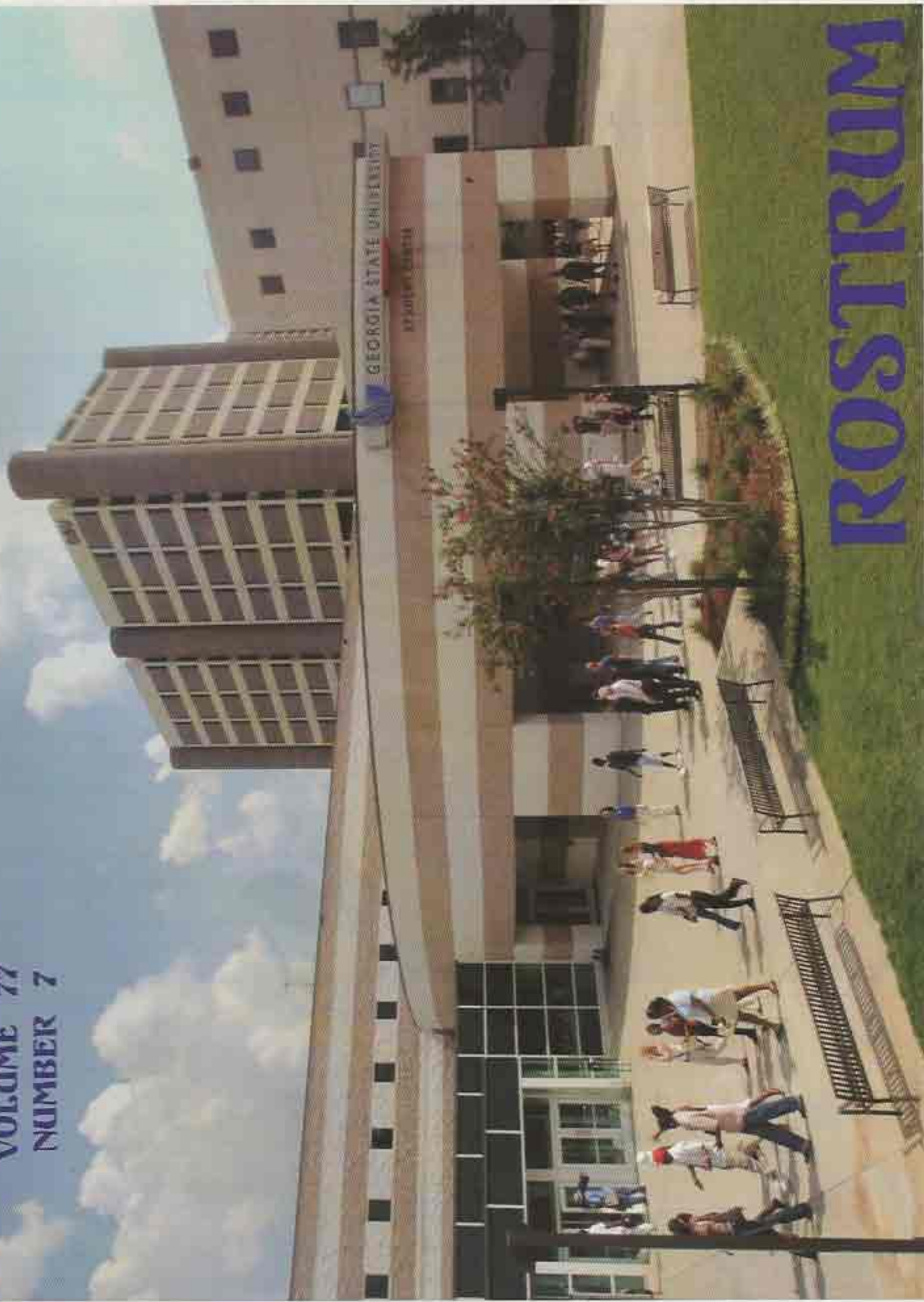


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The Liberty Debate Institute is a summer workshop open to high school students of all experience levels in both policy and Lincoln-Douglas Debate. It is sponsored by Liberty University and the Liberty University Debate Team. It is designed for beginning students who want to learn how to debate in the classroom or in competition, as well as for intermediate and advanced (junior varsity and varsity) debaters who want to sharpen their debating skills and knowledge while getting a head start on preparing for the competitive debate season.

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ON THE COVER: Georgia State University Student Center Hub of the Georgia Nationals; Registration and Tab Room. Cover photo courtesy Meg Buscema, University Photographer, Georgia State University Office of University Relations.

APRIL: More Georgia Nationals Information. James Copeland on the Double Entry conundrum.

Georgia Nationals Information follows page 66.

RULES FOR TED TURNER DEBATE AND A CHANGE IN EXTEMP RULES

Ted Turner

The new Ted Turner debate has been enthusiastically received around the country and many schools and students are anxious to enter this new trial event at their NFL district tournament.

With the widespread publication of rules and procedures in the *Rostrum*, at www.nflonline.org and in the district chair newsletters, all coaches and participants should be fully aware of these rules and procedures. Excuses of "we didn't know" will not be accepted in case of rules violations.

To review:

1. Each school may enter one (1) Ted Turner Team of two (2) debaters which does not count against the school entry formula based on chapter strength (see page TD-2 of the District Manual.)
2. Schools may enter additional Ted Turner teams which do count against the entry formula -- but a school may not enter more than a total of four TT teams at the district tournament.
3. A student who enters Ted Turner debate may not enter any other district tournament event. Double entry by a Ted Turner de-

bater is prohibited and grounds for disqualification in every event entered by that student.

4. Ted Turner participants may enter the district Congress. If a TT debater qualifies for Nationals in both TT and Congress that debater may only enter Nationals in TT (to protect the partner).

5. The Ted Turner contest shall be conducted according to NFL debate pairing rules (pages TD 10-11) except all references in these rules to side assignments are void. All TT debates begin with a flip - even if the same teams are meeting again. Also, when pulling up a team to meet an undefeated, sides are irrelevant.

6. Every district may send one (and only one) TT team to nationals, regardless of the number of district entries.

Extemp

At the Fall meeting the Council removed the Question and Answer from the final round of Extemp at the District Tournament.

Also note that at Nationals only there will be a 3-minute CX period in each extemp final round.

International Debate Opportunities from IDEA See pages 107-109

MARCH Ted Turner Debate Topic

R: Affirmative action should not be practiced in college and university admissions.

Lincoln Financial Group/NFL MARCH/APRIL L/D Topic

R: When in conflict, the letter of the law ought to take priority over the spirit of the law.

NEW

2004 Policy Debate Topic

NEW

R: 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.



Add your voice to history:

Lincoln Financial Group is the proud corporate sponsor of the NFL



November 19, 1863 was a gray and somber day in Gettysburg, Pennsylvania.

President Abraham Lincoln, his re-election prospects dimming as the Civil War dragged on, was on hand to dedicate a battlefield cemetery. The toll of dead and wounded in that valley was staggering: 23,000 for the Union Army, 28,000 for the Confederates.

Moreover, Lincoln's son Tad was gravely ill and this weighed on his mind: His 11-year-old son Willie died of fever the year before.

There was an audience of 15,000. Souvenir hunters scoured the battlefield for bullets, buttons and shell fragments. An acclaimed orator, as was the custom, delivered a two-hour address. His performance moved the crowd, but his words are long forgotten.

Then Lincoln rose to speak, donning spectacles and unfolding a single sheet of paper. The next few minutes changed the world.

Lincoln's Gettysburg Address stands as the single greatest American speech, rededicating the nation to its founding principals. We return again and again to the 10 sentences – 268 well-chosen words – that have served ever since as a moral compass for democracy.

His brief remarks proved the poet's adage, "Houses of history are made of words."

National Forensic League speech and debate activities provide a workshop for coming generations to find their voices and build new houses of history. And Lincoln Financial Group – founded nearly a century ago with Robert Lincoln's approval to use his famous father's name and likeness – is proud to be the corporate sponsor of the NFL.

Each year, Lincoln Financial Group:

- Underwrites the NFL's national high school speech and debate tournament
- Awards college scholarships to first-place winners in each of the 10 tournament events
- Provides prizes for every student who qualifies to compete nationally
- Awards scholarships to the first- through fourth-place winners in the Lincoln-Douglas Debate program

Also, we're sponsoring our third annual video speech contest for NFL members:

- The top two winning students will receive college scholarships

- The coaches of the two students will receive honoraria
- The contest deadline is March 24. See the details in this issue of *Rostrum*

Before the national competition, we'll also sponsor *Lincoln Financial Group Refreshers* at over 20 NFL District Tournaments:

- Refreshers are hospitality tables where students and coaches can grab a snack and beverage between rounds
- Each participating NFL member and coach who visits the table receives a gift (pictured at right)
- A Lincoln Financial Group representative will be at the table to wish the students good luck and to show our support of their hard work.



Our support for the NFL and other educational efforts extends a tradition that began with the establishment of a museum and library dedicated to Abraham Lincoln in 1928. This world-class facility in Fort Wayne, Ind., the home of our flagship affiliate, Lincoln Retirement, draws visitors from around the U.S.

A Fortune 500 financial services company, the business of Lincoln Financial Group is providing clear solutions to help meet the financial goals of our clients, many of them teachers and administrators at some 3,000 schools and universities across the country.

Our association with the NFL began in 1995 with the sponsorship of the Lincoln-Douglas Debate program. We expanded the partnership in 1998, becoming the national corporate sponsor of the NFL. We believe this is a sound investment in the lives of America's young people, and consistent with our company's strong commitment to education.

These relationships – and our long-standing commitment to education – underscore our sponsorship of the NFL. If you're not already active in your local NFL chapter, find out how you can become involved. If you currently participate in the NFL, you've joined in the opportunity to add your voice to history.

LAST OPPORTUNITY TO ENTER

CONTEST • CONTEST • CONTEST • CONTEST

Your speech could win \$2,000 and qualify you for Nationals

Contest

Your speech could win \$2,000 and qualify you for Nationals.

In turbulent times, it is easy to be stampeded into making unwise financial decisions... and follow the crowd in a panic. That's why it's important to have a sound financial strategy now more than ever.

The Lincoln Financial Group® Video Speech Contest gives you an opportunity to learn about the advantage of retirement planning and compete for a scholarship for your future education at the same time.

What are the prizes?

- The first-place winner will receive a \$2,000 scholarship.
- The second-place winner will receive a \$1,000 scholarship.
- Both winners will qualify for expository speaking at the 2003 NFL National Tournament in Atlanta, GA.
- Video excerpts from the winning speeches will be online at LFG.com and at the 2003 NFL National Tournament in Atlanta.
- Coaches of each winner will be awarded a \$500 honorarium.

What's the topic?

Taming the Bull and the Bear... the importance of a sound financial strategy

Who's eligible?

You are – if you are a high school speech student and a member of the National Forensic League.

How does the contest work?

- You must prepare an original expository speech no more than five minutes in length.
- The speech must be videotaped – production quality will not be part of the judging. Lincoln will retape the winning speeches, if necessary, for the excerpts on LFG.com and at the 2003 NFL National tournament.
- Only one videotaped speech per school may be submitted. If several students in your school wish to participate, a local school elimination should be held.



What's the deadline?

All entries are due to Lincoln Financial Group on or before **March 24, 2003**.

Entries should be mailed to:

Lincoln Financial Group
NFL Video Speech Contest
1300 S. Clinton St. – 7H00
Fort Wayne, IN 46802

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

Who's judging?

A panel of judges from Lincoln Financial Group will select the winners. Judges' decisions are final. Winners will be contacted by April 30, 2003 and will receive their awards at the 2003 NFL National Tournament.

Who is Lincoln Financial Group?

Lincoln Financial Group is a diverse group of financial services companies, all dedicated to helping make the financial world clear and understandable so you can make informed decisions to help meet your financial objectives. As the NFL's overall corporate sponsor, Lincoln funds the national tournament and provides \$78,000 in college scholarships and awards.

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The Nation's Voice on Mental Illness

Cast Away: America's Abandonment of the Chronically Mentally Ill

by
Joel E. Miller

Imagine a hospital where patients are used to regular beatings by the hospital attendants. Imagine a facility with untrained nurses and attendants regularly giving medications to patients based on their own unqualified decisions. Imagine watching this institution for the mentally ill "degenerate into little more than concentration

tial inattention to the problem, and unwillingness to implement a new system that will give adequate care for those unfortunately inflicted with severe mental illness.

This report chronicles the past 40 years of America's war on the chronically mentally ill amid the broken promises. It is a story that bears constant repeating. In order to start making progress in this battle, it is critical that we understand where our nation has been in its approach in helping the chronically mentally ill.

Over five million people in the U.S. suffer from chronic or serious mental illness....

When should we begin to correct the broken promises to the chronically mentally ill?

A Ray of Sunshine in the Fog

Over five million people in the U.S. suffer from chronic or serious mental illness. These conditions include schizophrenia, bipolar disorder (manic depression), major depression and panic disorders, among many others.

The modern era in public services for people with chronic mental illnesses began immediately following

camps on the Belsen pattern."

Now, imagine mentally ill patients wandering the streets aimlessly, being readmitted to hospitals as much as 30 times in some cases, and living in rat-infested attics at halfway houses.

This imagery is drawn up by two articles that appeared 35 years apart in *Life Magazine*, reflecting what society has created for the mentally ill. The first article, published in 1946, shocked America with an indictment of the nation's mental hospitals more graphic and damning than anything previously published. The second article, which appeared in 1981, described in words and pictures the fate of patients who had been deinstitutionalized from state mental hospitals (1). The fate of such individuals was summarized by a psychiatrist who observed, "the majority get dumped amid the broken promises."

"Broken promises" is the motto used by policymakers when it comes to improving the lives of seriously mentally ill who were abused and neglected in the nation's mental hospitals and then were dumped out of these hospitals into communities with few facilities, and inadequate housing and aftercare (2). It is clear that these broken promises have led to a situation that must be rectified, if we are to call ourselves a civilized society. Policy makers have perpetuated the situation with their substan-

World War II with the recognition that such conditions were common and that state mental institutions were, on their best days, remarkably untherapeutic, and, on the worst days, snake pits. The initial response of the federal government was to create a National Institute of Mental Health (NIMH), to which it gave responsibility for research on chronic mental illnesses, and for the training of increased numbers of mental health professionals, including psychiatrists, psychologists, psychiatric social workers, and psychiatric nurses (3).

But, servicing the chronically mentally ill remained the exclusive responsibility of state government until 1963, when Congress passed John F. Kennedy's Community Mental Health Centers (CMHC) Act. In describing what the legislation would accomplish, President Kennedy said "reliance on the cold mercy of custodial isolation will be supplanted by the open warmth of community concern and capability (4)." No longer would it be necessary for the mentally ill to undergo "a prolonged or permanent confinement in huge, unhappy mental hospitals ... If we launch a broad new mental health program now, it will be possible within a decade or two to reduce the number of patients now under custodial care by 50 percent or more (5)."

As the centerpiece of Kennedy's mental health new

policy, CMHCs would integrate "diagnostic and evaluative services, emergency psychiatric units, outpatient services, inpatient services, day and night care, foster home care, rehabilitation, consultative services to other community agencies, and mental health information and education." The role of the federal government was to stimulate "state, local and private action." The President urged Congress to authorize construction grants and short-term subsidies for staffing as well as \$4 million for state planning. The President's message received national publicity and aroused relatively little overt opposition from Congress (6). The legislation, proclaimed Robert Felix, "reflects the concept that many forms and degrees of mental illness can be prevented or ameliorated more effectively through community oriented preventive, diagnostic, treatment, and rehabilitation services than through care in the traditional – and traditionally isolated – state mental hospital (7)."

The CMHC Act and subsequent efforts of federal and state governments to improve services seemed reasonable during this period and clearly motivated by the best of public policy intentions. These efforts coincided with the introduction of antipsychotic medications, which became widely available by the late 1950s, making deinstitutionalization of people with mental illnesses possible. Deinstitutionalization is the name given to the social public policy of moving chronically mentally ill people out of large state hospitals and then closing part or all of these hospitals (8).

Deinstitutionalization, defined by the Director of the NIMH would entail three major goals:

- The prevention of inappropriate mental hospital admissions through the provision of community alternatives for treatment;
- The release to the community of all institutionalized patients who have been given adequate preparation for such a change; and
- The establishment and maintenance of community support systems for non-institutionalized people receiving mental health services in the community (9).

In the 30 year-period from 1955 to 1984, the number of patients in public state mental hospitals dropped from 552,000 to 119,000, a reduction of just under 80 percent. Hundreds of thousands of chronically mentally ill individuals who previously had been held in custodial state mental hospitals were discharged to what was supposed to be adequate, seamless community care. The federally funded CMHC's income assistance programs such as Supplemental Security Income (SSI) and Social Security Disability Income (SSDI), and increased numbers of mental health providers were supposedly all going to work with state governments to provide care and services for these individuals in this transition of deinstitutionalization (10).

Like Ships Without Rudders

Although deinstitutionalization sounded promising in theory, it has actually been a major contributing factor to the mental illness crisis in the U.S. When one surveys the horizon of mental health policy, it is clear that whatever was intended to happen did not occur, and that deinstitutionalization for the most part was a disaster – a psychiatric Titanic. The lack of housing for released chronically mentally ill patients, the failure of community mental health centers to provide aftercare and necessary services, increasingly

rigid commitment laws, and the mental health professionals' abdication of responsibility for the chronically mentally ill all were becoming apparent.

A community policy was based on the perception that chronically mentally ill patients could be treated outside of institutions. Underlying this belief were four basic assumptions:

- That patients had a home;
- That the organization of the household would not impede rehabilitation;
- That they had a sympathetic family or other person willing and able to assume responsibility for their care; and
- That the patient's presence would not cause undue hardships for other family members.

In 1960, however, the assumption that patients could reside in the community with their families while undergoing rehabilitation was not supported by statistics. This was barely considered during the policy and legislative deliberations between 1961 and 1963, even though it was crucial to the implementation of the new policy departure. In addition, the act did not define the essential services that community mental health centers were required to provide to people with chronically ill mental conditions (11).

In the late 1960s, the number of halfway houses available for discharged patients was minimal. A 1971 NIMH survey identified only 196 such houses in the entire United States, with a total capacity of 6,170 persons. Therefore, some of the chronically ill patients were placed in nursing homes and others went to boarding houses, single-room-occupancy hotels (SROs), and similar low-income housing. Such housing was often clustered in towns near the state hospital or in poorer areas of cities, and by the mid-1970s many of these communities were expressing heightened concern about the increasing ghettoization of the mentally ill. Some of the lower-income housing for the chronically mentally ill was adequate and well maintained, but most of it was not (12).

