Rostrum

Volume 79 Issue 4

December 2004

The People Speak

A Discussion on America's Role in the World



The People Speak

A Discussion on America's Role in the World

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All entries are due to Lincoln Financial Group on or before March 28, 2005.

Entries should be mailed to: Lincoln Financial Group NFL Video Speech Contest 1300 S. Clinton St. – 6H05 Fort Wayne, IN 46802

Include with your VHS videotape a typed transcript of your speech and include the name, address and phone number of the student, coach and school.

Who's judging?

A panel of judges from Lincoln Financial Group will select the winners. Judges' decisions are final. Winners will be contacted by April 22, 2005 and will receive their awards at the 2005 NFL National Tournament in Philadelphia.

Who is Lincoln Financial Group?

Lincoln Financial Group celebrates its centennial in 2005. One hundred years young, Lincoln is a Fortune 500 company with diverse wealth accumulation and protection businesses. As the NFL's overall corporate sponsor, Lincoln funds the national tournament and provides \$88,000 in college scholarships and awards.

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From the Editor

J. Scott Wunn

Dear NFL.

I would like to thank all of the coaches and students that participated in The People Speak Initiative. During September and October, NFL members held over 3,000 discussions and debates on foreign policy issues. On the eve of the Presidential election, these community wide events became even more meaningful as voters discussed and informed one another on the issues that face our nation and world. NFL students found themselves in American Legion halls, community buildings, retirement villages, Lion's and Rotary meetings, state fairs, and church bazaars. Our partnership with the UN Foundation, ABC news and 30 other organizations has opened up wonderful opportunities for students across America to discuss their role in the world and to showcase the educational value of high school forensics. In this month's issue we are proud to highlight many of the hundreds of outstanding intergenerational discussions that took place.

In addition, please join me in thanking Chairman, Ted Turner, and the UN Foundation for their continued support of the National Forensic League, UN Foundation President, Timothy E. Wirth and his staff should be commended for their excellent organization of such a tremendous nationwide event.

of Scott Wurn

Rostrum

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Announcements

Topics

December Public Forum Debate Topic:

Resolved: Corporate offshoring aids in the economic development of the United States.

January/February Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: Democracy is best served by strict separation of church and state.

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.

REMINDER TO CHAPTER SCHOOLS

Please vote for only <u>ONE</u> topic. The area that receives the most votes will be the 2005-2006 NFL Debate Topic and Resolution.

___Civil Liberties

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

____Federal Elections

Resolved: The United States federal government should substantially change its federal election system.

Ballot also available at www.nflonline.org

Ballot must be <u>received</u> by the NFL Office no later than January 4, 2005

The Cover Photo

The People Speak - Nashville

January 2005 Rostrum

Celebrating Our Nation's Coaches

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

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 15 ... National Tournament Topic

Public Forum Topic Released 1st of every month online.

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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A Momentous Midnight

Lincoln and the NFL celebrate milestone anniversaries in Philadelphia in 2005

By: Kara Sax, Marketing Specialist, Lincoln Financial Group

The clock striking 12 has been a daily routine that has been in existence since we've known time. This event, while rather taken for granted, marks every new day, every New Year, and every new inillennium. Time is life's most basic inevitable.



As crowds gather, hearts beat faster and countdowns begin on December 31, the National Forensic League, Lincoln Financial Group and Philadelphia have special reasons to celebrate.

On the momentous midnight marking the start of 2005, the NFL celebrates their 80th season of national tournaments, Lincoln turns 100 and Philadelphia prepares to be invaded by the nation's best high school oratorical scholars.

The City of Brotherly love – home of the corporate headquarters of Lincoln Financial Group and not to mention, the best cheese steaks money can buy – is the site of the 2005 Lincoln Financial Group/NFL National Speech Tournament. NFL participants: Get your gaines faces on, focus on your event, and strive to be invited to the biggest party of 2005!

Some of America's brightest young minds, most intriguing and entertaining individuals and future leaders will come to compete. Take your place among them in events hosted by both of these two superior organizations – Lincoln and the NFL.

Their names represent superb reputations, a commitment to excellence and distinguished histories of service. Their partnership is stronger than ever as they celebrate milestone anniversaries in 2005.

So, when the chimes of midnight ring in the New Year, make a resolution to compete or simply attend or support this momentous event in Philadelphia!

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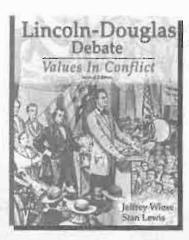
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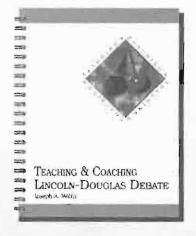
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Bincoln Douglas Debate

Logic in LD

Part II:

Casing Applications (continued)

By Jason Baldwin

[Editor's Note: The first three sections of this article appeared in last month's Rostrum, and readers should consult those sections for explanations of arguments and terminology mentioned below. The article is the second of three on the use of logic in LD. The first article, in October, introduced basic logical theory; the current article applies logic to aspects of casing; and the third article, in January, will apply logic to cross-examination and rebuttal strategy.]

IV. Value Premise(s)

In many regions, LD cases are expected to begin with a statement of a "value premise" and "criterion." Each of these items is expressed by a single word or phrase; together, they are supposed to provide standards by which judges should evaluate subsequent arguments. Sometimes the value premise is drawn straight from the resolution, as when the resolution mentions morality or justice. At other times, the value premise is chosen by the debaters as the single most relevant axis of evaluation for a generic "ought" statement. The criterion is typically thought of as a more detailed specification of the content of the value premise. For example, if a debater proposes a value premise of morality, she might go on to propose a criterion of maximizing the balance of pleasure over pain. The point would then be that the resolution is true if the course of action it prescribes is moral, and that that course of action is moral if it maximizes the balance of pleasure over pain. This is only a rough sketch of a very confused and confusing

area of LD theory.

I am going to challenge the traditional value premise/criterion model, but I want first to acknowledge its merits. It is the model I was taught and used as a debater. It has served a valuable function by imposing order on cases that might otherwise have been unshapely piles of unrelated points. It can give judges a helpful focus for assessing the relevance of various claims at the end of a round. I have myself written a sympathetic exposition of the model (see the November 1997 Rostrum).

However, the model has many short-comings.¹ First, it is notoriously hard to say precisely how the value premise is related to the resolution and how the criterion is related to the value premise. Debaters often speak of the value premise as "supporting" the resolution or of the criterion as "fulfilling" the value premise, but it is hard to know just what these descriptions mean.

Second, because value premises and criteria are nouns or noun phrases, it is often unclear how they connect with the claims unique to either side of the resolution. Suppose the resolution is that "The possession of nuclear weapons is immoral." If the affirmative says, "My value premise is morality," what should this lead us to expect from his arguments? Will he be claiming that someone or some action is moral? The resolution would lead us to think the affirmative will be claiming that something is immoral. If so, why is the affirmative's value premise morality? If the affirmative succeeds in proving the possession of nuclear weapons immoral, he won't have proven that any person or action is *moral*. Instead, he will have shown that a certain action is *not* moral. So in what sense will anyone have "fulfilled" or "upheld" morality? And who would have done it—the affirmative debater, or the (non)possessors of nuclear weapons?

A third problem with the traditional model is that it does not distinguish between necessary and sufficient conditions for satisfying a value. Suppose the value premise is morality and the criterion is respecting innocent life. Does that mean that if an action is moral, then it respects innocent life? Or does it instead mean that if an action respects innocent life, then it is moral? In the former case, respecting life would be a necessary condition of morality; in the latter, a sufficient condition. The simple terms that compose a traditional value premise and criterion obscure this important logical distinction.

A fourth problem, and perhaps the central problem, with the traditional model is that it separates the value premise and criterion from the contentions, where the substantive arguments are thought to be. Since many debaters are confused about how the value premise and criterion are supposed to function and they have what seem to be self-contained arguments in their contentions, they end up ignoring the value premise and criterion and focusing only on contention arguments. Defenders of the traditional model will say (rightly) that this results from a misunderstanding of the model. However, that misunderstanding is widespread enough that the model is falling out of use among people who find it





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Bincoln Douglas Debate

too unwieldy to apply.

These disadvantages give us reason to search for a better way of organizing LD arguments. To anyone wedded to the traditional model I have been criticizing, it should be a striking fact that moral and political philosophers who write about some of the same issues dehated in LD never appeal a value premise or criterion (in the LD sense). Instead, their arguments resemble the formally valid sets of premises and conclusions we have examined above.

The key point to notice is that there are no missing steps in a formally valid argument—there is nothing left that a value premise or criterion could add. The premises of a valid argument are sufficient to prove its conclusion, and if that conclusion is the resolution or its denial, the argument proves enough for LD purposes. I suggest that LD cases be composed of valid deductive arguments with no logically independent value premises or criteria. So the model I am proposing really amounts to the model of deductive argument that philosophers have been using for centuries.

This model avoids the four problems with the traditional value premise/criterion model I outlined above. I will not explain in detail how, but interested readers can examine a valid argument in the light of each problem and see that the problem does not arise for the argument.

Do I suggest abandoning all talk of value premises? No, because many judges are expecting to hear debaters offer value premises and may penalize debaters who do not. (It may also be worth noting that the NFL's official "Lincoln-Douglas Debate Guidelines" state that LDers should establish value premises and values criteria. They go on to define values criteria as "a system upon which to judge values," but they do not say anything very helpful about what that means.) Fortunately, the valid argument model gives us a ready candidate for a revised version of the value premise that is not logically irrelevant to the constructive arguments. Where r is the conclusion of a constructive argument, the value premise will generally be the conditional

premise in which r appears as consequent (if the argument employs modus ponens) or in which $\sim r$ appears as antecedent (if the argument employs modus tollens). Because our sample argument above employed modus ponens, the value premise would be (2), since this is the premise whose consequent is the conclusion (the resolution) which we are proving.

A major difference between this model and the traditional model is that the value premise is now a complete sentence rather than a noun or noun phrase. This is all to the good, since a premise is, by definition, a sentence or proposition. In fact, it is mysterious how a word or phrase could ever have come to be called a value premise in the first place. While the new value premise avoids the problems with the old model, it can still serve a similar function if it appears near the beginning of a case or argument. It still provides the audience with a standard or goal to use in evaluating the success of the argument. It tells listeners when they will have a sufficient reason to conclude that the resolution is truenamely, when the debater has shown the antecedent of the value premise to be true (or, in the case of a modus tollens argument, the consequent of the value premise to be false).

The fact that this value premise is pulled straight out of a valid argument also calls attention to the fact that it must be explained and defended just like any other premise if the argument is to succeed. Many debaters using the traditional model simply announce a value premise and criterion without really justifying their selection. It is easy to get by with this if the value premise and criterion play no essential role in the structure of one's arguments. But in the new model, constructive arguments will not be convincing unless the value premise is also convincing. This premise will always be a normative premise, and it will typically be the most important and controversial normative premise in an argument. Therefore, the value premise will often merit extensive explanation and support in its own right. Depending on the structure of the argument, it may be appropriate to spend more time arguing in support of one's value premise than in support of any other single premise of one's argument. Establishing this premise will often be the most philosophically challenging task of an LD case. This model makes better sense of the importance many judges place on "the standards debate." These judges want to see debate over conflicting normative premises, and the new model is well suited to promote just such debate.

A case that contains more than one independent argument may have more than one value premise. If separate case arguments require separate value premises, each premise should be stated and defended separately. Many traditionalists will view the possibility of multiple value premises in a single case with suspicion, and I share their concern. A case with multiple value premises may end up sounding incoherent or even inconsistent. I am inclined to think that for most students most of the time, developing arguments under a single value premise is the best strategy. I have found that LD students invariably regard themselves as exceptions to such generalizations; to any students reading this, I can only say, I mean you-you should probably try to construct cases with a single value premise.

Recognizing the rare situations when multiple value premises might be appropriate requires a skilful sensitivity to the particulars of combinations of arguments which I cannot impart through this article. Here is the extent of what I can say in general terms: Multiple value premises are likely to work best in cases which seek to prove that some practice is immoral or not justified. There are many ways for actions to go wrong, so distinct value premises might identify distinct sufficient conditions for an action's immorality or unjustifiability; each independent contention could then prove the action immoral or unjustified by showing it failed to satisfy the requirements stated in one of the various value premises. But, as I say, it is usually safer and clearer to choose contention arguments that work together under a single value premise.

I have proposed a revised under-



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standing of the value premise, but is there any place for a revised version of the criterion in my model? Yes and no. Yes, in the sense that value premises of the kind I am recommending often function as criteria: they give judges standards or goals by which to measure an argument's success. In fact, often the new-style value premise will contain a phrase that, by itself, could function as an old-style criterion. For example, in (2) above, the notion of keeping promises, which occurs in the antecedent, might serve as a criterion for morality, which occurs in the conclusion. When the resolution itself mentions a value term (such as "morally obligated" in our example), the complete new-style value premise will contain both the old-style value premise and the old-style criterion.

But when the resolution does not mention a value term, there may be two normative premises, one of which is naturally treated as the value premise and the other of which is naturally treated as the criterion. Suppose, for example, that instead of directly mentioning moral obligation, our resolution said simply that the U.S. ought to mitigate international conflicts. Now what had been a single premise (2) may be split into two separate premises: one which says that if the U.S. is morally obligated to mitigate conflicts, then the U.S. ought to mitigate conflicts, and one which says that if the U.S. promised to mitigate international conflicts, then the U.S. is morally obligated to mitigate international conflicts. The first of these premises might be called the value premise since it proposes moral obligation as the relevant ought-making relationship. And the second might be called the criterion since it proposes promise keeping as a necessary condition of satisfying one's moral obligations.

In situations of the first kind I discuss, where a value term appears in the resolution, I believe proposing a criterion distinct from the value premise would be unnecessary and confusing. The value premise already contains the term which would have been treated as the criterion in the old paradigm, so nothing of substance is lost by simply dropping talk of the crite-

rion. In these cases, the criterion is simply part of the value premise.

However, in situations of the second kind I discuss, where the resolution does not mention a value term (typically using an open-ended "ought" instead), it may be wise to retain a distinct criterion. In these cases, the value premise and criterion will each be a complete conditional premise of the argument. Where r is the conclusion (the resolution or its negation), $q \rightarrow r$ will be the value premise, and $p \rightarrow q$ will be the criterion. If this is not immediately clear to you, study the example from the paragraph before last to see how such new-style value premises and criteria might be related. Like so much else in debate, deciding whether to retain a distinct criterion requires careful judgments about particular resolutions and arguments.

Finally, is there a way to present genuine premises as value premises and/or criteria without alienating traditional judges who expect words and phrases rather than sentences? I believe there is. A debater may simply pick the most value-laden word or phrase from her value premise or criterion and state this term as the (old-fashioned) value premise or criterion. She may then follow this word or phrase with a complete statement of the full premise. For example, a debater might say, "My value premise is respecting gender equality. In other words, if pornography disrespects gender equality, then government censorship of sexually explicit materials is justified." This statement should then be followed by an explanation and defense of the

V. Contention Development

The toughest thought-work of case construction is now complete: extensive research has uncovered numerous argument ideas, and the best of these have been formally mapped and analyzed to show exactly which premises are required to sustain the conclusion and also what kinds of support will be needed to sustain the premises. One, two, or at most three of these mapped arguments have been selected for inclusion in the constructive speech itself,

and authentic value premises have also been identified. The work that remains to transform these skeletal arguments into a presentable LD case falls largely into the domains of rhetoric and composition—subjects we will not take up here. But the logic-centered model of argument does have a few implications for this final stage of casing which we should notice.

