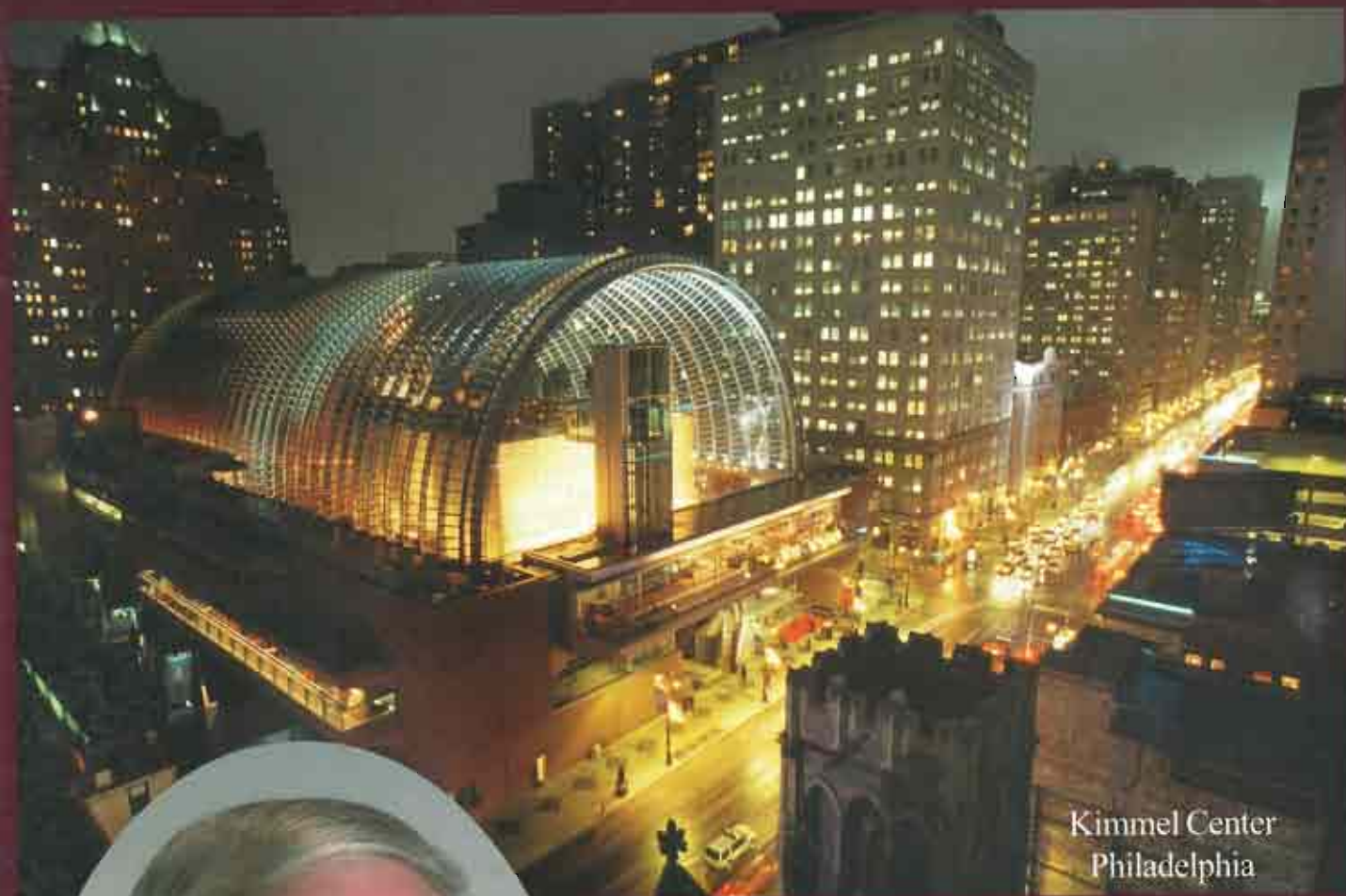


# ROSTRUM

Volume 79

Issue 8

April 2005



Kimmel Center  
Philadelphia



Bro. René Sterner, FSC  
2005 National Tournament Host

## Inside this issue:

- 2005-2006 Policy Debate Topic Review
- Use of LD Debate as a Debate Evaluation Paradigm
- National Tournament Information



## CDE Hosts the Nation's only Pre-Nationals Camp

While many national qualifiers are sleeping until noon during their summer vacation, a select group of competitors are hard at work preparing for the largest tournament of the season, the NFL National Speech Tournament. This dedicated group of forensic contenders has only one thing on their minds – making it to the final rounds of the national tournament and bringing home CDE's 24<sup>th</sup> National Championship. After the amazing success of the 2004 Pre-nationals Camp held in Salt Lake, CDE will once again open its doors to all national qualifiers who desire to get that extra edge over the nation's fiercest competitors.

## The Nation's Best Working with the Nation's Best

William H. Bennett – As the author and/or editor of over 270 texts and books on speech and debate, Bennett has literally "written the book" on how to win a national championship. Bill Bennett is responsible for coaching 23 national champions in the last 21 years.

Mario Herrera – One of New Mexico's premier speech and debate coaches, Herrera has coached 12 state champions in speech and debate and has been awarded the New Mexico Speech Coach of the year three times. In 2004, Mario had another NFL National Finalist.

Cat Bennett – In the history of forensics, there is only one coach who holds two amazingly distinct records. Cat Bennett is the only coach to ever lead her team to the World Debate Championship, and the only coach to close out the final round of the NFL Nationals in LD.

Geof Brodak – As a three time national champion in both high school and college, Mr. Brodak is personally responsible for nine national championships in his career and coached multiple national champions in the NFL.

Sean Bennett – In his first five years of coaching high school debate at Starr's Mill High School in Georgia, Sean has had 43 qualifiers for the NFL National Tournament and coached four students to the quarterfinal rounds.

## An Amazing Experience for an Amazing Price

**7 Day Session** – The CDE Pre-Nationals Camp 7 Day Session runs June 4-11 and will cover Lincoln Douglas Debate, Foreign and Domestic Extemp, Public Forum, Extemp Commentary, and Student Congress.

**3 Day Session** – The 3 Day session runs June 9-12 and offers Oratory, Duo Interpretation, Humorous and Dramatic Interpretation, Expository, Team Policy Debate, and Impromptu.

**Travel Expense** – **100% FREE!** Since all NFL National Qualifiers have to travel to Philadelphia to compete anyway, travel is free. CDE can also arrange for a service to pick you up from the airport when you arrive and bring you to your hotel after the camp has concluded.

**Tuition Costs** – **CAN BE 100% FREE!** The tuition for all students that have attended the 2004 CDE National Debate Institute or have already paid in full for the 2005 camp session is free. Tuition for all other students of the 2005 CDE Pre-Nationals Camp is only \$285 (\$145 for 3 Day students). This fee covers the cost of research fees, instructional materials, and the expert advice and coaching that you can only get at the CDE Pre-nationals Camp.

**Housing** – Housing is \$385 for 7 day students and \$190 for three day students.

**Enrollment Deadline** – Enrollment is limited to space, and all applications should be received at CDE by May 25, 2005 to be processed in time. Send in your form today!

## 2005 CDE Pre-Nationals Camp in Philadelphia

Cut and mail this form along with any applicable fees to: CDE, PO Box Z, Taos, New Mexico 87571, Phone: (505) 751-0514

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Qualifying Event: \_\_\_\_\_

School: \_\_\_\_\_

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☐ \$100 Deposit Enclosed





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# West Coast Publishing

## Policy Evidence Package

- **Affirmative Handbook** (Over 170 pages; civil liberties affirmatives, answers to DAs, CPs)
- **Negative Handbook** (Over 170 pages, civil liberties disadvantages, CPs, answers to cases, more)
- **Kritik Handbook** (Over 150 pages, civil liberties specific kritiks and answers to those kritiks)
- **Fall Supplement** (Over 240 pages, updates, answers and new civil liberties cases, DAs, CPs)
- **E-mail Supplements** (Five 21 page updates and one 100 page update on the key, new civil liberties arguments)
- **PolicyFiles** (searchable web page with above evidence plus critical backfile evidence and all our theory blocks!)

## LD Evidence Package

- **Vol. 12 Philosopher Value Handbook** (Over 150 pages focused on NEW values and philosophers)
- **NFL LD Supplements** (Five 50+ page books with topic analysis, aff. and neg. evidence)
- **Texas UIL LD Supplements** (Two 50+ page books with topic analysis, aff. and neg. evidence)
- **PhilosopherFiles** (All 12 of the West Coast Philosopher-Value Handbooks on a searchable web page)
- **ValueFiles** (The current and previous West Coast LD Supplements on a searchable web page)

## Current Events Package (featuring NewsViews, ParliFiles and TurnerFiles)

- **NewsViews** featuring a 150 plus page almanac with information on the key issues, events, places, and people and then 20 page updates every two weeks covering the pros and cons on issues. Learn the key arguments on current events to do well in Extemp, Parli, Student Congress. Emailed to you plus on a searchable web page.
- **ParliFiles** including each month 20 pages with 5 cases and opposition strategies on the latest and recurring arguments. Great for learning issues, responding to arguments, and topics to argue. Emailed to you plus on a web page.
- **TurnerFiles** offers for each topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence. Emailed to you plus on a web page.

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Textbook/Prepbook Packages can be customized for as many additional students as you have.

## IE Textbook Package (Breaking Down Barriers)

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- The BDB IE Textbook features 142 pages chock-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IEs! Teacher hardbound; Student softbound.

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- **Advanced Policy Debate** (called "Assistant Coach") (132 pages of advanced c-plan, disad, kritik tips & more!)
- **Advanced LD Debate** (called "Assistant Coach") (118 pages of tips on values, criterion, philosophers & more!)
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- **Focus, Control, Communicate** features advanced tips from a college perspective on all of the key individual events.
- **Policy Theory Handbooks Volume 1 - 4** (each features at least 150 pages of front-lines arguing all the key theory!)

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pmccomas@topeka.k12.ks.us



**J. Scott Wunn**

## From the Editor

Dear NFL,

I just wanted to take a moment this month to express the excitement we share in the NFL national office for the over 130 new affiliate schools and over 400 new coaches that have joined the League in 2004-2005. The strength of the 105 districts that make up the League is dependent on the continued creation and growth of new programs. In addition, our new coaches that are experiencing the activity for the first time bring a rejuvenation and excitement to the activity that keeps it fresh and energized. As I travel around the country visiting various districts, I am constantly impressed with the potential of the new programs and the new coaches of our League.

Why did I write potential? I write "potential" because new coaches and new forensic programs are fragile. They need the assistance and guidance of the veteran coaches in our League. Through the sharing of experiences, lessons, and resources, the NFL coaching family can create an environment that nurtures young coaches and programs into 4 and 5 diamond coaches of 20+ year programs.

How can we assure this outcome? It is crucial that the leaders of the NFL and all veteran coaches reach out and offer assistance and guidance through mentoring, coach workshops, the sharing of educational resources, and most importantly, an attitude of inclusion. There is no doubt that forensic education and co-curricular forensic activities are constantly "under the microscope" when schools are forced to cut budgets and staff. It is through our own mentoring and support that we can assist young programs to become more established and respected within their schools and communities.

Thank you again to the young coaches of the NFL for beginning your journey as a forensic educator. You are now part of an organization that respects and supports your efforts and the benefits you bring to our youth.

*J. Scott Wunn*

## Rostrum

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**Sandy Krueger, Publications Director**

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

# **Announcements**

## **Topics**

### **April Public Forum Debate Topic:**

**Resolved:** The United States should issue guest worker visas to illegal aliens.

### **NFL Storytelling Topic for Nationals:**

Fairy Tales

### **2005 Lincoln Financial Group/NFL Nationals L/D Debate Topic**

**Resolved:** The pursuit of scientific knowledge ought to be constrained by concern for societal good.

*(May not be used at district!)*

*Penalty: Disqualification)*

### **2004-2005 Policy Debate Topic**

**Resolved:** That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.

### **2005-2006 Policy Debate Topic**

**Resolved:** The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

## **Coaches!**

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---

## **Submit Articles for Publication!**

The NFL Office is always looking for well-written articles by both NFL coaches and students. Please consider contributing feature articles, editorials, pictorials, and special interest stories to the NFL. All articles should be sent to: Sandy Krueger, [nflrostrum@centurytel.net](mailto:nflrostrum@centurytel.net).

---

### **Cover Photo**

Kimmel Center for the Performing Arts

Philadelphia, PA

Nationals Host: Brother Rene' Sterner, FSC

---

### **May 2005 Rostrum**

Celebrating the NJFL

---

### **Topic Release Information**

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

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

#### **L/D Topic Release Dates:**

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

**Public Forum National Topic Release Date:** May 1<sup>st</sup>

#### **Policy Debate Topic for New Year**

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

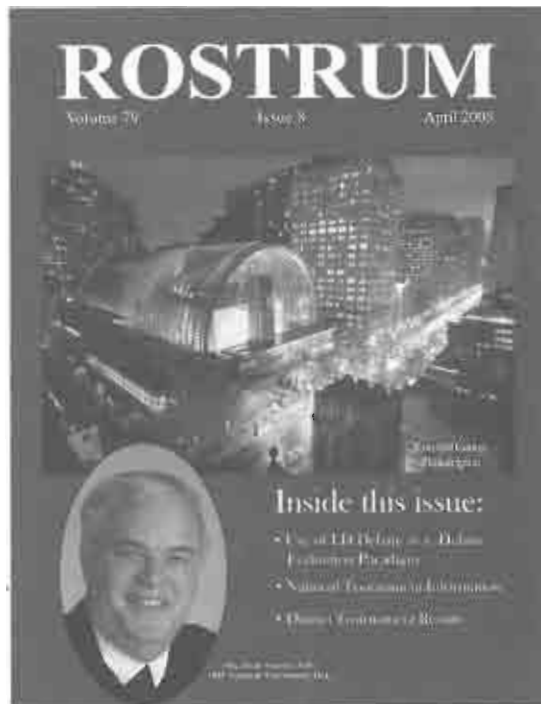
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# Whitman National Debate Institute

## Policy and LD

**July 24 - August 4, 2005 (2 week session)**  
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- 2. Practice and drills.** You engage in 8 drills and 10 policy or 20 LD practice debates with clear feedback and re-dos in just the first two weeks. These begin on the second day of camp, so you constantly improve.
- 3. Research.** You won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. Our unique staff jump-started research program gives you the tools to produce high quality evidence in large volumes. In 2004, we produced over 5000 policy and 900 LD pages (on all ten NFL LD topics). Each debater receives prints of files they choose plus electronic versions of all of the files.
- 4. Instruction diversity.** You won't get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with many if not all of our staff. And you'll work with them one-on-one, not just listening to them lecture.
- 5. Beautiful location.** Whitman College is located in the Walla Walla valley at the foothills of the Blue Mountains in southeast Washington. Easily accessed via two airports as well as Greyhound, the campus is the home of our nationally recognized liberal arts school with beautiful brick buildings, grass fields, trees, and rolling streams. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library.
- 6. Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you'll find your niche. We have a delicious picnic, movie night, ultimate Frisbee, a live concert, and more fun activities. We make an effort to reach out to students, to build up community, and to give people space to be who they are.
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### • **Cross-Examination/Policy Debate \*Director: Brian Lain**

Featuring **Brian Lain, Calum Matheson, Jonathan Paul, Asher Haig, Nicole Richter, Jason Sykes, Enslen Lamberth-Crowe, Jason Murray, Justin Murray, Julian Gagnon, Kuntal Cholera, Zaheer Tajani** and more of the nation's finest teachers and competitors to be announced SOON!

**Scholars Session** (\$2350): June 20-July 9

**Two-Week Session** (\$1225): June 26-July 9

**Three-Week Session** (\$1685): June 20-July 9

**Advanced Skills Session\*\*** (\$700): July 9-July 16

*\*\*Combine this with the 2 or 3-week session for more intensive instruction!*

### • **Lincoln-Douglas Debate \*Director: Aaron Timmons**

Featuring **Aaron Timmons, Dr. Scott Robinson, Steffany Oravetz, Perry Beard, Lynne Coyne, Jonathan Alston, Cindi Timmons, Tyler Bexley, Sam Duby, David Wolfish, Kelsey Olson, Thomas Brugato, Jennifer Love, Matt Kinskey, Gary Johnson**, and other top-notch faculty!

**Scholars Session** (Top lab leaders—same prices and dates as below!)

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**Three-Week Session** (\$1800): June 26-July 16

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**One-Week Session** (\$650): June 25-July 2

### • **Teachers' Institute: Directing Forensics**

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#### Our Focus on Education

The Center was founded in 2002 as a partnership between high school coaches and educators in order to provide students with the tools to achieve excellence through speech. Today, the founders and staff of the Center are dedicated to teaching students basic principles and advanced skills to improve their performances. Our curriculum has been reviewed by numerous educators to ensure our students receive the most rigorous and comprehensive knowledge, background, and skills for their craft. Where possible, our institute follows college textbooks and students learn from a staff that is dedicated to education.



#### Our Focus on Success

Unlike other institutes that use any warm body to instruct students, we carefully select the best-of-the-best from only the high school speech circuit. Our staff is comprised of high school coaches who are successful at major national caliber tournaments such as the National Forensic League and National Catholic Forensic League tournaments. Our strategy is to bring together the most successful coaches to assist the most promising students to become better. In addition, the Center employs several former high school competitors who consistently serve as judges at the nation's largest and most prestigious tournaments to provide our students with real-life experience with competition scenarios. These former competitors know what it takes to make the difference between a semifinal and a final round performance. Center students have already been crowned champions of tournaments across the nation.



#### Our Focus on Value

The Center ensures that every single student receives full value for their tuition. All instructors are available to all students especially within each of the divisional structures. Each student returns home with lecture notes, handouts, textbooks, cuttings, files, and critiques from our staff and guest judges. As one of the highest priorities, the Center's curriculum, lectures, and lab schedules are all reviewed several times to ensure the most value for our students. We attempt to provide students with a semester's worth of work into fourteen days and fifteen nights. We have scheduled several supervised free-time events throughout the institute to give students a chance to relax and get to know one another. Everyone comes away having a great time while learning more than they thought possible!



#### Our Focus on YOU!

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National Forensic League  
2005



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All coaches that submit at least three coach or teacher educational resources (three lesson plans, three drills, three forms, etc.) to the NFL will receive a free gift basket from our friends at The Schwan Food Company.

Participating coaches should email at least three coach/teacher resource files as attachments to [nfl@centurytel.net](mailto:nfl@centurytel.net). Please include your name and mailing address to receive your FREE Schwan gift basket.



## ◆ "Join Student Challenges!"

# Where Is The Strangest Room/Location in a Building You Have Ever Competed?

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

### **AMANDA FROM COLORADO**

The shooting range in the basement of Canon City High School.

---

### **FREYA FROM OHIO**

In a boys bathroom -- for foreign extemp in my freshman year.

---

### **ANNE FROM NEBRASKA**

I once performed in a janitors' closet and there was a plastic Santa Claus doll looking at me the whole time.

---

### **AMBER FROM TEXAS**

Princeton High School: The AG barn, with an actual cow mooing at my opponent.

---

### **MICHAEL FROM MISSOURI**

The strangest room I've ever competed in was an unoperating elevator. It was so strange because it was so small and the judge sat outside the elevator. So it was strange and funny at the same time.

---

### **RACHELLE FROM MISSOURI**

I once had to do a DI in a room that only had an empty space for a door. Everyone walking by could see and hear what I was doing. Worst of all, I had to face the open space and could see as people walked by. Also, I attended a tournament where teams were debating on a staircase.

---

### **BRANDON FROM NEBRASKA**

I had a round of extemp speaking in a locker room once. It's hard to focus on your analysis of the Bush campaign when you're also trying to figure out what that smell is.

---

### **JOE FROM OHIO**

Easily the strangest location that I've ever competed in just occurred last weekend at State Qualifiers. Apparently, the school didn't have enough space for all of the four-man policy teams, so we were placed in a physical education storage room. One of the other competitors started having an asthma attack because of the dust and dirt in the room, so we were forced to move out onto the balcony of the gym and compete on the wrestling mats. In the background, you could hear the cheerleaders practicing their dance routines and the basketball practice. Definitely not my location of choice.

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### **MORGAN FROM SOUTH DAKOTA**

I performed my drama piece in a girl's locker room. The flies and dripping showers really added to the overall ambiance.

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## ◆ Coach Profile

# Meet George S. Clemens

By Sandy Krueger  
NFL Staff



George S. Clemens coaches at Lake Highland Preparatory School in Orlando, Florida.

### What was your first NFL experience?

*I didn't have any background in forensics. (Admittedly, I didn't even know what it was). As for coaching, I was a basketball coach for five years until the debate thing kind of fell into my lap. I was invited during my first year of teaching to judge LD at Harvard. In subsequent years, I worked intermittently with the two or three LD kids on our team, learning a little as I went along. After the coach stepped down in the middle of the 2000-2001 season, I agreed to take over the team.*

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

*I had a Professor in College by the name of Athan Theoharris, who taught a Cold War Foreign Policy Class my sophomore year. I watched him speak without any notes for about an hour and a half straight and decided that was my goal, to someday be able to do the same.*

### What is your team philosophy?

*I believe anyone can succeed in speech and debate if they have the drive to do so. Because of the wide variety of events in forensics, it would be almost impossible for a student not to find their niche. It is my desire that my team work constantly and consistently as hard as they can and work towards improvement. The rewards are there for the taking. The activity provides not only tangible, but intangible awards (students in debate are recognized more so than any one activity in high school). Becoming a confident, diverse, knowledgeable, and articulate young adult who has an acceptable understanding of the world around them is the best reward for life.*

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

*It varies. Depending on tournament preparation, usually approximately 15 hours plus the entirety of weekends (assuming that we are competing at a tournament).*

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

*Obviously, I would like to see NFL continue growing and become an important focal point in high schools. I have the good fortune to be at a school that is beginning to recognize the tremendous opportunities that it provides for kids all over the country. It is tragic that more schools don't recognize its value. Unfortunately, unless administrations are willing to make financial sacrifices to support such a program at their schools, and find coaches and parents willing to make the time commitment necessary, it will continue to be a fringe activity in the aggregate of the school experience.*

### What is exciting about being an NFL coach in the state of Florida?

*It's like a little village. There are a number of state and local tournaments and a thrilling experience to get to know the kids and coaches from schools all across the state. A number of schools in Florida travel on the national circuit, so you get to compete against many of these schools several times a year. The kids all know one another and it makes it fun, despite competitive rivalries. I think it is one of the more inclusive activities out there. I have the liberty of working with some of the best coaches in the land. It has been a*

*real blessing as a young coach to spend some time with the likes of Darcy Butrimas and Dean Rhoads at Trinity Prep and Lisa Miller at Nova and gain some wisdom from them with regard to how they have been able to build and maintain successful programs.*

### What's unique about Lake Highland Preparatory School as an NFL chapter?

*I have the privilege of drawing in the talents of some of the brightest kids around. However, the same kids whose talents lie in debate are also the top science kids, the leading drama kids, etc. These kids get spread pretty thin and sometimes it is a battle to keep their interest in the activity fresh and prevent them from burning themselves out. I would assume that many programs in the NFL tell similar stories.*

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

*Actually, anyone is welcome to tryout for the team. Tryouts are a formality. Everyone makes it, unless it is obvious they put no time at all getting ready for the tryout. This indicates to me what kind of commitment I can expect from them in the future. We have a plethora of highly intelligent, highly motivated kids. What I expect is a willingness to work hard and commit personal time necessary to achieve personal success in the activity. Simply to do the bare minimum and pad their high school transcript "because colleges like to see debate involvement" probably won't stick around long. Most of my recruiting is done by team members. They are in touch with kids in the younger grades. They usually tell me about students that would fit well on our team.*



## ◆ Coach Profile

**What is your favorite memory from a National Tournament?**

*Some of my favorite things are searching for Cannoli at Mike's pastry in Boston during the Harvard tournament, or impromptu snowball fights when Florida kids get the chance to enjoy a little cold weather. I've spent so much time with these kids, that they have become a significant part of my life.*

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

*In debate there is a tremendous commitment required. Finding kids (who are in fact teenagers who want to have fun during their formative years) and convince them that "fun" is getting to the airport at 5:45 am to catch a flight to a debate tournament, then sitting around until wee hours of the night talking about fun things like Strict Separation of Church and State or Ukrainian elections in preparation for a weekend tournament. It takes a pretty rare kid who would make those kind of sacrifices and would derive "fun" from such a scenario.*

**What's your favorite weekend tournament food item?**

*At the tournament or around the tournament??? It varies. I like to obey the rituals. Hit the deep dish pizza joint at the Glenbrooks tournament. The great North End Italian food in Boston. Everyday's Pizza on Emory's campus. A fine Cheese Steak at the UPenn tournament. Woodman's Fried Clam's at the Manchester tournament. I could go on, but I'm hungry now.*

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## People Speak 2005 Opportunity for Community Involvement

As part of its effort to encourage NFL Chapters and Affiliates to create stronger relationships with local civic organizations and members of their communities, the National Forensic League, in partnership with the United Nations Foundation, is sponsoring a National Public Debate and Discussion initiative to occur in the Fall of 2005 called "The People Speak". This is a tremendous opportunity for chapters and affiliates to discuss key issues with community members. The relationship between a NFL school and its civic organizations and community members can foster long-term support and commitment to forensic education.

This program is perfect for all types of forensic programs. Speech programs can showcase extempers and orators while getting feedback from members of the community. Debate programs can hold public debates or town hall discussions and solicit feedback from audience members. Adventurous programs can hold community debates or discussion between high school students and adult community members.

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- A Press Release from the NFL National Office will be sent to the local media for each participating school.
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# EMORY

## Barkley Forum • Emory National Debate Institute

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Under the Direction of Melissa Maxcy Wade

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-nine years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. An excellent combination of traditional argument and debate theory and an emphasis on current debate practice makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs.

### Features of the Policy Division

Under the Direction of Bill Newnam

**Experienced staff:** Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Samford University, and Stanford University.

**Excellent staff student ratio:** The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 20 students.

**Flexible curriculum:** The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience.

**Commitment to diversity:** The Institute has always been committed to making instruction accessible to urban and rural areas. We have several funded scholarships dedicated to promoting diversity. Additionally, ongoing grants make it possible to support many students from economically disadvantaged areas.

**Dormitory supervision:** An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory.

**Coaches workshop:** An in-depth coaches workshop is conducted. Topics will include administration, organization, and coaching strategies. A full set of lectures appropriate for the classroom will be developed.

**Inclusive Fees:** The standard Institute fee includes tuition, housing, food, lab photocopying fees, entertainment, a t-shirt, and a hand-book—the works.

### Features of the Lincoln-Douglas Division

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**Experienced staff:** Mr. Wade has been in the activity for over twenty years, and has served in his current position for eleven years. Ms. Jenkins is a former LD champion and is currently an ivy league graduate student in philosophy. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation.

**Excellent staff student ratio:** The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 14 students.

**Flexible curriculum:** The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Our classes deal both with general philosophical issues and practical technique. There is a strong emphasis in lab groups on building speaking experience and providing constructive critique. A typical day involves three classes dealing with philosophy or technique and theory, followed by five hours of practical lab sessions.

