unity from the act of collaboration, and the byproduct is that they often take more joy in each others' successes beyond how they might in other forensic events.

Committees can function just like Discussion. Students may be evaluated with the same criteria given above. They will take more ownership of robust debate on quality legislation by having a hand in collaborating to make a bill stronger. Holding committee meetings or hearings also more closely simulates the legislative process of the United States Congress, making the value of civics education in Congress more apparent. Finally, by offering a committee option—especially early in a season—inexperienced students are more encouraged to participate in a safer environment of fewer students (especially if students are encouraged, through evaluation, to include everyone present in the discussion).

Sample forms and materials are available through the NFL's education portal: www.teachingspeech.org.

About the Author

Adam Jacobi is the NFL's Coordinator of Programs and Coach Education. A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.



The Billman Book Club

Encouraging Life Learning in Leadership

October's Book of the Month:

The Global Achievement Gap

Wagner, T. (2008). *The Global Achievement Gap*. New York: Basic Books.

Tony Wagner's 2008 book, *The Global Achievement Gap*, contends that even the best American schools do not prepare students to work and thrive in the 21st century. Focusing on high schools, where he contends that the largest gap between current practices and true preparation exists, he draws from conversations with leaders from Unilever Corporation, Dell Computer Corporation, BOC Edwards, and other prominent corporations to identify common characteristics of highly valued hires. Then, he contrasts these sought-after characteristics with the curriculum taught in top American schools, noting that "teaching to the test" often precludes the development of these vital skills. Finally, he describes a handful of institutions where students are receiving an authentic education and real world training, drawing on these models to propose recommendations for American education.

The following briefly summarizes a portion of Wagner's arguments. Later, I suggest implications for the forensics community and a few questions for consideration.

Business leaders value skills above content knowledge.

Wagner builds his case by recalling interviews in which he asked top business leaders what they looked for in new employees. While he anticipated that most leaders would seek technical knowledge, he found instead that "The preparation that mattered most for their companies' jobs was less about technical skills and knowledge than about learning how to think" (p. 6). As Christy Pedra, President and CEO of Siemens Hearing Instruments, explained to Wagner, "I can look up anything, but I can't take it to the next



Wagner argues that teaching and testing facts leaves American students underprepared for the 21st century.

level without pushing and exploring" (p. 6). In near-unanimity, leaders revealed that cognitive ability far outshone content knowledge, even in highly technical fields. Based on these findings, Wagner formulated a list of what he calls the "seven survival skills for teens today" (p. 14); critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination (a thorough explanation of each survival skill is available in his book).

Wagner argues that the seven survival skills have long been significant, but now myriad factors have rendered them vital. Whereas information was once only available to an elite few, now everyone

has access to more information than he or she could ever use or even desire. Additionally, many jobs which could once secure a comfortable living can easily be outsourced or automated. To earn and keep a job which will support them and potentially a family, students must be able function in a way that their international counterparts and computers cannot. Wagner writes that these new realities force a new approach to education.

American schools focus on test-taking at the expense of real world preparation.

Unfortunately, many educators and business leaders seem skeptical that American students are prepared to meet the challenges of the 21st century. Wagner cites a recent study which reports that 70 percent of college teachers surveyed said students do not comprehend complex reading materials; 66 percent indicated that students did not think analytically; and 62 percent responded that students demonstrated poor writing skills (p. 103). Even graduates of the best schools seem underprepared for college and later, a desirable job. In fact, Wagner notes that "forty percent of all students who enter college must take remedial courses... it is estimated that one out of every two students who start college never complete any kind of postsecondary degree" (p. xix).

Noting the trends above, Wagner toured several American high schools to examine why students were struggling in basic skills acquisition, especially in light of stricter academic standards and accountability. He studied some of the top scoring schools in the country, reasoning that their practices would provide a measure of the limits of what modern American education could achieve.

Wagner's findings disappointed him. He noted that today's students receive the same basic instruction as students fifty years ago, despite fundamental changes in the world beyond the schoolroom walls. The only discernable difference in today's schools, according to Wagner, is a relentless focus on test-taking strategies and rote memorization of content material. However, he explains, "An endless battery of state tests is neither the most effective nor the most efficient way to hold individuals accountable, and they undermine the morale of both students and teachers" (p 118). Wagner hedges that there is no inherent problem with teaching to the test, as long as the test is a good one. However, he contends that standardized tests test memorization rather than the acquisition of important skills, and consequently do not reflect students' ability to access higher-level thinking. In fact, several prestigious colleges and universities no longer rely on the SAT or ACT to make admissions decisions, doubting that these assessments truly demonstrate students' abilities (p. 98).

Despite his critique of American education, Wagner is quick to defend teachers. A former high school English teacher and, later, a principal, he points out that "They've been told that teaching subject content is more important than teaching skills. And they're being held accountable for getting students to pass the state test rather than for ensuring that their graduates to well after high school" (p. 54). Rather than blame or further burden teachers, he encourages concerned parents and citizens to explore a more systemic solution.

Successful schools promote real-world preparation.

Wagner explores several real schools in which test-preparation is forgone in favor of real-world preparation through integrated lessons and real world experience. While specific methodologies differ from institution to institution, leading Wagner to conclude that several viable models exist for educational reform, he notes that schools of true academic rigor challenge students to with real-world problems and open-ended projects rather than providing clear answers to a narrowly defined set of questions (vignettes from his

visits are available in the book, and shed more light on this phenomenon). "In order for young people to respect learning and school, we need to think more carefully about what we're asking them to learn – to ensure that schoolwork is not busywork or make-work by real, adult work that requires both analysis and creativity" he summarizes (p. 189). Interestingly, despite the fact that these schools eschew test-preparation, they tend to perform exceptionally well on standardized state accountability tests. This trend seems to suggest that enhancing critical thinking skills will improve performance across the board – something many educators have been claiming for years.

Wagner concludes, "The overwhelming majority of students today want learning to be active, not passive. They want to be challenged to think and to solve problems that do not have easy solutions. They want to know why they are being asked to learn something. They want learning to be an end in itself – rather than a means to the end of boosting test scores or a stepping stone to the next stage of life. They want more opportunities for creativity and self-expression. Finally, they want adults to relate to them on a more equal level" (p 200).

Implications for Forensics

On one hand, Wagner's book is a resounding affirmation of forensics education. As he pursues new ways to explore problem-solving strategies and promote student identification with content material, the speech and debate educator can easily see how forensics already accomplishes these goals. For example, the gains in critical thinking abilities are well-documented among forensics students, doubtless owing to the thoughtful critique of ideas inherent to the activity. Functioning as a member of a team teaches students to collaborate with others, and training youth for leadership necessarily involves leading through influence. Changing dynamics of rounds requires adaptability, and sacrificing time and energy to compete demonstrates initiative. Constructing an argument, whether in a speech or in a case, requires accessing and analyzing information: Curiosity and imagination is evident in the creative interpretation events and the

dogged exploration of debate. Finally, effective written and oral communication is unavoidable in forensics. Clearly, forensics teaches all seven of Wagner's survival skills.

On the other hand, as Wagner writes fervently of the urgency of the situation, critical importance of extending forensics education to underserved populations now becomes even more apparent. As the author notes, American students are already falling behind their global peers. Implementing speech and debate in every type of classroom can reverse this trend, teaching students the skills business leaders want while affording them unique access to content material. Moreover, implementation of forensics education must extend to every class. From physics to psychology and everywhere in between, students need the opportunity to discuss the material and offer their views. Seizing opportunities for speech and debate across the curriculum can provide the academic rigor that educators, including Wagner, pursue.

In the conclusion, Wagner writes that his work should serve as a springboard for conversations about the nature and direction of American education (p. 270). In the spirit of this challenge, the following list provides questions for thought and discussion. Feel free to e-mail your answers, comments, or other questions to jenny.billman@nationalforensicleague.org.

Questions for the Community:

1. What does it mean to receive a quality forensics education?
2. How can we cultivate Wagner's seven survival skills in forensics students?
3. How could forensics be used as a classroom assessment?
4. What is the best way to demonstrate what our students know to members of the community?
5. How can forensics evolve to improve its educational outreach?

About the Author

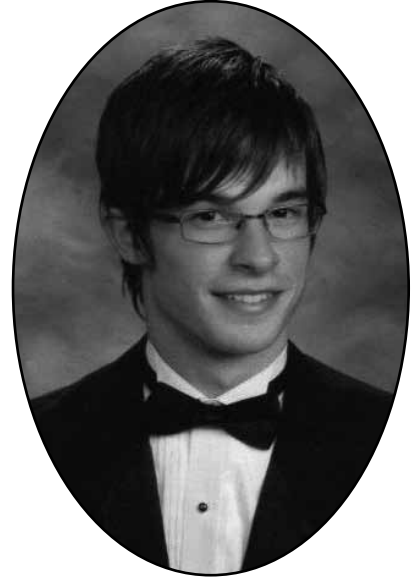
Jenny Corum Billman is the Coordinator of Public Relations for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of the forensic team and a Scholar of the College.

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 does not constitute endorsement by the NFL.

Congratulations NFL High Point Leaders!



John M. Mikitish
Liberty Sr. HS, MO
2,260 Points



Nicholas Cugini
Cypress Ridge HS, TX
2,245 Points



Mason Scott Lende
Fargo Shanley HS, ND
2,314 Points



Justin Letts
Neosho HS, MO
2,247 Points



Taylor Nichols
Blue Valley HS, KS
2,217 Points

ACADEMIC ALL AMERICANS

(April 6th through
August 31st)

ALABAMA

Mountain Brook HS
Gabrielle Tandet

ARIZONA

Dobson HS
Ashley Kessler
Tempe Preparatory Acad.
Kelsey Newman
Alexander Porter
Pooja Ramesh
Amalia Skilton
Sarah Wolnisky

CALIFORNIA

Bentley School
Erica Furer
Claremont HS
Ankit Bhakta
Daniel Merritt
Anuv Ratan
Paige Sechrest
Madeline Zhu
Gabrielino HS
Sofie Garden
Walter Nguyen
Kathleen Tan
Leland HS
Ryan Kaao
Albert Lin
Taman Narayan
Ronak Shah
Dustin Tao
Annie Yi
Mark Keppel HS
Jonathan Ma
Monte Vista HS
Palo Alto HS
Nikhil Bhargava
Presentation HS
Madeleine Heil
Redlands HS
Michelle Chettiath
Jessica Kaushal
San Ramon Valley HS
Amanda Swenson
St Francis HS
Katie Mennemeier
St. Vincent de Paul HS
Ryan Blais
Kelly Del Curto

COLORADO

Centennial HS
Kevin Li
Kennedy P Medina
Bryndee Peterson
Cherry Creek HS
Nameir I Abbas
Ari I Bloom
Katherine Cromer
Andrew M Greos
Andrew M Hilger
Katy Hoth
Jordan K Junge
Shayan Khalafi

COLORADO

Cherry Creek HS (continued)
Nicholas Thor Lind
Stephen R Lurie
J Patrick O'Brien
Tyler L Rackley
Ryan Shaffer
Zachary Siegel
Mayu Takeda
Justinian Zhao
Longmont HS
Jesse Petry
St Mary's HS
Danielle S Camous
Hannah Olson

FLORIDA

J P Taravella
John Mern
Pine View School
Jude Flannelly
St Thomas Aquinas HS
Ray Escobar
Alie Murru
Stoneman Douglas HS
Jason Fixelle
University School
Matt Seely
Wellington HS
Amanda De Stefano

GEORGIA

Alpharetta HS
Jeff Simard
Fayette County HS
Jordan Certeza
Sequoyah HS
Emily Cardin

IDAHO

Hillcrest HS
Luke Miller
Madison HS
Spencer Hart
Kendall Kiser
Jacob Shumway

ILLINOIS

Charleston HS
Kevin Giffin
Downers Grove South HS
Mitch Christopher
Alyssa Rae Lipuma
Jennifer McCarthy
Tehseen Mody
Chelsey Rice-Davis
Glenbrook North HS
Pat Donovan
Flynn Makuch
Victor Shao
Vinay Sridharan
Paul Weinger
Granite City HS
Nathan Bailey
Clay Moran
Hinsdale Central HS
Nandini Ramakrishnan

ILLINOIS (continued)

Naperville Central HS
Stephanie Russell
Oak Park & River Forest HS
Vincent Bauer
Seth Klapman
Steven Selwa
Elliot Stoller

INDIANA

Chesterton HS
Ankur Chawla
Adam F Potrzebowski
Concordia Lutheran HS
Laura Bohnke
Chesterton HS
Jessica Povlinski
McCutcheon HS
Meghan Grady
Munster HS
Michael Pudlow
Plymouth HS
Declan Fox
Rebecca Moberly
Andrew Sanchez
Westview HS
Kyle R Gough

IOWA

Spencer HS
Jill Applegate

KANSAS

Bishop Miege
Alyson Germinder
Buhler HS
Sarah Carr
Katherine Evel
Jessica Miller
Lawrence Free State HS
Hannah Kapp-Klote
Olathe Northwest HS
Chad Bergman
Alex Rippberger
Drew Thies
Remington HS
Mattithyah Tillotson
Salina Central HS
Brandon Daley
Grant Hodges
Shawnee Mission Northwest
Elizabeth Buchanan
Shawnee Mission South HS
Mark Thomas
Topeka HS
Luke R Brinker
Topeka West HS
Sara Padgett
Trinity Academy
Leeana Cargile

KENTUCKY

Danville HS
Jared Rehberg
James Mohan
Kyle Snapp
Graves County HS
Sirena Wurth

MASSACHUSETTS

Needham HS
Daniel Blackman
Robert Hurd
Weston HS
Derekk Park
Alyssa Schwartz

MICHIGAN

Dexter HS
Jasmine Injeejikian

MINNESOTA

Apple Valley HS
Rachel Gulden
Michelle Keohane
Szuyin Leow
Alexander Ryan
Abby Schoenbeck
Julia Tindell
Walker HS
Alina Chloe Burks
Tia Massar

MISSISSIPPI

Hattiesburg HS
Zan Mezick
Cory Williams
Michael Sims
Laurel Christian School
Hunter Chancellor
Lauren Leist

MISSOURI

Belton HS
Jason Douglas Horne
Alexander D White
Carthage HS
Sarah Goolsby
Harrisonville Sr HS
Kathy Matney
Jefferson City HS
Keegan Huckfeldt
Joplin HS
Olivia Watkins
Lee's Summit HS
Mackenzie Simmons
Lee's Summit West HS
Allison Clements
Liberty HS
John M Mikitish
Jordan Talbot
Susan Taylor
Tim White
Katelin Whitteker
Marshall HS
Olivia Butler
Park Hill South HS
Matthew Brown
Sara Cochennet
Wyatt Hoffman
Alex Meyers
Zachary Schmitz
Nathan Werner
Parkway Central HS
Kara Bradley
Luke Schiel

MISSOURI (continued)

Parkway West HS
Adam Friedman
Stacey Luo
Savannah HS
Zach Beattie
Andy Kozminski
Willard HS
Jackie Fugitt

NEBRASKA

Burwell Jr-Sr HS
Jordan Klimek
Samantha Marcoux
Fremont HS
Spencer Wilson
Kearney HS
Katherine Lee Nelson
Jessa Lyn Newby
Lincoln Southwest HS
Michael Crelin
Caitlin Lukin
Christina Mayer
Jack Zhang
Millard North HS
Shalee Coleman
Anna Gronewold
Millard South HS
Mark G Carney
Millard West HS
Anna Meier

NEVADA

Galena HS
James Bodwick
Moapa Valley HS
Jonathan C Oglesby

NEW JERSEY

Montville Township High School
Stephen Badras
Anne Ceconi
Moiria E. Ceconi
Demetra Sherwood
Rusty Van Riper
Randolph HS
Brittany Schloesser
Whippany Park HS
Max Chang

NEW YORK

Edgemont Jr/Sr HS
Sam Gelb
Harsh Jhaveri
Benjamin Chang
The Bronx HS of Science
Alon Elhanan
Bobby Esnard
Scott Khamphoune
Laura Maschler
Josh Prenner
Melissa M Parker
Simon You
Allen Paltrow
Seth Teleky

ACADEMIC ALL AMERICANS *(continued)*

*(April 6th through
August 31st)*

NORTH CAROLINA

Cary Academy
Firoz Jameel
Michael Rooney
Durham Academy
Josh Zoffer
Jack Britt HS
Erica O'Brien
Lydia Stewart
Myers Park HS
Hannah Hindel
Rasesh Joshi
Rafe Kettler

NORTH DAKOTA

Devils Lake HS
Britt Aasmundstad
Will Bergstrom
Fargo North HS
Phoebe Strom
Fargo Shanley HS
Daniel Cho
Mandan HS
Brittany Kuhn
Nick Leingang
West Fargo HS
Eric Halvorson
Beatrice Hill

OHIO

Boardman HS
Ellyanna Kessler
Ryan Marina
Elena Svenson
Liza Wood
Gahanna Lincoln HS
Dennis Johnson

OHIO (continued)