The first implication is one at which I have already hinted: Each contention should be a distinct valid argument concluding in the resolution or its negation. This means that if only one really strong constructive argument emerges from your research and brainstorming, you should expect to have a one-contention case. Some LD traditionalists have a fetish for two- or three-contention cases and will split a single argument into more than one contention if necessary. I cannot see what is gained by this practice, and I have often seen something lost. Students instinctively think of their contentions as free-standing argument units, and when pressed for time, they will sometimes abandon one contention (usually the last of two or three) in order to defend another. In the case of truly independent arguments, this strategy, while not ideal, need not be disastrous. But in the case of a single argument spread out over several contentions, the maneuver is fatal. No one contention in such a case provides a self-contained reason to believe or disbelieve the resolution. If one contention falls, the others are worthless. If that same single argument had been presented as one contention instead of two or three, the student would have been less likely to think of any part of the argument as dispensable.

Of course, the ideal is to present two or three truly independent arguments to affirm or negate the resolution. It is worth spending a lot of time in research and planning to try to discover two or three such arguments. But sometimes there really is only one excellent constructive argument, and to include another one or two mediocre arguments in the case would dilute the power of the strong argument. Since different arguments will appeal to different





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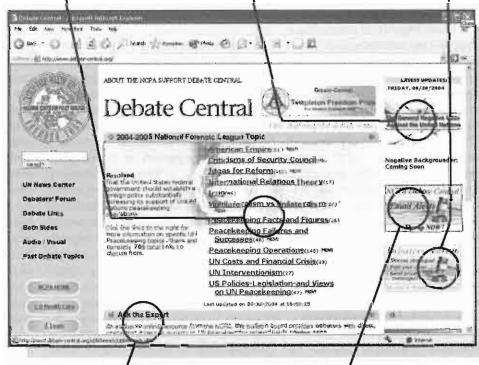
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people, you should run your contention candidates by a variety of peers and adults (including plenty from outside debate) before you narrow your case to a single argument. It will often be worth including a second or third argument which you personally find uninspiring if other people find it persuasive.

The second implication of logic-centered argumentation for case writing is that each premise of a valid argument should be explicitly stated and defended. The key normative premises may be stated and defended as value premises before the contentions proper begin. But each premise should find its way into the case somewhere.

A premise need not be stated exactly as it appears in the argument map. To ensure formal validity, the argument map forced you to state most premises as ifthen conditionals. Most such conditionals can be phrased more naturally in your case as non-conditionals. For example, consider this premise of our specimen argument above:

(1") If the U.S. signed Treaty T, then the U.S. promised to "use all reasonable means, diplomatic and military, to restore peace to wartorn regions of the world."

No one would really talk like this in a persuasive speech. You could communicate the same point of the conditional (1") with this non-conditional sentence:

By signing Treaty T, our nation promised to abide by all of its provisions, including the requirement that we, quote, "use all reasonable means, diplomatic and military, to restore peace to war-torn regions of the world."

Anytime you rephrase a premise from your argument map, you should be very careful that your rephrasing communicates exactly the same thought as the old premise. You will have preserved that equivalence of meaning if, roughly, the old premise is true only if the new premise is true, and the new premise is true only if the old premise is true.

Note that premises should be stated

and defended. Occasionally an argument will contain an especially obvious premise that needs no defense, other than one or two restatements in different words to make the point clear for listeners. But most important premises, including definitional premises, are controversial to one degree or another and should be defended. A crude rule of thumb is that each premise should receive a paragraph's worth of explanation and defense. This rule is crude because a few premises (as we have noted) will require little or no defense, whereas some premises may require many paragraphs to establish. Sometimes defending a premise requires constructing a mini-argument of which the premise is the conclusion. These further arguments can normally be incorporated into expansions of the argument map, as illustrated above.

At this point, clever readers may wonder if it's really possible to defend every premise. If a premise is defended with a further argument, won't that argument itself contain premises which must be defended, and so on, to infinity? This reaction is correct—it is impossible to deductively prove every premise on which an argument depends. At some point, the formal arguments must end, and the base-level premises must be treated as postulates (OK if they are obviously true) or motivated by non-argumentative appeals (e.g., appeals to moral intuitions or emotions). Some people think LD should be about "pure logic," but that is not possible as long as LD is supposed to yield substantive conclusions. To get off the ground, every argument must begin with some premises that are simply asserted. No substantive conclusions follow from logic alone; this is just a fact about logic, not a shortcoming of LD.

Empirical premises will require empirical evidence, although you will keep a better grip on your audience's attention if you explain most of the empirical background in your own words and quote outside authors only briefly to confirm crucial details or conclusions. Reading long quotations is never impressive. It suggests the speaker has simply lifted his arguments wholesale from other sources and may not really un-

derstand the research. Whenever you use empirical evidence, you should sandwich it between your own explanation of its source, content, and significance for the argument. Evidence is not self-interpreting. You must be scrupulously accurate in the ways you characterize the claims of your cited authors. It is tempting to exaggerate a source's limited claim so that it better supports the sweeping claim of your premise, but doing so is dishonest, and responsible judges will not reward the practice.

Normative premises will require nonempirical support. Sometimes quoting a particularly clear or persuasive source (such as a philosopher) can bolster such a premise, but often you will have to resort to your own persuasive powers. One of the classic ways in which philosophers argue for their own normative premises is by the use of examples or analogies. Most of the normative principles that might apply to a given resolution are broad enough to apply to other issues as well. One of the traditional purposes of moral and political philosophy is to furnish a relatively small number of principles that will apply to many different situations. So chances are, the normative principle to which you appeal has a wider application. Pick some obvious non-resolutional situation to which the principle might apply. Describe a possible moral decision in that situation about which you and your audience will share moral intuitions and about which your princple gives the proper outcome—the outcome that matches everyone's intuitions. This non-resolutional example may then count as some evidence that the normative principle is correct.

For definitional or analytic premises, you will need, at a minimum, to explain in full detail just why the premise is necessarily true. When appropriate, you should also quote authoritative definitions to support your claim. Consider a premise as trivial as, "If John is a bachelor, then John is a man." You might defend this premise by saying, "A bachelor is, by definition, an unmarried man. All bachelors, therefore, are men, so if John is a bachelor, he's a





Bincoln Douglas Debate

man, too." This explanation did not cite authoritative sources, because it assumes that every adult English speaker knows the definition of "bachelor." But if the claim were about a more technical or obscure concept, such as genetic engineering, the Second Amendment, or globalization, then quoting an expert source that described the concept would probably be necessary.

Ultimately, there is no formula for adequately explaining and defending each premise of an argument. Distinguishing the three types of premises as we have can be some help, but each premise will require a unique treatment. The best way to see how different sorts of premises can be supported is to study how they actually *are* supported by scholars in the relevant disciplines or by high-quality public intellectuals.

By thinking of contentions as arguments and premises as the basic units of contentions, you can avoid the confusion that debaters often inject into rounds by their attempts to break contentions into different "subpoints." It is often unclear just how the various subpoints are distinguished from one another and how they are functioning in a constructive argument. Anyone who wants to retain talk about "subpoints" in his or her cases should probably think of each premise as a distinct subpoint. I don't find most explicit subpoint talk helpful or attractive, but people who do should conform such talk to the logic of their arguments.

A third implication of the logic-centered approach for contention building is that premises must be presented in an order the audience will find persuasive and easy to follow. You might think that the best order of premises for any argument will be the order you have used in your argument map, but this is not always so. The argument map itself represents only one valid formulation of the argument; the same premises could have been ordered differently and still have yielded the same conclusion. So the map does not settle much about the order of presentation.

We have already seen that where q is the conclusion of your argument, the con-

ditional premise $p \rightarrow q$ in which q occurs as the consequent will typically be the value premise that is appropriately presented before the other premises of the argument. Apart from LD convention, there is a good rhetorical reason to present this premise first. By doing so, you are setting a fixed target for yourself. Consider this simple modus ponens argument:

- (4) Capital punishment deters crime.
- (5) If capital punishment deters crime, then capital punishment is morally justified.
- (6) So capital punishment is morally justified.

Here, (4) is an empirical premise, while (5) is clearly normative. If you presented the argument in just the order it is mapped above, some listeners might have the following reaction: "He just researched what capital punishment does, discovered it deters crime, and then cooked up an ad hoc moral principle to conclude that if capital punishment does whatever it does, it must be moral." In other words, it may look as if you have set a moving target for yourselfwhatever capital punishment does, that's what you claim makes it morally justified. If instead you present (5) before (4), your approach looks more principled. It looks as if you have first identified what quality makes a punishment, any punishment, morally justified, and then gone out into the world (so to speak) to see if capital punishment does, in fact, have that quality. The substance of your claims has not changed, but the argument may be more effective for some listeners.

As far as the other, non-value premises go, you will have to use your best judgment about the most effective order of presentation. Generally, you should be moving more or less sequentially through your argument map, but sometimes you may want to work from start to finish, other times from finish to start. Before you begin actually writing the contention, you may want to write each premise on a separate slip of paper and then experiment with different orderings to see which will make the argument most accessible to your audience.

A fourth and final implication of the

logic-centered approach for case writing is that you must make the logical structure of your arguments clear to your audience. You eannot just assume that by presenting and defending a set of premises which do, in fact, entail an announced conclusion, you will have persuaded your audience that those premises really do entail that conclusion. Because you have spent much time researching and formulating the argument and have studied it in skeletal form, it is easy for you to see the logical relationships among its various parts. But your listeners are meeting the argument for the first time when they hear your case, and they may not be accustomed to tracing the logical implications of different premises.

The best way to ensure that your audience grasps the logical character of your argument is to call their attention to it at various points throughout your case. You do not need to use the jargon of premises, validity, modus ponens, and the like, nor do you need to retrace in explicit ifthen form the full shape of the argument. But you do need to preview arguments before you make them and review them after you have made them. You can preview arguments near the beginning of your case or at the start of each contention. A suitable preview for the sample argument we mapped in Part III might be, "In my first contention, I will show that the United States is obligated to mitigate international conflicts because it has promised to do so in certain treaties." The equally brief review might be of all contentions together at the very end of the case.

In addition to previewing and reviewing, you need to flag distinct premises and logical connections throughout each contention. You can do so by smaller-scale previews and reviews within the contention ("First, I will argue that the U.S. is morally obligated to keep its promises") and also by the use of logical conjunctions like "since," "because," and "therefore."

The basic point is that as a speaker, you are responsible not merely to present logically valid arguments, but to make the validity of those arguments clear to your audience. The logical relations between





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your premises will be no more clear to many listeners than the truth or falsehood of individual premises. Just as you must persuade your audience to believe each premise of your argument, so you must persuade them that the premises, taken together, form a logical whole.

We have covered a lot of ground in this article. A logic-centered approach to arguments has implications for interpreting burdens, conducting research, outlining contentions, framing value premises, and organizing contentions. Next month we will explore its implications for cross-examination and rebuttals.²

¹ My doubts about the traditional model have been influenced by R. Eric Barnes's excellent treatment in his LD textbook *Philosophy in Practice: Understanding Value Debate* (Clark Publishing, 1996).

² Thanks to Eric Barnes for helpful criticisms of an earlier version of this article.

(Jason Baldwin (jbaldwin@nd.edu) is a Ph.D. candidate in philosophy at the University of Notre Dame. A nationally successful debater and coach, he has directed the LD curriculum of the Kentucky National Debate Institute since 1997. Many of his past Rostrum contributions can be found on NFL's online archive.)

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The People Speak

Expression of Appreciation

The People Speak Events

By Timothy E. Wirth
President, United Nations Foundation

Dear NFL Students and Debate Coaches:

In September and October, just as America was gearing up for the November elections and calm, measured discussion was in short supply, a dialogue was taking place all across the country on the topic of America's role in the world. As part of this national discussion series called *The People Speak*, events took place in high schools, universities, places of worship, and community centers in small towns and large cities alike. At the heart of this effort was the National Forensic League (NFL). On behalf of the United Nations Foundation and *The People Speak*, I would like to express my deep appreciation to all of the student debaters, who so diligently researched and expertly delivered their remarks, and to the debate coaches, who prepared their students and made these events possible.

NFL has been an integral partner of *The People Speak* for two years now. This year, NFL debaters were involved in discussions not just with their fellow students, but with the wider community. When students such as Tripp Rebrovick, who introduced Ted Turner at our marquee event in Nashville, showed such poise and eloquence in addressing and questioning senators and ambassadors, all in attendance knew that they had caught a glimpse of our future leaders. It was similarly heartening to see lively exchanges between students and Rotarians, American Legion Members, and members of other civic organizations. Promoting such open lines of communication between generations and between individuals who might not regularly interact is very much in the spirit of *The People Speak*.

To everyone who participated in *The People Speak*, thank you for your hard work and enthusiasm. To tell the story of *The People Speak* in numbers, over 4,000 grassroots events and 24 marquee events moderated by ABC News correspondents took place in September and October at a rate of approximately 100 events per day. Through extensive news coverage, over 20 million people heard, read, or saw something about *The People Speak*. NFL, which organized the lion's share of *The People Speak* events, contributed greatly to the success of this effort. As we plan for the future of *The People Speak*, we hope that NFL will continue to be a part of this important endeavor.

Sincerely,

Timothy E. Wirth

President, United Nations Foundation

E. Wulle

Public Forum

The People Speak Initiative

United Nations Foundation Partners with NFL Monday October 4, 2004

By Sarah Gildea

Resolved: Signing international environmental treaties benefits the United States



On October 4th, Montgomery Bell Academy hosted a Ted Turner Public Forum exhibition debate in Nashville, Tennessee. Two students from Montgomery Bell Academy, Tripp Rebrovick and Jonathan Ray, debated two students from Nashville's Overton High School. Liza Short and Wesley Messamore. In conjunction with The People Speak, a national initiative that encourages discussion about America's role in the world, the teams debated the topic, "Resolved, signing international environmental treaties benefits the United States." The debate was followed by a question and answer session with Mr. Ted Turner himself, who attended the debate. An avid environmentalist, Ted Turner fielded questions related to those raised in the debate as well as those involving the International Criminal Court, this year's Presidential Election, and his personal business philosophies. A former championship NFL debater, Mr. Turner is the founder of numerous business and philanthropic ventures including CNN and the Goodwill Games, as well as the Chairman of the United Nations Foundation. This event, to which Nashville area schools were invited, increased discourse on our nation's environmental policies and gave NFL members a chance to hear one of our nation's leading voices in environmental reform.

The People Speak

A Discussion of America's Role in the World

Compiled by Sarah Gildea NFL Staff Member

Why Are Schools Participating in The People Speak Project?

