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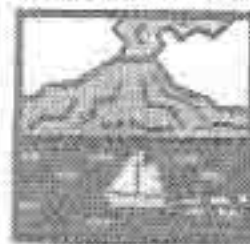
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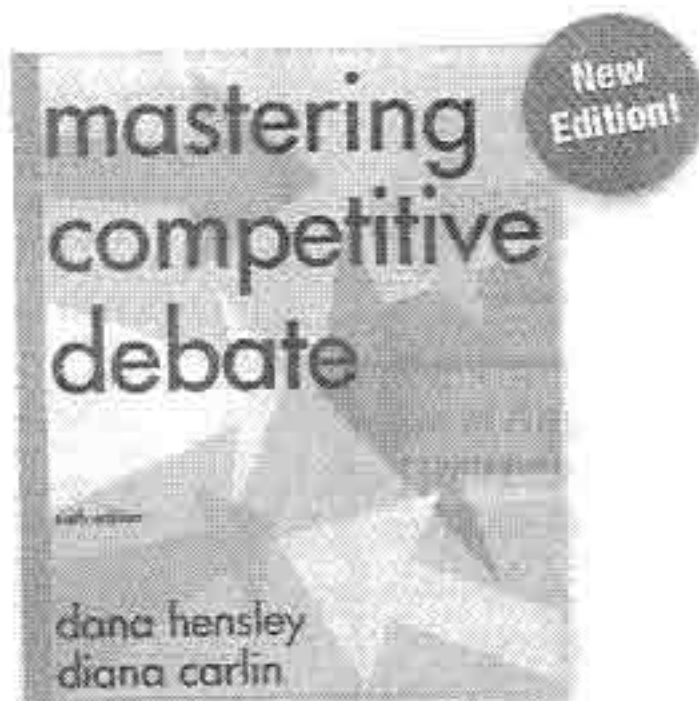
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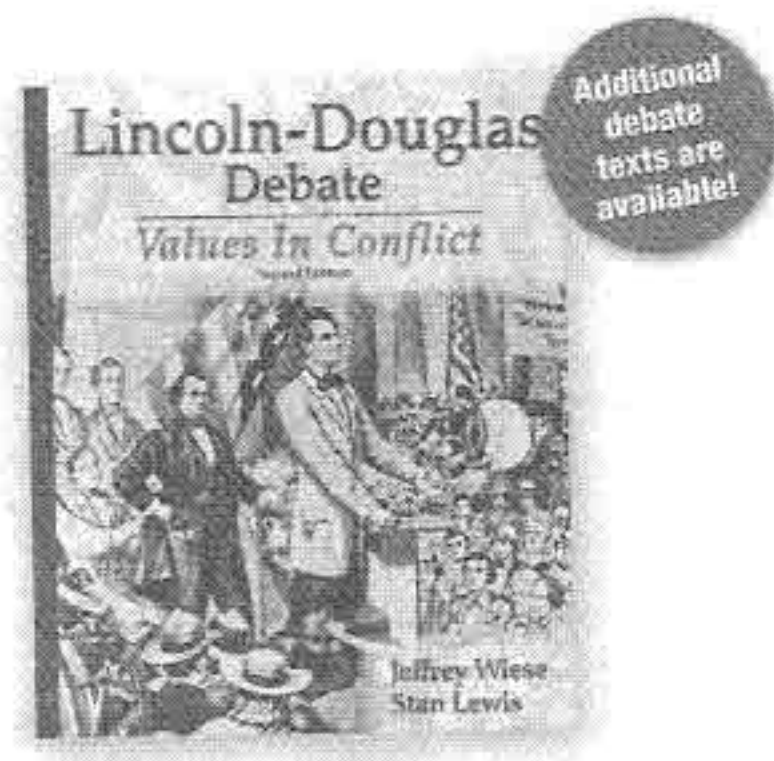
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THE COVER: Design by International Debate Education Association (IDEA)

SEPTEMBER: National Tournament Results

DAVID BLOOM



An Edina (MN) debater of great persuasive skill was David Bloom. He finished his NFL career in 1981 with 774 points - 85th in the nation. Twice he qualified for nationals; 1980 in Boys Extemp and 1981 in Debate where he tied for 9th place (octa-finals).

In college he reached his zenith as a debater by earning the top at large bid to the NDT. David Bloom went on to become a national correspondent for NBC News -- "a consummate reporter" according to Tom Brokaw, himself an NFL member at Yankton High School (SD).

"David's dream was to become a network correspondent, and David had an aura about him and a quality about him that just stood out in the crowd," says Don Browne, WTVJ president and David's general manager in Florida.

David won a Peabody Award for his hurricane coverage as a reporter in Miami, and a

job as an NBC News correspondent followed.

Former President Bill Clinton called him "a really fine man. His integrity and good humor will be missed not only by those who knew him, but by millions of people who were enlightened by his hard work."

On the road to Baghdad David Bloom, embedded with the 3rd infantry, died of a pulmonary embolism, April 6. The NFL community mourns his passing.

NFL Storytelling Topic for Nationals: Urban Legends

National Ted Turner Debate Topic

Resolved: That the United States should assume primary responsibility for the rebuilding of Iraq.

Lincoln Financial Group National Tournament L/D Topic

Resolved: Rehabilitation ought to be valued above punishment in the U. S. criminal justice

(May not be used at district! Penalty: Disqualification)

2004 Policy Debate Topic

Resolved: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

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

A letter from the president of the international debate education association

Noel Selegzi

Dear Readers,

We are very excited that this issue of The Rostrum includes materials from IDEA. The material in this issue will also appear in our magazine, Idebate, which is mailed to high school students in 40 countries.

This July, in Ljubljana, Slovenia, high schools students representing forty countries will debate the relationship between women's rights and the public/private divide. Throughout this magazine you will find a number of articles that touch on this topic. However, even as we debate broad issues relating to women's rights, we at IDEA thought it would be a good time to focus attention on the role of women in speech and debate. As the articles in this magazine show, speech and debate is becoming increasingly popular around the world and we at IDEA are proud of the role we have played in helping in this process. As forensics activities grow in popularity, it is crucial that we remain vigilant in our efforts to ensure that the activity is open and available to everyone.

Recently on edebate-l, the email list used by American college and university policy debate leagues, Alfred "Tuna" Snider posted an email in which he noted the following statistics compiled by one of his students in regard to women's participation in policy debate tournaments the United States: "Of novice debaters who attended 3 or more tournaments, 56% were female. Of JV debaters who attended 3 or more tournaments, 39% were female. Of varsity debaters who attended 3 or more tournaments, 27% were female." These are statistics that merit

further investigation and potentially action. When I forwarded these statistics to the IDEA list (archives are available at www.idebate.org/listserv) an interesting discussion began - excerpts of this conversation can be found on the following pages.

Forensics is one of the few interscholastic competitive activities where men and women can compete alongside one another. Unlike athletic competitions where men and women are most often segregated, forensics can offer a level playing field where men and women can compete. At the same time, the forensics community should not take for granted that just because in theory there should be no barrier to women participating in the activity on an equal footing with men that there aren't in fact invisible barriers. The forensics community must insure that

... speech and debate is becoming increasingly popular around the world and we at IDEA are proud of the role we have played in helping in this process.

subtle but pernicious forms of discrimination do not stand in the way of women's participation. Of course, women are not the only group who may confront barriers as they try to enter into the forensics community. Barriers of race and class also limit participation, though these barriers are being broken by programs such as the Urban Debate Leagues in the United States, which have introduced debate into some of the most economically disadvantaged schools in the US. Similarly, in the Czech Republic, special efforts on the part of the Czech Debate

Association have been taken to insure that Roma students are included in events. Insuring equal participation in the forensics community remain important goals and we at IDEA hope to insure that regardless of their background, that young women feel they can raise their voices in this community.

In conclusion, a review of past winners of the 8 IDEA National Tournaments held annually at the IDEA Youth Forum have shown that 70% (17 out of 24) of the winning debaters have been women. Congratulations, it appears that within IDEA the gender barrier has been broken!

Best wishes,
Noel Selegzi

TO ALL DEBATERS, COACHES AND DEBATE TRAINERS SIGN UP NOW FOR IDEA POINTS AT WWW.NFLONLINE.ORG (CLICK ON THE)



Why should I register?

So you can track your debate and coaching experience and earn IDEA points which will be redeemable for certificates and awards. See how you compare to your international peers!

What is the cost?

There is a lifetime fee of \$10 USD for individual members and \$75 USD per year for clubs. In some countries this fee has been subsidized, contact the IDEA Association in your country for details.

You may still enter points into the system without paying the fee however you will not accumulate award points and will not receive an IDEA passport or other mailings.

How do I register?

University and High School Students not affiliated with IDEA: Now you can join IDEA as an individual member. Visit <http://idea.nflonline.org/join.aspx> to register.

Debate Clubs not affiliated with IDEA: Go to <http://www.idebate.org/join/index.asp> and register as a non-voting institutional member. Once we receive payment from your club we will email you access so you can begin entering student and coach information.

IDEA Students (debaters who are members of an existing IDEA Club): Earn points for yourself, your coach and your club through the online points system! Contact your Club Coach about getting your club set up to manage points records. Your club coach will be the one to set up your account and enter in your points after tournaments or community service projects.

IDEA Club Coaches: Register to enter and see your students' points online! The online system provides a simple way to enter and track student debate competitions from a central location. When you enter students' debate points, the system will assign points to you and your club based on your students' performance! To set up an account, contact the IDEA Association in your country or visit <http://idea.nflonline.org/register.aspx> for more details.

IDEA IDT Trainers: Register your training points online - there is no fee for registered IDT trainers in good standing. To set up an account, contact IDEA at nwatkins@idebate.org. To learn more about IDEA's IDT Trainers, see: www.idebate.org/idt

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The Interdependence Project
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In cooperation with International Debate
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Declaration of Interdependence

We the people of the world do herewith declare our interdependence as individuals and members of distinct communities and nations. We do pledge ourselves citizens of one CivWorld, civic, civil and civilized. Without prejudice to the goods and interests of our national and regional identities, we recognize our responsibilities to the common goods and liberties of humankind as a whole.

We do therefore pledge to work both directly and through the nations and communities of which we are also citizens:

To guarantee justice and equality for all by establishing on a firm basis the human rights of every person on the planet, ensuring that the least among us may enjoy the same liberties as the prominent and the powerful;

To forge a safe and sustainable global environment for all - which is the condition of human survival - at a cost to peoples based on their current share in the world's wealth;

To offer children, our common human future, special attention and protection in distributing our common goods, above all those upon which health and education depend;

To establish democratic forms of global civil and legal governance through which our common rights can be secured and our common ends realized;

To foster democratic policies and institutions expressing and protecting our human commonality; and at the same time,

To nurture free spaces in which our distinctive religious, ethnic and cultural identities may flourish and our equally worthy lives may be lived in dignity, protected from political, economic and cultural hegemony of every kind.



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Dignity and Freedom

"Our country must make a commitment: Americans with mental illness deserve our understanding, and they deserve excellent care. They deserve a health care system that treats their illness with the same urgency as a physical illness."

--President George W. Bush

"We must invest in America's future by creating a system that affirms individual dignity and freedom. These values are as old as the nation's Declaration of Independence. They reflect both federal and state purposes under the U.S. Constitution and our federal system."

--Jim McNulty, President, National Alliance for the Mentally Ill

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The Nation's Voice on Mental Illness

PRESIDENT BUSH'S NEW FREEDOM COMMISSION: REFORM AND REVOLUTION

by Joel E. Miller

Our review...leads us to the united belief that America's mental health service delivery system is in shambles. We have found that the system needs dramatic reform because it is incapable of efficiently delivering and financing effective treatments — such as medications, psychotherapies, and other services — that have taken decades to develop.

Michael F. Hogan, Ph.D., Chairman, President's New Freedom Commission on Mental Health

... "The stakes are whether another generation of Americans will be abandoned—or whether your generation can succeed where that of others tragically failed...."

Last fall, NAMI's National President, Jim McNulty, wrote in the very first of NAMI's series of articles for the NAMI Debate topic that NFL coaches and students should not underestimate their power to influence public debate.

Your hard work this past year gives you a unique opportunity in months ahead to help shape the debate over the nation's mental healthcare system—even as Congress and states legislatures confront the challenge. The stakes are whether another generation of Americans will be abandoned—or whether your generation can succeed where that of others tragically failed.

In November 2002, President Bush's "New Freedom" Commission on Mental Health released its interim report outlining the challenges facing our nation's mental health system. In very strong terms, the commission set forth a series of conclusions consistent with NAMI's non-partisan call for sweeping reforms of state and local mental illness treatment systems.

The interim report identified unmet needs and barriers to care. Public programs are fragmented, and best clinical practice and model programs are not being implemented, leaving too

many children and adults with mental illness to fall through the cracks in a system in crisis.

Background

President Bush established the Commission by executive order on April 29, 2002 to recommend ways in which the federal government can help states increase access to mental healthcare and improve the quality of public programs. The Commission has traveled across the country, hearing testimony from major stakeholders, to create an action plan for the president to improve America's mental health service delivery system. Based on its first six months of hearings and deliberations, the Commission issued its interim report, declaring that recovery from mental illness is indeed possible and effective treatments already exist to enable consumers to achieve it.

Key Findings in the Interim Report

The commission specifically identified five major barriers to care within the current mental health system.

1. FRAGMENTATION AND GAPS IN CARE FOR CHILDREN

For children, families navigate a "mental health maze" to gain access to services. Families often are unable to get needed diagnosis and treatment

for their children, and in times of crisis, do not know where to turn. The worst situations exist in African American, Latino and other minority communities.

2. FRAGMENTATION AND GAPS IN CARE FOR ADULTS WITH SERIOUS MENTAL ILLNESS

When the mental health system fails adults with serious mental illness, the commission reported that an increase in homelessness and overcrowding in jails and nursing homes is the result. Less than 40 percent of people with mental illnesses receive stable treatment.

3. HIGH UNEMPLOYMENT AND DISABILITY FOR PEOPLE WITH SERIOUS MENTAL ILLNESS

The commission condemned the alarming 90 percent unemployment rate among individuals with mental illness. When brain disorders go undetected, untreated, or poorly treated, the result is the interruption or termination of careers, condemning many consumers to lives of poverty and long-term dependence.

4. OLDER ADULTS WITH MENTAL ILLNESSES ARE NOT RECEIVING CARE

As the nation's population grows older, untreated depression among senior citizens is becoming a more widespread problem. The commission reported that about 5 to 10 percent of older adults have major depression, but most cases are not properly recognized and treated.

5. MENTAL HEALTH AND SUICIDE PREVENTION ARE NOT YET NATIONAL PRIORITIES

Every year, more than 30,000 Americans take their own lives. Suicide is the eighth-leading cause of death in the United States, and the third among our youth ages 15 to 24. Most suffer from treatable mental illnesses — biologically based brain disorders — that lead to tragic consequences. The commission underscored the U.S. Surgeon General's 1999

warning that the nation's failure to make mental health a priority is a national tragedy.

The commission also identified the cultural stigma attached to mental illness as an overarching barrier to treatment. People are reluctant to seek care, because of the shame or fear associated with it.

MODEL PROGRAMS

To address each barrier, the commission's interim report identified model programs that already exist, but have not been widely adopted.

For example, the School-based Youth and Family Centers program in Dallas, Texas is making a significant difference for children, through diagnosis and treatment of early-onset disorders. The community-based initiative integrates physical and mental health care in nine locations, with the mental health element fostering partnership between parents, teachers and medical providers. The program trains school nurses, counselors, and principals to help identify problems and make changes in the classroom tailored to a child's needs.

Another program, the "Wraparound Milwaukee" initiative in Wisconsin, provides a coordinated system of care through a single public agency, involving a crisis team, provider network, family advocacy, and access to 80 different services. Children are enrolled in the program under court orders from the child welfare or juvenile justice systems.

Final Report and Recommendations of the Commission

During the last six months, the commission has used 16 subcommittees to generate a broader, final report. The commission's final report is currently being drafted as this issue of *The Rastrum* goes to press—a process which involves review by the White House and the Department of Health & Human Services. When the final report is released, the commission may issue a companion volume containing the individual subcommittee reports. Although still subject to change, the final report is expected to reflect many of the following goals and recommendations.

GOALS OF FINAL REPORT

1.) Mental Health is Essential to Health: Every individual, family, and community will understand that mental health is an essential part of overall health.

- Everyone takes action to ensure well-being
- Mental health awareness

RECOMMENDATIONS

- * Implement national strategies for suicide prevention and reducing the stigma of seeking mental healthcare.

- * Align federal policies with mental health system goals.

2.) Early Mental Health Screening and Treatment in Multiple Settings: Every individual will have the opportunity for early and appropriate mental health screening, assessment, and referral to treatment.

RECOMMENDATIONS

- * Strengthen early childhood mental health interventions: Implement a national effort to focus on mental health needs of young children and their families that includes screening, assessment, intervention, training, financing of services.

- * Screening, assessment and treatment for co-occurring disorders will be the expectation in mental health, substance abuse, child welfare, criminal justice and primary care settings.

- * Screening for mental disorders in primary care settings across the life span. Collaborative care models for identification and treatment of mental disorders across the life span should be widely implemented in primary care settings and reimbursed by public and private insurers.

- * Building on the federal "No Child Left Behind Act" and the reauthorization of Individuals with Disabilities Education Act (IDEA), improve and expand mental health programs in schools to ensure that youth with emotional and behavioral disorders succeed and graduate from school.

3.) Consumer/Family Centered Care: Consumers and families will have the necessary information and the opportunity to exercise choice over the care decisions that affect them.

- * Continuous healing relationships will be a key feature of care

RECOMMENDATIONS

- * States should ensure that each adult with serious mental illness (SMI) and each child with serious emotional disturbance (SED) and his or her family have individualized care plans.

- * Create an integrated state plan for treatment and support.

- * Expanding the recovery orientation of the system of care by increasing the opportunities and capacities of consumers to share their inspiration, knowledge, and skills.

- * Strengthen and expand supported employment.

- * Protect and enhance rights.

- * Expand criminal justice and juvenile justice diversion and

re-entry programs.

- * Medicaid/Medicare financing reform that includes references to parity, home/community based services, and IMD reform.

- * Improve access to housing and end chronic homelessness.

4.) Best Care Science Can Offer: Adults with serious mental illness and children with serious emotional disturbances will have ready access to best treatments, services, and supports leading to recovery and cure. Accelerate research to enhance prevention of, recovery from and ultimate discovery of cures for mental illness.

RECOMMENDATIONS

- * Accelerate research to cure or prevent mental illness. Continue research to improve mental health outcomes and support recovery.

- * Expand the knowledge base to inform policy to reduce mental health disparities, long-term effects of medications, and develop process to study crisis interventions and acute care.

- * Evidence-based practice interventions should be tested in demonstration projects with oversight by a public-private consortium of all stakeholders. The results of those demonstrations should form the basis for directing support, dissemination and workforce development.

- * Increase and improve a diverse mental health workforce across the country, through public-private partnerships based on multidisciplinary training models.

5.) Information Infrastructure: The mental health system will develop and expand its information infrastructure. That infrastructure has many purposes:

- * Inform consumers, providers and public policy

- * Improve access, quality, accountability

RECOMMENDATIONS

- * Use information technology to improve care.

- * Inform policy by expanding the knowledge base.

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6.) Eliminate disparities in mental health care: Promote well-being for all people regardless of race, ethnicity, language, place of residence, or age and ensure equity of access, delivery of services, and improvement of outcomes for all communities.

RECOMMENDATIONS

* Establish funding incentives for recruitment and retention of mental health professionals in rural settings.

• Through a public and private partnership develop and implement comprehensive public health policies, which reduce barriers to access, improve community outreach and engagement, and ensure development of culturally competent care for racial and ethnic minorities.

NAMI's Campaign for the Mind of America

The history of the nation's modern mental health movement is marked with numerous commissions, task forces and studies. In recent years, major reports and studies have been undertaken by the World Health Organization, the U.S. Surgeon General, the National Council on Disability and the Institute of Medicine.

Each set of recommendations sparks a glimmer of hope for millions of consumers and families living with severe mental illnesses — people whose lives could be directly impacted by these policy recommendations. Tragically, the promise of reform generally goes unfulfilled. Following an initial splash in media headlines, most commission reports become little more than dust collectors on the bookshelves of policy and medical professionals immersed in the mental health field. Vital opportunities for change are soon lost, and the fate of consumers and families remain unchanged.

As the nation's largest movement of people whose lives are affected by mental illnesses—consumers, family members and friends—NAMI is committed to turning findings into action. With 220,000 members organized in 1,200 state and local affiliates, NAMI's grassroots — tens of thousands of state and local volunteers — are positioned to push for implementation of Commission recommendations.

NAMI believes the time has come for a revolution in the way the United States values and funds mental illness treatment and recovery services — a "political" revolution to match the scientific revolution that has already occurred over the past 30 years.

We propose to highlight the findings of the President's New Freedom Commission on Mental Health through a series of community forums. But we cannot do it alone. We will need your help.

During the past year, NFL coaches and students have stud-

ied the nation's mental healthcare system. After the final tournament debates in Atlanta—and after graduation—we hope you will continue to apply your knowledge and skills to the broader national dialogue and debate that still lies ahead.

We invite you to consider:

- Becoming a NAMI member or supporter
- Signing up for NAMI electronic news alerts and taking action on those issues that you care most about (See www.nami.org).
- Writing about what you have learned through the NFL debate experiences and the NAMI debate topic—and submitting op-ed articles to local newspapers or other media.
- Submitting personal comments, articles, or other ideas for NAMI publications to our policy and news teams: marie@nami.org and bobb@nami.org.
- Organizing or joining NAMI affiliates on college campuses to provide mental health support, education and advocacy.
- Helping to organize or attending community forums on New Freedom recommendations.
- Inviting NAMI's *In Our Own Voice* speakers to your schools to talk about living with mental illnesses—and to help remove the social distance responsible for stigma and discrimination. For more information about the program, contact sara@nami.org.
- Speaking our always, from your heart, based on knowledge, personal experiences, and hopes for the future.

The NFL has prepared you to be citizens—and leaders of your generation. NAMI is proud to have helped. We invite you now to apply what you have learned as part of NAMI's *Campaign for the Mind of America*. Together, we can build America's future.

Reprinted from the NAMI Advocate, Spring 2003

(Joel E. Miller, Senior Policy Analyst for the NAMI Policy Research Institute.)

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The Nation's Voice on Mental Illness

by Bob Carolla

COLLEGE, TEENAGERS, AND MEDS: A PERSONAL REFLECTION ON COMING OF AGE

When I read the story in the *Boston Globe*, I was largely amused. Not angry or bitter.

... "It is progress for us to be able to diagnose and begin treating some conditions in childhood..."

Twenty-five years ago, medical science was not what it is today.

The headline said "Students' Prescriptions Worry Health Counselors," and the story by Ellen Barry, on September 26, 2002, described the increase in the number of college freshmen who arrive on campus with prescriptions for antidepressants and other psychiatric drugs. One college psychologist calculated an increase from five to 40 percent among students who visited her office during the 1990s.

Mental health professionals worry that "doctors are too quick to medicate adolescents," the story reported. Trained in psychotherapy, counselors are concerned that "some students

may avoid fully experiencing the emotional milestones of young adulthood: the first great romantic disappointment, separation from family, and churning identity questions." They warn that "adolescents who don't learn coping skills could run into worse challenges later."

One of the psychologists quoted was the one I had consulted as a college sophomore in 1975.

"These are big markers," said Gary Margolis, who has been counseling students at Middlebury College in Vermont for more than 30 years. "The ability to experience, to feel it, name it, and grow by it—for a lot of colleges that's really what we're about." Almost word

for word, his perspective was the same as it had been during our single counseling session in 1975.

In other words, life is tough. Learn how to live.

Back then, I agreed—and still do—except that as I continued to struggle, I found myself needing more help. I went to the college physician because I couldn't sleep. He prescribed a mild tranquilizer to help me through my crisis.

Friends also helped. One night at a campus dance, as we sat on a concrete beam, high above the dance floor, one of them noticed me staring strangely and intently at the couples below. "Come on, let's get out of here," he said.

I didn't know then what suicidal ideation meant. I didn't know that a person could be suicidal without actually attempting suicide.

If I'd known then what I know now, I would have understood that I had experienced suicidal ideation—and had been acting out—since the age of eight.

Moodiness for me was more than an adolescent phase.

In 1976, I covered the New Hampshire presidential primary for the college newspaper and radio station. At a campaign stop, I fumbled with my tape recorder, camera, and notebook while trying to hang up my down parka, which kept dropping to the floor. A Secret Service agent approached me and engaged in polite conversation, but when he moved on, he remarked: "You know, you probably should see a doctor about why you're so nervous."

I was stunned. A U.S. Customs agent had said the same thing two years before, when I returned from a year as an exchange student in Bolivia. I was interrogated for two hours because I seemed nervous—and apparently had a few other characteristics that fit the profile of a cocaine smuggler.

But I didn't see a doctor. Not then. I was embarrassed. Since childhood, I had been considered high-strung. I was a high achiever, but tended to be uncoordinated and accident-prone. Besides, my father and other relatives on his side of the family tended to be nervous.

In 1978, Gary Margolis congratulated me at graduation. "Did things work out?" he asked quietly. Had I known what I know

today, I probably should have suggested that the college help to provide more comprehensive screening, evaluation, and follow-up monitoring of students who seek help—and have on hand at least a few educational pamphlets about mental health, mental illnesses, and suicide.

It wasn't until 1982, during my first year of law practice, that I finally saw a psychiatrist. He missed the diagnosis and selected psychotherapy instead of medication. I slid deeper into depression, took a leave of absence, resigned from my firm, was hospitalized, confronted long-term unemployment, and then worked successfully to rebuild my life. Not until 10 years later did I finally learn the source of some of my problems.

It took a psychotic episode.

Today, through medication, I am stronger than before, living with bipolar disorder, a chronic illness that I trace to childhood. It is part of my identity. It demands alertness—both to myself and to my children. I hope they will never have to learn or grow through some of the kinds of experiences I have had. As part of civilization and progress, there are some things our children should be spared.

Medication, psychotherapy, and other tools all have a role. They need to be used carefully, but let there be no mistake. It is progress for us to be able to diagnose and begin treating some conditions in childhood. For bipolar disorder, the age can be as young as eight: the same age that I first experienced suicidal ideation.

Antidepressant prescriptions for children increased during the 1990s, particularly among adolescents ages 15 to 19. If they help students to succeed, particularly those who in the past might never have made it to college, then more power to them.

(Bob Carolla is national news director for the National Alliance for the Mentally Ill. He graduated with high honors from Middlebury College and Boston University Law School and served from 1985 to 1994 as legislative counsel to former U.S. Senate Majority Leader George Mitchell (D-ME), handling defense and foreign relations issues.)

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Victory Briefs is a California-based company devoted to the improvement of forensics education across the country and the assistance of speech/debate educators. A collaboration of ex-Champions and coaches at all levels of competition, we are dedicated to improving the quality of all forensics, with a special focus on policy debate, LD debate, and extemporaneous speaking. Victory Briefs provides instructional materials, runs a nationwide scholarship tournament, and offers a summer institute in California. If you aren't already familiar with what we are about, ask around, and we hope to get to know you.

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The Nation's Voice on Mental Illness

by Bob Carolla

MENTAL HEALTH IN THE MILITARY: A COMMUNITY "TAKES CARE OF ITS OWN"

The U.S. military faces many of the same issues as civilian society in addressing mental illnesses—besides additional ones unique to combat conditions. It also has certain advantages in its arsenal. Particularly in suicide prevention, it offers leadership and examples for the rest of the nation.

Mental health crises do not necessarily lead to discharge. Some soldiers on peace-keeping duty in Kosovo take medication for depression. One recent Air Force study of 14 aviators who attempted suicide reported that eleven (79 percent) returned to flying status. Depending on the circumstances, a person with bipolar disorder may be able to maintain a military career.

... "Mental health crises do not necessary lead to discharge..."

"We try to treat and return a person to duty as our goal," said Lieutenant Colonel Elspeth Cameron Ritchie, a psychiatrist in clinical and program policy in the Office of the Assistant Secretary of Defense for Health Affairs. For treatment, lack of health insurance is not a barrier. The structure of the military services and their communities also make it "easier to connect" and reduce the social isolation that may contribute to psychiatric crises. Official policy encourages military personnel to "watch out for your buddy" and to "seek treatment."

The military's suicide rate approximates that of the nation's civilian population, with variations by service. In 1996, the civilian rate was 10.8 per 100,000. The overall military rate tends to range between 12 and 14 per 100,000. But in 2002, the Air Force rate stood at 8.6 per 100,000—the service's third lowest rate in two decades.

Nonetheless, suicide is the second leading cause of death in the military, after accidents. In *Suicidal Admissions in the United States Military*, published in the March 2003 issue of *Military Medicine*, Ritchie and two other contributors reviewed the records of 100 consecutive patients admitted to inpatient psychiatry at Walter Reed Army Medical Center in Washington, D.C.—54 of whom had attempted suicide and 46 had significant suicidal ideation. Almost all were enlisted personnel. Symptoms of depression included insomnia,

anhedonia, poor energy, poor concentration, decreased appetite, and anxiety.

The study suggested an "average" high-risk profile of a 22 years old male, unmarried, white, junior in rank, who has not yet completed the first enlistment period—typically four years. However, the profile not necessarily helpful because it also is "typical of the typical military service member."

Discharge diagnoses within study were: adjustment disorder (37 percent), personality disorder (24 percent), major depressive episode (12 percent), bipolar disorder (5%) and other diagnoses (27 percent). Precipitating stresses prior to hospitalization were occupational (78 percent), marital or romantic (35 percent), financial (39 percent), related to deployment (35 percent) and/or other factors (33%).

Out of 64 patients hospitalized for the first time, 56 percent returned to full duty, compared to 47 percent overall. Of those with previous psychiatric hospitalizations, approximately a third returned.

Return to duty depends on a range and balance of several factors: including what a patient wants, the medical recommendation, the person's military occupation, location, and likelihood of deployment. The needs of the service to some degree are analogous to the "reasonable accommodation" standard in civilian employment. A critical difference, however, is the military's more defined procedural structure for making such decisions. Medical discharges must be reviewed by a medical examination board (MEB) and are subject to appeal. In a civilian setting, the burden of seeking accommodation rests on an employee, usually in a more uncertain workplace environment, sometimes with greater ignorance or insensitivity to mental

health concerns.

Unfortunately, for a person with bipolar disorder or schizophrenia, military environments may be simply incompatible with management of the illness. Lithium and other mood stabilizing medications require regular blood tests for monitoring purposes; heat stress and dehydration are constant concerns and sleep patterns vulnerable to all-night watch duty requirements or high noise environments.

Medical discharges are honorable in nature.

Significant lessons can be found in the military's approach to suicide prevention. The U.S. Department of Health & Human Services (HHS), the U.S. Surgeon General, and President Bush's "New Freedom" Commission on Mental Health all have identified the Air Force's program as a "best practice" model for the nation.

"Suicide is our most preventable cause of death" Air Force Surgeon General Lt. Gen. Paul K. Carlton Jr. has declared. "Leadership and mentorship are our two most important tools in preventing tragic losses."

From 1990 to 1995, suicides in the Air Force were rising at a statistically significant rate, although within levels comparable to or lower than the other services. The Air Force chief of staff—one of the Pentagon's Joint Chiefs—ordered an aggressive response, considering the suicide of even a single enlisted person unacceptable.

Air Force prevention strategy made suicide a community, rather than medical problem. The result was an 80 percent reduction.

Multiple messages from top commanders went to Air Force personnel world-wide to make prevention a priority. The Army, Navy and Marines noticed the results. Discussions between

the services then led to coordinated efforts. In November 2002, even as military preparations for the war with Iraq were unfolding, the Department of Defense for the first time dedicated a week to suicide prevention awareness across all services—and launched a new year-long focus on improvements.

In addition to committed leadership, the Air Force model includes multiple levels of education, an integrated delivery system (IDS) and elements to "fight the stigma" that discourages people from seeking help.

According to Lt. Colonel Rick Campise, the Air Force's program manager for suicide prevention, 97 percent of those who "self-refer" experience "no negative impact" on their military careers.

"Our goal is to help people cope before problems occur," he said. When problems snowball and a commander needs to order a person to get help, the rate drops to 45 percent. By then a person has built up a record of poor performance, emotional outbursts, or other inappropriate conduct that is a difficult burden to overcome. In the civilian world, a person similarly must self-disclose to receive employment protection under the Americans with Disabilities Act—but the workplace culture may not be as openly encouraging and supportive.