In addition to the adequate and decent housing, most individuals released from state mental institutions need continuing psychiatric follow up care. This includes such activities as assuring that the person receives proper medications, encouraging participation in social activities, providing vocational counseling, identifying community resources, and generally assisting individuals to live as normally as possible despite their mental illnesses.

The Sea is so Rough, and My Boat is So Small – Children in the Mental Illness Delivery System

In addition to the plight of adults with severe mental illness, the neglect of children is particularly evident in the mental health care system as well. Although reform efforts have improved children's services over the past 25 years – from a time when large numbers of children were institutionalized without any effective treatment – they remain woefully inadequate. An attempt to develop services was made in the 1970s, but by the early 1980s it was clear that children with emotional disorders were often not able to get access to these services. The disturbing findings of a 1982 Children's Defense Fund (CDF) report found that only a minority of the more than two million children with severe emotional disturbances received adequate mental health services. The report con-

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cluded that children's services were not coordinated and were not provided to children within their homes and communities (13).

In 1986, the federal government established the Child and Adolescent Service System Program (CASSP), to assist states reorganize their agencies responsible for providing mental health services to children and their families. A goal was to ensure collaboration among agencies serving children. Typically, although children with serious emotional disorders were served by education and child welfare agencies as well as traditional mental health providers, the collaboration among these agencies was very limited. The CASSP philosophy envisioned the child as the focus of mental health care services and the professional caregivers as partners with the families serving these children. It promoted individualized care provided in the least restrictive setting and in the community. Ideally, the services available in the community would make it unnecessary to place children in institutional settings. And, in theory, limited reliance on psychiatric institutions or residential treatment centers could reduce the cost of care.

But like deinstitutionalization for adults, CASSP looked good in theory but in actual practice it suffered a similar fate. CASSP did have a significant effect on how states organized mental health care services. Unfortunately, it was a small program constrained in scope and power. Its funds were both limited and restricted, and could not be used to support services directly or to fill gaps in existing mental health services.

The Old Man and the (Undiscovered) Sea – Recognizing Mental Illness in Older Adults

Recent history surrounding treatment for older adults with mental illness parallels the history of gaps and fragmentation in treating adults and children. According to the Surgeon General's report, almost 20 percent of adults above 55 years of age experience specific mental disorders that are not part of the "normal" aging process (14).

The President's New Freedom Commission said that nearly 30 percent of older adults have major depression, however, most are not properly recognized and treated. Untreated depression causes significant disability, and most tragically suicide. The Institute of Medicine reports that the older men have the highest rates of suicide in the U.S. What is of most concern is that the growing number of older adults will dramatically increase and magnify existing problems (15).

Fragmentation of services and insufficient availability of services and support networks undermine treatment for older adults in community-based settings for both consumers and families. Underfunding for older adults with mental illnesses remains a chronic problem and the Federal Block Mental Health Grant (PL 99-560) has not directed states to dedicate a specific percentage of their block grants to older adults.

Rearranging the Deck Chairs on the Titanic

While policymakers were touting the legislation of 1963 and crediting it to having revolutionized treatment and care for the chronically mentally ill, there was little or no actual evidence to prove such optimistic assertions. The federal government was in no position to provide regulatory oversight of the large numbers of CMHCs. More importantly, the focus of federal policy shifted significantly because of a growing perception that substance abuse represented major threats to the public at large. Beginning in 1968 Congress enacted legislation that sharply altered the role of CMHCs

by adding new services and programs for substance abusers, children and elderly persons. Congress believed that the act of 1963 had resolved most of the major problems of the chronically mentally ill and that greater attention should be paid to other patient groups in need of mental health services (16).

As the services provided by the CMHCs grew, the interests of the chronically mentally ill – clearly the group with the most significant treatment problems – slowly receded below the surface.

Changes in the presidency in 1968 added another contentious element. Between 1970 and 1972 the Nixon administration persistently cut NIMH programs, many of which survived only because of a sympathetic Congress. Differences came to a head in 1973 when the administration recommended that the CMHC program be terminated altogether. Moreover, funds already appropriated under the CMHC legislation were impounded. They were later released under court order (17).

In mid-1975, Congress finally passed a mental health law. Recognizing the patchwork nature of the existing system, the legislation substantially altered the definition of a CMHC. Under the regulations governing the original act of 1963, CMHCs were required to deliver five essential services. The new law mandated no less than twelve. These included screening, aftercare and therapy for released patients, as well as specialized services for children, the elderly, and alcohol and drug abuse patients. A two-year grant program offered temporary assistance to enable centers to institute these services. In 1977 and 1978 Congress extended the program's authorization for one and two years, respectively. By then there were about 650 CMHCs, a total far below an original goal of 2,000 centers by 1980 (18).

By 1976 most of the individuals who had played a prominent role in shifting policy away from state mental hospitals since World War II had largely passed from the policy scene. No one of stature had replaced Robert Felix, who had skillfully presided over the creation of a powerful federal presence and orchestrated the passage of the legislation of 1963. However, hope arrived with the inauguration of Jimmy Carter in 1977. In one of his first acts, Carter signed an executive order creating the President's Commission on Mental Health to review national needs and priorities and to make necessary policy recommendations (19).

A task force panel on assessing CMHCs noted "the total program is moving away from caring for the most severely mentally disabled, the type most likely to spend time in a state hospital." This view was confirmed by an influential GAO report in 1977 (20).

Unfortunately, the Commission's final report offered at best a mixed bag of diverse and sometimes conflicting policy recommendations that touched virtually every element of the mental health system. It supported linkages between family and community networks, on one hand, and mental health agencies on the other. It called for a more responsive treatment service system; a national plan to meet the needs of the chronic mentally ill; more effective ways of financing services and treatment; and an increase in the number of mental health personnel and greater diversity in recruitment. It offered something to virtually every stakeholder group (21). However, it clearly lacked policy provisions, and did not face fiscal realities. Congress based a great deal of their decision-making on this report when passing the Mental Health Systems Act in 1980, which proved to cause more problems in the end.

Swept Way in the Budget Policy Currents

The Mental Health Systems Act of 1980 had hardly become



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law when its provisions became moot point. The election of Ronald Reagan led to an immediate reversal of policy. With a new mandate to reduce both taxes and federal expenditures, the new administration proposed a 25 percent cut in federal spending. More importantly, it called for a conversion of federal mental health programs into a single block grant to the states carrying few restrictions and having no policy guidelines. The 1981 Omnibus Budget Reconciliation Act provided a block grant to states for mental health services and substance abuse (22). The new legislation did more than reduce federal spending; it also reversed nearly 30 years of federal involvement and leadership. Federal funding was reduced at precisely the same time that states were confronted with significant social and economic problems that increased their financial burdens.

Mental health budget problems began soon after Ronald Reagan became president. Although President Reagan proclaimed in several proclamations that "the cost of inappropriate or inadequate response to mental illnesses are enormous," the Reagan Administration continually cut back on funding. It was during the Reagan presidency that the problem of the homeless mentally ill became an important public issue, discussed prominently by the media. No leadership had emerged from the Reagan administration on the problem of homelessness in general or the homeless mentally ill in particular. The debacle of deinstitutionalization, however, rose above politics (23).

In January 1989, President George Bush inherited the homeless problem as one of the major domestic issues facing his administration. In his inaugural address Bush mentioned the problem, and at a news conference the following month he was more specific.

"We must care about those in 'the shadows of life,' and I, like many Americans, am deeply troubled by the plight of homelessness. The causes of homelessness are many, the history is long, but the moral imperative to act is clear. Thanks to the deep well of generosity in this great land, many organizations already contribute. But we in government cannot stand on the sidelines. In my budget, I ask for greater support for emergency food and shelter, for health services, and measures to prevent substance abuse, and for clinics for the mentally ill—I propose a new initiative involving the full range of government agencies. We must confront this national shame."

In May 1990, the Interagency Council convened the task force on Homelessness and Severe Mental Illness on the Homeless, under the guidance of Secretary Jack Kemp of Housing and Urban Development. The task force developed a national strategy and specific action steps designed to end homelessness among people with severe mental illness. The key byword here is that it was a *national*, not a *federal*, plan of action.

The Task Force offered several recommendations including:

- Making Access to Community Care and Effective Services and Supports (ACCESS) grants available to states. This effort was to test promising approaches to services integration with 20 to 30 communities selected to receive immediate assistance in ending homelessness among severely mentally ill individuals. The recommendation called for extensive pre- and post-award technical assistance to help each community take full advantage of available resources and offer expedited review of waiver requests and eligibility claims.

- NIMH and the Department of Justice will develop a Memorandum of Understanding (MOU) to stimulate approaches to divert to appropriate settings those homeless people with severe mental illnesses who are inappropriately placed in jails.

- HUD will seek congressional approval to reprogram funds for the Tenant Rental Assistance Component of the Shelter Plus Program in 1992, and will seek funding for 1993.

- HHS will continue to increase outreach activities to homeless individuals, especially to homeless, especially to homeless mentally ill persons.

- NIMH will identify exemplary comprehensive projects that integrate housing and support services for homeless severely mentally ill persons and will disseminate information on how they were developed and how they can be adapted to other communities (24).

Some of the recommendations were implemented including the Access study which was funded and completed from 1993-1998. But for hundreds of thousands of people with severe mental illness, many were still a long way from land.

Getting Low on Provisions

Although there was some progress on the homeless problem, it was insufficient. Over the past 20 years, the federal appropriations for the mental health block grant had fallen in real terms. In 1980, CHMCs received \$293 in annual federal appropriations—a small amount in overall mental health spending, but nonetheless an important proportion of the resources available for community care. However, even the modest amount looks significant today. In 1981, when the CMHC law was repealed and the mental health block was enacted in its place, spending was reduced by 14 percent. Following this substantial funding cut, the block grant has continued to drastically lose ground to inflation (25).

States were in the position of having to make a direct appropriation of their *general* funds to aid community services for the mentally ill and create a shift from the state mental institutions to the community in the process of deinstitutionalization of the mentally ill. However, instead of meeting these needs, states have been reducing spending on mental health services. For example:

- State only appropriations for mental health services were significantly lower in 1997 (adjusted for inflation and growth in population) than they were in 1955, when most people with mental illness were in state institutions. Given that institutions provided little in the way of treatment at that time, it would be expected that state spending for mental health would have grown, as new and effective approaches to treatment and supports were developed.

- State funding for mental health lost ground, by 7 percent, between 1990 and 1997. This was true for nearly every state.

- State funding for mental health have been falling in relation to other state spending. Spending on mental health services grew more slowly than (1) total state-government spending, (2) state-government funding on health and welfare and (3) spending on corrections. During the 1990s, state mental health spending grew by 33 percent, but the total spending grew 56 percent, funding on health and welfare services grew by 50 percent on corrections, by 68 percent (26).

The overall change in real buying power for state mental health between 1955 and 1997 is shown on the chart below. While

other funds supplement these state expenditures (for example, the federal Medicaid match and the federal mental health block grant), these falling numbers represent a reduction of state's own efforts over the years.

Shifting Sands —

The Fiscal Shell Game of Public Mental Health Financing

One of the biggest impediments to improving public services for people with chronic mental illnesses is the Byzantine nature of its funding. The financial support of a state mental hospital, community mental health center or psychiatric outpatient clinic is so complex that a successful administrator must be equal parts certified public accountant, lawyer, and magician.

A community mental health center, for example, currently receives funds from the following sources:

- allocation from state departments of mental health
- allocation from local city or county departments of mental health
- federal Medicaid funds
- state Medicaid matching funds
- federal Medicare funds
- federal mental health block grant
- federal social services block grant
- medical insurance from insurance companies, each of which is different
- charitable organizations
- fees paid by patients

Many of these state and federal sources of financing have strings attached specifying what they can and can't be used for. As the source of funds for individuals with chronic mental illness has shifted almost exclusively from the state to a complex set of federal, state and local programs, a fiscal shell game has evolved.

Each level of government tries to shift more of the fiscal responsibility for the care of the chronically mentally ill to other levels of government. Thus the federal government attempts to reduce the number of mentally ill individuals receiving SSI benefits and shift their support to local welfare programs, the state government closes more psychiatric beds in state mental institutions thereby forcing chronically mentally ill people needing inpatient care to go to general hospitals where federal Medicaid will pay most of the costs, and local governments close psychiatric beds in metropolitan hospitals forcing chronically mentally ill individuals back into the state system (27).

The consequences for the chronically mentally ill of this giant fiscal shell game, played among levels of government, are predictable. In many states, the system of public mental health care, already deeply eroded, has crumbled completely as administrators at each level of government push financial responsibility for patient care back and forth while simultaneously professing to be interested in what is best for patients.

For patients who might need re-hospitalization following discharge, state officials have decreed that they must first go to psychiatric units of general hospitals rather than return directly to state hospitals. Unfortunately, however, many general hospitals

did not want the seriously mentally ill as patients. Patients needing hospitalization were thus caught in a "Catch-22" situation in which they could not be readmitted to a state mental hospital without first going to the psychiatric unit of a general hospital that refused to accept them. The tragic consequences of such policies were, and continue to be, evident everywhere (28).

The system of funding public services for people with mental illnesses in the U.S. is, in short, more thought-disordered than most of the individuals the system is intended to serve. At the federal level, funding programs strongly favor hospitalization for people with mental illnesses despite an official policy of deinstitutionalization. This contradiction as one official so aptly named represents a "psychiatric chimera" — an official policy of deinstitutionalization grafted onto an everyday practice of hospitalization.

States' own appropriations for mental health services are far lower today than they were in 1955 (the peak year for warehousing people in state institutions). If the \$8 billion appropriated in 1955 is adjusted for inflation and population growth, spending today is 30 percent less than the 1955 level. Given that state mental hospitals provided little in the way of real treatment at that time, this is an unambitious benchmark. State expenditures should in fact have increased significantly (29).

The situation became particularly dire in the late 1980s and 1990s, as more and more state mental hospitals were closed. However, the resources previously allocated to these hospitals were not reinvested in the alternative services necessary to meet the needs of the same population in the community. Instead, state appropriations for mental health have lost ground. Between 1990 and 1997, for example, per capita state mental health expenditures fell 7 percent when adjusted for inflation. This drop in mental health appropriation's purchasing power occurred in virtually every state.

State funding for mental health care has also experienced much lower increases than total state spending and spending for corrections. During the 1990s, states' expenditures for mental health care services grew 33 percent, while total spending grew 56 percent and spending on corrections, 68 percent. As a result, the share of state spending devoted to mental health is dropping — by 15 percent from 1990 to 1997 (from 2.12 percent of state expenditures in 1990 to 1.81 percent in 1997) (30).

In Harms Way — Medicaid and Mental Health Benefits

Medicaid is now the primary payer of public mental health services. States have relied heavily on its funding for community mental health services over the past 20 years.

Medicaid agencies have greatly influenced the development of public mental health care, especially related to organization, financing, services covered, and access.

- Medicaid now pays for more than 50% of the public mental services that states administer.
- It is expected that Medicaid financing of mental health services will reach 60% by 2007. The beneficiaries of these services represent 30% of the Medicaid "high cost" enrollees.
- Depending on the state, between 25% and 50% of persons receiving state mental health services only receive them from Medicaid.
- Among 6-14 year olds, about 25% of Medicaid spend-

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

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

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

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

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

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

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Features of the Policy Division Under the Direction of Bill Newnam

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

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

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

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

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

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

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

Features of the Lincoln-Douglas Division Under the Direction of Jim Wade

Experienced staff: The Director of the Lincoln-Douglas division has been in the activity for over twenty years, and has served in his current position for ten years. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation.

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

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

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

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

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

For an application, write or call:

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ing is for mental health services; in some states it is as high as 40% (31).

The Early Periodic, Screening, Diagnosis, and Treatment (EPSDT) benefit of Medicaid is mandatory. The Medicaid EPSDT mandate requires states provide children with early, periodic and comprehensive assessments of both physical and mental health development; ensure that necessary referrals to treatment and service providers are made without delay and follow-up must be done to ensure that a child receives a complete diagnostic evaluation; and ensure that children receive the health care and treatment necessary to treat their physical or mental condition discovered by the screening services.

Medicaid also plays a fundamental role in the provision of outpatient pharmacy services to lower-income populations. Prescription drug coverage is one of the most widely utilized benefits in Medicaid, and is the fastest growing area of Medicaid spending.

But storm clouds are massing which means more broken promises for people with chronic mental illnesses. Several economic forces are in play that are likely to impact the financing and delivery of needed services for people with serious mental illnesses. The acceleration of Medicaid spending growth, fueled by rapidly escalating health care costs, has attracted the close attention of both federal and state federal policymakers. At the core of this tension are deteriorating economic outlooks and declining revenue which have strained state budgets, while the federal budget also faces deficit. Due to the sputtering economy over the last two years, the number of people who have become eligible for Medicaid has dramatically increased which has placed more pressure on state policymakers to implement short-term solutions to control Medicaid costs. In essence, 50 perfect economic storms are being churned up in the states threatening basic health care services for the most vulnerable populations, including people with severe mental illness.

Controlling the Storm Surge — Limits on Access to Medications

The threat to mental health services is beginning to play itself out at the state level with a tidal wave of initiatives to limit Medicaid expenditures for prescribed drugs. The raw numbers that are staring down at Medicaid officials are likely to cause knee-jerk and systematic reactions to escalating drug costs and utilization.

- It is estimated that total spending for outpatient prescription drugs in Medicaid was \$21 billion in 2000. This figure represents roughly 10% of total Medicaid expenditures in 2000 (32).

- Medicaid spending for outpatient prescription drugs increased by an average of 18.1% per year from 1997 to 2000, compared to 7.7% for total expenditures.

- It is estimated that nearly 12% of total Medicaid prescription drug expenditures are attributable to the use of psychoactive prescription drugs (33).

The current double-digit growth rates of Medicaid spending have serious implications for states and the federal government as they face deteriorating economic outlooks and declining revenue

growth. As drug expenditures continue to climb and budgetary pressures mount, states are becoming more aggressive in trying to limit utilization of prescription drugs and regulate pharmaceutical prices.