**Commitment to diversity:** The Institute has always been committed to making instruction accessible to urban and rural areas. We have several funded scholarships dedicated to promoting diversity. Additionally, ongoing grants make it possible to support many students from economically disadvantaged areas.

**Dormitory supervision:** An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory.

**Inclusive Fees:** The standard Institute fee includes tuition, housing, food, lab photocopying fees, entertainment, and a t-shirt—the works.

For an application, write or call:

Melissa Maxcy Wade  
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# EMORY

## The Scholars Program at the Emory National Debate Institute

June 12 – June 25, 2005 • Emory University, Atlanta, Georgia

The Emory National Debate Institute, which has contributed to the education of high school debaters for a quarter of a century, now offers a specialized workshop-within-a-workshop catering to experienced high school debaters with advanced skills. The Scholars Program, which was conceived and designed by some of the nation's most competitively successful college coaches, gives accomplished debaters the opportunity to receive the kind of instruction, research opportunities, and feedback they will need in order to meet their competitive goals for the coming year.

The Scholars Program will take place alongside the established Emory National Debate Institute, under the Direction of Melissa Maxcy Wade. Those who enter the Program will have access to the entire faculty of the ENDI. However, the Scholars Program contains a number of additional features designed specifically to benefit the advanced debater.

### Special Features of the Scholars Program

**Advanced curriculum:** Every aspect of the Scholars Program has been redesigned by our staff of accomplished coaches, from the lecture schedule to the structure and pace of lab groups. Members of the Program will receive advanced library instruction, including guided research in the Woodruff library system and targeted use of Internet resources. Our curriculum helps students understand and utilize the most advanced modern debate positions, but without sacrificing their ability to win rounds with traditional skills and strategies.

**Emphasis on evidence accumulation:** Rather than forcing experienced students to endure redundant basic lectures, we let Scholars get on with the business of researching the topic and practicing advanced techniques.

**Amazing staff-to-student ratio:** We maintain a 1:4 staff-student ratio in lab groups, and each student will interact with nearly every member of our large Scholars Program faculty.

**Unique, separate lectures:** Outside their lab groups, members of the Program will receive direct instruction from top-rated college coaches. Even in lecture settings, our staff-student ratio is unusual, with no more than 20 students listening to one instructor. Furthermore, we offer a small group theory seminar menu targeted to students' needs and interests.

**Numerous debate rounds:** Our curriculum includes a minimum of 12 rounds, with extended time for critiques from our staff.

**Select faculty:** The Program will be directed by a select group of the nation's best debate minds. Past Directors of the Scholars Program have included award-winning college coaches, multiple NDT winners, and some of the country's most prominent high school coaches. In the last few years alone, Joe Zompetti (Director of Forensics at Mercer University), David Heidt (winner of the 1996 NDT), Jon Paul Lupo (winner of the 2000 NDT), and Kacey Wolmer (NDT first-round debater and multiple participant in the finals of CEDA Nationals) have all been a part of the Program's administrative team. The rest of the Scholars faculty will be selected from among the ENDI's staff of accomplished college debaters and coaches.

**Great value:** Scholars will pay the same price as other students at the Emory National Debate Institute. We are a nationally competitive institute at a discount price!

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→ **FOR MORE INFORMATION:**

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## Searches and Detentions: Important Subsets of the Broader Civil Liberties Debate

**Resolved: The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.**

By Stefan Bauschard<sup>1</sup>

### Introduction

The topic area advertised for vote, and the area paper from which this resolution grew, was articulated as “civil liberties.” The two areas discussed in this resolution – detention without charge and searches without probable cause — are small, but important, subsets of the civil liberties topic. There are many other potential threats to civil liberties beyond detention without charge and searches without probable cause, including the use of secret evidence, prosecution of people who are “associated” in any way with organizations deemed by the government to be “terrorist,” deportation for foreigners who have any “association” with any terrorist organization, required registration of foreign males from named countries, racial profiling, restrictions on access to information that the press and the public need to hold the executive branch accountable, restrictions on any type of assistance (humanitarian or otherwise) to groups deemed to be “terrorist,” and increased surveillance of citizens and groups who may disagree with various government policies. These are important civil liberties issues, and some of these issues may creep into your debates in related ways, but it is important to understand that the topic is focused exclusively on detention without charge and establishing probable cause for police searches. In fact, the probable cause are of the topic introduces issues that go well beyond debates about civil liberties, making this resolution both a small subset of the civil liberties debate and a larger topic

about criminal law enforcement beyond the civil liberties context.

This essay focuses on background information and debate arguments that stem from the two areas of focus in the topic. The article concludes with suggestions for strategizing and tips for additional research.

### Detention Without Charge

Individuals who are detained for a considerable length of time without charge fit into one of three categories: (1) war fighters from other countries detained on the battlefield, (2) U.S. citizens detained on the battlefield (the battlefield has been defined both as U.S. territory and foreign territory), and (3) non-citizens (unnaturalized aliens) who are living in the United States.

These individuals are likely to be detained in one of three places: (1) a foreign country occupied by U.S. forces or in a foreign area controlled by U.S. forces, (2) Guantanamo Bay Cuba, or (3) a standard legal detention facility in the United States.

Guantanamo Bay is the site of a U.S. Naval Base in Cuba. Located on the Southeast side of the island, it is the only naval base the U.S. has in a Communist country. The U.S. gained access to the base in 1904 under a leasing arrangement that makes cessation of the lease possible only if both sides agree or if the U.S. abandons the base. Although the U.S. leases the base, we concede full sovereignty over the base to Cuba.

For more on the history of the base visit <http://www.nsgtmo.navy.mil/history/%201a.htm>

The U.S. agreement that Cuba retains full sovereignty over the base is what likely motivated the Bush administration to house all enemy combatants and many others the U.S. wishes to detain indefinitely. The administration hoped that the courts would agree that they had no authority over the base, though as we will see later, the courts have not accepted that and have intervened.

The authority of the President (acting as Command-in-Chief) and the military to detain foreign enemy combatants without charge until the cessation of hostilities is generally accepted. Although prisoners of war must be treated in particular ways, they do not need to be charged with a crime unless held beyond the duration of hostilities. The authority of the President and the military to detain U.S. citizens on the battlefield, particularly on U.S. soil, without charge is somewhat more controversial. In the only known instance prior to this new September 11<sup>th</sup> era, a U.S. citizen who was accused of aiding and abetting the enemy was *charged with a crime and tried in a civilian court*. The authority of the President and the Attorney General to indefinitely detain unnaturalized aliens is even more, and arguably the most, controversial since it affects the greatest number of people. The authority for these indefinite detentions was created both before and after 9-11 under legislation that will be discussed shortly.

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Some of the authority that the **Attorney General** – the chief law officer of the federal<sup>1</sup> government – claims for making such detentions without charge of unnaturalized aliens or U.S. citizens not engaged in direct hostile action against U.S. forces is found in the PATRIOT Act. Under the PATRIOT ACT, the Attorney General has expansive powers to indefinitely detain non-citizens and individuals who are identified as contributing directly or indirectly to terrorist operations. As long as the Attorney General has “reasonable grounds” to believe that person at issue is “described in” the anti-terrorism provisions of the law, the individual is subject to indefinite detention (Cole, 2003, p. 65).

Chang (2002) explains that the authority to detain non-citizens springs from Section 411 of the PATRIOT Act that authorizes the attorney general to detain noncitizens that he has “reasonable grounds to believe” are involved in terrorism as long as seven days without charging him or her with an immigration or criminal violation (p. 64). Although the seven day window to charge seems reasonable, the government often claims that there are necessary circumstances that prevent a charge from being issued within that time period. Cole argues that the PATRIOT Act’s definition of “terrorism” is so broad for immigration purposes that even individuals who have provided “humanitarian” assistance to these groups could be deemed a terrorist.

Individuals detained under this authority do not necessarily have to be certified as “enemy combatants.”

The authority to detain non-citizens does not stem exclusively from the PATRIOT Act, however. Some authority also springs from changes made shortly after September 11<sup>th</sup>. On September 17, 2001, well before the PATRIOT Act was passed, the Code of Federal Regulations was amended to permit indefinite detention of aliens without arrest or bringing charge against them.

Immigrant Rights Clinic, New York University School of Law, New York University Review of Law & Social Change, REVIEW OF LAW & SOCIAL CHANGE, 2000/1, p. 398

The amendment to 8 C.F.R. 287.3(d), effected September 17, 2001, published in 66 Fed. Reg. 10,390 (Sept. 20, 2001) [hereinafter “amended rule” or “amended regulation”], has gone a long way toward creating this fear. In times of “emergency or extraordinary circumstance,” as the current situation undoubtedly has been called, the INS now may detain individuals indefinitely following a warrantless arrest without bringing any charges against them. The amended rule provides no definition of emergency or extraordinary circumstance nor any explanation of how long “an additional reasonable period” of detention may be.

It is important to note that many individuals, particularly unnaturalized aliens, who are subject to indefinite detention *have been charged with a crime* – usually a minor immigration violation (most of those detained are immigrants). Chang (2002) explains that if a non-citizen is “certified” as a terrorist and charged with an immigration violation – he or she is “subject to mandatory detention without release on bond until either he is deported from the United States or the attorney general determines that he should no longer be certified as a terrorist” (p. 64). Chang continues to explain that “Section 412 does not direct the Attorney General to notify the non-citizen of the evidence on which the certification is based, or to provide him with an opportunity to contest that evidence, either at an immigration judge hearing or through other administrative review procedure” (p. 64)

Another source of authority to detain is the Creppy Memorandum, which was issued by a U.S. Immigration Judge – Michael Creppy. Acting under “direct in-

struction from Attorney General Ashcroft, Creppy issued a sweeping order that excludes normal due process rights from cases deemed of “special interest.” U.S. Court of Appeals Judge Edward Becker, writing the decision for the court in *North Jersey Media Group, Inc. v. Ashcroft*, explained the terms of the Creppy Memorandum:

Chief Immigration Judge Creppy issued a memorandum (the “Creppy Directive”) implementing heightened security measures. The Directive requires immigration judges “to close the hearing[s] to the public, and to avoid discussing the case[s] or otherwise disclosing any information about the case[s] to anyone outside the Immigration Court.” It further instructs that “[t]he courtroom must be closed for these cases – no visitors, no family, and no press,” and explains that the restriction even “includes confirming or denying whether such a case is on the docket or scheduled for a hearing.” In short, the Directive contemplates a complete information blackout along both substantive and procedural dimensions. (Becker, 2003, pp. 310-311)

According to Muzaffar Chishti, director of the Migration Policy Institute, more than 600 cases have been designated for this special treatment under the Creppy Memorandum:

In our report we found that at least six hundred cases were classified as “special interest” cases. The courts barred access to records of the persons in detention, closed their deportation hearings and the cases were not listed on the immigration docket. Such practices not only violate the rights of the individual detainees, they also violate important First Amendment rights of the press to have access to public hearings. As we maintain in our report, there certainly can be situations when secrecy may be war-



## Policy Debate

ranted, but it must be allowed only on a case by case basis, and only by judicial intervention. (Chishti, *America After 9/11*, 2003, pp. 86-87)<sup>4</sup>

The rationale for detention without charge is basically an argument in favor of **preventive detention** – detaining someone in order to prevent him or her from committing a crime. The government contends that if these individuals are released they could commit terrorist acts or support the commission of terrorist acts. In 2003, in *Denmore v. Kim*, the Supreme Court upheld a **statute** – a law passed by a legislature – mandating preventative detention during deportation proceedings of foreign nationals, even if the person posed no risk of flight or danger to the community (Cole, 2003, p. 224).

**Unnaturalized immigrants** – immigrants who do not yet have their citizenship but are in the United States – are usually detained under one of the previously discussed authorities. There are other categories of detained individuals – U.S. citizens detained at home and U.S. citizens detained abroad.

The government claims that the authority to detain U.S. citizens as “enemy combatants” comes from two potential places. The first is the “Authorization to Use Military Force” (AUMF) against Afghanistan. The AUMF states that the President has the power to “use all necessary and appropriate force against those nations, organizations, or persons he determines planned, authorized, committed, or aided the terrorist attacks” or “harbored such organizations or persons, in order to prevent any future acts of international terrorism against the United States by such nations, organizations or persons.” The second is its Plenary Power under article II of the Constitution. The government relied on both of these in the *Hamdi* case that will be discussed below, but the court only evaluated the AUMF argument, finding that the government had the authority to detain *Hamdi* under the AUMF.

One of the most famous cases of someone who has been detained without charge is Joseph Padilla, who is a U.S. citizen and who was detained in the United States. Northwestern University’s Oyez project explains the facts of the case:

Jose Padilla was arrested in Chicago’s O’Hare International Airport after returning from Pakistan in 2002. He was initially detained as a material witness<sup>5</sup> in the government’s investigation of the al Qaeda terrorist network, but was later declared an “enemy combatant” by the Department of Defense, meaning that he could be held in prison indefinitely without access to an attorney or to the courts. The FBI claimed that he was returning to the United States to carry out acts of terrorism. Donna Newman, who had represented him while he was being held as a material witness, filed a petition for habeas corpus on his behalf. The U.S. District Court for the Southern District of New York ruled that Newman had standing to file the petition despite the fact that Padilla had been moved to a military brig in South Carolina. However, the court also found that the Department of Defense, under the President’s constitutional powers as Commander in Chief and the statutory authorization provided by Congress’s Authorization for Use of Military Force, had the power to detain Padilla as an enemy combatant. The district judge rejected Newman’s argument that the detention was prohibited by the federal Non-Detention Act, which states that no “citizen shall be imprisoned or otherwise detained by the United States except pursuant to an Act of Congress.” On appeal, a divided Second Circuit Court of Appeals panel reversed the district court’s “enemy combatant” ruling. The panel found that the Authorization

for Use of Military force did not meet the requirement of the Non-Detention Act and that the President could not, therefore, declare American citizens *captured outside a combat zone* as enemy combatants. (<http://www.oyez.org/oyez/resource/case/1730/>).

The U.S. government appealed the decision of the Second Circuit to the Supreme Court. The Supreme Court, in a 5-4 decision in June of 2004 dismissed the appeal on a “technicality,” claiming that Padilla’s attorney wrongly filed his **habeas corpus** – a petition to the government requiring the government to prove that someone is being legitimately held – application in New York and that it should have been filed in South Carolina, where Padilla had been moved. If the application had been properly filed, the majority would have ruled that Padilla could challenge his detention.

On February 28, 2005, a circuit court judge concluded that the government has no authority to detain Padilla unless they charge him with a crime. CNN explains:

Calling the case a “law enforcement matter, not a military matter,” a federal judge in South Carolina has ruled that the U.S. government cannot continue to hold “enemy combatant” Jose Padilla without charging him with a crime. The ruling says the government has 45 days to do so or Padilla would be eligible for release. The government vowed to appeal the ruling. The order from U.S. District Judge Henry Floyd sided with defense attorneys who advanced that argument in a hearing last month in Spartanburg, South Carolina, the jurisdiction where Padilla has been detained for 2 1/2 years as a military prisoner. Justice Department spokesman John Nowacki said, “We will appeal the judge’s decision.” The case would likely be heard next by the 4th U.S. Circuit Court of Appeals in Richmond. The government has argued that the president’s constitutional authority as commander-in-chief and Congress’s autho-

rization for the use of military force against the perpetrators of the Sept. 11 attacks are lawful grounds for Bush's action. But Floyd drew a distinction between combatants captured during military operations abroad and suspected terrorists arrested on American soil. He relied on the Supreme Court's ruling in the parallel enemy combatant case of Yaser Hamdi, in which the majority decision declared a "state of war is not a blank check for the president when it comes to the rights of the nation's citizens." Both Hamdi and Padilla are U.S. citizens. "To be more specific," Floyd wrote, "whereas it may be a necessary and appropriate use of force to detain a United States citizen who is captured on the battlefield, this court cannot find, in narrow circumstances presented in this case, that the same is true when a United States citizen is arrested in a civilian setting such as an United States airport." The high court has held the president does have the authority to detain "enemy combatants" captured on the battlefield, but even then the detainee is entitled to a fact-finding hearing. The government avoided such a hearing in Hamdi's case by releasing him to his native Saudi Arabia last October. Padilla's attorneys have always maintained that presidential authority does not extend to American citizens caught on American soil, and unlike Hamdi, who was allegedly carrying a Kalashnikov assault rifle and traveling with Taliban troops, Padilla was carrying no weapons and wearing civilian clothes. "It is true that, under some circumstances, such as those present in Hamdi, the president can indeed hold an United States citizen as an enemy combatant. Just because something is sometimes true, however, does not mean that it is always true," Floyd wrote. "The president's use of force to capture Mr. Hamdi was necessary and appropriate. Here, that same use of force was not," the judge wrote. Floyd said if the purpose of Padilla's indefinite detention is to prevent him from rejoining his alleged al Qaeda confederates, then the president ought to ask Congress to pass a law allowing him to do so. "If the law in its current state is found by the president to be insufficient to protect this country from terrorist plots, such as the one alleged here, then

the president should prevail upon Congress to remedy the problem," Floyd wrote. In a related case, however, the Supreme Court provided some hope of relief to those detained as enemy combatants. Yaser Esam Hamdi was accused of being an "enemy combatant" because he was captured in Afghanistan during "the conflict" and was "affiliated" with a Taliban unit. All of the evidence that the government relies on is a summary of testimony from Michael Mobbs, who interviewed Hamdi shortly after his capture in Afghanistan. Mobbs' synopsis is now known as the "Mobbs Declaration." (<http://www.cnn.com/2005/LAW/03/01/padilla.ruling/>)

After Hamdi was captured he was returned to the United States, where he was not permitted to meet with any attorneys. His father intervened as a **Next Friend** and a public defender who was assigned to the case became actively involved. His attorney argued that Hamdi since "the conflict" (the war on terrorism) had no definable endpoint and since the government never established what Hamdi's affiliation was, Hamdi could essentially be locked-up for life and never able to challenge his designation as an enemy combatant.

Hamdi originally found a sympathetic ear in U.S. District Judge Robert Doumar (Norfolk, VA). Doumar was skeptical of the government's assertion that Hamdi was an enemy combatant and wanted to look at the evidence certifying him as such. The government challenged Doumar's request, however, arguing that it may need to disclose sensitive intelligence information in order prove that Hamdi was an enemy combatant. The government found a sympathetic ear in the U.S. district court for the Fourth Circuit, which intervened, arguing that proper deference should be given to the military. But appellate court chief judge, J. Harvie Wilkinson, would not embrace the proposition that under no circumstances would judicial review of the "enemy combatant" designation be, but that it could be permitted in only a very limited manner.

In Hamdi, the majority of Supreme

Court justices took issue with the appeals court decision and held that "although Congress authorized the detention of combatants in the narrow circumstances alleged in this case, due process demands that a citizen held in the United States as an enemy combatant be given a meaningful opportunity to contest the factual basis for that detention before a neutral decision-maker." Justices O'Connor, Rhenquist, Kennedy, Breyer, Souter, and Ginsburg, all agreed on this point, though Souter and Ginsburg did not even think the detention was authorized in the first place.

In response, the Department of Defense announced that it was creating a Combatant Status Review Tribunal in which detainees may challenge their designation as enemy combatants. The DOD has notified those who are designated as enemy combatants that they may challenge their designation (*Washington Post*, 2004). In the summer of 2004, the U.S. agreed to release Hamdi back to Saudi Arabia (<http://news.findlaw.com/hdocs/docs/hamdi/91704stlagrmnt.html>).

It is interesting to note that the holding of this decision only stated that a "citizen" (of the United States) had the authority to challenge his determination as an enemy combatant. In *Rasul v. Bush*, however, the Supreme Court went a little farther, extending habeas corpus jurisdiction to challenge detention by the United States government of foreign citizens abroad.

In *Rasul v. Bush*, two Australians and twelve Kuwaitis captured during hostilities in Afghanistan challenged their detention in Guantanamo Bay, Cuba. They claimed that they were not combatants nor had they ever engaged in terrorist activity. The government argued that the courts had no jurisdiction to hear the case because Guantanamo Bay was outside the jurisdiction of the United States. Both the U.S. District Court and the U.S. Court of Appeals for the District of Columbia sided with the government in rejecting the suit, arguing that the while the U.S. exercises plenary authority and exclusive jurisdiction

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dent George W. Bush to stop making them up as he goes along, and to start working with Congress. "The president has the power to detain enemy combatants, including U.S. citizens, until the end of the relevant conflict," stresses Goldsmith. Katyal and most other experts agree. But, Goldsmith adds, "because of the novel issues raised by this conflict, it would be prudent for the president to bring Congress on board in designing and legitimizing procedures appropriate for the identification and long-term detention of enemy combatants, especially those held in the United States. Trade-offs between liberty and security, and attendant accountability for errors of over- or underprotection of liberty or security, should rest with the political branches and not . . . with the courts" (January 10, p. 52).

In addition to these counterplans, a number of strong solvency arguments are available for negatives that wish to challenge the utility of simply charging someone with a crime. First, the government can simply charge the person with a crime, that's all the plan can topically do. Many individuals, "thousands" according to Cole (2003), "have been locked up, many in secret, on **pretextual charges**" (p. 46)<sup>2</sup>. Many individuals are charged but lack any ability to challenge those charges.

Second, at least in the past, the government, primarily through executive action has made it impossible for those detained to consult with defense attorneys, and in many instances the outside world at large. A 2002 Amnesty International Report claims that in many instances defendants aren't even being advised of their right to consult an attorney. At least in dealing with enemy combatants, however, the Supreme Court, has required that they be able to challenge their designation as "enemy combatants" and provided with a right to counsel. The AMERICAN LAWYER explains how many law firms have stepped-up to provide **pro bono** – free – legal assistance.

AMERICAN LAWYER, September 1, 2004, p. online

Since the June ruling that Guantanamo detainees had a right to counsel, individual lawyers, professors, firms, and nonprofit groups have signed up to represent them. Firms on the list include:

- § Allen & Overy
- § Baach Robinson & Lewis
- § Clifford Chance
- § Covington & Burling
- § Dorsey & Whitney
- § Gibbons, Del Deo Dolan, Griffinger & Vecchione
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This right to counsel, however, has only been provided to those detained as "enemy combatants," not all of those detained without charge. This, however, does not apply to unnaturalized citizens detained without charge or to those detained on pretextual charges. *It does not apply to individuals charged with immigration violations because those charges are civil and not criminal*<sup>3</sup>. Change (2002) explains:

The Supreme Court has held both immigration proceedings and habeas proceedings to be civil rather than criminal in nature, notwithstanding the fact that deportation is a "drastic measure and at times the equivalent of banishment or exile." Because the Sixth Amendment extends only to criminal proceedings, the government has no obligation to provide noncitizens with free legal counsel in immigration proceedings or in habeas proceedings related to INS detention. As a practical matter, the cost of hiring a lawyer to litigate a habeas proceeding in federal district court, and to appeal the decision to the court of Appeals in Washington, D.C., the court granted exclusive jurisdiction over such appeals by statute, will prove prohibitively expensive for non-citizens in deten-

tion under Section 412. The number of attorneys available to provide legal representation to such non-citizens without charge is inadequate to meet the demand.

Third, where the DOJ has permitted defendants to consult with an attorney either voluntarily or through court order, the government has undermined the ability of attorneys to defend themselves by eavesdropping on attorney-client privilege. John Ashcroft, the former Attorney general, gave himself the power to eavesdrop on these conversations on October 31, 2001 by issuing an interim agency rule that permits this (Napolitano, 2004, p. 134; Chang, 2002, p. 15).

Fifth, the government has even gone so far as to threaten to prosecute attorneys who assist potential terrorists, accusing them of providing "material support" to terrorists (Ibid, pp. 137-8).

Sixth, in regard to those detained at Guantanamo Bay, individuals who are charged and tried will be charged in front of military tribunals.

CONNECTICUT LAW TRIBUNE,  
December 6, 2004, p. 17

Only four prisoners among the 550 or so at Guantanamo have lawyers—the four men who have been formally charged with war crimes in military commissions created by the Bush Administration that require them to have U.S. military defense counsel.

You can argue these trials are bad and won't protect individual rights.

Moreover, potential abuses of government power are difficult to monitor and overcome because under John Ashcroft's September 21, 2001 order, all immigration hearings are now closed to the public. Even the court's docket is no longer available to the public. Napolitano explains that "As such, the immigration court is prohibited from confirming or denying whether a particular case is listed for trial or, if so, if it is

deemed of "special interest. Essentially, once Attorney General Ashcroft makes that designation, that person disappears. Not even the immigrant's family is able to find out what happened to the person, even after that person has been deported" (p. 141)

In a book titled *CONSTITUTIONAL CHAOS: WHAT HAPPENS WHEN THE GOVERNMENT BREAKS ITS OWN LAWS*, Napolitano (2004), working through examples of major Supreme Court cases, makes a persuasive case that when charged by the federal government, almost all charge individuals will either end up leading guilty or be convicted. Napolitano attributes this to a number of factors, including police officers who are willing to lie (p. 20),

Affirmatives are not going to be able topically write additional protections, such as the right to counsel, into their plans, but they can make an argument that once the federal government were to file charges, such a right to counsel would be "triggered" (Napolitano, 2004, p. 156). That is still, of course probably the only thing that would be "triggered;" the government would still be permitted to eaves-drop on attorney-client communications, likely still harass attorneys who try to defend those charged. There is no reason to believe that the plan would include the provision of the interim agency rule that makes it possible.

## Searching Without Probable Cause

The second section of the topic gives the affirmative the option of limiting the authority of the police to search without probable cause. Even before September 11<sup>th</sup> searching without probable cause was a controversial issue. In 2000-1, the high school debate topic was privacy, and affirmatives sometimes chose to protect privacy by requiring that probable cause be demonstrated in some specific situations.

Although many of the affirmative case areas that deal with probable cause protections did not emerge in relation to civil liberties issues related to the war on

terrorism, the issue has come up in the context of the PATRIOT Act. This will be discussed shortly. Before doing so, however, it is important to understand a couple of critical definitional issues.

It is very important to understand that a "search" in the legal sense is not the same thing as we might generally understand a search to be. Whether or not a "search" occurred in the first place is usually what is disputed in court. There are a number of instances, for example, where the Supreme Court has said that a "search" did not occur. These are just a few examples:

- Police roadblocks do not constitute a "search" (*Michigan v. Sitz* (496 U.S.444))
- Use of drug-sniffing dogs is not a "search" (*U.S. v. Place* (462 U.S. 696))
- Police examination of an open-field is not a "search" (*Olmstead v. U.S.*) (277 U.S. 438)
- Listening device attached to a wall not a "search" (*Goldman v. U.S.*) (316 U.S. 439))

This list is far from comprehensive. In most instances where affirmatives will seek cases that intuitively seem like areas where probable cause should be required, negatives will be able to produce strong evidence that such police activity does not constitute a "search." The negative will have a strong argument that requiring probable cause in one of these instances does not result in requiring probable cause for a "search," though affirmatives may try to argue that a court's probable cause requirement subsequently defines the behavior in question as a search. This will undoubtedly be an important topicality issue – can the affirmative simply require probable cause in a particular instance, consequently defining the affected behavior as a "search."