Perry HS
Nicholas Meeks
Andrea Schmidl
Nicole Weston
Matthew T Williams
Stow-Munroe Falls HS
Samanta Franchim
Matthew McBurney
Rebecca Messinger
Lauren Romick
Sylvania Southview HS
Julia Hu
Justin Yang
Wooster HS
Delaney Gatz
Calla Sneller
Andrew Young
Okarche HS
Trindle Brueggen

OKLAHOMA

American Christian School
Kelly Chisum
Guymon HS
Kelly O'Sullivan
Norman HS
Jan Schlupp
Okarche HS
Stewart Simpson
Owasso HS
Kelsi Morgan

OREGON

Tigard HS
Neil Mistry
Afina Neunzert
Saraga Reddy
Alexander Turzillo

PENNSYLVANIA

Lakeview Christian Academy
McDowell HS
Brett Wittmershaus
Lindsay Young
Mercer Area HS
Victoria Ludwig
Quigley Catholic HS
Aaron Kuntz
St Joseph's Preparatory
Daniel DuPont
Southern Lehigh HS
Jeffrey Grove

SOUTH CAROLINA

Bob Jones Academy
Valerie Myers
Jacqueline L Olinger
Mauldin HS
Marisa Markwardt
Southside HS
Jared Marr
Kaushal Vadhar

SOUTH DAKOTA

Groton Area HS
Nickollette Larson
Gabrielle Lund
Lennox HS
Brian Berens
Ben Young
Spearfish HS
Annelise Ewing
Paul M Gainey
Jordan Meyers

TENNESSEE

Battle Ground Academy
Clark Hildabrand

TENNESSEE (continued)

Montgomery Bell Academy
Hershel Mehta
Rahul Sastry
Ravenwood HS
Hannah Andrews
David John Welbourn

TEXAS

Athens HS
Lacie Trevino
Calhoun HS
James Chang
Clear Brook HS
Karl Schaefer
Friendswood HS
Lesleigh Darby Balkum
Garland HS
Eric Alt
Grand Prairie HS
Alexis Gette
Gregory Portland HS
Regina Flanigan
LV Hightower
Raj Mistry
Juan Diego Catholic
Adam Albro
Lamar HS
Sarah George
Sabrina Khwaja
Patrick Oathout
Ben Scheiner
Sesenu Woldemariam
Monsignor Kelly Catholic HS
Evan T. Lee
Pasadena HS
Liliana Rodriguez
Randall HS
Lauren Sechrist
Smithville HS
Kira McEntire

TEXAS (continued)

Woden HS
Erin Hoya
UTAH
East HS
Halle Edwards
Hunter HS
Preston Keeling
Juan Diego Catholic HS
Adam Albro

VIRGINIA

Madison County HS
Rory Squire
West Springfield HS
Justin Strickland
Jay Friedel

WASHINGTON

Ridgefield HS
Christopher D Smith
University HS
Molly Ann Wakeling

WISCONSIN

Algoma HS
Bethany Zeitler
James Madison Memorial HS
Brendan M Caldwell
Brookfield East HS
Christopher Vosters

WYOMING

Cheyenne East HS
Mara Martin
Natrona CO HS
Kaitlyn Glover
Riverside HS
Catlin Caines
Saratoga HS
Matthew Kerbs

**“Give me the liberty to know, to utter, and to
argue freely according to conscience,
above all liberties.”**

~John Milton

Annual Report 2008 - 2009

This report summarizes the number of new members and degrees added by each chapter during the school year 2008-2009. 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 '09 designates the chapter rank as of August 31, 2009. The column '08 designates the chapter rank the previous year.

Each time 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 it 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 a school loses its Charter, becomes suspended or expelled, or fails to add new members and degrees during the school year, it is ineligible to receive the Leading Chapter Award. 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)

'09	'08	Chapter	New	Total
1	2	+ Saint James School ('95)	35	455
2	3	The Altamont School	33	364
3	4	Vestavia Hills HS ('04)	67	363
4	6	Mountain Brook HS ('06)	96	304
5	5	Homewood HS ('92)	9	261
6	7	Lamp HS ('05)	62	255
7	12	The Montgomery Academy ('07)	112	217
8	10	Mars Hill Bible School ('04)	39	173
9	--	# Grissom HS ('79)	18	141
10	--	* Randolph School	20	139
11	13	Oak Mountain HS	18	113
12	17	Spain Park HS	40	93
13	14	Pelham HS	2	87
14	18	Ramsay HS	22	84
15	16	The Donoho School	10	67
16	1	Prattville HS ('08)	58	58

ARIZONA

'09	'08	Chapter	New	Total
1	2	+ Dobson HS ('00)	122	829
2	3	Red Mountain HS	21	702
3	4	Blue Ridge HS	0	566
4	5	Gilbert HS	10	564
5	13	Desert Vista HS ('06)	171	535
6	6	Mesa HS	21	524
7	8	Mountain View HS ('02)	65	504
8	9	Buena HS	6	492
9	9	Chandler HS ('96)	33	463
10	10	Shadow Mountain HS ('95)	31	455
11	12	McClintock HS ('98)	48	425
12	14	Brophy College Prep ('04)	58	415
13	11	Phoenix Central HS ('01)	17	407
14	16	Tempe Preparatory Academy	39	383
15	17	Hamilton HS	54	361
16	15	Sinagua HS	9	355
17	27	Sunnyslope HS ('05)	50	106
18	29	River Valley HS ('07)	35	79
19	1	Chaparral HS ('08)	52	52

BIG VALLEY (CA)

'09	'08	Chapter	New	Total
1	1	+ Lodi HS ('04)	65	437
2	3	Turlock HS ('97)	57	316
3	4	Edison HS ('92)	11	270
4	5	* Stagg ('87)	0	254
5	5	Central Catholic HS	26	251
6	7	Bear Creek HS ('05)	33	164
7	10	Delta Charter HS	58	157
8	14	James Enochs HS	79	154
9	7	* Carondelet HS	0	140
8	8	Johansen HS ('02)	10	137
9	9	De La Salle HS	3	128
10	11	Fred C Beyer HS ('06)	1	84
11	12	Rodriguez HS	3	82
12	16	John H Pitman HS	0	70
13	17	St Mary's HS ('07)	25	48
14	2	Lincoln HS ('08)	19	19

CALIFORNIA COAST (CA)

'09	'08	Chapter	New	Total
1	2	+ Lynbrook HS ('04)	189	985
2	4	Presentation HS	70	725
3	5	Saint Francis HS ('82)	77	707
4	3	Mission San Jose HS	9	664
5	6	Monta Vista HS ('00)	62	644
6	7	Saratoga HS ('01)	64	629
7	8	Palo Alto HS	75	564
8	10	The Harker School ('05)	115	513
9	9	Mountain View HS	66	502
10	12	Westmont HS ('96)	30	352
11	15	Bellarmine College Prep ('07)	161	319
12	13	Pinewood HS ('90)	17	297
13	1	Leland HS ('08)	276	276
14	14	Menlo Atherton HS	26	205
15	16	* Hmestead HS ('06)	0	8

CAPITOL VALLEY (CA)

'09	'08	Chapter	New	Total
1	2	+ Oak Ridge HS	19	294
2	3	Nevada Union HS ('00)	45	236
3	7	Granite Bay HS ('05)	56	201
4	5	Davis Senior HS ('01)	17	193
5	4	Sacramento Jesuit HS ('97)	7	189
6	6	Ponderosa HS ('04)	31	177
7	11	Mira Loma HS	96	174
8	8	St Francis HS - Sacramento	22	139
9	9	Rio Americano HS ('03)	6	115
10	12	CK McClatchy HS ('02)	25	93
11	13	Kennedy HS ('06)	31	83
12	--	# Rocklin HS	11	57
13	15	Yuba City HS ('07)	15	36
14	16	West Campus HS	16	35
15	17	River Valley HS	15	32
16	1	El Dorado HS ('08)	24	24

EAST LOS ANGELES (CA)

'09	'08	Chapter	New	Total
1	1	Gabriellino HS ('05)	284	1146
2	4	+ San Marino HS ('02)	159	827
3	5	Alhambra HS ('03)	134	634
4	8	Arcadia HS ('04)	133	560
5	9	Arroyo HS	108	534
6	3	San Gabriel HS ('01)	29	531
7	6	Pasadena HS ('67)	29	484
8	7	Polytechnic School	31	483
9	12	Schurr HS ('98)	72	455
10	--	# Garfield HS	19	427
11	10	Los Alamitos HS ('99)	0	397
12	--	# Don Bosco Technical Institute	8	320
13	13	La Mirada HS ('06)	0	247
14	14	Ribet Academy College Prep	13	175
15	18	Mark Keppel HS ('07)	53	127
16	2	Damien HS ('08)	48	48

SAN FRAN BAY (CA)

'09	'08	Chapter	New	Total
1	1	+ James Logan HS ('04)	200	1191
2	4	Pinole Valley HS ('91)	57	854
3	3	Sonoma Valley HS	41	853
4	5	Head-Royce School	50	823
5	7	George Washington HS ('93)	27	725
6	10	Monte Vista HS - Danville ('05)	178	712
7	8	Mercy HS	11	702
8	9	College Prep ('97)	63	692
9	11	Analys HS	96	614
10	13	Lowell HS ('06)	91	261
11	16	Miramonte HS ('07)	127	255
12	12	El Cerrito HS ('00)	15	220
13	14	St Vincent De Paul HS ('03)	23	183
14	2	San Ramon Valley HS ('08)	56	56

SIERRA (CA)

'09	'08	Chapter	New	Total
1	6	Sanger HS ('06)	289	815
2	3	+ Clovis East HS	112	670
3	5	Centennial HS ('00)	93	637
4	4	Buchanan HS	27	584
5	8	Ridgeview HS	50	460
6	9	Liberty HS	59	429
7	10	Hoover HS - Fresno ('97)	1	325
8	12	Bullard HS ('01)	73	296
9	14	Stockdale HS ('04)	43	198
10	13	Clovis West HS ('03)	9	167
11	17	Edison Computech HS ('07)	60	121
12	15	East Bakersfield HS ('05)	24	110
13	1	Bakersfield HS ('08)	83	83

SOUTHERN CALIFORNIA

'09	'08	Chapter	New	Total
1	2	+ La Jolla HS	8	581
2	7	Redlands HS ('03)	149	572
3	5	La Costa Canyon HS ('04)	99	559
4	4	Torrey Pines HS	28	489

SOUTHERN CALIFORNIA (continued)

'09	'08	Chapter	New	Total
5	3	El Camino HS ('87)	3	468
6	12	Claremont HS ('06)	117	351
7	8	Katella HS ('76)	7	348
8	9	Rancho Bernardo HS	0	320
9	15	Yucaipa HS ('05)	63	196
10	14	Servite HS	0	181
11	13	* Cypress ('00)	0	138
12	17	Henry J Kaiser HS	10	119
13	1	San Dieguito HS ('08)	72	72
14	17	* Colton HS ('07)	0	0

WEST LOS ANGELES (CA)

'09	'08	Chapter	New	Total
1	2	+ North Torrance HS ('66)	21	519
2	6	Loyola HS ('01)	48	512
3	3	North Hollywood HS ('78)	11	508
4	4	La Reina HS ('98)	85	499
5	5	Sherman Oaks CES ('00)	33	421
6	8	West HS - Torrance	79	345
7	7	Atascadero HS	20	345
8	10	Arroyo Grande HS ('04)	47	272
9	9	* Notre Dame HS ('99)	0	259
10	11	Brentwood School	31	237
11	15	Granada Hills Charter HS ('05)	79	232
12	12	* Archer School	0	174
13	18	Foothill Technology HS	38	170
14	16	Immaculate Heart HS ('03)	21	165
15	19	Torrance HS	37	158
16	1	Fullerton Joint Union HS ('08)	153	153
17	17	Bishop Alemany HS	0	143
18	22	Chaminade College Prep ('06)	50	110
119	21	Valencia HS	2	108

COLORADO

'09	'08	Chapter	New	Total
1	2	+ Kent Denver School	118	753
2	3	Gateway HS	5	624
3	4	Rangeview HS	16	595
4	5	Littleton HS ('89)	36	562
5	6	Ponderosa HS ('95)	0	399
6	7	Overland HS ('03)	63	396
7	15	Cherry Creek HS ('07)	190	385
8	9	Chaparral HS	34	340
9	8	Aurora Central HS ('93)	20	327
9	10	Mullen HS ('01)	30	327
11	11	Smoky Hill HS ('00)	5	249
12	14	Fairview HS ('99)	46	242
13	16	Douglas County HS ('04)	44	239
14	12	Grandview HS	12	234
15	13	Chatfield Senior HS ('98)	21	232
16	18	Columbine HS ('05)	12	115
17	19	Arapahoe HS ('06)	22	113
18	1	Highlands Ranch HS ('08)	31	31

ROCKY MOUNTAIN-NORTH (CO)

'09	'08	Chapter	New	Total
1	5	+ Westminster HS ('79)	10	485
2	3	Monarch HS	18	447
3	4	Greeley Central HS ('02)	24	445
4	5	Northridge HS	4	389
5	8	Rocky Mountain HS ('05)	88	354
6	6	Poudre HS ('93)	21	348
7	7	Battle Mountain HS	29	344
8	10	Niwot HS ('03)	50	289
9	11	Strasburg HS	20	221
10	12	Steamboat Springs HS ('00)	14	183
11	13	Skyline HS ('01)	10	177
12	14	Greeley West HS ('98)	2	151
13	16	Longmont HS ('06)	46	139
14	15	Silver Creek HS	12	134
15	18	Moffat County HS ('07)	59	129
16	17	Centaurus HS ('04)	24	95
17	2	Fort Collins HS ('08)	30	30