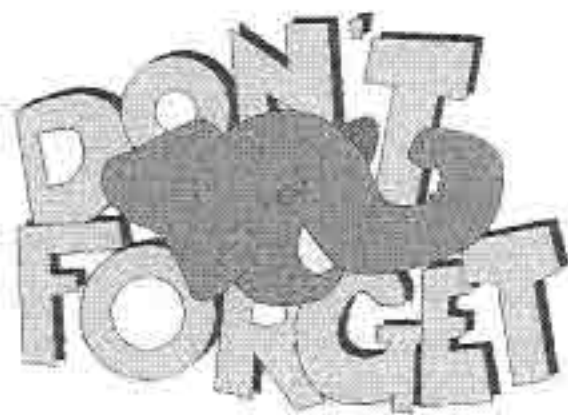
The Air Force also has sought to reduce stigma by getting mental healthcare personnel get out of offices and clinics and making them visible throughout the community. "There needs to be a face attached," Campise said. People need to see that "getting help" means a person who is approachable.

The approach means "taking care of our own," Campise said, consistent with military tradition.

Information about the Air Force Suicide Prevention Program and links to a detailed pamphlet of initiatives and a tool kit for community education are available on the Internet at <http://phs.os.dhhs.gov/ophs/BestPractice/usaf.htm>. See also <http://www.surgeongeneral.gov/library/calltoaction/calltoaction.htm>.

Reprinted from NAMI Advocate, Spring 2003

(Bob Carolla is national news director for the National Alliance for the Mentally Ill.)



TO CHECK

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ALBANIA

The Albanian National Debate Association and Balkans Youth-Link-Albania, received funding from The Royal Netherlands Embassy in Tirana on Friday, in the total amount of 244,790 EURO for a grass-roots initiative aiming to shake off public apathy in Albania.

The initiative aims to be the largest ever awareness-raising and advocacy campaign held in Albania and will organize events throughout the entire country in the upcoming months. Themes of the initiative include fighting corruption, poverty, violence, trafficking, pollution, and unethical and unresponsive politics. Activities will include public debates, city hall meetings, concerts, and large-scale media events.

MONTENEGRO The Regional Debate Tournament Report

prepared by Aleksandra Tomkovic,
Debate Program Coordinator

The Regional Debate Tournament, for the North region took place in Berane, on April 19th 2003, in their high school. Clubs from Berane, Bijelo Polje, Andrijevica and two teams from Pljevlja competed on a resolution "Money rules the world".

This was the first competition for all clubs, except the one from Bijelo Polje. We had five rounds, so each club competed with every other club, and all of them were free in one round.



The judges were club coaches, but we avoided judging to their own teams. Professor Krsto Vukovic was invited as a guest, because he is very well experienced in debating and we needed someone to show them their mistakes, having in mind that this is their first competition.

The team from Berane won in all four debates to take first place, with the team from Bijelo Polje taking second. Nisavic Zlarko from Bijelo Polje was the top orator.

Participants got certificates and

Professor Krsto Vukovic provided two days in Budva (seaside) for the best four orators.

Debate Tournament Report

prepared by Aleksandra Tomkovic,
Debate Program Coordinator

On April 12, 2003, the debate tournament to determine Montenegro's representatives at the international debate tournament in Slovenia was held at Chimical High School in Podgorica. Seven debate clubs participated - Bijelo Polje, Budva, Herceg-Novi, Cetinje, Tuzi, Pljevlja and Niksic.

After three rounds plus semi-finals, the team from Budva defeated Herceg Novi to take first place.

For The International Debate Tournament in Slovenia we choose debaters:

Subotic Simonida - Budva
Zenovic Predrag - Herceg Novi
Zivkovic Marija - Cetinje

The coach will probably be Kosovic Rajko, English language professor from Mojkovac, involved in the Debate program.

The debaters from Herceg Novi and Cetinje have never participated at the international tournaments, and this will be a great opportunity for them to experience this kind of competition.

Another, very important problem occurred as well. The teams from Tuzi and Pljevlja were not satisfied with judging. They thought the judges were not experienced enough. It was very hard to find judges who spoke English, who were willing to spend a whole Saturday working without any fee provided and who had knowledge about this specific issue.

All judges had experience judging, they knew English perfectly, but they did not all know how to give a proper feedback. Many of them were only criticizing. After explanation of decisions given by judges some teams were "morally ruined."

There is something else I would like to point out. The debate team from Tuzi spent a whole day separated from other participants - during the breaks and the lunch. I do not understand why, especially because these events should promote dialogue and tolerance, and this kind of behavior is not appropriate. I am not sure if you are familiar, but they had a bad experience at the tournament held in Budva in November. Some students who were watching a competition between Budva and Tuzi, verbally attacked debaters from Tuzi (they are Albanians). These students were excluded from their school. I tried to convince them at the time that nothing similar would happen again. Hopefully we will find ways to avoid these problems in the future so that we can focus on making debate a valuable experience for everyone who participates.



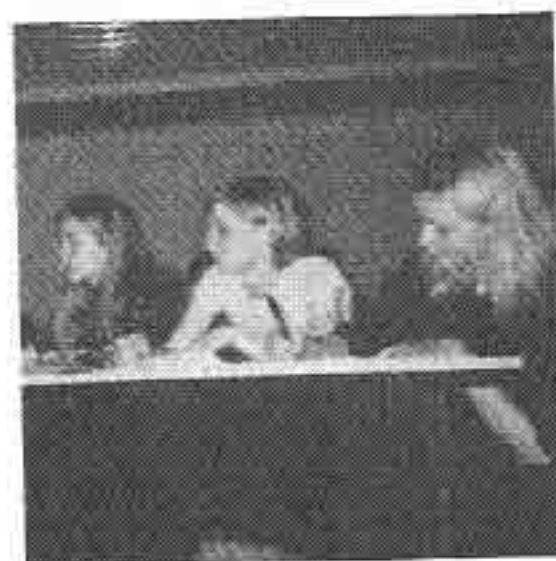
UKRAINE United Europe as the dream and reality

By Olga Veselova,
PR-coordinator of Odessa Debate
Club

Today's European Union consists of 15 states grouping around the models of economic cooperation and peace. Daniel Kohn-Bendit, a French politician and leader of one of the fractions in the Europarlament states that "Europe, to correspond to its historical role must become something bigger than a trade union with a different level of welfare inside and outside its borders. If Europe wants to be the guarantor of peace, social justice, freedom, human rights, ecological and economical balance, it should include other European countries and deepen the process of integration."

Though Ukraine is not considered as a candidate to enter the EU, the process of integration touches the interests of our country and as debaters, we could not pass over this issue. On 15-16 of March students from different Odessa universities and institutes

participated in the city's Parliamentary Debate tournament. The enlargement of EU has a lot of positive consequences, but also has some drawbacks. Teams proposed different plans on topics such as: finding a common language inside the EU; strengthening or weakening the Polish-Ukrainian border, and the



perspectives and plans of the Ukraine entering into the EU. For the Final, the teams debated the topic "This house would do more for the country-candidates." The philosophy of the Government was promoting the distribution of European consciousness. Negative sides and merits of the plan were to decide by the judges, but it is obvious, that the tournament in itself promoted political and economic awareness and civic consciousness.



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- Programdevelop-I [programdevelop-I@soros.org]
For debate programs coordinators - particularly important to those members receiving funding from the Open Society Institute

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If there are any extra spaces or text in the body of your email this command will not work. Upon subscribing, you will receive an introductory message, containing list policies and features. Save this message for future reference; it will also contain exact directions for unsubscribing. If

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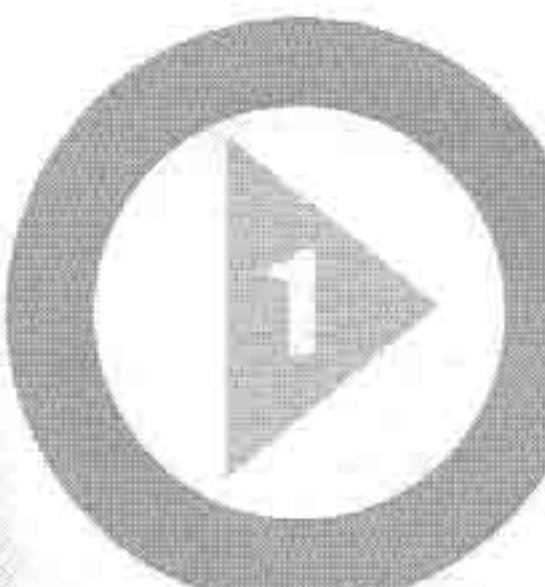
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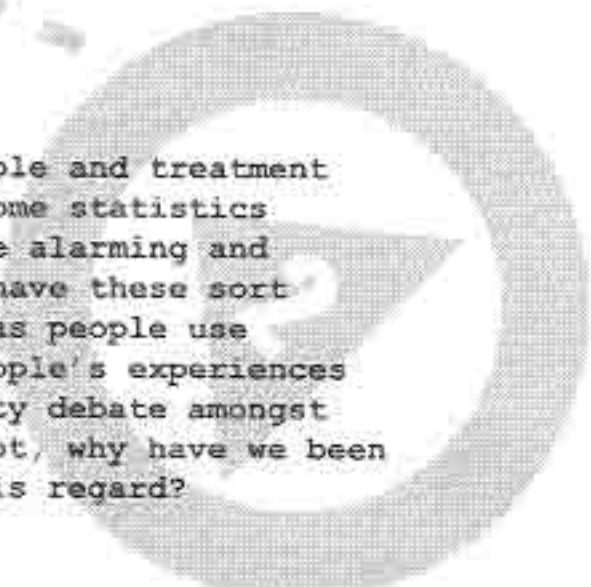
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WOMEN IN DEBATE: Is Affirmative Action needed?

Excerpts of a conversation
on IDEA's debate listserv

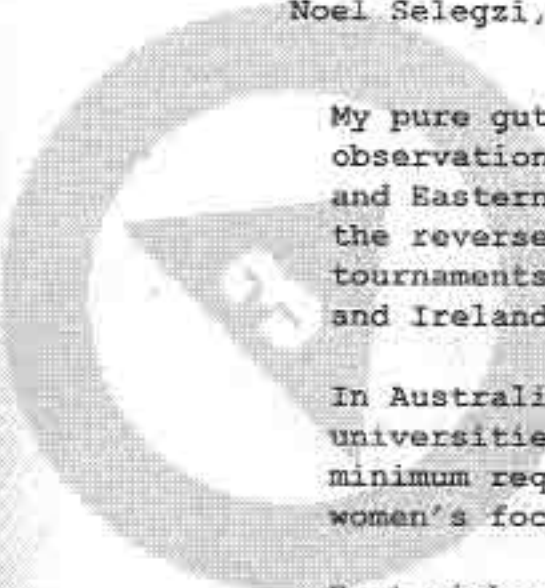
A large, light gray play button icon with a white triangle in the center, set within a circular frame.

Thanks to UVM debater Colin Kern who used John Bruschke's results page to come up with some statistics for 2002-2003. Of novice debaters who attended 3 or more tournaments, 56% were female. Of JV debaters who attended 3 or more tournaments, 39% were female. Of varsity debaters who attended 3 or more tournaments, 27% were female. Food for thought and action. Tuna (Alfred Snider, USA)

A large, light gray speech bubble icon with a white triangle in the center, set within a circular frame.

Recently, there's been a lot of discussion about the role and treatment of women in American university debate. Tuna posted some statistics on the American policy debate listserv that I think are alarming and merit further investigation. I realize that we don't have these sort of statistics yet for IDEA (though we will be able to as people use www.nflonline.org/idea), but I am curious as to what people's experiences are in our network. If we had statistics for university debate amongst IDEA members would they be similar? If so, why? If not, why have we been so fortunate and how can we inform the Americans in this regard?

Noel Selegzi, USA

A large, light gray speech bubble icon with a white triangle in the center, set within a circular frame.

My pure gut reaction, not backed up with any empirical evidence beyond observation, is that debating in most IDEA countries, particularly Central and Eastern Europe, does not suffer this problem. The problem is possibly the reverse, I'd estimate that women outnumber men in IDEA's intervarsity tournaments 3:2 or 2:1. By comparison I would say that the stats for Britain and Ireland are more like the US although slowly improving.

In Australia there are women only tournaments and minimum quotas for universities entering teams (remember Aussie style is 3 per side so the minimum required is 1 in 3). There are also lots of womens officers, women's focus groups etc.

Best wishes
Mark Summers (UK)

debate@servers:..

Dear All,

Probably one of the reasons why American, and British even more, debate teams are male dominated lies in the fact that the coaches and judges from these areas are mostly men. On the other hand in the IDEA network the majority of coordinators and coaches are women. Furthermore, the role of the women in these societies is much different, that is why we do not often experience this sort of discrimination.

The solution is: more female coaches and judges! And affirmative action, equal numbers of female and male debaters at tournaments and penalties if this is not respected. Each organization should adopt a code of equal participation, treatment, coaching methods friendly to men and women, etc.

It is really great the discussion finally has started,

Bojana Skrt, Slovenia

Honestly, I don't know how these things happen. I'm a male coach, but my Hunter Debate team is about 65% female. My assistant coach is female, but I've only had an assistant for two years and we've always had a predominantly female team - we've at times been called a "matriarchy". Right now, for instance, almost all the officers on the team are female.

I do think that a firm statement in support of equal participation should be a part of the by-laws / statutes of all speech and debate organizations.

Noel Selegzi, USA

Hallo, everyone!

I surely suppose that quotas are a rather unnecessary action! Debate is equal for everyone. And the quantity of males/females depends upon the individual. In Ukraine for example, the number of females and males varies depending on tournament, dates, topics, etc. Anyone who feels the need to debate - can do it freely!!!

Anyway debates are uniting!!!!!!!

Sincerely,

Andrej Kirmach

Kiev, UKRAINE

I fully agree with Andrej! There is no any limitation in ability to participate in debate clubs, tournaments or whatever. I believe that we (females) have the same possibilities (theoretically and practically). And if you tried to create quotas for the number of males and females that would create a limitation and even discrimination. I would be very disappointed if I were not able to participate in debate activities for the reason of already having enough female participants. The other decision for solving the problem of the lack of the females in the debate clubs, is somehow simulating the participation of females by promoting debate activities among them. Best regards, Female

I think the argument in favor of quotas may be a straw argument. That is, it seems like a problematic argument on face, and may distract from actual analysis of the issues and development of policies and procedures to deal with potential future/actual ongoing discrimination. I don't know very many people in debate who would defend excluding anyone from debating for any reason. There have got to be better ways to deal with discriminatory practices.

I think it is a CRITICAL thing to examine what practices and factors may be gender biased or discriminatory. This is the most interesting thread in the american discussion of this, in my opinion. (more can be read by looking at <http://www.ndtceda.com/archives/200304/>)

I also think everyone, regardless of how certain they are that they have not seen sexism, be self reflexive of their experiences, actions, and the actions and experiences of those around them.

The statistics are not "proof" of either discrimination OR lack of discrimination. There are many reasons people join, quit, succeed, and fail. Sometimes a practice in one area (for example--if women coaches recruit more females to the team) might "compensate" for one in another area (for example--some women quit because they feel unwelcome by some of the judges). The statistics could "look good" while practices remain unexamined.

At Towson University where I coach, we have recently engaged in several powerful conversations about how to build spaces (both public and private) where people can feel comfortable speaking about things that they might not like (everything from jokes on the ride to the tournament to "why did they travel to the good tournament while I stayed home" to discussing arguments in debates that may be sexist/classist/racist.) We also talked about making the decisions on our team as "transparent" as possible.

One of the things that is clear from looking at the emails on the american debate listserv: a number of people felt that there was discrimination taking place and others were unaware or chose to ignore it. The idea that a team might have people quitting because they felt unfairly treated and that as a coach, I might not know that, is very scary to me. I want to be able to do whatever I can to prevent people from being mistreated, but I also want to be part of an environment where people can genuinely feel ok about voicing concerns they have. It isn't always easy to say "I think my coach is wrong." The consequences of speaking out can seem overwhelming.

The issues go beyond what the numbers are and whether we can make them appear balanced. They get to the heart of the choices we make as coaches, teachers, judges, and debaters.

Thanks,
Chris Baron
Towson University Debate, USA



David Baker - St. Mark's School (TX)

Two diamonds. Coach of National Champion Debate Team in 1990 and runner-up teams in 1987 and 1992. Qualified fifteen debate teams for Nationals. Leading Chapter Award. Two terms as district chair (award for Best New Chair in 2000). Two District Sweepstakes trophies and two plaques. District Largest Chapter twice. Recipient of Glenn Pelham Commendation in 2001.



David Baker
Texas



Tom Montgomery
California

Tom Montgomery - Lodi (CA)

Four diamonds. Three National finalists including 1992 Expository Champion. Thirty-eight National qualifiers. Three Leading Chapter Awards and three terms as District Chair. Two District Sweepstakes plaques and three District trophies. Co-chair of I.E. Tab at Nationals. Co-author of the "California Plan" to run NFL District Speech Tournaments.

John E. Sexton - St. Brendan (NY)

The best debate coach of his time, John Sexton coached a small Brooklyn girls high school, St. Brendan, to the final round of every major debate tournament in America -- winning most of them, some several times: Emory Barkley Forum; Georgetown Cherry Blossom; five NCFL Grand debate championships, and several New York State titles are only a few of "the girls" many triumphs.

His NFL final round team in 1967 lost on a very bad decision.

Three times St. Brendan was the largest NFL Chapter in New York State.

After disbanding the St. Brendan team (the school was due to close), John graduated from Harvard Law, became Dean of NYU Law School and now is President of New York



John Sexton
New York



Deborah E. Simon
Massachusetts

Deborah Elizabeth Simon - Milton Academy (MA)

Two diamonds. As part of the Milton Academy coaching staff, Deborah coached nine finalists including a winner in International Extemp and a second in Oratory. During Debbie's tenure, Milton qualified over 100 students to nationals. Milton won the Leading Chapter Award four times. Three Milton students led the district in NFL points and one was All-American. Deb served as District Chair three terms and received the Distinguished Service Award in 1997. Milton has won seven District plaques, eight District trophies and in 1984 and 1997 won the Pi Kappa Delta/Bruno E. Jacob Award.

Daniel Tyree - Plymouth (IN)

Five diamonds. Six finalists including 2002 Champion in Oratory. Ninety-three National qualifiers. Three Leading Chapter Awards. Eleven terms as District Chair: bronze, silver, gold awards. Two district trophies and one plaque. Four District Point Leading students. One Academic All-American. Fourteen times led the District in new members.



Daniel Tyree
Indiana

June 2003

4TH ANNUAL HARKER INVITATIONAL

On **Saturday, September 27** and **Sunday, September 28**, Harker High School will host the 4th Annual Harker Invitational - a national debate tournament that offers Varsity and Junior Varsity Lincoln-Douglas and Varsity and Junior Varsity Policy divisions.

We will also offer one division of Parliamentary Debate. This year's topic area for Parliamentary Debate will be Mother Goose Nursery Rhymes.

Harker High School is located in San Jose, California, just 10 minutes from nearby San Jose International Airport and 35 minutes from San Francisco International. We offer a very competitive tournament, good food, and a fine set of awards, viz., speaker awards for both LD and Policy debaters, elimination round trophies, and sweepstakes (1st, 2nd, and 3rd).

We are pleased to offer the Town Suites by Marriott (next door to our campus) as our tournament hotel. A block of suites has been reserved for the tournament.

Last year's Sweepstakes Winners:

1ST PLACE: Lynbrook High School

2ND PLACE: Saratoga High School

Last year's Varsity Debate Champion:

Homestead High School

To request a formal, written invitation, please contact Matthew Brandstetter, Ed.D., Director of Forensics, (408)345-9235, or e-mail matthewb@harker.org.

Once again, we look forward to seeing you on the West Coast this fall - we will do everything we can to accommodate you and your students.

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An event run for and by high school coaches

Featuring:

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- Student Congress
- Oratory
- Extemporaneous Speaking
- Dramatic Interpretation
- Humorous Interpretation
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*Ted-Turner Debate will be offered, if significant interest.

Why the Alverno College Tournament?

- Pre-season opportunity for experienced and novice participants
- Featuring many of the same competitors from The Glenbrooks and Bradley tournaments
- Preliminary competition on Saturday; out-rounds and awards on Sunday
- Alverno College, one of the nation's foremost women's colleges, is known internationally for their academics and is in close proximity to the airport (with convenient and reasonable hotels)
- Milwaukee is home to world-class museums, art galleries, chic cafes and restaurants, parks and the beautiful Lake Michigan lakefront.
- Milwaukee is hosting the 2005 NCFL national tournament

How do we learn more?

Call Adam Jacobi, Director of Forensics at Rufus King High School (414.267.0733 or jacobiaj@mail.milwaukee.k12.wi.us), or Donna Engelmann, Alverno College faculty (414.382.6413 or donna.engelmann@alverno.edu) today for more information.

B

ARBADOS

U.S.A. YOUTH DEBATES

by John Tredway

Why Barbados?

Possibly the most scenic and beautiful island on the planet, Barbados is rapidly becoming a leader in the region. Located at the far eastern end of the Caribbean, Bajan leaders led by their dynamic prime Minister Owen Arthur, have a bold vision for making Barbados "the smallest developed nation in this century." Barbados gained its independence from Britain in 1966 (we will be there for Bajan Independence Day!) but still has the nickname "Little England" because of the friendliness and impeccable manners of its people. This will be a great opportunity for future leaders from Barbados

How Many Students Will Be Involved?

We are taking 20 students and 5 chaperones from the United States.

How Do Students Apply?

Students will submit essays regarding their ability to serve as goodwill ambassadors. Recommendations from school principals and speech/debate coaches will be given consideration along with the essays.

How Much Will The Trip Cost?

Total cost should be less than \$1000 including all airfares, lodging, meals, ground transportation and taxes. A nonrefundable administrative fee of \$100 will be required upon acceptance into the program.

When Will The Group Be Selected?

Application and essays must be completed by Monday, June 16, 2003. The group will be selected by Tuesday, July 15, 2003.

Who Is Organizing The Debates?

John Tredway is the director of the USA Youth Debates. He is a five diamond key coach in the national Forensic League after coaching speech and debate for 30 years at Ashland High School, Oregon. During his tenure at Ashland, Tredway's teams won state team titles ten times between 1990 and 2002. During 2000, Tredway took more than 50 Oregon students on two trips to Cuba for the historic USA-CUBA Youth Debates. He is working with the Barbados Ministry of Education, The Barbados Tourism Authority and the U.S. Embassy in Bridgetown after visiting the country in February 2003.

More Information and Applications:

John Tredway, Director
USA-BARBADOS Youth Debates
1129 Riviera Street / Venice, Florida 34285
tredway@comcast.net
(941) 480-1518

..."a great opportunity for future leaders from Barbados and the USA to engage in friendly debate about current and future issues..."

and the USA to engage in friendly debate about current and future issues.

When Will The Trip Occur?

Students will arrive in Barbados on Saturday, November 29. We will celebrate Independence Day on November 30. The debates are expected to begin on Monday with an opening ceremony at the historic Parliament Building. The rest of the week will see the Debates at the incomparable Sherbourne Conference Centre. Tours of the Island, social gatherings including dances and beach parties will highlight the week. Students will fly home on Saturday, December 6.

What Is The Format For The Debates?

The debates will utilize a 'Congress' with five resolutions from each country. Students will speak for a maximum of 3 minutes for/against resolutions.

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Everyone knows that there is a significant difference between evidence prepared for use in debates and evidence sold in handbooks. The evidence sold by the Pro Debate Tour will be comprised solely of evidence submitted by pro debaters who have participated in at least one Pro Debate Tour event. The Pro Debate Tour will use the 2003-04 NFL oceans topic at all their tournaments.

2003 Pro Debate Tour Schedule

Lexington, KY May 6-8 Atlanta, GA June 14-16 East Lansing, MI Aug. 2-3

Files will be added as soon as possible after each Pro Debate Tour tournament. Look for the first installment of evidence to be available on our website, www.prodebate tour.com, May 9, 2003.

All evidence sold by PDT will be available on the website but also look for our booth at the National Forensic League National tournament in Atlanta. Evidence used at the Lexington and Atlanta tournaments will be for sale during NFL's.

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PRO DEBATE TOUR HANDBOOKS

DEVELOPING THE CITIZEN TEST FOR POLICY DEBATE

by Kenneth P. Grodd

Like other veteran debate coaches, I have read with keen interest the excellent articles in this magazine that speak to the situation regarding policy debate in the United States. I must confess to being alarmed by the statistic that Mr. Copeland cited regarding the reduction in the number of high schools offering policy debate. As coaches, it is critical that we confront the decline in policy debate. If not, we will be in danger of losing an activity that can have, and indeed does have, valuable benefits for our students. I have a modest

the situation seems to be deteriorating. Good folks, whether policy wonks or educated citizens, simply do not enjoy watching us perform our craft. Worse, they disparage it after they see it, sometimes publicly. I pointed out to my students that I once took our Principal to see one of our policy rounds at the Barkley Forum. Afterward, it was only through persuasion and some good fortune that we even had a debate

program. Alas, my students countered that it's not their fault if the public doesn't get it. High-level policy debate, they opined, is a specialized activity whose wonders are such that only the initiated need appreciate. Flabbergasted, I could only conclude that their attitude spoke volumes about our decline. Such denial is tantamount to rearranging the deck chairs on the Titanic. My former debaters couldn't be more wrong, and I am emboldened by the knowledge articulated by previous articles in the Rostrum, that there are other coaches, who like me, want to fix the hole in the boat and salvage to magnificent vessel

... "we should celebrate our ability to articulate in a manner that unites the citizenry in language" ...

proposal, but first some musings.

A few years ago, I engaged in a rather contentious discussion with my senior debaters. The issue involved my deep concern that the trends in policy debate were rapidly thickening the walls between ourselves and our natural constituency. That constituency are educated men and women who should enjoy sitting down and listening to a meaningful discussion of important policy issues. I observed that policy debate, as it is currently practiced, is probably the only high school activity that an average citizen would fail to find any enjoyment witnessing. Even those citizens that really don't like or understand ballet usually enjoy a performance. Every athletic activity has a constituency consisting both of average folks and those more 'juiced in' to its intricacies. But policy debate has lost its natural constituency, and

on top.

Other contributors to the Rostrum have correctly observed that speed and counter-intuitive off case arguments are hurting us. Additionally, it has been noted that debate so often descends into a game, where whining about fairness, ground, and abuse, have replaced any meaningful discussion of the resolution. In fact, the resolution in contemporary debate hardly matters at all. Camps, increasingly led by student instructors, challenge their labs to put out massive generic positions that are only slightly modified from the year before. There rarely is any examination of the resolution, independent of how it is to be debated. Debaters leave expensive

camps largely ignorant of the resolutional problem area. Thus, they are all but incapable of constructing a meaningful case argument, which is precisely the kind of argument that an educated, or even an uneducated citizen would appreciate.

We are not a 'cult'. We should not think of ourselves as a closed society, but rather as a vehicle to conduct policy discussion in a manner that enhances societal understanding of critical national and international issues. Specialization is our natural enemy. It drives off potential coaches, alienates parents and administrators, and reduces our connection to the public that pays for our operation. It is sobering how intelligent new coaches with college educations don't feel they are 'qualified' to judge policy debate. What does their trepidation really say about what we do, or better how we do it? Additionally, veteran coaches often will not judge, but instead hire students who 'get' the activity to judge in their place, serving to further thicken the walls. As a coach who judges, I literally dread most rounds. No matter how I phrase my pre-round observations, I usually hear the generic round, full of games but devoid of a meaningful discussion of the resolution. I often leave the round after my hour and a half feeling no more intelligent for the experience, and possibly less so. That doesn't mean there are no wonderful debate rounds. But they are becoming fewer and fewer, and we are paying the price. What does it say when so many coaches do not want to judge a varsity policy debate round? Even factoring in fatigue and the burden of other responsibilities, the main reason seems to me to be that judging is not an enjoyable experience. The nature of our activity makes judging another burden, rather than an opportunity for enjoyment, enlightenment, and growth, which it should be.

Many coaches, though by no means all, share my diagnosis. Hopefully, some might find agreement with my prescription. I would propose that we adopt what I refer to as the citizen test. All arguments and methods should be examined through the lens of these simple propositions. Would a reasonably intelligent individual observing our activity be enlightened by the discussion? Would they want to talk about the issues that were raised? Would they feel that we have added, not just heat, but light to the policy controversies surrounding the resolution? Or to reduce it more; would a reasonably intelligent citizen enjoy what we do? If the answers to these questions continues to be no,

then we might well be doomed. Numerous other speaking events, not just the new Ted Turner Debates, will occupy the void our current practices create. But, if the answers increasingly become yes, then our activity will rebound and thrive. I want to advance five measures that might move the activity to meet my citizen test.

First, we simply have to deal with the speed issue. There is just no getting around the fact that it is the number one deterrent to citizen enjoyment. What can't be understood can't be enjoyed? It goes beyond judge adaptation. The proof of this is how much evidence is read after the round by the very judges who say they can 'handle' speed. No one really can, and no one really should. Reasonable speaking rates should be the norm simply because it is the norm among educated citizens in all walks of life.

Secondly, we should embrace the resolution and the challenges it imposes. If an unaware but educated citizen believes they are about to listen to a debate over ocean policy, they should not be disappointed. The politics DA, the PIC, the generic topicality, strange Kritiks, should be dispensed with unless they are presented with an absolute explanation of their relationship to the resolutional problem area, which almost never happens and might not in fact be possible. Camps should set out to educate young debaters to appreciate, if not celebrate, the resolution as an important policy area, not just to demonstrate how you can link a generic to it.

Thirdly, and in connection to the above, we should elevate our willingness to accept inherency, solvency, and harms as a criteria to absolutely decide debate rounds. Today, they tend to be dismissed as "non-offensive" negative arguments, thus not an issue really worth voting on. This way of thinking is counter-intuitive and not connected to any serious consideration of policy. A proposal

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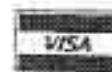
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can be bad without blowing up the world. I suspect that every debate coach has listened to a new colleague, or a citizen observer, demean the low probability/high impact argument as being ludicrous. But an intelligent citizen would readily listen to a measured inherency position that demonstrated that the harms are being solved absent the affirmative proposal, or that the plan as constructed has no hope of solving the harms, or that the harms are so minimal as not to justify the affirmative proposal. Those are real arguments that people can connect with, both personally and intellectually.

Fourth, we need to limit the use of vernacular, both regarding theory and substance. In no way am I suggesting that arguments that rely on theory are less than legitimate. They are legitimate. But application of theory to issues of substance can be made in terms that can be understood by all. A citizen would be able to understand a well-articulated topicality argument, one that presented the challenge to the jurisdiction of the judge over the proposal and the reasoning that supported that argument, and the real implications to the discourse. But what citizen can understand what "T" means, what a blippy presentation of pre-written standards are, and the lexicon used to spit out the voting issues? Richness of explanation is crucial. We should celebrate our ability to articulate in a manner that unites the citizenry in language, rather than one that further divides them by specialization and lingo.

And lastly, we should discourage any discourse during a debate round oriented to anything but a discussion of the substance of the issues. Policy debate would be better if all of our artificial constructs such as decision-rules, absolute voting issues, ground, fairness, abuse, time trade-offs, etc. were simply eliminated. What relevance do they have to any other aspect of our existence? They only serve to create a level of discourse well below what the proper level should be. Such positions distract us from a discussion of policy, and replace what should be our focus, to one dealing solely with the 'game'. If the affirmative wins the debate, it should be solely because they have articulated and defended a good public policy. If the negative wins, then they should have demonstrated that the affirmative has failed to do so, or that a real alternative (not a PIC) is superior, or perhaps that the affirmative fails meet well-articulated concerns over jurisdiction. This doesn't make any issue illegitimate, though it probably minimizes some pure theory discussions. Returning to the citizen

test, I suspect that no citizen understands or cares about an 'absolute voting issue' or a 'decision-rule'. They seem to care about the substance of the resolution, the quality of the proposal for change, the persuasiveness and analytical skills of those involved, and the quality of the substantive objections made. Winning means something when it is a victory on substance. If the student discourse transcends the game, and elevates the dialog, I have to believe that winning will take care of itself.

I continue to firmly believe that policy debate should be enjoyable to the educated public. I want to have my Principal watch my student's debate. I want to listen to parent observers actually discuss the issues raised in the round they witnessed. I want my students to take away from this activity not just research skills, but skills of presentation applicable to other aspects of life. I am tired of having to explain the unexplainable. I have struggled for 19 years defending an activity that violates the sensitivities of even brilliant observers. Debate should serve to unite us through a common language. Articles in recent issues in the *Rostrum* force a healthy degree of introspection. We are specialized enough as a society. Lets make our activity such that every observer can understand it, enjoy it, and feel inclined to promote it. The citizen test may offer some criteria for change.



(Kenneth P. Grodd, is Director of Debate at the Donnellan School, Atlanta (GA), (formerly Director of Debate at St. Pius X).