There are other areas of the law that the affirmative can draw causes from where the Supreme Court has said that a "search" has occurred but that probable cause is not required:

- Searches incident to arrest (*Chimel v. California*, 395 U.S. 752)
- Stop and Frisk searches (*Terry v. Ohio*, 392 U.S. 1)

— Inventory searches (*South Dakota v. Opperman*, 428 U.S. 364)

— Consent searches (*Schneekloth v. Bustamonte*, 412 U.S. 218, 222)

— Border searches (*U.S. v. Montoya de Hernandez*, 473 U.S. 531)

One place that searches without probable cause are permitted is at the border. Nathaniel Saylor explains:

The executive has authority to conduct routine searches and seizures at the borders without probable cause or a warrant in order to collect duties and prevent the introduction of contraband. The courts have determined that to accomplish this task some of the protections that citizens take for granted on the interior have to be lessened. Specifically, it has been held that routine searches at the border can be conducted without any requirement of probable cause (2003, pp. 283-5).

In a footnote referencing the Supreme Court decision that provides this authority, he explains – "*United States v. Montoya de Hernandez*, 473 U.S. 531 (1985). "[T]he Fourth Amendment's balance of reasonableness is qualitatively different at the international border than in the interior.

Routine searches of the persons and effects of entrants are not subject to any requirement of reasonable suspicion, probable cause, or warrant." One strong affirmative in this section of the topic may be to overturn this Court decision and require probable cause for various border searches. You will be able to find strong evidence in the dissent, amicus briefs, and various law review articles that will have been written in opposition to the decision.

Consent searches, also referenced above in the list of exemptions to the probable cause requirement, have been criticized as providing a foundation for the police to engage in racial profiling. George Thomas (2003) explains how eliminating consent searches would eliminate racial profiling:

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Abolishing consent searches would deprive police of their most effective racial profiling tool. As police can approach anyone on the street to ask for consent and can ask any driver who is stopped for a traffic infraction for consent, police are presently free to use race, and only race, to decide when to ask for consent in a huge number of situations. If police have to show probable cause to conduct a search, on the other hand, their discretion to use race is severely limited. Abolishing consent searches would do far more to remedy racial profiling in the real world than all the equal protection laws or statutory remedies that can be imagined (p. 551).

These are all somewhat old. Affirmatives wishing to run cases in these areas should explore if there are any more recent decisions in these areas (any cases, for example, where the court said probable cause was not required because a stop and frisk search occurred) and commentators and the dissent argued that probable cause should be required. This way you will be able to find more recent evidence on the issues. Finding affirmatives in this area will be difficult as it is rare for the courts not to require probable cause:

Dr. O'Connor, North Carolina  
Weslyn College, PROBABLE  
CAUSE, 2004, [http://  
faculty.ncwc.edu/toconnor/315/  
315lect06.htm](http://faculty.ncwc.edu/toconnor/315/315lect06.htm)

Not all search and seizures require warrants (e.g., automobile searches, arrest in a public place), but the Supreme Court has interpreted warrantless searches and seizures as unreasonable unless preceded by probable cause. This means that as a general rule, most searches and seizures require probable cause.

There are two at least two potential cases that deal with authority granted to

the federal government to search without probable cause by the PATRIOT Act. One deals with warrantless, non probable-cause based wiretaps (wiretaps are considered "searches". According to Cole (2003, pp. 66-7) the PATRIOT Act authorizes "secret searches and wiretaps in criminal investigations without probable cause to believe the target is engaged in criminal conduct or that evidence of a crime will be found." Cole also contends that the government can evade probable cause requirements in any criminal investigation that is conducted for a significant "foreign intelligence" purpose (p. 67).

A second area of authority under the PATRIOT Act where the federal government is given authority to search without warrants is in Section 215 and Section 505. These sections allow federal agents to require librarians to disclose the circulation history of library patrons. The American Library Association (ALA) and numerous civil rights advocacy groups strongly oppose these provisions. Bobb Barr, former U.S. Representative from Georgia and current 21st Century Liberties Chair for Freedom and Privacy with the American Conservative Union, explained the problem with the PATRIOT Act:

Under Section 215, FBI agents can obtain court orders for the release of, among other things, business information, reading histories, Internet surfing data, medical records and even lawful firearm purchase receipts, under a standard of evidence that equates to a "rubber stamp." Known primarily for its effect on access to library records – it could be used to monitor Americans' book borrowing habits – 215 is legally wide-ranging; extending, frighteningly, even to medical and genetic information. While much has – appropriately – been written about this provision's chilling effect on library users (a result that is very real regardless of how many times the government says it has or hasn't employed the power), the dangers in its broad reach cannot

be over emphasized. A companion provision, found in Section 505 of the USA PATRIOT Act, raises concerns similar to those raised by Section 215. Section 505 is, in some respects even more troubling; it expands the government's ability to use so-called "national security letters," which are essentially administrative subpoenas, to secure access to a wide range of data and information on U.S. citizens. As this Committee knows, administrative subpoenas can be issued without probable cause, and without even the "rubber stamp" judicial review of a Section 215 search. (Barr, 2003, p. 175)<sup>9</sup>

So far I have evaded a discussion of what "probable cause" is. This is because it is difficult to define. There are, in fact, three different ways that it can be defined:

Dr. O'Connor, North Carolina  
Weslyn College, 2004, PROBABLE  
CAUSE, [http://faculty.ncwc.edu/  
toconnor/315/315lect06.htm](http://faculty.ncwc.edu/toconnor/315/315lect06.htm)

The precise meaning of "probable cause" is somewhat uncertain. Most academic debates over the years have centered around the differences between "more probable than not" and "substantial possibility". The former involves the elements of certainty and technical knowledge. The latter involves the elements of fairness and common sense. There's more adherents of the latter approach, but how do you define common sense. Supreme Court case law has indicated that rumor, mere suspicion, and even "strong reason to suspect" are not equivalent to probable cause. Over the years, at least three definitions have emerged as the best statements:

Probable cause is where known facts and circumstances, of a reasonably trustworthy nature, are sufficient to justify a man of reasonable caution or prudence in

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the belief that a crime has been or is being committed. (*reasonable man definition; common textbook definition; comes from Draper v. U.S. 1959*)

• Probable cause is what would lead a person of reasonable caution to believe that something connected with a crime is on the premises of a person or on persons themselves. (*sometimes called the nexus definition; nexus is the connection between PC, the person's participation, and elements of criminal activity; determining nexus is the job of a judicial official, and it's almost always required in cases of search warrants, not arrest warrants*)

• Probable cause is the sum total of layers of information and synthesis of what police have heard, know, or observe as trained officers. (*comes from Smith v. U.S. 1949 establishing the experienced police officer standard*)

In *Carroll v. the U.S.* (276 U.S. 132)(1925) the Supreme Court outlined some general standards for determining if probable cause exists.

The PATRIOT Act expands the authority of the government to conduct wireless searches by amending the Foreign Intelligence and Surveillance Act (FISA). Cole (2003) explains, FISA authorizes wiretaps and searches, based notion the much easier showing of probable criminal conduct or evidence, but on the much easier showing that the target of the intrusion is "an agent of a foreign power," defined broadly to include any officer or employee of a foreign-based political organization" (p 67). Since an "agent of a foreign Power" has been "defined broadly to include any officer or employee of a foreign-based political organization," U.S. citizens could also be subject to a wiretap as a foreign agent.

Under the original FISA Act, the "primary purpose" of the warrant had to be to *collect intelligence* and not to investigate crimes. Under the PATRIOT Act, however, the "primary purpose" requirement was replaced with a "significant purpose" requirement, opening the door to the use of FISA warrants issued without probable cause to

investigate crimes (Ibid, p. 68).

One strong affirmative on the 2005-6 topic will be to replace the current "significant purpose" language with the prior "primary purpose" language in order to reduce the number of warrantless wiretaps.

Solvency arguments against the probable cause area of the topic are also strong. First, the courts can always side with the government in determining that probable cause exists for a search. If the courts nearly always determine that probable cause exists for a search, then requiring it simply will not accomplish anything. Second, the courts could simply say that the activity that the government has engaged in is not a "search" and that probable cause is therefore not required. This has already been discussed. Third, it is becoming more and more difficult to challenge the validity of an issued warrant. Under Section 213 of the PATRIOT Act, federal agents are authorized to conduct more "sneak and peak" searches. "Sneak and peak" searches are "covert" searches of a person's home or office where a warrant is required but the person is not notified until after the **warrant has been executed**—after the search has taken place (Chang, 2002, p. 51).

## Advantage Areas

Some of the advantage areas are relatively unique to the particular topic area. First I will discuss advantage areas that are unique to reducing detention without charge, ones unique to instilling probably cause protections, and ones that are generally applicable to both.

## Detention Without Charge Advantages

*Tyranny.* The most basic advantage for the detention without charge area of affirmatives is a "tyranny" advantages. If the government can lock anyone up against their will at any moment, there is nothing to prevent a complete police state. There is good evidence that being detained against one's will is the ultimate loss of freedom.

Justice Souter, writing for the majority in the Hamdi decisions, explains:

It is beyond question that substantial interests lie on both sides of the scale in this case. Hamdi's "private interest ... affected by the official action," *ibid.*, is the most elemental of liberty interests—the interest in being free from physical detention by one's own government. *Foucha v. Louisiana*, 504 U. S. 71, 80 (1992) ("Freedom from bodily restraint has always been at the core of the liberty protected by the Due Process Clause from arbitrary governmental action"); see also *Parham v. J. R.*, 442 U. S. 584, 600 (1979) (noting the "substantial liberty interest in not being confined unnecessarily"). "In our society liberty is the norm," and detention without trial "is the carefully limited exception." *Salerno, supra*, at 755. "We have always been careful not to 'minimize the importance and fundamental nature' of the individual's right to liberty," *Foucha, supra*, at 80 (quoting *Salerno, supra*, at 750), and we will not do so today.

*Racial profiling.* Prior to September 11<sup>th</sup>, the use of **racial profiling**—targeting of an individual based on his or her race—by law enforcement officials had become very controversial. There was a lot of pressure at both the state and local level to stop the use of racial profiling because it had come to be considered an ineffective law enforcement tool and was discriminatory. After September 11<sup>th</sup>, law enforcement officials argued the tactic was necessary in the new war on terrorism to target Arab Americans and it is no longer politically controversial.

Affirmatives can read general evidence that impacts the harms of racial profiling at-large because, as Cole (2003) explains, federal support for the profiling of Arab Americans translates into condoning racial profiling by other actors:

(E)ven the federal government's profiling is expressly limited to foreign nationals, its actions send a message to private employers, airlines, and local police that Arab and Muslim identity is a central, perhaps the central,



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Admissions to the Swing Lab are selective and solely at the discretion of the program directors.



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factor for suspicion of terrorism. That message in turn encourages private discrimination of the type suffered by Edgardo Cureg, Michale Dasarth, and countless others who are or appear to be Arab or Muslim. Because people do not wear their passports on their sleeves, on-the-spot judgments about nationality inevitably rely on ethnic appearance. Thus, what starts as nationality-based profiling swiftly becomes a national campaign of ethnic profiling.

**Otherization.** If you do a substantial amount of reading on the topic, you will quickly discover that most of the individuals detained without charge and subject to most violations of civil liberties are Arab foreign nationals. Cole (2003) argues that the targeting of such individuals contributes to a mentality where we view these individuals as the "other." You find evidence that such "otherization" is at the root of violent conflict and the war system. Cole explains, "Foreign nationals are the paradigmatic 'other,' especially in times of war. As one critic has argued in connection with the current crisis, 'The state's ability to label people as terrorists or terrorist sympathizers, no matter how absurd or far-fetched, works to position those so labeled as non-citizens, outside the moral community, to whom human rights have no relevance.'"

**General rights.** Deprivation of fundamental rights that have been discussed in this essay are as problematic for citizens as they are for non-citizens. It is important to understand that almost all constitutional rights protections<sup>1</sup> do not apply only to citizens of the United States, but also to anyone that happens to fall under its purview, particularly persons physically present in the United States.

Over the law two centuries, philosophers have engaged in a debate over the origin of rights. The debate largely centers on whether rights stem from natural law or positive law. Natural law advocates contend that rights stem from the inherent, natural dignity of every human being. Posi-

tive law advocates argue that the origin of these rights is solely the constitutional governing structure, a "social contract" so to speak. The US Constitution embraces the natural law conception of rights and argues that rights are possessed by every human being.

## Probable-Caused Driven Advantages

**Privacy.** One right which is arguably at the core of the search area of topic is the right to privacy. Requirements of probable cause are essential to protect people's privacy. Napolitano (2004) explains:

The Constitution prohibits invasions of privacy by the government by denying it the power to engage in unreasonable searches and seizures absent a warrant issued upon probable cause. Probable cause hinges on having an amount of evidence sufficient to induce the belief in the mind of a neutral judge that the target of the search more likely than not has committed or is committing a crime. Without enough evidence for probable cause, the government must respect our right to be left alone. An individual's right to be left alone has, for centuries, been a quintessential hallmark of a free society (p. 144).

## Cross-Cutting Advantages

**Racism.** The links to the advantage for either topic area are distinct, but the impacts are similar. First, largely targeting foreign nationals for detention without charge largely targets immigrants and is arguably inherently racist. Cole (2003) argues that this racism spills-over to other areas of society. He writes: "What we are willing to allow our government to do to immigrants today creates a template for how it will treat citizens tomorrow....As the **Japanese internment** demonstrated, alien discrimination is often closely tied to (and a cover for) racial animus, and it is therefore particularly susceptible to being extended to citizens along racial lines" (p. 7).

**Soft Power.** One advantage that was debated frequently on the UN peacekeeping topic was **soft power**. Threats to the rights of both citizens and foreigners undermines our soft power.

So, too, in matters of individual rights, we deny to other nations' citizens the very protection that we insist upon for ourselves. This exceptionalism feeds the view that the United States exploits its status as the world's most powerful nations with arrogance and self-interest, and is virtually certain to spawn new recruits to the causes mobilized against us (Cole, 2003, p. 194)

Foreign governments have also complained. By November 2001 at least seven nationals had complained that the Justice Department domestic preventive detention campaign had held their nationals longer than warranted and failed to form the embassies upon taking their foreign nationals into custody, as required by international law (Ibid, p. 195).

**First Amendment.** One of the most important parts of the First Amendment is the protection of the right of association. The First Amendment states that "Congress shall make no law...prohibiting...the right of the people peaceably to assemble." While Congress has not made a law that prohibits dissidents to assemble, the Supreme Court has allowed "the government to engage in surreptitious surveillance and the use of informants without probable cause" (Cole & Dempsey, p. 103). Others who have provided assistance, financial or otherwise, to groups that have been labeled as "terrorist" have also been detained without charge, threatening the freedom of association. According to Cole & Dempsey (2002), "The PATRIOT Act...authorizes executive detention on the mere suspicion that an immigrant has at some point engage in a violent crime or provided humanitarian aid to a proscribed organization" (p. 153).

## Cross-Cutting Solvency Arguments

There are a number of solvency ar-

guments that can be made against affirmatives in either area of the topic. First, enforcement. As discussed in the section on the police backlash disadvantage, the police may be simply unwilling to follow the law. Cole & Dempsey explain that "restrictions...are often difficult to enforce for a variety of reasons, from doctrines extending immunity for official misconduct to the very secrecy that surrounds the FBI's activities" (p. 91). Second, "the courts have been reluctant to interpret the Fourth Amendment to rein in FBI investigations" (Cole & Dempsey, 2003, p. 98). The courts may simply be unwilling to enforce the plan, or at least interpret the protection made in the plan to not apply to many specific situations.

## General Disadvantages

*Politics.* Politics lies at nexus of the debate between national security and civil liberties. Not long after the tragedy of September 11<sup>th</sup>, Congress passed, with little resistance, the PATRIOT Act. Despite the draconian measures included in it, there was little resistance from the Congress. Many Congress people voted for the law without even reading it. Affirmative plans that attempts to repeal all or part of the law are likely to encounter significant political opposition, particularly by Republicans. Cole & Dempsey (2003) explain:

Mounting a political campaign to curb investigative excesses of the FBI and other federal intelligence-gather agencies is a steep, uphill battle. Powerful law enforcement institutions will vigorously resist any challenge to their control over dissenters,; and they will claim that they must be free from constraints in order to protect the public from terrorists, militants, and other threatening elements (p. xiii).

Affirmatives will be able to find link turn evidence. There is evidence that both very liberal Democrats and very conservative Republicans oppose the law because they believe it intrudes too far on civil liberties (Hentoff, 2003, p. 113).

*Terrorism/Crime.* At the heart of the civil liberties topic area is the tension between rights and national security. In modern times, the primary threat to national security that the government feels it is necessary to guard against via reduced civil liberties is terrorism. Generally speaking, affirmatives to require that probable cause be demonstrated in more instances makes it harder for the police to act with less immediate evidence, making it more difficult to prevent any crime, terrorism being only one example. This is relatively straight-forward.

The links to reducing detention without charge are more problematic. One basic link story that is offered by the government is that if the government had to prosecute many of the detained individuals through the legal system they would have to disclose not only the names of people who have been detained, but also evidence that they have against the individual. Disclosing such evidence could threaten the anonymity of foreign agents in the field who have collected the information. This is probably the best link story because it could impact the war on terror abroad at-large.

If you want to run this disadvantage on the negative, you have to be very good at it. First, there is arguably a minimal link. Many scholars contend that the charges against many of these people are fecious and that they would likely be acquitted if charged. The direct link to terrorism is probably minimal at best (Change, 2002, pp. 71-2). Second, there is really good turn evidence that indicates that status quo policies are alienating many of the Muslim communities whose cooperation may be needed to fight the war on terror. Cole (2003) explains: At home, law enforcement is more effective when it works with rather than against communities. If authorities have reason to believe there might be potential terrorists lurking in Arab and Muslim immigrant communities, it would make sense to work with the millions of law-abiding members of those communities to obtain their assistance in identifying potential targets" (p. 9). Third, focusing largely on foreign

nationals may encourage police to ignore other important leads and "drop their guard" against those who" truly warrant attention (Ibid, p. 185). Fourth, if it is easier to arrest someone the police may arrest too early, undermining investigations into larger terror plots (Ibid, p. 188). Fifth, acting in ways that threaten the rights of individuals makes the U.S. look bad abroad. Such perceptions arguably increase the recruiting abilities of terrorists:

Sacrificing legitimacy is also counterproductive in the international arena, where sensitivity to double standards selectively denying foreign nationals' rights is likely to be the highest. It is in Osama bin Laden's interest, not ours, to portray the struggle as pitting the United States against Arabs and Muslims. The more we act in ways that support that image, the more likely bin Laden or others will be able to attract adherents to their terrorist cause. Anti-Americanism is at an all-time high now (Cole, 2003, p. 194).

Sixth, the real problem that the FBI arguably has is not a lack of law enforcement power, but rather an inability to process all of the intelligence information that already comes across their desks (Ibid, p. 16).

*Human rights promotion bad.* There is very strong evidence that violations of civil liberties by the United States undermines our ability to promote human rights abroad. Heymann (1993) explains:

Thus the most serious questions of human rights, and of the price we are prepared to pay in terms of lost respect for the United States, will arise not here but abroad if we attempt to export the human counterterrorism costs of extensive searches, electronic surveillance, coercive interrogation, detention, and limitations on association and speech. Each of these measures, controlled or forbidden at home by the U.S. Constitution and abroad by international con-



ventions, are likely to be promising ways of getting needed information about terrorists' plans and of otherwise preventing terrorist planning. But each can prove extremely costly in the long run" (p. 82)

Kenneth Roth, and renowned expert in international human rights law, adds:

That is hardly to say that the United States is among the worse human rights offenders. But because of America's extraordinary influence, the Bush administration's willingness to compromise human rights to fight terrorism set a dangerous precedent. Because of the leadership role that the U.S. government so often has played in promoting human rights, the weakening of its voice weighed heavily, particularly in some of the front-line countries in the war against terrorism, where the need for a vigorous defense of human rights was great" (2003, p. 238)

Negatives can argue that such a loss of human rights credibility is desirable because if we promote human rights it will result in imperialism and a loss of relations with other countries. Affirmative can, of course, impact turn this argument and claim that promoting human rights is critical to enhance global dignity and to reduce the risk of war.

*Police/law enforcement backlash.* As the above evidence indicates, intelligence and law enforcement agencies will resist any efforts to limit their authority to detain without charge or search without probable cause. Police opposition to the plan not only significantly undermines solvency, but if it generates a backlash could make the police more likely to violate civil rights.

*Judicial Deference.* Traditionally, the courts have deferred to the President's interpretation of his legal powers in the area of national security and military matters.

The basic argument behind the principle is that the President knows more about these matters than the courts and that the courts should therefore defer to his judgment. The negative disadvantage argues that if the courts rule against the President in a matter of national security that could set a precedent for future rulings in these areas, undermining the President and national security. The civil-military relations disadvantage that was popular this year could be extended as an impact to this argument or presented as its own disadvantage.

*Presidential Power.* There is some strong general evidence that a strong, unified President/executive is necessary for global leadership and to deter global aggression. Blatant calls to limit the President's "authority" link well to this disadvantage.

*Hollow Hope.* This disadvantage argues that if the courts make more liberal rulings that liberal interest groups will flock to the courts in the hope of obtaining social change but that they will ultimately be crushed by the more conservative courts. Given recent court decisions in opposition to the juvenile death penalty and in favor of the rights of detainees, link uniqueness to this position will be difficult to win.

*Supreme Court Legitimacy.* This is the opposite of the Hollow Hope disadvantage. This disadvantage argues that if the Courts does something unpopular or seemingly crazy the Court, and potentially the entire court system, will lose legitimacy. Loss of legitimacy can undermine the court's ability to enforce the law, particularly civil rights laws.

*Judicial Activism.* This disadvantage argues that when the court makes a ruling that it does not have the authority to make it is engaging in "judicial activism." Some scholars say that such activism is inherently tyrannical because the court is usurping the power of other branches. Determining precisely what is and what is not activist is a large part of the battle since one person's activist decision is another person's legitimate decision.

*Separation of Powers.* This disadvantage is similar to the judicial activism disadvantage, except that it deals with any branch of government. The disadvantage argues that if one branch of government usurps the legitimate authority of another branch of government then it is threatening the separation of powers between the three branches of government – the executive, the legislative, and the judicial. The framers designed the government to have three different branches so the branches would check each other's power.

## General Counterplans

*The Courts.* One plan option for the affirmative or counterplan option for the negative is the courts. The affirmative or negative could fiat that the federal district courts or the Supreme Court interpret the various Amendments to the Constitution an existing legislation, or existing court case law to prohibit a particular practice. It will be easy for teams to find cards that say practice "X" violates the law in some way and that it would be struck-down. For example, a team could argue that detention of immigrants without charge violates the due process clause. Chang (2002) explains:

Under the due process clause, a person who has not been accused of a crime has a fundamental right to freedom and bodily restraint. The due process clause requires that a non-citizen who has been charged with an immigration violation but not with a crime to be released from prison on bond unless he is shown to pose either a danger to security or a flight risk (p. 70)

Although practical in debate, such a "fiating" of court action may seem rather whimsical because the courts often side with executive policy. Chang (2002), in reference to the PATRIOT Act, explains that "this draconian law, worthy of a police state is extremely unlikely to be overthrown by the courts, given the historic subservience of the courts to executive authority in time of war" (p. 11).

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# ◆ Policy Debate

Nonetheless, teams can probably fiat around such arguments. And, if the affirmative were to make them against a courts counterplan and their agent was the Congress, they would be undermining their own solvency because the courts would ultimately fail to enforce the affirmative plan against executive action. And, as we have seen from a discussion of the major court cases, often the courts do challenge the executive.

One important thing to understand is that immigration judges are not “regular judges” who function to interpret the law and check the power of the Executive branch. Immigration judges are simply Justice Department employees who are subject to DOJ and executive branch policy (Colc, 2003, p. 23).. Affirmative plans, or negative counterplans, which simply have immigration courts rule function to protect immigration rights are likely to fail because their rules will just be over-riden by Executive policy.

*Congressional Reform.* As discussed, one counterplan option for the negative is to reform the practice of detention without charge while leaving the authority to do so in place. Congress has the authority to craft rules regarding those kept in detention.

Philip Hayman, Professor, Harvard Law, Juliette Kayyem, Professor, JFK School of Government, PRE-SERVING SECURITY AND DEMOCRATIC FREEDOM IN THE WAR ON TERRORISM, November 2004, [http://bcsia.ksg.harvard.edu/BCS1A\\_content/documents/LTLS\\_final\\_02\\_05.pdf](http://bcsia.ksg.harvard.edu/BCS1A_content/documents/LTLS_final_02_05.pdf)

It is fundamental that, under the U.S. Constitution, the war power is shared by Congress and the President, as reflected in the explicit grant to Congress of the power to declare war and the power of the Congress to define rules governing the armed forces. Even though the President, as commander in chief, has the exclusive constitu-

tional power to direct the armed forces in the execution of an armed conflict, Congress clearly has the authority under Article 1, Section 8, Clause 11 of the U.S. Constitution to create rules and procedures relating to the detention of persons captured or otherwise detained in connection with that conflict. Other major democracies that have indefinitely detained suspected terrorists without trial have carefully crafted legislation governing this practice.

*The Executive.* Negatives could have the executive act to stop a particular abuse of civil liberties without having Congress or the Courts remove the authority of the President to do so. Negative could claim that executive action makes the politics link less likely or makes the court disadvantages less likely. Moreover, the negative could probably find some evidence that claims that retaining the “authority” to prevent terrorism is essential to countering it.

*The states.* As far as I can discern, all controversial detention without charge occurs on the federal level. State counterplans will not get at that. But, most of the searching that occurs without probable cause occurs by state and local police forces. Since this part of the topic has the greatest potential for growth in terms of the absolute number of affirmatives, negatives that can counterplan to have the states implement these protections will do a lot to undermine a lot of affirmative ground.

*Consultation.* Given that many affirmative this year will deal with changes in how the U.S. government deals with international terrorism suspects, traditional consultation counterplans will likely be popular. Also, since many affirmative plans will be done through executive orders, counterplans to consult Congress will also be popular. Hentoff (2003) explains that “And at times, he and other administration officials have not consulted Congress at all – until press accounts forced them to acknowledge at least to some extent, the role of Congress” (p. 97).

## Kritiks

Almost all kritiks are useful on almost all topics. Cataloging all of the kritiks that could be run on next year’s topic would take up more space than all of the pages in the *Rostrum*. Nonetheless, I think it is useful to highlight a few core kritiks that I think will get a lot of play on the topic.

*Critical Legal Studies.* Critical legal studies is a branch of scholarship in the legal academy (law professors) who argue that the law is “indeterminate” – that the meaning of language is imprecise and that the meaning of the laws can be manipulated to protect the interests of those with power. For example, affirmatives could require that searches be conducted with “probable cause,” but if the courts are always willing to find that the police had probable cause in particular instances then such protection is useless.

*Capitalism.* This kritik makes it into every topic. The link on this year’s topic is that legal rights protections best serve the interests of the capitalist class.

*Communitarianism.* This critique argues that community interests should be valued over individual interests. This issue of community interests vs. individual rights was the focus of the March-April 2005 Lincoln-Douglas topic.