Hundreds of National Forensic League schools have caught the buzz of *The People Speak: America Debates its Role in the World.* This project, which is a collaboration of thirty partner organizations including the United Nations Foundation, serves to increase dialogue on U.S. foreign policy. This year, over 4,000 conversations nationwide centered upon three topic areas; American Power and Global Security, Energy Choices and Environmental Challenges, and Prosperity in a Global Economy.

This initiative provides NFL members with many unique benefits. As you'll see in the pages that follow, these discussions help students make connections with retirement communities, civic and community organizations such as Rotary, Kiwanis, and the American Legion. The divergent viewpoints expressed in these foreign policy conversations are both eye-opening and educational. The People Speak gives students a vehicle to explore the ideas and opinions within their own community. The NFL gives point incentives to individual participants and teams, as a reward for their social consciousness.

Here are 50 examples of the interesting *The People Speak* events that took place in the months of September and October this year!

Manchester Essex Regional HS, Manchester, MA Sept. 27th

Manchester Essex held a Public Forum intergenerational debate on a resolution dealing with U.S. support of U.N. Peace-keeping operations. The senior team supported the con, saying the U.S. should not do more. The students went pro, and won by a vote of 87 to 52.

Sloucester Daily Times-Manchester Essex debate team gets a lesson from retirees (By Amy Van Cise)

Students can learn a lot from their elders, especially when it eomes to politics and issues of national importance.

Members of the Manehester Essex Regional High School debate team are taking every opportunity to get those lessons.

The debate team went to Brooksby Village retirement home in Peabody Monday for an "inter-generational debate" to discuss whether the United States should increase its support of the United Nations. Chris Comenos, a junior, and Chloe Viner, a senior, spoke for the team in front of an audience of 139 people.

This is the third year the team has traveled to Brooksby Village, where a current events club for residents focuses on many of the same topics as the team.

Residents of the retirement home lived through many of the events the team discusses, Averill said, so they present views and perspectives the students benefit from hearing about.

This year's debate was part of a national effort sponsored by the United Nations Foundation in Washing-

ton, D.C., to promote public discussion of the role of the United Nations in today's world.

in today's world.

Comenos
and Viner debated
two members of the
current events club. At the
end of the debate, the audience voted in favor of
increasing U.S. support of the United Nations.

"We had an outstanding discussion of the

United Nations and U.S. policy," Averill said. "In general, the audience endorsed the idea that the

U.S. ought to work with other countries."

NFL Grassroots Events

Averill said the debates have been positive over the last three years.

"We will continue to go to Brooksby Village as often as we can," he said.

Boston Herald -Sparring partners: Students debate seniors to warm up for BU event (By Tenley Woodman)

To prepare for tomorrow night's war of words with George Stephanopoulos and Sen. Joseph Biden (D-Del.), two Manchester-Essex Regional High School students went old school.

Last month Chloe Viner, 17, and Chris Comenos, 16, debated Jerome E. Levy, 86, and Everett Carlton, 80, both residents of the Brooksby Village retirement eommunity in Peabody, on whether the United States' financial support to the United Nations should be increased.

The intergenerational match was arranged to decide whether Viner or Comenos would ask the first question at tomorrow's United Nations Foundation debate at Boston University.

Stephanopoulos, Biden, WBZ-radio host David Brudnoy, Sen. Lineoln Chasee (R-R.I.) and Nabil Fahmy, Egyptian ambassador to the United States, will debate the topic "American Power and Global Security."

The Brooksby debate proved to be the perfect litmus test for the two teens.

"It's definitely more real to debate someone who knows the material, "Viner said following the Brooksby debate. "It's harder, but I appreciate it more."

Comenos said he called his grandparents prior to the match and asked how they would argue the topic so he could get an understanding of his opponents' mindset.

The teens' competitors, Levy and Carlton, arc both World War II veterans.

Levy, a Harvard and MIT graduate, is a retired engineer and former physics teacher. Carlton is a retired banker.

"When I moved to Brooksby I wanted to stay involved," Carlton said about participating.

Levy and Carlton argued the eon side of the issue.

Though Comenos and Viner came equipped with statistics, age was a factor—after all, Levy and Carleton have lived through U.N. successes and failures since its inception in 1945.

Comenos argued that there are 57,000



Rostrum (



"We felt that we could learn a

lot by doing debates with them,"

The People Speak

standing troops being used by the United Nations and that the United States has more than 100,000 troops in Iraq, to which Levy quickly responded that the U.N. charter does not allow the United Nations to have a standing army.

"We have vetoed every resolution where it hasn't been even-handed," Levy said. "I don't want to talk numbers, I want to talk faets."

In the end, Viner and Comenos persevered, but the Brooksby men made an impact.

"It's very unlike the debates we have," said Ryan Swanzey, 16, a MEHS junior at the debate. "But you get a lot more from it. They got feistier." Fellow classmate Erik Subatis, 16, agreed.

"I think it's pretty cool. You see a real difference of opinion between the elderly people and young people," said the junior.

Loretta Tenaglia, chairman of political outreach at Brooksby, said the debate offers a check and balance in political discussion.

"It gives exposure to the older populations who have lived through what they're debating. It allows us to see how the young people are doing," she said.

Eastside Catholic HS Bellevue, WA Oct. 11th

Bellevue hosted a debate between representatives of the two candidates for the 8th Congressional District race between Dave Ross (D) and Dave Reichert (R). The representatives for each candidate presented an opening statement followed by a Town Hall type of question and answer from the audience made up of ECHS students, faculty, and the public. The event was moderated by Ms. Katie Doyle, ECHS Forensic Team Captain. The discussion was formatted to have a two minute answer followed by a one minute rebuttal. The discussion was lively and interesting.

Oct.19th

A debate between students representing the two candidates for the presidency of the U.S. presented an opening statement followed by a Town Hall type of question and answer from the audience made up of ECHS students, faculty, and the public. The event was again moderated by Ms. Katie Doyle, ECHS Forensics Team Captain, and was based on the same format.

Oct. 26th

A debate between students representing the two candidates for governor with the students for each candidate presented an opening statement followed by a Town Hall type of question and answer from the audience made up of ECHS students, faculty, and parents.

Chardon HS Chardon, OH Sept. 13th

The topics discussed were the United States involvement with the global economy and peacekeeping. Discussions involved the war on terrorism, United States' use of military force abroad, the perceptions of the United States by others and what we can do about it, and the ad-

"The People Speak event was a rewarding experience for our club. Both the students and the audience gained new perspectives on issues." Leslie Poyar, Coach, Chadron HS

vantages/disadvantages of trade in a global economy. The format of the program was such that a speaker addressed a topic and then a 10 minute period for questions and discussion followed. The audience included Chardon city manager Dave Lelko and city councilperson Dave Campbell. The event received a lot of positive feedback.

Muscatine HS Muscatine, IA Sept. 20th

Three speakers provided information on "America's Role in the World". The Rotary Club was the audience. Matt Johannsen and Jake McLaughlin spoke on

NFL Grassroots Events



Muscatine Team pictured left to right: Jake McLaughlin, Matt Johannsen, Alexandra Weaver and Coach Sue Johannsen

opposing sides of the question, "How do positive and negative perceptions of the U.S. affect our role in the world?". Alexandra Weaver presented pros and cons on the question, "How should America exercise leadership in the world?" Following the presentation, the audience asked questions about the topic as well as about the nature of the current speech and debate team.



Clinton HS Clinton, MS Lion's Club Sept. 21st

The event was in Public Forum format with the Lion's Club members participating in crossfire and a question-and-answer session at the conclusion of the debate. The students debated national security through the appointment of a cabinetlevel intelligence chief.

"We had a great evening." Betty Whitlock, Coach of Clinton HS







La Junta HS, La Junta, CO Sept. 23rd

The La Junta High School Forensic team hosted the area Toastmasters to promote a citizen dialogue about issues of global importance. The LJHS team selected the American Power and Global Security topic on which to center the discussion. Team members Kari Otteman, Nick Newby, Amber McVicker, Tim Kelley and Audrey Bradshaw shared their ideas along with Asst. Coach Mr. Warren Parker. The event allowed students and adults to present an opening statement and then flowed into a guided group discussion of the central topic. The event concluded with the audience being allowed to ask questions or add to the discussion. Audience members and panel members felt the event was worthwhile and the beginning step in forming a global vision for peace.

Norman North HS, Norman, OK Crosstimbers Rotary Sept. 7th

This *The People Speak* event format was similar to Public Forum debate. Two speakers presented the topic, followed by questions and comments from the adult audience members. The topic debated was "Resolved, the U.S. has an obligation to help stabilize developing economies worldwide."

Sooner Rotary Sept. 21st

The same format was adhered to, but the resolution debated differed. At this *The People Speak* event, students debated "Resolved, The U.S. has an obligation to protect human rights around the world."

Norman Public Library Sept. 22nd

A format similar to Public Forum debate was again employed to spark discussion on the topic "Resolved, the U.S. has an obligation to protect foreign ecosystems." Audience participation followed this exhibition debate between students.

> "Excellent presentations! I'm proud of our young people." Beaufort Community Member Ann Styron, retired teacher

E as t Carteret HS, Beaufort, NC Democratic Party Headquarters Sept. 7th

Local Democratic candidates were introduced. Then, the ECHS debaters, following an introduction, debated the 2004 peacekeeping Policy Debate topic. The format was modified. Four debaters delivered 4-minute constructives and cross examined one another, limited to two questions each. Then 1-2 minute refutations followed. After the debate, audience members engaged in lively discussion over the issues that the students had raised.

Republican Party Headquarters Sept. 11th

This event began with opening remarks from head coach Julia Brown-Millush about the school, the NFL, and the students' interest in politics. A pre-debate poll was held to measure the opinion of the audience prior to the exchange of ideas. Each of the debaters began with a 5-8 minute constructive related to the '04 Policy Debate peacekeeping topic followed by a 3 minute cross examination and a 3 minute rebuttal. After the debate, the floor was opened for lively audience debate. The event concluded with a post-debate poll to

NFL Grassroots Events

measure opinion changes. Three people had been swayed from their original position.

Ole Towne Rotary Sept. 13th

The Rotary Club opened their weekly luncheon meeting by introducing coach Julia Brown-Millush. Again, a pre-debate poll was held to establish the opinion of the audience prior to the exhibition. Four presented 5 debaters minute constructives followed by 2-minute rebuttals. Then the floor was opened for audience debate and questions. A post debate poll was held after the event. The debate centered upon the UN Peacekeeping mission resolution, however, the Rotarian members had questions prepared before the event to enrich the discussion.



Pictured at the top from left are: Carteret County Public Schools Superintendent Dr. David Lenker; Rotary President Darlene Leonard; ECHS Principal Ralph Holloway; ECHS debate Captain, senior Barrett Snipes; ECHS student congress captain, junior Russell Lewis; ECHS NFL Coach Julia Milmeister; and ECHS interpretation captain, junior Amanda Eubanks

Toastmasters International Sept. 23rd

Each student presented a side of the UN Peacekeeping issue similarly to our prior events. The floor was then opened to the public attending the meeting. Many Democratic and Republican Party members, as well as members of Rotary attended this event to get another chance to hear our students' presentations!





The People Speak

The News-Times - Democrats Hold a Debate Forum for ECHS Youth (excerpt)

The Carteret County Democratic Party hosted an energizing debate forum presented by East Carteret High School's nationally ranked National Forensic League to encourage the ECHS students and to address their fellow Democratic members. Bill Henderson served as master of ceremonies.

East Carteret juniors Amanda Eubanks and Elissa Hachmeister presented their case affirming the Forensic League's 2004-2005 policy debate topie: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.

Senior Barrett Snipes and junior Russell Lewis argued for the negative.

In the course of the demonstration debate, the Democratic members in attendance were asked to cross-examine both sides of the issue and engaged in a lively, thought-provoking discussion on a timely issue affecting the nation.

NFL sophomore Brian Russell served as the team's photojournalist.

The current East Carteret debate team is the eontinuing legacy of ECHS's powerhouse 2003 National Champion Public Policy Debate Forum and the 2004 third place national winners in the same event.

East Carteret debaters will also be taking both sides of the issue to the Toastmasters International meeting at Bryant Student Center at the campus of Carteret Community College at 7 p.m. on Thursday, Sept. 23, to elieit more public discussion on this topic of UN peacekeeping missions.

ECHS Debaters Perform for GOP (excerpt)

The Saturday monthly Republican Breakfast was held in the Republican Welcome Center, 504 Arendell St.

An enthusiastic crowd was treated to a special program along with breakfast.

Instead of a speaker, Steve Williamson, Executive Committee member and Republican Men's Club Secretary, introduced Julia Millush, debate sponsor and East Carteret High School teacher.

Mrs. Mullish then introduced four members of the East Carteret's nationally ranked 2003-2004 National Forensic League Team: juniors, Amanda Eubanks and Elissa Hachmeister on the affirmative team, followed by junior Russell Lewis and senior Barrett Snipes on the opposing team. Brian Russell was introduced as the acting photographer for the debate.

The 2004-2005 dehate subject is "The United States federal government should estab-

lish a foreign policy substantially increasing its support of United Nations peacekeeping operations."

In the eourse of the demonstration debate, the energized audience was invited to crossexamine both sides of the issue. There was a lively, thought-provoking discussion on the timely issue.

East's NFL Reeps Busy Schedule

The Ole Towne Rotary hosted an energizing debate forum presented by East Carteret High School's nationally ranked National Forensic League team under sponsor Julia Miliush.

Rotary President Darlene Leonard and member Keith Willis prepared the Rotarians with the debate issues and audience participation questions to address the issues.

East Carteret juniors Amanda Eubanks and Elissa Hachmeister presented their ease affirming the Forensic League's 2004-2005 policy debate topic: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.

Senior Barrett Snipes and junior Russell Lewis argued for the negative.

In the eourse of the demonstration debate, the Demoeratie members in attendance were asked to eross-examine both sides of the issue and engaged in a lively, though-provoking discussion on a timely issue affecting the nation.

Park Hill HS Kansas City, MO Sept. 13th

Four students; Mike Ito, Rachel Vaughn, Vito Mazzara, and Samantha Olds, held a Public Forum debate on the question, "Is the U.S. winning the war on terrorism?" A question-and-answer session followed the debate with the Citizens for a Better Democracy group. This organization is made up of community involved adults seeking a better democracy and way of life in the United States. The audience was supportive and interested in the presentation.

East Chapel Hill HS Chapel Hill, NC Sept. 30th

Panels of 3 students each presented a Public Forum style debate on whether

NFL Grassroots Events

America should be more concerned with protecting U.S. jobs than promoting free trade and global economic growth. After 30 minutes of panel debate, a 30 minute audience questioning period followed.

Central Valley HS Spokane, WA Sept. 14th

"This was a really fun experience." Roberta Rice, Coach of Central Valley HS

We used the current policy topic, Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations in a Public Forum Debate format.



Trinity Presbyterian School Montgomery, AL Sept. 28th

This The People Speak event was an even bigger success than Trinity had





hoped for! Of the eighteen community leaders invited to participate, nine attended. The event lasted a little over an hour and concluded with refreshments and informal eonversation between the panelists and the audience members. A round table/panel discussion was chosen for the format. The topic for discussion was "How should America exercise leadership in the world?". After each of the panelists shared their initial opinions, the floor was opened to the audience to question and comment upon the panelists' viewpoints.