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THE REAL POLICY DEBATE DILEMMA

by Darren Smith

After reading several of the articles in the Rostrum and listening to the people involved in the activity, I am deeply concerned about the status of policy debate. However, I am not concerned for the same reasons that others have listed for the demise of policy debate. There have been arguments made stating that debate will die do to the changes or "devolutions" of debate. People can't stand debate because the arguments are nonsensical, read at too high a pace, not understandable to the common "educated" person...

..."If you have done your job correctly, your students are successful and move to colleges and universities..."

I take these attacks personally. I have been involved with the activity in some way for the last 17 years. I will be the first to admit that debate has radically changed since I read my first IAC, but that doesn't mean it has all been for the bad. The real reasons for the demise of policy debate are the coaches and funding, or the lack there of.

If you look around at the schools that have always done well in policy debate, it's because the schools are able to replace a coach when another one retires. In Ohio, many schools have ended policy debate and the rest of forensics because there is no one to replace a departing coach. I graduated from a program that

had one main coach for close to thirty years. It took them three years to find a coach with any experience. During the first two years, they hired a cheerleader coach that was willing to give the activity a try and another person that had no experience in coaching. I was hired the third year and worked there for the next three years, until I had to get a job because I could not afford to be a substitute teacher and coach only. Since then the program has died. Every year in Ohio, new and old programs end because of the same story. New programs pop up and then disappear when the coach can't afford to coach anymore because they are not a teacher or because they graduate from college and move on to their careers.

Try to talk a student into teaching and coaching and you will see why programs around the country are disappearing. If you have done your job correctly, your students are successful and move on to colleges and universities, which never seem to be near your school, let alone in your state sometimes. Students see the value of more glamorous jobs and salaries. That is not policy debate's fault, that's society's fault for placing money ahead of other values.

As we all know, funding is also an issue. I hope that I don't need to go into much detail, but funding is an issue

whether you are a national circuit team or an in-state team. Speech and debate teams only spend money. Education funding is always on the chopping block at the state and local level, so unless you have very supportive administrators, activity budgets are going down or away. Again, don't blame policy debate for this problem.

Mr. Haren's main concern was that policy debate has lost the communications part of the activity. If I am not mistaken, the debaters are still communicating. I know that we haven't switched to some other form of translating information to others. The only thing that he really has a problem with is the speed. Why should speed be a reason to write off an activity? It takes an enormous amount of skill to 1) understand what the other team is saying, 2) analyze the argument in reference to your positions and 3) be able to communicate an intelligent answer to the other team's arguments. Why should we be attacking students that can make these kinds of critical decisions? I thought we were trying to prepare students for the real world where some decisions must be made at a moment's notice. I don't know about everybody else, but I would want a lawyer that could ask a witness a question and then know immediately how to handle their answer. Given how many policy debaters intend on going to law school, I would say we are doing a fine job.

Mr. Haren's solution is to have coaches and judges take back the activity, intervene if necessary. When did the activity become about the coaches? I know that coaches have a stake in the activity, but the students are who we really are about. If you don't like an argument, encourage your students not

to run them, but remember that they are the ones willing to spend the money for institute, team travel and give policy debate the time that could go to other activities. As a judge, you can intervene and reject arguments and teams. Is this fair to the students? You are to judge what both teams present, not debate the teams. How can students win if they can't hear you in a speech? If you give them preferences ahead of time and they don't adjust, then that is a different story. They deserve to lose because they didn't adapt to you. However, adaptation only means that they are changing for you. As long as judges like the fast and critical style, then you are not solving the "problem". Remember that policy debate, as well as every other forensic activity, competes with every other club, sport, or activity that students can choose from in school. If the coaches and judges make the activity difficult to be successful in, the only result will be to kill programs because no one will have fun.

Finally, we, as coaches, need to do everything we can to make policy debate seem more attractive. We need to get more people to realize that debate and speech are valid activities (students, coaches, and administrators alike). We also need to realize that everything evolves. Personally, if I get a major illness, I want the most updated technology available. I don't want to just put flowers in my pocket in the hope of avoiding the plague just because that's the way it has been done. Finally, I realize that I am the first to start complaining about the way some cases and critical arguments are being run, but I also realize that if I can't beat it with logic, maybe it's not the worst thing in the world. Remember, if you can't beat a "dumb" argument, maybe it might actually have some validity.

(Darren Smith, has been Director of Debate for the past seven years for Centerville High School, OH)

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| 2. | -- | California Coast | 246 | Lynbrook HS | 666 |
| 3. | +1 | Northern South Dakota | 190 | Watertown HS | 505 |
| 4. | +1 | Heart of America | 188 | Independence Truman HS | 533 |
| 5. | +1 | New York City | 187 | Regis HS | 547 |
| 6. | -3 | Show Me | 186 | Blue Springs South HS | 424 |
| 7. | +1 | East Kansas | 179 | Shawnee Mission East HS | 462 |
| 8. | -1 | Rushmore | 173 | Sioux Falls Lincoln HS | 414 |
| 9. | +1 | Kansas Flint-Hills | 165 | Washburn Rural HS | 476 |
| 10. | -1 | Northern Ohio | 163 | Youngstown Boardman HS | 262 |
| 11. | +1 | Sunflower | 158 | Wichita East HS | 360 |
| 11. | -- | West Kansas | 158 | McPherson HS | 296 |
| 13. | -- | East Los Angeles | 154 | Gabrielino HS | 652 |
| 14. | +12 | Central Minnesota | 147 | Eastview HS | 449 |
| 15. | +6 | Illini | 144 | Downers Grove South HS | 532 |
| 16. | +2 | Northwest Indiana | 142 | Plymouth HS | 530 |
| 17. | -3 | San Fran Bay | 141 | James Logan HS | 660 |
| 17. | -2 | Montana | 141 | Flathead County HS | 372 |
| 19. | -3 | South Kansas | 138 | El Dorado HS | 277 |
| 20. | -4 | New England | 137 | Lexington HS | 401 |
| 21. | -2 | Rocky Mountain South | 133 | Wheat Ridge HS | 301 |
| 22. | -2 | Hole in the Wall | 131 | Cheyenne Central HS | 381 |
| 23. | -1 | Nebraska | 128 | Millard North HS | 391 |
| 24. | +1 | Florida Manatee | 126 | Nova HS | 448 |
| 24. | -1 | Eastern Ohio | 126 | Perry HS | 344 |
| 26. | -2 | Carver-Truman | 122 | Neosho HS | 425 |
| 27. | -- | Northern Wisconsin | 120 | Appleton East HS | 373 |
| 28. | -1 | Sierra | 119 | Stockdale HS | 270 |
| 28. | -1 | South Carolina | 119 | Riverside HS | 394 |
| 30. | +1 | West Oklahoma | 118 | Norman HS North | 367 |
| 31. | +6 | Southern Minnesota | 117 | Eagan HS | 411 |
| 31. | -4 | Eastern Missouri | 117 | Pattonville HS | 376 |
| 33. | +2 | Northern Illinois | 116 | New Trier Twp HS | 360 |
| 33. | -2 | North Coast | 116 | Gilmour Academy | 310 |
| 35. | -1 | Northern Lights | 114 | Moorhead HS | 351 |
| 35. | -4 | South Texas | 114 | Houston Bellaire HS | 512 |
| 37. | -2 | North East Indiana | 113 | Chesterton HS | 575 |
| 38. | -1 | Florida Panther | 112 | Wellington HS | 265 |
| 39. | -- | Colorado | 108 | Cherry Creek HS | 428 |
| 39. | +1 | Ozark | 108 | Springfield Central HS | 314 |
| 41. | -1 | Great Salt Lake | 107 | Salt Lake City West HS | 194 |
| 42. | -- | Southern California | 106 | San Dieguito HS | 275 |
| 43. | -- | Golden Desert | 105 | Green Valley HS | 237 |
| 44. | -- | Idaho | 104 | Hillcrest HS | 241 |
| 45. | -- | Eastern Washington | 103 | University HS | 204 |
| 46. | +3 | North Dakota Roughrider | 102 | Fargo Shanley HS | 254 |
| 46. | -- | East Texas | 102 | Klein HS | 210 |
| 48. | -1 | Utah-Wasatch | 101 | Sky View HS | 195 |
| 49. | -1 | New Jersey | 97 | Ridge HS | 303 |
| 50. | +3 | Deep South | 94 | The Montgomery Academy | 307 |
| 50. | -- | Heart of Texas | 94 | Carroll HS | 193 |

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| 52. | -- | Western Ohio | 93 | Centerville HS | 194 |
| 54. | -1 | Pittsburgh | 91 | Bethel Park HS | 207 |
| 55. | -2 | South Oregon | 89 | Roseburg Sr. HS | 214 |
| 56. | -3 | Arizona | 88 | Phoenix Central HS | 170 |
| 56. | +2 | Greater Illinois | 88 | Belleville East HS | 234 |
| 56. | +8 | Kentucky | 88 | Rowan County Sr. HS | 196 |
| 56. | +2 | East Oklahoma | 88 | Tulsa Washington HS | 218 |
| 56. | +1 | Southern Wisconsin | 88 | Marquette University HS | 262 |
| 61. | -- | Valley Forge | 87 | Truman HS | 203 |
| 61. | +8 | West Texas | 87 | Riverside HS | 202 |
| 63. | +2 | West Los Angeles | 86 | Loyola HS | 171 |
| 63. | -2 | New York State | 86 | Scarsdale HS | 145 |
| 63. | -5 | Sundance | 86 | Jordan HS | 214 |
| 66. | -5 | Rocky Mountain North | 84 | Greeley Central HS | 203 |
| 67. | -2 | Georgia Northern Mountain | 83 | Chattahoochee HS | 245 |
| 67. | +6 | Nebraska South | 83 | Lincoln East HS | 180 |
| 67. | -2 | Lone Star | 83 | Plano Sr. HS | 251 |
| 67. | +2 | Western Washington | 83 | Gig Harbor HS | 175 |
| 67. | +2 | Wind River | 83 | Casper Natrona County HS | 163 |
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| 76. | +3 | Sagebrush | 81 | Douglas HS | 220 |
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| 79. | -2 | Hoosier Heartland | 80 | Ben Davis HS | 251 |
| 80. | -1 | Hoosier Crossroads | 79 | Ind'pls North Central HS | 236 |
| 81. | -2 | West Iowa | 78 | West Des Moines Dowling HS | 226 |
| 81. | +2 | North Oregon | 78 | Gresham Barlow HS | 190 |
| 83. | +1 | Tennessee | 75 | Brentwood HS | 157 |
| 83. | -6 | Central Texas | 75 | Ronald Reagan HS | 322 |
| 85. | +3 | Gulf Coast | 72 | Harlingen HS South | 194 |
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| 89. | -3 | Puget Sound | 68 | Kamiak HS | 174 |
| 90. | -1 | Georgia Southern Peach | 67 | Starr's Mill HS | 127 |
| 91. | -2 | Mississippi | 64 | Hattiesburg HS | 161 |
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Camp Instructor Jonathan Peele

Jonathan is a 2000 graduate of South View High School, who currently attends the University of North Carolina at Chapel Hill, majoring in Political Science and Psychology. As a four-year competitor in Student Congress he qualified to nationals three times, placed at Wake Forest and Florida Blue Key, won the 2000 North Carolina State Championship in Congress, and claimed seventh place Senate honors at the 1999 NFL nationals. Currently he coaches at East Chapel Hill HS, where he has qualified a representative to the NFL National Student Congress each of his first two years of coaching.

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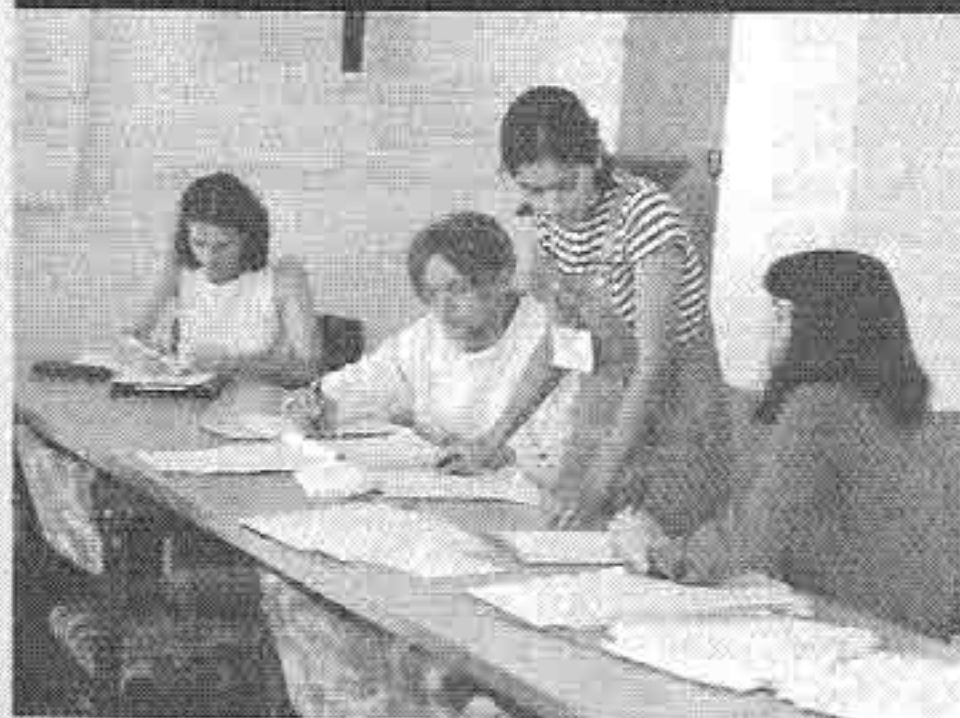
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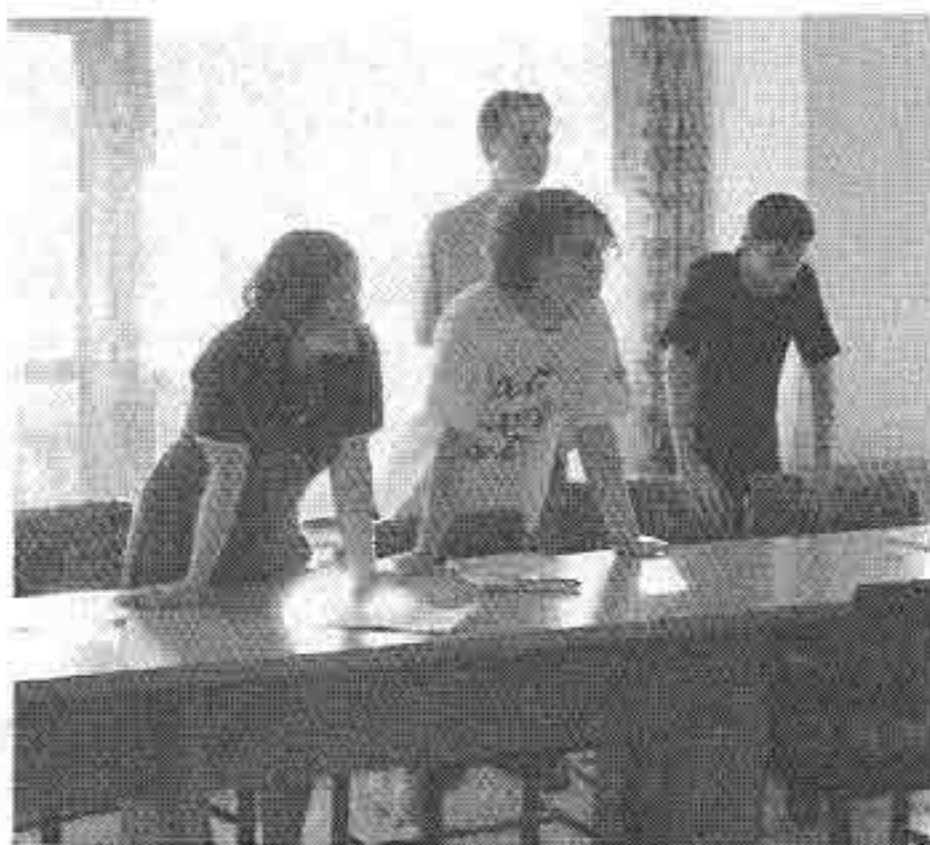
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The Argumentative Uses of FIAT: Distinguishing "SHOULD" from "WILL"

By Robert Trapp

Dr. Trapp is a professor of rhetoric and director of forensics at Willamette University, Salem, Oregon, U.S.A.

Have you ever wished for a magic wand that you could use to make all your problems just disappear by a wave of the wand? Some debaters and some judges think that fiat is just such a magic wand that can be waived to make the problems of the plan disappear. But magic wands do not exist in reality or even in that part of reality that we call debate. If fiat is not a magic wand, just what is it?

Fiat is a concept that allows a debater to say "we are not concerned with whether our proposal will be passed. We are only concerned with whether our proposal ought to be passed." In order to argue more clearly about whether the proposal ought to be adopted, the debater might say "imagine that our proposal were to be adopted by fiat. Would its adoption make the world a better place or a worse place?" This process of imagining that a proposal will be adopted is what some debaters call "fiat." By invoking the concept of fiat, debaters bypass the question of whether or not a proposal will be adopted in order to more clearly debate whether or not it should be adopted.

The use and abuse of fiat in debates about propositions of policy has caused no small amount of consternation among debaters and judges. In some cases, debaters appear to be trying to use fiat as a magic wand to make numerous problems with their plan disappear by magic. For this reason, the concept of fiat has generated a great deal of contro-

versy, some of which is legitimately directed toward the abuse of the concept rather than toward its legitimate use. The goal of this essay is to describe the concept of fiat as one legitimate way to debate propositions of policy. In order to accomplish this goal, I will first describe several features of propositions of policy. Then I will show how these features allow debaters to put the concept of fiat to legitimate use. Finally, I will make some distinctions between the legitimate and illegitimate use of fiat.

PROPOSITIONS OF POLICY

Propositions of policy are special kinds of value propositions that invite arguers to evaluate the advisability of specific courses of action. Conceptualized in this manner, policy debate is not an unusual or extraordinary type of debate.¹ The proposition "Resolved that the United Nations should strengthen the International Criminal Court" is a proposition of policy. Similarly, the everyday proposition "you and I should go out to a Chinese restaurant" also is a proposition of policy. As we will see, these propositions contain several features both in the way they

are worded, and in the ways they are debated. Generally propositions of policy include the terms "should" or "ought" and ordinarily name both the action and the actor. Finally, propositions of policy frequently include an element of imagination in the debate.

The words "should" or "ought" are not contained in propositions of policy merely as a matter of convenience.² The use of the word "should" is purposive - to direct debaters toward the advisability of an action rather than toward the probability of its occurrence. A proposition seeking to direct debaters toward the probability of an action would include the words "will" or perhaps "would" rather than "should" or "ought." For instance, the proposition "Resolved that all democratic nations of the world should eliminate capital punishment" directs debaters toward different issues than the proposition "Resolved that all democratic nations of the world will eliminate capital punishment." The first of these propositions leads debaters to debate the value of eliminating capital punishment. Is capital punishment a moral act? Does capital punishment deter crime? Can capital punishment be administered fairly? The second proposition directs debaters to debate the probability that all democratic nations of the world will be willing to eliminate capital punishment. Are the political leaders of certain countries (USA and Belarus, for instance), in favor of the elimination of capital punishment? Is the electorate in those countries in favor of the elimination of capital punishment? Will the political landscapes within certain countries change to favor the elimination of capital punishment? Thus, the term "should" indicates that the debaters are directed toward a consideration of the advisability of the action rather than towards the probability of its acceptance.

In order to clarify and focus various issues of advisability, propositions of policy ordinarily name both the proposed actor and the



proposed action. These propositions of policy assert that a certain actor should engage in a certain action. In other words, these propositions assert that a certain action taken by a certain actor is advisable. In our previous example, the actors are "all democratic nations of the world" and the action is "elimination of capital punishment." Frequently, the combination of actor and action directs debaters to consider why the action ought to be taken by this particular actor. Take the proposition about the UN and the ICC for instance. This proposition calls on the debaters to consider why actions taken by ICC is preferable to actions taken individual nations. The proposition also calls on debaters to debate whether the UN is an effective body for prosecuting certain crimes.

Additionally, propositions of policy frequently include imagination as an important part of the debate. Since propositions of policy are usually framed to urge a change in policy, they direct debaters to advocate what does not exist rather than what does exist. Since we are not currently eating in a Chinese restaurant, or any restaurant for that matter, the proposition that "we should go out to eat in a Chinese restaurant" causes us to imagine what it would be like if we were eating in a Chinese restaurant. Similarly, since the UN has not taken action to strengthen the ICC, the proposition that "the UN should strengthen the ICC" allows debaters to imagine what how the world would be if the UN took that action. In the case of both of



these propositions and other propositions of policy, debaters can exercise the option to imagine a world in which the proposition was enacted and to debate whether or not that imagined world would be better than the actual world.

Thus, debates about propositions of policy generally involve imagining whether or not a certain action should be taken by a certain actor. In this context, the concept of fiat is one of several ways that debaters can debate propositions of policy.

PROPER AND IMPROPER USES OF FIAT

The proper use of fiat can be described in terms of the earlier features we discussed about policy debate. First, fiat can be used to focus the debate on the advisability of action rather than on the probability that an action will be taken. Second, fiat can be used to focus the debate on the advisability of the action being taken by a particular actor. Finally, fiat can be an effective way to direct debaters' imaginative arguments about the proposition.

FOCUS DEBATES ON ADVISABILITY OF ACTION

Properly used, fiat is one way to focus debates on the advisability of action envisioned by the proposition. "Fiat," which in Latin means "let it be done," allows debaters can simply to imagine that the proposition will be implemented and let the debate continue on the advisability of the proposition. If debaters simply say that the proposition is adopted by fiat, then they are agreeing to imagine a world in which the actions envisioned by the proposition have been adopted and they debate whether or not these actions are better or worse than the present system. Say for instance, the affirmative team proposes that the ICC should be strengthened by removing the veto power from the five permanent members of the security council. The affirmative might argue that this is advisable because this action would allow the ICC to bring cases against the super-powers in the same manner that it could bring cases against leaders from other parts of the world. The negative might argue, on the other hand, that this action would cause one or more of the members of the security council to withdraw completely from the UN and would therefore destroy not only the effectiveness of the ICC, but of the entire UN. In this manner, debaters focus on the advisability of the action and avoid focusing on whether or not the actions will be

implemented.

One common but improper use of fiat is when debaters attempt to make fiat extend beyond the action envisioned by the proposition. As we have already said, fiat is related to the term "should" in the debate proposition. The only actions subject to fiat are those actions named in the proposition. Fiat does not apply to actions that the affirmative team may support which go beyond the proposition. Assume that the affirmative argues for two actions: first, that the UN should strengthen the ICC by bringing the actions of Israel to the court and second, that the Israeli government should accept a Palestinian state. Certainly the affirmative can logically say that the first part of their proposal should be implemented by fiat because it is an action directly named in the proposition. On the other hand, they cannot legitimately say that the second part of their proposal should be implemented by fiat because it is not an action envisioned in the proposition. Because the only action envisioned by the resolution is the strengthening of the International Criminal Court, Israeli acceptance of a Palestinian State requires too much of a stretch of the imagination to be linked to the topic. Thus, to the extent that the affirmative case depends on Israeli acceptance of a Palestinian state, the use of fiat is illegitimate.

A second common but improper use of the concept of fiat involves debaters saying that the advantages of their plan happen by fiat. Imagine that the affirmative presents a plan consistent with the actions envisioned in the proposition then argues that the plan will lead to certain advantages. Then imagine that the negative offers reasons that the advantages will not occur. It would be an improper use of the concept for the affirmative simply to say "our advantages occur by fiat." Fiat simply means that, for the sake of argument, we are willing to assume that the affirmative plan will be adopted. It does not mean that we are willing to assume it will be advantageous.

FOCUS DEBATES ON THE ADVISABILITY OF THE ACTOR.

Second, fiat allows the debaters to focus on the advisability of action being carried out by the actor named in the proposition. By imagining that the UN is the actor in the ICC proposition, both teams can then focus arguments on whether this actor or some other actor will be better. For instance, in terms of the ICC topic, the affirmative might argue that the UN is the most appropriate body to enforce international crimes. The negative might argue that the UN is too politicized and that judgments made by that body would be suspect by many parts of the international community.

While the concept of fiat allows debaters to assume that the actor named in the proposition will implement the action, it does not

extend to actors beyond those envisioned in the proposition. So for instance, in the ICC topic, the affirmative can legitimately assume that the UN will act to strengthen the ICC according to the affirmative proposal. Fiat does not allow the debaters to also assume that actors beyond the UN will be cooperative. The negative is free to argue that other actors will be uncooperative and that lack of cooperation may either result in the failure of the affirmative plan or in disadvantages to the affirmative plan. In the first case, the negative might argue that the United States or some other uncooperative nation would withdraw all of their funds from the UN and that this lack of funding would not allow the affirmative plan to work.¹ Or they could argue that the uncooperative nations might take other actions to express their displeasure with the affirmative plan. For instance, they might argue, the US might withdraw from the UN completely or they might withdraw their peacekeeping forces from important locations. In this manner, the negative can show that actions of actors other than those named in the proposition can either prevent the success of the affirmative plan or can create disadvantages not anticipated by the affirmative.

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FOCUSES ON THE USE OF APPROPRIATE IMAGINATIVE ELEMENTS IN DEBATE.

Finally, the use of fiat in policy debates reinforces the fact that debates of this kind have a dimension of imagination. Imagination can be either a positive or negative thing. Used well, imagination allows us to see possibilities that we could not see without it. Used unrealistically, imagination makes us unaware of real difficulties that may stand in the way of realistic policy change.

The line that separates realistic from unrealistic imagination is not a bright one. Perhaps the best way to state the distinction is to say that it is appropriate to imagine possible actions even if they are improbable. On the other hand, we waste our time and our creative energies by arguing about actions which are impossible. Productive debates can occur on whether or not the UN ought to, for instance, eliminate the veto power of the permanent members of the Security Council. Although that action is highly improbable, it is not impossible. On the other hand, I can't really imagine a productive debate on whether or not the UN should establish a colony on Mars to imprison those found guilty of war crimes. The first example, however improbable is not outside of the realm of possibility. The second example is, at least given our current scientific expertise, impossible.

Thus, properly used, fiat is an aid to creative and imaginative debates. It encourages us to use our creative imagination to debate what does not exist but what might exist. Fiat is not properly employed to force us into unrealistic debates about the impossible. Remember, unless we engage our imagination, fiat is nothing more than an Italian automobile. But even in our wildest imagination, fiat cannot make pigs fly.

As useful as fiat can be for debating propositions of policy, it also can be used in very unrealistic ways. Sometimes the unrealistic uses of fiat are so common that some debaters and judges would rather just abandon the concept altogether. Abandoning the concept of fiat would also require abandoning the proper uses of the concept. Thus a better

approach is to distinguish the proper uses of fiat from the improper uses. Hopefully this essay has started making those distinctions.

Notes:

¹ In the United States, "policy debate" has become associated with a certain debate format rather than simply debating propositions of policy. This essay is not concerned with that particular debate format, but with debating propositions of policy in any format whether it is cross-examination debate, Karl Popper debate, Lincoln-Douglas debate, parliamentary debate, or debate in any other format.

² The use of "should" or "ought" in propositions of policy is common but not necessary. Other kinds of value propositions not containing the words "should" or "ought" can also be debated as propositions of policy.

³ Although it has become an especially popular, fiat is not the only way method of debating propositions of policy. Propositions of policy can be debated by associating the proposed policy with certain values, by showing how the policy is demanded by certain principles, and by other methods. Fiat is just one of these methods.

⁴ One reviewer of this paper pointed out that since the U.N. is a membership organization, the affirmative might be able to claim that saying that the U.N. ought to strengthen the I.C.C. is the same as saying that all the member nations should agree to the same. The effect of this argument would be to make fiat apply to all members of the U.N. Therefore the affirmative would be allowed to say that for the purposes of the debate, we should assume that the U.S. (and all other member nations) have agreed to the adoption of the proposal. Given this agreement, the reviewer added, "why can we assume that if the U.S. agreed to give up its veto now that it's still a valid argument for the negative to say that this decision could eventually lead them to withdraw from the UN entirely or withdraw its troops, etc.?" This alternate way of discussing who is the actor in the proposition demonstrates that fiat is a concept that can be argued in various ways.



**Remember, unless we
engage our imagination,
fiat is nothing more than
an Italian automobile.
But even in our wildest
imagination, fiat cannot
make pigs fly.**

IDEA Essay Contest

In the last week of March 2003, Arif Babayev and Chinara Esengul traveled from Kazakhstan and Kyrgyzstan to Portland, Oregon for an academic debate exchange. The trip was funded by NPDA and following is Chinara's impressions of her trip and Arif's essay.

Hello debate community,

I am writing to share my impressions of Willamette University in Salem, Oregon where I was invited as one of two winners of the IDEA essay contest for students from Central Asia. This trip was my first visit to the US and showed me that it really is a great country - and the most amazing thing about the US is the people's hospitality and openness.

At Willamette, I participated in a Mark O. Hatfield debate tournament where I had the pleasure to debate with American debaters. The tournament was of a very high quality both in debate and organization. Then we visited the Capitol of Oregon where I learned how bills go through the House and how senators run legislation. The last event of the academic exchange was a symposium entitled "The effects of religious fundamentalism on terrorism from a Central Asian perspective", where I had the opportunity to share some of my ideas and facts about terrorism and religious extremism in the world and particularly in Central Asian countries. I also learned about the positions of my American colleagues on some of these urgent issues now affecting our current international reality.

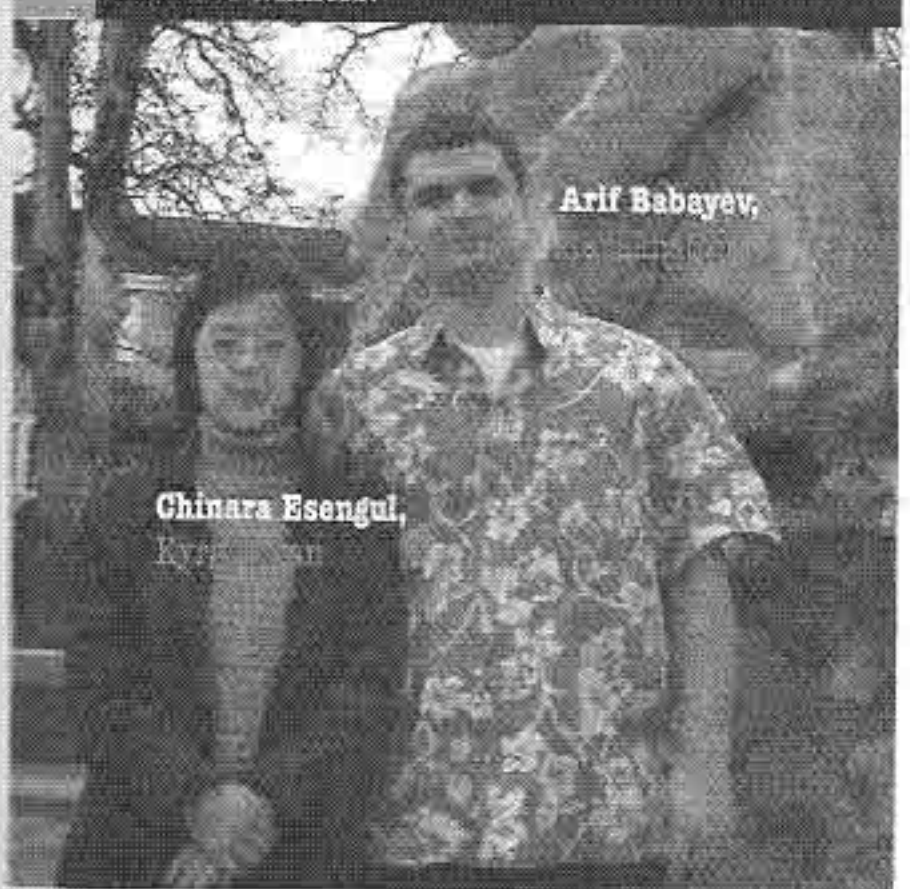
I would like to say a few words about the most entertaining and amusing part of my trip: the debaters. First of all, everyone was very easy going and good-natured, and I feel very fortunate to have been given the opportunity to become friends with such incredible people. And, I had the chance to see the Pacific Ocean, an NBA game, and to hike Silverfalls - all totally unforgettable experiences!

I would like to thank Mr. Robert Trapp and all the debaters and non-debaters I met at Willamette.

With best and warm wishes,
Chinara Esengul, Kyrgyzstan



Meet the winners:



Arif Babayev,

Chinara Esengul,
Kyrgyzstan



Terrorism and Religious Fundamentalism

By Arif Babayev, Kazakhstan

Nowadays it is common to talk a lot about religious fundamentalism as a source of terrorism. Unfortunately for us, in Central Asia, Islamic fundamentalism is a big problem. The reasons for this go far to the past, I will start now with a short analysis of the situation.