Medications for people with chronic mental illness are being scrutinized and targeted for cost containment and utilization control strategies employed by Medicaid agencies. Access to quality care is at risk when states implement cost containment strategies. Decisions regarding specific medications prescribed to persons with mental illnesses should be based on physician judgments of treatments, not on economic factors. Studies show that limiting needed medications can result in interruptions in recovery and increases in costs to the system through higher hospitalizations, more physicians visits higher medication costs. This will inevitably result in increased deaths, homelessness, incarceration in jails, prisons and juvenile justice systems and immeasurable suffering. People with mental illnesses are being cast away in the financing and economic storm that states and Medicaid programs are experiencing.

Crowding in the Life Boats

Not only have our delivery and funding mechanisms failed people with severe mental illness, but our research programs have failed them as well. NIMH was conceived in March 1946, for the specific purpose of doing research on severe mental illnesses. A 1999 National Alliance for the Mentally Ill (NAMI) study found that:

- Just over one-third (36 percent) of all NIMH research funds supported basic and clinical research on severe mental illnesses.
- Only 12 percent of NIMH research funds were directed to clinical and treatment-related research on severe mental illnesses.
- At least 15 percent of NIMH research funds supported research on diseases that are the primary responsibility of other NIH Institutes.
- NIMH is funding a large number of behavioral research projects on diverse aspects of human behavior but almost no behavioral research that is relevant to severe mental illness.

It was concluded that NIMH has failed in its primary mission to support research on those illnesses posing the greatest public health burden — severe mental illnesses (34).

Lost at Sea

The subtle shifts in the mental health system were to have tragic consequences for many chronically and severely mentally ill persons most in need of assistance. In the 1970s and 1980s people with chronic mental illnesses were cast adrift in communities without access to support services or the basic necessities of life. For such persons the transition from an institutional to a community-based system proved devastating. By the 1980s the presence of homeless mentally ill persons in many communities served as a stark reminder that new mental health public policies had negative as well as positive consequences. Although, some constituencies benefited from their innovative policies, many people who required the most assistance — especially the chronically mentally ill — lost. Unfortunately, there are two levels of being lost — losing out in the mental health policy debate and missing as totally abandoned.

As highlighted in Fuller Torrey's *Nowhere to Go*, the major-

ity of mentally ill persons discharged from hospitals have become officially lost (36). Nobody knew where they were.

A walk through the parks of any large city will tell an observer that the deinstitutionalized mentally ill are *personally* lost. Large numbers of them sit anonymously on benches talking to unseen voices. Later, they shuffle through food lines in soup kitchens and sleep in public shelters where they may not have to register. They can go for weeks or months at a time never being identified or even having to identify themselves. People were placed onto rowboats with no compass in the middle of a dark, angry sea.

What is more disturbing for those of us accustomed to thinking of government as competent, however, is that the majority of these mentally ill patients were officially lost as well. These people have been thrown overboard into a swirling, angry sea. This became clear in November 1986, when the director of the NIMH testified before a congressional committee on the seriously mentally ill. In response to a question regarding how much was known about the distribution of persons with schizophrenia in the around the country, NIMH staff prepared a chart which was presented as part of the NIMH testimony (37).

What was extraordinary about this chart is not only that 58 percent of all individuals with schizophrenia had been officially lost but that nobody at the senate legislative hearings seemed shocked by the revelation. The NIMH, with an annual budget of over \$250 million, did not even appear to be embarrassed about it. One would not expect federal officials to know where every single released patient was living or receiving care; it would seem reasonable, however, to expect federal officials to have conducted studies to ascertain more precisely the result of the massive shift in a patient population that had taken place with deinstitutionalization. When 937,300 individuals with serious mental illnesses have been lost to follow-up care and services, then something is terribly wrong (38).

The Imperative to Locate a Moral Compass

We have reviewed that last 40 years of legislative efforts to improve services and care for people with chronic mental illnesses, and several reports that have made far-reaching recommendations to improve the system. As recently as 1999, the landmark report entitled, "Mental Health: A Report of the Surgeon General, showed that there are a range of effective treatments for people with mental illness. But stigma and a sense of hopelessness about the opportunities for recovery are frequent barriers to obtaining needed treatments. The New Freedom Commission interim report states that "America's mental health service delivery system is in shambles." The report states that the system is in need of dramatic reforms and that the fragmented nature of the system is impeding the delivery of effective mental health services.

For those people with severe mental illnesses not swept way to the currents and try to manage their illnesses every day, we must find way new approaches to care for these people – they must have hope of surviving and thriving.

Further, serious mental illness can strike at any time and among all elements of the population. The ensuing impact on the individual, family, and society is immense, for it often leads to disability and dependency.

Where should we begin to correct the broken promises to the chronically mentally ill? Gerald Grob says it all:

The public and their elected representatives have often accepted

without question the illusory belief that good health is always attainable and purchasable. The result has been periods of prolonged disillusionment that have sometimes led to abandonment of severely incapacitated persons. Public policy has thus been shaped by exaggerated claims and by unrealistic evaluative standards. Largely overlooked or forgotten are ethical and moral considerations. All societies, after all, have an obligation toward individuals whose disability leads to partial or full dependency. Even if the means of complete cure are beyond our grasp, it does not follow that we ought to ignore those whose illnesses incapacitate them. To posit an absolute standard of cure leads to a paralyzing incapacity to act in spite of evidence that programs that integrate mental health services, entitlements, housing, and social supports often minimize the need for prolonged hospitalization and a foster a better quality of life. It has often been noted that a society will be judged by the manner in which it treats its most vulnerable and dependent citizens. In this sense, the severely mentally ill have a moral claim upon our sympathy, upon our compassion, and above all, upon our assistance (39)."

Is such a view attainable? We know that present mental illness delivery system is awash in tragedy. If we do not aspire to correct the decades of injustices, the alternative is continue to let people with chronic mental illnesses to drift along the currents of hopelessness and despair and occasionally wash up on our shores.

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4. Message of John Kennedy, the President of the United States, February 5, 1963, reprinted in Henry A. Policy and Secret S. Shulstern, *Madness and Government*, American Psychiatric Press, Washington, DC, 1983.
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(Joel E. Miller, is Senior Policy Advisor on Health Initiatives, NAMI Policy Research Institute. The author gratefully acknowledges Kirsten Radewagen for her valuable comments and editing of the article.)



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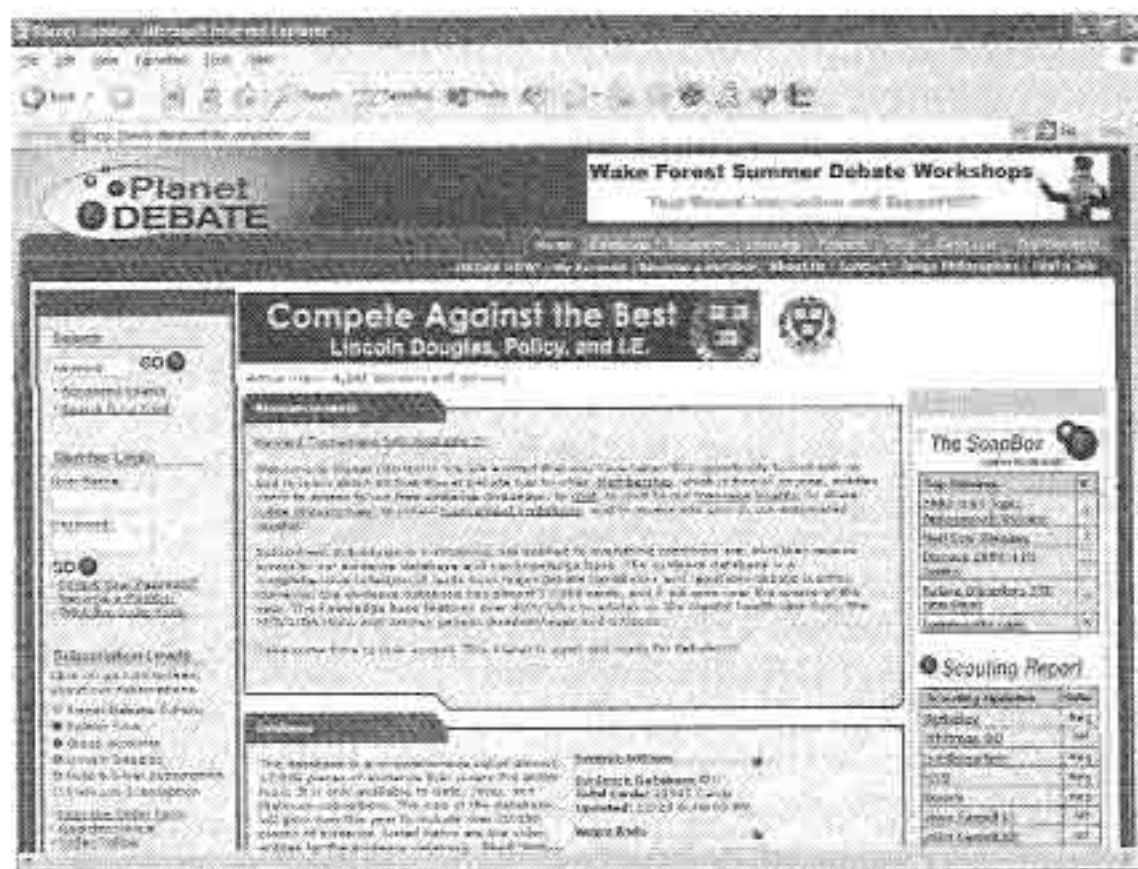
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In Search of Dry Land: Debating U.S. Ocean Policy

by

Stefan Bauschard

P O l i c y D e b a t e

This year's resolution asks the question of whether or not "the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources." This is not a new question: environmental advocates and political interests have been debating this question, although not with great frequency, for thirty years. Since oceans make up over 70% of the land mass of the earth, and arguably provide the raw materials necessary for human survival, it is an important question.

"Given the breadth of the topic, only a strategic approach can prevent the negative from literally drowning in a sea of affirmative ground."

The case to answer the question in the affirmative is a strong one. There are a large number of reputable studies that indicate that our ocean ecosystems are facing many serious threats and that the survival of these ecosystems is critical to the survival of the human species. Affirmatives will be able to choose from hundreds of different, specific proposals to advance the protection of marine ocean natural resources and negatives will struggle to link broad generic disadvantages and kritiks to a plethora of different affirmative cases. The breadth of this topic and the relative weakness of generic negative positions will leave most negatives in search of dry land.

This article begins with my examining some of the key terms in the resolution. In order to provide some background to the core topic areas, the article includes a history of U.S. ocean policy and then introduces the harm areas, solvency mechanisms, likely generic disadvantages, and kritiks. It concludes with a discussion as to how to approach the topic from a strategic point of view. Given the breadth of the topic, only a strategic approach can prevent the negative from literally drowning in a sea of affirmative ground.

Definitional Issues

Leaving a larger topicality discussion of each word in the resolution for a later day, this discussion will focus on the words and phrases that make this topic unique and that are important for establishing negative ground.

One of the most import phrases in this year's resolution is "ocean policy." Although the phrase is used frequently in the literature, I have yet to see any definition of the term, vague or otherwise. Until then, it is useful to define each word separately.

Oceans

"Oceans" are defined by the *American Heritage Dictionary of the English Language* as "The entire body of salt water that covers more than 70 percent of the earth's surface. The 'ocean' is dividing into a number of oceans, 'including the Atlantic, Pacific, Indian, Arctic, and Antarctic oceans' (Ibid).

There is a popular misconception that ocean waters are not U.S. territory. This is not true. The U.S. has always claimed legal authority over ocean water within three miles of its territory. In 1983, ocean waters where the U.S. retains the exclusive right to develop resources were enlarged from the edge of the continental shelf, which is often less than 10 miles from the coast, to 370 km (about 200 miles) offshore and its territory was extended from 3 to 12 miles. This 200 mile EEZ was established under the Convention of the Law of the Sea. Although the U.S. has not ratified the Convention, it does accept the 200 mile EEZ.

There is no strong argument that the affirmative's policy has to cover the entire ocean or, more specifically, all oceans. First, there is nothing in the resolution that requires the policy to apply to all oceans. Second, in the resolution, "ocean" is singular, suggesting, at the very least, that the policy does not have to apply to all oceans. Third, is really even illogical to argue that the affirmative has to cover all oceans since no "environmental policy" would deal with all aspects of the environment. It would be rather silly to require the affirmative to adopt a "one size fits all" approach since it is unlikely that any one ocean policy could serve to protect all fish, all coral reefs, stop over-fishing, prevent oil spills, and eliminate any other harm that the negative may be able to identify. Fourth, since the United States doesn't have any authority to regulate oceans outside of the 200 mile EEZ it would be illogical to require the affirmative to establish a policy that would protect the entire ocean ecosystem.

Under this interpretation, the only topical affirmatives would be ones that are not legally feasible.

It will also be difficult for the negative to force the affirmative to operate *only* on ocean waters. As Buck (1997c) explains, "Fish stocks migrate across jurisdictions and do not recognize international waters." Policies that apply to "oceans" also affect non-ocean, domestic waterways. Although the affirmative's policy may be an "ocean policy," it is likely to have benefits that extend beyond the ocean.

Policy

A policy is generally defined as "a course of action." So, an "ocean policy" is a course of action related to oceans. It is important to point out here that the resolution does not call for any "policy" that protects oceans, which would have allowed the affirmative to run cases which indirectly protect marine natural resources, but rather for an "ocean policy" which protects marine natural resources.

Marine Natural Resources

The ocean policy that the affirmative needs to establish is one that protects "marine natural resources." *Merriam Webster's* defines marine as "of or relating to the sea" and the *Wordsmyth Dictionary* defines natural resources as "the sources of wealth and edification that occur in nature, such as fresh water, mineral deposits, timber, wildlife, and park land." Since marine is the adjective, the natural resources that the affirmative "protects" must be found in the sea.

Protect

The existence of the word "protect" in the resolution is important. "Protect," as defined by the *Merriam-Webster Dictionary*, means to "1 : to cover or shield from exposure, injury, or destruction : guard 2 : to maintain the status or integrity of especially through financial or legal guarantees; as a : to save from contingent financial loss b : to foster or shield from infringement or restriction <salesmen with *protected* territories>; specifically : to restrict competition for (as domestic industries) by means of tariffs or trade controls."

How narrowly or broadly this word is interpreted will have a big impact on negative ground. For example, a strict interpretation may require the affirmative to physically protect the resources, such as with the military. This interpretation obviously establishes a substantial amount of negative ground. A broader interpretation may permit the affirmative to simply sanction or fine non-violators – to legally enforce the protection. An even broader interpretation may enable the affirmative to simply provide companies with incentives not to destroy habitats. Since most of the best negative disadvantages stem from affirmatives placing legal restrictions on resource exploitation, and strong negative counterplan ground stems from providing incentives to companies not to exploit marine natural resources, it will be important for the negative to win that at the very least the affirmative can not provide incentives.

Harm Areas

Species Extinction

This year, the primary affirmative harm is species extinction. The extinction of ocean species, including fish, plant life, and other

species supported by those species, are driven by a number of causes.

Over-fishing. Over-fishing refers to the idea that fish are being caught at a faster rate than they are replenishing themselves. Almost every species of fish is arguably at risk of extinction due to over-fishing. Fish species drawing the most attention include Dolphin, Tuna, swordfish, shrimp, sea bass, and Atlantic Halibut.

Fishing. Over-fishing is not the only direct threat to species populations. Even "sustainable" fishing threatens other mammal species that are often caught in fishing nets and have habitats destroyed, such as the Gulf of Maine harbor porpoise, by fishing (Buck, 1997a).

Whaling. Countries such as Norway, Russia, and Iceland are engaged in commercial whaling. Japan has threatened to resume whaling. Many biologists argue that whales are a "key-stone" species that the rest of the ocean ecosystem depends on.

Noise Pollution. One of the most commonly cited causes of noise pollution in the ocean is the military's use of sonar (Common Dreams, 2002).

Oil Spills. Sinking ships often spill millions of gallons of oil into aquatic ecosystems. Relatively recent oil spills that have caused extensive environmental damage include the Exxon Valdez oil spill off the coast of Alaska and one last summer off the coast of Spain.

Pollution. General ocean pollution can stem from a number of causes: the dumping of hazardous waste into the ocean, discharge of waste material from cruise ships, discharge of waste materials from coastal properties. The discharge of waste materials from coastal properties includes "sewage, chemical, and garbage disposal, and runoff from agricultural and forested lands" (Greenwood, 1997).

Resource development. The development of deep sea oil wells and mineral resources also threatens the oceans (Greenwood, 1997). Minerals being developed include "gold, platinum, chromites, and titanium. Many of these minerals are in the EEZ, which has not yet been substantially developed. Mielke, 1997).

Coral Reef Depletion. Coral reefs are "are massive structures made of limestone that is deposited by living things. Although thousands of species inhabit coral reefs, only a fraction produce the limestone that builds the reef. The most important reef building organisms are corals. Coral reefs support over twenty-five percent of all known marine species. As one of the most complex ecosystems on the planet, coral reefs are home to over 4,000 different species of fish, 700 species of coral and thousands of other plants and animals." (International Coral Reef Information Network, 2002). Many of these reefs are threatened by fishing, tourism, and boating.

Starvation

Depletion of fish stocks threatens that survival of a number of people throughout the world that rely on fish for their dietary intake. Even if substantial declines in fish populations do not cause life-threatening species extinction, the lower supply of fish raises prices, putting the lives of many at-risk.

Climatic Change

Our oceans drive our climatic cycles (Justus, 1997). Substantial disruptions in ocean ecosystems threaten climate patterns, increasing the risks of deadly storms and climate disruptions.

History of Ocean Policy

Ocean policy in the United States was developed in 1969 when the Stratton Commission delivered a review of the state of the oceans and made recommendations for U.S. policy. The recommendations in the *Stratton Commission Report* are responsible for what we now know as NOAA — the National Oceanic and Atmospheric Administration. Founded in 1970, NOAA has a \$3 billion budget and is responsible for everything from the weather to marine fisheries (Nature, 2002). Shortly after NOAA was formed, Congress passed the Coastal Zone and Management Act in 1972 and developed the Magnuson-Stevens Fisheries Conservation and Management Act (FCMA) in 1976. This Act governs federal management of fisheries *outside of coastal state waters to 200 miles offshore* (Buck, 1997b).

In 1972, Congress also passed The Marine Protection, Research, and the Sanctuaries Act, which authorize enforcement of the Ocean Dumping Act. The Act prohibits the dumping of almost all materials other than dredge sediment into U.S. ocean waters. In 1992, Congress amended the Act to permit states to adopt ocean dumping standards that are more stringent than federal standards as long as those standards are consistent with federal law (Copeland, 1999).