*General kritiks of the legal system.* Solvency for both areas of the topic is premised upon the idea that providing opportunities to individuals to work through the legal system will improve their lot. Any general criticism of the legal system applies.

## Topicality

I do not want to take up a lot of space in this essay with a discussion of topicality. For a further discussion of the basic terms of the topic you should see the essay in my *Wake Debater’s Topic Guide* and the sections of this article that discuss “searching” and “probable” cause. In this section, however, I do want to discuss one

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critical term in the resolution – “authority.” Definitions of authority will drive both case selection on the topic as well as negative strategizing.

Common definitions of authority explain it as “the power or right to give orders or make decisions; “he has the authority to issue warrants”; “deputies are given authorization to make arrests” ([www.cogsci.princeton.edu/cgi-bin/webwn](http://www.cogsci.princeton.edu/cgi-bin/webwn)). In the context of this topic, you would argue that the authority to detain without charge or conduct searches without probable cause includes the general permission to do so. Authority does not necessarily entail actually detaining someone or searching without probable cause. Such definitions of “authority” set-up the Executive action strategy discussed above.

One interesting debate over the definition of authority is whether or not “authority” Congressional specifications of detention *conditions* or how *detention without charge can take place* would *decrease* the authority of the President to detain without charge. If a reduction in authority to detain without charge includes placing general conditions on how that detention occurs, then there are not only many more affirmatives in the quantitative sense but also many more affirmatives that access much of the debate in the post the world of the new Supreme Court decisions.

This is important because negatives can make a strong case that affirmative cases to simply have the executive choose to exercise its discretion and simply not detain individuals or search without probable cause does not decrease the *authority* of the President to do so. For example, as the Director of Debate at St. Mark’s I have the authority to take my students to debate tournaments. I may chose not to do so, but if I decide not to take them to debate tournaments, that does not mean that I no longer have the authority to do so.

The only agents that can probably remove the authority of the President to detain without charge or search without

probable cause are the Congress or the courts. The Congress should remove legislative authority that the President has or the courts could interpret the Constitution and relevant legislation to say that it does not provide the President with authority to searchers or detention.

In some instances it is quite clear that the President has the authority to engage in a particular practice. For example, it is quite clear in the Patriot Act that the President has the authority to detain without charge for up to 7 days. What is potentially less clear, however, is that the President has the authority to detain someone indefinitely without charge who was capture on the battlefield of Afghanistan. Although the Supreme Court has interpreted Congress’ Authorization to Use Military Force (AUMF) against Afghanistan as providing that authority, it was a source of contention, with two justices in the Hamdi decision even going so far as to say that the authority was not provided. There are definitely instances where claimed authority is at least ambiguous and there are calls on the courts to limit the President’s authority.

## Strategizing

### Developing a Negative Strategy

One of the most important things that negatives need to understand when approaching this topic is that there are two related, but also rather distinct topic areas within this resolution. The detention without charge area is one small subset of a general civil liberties topic. The search without probable cause area provides an additional way for the affirmative to access some civil liberties issues, but also potentially opens the door to a floodgate of affirmatives that have very little to do with civil liberties.

Despite the dissimilarities in these areas, there is some common strategic ground. First, all affirmatives to reduce the authority of the federal government to de-

tain without charge and to restrict its abilities to search without probable cause will be politically unpopular. The current political climate simply favors and approach that is tough on crime/terrorism. Negatives that are well-prepared with strong politics disadvantages are likely to do well. Second, negatives that are able to win that the definition of authority forces the affirmative choose Congress or the courts as an agent of action will have a strong counterplan to simply have the executive exercise his power to reduce detention without charge and searching without probable cause. Politics is a potential net-benefit to both of these counterplans as well as the state’s counterplan. Negatives teams that are prepared to debate the utility of acting through Congress, the courts, and the Executive and the political implications of each are likely to do well on this upcoming topic.

In addition to this more strategic ground there is also more traditional ground. Negatives can argue that detention without charge and searching without probable cause are both necessary to fight crime and/or the war on terrorism. Furthermore, negatives can find basic defense against traditional affirmative advantages, arguing that rights are not absolute and that some infringements are necessary to fight the war on terrorism. And, of course, even absent the strength of the general affirmative advantage claims, there are strong solvency arguments that the negative can lodge against the utility of limiting detention without charge or searching without probable cause.

## Choosing An Affirmative

Although affirmatives will have a large number of potential cases to choose from, there will only be a limited number of cases that the affirmative will be able to win from a strategic perspective. As a result, there are a number of important things to consider when choosing an affirmative. First, affirmatives need a strong justification for *federal action*. Without this, affirmatives will repeatedly lose to the



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simple strategy of the states counterplan with a politics net-benefit. Second, affirmatives need to defend an agent of action. Given that I think that negatives will be able to win that the Executive cannot limit his own authority by deciding not to act, I think that affirmatives will be forced to defend either the courts or the Congress. At this point, I'd lean toward defending the Courts because they have already weighed-in heavily on this issue, finding that at least basic habeas corpus protections apply to detainees. This provides some strong non-uniqueness ground against popular generic court disadvantages, such as the deference argument discussed above.

Third, affirmatives should pick a case where they can impact their advantage outside of rights claims and outside of the United States. As discussed, there is strong evidence that other countries have modeled our detention without charge policies and police search policies. Such modeling has arguably produced human rights violations in other countries, threatening wider human rights violations and greater ethnic conflict. These modeling advantages not only give the affirmative larger impacts to weigh against potential disadvantages, but they can also provide an additional justification for federal action – federal policies have more international salience and are more likely to be modeled than state policies. Moreover, affirmatives can fight off solvency arguments with general claims that the plan is still important because it is modeled and can use the advantage to “outweigh” or “trump” solvency-based and disadvantage-style kritiks.

## Suggestions for Future Research

Learning more about each area of the topic will require some additional reading. Given that the two areas of the topic are relatively distinct subsets, it is not possible to point you to literature that thoroughly discusses both. So I will make some suggestions for each.

In the area of detention without probable cause I suggest starting with reading the Hamdi Supreme Court decision. This decision discusses some of the major issues related to detention without charge. Since the justice split at a number of different points, you can find strong arguments on both sides. Reading through the circuit court decisions and the amicus briefs – “friend of the court” briefs authored by interested parties – you can also find a lot of general evidence. All of these decisions and briefs are indexed on Planet Debate in the “Detention Without Charge” section of the Research Links. After reading those I'd pick up a couple of the books listed in the bibliography as well as some law review articles.

The area of probable cause for searching is a little more difficult to provide research direction to because there are not any seminal, recent cases to point you two. Moreover, I think it is an open question whether or not cases to require probable cause in areas where the Supreme Court has said a “search” has not occurred are topical. For now, I would start by reading articles that include general discussions of the court's Fourth Amendment jurisprudence as well as some articles on border and library searches.

## Conclusion

The topic area chosen for debate – civil liberties – is certainly a timely one. The resolution, through the detention without charge area, accesses one of the “hottest” of the contemporary civil rights issues. The searching without probable cause area enables the affirmative to access some important civil rights issues – such as wiretaps on potential terrorist groups – but generally opens the door to a number of affirmatives that have little or nothing to do with civil liberties.

While the overall breadth of the topic in terms of the raw number of affirmatives is quite large, affirmatives will be somewhat constrained in that they have to find a case area where they can defend the unique need for federal action vis-à-vis a states

counterplan or a federal justification argument, have to defend a specific actor, and fight of strong disadvantages that can be weighed against minimized case impacts. Since there are a number of common advantage areas and solvency mechanisms (rights protections, court access, etc), negatives should be able to be well-prepared with general attacks.

## Bibliography

Web resources: All web-references are indexed at Planet Debate under Research/Civil Liberties. The resources are available for free.

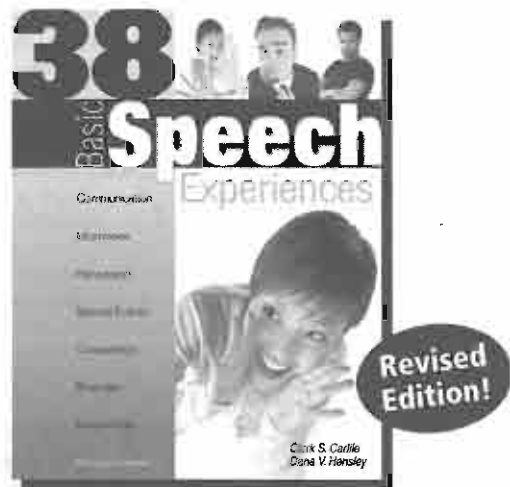
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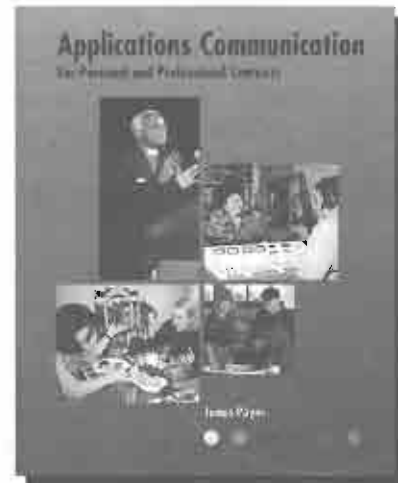
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## Footnotes

<sup>1</sup> Stefan Bauschard is the Director of Debate at the St. Mark's School of Texas, the President of PlanetDebate.com, and an Assistant Debate Coach for Harvard Debate.

<sup>2</sup>Under the ANTITERRORISM AND EFFECTIVE DEATH PENALTY ACT OF 1996, all assistance to groups labeled by the Secretary of State, is prohibited.

<sup>3</sup> States also have attorney generals.

<sup>4</sup> This description of the Creppy Memorandum is taken from Rich Edwards's forthcoming FORENSICS QUARTERLY.

<sup>5</sup>Under the BAIL REFORM ACT OF 1984, the government can indefinitely detain material witnesses if they think they may flee before providing testimony.

<sup>6</sup>A pretextual charge is a charge that is unrelated to the crime for which the government is really holding the suspect.

<sup>7</sup>Cole & Demsey (2003b) claim that the "vast majority are being held on routine immigration charges (p. 149)

<sup>8</sup>Explain the difference between criminal and civil justice.

<sup>9</sup>Quoted from the forthcoming FORENSICS QUARTERLY by Rich Edwards.

<sup>10</sup>The only rights that exclusively apply to citizens are the right to vote and the right to run for election to certain federal offices. A Presidential candidate, for example, must be a naturally-born citizen.

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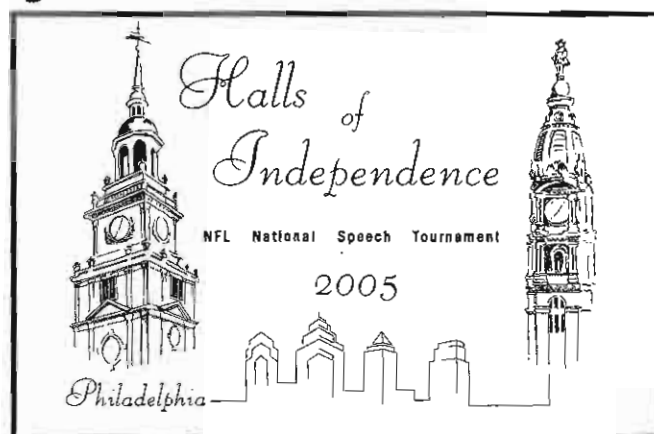
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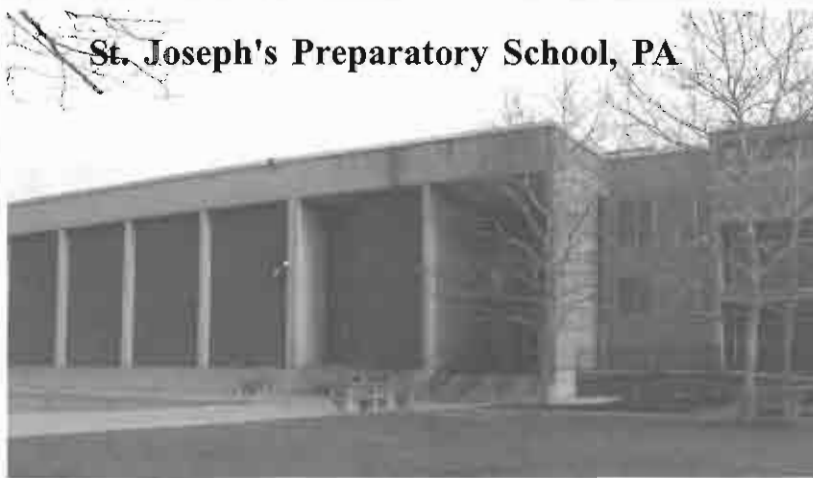
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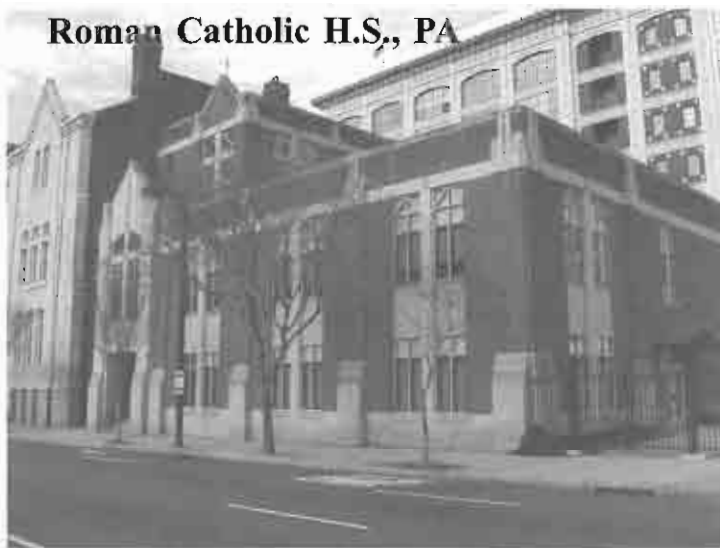
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<u>Date/Event</u>	<u>Time</u>	<u>Location</u>
<b><u>Sunday, June 12<sup>th</sup></u></b>		
Tournament Staff Registration	8:30am-9am	Lincoln Financial Field-Philadelphia
Tournament Registration	9am-4pm	Lincoln Financial Field-Philadelphia
Tab Room Meetings	9am-2pm	Lincoln Financial Field-Philadelphia
New Coaches and Schools Reception	10am-11am	Lincoln Financial Field-Philadelphia
Opening Ceremony	Noon	Lincoln Financial Field-Philadelphia
District Chair Reception and Meeting	1pm-3:30pm	Lincoln Financial Field-Philadelphia
Late Registration (not recommended)	5pm-7pm	TBA
<b><u>Monday, June 13<sup>th</sup></u></b>		
All Main Event Speech	9am-3pm	St. Mark's and Salesianum School-Wilmington
Policy and LD Debate	3pm-10pm	St. Mark's and Salesianum School- Wilmington
Student Congress	8am-6pm	Downtown Marriott/Roman-Philadelphia
Public Forum Debate	9am-4pm	St. Joseph's Preparatory School - Philadelphia
<b><u>Tuesday, June 14<sup>th</sup></u></b>		
All Main Event Speech	9am-3pm	St. Mark's and Salesianum School-Wilmington
Policy and LD Debate	3pm-10pm	St. Mark's and Salesianum School-Wilmington
Student Congress	8am-6pm	Downtown Marriott/Roman-Philadelphia
Public Forum Debate	9am-4pm	St. Joseph's Preparatory School - Philadelphia
Supplemental Re-Registration	4pm-10pm	Locations TBA
<b><u>Wednesday, June 15<sup>th</sup></u></b>		
All Main Events Speech	9am-5pm	Salesianum School-Wilmington
Policy, LD, Public Forum	9am-6pm	St. Joseph's Preparatory School - Philadelphia
Supplemental Events	9am-5pm	St. Mark's High School-Wilmington
Student Congress SemiFinals	8am-6pm	Downtown Marriott-Philadelphia
Schwan Party	7pm-10pm	National Constitution Center-Philadelphia
Re-registration-Consolation Events	8pm-10pm	National Constitution Center-Philadelphia
<b><u>Thursday, June 16<sup>th</sup></u></b>		
All Main Events Speech	9am-Noon	U of Arts or Roman (TBA)-Philadelphia
Policy, Public Forum, LD	9am-8pm	St. Joseph's Preparatory School - Philadelphia
Supplemental and Consolation Events	9am-7pm	University of the Arts-Philadelphia
Student Congress Finals	8am-6pm	Downtown Marriott-Philadelphia
Duo, DI, HI Finals and Schwan Coach Diamond Ceremony	4pm-9:30pm	Kimmel Center for the Performing Arts
<b><u>Friday, June 17<sup>th</sup></u></b>		
Finals and Awards	8am-9pm	Kimmel Center for the Performing Arts



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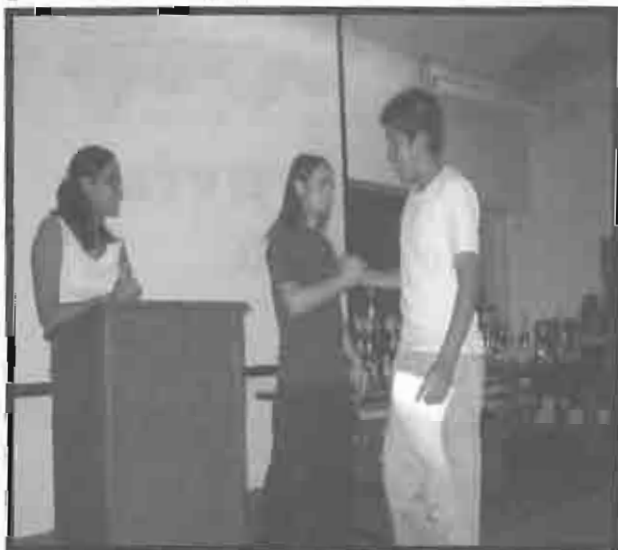
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The Long Beach Forensics Academy is proud to be entering only its second year in service to our community as a full service policy debate institute. This year, we feel that an appropriate starting point for discussion is our identity in relation to the debate topic/ resolution. We will pay special attention to our identity within the context of our research, argumentation and delivery. With this emphasis, we will teach traditional (Disadvantages, Kritiks, Counterplans) as well as post-traditional (Performance) debate philosophies. We will also explore community outlets, by devoting part of our time to community service while focusing on what we can do to help our own communities locally. The LBFA 2005 will be an invaluable experience for all students who attend. On behalf of the LBFA staff, we welcome you to this unique debate experience and hope to see you in the summer 2005!



### Why should you come to Long Beach...?

To be different!  
Become a better debater and person!  
Have fun and learn something new!  
Become involved in your community!  
Snoop Dogg is from Long Beach!

Other debate institutes pump out tons of evidence and have long and grueling days of research and debating. We believe having fun and being productive are not mutually exclusive!

Full Tuition \$600

(room and board included)

Commuter Rate \$400

Minutes from the beach, LBFA offers a field trip to...

A "Long Beach Style" Bonfire in  
Huntington Beach "Surf City, USA"

For registration, schedule, and more information visit...

<http://www.BeachForensics.com/LBFA.html>

# SNFI

Stanford National Forensics Institute

# LD/IE

Lincoln Douglas, Individual Events  
and Parliamentary Debate

Lincoln Douglas and Individual Events

July 30 - August 12, \$1770

Lincoln Douglas Extended Week /

Parliamentary Debate

August 12 - August 19, \$1150

Phone

650-723-9086

Web

[www.snfi.org](http://www.snfi.org)

[www.snfi.org](http://www.snfi.org)

E-mail

[info@snfi.org](mailto:info@snfi.org)

## Everything A Debate Camp Ought To Be:

- **Taught by experienced educators:** All SNFI students are taught in a small lab setting with two instructors who are extremely knowledgeable and professional.
- **Proven track-record of competitive success:** Over the past four years SNFI graduates have championed and garnered top speaker awards at every major tournament in the nation including NFL Nationals, the Tournament of Champions, the Glenbrooks, Emory, St. Mark's, and the MBA Round Robin.
- **Non-Profit:** SNFI is managed by and for Stanford University's debate team.
- **Fun:** Choice of recreational activities while at Stanford ensures all students have fun outside of class as well in a safe and structured social environment.
- **The 3 Week Program:** The outstanding highlight of this program will be an extra 20 fully critiqued practice rounds! Students attending other camps during the summer can avail themselves of this one week experience or students in the regular camp can extend their stay for a total of 30 practice rounds between the two programs! All these practice debates are followed by expert criticism and discussion for improvement.
- **Stanford Advanced Seminar:** A workshop dedicated to in-depth issue examination exclusive to SNFI. It is a rigorous examination of the theoretical elements and intellectual traditions of Lincoln-Douglas debate. The Advanced Seminar is taught by some of the top instructors from the SNFI staff. This demanding program is intended for advanced students with previous institute experience.
- **Superior Faculty:** Initially confirmed staff for summer 2005 include:
  - Dr. Michael Major, Program Director
  - Jon Gegenheimer, Associate Director
  - John Lynch, The Head-Royce School
  - Ranjeet Sidhu, University of California, Los Angeles
  - Cherian Koshy, formerly of Apple Valley High School
  - Hetal Doshi, University of Virginia Law
  - Seth Halvorson, Columbia University
  - Jonathan Alston, Newark Science High School
  - Kelsey Olson, Loyola Marymount University
  - Josh Fulwiler, Tulane University
  - Jason Fernandez, University of Iowa Law
  - Shikha Bhattacharjee, Yale University
  - Josh Anderson, University of Puget Sound
  - Colin Goodson, Apple Valley High School
  - Samira Vachani, Wellesley College



# Philadelphia Information

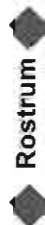
## Hotels



Hotel Name	Price	Special Notes	Phone	Address	Amenities	Website
Philadelphia Downtown Marriott*	\$99	CONGRESS HOTEL	1-215-625-2900	1201 Market Street	S, F, IP, W, R	<a href="http://marriott.com/default.mi">http://marriott.com/default.mi</a>
Courtyard Downtown by Marriott	\$99	Downtown	1-215-496-3200	21 Juniper Street	S, F, IP, W	<a href="http://marriott.com/default.mi">http://marriott.com/default.mi</a>
Hilton Garden Inn-Downtown	\$99	Downtown	1-877-782-9444	1100 Arch Street	F, IP, P, W	<a href="http://www.hiltongardenphilly.com">http://www.hiltongardenphilly.com</a>
Airport Marriott	\$99	Airport Property	1-215-492-9000	One Arrivals Road	S, F, IP, W	<a href="http://marriott.com">http://marriott.com</a>
Four Point Sheraton Airport	\$91	Airport Property	1-215-492-0400	4101A Island Avenue	S, OP, IP, F	<a href="http://www.starwoodhotels.com/fourpoints">http://www.starwoodhotels.com/fourpoints</a>
Renaissance	\$89	Airport Property	1-610-521-5900	500 Stevens Drive	S, F, IP, W	<a href="http://marriott.com/renaissancehotels">http://marriott.com/renaissancehotels</a>
Hilton Airport	\$89	Airport Property	1-215-365-4150	4509 Island Avenue	S, IP, F, W	<a href="http://www.hilton.com">http://www.hilton.com</a>
Holiday Inn Stadium	\$86	Airport/Stadium Property	1-215-755-9500	900 Packer Avenue	OP, F, W	<a href="http://www.holiday-inn.com">http://www.holiday-inn.com</a>
Holiday Inn Airport	\$78	Airport Property	1-610-521-2400	45 Industrial Highway	OP, S, F, W	<a href="http://www.holiday-inn.com">http://www.holiday-inn.com</a>
Comfort Inn	\$78	Airport Property	1-610-521-9800	53 Industrial Highway	CB, S, F, W	<a href="http://www.comfortinn.com">http://www.comfortinn.com</a>
Ramada Airport	\$75	Airport Property	1-610-521-9600	76 Industrial Highway	S, OP, F, L	<a href="http://www.ramadainn.com">http://www.ramadainn.com</a>
Embassy Suites Airport	\$119	Airport Property	1-215-365-4500	9000 Bartram Avenue	CB, S, IP, F, W	<a href="http://embassysuites.hilton.com">http://embassysuites.hilton.com</a>
Sheraton Suites Airport	\$100	Airport Property	1-215-365-6600	4101B Island Avenue	F	<a href="http://www.starwoodhotels.com/sheraton">http://www.starwoodhotels.com/sheraton</a>

\*Denotes Congress Headquarters Hotel

OP = Outdoor Pool  
 CB = Complimentary Breakfast  
 F = Fitness Facility  
 W = Whirlpool  
 S = Shuttle  
 L = Laundry Facilities  
 R = Restaurant  
 IP = Indoor Pool





# IMPORTANT!! Considerations When Selecting and Reserving Hotels In Philadelphia

**Please Read Before  
Selecting Lodging**

By J. Scott Wunn

1. All schools should stay at one of the NFL recommended hotels. The NFL has negotiated the lowest rates available at these properties for our members and has chosen them for their convenience in tournament participation.

2. When calling hotels, all coaches must mention the NFL National Tournament Block to receive the posted rate. All room reservations are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.

3. All Hotel Properties and Competition Venues are accessible from one main interstate-I-95 North and South. I-95 goes from downtown Philadelphia, by the stadium (registration location), by the airport hotels, and then down to Wilmington.

4. Key Travel Times to Note:  
Airport to Downtown--(10 to 15 min)  
Downtown to Wilmington Area--(40 min)  
Airport to Wilmington--(30 min)

5. At first glance, driving times to Wilmington from Downtown may be concerning to teams (40 to 45 minutes), how-

ever, accessibility from I-95 will make travel easier than some previous National Tournament locations.

6. The Congress Headquarters Hotel is the Downtown Philadelphia Marriott.

7. Restaurants and food markets are in abundance near the downtown hotels. The Airport properties are extremely limited.

8. All schools with a public forum team and/or congress competitors should stay at one of the downtown hotels (Marriott, Courtyard, Residence Inn, Hilton Garden) as all competition for these events will take place downtown and morning traffic into Philadelphia will be difficult. Schools with PF or Congress students who also have speech competitors will find it nearly impossible to drive into Philadelphia from the Airport, drop off public forum and/or congress competitors and then drive to Wilmington for the speech prelims in time for the morning rounds.

9. All schools with competitors in both debate events and speech events should consider staying at downtown prop-

erties as ALL debate competition will move to downtown Philadelphia beginning on Wednesday AM.

10. NO SCHOOLS SHOULD STAY IN WILMINGTON. Beginning with the Schwan Student Party on Wednesday, ALL competition will move to downtown Philadelphia for the remainder of the week.

11. The Airport properties are excellent for all schools with speech competitors only as they are 15 minutes closer to Wilmington and only 15 minutes from downtown.

12. The downtown hotel properties and parking ramps will charge \$20 to \$32 per day for parking. Many airport hotels provide free parking.

13. Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Philadelphia/Wilmington area to get a better perspective on the logistics of travel. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

**Additional Tournament Information (Logistics, Maps, Individual Event Schedules, etc) are available on the NFL website.**

**~~Register Your Qualifiers for Nationals~~**

**Reminder: All national tournament registration forms are found at [www.nflonline.org](http://www.nflonline.org), under 'National Tournament', 'Forms'.**

# *National Tournament Overview*

## **A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS**

The "Birthplace of Independence" will be an outstanding setting for the 2005 LFG/NFL National Speech Tournament. Philadelphia is a city of incredible culture and tradition, unique sites, and tremendous restaurants! To make planning a little easier, the National Office is happy to provide a preliminary overview of the tournament. Please keep in mind that all logistics are tentative and subject to slight changes.

In addition, students and coaches should read the "Considerations when selecting hotels in Philadelphia" and the "Tentative Tournament Schedule" to assist in planning.

### **Sunday**

#### **(Registration and Opening Ceremony)**

This year, the tournament registration and NFL vending EXPO will take place on Sunday, June 12<sup>th</sup> from 9am to 4pm at Lincoln Financial Field (Home of the Philadelphia Eagles). The local host committee and our Grand National Sponsor, Lincoln Financial Group, have planned an incredible opening ceremony and welcome. Students will enjoy music entertainment and lots of action on the JumboTron.

#### **Lodging Consideration for this Day**

The stadium is easily accessed from both the downtown hotels and the airport properties as it is located 5 minutes from the Airport and 10 minutes from downtown.

### **Monday and Tuesday**

#### **(Preliminary Rounds)**

Two schools in Wilmington, DE (St. Mark's High School and the Salesianum School) will host the preliminary rounds of Policy, L/D, and Main Event Speech. St. Joseph's Preparatory School in Philadelphia will host the preliminary rounds of Ted Turner Public Forum. The downtown Marriott and Roman Catholic High School will host the preliminary rounds of Congress.

The Monday and Tuesday schedules will be broken up into two segments.

Main event speech will occur in the AM and Policy and LD will occur in the PM. Public Forum and Congress will run on separate schedules throughout the day.

#### **Lodging Consideration for this Day**

Schools with Public Forum and/or Student Congress competitors should stay at one of the downtown hotels. This will allow for a convenient drop off of Public Forum and Congress competitors and judges, before getting on the interstate and heading to the Wilmington Schools, if necessary.

### **Wednesday**

#### **(Elimination Rounds/Supplemental Events/Schwan Party)**

All debaters (Policy, LD, and Public Forum) who qualify for elimination Round 7 or a run-off round will compete at St. Joseph's Preparatory School in Philadelphia beginning on Wednesday. In addition, the international division of Public Forum Debate will begin prelims at St. Joseph's Preparatory School. St. Mark's High School (Wilmington) will host the supplemental events and Salesianum School (Wilmington) will host the main event elimination Rounds 7-10 on Wednesday. The downtown Marriott will host the semi-finals of Student Congress.

The Schwan Party will begin at 7pm at the National Constitution Center (next to the Liberty Bell and Independence Hall) in downtown Philadelphia. All rounds in Wilmington will end by 5:30pm to allow schools enough time to get to the party. Those schools staying downtown will find it a short trek to the party. Schools staying at airport properties will find reserved parking near the Constitution Center.

#### **Lodging Consideration for this Day**

Coaches of Policy, LD, and Public Forum competitors will want to stay at one of the downtown hotels, which will allow them to drop off judges and teams at St. Joseph's Preparatory School in Philadelphia and then head to the Wilmington schools for speech and supplemental rounds.

### **Thursday**

#### **(Elim Rounds/Supp/Cons Events/Interp Finals/Diamond Awards)**

On Thursday morning, the entire tournament will move to downtown Philadelphia. Student Congress will hold its final round sessions at the downtown Marriott. Policy, L/D, and Public Forum (Main Event and International) will continue elimination debates at St. Joseph's Preparatory School. All main event semi-finals will be held downtown at either Roman Catholic High School or the University of the Arts (TBA). All supplemental events and consolation events will be held at the University of the Arts facilities in downtown Philadelphia.

On Thursday evening, attendees will enjoy the national final rounds of Humorous Interp., Dramatic Interp., and Duo Interp., as well as the Schwan Coaches' Diamond Ceremony at the Kimmel Center for the Performing Arts (Home of the Philadelphia Orchestra) which is located three blocks from the downtown hotel properties and adjacent to the University of the Arts facilities.

#### **Lodging Considerations for Thursday and Friday**

All schools will find a stay at a downtown property most convenient on these days as all competition takes place somewhere in downtown Philadelphia. In and Out privileges with prepaid hotel parking will make parking logistics much easier if a school must take the 1+ mile (15 block) trip to St. Joseph's Preparatory School from the downtown hotels. Schools staying at airport properties will find a short 15-20 minute AM drive to a centrally located downtown Parking ramp (pay by the hour) or to St. Joseph's Preparatory School. It will be rush hour on a business day, so driving logistics may be a little taxing until parked.

### **Friday**

#### **(Supp, Cons, and Main Event Finals and National Awards Assembly)**

The remaining Main Event final rounds (Original Oratory, U.S. Extemp, International Extemp., Lincoln-Douglas Policy, and Public Forum) will be held

# ◆ *National Tournament Overview*

throughout the day on Friday at the Kimmel Center for the Performing Arts in downtown Philadelphia. All Supplemental Event and Consolation Event final rounds will be held across the street from the Kimmel Center at the former Wiley Church which is now part of the University of the Arts.

On Friday evening, the National Awards Assembly will be held at the Kimmel Center for the Performing Arts.

## **OTHER TOURNAMENT LOGISTICS TO NOTE**

◇ All schools should plan on renting a vehicle for the Philadelphia Nationals. The NFL has arranged good prices with

Avis Rental. Coaches should call 1-800-331-1600 and mention code J096428 when booking.

◇ The NFL is working with a bus company in Philadelphia to provide low cost shuttling for schools that want to pay for this service. This shuttling will serve to make some logistics easier, but will not be a substitute for a vehicle. All shuttling costs will be the responsibility of the individual schools. More information available by April 1<sup>st</sup>.

◇ Philadelphia does have a train system that runs from the Airport to near the

downtown Marriott. Coaches may want to investigate the costs and ease of this system for later in the week, however, please note that the train does not run to Wilmington.

◇ Great airfares and convenient booking are available through Bannockburn Travel. Their number is 847-597-5603 (Cindy) or 847-597-5600 (Courtney).

◇ Coaches that have any major questions about the logistics of the Philadelphia Nationals should feel free to contact the National Office at 920-748-6206 or at [nfl@centurytel.net](mailto:nfl@centurytel.net).



## **COACHES OF NATIONAL QUALIFIERS**

**Go to *www.nflonline.org/National Tournament*  
for current tournament information**

- ◆ **All Registration/Entry Forms**
- ◆ **Individual Event Schedules**
- ◆ **Area Maps**
- ◆ **Links to Tournament Hotel Websites**
- ◆ **Parking Ramp Maps/Locations**



**China**

It Doesn't Matter What Language You Speak

**Haiti**



**Zimbabwe**

Forensics is Universal!

**Argentina**



# INTERNATIONAL STUDENTS WILL COMPETE AT NATIONALS

The National Forensic League, and the International Debate Education Association are sponsoring the 2<sup>nd</sup> Annual International Ted Turner Public Forum Debates at this year's Halls of Independence Nationals in Philadelphia, PA. The competition is an element of the International Debate Exchange Program (IDEP). A total of 16 students and 4 coaches from China, Haiti, Argentina, and Zimbabwe have qualified to attend the Halls of Independence Nationals and the students will compete against American students in the International Division of Ted Turner Public Forum Debate.

## **How will American students qualify to participate in this incredible opportunity?**

The International competition in Ted Turner Public Forum will begin on Wednesday, June 15<sup>th</sup>. The NFL will select American teams from those who enter the main event of Ted Turner and are eliminated after Round 6. Selection will be based on number of ballots after round 6. Ties will be broken based on normal NFL tie-breaking procedures. A different topic will be used for the International Ted Turner Public Forum Division, and will be available on May 15<sup>th</sup> at [www.nflonline.org](http://www.nflonline.org).

## **Additional Questions?**

If you have qualified a Ted Turner Public Forum team to the National Tournament and have further questions/concerns, please contact the National Office at [nfl@centurytel.net](mailto:nfl@centurytel.net) or 920-748-6206 and ask for Jackie Oakes.



# Summer 2005

ANNOUNCING A NEW DEBATE WORKSHOP

## THE MIAMI DEBATE INSTITUTE

### the redhawk

June 26 – July 16  
3 weeks

Are you looking for a workshop with an **innovative** and **challenging** curriculum?

Well, we've designed one.

It's located in one of the **coolest** mid-western college towns.

It's sponsored by one of the nation's **leading** public universities.

#### FACULTY

**Kenda Cunningham**, Carrollton

**Mat Dunn**, Catholic

**Sherry Hall**, Harvard

**Todd Lantz**, Iowa

**Ed Lee**, Alabama

**Chris Lundberg**, Northwestern

**Steve Mancuso**, Miami

**Roger Solt**, Kentucky

**Sarah Spring**, Miami

#### WORKSHOP-IN-A-WORKSHOP

**Dallas Perkins**, Harvard

**Will Repko**, Michigan State

### oxford scholars

June 26 – July 30  
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**Accomplished** faculty  
**Diverse** argument strategies  
**Intensive tactical** focus  
**Amazing** electronic resources  
**Enormous** library collection  
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**Achieve anything.**

**Apply online NOW.**

**[muohio.edu/debate](http://muohio.edu/debate)**  
[debate@muohio.edu](mailto:debate@muohio.edu)

**MIAMI UNIVERSITY**  
*Oxford, Ohio*



# The Nebraska Forensics Institute



# Institute

presents its

# N.F.I.

2005

## Public Speaking & Interpretation Academy

Students who will be in grades 9-12 in the 2005-2006 school year are welcome

**We will cover information on all of the events sanctioned by the NFL and the Nebraska School Activities Association.**

**We will also offer introductions to non-sanctioned, but popular and innovative supplementary & experimental events.**



The faculty for the Nebraska Forensics Institute's 2005 Public Speaking and Interpretation Academy has been drawn from a select group of high school and collegiate forensics programs. You will learn from experienced coaches and national finalist-caliber competitors.



## July 11th - 15th - Omaha, NE

Go to [www.nebraskaforensics.com](http://www.nebraskaforensics.com) for registration information and program details

Registration begins June 1st and goes through July 1st. Late Registration will be available until 1 week prior to the start of the academy.

Your Academy Director is Mr. Tom Cosenza. With over 10 cumulative years of coaching experience, as well as 6 years of competitive experience at the high school and collegiate levels, Tom Cosenza has helped thousands of students achieve greater levels of competitive success. He has helped coach National Champions in Interpretation and Public Address and countless national qualifiers. His expertise is in the Limited Preparation events, with extensive experience in Public Address and Interpretation.

A finalist for All-American honors from the American Forensic Association and a 5-time national tournament qualifier, Tom Cosenza achieved great success as a forensics competitor and he wants to help you achieve your competitive goals.



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**Discounts Available / Lodging and Day-Camp Options / Great Affordability**

# UNIVERSITY OF KENTUCKY

**"Where the Road to the TOC Begins and Ends"**

## 2005 POLICY INSTITUTES

**One-Week: June 17 – 26, 2005**

**Two-Week: June 17 – July 3, 2005**

**Three-Week: June 17- July 10, 2005**

### 2005 POLICY STAFF

**JOSH BRANSON:** Champion debater, Northwestern University and St. Mark's High School; Kentucky Fellow 2001; TOC runner-up 2002; Institute Staff, Northwestern University, 2005.

**SPENCER DIAMOND:** Champion debater, Homewood, Alabama and University of Georgia; Kentucky Institute Staff 2004.

**MICHAEL KLINGER:** Champion debater, Harvard University; winner of college Novice Nationals 2002; NDT first round bid winner, debating with another freshman; Kentucky Fellow 2000; TOC Champion 2001; NFL Champion both 2000 & 2001; Iowa Staff 2002; Stanford Staff 2001; Kentucky Staff 2004.

**REUBEN SCHY:** Champion debater, Glenbrook North; TOC first speaker, 2001; Kentucky Institute Staff, 2003 & 2004.

**DAN SHALMON:** Assistant Debate Coach, Northwestern University; Champion debater, University of California-Berkeley, including winner of the Copeland Award & NDT runner-up; Champion debater, Glenbrook North High School, including TOC Championship; 1999 Kentucky Fellow; Kentucky Staff, 2001 & 2002; Northwestern Staff 2004.

**JON SHARP:** Champion debater, Emory University; Assistant Coach, University of Southern California; seven years Debate Institute Instructor at Emory, USC, Bates, Stanford & Kentucky.

**ELLIOT TARLOFF:** Champion debater, Harvard University; winner of college Novice Nationals 2002; NDT first round bid winner, debating with another freshman; Kentucky Fellow 2000.

**MIKE WASCHER:** Debate Coach, Celebration High School, Florida; Kentucky Debate Institute Staff, 2003 & 2004.

**For more information contact:**

[www.uky.edu/studentaffairs/deanofstudents/debate](http://www.uky.edu/studentaffairs/deanofstudents/debate)

[kndi.org](http://kndi.org)

[jwpatt00@uky.edu](mailto:jwpatt00@uky.edu)

[lbark0@uky.edu](mailto:lbark0@uky.edu)

## 2005 LD INSTITUTE

**June 21 – July 10, 2005**

### 2005 L-D STAFF

**JASON BALDWIN, M.A.,** is the winningest debater in LD history, served as a teacher and debate coach at his alma mater, Vestavia Hills High School, and is currently a Ph.D. student in Philosophy at Notre Dame.

**KATE HAMM, M.A.,** is an accomplished full-time debate coach, who currently teaches at Millard West High School.

**SAM KLEINER** is a frequent round robin competitor, Auburn champion, Arizona state co-champion, and outround participant at the VBT, Greenhill, and Alta, who will graduate Catalina Foothills HS this spring.

**JENN LARSON** debated four years for Millard West High School, winning the 2002 TOC and appearing in elimination rounds at many national tournaments, and she currently studies Math and Political Science at Creighton University.

**CHASE MARTYN,** 2005 LD Coordinator, debated four years for Suncoast High School, participating in outrounds at tournaments including the Glenbrooks, Harvard, Wake Forest, and Crestian, and currently studies Philosophy at Grinnell College.

**ALEX SMITH** has cleared at over a dozen national tournaments (including Blake, Berkeley, Emory, VBT, and the Iowa Round Robin), was top speaker at Berkeley, and will graduate La Jolla High School this Spring.

**LEE SOLOMON** graduated Suncoast High School in 2004 after four years of debate, in which he advanced to elimination rounds at tournaments across the country (including Harvard, Berkeley, and the Glenbrooks), and, currently, he is a successful assistant coach and a Philosophy student at the University of Chicago.

**PETER VAN ELSWYK,** who will graduate Gov. John Rogers High School this Spring, has cleared at nearly every national tournament he has attended, is the Whitman champion, Washington state runner-up (in LD and Impromptu), and placed in the top 20 at NFL Nationals as a junior.

## Tony's Favorites

### Enticing Places to Eat



Tony Figliola enjoying a Philly Cheese steak sandwich at Shank's and Evelyn's



#### Food Courts:

Liberty Place on Chestnut between 16<sup>th</sup> & 17<sup>th</sup>

Gallery on Market, between 11<sup>th</sup> and 9<sup>th</sup>, underground

Reading Terminal Market at 12<sup>th</sup> and Arch, across from the Marriotts

Chinatown between 11<sup>th</sup> and 9<sup>th</sup> and Arch and Vine

# ◆ Philadelphia Restaurants

**SAYS TONY: A TASTE OF PHILLY MUST INCLUDE AT LEAST ONE TRIP TO THE STARRS—ONE OF STEVEN STARR'S EXQUISITE EATING ESTABLISHMENTS. MANY ARE NEAR THE CONSTITUTION CENTER, AND THE REST, BUT FOR "POD" WHICH IS NEAR THE U-PENN CAMPUS, ARE AN EASY WALK FROM THE CENTER CITY MARRIOTT. "JONES" IS AVERAGE-PRICED; OTHERS ARE TOP OF THE LINE, BUT WELL WORTH THE COST—THE VISUALS INSIDE EACH ESTABLISHMENT AND THE SMELLS AND TASTES ARE ..HEAVENLY. RESERVE IN ADVANCE!**

<http://www.gophila.com/pressroom/main/newsreleases/releases/041026dinnewnnotable.htm>  
WHAT APPEARS BELOW IS TAKEN VERBATIM FROM THE GOPHILA.ORG SITE.

## **Starr of the Show**

Prolific restaurateur Stephen Starr, CEO of Starr Restaurant Organization, has become synonymous with Philadelphia's amazingly buoyant, thoroughly thrilling dining scene. Starr currently operates a whopping 13 restaurants in Philadelphia—and not just any 13 restaurants, but 13 of the most successful restaurants in town. Here's how he made Philadelphia history:

- Nearly a decade ago (1995), Starr, a veteran of the music entertainment industry, opened **The Continental** in the then just-emerging Old City neighborhood (now one of the city's hottest spots for a night on the town). With its olive and toothpick chandeliers and global tapas menu, this martini-themed upscale diner took the city by storm.
- Starr's next coup, opened nearly three years later, was the nearby **Buddakan**, a striking, Asian fusion haven — still coveted as one of Philadelphia's hardest-to-get reservations. He followed this blockbuster in 1999 with **Tangerine**, a modern, French-Moroccan lounge, serving flawless international cuisine.
- University City's **Pod**, featuring red foam furniture, a conveyor belt sushi bar and private dining pods with changeable colored lighting, opened in 2000.
- In 2001, **Alma de Cuba** came into fruition with a menu by famed nuevo Latino chef Douglas Rodriguez and three floors of island elegance.
- Starr made headlines once again in 2001 by partnering with Iron Chef Masaharu Morimoto for **Morimoto**, a thrill-a-minute mecca of modern Japanese fare, accented by an interior by Karim Rashid, located on an overlooked stretch of Chestnut Street.
- A year later (2002), he brought **Jones** to the street, and with it a stylish 1970s-inspired spot for comfort food featuring laid-back tunes spun by a live DJ on weekends. Average priced.
- Turning the restaurants out in record pace, Starr then focused his energy on **Angelina** (2003) to round out the now stylish block, with an all-toile interior and mouthwatering northern Italian fare.
- In 2003, Starr set his sights on yet another neighborhood — the emergent 13<sup>th</sup> Street corridor known as "B3" for Blocks Below Broad (Street) — by installing the flashy Mexican marvel **El Vez**, a corner spot complete with low-rider guacamole carts and very Elvis decor.
- The ambitious entrepreneur took over the reins of the posh **Striped Bass** in 2004, hiring acclaimed Gotham chef Alfred Portale to design the menu.
- Another kitchen connection was made when Starr partnered with Aquavit up-and-comer Marcus Samuelsson for edgy indoor-outdoor stunner **Washington Square**, the first restaurant to arrive on the emergent city park (and Starr's second endeavor in 2004).
- Still going strong in 2004, Starr followed Washington Square with a second coming for his first project, a mega **Continental Mid-Town** for Rittenhouse Square. The restaurant even features the city's first outdoor, rooftop deck bar.
- His most recent creation and last for 2004 is **Barclay Prime**, a luxury, boutique steakhouse with a modern steakhouse menu, where foie gras and champagne are de rigueur.

## **Starr of the Show -- Moderately Priced to Top of the Line. Well Worth the Cost!**

- **The Continental**, 138 Market Street, (215) 923-6069, [www.continentalmartinibar.com](http://www.continentalmartinibar.com)
- **Buddakan**, 325 Chestnut Street, (215) 574-9440, [www.buddakan.com](http://www.buddakan.com)
- **Tangerine**, 232 Market Street, (215) 627-5116, [www.tangerinerestaurant.com](http://www.tangerinerestaurant.com)
- **Pod**, 3636 Sansom Street, (215) 387-1803, [www.podphiladelphia.com](http://www.podphiladelphia.com)
- **Alma de Cuba**, 1623 Walnut Street, (215) 988-1799, [www.almadecubarestaurant.com](http://www.almadecubarestaurant.com)
- **Morimoto**, 723 Chestnut Street, (215) 413-9070, [www.morimotorestaurant.com](http://www.morimotorestaurant.com)
- **Jones**, 700 Chestnut Street, (215) 223-5663, [www.jones-restaurant.com](http://www.jones-restaurant.com). Average priced.
- **Angelina**, 706 Chestnut Street, (215) 925-6889, [www.angelina-restaurant.com](http://www.angelina-restaurant.com)
- **El Vez**, 121 S. 13<sup>th</sup> Street, (215) 928-9800, [www.elvezrestaurant.com](http://www.elvezrestaurant.com)
- **Striped Bass**, 1500 Walnut Street, (215) 732-4444, [www.stripedbassrestaurant.com](http://www.stripedbassrestaurant.com)
- **Washington Square**, 210 West Washington Square, (215) 592-7787, [www.washingtonsquare-restaurant.com](http://www.washingtonsquare-restaurant.com)
- **Continental Mid-Town**, 18<sup>th</sup> & Chestnut Streets, (215) 567-1800
- **Barclay Prime**, 237 S. 18<sup>th</sup> Street, (215) 732-7560



Jerry Colapinto at El Vez

# ◆ Philadelphia Restaurants

## I have so many people ask-- "Where Do I Take Them?"

Here are some suggestions from a Philly host, who asks the same question at every tournament he attends.

Philly is a restaurant town. Walk to any section of the city -- Olde City, Queen Village, Bella Vista, Center City, Northern Liberties, Rittenhouse, Fairmount, or South Philadelphia - and you will find many savory establishments.

<b>Maggiano's</b>	A family style restaurant, which means the massive portions should be shared; order less and still walk away full and happy. Across from the Marriott.
<b>Buca Di Beppo</b>	Just like Maggiano's, near the Kimmel Center.
<b>Chili's</b>	13 <sup>th</sup> street, across from the Marriott.
<b>The Olive Garden</b>	Near Broad and Walnut
<b>Philly Hard Rock</b>	Across from the Marriott at 12th and Market.
<b>Italian Bistro</b>	Broad and Walnut.
<b>Bertuccio's</b>	On Locust Street near 16 <sup>th</sup> (pizza and pasta and other things to please!).
<b>Fox and Hound</b>	Sports bar at 15 <sup>th</sup> and Spruce.
<b>Dave &amp; Busters'</b>	325 N. Columbus Blvd., Pier 19 North (215-0413-1951) (less than a 2-mile drive from the Marriotts); you must be with an adult to enter.
<b>Chickie's &amp; Pete's</b>	Located in South Philly at 16th and Packer, near our sports complex-and not too far from the airport. Finger food at this huge, fun sports bar: <a href="http://www.chickiesandpetes.com/page/page/790062.htm">http://www.chickiesandpetes.com/page/page/790062.htm</a>
<b>Champs'</b>	Located on Columbus and Snyder in South Philadelphia; a fun new place in a very happening area; closer to the airport.



### SALAD & SANDWICH

**The Marathon Grill** MG offers tasty and eccentric salads and platters; located on Chestnut between 13<sup>th</sup> and Broad 14<sup>th</sup>; on 16<sup>th</sup> and Sansom; on 18<sup>th</sup> and Market; at 16<sup>th</sup> and JFK. and several other locations

### PIZZA PIZZA

<b>Napoli Pizza</b>	Bella Vista
<b>Lorenzo's</b>	South Street
<b>La Forno</b>	South Street
<b>Franco &amp; Luigi's</b>	South Philadelphia
<b>Marra's</b>	South Philadelphia
<b>Tacconelli's</b>	Port Richmond
<b>Joe's Pizza</b>	Center City
<b>Mama Palma's</b>	Center City
<b>Lombardi's</b>	Rittenhouse Square
<b>Pietro's</b>	South Street/Walnut Street also at 17 <sup>th</sup>

### HOAGIES

**Campos Deli**, 214 Market St., (215-923-1000)  
**Primo Hoagies**, 21st and Chestnut Sts, (215-463-8488)  
**Salumeria**, 45 N. 12th St., (215-592-8150)  
**Sarcone's**, 734 S. 9th St, (215-922-1717)  
**Tony Luke's Old Philly Style Sandwiches**, 118 S. 18th St, (215-568-4630)

### ICE CREAM & WATER ICE

**Rita's Water Ice**, 235 South St., (215-629-3910)  
**John's Water Ice**, 702 Christian St., (215-925-6955)  
**Philadelphia Water & Ice Factory Inc.**, 4322 Bermuda St., (215-533-0400)  
**Morrone's Water Ice**, 200 N. 63rd St., (215-747-2909)  
**Dati's Delight**, 2335 S. Hemberger St., (at 23rd & Passyunk), (215-271-0186)  
**Maron Chocolates & Scoop Deville**, 107 S. 18th St. (215-988-9992)

### CHEESESTEAKS

**Campos' Delis** at Market Street 214 Market Street (215-923-1000)  
**Dallessandro's Steaks**, Henry Ave. & Wendover, (215-482-5407)  
**Geno's Steaks**, 1219 S. 9th St., (215-389-0659)  
**Jim's Steaks**, 401 South Street, (215-928-1911)  
**Pat's King of Steaks**, 1011 E. Passyunk Ave., (215-468-1546)

### SOFT PRETZELS

**Philadelphia Soft Pretzels Inc.**, 4315 N. 3rd St, (215-324-4315)  
**Federal Pretzel Baking Co.**, 638 Federal St., (215-467-0505)

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### **SWANKY BUBBLES**

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<http://www.swankybubbles.com/>

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RITTENHOUSE SQUARE

<http://www.americascuisine.com/philadelphia/Devon%20Seafood%20Grillinfo.html>

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### **MCCORMICK AND SCHMICK'S**

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[http://www.americascuisine.com/philadelphia/](http://www.americascuisine.com/philadelphia/McCormick%20%20Schmik'sinfo.html)

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### **SANSOM STREET OYSTER HOUSE**

NYC FORENSIC FRIEND ROBERT LEVINSON LAVISHES NYC STYLE PRAISE ON THIS ONE

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## The Use of Lincoln-Douglas Debate as a Debate Evaluation Paradigm

By Jan Friedman-Pizzo

### Debate is an Educational Activity

Debate Theory is not a collection of stagnant principles; rather, it is an evolving discipline caught between historical convention and practical reality.<sup>1</sup> One consequence of this evolution is that even the ultimate goals of competitive debate are in flux; therefore, any debate analysis must begin by addressing the author's beliefs about the fundamental purpose of debate.

According to University of Oregon Rhetoric Professor David A. Frank, there are two very different theoretical understandings about the outcomes resulting from participation in academic debate. One view is that competitive debate is strictly a game,<sup>2</sup> with no cross application. The other perspective maintains that debate is about fostering broad-based proficiencies that translate to the real world. This author takes the later approach, arguing that debate participation results in significant pragmatic skill development.

One additional codicil is required before moving onto the thesis of the article. This analysis does not dispute the clearly recognized benefit of any form of scholastic debate. As former Cherry Creek High School multiple Diamond Key Coach Gary Addington<sup>3</sup> said, any debate knowledge is infinitely preferable to no debate experience.

The focus of this paper is to suggest a framework for evaluating different forms of academic debate, as well as various trends in the discipline. Examinations using assessment tools achieve two desirable ends. First, one can consider the educational value of the various types of debate. The second advantage is that specific areas of contention become part of a larger

discussion, rather than isolated technical controversies. For example, the utilization of a weighing mechanism could inform deliberations of topics ranging from spread debate to the underdeveloped condition of Ted Turner Debate or the impromptu nature of Parliamentary Debate.