HOOSIER CROSSROADS (IN) (continued)					KANSAS FLINT-HILLS (continued)					LOUISIANA				
'09	'08	Chapter	New	Total	'09	'08	Chapter	New	Total	'09	'08	Chapter	New	Total
13	14	Maconaquah HS ('06)	25	120	3	3	Hayden HS ('93)	26	730	1	2	+ St Thomas More HS ('99)	52	573
14	17	Carmel HS ('07)	73	120	4	4	Highland Park HS ('82)	28	693	2	5	Teurlings Catholic HS ('01)	70	512
15	--	# Hamilton Southeastern HS	40	90	5	6	Junction City HS ('96)	58	620	3	--	# Saint Augustine HS	49	449
16	18	Central HS - Evansville ('05)	22	69	6	7	Shawnee Heights HS ('98)	80	601	4	8	Riverdale HS ('00)	31	310
17	1	Hamilton Heights HS ('08)	10	10	7	8	Topeka HS ('04)	90	456	5	10	Comeaux HS ('05)	74	281
NORTH EAST INDIANA					8	9	Silver Lake HS ('02)	60	398	6	9	Kaplan HS	16	236
'09	'08	Chapter	New	Total	9	10	Washburn Rural HS ('07)	143	323	7	13	Lafayette HS ('06)	60	215
1	2	+ Carroll HS	55	552	10	12	Seaman HS ('06)	104	197	8	11	Breaux Bridge HS	0	203
2	4	New Haven HS ('85)	2	472	11	11	Topeka West HS ('05)	23	158	9	12	Jesuit New Orleans HS ('97)	21	201
3	6	South Side HS ('04)	55	435	12	1	Emporia HS ('08)	80	80	10	14	Airline HS	33	141
4	5	R Nelson Snider HS ('95)	14	421	SUNFLOWER (KS)					11	15	Bolton HS ('04)	34	110
5	7	Concord HS ('00)	42	400	'09	'08	Chapter	New	Total	12	22	Acadiana HS ('07)	32	64
6	8	Concordia Lutheran HS	8	357	1	2	+ Wichita Northwest HS	43	866	13	18	# Caddo Magnet HS ('02)	13	62
7	9	Fort Wayne North Side HS ('96)	28	325	2	3	Remington HS	33	826	14	1	Ruston HS ('08)	39	39
8	10	Lakeland HS ('94)	16	285	3	4	Kapaun Mount Carmel HS	79	776	MAINE				
9	11	Northrop HS ('05)	59	265	4	6	Valley Center HS ('02)	79	619	'09	'08	Chapter	New	Total
10	1	Chesterton HS ('08)	170	170	5	5	Bishop Carroll Catholic HS	14	574	1	2	+ Deering HS ('92)	12	246
10	12	Homestead HS ('02)	21	170	6	7	Maize HS ('04)	93	572	2	3	Cheverus HS ('88)	29	243
12	13	Howe Military School ('91)	9	149	7	8	El Dorado HS ('01)	19	473	3	4	Poland Regional HS	17	227
13	15	Columbia City HS ('06)	51	124	8	9	Campus HS ('03)	74	448	4	5	Lewiston HS ('03)	37	195
14	14	Elmhurst HS ('01)	0	75	9	10	Andover Central HS	36	276	5	6	Brunswick HS ('02)	14	166
15	19	Canterbury HS ('07)	35	70	10	11	Wichita Heights HS ('00)	29	263	6	7	Scarborough HS ('98)	23	163
16	18	Garrett HS	7	53	11	14	Goddard HS ('07)	111	221	7	8	Dirigo HS	13	120
NORTHWEST INDIANA					12	12	Southeast HS - Wichita ('06)	67	214	8	9	Maranacook Comm School ('01)	18	103
'09	'08	Chapter	New	Total	13	13	Andover HS ('05)	48	177	9	14	Cape Elizabeth HS ('04)	48	81
1	4	Plymouth HS ('05)	216	683	14	1	Wichita East HS ('08)	114	114	10	11	Catherine McAuley HS	4	74
2	2	+ Penn HS ('97)	28	595	SOUTH KANSAS					11	12	Edward Little HS ('05)	18	72
3	3	Hammond HS ('86)	2	555	'09	'08	Chapter	New	Total	12	13	Yarmouth HS ('06)	14	63
4	5	La Porte HS ('04)	114	548	1	2	+ Independence HS	29	756	13	1	Bangor HS ('08)	46	46
5	6	Elkhart Central HS ('93)	42	446	2	3	Caney Valley HS	73	652	14	15	Orono HS ('07)	12	19
6	10	Munster HS ('07)	174	369	3	5	Parsons HS ('00)	53	600	MICHIGAN				
7	9	Westview HS	21	257	4	4	Labette County HS	0	577	'09	'08	Chapter	New	Total
8	8	Northfield HS ('99)	0	241	5	6	Pittsburg HS ('99)	41	434	1	2	+ Grand Rapids City HS	9	318
9	11	Valparaiso HS ('06)	79	207	6	7	Field Kindley Memorial HS ('03)	72	415	2	3	Portage Northern HS ('06)	78	254
10	13	Crown Point HS	28	124	7	9	Fort Scott HS ('06)	94	355	3	4	Portage Central HS ('04)	5	153
11	12	Elkhart Memorial HS ('02)	0	103	8	8	Southeast HS - Cherokee	44	326	4	5	Kenowa Hills HS	0	135
12	1	The Culver Academies ('08)	102	102	9	10	Arkansas City HS ('02)	35	284	5	8	Grand Rapids Christian ('07)	78	133
EAST IOWA					10	11	Winfield HS ('04)	10	155	6	6	Holland HS ('05)	18	129
'09	'08	Chapter	New	Total	11	13	Girard HS	25	136	7	7	* Lake Orion HS	0	57
1	2	+ Marshalltown HS ('90)	31	507	12	14	Pittsburg Colgan HS ('07)	56	102	8	1	Dexter HS ('08)	48	48
2	3	Waterloo East HS ('85)	20	453	13	15	Wellington Sr HS ('05)	25	59	CHESAPEAKE (MD)				
3	4	Washington HS - Cedar Rapids ('94)	37	385	14	1	Derby HS ('08)	54	54	'09	'08	Chapter	New	Total
4	5	Burlington Community HS ('98)	15	346	THREE TRAILS (KS)					1	3	Walt Whitman HS ('06)	165	408
5	9	West HS - Iowa City ('06)	120	282	'09	'08	Chapter	New	Total	2	3	Winston Churchill HS ('94)	0	334
6	6	Clarke Community HS	10	281	1	2	+ Blue Valley West HS	91	908	3	2	Georgetown Preparatory	0	327
7	8	Indianola HS	92	279	2	3	Blue Valley Northwest HS ('00)	57	821	4	4	+ Walter Johnson HS ('02)	48	272
8	7	Davenport Central HS ('99)	5	232	3	5	Blue Valley North HS ('06)	245	652	5	6	Loyola-Blakefield HS ('05)	62	258
9	10	Bettendorf HS ('05)	34	184	4	4	Turner HS	0	449	6	5	Governor Thomas Johnson HS	5	214
10	11	Iowa City HS ('02)	14	114	5	6	Olathe East HS ('04)	63	385	7	7	Catonsville HS ('00)	18	203
11	13	Muscatine HS ('04)	26	83	6	7	Olathe North HS ('03)	63	373	8	8	Carver Vocational Technical HS	5	176
12	12	Ottumwa HS ('03)	12	79	7	9	St Thomas Aquinas HS ('07)	74	158	9	--	# Loch Raven HS	15	118
13	15	Grinnell HS	11	35	8	1	Blue Valley HS ('08)	126	126	10	21	Woodrow Wilson HS, DC ('07)	60	99
14	17	West HS - Davenport ('07)	17	26	WEST KANSAS					11	1	Baltimore City College HS ('08)	95	95
15	1	Wahlert HS ('08)	5	5	'09	'08	Chapter	New	Total	12	12	Baltimore Freedom Academy	6	86
WEST IOWA					1	2	+ Salina South HS ('97)	67	945	13	17	Westminster HS	15	76
'09	'08	Chapter	New	Total	2	6	Buhler HS ('99)	147	926	14	10	* Forest Park HS	0	73
1	2	+ Washington HS - Cherokee ('93)	15	513	3	4	Garden City HS ('00)	96	899	15	15	Frederick Douglass HS	6	71
2	3	West HS - Sioux City	13	502	4	5	Lyons HS	35	827	16	--	# Winters Mill HS	32	54
3	4	Spirit Lake HS	12	492	5	7	Pratt HS	1	780	17	--	# Western HS	0	36
4	5	Lincoln HS ('97)	21	466	6	8	McPherson HS ('01)	46	779	18	--	# Baltimore Talent Development	0	29
5	8	North HS ('90)	31	399	7	9	Concordia HS ('95)	38	717	CENTRAL MINNESOTA				
6	11	Des Moines Roosevelt HS ('98)	63	385	8	11	Moundridge HS ('98)	45	386	'09	'08	Chapter	New	Total
7	10	Ankeny HS ('00)	42	382	9	10	Hutchinson HS ('03)	36	377	1	2	+ Mounds Park Academy	53	962
8	9	Fort Dodge HS ('95)	20	366	10	14	Sacred Heart Jr/Sr HS	50	309	2	3	Coon Rapids HS ('92)	34	830
9	13	West Des Moines Valley HS ('05)	110	349	11	13	Hays HS ('02)	33	308	3	4	Henry Sibley HS ('73)	26	802
10	12	Bishop Heelan HS ('02)	42	294	12	12	Little River HS	0	279	4	5	Centennial HS ('98)	63	768
11	15	Okoboji Community School ('04)	27	220	13	16	Newton HS ('06)	96	271	5	7	Forest Lake Sr HS ('99)	65	755
12	14	Spencer HS ('99)	12	218	14	17	Chaparral HS ('05)	53	214	6	--	# South HS - Minneapolis	31	738
13	18	Dowling Catholic HS ('07)	103	180	15	15	Great Bend HS ('04)	14	208	7	8	* Highland Park Senior HS	0	588
14	17	Winterset HS	13	141	16	1	Salina High Central ('08)	161	161	8	9	Saint Thomas Academy	14	565
15	20	CAM HS ('06)	20	58	17	20	Haven HS ('07)	13	55	9	--	# St Paul Central HS	18	471
16	1	Atlantic HS ('08)	26	26	KENTUCKY					10	15	Eastview HS ('07)	201	388
EAST KANSAS					'09	'08	Chapter	New	Total	11	10	Blaine HS	52	313
'09	'08	Chapter	New	Total	1	2	+ Lafayette HS ('98)	35	399	12	12	St Paul Academy & Summit School ('04)	69	309
1	1	+ Shawnee Mission East HS ('04)	160	956	2	3	Danville HS ('03)	69	370	13	13	Roseville Area HS ('05)	77	297
2	3	Lawrence HS ('00)	68	665	3	5	Grant County HS	115	367	14	14	South St Paul HS ('03)	29	244
3	4	Olathe South HS ('02)	75	656	4	--	# Larue County HS ('92)	44	324	15	--	# St Anthony Village HS ('82)	26	217
4	6	Shawnee Mission West HS ('03)	65	525	5	6	Calloway County HS ('01)	14	262	16	--	# Prior Lake HS	40	140
5	5	Shawnee Mission Northwest HS ('97)	39	504	6	7	Boone County HS ('04)	45	252	17	--	# Shakopee Sr HS	31	124
6	7	Olathe Northwest HS	57	380	7	9	Assumption HS	32	220	18	1	Apple Valley HS ('08)	121	121
7	8	Sumner Academy ('05)	97	376	8	10	Beechwood HS	21	191	19	17	Cottage Grove Park HS ('06)	28	112
8	8	Paola HS	22	332	9	12	Kentucky Country Day	23	158	20	--	# Southwest HS	23	97
9	9	Bishop Miege HS ('05)	66	294	10	14	Graves County HS ('05)	23	148	NORTHERN LIGHTS (MN)				
10	10	Shawnee Mission North HS ('06)	39	120	11	13	Daviess County HS	8	138	'09	'08	Chapter	New	Total
11	11	Shawnee Mission South HS ('07)	38	61	12	18	Rowan County Sr HS ('07)	56	134	1	2	+ Moorhead Senior HS ('03)	92	691
12	2	Lawrence Free State HS ('08)	51	51	13	16	Larry A Ryle HS	37	122	2	8	St Francis HS ('99)	94	534
KANSAS FLINT-HILLS					14	15	Murray HS ('00)	0	102	3	4	Staples Motley HS	27	529
'09	'08	Chapter	New	Total	15	17	North Oldham HS	9	91	4	3	Fosston-Bagley HS	13	518
1	5	+ Manhattan HS ('03)	151	806	16	20	Campbell County HS	19	91	5	6	Dilworth Glyndon Felton HS ('00)	63	509
2	2	Baldwin HS	26	787	17	20	East Jessamine HS	20	75	6	7	St Michael Albertville HS	49	492
ROSTRUM					18	21	Fern Creek Traditional HS	12	66	7	5	Brainerd HS ('95)	16	484
					19	1	Paducah Tilghman HS ('08)	28	28	8	9	Champlin Park HS	48	361
					20	29	Warren East HS ('06)	7	10	9	--	# Bemidji HS	44	322

NORTHERN LIGHTS (MN) (continued)					HEART OF AMERICA (MO) (continued)					NEBRASKA SOUTH (continued)				
'09	'08	Chapter	New	Total	'09	'08	Chapter	New	Total	'09	'08	Chapter	New	Total
10	10	Park Rapids Area HS ('98)	24	314	4	3	Winnetonka HS	10	1013	3	4	Hastings Senior HS ('97)	24	474
11	11	Buffalo HS	26	243	5	5	Maryville R-II HS	31	867	4	5	Papillion-La Vista HS ('02)	70	468
12	12	Grand Rapids HS ('02)	41	230	6	8	Marshall HS ('96)	37	810	5	6	Pius X HS	25	409
13	13	Walker HS ('05)	40	214	7	7	* Benton HS	0	778	6	8	Ralston HS ('96)	27	370
14	14	Detroit Lakes HS ('01)	20	142	8	9	Platte County HS	28	637	6	7	Crete HS	25	370
15	15	Andover HS	19	135	9	11	Central HS - St Joseph ('00)	43	631	8	10	Millard South HS ('05)	72	328
16	16	Hawley Public Schools	12	119	10	10	Central HS - Kansas City	10	619	9	9	Lincoln HS ('95)	37	302
17	19	St Cloud Tech HS ('07)	41	92	11	14	Savannah R3 HS ('02)	110	590	10	12	Bellevue West HS ('03)	59	293
18	17	East Grand Forks Sr HS	22	91	12	13	Saint Pius X HS	41	566	11	11	Lincoln Northeast HS ('75)	12	266
19	1	Denfeld HS ('08)	50	50	13	12	Lafayette HS - St Joseph	15	542	12	13	Lincoln Southeast HS	48	261
SOUTHERN MINNESOTA					14	15	KC Oak Park HS ('03)	57	491	13	14	Lincoln North Star HS	43	230
'09	'08	Chapter	New	Total	15	16	Excelsior Springs HS	44	431	14	17	Westside HS ('06)	21	119
1	5	+ Eden Prairie HS	127	901	16	17	Independence Chrisman HS ('04)	59	381	15	15	Norris Public Schools	21	102
2	3	Edina HS ('01)	94	895	17	21	Independence Truman HS ('07)	166	297	16	18	Bellevue East HS ('07)	52	89
3	6	Wayzata HS ('98)	134	883	18	22	Park Hill HS ('06)	67	193	17	2	Creighton Preparatory School ('08)	16	16
4	2	Marshall HS ('94)	42	867	19	18	Henry County R-I HS	23	187	GOLDEN DESERT (NV)				
5	4	The Blake School ('87)	53	851	20	19	Albany R-III HS	3	151	'09	'08	Chapter	New	Total
6	10	Eagan HS ('05)	222	845	21	21	* Meadville R-IV School	0	145	1	2	+ Advanced Techno Academy	24	527
7	7	Mankato West HS ('92)	17	701	22	1	Park Hill South HS ('08)	119	119	2	4	Coronado HS	90	403
8	8	Worthington Sr HS ('78)	21	677	OZARK (MO)					3	3	Valley HS ('97)	22	339
9	9	St Louis Park HS	11	650	'09	'08	Chapter	New	Total	4	5	* Bonanza HS ('00)	0	273
10	12	Robbinsdale Cooper HS	30	553	1	6	+ Parkview HS ('04)	127	701	5	11	Palo Verde HS ('07)	148	263
11	14	Benilde-St Margaret's School ('02)	90	453	2	3	Camdenton HS ('99)	62	673	6	6	Moapa Valley HS	29	252
12	13	Mankato East HS ('93)	29	452	3	5	Willard HS	43	641	7	7	The Meadows School ('05)	35	236
13	15	Springfield HS	23	341	4	4	Hillcrest HS ('98)	17	621	8	9	Foothill HS ('06)	61	203
14	16	Dassel Cokato HS ('99)	63	339	5	2	Waynesville HS ('92)	6	620	9	13	Spring Valley HS	65	164
15	17	Lakeville South HS	74	292	6	9	West Plains HS ('93)	70	580	10	1	Green Valley HS ('08)	162	162
16	23	Rosemount Sr HS ('06)	65	182	6	7	Houston HS	11	580	11	8	Silverado HS ('04)	15	158
17	21	Hopkins HS ('04)	23	154	8	12	Central HS - Springfield ('06)	213	564	12	12	Canyon Springs HS	34	144
18	1	Lakeville North HS ('08)	121	121	9	10	Kickapoo HS ('05)	60	544	13	14	Virgin Valley HS	38	131
19	27	Bloomington Jefferson HS ('07)	62	116	10	8	Bolivar R 1 HS ('95)	2	542	14	10	Arbor View HS	0	125
MISSISSIPPI					11	11	Greenwood Laboratory School	17	403	15	14	* Shadow Ridge HS	0	94
'09	'08	Chapter	New	Total	12	15	Ozark HS ('01)	53	321	SAGEBRUSH (NV)				
1	2	+ St Joseph Catholic School	25	376	13	14	John F Hodge HS	4	296	'09	'08	Chapter	New	Total
2	3	Jackson Prep School ('95)	27	365	14	1	Nixa HS ('08)	220	220	1	2	+ McQueen HS ('99)	25	364
3	5	Oak Grove HS ('05)	84	315	15	23	Glendale HS ('07)	34	94	2	3	Galena HS	22	308
4	4	St Andrew's Episcopal School ('02)	16	265	SHOW ME (MO)					3	4	Bishop Manogue Catholic HS ('01)	21	300
5	6	Long Beach HS	27	241	'09	'08	Chapter	New	Total	4	5	Pau Wa Lu Middle School	19	228
6	8	Brookhaven HS ('03)	33	234	1	2	+ Grandview Sr HS ('93)	63	907	5	6	Spring Creek HS	28	223
7	10	Ridgeland HS	40	215	2	4	Rockhurst HS ('99)	117	847	6	7	Carson HS ('97)	23	207
8	7	Clinton HS ('99)	4	214	3	3	Harrisonville HS	15	778	7	8	Elko HS ('05)	22	135
9	9	Lawrence County HS	20	207	4	5	Notre Dame De Sion HS	28	723	8	11	Fernley HS	31	132
10	13	Jackson Academy ('98)	40	146	5	6	The Barstow School	46	718	9	10	Douglas HS ('04)	27	129
11	14	Petal HS ('06)	46	132	6	7	Lee's Summit North HS	64	700	10	9	* Incline HS ('00)	0	103
12	11	New Albany HS	7	122	7	10	Belton HS ('05)	152	656	11	13	Carson Valley Middle School ('06)	29	92
13	12	Laurel HS ('04)	11	118	7	8	Hickman Mills HS ('90)	20	656	12	1	Reno HS ('08)	64	64
14	16	Hattiesburg HS ('07)	50	113	9	9	The Pembroke Hill School	72	591	13	15	North Valleys HS	14	63
15	19	Laurel Christian School	41	87	10	11	Raytown HS ('03)	64	535	14	--	# Damonte Ranch HS	20	57
16	--	# Oxford HS	12	79	11	12	Ruskin HS ('91)	31	48	15	17	Churchill Co HS ('07)	9	33
17	15	Magee HS	3	68	12	14	Raytown South HS ('06)	142	354	NEW ENGLAND (MA & NH)				
18	--	# Pascagoula HS	36	41	13	13	Lee's Summit HS ('02)	66	348	'09	'08	Chapter	New	Total
19	1	Terry HS ('08)	4	4	14	15	Lee's Summit West HS	81	286	1	3	+ Sacred Heart HS ('98)	83	509
CARVER-TRUMAN (MO)					15	17	Raymore-Peculiar HS ('04)	58	202	2	5	Catholic Memorial HS ('96)	83	498
'09	'08	Chapter	New	Total	16	20	Blue Springs South HS ('07)	98	193	3	4	Needham HS	45	469
1	2	+ Monett HS ('98)	90	792	17	1	Blue Springs HS ('08)	191	191	4	6	Milton Academy ('03)	55	380
2	3	Aurora HS ('93)	16	689	MONTANA					5	10	Manchester Essex Regional HS ('06)	114	319
3	4	Carl Junction HS	31	677	'09	'08	Chapter	New	Total	6	7	Silver Lake Regional HS ('93)	0	285
4	7	Seneca HS	23	576	1	3	+ Skyview HS ('95)	44	781	7	9	Lincoln-Sudbury Regional HS	44	266
5	5	Bentonville HS, AR	42	532	2	4	Corvallis HS	38	757	8	11	Lexington HS ('05)	2	194
6	8	Fayetteville HS, AR ('78)	51	514	3	2	Hellgate HS ('87)	10	756	9	17	Newton South HS ('07)	99	166
7	10	Cassville HS ('00)	47	470	4	5	Helena HS ('94)	28	691	10	14	Bancroft School	31	145
8	12	Carthage HS ('99)	100	463	4	6	Capital HS	65	691	11	13	Bishop Guertin HS, NH ('04)	10	140
9	12	* Central HS, AR	0	432	6	7	Butte HS ('98)	44	625	12	16	Waring School	11	105
10	11	Nevada HS ('01)	27	409	7	8	Big Sky HS	21	589	13	2	Shrewsbury HS ('08)	66	66
11	13	Republic HS ('96)	33	375	8	9	Great Falls Russell HS ('00)	48	574	NEW JERSEY				
12	14	Lamar HS ('92)	17	320	9	12	Sentinel HS ('04)	74	371	'09	'08	Chapter	New	Total
13	16	Neosho HS ('07)	166	307	10	14	Bozeman HS ('06)	134	363	1	2	+ Montville HS ('02)	103	610
14	17	Webb City HS ('06)	57	195	11	11	Billings West HS ('03)	55	353	2	4	Ridge HS ('04)	134	576
15	18	McDonald County HS ('04)	13	127	12	13	Havre HS ('01)	21	272	3	3	# Ridgewood HS	7	452
16	1	Joplin HS ('08)	87	87	13	20	Flathead HS ('07)	111	242	4	6	Bridgewater-Raritan Reg HS ('94)	38	431
17	23	Mt Vernon HS ('05)	1	43	14	17	Great Falls HS ('05)	35	184	5	5	Arthur L Johnson HS	24	419
EASTERN MISSOURI					15	--	# Glacier HS	105	178	6	7	Elizabeth HS ('98)	26	377
'09	'08	Chapter	New	Total	16	16	Browning HS	14	164	7	8	Matawan Regional HS ('88)	40	364
1	3	+ Ritenour HS	53	636	17	1	Billings Sr HS ('08)	24	24	8	10	Freehold Township HS ('03)	54	354
2	2	Rock Bridge HS	16	610	NEBRASKA					9	9	Barringer HS	13	329
3	5	Parkway South HS ('98)	55	548	'09	'08	Chapter	New	Total	10	12	Randolph HS ('05)	61	300
4	4	Lafayette HS - Wildwood ('91)	12	529	1	3	Millard North HS ('05)	184	665	11	--	# Delbarton School	79	226
5	6	Parkway Central HS ('94)	44	525	2	2	+ Kearney Sr HS ('01)	85	654	12	13	Malcolm X Shabazz HS	8	179
6	7	Marquette HS ('01)	80	483	3	3	* Columbus HS	0	566	13	18	Science HS ('06)	53	129
7	8	Ladue Horton Watkins HS ('03)	66	465	4	5	Millard West HS ('03)	93	519	14	27	Hanover Park HS ('07)	40	64
8	9	Clayton HS ('96)	74	438	5	6	VJ & Angela Skutt Catholic HS	47	461	15	1	Millburn HS ('08)	62	62
9	10	Parkway North HS ('00)	12	318	6	4	Omaha Central HS ('97)	0	446	NEW MEXICO				
10	14	Pattonville HS ('07)	112	254	7	7	Marian HS ('99)	35	378	'09	'08	Chapter	New	Total
11	12	Columbia-Hickman HS ('99)	9	252	8	8	Raymond Central HS ('02)	23	336	1	2	+ Eldorado HS ('99)	21	480
12	13	Jefferson City HS ('05)	57	235	9	10	Malcolm HS	0	260	2	3	Portales HS	33	402
13	15	Parkway West HS ('06)	78	181	10	11	Grand Island Senior HS ('04)	46	231	3	4	St Pius X HS ('01)	5	362
14	16	Howell North HS ('04)	2	99	11	12	Freemont HS ('06)	71	177	4	5	Manzano HS ('96)	26	315
15	1	Oakville Sr HS ('08)	32	32	12	13	Norfolk HS ('07)	57	131	5	7	La Cueva HS ('00)	51	281
HEART OF AMERICA (MO)					13	1	Lincoln Southwest HS ('08)	122	122	6	6	Farmington HS ('98)	5	279
'09	'08	Chapter	New	Total	NEBRASKA SOUTH					7	8	Jemez Mountain Home School	7	192
1	6	Liberty Sr HS ('05)	298	1091	'09	'08	Chapter	New	Total	8	9	Albuquerque Highland HS ('02)	12	138
2	4	+ Fort Osage HS ('90)	76	1072	1	--	+ # Omaha Mercy HS ('78)	47	725	9	10	Rio Grande HS ('05)	35	136
3	2	North Kansas City HS ('94)	23	1027	2	3	Lincoln East HS ('04)	106	580	9	11	Taos HS ('06)	59	136