Following a similar pattern, in 1972 Congress passed the Coastal Zone Management Act (CZMA). The purpose of the Act was to regulate, and limit, sources of pollution along coastal waters. In 1990, however, Congress amended the Act in response to its failures to require that each state with coastal territory to implement a non-point source pollution plan. If a state does not submit an approvable plan, the state will lose its federal coastal management funds under section 219 of the Clean Water Act (CWA) (Solomon, 2001).

Status Quo Ocean Policy

Significant recent developments in U.S. ocean policy began under the Clinton administration. In May of 2000, Clinton issued a Marine Protect Area executive order which required the Environmental Protection Agency (EPA), acting under authority established in the Clean Water Act (CWA), to develop new, more stringent ocean discharge criteria (Craig, 2001).

In August of that year, the Congress passed the Oceans Act of 2000. This act established a 16 member commission on ocean policy (oceancommission.gov) that started meeting in 2001 to make recommendations to the President regarding what U.S. ocean policy should be. The recommendations are due in 2003 and are expected in June.

One thing that is notable about current U.S. ocean policy is that it is not directed by, or coordinated by any particular agency or actor in the federal government. Instead, "US oceans are controlled by a morass of nine government agencies, the budgets of which are overseen by 44 congressional committees and subcommittees" (Nature (2002)).

Potential Affirmative Plans

There are a number of advocates for specific affirmative policies that will protect the ocean's marine natural resources. The list that follows is just a sampling of the many different proposals that the affirmative will be able to choose to advocate.

Fish quotas. The National Research Council (1999, Sharing) argues that a legislative prohibition on fish quotas should be removed and that they should either be established based on nu-

merical fish catches or among different communities or groups. When the quotas are designed it may be desirable to consider the impact of declines in certain fish population on the food supply of other marine animals.

Sea Turtle Protection. Prior to current sea turtle preservation efforts, over 10,000 sea turtles a year were going extinct due to shrimp harvesting with driftnets. Turtle mortality has been reduced because the U.S. requires shrimp trawlers to use Turtle Excluder Devices (TEDs). In 1990, Congress debated sea turtle conservation, but did not require shrimp farmers to take more aggressive measures to limit damage to sea turtles (Buck, 1997c).

Whaling Sanctions. Since the United States does not engage in any commercial whaling (U.S. citizens are prohibited from whaling by the 1972 Marine Mammal Protection Act), it is no surprise that the United States is a member of the International Whaling Commission (IWC) and is a strong advocate of measures to crackdown on commercial whaling, primarily through the threat of unilateral sanctions (Buck, 1997a).

In 1971, Congress passed the Pelly Amendment to the 1954 Fishermen's Protective Act, which enables fishery product imports to be prohibited from countries that undermine international fisheries agreements, such as whaling agreements. Although the United States has never sanctioned any country under the Pelly Amendment, it has used the threat of sanctions to obtain concessions from offending nations.

The IWC does contain a provision that allows for commercial whaling for research purposes, which both Japan and Norway have taken advantage of. Moreover, Norway and Iceland have withdrawn from the IWC and have resumed commercial whaling (Buck, 1997b). Clearly, U.S. whaling policy has been a failure. One approach the U.S. could take is to stop its push for an exemption to the IWC by Washington State's Makah tribe. Another approach is to reduce the threat of sanctions and claim that a cooperative approach is more likely to lead to sustainable whale harvesting.

Marine Protected Areas. The National Research Council (2000, Marine) argues that marine protected areas should be established in certain areas to limit human activities such as recreation and fishing.

Oil Spill Reduction. In 1990, Congress passed the Oil Spill Reduction Act of 1990 to reduce the risk of oil spills as well as to support restoration measures in the event of a spill. Provisions of the Act include requiring all tankers in U.S. waters to be double-hulled by 2025, establishing liability for costs and cleanup (although the liability is limited to about \$350 million), and establishing a trust fund for responding to a spill. Although the number of oil spills has decreased, the affirmative can make a case to change liability standards, require barges to be double-hulled, and increase resources for restoration (Lee, 1997).

Pollution discharge regulation. Discharge regulation is primarily a state and local matter, but affirmatives could make a case for stronger federal enforcement, federal coordination of enforcement efforts, or the development of federal standards (Solomon, 2001). Specific pollutants, such as chemical or sewage wastes, could be addressed.

Antarctic Ocean protection. The U.S. Commission on Ocean Policy noted in 2002 that "The Arctic is a key component of global climate change, a known sink for contaminants, the habitat for one of the Nation's largest and most valuable fisheries, and the basis of subsistence for northern peoples" (p. 2). Substantial efforts have been devoted to the protection of these resources.



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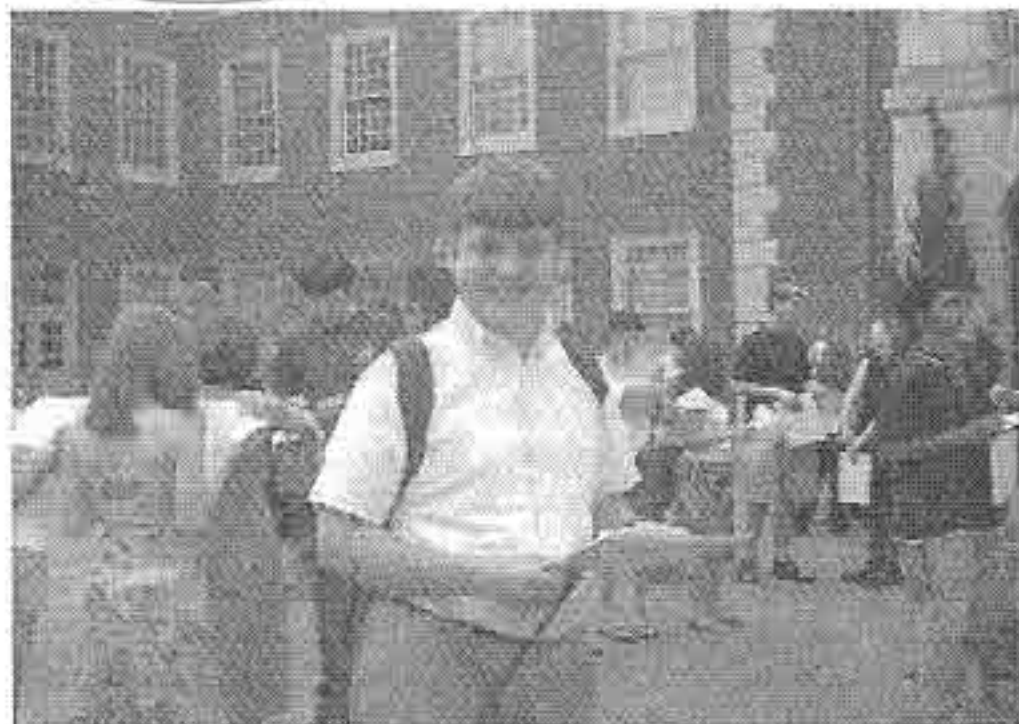
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The Antarctic Treaty, which entered into force in 1961 is the foundation of a group of organizations that are often referred to as the Antarctic Treaty System. Forty-three countries are contracting parties to the original treaty. In response to concerns that the consultative body was too exclusive, the UN General Assembly, between 1983 and 1994 took up the "Question of Antarctica." As a result of its efforts, a "Protocol on Environmental Protection" to the treaty was negotiated, which essentially bans the development of arctic resources. The United States ratified the treaty in 1996 and deposited the instruments of ratification in 1997 (Browne, 1997). Despite these efforts, some argue that the Protocol is not strong enough and that additional action is needed.

Law of the Sea. One of the more popular cases on this topic is likely to be to have the U.S. ratify the Law of the Sea Convention. The case is relatively easy to research, has large advantages, and is very topical.

Although the treaty entered into force in 1994, The United States did not ratify the 1982 United Nations Convention on the Law of the Sea (UNLOS) because it opposed its limits on seabed mining and did not think that it had enough influence in the governing council's decision-making. In particular, the U.S. objected to the requirement that seabed mining applicants would have to turn over one half of their mine site to the Seabed Authority to be developed by the Authority and to transfer technology to developing countries.

In an effort to gain U.S. ratification, the Secretary of the U.N. entered into consultations with the U.S., and other countries who engaged in deep seabed mining, to address any outstanding issues and the Clinton administration negotiated an agreement relating to implementation which basically exempted the U.S. from parts of the treat. On October 7, 1994, Clinton submitted the treaty to the Senate for its advice and consent for ratification, but no action has occurred (Browne, 1997).

Affirmatives could make a pretty strong case for ratification of the treaty. Since most U.S. demands have been acceded to, it will be difficult for the negative to win any case-specific disadvantages, such as the negative impact the treaty may have on the seabed mining industry. At the same time, however, it will be hard to win that the treaty does much to protect oceans since it includes many exemptions/concessions to the U.S., including the U.S. ability to protect its coastal waters within the 200 mile EEZ.

Although the affirmative may have trouble winning an advantage that stems specifically from the enforcement of the UNLOS Treaty, the affirmative can likely claim an advantage from boosting U.S. environmental leadership as a result of ratification.

Ballast Water Regulation. As ships move from port to port across international waters they inevitably take on and discharge large volumes of water. The water that is discharged is referred to as ballast water. One problem with ballast water is that many non-native species are discharged that when introduced in new environments, threaten native species. McGee (2001) suggests technological and port-based solutions to the problem.

Macro-level change. In addition to these specific policies, the affirmative could make the cases for more systemic change, such as the creation of a cabinet-level Oceans Department or of a coordinating policy to integrate different ocean preservation efforts across the federal government (Nature, 2002).

Military sonar. There are proposals for changing the military's sonar technology and policies to reduce noise pollution (Common Dreams, 2002). Other military affirmatives may include such things

on bans on underwater mines or deployment restrictions.

Disadvantages to Protecting Marine Natural Resources

There are a number of generic disadvantages to protecting ocean marine resources. Most of these disadvantages will not link to every affirmative, but many will link to most.

Economy. There are a number of ways that policies to protect marine natural resources could negatively impact the economy. First, a general argument can be made that policies to protect ocean resources will inevitably end up restricting access to marine resources that private groups and individuals want to develop. These private groups and individuals range from large-scale mineral developers to more traditional fisher people. Restricting access may mean more economic problems, poverty, and depression amongst groups worldwide that depend on these resources. Second, negatives can also make a more general business confidence argument, contending that environmental regulations on businesses are likely to undermine business investment in the economy.

Culture. Many traditional fisher people and cultures rely on accessing ocean fishing and marine natural resource for their livelihoods. Restrictions on ocean development may threaten these peoples.

Energy Dependence. Restricting access to ocean resources, particularly along the coastline of the United States, is likely to make it more difficult for U.S. companies to develop oil there. This may raise oil prices and generally increase U.S. oil dependence. Michael French, Director of Technology Assessment Division, Louisiana Department of Natural Resources, explained in 2002 that "(I)f the full potential of the OCS (Outer Continental Shelf) is to ever realized...all areas of the OCS must be opened up to exploration and production."

Trade Wars. To protect ocean resources outside the 200 mile EEZ the affirmative may have to threaten countries with trade sanctions to get them to change their practices. Owen (2000) argues that such sanctions risk trade conflicts.

Politics. Ocean policy is not exactly a hot political issue, but that does not mean that the negative will be unable to win a politics disadvantage. Policies that protect oceans by restricting industries are likely to alienate business groups and require an investment of political capital to pass. Since pro-environment policies are often opposed by conservatives, the plan could threaten Bush's conservative base or undermine GOP (Republican) unity.

Federalism. As discussed in the definitional section on oceans, states are generally responsible for the regulation of waters within three miles of their coasts. Federal regulations generally cover the body of water beyond three miles to the end of the 200 mile EEZ.

Affirmative cases that regulate water pollution within that three mile area arguably link to federalism. Craig (2001), in explanation of Clinton's 200 Marine Protection Act Executive Order, states that "EPA effectively limited the new requirements' applicability to a coastal zone three to 200 miles offshore. EPA's self-imposed limitation reflects basic jurisdictional divisions between the state and federal governments regarding the ocean...The ocean is not a unified body for regulatory purposes. The history of divided regulatory authority over the ocean between state and federal governments is a complex progression originating from the concept of 'navigable waters'...States have also brought claims for jurisdiction further out to sea, such that Florida and Texas have conse-

quently acquired jurisdiction extending three marine leagues into the Gulf of Mexico."

Kritiks of Protecting Marine Natural Resources

There are many "kritiks" of protecting marine natural resources. In this section, two of the more useful and generic ones are discussed.

Deep Ecology. In 1973 Norwegian philosopher Arne Naess published a summary of a lecture that he gave in which he drew seven distinctions between deep and shallow ecology. Naess (1995, reprint) characterizes deep ecology in the following ways:

- Rejection of the "human-in-environment" image in favor of the "relations, total-field image"
- Biospherical egalitarianism — human are equal, not superior creatures
- Principles of diversity and symbiosis
- Anti-class posture
- Fight against pollution and resource depletion
- Acknowledgment that ecosystems are complex
- Support for local autonomy and decentralization

The most intriguing, unique, and frequently debated characteristics of deep ecology are the first two: Humans are just another part of nature, not something that is, or should be, set apart from it and that we should not be afforded any normative priority in the ecological order. In fact, some of the most radical deep ecologists are Earth Firsters — a group that wants to put saving the global environment ahead of saving humans.

The deep ecology kritik argues that as long as we continue to prioritize human aspirations, such as maintaining economic growth, environmental problems will not be solved. Naess thinks that we need to reconceptualize our role in the world beyond an anthropocentric one to include larger entities such as forests, bioregions, and the planet as a whole on our "care ego."

Counterplans

There are a number of generic counterplans that the affirmative can advocate as alternatives to the affirmative plan.

States. As mentioned earlier, Discharge regulation is primarily a state and local matter, and so is coastal water management. The 1972 Coastal Zone Management Act (CZMA) "created federal incentives for coastal states and territories to plan and manage their coastal resources under several broad guidelines...Water quality is controlled primarily through state-run regulatory programs administered by the EPA under the Clean Water Act" (Zim, 1997). Also, remember that under the MPSRA, the states have the authority to implement more stringent ocean dumping standards.

Courts. The courts are actively involved in interpreting existing environmental legislation to determine if it requires action by federal agencies to enforce against particular environmental harms. The negative could have the Supreme Court, or other federal courts, rule that one of the existing pieces of ocean policy legislation requires federal government action in the area specified by the plan. The most common net-benefit to this counterplan is the Politics Disadvantage.

Executive Action. If the affirmative specifies that Congress or the courts are their agent of action, the negative could counterplan to have the President issue an executive order or sign an executive agreement to initiate the plan. Rodgers (2001) discusses the role of executive agreements in environmental policy. Net-benefits include disadvantages to court and/or Congressional

action. As explained earlier, in May of 2000 President Clinton issued an executive order to strengthen ocean discharge standards.

Study. In the original topic paper, Darren Eckstein (2002) suggests that a study counterplan may be a good negative strategy. Given that the final recommendations of the Ocean Commission have not yet been made, that study is going on in the status quo, and that "the oceans desperately need a more coordinated approach" (Nature, 2002), a strong case can probably be made that we should wait a little while longer to determine how we should act. Lautenbacher (2002) argues that additional research is needed on the role of the oceans in the ecosystem.

This strategy, however, is limited by a couple of arguments. First, the Ocean Commission's report is due to be released in June of 2003, well before the start of the season. We will know their recommendations then. Second, the affirmative is likely to advocate the adoption of a very specific policy, for which they will argue that additional study is not needed.

World Government. Thanks to the State University of West Georgia, this counterplan has made its way back into debate. Alexander (1974) argues for establishing World Government to protect oceans.

Incentives counterplan. If the negative can win that the term "protection" requires the affirmative to physically and/or legally restrict access to marine natural resources the negative has a strong "voluntary" counterplan as its disposal, which instead of restricting businesses, provides financial incentives, such as tax breaks, for them not to exploit the resources. Net-benefits to this counterplan include the Business Confidence Disadvantage, the Trade Wars Disadvantage, and the Politics Disadvantage.

Strategic Thoughts

It will be very difficult, if not impossible, to be able to debate each and every case on its individual merits. Smart negative teams will not risk drowning in a sea of affirmative ground by approaching the topic on a case-by-case basis and instead will develop some strong generic negative strategies that they can use against most, if not all, affirmatives. To have a strong attack, negatives will need to have some basic tools at their disposal.

Solvency Attacks. The weakest point of most of these affirmative cases is solvency. Although it will be desirable to have as many case-specific solvency takeouts as possible, a number of general solvency arguments will also be applicable to most affirmatives. One, the United States can only regulate the oceans within 200 miles of its shore. This leaves an awful lot of ocean left to destroy. Since the ultimate impact to the affirmative harms will likely assume the total loss of all ocean ecosystems, this will be a significant solvency problem for the affirmative. Affirmatives that attempt to regulate beyond the 200 mile border are likely to link to trade disadvantages because trade sanctions are a popular means to enforce U.S. law extraterritorially. Two, negatives can argue, either in the form of a kritik or a solvency argument, that a more integrated (Davis, 1993; Scheibelber, 2001), non-technological, nonlegal, and comprehensive solution to the problems of marine natural resource protection is needed because legal solutions are inevitably circumvented (Ardia, 1994) and technological solutions are inevitably regressive (Limpitlaw, 2001). Piecemeal approaches also tend to undermine overall, comprehensive policies. If the negative is able to deal a substantial blow to affirmative solvency claims they may be able to outweigh the affirmative case with one of the generic disadvantages discussed above, even if the link is tenuous.

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Topicality. As discussed in the topicality section of this article, the interpretation of the word "protect" is more likely to determine negative ground than any other word in the resolution. Given the magnitude of the affirmative harms, and the tenuous links to many of the disadvantages, it will be hard for the negative to simply "outweigh the case." A strong generic counterplan, such as the incentives counterplan, will probably get the negative far since it will likely be able to solve most of the affirmative harms.

Harm Attacks. Although it is always useful to have an arsenal of harm takeouts, it will be difficult for the negative to win that the oceans are not facing serious threats. As the U.S. Commission on Ocean Policy noted in 2002, "The oceans are in trouble. Our coasts are in trouble. Our marine resources are in trouble...all perhaps, in serious trouble. These are observations on which the 16 Commissioners of the U.S. Commission on Ocean Policy, after completing a portion of its extensive information gathering process, readily agree" (p. 1). Nonetheless, the negative will be able to argue that environmental impacts are often exaggerated. The combination of these two arguments will undercut the ultimate impact to the case in order that the negative can win that their disadvantage outweighs it.