Grandview High School Aurora, CO Sept. 22nd

Nine excellent, and mostly novice, speakers raise interest and concern about peacekeeping, security, and national human rights in panel presentations. Some of the hot topics of discussion included issues on national defense and copyright laws.

Belton HS Belton, MO Sept. 11th

Four Belton students spoke before the Bel-Ray Lions Club. The students debated the topic: "Resolved, The United States should be the caretaker of the world." Following the debate, the presentation was opened to the audience for a question-andanswer period. State Representative Brian Baker congratulated the students.



Belton team pietured: Brian Lawson, Sara Greenwood, Emily Pfefer and Valerie Spencer.

Carnegie Village Sept. 13th

Four Belton students debated the same topic before the Belton Chamber of Commerce, Former Mayor Phil Duncan, and Belton School Board officials. The debate culminated with a question-and-answer session. Former Kansas City Mayor and Congressional Candidate, Emanuel Clever congratulated the students.

Carnegie Village Sept 15th

Four Belton students again debated the same resolution before the Belton American Legion. A question-and-answer session followed.

Star Herald BHS Students to Make Public Debate Appearances

Four Belton High School students, in eonjunction with the United Nations Foundation, will make three public debate appearances in September to promote the role of America in the world.

Senior Bryan Lawson, junior Sarah Greenwood, and sophomores Emily Pfefer and Valerie Spencer will debate at 8 a.m. Sept. 11 before the Belton-Raymore Lions Club followed by a luneheon presentation before the Belton Chamber of Commerce at noon Sept. 13. The public debates will eonclude at 7:30 p.m. Sept. 15, before the Belton American Legion. All meetings will be held at Carnegie Village. The public is encouraged to attend.

All four students are members of the Beiton High Sehool debate/forensies team and the National Forensic League, which is sponsoring the nationwide event during September. The foursome will debate the topic, resolved: The United States should be the caretaker of the world.

Coronado HS El Paso, TX Sept. 17th

El Paso Coronado debaters engaged in Parliamentary Debate with members of the University of Texas, El Paso Forensics Union. Rachel Harwell and Stephanie James from Coronado HS upheld the government position while UTEP debaters James Baker and Casey Williams repre-

NFL Grassroots Events

sented the opposition. The resolution examined was, "Resolved: this house believes humanitarian aid should be a vital part of US Foreign Policy." Forty-five community members from El Paso Community College and the University of Texas, El Paso observed and participated in this activity. Sara Corlett-Roberts served as moderator and Zane Harwell served as facilitator. This activity was well received.



Pietured left to right: Casey Williams, Univ. of Texas, James Baker, Univ. of Texas, Coach Sara Corleit-Roberts, Rachel E. Harwell and Stephanie James

Benton HS St. Joseph, MO Sept. 20th

On September 20th, the Benton Forensic Team hosted *The People Speak*. The St. Joseph chapter of the Daughters of the American Revolution co-hosted the event. The event was formatted as a panel discussion over topics dealing with the U.S. foreign relations. State Representative Lawson was in attendance as were a number of members of the NSDAR, members of Rotary, and members of the school board. The program lasted an hour and a half as question-and-answer time ran longer than allotted.

St. Joseph News-Press - Students Take on Politics

The Benton High School speech team and the St. Joseph Chapter of the National Society of the Daughters of the American Revolution will host a forum on American foreign policy on Monday at 6:30 p.m. featuring the Benton speech team to be held at the Benton Auditorium. Stu-







The People Speak Project

Compiled by Sarah Gildea NFL Staff Member

What were The People Speak Signature Events?

The United Nations Foundation, in partnership with ABC News and several progressive organizations produced twenty-four Signature The People Speak events. From New York City to Albuquerque, all tweuty-four events were moderated by an ABC News Correspondent and included high profile policymakers, journalists, politicians, diplomats and academics. The National Forensic League played a unique role in these events. One area high school competitor was chosen in several signature cities to meet the moderator and panelists prior to the event, and was given the opportunity to ask the first question of the panel at the conclusion of the topic discussion. Read on to learn how NFL members challenged and impressed many American leaders.

Featured in this section are the nineteen events with NFL representation.

Signature Events

New York City

On September 13th, the Signature The People Speak events began in New York City with a discussion on American Power and Global Security. ABC's George Stephanopoulos moderated a discussion between former Secretary of State Madeleine Albright, former Senior Advisor to the Presidential Envoy in Iraq



Dan Senor, and Chilean Ambassador to the United Nations Heraldo Munoz. John Calhoun, an NFL member from Regis High School in New York City, prepared for the event in the green room with the panelists before attending the event and asking the first question from the audience.

Houston

September 20th brought The People Speak to Houston, Texas and a panel discussion on "Energy Choices and Environmental Challenges: How Far to the Last Drop?" Associate Director of the Rice University Energy Program and Wallace Wilson Fellow for Energy Studies at the James A. Baker III Institute for Public Policy of Rice



University Amy Myers Jaffe, President and CEO of the United Nations Association of the USA the Honorable William H. Luers, Founder of the Global Energy Investors and Chairman of Energy and Communications Solutions, LLC



the Honorable Robert C. "Bud" McFarlane, and the Editor of Oil & Gas Journal Bob Tippee sparked lively discussion on this timely topic. ABC correspondent Hari Sreenivasan moderated the event. Bellaire High School student and NFL member. Henry Tsai asked the first question of the panel.



Signature Events

Special Project

Denver

On September 23rd, 2004, the University of Colorado at Boulder welcomed ABC Correspondent Cokie Roberts, former Senator and President of the United Nations Foundation and the Better World Fund Timothy E. Wirth, and former Senator Hank Brown in a discussion on "Hearts and Minds: Fortifying America's Reputation in the World". Monarch High School student and NFL member, Brittany Crosby asked the first question of these esteemed policymakers.



Pittsburgh

September 23rd also brought The People Speak to Pittsburgh, Pennsylvania with a discussion centered upon American Power and Global Security. North Allegheny High School student and NFL member Dan Boada met with and asked the first question of a panel including the President of Refugees International Kenneth H. Bacon, President of the World Affairs Council of Pittsburgh Dr. Schuyler Foerster, the Chair of the History Department at Chatham College Christina Michelmore, Associate Editor and Member of the Editorial Board of the Pittsburgh Post-Gazette Ambassador Dan Simpson, and the Former Attorney General of the United States and Former Governor of Pennsylvania the Honorable Richard Thornburgh. ABC News Correspondent Jonathan Karl moderated the discussion.

Atlanta

On September 27th, 2004 a panel convened in Atlanta to discuss "Mending the Rift in Transatlantic Relations." Members of the panel included retired Brigadier General and current Vice President of International Business Development at Primerica Financial Services Zeb Bradford, foreign editor of the Frankfurter Allegemeine Zeitung Dr. Klaus-Dieter Frankenberger, Executive Director of Columbia



University's Council for European Studies Dr. John K. Glenn III, Deputy Director for NATO Policy in the Office of European Security and Political Affairs for the U.S. Department of State Jeffrey Hovenier, and Ambassador of the Slovak Republic to the U.S. His Excellency Ratislav Kacer. ABC News Correspondent Steve Osunsami moderated the event. NFL student Seth Gannon, from Woodward Academy, asked the panel a question regarding transatlantic relations.

The People Speak

Signature Events

Cleveland

The Cleveland The People Speak event was held the evening of September 28th at Cleveland State University. Gigi Stone, ABC News

Correspondent, moderated the event. The panel included Professor Larry C. Ledebur of the Maxine Goodman Levin College of Urban Affairs, District 1 Director of the United Steel Workers of America Dave McCall, the Board of Directors of Team North East Ohio Robert P. Reffner, and News Achor Ted Henry. The panel discussed "Prosperity in a Global Economy". At the conclusion of the discussion, Robert Pitingolo from the St. Ignatius High School Forensic Team represented the National Forensic League by asking a question of the panel.



Minneapolis

Minneapolis also hosted a The People Speak event on September 28th.

Moderated by ABC's John Donvan, this event turned the panelists' focus to "The Role of the Media in U.S. Foreign Policy". Dean of the University of Minnesota's Humphrey Institute of Public Affairs the Honorable J. Brian Atwood, the Washington Bureau Chief of Cairo's Al-Ahram Weekly Khaled Dawoud, and Diplomatic Editor and Editorial Writer for Brussels' De Standaard Mia Doornaert had a lively discussion concerning the media's place in our government's foreign involvement. Apple Valley High School student Jeff Long represented the National Forensic League by asking the first question of the panel members.

Milwaukee

On September 28th, another panel discussion was held in at the University of Wisconsin, Milwaukee. Eva Lam from Rufus King High School represented the National Forensic League by asking the first question of the panel and had the opportunity to converse with former U.S. Senator from Colorado Gary Hart and former U.S. Representative, Florida's Bill McCollum prior to the beginning of the event. The panel was moderated by ABC News Correspondent John Berman. "American Power and Global Security" was the topic under discnssion.



Signature Events

Philadelphia

On September 29th, ABC Correspondent Lisa Stark moderated an event at Philadelphia's Rosemont Col-Panel members discussed "American Power and Global Security". The panel consisted of James Steinberg of the Brooking Institution, David Mindich of St. Michael's College, Christopher Hitchens of Vanity Fair Magazine, Trudy Rubin of the Philadelphia Inquirer, and Edward Turzanski of LaSalle University. Their lively discussion was attended by the Executive Secretary of the NFL, J. Scott Wunn and the first question was asked by La Salle College High School's Andrew Britt. (picture of panel and audience)



The People Speak





The People Speak

St. Louis

The University of Missouri at St. Louis hosted a The People Speak event on September 29th. Democratic Staff Director for the U.S. Senate Foreign Relations Committee Antony J. Blinken, Founder of Global Energy Investors and Chairman of Energy and Communications Solutions, LLC the Honorable Robert C. McFarlane, and Professor Emeritus of Political Science at Washington University in St. Louis Dr. Victor LeVine had a heated discussion concerning "American Power and Global Security". The event was moderated by ABC's Don Dahler. NFL member Kevin Andert from Pattonville High School asked the first question of the panel. (picture)

Signature Events



Los Angeles

October 1st brought The People Speak to Los Angeles. ABC News Radio's Gil Gross moderated a panel discussion on "Energy Choices and Environmental Concerns". Comprising the panel were Senior Policy Analyst for the RAND Corporation Dr. Mark Bernstein, Director of the Carnegie Institution Department of Global Ecology and Professor by Courtesy in the Department of Biological Sciences at Stanford University Dr. Chris Field, University of California-Berkeley Professor in the Goldman School of Public Policy and Department of Nuclear Engineering and Founding Director of the Renewable and Appropriate Energy Laboratory Dr.

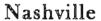
Daniel M. Kammen, President of the Federation of American Scientists Dr. Henry Kelly, President and CEO of Center for American Progress John Podesta, and Senior Adjunct Fellow of the Institute for Energy Research Tom Tanton. National Forensic League member Richard Hsaio, representing Gabrielino High School, asked the first discussion question.

Seattle

Signature Events

On October 4th, the University of Washington welcomed a panel discussion on the topic of "Energy Choices and Environmental Challenges". Event panelists included Dean and Professor of Public Affairs at the Evans School of Public Affairs at the University of Washington Dr. Sandra Archibald, Former Under Secretary of the Department of Energy and Director of Energy Studies at the MIT Laboratory for Energy and the Environment

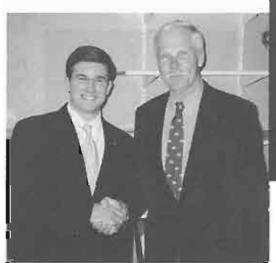
the Honorable Ernest Moniz, and former Environmental Protection Agency Administrator the Honorable William Ruckelshaus. The event was moderated by ABC's Carla Wohl. Sarah Ishmael from Gig Harbor High School, representing the NFL asked the first question of the panel.

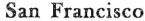


Vanderbilt University hosted The People Speak in Nashville on October 4th. ABC News Anchor and Correspondent Sam Donaldson moderated a debate on "American Power and Global Security" between the 45th Vice President of the United States the Honorable Al Gore and Former U.S. Representative from Florida the Honorable Bill McCollum. United

Nations Foundation Chairman Mr. Ted Turner gave opening remarks before the discussion commenced. Representing the NFL and Montgomery Bell Academy, student Tripp Rebrovick introduced Mr. Turner and asked the first question of the speakers.







On October 7th, the city of Sar Francisco hosted a The People Speak

event. ABC News Correspondent Mike Cerre moderated a panel discussion on "International Challenges to State Building". Special Advisor to the Secretary-General and Former UN Envoy to Iraq his Excellency Lakhdar Brahimi, Senior Fellow at the Hoover Institution and former Senior Advisor to the Coalition Provisional Authority in Baghdad Dr. Larry Diamond, and former Senior Advisor to the Presidential Envoy in Iraq Dan Senor comprised the panel. An NFL member from James Logan High School, Justin Hinojoza jumpstarted the discussion by asking the first question of the panel.

The People Speak

Chicago

On October 6th, The People Speak came to Chicago. A panel discussion on "American Power and Global Security" was moderated by ABC News Correspondent Jim Avila. Panelists included Former National Security Advisor to Vice-President Al Gore and George Washington University Professor Dr. Leon Fuerth, Senior Fellow at the Center for American Progress the Honorable Lawrence Korb, National Public Radio Commentator Aaron Free-

man, and the President of the Lincoln Legal Foundation Joseph A. Morris. Elizabeth Kim, an NFL member at Glenbrook South High School, asked the first question of the panel.



Photo provided by Cameron Moody

Detroit

October 14th brought *The People Speak* to Detroit and the University of Michigan, Dearborn. Lynn Sherr, ABC News Correspondent, moderated a panel discussion on "American Power and Global Security". From Groves High School, Susan Lou represented the National Forensic League. The members of the panel were former Ambassador of the U.S. to Yemen and former Director General of Multilateral Force and Observers in the Sinai the Honorable Arthur H. Hughes, former U.S. Senator from Michigan and Chairman of APCO Worldwide the Honorable Donald W. Riegle, Jr., U.S. Representative from Michigan the Honorable Mike Rogers, Ambassador of Belgium to the U.S. his Excellency Frans van Daele.

Signature Events

The People Speak

Dallas

The People Speak came to Dallas on October 6th. Southern Methodist University welcomed a panel discussion on "American Power and Global Security". Sam Iola from Dallas' Highland Park High School represented the National Forensic League by asking the first discussion ques-Moderated by ABC Nightline Correspondent and Guest Anchor David Marash, the panel included Former Ambassador of the U.S. to Japan and Former

Speaker of the House of Representatives of the State of Washington the Honorable Thomas S. Foley, Former Ambassador of the U.S. to Saudi Arabia the Honorable Robert Jordan, Founder of the Global Energy Investors and Chairman of Energy and Communications Solutions, LLC the Honorable Robert C. "Bud" McFarlane, and Former Special Envoy for Somalia and Former Ambassador of the U.S. to Pakistan, Somalia, and Zaire the Honorable Robert B. Oakley.