I definitely can say that the problems began with the Mongol invasion, this event threw us back about 100-150 years, and we simply lost that time, time which should have been dedicated to the development of our own, unique culture. There were some positive moments in the invasion too, but these moments were imposed on our culture. This is when the cultural hunger began. That was the first, but not the last hit. Allow me to leave a big gap and skip a few historical events, to come to the late 19th century. At this time, about 2/3rds of Central Asia was a part of the Russian Empire. Actually, it wasn't a total invasion, many communities, who were tired from war with Jungars, wanted to join Russia, others were forced to. The cost was high, as traditions and culture suffered again. During the Soviet Era, it was prohibited to celebrate Muslim holidays. Cultural hunger was growing, thus establishing the perfect soil for fundamentalists. Religion became an instrument to attract young, uneducated people in overpopulated regions, like the Fergana Valley in Uzbekistan, to radical Islamic movements. These movements promised a change of the political regime, which was very attractive due to high unemployment rate and political repression. All these factors finally led to an

extremely unstable situation in parts of Central Asia.

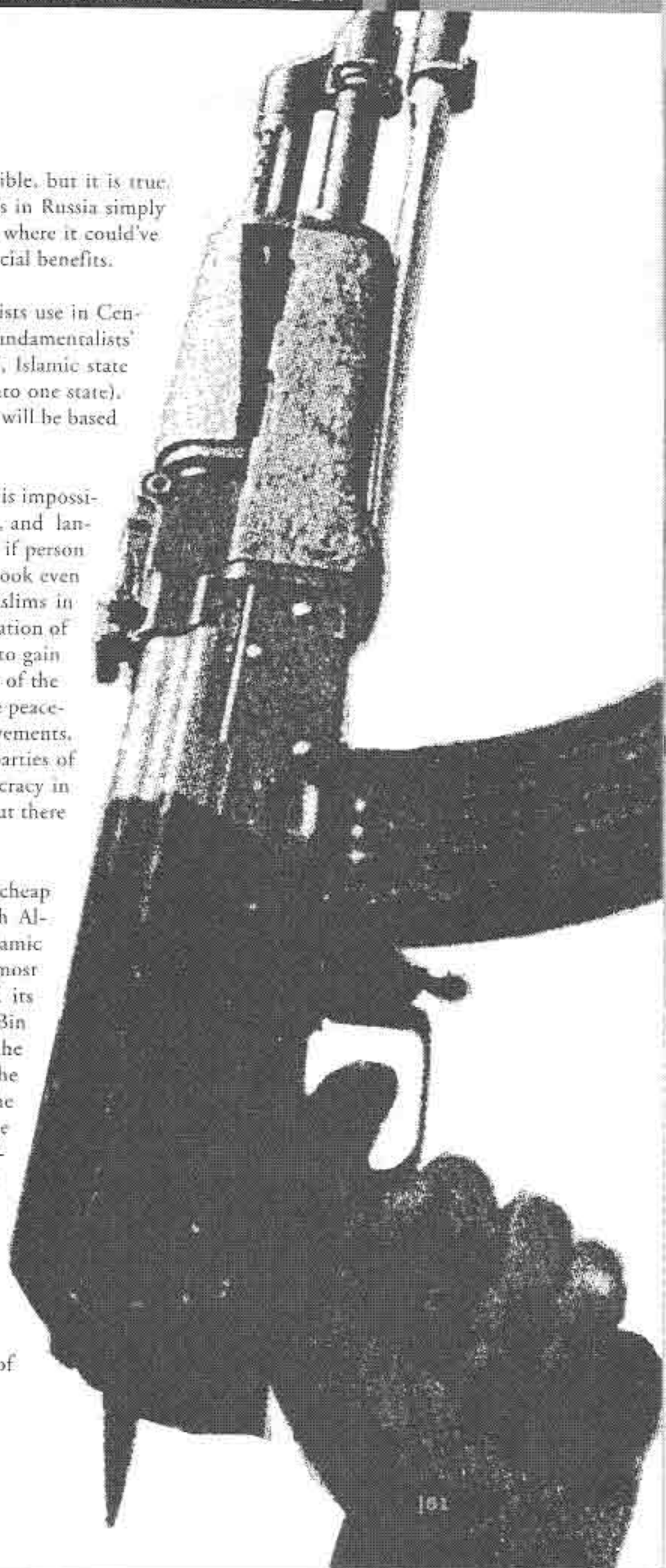
Now let's examine these religious fundamentalists' abilities. First of all, they have vast human resources. Secondly, they have access to drug production and routes of traffic, thus they have money, thirdly they are armed. But why is religious fundamentalism so strongly connected with terrorism? There are a lot of examples of Christian fundamentalism; actually the term "fundamentalism" refers to the first radical Christian organisations in 15-17th centuries. Thus it is not correct to say that it was the Islamic fundamentalists who somehow caused the transformation of fundamentalists to terrorists. There are many examples in Europe where fundamentalists used the same methods (Ireland and Spain). The unique feature of radical movements in Central Asia is their connection with drug trafficking. In places people have gotten used to this lifestyle, so much so that it is almost impossible to change it. That's why they have found the only way to express their radical ideas is terrorism. But do not think that there is only one reason they are doing this. The heads of such movements are gaining huge profits on this. Terrorism is a business and this busi-

ness is extremely profitable for some. It is really horrible, but it is true. The same thing happened in Chechnya. Some powers in Russia simply didn't want to stop the war. There were some periods where it could've been done, but they were interested in their own financial benefits.


I've already mentioned radical ideas that fundamentalists use in Central Asia. Now let me describe some of them. The fundamentalists' main goal is to establish a so-called "Holy Caliphate", Islamic state (all the countries in CA thus should be transformed into one state), where Muslims will live in unity and all the legislation will be based on the Holy Book of Koran.

As a Muslim I can say, that the creation of such a state is impossible due to many conditions such as cultural, economic, and language differences. Regarding the Koran I can say, that if person is a real Muslim, he will live by the laws of the Holy Book even without this state. Their real aim is not to unify Muslims in Central Asia (which, by the way can be done by the creation of economic unions and cultural associations), but again to gain power. Radical views are not supported by the majority of the population; this makes it impossible to create Caliphate peacefully. Looking through the key figures in radical movements, we find a lot of former political opponents of ruling parties of Uzbekistan and Tajikistan. I will not talk about democracy in these countries, this is a topic for another discussion, but there are few points to think about.

Another goal for the terrorists is to establish a safe and cheap route for drug traffic. Here it is, the connection with Al-Qaeda, which I'm sure you were thinking about. The Islamic Movement of Uzbekistan (IMU) is the largest and most dangerous religious organization in Central Asia and its leader had (has?) very close relationships with Osama Bin Laden. Their cooperation began in the 90's, during the soviet campaign in Afghanistan; Juma Namangani, the military leader of the IMU, was a soviet soldier, after the campaign was finished (unsuccessfully), he came home and started research on Islamic culture. When he understood that he would not be able to establish an Islamic regime in Uzbekistan, he went to Tajikistan, where he participated in the civil war on the side of the "Union of Tajik Opposition", another radical organization, which also supported the Taliban regime. Osama was interested in them, because they were able to blast current secular regimes in Central Asia. This "coalition" was threatening to the region for a long period of time, but their first real action occurred in 1999,



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when about 700 armed guerillas intruded Kyrgyzstan and Tajikistan (known as the Bapkent events). A year after, the same situation happened in Uzbekistan and Kyrgyzstan. These examples vividly showed us that the threat is real.

You may ask, why did I mix the terms extremism and fundamentalism? I make this delineation because there is no pure fundamentalism in Central Asia. There is a difference between these terms and there is no connection between religion and extremists at all. But our region is another case where fundamentalism is some sort of symbiosis of radical ideas and financial interests of criminal syndicates. Pure Islamic fundamentalism is based on several pillars:

- 1) Life shall be regulated only by the Koran and Sunna;
- 2) Purification of Islam by the denial of all local (national) traditions and habits;
- 3) Special role of Jihad.

You can see now, that ideas are almost the same, but methods are different. Terrorism is just a means, an instrument they are using to achieve a goal, a political tool which helps them. Yes, terrorism is just a political tool, the only way they can press on the governments of the countries named above. Just imagine, how they play on the feelings of citizens, using the popular slogans like "We don't want to live like this any more," "The President is a thief," "The Government doesn't think about the people, we do," etc. and at the same time showing their military potential, thus proving that they are able to start the revolution. As I've already mentioned people in many regions are unemployed, because the production facilities they used to work in are closed. They do not receive any benefits, because there is no money for this in the budget. Many meetings are suppressed by the army, and the people do not believe in their government. How do we expect them to react? Of course they will support radical movements, even in the organization of terrorist acts, like what happened in Tashkent in 1999, when 5 cars were bombed in the center of the city, just to show their protest. They don't understand, that they are just dolls, in some kind of puppet show; a show where the real actors are invisible.

Please do not think that our region is very dangerous and unstable. I want to stress the fact that the situation I've described refers only to some small regions, inside the countries of Central Asia, like the Fergana Valley. Cen-

tral Asia on the whole is a very beautiful, region.

I think I've already written a lot about fundamentalism, describing the current status quo. The thing I'm really interested in is a way to solve this problem. As an economist I understand that it is impossible to solve unemployment and other economic problems in one day. But it is possible for the government to show an interest. To connect with the people, to gain a good reputation by attempting to make their lives better. These definitely can't be done by suppressing attempts of the population to express their discontent.

Another method is to launch large campaigns against drug producers. It is possible to find money and pay people for every acre of burned drug plants. Such practices have been used in the past, but I'm not sure if it is still done. I've heard, that during the US military operation in Afghanistan, not a single drug storage facility, was damaged! This is another point to think about.

These two approaches will help to cut two main sources of terrorism: the money, which they are receiving from drugs and human resources, as people will no longer support their radical ideas (in the quantities they are supporting them now). If the problem was created by the awful policy of the governments, it should be recognized by them. And with the help of the international community the problem can be solved, but do they want to solve it?

Over the past two years the world has changed. The word peace today, means not the end of war, but the period of time when there are no terrorist attacks. They achieved their goal to some extent; now we are really afraid. This fear finally forces us to respond. Is this the motivation we did not have even a few years ago? Motivation to fight terrorism, motivation to resist...



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ROLE PLAYS AND DEBATES



By Marcin Zaleski

One of the reasons why I have always found debate a fascinating educational activity is the fact that debate in my classroom used to be a reflection of the reality outside of it.

I have always steered away from the so-called "fun" debates in which teams engaged each other in a discussion concerning the superiority of one flavor of ice cream to another, or similar investigations. I certainly see value in providing the opportunity for students to practice their rhetorical skills and even topics like the one mentioned above provide that opportunity to a certain extent. Debate however, has always meant more to me than just a practice of style and delivery. By focusing on topics that are relevant and important for the society in which students live, debate allows students to step out of their roles as students. By debating a topic that makes the headlines, students become aware that they are members of the community and that their voice matters, since they are capable of making arguments on the issues which are discussed by politicians, moral authorities and experts. By presenting students with a certain historical perspective and relevant examples a

teacher can also make them realize that debates have the power to change the world by providing impetus for action, by legitimizing some policies with the power of arguments and evidence, by influencing people's attitudes and thinking. Examples are plentiful and they cut across the time and space: from debates about slavery between Abraham Lincoln and Stephen Douglas, to debates preceding the recent attack on Iraq. One of the lessons that students can learn from analyzing debates in the real world is that the sides in these debates are represented not only by objective reasons and facts, but by real people who share certain values, beliefs, interests and feelings. This is something that is often forgotten in a purely academic debate; debating the issues affecting people's lives is emotionally charged and takes place within the context of often subjective attitudes and convictions. Debaters in the real world (not the classroom) - politicians, activists, campaigners and advocates attempt to iden-

nify the point at which their position overlaps with the beliefs of their audiences. They reason with what the Ancient Greeks used to refer to as "enthymemes" – that is *reasoning with one's target audience and not just to them*. Debaters in the real world use the public forum to express their own convictions and beliefs and impact the beliefs of others.

Academic debate is slightly less personal. Although student debaters are real people (with personal beliefs and convictions), most of the time, they do not get a chance to express their personal opinions during a debate. They represent objective (often de-humanized) sides in a debate: affirmative and negative and focus on arguments, rather than on the analysis of why some people would find such arguments appealing.

In this article I would like to focus on an educational tool which may be used alongside debates, and which can explore a variety of views on any given matter in the same time exploring the emotional, psychological and personal background of these views. This method of education is known as **role-play** and along with *case study* and *simulation* belongs to the repertoire of experiential learning techniques. The method is not new and it has been part of the interactive pedagogies since the beginning of the 20th century, but I would like to share with you my experience with applying this method in the process of coaching debate and teaching English.

WHAT IS A ROLE-PLAY?

Role-play is a technique in which students are presented with roles in the form of a case or scenario, then act out the roles in order to experience them for educational purposes. Role-play is, then, a spontaneous human interaction that involves realistic behavior under artificial or "imagined" conditions. In teaching methodologies, role-play is considered to be an excellent tool for introducing students to different social roles. Mostly, this process takes place when situations involving specific problems of social life and moral dilemmas (e.g., intolerance and deception) are simulated. Therefore, the goal of role-play as a teaching method is not only to practice competencies, but also to induce a discussion that allows identification of effective and ineffective patterns of behavior under given circumstances. The technique involves many variations and types (depending on the level of preparation: spontaneous role-plays, dramatic skits, etc. and number of students involved: pairs, triads, groups and multiple groups). The technique is a very popular training method in a variety of adult training contexts: various types of business, military, etc. Apart from the functions listed above, in the context of debate education, role-plays can serve as a tool for analyzing and researching issues, formulating arguments and exchanging views on a variety of topics. I will not present the diversity of forms that the role-play may take but will focus on the types of role-plays that can best be adopted for classroom use and related to debate preparation and topics that can be debated.

The formats that I used most often in my debate club and English class-

room included:

- **mock trial** - students are presented with a scenario of a court room procedures and adopted the roles of different characters (judge, prosecution, defense, witnesses, jury, etc.).

- **student parliament** - students play the roles of politicians/law makers and represent different factions: social-democrats, Christian-democrats, liberals, etc. as well as groups of interest (farmers, women, teachers, etc.). This type of role-play may involve a different context, for example a meeting of a city council/ faculty meeting at school or university.

- **meeting of an international body like UN, UNESCO, etc.** - students may play the role of diplomats representing different countries, members of different NGOs or other groups of interest.

- **talk-show (one of my favorites)** - students play the role of guests invited to a TV studio to take part in a talk-show on a chose topic (it can be a debate resolution). Students can create their own format of a talk -show (and style) and play roles of different characters invited to the studio (including a host).

- **press conference** - students can represent a party, an organization, a group of interest and they can respond to questions asked by the rest of the class (journalists of different papers).

- **negotiations** - students can represent different groups of interest, trying to solve a problem. The groups could be in conflict, for

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example: workers and employers but can also represent different, not necessarily conflicting interests: e.g. a country trying to join an international organization.

A very interesting form of role-play that can be conducted with students may include characters that are not fictitious but real-life characters. For example a teacher of history may organize a role-play involving real historical figures (for example a mock trial of Napoleon Bonaparte).

WHAT SKILLS DO ROLE-PLAYS DEVELOP?

Each role-play regardless of its scenario and theme will develop a range of skills in students. A teacher, however, may want to gear the process of learning facilitated by a role-play in a particular direction: for example if a teacher wants to make students more sensitive to other cultures, he/she may design a role-play which will require students to expand their awareness of personal stereotypes and prejudices and their effects (for example through a role-play of a meeting of a university faculty dedicated to solving a problem of hate speech on campus).

In structuring my role-plays in a debate club, I tried to make sure that these exercises develop skills that are used during debate. In particular I paid attention to the following:

- **communication skills** (in particular: awareness through activities that illustrate what happens when people communicate, either verbally or nonverbally; building trust

through activities to create trust and a climate of openness and learning; conflict resolution through activities that develop skills to recognize and deal with interpersonal conflict situations; feedback through activities that promote awareness of how others can help a person to understand the impact of his or her behavior and that encourage acceptance of the opinions or feelings of others; listening skills through skill-building activities that help people to listen actively; styles through activities that identify communication styles and deal with issues of style in interpersonal interactions.

- **research skills** (in particular: ability to identify appropriate sources of information, related to the theme/scenario of a role play- through activities involving looking for sources (on the internet, in the library); ability to find appropriate evidence and use it effectively- through activities involving quoting sources and supporting ones' views with relevant data; ability to critically evaluate sources- through the activities involving assessing information presented by other students.

- **problem solving and critical thinking** (in particular: generating alternatives through activities that offer practice in this early step in problem solving, information sharing through activities that demonstrate the importance of sharing information effectively in problem solving, consensus building through activities aimed at developing students' skills at reaching general agreement and commitment to decisions and goals, action planning through activities that teach

the skill of action planning (particularly useful when preparing students for policy debates).

- **team and group work skills** (in particular: how groups/teams work through activities that help team members to develop skills in observing what is taking place within their work team; competition/collaboration through activities that deal with both the competitive tendencies that emerge within groups and the appropriateness of collaborative behavior; problem solving/decision making through activities that teach these necessary skills within a work team.

Role-plays in my debate club and English language class were also very effective in developing students knowledge and understanding of the area which was used as a basis for a role-play. For example when, role-playing a parliamentary procedure dedicated to a bill regulating experimentation on animals, the students acquired knowledge of the current legislation, the status quo, animal rights, biology, etc. When a given role-play took place in English, the students expended their vocabulary in a given area.

WHY ARE ROLE-PLAYS EFFECTIVE TEACHING TOOLS?

I have found role-plays effective teaching tools for a number of reasons. First of all students typically experience role-playing as an engaging activity and this reflects upon their participation both during the preparation process and during the activity itself. Because almost every-



one knows how to play someone else's role, students tend to enjoy role-plays, and it is unnecessary for them to learn new skills in order to benefit from the process. Also, role-playing often is fun, although teachers have to be careful: over-playing a part can detract students from the learning. When role-playing is conducted skillfully, the situations have a high credibility for students, thereby reducing resistance to learning relevant skills and theory.

The technique is highly flexible. The teacher can change the role-play as it is being conducted, and the materials can be edited to fit particular situations. Role-playing can be engaged in for brief or long periods (some of my role-plays lasted as long as 1.5 hours although

45 minutes were more common - I have in mind the activity itself, without preparation and de-briefing)

Role-playing relies heavily on experiences of participants in ways that increase their ownership of learning. Students are engaged in all stages of the role-play, starting from planning and finishing with debriefing and as a result are much more motivated to participate in the process of learning. This technique is highly interactive and shifts teaching and learning from teacher-centered to student-centered (some teachers who are used to more traditional approaches to teaching may need to re-invent themselves - a truly great and challenging experience for any professional!). It raises both the quality and quan-

tity of active participation among students and encourages teamwork and a sharing of the responsibility of learning.

As I mentioned before role-playing has the potential to develop skills in self-expression, listening, communicating points of view, and interpersonal interaction, and as such it can raise students' consciousness about the need for these skills in human interaction. When used in conjunction with the teaching of argumentation and debates, role-plays may provide an interesting insight into the value criteria and warrants - by giving the opportunity to analyze the value systems and group interests upheld by individuals and groups of people.

In their book *"Many Sides: Debate Across the Curriculum"*, Alfred

Snider and Maxwell Schnurer present yet another argument in favor of role-play debates: "One of the most valuable things about role-playing debates is that they allow students to step away from the anxiety of playing themselves in a debate and give them a role to play. This role can reduce anxiety about debating and clarify what a person's arguments should be" (*Many Sides: Debate Across the Curriculum*, Alfred Snider and Maxwell Schnurer, p. 69, IDEA Press 2002). For this reason role-plays can serve as an excellent exercise for younger students and less experienced debaters.

HOW TO PREPARE AND CONDUCT A ROLE-PLAY?

Although the level of preparation will differ depending on the topic and the type of role-play, teachers should always remember that student-centered activities require as much (and maybe even more) preparation than a lecture. A very important aspect of the student-centered methodologies that should not be overlooked during the preparation for a role-play is that students should be involved at almost all the stages of activity and they should be allowed to decide how to conduct a role-play.

Each role-play activity is traditionally composed of the following stages: introduction, assignment of roles, preparation of the students' groups or individual students, stage preparation (optional), role-play, evaluation and debriefing.

Introduction

There are many ways in which a

teacher can introduce a role-play. The activity can either proceed or follow a debate on a chosen topic. For example, after a debate on a topic "Private/public distinction is detrimental to women's rights" a teacher may ask the students what type of scenario could be used to further discuss the topic and what particular aspect of the topic they are most interested in following a debate (or a series of debates). Students may suggest focusing on one aspect (for example the issue of equal pay or domestic violence) or discussing many aspects of the issue of women's rights under a more general heading. The choice of the content of the topic will to a certain extent determine the choice of the scenario. For example if the approach to topic is more general, the format of a talk show may be more appropriate (for example: a talk show may involve a discussion on the topic: Are women's rights respected in our country?) while a more focused topic (women in the military) may render a mock trial scenario more appropriate (for example a woman may be suing military forces of a given country for not allowing her to serve in the army).

The teacher should also remember that there is a different level of preparation on his/her part when a talk show is to be role-played and when a teacher wants to conduct a full-scale mock trial (with evidence, witness statements, etc.).

The teacher may also introduce a role-play by presenting a case study (it can be a simple narrative). The narrative should involve a conflict or a dilemma and ideally a number

of characters (in order to involve many students). A possible narrative related to the topic of women's rights may involve the following story: a woman pilot is not sent into combat by her superior, although she is perfectly qualified to be engaged in direct combat. As a result a number of soldiers die in combat. The superior is court-martialed. Students may take part in a mock trial and analyze the dilemmas faced by the characters faced by the characters from the case study by playing their roles and representing their sides. The teacher planning on moving from a case study into a role-play should also remember that different types of role-plays require different levels of complexity from a case study.

When I used role-play in teaching English I would often give my students an article on a given issues and ask them to read it at home. It was very good starting point for the role-play and a good practice of reading and comprehension skills.

The teacher could also introduce a role-play by simply bringing a debate motion to class (when a teacher wants to use role-play as an introduction to debate) and having students brainstorm ideas about the motion. Then the teacher could ask the students to brainstorm ideas concerning the scenario of a role-play and potential characters. The teacher could also determine the scenario by himself/ herself and simply inform the students that they will take part in a simulation of a talk show (mock trial, press conference, etc.).

Part of the introduction should also be dedicated to a discussion related

to the selected format of the role-play. For example if the students (or a teacher) decide on a talk-show format, they could discuss the types of talk shows they watch, the types of hosts they are run by, the type of audience that is invited, topics discussed as well as their quality. The discussion may also focus on the social, psychological and informative function that talk shows perform, and the need they fulfill.

The teacher should also remember about informing students of the logistics of the role-play: how much time can be spent on it, what the process of preparation will be like, what the rules of a particular role-play format are, etc. A lot of problems connected to the implementation of a role-play can be avoided by a well-prepared and detailed introduction, when the students are clear about the purpose of the exercise and know exactly what will be expected of them. That does not mean however, that a teacher should adopt a rigid model which cannot be deviated from - the role play is a flexible teaching tool and an element of improvisation should be seen as the method's asset rather than a shortcoming.

Assignment of roles

Once a scenario and a topic have been selected (either by the teacher or students), the teacher may move on to the second stage of the activity, which is the assignment of roles. The assigning of roles cannot take place, however, without a prior brainstorming of the choice of potential characters to be involved in a role-play. I often tend to combine the second stage with the first one, and have stu-

dents come up with a list of characters that could be involved in a role-play. While students brainstormed different issues related to the topic, I asked them questions regarding a possible character who could best represent a point of view on a given issue or have knowledge about a given problem. For example when analyzing possible characters who could take part in a talk show on women's rights, students could list: a woman executive, a housewife, an expert on labor law, an owner of the company, representative of the government, representative of a women's NGO, etc. The teacher can help the students to come up with a list by putting them in a role at this stage of the process (e.g. *"If you were a TV producer and were interested in presenting a balanced view on the subject, whom would you invite to the program?"*). By listing the characters, students can already brainstorm ideas about the positions that the characters will represent (for example - a woman executive may claim that women should not be given preferential treatment on their career path).

The assigning of particular roles to students is not easy and the teacher must rely on his/ her knowledge of a given group's dynamics as well as individual students. The most favorable situation is when an individual expresses his/her willingness to play a specific role. If a student was designated to play a given role by the teacher, the teacher should carefully observe students' reactions and make appropriate adjustments if there is a need (if a student resists being a given character - he/she should be entitled to withdraw).

When I used role-plays in my English classroom, I would make sure that I assigned characters according to my students' level of English (e.g. I would be careful with giving a role of a talk show host to a student who struggles with his/ her English, which does not mean that the level of the difficulty of assigned tasks and roles should not increase with the level of such student's skills and knowledge).

Sometimes I would assign two (or more) students to play one character so that they could prepare in groups (especially if "becoming" a given character required a lot of preparation - for example, if an expert on a given topic was needed to take part in a discussion). It is usually recommended that all the students are assigned a role. If there are more students than characters, some students can be paired to play one character or they can become observers in a role-play. Being an observer should not mean that a student has not been given a task. Observers should be prepared for the evaluation of such aspects of the role-played as authenticity of the different roles played by individual students (for example: *"would such and such character make this kind of argument or defend such and such position?"*). The observers should also be ready to take a leading role during the debriefing phase of the activity. The teacher may help the students who are observers by providing them with a questionnaire to guide them through an observation process. Observers may also be included in some role-plays, for example by being members of the jury in a mock trial or the audience in a talk show.

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The teacher should illustrate the roles that students play and make sure that one student does not spend most of the time being an observer rather than an active participant.

Students' preparation

Many role-play exercises can be conducted with little or virtually no preparation during business trainings when role-plays are used as a training method, some trainers sketch a scenario for the trainees and ask them to perform their roles with no preparation. There is value to this kind of exercise when a trainer is interested in providing participants with experiences of different social roles, styles and channels of communication, etc. In such cases the instructor/facilitator provides only the preliminary information. Individuals who play different roles take a few minutes to determine the sequence of events and the process of their presentation. The task for participants is to imagine and to behave as if they were in an analogous, real life situation and act the situation with little preparation. I used such technique with my English students and the purpose of such role-plays was to give students the opportunity to practice some language functions. Role-plays are often used as part of the communicative or functional approaches to second language teaching. Example of such role-play contexts may include: a visit to a doctor, conversation in a shop, job interview, asking directions, etc. In fact, I preferred to give students less time when preparing for such role-plays, since with more time on hands they would often script their roles and try to memo-

rize them, which was counter-productive to the goal of the exercise (which is to develop and test natural responses of language learners in a given situation).

The situation is slightly different with the role-plays that are more complex, involve more participants and are to be used to explore debate topics. In this case, the focus of the activity should shift from a study of social interaction (though this aspect of the role play needs not be neglected) to the analysis of the theme, developing arguments and presenting evidence. Viewed from such perspective preparation of students for the role-play is one of the most important stages of the activity, since the level of students' preparation will determine the success or failure of the activity in the classroom. Much as it is the case with debate, appropriate preparation to the role-play will result in enhanced learning about the topic and developing of the skills required by debaters.

The level of preparation required for role-plays will vary depending on the format of the activity and a particular role that a student will play in a given activity. For example student congress or parliament may require more time for preparation than a talk show. Students participating in a student parliament are required to study current legislation and work on their own proposals (just like in policy debates). A teacher may augment the problem with unequal distribution of responsibilities among the students by grouping them into bigger groups that represent a similar view on a given issue and are likely to pres-

ent a similar point of view (faction, business, etc.) so that they can work together. For example in a mock trial, students may work together on the defense team (including the witnesses and experts), prosecution team and the jury.

The level of preparation can be enhanced by increasing the number of roles in the activity that require researching a given issue. For example, when conducting a role-play on the issue of women's rights (talk show format), the level of students' preparation will be higher when more "expert" roles will be included. Thus such a talk show may feature the following roles: a labor law expert, psychologist, human rights expert, sociologist, etc. Of course such a show may also feature a "housewife" but it must be remembered that evidence presented by such a character may be mostly anecdotal (which does not mean that a student playing such a role will not present good arguments—they may be based more on internal logic, value judgment or emotional appeals).

A teacher may help the students to initiate the process of preparation by starting with a brainstorming session on the strategy for gathering information and its potential sources, encouraging students to generate ideas about research material for the characters they will play but also for the characters played by other students.

One of the methods of gathering information, which is often underutilized by debaters when preparing for debates is an interview. When preparing for a role-play on a given

theme, students who will represent views of chosen characters may in fact interview their real life equivalents (for example a student who plays a the role of a lawyer may want to interview a real lawyer -often in such cases, parents' involvement may be of assistance). Before the students are sent on their assignment, the teacher may want to review with the students the basic rules and etiquette of conducting interviews.

If the role-play is complex and requires a lot of research, the teacher may give students more time to prepare. It is important that the teacher monitors the process of preparation, for example by setting appointments with the groups of students to inquire about their progress and to address some questions that they may have.

Setting the stage for a role-play

This element of the activity is optional since not all role-plays will require a special set. Some however may and it is a good idea to ask students to think of the way in which the stage can be set and who will be responsible for doing it. Most talk show role-plays, student congresses and mock trial will require re-arranging of desks and chairs in a room. Some role-plays may require the use of props (a banner, a speaker's stand, etc.). One of the most exciting (but also most stressful!) props that can be used during a role-play is a video camera. Material recorded on a VCR tape is an invaluable resource for debriefing and analysis and if teachers have access to appropriate equipment, I would encourage them to use it with their students.

Conducting a role-play

Finally the big day has arrived and both the students and the teacher are ready to conduct a role-play. Similarly to the previous phases, the way in which any give role-play is conducted depends on the format, the number of students participating and their roles. There are some general rules that the teacher who wants a role-play to be successful should remember. The most important thing for a teacher to keep in mind is that successful role-plays take place with minimal interference from the teacher. That is why a teacher should remain on the outside and advise and intervene only if it is absolutely necessary. Intervention may take place if the students get confused and are not able to correct the situation by themselves. If a situation of this sort occurs, teacher's comments should be brief and to the point and only assist in moving the action.

Before the role-play begins, the teacher should make it clear to the students once again that being a good actor is not as important as knowing the motives that lead the behavior of the assigned character, understanding the background of the situation and being able to make and respond to arguments (the general guideline to the students may be: *"Be yourself and act in the most natural way. It is better if you simply act as you would if you were in the position of the person described in your role instructions, as if it were 'for real.' For example, if you are in the role of a woman executive, consider yourself to be the woman executive, rather than acting the way you think a woman exec-*

utive would"). The teacher may also ask students to wear tags with names of the characters they are impersonating. The function of the tags is to provide students with a sense of security (after the role-play and before debriefing has begun, participants should be reminded to remove the tags and "exit the role"). After the role-play is finished, the teacher should thank the students for participation in the role-play, (using the real names of the students and thus providing a natural transition from the play to the debriefing phase).

Debriefing

Although the process of learning takes place before a role-play (in the initial brainstorming and preparation) as well as during the activity itself, the teacher should not forget that every educational activity should finish with some form of closure. In a debate it is providing feedback by the judges and coaches and looking at the flow sheet with debaters (or some other form of debriefing: discussion with the audience, etc.). In order to make the process of learning more effective in the role-play, a teacher should dedicate some time to debriefing the activity. Debriefing should be distinguished from a teacher's evaluating the activity (which can also take place after a role-play). Debriefing should focus on receiving comments from the students themselves and be as student-centered as the role-play itself. The teacher should be more of a facilitator of the learning process than an instructor. The role of the teacher should limit itself to organizing a discussion around the outcomes of the activity and eliciting comments from

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students, rather than making comments himself/herself. Here are some useful tips to teachers who would like to make debriefing a useful experience for the students:

1. Remind the students of the goal of the exercise before the discussion

2. Ask individual participants how they felt during the role-play and if they would like to comment on their roles and performance.

When moving to eliciting general comments from students, the teacher may want to structure the analysis along the following lines:

3. Interaction between different characters in the role-play

4. The main lines of arguments presented by different characters (ask the students if they could identify some common/ overlapping positions or view points)

5. Areas of conflict which emerged during the role-play (also how the characters dealt with the conflict)

6. Main arguments and evidence which was used

Towards the end of the debriefing the teacher may want to explore the students' view on different issues related to the theme of the role-play (which can also be connected to the topic of debate). Teachers may want to prepare a list of questions which they can ask use to stimulate the discussion on the topic. For example when talking about women's rights or the role of women in the society, following a role-play on the topic, the

teacher may ask some of the following questions:

1. Would it be possible for the society to get rid of gender (not in biological sense)?

2. What would this be like?

3. Are men and women the same (not biologically)?

4. Are there power differences between men and women (name them if the answer is "yes")?

5. Which power differences are socially caused?

6. Can society change/compensate for power differences between men and women?

7. Should society compensate for power differences?

8. What are your society's expectations regarding men?

9. What are your society's expectations regarding women?

10. What is the distribution of labor between men and women in your society?

11. Who does more work at home in your society: men or women?

12. Do women have access to all occupations? (if not which occupations are traditionally male? Why is this so? Does it matter? Is it unfair?)