This discussion proposes the idea that Lincoln-Douglas Debate is the most comprehensive form of high school competitive debate; therefore, Lincoln-Douglas Debate is an effective device to use to review the broad educational benefits of other forms of secondary level debate. In order to lay the groundwork for development of the idea of using Lincoln-Douglas Debate as an evaluation tool, one must first explore why Lincoln-Douglas Debate can serve this role.

By reviewing the various potential skills developed through participation in Lincoln-Douglas Debate, evidence emerges illustrating that it provides the broadest educational value.

The next section of this paper looks at a selection of skills applicable to Lincoln-Douglas Debate. The analysis then endeavors to compare the same set of skills to Policy Debate, Oregon-style Parliamentary Debate<sup>4</sup> and Ted Turner Debate.<sup>5</sup>

The final section explores a few current debate issues, analyzing them using the proposed Lincoln-Douglas rubric. The topics discussed are spread debate, the lack of a definition of Ted Turner Debate and the impromptu nature of Oregon-Style Parliamentary Debate.

Lincoln-Douglas Debate offers participants a plethora of potential skills. The

first of these skills involve various forms of communication. Of all of the debate forms, Lincoln-Douglas requires the most sophisticated speaking style. Participants should speak clearly, provide eye contact, use vocal variety and timing and pay attention to their audience.

Effective writing abilities are another phase of the communication skills honed in Lincoln-Douglas Debate. Students have the opportunity to create graceful and interesting discussions, analogies, stories and arguments that move effectively from the written word to the oral presentation.

Participants also learn about significant thinkers and important philosophical questions. Philosophical research develops competence in identifying and cogently explaining various areas of either abstract or pragmatic disagreement.

The process of wrestling with "the big questions" helps students become proficient debaters. For example, accomplished L-D Debaters can identify the spirit of a resolution and deliberate the core Western Values intrinsic to most L-D Debate topics. Lincoln-Douglas debate also forces students to reason broadly. One result of encouraging global thinking is that cross-examination periods are often more effective and efficient. L-D Debaters also employ empirical research to augment theoretical arguments.

Lincoln-Douglas Debate provides equal division of ground by not following Policy Debate structures delineating affirmative and negative burdens.<sup>6</sup> By utilizing open-ended decision criteria, the critic can award the ballot to the best debater.



## Victory Briefs Institute @ UCLA

This summer, consider joining us in Los Angeles, California. The Victory Briefs Institute uses the facilities at the University of California at Los Angeles. UCLA is a world-renowned institution and consistently ranked among the top five public universities in the country. Students will have complete access to UCLA's excellent facilities, including the extensive library collection among the fifteen different libraries located at UCLA. Each student will stay in a double room in the luxurious De Neve Plaza complex. Each room is fully furnished with twin beds, desks, and ample storage. Every room is air-conditioned, is wired with Ethernet access and in-room telephone features a private bathroom, and comes equipped with cable television. The dining halls at UCLA are also regularly rated among the top dining commons in the country. Each meal is a buffet-style, all-you-can-eat affair.

Over the past three years, VBI @ UCLA has grown from being the new startup debate camp on the national scene to becoming one of the preeminent institutes for debaters and speakers of all levels. This summer we are excited to offer four programs, covering Lincoln-Douglas Debate, Extemporaneous Speaking, Policy Debate, and Public Forum/Parliamentary Debate.

### Lincoln-Douglas Debate

The flagship program at the Victory Briefs Institute is the Lincoln-Douglas debate program. After four years and nearly 600 students later, we are proud to say that VBI is truly in the upper echelons of L-D debate camps. Our core staff have worked hard to build what we believe is one of the most educational institutes available. There is no other camp in the country where students can be taught by:

the Coach of the 2004 NFL National Champion in LD and  
the Coaches of the 2004 and 1994 TOC National Champions in LD and  
the 2000, 2002, 2004 NFL National Champions in LD and  
the 2000, 2003, 2004 TOC National Champions in LD and  
California, Texas, Minnesota, Florida, and Nevada State Champions in LD and  
the Coaches and Champions of numerous other tournaments including  
the Barkley Forum, the Glenbrooks, St. Mark's, Stanford, Berkeley, and Greenhill

No other camp can offer the breadth of debate experience that VBI offers -- in terms of coaching success, competitive success, geographic diversity, and sheer number of faculty (over 40). The Victory Briefs camp allows each student -- whether a beginner or a successful elite competitor -- to work closely with all of the staff in one-on-one tutorials, small lab groups, workshops, book groups, critiqued practice rounds, informal discussions, drills, and social activities. It is no wonder why VBI is at the top of the list for both beginners and advanced debaters. For example, at this year's Glenbrooks national tournament, 12 out of 16 octofinalists, 6 out of 8 quarterfinalists, all four semifinalists, and the champion were VBI alumni. Similarly, one of the students in last summer's novice program took second place at Apple Valley in the JV division in one of her first national tournaments. We take particular pride in the fact that many VBI attendees return for multiple years, and that every debater is given an opportunity to excel and work with the best. Ultimately, VBI attendees become an important part of the Victory Briefs family and the larger debate community.

## Extemporaneous Speaking

Extemp is an event, like policy or LD debate, that requires intense research, reading and analysis of current events, as well as long-term preparation. Thus the camp environment, with an intense two weeks of researching, filing articles, delivering practice speeches and breaking down the extemp process, all the while surrounded by other eager and interested staff and students, could not be more perfect as both a first start and a head start. The Extemp faculty offers approximately thirty specific topic lectures ("The EU," for example) where students learn the details of important current event issues. Students will also work on skill sets pertaining to extemp (for example, "source selection" and "unified analysis"). Finally, students put this knowledge and technique together in practice extemp speeches, all of which are critiqued by VBI-Extemp faculty.

In the past, students selected one event in which to enroll—LD, Policy, or Extemp. VBI recognizes that many students have a desire to study both LD and Extemp. We are pleased to announce that this summer, VBI will offer a designated LD/Extemp crossover lab. Students in the crossover lab will receive instruction in both events.

The VBI Extemp Program is directed by Andrew Swan and Jesse Nathan. Andrew Swan will be receiving a bachelor's degree in Willamette University this year in philosophy, political science, and economics. Andrew has wide teaching and coaching experience. Jesse competed for the Moundridge High School forensics team in Kansas, where he won three state championships and was the 2001 National Foreign Extemp Champion. He is currently studying psychology, religion, and history at Bethel College.

## Policy Debate Program

Ready for an alternative to the run-of-the-mill policy debate camp? Ready for a return to the qualities that make policy debate a truly valuable and worthwhile activity? Consider attending VBI this summer. The policy program of the Victory Briefs Institute is designed specifically for beginning and intermediate debaters. VBI-Policy is dedicated to skill improvement through hands-on instruction. Being a smaller camp, we will be able to provide critical one-on-one instruction to guarantee that each and every debater leaves with the fundamental tools necessary to pursue a successful debate career. Smaller group seminars will focus on the essentials of debate; flowing, cross-examination, research, filing evidence, and clarity.

Unlike other institutes, VBI Policy's primary interest is not to produce evidence in mass amounts, but rather to give debaters the tools and understanding they need to be successful both in and out of the debate round. Students will learn the skills necessary to research, to develop arguments, to refute, to strategize, and to communicate. Most importantly, our goal is to inspire and excite newer students to love the activity. Our high staff to student ratio will guarantee that no debater slips through the cracks.

Last year's senior policy instructors included Chris MacFarlane (past Bronx champion who competed in outrounds at both TOC and NDT), Sara Kaler (current coach at Apple Valley and former coach at Eagan), and Rachel Raskin (past Wisconsin state champion and currently successful NDT/CEDA college debater).

## Public Forum/Parliamentary Debate

Victory Briefs is proud to present a brand new curricular option for the institute this summer—a workshop designed for students interested in public forum and parliamentary debate—two new two-person debate formats that are focused on conversational discourse about current events. This curricular track will be directed by Terry Hatch, who, as a student at Willamette High School in Oregon was the first-ever National Champion in Ted Turner/Public Forum Debate (2003). He is currently a student at the University of Oregon, majoring in political science with a communications minor.



Find out why over 300 students joined us in Los Angeles, California last summer. For more information, contact us at:

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# California National Debate Institute 2005 Lincoln Douglas Debate Camps at the University of California, Berkeley

## Dates & Prices

### Lincoln Douglas Debate


(Prices include tuition, housing and meals. Please contact out office for commuter student pricing)

2 Week Session June 18 - July 2, \$1755

1 Week Session June 18 - June 25, \$905

"The instructors were very intelligent, prepared and interesting. The lectures were informative and well organized."

- Lauren Miller  
2004 CNDI LD Participant



The **California National Debate Institute** is a national caliber two-week summer forensics program located in Berkeley, California. The CNDI provides serious debate students with the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality, and location.

**Curriculum:** The CNDI Lincoln Douglas curriculum emphasizes argument theory, logic, and analysis skills that will instill students with the capability to self-coach and generate quality arguments; the one-week program is perfect for students looking to get a head-start before attending a major LD summer program. The curriculum is also structured to include both concepts from moral and political philosophy that are relevant to the year's topics as well as introductions to more general material that ground the students' preparation in the history of ideas. The curriculum features:

- Philosophy Discussions
- Expertly Critiqued Practice Debates
  - Theory Seminars
  - Advanced Casing Strategies
  - Analytical Techique Workshops
- Rebuttal and Cross-Examination Drills

**Faculty:** CNDI is taught by an experienced faculty of former championship debaters and veteran coaches with significant institute experience. Initially confirmed for 2005 is **Josh Fulwiler**, former MBA Round Robin Champ and now at Tulane University. Others to be announced soon!

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# ◆ *Lincoln Douglas Debate*

Lincoln-Douglas debate is the most educational form of debate because it translates into the broadest array of applications for the real world. Skills like proficiency in public speaking, grounding in philosophical dilemmas, the ability to analyze an issue and the development of strong organizational techniques are educational outcomes desirable for life.

The next section of this paper looks at different forms of debate using the proposed Lincoln-Douglas model. The first type of debate analyzed is Policy, or Cross-Examination Debate.

Communication ills proliferate in Policy Debate. For example, participants often focus all of their energy and speaking time on covering as many issues as possible. One unfortunate result of this tendency is that Policy Debaters can develop poor speaking skills. Some Cross-Examination debaters speak so quickly that they sound like typewriters—resulting in gasping for air—this is not a desired result of public speaking activities. Various forms of oral communication suffer when speed becomes the guiding goal. These elements include eye contact, vocal variety, timing and attention to the audience.

The ability to translate the written word into an effective oral presentation is an important form of communication that is under-utilized in C-X Debate. Policy Debaters rarely provide stories or analogies or infuse their speeches with humor. If communication is a life skill derivable from competitive debate, elements of the activity that circumvent this goal should engender discussion about possible change.<sup>7</sup>

Research is clearly a cornerstone of Cross-Examination Debate; however, few Policy Debaters take the time to develop a good grasp of basic philosophical ideas and analysis. The unfortunate result is that while C-X Debaters have extensive understanding of a few specific topics, this knowledge rarely translates well into the real world. Another problem with researching facts over philosophical ideas is that C-X debaters sometimes have difficulty understanding their evidence and/or evaluating the reliability of their sources.

Fair division of ground is a topic of much discussion in Policy Debate. While the concept of division of ground comes from the realm of legal advocacy and is critical to the definition of Policy Debate, this issue can be problematic. The educational benefits of debate are eroded when a round becomes exclusively about who has the ground to present what positions. Division of ground is an area that needs restraint; therefore these arguments should be reserved for instances involving clear abuse.

The topic of division of ground leads into the issue of technicalities. Cross-Examination Debate is very legalistic, which is a great advantage to certain individuals, but does not result in generalized real life cross application. The positive side to basing decisions on technicalities is that students learn that ignoring technicalities can result in unfair consequences. The problem with debate technicalities is that sometimes the less adept debate team wins. On the other side of this argument is that the winning team is the one that convinced the judge, so by default they are the better team. This issue does not have a clear answer, but like the quandary posed by debate technicalities warrants thoughtful management to prevent Policy Debates from degenerating into non-educational experiences.

Other concerns relate to research practices. Analytical skills can succumb to volume of evidence. Strong, clear organization can capitulate to the desire to provide as much information as possible. Both of these tendencies cause real problems. Because even experienced listeners retain less information than they hear, the effectiveness of an entire debate presentation suffers when speeches contain massive evidence without clear organization or analysis.

The intention of this analysis of Policy Debate is not to disparage the activity. Cross-Examination Debate is an extremely rigorous and time-consuming activity. The reason for the critique is to encourage further recognition and discussion of areas of concern.

Parliamentary Debate is a debate format

that began on the collegiate level. The Parliamentary Debate discussed in this article is the type practiced in Oregon known as Public Debate.<sup>8</sup> This is the least formal of the academic debates<sup>9</sup> and produces the most problematic issues. While this author firmly believes that any debate experience is better than no experience at all, the problems in Public Debate are significant.

Communication skills are important in Public Debate. Students should employ eye contact, vocal variety and timing. Participants also need to pay attention to their audience. The issue with oral communication in Public Debate may be the reverse of that in Policy Debate because Public Debate decisions sometimes rest on which team has better oral communication skills. Such decisions fail to address traditional debate skills such as logical reasoning and cogent analysis. This problem is especially troubling because the rules prohibit participants from using evidence in the preparation room or during the debate round.<sup>10</sup>

Writing proficiency receives even less emphasis in Public Debate. Students do not have the time to create a speech. While analogies, stories, and humor are good devices to employ in Public Debate, they are often incongruous and disorganized because of the impromptu nature of the event.

Research and knowledge of philosophy is a theoretically good idea in Public Debate; unfortunately, this is not pragmatically common. The reality is that some students compete in Public Debate to avoid the work entailed in participating in one of the more academically rigorous debate forms; therefore, Public Debate does not sufficiently promote the educational values of broad knowledge and effective analysis. A very real consequence of this situation is that students often make inaccurate statements and propose academically questionable arguments.<sup>11</sup>

Public Debate under-emphasizes traditional debate skills like cross-examination. Students can ask questions during speeches; however, employing this device often creates a distraction rather than an educational exercise. Allowing questions

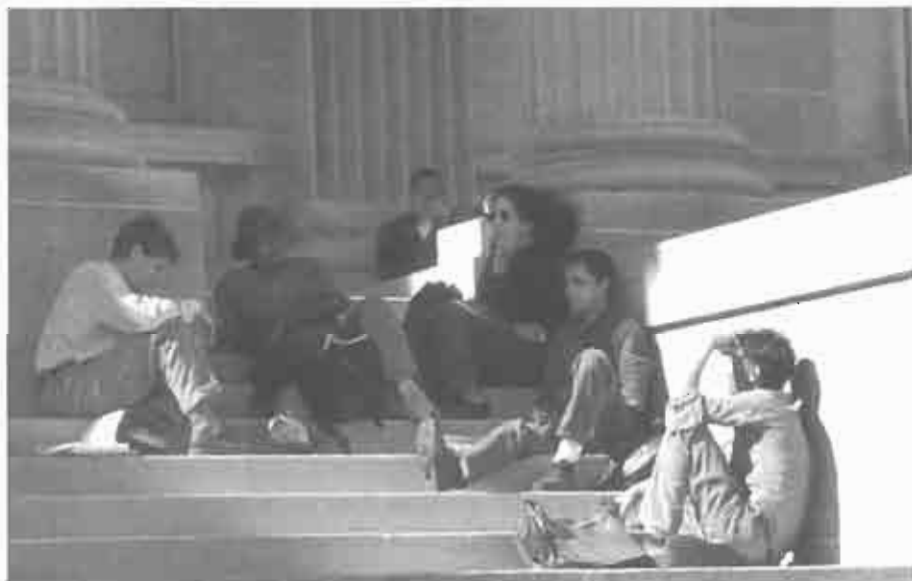
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# Lincoln Douglas Debate

during speech time also detracts from the person speaking.

Issues like division of ground rarely occur in Public Debate rounds. The basic technical elements of debate are missing. While the Oregon Debate Community acknowledges these problems, a solution is not easy.<sup>12</sup> This author encourages further exploration of this form of debate, because educational skills are currently suffering.

The final type of debate for analysis is Public Forum, or Ted Turner Debate. This style of debate is a hybrid based on the television program *Crossfire*.<sup>13</sup> This form of debate seeks to make debate available to a lay audience and requires judges to be unfamiliar with traditional forms of debate. Because Ted Turner is new, there are procedural issues that need analysis prior to fully evaluating the educational value of this debate form.<sup>14</sup>

Communication skills are very important in Ted Turner Debate. Because the judge is a "lay" judge, they are very likely to put considerable weight on both oral and written presentations. Participants need eye contact, vocal variety and timing, and must pay attention to their audience. Ted Turner Debaters often discover that analogies, stories, and humor are very effective tools in this debate form.

Research and philosophical understanding are skills augmented by participation in Ted Turner Debate. Effective speeches contain evidence and provide analytical support for the positions advocated by the teams. Because of the very limited time available in the debate, drawing broad conclusions is not as common as it is in Lincoln-Douglas debate.

Participants in Ted Turner Debate are very good at cross-examination. Because of the emphasis placed on the questioning portion of this debate form, students seem to think ahead about possible questions.

Ted Turner debate clearly has the potential to make debate more available to a broader range of students and to more members of the public.<sup>15</sup> Participants will likely learn many of the valuable skills inherent in Lincoln-Douglas Debate, albeit

on a more cursory level.

The Lincoln-Douglas evaluative paradigm is also useful for analyzing specific issues in debate. For example, one can review trends like spread debate, decide if the lack of Ted Turner Debate rules hurts educational value, or analyze the impromptu nature of Oregon-style Parliamentary Debate.

In the first instance, the Lincoln-Douglas rubric points to spread debate minimizing educational value. The use of massive amounts of evidence only proves that the student can gather a lot of evidence. The use of many arguments is usually a tactic to throw off an opponent, rather than an effort to gain educational benefits from the round. Spread debate causes organization, logic, and reasoning to suffer. Spread debating discourages critical analysis of evidence and clear understanding of source material. These results are undesirable under the Lincoln-Douglas Paradigm. Spread debate appears to be of little educational value and should therefore be discouraged.

Another question that the Lincoln-Douglas evaluative paradigm can address is if the lack of ground rules in Ted Turner debate is detrimental. If students do not know the skills that are required, they will have a difficult time getting the most educational value from the debate. Lincoln-Douglas is a good benchmark because required skills are easy to determine. This is not the case with Ted Turner. The use of lay critics complicates this situation. When students and judges are both trying to establish the rules of the game, predictable educational benefits become more difficult to determine. This debate form definitely needs more study.<sup>16</sup>

Finally, one can ask if impromptu debate—exemplified in Oregon-style Public Debate—is educational. The concept of impromptu eliminates many of the skills necessary in academic debate. Speaking is over-emphasized. The other real problem is that students tend to participate for the purpose of competition rather than education. These issues make Public Debate a matter for further discussion.

Debate theory is complicated; the

use of an evaluative tool helps illuminate some of these complications. The Lincoln-Douglas paradigm provides an opportunity to look at some of the educational skills and issues involved in academic debate. Discussions of debate theory might utilize some of the analysis provided in this paper to evaluate the educational benefits and goals of persistent issues, upcoming trends or theoretical questions. Ultimately, debate is an educational activity and the community is responsible for the quality of that educational experience.

<sup>1</sup> Many of the changes at the secondary level result from revisions on the collegiate circuit. Parliamentary Debate is one such example.

<sup>2</sup> The purpose of this article is not to take issue with the idea that competitive debate is only a game. However, the games playing paradigm challenges the aspiration of the very people who coach and teach the activity and seems logically flawed. As an educator, one should hope for extended value from scholastic experiences. Undeniably, debate has elements of a game, especially strategy—offensive and defensive positioning—and winning and losing. However, this reality does not lead to labeling the entire activity uneducational. The flaw in the games playing position could be that it assumes that games, by definition, have no merit. Oran Hudson of the Be Someone Program would certainly disagree with the idea that pure games—chess in his case—have no meaning outside their existence as games. Mr. Hudson successfully uses chess to impart life changing skills and values to intercity youth. During his August 5, 2004 interview on the *Travis Smiley Program*, Mr. Hudson explained the relationship between his involvement in chess and his success in life; the impact was so significant that Mr. Hudson is devoted to passing on these skills to future generations of disadvantaged African American Youth.

<sup>3</sup> My coach and mentor.

<sup>4</sup> Also known as Public Debate.

<sup>5</sup> Also known as Public Forum Debate.

<sup>6</sup> Stock Issues, for example.

<sup>7</sup> The Discourse/Performance movement addresses this issue; however, this cure is worse than the original problem. See the Louisville Project for further information about this movement.

<sup>8</sup> Impromptu Team Debate is a good name for this form of debate.

<sup>9</sup> The topic for these debates comes from three possible topics—often related to current events. Each team eliminates one of the topic options and the debate consists of the remaining subject. The only resource—besides general knowledge—team members can use is a dictionary. Participants have thirty minutes to prepare prior to the beginning of the round. Sides are determined before preparation time by a flip of a coin.

# ◆ Lincoln Douglas Debate

<sup>10</sup> Disallowing evidence in a debate form presents its' own set of serious educational problems.

<sup>11</sup> Another real concern is that Public Debate could encourage students to invent evidence.

<sup>12</sup> During the 2004 Oregon State Tournament Coaches Meeting, some coaches recommended discontinuing the event. The main complaint is that Public Debate at the State level was often terrible. They did not like State Debate Champions being poor debaters. However, elimination of the event is not likely for a number of reasons. First, coaches often rightly believe that some debate experience outweighs no experience. This perspective has important pragmatic consequences. Second, students are overwhelmingly opposed to the idea. Finally, outside funding is becoming available for the promotion of Public Debate.

<sup>13</sup> While Ted Turner Debate usually involves a policy issue, it does not require many of the technical elements of Policy Debate. Ted Turner Debate is similar to Lincoln-Douglas Debate in that students prepare affirmative and negative cases in advance and the topic changes every two months.

<sup>14</sup> For example, students flip a coin just before the debate to determine both sides and position. Therefore, the negative team could begin the debate and might even sit on the side of the room traditionally reserved for the affirmative team.

<sup>15</sup> Unfortunately, from a coaching and technical perspective, Ted Turner is a difficult debate form. NFL rules are somewhat unclear—especially in the case of plan issues. In addition, coaching Ted Turner is difficult because it requires understanding of both C-X and L-D Theory, but

cannot use any of the terminology. The issue of lay judges is also a huge problem that can result in very arbitrary decisions.

<sup>16</sup> My opinion is that the use of lay judges is a good idea that does not work in practice. The reason is that there are some basic understandings in the judging community; these understandings do not exist among lay judges. This situation results in unfair decisions. In addition, students eventually learn technical debate skills just by their participation in the activity; yet, these skills can actually result in penalties to the debaters. These problems are serious and need attention.

(Janet C. Friedman-Pizzo is assistant speech coach at Summit High School in Bend, Oregon.)



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## Why Many Orations Are Soon Forgotten

### The Importance of Structural Components

By Wayne C. Mannebach

#### Purpose

The history of oratory reveals, for example, certain periods in which sermons were delivered in church and then printed and widely disseminated to the populace. People sought to obtain copies of sermons in order to examine and discuss the focal ideas and meanings. Such periods of history are over, and today most sermons are presented and soon forgotten. However, the possibility exists that closer attention to structural components may prompt the public to examine and discuss contemporary sermons. If preachers were more concerned about the structure of their sermons, they probably would be more effective in influencing the convictions and actions of their hearers. The same applies to students of oratory, especially those who participate in oratorical contests.

The purpose of this article is fivefold: (1) to treat certain forms of behavior that occur in the listening situation and are relevant to structural consideration; (2) to present a suggested outline format that rests upon the behavioral guidelines; (3) to offer suggestions for phrasing major concepts; (4) to offer a suggested sequence of steps for the construction of outlines; and (5) to discuss briefly extemporaneous versus manuscript forms of presentation as they relate to the outline.

#### Listening Behavior

Recall ability of most people in the listening situation is low. For example, in the Eighth Edition of *An Introduction to Human Communication*, Judy C. Pearson and Paul E. Nelson report that immediately

after being presented with a message, people are likely to recall only 50 percent of what they heard. In the Eighth Edition of *The Art of Public Speaking*, Stephan E. Lucas agrees with the 50 percent retention, and adds that after 24 hours most people remember only 10 percent of the original message. A knowledge of this phenomenon alone should prompt preachers to construct outlines that aid the listener in recalling the message of the sermon.

A second form of behavior in the listening situation is that people tend to comprehend major ideas better than they do detailed information. Preachers who present conceptually complex sermons fail to understand that many people are unable to focus clearly on numerous concepts in a short period of time. Many theorists contend that people should talk more and more about less and less. In other words, regardless of the length of the sermon, preachers should focus on only two or three concepts.

A third form of behavior is that people tend to retain longer those concepts that are reinforced. The processes of repetition and restatement should be inculcated in the structure to assist retention capability. A deliberate placement of supporting material under each major concept should be employed when planning the outline. Apparently too many preachers hope for divine inspiration to supply them with supporting material at the moment of utterance. This practice often results in metaphysical sermons meant for theological scholars rather than for laity in the congregation.

A fourth form of behavior is that people tend to comprehend short sen-

tences better than they do long sentences. When planning the outline the speaker can phrase his major concepts and examine them for word count. While it is difficult to determine exactly what length makes a long concept, it is possible to eliminate words that are vague, general, or ambiguous. Only one aspect of a subject should be phrased in one major idea, thus avoiding multiple-oriented concepts and reducing the length of the concept. The appearance of conjunctives and punctuation often indicates that the idea is presented indirectly or that multiple ideas exist. By eliminating conjunctives and punctuation whenever possible, preachers can shorten the sentence containing the major concept and thus establish clearer focus. An example of a long, complex, and indirectly phrased concept is: "Jesus, through his life and ministry shattered man-made barriers constructed by man's inhumanity to man, for example, the barriers of race and moral reputation." By applying the above suggestions, the preacher could say: "Through his ministry on earth Jesus shattered the race barrier."

A fifth form of behavior is that people tend to recall and comprehend summaries. While most summaries occur at the ends of sermons, if they occur at all, they can be employed usefully in the introduction as well. This is sometimes referred to as an *initial summary*. A minimum effort to present the main ideas in the introduction and to present them again in the conclusion should aid the hearers, because the preacher has given them a blueprint to follow in the introduction, and the listener has another opportunity to focus on the ideas



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# Original Oratory

in the conclusion.

A sixth form of behavior is that people tend to be influenced more by explicit messages than they are by implicit ones. The specific purpose or goal of a sermon should be stated explicitly so that the hearers do not draw their own inferences. If the message intended is implicit, then the preacher increases the possibility that the hearers will distort his intentions.