Signature Events



Albuquerque

The University of New Mexico hosted *The People Speak* on October 11th. Albuquerque Academy NFL student Darshan Patel participated by asking a discussion question. This event was moderated by ABC's Sam Donaldson. Esteemed panelists included the President of the Southwest Energy Institute David Bacon, Former U.S. Representative from New Mexico and current President of Upstream Consulting, LLC the Honorable Matt Salmon, Chairman, President, and CEO of PNM Jeff Sterba, Principal Scientist and Vice President of Sandia National Laboratories Dr. Gerold Yonas, and Senior Scientist at the Center for National Security and Arms Control Dr. Alan Zelicoff. The panel discussed "Energy Choices and Environmental Challenges".



Boston

The final The People Speak Signature event was held at Boston University on Octobe 19th. The discussion topic was "American Power and Global Security: A Winning Combination or a Contradiction of Terms?" The Honorall Joseph R. Biden, Jr., United States Senator from Delaware, Dr. David Brudnov, Host of WBZ AM Radio, the Honorable Lincoln Chafee United States Senator from Rhode Island, his Excellency Nabil Fahmy, Egyptian Ambassado to the United States, and the Honorable Bi McCollum, former United States Representative from Florida were the panelists. ABC George Stephanopoulos moderated the event Students from Manchester-Essex Regional High School had an up-close and personal view of fellow student and NFL member Chris Gang as he asked the first question of the panel.







🔷 The People Speak

dents will address American power and global security and will take questions from the audience. The event is part of The People Speak: America's Role in the World, a nationwide discussion series.

Raymond Central HS Raymond, NE Sept. 20th

The program was presented at the American Legion Post. More than expected turned out, and audience members couldn't wait to respond or comment in the panel discussion. Questions to the panel included; "How do perceptions of the U.S. affect our role in the World and what is causing these perceptions?, To what extent should oil drive our foreign policies?, What trade-offs should we be willing to make between environmental considerations and energy production?, What responsibilities should America hold concerning foreign countries and foreign political turmoil?"

> "They all expressed themselves very well. They do an excellent job." Margie Swanson, American Legion Auxiliary.

Sept. 14th

Raymond Central High School held another The People Speak event, in a panel discussion format, with audience discussion following the students' presentations.

> "There was a lot of open discussion and debate between the panel and the audience on the topics. I think that the panel did an excellent job addressing the various topics and questions that arose."Belle Howell, University of Nebraska student

> "I think that the panel did an excellent job of sharing their thoughts and opinions, especially when responding to questions of the audience. It was very insightful." Roseanne Scurto, parent

> "This was an excellent opportunity to discuss issues. It was fun to debate issues with our young leaders." David Smith, parent

Raymond Central HS The People Speak Project





"The debate between Connie Chung and Miles Prince was an excellent format—it was stimulating to see and hear [the] students. Looking forward to next year." Pat Freeman, President of San Gabriel Education Foundation, member of the San Gabriel Rotary Club.

"The young people were most impressive." Cheryl Prentice, member of San Gabriel Rotary Club.

NFL Grassroots Events

Steven Tan and Eddie Wong partici-

pated in a debate about America exercis-

ing leadership in the world before community members. After the debate, the audi-

ence asked questions of the students about

Oct. 1st

the debate.

Gabrielino HS, San Gabriel, CA, Sept. 1

Two members of the Gabrielino High School Speech and Debate Team put on a debate for the San Gabriel Rotary Club on Wednesday, September 1st. The debate between GHS seniors Miles Prince and Connie Chung centered around the United States' dependency on foreign oil. Both students got to present their case, crossexamine their classmate, and make final comments. The floor was then opened to all of the members of the Rotary Club.

North Oldham HS, Goshen, KY,

Sept. 16th

The North Oldham High School The People Speak was a panel discussion revolving around many issues perti-

nent to America's role in the world today. The evening began with opening remarks from Superintendent of schools Dr. Blake Haselton. Following this, the North Oldham High School Debate Coach



Merl McBee reviewed the format and introduced the panel of both students and community members. Each speaker had 3-4



minutes to speak on their topic. Between speakers, there was time allotted for discussion, comments, or questions from the audience and other panelists.

Derek McMahan, of the NOHS Debate Team,

answered the question "Could the attacks





on 9/11 have been prevented?" Floyd Jernigan, the State President of the Sons of the American Revolution explored the question, "What role should the United States



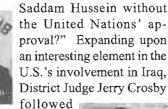
seek in the world community?" He was followed by Nathan Fletcher of the NOHS Debate team and his analysis of "Is preemptive war an effective method for protecting the U.S.'s interests?"

Oldham County Judge-Executive Mary-Ellen Kinser continued the discussion with her analysis of the gender is-

sue, "What role should women play in the War on Terrorism and the War in Iraq, and should women serve in fighting combat units in war zones?" Next, NOHS Debater Kirk



Laughlin presented his opinion on the topic, "Should the United States have pursued



t h e



Laughlin with a panel presentation on, "What role should African-Americans play in the War on Terrorism and



W a r in Iraq?" Next, U.S. Coast Guard Lt. Commander and Chairman of the Eagle Scout Board of Review Gerald A. Nauert discussed, "Why Ken-

should be concerned about Homeland Security and what plans the Coast Guard has made to deal with this threat." The final panelist, Harrison Holcomb of the NOHS Debate Team closed with



analysis of the question, "Is engagement

an effective means of improving human rights in developing countries?" Closing remarks were given by Dr. Terry Brooks, the North Campus Principal.



"Our The People Speak initiative in the North Oldham High School Cafeteria on Sept. 16th was enormously successful. We had over 120 people in attendance which was twice as many as we expected." Merl J. McBee, NOHS Coach

The Courier-Journal-Bebate engages Gloham students on foreign policy (By Tonia Holbrook)

To some, the question of whether the United States should have pursued the ouster of Saddam Hussein as Iraq's leader is black and white. Kirk Laughlin argued in a debate yesterday that it's not that simple.

The North Oldham High School junior urged students and members of the Prospect Rotary Club to consider the many complicating factors—from Iraqi oppression under Saddam's regime to botched intelligence on presence of weapons of mass destruction to Saddam's possible connections to terrorists who earried out Sept. 11, 2001, attacks in the United States.

But Kirk is keeping his answer to himself. He said his goal yesterday in the "People Speak" debate at the high school was to be a catalyst for deeper thought.

The debate was one of about 4,000 being held nationally this year in the People Speak Initiative, a grassroots effort sponsored by several organizations, including the National Forensic Leagne and the United Nations Foundation, to engage Americans in discussions about foreign policy.

The Prospect Rotary Club co-sponsored yesterday's debate because it fit into the organization's goal to help youth become involved in their community and be well-informed, said Alan Laughlin, the club's president and Kirk's father.

Laughlin said the elub also wanted the community to "see what these kids can do."

Yesterday's panel of debaters included four of the 10 members of the school's debate team and community leaders, including Oldham County Judge-Executive Mary Ellen Kinser, District Judge

NFL Grassroots Events

Jerry Crosby and Lt. Cmdr. Gerald A Nauert of the Coast Guard.

Addressing this year's theme, "America's future Role in the World: Peace, Security and Human Rights,' panelists posed some of the most pressing questions in American society today.

Could the Sept. 11 attacks have been prevented? Is pre-emptive war an effective method for proteeting U.S. interest? What role do women and minorities play in the war against terrorism?

When one student asked panelist Floyd Jernigan, former president of the Kentucky Society of the Sons of the

American Revolution,
whether terrorism
could be defeated,
Jernigan remarked,
"That's one of the
most through-provoking questions I believe
I've ever been asked."



Students who par-

tieipated earned points toward higher rankings in their standings as debaters, sophomore Derek MeMahan said.

Harrison Holeomb, another sophomore member of the debate team, said the event also gave the team a chance to showcase itself to potential student recruits in the audience.

Junior Eric McNeil said he's not sure he wants to join the team, but he's glad he attended the debate with his advanced-placement American history class. "It's good for students to be aware of these issues," Eric said, adding that the sometimes-heated discussion illustrates that "everybody has a voice."

"We are all leaving here with lots on our minds," said school board viee chairwoman Joyce Fleteher, whose son Nathan was on the panel of student debaters.

Fletcher said the debate would stimulate further thought on such topies, and she told student, "Don't ever hesitate to ask questions."



North Oldham debate team, Coach Merl MeBee, those who helped or served on the panel during the *People Speak Initiative* on September 16.





Dhe People Speak

Wauseon HS Wauseon, OH **Exchange Club Meeting** Sept. 28th

This event was held at the regular weekly Wauseon Exchange Club meeting. Three of the extemporaneous speakers make a timed presentation. They did additional research in preparation to field any questions that they might have been asked by the members of the Exchange Club. After each timed presentation, members of the Exchange Club were given a designated period of time to respond concerning the issue at hand. These responses were in the form of questions which the students' presentations peaked in the audiences' thoughts.

The moderator for the day was the current Americanism chairperson for the Exchange Club, Mrs. Sandra Barber. In addition to being a member of the Exchange Club, she is an elected official in the county, and was a delegate to the 2004 Republican Convention in New York.

Brian Peck spoke on the question "How should America exercise leadership in the world?" He was followed by Lily Bumb who spoke on "Should we be concerned about poverty in Africa and other parts of the developing world? If so, why?" Finally, Jennifer VanPelt spoke on "What are the costs and benefits of agricultural subsidies?"

Also present at the meeting was the Editor in Chief and the City Editor of the local newspaper, The Fulton County Expositor.

Wauseon Speech Team Ventures into Worldly Topics, Fulton County Expositor (By Stebe Colon)

Several members of the Wauseon High School Speech Team joined with the Wauseon Exchange Club on Tuesday to discuss America's role in the world.

The National Forensic League and the United Nations Foundation "People Speak" program is designed "to encourage important debate and discussion among community members to create stronger relationships with local civic organizations and members of the community while discussing key issues facing our world."

Speech team members juniors Olivia Bumb and Jennifer VanPelt and senior Brian Peck each presented three minute speeches on varying topics and then opened the floor for discussion.

"This is a great way to get experience for our extempers and debaters," said team coach Dolores Muller. "These discussions have been done in the month of September nationwide."

Some of the topics included: How should America exercise leadership in the world? Shonld we concerned about poverty in Africa and the developing world?; and What are the benefits and costs of agricultural subsidies?

In addition to preparing speeches, the students were required to conduct vast amounts of research in order to be prepared for any question that might come their way.

VanPelt felt she was prepared for all of her questions after about three weeks of practice.

"We debated each of our topies after each practice," she said.

Bumb felt her many hours of research paid off.

"You ean answer questions more efficiently if you have facts," she said. "You can't debate

All the students felt this was a worthwhile venture for both them and the people who heard the speeches.

"I think with the election coming up, it was good to discuss the issues winee this will be a close, tight (presidential) race." Peck said.

The programs' design to spur discussion is important as Bumb understands.

"Everyone ean watch the news, but not everybody gets a chance to talk about the issues," she said. "We discuss them in order to get a better understanding."

This was the only time the tcam made plans to present the program this year. Muller said she would like to see her gronp do more presentations to other civie and government groups in subsequent years.

"It was a great way to give these students a voice in the community, thereby building their confidence in using the speaking skills they are learning as participants in the National Forensic League. From a coach's perspective I would have to say that all in all this was a very worthwhile project." Dolores Muller, Coach, Wauseon High School

NFL Grassroots Events

Dickson County HS Dickson, TN Good Morning Rotary Sept. 16th

The Dickson County High School chapter of the NFL took six members to the regular meeting of the Good Morning Rotary Club. Topics were discussed in a symposium format by each of the students under the broad topic of American power and global security. At the conclusion of the event, panelists and audience members exchanged questions, answers, and comments.



Dickson Audience.

High Noon Rotary Sept. 29th

The Dickson County High School Forensic Team sent six team members to the High Noon Rotary Club to hold a The People Speak event. The topic discussed was Energy Choices and Environmental Policy in a symposium format followed by a question and answer period.

"[I am] very impressed with the knowledge these young adults possess and their thought process. Encouraging to know the school system is doing a good job with the education of our future leaders." Debbie Tyler, community member

Kansas State Fair Debates Hutchinson, KS **Buhler HS** Sept. 14th

Buhler students presented a demonstration debate on the current 2004-2005 peacekeeping Policy Debate topic. Follow-





Special Project



ing the debate, an economic critique was given from a real world point of view.



Hutchinson High School

Four debaters from Hutchinson HS gave a demonstration debate. It was formatted so that many novice debaters in attendance could experience a "live" debate, try their hand at flowing, and ask questions. There was a question and answer time and a critique following the debate.



Lyons High School

Four students presented a demonstration debate in front of an audience. The students were introduced with a brief overview of the topic as well as a mention that there would be a follow-up time after the demonstration, to field any questions about the activity or the topic for the season, UN peacekeeping.



SLC Skyline HS Salt Lake City, UT Sept. 13th

Skyline speech and debate students conducted a mock Public Forum round. During the cross examinations, members of the audience were permitted to ask questions. Following the round, students and members of the audience discussed the round. They gave constructive criticisms, and offered further insight.

Morningside Elementary School Sept. 15th

This project involved a debate between members of our debate team in a format similar to Public Forum. A questionand-answer session followed the debate. NFL Grassroots Events

and Environmental Challenges in a panel discussion format. The event closed with questions and discussion.

"Everyone really enjoyed the panel discussion! The students did a super job as usual!" Ruth Clark, Rotary Club Member



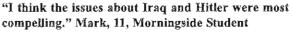
Wylie HS, Wylie, TX, Sept. 30th

This *The People Speak* event was in partnership with the Wylie Rotary Club. Two students presented speeches over the

history of the UN and their thoughts

on current UN Peacekeeping operations. The students used historical examples and references to then pose the question of UN Peacekeeping to the audience to

spark participation. An open microphone session followed where the audience and students



"If you cut down trees then you should plant news ones. I liked how they said trees take a while to grow, but not to cut." Omeid, 10, Morningside Student

Buhler HS Buhler, KS Kiwanis Club Oct. 6th

A modified demonstration of policy debate was held in front of the members of the Kiwanis Club is Buhler. Three cases were presented and refuted by members of the debate team. Then the floor was opened to the club members where questions and comments about America's foreign policy were discussed.

Walnut HS Walnut, CA Sept. 28th

Five students and four adult Rotary Club guests discuss the Energy Choices



discussed the United Nations.

Lincoln Southwest HS Lincoln, NE Sept. 30th

Members of the Lions, Kiwanis, Rotary, Jaycees, and Lioness Clubs were all invited to attend *The People Speak* event. The forensics squad asked several school







The People Speak

organizations to send a representative to participate in a "public forum" to discuss leadership in a global world. Members of the Southwest HS Key Club, Student Council, Honor Society, Young Democrats, Young Republicans, AP World History Class, Advanced Debate Class, Forensic Team, and FBLA were represented. The team also invited a panel of adults to participate, including Associate Superintendent of Lincoln Public Schools Dr. Marilyn Moore, Lincoln Public School Board Member Lillie Larsen, State Senator Ron Raikes, Lincoln Southwest Principal Jerry Wilks, and Lincoln Public Schools Multicultural/ Community Administrator Thomas Christie.