13. Is the family a just social institution?

14. How much individual control

do women have over their circumstances?

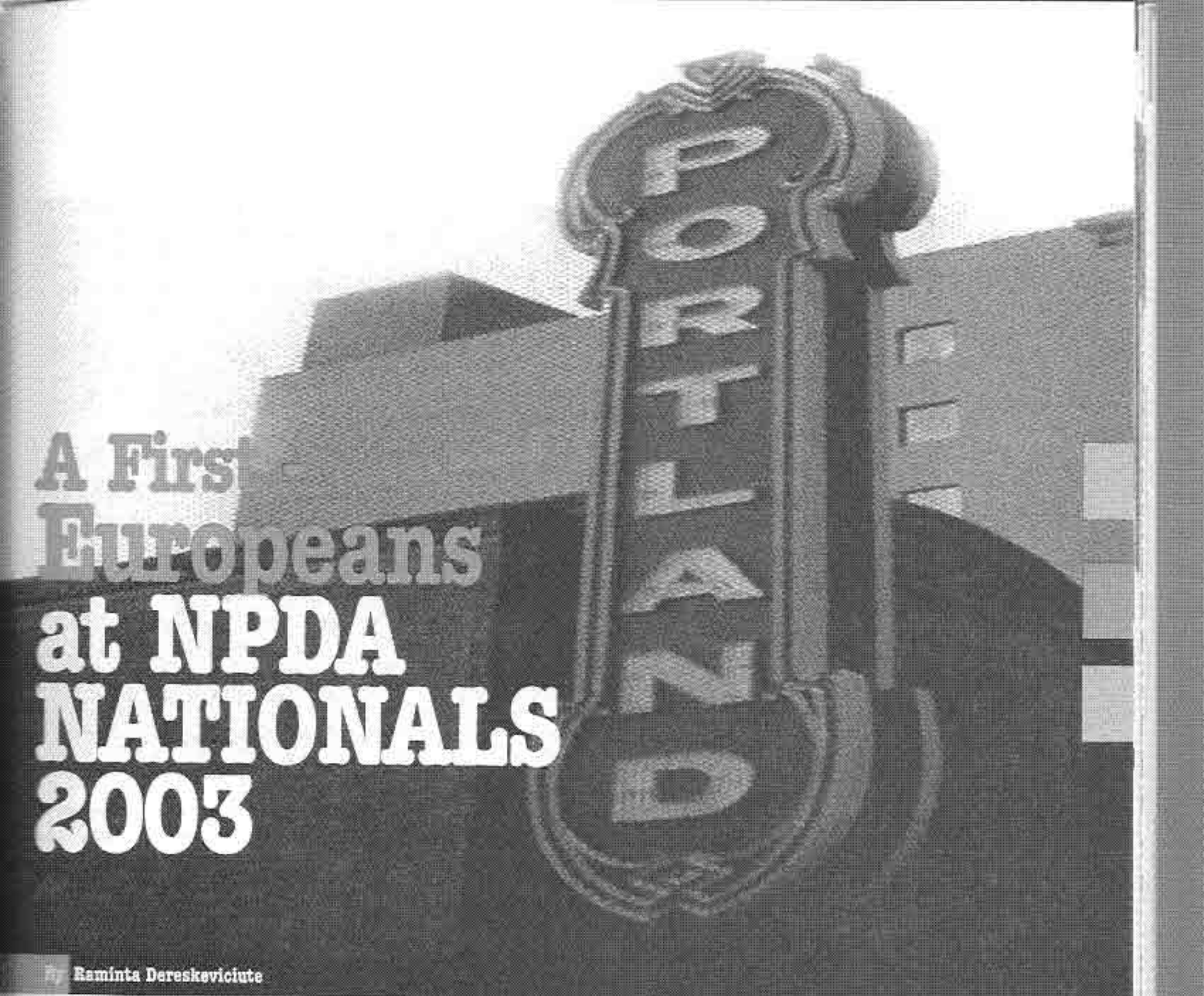
- a) over the question of marriage
- b) over social perceptions
- c) over reproduction
- d) over career choices

If the teacher runs out of time to complete the discussion on the questions related to the theme of the role-play, he/she can give the students a written assignment.

CONCLUDING REMARKS

Role-plays can be a very effective method of engaging students in analysis of a variety of issues and can serve as a great introduction to debates as well as an interesting addition to the preparation for debates on a chosen topic. This method of education is flexible but requires similar flexibility from both the teacher and his/her students. The role-play can be a rewarding learning experience but can also turn into chaos. There is a very thin line between the stimulating control over the learning process and the type of rigid control that eventually limits rather than enhances the process of participation and learning. Each teacher who would like to use the method in the classroom should remember that the role-play should be a highly interactive, student-centered activity and only as such it will fulfill its educational objectives.





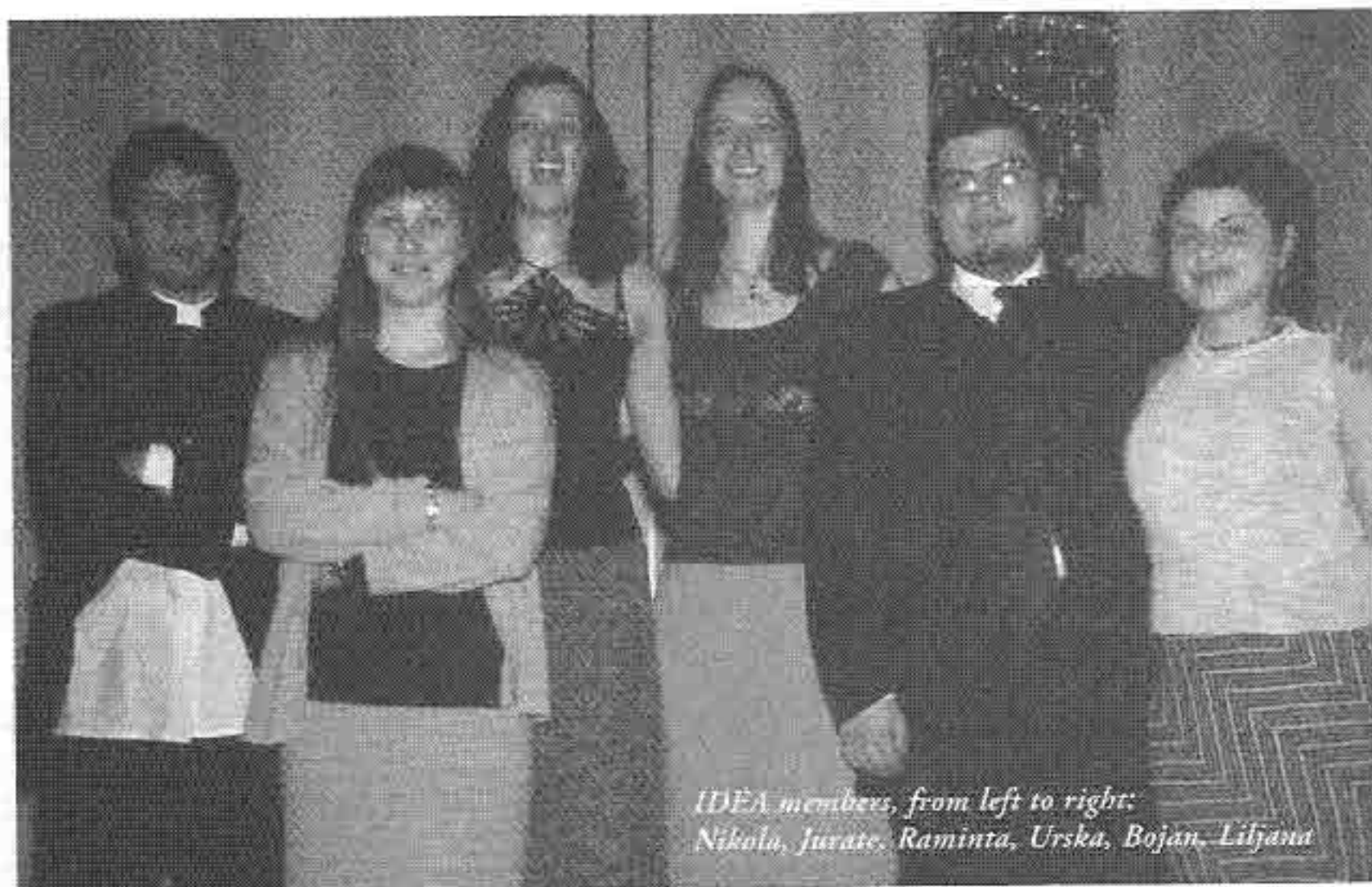
A First Europeans at NPDA NATIONALS 2003

by Raminta Dereskeviciute

Welcome to the west coast of the United States of America! After almost 24 hours of flying all of us felt a little bit lost in space and time. We were a company of three; Bojan, Liljana and Nikola from Macedonia, Urska from Slovenia and myself from Lithuania. We all felt happy when we landed safely in Portland, Oregon and curious about what lied ahead. For all five of us the goal of our destination was the same - to debate in the National Parliamentary Debate Association Championship Tournament (gladly it has a shorter name - NPDA Nationals 2003). But, first of all, what are Europeans doing in the USA Nationals?

SOME BACKGROUND

It all started at the 2003 annual IDEA University Debating Championship, organized by IDEA and NPDA in Macedonia and Serbia in January. ESL teams debated in both the English language and the English as a second language tournament, and the two best debaters were given an unforgettable prize - a trip to NPDA Nationals 2003 held in Portland State University. To tell the truth, it was a mystery of how IDEA and NPDA defined the "best debater", for the system of getting on the top list was complicated. Nikola and I were the ones to passionately debate 17 rounds and thus qualified to represent Europe at the NPDA Nationals. Urska and Liljana were luckily picked in a draw by NPDA president Tom Custer. Bojan was



*IDEA members, from left to right:
Nikola, Jurate, Raminta, Urska, Bojan, Liljana*

invited because he was such a great host of Skopje Open 2003 tournament. However, none of us had ever debated at an American university debate tournaments before!

AMERICAN DEBATES?

I was the first one to arrive in Oregon and the first to start the debating marathon. I woke up in Portland and the same morning traveled to Willamette University. Mona Luqman, my American coach and friend, made sure I got a good introduction to American Parliamentary debate. And, thanks to Robert Trapp, I covered most of the American debate strategies and techniques. I was the only one of the Europeans at the tournament that was paired with an American debater. My partner, Thomas McCloskey, had an awesome team name for the Nationals: "Willamette/Lithuania"! Joining a European and American brain together gave us an advantage while debating: firstly, few Americans precisely know, what is happening in Europe, secondly, I hardly knew anything about the US Federal Government policies

When I am asked about the differences in debate on either sides of the Atlantic my answer is: "is it the same to eat Chinese food in Lithuania and in China?" (For those who might not know, it is never the same). Honestly, during my first practice rounds with Matt and Alex, Willamette debaters, I thought I was sitting in a French class and learning a new language. But, after five days I eventually got over the "debate shock" and now feel quite comfortable going "off case" or "on case" in the debate and I no longer freak out if my opponents question "the topicality of the interpretation of the resolution in three levels" and know how to bring in "kritik" and look for "unique advantages". Although I still have a hard time while separating "a link" from "a brink" in my contentions.

American parliamentary debates in America are more technical and strategic and less issue-focused. They are loaded with difficult

terms, often with very specific information and require the judges to flow 100% of time without ever lifting their heads up due of the blistering speed. On the contrary at European tournaments we tend to interpret more (sometimes way too much), take a broader perspective of the issue and look for key areas instead of doing line-by-line refutation. Both are fun and if you can merge the two of them, you would certainly have an awesome debate!

"THBT WAR IN IRAQ IS JUST"

Getting used to new debate strategies was one thing, but debating American issues all the time was something else. All of us Europeans wondered what the goal of IDEA and NPDA was in bringing us to the NPDA Nationals: to get killed in the debates because we don't know HOW to debate in the correct way or to get killed in the debate because we do not know WHAT we are debating about?

The Championship started with the Irish debate about the war in Iraq and surely after 15 rounds or so ended with the same motion (quite obvious - America was in war at the time). In between the first and last motions, close to 300 teams from about 90 American universities debated 8 preliminary rounds on topics such as: the US media, professional sports in schools, environmental and public health policies of the Federal Government, rights of protesters, etc. So that we weren't completely in the dark, we did finally debate the resolution "The creation of a collective security force by the EU is warranted", but unfortunately I happened to be on the wrong side!

Intense practice, five preliminary rounds day, difficult motions, didn't manage to kill any of us. This is due, on the one hand, to our strong European nature and on the other hand to everyone that helped us: debate coaches, friends, coordinators. This is what made it an unforgettable experience. Thomas and I even debated the champions of the



Nationals 2003 (Wyoming OW)! And the semi-finalists... and a bunch of other great teams!

FUN IN AMERICA IN 2003 - FUN IN EUROPE IN 2004!

Although I checked my trip as a "business trip" on the US immigration forms (some customs officer had fun with this), I had more fun than just debating. Nicola and I had the chance to explore Portland, the Willamette University campus in Salem, and went to the Pacific coast. We met new friends and had fun with old ones. We certainly stuck to the rules that apply to those under 21 - there's no choice when you get asked your ID everywhere!

I even made a stop in New York to see what was going on with IDEA and what projects they are working on. Noel and Nina seemed to be busy with lots of new things. For me, one of the biggest is the 2004 IDEA/NPDA university championship. One of the tournaments will be hosted by the Law University of Lithuania Debate Society - Vilnius Open 2004 and another one will be in Minsk. LOOKING FORWARD TO SEEING YOU ALL IN LITHUANIA NEXT YEAR!!!

seeyli::

SEEYLI NOTES

The South East Europe Youth Leadership Institute (SEEYLI) is a unique partnership involving an international staff and guests, from Bulgaria, Kosovo, Macedonia, Montenegro, Romania, and Serbia. High school students and teachers are invited to the US for one month to participate in an institute which explores American culture, promotes interaction among students and teachers, and explores the challenges and opportunities of building a climate for active civic participation. In 2001 and 2002 the institute was held at Towson University. In 2003 it will be held at both Towson University and Catholic University. See www.idebate.org/seeyli for more information.

Great Expectations

Ana-maria Panait
Romania

Nothing stays the same after you meet SEEYLI people. You cannot go on pretending that there is nothing wrong, that it is not your business, or that someone else should get involved since there are innumerable other issues you have to tackle. The post-SEYLI experience becomes your maturity exam- what are you going to do now that you know where the problem lies? And how are you going to address the issue?

Now you can feel the great expectations of the people you have met during the summer camp -there is no pressure, just the long and patient waiting of some dedicated trainers to see the results of their investments: time, patience, knowledge and experience. A web of people has been created around the world and you can always reach out and ask for advice, or simply discuss anything you wish, ranging from politics to the envi-

ronment, to minority rights. You know that someone just like you, that has the same interests but rarely the same opinions, will be there to talk to.

have grown to cherish all the wonderful SEEYLI people and carry them in your soul, like a wallet picture, for they have all had a great impact upon your thoughts,



What is more, you cannot be indifferent to what is happening in the world. When a bomb explodes in Sofia, or general elections are held in Belgrade, you always relate to the country- I know somebody there... You

and they have lent you a piece of themselves and helped you develop as a complete human being. This is what SEEYLI means: communication, involvement, friendship and development. This is, indeed, the gist of the SEEYLI experience.

Playgrounds For All!!!

Ivan Ivanov
Serbia

Originally, my SEEYLI follow-on project idea was to get a few basketball playgrounds built in my town. After I came back from America, I talked to some people of authority in my town and my

and we expressed our feelings about that unfulfilled promise. We emphasized the importance of offering youth something to do. And we succeeded. We got our promised basketball court for the upcoming spring. A promise...but it still means something, right? Now, two of my friends are trying to do the same thing for their 'hoods.



ideas seemed to not be "feasible". Honestly, I had been expecting a lot of negative responses. No matter what it is, it's always hard to make the city officials spend money. After all, I'm talking more than a couple of bucks here. So, I thought maybe lobbying for single hoops might work. I managed to gather most of the people from my neighborhood, and we jointly presented a petition, a citizen's initiative to the local government.

We explained that building new playgrounds for kids was one of the things they had never stopped repeating during their campaigns

Fate, Or Just A Coincidence?

Mark Dimitrov
Bulgaria

It all happened in NYC. We had just left the Palace Theatre, where we enjoyed Elton John and Tim Rice's "AIDA", when the organizers told us that our buses were about to come and pick us up. We had no more than a couple of minutes to look around and take as many pictures of Broadway as possible. I didn't want the night to ever end. I wanted the buses to

be late. I wanted to stay in NYC for one more day. But everything was scheduled and I knew I could not change it.

Anyway, I did enjoy my last minutes in NYC. The buses, however, came just on time and picked us up to take us back to Towson. Still obsessed with the idea of staying longer in NYC I took as many coins as I had from my wallet and headed to throw them out the bus window. I've always been superstitious and I believed that if I left my coins in a place, then I would come back later on and see it again. Deeply convinced in my desire to pay a second visit to NYC, I started searching for a way to throw my coins. Unfortunately, windows in American buses cannot be opened because the buses are air-conditioned. I did not give up so easily and then just by chance I saw out of the corner of my eye that a little window next to the driver was left ajar. I thought that was my last chance to do what I wanted to. So, I went to the driver and asked him if it was possible to let me throw some coins out his window. Although he was busy driving the bus, he did pay attention to me, and was kind enough to let me stretch my hand to the window and throw my coins out.

I was very happy with what I had done and felt I could put my mind at ease, for I had done what superstition dictated. Yet, something very strange happened. No sooner had I thrown my coins out the window, than an extravagant white limousine crashed into

our bus. It was all so weird. It wasn't me who distracted the driver's attention, for when the accident happened, I had been sitting in my seat for a couple of minutes. Yet, I placed the blame on myself for a while. However, when the policemen came and examined the accident it became clear that it was the limo's driver's fault. There were lots of papers to be filled out, and that slowed us down considerably. So, we did spend another half an hour in NYC. In a way, my dream came true. I don't know if that was fate or just a coincidence.

It Has Changed My Life

Milena Otasevic
Serbia

Last summer I was involved in a program that has changed my life. First of all, I didn't really believe that it was all happening to me. I didn't realize what was going on until I arrived in the US. Then it was easy. I felt completely different. I was proud because someone had trusted me, my potential, my skills. Someone believed in ME. It's a hell of a feeling!!

I felt so self-assured and self-confident that I thought I could do anything. If I add that I am only 17 - I thought the whole world could be mine!

Well, not just mine. I would share it with all the people but you know what I mean, I cannot describe how much SEEYLI has changed

my views. I became an open-minded, democratic citizen of the world. It has changed a lot of my opinions. It has made my future brighter and more defined. Until then it was unclear, misty...

They are in your hearts and your love is what makes them special.

But remember one thing. You don't have to go to the USA to find your 'SEELYI people'. They are all



But now I know exactly what I want to do. I know how to do it. And I know that I can do it if I wish to. Where there is a will there is a way!

I met so many wonderful young people who were just like me. And more than that, I started loving them. It was very hard when we parted at the end of the camp and it took me months to realize one thing:

The purpose of SEEYLI was not only to make friends, but also to show us that there are people like us all around the world. 'SEELYI' people don't have to live in your towns, or even in your countries.

around you. Just look closely!

New Methods Of Civic Education in Romanian community-active schools

Nicolae Cuta
Romania

This year, in 15 pilot rural schools included in the project "Community-Active School" by the Romanian Association for Community Development, methods used in American secondary schools for civic education will be implemented. As a part of the optional subject "Community Develop-

ment" a chapter on "Communication" will be included, as will a public debate on a theme of local interest. The students (between 12-15 years old) will debate in front of their parents and officials from their villages on a "hot" local topic. This way they will prove to the adults that they are also concerned about the problems that face their community, and that they have something to say about these issues. In order to learn the methodology of teaching public debate, the teachers from these schools participated in a seminar organized by RACD, based on the Alfred Snider & Maxwell Schmurser book "Many Sides - Debate Across the Curriculum" (IDEA, 2002).

Also, until the summer holidays, students from clubs or classes of "Community Development" will participate in 4 hours of community service. They will research community needs, choose an activity, plan it during their "Community Development" classes, and deliver the services individually or in groups in their free time.

In Romania neither debate nor community service are curricular requirements, but the models I saw in Maryland, and the classes on public debate I attended at Towson University during the SEEYLI camp this July, convinced me about the usefulness of these methods for the civic education of students. I think that the impact will be both on students, in practicing civic behavior, and on adults, in taking an example from their children.

The New Born Generation

Ramadan Ilazi
Kosovo

It was a tremendous joy, realizing that I was the lucky one that got to visit the dream country of

Not only in the infrastructure and development, but also in the mentality of the people. Society was different (open society), so it was proof of the thoughts that we had of the US.

In our country we try to tell people how important open soci-



all youngsters. Knowing that it was not only me there, but more than 100 other people, was great because it gave me the opportunity to make new friends. In the beginning, one month seemed to be very little, not enough. But it turned out to be enough time to visit some important places that inspired everyone who was present. Places like the Museum of Modern Art, Capitol Hill (the view), Air & Space Museum, and, of course, New York City.

It was too much, all these pictures coming to my mind, all these wonders and beauties. Compared to the country where we came from, the US is totally different.

ety is, and how important it is to be open minded. The US was proof of our conversation with our friends in trying to convince them to integrate into society, develop open society, and be open-minded.

Well, after one-month of energy, joy, hard work, wisdom, and improvement, I finally got back to my country. The very first thing I did, just as soon as I realized that we were flying above the Balkans, was a comparison. From the window of the airplane I could see a lack of light, compared to New York, where it is always lit, day and night.

It is now time for follow-on proj-

ects. I went to the office of my NGO, sat on the computer and started to write a proposal. I wrote five proposals inspired by what I had seen and experienced during the month in the US. I wrote a project about the Urban Debate League. The idea came from a conversation I had with my American friends about debate. After I wrote the project, I was full of the energy and enthusiasm that I got from my time in the US. I wanted to use this energy to work and change things.

Now more than ever I debate with teachers about school reform and students' rights. I can see the development of my critical thinking, and I can see that I use my newly acquired skills. Just knowing where I was (USA) pushed me to work and take action, and help develop the youth activism in my city. I am a person with a vision that was created thanks to the experience of South East Europe Youth Leadership Institute.

We could have learned US history and culture from books, but we didn't - the strategy was different. We spent ten days with an American family to explore American culture. It was amazing, I learned that my host mom Francis Lodder, was from the Balkans. Her grandmother had come to the US when she was 14 years old. The ten days I spent with my host family felt like ten seconds, but they were very productive and educational. I visited Fort McHenry, a place that represents the fight for American independence. In Baltimore, there is a place near Federal Hill that was rebuilt from a catastrophe, and

it was an inspiration to hear from my host father Herb Lodder of the work that was done by the community to rebuild the neighborhood.

Meeting new people was a joy and just a part of the SEEYLI adventure. I met people from all around the world, Serbia, Macedonia, Romania, Bulgaria, Montenegro, Mongolia, Indonesia, Turkey, etc. It was the first time I saw that true friendship is also sustainable. I talked for hours with my Mongolian friend about things in Mongolia, she told me how she came to the US to study, at Towson University, and I learned from her. I had a lot fun through invitations from friends and night activities. No doubt that the funniest night activity was the Kitsch Party, where everyone dressed crazy, danced crazy, & talked crazy. Everyone was just enjoying themselves and the new friendships they had made. I remember in the end everybody cried. We made a great team together, the great generation.

Now, it is good when I check my e-mail I see more than twenty new e-mails from my friends around the world (before I just sat in front of the computer, and talked to a couple of friends from the same city). We share information and remember the good times we had in the US at Towson University. The icing on the cake was Broadway - we saw Aida. No comment here, it just was fabulous.

I hope that life will bring the newborn generation of SEEYLI'02 participants again.

The Most Valuable Capital

Sanja Letica
Croatia

Well, let me see...first of all, I have to say that it was a great experience, but I guess all the alumni say that. So let me tell you something about how seeyli influenced my life.

Before going to the States I thought that I couldn't do anything in my country because "we're just a small country with little development in the NGO sector". But thanks to SEEYLI, I realized that this is not true. I met other enthusiastic young people from my region who are actually making progress. When I got home, I joined "Europeans", an NGO in my hometown, and we started with small projects. I realized I was meeting lots of new people, and that human resources are the most valuable capital for further actions. As a member of Europeans, I have visited the Netherlands, as well as several camps here in Croatia, and so have had the opportunity to broaden my horizons and meet even more people. Since I started studying (I study English and German language and literature), I joined AIESEC, an international non-governmental students association. My point here is that SEEYLI made me realize how the things that I thought were impossible are actually very possible; it is only a matter of interest and personal engagement. So what I want to say to future SEEYLI generations is this: do not expect SEEYLI just to provide you with a lot of fun, but use your own

participation to meet new people and create contacts worldwide. You never know when will you need somebody for your future projects from another part of the world.

One Of The Great Things About This Program

Sonja Rajin
Serbia

It's been several months since SEEYLI. Looking back on it now, sometimes it seems like ages but when I meet with other alumni the moments flash back in our memories as if it all happened a couple of days ago. Although we live in different cities and even in different countries, we keep in touch through e-mail and we even have our own "see yli group" where we post messages to one another and have discussions.

We also had an all-together meeting within our national group and indeed everyone was delighted to see all those faces again and exchange photos. The SEEYLI experience was evoked again, but we also spoke about our follow-on activities. One of them was a public debate which was held on the 13th of November simultaneously in Belgrade, Nis, Cacak, Valjevo and Subotica. In Belgrade the debate was about whether the procedure of child adoption should be simplified. The participants included all SEEYLI alumni from Belgrade as well as some local camp attendees and members of the debate club. I informed people about it on my radio show and the debate

was highly successful. The hall was full of people who brought toys, books and clothes, all of which will be distributed to the children in the local orphanage. The plan was to not only present public debate but also do a humanitarian act.



At the same time, together with another SEEYLI participant, Relja Dereta, I have also been involved in two projects with our high school Key Club. We collect old toys and presents for disabled children and also collect drawings from little children to hang on the walls of a local hospital. Timea Veres (SEEYLI participant from Subotica) informed me about the book "Stand Up Speak Out" on children's rights and the initiative of one organization to publish it in Serbian. I helped them translate one part of the book. Speaking with other SEEYLI participants inspired me to come up with some more ideas, which I'm currently trying to realize.

That's one of the great things about

this program: although we in Belgrade go to different schools, through these projects we're bound to see each other often. Wasn't that just what we wanted?

Synopsis of "Save our Dreams" documentary

Norik Uka
Ilir Blakqori
Pellumb Kelmendi
Kosovo

"Save our Dreams" is the first documentary-video project in which we worked together. The idea was to help the children from the "Center for Rehabilitation of Woman and Child" in Prishtina with an original work.

One of us had heard about the center and it's financial difficul-

ties. This center was left without funding since January of 2002. After we met with some of the orphans that stay there and with the people that work in this center, we decided to do the documentary. We think that a documentary video for these children is the best way to help. Our aim is to inform people that can do something for the center's problem, but also to inform the community in general about this issue.

Our goal was to film a video-documentary that would show our message in a simple and artistic way. The documentary starts with a short animation. It is based on children's paintings and expresses a story where one girl loses all members of her family. Then comes the scene with a real girl who plants a flower, which symbolizes the continuity of life. This girl then runs toward a tree, which symbolizes new life. This girl is an imaginary character, whose story is symbolic of the stories of all the children in the center. This girl's voice, accompanies the viewers by talking about the center and their games till the end of the documentary.

After the animation and the scene with the girl, we tried as much as we could to show their happy lives in the center. With scenes from their playgrounds and moments of fun we wanted to show that they are happy in this center and all of us should do something to continue to insure this happiness.

The interviews with the children

were the most important part for us. Children speaking about their future, and what happen if the

Rights in Kosovo. Also one of the national TV stations is soon going to broadcast it.



center did not receive funding. The documentary ends with a girl from the center leaving her doll and the voice of the imaginary character says: "I can't believe you will leave us without shelter"

We shot the film with a borrowed camera. We bought the cassettes with our savings. Ilir did the animation on his own PC. Studio Bravo let us use their professional computers for the final and we did the editing, the hardest part of the work, in Studio Bravo was done in two days, because that was all the time we had. All the work: shooting, animation, film editing, translation and words, were all done by the three of us.

With this documentary video we have been given the opportunity to participate in The Festival Of Documentary Film for Human

Debate In Our Native Language

Dragana Simovic
Cacak, Serbia

A Debate display was organized in Cacak, and in all the other Serbian cities with SEEYLI alumni. It was on Wednesday, the 13th of November, in the Teachers' library of the Grammar school. The resolution was: Parents should enforce a curfew for their under-age children.

Since Milena Otasevic and I were the only SEEYLI alumni in Cacak, we worked with four other students. The original idea was that the debate would be in English, but since the real aim was to collect books and toys for children without parents, it was in our best interest to have as big an audience as possible. It was obvious that

less people would attend a public debate in English, and then fewer toys would be gathered. Therefore, we all agreed that the debate should be in our native language.

The preparations were tough and serious. Our English teacher Biljana Misovic, who did a great job as the moderator of the debate, showed her willingness to help us prepare the arguments.

The affirmative team had three main arguments: The biological issue, meaning kids need a lot of sleep so they can develop normally; the fact that our country has signed the United Nations' resolution on Children's Rights (topics 3, and 33 concern the issue indirectly); and finally, statistics from the Center for Minor's Delinquency, which indicate that most crimes are being committed after midnight.

The contra arguments were also strong, there was a lot of passion between the teams, but we never crossed the limit. Audience participation is not something that can be omitted when talking about the debate, because the real questions and problems were brought out by the minors themselves. It turned out that the fifteen minutes planned for audience participation in the 'Town Hall' format, was far less than enough.

My personal opinion is that all of the debaters, as well as the audience, were very satisfied with the flow of the debate, and I believe that this was a good way to popularize debate as a means of problem-solving and negotiation in our town.

SEELY ARMY

Or, why do we need such armies?

Genti Carrabregu (A selected candidate for SEELY 2003) Kosovo

1. All of us know that there is no state without an army. We also know why it is like this. Armies are the most necessary institutions of every territory which intends to be or already is an independent state because its role is of a special meaning: insuring borders and intervention in case of wars or any natural catastrophes.

And we also know that armies usually consist of people of the same nationality. Like we also know that people in an army are qualified on ranks, such as: officer, admiral, first lieutenant ...

2. As we know all this, I don't know if you folks know about an "army" of a special kind, which exists in Southeastern Europe, and if you do, have you ever asked yourselves: why is its role equivalent to the role of a real army?

The SEELY "army" which recruits young people from the region of Southeastern Europe, is an army every society needs - this army recruits young people, who become important catalysts of positive changes within their societies as they serve their communities in different ways. Therefore, the role of this "army" is equivalent to the role of a real army - if there is no state without an army then there is no functional civil society without such armies (like SEELY) - and in this case there are no democratic and

open societies either.

There are only three differences: first of all, as real armies usually associate with wars, on the contrary, the SEELY "army" associates us with peace, when the functional state has to be built. Secondly, as ranks in a real army are different, in our army we all hold the same rank: ACTIVIST. And thirdly, real armies are basically designated to be national, our "army" is multinational!

Those that I mention upwards tell very clearly for the need we all have for such armies!

3. Another thing: SEELY "soldiers" are led from the crucial question: "What have I done for my community?". This should also be the slogan we should run with, along the streets of our towns!

So much to say...

Bujar Neziri, Kosovo

Hi, I'm Bujar Neziri and I'm one of the participants of the SEELY camp in Brezovica. To tell you about my impressions about this camp is very difficult not because that I don't know what to say, but because I have so much to say that I'm afraid that I'm not going to express it very well as it deserves.

It was totally a "youth world", it had its beautiful 'youth colors'. The facilitators were at such a high level that we learned many things, like how to express ourselves more freely and how to debate, etc. They were also very friendly and to prove this I'll tell

you that nearly all of the time we stayed together during the coffee breaks or lunch we were having fun. About the participants everyone was very friendly and polite and we all had fun. And to prove this I'll tell you for one month, after this camp two parties were organized.

This camp now is carved in my memory as one of the best memories of my life. Please, believe me that it is so. And for this I would thank the organizers, the State Department, IDEA and KFOS and mostly the Americans that are making such efforts to help our region and other regions like ours to build a healthy society.

"What Are Women Like There?"