A Biocentrism or Deep Ecology Kritik. Biocentrism argues that human manipulation of the environment cannot solve environmental problems and Deep Ecology argues that environmental problems cannot be solved until problems in capitalism are confronted. Since most affirmatives will rely on the assumption that humans can address environmental problems and few, if any, will address the consumptive problems of capitalism, both of these kritiks will likely be very applicable no matter how otherwise "unprepared" the negative is.

Conclusion

There is a strong case to be made that the United States federal government should "establish an ocean policy substantially increasing protection of marine natural resources." These resources are arguably threatened by existing activities and most scientists agree that health oceans are important to the survival of life on the planet. Affirmatives will be able to advance a variety of proposals for protecting these resources.

Although the affirmative will enter next year's debates with a substantive advantage that is driven by the support in the literature for protecting oceans, and a strategic advantage driven by the simple fact that there will be many affirmatives to choose from, smart negatives not leave themselves out at sea to drown in a sea of different affirmatives. Smart negatives will develop generic negative strategies that turn on solvency arguments, appropriate generic disadvantages, and, most importantly, the word "protect" in the resolution. Negatives that are able to hold affirmatives to more limiting interpretations of this word will be able to force them to adopt more radical legal restrictions and counterplan with incentive-based approaches. These incentive-based counterplans and generic disadvantages that function as net-benefits will serve as the dry land that the negative will need to survive in the sea of affirmative cases that they are likely to confront during the 2003-4 season.

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(Bauschard continued to page 103)

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

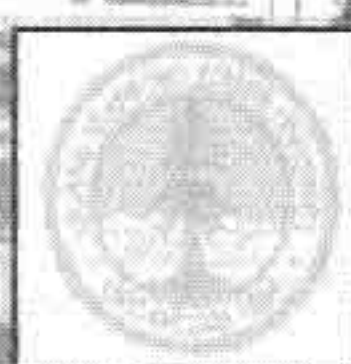
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Faculty: The SNFI faculty is composed of current and former competitors and coaches from successful programs all over the country. Initially confirmed staff for summer of 2003 include:

Dr. Anne Marie Todd - San Jose State

Dave Arnett - UC Berkeley

Jon Sharp - University of Southern California

Sarah Holbrook - West Georgia

Casey Kelly - Wake Forest University

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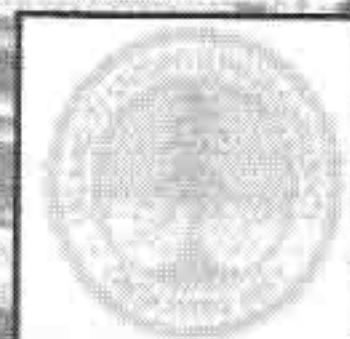
Elliot Tarloff - Harvard University

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TURNER DEBATE: WRITING YOUR CASES

by

William H. Bennett

In *History of Civilization in England*, Henry Buckle wrote that "Every new truth which has ever been propounded has for a time caused mischief; it has produced discomfort, and often unhappiness..." Turner Debate is a new truth for all our speech programs. The reasons for its creation are good and sound. But like all new truths it can produce discomfort as we all struggle to decide how to approach it, and that begins with the question of how to research and write cases.

What types of ideas should a debater look for? What arguments are most likely to win a lay judge's ballot? Four categories are most likely to be successful: *real world, philosophical, historic, and economic*.

Real world arguments argue the way things are. They say that we may or may not like our world but if we are to succeed in it we have to accept what is before we can make it better. We might get angry, for example, at the fact that women often get paid less than men for the

same work but anger solves nothing. Only by looking for the reasons for this bigotry can we take the first step towards solving it. Or we might pontificate against pollution. But unless we identify and learn about the economic realities that create pollution can we change those realities.

Philosophical case arguments identify the moral or ethical beliefs we hold most dear and use them to construct case issues. If you believe the audience will hold liberty as more important than justice or religion than liberty might form the center of a key case argument. If you were debating for a topic on increasing income taxes

you might have a contention about the social contract or utilitarianism to give the judge the philosophical underpinnings to vote for your position.

Historical arguments are pragmatic. They are a special class of examples, which argue that since the past proves a certain approach to be good or bad the judge should use that information to view the topic (which should be clearly analogous) as good or bad. The position reflects Santayana's axiomatic observation that "Those who cannot remember the past are condemned to repeat it." If the topic, for example, argued that the United States abandon deploying the anti-missile defense system the negative could talk about how weak British and French defenses encouraged Hitler's European invasions and attacks in 1938 and 1939. The affirmative could counter with the example that Iraqi development of new weapons systems, especially weapons of mass destruction, almost initiated a preemptive Persian Gulf War and invasion by the United States in 2002.

Economic arguments give the debater a facet, a mental approach, too often missing in many debate cases. With an economic approach the case, or one part of it, argues that costs should drive the judge's decision. If the topic calls for admitting a new member to NAFTA the affirmative could argue that more exports creates more

...The full case should be written to consciously include power words and action phrases...

Turner Debate cases should start with an acceptance of the time limits for each first speech, four minutes. This is a small amount of time and inherently limits how much can be contained in the affirmative and negative cases. The limited time should also be used to guide and focus research on each new topic. The debater's research must serve not just to identify the likely issues, but also to identify the two to four best arguments on each side.

Before researching each new topic the debater should list the key words in the topic and their most common synonyms. This list should be used for internet web search entries. As research produces results you should modify your key word list, usually by expanding it, to incorporate new ideas you had not thought of but the articles you find suggest.

After culling twenty to thirty good articles on the topic the debater will read, highlight and or mark quotes, examples, and good ideas in each article. These important bits of evidence and information, utilized in conjunction with the key word list, should suggest the best affirmative and negative arguments. To be doubly sure a meeting with the debate coach should compare ideas and cultivate an educational sharing that improves the final selection of central case ideas.

Debate

jobs. The negative could counter with a study showing that the United States would actually lose some jobs, especially low-skilled jobs that the working poor are most in need of. If the topic was on the prison system the costs of crime verses crime control could be debated.

After the debater selects two to four central ideas s/he must next outline a case for each side, affirmative and negative. In structuring case ideas, whether they are called contentions or issues or observations or truths, the writer should use enthymatic constructions. An enthymeme is a logical argument where one or more of the premises is assumed or unstated. Since the speaker has only four minutes to make his or her case such arguments save time. A good enthymeme uses the beliefs of the judge to begin the argument. Francis Bacon explained it well in 1620: "For what a man had rather were true he more readily believes." If you can tap into what the judge wants to believe your job is easier.

Thus if you wanted to argue for a free press you might just say that press restrictions are unconstitutional, but not state why the constitution is good and deserves our support because almost all lay judges will grant that the United States' constitution should be supported. Or if you were negative on a topic calling for increased federal government funding of mass transit one contention might argue that more and larger federal programs are inherently bureaucratic and inefficient. Such an argument takes advantage of the beliefs of many Americans and thus reduces the evidence and time burden placed on the negative speaker. In the mass transit example most negative speakers would not feel obligated to cite studies which show that increased size means increased bureaucracy, nor would the speaker usually be criticized for omitting evidence that the federal government is especially prone to bureaucratic expansion with its resultant inertia. (In point of fact both these suppositions are debatable, but lay judge beliefs sometimes make it not worth the time to challenge the enthymeme or the implied assertion.)

When the outlines are done both partners should agree on their approaches. Then the coach should be consulted for her or his input. Only then should a verbatim transcript be typed.

The full case should be written to consciously include *power* words and *action* phrases. These rhetorical tools make the judge more likely to vote for the speaker's side in the debate. Power words are usually adjectives. They convey importance and or a need to act; they are words which command attention. It is good to argue that "rights should grow", it is more effective to argue "vital human rights must be aggressively increased". If something is *vital* we must have it, and a *human* right is more important than a right. An "aggressive increase" commands more attention than growth. Words have power, the Turner debater must learn to harness and use that power to win a lay judge to his side.

But there is a second *power* tool the debater should consider. The American culture shows a healthy respect for science, mathematics, and empirical research. Both affirmative and negative cases should use this audience predisposition to win judges to their side. How? By using numbers, statistics, statistical claims, and scientific related phrasing so that their case sounds empirically grounded. If the topic argues that airline pilots should be armed in the cockpit the affirmative could say, "terrorists will be deterred by a pilot with a gun". Or the affirmative could say, "empirical data gathered by El Al Airlines statistically proves that terrorists are deterred by armed pilots".

After the first drafts of the affirmative and negative cases are

done they should be timed and practiced. Is the speech too long? Too short? Boring? Insufficiently evidenced? Lacking in persuasive examples? Is the wording powerful and persuasive without sacrificing thoughtful content? Winners will use these questions to critique their work and then rewrite or edit both cases.

Then the really good debater will write a second version that is half the length of the first version. Why? Because half the time your team will not be giving the first speech, you will lose the flip and go second (or win it and choose to go second). That means you will have already heard the other team's case and want to attack it. But if your case fills your full four minutes you cannot start your attack in your first speech. And you should start your attacks as early as possible; the longer a position or claim goes undenied the less likely the judge will reject it. The stronger or more important an opposition argument the more important that it be attacked early and often. So your first speech, if it is not the first speech in the debate, should leave ample time for attack and refutation.

When both versions are done the team's first speaker should practice an *assertive delivery*. Judges are influenced by how you say it every bit as much as by what you say. An assertive delivery has strong volume, frequent direct eye contact, and a gesture plus facial expression package that clearly emphasize important points. Your *ethos* (credibility as a speaker) is also improved by good grammar and appropriate advanced vocabulary.

At the end of case researching and writing your cases should be checked to be sure they reflect the following elements:

- ___ They comfortably fit the 4-minute time limit
- ___ They are both well researched
- ___ They include at least 3 out of 4 argument categories: real world, philosophy, historical, and economic analysis
- ___ You have used enthymemes
- ___ Your rhetoric uses power words, active words
- ___ Numbers and science are incorporated
- ___ You have 2 affirmative and 2 negative case versions to use when your side goes first, and when it speaks second
- ___ Your grammar and vocabulary add to your team ethos

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(William H. Bennett is Chairperson of CDE National Institutes and of the CDE book publication division.)



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Kevin Farrell, currently an English and History student at the University of Illinois, debated for Elk Grove High School (IL). He was the 2000 champion of the Catholic Forensic League, reached late elimination rounds at the Glenbrooks and NFL Nationals, and won numerous other awards. This summer will be his first teaching at Kentucky.



Kate Hamm, M.A., has taught English, Speech, Theater, and Debate at Iowa City-West High School (IA) for many years. She has coached numerous students to the late elimination rounds of most major national and Midwest-region tournaments. This summer she brings her expertise in rhetoric to Kentucky for a third consecutive year.



Jennifer Larson debated for Millard West High School (NE). She qualified three times for the TOC, won the 2002 TOC, and placed at many other major national tournaments. She is now an assistant coach for Edina High School (MN) while studying Math and Political Science at Creighton University. A former Kentucky student, she joins our staff for the first time this summer.



Peter Myers is currently a sophomore Math major at Princeton University. He graduated from Needham High School (MA), where he won the Manchester tournament three consecutive times and placed in many other major competitions. Peter is a former Kentucky student and will join us this summer for the third straight year.



Scott Robinson, Ph.D., debated at Duncanville High School (TX) and coached at Newman Smith (TX) while an undergraduate at the University of Texas at Dallas, where he is now an Assistant Professor of Political Science. Author of numerous Paradigm Research LD publications, his students have won almost every major national tournament.



Andrew Vaden, M.A., debated for Newman Smith High School (TX), winning the Greenhill and Gulf Coast Round Robins. Formerly an assistant coach for Valley High School (IA), he graduated from the University of Chicago, where he is now a doctoral student in the history of political thought. His students have won St. Mark's, the Glenbrooks Round Robin, and the TOC.



Tom Zimpleman, B.A., will graduate this spring with a degree in Philosophy from the University of Chicago. As a debater for Valley High School, he was the champion and top speaker of the TOC and winner of St. Mark's, the Glenbrooks Round Robin, and numerous other awards. This summer will be his third at Kentucky.

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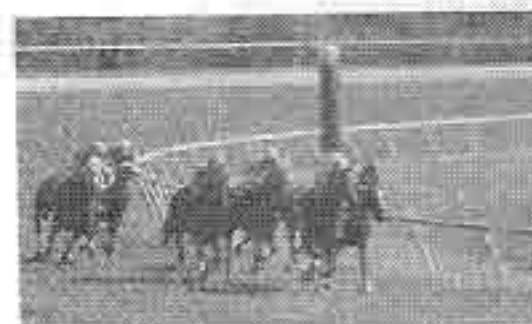
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MICHAEL KLINGER: Champion debater, Harvard University; winner of college Novice Nationals 2002; NDT first round bid, winner debating with another freshman; Kentucky Fellow 2000; TOC Champion 2001; NFL Champion both 2000 & 2001; Iowa Institute Instructor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

CALUM MATHESON: Champion debater, Michigan State University; NDT first round 2001 and 2002; first place team & second place speaker, Northwestern, 2002; Kentucky Institute Staff, 2002.

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by

Adam J. Jacobi

Any of us who've lived through any part of the 20th century have witnessed quantum leaps in what could arguably be dubbed the "Century of Communication." The previous one hundred years bore witness to the birth of the radio, television, computer, and finally, the Internet. As speech communication professionals, we must aid our students' use of information technology, without letting them be dominated by these tools. The old adage rings true with new technology: a little time invested early will save a great deal in the long run.

Rules Still Apply

The Internet allows people to instantaneously share information in ways that were previously never imagined.

The wise character of Morpheus cites that the "dream world" in the science fiction film *The Matrix* is based on rules that dictate behavior. Our "infoculture" has advanced so quickly; we struggle to keep up, which results in the constant arbitrary manipulation of traditional rules of communication. I, for one, receive far too many e-mail messages fraught with lack of capitalization and punctuation (no, it is not e e cummings poetry!). Does pressing the "shift" key really take that much more effort and time?

With lack of face-to-face contact, we also are more apt to write things in e-mail messages we would never say directly to another person, and unlike putting the angry letter in a drawer or circular file, it is so easy to just hit "send." Once that's done, it's too late to turn back.

As educators, we need to help our students tame their use of technology and not let it dictate their behavior. Up until now, technology has developed at a pace that we could handle. Now, we need to catch up to it and (as the computer command says) "undo" some of the bad habits our students have developed.

Show Me the Way

Leading by example is a common pedagogy among forensics coaches. By delegating responsibilities to students, we help them mature into responsible young adults. In a world where students are busier than ever

with a multitude of extra-curricular activities and jobs, they must balance their time carefully. Scheduling forensics practices has become increasingly difficult, so I have embraced information technology as a supplemented means to connect with students on a new level.

I call the phenomenon "e-coaching."

One night, a student e-mailed me to ask for some advice on tweaking the introduction and transitions on her poetry program. After choosing from the options she offered, I thanked her for taking the initiative to contact me. The depth of thought in writing we were able to achieve in our e-mail exchange was much more valuable

than the occasional telephone consultation I previously had with students.

Since that night four years ago, I have corresponded with students hundreds of times. Sometimes, it's just a message to let me know that the student can't make it to a meet — which catches me before I send in my registration and incur drop fees. E-mail enhances communication between me and my students, especially since I'm an "out-of-the-building" coach.

E-mail is also a great way for me to review my students' early drafts of Student Congress legislation and original speeches. With legislation, I can make whatever minor formatting and grammatical adjustments are needed, and send it in with registration to tournaments. I then provide students with copies of both, and explain what I did to correct their mistakes. Students usually learn from these, making my job even easier thereafter. With original speeches, I can either e-mail back line-by-line comments or print a copy out and then meet with the student to discuss the draft. And, I always point out those e e cummings capitalization and punctuation errors.

The forensics community, particularly debate, has recognized the Web as a vast source of evidence to assist in building credibility in persuasion. Search engines, reference sites and indexes continue to be refined. This same power can be harnessed in interpretation events. NFL rules obviously require literature to come from bound, published sources. So, while I discourage my students from pulling their pieces directly from the Internet, using the Web to search for literature — especially great works — is invaluable. Bartleby.com is one example of a site where students can often find complete works online, and then cross-reference by collection to find the bound version in the library.

Getting Connected

Many teams have their own Web site, where they post a calendar of meets, information about events and their rules, and links to other helpful Web sites. After

doing this for a number of years, our team has graduated to a "portal." Portals are sites on the Web that are both starting-point and information clearinghouse. One such portal, "Yahoo!" was the Web's first comprehensive index, and continues to evolve in the services it offers.

At the beginning of this school year, I set up a Yahoo! Group for my team, which includes an e-mail message list, interactive calendar, file download area, link page, voting polls, and a chat facility. I post our tournaments, practices and other team events on the calendar, which can send automatic e-mail reminders to the students. In the file download area, I've posted event rules, permission slips, forms, meet invitations and maps, and instructional materials for students to read. I use the polls in a more unconventional way: as a means for students to sign up for various events and tasks. I set up the poll to log who votes for what, and I can then print out the results.

Yahoo! is far from perfect as it offers features that appeal to the widest possible audience. But it does allow me to make the group "private," which protects our students' and team's sensitive information. I was also able to designate my student officers as group "moderators," giving them the authority to delete inappropriate posts and help me maintain the site. After overcoming the necessity of creating a Yahoo! profile, reaction by students has been quite positive. Our mutual favorite feature is the ability to send mass e-mail messages with reminders to the team. While it took a handful of hours over a few weeks to initially set up, the benefits of the group pay great dividends in convenience in the long run.

Not Just for Members Only

The most significant problem with the use of the Internet to streamline team communication processes is the "Digital Divide," the gap between technology "haves" and "have-nots." While a

great majority of my students have a computer at home, some of those do not have Internet access; most do not have high-speed broadband access; and a handful still do not have computers. That said, almost all of the students have been taught how to use the vast resources of the Web to their advantage, and are fairly resourceful in finding times and places to use computers, including school labs and the public library. Still, it is important to be sensitive to the Digital Divide and not rush to make Internet applications the *de facto* standard.

The Internet allows people to instantaneously share information in ways that were previously never imagined. As NFL coaches, we have already realized the streamlined miracle of recording students' merit points online, now using the back of outdated, tedious paper forms to print debate evidence on. But just as we must be cognizant of forensics as a means to our students' more successful futures and not an end in competition itself, we must remember that the Internet is a means to streamlining process, but not itself the full process of communication. In the words of historian Arthur M. Schlesinger, Jr., "Science and Technology revolutionize our lives, but memory, tradition and myth frame our response" (New York Times Magazine, July 27, 1986).