Each student first gave a two-minute speech discussing a specific area of U.S. involvement in the global arena. Topics included globalization, outsourcing, democracy, environmental concerns, energy concerns, economic prosperity and global security. The student panel was then given a minute to cross-examine the speaker. The second portion of the evening featured the adult panel giving commentary on the arguments they heard from the students. Third, the audience was given the opportunity to ask questions and discuss issues with all members of the panels.

Langham Creek HS Houston, TX Sept. 22nd

A panel consisting of Langham High School Speech and Debate students discussed issues including the USA Patriot Act, the handling of the War on Terror, the outsourcing of jobs to foreign countries. and the needs of America's education sys-

tem. Constructive speeches were given by one member of the panel on each side of these issues before a crossfire pe-



riod occurred. Then the floor was opened to the audience for questioning. Finally, each panelist was given a minute for summation of their issue. Invitations were issued to active community members to serve

as moderators of the event.



"Although not everyone in the room that evening had the same position, we all agreed on one thing-we have work to do. Events like The People Speak are important as they open the dialogue and begin the work that we must do to make the United States an effective and fair leader in the world."

Toni Heimes, Coach, Lincoln Southwest HS

Stow Monroe Falls HS Stow, OH Sept. 28th

This event used a combination Policy and Public Forum style of debate. A moderator introduced the topic, the 2004-2005 Policy Debate UN peacekeeping topic. Our adult guests included parents, members of community organizations, and business people.

Del Valle HS Austin, TX Sept. 15th

A public forum discussion was held on U.S. Foreign power and policy with two UT Professors and HS students from Del Valle, Amarillo, Flatonia, Port Isabel, and Mercedes HS in Texas via video

Mountain Grove HS Mountain Grove, MO Sept. 30th

conferencing.

Over seventy people attended and participated in this The People Speak

NFL Grassroots Events

event. The event began with four general subjects concerning US Foreign Policy and then asked for volunteers to present and discuss each topic area. An open forum of audience participation followed. We also had a table for voter registration,"This event was a huge success. As a student teacher new to the area, I was worried about enough people attending. Many students and community members begged for another event soon!" Stacy Brohammer



Lindale HS Lindale, TX Sept. 28th

The Lindale HS Debate Program put a distinct and interesting spin on their The People Speak project. Public discussion and debate on foreign and domestic policy issues were presented in the form of a mock presidential debate and election. Parliamentary debate was incorporated in order to stimulate interest and also inform the public. Two students were chosen to represent President Bush's policies and two students were chosen to represent Sena-







tor Kerry's policies. Both domestic and foreign policies were addressed in the actual debate. The total floor debate lasted 45 minutes; both parties received 22 minutes for debate. In addition to participating in the debate, community members were given the opportunity to register to vote if they were eligible and educational resources on the electoral college were also available.

Lindale News-Times-Bush v. Kerry: Students show impressive style in Mock Presidential Debate (By Pat Turner)

George W. Bush and John Kerry had their Presidential Debate this past week.

They talked about their stand on certain issnes and even took the usual shots at one another.

Who won the debate? Depends on who you ask.

No matter what the opinions might be, the two might have picked up some pointers if they would have attended Lindale High School speech and debate's students' Mock Presidential Debate that same week.

Rory McKenzie and Jacob Hopson spoke on behalf of President Bush and the Republican Party. Representing Kerry and the Democrats were Kenny Cauthen and Nicole Yeakley.

For the record, Bush "won" the election, which was determined by allowing the audieuce to vote.

When it came down to style and being prepared, both sides gave winning performances.

The roles of the Democrats and Republicans were selected by speech and debate coach Janice Caldwell.

It didn't matter if the students were for the Democrat or Republican parties, Caldwell put them in the spots at random.

Prior to the debate it was announced that those involved my not personally agree with the parties' stance outside the mock debate.

If those participating didn't believe in the parties, it was hard to tell, because they delivered their speeches with passion and authority.

After each individual spoke, a member of the opposing party stepped up to cross examine. Those under the gun didn't sweat. They acted like they had been working for their parties since Day One.

Of course, the four involved have enjoyed plenty of success in high school debate competition. Lindale finished first and second in Class 3A a year ago and have dominated competition this fall. However, attempting a mock debate concerning the Presidential election was a bit different than a speech and debate tournament.

It took some research and planning, but the students had fun.

"This was my first Presidential Debate." Yeakley said. "It was kind of fun to argue politics. I enjoyed it." It also helped having an audience.

"When we debate for a tournament, they're not really public," McKenzie said. "This was public. People got to see what we do in debate tournaments."

They bit on the typical issues about the economy, taxes, terrorism, and the Iraq conflict.

There were a few shots at the other party, but it seemed more like eomical relief than personal stabs.

All the participants drew applause. The happiest of all may have been the teacher.

This was a new experiment.

Caldwell's students have held mock presidential debates in the past, but they were done during school hours.

This was the first time to go public and it turned out to be a wise ehoice.

In addition to the debate, Holley Nees spoke about the importance of voting and the electoral college. Brittany Allen spoke about the importance of public debate.

Those in attendance also had opportunities to register to vote.

"We had so much fun doing this," Caldwell said. "We sat down together and I assigned the parties. I wanted them to represent a certain side whether they agreed with it or not. They did put everything together and did great."

Lakewood HS St. Petersburg, FL Sept. 9th

Four Lakewood High School students participated in a *The People Speak* event at the Point Brittany Book Club. Ron Overing, Alex Heeren, Jeremy Croxton, and Michael Flegiel debated the topics, "Resolved, fighting terrorism should be the top priority of our foreign policy" and "Resolved, oil should drive our foreign policy." Students argued both the "pro" and "con" positions for each resolution, with cross examination after each speech. An audience question and answer session followed the students' presentations.



Oct. 7th

The Lakewood High School students organized an additional *The People Speak* event at a Breakfast Optimist Club meet-

NFL Grassroots Events

ing. John Correa, Alex Heeren (Team Captain), Nehal Gheewala, Navin Singh, and Lauren Jensen all participated as speakers at this event. The topics discussed were "American Power and Global Security" as well as "Prosperity in a Global Economy".



Oct. 12th

Lakewood High School held a final The People Speak event at Stetson University College of Law. Debaters Alex Heeran and Michael Flegiel had the opportunity to participate in a dialogue based on Robert Kagan's book Of Paradise and Power moderated by ABC New's Brendan McLaughlin. Questions considered were, "What are the advantages of working with other countries and international institutions like the UN to secure a more peaceful. stable world?", "What are the disadvantages?", and "How can the UN be improved to better address global threats?" Panelists included two members from Stetson's LL. M. Program Mr. Vivek Jha and Ms. Neelofer Syed, Professor of Law Dr. Robert N. Davis, and Special Adviser to the Secretary General of the United Nations Ambassador Jamsheed Marker. An open microphone session followed the panel discussion.



Thank you to all the schools who participated in The People Speak program. We apologize, that due to publication deadline and limited Rostrum space we were unable to publish all submitted information.





Student Perspective

NFL Debaters Evaluate Presidential Debate

Who Will Be Our Next President?

By Ben Casselman

Reprint from The Salem News Friday, October 1, 2004

MANCHESTER -- George Bush and John Kerry both have reputations as strong debaters, but the two candidates should be glad they were facing each other instead of the teenagers gathered in Paige Journey's living room.

While Bush and Kerry were sparring on Iraq, terrorism, and uuclear proliferation at the University of Miami last night, eight members of the Manchester Essex Regional high School debate team were crowded around a wide-screen television picking apart every argument, jumping at every gaffe, and pointing out every missed argument in the year's first presidential debate.

"You're not answering the question," Chris Comenos snapped at the president early in the debate.

"He has a bad habit of starting off with 'uh," Wendell Smith said of Bush.

"This is a dodge right here," team president Jeff Gang said as Bush began to discuss the International Criminal Court.

"No, it's actually an instructive point," his brother Chris countered.

And so it went for the full hour and a half of the debate. The students scribbled notes as they watched, and traded quips and barbs at the candidates and at each other, giving credit to good points and taking off points on imaginary score sheets for unanswered arguments.

This was hardly the candidates' target audience, of course. All but two of the students, along with their coach, were Bush opponents--that didn't necessarily make them all Kerry supporters--and only one student, Journey, said she planned to vote for the president.

But the debaters were equal-opportunity critics, willing to point out errors by either candidate. And despite their political differences, they agreed more often than they disagreed, Bush, they said, seemed more flustered than Kerry, and took longer to collect his thoughts. Someone watching the debate on mute, they said, would have fallen squarely into Kerry's camp.

But even with the sound on, Bush didn't win many style points in the room.

"He's just not a very good speaker," Smith said of the president.

The debaters also noted significant differences in the two candidates' strategies. Bush, they said, was trying to keep to a few basic points: He is firm, Kerry is not; the Iraq war made America safer; and he will protect the country.

"Bush just kept to the same three points," Jake Elder said.

Kerry, meanwhile, was trying to soften his image and seem less condescending than he has in the past.

"He's talking down-home," the

team's coach, Tim Averill, noted during the debate. "Somebody told him to drop the accent, talk down-home and he's doing really well with that."

So who won? That depends on who's judging.

Kerry was a debater in high school and college, and both candidates took a course on public speaking at Yale -- where, coincidentally, several Manchester's debaters headed for a three-day tournament. The debaters agreed that Kerry's experience showed -- had this been a high school debate, they agreed, Kerry would have won.

But it wasn't a high school debate, and the group was less certain who would win in the court of public opinion.

"Definitely John Kerry won," team vice president Sarah Shea said. "Although I think the Public of America would probably internalize more Bush's, 'We're staying on the offensive' message."

But the one undecided voter in the audience, Comenos, said he was swayed more by Kerry than by Bush.

"Kerry won the debate," Comenos said,. "His final speech was far stronger. Kerry showed his varied strengths and Bush was monolithic."

Everyone agreed, however, that both sides avoided disaster, which in the end may have been their greatest goal.

"I think it's going to be a draw," Averill said. "Neither one fouled up this debate at all."

Last May

The most talented extempers in the country attended Northwestern University's second Tournament of Champions in Extemporaneous Speaking and enjoyed a supremely challenging competition.

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A preliminary list of qualifying tournaments are available on our tournament website. Invitations will be mailed and posted online in November, 2004. Visit www.tocextemp.com for more information.



Believable Analysis and Source Selection in Extemp

The New World of Extemp

By Scott Cheesewright

The world of extemporaneous speaking began in 1931, in a very different National Forensic League, and as a very different event. With the advent of extemporaneous speaking, it was undoubtedly the speaking part which was emphasized. Speakers who spoke well were the ones who won - not the ones who could analyze a topic. Tournament final rounds, including the final round of the NFL national tournament, were populated with speakers who were incredibly eloquent, but who would often cite three or less sources, would never state their topic question, never answer the question, never supported an answer they gave, used introductions lasting well beyond two minutes of their speeches, and included obvious factual errors1.

The art of extemp has always required talent in speaking, persuasiveness, presentation, and personality. Since the early 1980's, the role of source quality has changed and expanded significantly in nationally successful extemp speaking. This paper considers that change, and then the function and impact of source selection and analysis. The article further evaluates possible alternatives in selecting sources, and offers suggestions on how to improve the quality, clarity and depth of analysis. Through this, the article serves as one possible guide for both beginning and experienced extempers.

To understand how to find good sources, and develop quality analysis, an extemper must know what s/he is looking for. Analysis and source selection may seem like a simple issue, but it is important to know the criteria to best use in order to

critique sources.

Initially, source selection is often the more complex issue, on what an extemper might want, and when. The foremost concern is addressing the bias of a new source. A common problem with the selection of sources is a fear of bias. The Nation Magazine, for example, has historically been considered a socialist magazine, and so many extempers will shy away from using it. In some regions, however, the bias of a magazine such as The Nation will be understood, but the quality of analysis is also recognized. For a similarly thoughtful conservative view extempers might use the National Review. The bias of a magazine can actually become very useful in an extemp speech, for it could aid in the strength and depth of analysis - when used appropriately. An extemper who uses a biased source may make note of the bias, and use this not only to reflect a point, but to also relay to the judge a point about media censorship, the beliefs of a group of people, or about government control of media re-

An extemper must also not forget think-tanks, which will reflect a well researched, analytical, but legitimate biased report. A primary example of such is the Cato Institute. This libertarian think-tank is highly regarded in extemp, especially due to great quantity and variety of analytical tools. By correctly using a biased source, the content of a speech may be significantly improved.

There exists, unfortunately, a risk to using a biased source, even a lightly biased source. A primary example of this is

seen in West Texas. Extempers in this region have been given poor marks in a round for using 'the diet cola of media bias,' the New York Times. While considered by some to be one of the best newspapers published in the U.S., the New York Times often reflects a light bias to the left. While extempers may make use of biased sources, they must keep in mind to use such a tactic in moderation, and to know their region -for the expectations for 'good extemp' change in every region of the nation.

Another strategy of extempers, usually more prevalent in college extemp but emerging in high school, is the extensive use of foreign sources. A report from The Japan Times will often sound more prestigious in an extemp speech than another citing of The Economist. A second purpose of foreign sources is to demonstrate to judge the hard work put in by the extemper. Just as recently dated articles will show audiences that an extemper has been working hard, so too will using more obscure foreign sources. A third reason to use foreign sources near the topic area subject is credibility. When an extemper uses a source from the nation they are talking about, there is an air of primary source believability. But the source must be geographically relevant. If an obscure Russian newspaper is cited in an article about the Brazilian economy, the extra credibility can be lost. The foreign source quickly becomes just another obscure paper - not added to, but actually damaging the credibility of the source, and the speaker.

Foreign and biased sources have an important role to play in extemp, but the

Sxlemp

final type of source is merely the unbiased, credible, western source. Using these sources is the safe road. There are also more western sources that must be considered. Journals, quarterlies, and studies will contain less bias and add to the content of a speech, due to their often renowned prestige. (And they usually have cool sounding names!)

Regardless of the type of source foreign, domestic, biased, not biased - the role of sources should, and does always remain the same. A good source, when used properly, will establish better ethos for a speaker, the judge will believe the speaker to be more credible. This is vital in an event that is based on persuasion. Beyond establishing the ethos of a speaker, the selection of sources used by an extemper will demonstrate the work, which goes into the event outside of your thirty minute preptime. Extemp is won and lost outside of tournaments.

In a statistical study of the national tournament's final round, N. Andre Cossette found that extempers who used more sources and more quality, varied sources were the extempers who performed the best². Of the finalists, the average sources per speech were 5.83, however non-finalists averaged only 3.36 sources. The study also found that finalists cited common sources 14.2% of the time, while non-finalists cited such sources 46.8% of the time. The number and quality of sources has a direct correlation to the results that will come back on an extempers ballot.

There is more to extemp than sources, especially in the realm of analysis. An extemper must keep in mind that the eventual goal of an extemp speech is to have clear and deep analysis, which convinces the judge. The goal of analytical content is very similar to the goal for source quality and quantity. Analysis demonstrates, as sources do, a wealth of knowledge, and hard work outside of the round. Good analysis aids the extemporaneous speaker several ways.