Dragana Simovic, Serbia

I am from Serbia, but I went to LLC in Montenegro thanks to Tanja Luburic, a coordinator of the camp there.

This year's camp was organized in a hotel in Budva. The applicants from Montenegro who did well on the application test came, as well as community leaders, and of course, the alumni.

Going there as an alumna, I thought the sessions would be quite uninteresting, since I had been through all of them last year in my local camp. Au contraire, I had a lot of fun, made a lot of new friends, learned a lot, gained ideas for new projects, and hop-

fully passed all my experience to the applicants.

All the workshops were held in one big dining room, where each group had a different table. It seemed strange at first, but it turned out to be very pleasant. Hearing others talk, and not being isolated in one single room where one can only hear his echo when talking might seem less frustrating to the applicant who had had little or no experience in public speaking before.

What I liked the most about this year's applicants is that I never saw evidence of competition among them, not even for a single second.

We had a lot of fun all through out the camp, especially at the alumni session, when the applicants were supposed to ask us anything that could possibly come to their minds. They showed a lot of shrewdness. The questions varied from "What is the food like?" and "Did you get fat there?" to "What are women like there?" Of course there were more serious ones, considering the program, workday, workshops, rooms, etc.

What I liked the most is that we, the alumni, were actually asked about our good and bad experiences we had there last year, about whether it would be a good idea to change some point of the program, etc. We openly discussed everything and we might have been a bit too critical, because we pointed out all the bad things, without actually emphasizing that it was the most wonderful month that any of us has ever had in his or her life.

Dear Diary,

Ivana Sugic, Kosovo

We are going home! Am I sad or happy? I think it was the best weekend of my life!

First I was scared, but step-by-step these people broke my fears! They are so kind and thoughtful. They educated and helped us every day in the block sessions. I was worried during the block sessions because I don't think that my English is very good, but if I come next year, I will know more and it will be even more interesting. The interview was fine, but I didn't say what I planned to because I forgot everything. I was so afraid!

I especially like the secret friend game. I will never forget it! We found out who was our secret friend on the last day, and we were surprised.

I will pray for our voyage to America every night!

Thank You!

Thanks for helping,
And trying to make our dreams come true.

I will never forget
The day I met you.

You became my friends
When you broke my fears!
You can't see my face now,
But there are happy tears.

Thank you for everything.
Now I just want to sing:
"I am going to America!"

Using Feminist Theory to Debate the Topic:

"Resolved: That the Separation Between the Public and Private is Detrimental to Women's Rights."



By Chris Baron and Liisa Past

Feminism offered women a public language for their private despair. Consciousness-raising groups and feminist organizations provided women with a route out of private isolation and into public activism. In the burgeoning field of feminist theory accompanying this new phase of activism, the problem of sexual subordination came to be linked closely to the division of public and private life. Breaking the silences of personal life, feminists sought the grounds for a more egalitarian private and public sphere. This last point bears repeating. Whereas it is commonly assumed that feminists, like women, are preoccupied with personal life, feminism's contribution to the theory and practice of a more robust, democratic public sphere is sometimes overlooked. As the slogan "The Personal Is Political" attests, a feminist movement moves in two directions, placing the gendered organization of both public and private space at centre stage.¹

Joan B. Landes

I have never been able to find out precisely what feminism is; I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat.²

Esther West

INTRODUCTION

One of the most important social movements taking place in the last century was feminism. One of the most important issues facing feminists has been the public/private dichotomy. Contending that "the personal is political," many feminists have looked for ways to break down this division. The movement to include personal issues in the political realm pushed divisions in both thought and action. Theorists have addressed the dichotomy in different ways, and provided diverse answers. Some would argue that this lack of agreement has undermined feminism as a social movement: critics say that feminists don't speak with one voice. On the other side, strength comes from diversity, particularly if the statement: "the personal is political" is realized. Individuals construct their own identities as feminists, rather than subscribing to a political party they may only partially agree with.

This article seeks to inform the debater about the position taken by various feminist schools of thought on the public/private dichotomy so that you can apply

their theories on the upcoming Karl Popper debate topic: "Resolved: That the separation of the public and the private is detrimental to women's rights." There are many dimensions to this dichotomy, depending on who you ask, and thus many directions from which to draw examples. "Public/private" separation raises issues including: domestic violence, rape, abortion, lesbianism, monogamy, motherhood, voting rights, the internet, pornography, trafficking in women, prostitution, and more.

This year's topic is challenging. It is challenging because there are many different approaches to take. It is challenging because what each side must defend is not entirely self-evident. It is also challenging because the literature surrounding the topic is not easy reading. Many feminist philosophers use (and abuse) a large and specialized vocabulary. The issues are often complex and sophisticated. We hope to offer a primer into this fascinating world of scholarship. If you explore the works of authors referenced here, you may find that the difficult reading is worth the trouble.

IDEA topic 2003/2004 academic year

Rather than focus on feminism from a political/activist perspective (where feminists are focused on how to bring about change), we will focus on feminist scholarship that addresses the public/private division. Activists in the women's movement have sought and achieved gains on many fronts: from ending female circumcision to gaining the right to vote. We do not wish to ignore issues surrounding these gains. However, we believe that by grounding arguments in a solid understanding of theory, you will be able to defeat many opposing arguments that may deal with "practicalities" that lack firm theoretical foundations. The line between the scholar and the activist is often unclear, as many feminist writers consider their writing to be closely tied to activism. Nevertheless, we will focus on feminist writing rather than on historical events in the history of the feminist movement.

It is important to note at the beginning that there are many different theories of feminism and this article will only address a sample of scholars who have interesting things to say about the public/private separation. As with any other branch of social thought, there are always a number of different ways of explaining a phenomenon. Nothing in this article is intended as gospel truth. Rather, it is set up to give you an overview and to provide some sample arguments you can use in constructing cases. In Part 1, we will provide some background on feminism and address general issues surrounding the public/private dichotomy. In Part 2, we look at several of the major branches of feminist thought and

how they approach the public/private distinction.

PART 1: BACKGROUND

A. Feminism

Feminism may be described in two "waves", with both waves reflecting political strategy and philosophical approaches to gender equality. The "first wave" of feminism was concerned with legal and political rights. Achieving the right to vote was generally considered to be a turning point for the "first wave." The 1960s saw the birth of a "second wave" in which feminists argued that political and legal rights alone would not end women's oppression. To achieve equality, other factors had to be addressed: social, economic, psychological and sexual issues. If these factors are not addressed, women will continue to be dominated. In other words, if women are to achieve equality, the personal should be considered political. For second wave feminists, politics aren't merely the relationship between the citizen and his or her government, but include relations between family members and between employer and worker.

It is important to note that feminism is not the same as being female or being feminine. The term "sex" describes someone's biology: male or female. The term "gender" refers to the culturally constructed spectrum along which people identify. Everyone has some feminine and some masculine traits. Some women are more masculine than others. Some men are more feminine than others. Feminism as both a social movement and academic approach deals with gender equality. Most

feminists accept the fact that men can be feminists, while there are also women who do not support feminist theory or practice.

A key concept for feminism is that of patriarchy. Patriarchy is a term that can be used to describe family lineages that are structured around males (where children take the father's second name, for example). For feminists, patriarchy means more. Patriarchy describes male domination in various aspects of society. The fact that in English, speakers might use "man" to refer to all people may reflect patriarchy: the assumption that a masculine term might apply to men and women alike.

B. The Public and the Private

The division between public and private spheres is not unique to feminism. The public/private difference has become a powerful, unstable, shifting metaphor in law, philosophy, anthropology other fields of knowledge. This makes it crucial for both sides in the debate to clearly define these terms. While an in depth discussion of possible definitions is beyond the scope of this article, it is important to note that as you seek to define the terms, be aware of how they implicate gender. (After all, the question in the topic is whether the separation is harmful to women's rights.) For example, one interpretation would define public as relating to the state, and the private as being represented by civil society (including the church, volunteer organizations, clubs, etc.). This definition would probably mean that family would be included in the private/civil society side, and if

you are offering this definition, you should be prepared to defend this.

A division between "public man" and "private woman" is a theme that runs through many societies going back many years. Both theorists and activists have challenged this separation in the last 100 years. Leonore Davidoff argues that understanding the complexity of this division, and the association of masculine with public and feminine with private, is a critical task of feminist scholarship:

[In] floundering through such a conceptual and linguistic minefield, feminist historians have to be clear about what they are trying to do. As with most human institutions and cultural forms, public and private have a long history; they represent both continuity and change. Among many groups and in many cultures they do not even appear as relevant concepts.²

Although the public/private concept is not universal, it played an important role in many societies. Women have been excluded from political life, particularly in Western societies, dating back to the Greek city-state, where only land owning men were allowed to vote. The division between public and private became more pronounced with industrialization, as work became more and more distinct from home and family. Men dominated the public sphere. Women were seen as belonging to the household, taking care of the private lives of the family, handling the "three Cs"—children, cooking and (sometimes) church. Until the 20th century, women were not seen in the public realm of pol-

itics, culture and business. What was outside the home was strictly seen as the realm of the men.

In many cases, women were not allowed to take part in the political activities and therefore influence what was going on in their country, while they were allowed to take part of parts of public life that did not have to do with politics. For example, in early 20th century, women in USA were allowed to own and run businesses (under certain constraints) while they did not have voting rights. First wave feminists fighting for the right to vote challenged this basic division between public and private where women were not allowed to participate fully in political life. The separation between public and private was damaging insofar as women were defined out of the conversation in the public sphere by not being given representation in politics.

Second wave feminists see the separation as somewhat more inherently threatening. The public/private distinction is deeply imbedded in the law and is harmful to women:

The language of the public/private distinction is built into the language of the law itself: law lays claim to rationality, culture, power, objectivity — all terms associated with the public or male realm. It is defined in opposition to the attributes associated with the domestic, private, female sphere: feeling, emotion, passivity, subjectivity. Moreover, the law has always operated primarily within the public domain; it is considered appropriate to regulate the work place, the economy and the dis-

tribution of political power, while direct state intervention in the family and the home has long been regarded as inappropriate.³

Susan Boyd⁴ identifies several important areas in which the public/private division can undercut women's rights: 1. state/market, 2. market/family, and 3. state/family.

First, Boyd argues that the distinction drawn by in capitalist theory between the private economic activity and government regulation is harmful to women. Liberal economic theory argues the government should leave private economic activity alone. Some feminists argue that this is why, throughout most of the world, women earn less in the workplace than men.

Second, Boyd argues that the distinction between the market and the family means that much of the work performed by women is undervalued or ignored. If society only considers paid work to be considered actual work, and that all activity in the home/family is outside of that sphere, work done by women who engage in child-care and domestic labor is not recognized. While there are men who stay at home to care for children and there are women who work in the traditional workplace, many women face the "double burden" of motherhood. That is, they must work to earn a living and are expected to take care of children, do household work, etc.

Boyd's third aspect of the public/private divide is the difference between state regulation and family relations. Here, the family

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should be protected from government intrusion that threatens the special private shelter it offers. Boyd notes, however, that this shelter is often an illusion:

As feminist activists and scholars have shown, this version of the divide has a detrimental impact on women's ability to obtain compensation for their injuries or recognition of their work in the home. Women's lives and women's issues have tended to be relegated to a separate, 'private' sphere that is considered immune from regulation. One example of this division is the state's failure to deal with men's violence against women in the 'private' sphere of family relations. This particular public/private boundary rests, therefore, on a ratification of unequal power relations between men and women in heterosexual families⁶.

By considering family relations a public issue subject to regulation, many second wave feminists have brought about increased protections for women.

PART 2: SCHOOLS OF FEMINIST THOUGHT

Much of feminist writing resists clear categorization. By presenting several different schools of feminist thought, we do not intend to suggest that all (or even most) feminist writing can be easily broken down into groups. Many authors cross over into different categories, even in a single writing. What we intend to do in this section is to introduce a number of commonly referenced groups and to provide positions that you may find useful in debating the public/

private topic. We will outline 6 schools of thought: liberal feminism, independent feminism, Marxist feminism, eco-feminism, intersectional feminism, and lesbian feminism. We hope that you find some useful quotations and that if one group has arguments that interest you, that you will be able to follow up with additional investigation on the internet, in the library, and in the classroom.

A. Liberal feminists

Liberal feminism describes a broad spectrum of feminists, many of whom have very different approaches. The unifying theme is liberalism and its basic premises. Liberals believe that rational thought is an important way humans are different from animals, that the individual has a right to liberty, that the government should act to protect these rights, that the government should reflect the will of the people (democracy) and that equality under the law is important. Liberal feminists contend that traditional liberalism has ignored the fact that women have been discriminated against and denied the basic rights that liberalism values.

For the purpose of this year's debate topic, it is important to understand liberal feminism because it is here that liberal feminists are likely to be a source for arguing in favor of rights like the right to privacy, and therefore defend the right to abortion, contraception and sexual preference. They are generally wary of state interference that might violate privacy rights. Liberal feminists may thus be the most likely to defend separation of public and private.

Hanna Arendt was concerned that privacy was a critical right people need to resist government oppression of all sorts:

To Arendt, the elimination of the public-private distinction is what distinguishes 20th century totalitarianism from earlier and lesser forms of oppression. Even in the days of absolute monarchs, a person's home was his (or, to a lesser degree, her) castle. But totalitarian governments want to control your private life down to your psyche and to mold you into a New Man or New Woman on whatever model they're peddling. Conversely, Arendt's public realm is the exact opposite of the private realm: It's where you're not protected and shouldn't be. A classicist, Arendt saw the public arena as a version of the Athenian agora—a world of political theater, where the harsh light of publicity shines upon fierce debate.⁷

One appeal to the liberal approach is that it strives toward gender neutrality. Liberal feminists recognize that the genders are different, but argue that those differences do not (and should not) suggest that the government treat men and women differently. Equality, a central value, can be undermined in efforts to completely dismantle the public/private separation:

Influenced by MacKinnon and others, what the women's movement decided to seek in the courts was equal protection plus: the right to work plus special protection against nasty people in the workplace; the right to make their own sexual decisions plus special protection against older, savvier guys who take advantage.

But rights are not necessarily cost-free. A relentless expansion of my rights usually ends up imposing burdens on your rights, or even on other rights of my own. The fury that followed some of the more questionable expansions of women's rights has made it difficult to talk about anything else.⁸

The argument here is that by pushing to all of the private political (and hence public), what constitutes "women's rights" has become unclear and has made it difficult for women to argue for equal treatment.

Other feminists contend that liberal feminism is too simplistic in the way that it understands rights, rationality, and the relationship between the state and society. Several of the schools of thought discussed below begin with a critique of liberal feminism.

B. Independent Feminists

Independent feminists (sometimes called libertarian or individualist feminists) seek the equal treatment of men and women as individuals under just law. An overriding principle for them is an individual's moral and legal right to their own person and property. Just laws are those that protect the person and property of peaceful individuals. Unjust laws are those that infringe upon the freedom of peaceful individuals. So while independent feminists disapprove of violent acts such as rape, they condemn laws that limit a person's freedom of choice, such as laws against certain sexual practices between consenting adults. In doing so, the independent feminists also oppose laws that pro-

vide women with special protection rather than simply equality, particularly as "it hardly benefits women to have a paternalistic state treat them as children or 'lesser' human beings who need state assistance to become equal."⁹

Some of the areas that independent feminists concentrate on are described at their web portal in a following way:

Governments have been the greatest violators of women's rights for centuries. In the 18th and 19th centuries in America, government denied to women the most basic rights of controlling their own bodies (e.g., birth control) and their own property (e.g., wives did not have an uncontested claim to their own wages). By the late 20th century, government cemented gender hostility into society by assuming a paternalistic role that advantaged women at the expense of men (e.g., affirmative action). Whether through privilege or oppression, governments seem unwilling to respect the full and equal individual rights of women.¹⁰

Given the strong focus of independent feminists on the individual's freedom of choice, they call for the decriminalization of prostitution and pornography. However, the independent feminists are split on the issue of abortion, as majority of them is pro-choice based on a woman's right of self-determination while a minority of independent feminists argue for the human rights of the fetus. Individualist feminists do not believe that the personal should be political, if it means government intervention:

Violence, except as used in a defensive capacity, is abhorrent, especially within the bounds of family or other intimate relationships. Ifeminists oppose the use of non-defensive violence by any person regardless of gender. We recognize that the conventional wisdom- that men are the perpetrators while women are the victims- is based on politics rather than on fact. Because governments are controlled by power-seeking special interest groups and because they impose blanket solutions on very diverse individualized problems lumped into a single category, ifeminism recognizes that governments offer little in the way of solutions to domestic violence. We support the private development of solutions that take into account and respect the rights of those individuals involved in or accused of being involved in domestic violence situations.¹¹

Independent feminists are very skeptical of government intervention: government power must be limited to its narrow role. The primary task for correcting gender inequalities for independent feminists is to examine and address places where the government is either overstepping its limited role or where it is not gender neutral: There are two ways women and men are not treated equally under the laws of today's governments. The first is fairly straightforward- some laws explicitly spell out that women and men will be treated differently. For example, the Women, Infants, and Children program- in spite of the claim of non-discrimination posted on its website- explicitly excludes adult males from eligibility (though their tax dollars are used to support

the program). Many communities allow men to remove their shirts in public while it is an imprisonable offense for women to do so. The second way is less straightforward—some laws which purport to treat men and women equally are, in fact, enforced disproportionately to the disadvantage of one gender or the other. For example, the increased “security” in airports following the 9/11 attacks in the United States has resulted in a barrage of complaints from women who have been fondled by the “security” guards who are reportedly targeting women for such abuse. In the area of child custody and support, women are much more likely to get custody of the children based on inaccurate assumptions about the nature of women/mothers and men/fathers. Men who are behind on child support payments are much more likely to be jailed than are women who are behind on their payments.¹²

In conclusion, independent feminists look at the issues of public and private within the framework of individual rights and evaluate them in the light of the effects of the dichotomy on individual rights.

C. Marxist Feminists

Marxist feminists are concerned that many theories that acknowledge class oppression do not account for power relationships between the sexes. In fact, by separating the public from the private, women's concerns are often ignored. Marxism focuses on class interests, but ignores patriarchy. Liberal feminism ignores the role the government can play in

domination, as Zillah Eisenstein explains:

The government is an arena of state power that is institutionalized, visible, overt, and legitimated. Liberals think government is the equivalent of the state and the multiple relations of power it represents. It sits above the conflicts of society and is not seen as part of them. It rather regulates society, the family, and the economy, and so on, from the outside. The state is separate and apart; it regulates public life and is separate from private life. Instead of viewing the state from this liberal vantage point, feminists need to understand that the state is part of the struggles within society.¹³

Such feminists argue that the state must not be seen as a neutral force, but instead that it must be understood as part of a system that reflects both capitalist and patriarchal (male-dominated) interests. As women increasingly enter the workforce, Eisenstein argues, they can make demands for reproductive rights and freedom of sexual preference.

Marxist feminists are concerned that the capitalist ideology can be used to trap women in traditional and economically disempowered roles: Barrett

A particular household organization and an ideology of materialism are central dimensions of women's oppression in capitalism and it is only through an analysis of ideology that we can grasp the oppressive myth of an idealized natural ‘family’ to which all women must conform.¹⁴

This demands a Marxist approach. Barrett continues:

It is only through an analysis of ideology and its role in the construction of gendered subjectivity that we can account for the desires of women as well as men to reproduce the very familial structures by which we are oppressed. To argue this is not to suggest that needs for intimacy, sexual relations, emotional fulfillment, parenthood, and so on are in themselves oppressive. What is oppressive is the assumption that the present form of such needs is the only possible form, and that the manner in which they should be met is through the family as it is today.¹⁶

Marxist feminists thus demand that class be considered alongside gender as a key factor in how the oppression takes place. One outspoken critic of this approach is Catherine MacKinnon. MacKinnon argues that there is tension between Marxism, concerned with production, and feminism, concerned with sexuality. She contends that it is not economic production but rather sexual objectification that is at the center of female oppression. Male violence against women is not explained by the fact that they dominate the workforce. For feminists like MacKinnon and Andrea Dworkin, pornography is an important example of how men objectify women:

The major theme of pornography as a genre is male power, its nature, its magnitude, its use, its meaning. Male power, as expressed in and through pornography, is discernible in discrete but interwo-

ven, reinforcing strains: the power of self, physical power over and against others, the power of terror, the power of naming, the power of owning, the power of money, and the power of sex. These strains of male power are intrinsic to both the substance and production of pornography; and the ways and means of pornography are the ways and means of male power. The harmony and coherence of hateful values, perceived by men and normal and neutral values when applied to women, distinguish pornography as message, thing and experience.¹⁶

The separation of public and private, in that pornography becomes protected as a private right, encourages objectification of women, and for MacKinnon and Dworkin, cuts off a critical area for altering this objectification.

D. Eco-feminists

Eco-feminists argue that the domination of women is connected to the domination of the environment. Karen J. Warren identifies eight ways the environment and women are connected:

1. Historical (emphasis on "rational, scientific thought" at the expense of both women and the environment.)
2. Conceptual (the idea that there are dualisms like man/women or human/nature, that compete)
3. Empirical (women are disproportionately victimized by environmental destruction)
4. Symbolic (use of language, like animal names for women—"chick" or "bitch" as a means to

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subordinate women)

5. Epistemological (ways of knowing that rely on dualism like nature/culture must be critiqued)

6. Political (environmental and women's rights movements can join forces)

7. Ethical (feminist theory can contribute to an environmental "ethic of care")

8. Theoretical (many feminists philosophies share common ground with environmental theories)¹⁷

For some ecofeminists, the public/private dichotomy supports other dichotomies, like separation of women and nature from culture. Ecofeminists contend that this separation results in a dominant male culture that suppresses both female and ecological perspectives by framing them as "private" issues:

Cultural gendering in Western thought, the public-private dichotomy supports, and is supported by, a series of conceptual polarities, such as equality and difference, reason and emotion, independence and dependence (Okin, 1991, p. 77; James, 1992, p. 48). These polarities also separate men from nature and women from culture, a separation heavily criticized in ecofeminist analysis (Baker, 1995). This way of conceptualizing the world has had a profound impact on our cultural heritage—it sets in train a process termed 'cultural gendering' (Davies). Cultural gendering leads to masculinity and femininity being expressed through different developmental trajectories: the one towards separation and autonomy, the other towards connection and attach-

ment. As a consequence, the route to masculinity comes to involve denial or repression of femininity (Davies). It makes masculinity hegemonic, not just in the sense of silencing non masculine ways of thinking and acting, but also in the sense that actions in the public sphere become governed according to a masculine vision (Davies, 1995). The public world becomes conceptually associated with masculinity, the private world with femininity. The tragedy of 'cultural gendering' is that it acts to 'wrench apart the diversity and richness of human qualities' (Davies), impoverishing our culture as well as political practice.¹⁸

On the other hand, ecofeminist critics argue that [Men] are glorified in their role as public creators of culture whereas women are degraded in their private 'natural' role as mothers in the home. Male-identified culture degrades both Nature and women in their purely 'natural' role. If 'female is to male as Nature is to culture' as anthropologist Sherry Ortner argues, then women's hopes for liberation are set back by association with Nature. Any analysis that makes women's essence and qualities special, ties them to a biological and 'natural' destiny that thwarts the possibility of liberation. Similarly socialist feminists criticize a politics grounded solely in women's culture, experience and values as reactionary. Such critics argue instead for an economic and social revolution that will liberate both women and men in ways that will also sustain life on the planet. Some see Green politics as the social movement that best fulfills this vision while others opt for a more orthodox

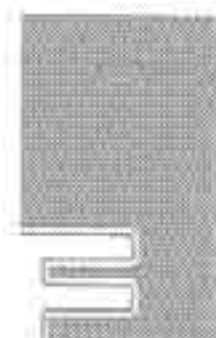
class-based political revolution.¹⁹

Ecofeminism, like other forms of feminism, walks a difficult line in trying to end discrimination while not itself essentializing or stereotyping women. Affirmative teams will want to take care with any of the approaches in this article that they not over generalize about women or assume that oppression is the same everywhere.

E. Intersectional Feminists

One of the issues many feminist scholars have grappled with is the question: "When addressing oppression on multiple levels, is it possible to simply add theories together?" For example, can oppression be sufficiently answered with a recipe of "take race and gender and stir them together"? For intersectional feminists like Kimberle Crenshaw or bell hooks, this is not possible. To do so ignores the unique oppression faced by minority women.

Jennifer Koshan, for example, in her study of Aboriginal women in Canada, found that the application of liberal feminist approaches to public/private ignored the particular circumstances of these minority women. Canadian feminists have argued that the public/private dichotomy has been harmful to women by supporting the patriarchal family. The harms from the public/private separation center around gender. Specifically, men abuse women in the "privacy" of the home and the state fails to intervene. Feminists have argued that the public/private line must be redrawn so that violence against women is "public" enough to allow



the state to intervene, so that men can be charged with abuse.

There are several ways that Koshan argues this redrawing of the public/private line excludes Aboriginal women. First, Aboriginal women writing about violence often begin by noting that their traditional societies do not tolerate violence against women. They associate this violence with colonization. Although violence against women may have occurred to some degree prior to Western culture's domination, "it would be overly simplistic to put gender oppression at the root of male violence in this context-racism and cultural and economic oppression must be recognized as contributing to the complex and intersecting set of oppressions."²⁰ Koshan also points out that the family and state in Aboriginal communities are not distinct, as they are in modern Western societies. Violence is often dealt with by families and in communities by shaming, compensation, and reconciliation. Therefore, Koshan argues, "the public/private dichotomy does not accurately depict the relationships between gender, family, and the state in traditional Aboriginal communities."²¹

By examining categories like race, gender, and class at their intersections, the intersectional feminist may seek to find common ground for women while recognizing uniqueness:

[I]t may be easier to understand the need for and to summon the courage to challenge groups that are after all, in one sense, 'home' to us, in the name of the parts of us that are not made at home,

This takes a great deal of energy and arouses intense anxiety. The most one could expect is that we will dare to speak against internal exclusions and marginalizations, that we might call attention to how the identity of 'the group' has been centered on the intersectional identities of a few. Recognizing that identity politics takes place at the site where categories intersect thus seems more fruitful than challenging the possibility of talking about categories at all. Through an awareness of intersectionality, we can better acknowledge and ground the differences among us and negotiate the means by which these differences will find expression in constructing group politics.²²

Without looking at how the layers of racial and gender discrimination may interact, theorists risk ignoring the experiences of female minorities, and of misconstruing how dichotomies like the public/private separation may be harmful. The danger of adopting a one-sided approach to discrimination is that it may ensure other forms of oppression continue, as African American scholar Kimberle Crenshaw put it:

Among the most troubling political consequences of the failure of anti-racist and feminist discourses to address the intersections of race and gender is the fact that, to the extent that they can forward the interest of 'people of color' and 'women,' respectively, one analysis often implicitly denies the validity of the other. The failure of feminism to interrogate race means that feminism's resistance strategies will often replicate and reinforce the subordination of people

of color; likewise, the failure of anti-racism to interrogate patriarchy means that antiracism will frequently reproduce the subordination of women. These mutual elisions present a particularly difficult political dilemma for women of color. Adopting either analysis constitutes a denial of a fundamental dimension of our subordination and precludes the development of a political discourse that more fully empowers women of color.²³

We must study and fully appreciate oppression in all of its various forms rather than changing lens when thinking about gender, race, or sexual orientation.

F. Lesbian feminists

One outgrowth of postmodern philosophy has been introspection, and feminists have taken this in a number of different directions. Some feminists have become critical of mainstream feminism for silencing lesbian voices. These authors have reclaimed their identity, by among other things, appropriating the term "queen," often used as an insult, to apply to their scholarship (as "queer theory"). What emerged was theory that informs all feminist theory:

The pioneering essay, 'The Woman Identified Woman,' (1970), by the New York Radicalesbians, showed that contemporary lesbian feminism was a definable cultural phenomenon with an articulate theory. Their term, 'woman identified woman' became a rallying call of second wave feminism and gave 'lesbianism' a broad definition characterized by desires, experiences and self perceptions rather

than social categories. Radicalesbians argue that 'lesbianism' is shaped by ideological and political preferences as much as by explicit sexual practices. In this sense lesbian desire could be said to be a general feminist condition. The Radicalesbians gave second wave feminism a reconstructed 'lesbian' free from pejorative connotations. 'Lesbianism' was no longer to be limited to one form of sexual activity. It could contain many meanings, for example a sociopolitical conception of community and a recognition that it was heterosexuality not simply male economic power that was, . . . a 'cornerstone of male supremacy.'²⁴

Adreinne Rich wrote an article in 1980 in which she argued that the social power of heterosexuality acts coercively on individuals and makes lesbianism invisible. Lesbian feminists argue that, by maintain a heterosexual norm, feminism propagates discrimination against lesbians.

But whatever its origins, when we look hard and clearly at the extent and elaboration of measures designed to keep women within a male sexual purview, it becomes an inescapable question whether the issue we have to address as feminists is, not simple 'gender inequality,' nor the domination of culture by males, nor mere 'taboos against homosexuality,' but the enforcement of heterosexuality for women as a means of assuring male right of physical, economical, and emotional access. One of many means of enforcement is, of course, the rendering invisible of the lesbian possibility, an engulfed continent which rises fragmentedly to view from time to time

only to become submerged again. Only by resisting the broad scope of sexual domination can feminists achieve progress:

Feminist research and theory that contributes to lesbian invisibility or marginality is actually working against the liberation and empowerment of women as a group. The assumption that 'most women are innately heterosexual' stands as a theoretical and political stumbling block for many women. It remains a tenable assumption, partly because lesbian existence has been written out of history or catalogued under disease; partly because it has been treated as exceptional rather than intrinsic; partly because to acknowledge that for women heterosexuality may not be a 'preference' at all but something that has had to be imposed, managed, organized, propagandized, and maintained by force, is an immense step to take if you consider yourself feely and 'innately' heterosexual. Yet the failure to examine heterosexuality as an institution is like failing to admit that the economic system called capitalism or the cast system of racism is maintained by a variety of forces, including both physical violence and false consciousness. To take the step of questioning heterosexuality as a 'preference' or 'choice' for women-and to do the intellectual and emotional work that follows-will call for a special quality of courage in heterosexually identified feminists but I think the rewards will be great: a freeing up of thinking, the exploring of new paths, the shattering of another great silence, new clarity in personal relationships.²⁵

The separation of public and pri-

vate may present a dilemma: privacy allows people to shield themselves from discrimination and violence directed against homosexuality, but it also makes it difficult to challenge stereotypes and engage in public debate. There may be benefits to a public/private separation for lesbian couples that other feminist analysis might overlook. If the family is considered part of the public sphere, it may be more difficult for lesbian families to defend their rights in many cultures.

CONCLUSION

The affirmative on this topic has good ground to show from a conceptual basis how public/private separation has been harmful to women's rights. On the negative, the clearest defenders of this distinction are liberal feminists. However, negatives may also attack the way that an argument against separation is constructed or attack how the affirmative frames the issue of women's rights by using the criticisms of one feminist school against another.

All of the different perspectives feminism offers can be confusing, but it is important to understand that each person's path toward feminist analysis will vary, as feminism is more of a means than an end:

At bottom, feminism is a mode of analysis, a method of approaching life and politics, a way of asking questions and searching for answers, rather than a set of political conclusions about the oppression of women.²⁶

Debaters arguing this year's Karl

Popper topic have a wide range of approaches they can use to defend their side. We offer this primer as an introduction to some of these approaches, and suggest that you focus on one that interests you. By focusing on one author or a small group of authors, you will be able to maintain consistency and clarity. Many feminist authors have written extensively on this year's topic and can provide a wealth of material. We wish you luck in navigating this interesting landscape!



NOTES:

¹ Joan B. Landes, professor of women's studies at Pennsylvania State University, *Feminism, the Public and the Private*, 1998, p. 1.

² Rebecca West, 1913. Available at http://www.quotegeek.com/Literature/West_Rebecca/

³ Leonore Davidoff, professor of social history at the University of Essex, *Feminism, the Public and the Private*, 1998, p. 10.

⁴ Hilary Charlesworth, Christine Chinkin and Shelly Wright, University of Melbourne, University of Sydney and University of Sydney Law School (lecturers), "Feminist Approaches to International Law," *The American Journal of International Law*, October 1991, p. 627.

⁵ Susan Boyd, *Challenging the Public/Private Divide: Feminism, Law, and Public Policy*, 1997, p. 8-10.

⁶ See note 5; Boyd, p. 9-10.

⁷ Sarah Shulevitz, "Don't Take It So Personally: Feminism's boundary problem," Posted October 3, 1998. <http://www.mn.com/id/2360/>

⁸ See note 7; Shulevitz.

⁹ The individualist feminist website, <http://www.ifeminists.net/introduction/faq.html#35>

¹⁰ The Independent Institute, a non-profit think tank, hosts the website: <http://www.ifeminists.net/introduction/faq.html#35>. Their work has received praise from former presidents and Nobel Laureates (see http://www.independent.org/tit/tit_info/quotes.html).