Preachers who fail to state their intentions explicitly, leave their audience without a focal point for the sermon. Some preachers present a title as the essence of the specific purpose, but this generally is unsatisfactory because it is only a fragment of a complete thought. It is better to state explicitly that "A Christian should practice charity daily," than to state, "Today I want to talk about charity." Other preachers present the explicit purpose at the end of the sermon. In this case, the audience has only a vague notion as to the force of the message while they are listening; hence, the message is more implicit than it is explicit. Preachers should present their purpose in the introduction, to avoid losing the attention of the audience because of the implicit nature of the message.

One of the most practiced techniques of preachers is to substitute a scriptural quotation for the specific goal of the sermon. However, many of these quotations contain implicit messages that need focus and clarification for the hearer. Several examples may serve to clarify this distinction between the implicit nature of scriptural quotation and the explicit statement of the specific theme.

#### IMPLICIT:

"For we are not ignorant of his designs"  
(2 Corinthians 2:11).

#### EXPLICIT:

Satan's stratagems are designed to destroy Christianity.

#### IMPLICIT:

"He [God] is not the God of the dead, but of the living"

(Matthew 22:32).

#### EXPLICIT:

Spiritual life is after death.

#### IMPLICIT:

"Do you not know that in a race all the runners compete, but only one receives the prize? So run that you may obtain it. Every athlete exercises self-control in all things. They do it to receive a perishable wreath, but we an imperishable. Well, I do not run aimlessly, I do not box as one beating the air; but I pommel my body and subdue it, lest after preaching to others, I myself should be disqualified"

(1 Corinthians 9:24-27).

#### EXPLICIT:

Spiritual growth requires intensive effort.

Obviously the explicit statements are easier to retain.

A seventh form of behavior is that people tend to recall individual parts within the context of a pattern. To illustrate, consider the following numbers: 12345678901. If a pattern is applied to these digits, meaning is extracted and the parts are recalled more easily. A possible pattern is: 1 234 567-8901. Now the observer may recall a telephone pattern that indicates 1 as direct distance dialing, 234 as the area code, 567 as the local exchange, and 8901 as the specific number of a given party. When related to structure, this principle suggests that major ideas should be placed within a thought pattern. Some possible thought patterns are *Problem-Solution* or *Solution-Problem*; *Cause-Effect* or *Effect-Cause*; *Chronological*; *Spatial* (i.e., east to west, top to bottom, inside to outside); *Antithetical* (i.e., pro or con, advantageous or disadvantageous); and *Classification* (i.e., young or old, literate or illiterate, employed or unemployed).

Preachers can take any thought pattern and let it suggest the number and nature of the major ideas. For example, if a preacher selects the *Problem-Solution* pattern, he would have two major ideas in the body of the sermon. The first main idea would state the essence of the problem, and the second main idea would state the essence of the solution. An example of this pattern can be employed in a sermon concerning the general topic of human selfishness. Two possible main ideas can be phrased: "We are plagued with the problem of human selfishness," and "The solution to this problem should begin in the

home." In this case it is better to focus on two main concepts in a pattern sequenced for the entire sermon than to establish three sub-concepts of the problem and five solutions all in one sermon. The main ideas are then amplified, clarified, and supported with material to establish them as the only two focal points of the sermon. Other aspects of the topic on human selfishness could be presented in another sermon at another time in order to effect reinforcement of a moral behavior over a longer period of time.

The following is a comparison between main ideas selected at random and main ideas established in a time sequence:

#### RANDOM ORDER

1. Recounting and explanation of the Gospel story in terms meaningful to modern man.
2. The questions perplexing us today.
3. The parable confronts us with the abiding fact and mystery of human sin

#### TIME SEQUENCE:

1. Standards of moral behavior were formed in the early days of Christianity.
2. Standards of moral behavior today are being questioned by many
3. Standards of moral behavior in the future will have to account for human sin.

Probably any audience would consider the topics on the right to be clearer than are those on the left. Preachers must employ patterns, if they wish to be influential in affecting the convictions and actions of their hearers.

#### The Guidelines in Perspective

If preachers apply the preceding behavioral guidelines, the outline of a sermon assumes the following suggested topical format:

##### TITLE OF SERMON

- I. Introduction
  - A. Opening
  - B. Specific Purpose
  - C. Initial Presentation of Main Ideas
- II. Discussion
  - A. First Main Idea
    1. First Item of Support.



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# Original Oratory

## B. Second Main Idea

### 1. First Item of Support

## III. Ending

### A. Summary of Main Ideas

### B. Restatement of Specific Purpose

### C. Closing Remark

No rhetorical law or principle prescribes that a speaker must perform a certain action at a certain time in the order of a speech. The speaker may choose from a number of options based upon the best thinking and information presented by rhetorical theorists. The following outline is expanded to provide some possible options at each stage in the speech or sermon.

## Title of Sermon (short, imaginative)

## I. Introduction

### A. Opening Options

1. Present the motivational rationale for speaking. Explain why the preacher should talk about the specific idea and why the congregation should listen to this idea at this particular time.

2. Present an experience that relates to the specific purpose. It may be a personal experience of the preacher, or one that he observed or read about that was intense enough in its implications to motivate him to talk about it in the sermon. For example, a minister once opened a sermon by relating an informal discussion he had with a nine-year-old boy who was taking religious instructions in his church. The minister probed the boy's attitudes on the war in Iraq and was so astounded by the feedback that this became the motivating factor for his sermon on Sunday.

3. Present an item of support which is related to the subject matter. Possible forms of sup-

port are listed in the discussion portion (Part II). For example, the preacher may open by defining a word that will be used often in the sermon in order to advance its meaning immediately and bring focus to the message he wishes to convey. Words such as *love*, *peace*, and *sin* are selected so often that preachers apparently assume that everyone holds the same meaning for the same word.

4. Scripture may be cited, but this is such a common device that many listeners may ignore it, especially if the message is implicit. Scripture may be the *silent* motivator, but it may be better to present it in the form of a specific purpose or as a form of support for a main idea.

B. Explicitly present the specific purpose of the sermon.

C. Clearly state each main point that will be discussed in Part II, and identify the thought pattern in relation to the main idea.

## II. Discussion

### A. Restate the first main idea.

1. Present the first item of support from the options listed below. Consider selecting items that have a real basis rather than a hypothetical construct. Much preaching is on an abstract plane, and it is through the selection of supporting material extracted from reality that the listener can discover how religious convictions or actions have meaning in a real society. For instance, it may be better to select a real example rather than a hypothetical one, or to make a comparison between two or more real people

rather than hypothetical ones. The number of items of support selected for each main idea will depend on the amount of time for speaking.

- An example.
- A definition
- A statistic.
- A comparison.
- A quotation.
- A dialogue.
- An anecdote.
- An audio-visual aid.
- Any other forms of support that apply to the topic.

### B. Restate the second main idea.

1. Present the first item of support.

## III. Ending

A. Summarize by restating the main points.

B. Restate the specific purpose.

C. Present the closing argument.

## PHRASING THE SPECIFIC PURPOSE AND MAIN POINTS

To phrase the specific purpose and major points of a sermon, the preacher should adhere to the following procedures. First, establish one sentence for each concept. Second, construct a complete thought. Third, write each concept in a declarative sentence. Fourth, examine each word for clarity. Fifth, work toward phrasing each concept with as few words as possible. Sixth, establish only one focal point in each concept. Finally, determine whether the conceptual structure calls for a level of conviction, or action, or both.

## SUGGESTED SEQUENCE IN OUTLINE CONSTRUCTION

To construct an outline for a sermon, the preachers should adhere to the following sequence. First, select and phrase the



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# 27<sup>TH</sup> ANNUAL



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and Individual Events

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**THE PROGRAM** — The Policy, LD and Public Forum programs offer an interactive learning environment for students at all levels (beginning, intermediate, advanced). **Learning is targeted to both national circuit debaters and regional competitors.** The instructional staff includes accomplished collegiate and high school coaches as well as current collegiate debaters who are former NFL, Catholic and TOC National qualifiers.

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### CURRICULUM

**POLICY** — Lectures focus on the topic, debate theory, unique and rival views of positions, and "cutting edge" argumentation. Labs focus on research, position briefing, refutation, rebuttal reworks, delivery, and practice.

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### COST

**\$345** includes room and board • **\$215** for commuters

# Original Oratory

specific purpose. Second, select and phrase the main ideas. Third, select the specific thought pattern. Fourth, select the supporting material for each main idea. Fifth, select an opening motivational basis. Sixth, select a closing remark. Seventh, place all items on paper, using the numerical scheme suggested above.

## EXTEMPORANEOUS AND MANUSCRIPT PRESENTATION

After preparing the outline, the preacher either can convert the outline to a fully expanded manuscript, or can transfer the outline to note cards for an extemporaneous presentation. It is possible to use the fully expanded outline as speaking notes, but the tendency to read from it too much can cause the preacher to forget to look directly at the audience. Conversion

to a topical outline on note cards provides less of a barrier between the orator and the audience.

## CLOSING

Indeed! Structure, the classical rhetorical canon called *Dispositio*, is important for oratorical success. For example, in the *Phaedrus*, Plato remarked that "every speech ought to be put together like a living creature, with a body of its own, so as to be neither without head, nor without feet, but to have both a middle and extremities, described proportionately to each other and to the whole." In short, orations should have a beginning, a middle, and a conclusion. However, structure needs flexibility to fit the particular situation and audience, and this flexibility comes only from studying formal rhetorical treatises and other

readings that reveal how experienced orators have handled such demands. Such study is necessary, for as Professor Corbett remarked in *Classical Rhetoric for the Modern Student* "without order the force or even the best material, though chosen with the keenest of discretion, will be weakened." No wonder that sermons and other orations without appropriate structure are soon forgotten.

(Wayne C. Mannebach, directed debate and forensics at Ripon College for nine years, and for the past twenty-nine years he has taught English at St. Mary's Central High School in Neenah (WI).

GIVE ME AN "N" "N"!  
GIVE ME AN "F" "F"!  
GIVE ME AN "L" "L"!



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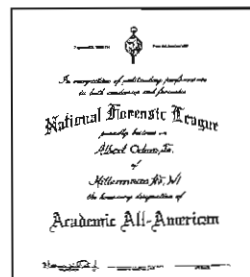
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---

Travel to and from Italy is not included. IDEA will be arranging a group travel discount for students departing from and returning to JFK International Airport in New York City.

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## What Makes Our Institute Unique:



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## For further information contact:

Eric Di Michele (212) 288-1100, ext. 101,  
edimiche@regis-nyc.org  
Nina Watkins, IDEA (212) 548-0185,  
nwatkins@idebate.org

## STAFF:

**Eric Di Michele (Institute Director)** has been the speech & debate coach at Regis High School in New York City for over twenty years. His teams have won the New York State Forensics Championship eleven times. He has coached NFL national champions in Lincoln-Douglas Debate and Foreign Extemp. (Seven of his students have been national finalists in extemp). He was the co-chair of the NFL Lincoln-Douglas Debate Word-ing Committee for five years. As a consultant with the Open Society Institute, he has taught speech & debate seminars in over fifteen countries – from Haiti to Uzbekistan.

**Lydia Esslinger**, long-time forensics coach and an NFL 5-diamond coach, at Syosset High School on Long Island (NY), has extensive experience in all areas of speech and debate. She has coached over twenty-five New York State champions, and her students have advanced to semis and finals in every event at CFL nationals. NFL achievements include semifinalists and finalists in every speech event at nationals, a 1st place in Congress and Dramatic Interpretation. Her past seven summers have been spent teaching debate, extemp and interp in eastern and central Europe, as a senior consultant to the Open Society Institute. In her “day job” Mrs. Esslinger teaches A.P. English, coaches acting, and has directed more than twenty main stage musicals.

**Noel Selegzi, (Guest Lecturer)** has coached debate at Hunter College High School in New York City for fifteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history of political thought ranging from the Ancient Greek philosophers to contemporary political theory.

**Marcin Zaleski** obtained his International Baccalaureate at the United World College in Duino, Italy. In 1995 he became the coordinator of the Polish debate program, and also wrote a book about debate. As a consultant for the Open Society Institute, he conducted trainings throughout Central and Eastern Europe. In 1999 Marcin was elected the President of the Board of Directors of the International Debate Education Association (IDEA), and continues to work as a debate trainer, curriculum developer and a fundraiser for the debate program.

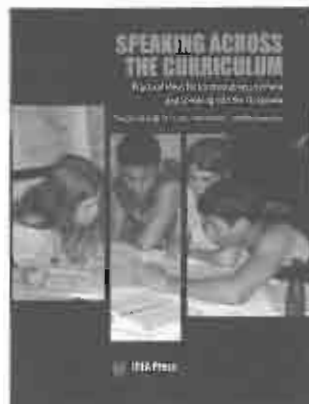
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72 teams will be invited to participate in this tournament.

The tournament will feature 6 preliminary rounds. All teams with records of 4-2 are guaranteed to clear into elimination rounds.

Rounds will begin at 1:00pm on May 21st and run through the early afternoon of the 23rd.

Teams arriving on the morning of the 21st are welcome to attend a parliamentary debate workshop at Willamette University hosted by the university's forensics program.

#### **Costs:**

Registration fee for this tournament is \$50 per team and will include dinner on the 21st and 22nd, lunch on the 22nd and an awards brunch on the 23rd. Registration fees will be waived for international participants.

#### **Housing:**

Housing for this tournament is available in Willamette dormitories (singles and double rooms are available) for a modest fee.

In addition, blocks of rooms will be reserved at nearby hotels.

**Applications for this event are will be available beginning September 1st at: [www.idebate.org/HSparli](http://www.idebate.org/HSparli).**

**Applications will be accepted through April 1, 2005 or until all 72 spots have been filled.**

**For more information please contact:**

**Robert Trapp ([trapp@willamette.edu](mailto:trapp@willamette.edu)) or Noel Selegzi ([nselegzi@idebate.org](mailto:nselegzi@idebate.org)).**





# DISTRICT TOURNAMENT RESULTS

## Montana

PF --  
Carson Booth and Erin Danno, Flathead Co.  
Joe Brury and Evan L. Tice, Flathead Co.

CX --  
Tim Mitchell and Whitney Odden, Bozeman  
Tyler Wolf and Nik Griffin, Great Falls Russell  
Robert Funk and John Fine, Helena

DUO --  
Bradley Mayo and Marie Schollaert Burke, Skyview  
Keri Javorka and Ryan Shearer, Flathead Co.

OO --  
Kathleen DeOnis, Bozeman  
Pelle Booth, Flathead Co.

USX --  
Nick Malinak, Flathead Co.  
Treze Hirsch, Flathead Co.

IE --  
Dan Bothwell, Flathead Co.  
Heather Hamilton, Sentinel

DI --  
Katie Olo, Skyview  
Shae Saunders, Bozeman

HI --  
Sara Jonsson, Bozeman  
Landon Hanson, Butte  
Haendel Zepeda, Billings West

LD --  
Spencer Gray, Great Falls  
Michael Schwager, Flathead Co.  
Emily Tulvedt, Flathead Co.

Plaque -- Flathead Co.  
Trophy -- Skyview

## Maine

PF --  
Jakob K. Loukas and Thomas Renger, Cheverus  
Max Levine and Ronan McNulty, Poland Regional

CX --  
Brandon Blake and Devin Conway, Poland Regional

DUO --  
Kaitlyn Levine and Jess Moser, Poland Regional

OO --  
Cassie Jensen, Lewiston

IE --  
Phillip Crawford, Bangor

DI --  
Linden Hill, Bangor  
Catherine Wagner, Catherine McAuley

HI --  
Ashley McWhorter, Lewiston  
Zachary Hewes, Poland Regional

LD --  
Matthew S. Lea, Brunswick  
Sylvanus M. Polky, Brunswick

Plaque -- Poland  
Trophy -- Cheverus

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Rob Morello and Thomas Rhiel, Gahanna-Lincoln

CX --  
Chris Barnett and Michael Richardson, St. John's Jesuit  
Steve Markowiak and Alan Rooney, St. John's Jesuit

DUO --  
Meridith Lark and Alison Schmidt, Notre Dame Academy  
Kira Mikityanskaya and David Frydman, Oakwood

OO --  
Dominique Comer, Sylvania Northview  
Andi Schuler, Notre Dame Academy

USX --  
Alex Zavaia, Perrysburg  
Adam Hinkle, Wauseon

IE --  
Kevin Bowen, Gahanna-Lincoln  
Olivia Bumb, Wauseon

DI --  
Micah Stock, Oakwood  
Katie Pounds, Notre Dame Academy

HI --  
Will A. Allan, Oakwood  
Kate Balzer, Notre Dame Academy  
Id --  
Sundeep Mutgi, Sylvania Northview  
Sarah Moran, Sylvania, Northview

Plaque -- Notre Dame Academy  
Trophy -- Perrysburg

## Northern Ohio

PF --  
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Nicole Dzenowski and Kara Warren, Austintown Fitch  
Sidd Kudav and Ben Kessler, Boardman

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Jared Seefried and Lauren Melizia, Poland Seminary  
Christopher Kavanaugh and Ashley Leonelli, Cardinal Mooney

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Megan Fedor, Niles McKinley

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Natalie Hogan, Boardman  
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Jennifer Cumberworth, Howland  
Jeremy Molis, Niles McKinley  
Lorraine Baer, Howland

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Meghan Crum, Canfield

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Todd Shuba, Canfield

Plaque -- Austintown Fitch  
Trophy -- Canfield

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Dustin Grorud and Amanda Schmidt, Milbank

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Ashley Moeller and Tom McElhany, Watertown

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Joni Cutshall and Nicole Vis, Brookings

OO --  
Amanda Davis, Aberdeen-Central  
Erin Chase, Brookings

USX --  
Mike Ewald, Watertown  
Heath Marso, Watertown

IE --  
Christopher Pistulka, Aberdeen-Central  
Matthew Palmer, Aberdeen-Central

DI --  
Rachael Donelan, Montrose  
Jacob Schlagel, Aberdeen-Central

HI --  
Keaton Bauman, Huron  
Matthew Rau, Aberdeen-Central

LD --  
Patrick Weber, Montrose  
Brenna Bahr, Aberdeen-Central

Plaque -- Watertown  
Trophy -- Aberdeen-Central

## Eastern Ohio

PF --  
Brian Boyer and Sarah Spector, Wooster  
Joe Boreman and Ashley Lytle, Wooster

CX --  
Joshua T. Lee and Jonathan R. Stephens, Louisville Sr. HS  
Andrew Wolf and Parbir Grewal, Wooster

DUO --  
Jennifer A. Chambers and Brian D. McCoy, Perry  
Nathan Johnson and Joseph Lancianese, Jackson

OO --  
Faiza Khimji, Our Lady of the Elms  
Bethany Silver, Carrollton

USX --  
Whitney L. Willis, Perry  
Karan Ravishankar, Jackson  
Alex Becker, Wooster

IE --  
Heather V. Pritchard, Parry  
Kellyn L. Moran, Perry

DI --  
Elizabeth Kilgore, Carrollton  
Tyler J. Kimberly, Perry  
Kety Patterson, Wooster

## HI

Joseph S. Karam, Perry  
Jami Riesebieter, Wadsworth  
Kellie E. Galan, GlenOak

LD --  
Nate Kratzler, GlenOak  
Joshua Marcin, Fireside

Plaque -- Wooster  
Trophy -- Wooster

North Coast

PF --  
Andrew M. Morris and Benjamin H. Braverman, University School  
Kevin T. Huang and Daniel R. Adler, University School

CX --  
David S. Pritts and Scott Movens, Saint Ignatius  
Caryn Bruyere and Laura Pickens, Crestwood

DUO --  
John Petrus and Ryan King, Olmsted Falls  
Samuel Allard and Peter Knittel, Saint Ignatius

OO --  
Kaitlin Blevins, Gilmour Academy  
Sairah Zaidi, Gilmour Academy

USX --  
Steve Hyde, Kenston  
Daniel Kanter, Shaker Heights

IE --  
Roseann Mariapuram, Gilmour Academy  
Michael Brenner, Hawken School

DI --  
Ryan Jagru, St. Peter's Chanel  
Erin McCordie, Laurel School

HI --  
Jared Markowitz, Orange  
David Collura, Gilmour Academy

LD --  
Michael Jaskiw, Hawken School  
Sarah Bailey, Hawken School

Plaque -- Gilmour Academy  
Trophy -- Gilmour Academy

## Rushmore

PF --  
Derik Wendt and Dustin Olson, Washington  
Brian Mann and Kelsie Bair, Washington

CX --  
Sam Heidepriem and Ryan Zelmer, Sioux Falls  
Lincoln  
Jeremy Fancher and Talon Powers, Sioux Falls  
Lincoln  
Allison Bell and Eric Hanson, Washington

DUO --  
Mike Harris and David Nicholson, Sioux Falls  
Lincoln  
Adam Newcomb-Weiland and Zach Baumgartner, Sioux Falls Lincoln

OO --  
Matthew J. Myers, O'Gorman  
Renugan Raidoo, Sioux Falls Lincoln

USX --  
Sade Nickels, Central  
Katherine Davis, Sioux Falls Lincoln

IE --  
Eric Nelson, Roosevelt  
Zack Abrahamson, Stevens

DI --  
Dan Hodges, Sioux Falls Lincoln  
Samuel J. Benedict, O'Gorman

HI --  
Morgan V. Peck, O'Gorman  
John O. Michels, O'Gorman

LD --  
Davi Griffin, Sioux Falls Lincoln  
Alex Weber, Washington

Plaque -- Sioux Falls Lincoln  
Trophy -- Roosevelt

## Georgia Southern Peach

PF --  
Andrew Ash and Winston Fredrick, Starr's Mill  
Shawn Greiner and Alley Waldrop, Starr's Mill

CX --  
Kavin Swatek and Jonathan Icaza, Carrollton  
Austin L. McNair and Tom Burrows, Early County  
Morgan Bolden and Brittney Edmonds, Fayette County

DUO --  
Jillian Samels and Rachel Goshi, Starr's Mill  
Sarah Jackson and Amber Johnson, Starr's Mill

OO --  
Abigail R. Miner, Lincoln County  
Jerel Johnson, Camden County

USX --  
Joseph Chadoin, Starr's Mill  
Adam Hollister, Starr's Mill

## IX

Andrew Zheng, Starr's Mill  
Munir Meghiani, Fayette County

DI --  
Thomas White, Early County  
Erin Cummins, Glynn Academy

HI --  
Adam B. Brumfield, Thomas County Central  
Mart Decker, Starr's Mill

LD --  
Meg Beyer, Starr's Mill  
Gyawa Mahama, Starr's Mill

Plaque -- Starr's Mill  
Trophy -- Starr's Mill

Georgia Northern Mountain

PF --  
Michael Angulo and Cameron McAllister, St. Pius  
X Catholic  
Reed Hallerman and Christopher Stewart, Lassiter

CX --  
Jermeen Sherman and Jeffrey Thomas, Henry W.  
Grady  
Katherine Hagan and Kimberly Hagan, Henry W.  
Grady

DUO --  
Kelsey Zolnick and Katherine Dayton, Lakeview Academy

OO --  
Marie Agnello, Brookwood

USX --  
Michael Wolfe, Centennial  
Brandon Sheats, Henry W. Grady

IX --  
Yaani Dasai, Centennial

DI --  
Ashley Walker, Alpharetta  
Nathaniel Patterson, Alpharetta

HI --  
Julie A. Franklin, Rome  
Amy Berelowitz, Centennial

LD --  
Tye N. Tavaras, Henry W. Grady  
Stefanie Feldman, The Lovett School

Plaque -- Brookwood  
Trophy -- Henry W. Grady

## Hoosier Crossroads

PF --  
Ryan Fitzpatrick and Natasha Yurk, Brebeuf Jesuit Preparatory School  
Elizabeth M. Teliman and Neil Shah, Brebeuf Jesuit Preparatory School

CX --  
Ryan Moog and Craig Pilcher, North  
Cathy Yang and Yifan Zhang, Carmel

DUO --  
Bo Frazier and Jessi Howald, Ind'pls North Central  
Kaitlyn N. Krauskopf and Ross Hannon, Chrysler

OO --  
James Victory, Warren Central  
Olivia Yeagy, Ind'pls North Central

USX --  
Marcus Gadsen, Ind'pls North Central  
Dan Swirsky, Ind'pls North Central

IE --  
Jon Pullum, Oak Hill  
Emma Hulse, Ind'pls North Central

DI --  
Sarah Sharp, Ind'pls North Central  
Maria Cook, Maconaquah

HI --  
Toni Belzner, Maconaquah  
Josie Miller, Ind'pls North Central

LD --  
Terrence L. Majors, Kokomo  
Benjamin Floreancig, Brebeuf Jesuit Preparatory School

Plaque -- Ind'pls North Central  
Trophy -- Oak Hill

**Attention: Some results may be pending audit.**



# Congress Honors

## Florida Sunshine

### Senate 1

- \* O J J Collins, Sarasota
- \* S Jennifer Hayes, King

### House 1

- \* O Kayleigh McEnery, Academy of the Holy Name
- \* S Michael B. Eftman, Brandon

## North Dakota Rough Rider

### Senate 1

- \* O Michael P. Anderson, Richardson-Taylor
- \* S Rachel Foster, Fargo Shanley
- P Dan Davy, Fargo South
- P Michael P. Anderson, Richardson-Taylor

### House 1

- \* O Brittany Naumann, Richardson-Taylor
- S Rachel Overboe, Fargo Shanley
- P Shana Haugan, Fargo South
- P Trevor Magel, Fargo South

### House 2

- \* O Rachel Overboe, Fargo Shanley
- P Benjamin J. Boeshans, Central Cass

### House 3

- \* O Nigel D. Haarstad, Richland
- P Huying Guo, Fargo South

## Inland Empire

### Senate

- \* O Chris M. Jackson, University
- \* S Shetha Alaskar, ML Spokane
- P Chris M. Jackson University
- P Daniel Ready, Lewis and Clark

### House 1

- \* O Tom Giardino, Ferris
- S Matthew Holmes, University
- P Matthew Holmes, University
- P Rebecca A. Streich, Central Valley

### House 2

- \* O Andrew A. White, Gonzaga Prep
- S Laine Anderson, University
- P Andrew A. White, Gonzaga Prep
- P Meghan Miles, University

## New England

### Senate 1

- \* O Agnes Nam, Shrewsbury
- \* S Meghan Kelley, Sacred Heart
- P Akshay Dayal, Shrewsbury

### House 1

- \* O Isabel Broer, Shrewsbury
- S Allen Williams, Sacred Heart
- P Ruolao Wang, Shrewsbury

### House 2

- \* O Christopher Cerrone, Shrewsbury
- S Kenny Lin, Shrewsbury
- P Cissy Huang, Shrewsbury

## Montana

### Senate 1

- \* O Sean Sullivan, Flathead
- \* S Emily Samhammer, Sentinel
- P Nathan Brown, Flathead
- P Sean Smith, Bozeman

### House 1

- \* Trevor A. Hunter, Flathead
- \* Julian Malinak, Flathead

## Hoosier Crossroads

### Senate 1

- \* O Andrew Schenk, North
- \* S Kamesh Krishnamurthy, Carmel
- P Ryan Fitzpatrick, Brebeuf Jesuit Prep Sch.

### House 1

- \* O Spencer Gray, Brebeuf Jesuit Prep Sch.
- S Dan Svirsky, Ind'pls North Central
- P Spencer Gray, Brebeuf Jesuit Prep Sch.