The first of the two is in depth of analysis. Very simply, superficial analysis will not be convincing to a judge, and will not convince them as well as would in depth analysis. Exemp is an event that requires practice, especially to establish a fluent, smooth, and entertaining speaking style: To develop that, most successful extempers will have practiced hundreds of speeches during one speech season. The problem is that often, the extemper will develop too much of a 'cookie cutter' style of analysis. To solve a problem, all questions are answered with social, economic, and political changes. While such an approach may have advantages, often it will overshadow true depth of analysis. Could all of the United States' economic woes be solved with one change? The clear answer is no. Neither will the economic problems of Zimbabwe and very often (especially in international extemp) an extemper will act as if they would answer 'yes.' The depth of analysis is truly important to providing real solutions, to the all too real problems proposed in extemp rounds - and avoid the 'extemper's magic wand.'

The next goal of analysis is much like the first, to have specific solutions to the problems in an extemp speech. Just as all problems don't necessarily break into superficial categorization, there are also problems which have their own difficulties. One economic principle doesn't govern all the policies of the world, and so an extemper must learn from this, and ensure that they are looking into the specific problems of a nation in their analysis.

If these two analytical techniques are followed, then the analysis of an extemper will be greatly strengthened. Coupled with good source citation, an extemper may be on their way to success, and national recognition. The new world of extemp, one which is based on sources and the analysis supported by those sources, is one which most extempers must adapt to. In achieving these goals, the extemper will appear, and be, more practiced - and likely gain the trophies, experience, and knowledge to prove it.

Following is a sampling of some of the best sources currently available. It is not meant to be a complete list, but these entries are a good place to start: Free

CDE (click on "free links" and then click on "Extemp") www.cdedebate.com

Think Tanks

The CATO Institute www.cato.org
The Heritage Foundation www.heritage.org
Magazines

The Nation www.thenation.com
The National Review www.nationalreview.com
The Economists www.economist.com
The Far Eastern Economic Review
www.feer.com

Newspapers

The Washington Times www.washingtontimes.com The New York Times www.nytimes.com

News Services

The Africa Global Media www.allafrica.com Al Jazeera http://english.aljazeera.net

Books for Analysis

Diplomacy Henry Kissinger
The Lexus and the Olive Tree Thomas L.
Friedman

Resource Wars Michael T. Klare Globalization and its Discontents Joseph E. Stiglitz

¹ "Questions and Concerns about Extemporaneous Speaking," <u>Rostrum.</u> ed. Mar. 1999, 17 July 2004 http://dehate.uvm.edu/ N F L / r o s t r u m I i b / C a r r o l l - extempspkgMar99.pdf>

² "Do Sources in Extemp Make Extempers Break?" <u>Rostrum</u>, ed. Jan. 1994, July 17, 2004 http://debate.uvm.edu/NFL/rostrumlib/extempcossette0194.pdf

*This paper was developed as part of a CDE summer institute scholars' class on writing with William H. Bennett.

(Scott Cheesewright is a senior at Durango High School in Durango, CO.)



Student Challenges

NFL Poses Two Debatable Questions for Students to Challenge

Visit the newly created 'Student Resources' section of the NFL website and join the "student challenge!"

A lucky group has come to notice that there is a section of the NFL website devoted to the students within the league. One area under Student Resources is the Student Challenge. Each month, this challenge will pose a question(s) to NFL students and the most interesting of the answers will appear in the Rostrum. This month, the NFL asked students to tell us "Which eartoon character (television or print) would make the best dehater and why? Which would make the worst?" Second question posed was: "What is the funniest comment you have ever received on a debate or speech ballot?" Here are responses received:

Question 1 Cartoon Characters

Blondie/Fred/Stewie

I would have to say that Dagwood from the Blondie cartoons would tie with Fred Flintstone for the worst debaters. Neither have very much common sense or can easily put things together under pressure. I do however think that Stewie from Family Guy would make the best cartoon debater for the obvious reasons of articulation and intelligence!

Jessica Texas

Bugs/Porky Pig

Bugs Bunny would be the best debater. It seems like that rabbit can talk his would out of anything. Porky Pig would make the worst because of his studder. That would not be very practical when spreading.

IAN Texas

MARTIN/CALVIN

I believe that the best character would be Martin from the "Simpsons", because he always comes up with a solution that solves problems and saves his own life in the process. I think that Calvin, from "Calvin and Hobbes", would be the worse debater because of the fact that he is willing to use wrong facts if only to make an absurd point.

California

Bugs/Daffy Duck

The cartoon character that would make the best debater would have to be Bugs Bunny because he can think on his feet, is a good arguer, and makes a lot of good points. Plus, he is delightfully witty. The cartoon character that would make the worst debater would have to be Daffy Duck because he loses his temper too fast and he cannot argue that well and the faet that he is always losing the debates he has with Bugs Bunny.

Denice Wyoming

TOM/JERRY

In my opinion, Jerry would make the best debater, and Tom would make the worst. Jerry continually catches and traps Tom with every attempt Tom makes to catch Jerry and eat him.

> Margarita Florida

QUESTION 2 FUNNIEST COMMENT ON BALLOT

I once received the following on my policy debate ballot. "You should do HI!"

Roy Texas

"Niee shirt and tie combo; comb your hair; your belt does not match your shoes."

Jeffrey California

It was at a semis round in DX. I knew nothing about my topic, and evidently it was apparent to the judge. One word was on the ballot. "Ouch".

Adam Texas

"I loved your take on the topic. It was the most refreshing thing I have ever seen. It was the best speech I have seen in a long time. But I am giving you last place.

> SCOTT Indiana

"Evidence isn't important!"

Marissa Washington

"Don't use such big words--like affirmative and negative."

Jacob New Mexico



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Letter sweaters and jackets will never be the same! New silver and ruby NFL "letters" available in large (6") and small (3") sizes. Show the jocks in your school that NFL scores!

NFL Pens - \$50

Cross, certainly! With the NFL key as a gold pen clip, this sleek pen combines smooth writing with NFL spirit and style. A very professional gift or award. (Black or Gold)

NFL Pens - \$1

Burgundy pens with NFL Logo.

NFL Medallion Key Ring - \$12

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Glass Mug-\$14

This mug will allow you to toast your victories great and small. Mugs are heavy duty clear glass with an etched NFL logo. Bottoms up! (20 oz.)

NFL Letter Opener - \$22

An elegant sterling silver letter opener. The letter opener is etched with the NFL logo on the handle. A 10-inch long heavy duty opener for any task. A very elegant gift for that special student, coach or special person who has worked with your program.

NFL Posters

Wild! Multicolored, full size posters celebrating NFL. Decorate your classroom. \$3 each or \$7 set of 3 different posters.

NFL Electronic Timer - \$10

NFL Electronic Timer

NFL Tote Bags - \$10 Beige / \$12 white

Beige NFL tote bag w/blue handles and NFL Logo 14" L x 14.5" W White NFL tote bag w/blue handles and NFL Logo 12" L x 15.5" W

Student Service Plaques - \$8

Perfect for chapter officers, tournament helpers and other deserving students.

Student Congress Plaques - \$8

Parliamentarily perfect for awards at student congresses. The NFL seal and a gavel are inscribed in black on a gold tone plate.

Honor Plaques - \$8

For adult honorees, this 5" X 7" plaque features the NFL seal and room to engrave.

NFL Football-NOT T-Shirts - \$10

These "50/50 blend" shirts celebrates the original NFL by proclaiming in red letters--NFL on the back, and the NFL key on the front. Colors: Khaki, Beige, (2X, 3X (Khaki) (XL, 2X, 3X, 4X Beige).

NFL Sweatshirt - \$20

Luxuriant! This heavyweight 100% cotton french terry sweatshirt is 15% oversized so it can "shrink to fit". An NFL logo shows your style. Available in white (L, XL).

NEW NFL "Coach" Shirt in Burgundy - \$32

Burgundy Coach Polo, knit style polo, ribbed collar, burgundy w/white NFL logo & "Coach" printed on shirt. Available in sizes SMLXL3X.

NFL "Coach" Polo Shirt in Navy - \$32

Navy Coach polo,, Knit style navy polo, ribbed collar w/ white NFL logo and "Coach". Available in (XL).

NFL "Coaeh" Polo Shirt in Navy - \$25

Navy Coach polo,, Knit style solid navy shirt with ribbed collar with NFL logo and "Coach". Available in (4X).

NEW NFL "Student" Shirt in Burgundy - \$20

Burgundy Student Polo, Knit style polo, ribbed collar, burgundy w/white NFL logo. Available in sizes (SMLXL).

NFL Cotton or Wool Flex-Fit Sports Hat - \$15

Choose "National Qualifier/ NFL Logo/NFL

NFL Gold Coach Tie-Tac - \$9

NFL Coach Tie-Tac, gold electroplate

NFL Sifver Student Tie-Tac - \$8

NFL Student Tie-Tac, silver plate

Men/Ladies Coach Rings - \$125 plain silver/\$250 gold plain Add a stone, \$6 each; Add a diamond, \$18 each.

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Coach Profile

Meet Tara Tate

By Sarah Gildea NFL Staff

What was your first NFL experience?

Well, I have been familiar with the NFL since I was a small child because my mom was a speech and debate coach. I actually kept time at tournaments as a child. But, as a freshman competitor, I was entered in the district tournament in DI.

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

It was kind of a combination of my love for the activity and the death of my father, who was an educator, that led me to reevaluate my career path. I couldn't tear myself away from forensics. Seeing the outpouring of students around my father's death really changed the way that I wanted to contribute to society, and I thought education was the best way to do that.

What is your team philosophy?

Our team philosophy is "never be satisfied". Both as competitors and individuals, we should always be striving to be better people.

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

Typically I travel 5 out of every 6 weekends, but not counting travel time, teaching, or tournaments...I probably spend 4-5 hours a day watching practice rounds or researching, which I guess translates into about 20 hours a week of non-teaching, non-traveling debate coaching time.

What is your vision for the future of the NFL?

I've been very excited about the new direction that Scott Wunn is taking us. I think it's important to continue making ties to the community that relate our students to the public, such as the United Nations Foundation debates this year. I also think



providing organizational support for educators is an important facet. For example, the new website jumpstarts curriculum exchanges to keep educators motivated in the activity.

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

First of all, the collegiality amongst the NFL coaches in Illinois is wonderful. Coaches are so supportive of one another. Our students travel out of state together. The National Forensic League provides a mechanism for coaches to come together. They're wonderful.

What's unique about Glenbrook South as an NFL chapter?

One thing that's unique about our program is that our students have the ability to participate at a high level of competition in combination with being a good team member and having good academic performance.

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

The students have to show quick critical thinking skills and be able to "play well with others". You can teach someone debate and how to debate successfully, but it's hard to teach how to be a good team member. I look for a balance between both of those.

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

It has definitely gotten larger and more opportunities for students are available. It is hard for me to make a true comparison because I was at a small program when I competed and now I coach a much larger program. It's like looking at the NFL through a completely different light. A lot of the themes stay constant, but it's bigger

Tara Tate is currently in her second year as Director of Debate at Glenbrook South HS, IL. She is currently on the executive board of the National Debate Coaches Association, chair of the Debate Commission for the Illinois Specch and Theatre Association, a member of her NFL District Committee, and a member of the Debate Commission for the Illinois High School Association. Tara was a recipient of the 2002 Aeolyte Award, which recognizes the top assistant policy debate coach in the nation.

and there's a lot more community outreach. We're incorporating more students with more opportunities to compete.

What is your favorite memory from a National Tournament?

It's both a good and painful memory. In 2002, a program I coached for was in the final round of policy and we lost on a 5-4 decision. The process of dealing with a one ballot loss was interesting. I have a lot of good memories of Nationals, of coming together with people from all over the country.

What is the greatest challenge as a coach today?

Balance. Balancing the time of a personal life and the demands of a job. The teaching, the practice, the travel, hosting your own tournament... and trying to keep all of these aspects a success.

Are there any rituals/lucky traditions that you employ as a coach?

We're always starting new traditions. It's important to keep a history of the program so that debaters in the future can look back...yearly scrapbooks, perpetual plaques in the debate office of past presidents of the program and past successes. There's a lot of reliance on senior leadership...and that ends up becoming a ritual when seniors start realizing that being part of this program is helping younger students. Running a tournament the size of The Glenbrooks is a ritual in itself.

What's your favorite weekend tournament food item?

I would have to say it's at the Montgomery Bell Academy tournament, the goo goo clusters.





Debate

Promoting Citizenship Through Middle School Debate

Tools for Debate

By Carol Rogaski

Although promoting citizenship is one of the major goals of education, there is not always a clear direction as to how this goal can be achieved. Schools use an arsenal of prepared programs and community service projects to promote citizenship. This large variety of programs shares at least one common element: an emphasis on active involvement. Among the various ways that New Jersey's Cranbury School has promoted active citizenship is the development of a quarterly seventh grade course in debate.

One of the challenges faced in creating a debate course for middle school was the relative lack of "how to" resources for this age group. Although debate sometimes appears as a social studies activity, it is often in the context of arguing sides of a historical event where the students already know the outcome. Students may gain a greater understanding of historical perspectives from these activities hut they are not truly challenged to reason out issues on their own. Resources specifically addressing debate techniques generally target high school students involved in formal forensics competitions. So, how can you adapt a debate format to the middle school level? And how can dehate be used to promote decision-making and citizenship for young adolescents?

Benefits of Middle School Debate

When choosing a format, an adapted congressional style debate best addressed the needs of our class because of its tie-ins

with our civics program. Our debate procedure starts with opening the meeting, introducing a proposal, then having first pro, first con, second pro, and second con speeches followed by a general floor debate and voting. Statements to a speaker are generally expressed in the form of a question; the guiding rule is that an idea can he questioned, but the speaker can never be personally "attacked." Using these elements of parliamentary procedure promotes an atmosphere of mutual respect among students while exchanging ideas. Questioning speakers in an orderly manner encourages high levels of participation among even the more hesitant students. Interestingly, students who communicated better verbally than in writing found they could have high levels of success in an arena that did not require them to struggle with the mechanics of a formal research paper.

Introductory Activities

The course's activities are divided into three stages, introductory activities, research, and debate. During this progression, students increasingly take ownership of the decision-making and debate processes. Introductory activities include defining the purpose of debate and teaching basic procedures. For example, an ice breaking "nonsense debate" is a low-pressure method of teaching the order of speaking. In this activity, students argue pro and con for an improbable law, such as setting a speed limit on lawnmowers. Students eagerly volunteer to use their most persua-

sive, "nonsense" arguments while learning the order of speaking. Once the students have a thorough understanding of basic procedure, they move on to brainstorming and choosing topics of their own.

Before having students select issues, you may need to discuss any limitations or guidelines on subject matter that relate to school policy. Limitations might include topics that could lead students to violate the school's anti-bullying policies or topics that are generally discussed only with parental permission. Students also need to be reminded that a debate explores possible solutions to public issues and is not a forum for personal grievances. However, tackling controversial topics, such as underage alcohol use, can reinforce responsible, critical thinking once students begin searching for evidence.