NEW MEXICO (continued)

'09	'08	Chapter	New	Total
11	13	Los Alamos HS ('07)	45	91
12	12	Albu-Valley HS ('04)	15	77
13	—	# East Mountain HS	44	67
14	1	Albuquerque Academy ('08)	65	65

IROQUOIS (NY)

'09	'08	Chapter	New	Total
1	3	+ Mount Markham Sr HS	5	202
2	4	Immaculate Heart Central HS ('99)	6	173
3	5	Franklin Central School	8	148
4	6	Canisius HS ('00)	17	144
5	7	Laurens Central School	1	126
6	11	Mount Mercy Academy ('01)	22	111
7	8	Unatego Central School	10	110
8	15	The Family Foundation School ('07)	30	94
9	14	Sayre Area HS, PA ('05)	28	93
10	9	* Webster Schroeder ('02)	0	91
11	21	Towanda Area HS, PA ('06)	41	80
12	13	Hancock Central School	3	79
13	19	Morris Central School	5	58
14	15	* Christian Brothers Academy - Syracuse	0	43
15	2	R L Thomas HS ('08)	30	30
16	17	* Andes Central School	0	5

NEW YORK CITY

'09	'08	Chapter	New	Total
1	3	+ Cathedral Prep Seminary	54	872
2	2	Hunter College HS	53	871
3	5	Stuyvesant HS ('04)	110	673
4	4	Saint Joseph Hill Academy ('85)	13	672
5	8	Syosset HS ('02)	118	599
6	15	Bronx High School Of Science ('07)	278	568
7	6	Loyola School	20	563
8	7	Roslyn HS ('94)	29	555
9	13	Chaminade HS ('05)	117	441
10	9	Sacred Heart Academy ('99)	31	429
11	11	The Mary Louis Academy ('00)	33	391
12	12	Monsignor Farrell HS	21	346
13	14	Kellenberg Memorial HS	23	334
14	1	Regis HS ('08)	297	297
15	17	Berkeley Carroll School	40	265
16	16	Poly Prep Country Day School	0	233
17	19	Half Hollow Hills HS East ('06)	18	91

NEW YORK STATE

'09	'08	Chapter	New	Total
1	4	+ Edgemont HS ('01)	56	369
1	2	Monticello Central HS ('00)	43	369
3	3	Pleasantville HS	15	331
4	8	Scarsdale HS ('05)	78	295
5	5	Albany HS ('99)	0	289
6	6	Shenendehowa HS ('93)	10	287
7	9	Newburgh Free Academy ('02)	29	228
8	7	* Niskayuna HS	0	218
9	10	Hendrick Hudson HS ('03)	16	163
10	11	Iona Preparatory ('06)	45	118
11	13	Byram Hills HS	39	101
12	12	Academy Of Holy Names ('04)	23	86
13	1	Lakeland HS ('08)	26	26
15	17	Christian Brothers Academy ('07)	0	3
16	14	* Newtown HS, CT	0	0

CAROLINA WEST (NC)

'09	'08	Chapter	New	Total
1	1	Myers Park HS ('05)	125	626
2	3	+ Northwest Guilford HS	39	401
3	4	North Mecklenburg HS ('02)	60	326
4	6	Charlotte Latin School	16	227
5	8	Chase HS ('03)	36	172
6	9	High Point Central HS ('99)	41	168
7	12	Carolina Day School	19	124
8	15	Asheville HS ('07)	68	124
9	10	* Ben L. Smith HS	0	108
10	11	* David W. Butler HS	0	106
9	—	# The Early College At Guilford	8	91
10	2	Bishop McGuinness HS ('08)	70	70
11	16	Ardrey Kell HS	14	61
12	17	Enka HS ('75)	5	47
13	—	Marvin Ridge HS	32	36
14	19	Providence HS ('06)	6	35
15	20	Porter Ridge HS	0	29
16	21	Paisley IB Magnet School	4	26

TARHEEL EAST (NC)

'09	'08	Chapter	New	Total
1	2	+ Pinecrest HS	90	601
2	3	East Carteret HS	63	461
3	5	Jack Britt HS	40	391
4	—	# Durham Academy	42	338
5	4	Massey Hill Classical HS	19	284
6	8	Cape Fear HS ('01)	16	242
7	9	South View HS ('00)	24	239
8	10	Terry Sanford HS ('06)	25	138
9	11	Pine Forest HS ('03)	16	128
10	15	Cary Academy ('07)	52	119
10	12	Reid Ross Classical School	8	119
12	14	E E Smith HS ('05)	14	100
13	1	East Chapel Hill HS ('08)	78	78

NORTH DAKOTA ROUGHRIDER

'09	'08	Chapter	New	Total
1	3	+ Fargo South HS ('02)	70	518
2	2	West Fargo HS ('98)	59	511
3	4	Richland HS	31	453
4	6	Richardton-Taylor HS ('01)	46	424
5	5	Central Cass HS	14	396
6	7	Minot HS ('94)	9	383
7	8	Mandan HS ('04)	47	362
8	9	Wahpeton HS ('97)	9	315
9	10	Red River HS ('95)	18	310
10	11	Bismarck HS	0	215
11	12	Washburn HS ('03)	16	142
11	15	Valley City HS ('05)	26	142
13	18	Grand Forks Central HS ('07)	37	81
14	17	Fargo North HS ('06)	24	77
15	1	Fargo Shanley HS ('08)	56	56

EASTERN OHIO

'09	'08	Chapter	New	Total
1	2	+ Louisville Senior HS ('93)	64	808
2	3	Hoover HS ('88)	34	700
3	4	Central Catholic HS ('78)	28	668
4	7	Stow-Munroe Falls HS ('00)	102	632
5	5	Canton South HS ('82)	15	619
6	6	Canton McKinley HS ('92)	3	562
7	8	GlenOak HS ('02)	66	546
8	9	Cuyahoga Valley Christian Acad	35	432
9	10	Wadsworth City School ('01)	35	417
10	12	Massillon Washington HS ('98)	0	362
11	13	Wooster HS ('05)	92	354
12	14	Carrollton HS ('04)	37	287
13	16	Jackson HS ('07)	114	237
14	1	Perry HS ('08)	154	154
15	—	# Highland HS	34	144
16	19	Copley HS ('06)	35	114

NORTH COAST

'09	'08	Chapter	New	Total
1	5	+ Hawken School ('00)	63	480
2	3	Crestwood HS ('96)	2	466
3	4	Olmsted Falls HS	29	459
4	7	Rocky River HS ('95)	60	431
5	6	Edison HS	29	429
6	8	University School ('03)	51	342
7	9	Magnificat HS ('01)	21	295
8	10	Berea HS ('84)	12	239
9	11	Mentor HS	25	217
10	13	Laurel School	53	210
11	12	Shaker Heights HS ('99)	12	196
12	14	Orange HS ('04)	21	169
13	16	Gilmour Academy ('07)	81	168
13	15	Vermilion HS ('05)	25	168
15	13	* St. Peter Chanel HS	0	157
16	17	Hathaway Brown School	38	120
17	20	Saint Ignatius HS ('06)	26	91
18	2	Solon HS ('08)	69	69

NORTHERN OHIO

'09	'08	Chapter	New	Total
1	2	+ Boardman HS ('02)	86	720
2	3	Austintown Fitch HS ('00)	63	645
3	4	Howland HS ('03)	94	529
4	6	Ursuline HS ('01)	56	442
5	5	Girard HS	0	399
6	9	Poland Seminary HS ('04)	86	390
7	8	Liberty HS	17	350
8	7	Lisbon David Anderson HS	9	347
9	10	Niles McKinley HS ('05)	52	270
10	11	Cardinal Mooney HS ('06)	87	186
11	13	Canfield HS ('07)	93	180
12	1	John F Kennedy HS ('08)	19	19

WESTERN OHIO

'09	'08	Chapter	New	Total
1	2	+ Princeton HS ('83)	30	505
2	3	Sylvania Northview HS ('99)	46	467
3	4	Upper Arlington HS ('88)	17	432
4	6	Oakwood HS ('00)	47	415
5	—	# Maumee HS	28	411
6	7	Sylvania Southview HS ('98)	33	381
7	9	Gahanna-Lincoln HS ('03)	50	315
8	8	Whitmer HS ('95)	21	299
9	11	Mason HS	46	268
10	13	Notre Dame Academy ('04)	50	250
11	12	Middletown HS ('94)	25	231
12	14	Perrysburg HS ('05)	52	196
13	14	* Elgin HS ('02)	0	113
14	17	Beavercreek HS ('06)	37	90
15	19	Wauseon HS ('07)	44	81
16	1	Centerville HS ('08)	75	75
17	18	Lima Central Catholic HS	3	54

EAST OKLAHOMA

'09	'08	Chapter	New	Total
1	2	+ Muldrow HS	16	594
2	4	Claremore HS	42	564
3	3	Grove HS	11	560
4	5	Bixby HS	22	520
5	10	Bishop Kelley HS ('01)	49	464
6	11	Mannford HS	18	431

EAST OKLAHOMA (continued)

'09	'08	Chapter	New	Total
7	12	Shawnee HS ('94)	23	396
8	15	Owasso HS	69	395
9	14	Charles Page HS ('95)	21	374
10	13	Muskogee HS ('81)	0	372
11	17	Wilburton HS	17	305
12	19	Oologah HS ('99)	24	293
13	20	Mounds HS	14	278
14	22	Tulsa Washington HS ('04)	49	194
15	—	# American Christian School	25	156
16	23	Bristow HS ('88)	11	155
17	24	Verdigris HS	10	123
18	27	Skiatook HS	13	107
19	32	Broken Arrow HS ('07)	48	106
20	29	Bartlesville HS ('05)	14	98
21	1	Jenks HS ('08)	92	92
22	30	Roland HS	0	78
23	35	Sapulpa HS ('06)	18	49

WEST OKLAHOMA

'09	'08	Chapter	New	Total
1	4	+ Norman HS ('02)	104	758
2	3	Edmond Santa Fe HS	43	707
3	2	Putnam City HS ('93)	2	673
4	5	Moore HS	60	634
5	6	Comanche HS	3	558
6	8	Lone Grove HS	44	535
7	7	Bishop McGuinness HS	17	534
8	10	Putnam City North HS ('98)	32	516
9	9	Alva HS ('00)	7	495
10	12	Okarche HS	20	491
11	16	Enid HS ('01)	30	367
12	15	Edmond Memorial HS ('95)	10	349
13	18	Guymon HS ('04)	44	217
14	17	Choctaw Sr HS	28	202
15	1	Norman North HS ('08)	117	117
16	25	Edmond North HS ('06)	24	68
17	24	Kingfisher HS ('05)	17	67
18	28	Heritage Hall School ('07)	16	34

NORTH OREGON

'09	'08	Chapter	New	Total
1	—	+ Beaverton HS ('89)	31	539
2	3	Gresham-Barlow HS ('02)	60	494
3	4	Sprague HS ('93)	58	477
4	—	# Mc Minnville HS	11	447
5	6	Silverton HS ('99)	49	445
6	8	Tigard HS ('01)	52	428
7	5	Forest Grove HS	9	427
8	7	Century HS	23	413
9	9	Canby HS ('97)	13	329
10	10	Oregon City HS ('98)	0	302
11	12	Southridge HS	41	232
12	13	Clackamas HS ('03)	24	188
13	15	Westview HS ('06)	21	132
14	25	Tualatin HS ('07)	46	70
15	21	Blanchet Catholic School	9	65
16	2	Glencoe HS ('08)	37	37