(Adam J. Jacobi is Director of Forensics at Rufus King High School in Milwaukee, WI and Webmaster for the Wisconsin Forensic Coaches' Association and Wisconsin Debate Coaches' Association. He was recently appointed Congress Recorder for the John C. Stennis National Student Congress.)



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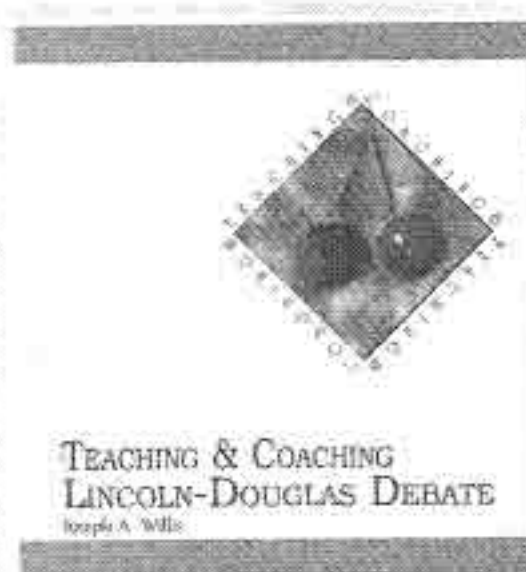
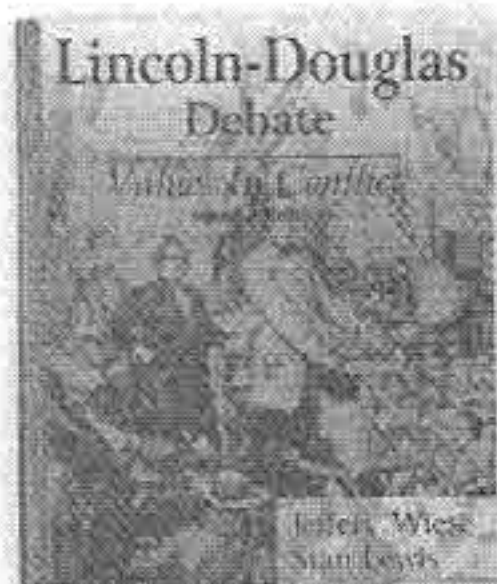
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WERE THE BATTLE'S LOST AND WON

by
Rusty McCrady

It's only three minutes per side — six minutes total in a 32 minute Lincoln-Douglas debate. Yet in this brief time period, much acrimony can occur and many controversies can arise — some necessary, some irrelevant, some distracting and even unpleasant. Nevertheless, most coaches, judges and debaters would probably agree that cross examination affords a unique opportunity for each side to set up or even score memorable and decisive points.

Unfortunately, as implied in the previous para-

survey, the overwhelming consensus was that cross examination is a one of a kind learning experience and a crucial state in the Lincoln-Douglas debate format.

The survey questionnaire was an attempt to explore some of the perennial controversies that surround cross ex. First and foremost among these is the demand often made by the examiner (the debater doing the asking) that all questions be answered "yes" or "no" by the examinee (the opponent being questioned). A small majority of those surveyed felt that this is a legitimate demand, since the examiner has the right

and responsibility to control the cross ex period when doing the asking. However, all but one of the respondents in the survey went on to state (when answering question 4) that it is also acceptable and in many cases desirable for the examinee to attempt to give more elaborate answers than a mere yes or no. As one judge put it, the examinee has the right to ignore the request for yes/no answers; another judge said that it is the examinee's duty to "sneak in more information to support their case, just as the other side should try to stop

Coaches, debaters and judges all agree that cross examination can be the liveliest and most entertaining part of a debate.....as long as both sides maintain a sense of purpose -- and a sense of humor!

graph, cross ex is also frequently abused or poorly handled. Some students preface their line of questions by DEMANDING strictly "Yes" or "No" answers to all questions, no matter how complex they may turn out to be. Such debates seem to forget that all students in the U.S. have basic First Amendment rights, and very few are willing to be stripped of these rights by a debate opponent (more on this subject later). Other debaters ask questions that seem primarily to be used for shock value to unnerve the opponent. In one round last year a male (debating the Negative side of "The public's right to know ought to be valued over a candidate's right to privacy") asked his female opponent if she was a virgin, and if she bathed frequently. The reader may be relieved to know that this debater failed to impress the judge with this tactic and did not win the debate. However, it illustrates the degree of rudeness and poor decorum that can occur in the free atmosphere of cross examination.

With the above travesties in mind, some coaches and debaters may ask themselves if anything substantive can be accomplished in such a short period of time. In preparation for this article, I made and administered a questionnaire to survey twenty-three of the participants (coaches, judges and debaters) at our February county league tournament. From this

them." Most of the respondents went on to state that the key here is for the examinee to elaborate briefly beyond the "mandated" yes/no limit, and to do so courteously and with relevant information (i.e., NOT with the intent to filibuster and take up the opponent's valuable time for questioning). Thus the other extreme — students giving long-winded vacuous responses just to rob the opponent of time — was seen, especially by the judges, as equally obnoxious as the dictatorial demand for yes/no responses.

The next two questions in the survey deal with the strategies used effectively or ineffectively by debaters to cut off filibustering and to regain control of cross ex. As one judge put it in her response to these questions, the art of debate includes "masterfully saying 'Thank you' and then proceeding with one's own questions." The method for ending wordy responses by the opponent endorsed by the majority of respondents was

- 1) Say "Thank you."
- 2) Say "I have another questions" or "On to my next question" and
- 3) Ask the next question.

Even opponents who ignore 1 and 2 will realize that they are going to appear rude and inconsiderate if they refuse to answer the next question that has just been asked.

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48 Since the cross ex segment is so short at three minutes per side, efficient use of time is a major concern for both debaters. Interestingly, both judges and debaters responded that they enjoy the tension created by the examiner's push to get answers to all questions, versus the examinee's desire to elaborate at length, and even to use up the examiner's precious minutes by expounding at much greater length than is necessary. Virtually all experienced debaters and judges seemed to acknowledge that the pressure thus created is both inevitable and acceptable as simply one aspect of competition. In other words, skillful debaters know that the opponent will try to take over the cross ex period through making his/her own points or even filibustering, and they also acknowledge that part of the job of the examiner is to prevent this from happening! All's fair in love and debate.

One issue that was not addressed specifically in the survey was the question of whether cross ex can be prepared in advance, just as students without exception prepare their constructives weeks before the actual debate. Fortunately, several judges addressed this point in their comments, especially in those related to question 7 about what debaters could do to improve their cross ex performance. All those who volunteered comments on this matter recommended that debaters should definitely have a line of questions prepared in advance, since they have already prepared both sides of the topic, and thus should be well aware of "questions they would hate to have to answer" (as one judge put it). The consensus was that in addition to prepared questions, the debaters must also write questions on the spot which are more specifically designed to pounce upon apparent weaknesses, inconsistencies, or contradictions in the opponent's case.

Probably the most troubling issue which arises over and over again in any discussion of cross examination styles is the potential for rudeness or inappropriate exchanges. Let's look back at that opening example of the student who chose to question his female opponent about her sexual history and bathing habits. Aside from the obvious attempt to shock and perhaps disconcert his opponent, this debater probably understood his other purpose quite well (a legitimate purpose at that): to demonstrate that the press can go way too far in delving into a candidate's personal life, and in so doing create more harm than good by focussing on embarrassing details that might be better left to the realm of privacy. However, I am certain that this debater's coach would have been appalled at this tactic, as were the opponent and the judge when he actually posed the question in this manner. The debater could easily have scored his point by asking two or three other questions, such as: "Do you value privacy?" "Does a candidate have privacy rights?" "Is sordid, personal information about a candidate relevant to the candidate's public performance and views on the issues of importance to the voters?"

Over the past decade, our society has been repeatedly taken to task for its lack of civility. It's no wonder, then, that many of our teenage debaters cross the line between being assertive and intellectually challenging on the one hand, and domineering and crudely shocking on the other. Yet herein lies the greatest value of cross examination: it provides exactly the experience students need to develop courtesy, assertiveness and diplomacy, in a setting where they receive immediate feedback from a caring, adult judge. What better way to learn the ropes in preparation for a career in law, politics, journalism, education, or business?

Finally, the cross ex period places a great premium on the most valuable communication skill of all: listening. How often have

we seen a debater rattle off a list of questions, get some interesting and potentially useful responses, and then fail to use them in the rebuttal speeches that follow? The beauty of this situation is that a good judge will explain on the ballot how the debater could have used responses given by the opponent in the rebuttal speeches that followed, but failed to do so because the debater either did not listen to the opponent's answers, or neglected to note the responses on the sheet of cross ex questions. Ideally, the judge's skill in listening will teach the debater to listen better and take brief notes in future rounds.

Coaches, debaters and judges all agree that cross examination can be the liveliest and most entertaining part of a debate. The examiner wants quick yes/no answers; the examinee wants to elaborate to give speech-length responses to take over the three minute period. Both aims are legitimate. Ironically, these two contradictory agendas are exactly what make the exchange lively -- as long as both sides maintain a sense of purpose -- and a sense of humor!

I would like to acknowledge the specific contributions of the following, whose survey responses were quoted directly or indirectly in this article: Jon Virden debate coach at Bethesda-Chevy Chase high School; Judy Rothstein, coach at Paint Branch HS; Valerie Mainwaring, Naomi Vlessing, Stefanie Weldon, Jay Hepner, Chuck Rideout, Mike Hankinson, Nancy Russo and Donna McDowell, Montgomery County Debate League judges; and Amanda Murphy, John Rawlins, Sarah Woodward, and Oliya Zamaray, senior debaters.

(William (Rusty) McCrady is Forensics and debate coach at Walter Johnson High School in Maryland. Also, Rusty is President of the Montgomery County Debate League.)

Name _____
(optional, but would like to be able to
quote you as the opportunity may arise)
Position _____
(Coach, Judge, Debater, etc.)

QUESTIONNAIRE ABOUT CROSS EXAMINATION

Note: Questionnaire used in preparation of this article.

1. What do you see as the purpose of cross examination in Lincoln-Douglas debate?
2. Do you think that most debaters use their cross ex time effectively?
3. Is it acceptable for a debater to demand ONLY yes or no responses to a list of questions? (Explain or elaborate as much as you desire.)
4. Is it acceptable for the opponent in such a case to attempt to give more than yes or no responses as he/she may feel necessary? (Explain or elaborate if you so desire.)
5. Have you witnessed any rudeness or inappropriate verbal behavior during cross examination? (Please elaborate, without naming names or schools.)
6. What do you see as an acceptable way of cutting off an opponent who is giving a lengthy answer to a cross ex question?
7. What do you think debaters in general could do to improve their performance in cross ex?

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OF ENDINGS AND BEGINNINGS IN FORENSICS

by

John J. Buettler

49

The Farewell Line is a tradition at our school. Immediately after the conclusion of our graduation exercises, the faculty line up on the path leading to our track and, on their way to the gym where we have refreshments set up, the just-graduated seniors pass along the line of faculty shaking hands with each in turn. Last June, I stood in that line of faculty awaiting the arrival of Tom, a very special student for me. He was a student whom I had coached for four years in original oratory and who had had considerable success on the national

we found out later, he advanced to finals in first place. But at the awards assembly, unbelievably, he was announced in third place. Of course, we all kept on our poker faces and congratulated the winners, but the disappointment was devastating. When the assembly was over and the coaches and students were dispersing back to their schools and homes, the poker faces broke. I looked at Tom and he was stricken. Tears welled up in his eyes as he said, over and over, "I don't understand what happened. I don't understand what happened." We looked at the ballots and

saw that in the final round Tom had probably not done his best. No first places, ranks mostly from 2 to 4. Under normal circumstances his lead going into the round was large enough that that would not have mattered — except for the proverbial one judge who seemed particularly off-put by his presentation and ranked him last, seventh, in the round. This was enough to put him into third place by one rank. So here I was, in the library of LaSalle High School, with a student who was practically another son to me, as he looked at me for answers. "I just

"...While winning is fun, it's not the whole thing. Somehow we know, but don't often put into words the fact that this wonderful artificiality, that is forensics, is not *an* end and when graduation comes, it's not *the* end."

level. But there had been one great disappointment this year — by virtue of a unexpected judging decision, he had not qualified for NFL nationals. Today, in contrast, on his graduation day, he had achieved his greatest triumph. He was the class valedictorian and, bringing all of his forensic experience to bear on this once in a lifetime occasion, he had delivered the only valedictory in the history of our school to be accorded a standing ovation. As I stood waiting for him to reach me in the line, I thought back to two earlier occasions during the year that for me, and I think for all coaches, bring into focus just what forensics is all about and why we all do it.

The first of the occasions was the "great disappointment." March, NFL District qualifiers. Tom arrived at the tournament with every expectation of success. So far, he had had an excellent year — especially considering the strength of the competition in our district. With two or three other outstanding orators, he had consistently placed high or won at all of the local and regional tournaments. Finals at Emory, semi-finals at Harvard, neither he nor I had any doubt that he would be one of the two qualifiers from our district for NFL nationals. The early rounds bore out our expectation and, as

don't even feel like going on," he said. "This is everything I've worked for. To go to NFL nationals in my senior year. Everything. It doesn't feel like there's any point in going on." In my heart I knew that this was not right, that this was just his disappointment and frustration talking, but I also didn't know what else to say. So like any good forensic coach, I just started talking. What came out was something that I have believed since I began coaching but which I really had never put into words — at least not these words — before. "Tom," I said, "I understand how you feel. I can't imagine why this happened. But you have to understand that this is *not* everything that you have worked for. This is just forensics. It's great, but it's not everything you've worked for. You don't know yet what you've worked for. You've told me you want to be a lawyer. Well, someday, when you are standing in a courtroom before a judge or jury and you are making a plea to save the life of an innocent person or to achieve justice for some poor person, that will be what you have worked for. When you save that life or get that justice, and you do it with your eloquence and your passion and your conviction, that will be why you have done forensics for these past four years. So don't think that everything that you have worked for has gone for nothing. Trust me, what you've

worked for hasn't even happened yet."

We got through that traumatic experience and Tom went on to have an otherwise very successful conclusion to his senior year. He won our local CFL championship, our State championship, placed third in CFL nationals. The disappointment of NFL districts receded into the background, but was never, of course, completely forgotten. We moved forward toward what would be, for me and for Tom, the second event that would put forensics into perspective for us.

As the end of the year approached at Holy Ghost Prep, we turned our attention to selecting the valedictorian. At our school, students over a certain GPA are invited to submit speeches to the Principal. After he removes the students' names and makes a note of who wrote which speech, he turns copies of them over to the members of the Honors Committee. After the speech is chosen, the student is sent to me to polish it and work on delivery. Tom's speech was the one chosen and, of course, I was thrilled. This meant that he and I would have one last chance to work on a speech together. In Tom's case, though, after four years in forensics, not too much polishing was needed in either area. His speech was superb and I knew he would deliver it with passion and panache.

The day before graduation, after the practice which made sure that everyone knew where to go, how to stand and where to look so the photographer could get good pictures, Tom and I were standing alone under the huge tent which would house the commencement exercises the following morning. We had waited behind for everyone else to leave so that he could practice the speech and get a feel for the microphone and the environment. We talked about the usual things – sound system, wind, etc. – and then, as he turned to go up to the lectern to begin, he stopped and turned back and said, "Well, Mr. B., this is the end. It's all over after tomorrow."

"Yep," I said, with a nostalgic smile, "this is it. It's all done. But it's been a great run." As soon as I said this, though, something else struck me and I said, "You know what – it's not done. It's not really the end. For the last four years you've gone out on weekends to stand in rooms filled with other competitors to be judged by coaches or parents or whomever. When you think about it, that's really an artificial situation. Tom, Tomorrow is a real situation. Tomorrow, you will be delivering the first *real* speech of your life. No judges, no competition. Just people listening to you and your chance to communicate your

thoughts and feelings, the thoughts and feelings of your classmates. People are looking to you to do this. So, if you think about it, Tom, this isn't the end. Remember, when you said to me after NFL districts, that you didn't know why you should go on because that was everything you had worked for, and I said that it wasn't, that what you had worked for hadn't happened yet? Well, tomorrow is the beginning of what you've worked for. It's starting to happen. It's the beginning of your real career as a communicator."

So there I was, graduation morning, standing in the Farewell Line as Tom reached me. I had tears in my eyes and could hardly talk as I gave him a long hug and told him how proud I was of him and that he was the only student ever to receive a standing ovation for his valedictory. In the succeeding months, I've thought of this often and of all the other young men and women who thought that their forensic careers ended in June. I've thought of coaches like myself, who have had to wipe away tears, give hugs of reassurance and pep talks to go out and do it all again the following week. Why do we do it? Of course, we enjoy the awards and the recognition and we work for them, but the majority of the thousands of young men and women in forensics do not become national champions or even district champions or state champions. They do, however, week after week, year after year, write speeches, cut and memorize literature, research information, build cases and practice, practice, practice – to try to win, of course, but I also believe that in the back of their minds, and ours as coaches, there is the constant presence of the conviction that while winning is fun, it's not the whole thing. Somehow we know, but don't often put into words the fact that this wonderful artificiality that is forensics is not *an* end and when graduation comes, it's not *the* end. Rather we know in our hearts, as Tom and I learned this year, the real reasons why we do forensics hasn't happened yet. And when forensics is all over, it's really just the beginning.

(John J. Buettler has been teaching Latin and Psychology and coaching forensics at Holy Ghost Prep School, (PA) for the past 34 years. He has coached numerous State and National champions and finalists. John's four sons are distinguished NFL members and CFL competitors in oratory and interpretation events. During the summer John Buettler is head of the Original Oratory division of the Florida Forensic Institute.)