¹¹ <http://www.ifeminists.net/introduction/faq.html#35>

¹² <http://www.ifeminists.net/introduction/faq.html#35>

¹³ Zillah Eisenstein, "The Radical Future of Liberal Feminism," *Modern Feminisms*, Maggie Humm, editor, 1992, p. 187.

¹⁴ Michele Barrett, "Women's Oppression Today: Problems in Marxist Feminist Analysis," In *Modern Feminisms*, Maggie Humm, ed. 1992, p. 113.

¹⁵ See note 14; Barrett, p. 113-14.

¹⁶ Andrea Dworkin, "Pornography: Men possessing women," in *Modern Feminisms*, Maggie Humm, editor, 1992, p. 83.

¹⁷ Paraphrased from Karen J. Warren, in *Environmental Philosophy: From Animal Rights to Radical Ecology*, Englewood Cliffs, NJ: Prentice-Hall, 1993, pp. 253-267. Available at <http://www2.pfeiffer.edu/~lrjdenet/courses/ecowarren.html>

¹⁸ Susan Baker, Senior Lecturer in European Social Research at the Cardiff School of Social Sciences, 1999; *WOMEN AND PUBLIC POLICY: THE SHIFTING BOUNDARIES BETWEEN THE PUBLIC AND PRIVATE SPHERES*, "Risking Difference: Reconceptualizing the Boundaries between the Public and Private Spheres," EF2001-hxm p. 7

¹⁹ Caroline Merchant, "Eco-feminism,"

New Internationalist, issue 171 - May 1987. <http://www.newint.org/issue171/eco.htm>

²⁰ Jennifer Koshan, "Public/Private Dichotomy, Violence, and Aboriginal Women," in Susan Boyd, *Challenging the Public/Private Divide: Feminism, Law, and Public Policy*, 1997, p. 95.

²¹ See Note 20; Koshan, p. 95-6.

²² Kimberle Crenshaw, professor of law at the University of California at Los Angeles, *Stanford Law Review*, Vol 43, p. 1299.

²³ Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," *Critical Race Theory: The Key Writings that Formed the Movement*, 1996, p. 365.

²⁴ E.B. Freedman et al. "Lesbian Feminism," in *Modern Feminisms*, Maggie Humm, editor, 1992, p. 164

²⁵ Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," in *Modern Feminisms*, Maggie Humm, editor, 1992, p. 176-77.

²⁶ Nancy Hartsock, "Feminist Theory and the Development of Revolutionary Strategy," in *Capitalist Patriarchy And The Case For Socialist Feminism*, p. 56.

SOME HELPFUL WEBSITES ON FEMINIST THEORY

http://www.unc.edu/~cshowden/feminist_theory_links.htm

<http://www.cddc.vt.edu/feminism/enin.html>

<http://lark.cc.ukans.edu/~akdclass/femlit/femjur.html>

<http://bailiwick.lib.uiowa.edu/wstudies/theory.html>

<http://www.personal.monash.edu.au/~dey/phil/fem.htm>

<http://www.ifeminists.net/index.php>

Topic Analysis



By Jennifer Bindel

Following is some topic analysis on the term 'women's rights' which is the 2003 IDEA Youth Forum topic, as well as some initial thoughts on the topic of workplace rights. These arguments are not meant to be ending points for teams, but rather places teams might want to begin discussions and research. If you have any questions about this information or would like to discuss these aspects of the forum topic, feel free to contact me at JBindel04@mckenna.edu.

WOMEN'S RIGHTS (AS A GENERAL OVERVIEW):

- Teams might want to think a bit about the interpretation of their burdens as related to the idea of women's rights.

The motion assumes the existence of 'women's rights'-thus the affirmative should not feel the need to justify the existence of 'women's rights' in the abstract. However, the affirmative team must clarify which aspects of 'women's rights' they will be dealing.

Will the affirmative deal with rights that might be claimed by everyone (human rights) but in this case are being claimed specifically by women? Or will the affirmative focus on rights that are only claimed by women? (ie, reproductive rights).

Negative teams might want to think about what the affirmative team defines as women's rights-if the affirmative is dealing with human rights, the negative teams should press them to relate more general ideas to women's rights.

If the affirmative team is presenting a broad value-based case, they should be sure to offer a definition of the term 'women's rights,' including examples of what they mean by the term. A case that focuses on a more limited situation should be sure to prove that the issues they are dealing with relate to women's rights.

Teams should also remember that women are a diverse group of people and that they are not all affected equally by policies or societal structures. Affirmative teams should be clear about how broad of a definition of women's rights they must defend-if the separation harms the rights of 25% of women, is that enough? Negatives should also think about what standard to which they will hold affirmative teams. In my opinion it would be a mistake to make this issue a major one in the round, but affirmatives generally should be prepared and required to prove that the detriment to women's rights is widely felt. Of course, in large part this aspect of the burden depends on the structure of the affir-

mative case, but it is an issue to be considered by both teams.

- All teams should remember not to get so caught up in the debate about privacy that they forget the motion fundamentally asks us something about women's rights. The affirmative can show that the separation of public and private is harmful in lots of other ways, but unless they prove that it harms women's rights they will lose the round.

Similarly, the negative team can argue that the separation of the public and private is necessary to achieve other societal aims or that the detriment to women's rights is outweighed by other positive achievements. However, if they fail to refute the claim that the separation is detrimental to women's rights, they will lose the round.

- To get a picture of what has historically been meant by the term 'women's rights,' one might investigate the declarations by the women's rights movement in the United States. See: <http://www.legacy98.org/movehist.html> or read the United Nations Convention on the Elimination of All Forms of Discrimination against Women: <http://www.un.org/womenwatch/daw/cedaw/>

WORKPLACE RIGHTS:

- One specific aspect of women's rights that teams might want to investigate is the idea of workplace rights.

There are various aspects of workplace rights that might apply in a unique or interesting way to women. Teams might want to think about one or several of these issues when constructing their cases. There are likely many other aspects of workplace rights that might be discussed on this motion, but here are a few to help your brainstorming . . .

Affirmative action: teams define equal opportunity in employment as an aspect of women's rights. They might then show that an unwillingness of governments to intervene in the affairs of private businesses constitutes a detriment to women's rights.

Sexual harassment: Affirmative teams might argue that women's rights includes the right to be free from unwanted sexual jokes, comments and advances by coworkers and superiors on the job. Teams might investigate statistics about the prevalence of sexual harassment. For example, in the United States a 1994 Merit Systems Protection Board study found that 44% of women responding to its survey reported some form of sexual harassment during the previous two years. Teams would then link this harassment to the separation of public and private realms. Perhaps men see women as out of place in jobs outside the home and therefore feel comfortable harassing their female coworkers.

Equal pay: Teams might argue that

women have a right to be paid equally to men. Teams should be certain to compare women's wages to men's wages for equally educated and experienced workers. However, even doing so, a wage gap between the sexes can be shown to exist. According to the U.S. Census, for example, in 2001 U.S. women earned 76.3 cents for every dollar earned by men. Perhaps this willingness to pay women less relates to expectations that women should stay in the private realm and work at home instead of entering the public workforce. This wage gap might also relate to the expectation that women will sacrifice education or take leave to raise children and tend to other aspects of domestic life. By defining these decisions as ones made in private, and therefore not subject to compensatory assistance by the public sector, the public/private separation might also come into play.

-Paid family leave: Teams might argue that women have a right to be paid when they take time off to have and raise children. The move to gain paid family leave could be harmed by the idea that private decisions should not burden companies that are in the public realm. The entire notion of women leaving the public sector to return to private life arguably makes it more difficult to justify compensation for women to raise children.

-Employment outside the home: Debaters might discuss entrance into the workplace more generally and argue that women have a right to be employed outside of the home. In nations in which women are not able to hold jobs, governments might be limited in their ability to guarantee employment to all citizens by argu-

ments that private or religious beliefs require women to stay out of the workforce. A bias towards thinking that there are two separate realms of work and that women are better suited or should be limited to a private, domestic realm might be argued to harm women's prospects for working outside the home.

- Negative teams that want to investigate workplace rights might think about the way that governments have been able to regulate businesses despite the separation of public and private. This separation may not be as complete as the affirmative presents it and perhaps this separation does not preclude government intervention into the workplace.

- Negative teams might also be able to argue that the separation of public and private has actually helped women in the workplace. For example, limitations on hours that workers are required to spend in the workplace are based on the idea that they have a private life that is separate from their career. More broadly, negative teams might argue that the ability to pursue both a family life and a career rests on the idea that there are two separate and distinct realms—that their employer cannot make demands on female workers that interfere with their ability to raise their children, etc.

- Finally, negative teams should focus on constructing arguments on the motion that will apply to several aspects of women's rights. They should not be concerned if the affirmative includes specific examples of women's rights from the workplace because well-constructed negative positions will apply to these rights as well.

ideaeventscalendar:#

| date | event | place |
|------------------------------|---|----------------------|
| May 10 - May 12, 2003 | Belgrade Tournament Belgrade, Yugoslavia Languages: Serbian University Tournament Contact: Jelena Uzunovic e-mail: uzunovic@ok.org.yu | Belgrade, Yugoslavia |
| May 23 - May 25, 2003 | International Parliamentary Debate Tournament Kyiv, Ukraine Languages: English University Tournament Contact: Andriy Chisnokov, Valeriy Mardanenko e-mail: debate@cent.kiev.ua Entry Deadline: May 01, 2003 | Kyiv, Ukraine |
| June 28 - August 01, 2003 | SEELYI 2003 Towson University, Maryland and Catholic University Washington DC, USA Partnership involving an international staff and guests, from Bulgaria, Kosovo, Macedonia, Montenegro, Romania, and Serbia. Contact: Noel Selegzi, E-mail: NSelegzi@sorosny.org | Washington DC, USA |
| June 30 - July 21, 2003 | IDEA Speech & Debate Institute Duino, Italy A repeat of last year's successful camp in Duino, Italy, on the shores of the Adriatic. Students are offered training in speech events and Lincoln-Douglas debate, and an optional one-week 'bridge' program is offered for those continuing to the Youth Forum in Slovenia. Contact: Nina Watkins e-mail: nwatkins@sorosny.org | Duino, Italy |
| July 21 - July 27, 2003 | The International Public Debate Festival: Let Your Voice Be Heard! Washington D.C. (See add on page 43 for information) contacts: Aaron Fishbone at Catholic University: email = fishbone@cua.edu / phone= 202-319-6871 or Lisa Turowski at Towson University: email = Turowski@towson.edu / phone= 410-704-3039 website: www.idebate.org/SEELYI | Washington DC, USA |

MAY
JUNE

JULY
AUGUST

SEPTEMBER
OCTOBER

| date | event | place |
|------|-------|-------|
|------|-------|-------|

July 16 -
July 19, 2003

Tartu Open 2003
British Parliamentary Debate Tournament
Type: University
Language: English
Contact: Mae Parve
Email: mac_parve@yahoo.co.uk
website: www.debate.ee/tartuopen

Tartu, Estonia

July 21 -
August 01, 2003

IDEA Youth Forum
Ljubljana, Slovenia
Teacher / Coach Training
Language: English
Contact: Nina Watkins
(nwatkins@sorosny.org) for information.

Ljubljana, Slovenia

August 06 -
August 15, 2003

Summer School
Odesa, Ukraine
Camp
Language: Russian, Ukrainian, English
Contact: Olga Veselova
e-mail: veselova_olga@mail.ru

Odesa, Ukraine

September 26 -
September 28, 2003

Odesa Open 2003
Odesa, Ukraine
University Tournament
Language: English
Contact: Liudmila Yamschikova
e-mail: debate_odessa@paco.net
Entry Deadline: Sunday, August 31, 2003

Odesa, Ukraine

October 16, -
October 19, 2003

IDEA Conference 2003
The 2003 conference will run concurrently with the 2003 IDEA general assembly working meeting hosted by IDEA which will bring together the presidents and directors of national debate organizations from around the world. Additionally, the conference will feature a key note speaker to be announced.
Languages: English, Russian, Croatian, Bosnian, Montenegrin, Serbian
(See add on page 92 for more information)
Contact: Nina Watkins
(nwatkins@sorosny.org) for information.
Entry Deadline: Papers: April 1st. Financial Aid: June 1st

Dubrovnik, Croatia

ideacontactlist

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6900 Park Heights Avenue, Baltimore,
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The International Debate Education Association and the Open Society Institute in cooperation with the American Forensic Association and The Cross Examination Debate Association are pleased to announce ...

IDEA CONFERENCE \03

Dubrovnik, Croatia

October 16 - 19, 2003

Debate and Argumentation: Opening Minds, Borders, and Societies

Conference Goals

This international conference of scholars and instructors will focus on the art and science of advocacy and argumentation, as well as the role of debate (both within society and within the academy) as an element of political culture and a tool for promoting critical thinking, tolerance and civil participation throughout the world. Conducted in three official languages (English, Russian, and Croatian/Bosnian/Montenegrin/Serbian), the conference will include invited speakers, panels of selected papers, as well as formal and informal opportunities for interaction. In addition, the 2003 conference will feature four panels of competitively selected and ranked papers (Top Argumentation Papers in English, Top Debate papers in English, Top Papers in Russian, Top papers in Croatian/Bosnian/Montenegrin/Serbian).

Keynote Speakers

IDEA is pleased to feature two leading theorists on argumentation as well as a top official from our host country:

Dr. Frans van Eemeren, Professor of Speech Communication, Argumentation Theory, and Rhetoric, and chair of the Research Program for Discourse Analysis, Amsterdam School for Cultural Analysis, Netherlands.

Dr. Lev G. Vassiliev, Professor of Linguistics and Argumentation and Chairman of the Department of Foreign Languages, Kaluga State Pedagogical University, Kaluga, Russia.

Professor Gvozden Flego Ph.D., Minister of Science and Technology, Croatia. Professor Flego is presently a member of the Executive Committee of Interuniversity Centre, Dubrovnik; an External Council Member of the Croatian Social Democratic Party; a member of the Executive Committee for the Croatian Helsinki Committee for Human Rights; an Expert Member of the Committee for Education, Science, and Culture of the Croatian Parliament; the President of the Croatian Association of Social Sciences and Humanities; and a Professor of Social Philosophy at the University of Zagreb.



Requested Themes for Submissions

Papers, paper-proposals, and panel proposals are sought broadly addressing the following questions, and similar issues:

- What role does (or should) argument play in responding to social controversies and crises?
- What roles are played by argument and debate in the promotion of civil and political culture?
- How does argument establish meaning and salience within communities?
- What is the relationship between debate in educational contexts and argumentation in the larger society? How can each inform the other?
- What does debate teach? To what extent does practical argumentation training promote critical thinking, assertiveness, tolerance of diversity, social responsibility, or other desirable traits? To what extent does such training risk undesirable traits?
- What should debate teach? What skills does a society require and how might those skills be promoted by education in practical argumentation?
- How is argumentation most effectively taught? What pedagogical techniques are most successful and most appropriate to the goals of improved social argumentative practice?
- How is an appreciation for argumentation most effectively spread?

Submission Information

All completed papers and paper proposals should include name, position, address (including email), for all authors, a title page, and an abstract of seventy words or fewer. Completed papers should also include a full text of the paper, and a complete list of works cited. If you would like your paper to be competitively reviewed for one of the "Top Papers" panels, please indicate "top paper nominee" on the title page. Papers considered for "Top Papers" will be reviewed anonymously, and those which are not selected for the competitive panels will still be considered for potential inclusion within a non-competitive panel. Only completed papers will be competitively reviewed for one of the "Top Papers" panels.

All panel proposals should include the names, positions, addresses (including email), for all panelists, a 2-3 paragraph rationale for the panel, and paper titles and an abstract of seventy words or fewer for each panelist. At the conference each panelist will be expected to present a finished paper.

Submit papers, paper-proposals, and panel proposals in electronic form as an attached file to:

kbrodabahn@towson.edu (for papers in English),

ssm21@columbia.edu (for papers in Russian),

miljenko.brkic@ka.hinet.hr (for papers in

Croatian/Bosnian/Montenegrin/Serbian)

by April 1, 2003. Notifications will be made by May 1, 2003

Notifications will be made by August 1, 2003. Visit www.idebate.org for more information.

International Debate Education Association

Thank you! Lincoln Financial Group



Ms. Rachael Schneider, Lincoln Financial Group representative, and students and coaches from Robert Service High School, Anchorage,

Ms. Schneider presented the Western Washington District with the Leading Chapter Award at their NFL District Tournament.

Ms. Schneider, Lincoln Financial Group Representative, the Robert Service team and coaches were guests of the Western Washington District for a Lincoln Financial Group Refresher and potluck.

Submit pictures of events and activities to: Attn: Sandy
NFL
125 Watson St
Ripon, WI 54971

DISTRICT TOURNAMENT RESULTS

Mississippi

TT - Aaron C. Rollins and Erica Rollins, Clinton
 CX - Rahul Gupta and Vishal V. Patel, St. Andrew's Episcopal School
 DUO - Alex Warren and Marcus Ginn, Terry Jonathan Sesi and Justin Sennell, Picayune Memorial
 OO - Jessica K. Boyd, R. H. Watkins Kannon Hulet, Hattiesburg
 USX - Brandon Russell, Brookhaven James W. Snider III, Jackson Prep School
 INT'L EXTEMP - Neil Manick, St. Andrew's Episcopal School Phillip Londeros, Petal
 DI - Roun McNeal, Greene County Ellen Underwood, St. Andrew's Episcopal School
 HI - Brian M. Tichnell, Petal Minnesa Smith, Brookhaven
 LD - Robert W. Sevier, Jackson Academy Vince Falconi, St. Joseph Catholic School
 Plaque - Hattiesburg
 Trophy - Brookhaven

West Oklahoma

TT - Daniel White and Jennifer Nan, Norman HS North
 CX - Mark Hammervold and Dustin Sheargold, Edmond North Amy M. Lewis and Shereen Agrabawi, Edmond North
 DUO - Kelsey Patterson and Jarrod R. Smith, Guymon Tres Savage and Brett Anderson, Norman Isabel E. Daniels and Spencer Mellow, Oklahoma City Heritage Hall
 OO - Tres Savage, Norman Ricky Primrose, Lone Grove Loreli Randolph, Norman
 USX - Elisabeth Reed, Norman North Blake Lynch, Dickson Sarah J. Steele, Putnam City North
 INT'L EXTEMP - Mike Frick, Oklahoma City Heritage Hall Greg Easley, Norman North
 DI - Kaitlin Kuykendall, Putnam City Allison Tunnell, Edmond Santa Fe Savannah White, Ada
 HI - Chad Higgins, Duncan Kelsey Patterson, Guymon
 LD - Denise Davick, Putnam City North Blake Johnson, Edmond North Blake Lynch, Dickson
 Plaque - Norman
 Trophy - Guymon

Florida Manatee

TT - Pamela Leskar and Alexandra Wall, Nova
 CX - Nathan A. Oliver and Trey Roth, Fort Lauderdale Nicole S. Witte and Richard A. Fowler, Fort Lauderdale
 DUO - Marc Hottenberg and Ryan Sulak, Taravella Alex Weisman and Anna Biegelson, University School
 OO - Susan Cavar, St. Thomas Aquinas Ricky Cabrera, St. Thomas Aquinas
 USX - Alyssa Henning, Nova Matt Taretzky, Nova
 INT'L EXTEMP - Jessica Poin, North Broward Prep School Brian Donohue, St. Thomas Aquinas
 DI - Ines Delloro, St. Thomas Aquinas Monique A. Robinson, Fort Lauderdale

HI - Kriston Williams, St. Thomas Aquinas Andres Quintero, St. Thomas Aquinas
 LD - Rachel Kaplan, Pine Crest Jon Reinstein, Nova
 Plaque - St. Thomas Aquinas
 Trophy - Taravella

Southern Wisconsin

TT - Kayla Bunge and Samuel F. Daly, Milwaukee Rufus King
 CX - Sarah E. Victor and Shiyin Wang, Nicolet Carly Wunderlich and Andy Lei, Brookfield Central
 DUO - Nick Woods and Logan Metz, Marquette University Meghan Harney and Katie Schwegler, James Madison Memorial
 OO - Zak Grim, Marquette University Bryan Waller, Brookfield East
 USX - Jayanth Iyengar, James Madison Memorial Megan Harney, Wauwatosa West
 INT'L EXTEMP - Christopher L. McCall, Brookfield East Kurt Zemlicka, Cedarburg
 DI - Stefan Benkowski, Cedarburg Mike Anderson, James Madison Memorial
 HI - Jennifer M. Lorentz, Brookfield East Tyler G. Bastie, Brookfield East
 LD - Courtney A. O'Brien, Brookfield East Elizabeth Viera, Brookfield East
 Plaque - Brookfield East
 Trophy - West Bend West

Georgia Southern Peach

TT - Stephen C. Bedwell and Chad O. Hardy, Warner Robins
 CX - David Ogles and Augusto Lopez, Carrollton B. J. And and Pierce A. Randall, Warner Robins Donald J. Hatten Jr. and Jeremy Rogers, Northside
 DUO - Amanda Theodora and Alex Kennedy, Fayette County
 OO - Gyawu Mahama, Starr's Mill Ninette Cheng, Starr's Mill
 USX - David Ballard, Starr's Mill Ian Davison, Starr's Mill
 INT'L EXTEMP - Christopher J. Heaney, Brunswick Julia E. Wilson, Starr's Mill
 DI - Ronaldo Lawson, Northside Valerie Hartley, Carrollton
 HI - Adam B. Brumfield, Thomas County Central Austin Camacho, Camden County
 LD - David Ballard, Starr's Mill Jessica B. Stanley, Starr's Mill
 Plaque - Carrollton
 Trophy - Thomas County Central

Mid-Atlantic

TT - Jamie Miller and Daniel Yost, Silverado
 CX - Umar Javed and Thomas Young, Potomac Falls Matt Struth and Josh Boyd, Stone Bridge
 DUO - Jonathan James and Maggie Puryear, Madison County Gregory T. Wells and Isaac L. Hancock, Madison County
 OO - Anne R. Thorsen, Blacksburg Abram Rose, Randolph Macon Academy
 USX - Tomer Vandsburger, Blacksburg
 INT'L EXTEMP - Nick Klagge, Blacksburg
 DI -

Callin Stafford, Madison County Susan Fortotari, Randolph Macon Academy
 HI - Nichole Tillery, Madison County Cary S. Mitchell, Hampton Roads Academy
 LD - Christopher D. Carr, W. T. Woodson Laura Behrer, Broad Run
 Plaque - Madison County
 Trophy - Sherando

Pacific Islands

DUO - Ryan Diaz and Joseph Callim, Kagman
 OO - Rose M. Wakit, Saipan Southern
 USX - Sean Blanco, Marianas
 INT'L EXTEMP - Peter Bae, Mount Carmel
 DI - Carla D. Carro, Marianas Baptist Academy
 HI - Mary Iodanado, Kagman
 LD - Joana Simao, Marianas

Arizona

TT - Dylan Gadek and Patrick Rotas, Mountain View Mike McGuire and Reed Scharff, Chaparral
 CX - Bobby Lepore and Matt Roberts, Salpointe Catholic Nathan Sager and Yuki Kondo-Shah, Phoenix Country Day School Kade Olsen and Daniel Lacavaier, Mountain View
 DUO - Daniel Bacon and Elaine Liberti, Desert Vista Kendra Ryan and Brian Shuff, Dobson Jenny Loperio and Ryan Gaston, Dobson
 OO - Ashley Mack, Red Mountain Aaron Tang, Phoenix Central Merry Regan, Shadow Mountain
 USX - Nunda Janakaram, Mountain View Macy Hanson, McClintock
 INT'L EXTEMP - Alok Patel, Dobson Adam O'Lozansky, Flagstaff
 DI - Ashley Mack, Red Mountain Kate Rapp, Phoenix Central Kendra Ryan, Dobson
 HI - Nick Klump, Shadow Mountain Matt Hultchen, Shadow Mountain
 LD - Adam Chilton, Mountain View Michelle Wideman, Phoenix Central Macy Hanson, McClintock
 Plaque - Dobson
 Trophy - Phoenix Central

New Mexico

TT - Jeremy Caves and Walter Lamberson, La Cueva
 CX - Chris Cole and Sarah Cooper, Albuquerque Academy Bryan A. Clark and Albert Z. Wang, Los Alamos
 DUO - Jessica Lowe and Connor White, Albuquerque Academy Cameron Webb and Camille J. Petersen-Guerra, Taos
 OO - Anais Singer, Albuquerque Academy Jacob Candelaria, St. Pius X
 USX - Emily Lappin, Eldorado Morgan D. Pierce, Albuquerque Manzano
 INT'L EXTEMP - Anais Singer, Albuquerque Academy Jasmine S. Bennett, Taos
 DI - Chipe Hall, Albuquerque Academy Cameron Webb, Taos

HI - Amanda Chavez, Albuquerque Academy Connor White, Albuquerque Academy
 LD - Mark Ferguson, Albuquerque Academy Camie Menapace, Eldorado
 Plaque - Albuquerque Academy
 Trophy - Abq-Valley

Rocky Mountain North

TT - Alex Krahn and Lindsay Saperstone, Rocky Mountain
 CX - Kristin Hoff and Bradley J. Kingenberg, Greeley Central Brian VanValkenburg and Jonathan Gingerich, Poudre
 DUO - Molly E. Fandy and Mason J. Smith, Greeley Central Nathan Young and Amy Rogers, Ranum
 OO - Jamal Khalaf, Westminster Thomas Ramirez, Skyline
 USX - Julia Patterson, Steamboat Springs Daniel Graeber, Monarch
 INT'L EXTEMP - John P. Sereda, Monarch Jack M. Oll, Monarch
 DI - Zachary Herin, Greeley Central Mallory Taylor, Greeley Central
 HI - Amanda Peters, Longmont Beth Ludwig, Steamboat Springs
 LD - Travis Whitsitt, Rocky Mountain Lisa Dratch, Rocky Mountain
 Plaque - Greeley Central
 Trophy - Rocky Mountain

Hawaii

TT - Jonathan Dang and Forest Richmond, St. Louis School
 CX - Linda Ichiyama and Alison Kadesch, Moanalua Kelly M. Nakamura and Ravi M. Patel, Iolani School
 DUO - Anthony Loui and Channpreet Singh, McKinley Jennifer Ong and Curran Singh, Punahou School
 OO - Anderson Dues, Kamehameha Schools
 USX - Alan X. Wu, Iolani School
 INT'L EXTEMP - Jennifer M. Saito, Iolani School
 DI - No'u A. Ravilla, Kamehameha Schools Chantilly M. Mers, H.F. Baldwin
 HI - Diana Wan, McKinley Thomas Buring, University Laboratory
 LD - Antonio C. Bading, Iolani School Curran Singh, Punahou School
 Plaque - Iolani School
 Trophy - Kahuku

Heart of Texas

TT - Kimberly Bennett and Patrick E. Tolbert, Midway
 CX - Frannie M. Hale and Henry Altmiller, Hays Jeremy R. Martin and B. K. Kutz, Hays
 DUO - Maggie Hupe and Dylan Vendam, Westlake Chris Hejl and Paul Kite, Westlake
 OO - Sarah Flynn, Pflugerville Daniel D. Carrissini, Carroll
 USX - Chris Kochevar, Bryan Jill Collum, Florence
 INT'L EXTEMP - Sarah Flynn, Pflugerville Jeffrey M. Geets, Carroll

DISTRICT TOURNAMENT RESULTS

DI -
Holly Robertson, Pflugerville
Andrew Hsald, Pflugerville
HI -
Chris Hej, Westlake
Paul Kite, Westlake
LD -
William Palmer, S. F. Austin
Lauren Ford, S. F. Austin
Jessica Wash, S. F. Austin
Plaque - Westlake
Trophy - Georgetown

Big Valley

TT -
Jonathan Urie and Rishi Mohan, Bear Creek
CX -
Adrienne E. Hoyt and Matthew C. Slonitz, Modesto Beyer
DUO -
Stuart J. Inman and Michael G. Niktarie, Lodi
Jeanette Suello and Jim Tupas, Bear Creek
OO -
Amber Lopez, Johansen
Ann Marie E. Ursini, Modesto Beyer
USX -
Stefanie Baker, Modesto Beyer
Melissa B. Taddel, Lodi
INTL EXTEMP -
Todd W. Carlson, Modesto Beyer
Anni Marie E. Ursini, Modesto Beyer
DI -
Darnice P. Quintero, Modesto Beyer
Brianna L. Harvey, Modesto Beyer
HI -
Jeanette Suello, Bear Creek
Adam L. Aguilera, Modesto Beyer
LD -
Kevin W. McNeill, Modesto Beyer
Melissa B. Taddel, Lodi
Plaque - Modesto Beyer
Trophy - Stockton Lincoln

Wind River

TT -
Aaron Graham and Rod Campbell, Casper Natron County
CX -
Cuncy Stott and John Ryan, Worland
Jess Ryan and Adam Baldwin, Lander Valley
DUO -
Joe Bussey and Ahren Buhmann, Evanston
Brant Langdon and Daniel Cummings, Powell
OO -
Megan Robinson, Star Valley
Candace Tanner, Casper Natron County
USX -
Jordan Peck, Lander Valley
Theron Craner, Lander Valley
INTL EXTEMP -
Matthew Crichton, Worland
Tara Jordan, Campbell County
DI -
Steve Engkvist, Rawlins
Shirley Fisher, Lander Valley
HI -
Keren Schumann, Evanston
Brandon W. McNeal, Powell
LD -
Elizabeth Ewing, Laramie
Danae Young, Casper Natron County
Plaque - Powell
Trophy - Green River

Wisconsin

TT -
Marissa Heppner and Natalia Bachtell, Chaska Central
DI -
John Sutton and Gretchen Rix, Fremont
Rayna L. Brockdale and Cole A. Williams, Waukegan
HI -
Katie Hegerick and Alyson Schneiderwind, Waukegan
LD -
Jared Shumaker and Ben Ries, V.J. and Angela St. Catharines
OO -
Katie Smith, Millard North

Taylor Slow, Raymond Central
USX -
Daniel S. Reeker, Norfolk
Matt Rosensau, Malcolm

INTL EXTEMP -
Samuel Serici, Raymond Central
Michael Dvorak, Malcolm
DI -
John Cejka, Raymond Central
Kelli Chaves, Lincoln Southwest

HI -
Jordan Palmer, Millard West
Michael Booton, Malcolm
LD -
Julia Cryne, Millard North
Katie O'Neal, Millard West
Plaque - Millard North
Trophy - Millard West

West Iowa
TT -
Sam Abba and Kristine Gordon, Des Moines North
CX -
Noel Lafourne and Matt Wallace, West Des Moines Dowling
Mike Krantz and Allison McCarthy, West Des Moines Dowling
DUO -
Colin Hogan and Kristyne Solawetz, West Des Moines Dowling
Ryan Gourley and Kelsey Hanna, West Des Moines Dowling
OO -
Katie Hall, West Des Moines Dowling
Colleen MacRae, West Des Moines Dowling
USX -
Matt Wallace, West Des Moines Dowling
Michael T. Maples, Le Mars Community
INTL EXTEMP -
Nick Timmons, West Des Moines Dowling
Patrick Whitty, West Des Moines Dowling
DI -
Colin Hogan, West Des Moines Dowling
Colleen MacRae, West Des Moines Dowling
HI -
Dan Hillaker, West Des Moines Dowling
Patrick Friedel, West Des Moines Dowling
LD -
Ernie Rose, Des Moines North
Daniel A. Friedrichs, Le Mars Community
Joe Shippie, West Des Moines Dowling
Plaque - West Des Moines Dowling
Trophy - Okoboji

West Iowa

TT -
Sam Abba and Kristine Gordon, Des Moines North
CX -
Noel Lafourne and Matt Wallace, West Des Moines Dowling
Mike Krantz and Allison McCarthy, West Des Moines Dowling
DUO -
Colin Hogan and Kristyne Solawetz, West Des Moines Dowling
Ryan Gourley and Kelsey Hanna, West Des Moines Dowling
OO -
Katie Hall, West Des Moines Dowling
Colleen MacRae, West Des Moines Dowling
USX -
Matt Wallace, West Des Moines Dowling
Michael T. Maples, Le Mars Community
INTL EXTEMP -
Nick Timmons, West Des Moines Dowling
Patrick Whitty, West Des Moines Dowling
DI -
Colin Hogan, West Des Moines Dowling
Colleen MacRae, West Des Moines Dowling
HI -
Dan Hillaker, West Des Moines Dowling
Patrick Friedel, West Des Moines Dowling
LD -
Ernie Rose, Des Moines North
Daniel A. Friedrichs, Le Mars Community
Joe Shippie, West Des Moines Dowling
Plaque - West Des Moines Dowling
Trophy - Okoboji