### House 2

- \* O Robert Bloss, Ind'pls North Central
- S James T. Burns, Kokomo
- P Natasha Yurk, Brebeuf Jesuit Prep Sch.

## House 3

- \* O Thomas Gianaris, Brebeuf Jesuit Prep Sch.
- S William Nomikos, Ind'pls North Central
- P Benjamin M. Floreancig, Brebeuf Jesuit Prep Sch.

## Hoosier Heartland

### Senate 1

- \* O John Chen, West Lafayette
- \* S Tiffany Estes, Covenant Christian
- P John Chen, West Lafayette

### House 1

- \* O Mohit Agrawal, West Lafayette
- S Cliff Reeder, West Lafayette
- P Natalia Deacon, West Lafayette

### House 2

- \* O Lakshmi A. Neman, West Lafayette
- S V. G. Manian, West Lafayette
- P V. G. Manian, West Lafayette

## Maine

### Senate 1

- \* O Katelyn Roedner, Thomton Academy
- \* S Enk Fisher, Yarmouth
- \* Amy McLeod, Dirigo
- P Erik Fisher, Yarmouth

### House 1

- O Sadie Kitchen, Yarmouth
- \* S Justin Hunt, Yarmouth
- P Justin Hunt, Yarmouth

### House 2

- O Sara Vicenzi, Yarmouth
- \* S Zachery Hynes, Yarmouth
- P Sara Vicenzi, Yarmouth

## Rocky Mountain North

### House 1

- Session 1
- \* Nikolas True, Niwot
- O Cassie Wich, Rocky Mountain
- \* S Janet Dickey, Rocky Mountain
- P Nickolas True, Niwot

### Session 2

- O Tara Hobbs, Fort Collins
- S Sarah Akkina, Fort Collins
- P Stephanie J. Pirera, Greeley West

### House 2

- Session 1
- O Kirsten L. Cangilla, Greeley Central
- S Spencer D. Stackhouse, Centaurus
- P Patrick Kuczkowski, Steamboat Springs

### Session 2

- O Michael Arnold, Niwot
- S Dana Schlingman, Steamboat Springs
- P Stephen Nemeth, Rocky Mountain

### House 3

- Session 1
- O Jennifer Tschetter, Rocky Mountain
- \* S Kelly Shaw, Steamboat Springs
- P Keith Maier, Rocky Mountain

### Session 2

- O Ryan Brauchler, Northridge
- S Sahar Jayasumana, Fort Collins
- P Seth Alkire, Greeley Central

### Senate 1

- Session 1
- O Colin West, Rocky Mountain
- \* S Kelly F. Brewer, Centaurus
- P Lisa Dratch, Rocky Mountain

### Session 2

- O Jada Wagner, Fort Collins
- S Sandra R. Riddle, Centaurus
- P Jeffrey A. Daigle, Skyline

### Senate 2

- Session 1
- O Robert J. Lopez, Greeley Central
- S Trevor Nelson, Monarch
- \* P Emily Rose, Niwot

## Session 2

- \* Kelly Brewer, Centaurus
- O Lisa Lewis, Monarch
- S Nicholas Stockwell, Niwot
- P Emily Waldron, Weld Central

## Tall Cotton

### Senate 1

- \* O Derick Smith, Monterey
- \* S Logan Churchwell, Big Spring
- P John Griffin, Hereford

### House 1

- \* O Manoj Thangam, Big Spring
- S April Montgomery, Tascosa
- P Phillip Crowley, Cooper

### Senate 2

- \* O Corey Green, Big Spring
- S Stelson Wellborn, Tascosa
- P Jonathan Keefner, Coronado

## North East Indiana

### Senate 1

- O Michael Frost, Chesterton
- \* S Joshua Hambrook, Fort Wayne North Side
- \* Keri Jylland-Hade, South Side
- P David Dickmeyer, Columbia City

### House 1

- O Stephanie L. Leopold, Chesterton
- \* S Emily Yates, South Side
- P Kevin Steinmetz, Columbia City

### House 2

- O Kyle Ellis, Northrop
- \* S Dmitri Y. Leybman, South Side
- P Daniel Craig, Columbia City
- P Kevin W. Small, Chesterton

## Wasatch-Utah

### Senate 1

- \* O Justin Hardman, Clearfield
- \* S Stephen Nielsen, Sky View
- P Justin Hardman, Clearfield

### House 1

- \* O Mike R. Aguilar, Clearfield
- S Derek Wursten, Davis

### House 2

- \* O Celeste Olsen, Davis
- S Coby Price, Sky View
- P Coby Price, Sky View

### House 3

- \* O Ryan R. Bennett, Murray
- S Breanne Corbridge, Ogden
- P Casey Peterson, Sky View

## Georgia Northern Mountain

### Senate 1

- \* O Summer L. Saxon, Evans
- \* S Jessica K. King, Brookwood
- P Michael Wolfe, Centennial
- P Brandon Sheats, Henry W. Grady

### House 1

- \* O Cameron Secord, Brookwood
- \* S Sibylle Freiermuth, Lakeview Academy
- P Cameron Secord, Brookwood
- P Donte Harvey, Henry W. Grady

## Puget Sound

### Senate 1

- \* O London England, Kamiak
- \* S Katy Ferguson, Tahoma

### House 1

- \* O Paul Knudson, Eastlake

### House 2

- \* O Robert A. Klaus, Ridgefield

## Pennsylvania

### Senate 1

- \* O Mark Russak, Norwin
- \* S Nicholas J. Barber, Bishop Carroll
- P John Dumnich, Greensburg Salem

### House 1

- \* O Kurt Korinko, Uniontown Area
- S Brice E. Lynn, McKeesport Area

## House 2

- \* O Molly Green, Norwin
- S Frank Idzik, Greensburg Salem

## East Missouri

### Senate 1

- \* O Brett Peterson, Howell North
- \* S Keegan Tomik, Parkway North

### House 1

- \* O Mitch Wice, Ladue Horton Watkins
- S Paul Notice, Pattonville

### House 2

- \* O Chase Raplogie, Jefferson City
- S Jennifer Barnes, Parkway North

### House 3

- \* O Clayton Davis, Marquette
- S Baraka Jones, Pattonville

### House 4

- \* O Rob Fulmer, Pattonville
- S James Hazzard, Ladue Horton Watkins

## UIL

### Senate 1

- \* O Devan Patrick, Lindale
- \* S Jesus Gonzales, Diboll

### House 1

- \* O Scott Newmyer, Vanguard

### House 2

- \* O Jacob Hopson, Lindale

### House 3

- \* O Natalya J. Aad, Princeton

### House 4

- \* O William C. Howell, Lindale

## West Oklahoma

### Senate 1

- \* O Amanda Custer, Norman
- \* S Aaron Gray, Norman North
- P Aaron Gray, Norman North
- P Isaac Freeman, Putnam City North

### House 1

- \* O David Collins, Norman North
- S Ryan Wood, Norman
- P David Collins, Norman North
- P Nikki K. Barker, Marietta

### House 2

- \* O Nic Robinson, Norman
- S Patrick Ahern, Norman North
- P Patrick Ahern, Norman North
- P Nic Robinson, Norman

### House 3

- \* O Daniel Reches, Norman North
- S Katie Mech, Norman
- P Daniel Reches, Norman North
- P Cory Copeland, Norman



## Necessary Conditions for Policy Debate

By David Glass

Hearing  
from  
NDCA

Democracy is a fragile thing. In order for it to work, many conditions are necessary. The most obvious condition is simple access to polling places, and the right to vote in an atmosphere free of coercion. A second clear condition for Democracy to flourish is that qualified candidates should be allowed to run for office, and should be free to speak their minds - a ballot of one offers no choice. A third condition, which is perhaps less immediately obvious, is that voters need to have access to information about the candidates and what they stand for, otherwise the exercise of voting would be random and therefore devoid of meaning. A fourth condition, which is implied by the third, is that voters need to have a means of processing the information available, so that they can contrast and compare competing proposals, and make an informed decision as to which candidate they prefer, based on an analysis of the proposals espoused by each candidate.

Debate is an efficient mechanism to satisfy the fourth condition - it allows a forum in which office-seekers can directly "clash" and give reasons as to why their ideas are superior to those of their adversaries. Unfortunately, debates by candidates are quite rare - and often are not debates at all, but extended media opportunities in which statements are made without evidence, or without sufficient opportunity for challenges. If debate can be defined by one thing it can be defined by the presence of a "comparison of policies" - the process of comparing one set of concepts versus arguments against that set; this is the es-


sentia mechanism to offer democrats the process of deciding between policy options. The paucity of true debate in the public forums leaves it up to the voters to stage their own debates - not always in a formal sense, but at least to go through a process of critical appraisal of competing policy choices in order that they can at least try to make an informed decision.

By imbuing students with the tools to meet the "fourth condition" of a Democracy - the ability to compare competing policies - scholastic debate provides a critical mechanism to train students to be effective citizens, and activists in the political process. First, scholastic policy debate offers students a resolution of advocacy, and asks them to both defend and oppose a resolution which mandates governmental action. The very duality of responsibility (to both defend and to oppose the resolution, in different debate rounds) forces the future democrat to learn that there are multiple sides to a question, and that an effective defense of one position requires a thorough understanding of the opposition. Second, policy debate forces students to actively participate in a framework established by the Resolution, and in so doing they model the experience of the candidate - who must argue for voter support - and of the activist voter, who tries to sway others to her or his point of view. Third, policy debate teaches the student to appraise competing values; often a policy may have both benefits and disadvantages, and it is only the experienced debater who can accept a nuanced position, and show why a particular issue may be preferable even

when one recognizes its down-side.

Fourth, policy debate teaches the student to participate in an organized proceeding of advocacy; this is often the student's first experience in such a proceeding, and thus - almost through osmosis - the student soaks up the critical components of an effective forum for the exchange of ideas: they learn process, they learn "fairness", they learn what it is like to be judged by individuals with different preconceptions - and thus they learn how important it is to have mechanisms which allow them a hearing which will be steeped with the feel of "justice," despite the preconceptions which an individual judge may bring to the debate.

Just as multiple conditions must be in place in order for Democracy to flourish, so too must multiple conditions be accepted in order for an effective debate to occur, and to allow an exchange of ideas and arguments which will further critical goals as such as informed choice. The first condition is a guarantee of this idea of "fairness" to both sides in a debate. The "rules of engagement", which are often the source of considerable contention, must allow both sides to be heard in a manner which is equitable to both. Without such fairness, one cannot have the surety that the judge gets access to the information that is necessary to make an informed decision - nor does it guarantee that the debater gets a decision based on the procedural norms of the forum, as opposed to the politics or preconceptions of the judge. "Fairness" is a way to frame the rationale behind rules of procedure in general. For example, in order for the court system to earn the re-



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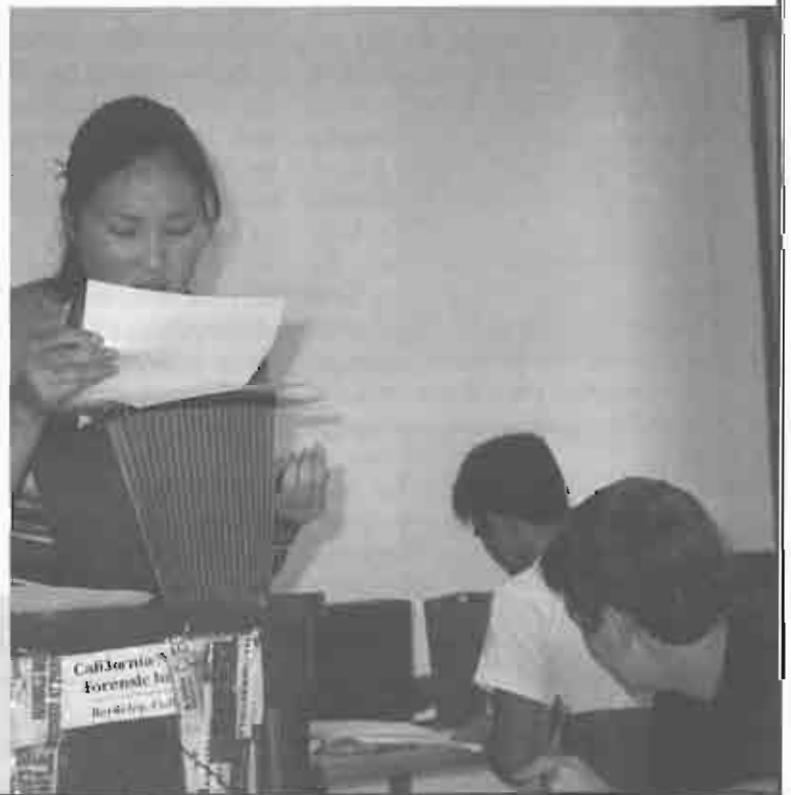
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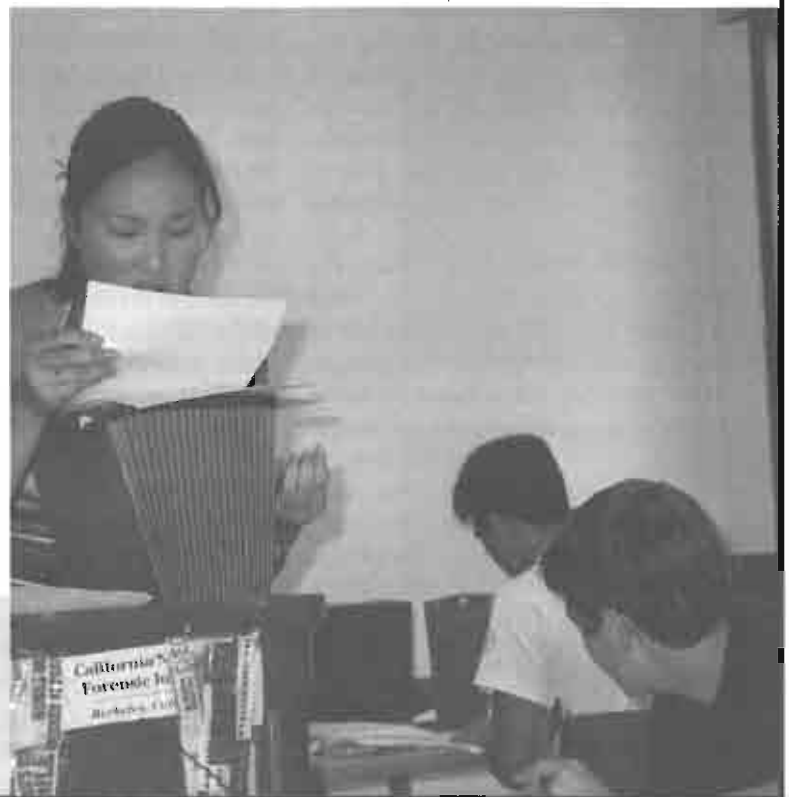
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spect of all parties which participate in its proceedings, there must be the expectation that the law be applied in an evenhanded manner. Fairness means that when both sides go into a proceeding, there is an expectation of normality as to how the law may be applied - fairness does not mean that both sides can say whatever they want to say; it simply means that the law will be applied consistently, evenly, and in a manner in concert with prior precedent and procedure.

The importance of the procedural assurance of fairness in debate, the law, our political processes, cannot be overstated. Process issues form the structure of our institutions - it is the faith in our processes which gives decisions the weight of law, or even the weight of "rightness".

"Fairness" therefore needs to be given the highest form of respect and procedural sway in a debate round. It is one reason we have a resolution - to give both sides a basis for debate, and to make sure that both sides will bring to the debate arguments based on a common ground. Were the resolution irrelevant to either the affirmative or the negative, then one side or the other could not be expected to participate in the debate, and thus the process would be fundamentally flawed.

It is to maximize procedural fairness, and thus imbue a faith in the process of debate - this first forum for the free exchange of ideas - that one must insist on asking debaters to limit their approaches to mechanisms which can be reasonably predicted. Debate has developed a theoretical basis to guarantee such predictability, and it is comprised by the ideas of "topicality" and "competitiveness." First, the Affirmative must be "topical"; they must offer a plan which falls within the subset of policies prescribed by the Resolution.

Without topicality, the Affirmative could bring literally any issue to the debate forum - and the negative could not hope to respond, thus destroying the process. Second, the Negative must be competitive with the Affirmative. If the Negative's approach does not compete with the affirmative's then the Negative could bring up any is-

sue or attempt to switch the framework of the proceeding in an infinite number of ways, and again there would be no way that the Affirmative can be expected to be prepared with a response. In a prior article, I proposed the idea of "counter topicality" - to ask that the Negative be competitive with the Resolution. An alternative way of framing the same concepts is to say that the Negative must simply be competitive with the Affirmative Plan - not just when offering a Counterplan, but also when offering a competing framework to that offered by the Affirmative. There are theoretical implications to either approach - but the main point is to assure a process which is fair, simply because it allows both the Negative to come in to the proceeding knowing the set of arguments which will be introduced by the Affirmative, and, critically, that so too may be the Affirmative be able to predict that the Negative's approach will be based on the Plan.

It is up to the judge to enforce this idea - but it is critical that judges hear this call: without their fair and evenhanded enforcement of the fundamental processes of the activity... without the judges providing both sides with the assurance that they can enter the debate on an even footing, with the ability to prepare in an equitable fashion, judges will be teaching debaters that there is no procedural certainty which is available to them, and that debate can be made into a "rigged game" which they cannot overcome through work and preparation. This would be a tragic lesson to give the debater. What is the option for the democrat if the process forbids change based on logic? What is the option for the activist if the law cannot be altered according to the rules of the land? The option is reminiscent of the sort of totalitarian frameworks which exist in other countries - where the law does not serve everyone equally, and where there is no faith in the decisions of the courts or of the lawmakers.

Judges in competitive frameworks thus have a responsibility that they may not have really considered in full force; they are teaching students whether the system in which they compete is worth

engaging in, or whether it is not. This "system" of which I speak is not tied to any other political system or idea except the idea of democracy, that each individual can be heard in a fair process. If the very first politically-styled system encountered by the student cannot be kept fair, what lessons will be learned from figuring that out? And what mechanism will remain to teach our future leaders to form a process which can be judged admirable in the future?

We live in contentious times. We need to be rigorous in enforcing our core beliefs, and our core processes. Debate is a way of teaching those processes. Let us work as hard as possible to keep it fair. We cannot "depoliticize" it, since as we have come to learn, everything can be thought of as political - but we can make sure it is approachable in a way which feels like justice.

(David Glass is President of NDCA)

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National Tournament)  
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## New Staff

### **Cherian Koshy, Individual Events Director**

Mr. Koshy is the former coach of Lincoln-Douglas debate and Extemporaneous Speaking at Apple Valley where he coached the 2003 Minnesota State Champion and the 2002 NCFL Runner-up in extemporaneous speaking. He is also the Executive Director of the Summer at the Center, another one of the premier Individual Events institutes in the nation.

### **Drew Hammond, Interpretation Instructor**

Drew Hammond currently coaches Interp events for Eagan High School in Eagan Minnesota, previous to which he coached at Apple Valley High School. Drew believes in fostering the skills necessary to allow students the freedom to create and develop their own unique style of performance. This philosophy has propelled his students to become finalists and champions at tournaments like Glenbrook, Pine Crest, Berkeley, NCFL's and the NFL tournament. Additionally, Drew is a published playwright and an accomplished stand-up comedian

More staff to be announced soon, check us out online at  
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## New Approach

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# **NFL DISTRICT STANDINGS**

*(as of March 1, 2005)*

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	229	Blue Valley North HS	589
2	--	Calif. Coast	188	Leland High School	743
3	+1	Heart Of America (MO)	187	Independence Truman/Liberty Sr	430
4	-1	Northern South Dakota	183	Watertown High School	416
5	--	Sunflower (KS)	178	Wichita East High School	309
6	--	East Kansas	174	Shawnee Mission East HS	538
6	+2	Show Me (MO)	174	Belton High School	422
8	-1	East Los Angeles	172	Gabrielino High School	713
9	--	Northern Ohio	161	Canfield High School	249
10	+3	New York City	158	Regis High School	534
11	--	Kansas Flint-Hills	154	Washburn Rural High School	375
12	+2	West Kansas	152	McPherson High School	385
13	-1	San Fran Bay (CA)	148	James Logan High School	741
14	-5	Illini (IL)	145	Downers Grove South HS	407
14	--	Montana	145	Flathead Co High School	397
14	+3	Nebraska	145	Millard North High School	374
17	+3	Northern Illinois	144	New Trier Township HS	413
18	--	Rocky Mountain-South	142	Lakewood High School	233
18	-2	Rushmore (SD)	142	Sioux Falls Lincoln HS	378
20	+4	Eastern Missouri	137	Pattonville High School	410
21	+1	Northwest Indiana	134	Plymouth High School	436
21	-2	Central Minnesota	134	Eastview High School	321
23	-1	Ozark	132	Central HS - Springfield	393
24	-3	Florida Manatee	130	Nova High School	483
25	--	North East Indiana	124	Chesterton High School	618
25	+3	South Kansas	124	El Dorado High School	277
27	-1	Southern Minnesota	120	Edina High School	358
28	+1	Eastern Ohio	119	Perry High School	374
29	+1	New England (MA-NH)	117	Lexington High School	398
29	+8	Great Salt Lake	117	Skyline High School	238
29	+5	Utah-Wasatch	117	Sky View High School	269
32	-5	South Texas	116	Bellaire High School	747
33	--	Nebraska South	114	Lincoln East High School	307
34	-2	Florida Panther	112	Trinity Preparatory School	252
34	-4	Inland Empire (WA)	112	University High School	237
36	--	Hole In The Wall (WY)	111	Cheyenne East High School	337
37	+4	Idaho	109	Skyline High School	248
37	-2	Carver-Truman (MO)	109	Neosho High School	425
37	+1	Golden Desert (NV)	109	Green Valley High School	260
37	+2	Sundance (UT)	109	Bingham High School	267
41	--	Northern Wisconsin	103	Appleton East High School	331
42	-1	South Carolina	98	Riverside High School	401
42	-2	Michigan	98	Portage Central High School	219
44	+2	New Mexico	97	Albuquerque Academy	267
45	+2	Sierra (CA)	96	Sanger High School	286
45	-1	North Coast (OH)	96	Gilmour Academy	278
47	+1	East Texas	95	Dulles High School	228
48	+2	New Jersey	94	Ridge High School	317
49	-5	Southern California	93	Claremont High School	215
50	+4	Hoosier Crossroads (IN)	91	Brebeuf Jesuit Preparatory School	214
51	-1	Arizona	90	Desert Vista High School	320
52	+2	North Dakota Roughrider	88	Fargo South High School	205

# NFL DISTRICT STANDINGS

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
52	+12	Wind River (WY)	88	Kelly Walsh High School	187
54	+18	West Oklahoma	87	Norman North High School	318
54	+4	Valley Forge (PA)	87	Holy Ghost Prep	181
56	--	Colorado	86	Cherry Creek High School	347
56	+8	Pittsburgh	86	North Allegheny Sr High School	217
56	-7	Central Texas	86	Winston Churchill High School	356
56	+8	Western Washington	86	Gig Harbor High School	226
60	-7	Greater Illinois	85	Harrisburg High School	173
60	-4	West Iowa	85	Dowling Catholic High School	249
60	-2	Lone Star (TX)	85	Plano Sr High School	269
60	-8	Southern Wisconsin	85	Marquette Univ High School	242
64	--	Deep South (AL)	84	The Montgomery Academy	301
64	--	Big Valley (CA)	84	Fred C Beyer High School	252
64	-6	Rocky Mountain-North (CO)	84	Rocky Mountain/Greeley Central	226
64	+5	Colorado Grande	84	Centennial High School	215
68	+6	Northern Lights (MN)	83	Moorhead Senior High School	268
68		Western Ohio	83	Sylvania Northview High School	129
68	-6	North Texas Longhorns	83	Plano East Sr High School	195
71	-9	Heart Of Texas	82	Carroll High School	240
72	+4	East Oklahoma	79	Jenks High School	265
73	+1	Kentucky	78	Rowan County Sr High School	174
73	-4	Space City (TX)	78	Alief Taylor High School	188
75	+7	New York State	77	Monticello Central High School	132
75	+7	North Oregon	77	Westview High School	181
75	-3	West Texas	77	El Paso Coronado High School	157
78	-1	Hoosier Heartland (IN)	76	West Lafayette High School	189
79	-2	Tennessee	75	Morristown West High School	172
80	-11	West Los Angeles	72	Loyola High School	158
81	-2	Georgia Southern Peach	71	Starr's Mill High School	211
81	--	Mississippi	71	Hattiesburg High School	157
81	-2	South Oregon	71	Ashland High School	130
84	+1	Sagebrush (NV)	69	Reno High School	177
85	+3	Tarheel East (NC)	68	Cary Academy	169
85	-1	Gulf Coast (TX)	68	Gregory Portland High School	207
87	+4	Puget Sound (WA)	67	Kamiak High School	151
88	+1	Florida Sunshine	66	Acad of the Holy Names/Pine View	119
89	-5	East Iowa	65	West High School - Iowa City	246
89	--	Carolina West (NC)	65	Myers Park High School	252
91	-4	Louisiana	64	St Thomas More High School	195
92	+3	Georgia Northern Mountain	60	Henry W Grady High School	191
92	-1	Pennsylvania	60	Greensburg Salem High School	159
94	-3	Uil (Texas)	59	Princeton High School	200
95	-1	South Florida	54	Michael Krop High School	129
96	--	Hawaii	53	Kamehameha Schools	248
97	--	Chesapeake (MD)	52	Baltimore City College High School	129
98	+2	Maine	49	Poland Regional High School	91
98	--	Tall Cotton (TX)	49	Big Spring High School	125
100	-1	Mid-Atlantic (VA & MD)	46	Randolph Macon Academy	153
101	+2	West Virginia	43	Wheeling Park High School	63
102	-1	Capitol Valley (CA)	42	Granite Bay High School	100
103	-1	Iroquois (NY)	41	R L Thomas High School	132
104	--	Pacific Islands (GU)	21	Harvest Christian Academy	54

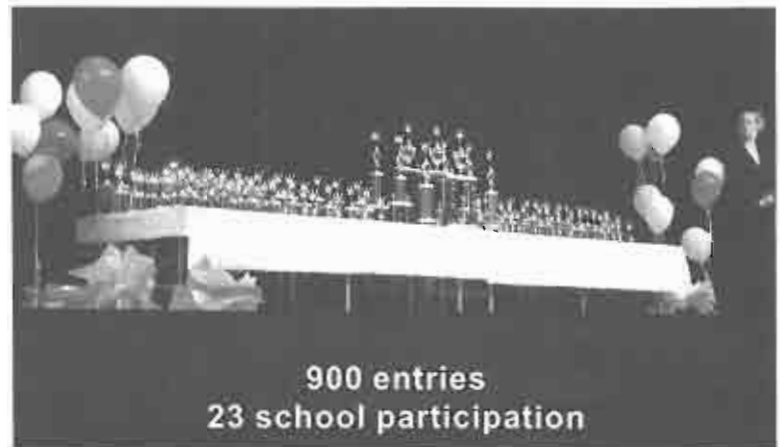
## Tournament and Coach Workshop

Photos provided  
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Don Crabtree

**Executive Secretary Visits One of Several  
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