2003

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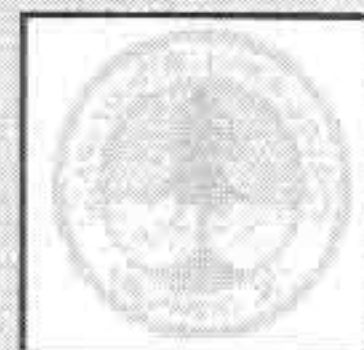
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Learn from the best innovators and agitators in the kritikal business. The UTNIF has assembled one of the best kritik staffs in the country. David Breshears, Jairus Grove, Kevin Kuswa, Brian McBride, and Joel Rollins, just to name a few, will help you to retain a working knowledge of critical thinking's place in debate, making often obtuse philosophical ideas palatable and strategically deployable in any debate context. While other institutes will fill their kritik positions by hiring a couple of current "kritik-friendly debaters" to teach the whole camp, every lab and lab instructor at the UTNIF is highly qualified in both critical and policy strategies. Our instructors were there at the very beginning, struggling to maneuver critical practice within the confines of policy debate. Our staff doesn't simply teach kritik debating, they helped bring it to life.

Because our staff is dedicated.

At the UTNIF we believe that students learn best through instruction with lab leaders. Unlike other institutes, our teaching faculty will spend time with students all day. Lab leaders will not be phased in after hours of droning lectures. Check it out for yourself, even the most reputable institutes pride themselves on the fact that lab leader/student contact exists for maybe 5 hours of the day. At the UTNIF, lectures are kept at a minimum and their purpose is to inform students about the topic not to save lab leaders from student exposure.

Plan One: June 23rd – July 11th \$1199
 Plan Two: July 15th – August 6th \$1699
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This year we also will be offering a scholars program for experienced debaters (acceptance by application only) and novice instruction in both sessions (at a discounted price). Check out our website for more information: <http://www.utexas.edu/coc/cms/utnif/>

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 2002 NFL Nationals 5th Place Poetry Interpretation
 2002 NFL Nationals 3rd Place Dramatic Interpretation
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 2002 NFL Nationals 9th Place Dramatic Interpretation
 2002 NFL Nationals 3rd Place Humorous Interpretation
 2002 NFL Nationals 7th Place Humorous Interpretation
 2002 NFL Nationals 6th Place Foreign Extemporaneous Speaking
 2002 NFL Nationals 7th Place Foreign Extemporaneous Speaking
 2002 NFL Nationals 8th Place Foreign Extemporaneous Speaking
 2002 NFL Nationals 8th Place Original Oratory
 2002 NFL Nationals 4th Place Impromptu Speaking
 2002 NCFL National Champion Dramatic Performance
 2002 NCFL Nationals 2nd Place Oral Interpretation
 2002 NCFL Nationals 4th Place Oral Interpretation
 2002 NCFL Nationals 3rd Place Extemporaneous Speaking
 2002 NCFL Nationals 4th Place Duo Interpretation
 2002 NCFL Nationals 6th Place Duo Interpretation
 2002 Wake Forest Champion in Extemporaneous Speaking
 2002 Glenbrooks Champion in Oral Interpretation
 2002 Yale Champion in Dramatic Interpretation
 2002 Yale Champion in Extemporaneous Speaking
 2002 Yale Champion in Humorous Interpretation
 2003 Montgomery Bell Academy Round-Robin Extemp Champion
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at the University of California, Berkeley

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1 Week Session: June 22 - June 29, \$775

Lincoln Douglas Debate

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

Two Week Session: This two week policy debate program offers intensive instruction for students of all levels of experience and skill. Students will receive topic and theory lectures, numerous critiqued debates with rebuttal reworks, small-group seminars, and access to the best evidence researched at other NFC camps. Strictly limited lab size ensures personal attention from an elite staff who have been carefully selected for both their knowledge of debate and their multiple years of experience as lab-leaders.

One Week Program: This special CNDI program is designed to be a shortened version of the regular CNDI curriculum. The lab features in-depth topic analysis, extensive explorations of debate theory, affirmative and negative argument construction, practice rounds, seminars, and lectures. This lab will give participants a strategic perspective on researching the topic as well as the theoretical clout to put it all into action.

Faculty: The CNDI is directed by **Robert Thomas**. Robert has coached successful teams at both the high school and college level, and has taught at or directed over 40 summer institutes. He is currently the NDT coach at Stanford University. Other initially confirmed staff include **Dave Arnett** of UC Berkeley, **Sarah Holbrook** of the State University of West Georgia, and **Judy Butler**, of Georgia State.



To Exist or Not – that is the Question?

by

Paul Harens

P O L I C Y D E B A T E

Policy Debate is dying. Contrary to what Ms. Peters thinks there is a problem and something needs to be done. Yes there are lots of different events, but the primary event that made the NFL what it is today is Policy Debate. However, before I get yelled at, jumped, or mugged realize several things:

1. I do believe in this activity or I would have left it a long time ago (29 ½ years). I have coached or I am coaching: Debate, Interp, Oratory, Extemp, and Student Congress.

..."Policy Debate is worth saving. It is the basis of thinking and argumentation that students have and/or could use for the rest of their lives"...

2. My novice debaters do the research – they do the work..

3. I teach basics and never even talk theory, speed or spread (they learn that from other places).

This new event is scaring many people and justifiably so. We have Ted Turner Controversy Debate because Policy Debate has evolved into something that is not real world or real communication. Some of us are dinosaurs and have watched the evolution (or de-evolution) of Policy Debate. Be honest, Policy Debate is close to its last breath. Schools are dropping programs, numbers are down, budgets are getting cut, and schools are not starting policy programs. There are NFL districts that don't even offer Policy Debate at their qualifying tournament.

The reason for this sad state is that we, the coaches (and/or judges), have allowed it to happen. We allow the speed, spread, weird arguments, theory arguments, no case arguments, effects topicality, squirrely cases, critiques, and the lack of communication/explanation of the real issues within the topic (to name a few).

A clear decision needs to be made on whether Policy Debate is worth saving. **I think it is.** It is the basis of thinking and argumentation that students have and/or could use for the rest of their lives (but not the way it is

now). If an educated person cannot walk into a policy round and understand what is going on, it must change or die.

There are a number of different styles (cliques – as one author has put it) of Policy Debate. To me they are: small school, large school, state, regional-states, and national circuit. The big question is: How long can any one of the cliques survive if others die? With the number of schools/states/NFL districts that are dropping Policy Debate we need to do something to change that trend.

So, what do we do? Several questions (and editorial remarks) need to be answered if we want policy debate to continue.

1. *Will we continue to accept cases that skirt the resolution or not debate the resolution?*

When someone takes a small minute portion of the topic (i.e. – fetal alcohol – hermaphrodites – transgender prisoners – tele-pharmaceuticals) that no can really debate and they win we have a problem. What's wrong with just debating the topic?

2. *Will we continue to select resolutions that require novice topic*

limits?

Look at the resolutions that are offered for debate. They are so broad and unfocused we have the weird stuff coming out of the woodwork. We are required to do a foreign topic every third year. It has been said that we need these resolutions for the education of debaters. What happens when we have no debaters to educate because of the resolutions?

3. *Will we continue to ignore the basics of debate?*

Paper is being wasted by not flowing a debate. The first CX question is usually, "Can I have a copy of the first AC?" Then everything is off case arguments. You can watch negative teams and about half the time they don't even flow. What ever happened to listening and flowing?

4. *How fast will we let them go?*

Right now we have asthmatic delivery, no eye contact, no real analysis or explanation of the evidence. Speed kills the activity and that is the reality of things. Any speech that is given should be a speech to convince. If we can't understand you and you don't explain how can you convince anyone of anything or why should you win?

(Harens continued to page 101)

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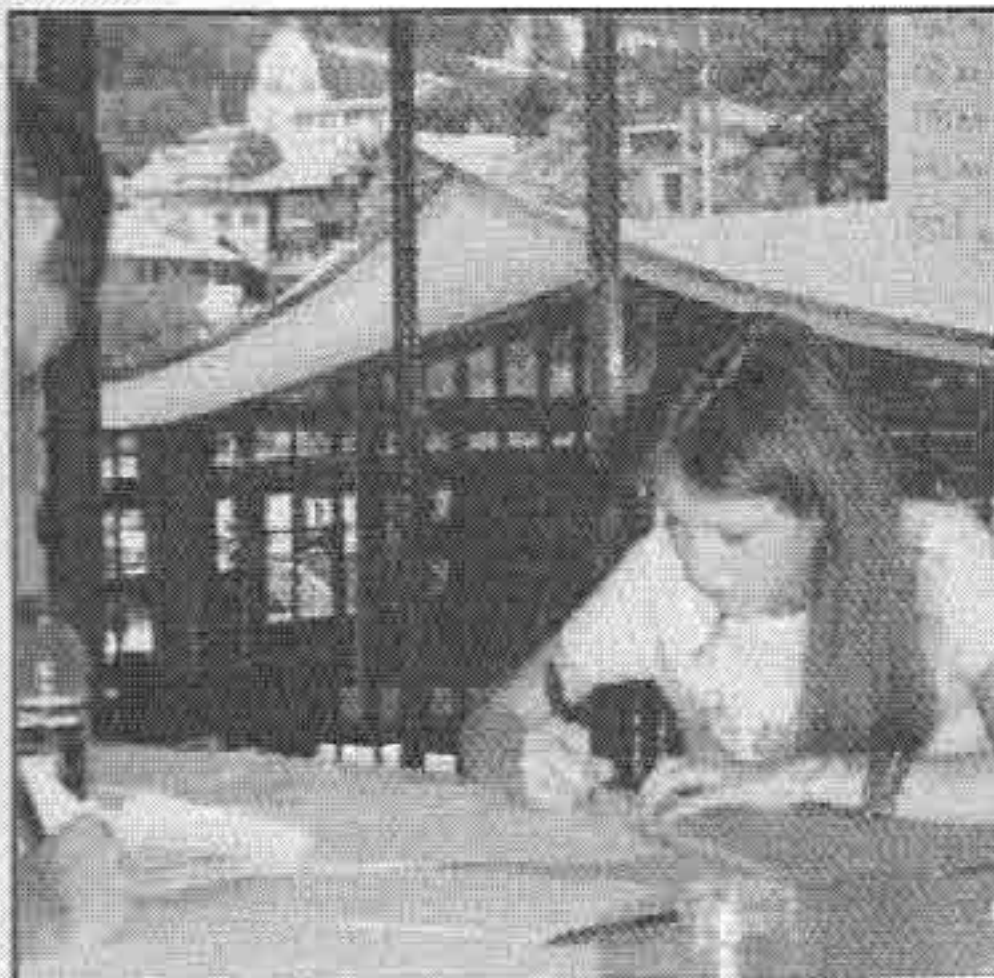
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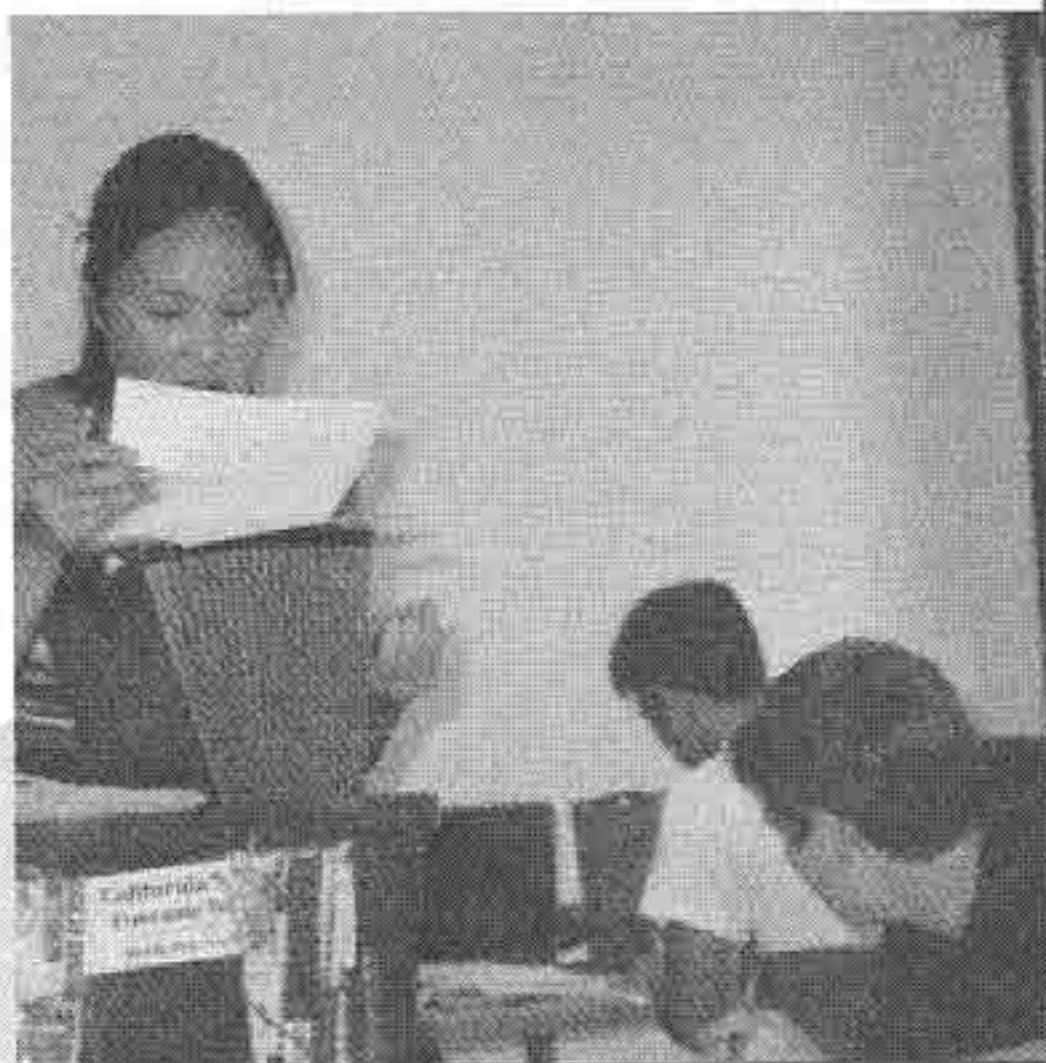
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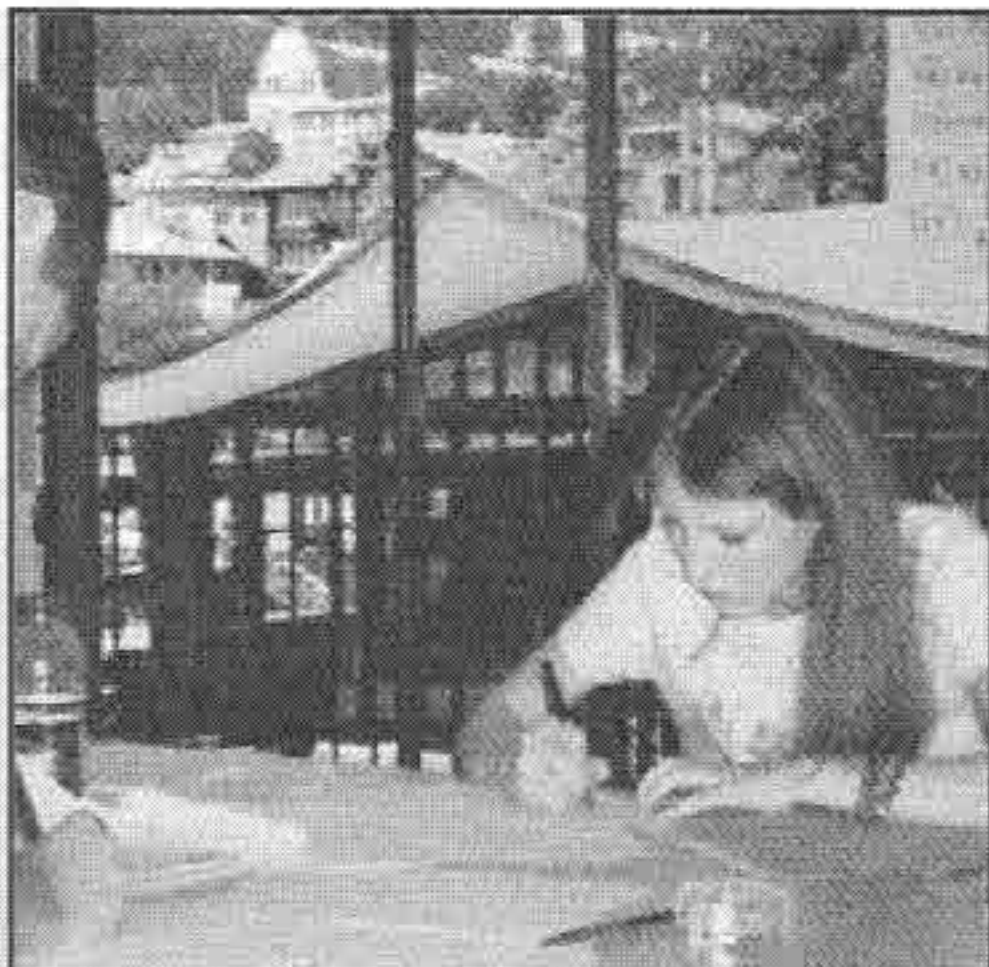
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The NDI - D.C. LINCOLN DOUGLAS PROGRAM offers an intensive curriculum, taught by an experienced faculty of former championship debaters and veteran coaches who have led students to late elimination rounds at competitive national tournaments. The programs are carefully planned to provide balance between philosophical/theoretical instruction and rhetorical practice through speech seminars and practice debates. The curriculum is also structured to include both concepts from moral and political philosophy that are directly relevant to the year's topics as well as introductions to more general material that thoroughly ground the students' preparation in the history of ideas. Plus, the faculty's extensive teaching experience enables them to adjust to the needs and interests of students of a wide range of styles and abilities.