SOUTH OREGON

'09	'08	Chapter	New	Total
1	1+	South Medford HS	9	503
2	4	Summit HS	48	294
3	9	Ashland HS ('05)	80	268
4	5	Mountain View HS ('01)	29	264
5	7	Bandon HS	35	256
6	8	Marshfield HS ('03)	40	241
7	6	Roseburg Sr HS ('02)	6	238
8	10	Eagle Point HS ('00)	17	205
9	—	# North Bend Sr HS ('95)	19	192
10	11	Butte Falls HS	16	188
11	—	# Grants Pass HS ('98)	22	175
12	15	Siuslaw HS	17	124
13	14	Crescent Valley HS	15	123
14	16	Corvallis HS	8	105
15	17	North Valley HS ('06)	33	87
15	22	Willamette HS ('07)	64	87
17	18	Hood River Valley HS	0	50
18	2	South Eugene HS ('08)	8	8

PENNSYLVANIA

'09	'08	Chapter	New	Total
1	2	+ Trinity HS ('97)	22	414
2	3	Bishop Carroll HS	5	394
3	5	Bellwood-Antis HS ('02)	52	373
4	7	McKeesport Area HS ('03)	22	276
5	9	The Kiski School ('99)	26	261
6	8	Indiana Sr HS	14	257
7	10	Belle Vernon Area HS ('01)	9	221
8	12	Greensburg Salem HS ('04)	14	140
9	14	Greater Latrobe HS ('06)	30	73
10	13	Hempfield Area HS ('05)	12	64
11	15	Rockwood HS ('07)	16	45
12	1	Norwin HS ('08)	8	8

PITTSBURGH (PA) (continued)

'09	'08	Chapter	New	Total
3	5	McDowell HS	90	600
4	4	Mt Lebanon Sr HS ('98)	44	593
5	3	Cathedral Prep School ('96)	27	578
6	7	Shady Side Academy	35	534
7	10	Baldwin HS ('97)	8	384
8	11	Pittsburgh Central Catholic HS ('93)	10	342
9	12	Quigley Catholic HS ('00)	19	335
10	13	Mercyhurst Prep School	26	286
11	14	Lakeview Christian Academy	12	236
12	15	North Catholic HS ('02)	26	197
13	16	Mercer Area HS ('05)	26	159
14	20	Bethel Park HS ('06)	49	145
15	18	Peters Twp HS ('01)	27	143
16	17	North Hills HS ('03)	19	140
17	22	Deer Lakes HS	24	112
18	21	Mars Area HS	13	107
19	30	Upper St Clair HS ('07)	20	62
20	1	Pine-Richland HS ('08)	44	44

VALLEY FORGE (PA)

'09	'08	Chapter	New	Total
1	2	+ Holy Ghost Prep ('01)	49	457
2	6	Truman HS ('02)	79	390
3	3	Gwynedd Mercy Academy	7	386
4	5	Southern Lehigh HS	20	370
5	7	Perkiomen Valley HS	13	299
6	8	Mechanicsburg Area Senior HS ('93)	17	290
7	9	E L Meyers HS	7	275
8	11	Shikellamy HS ('00)	31	250
9	10	Scranton HS ('99)	14	241
10	12	Pennsbury HS ('04)	46	237
11	14	Unionville HS	21	175
12	15	Elk Lake HS	6	159
13	19	La Salle College HS ('06)	53	153
14	16	Upper Merion Area HS	9	140
15	18	St Joseph's Prep School ('05)	30	136
16	20	William Tennent HS	37	133
17	17	Delone Catholic HS ('03)	23	131
18	—	# Cheltenham HS	34	115
19	25	Danville Area HS ('07)	42	82
20	1	Dallastown Area HS ('08)	58	58

SOUTH CAROLINA

'09	'08	Chapter	New	Total
1	4	Mauldin HS ('05)	67	414
2	2	+ T L Hanna HS ('98)	13	413
3	3	Westside HS	0	351
4	6	Irmo HS ('90)	18	337
5	5	Greer HS	1	322
6	10	Southside HS ('06)	89	301
7	—	# Christ Church Episcopal School	18	256
8	12	Hillcrest HS ('03)	58	249
9	7	Dorman HS	0	241
10	9	Allendale-Fairfax HS ('99)	10	231
11	16	Riverside HS ('07)	74	148
12	17	Academic Magnet HS	31	100
12	18	Carolina HS	35	100
14	1	Bob Jones Academy ('08)	79	79
15	19	Southside Christian School	8	56
16	—	# Williston-Elko HS	19	51

NORTHERN SOUTH DAKOTA

'09	'08	Chapter	New	Total
1	1	+ Watertown HS ('04)	110	661
2	3	Brookings HS ('03)	99	579
3	4	Aberdeen Central HS ('05)	114	494
4	5	Mitchell HS ('01)	42	353
5	6	Groton HS ('97)	17	289
6	7	Huron HS ('02)	40	282
7	8	Milbank HS ('06)	69	252
8	10	Deuel HS ('07)	19	25
9	2	Madison HS ('08)	14	14

RUSHMORE

'09	'08	Chapter	New	Total
1	2	+ Brandon Valley HS	28	480
2	3	Yankton HS ('01)	37	435
3	4	Washington HS ('02)	54	407
4	5	Lennox HS	63	399
5	7	O'Gorman HS ('05)	85	379
6	8	Roosevelt HS ('04)	86	364
7	6	Central HS ('00)	5	332
8	1	Sioux Falls Lincoln HS ('08)	199	199
9	9	Vermillion HS ('06)	24	105
10	10	Stevens HS ('07)	27	69
11	—	# Harrisburg HS	41	64

TENNESSEE

'09	'08	Chapter	New	Total
1	2	+ Henry County HS ('85)	22	581
2	3	Antioch HS ('77)	0	551
3	4	Northeast HS	11	524
4	7	St Cecilia Academy	28	420
5	6	Dickson County HS ('01)	21	414
6	8	Brentwood HS ('00)	30	410
7	9	Battle Ground Academy ('99)	27	393
8	12	Montgomery Bell Academy ('02)	42	348
9	14	Ravenwood HS	58	340

TENNESSEE (continued)

'09	'08	Chapter	New	Total
10	13	John Overton HS ('96)	0	284
11	15	Collierville HS ('03)	37	276
12	16	Rossvie HS	5	216
13	18	Morristown West HS ('06)	65	177
14	19	Cookeville HS ('05)	10	122
15	30	Germantown HS ('07)	11	28
16	1	Brentwood Academy ('08)	9	9

CENTRAL TEXAS

'09	'08	Chapter	New	Total
1	3	+ Robert E Lee HS- San Antonio ('94)	5	394
2	4	John Jay HS	16	338
3	9	Ronald Reagan HS ('05)	70	330
4	6	# Smithson Valley HS	26	316
5	8	Saint Mary's Hall HS	37	300
6	10	Winston Churchill HS ('06)	87	296
7	7	Blanco HS	19	294
8	12	La Vernia HS	68	267
9	13	Earl Warren HS	19	186
10	17	Douglas MacArthur HS ('04)	73	169
11	16	Sandra Day O'Connor HS ('07)	51	154
12	—	# Taft HS ('01)	13	134
13	18	John Paul Stevens HS	17	62
14	—	# Claudia Taylor Johnson HS	39	39
15	2	Tom C Clark HS ('08)	22	22

EAST TEXAS

'09	'08	Chapter	New	Total
1	1	+ The Kinkaid School ('81)	57	817
2	3	James E Taylor HS ('95)	60	794
3	4	Klein Forest HS	8	741
4	7	Crosby HS	2	711
5	8	Cypress Falls HS	29	691
6	9	# Oak Ridge HS	57	640
7	11	The Woodlands HS ('99)	28	513
8	12	Kingwood HS ('97)	8	489
9	13	Jersey Village HS ('01)	42	452
10	16	Lufkin HS	7	301
11	18	Northland Christian School	54	298
12	19	Dulles HS ('05)	58	264
13	22	William P Clements HS ('06)	92	247
14	21	Spring HS ('04)	45	223
15	20	Excel Academy	8	191
16	27	Klein HS ('07)	97	171
17	24	Caney Creek HS	10	144
18	25	Humble HS ('02)	5	127
19	26	Channelvieu HS	36	115
20	—	# Magnolia HS	50	87
21	2	J Frank Dobie HS ('08)	64	64

GULF COAST (TX)

'09	'08	Chapter	New	Total
1	4	Flour Bluff HS	0	292
2	7	+ Bishop HS ('00)	31	290
3	5	Angleton HS	6	282
4	8	Pharr-San Juan-Alamo HS ('93)	8	260
5	10	Memorial HS - Victoria	40	247
6	9	Pharr San Juan Alamo Memorial	18	236
7	12	El Campo HS	33	209
8	11	Calallen HS ('99)	12	202
9	14	Richard B King HS ('04)	26	175
10	18	Gregory Portland HS ('07)	72	164
11	15	Calhoun HS	34	154
12	16	Harlingen HS South ('06)	37	148
13	19	Columbia HS	14	94
14	1	W B Ray HS ('08)	22	22

HEART OF TEXAS

'09	'08	Chapter	New	Total
1	2	+ McNeil HS	34	514
2	3	Lake Travis HS	55	460
3	4	Lyndon Baines Johnson HS ('95)	34	431
4	5	San Marcos HS ('92)	23	378
5	10	Westlake HS ('05)	85	326
6	6	Jack C Hays HS ('00)	7	304
7	7	Round Rock HS ('99)	20	295
8	8	Wimberley HS	12	280
9	9	A & M Consolidated HS ('01)	27	278
10	—	# L C Anderson HS	58	277
11	15	Hendrickson HS	86	243
12	16	Carroll HS - Southlake ('06)	57	213
13	14	Georgetown HS ('02)	20	208
14	28	Stephen F Austin HS - Austin ('07)	35	69
15	1	Del Valle HS ('08)	62	62

LBJ (TX)

'09	'08	Chapter	New	Total
1	—	+# Terrell HS	20	318
2	3	Aubrey HS	45	300
3	6	Princeton HS ('05)	60	279
4	7	James Bowie HS - Arlington	22	237
5	5	Thorndale HS	6	236
6	8	Diboll HS	16	231
7	9	Holy Trinity Catholic HS	43	205
8	10	Wylie Sr HS	38	199
9	—	# Graham HS	48	169
10	11	Canton HS	27	138
11	13	Sherman HS ('02)	11	109

LBJ (TX) (continued)

'09	'08	Chapter	New	Total
12	19	Richardson HS ('07)	43	81
13	—	# Decatur HS	42	78
14	17	Woden HS	17	75
15	18	Greenville HS	10	55
16	—	# Rains HS	15	40
17	1	Vanguard College Prep School ('08)	22	22

LONE STAR (TX)

'09	'08	Chapter	New	Total
1	7	+ Greenhill School ('95)	65	446
2	3	R L Turner HS ('94)	0	440
3	8	Plano Sr HS ('03)	50	430
4	4	Northwest HS	14	419
5	—	# Allen HS	6	413
6	10	Grapevine HS ('05)	86	399
7	—	# Ryan HS	0	396
8	9	Clark HS ('00)	29	357
9	11	Garland HS ('99)	49	344
10	12	Plano West Sr HS	31	308
11	13	Duncanville HS ('01)	0	238
12	15	Arlington HS ('02)	13	220
13	17	Williams HS ('04)	39	203
14	—	# Mansfield HS	32	192
15	22	Granbury HS ('07)	21	49
16	2	Dallas Highland Park HS ('08)	25	25

NORTH TEXAS LONGHORNS

'09	'08	Chapter	New	Total
1	2	+ Coppell HS	42	539
2	4	Colleyville Heritage HS ('02)	85	531
3	3	Vines HS ('98)	40	522
4	6	Flower Mound HS	63	475
5	7	James Martin HS ('96)	0	410
6	8	Crowley HS	12	381
7	11	Lewisville HS ('95)	11	363
8	10	Naaman Forest HS	4	357
9	12	Fossil Ridge HS	0	331
10	13	Jasper HS ('05)	46	326
11	14	Keller HS	60	321
12	15	Edward S Marcus HS ('99)	33	293
13	16	Newman Smith HS ('00)	26	270
14	18	Plano East Senior High School ('01)	20	234
15	20	Frisco HS	15	165
16	21	St Mark's School Of Texas ('03)	26	135
17	22	Grand Prairie HS ('04)	31	124
18	24	Creekview HS ('07)	39	94
19	—	# Centennial HS	32	89
20	—	# John H Guyer HS	16	85
21	28	Shepton HS ('06)	26	59
22	1	Hockaday School ('08)	52	52

SOUTH TEXAS

'09	'08	Chapter	New	Total
1	1	+ Bellaire HS ('04)	250	1348
2	4	Friendswood HS ('94)	45	729
3	3	Aldine Sr HS	10	704
4	6	LV Hightower HS	77	655
5	5	Bay City HS	52	631
6	7	Mayde Creek HS	20	567
7	8	Clear Brook HS	46	559
8	9	St Agnes Academy	29	520
9	11	IH Kempner HS	53	484
10	10	Stephen F Austin HS - Sugarland	32	482
10	12	Clear Lake HS ('02)	55	482
12	13	Houston Jesuit HS ('97)	19	426
13	14	G C Scarborough HS	19	412
14	15	Monsignor Kelly Catholic HS	36	391
15	16	Cinco Ranch HS	16	334
16	18	Foster HS	11	309
16	19	Westside HS	30	309
18	20	Westfield HS ('05)	84	279
19	22	Lamar HS ('06)	54	162
20	21	Needville HS	6	159
21	2	Lamar Consolidated HS ('08)	103	103
22	29	Elkins HS ('07)	29	75

SPACE CITY (TX)

'09	'08	Chapter	New	Total
1	2	+ Pasadena HS ('83)	18	570
2	3	Eisenhower HS	22	545
3	4	Alief Taylor HS	30	502
4	5	Deer Park HS ('98)	33	501
5	7	Barbers Hill HS	27	399
6	8	Alief Elsik HS ('03)	78	356
7	11	Kerr HS	65	327
8	9	Stratford HS ('00)	28	298
9	10	Cypress Ridge HS	24	290
10	13	Spring Woods HS ('96)	63	263
10	12	La Porte HS	9	263
12	14	Cy-Fair HS ('03)	30	212
13	18	Seven Lakes HS	85	169
14	17	William B Travis HS	39	155
15	22	Hastings HS ('07)	39	89
16	20	Marshall HS	0	66
17	23	Langham Creek HS ('06)	10	59
18	1	Memorial HS - Houston ('08)	46	46

TALL COTTON (TX)

'09	'08	Chapter	New	Total
1	2	+ Coronado HS ('88)	10	454
2	5	Cooper HS ('96)	33	434
3	3	Odessa Permian HS ('95)	2	423
4	4	Abilene HS ('99)	7	412
5	6	Seminole HS	42	371
6	7	Borger HS	36	289
7	8	Robert E. Lee HS - Midland ('04)	45	281
8	11	Central HS - San Angelo ('02)	80	262
9	9	Hereford HS ('01)	27	250
10	10	Odessa HS ('00)	14	214
11	13	Big Spring HS ('05)	51	171
12	12	Amarillo HS ('03)	21	164
13	15	Midland Christian School	14	104
14	17	Midland HS ('06)	31	92
15	24	Lubbock HS ('07)	36	48
16	1	Tascosa HS ('08)	25	25

UIL (TX)

'09	'08	Chapter	New	Total
1	1	+ Lindale HS ('04)	68	378
2	4	Hallsville HS	59	297
3	3	Pine Tree HS	29	267
4	6	North Lamar HS	57	256
5	5	Gilmer HS	15	225
6	7	Athens HS	23	222
7	8	All Saints Episcopal School	23	212
8	9	Good Shepherd School	21	178
9	10	Crandall HS	21	151
10	11	Tyler Lee HS ('03)	16	145
11	12	Mexia HS	21	104
12	14	Salado HS	17	87
13	13	White Oak HS	5	86
14	15	Wills Point HS	8	72
15	17	Whitehouse HS	11	59
16	22	Royse City HS ('07)	28	50
17	2	Van HS ('08)	47	47
18	21	Skyline HS & Career Development ('06)	11	39

WEST TEXAS

'09	'08	Chapter	New	Total
1	3	+ Hanks HS ('99)	34	343
2	2	Cathedral HS ('01)	9	326
3	4	Bel Air HS ('02)	22	309
4	5	Loretto Academy ('93)	0	279
5	8	Eastwood HS ('96)	40	239
6	9	Del Valle HS - El Paso ('00)	16	213
7	12	El Paso Coronado HS ('05)	36	172
8	13	El Paso HS	54	140
9	15	Americas HS ('06)	49	110
10	17	Ysleta HS ('07)	43	77
10	14	Burges HS ('04)	10	77
12	16	Chapin HS	28	67
13	1	Franklin HS ('08)	28	28

GREAT SALT LAKE (UT)