When selecting a debate topic, middle school students may want to debate issues specific to their school or community. These concerns can be generalized to state or national issues in order to be more easily researched. For example, the desire for more cafeteria snacks could relate to the issue of the healthiness of federal school lunch nutritional guidelines. Proposing a local skateboard park could be developed into an examination of physical fitness programs or product safety.

Once an issue has been chosen, students will need to be assigned to pro or con sides. My personal experience has indicated strong advantages to random selection of pro and con speakers for an issue versus allowing the students to self-select sides. Students quickly eliminate





Debate

"one sided" issues from a brainstormed list if there is a chance of being assigned to a position that has little supporting evidence. Random selection also insures a balanced number of speakers for each side. Students who draw sides contrary to their own opinion cau learn to examine opposing perspectives of an issue. Finally, random assignment "protects" students who are arguing an unpopular position because their job is to examine the issue rather than to defend their own personal opinions.

Research

Once students understand basic debate procedures and acquire their assigned positions, the focus shifts to researching supporting evidence. Before looking for sources, I have found that having cooperative groups critique a variety of articles to for credibility and relevance to an issue enables them to work more efficiently when finding evidence. Although they can use a variety of print and media sources, debate

is especially conducive to the use of the Internet as a research tool. Many newspapers and magazines have on-line archives, which can be searched for up to date articles, and students have access to professional journals or government resources as well. Young researchers can use news-specific search engines such as www.headlinespot.com to find evidence from news services all over the world. Our students generally found search engines such as www.google.com, www.ask.com, or www.dogpile.com to be user-friendly, while www.google.com/unclesam has the added benefit of eliminating most non-relevant sites from the search list.

Once the students find evidence related to their issue, they are guided in note taking and organizing information for their speeches. Regardless of the method chosen in preparing their speeches, it is important that the students get the material into their own words, and that they can locate their information source if their evidence is challenged by another debater. Students who have stumbled over technical terms or could not back up their evidence during questioning quickly appreciated the benefits of these organizational steps.

The Debates

A procedure for debating that is especially useful for our class was to begin with an initial class wide debate on one topic before breaking into smaller groups. Starting with a one topic debate allows for more focused lessons when first learning research, organization, and debate techniques. Later, four-person debate teams can provide the students with opportunities to select issues individualized to their own interests, while the teacher acts more as a research coach or facilitator. Students arguing the same position are encouraged to partner up to share resources, "test out" arguments, and develop speeches that complement and reinforce each other's debates.

When the students were first learning parliamentary procedure, the teacher's natural "authority" role was used to model the chairperson's role. As students grow in their ability to debate, a number of them will want to extend their leadership skills by taking over as chairperson. Drawing lots was accepted as a fair method of chair selection if time constraints prevent all volunteers from getting a turn.

Evaluation

When evaluating student performance, a priority was to assess the overall performance of the students beyond their speeches. Since the course emphasis was on debate as a method of examining ideas, the debates were not graded as a competitive event. In addition to the logic and delivery of the speech itself, participation and parliamentary procedure were weighted heavily. Taking a transcript allows for revisiting and verifying key points in the students' arguments, and providing more personalized feedback for future speeches. Additionally, the students' research fold-

ers and notes are reviewed to determine the depth of their backup work, and to provide suggestions for future research.

Once the first debate is completed, our students also become involved in the assessment process by self-critiquing the strengths and weaknesses of their performances. After each debate, the class members specify areas that they individually would like to reinforce or improve. Progress toward these personal goals is included in the student's assessment rubric for the following debate.

Conclusion

Used effectively, debate provides middle school students with tools for discussing, prioritizing, researching, and critically examining issues. It encourages young adolescents to speak out in a well-informed manner. Classes in debate can be structured to give further opportunities for making choices and taking ownership for student learning. Hopefully, these skills will empower students to make active, responsible decisions.... The types of decisions that are essential to true citizenship.

(Carol Rogaski teaches social studies, debate, and gifted and talented classes at Cranbury School in Cranbury Township, NJ.)



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MDCA Coaches Corner

Hearing from NDCA

Coaches Association

Presidential Election Proves Debate is Important

David Glass NDCA President

This past Presidential election was the most contentious in my lifetime. Not only did it seem like Democrats and Republicans agreed on very little, it also seemed like there was actual animosity - maybe even hatred - directed to the standard bearers of the other party. Discussions about politics seemed to get heated in the most casual of settings. Articles were written in the popular press about the phenomenon, citing rifts developing within families and among coworkers. Perhaps what was lacking in the usual back-and-forth of political talk were the tools to parse arguments and to decide which position was the stronger or the weaker - perhaps what was lacking was a common knowledge of debate.

But then September rolled around, and something happened; the debates happened. While there was very little that Democrats and Republicans agreed on, one thing was clear to everybody: the debates between the two candidates turned out to be extremely important. Coming into the first debate behind in the polls, Kerry exited from the trio of contests in a dead heat with the incumbent. Several factors were responsible for the change in the polls, but perhaps the most important was simply that the majority of people who listened to the debates thought Kerry had won "on substance."

Substance is something which was sorely lacking in our political discourse - but in the debates it was inescapable. Both candidates not only presented their narrative of the country's issues (how we got to where we are, and what we should do next), but they also actually attempted to provide

clash with each other's arguments. This direct back-and-forth was missing from all other forums (campaign speeches, advertisements, documentaries, etc), and it served to remind everyone just how important debate is.

Debate is the only forum where you are actually judged on your ability to answer and win arguments - and thus it provides the most useful mechanism to decide between competing political visions, since it uniquely creates an incentive to answer arguments.

What are the alternatives to debate? Are there any? Absent a forum where arguments are resolved, what is the mechanism to diffuse disagreements? A little reflection on those questions forces one to realize that without organized discussions to resolve disagreements, and without a stated goal to come up with solutions to questions as provided in debate, people might be more apt to settle differences in political values violently. That's not an overstatement - that's history.

Given how much flux there is in organized scholastic debate - "flux" meaning new activities like "public forum debate", and "flux" meaning criticisms of the very act of debating seeping into policy debate rounds, complete with rather radical alternatives to the traditional back-and-forth of policy debate - perhaps now would be a good time for debaters to take a step back and review the impact of debate on this latest era of political change in our country, and realize how important our activity is. Perhaps a review of how dramatically debate effected the election would help de-

baters to rededicate themselves to the more classic aspects of the activity - since it is now clearer than ever that good policy debate-oriented clash can actually change minds and effect political movements. Perhaps the current group of debaters should be educated as to who the coaches were in this year's rounds of Presidential debates: on the Republican side there was Karl Rove, a former high school debater, and on the Democratic side there was Robert Shrum, a former college NDT-level debater for Georgetown, and a coach at Boston College. Knowing who the players are may help debaters understand that they are training themselves for a future on a greater stage... and hearing even presidential candidates arguing for change in the light of obstacles - for fiat - may help reinvigorate even the oldest conventions of our activ-

One thing came through loud and clear these past few months: debate is important. Debate is worth doing and it is worth teaching. The accomplished debater can sway those hostile to her position, and can win converts to his agenda. In a world where information comes at the individual in an unremitting deluge, debate can provide the means not only to filter information, but to reshape it as the debater deems appropriate. Congratulations to those of you who have dedicated yourself to this activity. Take a moment to appreciate what debate is, and help keep it strong.



NFL DISTRICT STANDINGS

(as of November 1, 2004)

Rank Change District		ge District	Average No. Degrees	Leading Chapter	No. of Degrees
1		Three Trails (Kansas)	182	Blue Valley North HS	492
2		Calif. Coast	161	Leland HS	556
3	+5	New York City	151	Regis HS	369
4	+3	East Kansas	145	Shawnee Mission East HS	433
5	+10	East Los Angeles	144	Gabrielino HS	556
6	+14	Northern Illinois	140	Glenbrook North HS	302
7	-3	Sunflower (Kansas)	137	Wichita East HS	236
8	+1	San Fran Bay	136	James Logan HS	644
9	-6	Heart Of America (Missouri) 132	Independence Truman HS	285
9	-5	Northern South Dakota	132	Watertown HS	301
11	-2	Kansas Flint-Hills	130	Washburn Rural HS	318
12	+7	New England	127	Lexington HS	362
13	-7	Show Me (Missouri)	126	Belton HS	278
14	-2	West Kansas	124	McPherson HS	311
15	-3	Rushmore	122	Sioux Falls Lincoln HS	274
16	-2	Central Minnesota	116	Eastview HS	310
17	+5	Florida Manatee	113	Nova HS	400
18	+12	Ozark	112	Central HS - Springfield	260
19	-10	Northern Ohio	110	Canfield HS	185
20	-2	South Kansas	106	El Dorado HS	221
21	-5	Rocky Mountain-South	105	Lakewood HS	170
21	+3	Northwest Indiana	105	Plymouth HS	282
23	+8	Northern Wisconsin	103	Appleton East HS	273
24	+8	South Texas	102	Bellaire HS	652
25	-1	North East Indiana	100	Chesterton HS	464
26	+7	Southern Minnesota	99	Edina HS	225
27	+1	Eastern Ohio	98	Perry HS	246
28	-11	Montana	97	Flathead Co HS	263
28	-7	Nebraska	97	Millard North HS	241
28	+23	Southern Wisconsin	97	Marquette Univ HS	207
31	-2	Sierra (California)	95	Sanger HS	242
32	-6	Illini	94	Wheaton North HS	175
32	-9	Eastern Missouri	94	Pattonville HS	239
34	+14	New Jersey	90	Ridge HS	251
35	+38	Deep South	89	The Montgomery Academy	244
35	-2	Golden Desert (Nevada)	89	The Meadows School	193
35	+5	Michigan	89	Portage Northern HS	177
38	+1	Carver-Truman	88	Neosho HS	300
39	+7	Northern Lights	86	Moorhead Senior HS	202
40	+17	Valley Forge	85	Pennsbury HS	146
41	-5	Florida Panther	84	Trinity Preparatory School	181
41	+12	East Texas	84	Dulles HS	180
41	-14	Hole In The Wall	84	Cheyenne East HS	245
44	+25	Nebraska South	83	Lincoln East HS	198
45	+10	New Mexico	79	Albuquerque Academy	226
46	-2	Idaho	77	Wood River HS	160
46	+11	North Dakota Roughrider	77	Fargo South HS	185
48	+12	Sagebrush (Nevada)	76	Reno HS	177
48	+27	Central Texas	76	Winston Churchill HS	293
50	-10	West Oklahoma	74	Norman HS	186





NFL DISTRICT STANDINGS

Rank	Chang	e District	Average No. Degrees	Leading Chapter	No. of Degrees
51	-14	South Carolina	73	Riverside HS	298
51	-18	Great Salt Lake	73	Skyline HS	171
53	-10	Greater Illinois	72	Harrisburg HS	106
54	-12	North Coast (Ohio)	70	Gilmour Academy	172
55	-2	Arizona	69	Desert Vista HS	210
55	+15	Lone Star	69	Plano Sr HS	235
57	+23	North Oregon	67	Gresham-Barlow HS	156
57	-10	Utah-Wasatch	67	Sky View HS	145
59	+5	Colorado Grande	66	Centennial HS	174
59	+4	Hoosier Crossroads	66	Ind'pls North Central HS	162
59	+3	North Texas Longhorns	66	Plano East Sr HS	185
62	+4	Hoosier Heartland	65	West Lafayette HS	152
62	-17	Sundance	65	Jordan HS	169
64	-26	Southern California	64	La Costa Canyon HS	200
64	+23	Mississìppi	64	Hattiesburg HS	150
66	-5	Big Valley (California)	63	Fred C Beyer HS	203
67	-12	Pittsburgh	62	Bethel Park HS	159
67	-17	Heart Of Texas	62	Carroll HS	188
69	-12	Western Ohio	61	Centerville HS	106
69	-18	Eastern Washington	61	University HS	152
71	-7	West Los Angeles	60	Arroyo Grande HS	113
71	-4	Wind River	60	Worland HS	123
73	+2	Rocky Mountain-North	59	Greeley Central HS	163
73	+12	Georgia Southern Peach	59	Starr's Mill HS	158
73	-6	West Iowa	59	Dowling Catholic HS	192
73	+11	Tennessee	59	Morristown West HS	122
73	-3	West Texas	59	El Paso Coronado HS	108
78	-5	Kentucky	58	Danville HS	109
78	+4	Western Washington	58	Gig Harbor HS	122
80	+14	Carolina West	57	Myers Park HS	188
81	-3	East Oklahoma	56	Jenks HS	185
82	-34	Colorado	53	Kent Denver School	133
82	-4	Louisiana	53	St Thomas More HS	160
82		Gulf Coast	53	Gregory Portland HS	168
85	-8	East lowa	52	West HS - Iowa City	167
86	+2	Florida Sunshine	51	Hillsborough HS	98
86	-16	New York State	51	Monticello Central HS	98
88	+7	Tarheel East	50	Cary Academy	136
89	+2	South Florida	49	Miami Palmetto HS	89
89	+3	South Oregon	49	Summit HS	75
91	+7	Hawaii	47	Kamehameha Schools	186
92	-12	Pennsylvania	46	McKeesport Area HS	107
92	+4	Uil (Texas)	46	Princeton HS	167
94	-5	Puget Sound	43	Kamiak HS	86
95	-17	Georgia Northern Mountain		Henry W Grady HS	175
96	-6	Chesapeake	40	Baltimore City College HS	111
97	-4	Tall Cotton	39	Big Spring HS	98
98	+2	Mid-Atlantic (Virginia & MD		Madison County HS	72
99	+3	Iroquois	37	R L Thomas HS	96
100	+1	Maine	35	Poland Regional HS	59
101	-3	Capitol Valley (California)	34	Kennedy HS	58
102	- 5	West Virginia	28	Parkersburg South HS	29
103		Pacific Islands	1	Father Duenas Memorial Scho	pol 1



Meet the Staff

Sherry Skurr NFL

Interview by Carol Zanto

Sherry Skurr joined the NFL family in March of 2002 as a parttime calligrapher.

All new members of NFL receive a vellum certificate with their name and date of membership printed in calligraphy. With growth in membership and the implementation of the online points system, the NFL needed another person to print calligraphy at the peak times during February and March when coaches enroll a great number of new members. The NFL knew that finding another talented calligrapher with the quality we were accustomed to, would be a difficult task. Much to our delight, staff member Joyce Krueger recommended her cousin Sherry who has proven to be outstanding. Sherry also helps print calligraphy on the National Tournament student certificates.

Calligrapher on Call



Sherry is a very busy person. Since 1985 she has been employed with TRIACH Incorporated making biology slides for colleges and universities all over the world. On weekends she works as a receptionist for European Day Spa.

Sherry is a native of Ripon, WI. Her husband Russell drives a semi for Smith Transport. They have a son, Aaron, who works for Northwest Mutual and a daughter, Andrea who works for US Bank. Daughter Andrea also teaches pilates and is currently studying massage therapy.

"I enjoy working with my hands and view it as a form of art."

Meet Sherry

Top Ten favorites...

- 10. Attending Broadway Musicals
 - Biking with her daughter
- 8. Shopping with her daughter
- 7. Traveling
- 6. Listening to books on tape
- 5. Calligraphy
- Jogging
- 3. Watching college basketball
- Watching Major League Baseball
- Watching NFL Green Bay
 Packer Football



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