West Kansas

TT -
Emily J. Eyes and Jeffery S. Adam, Salina South
CX -
Emily Briggs and Kristen Karmoy, McPherson
Andrew Richard and Jill Koehler, McPherson
Michael Bretches and Scott Smith, Hutchinson
DUO -
Chris French and Daniel Hedlund, Great Bend
Jared Barton and Zachary Rallon, Great Bend
OO -
Brock Wilbur, Salina South
Josh Schukman, Great Bend
USX -
Karson Thompson, Garden City
Michael Bretches, Hutchinson
INTL EXTEMP -
Matthew Clark, Buhler
Xuaning Lu, Buhler
DI -
Alyssa Duerksen, McPherson
Kara Wilder, Lyons
Erica Mason, Great Bend
HI -
Alyssa Duerksen, McPherson
Andrew Payne, Garden City
Daniel Hedlund, Great Bend
LD -
Kyle Kilson, Hays
Paula Burke, Salina South
Plaque - McPherson
Trophy - Garden City

South Florida

TT -
Alexandra Lewis and Amanda Bender, Michael Krop
CX -
Maria Cassino and Michael MacBride, Miami Beach
DUO -
Daniel Hernandez and Alex J. Rodriguez, Belen Jesuit Prep School
Frank E. Filatrait and Ryan Ruby, Archbishop Curley Notre Dame
OO -
Blaine Horner, Archbishop Curley Notre Dame
Jessica Gonzalez, Miami Killian
USX -
Max S. Wilson, Michael Krop
Michael B. Valdes, Belen Jesuit Prep School
INTL EXTEMP -
Arthur Ryan, North Miami
Chris Torres, St. Brendan
DI -
Daniel Hernandez, Belen Jesuit Prep School
Robert A. Hernandez, Belen Jesuit Prep School
HI -
Robert A. Hernandez, Belen Jesuit Prep School
Martine Joseph, Archbishop Curley Notre Dame
LD -
Antonio Prieto, Miami Killian
Lauren Schlossberg, Miami Killian
Plaque - Belen Jesuit Prep School
Trophy - Archbishop Curley Notre Dame

Western Ohio

TT -
David Fellers and Jane Harrison, Upper Arlington
OO -
Dan Spire and David Werner, Sylvania Northwest
Dan Myers and Sam Rahman, St. John's Jesuit
DUO -
Billy Coffing and Chris Griesinger, Middletown
Jill Burkholder and Taylor Cunningham, Wauson
OO -
Wendy Zeldin, Gahanna Lincoln
Daniel F. Surico, Dayton Oakwood
USX -
Hannah Ma, Upper Arlington
Amy Sheeran, Upper Arlington
INTL EXTEMP -
Nathan Dolazal, Clintonburg
Noah J. Klein, Dayton Oakwood
DI -
Lindsey Charles, Gahanna Lincoln
Damon Tranel, Princeton
HI -
Beth D. Stelling, Dayton Oakwood
Will A. Allen, Dayton Oakwood
LD -
Eon Adams, Upper Arlington
Liesl Dye, Sylvania Southview
Plaque - Dayton Oakwood
Trophy - Findlay

Great Salt Lake

TT -
Jaimee Armstrong and Lindsey Croerman, Olympus
CX -
Joshua Garcia and Anthony Green, Salt Lake City Highland
Elisse Ossana and Kim M. Bowman, Salt Lake City East
DUO -
Andrew P. Jolley and Kimberly Wilson, Lone Peak
David Frazier and Spencer Hermansen, Lone Peak
OO -
Sarah E. Hamilton, Salt Lake City Skyline
Dana Green, Park City
USX -
Jonathan East, Hunter

Dennis Hood, Hunter
INTL EXTEMP -
Snilo Platts, Hunter
Dellies Sh, Salt Lake City West
DI -
Kristen Kattel, Cottonwood
Sarah E. Hamilton, Salt Lake City Skyline
HI -
Trevor Wright, Lone Peak
Jaymie Barton, Cottonwood
LD -
Jason Fratto, Taylorsville
David Marquardt, Rowland Hall St. Mark's
Plaque - Salt Lake City West
Trophy - Salt Lake City Skyline

Colorado Grande

TT -
Thomas Hendrick and Clapper W. Johnson, Palisade
CX -
Christopher R. Spunlock and Logan R. Martin, Canon City
Heather Nelson and Katherine Pearson, Central of Grand Junction
DUO -
Jeff Graves and Ryan McCordell, Durango
Drew M. Foster and Patricia E. Kost, Canon City
OO -
Kim S. Yador, Canon City
Angela Hudson, Liberty
USX -
David S. Booth, Canon City
Chris Berk, Durango
INTL EXTEMP -
Kim A. Schlesinger, Canon City
Scott Cheesewright, Durango
DI -
Stephanie Garrett, Air Academy
James Goff, Mesa Ridge
Jennifer Boyce, Air Academy
HI -
Lori L. Elley, Pueblo Centennial
Mimi Krasser, Liberty
LD -
Hilary Billings, Hoshone
Amanda H. Huff, Palisade
Plaque - Pueblo Centennial
Trophy - Pueblo Centennial

Greater Illinois

TT -
Daniel J. Fulton and Jacob D. Vial, Pontiac Township
CX -
Josh Kunkle and Jocelyn Miller, Pontiac Township
Tim McCullough and Daniel Hankley, Belleville West
DUO -
Maggie Hart and Krista Farmer, Harrisburg
Stefanie Wilmsauer and Jeremy Roth, Belleville East
OO -
Carlisle Wallace, Heyworth
Britney Lower, Heyworth
USX -
Christine Elliott, Normal Community
Blake C. Stubbs, Pekin Community
INTL EXTEMP -
Kyle R. Garton, Champaign Centennial
Erin F. McCarthy, Pekin Community
DI -
Ben Pylo, Harrisburg
Michael Smith, Heyworth
HI -
Maggie Hart, Harrisburg
Brian C. Hughes, Pekin Community
LD -
Elizabeth Schmolze, Belleville East
David Wasson, Belleville East
Plaque - Pekin Community
Trophy - Belleville West

Sagebrush

TT -
Kyle A. Wende and Evan H. Sanchez, McQueen
CX -
Nicholas Fiori and Matthew Austin, Douglas
Mason Remschroth and Paul Miles, Douglas
DUO -
John Ward and Duncan G. Burke, Reno

DISTRICT TOURNAMENT RESULTS

Josh Hub and Alison Mariner, Incline

OO —
Lucaya Luckey-Bethany, Douglas
Mason Beinschroth, Douglas

USX —
Amanda Carlson, Carson
Shounak S. Bagchi, Reno

INTL EXTEMP —
Adam Fluxa, Douglas

DI —
Thomas Sawicki, Douglas

HI —
Mani Motarjani, Reno
Kyle Fincham, Incline

LD —
Robert Egan, Bishop Manogue Catholic
Devin Hamstra, Incline
Plaque — Douglas
Trophy — Reno

North Dakota Roughrider

TT —
Amanda Gapp and Annie Krapu, Fargo
Shanley

CX —
Brady Littlefield and Natalia Espejo, Fargo
Shanley
Ryan Thoreson and Megan Kasse, Fargo
Shanley

DUO —
Mayurao Rao and Andrew E. Grimm, Fargo
North
Joby Miller and Ashley Kindsvogel, Mandan
Joshua M. Stenseth and Hillary R. Scherwelt,
Central Cass

OO —
Divya Agarwal, Fargo North
Scot Miller, Fargo South

USX —
Patrick D. Jones, Red River
Matthew Sinner, Fargo Shanley

INTL EXTEMP —
Paul Storm, Fargo Shanley
David Thoreson, Fargo Shanley

DI —
Mayurao Rao, Fargo North
Andrew E. Grimm, Fargo North
Michael P. Anderson, Richardson-Taylor

HI —
Brady Littlefield, Fargo Shanley
Hillary R. Scherwelt, Central Cass

LD —
Adam Torson, Fargo South
Paul Storm, Fargo Shanley
Plaque — Fargo Shanley
Trophy — Washburn

Rocky Mountain South

TT —
Christian Nakarado and Isaiaki Martinson,
Lakewood

CX —
Emily Gade and Hannah Temple, Denver
East
Ben Lebsack and Ben Hand-Bender, Denver
East

DUO —
Clayton E. Weller and Chris R. Taylor,
Golden
Brandon Stiller and Angela Thatcher, Bear
Creek

OO —
Clare Mueller, Denver East
David Okada, Stanley Lake

USX —
Goff Brown, Lakewood
Karl K. Fleckenstein, Denver Washington

INTL EXTEMP —
Abram K. Handler, Denver Washington
David Back, Denver Washington

DI —
Michael Houston, Denver East
Charles Haugland, Eaglecrest

HI —
Justin Franzen, Lakewood
Princeton Armstrong, Denver East

LD —
Tyler Warner, Golden
Stefanie Demong, Denver East
Plaque — Denver East
Trophy — Denver East

Capitol Valley

TT —
Sig Pikul and Alex Tcholakov, Granite Bay

CX —
Jennifer Charala and Kevin Clark, Yuba City
Clare C. Velasquez and Frederic Bourgaill,
Christie, Nevada Union

DUO —
Johanna Gray and Amy Bennett, Sacramento
Kennedy

OO —
Winnie Hung, Sacramento Kennedy
Nolan Caldwell, Del Norte County

USX —
Kevin Kiley, Granite Bay

INTL EXTEMP —
Edo Orm, Ponderosa
William Kolkey, Granite Bay

DI —
Laura Hall, El Dorado
Balari Mukherjee, Granite Bay

HI —
Paul McCraw, Del Norte County

LD —
Kevin Kiley, Granite Bay
Graham D. Taylor, Rio Americano
Plaque — Nevada Union
Trophy — Granite Bay

Sunflower

TT —
Matt T. Leming and Tom J. Baze, Wichita
Heights

CX —
Brett J. Bricker and Jay M. Kimmel, Wichita
Southeast
Joseph E. Brown and Micky S. Burke, God-
dard
Christopher Lovely and Galen Jeffery, Wichita
East

DUO —
Benjamin Tyson and Michael Kauffman,
Remington
Raid W. Hansen and Aimee M. Duke, Wichita
Southeast

OO —
Laura Rice, Valley Center
Danielle Coleman, Valley Center

USX —
Davin M. Reust, Wichita Campus
Rob Thomas, Wichita East

INTL EXTEMP —
Garth E. Kimbrell, Wichita East
Omar Ayyash, Wichita East

DI —
Alex Dryden, Wichita East
Lindsay M. Kingsley, Goddard

HI —
Benjamin Tyson, Remington
Elena M. Fiore, Wichita Campus

LD —
Adam L. Groom, Wichita Campus
Elizabeth Winter, Wichita East
Plaque — Wichita East
Trophy — Remington

West Los Angeles

TT —
Matt McLaughlin and Ray Sella, Loyola

CX —
Angelo Patrigh and Ted Gomez, Loyola
Elizabeth A. Alquist and Kyle R. Kimball,
Arroyo Grande

DUO —
Sarah Brin and Georgette Brotherson, Cleve-
land
Kyle R. Kimball and Christopher Reinacher,
Arroyo Grande

OO —
Zoe Silverman, Cleveland
David Sherman, Sherman Oaks CES

USX —
Ian Nicholson, Thousand Oaks
David Sherman, Sherman Oaks CES

INTL EXTEMP —
Elizabeth A. Alquist, Arroyo Grande
Robert W. Gray, Bishop Alemany

DI —
Karl A. Evangelista, Sherman Oaks CES
Keshia Moss, Cleveland

HI —
Alyssa Reed, Ernest Righetti

Bryan Rivera, Loyola

LD —
Ryan M. Lawrence, Granada Hills
Megan Baaske, Immaculate Heart
Plaque — Loyola
Trophy — Thousand Oaks

Three Trails

TT —
Jeffrey M. Stocker and Benjamin M. Grin,
Blue Valley North

CX —
Andrew T. Kaplan and Igor Khayet, Blue
Valley North
Lindsay Lathrop and Roman Rozenfeld, Blue
Valley Northwest
Fern Morohunfolo and Kristen Trum, Blue
Valley

DUO —
Ren Gilmore and Sparky Hapson, Olathe
North
Todd Bosley and Daniel Luppao, Blue Valley
North

OO —
Anna Malinee, St. Thomas Squinas
Fern Morohunfolo, Blue Valley

USX —
Dylan O. Keenan, Blue Valley North
T. J. Trum, Blue Valley

INTL EXTEMP —
Amy Chang, Blue Valley North
Kristen Trum, Blue Valley

DI —
Andrea N. Agosto, Kansas City Washington
Nellinda C. Newton, Summer Academy

HI —
Cameron Morgan, Kansas City Washington
Todd Bosley, Blue Valley North

LD —
Marcus R. Schultz-Bergin, Olathe North
Sameera Ali, Blue Valley
Plaque — Blue Valley
Trophy — Blue Valley

Maine

TT —
Jon Witt and Dan O'Sullivan, Deering

CX —
Erik J. Alquist and John J. Gierhard, Bangor
Ellian Nelson and Lee Varian, Otter Valley
Union

DUO —
Linda Fecteau and Emily Moser, Poland
Regional

OO —
Kate Robinson, Cheverus

USX —
Thomas Fales, Lewiston

INTL EXTEMP —
Megan Adams, Thornton Academy

DI —
Emily Moser, Poland Regional

HI —
James Magbe, Poland Regional

LD —
Kyle P. Thompson-Westra, Brunswick
Sydney M. Polky, Brunswick
Plaque — Bangor
Trophy — Lewiston

San Fran Bay

TT —
Molly Piets and David Edwards, Beniley

CX —
Mittael Burshteyn and Eli Anders, College
Prep School
Chris Sun and Andrew Lee, College Prep
School

DUO —
Cherie Murphy and Dohn Grizzell, James
Logan

OO —
Piarrn Clark and Jeffrey Rodgers, James
Logan

USX —
Ben Unanue, James Logan
Shivani Van De Voorst, James Logan

LD —
William Leiter, Danville Monte Vista
Andrew Fong, James Logan
Daniel F. Bering, Miramonte

INTL EXTEMP —
Liss m. Mueller, Danville Monte Vista

Chad A. Fao, Miramonte

DI —
Latoya Johnson, James Logan
Britany Turner, James Logan
Pierre Clark, James Logan

HI —
Ricky Adams, James Logan
Dohn Grizzell, James Logan

LD —
William V. Leiter, Danville Monte Vista
Patrick Miller, College Prep School
Georgina Jones, San Fran St. Ignellus
Plaque — College Prep School
Trophy — San Fran Washington

Carolina West

TT —
Brandon Corum and Chelise Brownridge,
Myers Park

DUO —
Dayna Bowers and Ashley Lambeth, High
Point Andrews
Mindy Golds and Nathaniel Timmerman,
Freedom

OO —
Katherine Chambrée, Myers Park
Erika Daria, South Mecklenburg

USX —
Ben S. Walsh, Independence
Jessica Raynor, Myers Park

INTL EXTEMP —
Benjamin P. Belsar, Asheville
Bhaskar Mockroff, Myers Park

DI —
Jeffrey Dodson, High Point Andrews
Erika Daria, South Mecklenburg

HI —
Grant Hengeveld, High Point Andrews
Kate Garrett, High Point Andrews

LD —
Andrea Gyrodty, South Mecklenburg
Lauren Watson, Myers Park
Plaque — Myers Park
Trophy — Providence

South Kansas

TT —
Jesse Niebaum and Eddie F. Pannet, Pitts-
burg

CX —
Kara L. Thiele and Nicole Schneider, Field
Kindley
Jennifer A. White and Kyle A. Law, Field
Kindley
Corey Anglemys and Ben Memman, Win-
field

DUO —
Daxton L. Bloomquist and Matt C. Phillips,
El Dorado
Ben H. Byard and Joshua D. Munoz, El
Dorado

OO —
Derek R. Deston, El Dorado
Chris Mowder, Labette County

USX —
Jordan Corvey, Pittsburg
Shanestrish Holman, Parsons

INTL EXTEMP —
James Velti, El Dorado
Brian E. Start, Derby

DI —
Matt C. Phillips, El Dorado
Amber Schmidt, Parsons

HI —
Joshua D. Munoz, El Dorado
Ben H. Byard, El Dorado

LD —
Chris Delacruz, Field Kindley
Chris Mowder, Labette County
Plaque — El Dorado
Trophy — Parsons

Illini

CX —
James Hulley and David Bear, Morgan Park

DUO —
Andy S. Jank and Heather R. Bodie, Downers
Grove South
Maggie M. Killacky and Stuart C. Seale,
Downers Grove South

OO —

**District Results
to be continued in
September 2003 Rostrum**

Congress Honors

Western Ohio

SENATE 1

* O. Paul Pineda, Beaver Creek
* S. Nicholas Koffel, Notre Dame Academy
* S. Nicholas Koffel, Notre Dame Academy

HOUSE 1

* O. Stephen Sallie, Beaver Creek
* S. Nicholas Koffel, Notre Dame Academy
* S. Nicholas Koffel, Notre Dame Academy

HOUSE 2

* O. Nicholas Koffel, Beaver Creek
* S. Nicholas Koffel, Beaver Creek
* S. Nicholas Koffel, Beaver Creek

Washington

SENATE 1

* O. Carl F. Nelson, Rapid City Stevens
* S. Jack McFarland, Sioux Falls Lincoln
* P. Paul Slattery, Sioux Falls Lincoln

SENATE 2

* O. Jack McFarland, Sioux Falls Lincoln
* S. Yehraeka Huq, Rapid City Central
* P. Paul Slattery, Sioux Falls Lincoln

HOUSE 1

* O. David Nickels, Rapid City Central
* S. Sam Heidepriem, Sioux Falls Lincoln
* P. Victoria Zoellner, Sioux Falls Lincoln

HOUSE 2

* O. David Nickels, Rapid City Central
* S. Joel Sparrholm, Sioux Falls Roosevelt
* P. Victoria Zoellner, Sioux Falls Lincoln

HOUSE 3

* O. Michael McNulty, Rapid City Stevens
* S. Shaun Riddick, Vermillion
* P. Jayson Trischler, Rapid City Central

HOUSE 4

* O. Christopher L. Timmerman, Sioux Falls
* S. Christopher L. Timmerman, Sioux Falls
* P. Christopher L. Timmerman, Sioux Falls

HOUSE 5

* O. Tim Billon, Sioux Falls Lincoln
* S. Noelle Harden, Vermillion
* P. Nicholas C. Hartman, Sioux Falls Lincoln

HOUSE 6

* O. Tim Billon, Sioux Falls Lincoln
* S. Noelle Harden, Vermillion
* P. Nicholas C. Hartman, Sioux Falls Lincoln

HOUSE 7

* O. Andrew MacDonald, Blue Valley West
* S. Anne Malinee, St. Thomas Aquinas
* P. Matt Wehrle, Blue Valley

HOUSE 8

* O. Dylan G. Keenan, Blue Valley North
* S. Stephen Mock, Blue Valley West
* P. T. J. Trum, Blue Valley

HOUSE 9

* O. John Latella, Regis
* S. Kristine DiColandrea, Stuyvesant
* P. Kristine DiColandrea, Stuyvesant

HOUSE 10

* O. Kevin McElroy, Chaminade
* S. Gabriel Okolski, Kellenburg Memorial
* P. Gabriel Okolski, Kellenburg Memorial

HOUSE 11

* O. Christopher Farrell, Chaminade
* S. Todd Rubin, Syosset
* P. Todd Rubin, Syosset

HOUSE 12

* O. Matthew Scarola, Syosset
* S. Alan Rozenstein, Syosset
* P. Alan Rozenstein, Syosset

HOUSE 13

* O. Paul D'Elia, Chaminade
* S. Jesse Imbriano, Chaminade
* P. Jesse Imbriano, Chaminade

HOUSE 14

* O. Ryan Terry, Eaglecrest
* S. Phillip T. Rappmund, Golden
* P. Isaac Ipson, Eaglecrest

HOUSE 15

* O. Aiysha Harey, Lakewood
* S. Katie A. Williams, Standley Lake
* P. David Okada, Standley Lake

HOUSE 16

* O. Rebecca Johnson, Pomona
* S. David Okada, Standley Lake
* P. Rischin Aran, Bear Creek

HOUSE 17

* O. Caitlin M. Gibbons, Wheat Ridge
* S. Andrew Lee, Lakewood
* P. Kevin Carter, Pomona

HOUSE 18

* O. Judith Belote
* S. Tyler Warner, Golden
* P. Nicholas J. Campbell, Wheat Ridge

HOUSE 19

* O. Kara K. Fleckenstein, Denver Washington
* S. Kara K. Fleckenstein, Denver Washington
* P. Kara K. Fleckenstein, Denver Washington

S. Geoff Brown, Lakewood
P. Jillo May-Gambao, Arvada

HOUSE 20

* O. Spencer J. Riggs, Golden
* S. Mark Holmen, Eaglecrest
* P. Caitlin M. Gibbons, Wheat Ridge

HOUSE 21

* O. Alex Stiller, Lakewood
* S. Brandon Munroe, Golden
* P. Sofia L. Gonzalez, Standley Lake

HOUSE 22

* O. Geoff Binney, Golden
* S. Amy Overington, Lakewood
* P. Zachary B. Armstrong, Wheat Ridge

HOUSE 23

* O. Alessandra Vitale, Arvada
* S. Justin Franzen, Lakewood
* P. Chris O. Binkley, Golden

HOUSE 24

* O. Stephanie R. Ruby, Archbishop Curley-Notre
* S. Max S. Wolson, Michael Krop
* P. Max S. Wolson, Michael Krop

HOUSE 25

* O. Stephanie R. Ruby, Archbishop Curley-Notre
* S. Max S. Wolson, Michael Krop
* P. Max S. Wolson, Michael Krop

HOUSE 26

* O. Stephanie R. Ruby, Archbishop Curley-Notre
* S. Max S. Wolson, Michael Krop
* P. Max S. Wolson, Michael Krop

HOUSE 27

* O. Stephanie R. Ruby, Archbishop Curley-Notre
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* P. Max S. Wolson, Michael Krop

HOUSE 28

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* P. Max S. Wolson, Michael Krop

HOUSE 29

* O. Stephanie R. Ruby, Archbishop Curley-Notre
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* P. Max S. Wolson, Michael Krop

HOUSE 30

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* P. Max S. Wolson, Michael Krop

HOUSE 31

* O. Stephanie R. Ruby, Archbishop Curley-Notre
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* P. Max S. Wolson, Michael Krop

HOUSE 32

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* P. Max S. Wolson, Michael Krop

HOUSE 33

* O. Stephanie R. Ruby, Archbishop Curley-Notre
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* P. Max S. Wolson, Michael Krop

HOUSE 34

* O. Stephanie R. Ruby, Archbishop Curley-Notre
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* P. Max S. Wolson, Michael Krop

HOUSE 35

* O. Stephanie R. Ruby, Archbishop Curley-Notre
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* P. Max S. Wolson, Michael Krop

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HOUSE 39

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* P. Max S. Wolson, Michael Krop

HOUSE 40

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* P. Max S. Wolson, Michael Krop

HOUSE 41

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* P. Max S. Wolson, Michael Krop

HOUSE 42

* O. Stephanie R. Ruby, Archbishop Curley-Notre
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* P. Max S. Wolson, Michael Krop

HOUSE 43

* O. Stephanie R. Ruby, Archbishop Curley-Notre
* S. Max S. Wolson, Michael Krop
* P. Max S. Wolson, Michael Krop

HOUSE 44

* O. Stephanie R. Ruby, Archbishop Curley-Notre
* S. Max S. Wolson, Michael Krop
* P. Max S. Wolson, Michael Krop

West Kansas

SENATE 1

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 2

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 3

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 4

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 5

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 6

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 7

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 8

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 9

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 10

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 11

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 12

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 13

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 14

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 15

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 16

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 17

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 18

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 19

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 20

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 21

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 22

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 23

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 24

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

SENATE 25

* O. Karlson Thompson, Garden City
* S. Paula Burke, Salina South
* P. Tristan C. Talola, Newton

* Jessica Watkins, Catalina

Golden Desert

SENATE 1

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 2

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 3

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 4

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 5

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 6

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 7

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 8

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* S. Dylan Ciolano, Clark

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* S. Dylan Ciolano, Clark

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* S. Dylan Ciolano, Clark

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SENATE 12

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SENATE 30

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 31

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 32

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 33

* O. Ryan Cossey, Foothill
* S. Dylan Ciolano, Clark

SENATE 34



The Nation's Voice on Mental Illness

MENTAL HEALTH TRANSITIONS: HIGH SCHOOL, COLLEGE AND BEYOND

by Bob Carolla

High school... College... Graduation...
Commencement... The military...
The workplace...

are diagnosed. For young adults, ages 15 to 24, suicide is the third-leading cause of death today—a rate that has almost tripled since the end of the Vietnam War.

“...As William Faulkner once noted, that the human spirit not only survives - but also prevails”

The National Alliance for the Mentally Ill (NAMI) is very proud of the work that NFL coaches and students have devoted to this year's debate topic on mental health. We are glad we were able to support your efforts by contributing articles, statistical sources, and other information. As you move on—particularly those students who are graduating—we hope you

will keep NAMI in mind and continue to rely on us at www.nami.org as a resource. We hope you also will consider joining us as members or local affiliate leaders in order to help your families, friends, and communities—and if necessary, yourselves.

Every generation experiences a “coming of age.”

Some people are shaped by booms and busts in the economy; others by challenges of war.

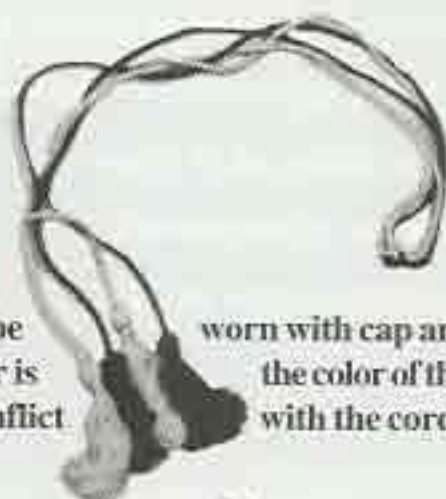
Every generation also experiences ordinary, personal challenges: pressures fueled by idealism or other material expectations, broken romances, family deaths, and legal or financial problems.

In addition to NAMI's regular policy article written exclusively for the Rostrum (which this month concerns President Bush's New Freedom Commission on Mental Health) we are sharing with you in the pages that follow two articles published in May in the NAMI Advocate—our own quarterly magazine. One offers a perspective on college, teenagers and medication; the other mental health issues in the military. We hope they will be helpful both to those debate teams competing in Atlanta and to all of you individually who may confront difficult moments in transitions that lie ahead. Good luck and God bless. Remember always, as William Faulkner once noted, that the human spirit not only survives—but also prevails.

Stresses of transition can lead to suicide risks or trigger the onset of severe mental illnesses, which then remain chronic over the life of an individual. Adolescence and early adulthood until about age 30 are the years when most brain disorders emerge or

are diagnosed. For young adults, ages 15 to 24, suicide is the third-leading cause of death today—a rate that has almost tripled since the end of the Vietnam War.

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worn with cap and gown at graduation ceremonies to signify the color of the student key and Ruby the color of NFL's highest degrees. New silver and ruby colors will not conflict with the cord colors of the National Honor Society.

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Fax: 920-748-9478

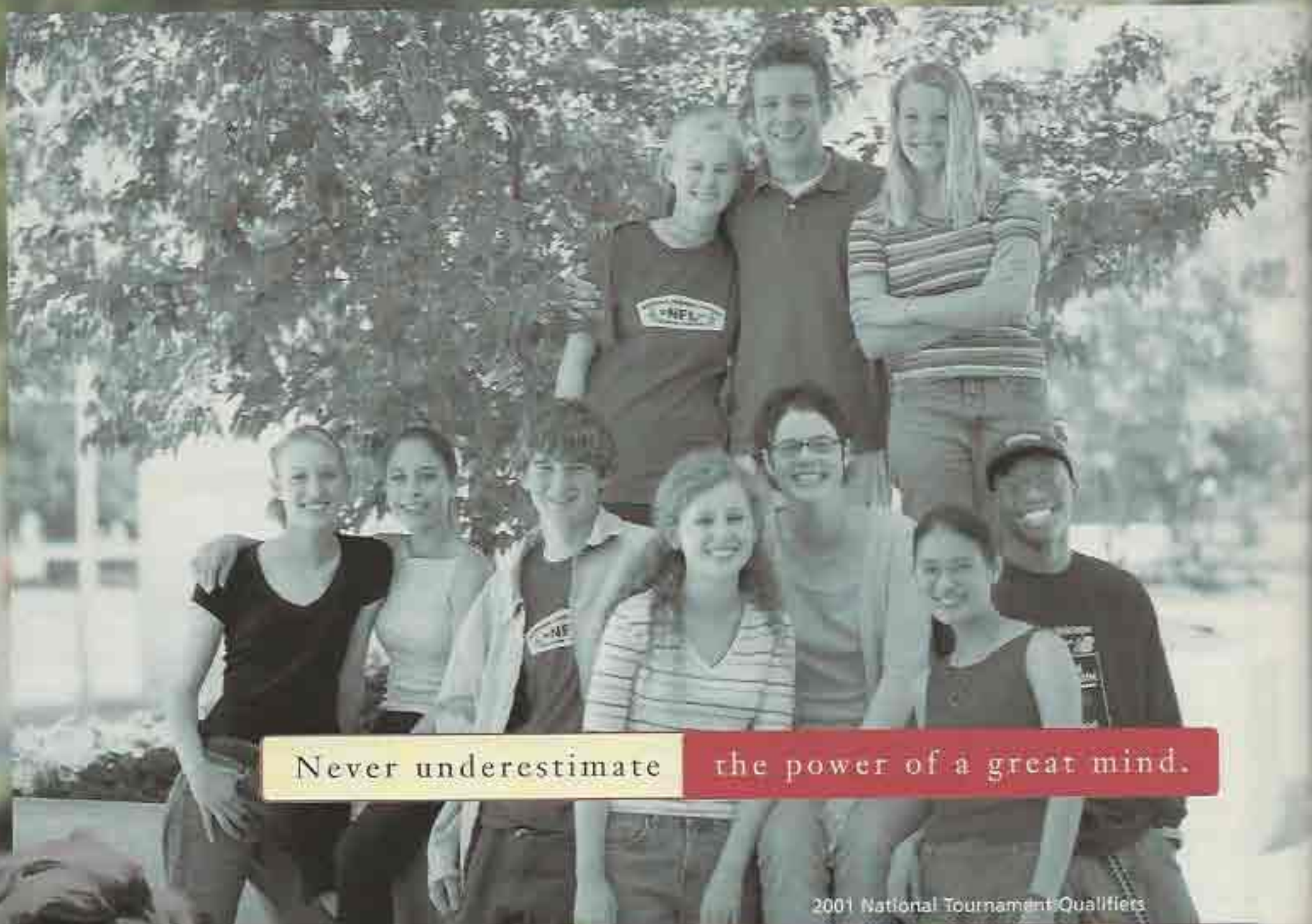
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There's no debate about it. Nurturing a young mind is one of the most important things you'll ever do. Teaching a child to think. To ask questions. To delight in learning. That's why Lincoln Financial Group is a proud sponsor of the National Forensic League, A&E's *BIOGRAPHY*® Project for Schools, and other educational programs for kids. After all, if there's one thing we've learned as a leading financial services company, there are no smarter investments than the ones you make in young people. For more information, call the National Forensic League at 920-748-6206.

 **NATIONAL
FORENSIC
LEAGUE**

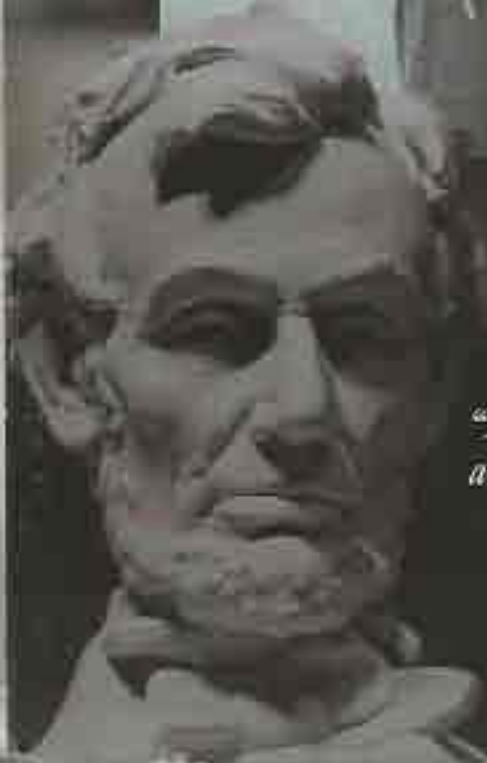
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the power of a great mind.

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*"I love to dig up the question by the roots and hold it up
and dry it before the fires of the mind."*

— Abraham Lincoln

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