'09	'08	Chapter	New	Total
1	2	+ East HS ('96)	80	608
2	4	Rowland Hall-St Mark ('95)	49	494
3	3	Layton Christian Academy	12	465
4	6	Olympus HS ('99)	44	436
5	5	Kearns HS ('97)	21	431
6	8	Cottonwood HS ('03)	64	355
7	9	Salt Lake City West HS ('05)	81	316
8	10	Taylorsville HS ('01)	10	240
9	12	Lone Peak HS ('07)	97	209
10	14	Highland HS ('04)	38	143
11	13	Intermountain Christian School	24	129
12	1	Skyline HS ('08)	105	105

SUNDANCE (UT)

'09	'08	Chapter	New	Total
1	2	Bingham HS ('05)	113	503
2	5	+ Riverton HS	69	399
3	3	Hunter HS ('00)	28	389
4	4	Alta HS ('02)	50	385
5	6	Hillcrest HS ('01)	48	375
6	8	Juan Diego Catholic HS	60	308
7	9	Lehi HS ('06)	100	297
8	7	West Jordan HS ('95)	0	276
9	10	Carbon HS ('00)	61	244
10	11	Jordan HS ('04)	5	186
11	1	Beaver HS ('08)	32	32
12	15	Granger HS ('07)	3	15

UTAH-WASATCH

'09	'08	Chapter	New	Total
1	2	+ Logan HS ('99)	63	602
2	3	Murray HS ('91)	60	568
3	5	Woods Cross HS ('95)	53	523

UTAH-WASATCH (continued)

'09	'08	Chapter	New	Total
4	7	Davis HS ('05)	108	510
5	4	Layton HS ('97)	16	501
6	6	Ogden HS ('01)	40	478
7	9	Sky View HS ('07)	159	307
8	8	Northridge HS ('03)	36	298
9	10	Viewmont HS ('93)	42	189
10	12	Weber HS ('04)	29	132
11	13	Bountiful HS ('06)	35	93
12	—	# Syracuse HS	51	88
13	1	Clearfield HS ('08)	50	50

VIRGINIA

'09	'08	Chapter	New	Total
1	2	+ Blacksburg HS ('00)	7	358
2	4	Madison County HS ('01)	30	353
3	5	Holy Cross Regional School	3	317
4	6	Chantilly HS	11	282
5	7	W T Woodson HS ('98)	24	272
6	—	# Charlottesville HS	23	264
7	11	Randolph Macon Academy ('06)	38	243
8	12	Salem HS - Salem	48	236
9	9	Great Bridge HS ('94)	9	235
10	10	Hampton Roads Academy	4	227
11	13	Edison HS ('02)	38	219
12	14	West Springfield HS ('04)	38	217
13	17	Warwick HS	50	197
14	15	Nandua HS	13	177
15	23	Yorktown HS ('79)	28	145
16	21	Hargrave Military Academy	23	143
17	22	Turner Ashby HS	11	130
18	16	* Southj Lake HS	0	127
19	27	Sherando HS ('05)	21	118
20	21	Dominion HS	6	112
21	31	King George HS	36	105
22	22	* Bishop Sullivan Catholic	0	105
23	29	Granby HS ('03)	0	91
24	34	Broad Run HS ('07)	40	86
25	32	Fresta Valley Christian School	24	82
26	—	# Battlefield HS	48	74
27	33	Buffalo Gap HS	12	65
28	1	West Potomac HS ('08)	59	59
29	—	# Atlee HS	31	44

INLAND EMPIRE (WA)

'09	'08	Chapter	New	Total
1	2	+ Mt Spokane HS	35	406
2	4	Coeur D'Alene HS, ID ('00)	58	317
3	3	Central Valley HS ('04)	39	305
4	5	Lake City HS, ID ('03)	62	289
5	6	University HS ('05)	67	254
6	8	Mead HS ('06)	31	133
7	1	Gonzaga Prep HS ('08)	45	45
8	12	Lewis & Clark HS ('07)	0	13

PUGET SOUND (WA)

'09	'08	Chapter	New	Total
1	2	+ Tahoma Senior HS	66	476
2	3	Ridgefield HS	45	361
3	6	Seattle Academy Of Arts & Science	44	299
4	5	Mt Rainier HS ('96)	4	262
5	7	Bainbridge HS ('01)	5	250
6	9	Mountain View HS	14	236
6	11	Kamiah HS ('06)	57	236
8	10	Mount Vernon HS ('02)	33	213
9	16	Snohomish HS ('07)	66	165
10	12	North Kitsap HS	3	150
11	13	Mercer Island HS ('03)	19	134
12	14	Burlington-Edison HS ('00)	13	127
13	18	Edmonds Homeschool Resource Center	17	88
14	1	Eastlake HS ('08)	18	18

WESTERN WASHINGTON

'09	'08	Chapter	New	Total
1	4	Gig Harbor HS ('05)	103	462
2	3	+ Federal Way HS ('01)	32	399
3	5	Peninsula HS ('86)	6	350
4	6	Eastside Catholic HS	27	292
5	9	Whitstone HS, AK	3	282
6	8	Thomas Jefferson HS ('04)	68	271
7	10	Central Kitsap HS ('99)	20	208
8	15	Emerald Ridge HS	46	176
9	11	Todd Beamer HS	1	169
10	13	Auburn Riverside HS ('04)	25	166
11	12	Robert Service HS, AK ('02)	2	147
12	14	Auburn Senior HS ('03)	12	144
13	18	Bonney Lake HS	20	73
14	1	Puyallup HS ('08)	72	72
15	20	Bethel HS ('05)	32	69
15	—	# South Anchorage HS, AK	42	69
17	23	Capital HS ('07)	14	37
18	30	Gov John R Rogers HS ('06)	2	11

WEST VIRGINIA

'09	'08	Chapter	New	Total
1	1	+ Wheeling Park HS ('04)	52	260
2	4	Parkersburg South HS ('06)	16	56

NORTHERN WISCONSIN

'09	'08	Chapter	New	Total
1	2	+ Sheboygan North HS ('01)	44	564
2	5	Algoma HS ('97)	32	536
3	4	Hortonville HS ('98)	25	533
4	3	Little Chute HS	20	532
5	6	Neenah HS	26	419
6	7	Waupaca HS ('00)	26	359
7	8	Appleton North HS	23	336
8	9	Appleton West HS ('03)	39	317
9	10	Stevens Point HS ('99)	12	246
10	11	Appleton East HS ('07)	85	177
11	13	New London HS ('06)	9	54
12	14	Wausau West HS	0	33
13	1	Sheboygan South HS ('08)	31	31

SOUTHERN WISCONSIN

'09	'08	Chapter	New	Total
1	2	+ Brookfield East HS ('01)	87	656
2	3	West Bend West HS ('89)	31	556
3	4	Cedarburg HS ('97)	38	548
4	6	Milwaukee HS Of The Arts	13	382
5	9	Marquette Univ HS ('05)	61	285
6	8	Middleton HS	41	272
7	7	Nicolet HS ('98)	16	256
8	10	Wauwatosa West HS	22	232
9	12	James Madison Memorial HS ('07)	100	197
10	11	Black Hawk HS ('03)	23	145
11	14	Rufus King HS ('06)	42	135
12	13	West Bend East HS ('04)	39	133
13	15	La Crosse Central HS ('02)	12	95
14	17	Messmer HS	12	72
15	1	Muskego HS ('08)	37	37

HOLE IN THE WALL (WY)

'09	'08	Chapter	New	Total
1	2	+ Wheatland HS	25	642
2	4	Cheyenne Central HS ('02)	37	633
3	3	Glenrock HS	17	615
4	5	Spearfish HS, SD	41	563
5	6	Sturgis Brown HS, SD ('99)	30	475
6	7	Gothenburg HS, NE	44	437
7	8	Buffalo HS ('98)	28	350
8	9	Torrington HS ('93)	9	327
9	10	Campbell County HS ('05)	48	286
10	11	Scottsbluff HS, NE ('00)	27	249
11	12	Wright HS	16	235
12	16	Cheyenne East HS ('07)	126	223
13	14	North Platte HS, NE ('06)	61	176
14	13	Sheridan HS ('03)	30	149
15	17	Lead-Deadwood HS, SD ('04)	39	136
16	—	# Cozad City Schools, NE	28	116
17	1	Newcastle HS ('08)	42	42

WIND RIVER (WY)

'09	'08	Chapter	New	Total
1	6	+ Green River HS ('98)	99	596
2	2	Jackson Hole HS ('96)	54	594
3	4	Saratoga HS	29	562
3	5	Rock Springs HS ('93)	43	562
5	8	Evanston HS ('00)	56	472
6	7	Shoshoni HS	2	440
7	9	Hot Springs Co HS ('92)	33	433
8	10	Kelly Walsh HS ('99)	25	420
9	11	Laramie HS ('94)	13	396
10	13	Lander Valley HS ('02)	1	200
11	14	Star Valley HS ('01)	24	187
12	17	Cody HS ('05)	46	171
13	15	Greybull HS ('04)	32	165
14	18	Riverside HS	11	135
15	19	Worldview HS ('06)	27	130
16	20	Powell HS ('07)	46	105
17	1	Natrona County HS ('08)	80	80
18	17	* Rawlins HS ('03)	0	69





NFL Century Society

NFL'S ALL TIME TOP POINT LEADERS



STUDENT	STATE	POINTS
David Kozminski	MO	2,383
Sarah Weiner	KS	2,342
Brian Rubaie	KS	2,332
Sarah Shier	KS	2,301
Allison Stuewe	KS	2,294
Nicole Schneider	KS	2,288
Emily Pfefer	MO	2,274
Andrew Green	MO	2,253
Spencer Harris	MO	2,236
Paige Hendrix	MO	2,230
James P. Hohmann	MN	2,221
Ben S. Lerner	KS	2,213
Omar Qureshi	MO	2,211
Eva Z Lam	WI	2,206
Shruti A. Challa	KS	2,204
Grant F. Gussman	IN	2,182
Spencer Rockwell	CO	2,178
Nick Ramsey	MO	2,175
Kristen Trum	KS	2,175
Creighton Coleman	KS	2,175
Kurt Woolford	KS	2,173
Jacob Buchkolz	KS	2,172
Blake Halseide	WY	2,171
Alex Stephenson	MN	2,162
Lindsey Zhang	MO	2,160
Akshar Rambachan	MN	2,155
Sarah K. Bellows-Blakely	KS	2,154
Meriah Forbes	KS	2,153
Tim Greenfield	MN	2,152
Kevin K. Troy	MN	2,145
Sean David Peckham	KS	2,143
Daniel Philip Schultz	MO	2,143
Whitney O'Bryne	KS	2,142
Carl Werner	MO	2,141
Chase Cook	MO	2,140
Bryan Yarde	MO	2,136
Grant Brazill	KS	2,126
Merry Regan	AZ	2,123
Matthew Corley	TX	2,113
Benjamin Jacob Boeshans	ND	2,113
Mark Skoglund	KS	2,108
Rachel A. Esplin	ID	2,106
Sam Hodge	MO	2,104
Anthony Badami	MO	2,104
William Charles Strong	IA	2,103
Christos N. Theophanous	CA	2,103
Evan Dorshorst	MO	2,102
Dustin Grorud	SD	2,099

STUDENT	STATE	POINTS
Michael Windsor	KS	2,097
Phil Cardarella	MO	2,090
Ashley Artmann	NV	2,083
Tabitha Allen	VA	2,081
Bonnie Lyons	MO	2,077
Scott Cheesewright	CO	2,076
T.J. Trum	KS	2,075
David Baloché	TX	2,074
Jeffrey M. Geels	TX	2,068
Ethan Struby	KS	2,068
Weston Elkins	TX	2,066
Taylor Martin	MO	2,065
Lincoln Campbell	SD	2,063
Jake Stewart	ID	2,062
Tim Hogan	MN	2,061
Keenan Odell Hogan	KS	2,061
Adam Testerman	MO	2,061
Michael Oliver Shelton	KS	2,055
Julia M. Groeblacher	KS	2,055
Sarah B. Whitney	CO	2,053
Michael Headley	MO	2,052
Alex Baldwin	SD	2,050
Daniel F. Berring	CA	2,049
Trevor Anthony Clark	OK	2,048
Alex Parkinson	KS	2,047
Brandon Halseide	WY	2,044
Rachel M. Buck	KS	2,042
Matthew W. Munday	KS	2,042
Andrew J. Jennings	KS	2,042
Jack Hsiao	TX	2,041
Devin R. Bean	ID	2,041
Joey Mills Ralph	KS	2,040
Rachel Overboe	ND	2,039
Ford Flippin	MS	2,038
Robert Vallie	ND	2,035
Maddie Gardner	MN	2,034
Greg Allen	KS	2,033
Tex Dawson	TX	2,031
Peter Ebeling	KS	2,031
Paul Slattery	SD	2,030
Pat Muenks	MO	2,030
Andrea Irwin	PA	2,030
Rob Thomas	KS	2,029
Lorenzo Jordan	MO	2,029
Samuel C. Procter	KS	2,028
Katlin Korynta	MN	2,028
Taylor Nichols	KS	2,020
Nick Kwolek	IN	2,017



Largest Number of New Degrees

	SCHOOL	COACH	STATE	DEGREES
1	Leland HS	Ms. Gay Brasher	CA	884
2	Bellaire HS	Mr. Jay Stubbs/Mr. Russell Rach	TX	828
3	Gabrielino HS	Mr. Derek Yuill	CA	811
4	Sanger HS	Mr. Karson B. Kalashian	CA	782
5	Bronx High School Of Science	Mr. Jon Cruz	NY	765
6	Liberty Sr. HS	Ms. Cassie Price/Mr. Sean Nicewaner	MO	754
7	Regis HS	Mr. Eric DiMichele	NY	748
8	Lynbrook HS	Mr. Sean Mumper	CA	731
9	James Logan HS	Mr. Tommie Lindsey, Jr.	CA	731
10	Blue Valley North HS	Mr. Max H. Brown/Mr. Steven Wood	KS	701
11	Central HS - Springfield	Mr. Jack Tuckness	MO	652
12	Nova HS	Ms. Lisa Miller	FL	634
13	Eagan HS	Mr. Chris McDonald	MN	621
14	Eastview HS	Mr. Todd Hering	MN	597
15	Monte Vista HS - Danville	Mr. David J. Matley	CA	548
16	Nixa HS	Mr. John Horner	MO	545
17	Chesterton HS	Mr. James Cavallo	IN	543
18	Desert Vista HS	Mr. Erik Dominguez	AZ	536
19	Munster HS	Mrs. Helen Engstrom	IN	533
20	Cherry Creek HS	Ms. Martha Benham	CO	526
21	Plymouth HS	Mr. David McKenzie	IN	518
22	Downers Grove South HS	Ms. Jan Heiteen	IL	511
23	Shawnee Mission East HS	Mr. Trey Witt/Ms. Jennifer Hunter	KS	510
24	Sioux Falls Lincoln HS	Mr. Bryan Hagg	SD	495
25	Millard North HS	Ms. Sabrina Denney Bull	NE	464
26	Washburn Rural HS	Ms. Cynthia Burgett	KS	456
27	Belton HS	Mr. Timothy J. Hughes	MO	456
28	Neosho HS	Mr. David L. Watkins	MO	456
29	Blue Springs HS	Ms. Sherri L. Shumaker	MO	445
30	Bellarmine College Prep	Ms. Kim Jones	CA	443
31	Glenbrook South HS	Ms. Tara Tate/Mr. Mark Maranto	IL	437
32	Independence Truman HS	Ms. Christine Adams/Mrs. Kim Lenger	MO	431
33	Green Valley HS	Mr. Scott Ginger	NV	416
34	Manhattan HS	Mr. Shawn Rafferty	KS	409
35	Walt Whitman HS	Mr. Anjan Choudhury	MD	374
36	Fullerton Joint Union HS	Mr. Sal Tinajero	CA	364
37	Perry HS	Mrs. Kathleen A. Patron	OH	359
38	Wayzata HS	Ms. Gail Sarff	MN	358
39	Palo Verde HS	Ms. Shiela Berselli	NV	357
40	Ridge HS	Mr. David A. Yastremski	NJ	353
41	Salina High Central	Mr. Nicholas Owen	KS	352
42	Sky View HS	Ms. Tessa Kunz	UT	351
43	Buhler HS	Mr. Gary K. Minor	KS	347
44	Raytown South HS	Mr. Matt Good/Ms. Kelli Morrill	MO	346
45	San Marino HS	Mr. Oliver Valcorza	CA	345
46	Alhambra HS	Mr. Kevin Tong	CA	314
47	North Allegheny Sr. HS	Ms. Sharon Volpe	PA	308
48	Carl Sandburg HS	Mr. Dan Sackett	IL	290
49	Bozeman HS	Mr. James Maxwell	MT	287
50	Redlands HS	Mr. Michael Newbold/Mr. Stephen Caperton	CA	267



New Degrees Summary 2008-2009



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	AVG NEW DEGREES	NEW DEGREE LEADER	NEW DEGREES ADDED
1	Calif. Coast (CA)	0	86.00	Leland HS	264
2	Three Trails (KS)	0	82.62	Blue Valley North HS	241
3	Show Me (MO)	0	76.29	Blue Springs HS	187
4	San Fran Bay (CA)	0	72.78	James Logan HS	193
5	Kansas Flint-Hills	0	71.91	Manhattan HS	150
6	Sierra (CA)	0	70.46	Sanger HS	289
7	New York City	0	69.64	Regis HS	296
8	East Los Angeles (CA)	2	69.18	Gabrielino HS	282
9	Southern Minnesota	0	68.15	Eagan HS	218
10	Florida Manatee	2	67.00	Nova HS	227
11	Northwest Indiana	0	66.25	Plymouth HS	215
12	Illini (IL)	0	64.22	Downers Grove South HS	176
13	East Kansas	0	63.91	Shawnee Mission East HS	159
14	Nebraska	0	62.91	Millard North HS	180
15	Heart Of America (MO)	0	62.50	Liberty Sr. HS	296
16	Ozark (MO)	0	62.20	Nixa HS	220
17	Sunflower (KS)	0	59.28	Goddard HS	111
18	Rushmore (SD)	1	58.18	Sioux Falls Lincoln HS	196
19	Northern South Dakota	0	58.00	Aberdeen Central HS	113
20	Utah-Wasatch	1	56.46	Sky View HS	155
21	Northern Illinois	1	55.93	Glenbrook South HS	147
22	Golden Desert (NV)	0	54.84	Green Valley HS	158
23	Northern Ohio	0	54.50	Howland HS	93
24	West Kansas	0	54.41	Salina High Central	158
25	Eastern Ohio	1	52.25	Perry HS	150
26	Great Salt Lake (UT)	0	51.16	Skyline HS	104
27	Idaho Mountain River	2	51.00	Hillcrest HS	122
28	Montana	1	50.70	Bozeman HS	132
29	Carver-Truman (MO)	0	49.43	Neosho HS	164
30	New England (MA & NH)	0	49.30	Manchester Essex Regional HS	114
31	Central Minnesota	6	49.21	Eastview HS	199
32	South Texas	0	48.68	Bellaire HS	248
33	West Virginia	0	47.50	Wheeling Park HS	52
34	Sundance (UT)	0	46.91	Bingham HS	113
35	Florida Panther	1	46.83	Lake Highland Preparatory	123
36	Eastern Missouri	0	46.53	Pattonville HS	112
37	New Jersey	2	46.20	Ridge HS	116
38	Southern California	0	45.83	Claremont HS	116
39	Arizona	0	43.84	Desert Vista HS	168
40	West Los Angeles (CA)	0	43.76	Fullerton Joint Union HS	152
41	South Kansas	0	43.21	Fort Scott HS	92
42	Inland Empire (WA)	0	41.62	University HS	67
43	Nebraska South	1	41.05	Lincoln East HS	101
44	Deep South (AL)	1	40.46	The Montgomery Academy	112
45	Heart Of Texas	1	39.42	Hendickson HS & Westlake HS	85
46	Colorado	0	38.88	Cherry Creek HS	190
47	Northern Lights (MN)	1	38.84	St. Francis HS	94
48	East Texas	2	38.19	Klein HS	96
49	Idaho Gem of the Mountain	0	38.06	Mountain Home HS	126
50	Hole In The Wall (WY)	0	37.70	Cheyenne East HS	124
51	Louisiana	2	37.35	Comeaux HS	73
52	Southern Wisconsin	0	37.20	James Madison Memorial HS	94
53	Central Texas	3	37.13	Winston Churchill HS	84



New Degrees Summary 2008-2009



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	AVG NEW DEGREES	NEW DEGREE LEADER	NEW DEGREES ADDED
54	Western Ohio	1	37.06	Centerville HS	75
55	Tarheel East (NC)	1	36.69	Pinecrest HS	85
56	Wind River (WY)	0	36.47	Green River HS	99
57	North East Indiana	0	35.56	Chesterton HS	167
58	North Coast (OH)	0	35.52	Gilmour Academy	71
59	Space City (TX)	0	35.33	Seven Lakes HS	84
60	Pittsburgh (PA)	0	35.25	North Allegheny Sr. HS	162
61	Michigan	0	35.16	Grand Rapids Christian	77
62	Colorado Grande	0	35.14	Central of Grand Junction HS	65
63	Hoosier Heartland (IN)	0	34.40	Fishers HS	96
64	Florida Sunshine	1	34.23	Pine View School	82
65	Rocky Mountain-South (CO)	2	34.19	George Washington HS	117
66	West Oklahoma	0	33.72	Norman North HS	116
67	Hoosier Crossroads (IN)	1	33.37	Warren Central HS	75
68	Carolina West (NC)	1	33.12	Myers Park HS	121
69	South Florida	0	32.58	Braddock HS	74
70	West Iowa	0	32.25	West Des Moines Valley HS	108
71	South Carolina	2	31.93	Southside HS	88
72	Chesapeake (MD)	4	30.82	Walt Whitman HS	162
73	New Mexico	1	30.76	Albuquerque Academy	64
74	Georgia Northern Mountain	1	30.57	Henry W. Grady HS	123
75	North Texas Longhorns	2	30.40	Colleyville Heritqge HS	82
76	North Oregon	2	29.81	Gresham-Barlow HS	59
77	Kentucky	1	29.80	Grant County HS	113
78	North Dakota Roughrider	0	29.73	Fargo South HS	70
79	East Iowa	0	29.33	West HS - Iowa City	115
80	Tall Cotton (TX)	0	29.31	Central HS - San Angelo	80
81	Western Washington	1	29.00	Gig Harbor HS	102
82	Greater Illinois	0	28.84	Belleville West HS	65
83	Puget Sound (WA)	0	28.28	Snohomish HS & Tahoma Sr. HS	65
84	Lone Star (TX)	3	28.25	Grapevine HS	83
85	Northern Wisconsin	0	28.15	Appleton East HS	85
86	LBJ (TX)	4	28.11	Princeton HS	56
87	West Texas	0	28.07	El Paso HS	54
88	South Oregon	2	27.37	Ashland HS	78
89	Mississippi	2	27.10	Oak Grove HS	83
90	Rocky Mountain-North (CO)	1	26.82	Rocky Mountain HS	88
91	Capitol Valley (CA)	1	26.81	Mira Loma HS	95
92	UIL (TX)	0	26.50	Lindale HS	69
93	New York State	0	26.23	Scarsdale HS	75
94	East Oklahoma	1	26.13	Jenks HS	92
95	Valley Forge (PA)	1	25.85	Truman HS	79
96	Big Valley (CA)	0	25.46	James Enochs HS	79
97	Sagebrush (NV)	1	24.71	Reno HS	63
98	Gulf Coast (TX)	0	24.71	Gregory Portland HS	70
99	Virginia (MD & VA)	3	23.66	West Potomac HS	59
100	Tennessee	0	22.87	Morristown West HS	65
101	Hawaii	0	22.61	Punahou School	71
102	Georgia Southern Peach	1	21.76	Carrollton HS	52
102	Maine	0	20.64	Cape Elizabeth HS	46
104	Pennsylvania	0	18.08	Bellwod-Antis HS	49
105	Iroquois (NY)	0	12.84	Towanda Area HS	38
106	Pacific Islands	0	9.33	Harvest Christian Academy	28



Chapter Honor Societies

ELITE 8 SOCIETY

(This elite level is achieved by NFL chapters with 800 members and degrees)

Leland HS	Ms Gay Brasher	CA	884
Bellaire HS	Jay Stubbs/Russell Rach	TX	828
Gabrielino HS	Mr Derek Yuill	CA	811

LUCKY 7 SOCIETY

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

Sanger HS	Mr Karson B Kalashian	CA	782
Bronx High School Of Science	Mr Jon Cruz	NY	765
Liberty Sr HS	Cassie Price/Sean Nicewaner	MO	754
Regis HS	Mr Eric DiMichele	NY	748
James Logan HS	Mr Tommie Lindsey Jr	CA	731
Lynbrook HS	Mr Sean Mumper	CA	731
Blue Valley North HS	Mr Max H Brown/Mr Steven Wood	KS	701

PINNACLE SOCIETY

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

Central HS - Springfield	Mr Jack Tuckness	MO	652
Nova HS	Ms Lisa Miller	FL	634
Eagan HS	Mr Chris McDonald	MN	621

PENTAGON SOCIETY

(The classic five-sided figure is the elite mark of honor for NFL chapters with 500 members and degrees)

Eastview HS	Mr Todd Hering	MN	597
Monte Vista HS - Danville	Mr David J Matley	CA	548
Nixa HS	Mr John Horner	MO	545
Chesterton HS	Mr James Cavallo	IN	543
Desert Vista HS	Mr Erik Dominguez	AZ	536
Munster HS	Mrs Helen Engstrom	IN	533
Cherry Creek HS	Ms Martha Benham	CO	526
Plymouth HS	Mr David McKenzie	IN	518
Downers Grove South HS	Ms Jan Heiteen	IL	511
Shawnee Mission East HS	Mr Trey Witt/Ms Jennifer Hunter	KS	510



Chapter Honor Societies



SOCIETE' DE 400

(Formerly the 400 families in New York City Society, this name now honors NFL chapters holding 400 members and degrees)

Sioux Falls Lincoln HS	Mr Bryan Hagg	SD	495
Blue Valley HS	Mr Chris Riffer	KS	464
Millard North HS	Ms Sabrina Denney Bull	NE	464
Washburn Rural HS	Ms Cynthia Burgett	KS	456
Belton HS	Mr Timothy J Hughes	MO	456
Neosho HS	Mr David L Watkins	MO	456
Blue Springs HS	Ms Sherri L Shumaker	MO	445
Bellarmino College Prep	Ms Kim Jones	CA	443
Glenbrook South HS	Ms Tara Tate/Mr Mark Maranto	IL	437
Independence Truman HS	Ms Christine Adams/Mrs Kim Lenger	MO	431
Apple Valley HS	Ms Pam Cady Wycoff	MN	420
The Harker School	Mr Adam Nelson	CA	419
Lakeville North HS	Ms Jennifer Baese	MN	419
Green Valley HS	Mr Scott Ginger	NV	416
Parkview HS	Ms Nancy Wedgeworth	MO	414
Manhattan HS	Mr Shawn Rafferty	KS	409
Pattonville HS	Randy Pierce/Ryan Witt	MO	406

SOCIETE' DE 300

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

Wichita East HS	Ms Vickie Fellers	KS	385
Stuyvesant HS	Ms Julie Sheinman	NY	382
Hillcrest HS	Ms Amy Walker	ID	378
Walt Whitman HS	Mr Anjan Choudhury	MD	374
Watertown HS	Mr Scott Walker	SD	371
Aberdeen Central HS	Ms Colleen Meisenheimer	SD	366
Fullerton Joint Union HS	Mr Sal Tinajero	CA	364
Manchester Essex Regional HS	Mr Jonathan Peele	MA	363
Myers Park HS	Mr Andrew West	NC	361
Perry HS	Mrs Kathleen A Patron	OH	359
Wayzata HS	Ms Gail Sarff	MN	358
Park Hill South HS	Ms Jennifer Holden	MO	358
Palo Verde HS	Ms Shiela Berselli	NV	357



Chapter Honor Societies



SOCIETE' DE 300

Claremont HS	Mr David Chamberlain	CA	357
Miramonte HS	Ms Kristen Plant	CA	357
Ridge HS	Mr David A Yastremski	NJ	353
Salina High Central	Mr Nicholas Owen	KS	352
Sky View HS	Ms Tessa Kunz	UT	351
Blue Valley West HS	Mr Mark V Kapfer	KS	350
Buhler HS	Mr Gary K Minor	KS	347
Raytown South HS	Mr Matt Good/Ms Kelli Morrill	MO	346
San Marino HS	Mr Oliver Valcorza	CA	345
Cheyenne East HS	Mr Michael E Starks	WY	344
Trinity Preparatory School	Mr Michael J Vigers	FL	341
La Porte HS	Ms Mary A Fridh	IN	341
Eden Prairie HS	Ms Nancy Schmitt	MN	339
Goddard HS	Mr David Abel	KS	338
Arcadia HS	Ms Ashley Novak	CA	336
The Montgomery Academy	Mr James W Rye III	AL	335
Taravella HS	Mrs Beth Goldman	FL	334
Fort Scott HS	Mr Brian Weilert	KS	334
Kickapoo HS	Ms Teresa E Sparkman	MO	332
Maize HS	Mr Curtis Shephard	KS	332
Lincoln East HS	Mr Matt Davis	NE	328
Henry W Grady HS	Ms Mary Willoughby/Mr Mario Herrera	GA	324
Blue Springs South HS	Mr Gary Owens	MO	324
Jackson HS	Mrs Leslie M Mann	OH	322
Lincoln Southwest HS	Matt Heimes/Toni Heimes	NE	321
Norman North HS	Mr Jim Ryan	OK	321
Chaminade HS	Bro George Zehnle S M	NY	320
Mountain Home HS	Mr John Petti	ID	319
Savannah R3 HS	Mr Michael Pittman	MO	319
La Costa Canyon HS	Ms Krista DeBoer	CA	319
Emporia HS	Mr Scott W Bonnet	KS	314
Alhambra HS	Mr Kevin Tong	CA	314
George Washington HS	Ms Maryrose Kohan	CO	313
Brookings HS	Ms Judy Kroll	SD	312
Lamar Consolidated HS	Ms Connie Aufdembrink/Mr Jeremy Hill	TX	312
Syosset HS	Ms Lydia Esslinger	NY	311
North Allegheny Sr HS	Ms Sharon Volpe	PA	308



Chapter Honor Societies



SOCIETE' DE 300

Lake Highland Preparatory	Mr George Clemens	FL	306
Green River HS	Ms Carina Heisinger	WY	306
Denver East HS	Mr Matthew Murphy	CO	304
Davis HS	Ms LeeAnn Hyer	UT	304
Gilmour Academy	Ms Gay Janis	OH	303
Appleton East HS	Mr Michael Traas	WI	302
New Trier Township HS	Linda Oddo/Michael Greenstein	IL	300
Monett HS	Mrs Marilyn Mann	MO	300
Blackfoot HS	Ms Cherie H Clawson	ID	300

THE 200 CLUB

(An elite recognition for NFL chapters achieving 200 or more members and degrees)

Clear Lake HS	Mrs Martha Pierson	TX	299
Garden City HS	Mr Russ Tidwell	KS	296
West Des Moines Valley HS	Mr David McGinnis	IA	295
Gig Harbor HS	Mr Chris Coovert	WA	291
Carl Sandburg HS	Mr Dan Sackett	IL	290
Grapevine HS	Ms Jane G Boyd	TX	290
Wooster HS	Mr Ned W Lauver	OH	290
James Madison Memorial HS	Mr Thomas Hardin	WI	288
Bozeman HS	Mr James Maxwell	MT	287
Southside HS	Mr Erickson L Bynum	SC	286
Pinecrest HS	Ms Elizabeth Carter	NC	286
Glenbrook North HS	Ms Christina Tallungan/Ms Alma Nicholson	IL	285
Joplin HS	Mr Mike Vogt	MO	284
Winston Churchill HS	Ms Kandi King	TX	284
Skyline HS	Ms Judie Roberts	UT	281
Topeka HS	Mrs Pamela K McComas	KS	280
The Culver Academies	Mr M L Barnes	IN	279
Bingham HS	Ms Carol Shackelford	UT	276
O'Gorman HS	Ms Teresa Fester	SD	276
Canfield HS	Mr Jeremy M Hamilton	OH	275
Milbank HS	Mr Douglas Tschetter	SD	273
Homewood-Flossmoor HS	Mr Joshua Brown	IL	272
Oak Park & River Forest HS	Ms Patricia A Cheney	IL	272
West HS - Iowa City	Ms Cynthia Woodhouse	IA	270
Edina HS	Ms Sheila Peterson	MN	270



Chapter Honor Societies



THE 200 CLUB

Rockhurst HS	Mr Don Ramsey	MO	269
Plano Sr HS	Cheryl Potts	TX	267
Shawnee Heights HS	Mr Aaron Dechant	KS	267
Redlands HS	Michael Newbold/Stephen Caperton	CA	267
Boardman HS	Mr Eric Simione	OH	265
Ft Lauderdale HS	Mr Jim Wakefield	FL	265
Mountain Brook HS	Mr Jeff W Roberts	AL	262
Clovis East HS	Ms Mikendra McCoy	CA	261
Kearney Sr HS	Ms Mary Alice Konz/Ms Nancy Pfannenstien	NE	260
Millard West HS	Ms Jennifer Jerome	NE	260
Moorhead Senior HS	Ms Rebecca Meyer-Larson	MN	259
Jenks HS	Mr Gregg Hartney	OK	258
Norman HS	Dr Elizabeth L Ballard	OK	256
Dobson HS	Ms Jane JT Martinez	AZ	256
Kent Denver School	Mr Kurt MacDonald	CO	254
Dowling Catholic HS	Mr Timothy E Sheaff	IA	254
St Francis HS	Mr Mark Thul	MN	252
Lowell HS	Mr Terence M Abad	CA	251
McDowell HS	Mr. William Caugherty	PA	250
Suncoast Comm HS	Ms Traci Lowe	FL	250
Stow-Munroe Falls HS	Ms Suzanne E Theisen	OH	250
Howland HS	Mr Thomas Williams	OH	249
Newton HS	Mr David J Williams	KS	249
Fort Osage HS	Ms Jeri L Connors Willard	MO	249
Ladue Horton Watkins HS	Ms Megan McCorkle	MO	248
Lone Peak HS	Mr Joshua Bentley	UT	247
Newton South HS	Ms Lisa Honeyman	MA	246
Stoneman Douglas HS	Mr Bradley T Hicks	FL	245
Valley Center HS	Ms Lois Pierson	KS	245
Salt Lake City West HS	Ms Kami Kirk	UT	245
Blue Valley Northwest HS	Mr Stan Lewis	KS	243
Ben Davis HS	Ms Samantha McCandless	IN	241
Flathead HS	Ms Kala French Loughheed	MT	240
Wheaton North HS	Mr Stan Austin	IL	240
Montville HS	Ms Mary T Gormley	NJ	239
Scarsdale HS	Mr Joe Vaughan	NY	239
Shawnee Mission West HS	Mr Ken King	KS	237



Chapter Honor Societies



THE 200 CLUB

Shrewsbury HS	Mr Marc Rischitelli	MA	234
Del Valle HS	Mr Michael Cunningham	TX	234
William P Clements HS	Ms Renita Johnson	TX	233
Portage Northern HS	Ms Laurel Scheidt	MI	232
Mauldin HS	Ms Staci Dillard	SC	231
Gregory Portland HS	Ms Charlotte E Brown	TX	231
Brophy College Prep	Ms Beth Clarke	AZ	230
Kapaun Mount Carmel HS	Mr Wayne Avery	KS	230
Kokomo HS	Ms A C Stepp	IN	229
Eagle HS	Ms Megan Todeschi	ID	228
Century HS	Mr Benjamin Scott Nelson	ID	228
Brookfield East HS	Mrs Mary Wacker	WI	227
Roosevelt HS	Ms Jennifer S Bergan	SD	227
Sentinel HS	Ms Libby Oliver	MT	226
Fargo South HS	Mrs Gayle M Hyde	ND	225
Poland Seminary HS	Ms Jodi West	OH	225
Campus HS	Mr Robert D Nordyke	KS	224
Independence Chrisman HS	Ms Shelia Holt	MO	224
East Chapel Hill HS	Mr William Warren	NC	223
Dulles HS	Mr Anthony Yim	TX	223
Baltimore City College HS	Mr Patrick Daniels	MD	223
Buffalo Grove HS	Ms Tracey Repa	IL	221
The Pembroke Hill School	Mr Douglas Miller	MO	221
Indianola HS	Mr Spencer Waugh	IA	221
Grant County HS	Mr Ryan Ray	KY	220
Pine View School	Ms Kristin Hanifan	FL	220
Westlake HS	Mr Michael Harlan	TX	220
Millburn HS	Mr Brian Raymond	NJ	220
Bakersfield HS	Mr Andrew Scherrer	CA	219
Millard South HS	Mr Richard D Brown	NE	219
Carthage HS	Mr Bryan Whyte	MO	219
Glenbard West HS	Mr Tony Crowley	IL	219
St Thomas Aquinas HS	Ms Jennifer Kwasman	FL	219
Olathe South HS	Ms Catherine Smith	KS	218
East HS	Ms Cate Praggastis	UT	218
Western HS	Ms Nancy Dean	FL	218
St Thomas Aquinas HS	Mr Steven Dubois	KS	217



Chapter Honor Societies



THE 200 CLUB

GlenOak HS	Mr Tom Mosberger	OH	216
Olathe Northwest HS	Mr Josh Anderson	KS	216
Riverside HS	Mr Stewart McGregor Cook	SC	215
Lakewood HS	Mr Gregory N Davis	CO	215
Asheville HS	Mr Keith Pittman	NC	214
Colleyville Heritage HS	Mr David Huston	TX	214
LV Hightower HS	Ms Lori Ingersoll	TX	214
Oak Grove HS	Mr Shane Cole	MS	213
Kamiak HS	Mr Steven M Helman	WA	213
University School	Mr Steven Schappaugh	FL	213
Des Moines Roosevelt HS	Mr Harry W Strong	IA	212
Comeaux HS	Sandra Broussard	LA	212
Sumner Academy	Mrs Jamelle Brown	KS	212
Southeast HS - Wichita	Mr Stan Smith	KS	211
Catholic Memorial HS	Mr Robert M Croteau	MA	211
Ronald Reagan HS	Mr Matt Reichle	TX	210
Glacier HS	Mr Greg Adkins	MT	209
Roseville Area HS	Mr Bret Hemmerlin	MN	209
Randolph Macon Academy	Rev B A Gregg	VA	208
Downers Grove North HS	Mr Bill Fleming	IL	208
Wellington HS	Mr Paul L Gaba	FL	208
Lehi HS	Mr Scott Mansfield	UT	207
Reno HS	Christy Briggs	NV	207
College Prep	Ms Lexy Green	CA	207
Westfield HS	Ms Kaye Magill	TX	205
Bishop Miege HS	Ms Melissa Reynolds	KS	205
Flower Mound HS	Mr Eric Mears/Mr Jon Rhodes	TX	205
Marquette Univ HS	Mr Bill Batterman	WI	204
Belleville West HS	Mr Adam Jenkins	IL	204
Sandra Day O'Connor HS	Ms Annie M Smith	TX	204
Lakeville South HS	Ms Emily W Heinis	MN	204
Lamp HS	Mr Christopher A Colvin	AL	203
Teurlings Catholic HS	Ms Marisa Elliott	LA	203
Park Hill HS	Mr Tyler Unsell	MO	202
The Meadows School	Dan Meyers	NV	201
Cary Academy	Ms Carole Hamilton	NC	201
Vestavia Hills HS	Mr Ben Osborne	AL	201



Chapter Honor Societies



THE 200 CLUB

Arroyo HS	Terry Colvin	CA	201
KC Oak Park HS	Ms Arianne G Fortune	MO	200
Gresham-Barlow HS	Ms Robyn Rose	OR	200
Moffat County HS	Mr Eric Hansen	CO	200
Lindale HS	Ms Janice Caldwell	TX	200



U. S. Postal Report



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☐ Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)

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PS Form 3526, September 2007 (Page 2 of 3)



2008 - 2009 Point Leaders

NFL'S 25 ALL AMERICANS



Mason Scott Lende	Fargo Shanley HS, ND	2314
John M. Mikitish	Liberty Sr HS, MO	2260
Justin Letts	Neosho HS, MO	2247
Nicholas Cugini	Cypress Ridge HS, TX	2245
Taylor Nichols	Blue Valley HS, KS	2217
Eric Benedict	Andover Central HS, KS	2204
Andrew Connery	Norman HS, OK	2202
Jesse Goodwin	Washington HS, SD	2199
Jeff Fricker	Fargo South HS, ND	2177
Phillip Joel Bradshaw	Newton HS, KS	2130
Luke R. Brinker	Topeka HS, KS	2123
Karen Zhou	Lakeville North HS, MN	2120
Nick Rundle	Bishop Miege HS, KS	2116
Josh Dean	Blue Valley HS, KS	2115
Jason Bell	Ladue Horton Watkins HS, MO	2095
Nicholas Stevens	John H. Guyer HS, TX	2079
Kevin Coltin	Brophy College Prep, AZ	2074
Jessica Larson	Dilworth Glyndon Felton HS, MN	2073
Tyler Joe	Maize HS, KS	2072
Brennan Morris	Randolph Macon Academy, VA	2071
Chris Theis	Apple Valley HS, MN	2054
Karli JeRae Aitken	Field Kindley Memorial HS, KS	2041
Grant Hodges	Salina High Central, KS	2036
Kendall Kaut	Olathe North HS, KS	2036
Andrew Douglas Ginn	Shawnee Heights HS, KS	2035

HONORABLE MENTION

Daniel Cho, Fargo Shanley HS, ND	2026	Ben Shantz, Central HS - Springfield, MO	1915
Rahul Sangal, Plano East Senior HS, TX	2024	Brayden R. Barrientez, Campus HS, KS	1915
Brock Sondrup, Hillcrest HS, ID	2019	Blake Neff, Sioux Falls Lincoln HS, SD	1913
Zach Beattie, Savannah R3 HS, MO	2009	Chad Griewank, Plymouth HS, IN	1911
Rebecca Moberly, Plymouth HS, IN	2009	William Wild, Oak Grove HS, MS	1904
Matthew Budke, Fargo South HS, ND	2008	Bethany Leanne Hancock, Connersville Sr. HS, IN	1898
Ryan Dolin, Riverdale HS, LA	1996	Tyler Dalton, Belton HS, MO	1898
Spencer Sheaff, Dowling Catholic HS, IA	1995	Sesenu Woldemariam, Lamar HS, TX	1895
Hinh Tran, Monte Vista HS - Danville, CA	1995	Andy Kozminski, Savannah R3 HS, MO	1887
James Kerr, Brookings HS, SD	1989	Parker Viers, Park Hill South HS, MO	1884
Tyler John Hatch, Skyview HS, ID	1986	Dillon Huff, Carroll HS - Southlake, TX	1876
Danny Hague, Bishop Miege HS, KS	1985	Josh Raftopoulos, Maize HS, KS	1876
Jordan Foster, Boone County HS, KY	1978	Sachin Shah, Plano Sr. HS, TX	1875
Kristen Greer, Oak Grove HS, MS	1978	Sarah Ann Swygard, American Christian Sch., OK	1874
Michelle Keohane, Apple Valley HS, MN	1974	Allen Ding, Granite Bay HS, CA	1873
Danielle Simone Camous, St. Mary's HS, CO	1970	Michael Zehner, Moffat County HS, CO	1873
Jane Kessner, Walt Whitman HS, MD	1968	Jordan Frank, Downers Grove North HS, IL	1873
Rachel A. Shannon, Hutchinson HS, KS	1967	Matthew Aadland, Brookings HS, SD	1869
Preston Peer, Wichita Northwest HS, KS	1965	Susan Taylor, Liberty Sr. HS, MO	1868
Jeremy Eutsler, Parkview HS, MO	1961	Afina Neunzert, Tigard HS, OR	1865
Nic Kennedy, Monett HS, MO	1955	Megan Aleshire, Monett HS, MO	1864
Benjamin James Berk, Pinecrest HS, NC	1950	Marcus Perez, Bishop HS, TX	1863
Fritz Pielstick, Claremont HS, CA	1946	Shawn Schnabel, Aberdeen Central HS, SD	1863
Gabriela Barahona, Spring HS, TX	1941	Adam Bernbaum, Central Valley HS, WA	1863
Sean Bender, Sacred Heart Jr./Sr. HS, KS	1929	Anuv Ratan, Claremont HS, CA	1862
Steven Elliott, Lakeville North HS, MN	1929	Danielle Wang, Brookings HS, SD	1861
Jarret Chaney, Nixa HS, MO	1927	Shekar Dukkupati, Joplin HS, MO	1856
Eric Halvorson, West Fargo HS, ND	1927	Forrest Brown, Central HS - Springfield, MO	1854
Michael Watson, Desert Vista HS, AZ	1923	Mitch Murdock, Kingston HS, WA	1854
Joseph J. Noh, Glencoe HS, OR	1916	Amy Pauli, Green River HS, WY	1849



Largest NFL Schools



1	Leland HS	Ms. Gay Brasher	CA	884
2	Bellaire HS	Mr. Jay Stubbs/Mr. Russell Rach	TX	828
3	Gabrielino HS	Mr. Derek Yuill	CA	811
4	Sanger HS	Mr. Karson B Kalashian	CA	782
5	Bronx High School Of Science	Mr. Jon Cruz	NY	765
6	Liberty Sr. HS	Ms. Cassie Price/Mr. Sean Nicewaner	MO	754
7	Regis HS	Mr. Eric DiMichele	NY	748
8	Lynbrook HS	Mr. Sean Mumper	CA	731
9	James Logan HS	Mr. Tommie Lindsey, Jr.	CA	731
10	Blue Valley North HS	Mr. Max H. Brown/Mr. Steven Wood	KS	701
11	Central HS - Springfield	Mr. Jack Tuckness	MO	652
12	Nova HS	Ms. Lisa Miller	FL	634
13	Eagan HS	Mr. Chris McDonald	MN	621
14	Eastview HS	Mr. Todd Hering	MN	597
15	Monte Vista HS - Danville	Mr. David J. Matley	CA	548
16	Nixa HS	Mr. John Horner	MO	545
17	Chesterton HS	Mr. James Cavallo	IN	543
18	Desert Vista HS	Mr. Erik Dominguez	AZ	536
19	Munster HS	Mrs. Helen Engstrom	IN	533
20	Cherry Creek HS	Ms. Martha Benham	CO	526
21	Plymouth HS	Mr. David McKenzie	IN	518
22	Downers Grove South HS	Ms. Jan Heiteen	IL	511
23	Shawnee Mission East HS	Mr. Trey Witt/Ms. Jennifer Hunter	KS	510
24	Sioux Falls Lincoln HS	Mr. Bryan Hagg	SD	495
25	Blue Valley HS	Mr. Chris Riffer	KS	464
26	Millard North HS	Ms. Sabrina Denney Bull	NE	464
27	Washburn Rural HS	Ms. Cynthia Burgett	KS	456
28	Neosho HS	Mr. David L. Watkins	MO	456
29	Belton HS	Mr. Timothy J. Hughes	MO	456
30	Blue Springs HS	Ms. Sherri L. Shumaker	MO	445
31	Bellarmino College Prep	Ms. Kim Jones	CA	443
32	Glenbrook South HS	Ms. Tara Tate/Mr. Mark Maranto	IL	437
33	Independence Truman HS	Ms. Christine Adams/Mrs. Kim Lenger	MO	431
34	Apple Valley HS	Ms. Pam Cady Wycoff	MN	420
35	The Harker School	Mr. Adam Nelson	CA	419
36	Lakeville North HS	Ms. Jennifer Baese	MN	419
37	Green Valley HS	Mr. Scott Ginger	NV	416
38	Parkview HS	Ms. Nancy Wedgeworth	MO	414
39	Manhattan HS	Mr. Shawn Rafferty	KS	409
40	Pattonville HS	Mr. Randy Pierce/Mr. Ryan Witt	MO	406
41	Wichita East HS	Ms. Vickie Fellers	KS	385
42	Stuyvesant HS	Ms. Julie Sheinman	NY	382
43	Hillcrest HS	Ms. Amy Walker	ID	378
44	Walt Whitman HS	Mr. Anjan Choudhury	MD	374
45	Watertown HS	Mr. Scott Walker	SD	371
46	Aberdeen Central HS	Ms. Colleen Meisenheimer	SD	366
47	Fullerton Joint Union HS	Mr. Sal Tinajero	CA	364
48	Manchester Essex Regional HS	Mr. Timothy C. Averill	MA	363
49	Myers Park HS	Mr. Andrew West	NC	361
50	Perry HS	Mrs. Kathleen A. Patron	OH	359

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

*Donus D. Roberts Quad Ruby
Coach Recognition*

April 1, 2009 - August 31, 2009



Chris Hayden	James Enochs HS, CA
Kristen Plant	Miramonte HS, CA
Laila A. McClay	St. Vincent De Paul HS, CA
Stephanie Sy	Gabrielino HS, CA
Fletcher Woolsey	Cherry Creek HS, CO
Matthew Murphy	Denver East HS, CO
Kristen L. Taylor	Jupiter HS, FL
Travis Kiger	Nova HS, FL
Alma J. Nicholson	Glenbrook North HS, IL
Veronica Burris	Independence HS, KS
Marisa Elliott	Teurlings Catholic HS, LA

James E. Honeyman	Newton South HS, MA
Linda Neugebauer	Worthington Sr. HS, MN
John Goldberger	St. Pius X HS, NM
Stacie Anthony	Canyon Springs HS, NV
Kasey Harrison	Norman HS, OK
Kristine Igawa	Beaverton HS, OR
Stephanie E. Borger	Dallastown Area HS, PA
Carey Petkoff	Edward S. Marcus HS, TX
Dean N. Rogers	Channelview HS, TX
Teresa M. Candelaria	Americas HS, TX
Carina Heisinger	Green River HS, WY

*W*elcome New Affiliates!

*Hancock International College, CA
Prospect HS, CA
Denver Center for International Studies, CO
Discovery Canyon Campus, CO
Ronald W. Reagan/Doral Sr. High, FL
The Benjamin School, FL
The Geneva School, FL
Archer School, GA
Eagle's Landing HS, GA
Griffin HS, GA
Parkview HS, GA
Burris Laboratory School, IN
Lutheran HS, IN
Lansing Sr. HS, KS
Cody HS, MI*

*Northwestern HS, MI
St. Johns HS, MI
Orono HS, MN
Benton HS, MO
Brady HS, NE
The Davidson Academy of Nevada, NV
Atrisco Heritage Academy HS, NM
New Garden Friends School, NC
North Sargent Public School, ND
Butner HS, OK
Foyil HS, OK
CR North HS, PA
Franklin Classical School, TN
Woodstream Christian Academy, MD
Episcopal HS, TX*