PHILOSOPHY DISCUSSIONS

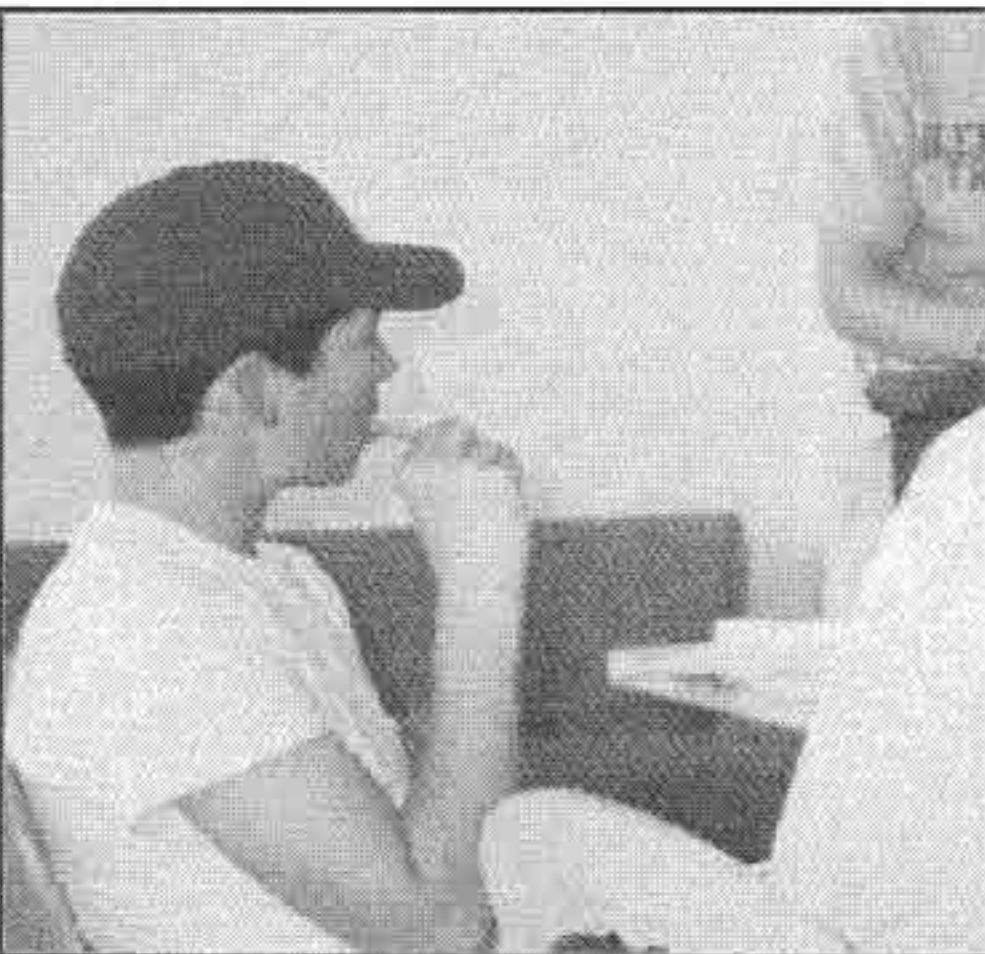
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Stanford National Forensic Institute

Lincoln Douglas & Individual Events



The Stanford National Forensic Institute offers a unique national caliber program conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University.

Two Week Program: This program allows students of LD or Events to spend two weeks studying and practicing with other gifted students from throughout the nation. The LD camp provides students with 14 expertly critiqued practice debates. One of the finest LD faculties in the nation will teach students both fundamentals and advanced techniques in a rigorous, carefully structured environment.

Three Week Program: The outstanding highlight of this program will be an extra 20 fully critiqued practice rounds. Students attending other camps during the summer can avail themselves of this one week experience or students in the regular camp can extend their stay for a total of 34 practice rounds between the two programs, for a total of three intensive weeks!

Stanford Advanced Seminar: An exclusive SNFI workshop dedicated to in-depth issue examination. This seminar will be taught by some of the top instructors from the SNFI staff. Ideal for students with previous institute experience; open to all experienced students returning to SNFI for a second or third year, and others by application.

SNFI Regents: The Regents Program is intended for graduating Seniors and college or university students interested in working at one of the nation's most prestigious speech and debate institutes. Regent's time is divided between administrative tasks and working in labs. Regents are provided room, board, and a compensatory stipend. Please direct application inquiries or questions to SNFIRegents@aol.com

Faculty: The SNFI LD faculty is composed of coaches and former competitors who have achieved the highest levels of success in the activity. This year's faculty will include: Dr. Michael Major, Director; Jon Gegenheimer, Assistant Director; Jonathan Alston, Newark Science High School; Michael Arton, New Orleans Jesuit High School; Cherian Koshy, Apple Valley High School; Richard Re, New Orleans Jesuit High School; Michael Osofsky, Stanford University; Adam Lauridesen, Bellarmine College Prep; Hetal Doshi, Emory University; Noah Grabowitz, Stanford University; Gigi Garmendia, Harvard College; Matt Bachus, Trinity Prep; John Lynch, Ohio State University; and others. The institutions noted are where the relevant SNFI staff member works, debates or debated, and/or studies during the academic year, and are for identification purposes only.

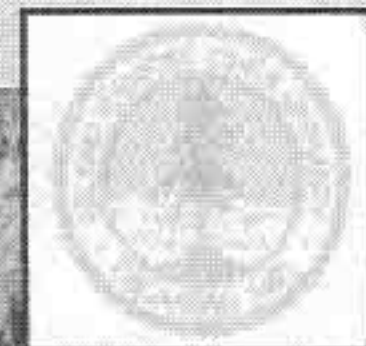
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by
Wayne C. Mannebach

PART FOUR: CLOUDY IMAGERY, VAGUE PRONOUNS, IMPROPER SUBORDINATION, AND WEAK PARALLELISM

LEARN WHAT NOT TO DO!

As stated in Part One of this series treating oratorical clarity (See *Rostrum*, March 2002, p. 43), perhaps the most practical way to improve oratorical effectiveness is to emphasize what not to do. In other words, the orator should focus on those features which compete with clarity. Like the first three, this article does not treat every obstacle to clear thought, for such endeavor would be futile for any person. Instead, this article covers four of the most notorious obstacles and sufficiently warns the orator to examine carefully language usage. The author

of her silver rivers." What corresponds to a chain of mountains drawing milk from the clouds? Such imagery taxes the audience to discover resemblances which fail to exist.

In a keynote address to freshmen during orientation week, a college professor alluded to "Cadmus, Agenor, and Europa"; to "Leshian and Chian wines"; and to "the lard of the Apulian swine and the condited bellies of the scarus." The professor employed imagery that only people familiar with the classics could interpret. Many of the professor's audience were not so trained in high school, so communication broke down.

Other orators hamper communication by employing highly emotional but vague adjectives. For example, what homogeneous image can an audience achieve from such words as *awful*, *elegant*, *fantastic*, *fabulous*, *glorious*, *lovely*, *magnificent*, *sensational*, *stupendous*, and *wonderful*? Yet these words appear frequently in contemporary discourse.

Confusion also can come from such commonly used words as *bald*, *overweight*, *heavy*, *large*, *old*, *middle-aged*, *young*, *short*, *tall*, *thin*, and *wide*. For instance, what does it mean to say that someone is *bald*? Does a bald man lack hair all over his head? Just on the sides? Just in front or in back? Is a heavy person 200 pounds? 300 pounds? A person

who is 120 pounds could be heavy for the balancing bar in gymnastics; a person who is 260 pounds could be small for defensive tackle in professional football; and a person who is 350 pounds could be small in sumo wrestling. Someone who is 35 could be old for some professional sports, yet an 80-year-old parachutist could be young in attitude and health.

Other commonly used, but often unnecessarily vague, words are *many*, *most*, *few*, *several*, *lots*, *some*, *least*, and the like. Students of oratory should not abandon these words completely, but if precise numbers can be employed, then statistics rather than the above adjectives should be used. For instance, if 65 students out of 100 students taking an examination passed, then the orator should report that "65 out of 100 students taking the examination passed." This is clearer than saying, "More than half of the students taking the examination passed"; or "Many students passed the examination"; or "Some students failed the examination." Orators who use such vague expressions unnecessarily perhaps are too lazy, apathetic, or even timid to research the facts and specify their thoughts.

Oratorical ineffectiveness also occurs from the em-

....Only by striving for clear imagery and proper reference, subordination, and parallelism can orators hope to be persuasive.

assumes from his teaching and coaching experience that, if the orator knows **what should not be done**, he or she will employ **what should be done**. This article stresses cloudy imagery, vague pronouns, improper subordination, and weak parallelism.

DON'T USE CLOUDY IMAGERY!

Imagery traditionally means the ability of words to evoke mental pictures. To evoke clear mental pictures is a trait which all orators should master, but unfortunately some fail to do so. Some orators are ineffective because they employ imagery that is incongruous with nature. For instance, a high school student referred to "an obscure climate of the human intellect." What clear thought can an audience receive from such words? What is an obscure *climate* of the human intellect? In fact, what is any *climate* of the mind? Another high school student informed her hearers that "abstinence is healthy if practiced in moderation." Huh? How does one *abstain* by taking only a small portion?

A college student bragged that his state "has an iron chain of mountains running through her center, which God placed there to milk the clouds and to be the source

ployment of adjectives that function not to present objective description, but to express personal feelings. Examples occurred when students described a young, wealthy man as "that poor, old man"; women who get abortions as legally protected murderers"; and unmarried, teenage mothers as "little old ladies at home." Confusion occurs when the audience is uncertain whether the orator's words are to be taken literally or figuratively. Adjectives should clarify, not confuse.

To improve their use of imagery, students of oratory should read the works of speakers and authors known for their mastery of evoking clear, mental pictures. For example, clear imagery indeed appears in Wilfred Owen's poem, *Dulce et Decorum Est*, which describes the horror of a gas attack during World War I. The poem constitutes a commentary on the ancient Latin patriotic motto in the last two lines: "It is sweet and becoming to die for one's country."

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through
sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.

Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of disappointed shells that dropped behind.

Gas! Gas! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And floundering like a man in fire or lime. —
Dim, through the misty panes and thick green light
as under a green sea, I saw him drowning.

In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues, —
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: *Dulce et decorum est*
Pro Patria Mori.

Indeed, Owens described scenes which unlikely will occur today, but he well exemplifies how imagery can be clear, real, and intense; and that unclear imagery is useless in an orator's repertoire.

DON'T USE VAGUE PRONOUNS!

Whenever an audience has to ponder over the substantive to which a pronoun refers, oratory is ineffective. For illustration, a clergyman remarked that "men look with an evil eye upon the good that is in others, and think that their reputation obscures them, and that their commendable qualities do stand in their light; and there-

fore they do what they can to cast a cloud over them." Who are *the*? To whom does *them* refer? Who or what is *their*? What is the meaning of any pronoun in such a mess? Little wonder why the clergyman's parishioners criticized his sermons.

A university student working for the Admissions Department on his campus informed a group of prospects that "at this university nearly all of the students know their professors and they are in the habit of calling them by their first names." Do the professors call their students by first name, or do the students call their professors by first name? The campus atmosphere seems informal, but *who* is doing *what* according to the speaker?

After interviewing his university's president, a student reported that the president "recalls vividly the beautifully written letters he has received from his father since he has left home." Did the father leave home, or was it the son? To whom does the last *he* refer?

A university student reported that "the Memphis (Tennessee) draft board has declared a Catholic priest draftable and rescinded his draft exemption, less than a week after a Memphis bishop announced his support for the anti-war movement." To whom does *his* refer? Did the priest or the Bishop support the anti-war movement?

Students of oratory should review their grammar and make certain that their pronouns clearly point to correct antecedents.

DON'T USE IMPROPER SUBORDINATION!

Confusion can occur when sentence elements of unlike importance are linked together as equals. In other words, a less important element should be subordinate to a more important one.

For instance, a young missionary visiting his family in Wisconsin reported to a group of Rotarians that "during my first night in Africa, a young native with a gun broke into my office and demanded money, but I was engaged in an important discussion with the church elders." It appears that the missionary was too busy to give money to the demanding and threatening thief. This is not what the missionary meant. However, the missionary caused thoughtless coordination, for he treated the motive for the act as if it were the matter of importance. The act itself was relegated to the subordinate position. The missionary should have said, for example, "During my first night in Africa, while I was engaged in an important discussion with the church elders, a young native with a gun broke into my office and demanded money."

Orators who fail to recognize sentence elements of unequal importance should not expect favorable feedback from the audience.

DON'T USE WEAK PARALLELISM!

The main principle of *parallelism* is that similar meanings should have similar construction. For instance, in his Inaugural Address John F. Kennedy generated clarity by putting into similar construction ideas of similar importance. He said, for instance, "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and success of liberty."

Later, in the same address, Kennedy alluded to "those nations who would make themselves our adversary," and said: So let us begin anew, remembering on both sides that civility is not a sign of weakness and sincerity is always

(Mannebach continued to page 101)

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JAMES RAPORE
(ODI class of 2001 - LD)
Brentwood High School

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Information Guide

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Hosted by the Georgia NFL Peach and Mountain Districts
at Georgia State University in downtown Atlanta

www.GeorgiaNationals.org

Welcome!

On behalf of Georgia's NFL coaches and programs, it is our great pleasure to welcome you to Atlanta for the 2003 NFL Nationals! We are hard at work to make your trip South especially rewarding, a wonderful and unforgettable experience for your students. It may come as something of a surprise to realize that in the long history of the NFL, Georgia has never yet hosted the national tournament. Georgia's legendary Sandra Silvers long dreamed of hosting the Nationals; today's coaching community is fulfilling that dream, to return in some small measure the wonderful hospitality our students have enjoyed in your state. The Georgia Nationals will showcase our two very active NFL Districts, the city of Atlanta, and Georgia State University, where pre-finals competition events will be hosted.

While many of you have traveled to Atlanta for one reason or another, others may be unfamiliar with the central city corridor. For that reason, and to ease your planning, in the coming months we will be making extensive information available.

Rostrum inserts will review logistical arrangements in detail, summarize opportunities for fun in the region, and highlight special events planned in conjunction with the tournament. Qualifying schools will soon or have already received a detailed information packet that offers additional information. And we encourage you to frequently visit the website for this year's event: www.GeorgiaNationals.org.

Above all else, we're committed to hosting a Nationals centered on enhancing the experiences of the outstanding students who have qualified to compete for national championships. From beginning to end, the Georgia Nationals will be first and foremost focused on students, and helping them feel immediately at home in the tournament neighborhood. We are committed to securing your safety in the downtown area.

All the tournament hotels are located just minutes from the GSU campus and other tournament venues, and regardless of the contracted properties, you will never have to fight Atlanta interstate traffic. And once on the Georgia State University campus, you'll feel right at home — GSU is a 30,000 student Research I university whose facilities could not have been more perfectly designed for the Nationals. Registration and week long hospitality will be available in the University's new multi-million dollar Student Center, and participants will compete in many new and newly renovated classroom spaces and buildings. The campus is easy to navigate and surrounded by restaurants and tourist venues, like the World of Coke and Underground Atlanta. The Jimmy Carter Presidential Center and famous Fox Theater are only blocks away.

We are pleased to enjoy the support of the tournament's principle corporate sponsor, the Lincoln Financial Group, and once again our friends at Schwan's Food have agreed to assist in making the tournament fun for all participants. We are hard at work securing additional support from the region's many Fortune 500 companies and nationally prominent law and communication firms. Participants will also enjoy a number of occasions to interact with

Georgia's most visible public figures. For example, it is fitting that the Georgia Nationals will play host for the first time to students qualifying in the new Turner Controversy Event. Ted Turner, an Atlanta legend, has agreed to lend his name and support to this new public debate event and to judge the final round.

We're eager to introduce you to landmark city sites where the modern civil rights movement was born. Finalists in the Barbara Jordan and Ted Turner events will speak at the same pulpit where the Rev. Martin Luther King, Jr. preached, in the old Ebenezer Baptist sanctuary, a national historical monument. Finalists in many other events will compete for championships at the new Ebenezer sanctuary, a stunning monument to the ongoing struggle for equality and social justice, built across Auburn Avenue from Rev. King's gravesite. And we are finalizing plans which will allow Congress finalists to compete in Super Session at the gold-domed Georgia Capitol, only two blocks south of campus and just restored to its original glory.

Please don't hesitate to make contact with either of us or other Georgia colleagues if you have any questions! See you soon, here in Georgia!



Leslie S. Watkins / Brockwood HS
Ga. Northern Mountain District Chair



Richard Bracknell / Carrollton HS
Ga. Southern Peach District Chair

Richard Bracknell

Leslie S. Watkins

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INFORMATION

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Coming in the April Rostrum: What to Do in Atlanta in June? — A World of Opportunities for Fun!
Coming in the May Rostrum: Detailed Information About Special Tournament Events!

If you have questions or concerns, here's contact information for the *Georgia Nationals*:

Tournament Website

www.GeorgiaNationals.org

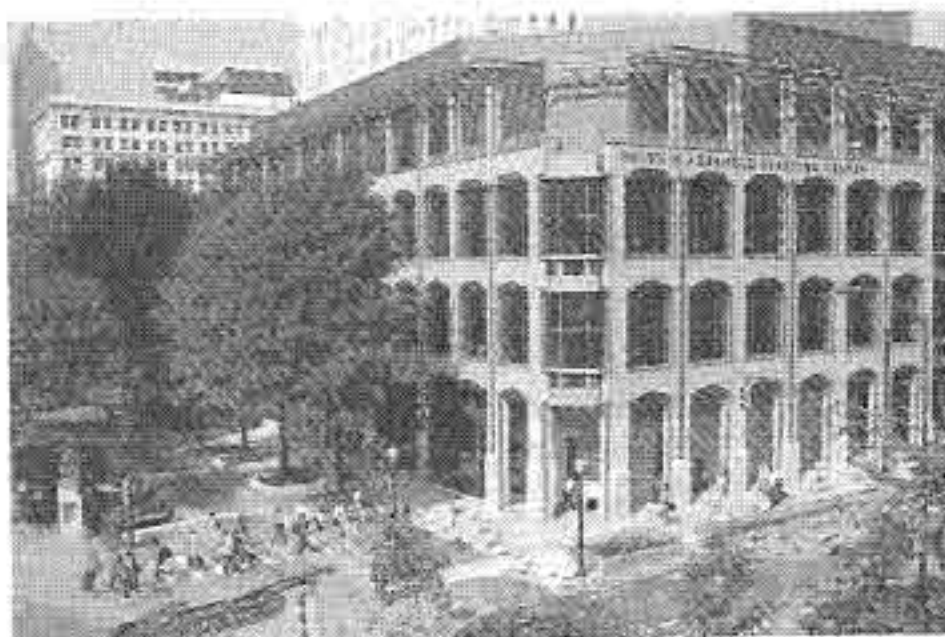
Tournament Co-Chairs

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richard.bracknell@carrolltoncityschools.net

Mrs. Leslie S. Watkins
Brookwood High School, Snellville, GA
leslie@watkinssoftware.com

Local Host / Tournament Liaison

Dr. David Cheshier
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Georgia State University, Atlanta GA
404/651-2621 • joudmc@panther.gsu.edu



Georgia Nationals Committee Chairs

Ms. Carol Corson
Mr. John McClellan
Ms. Beverly Dowdy
Ms. Betty Maddux
Mr. Kelly Parker
Ms. Lee Robinson
Mr. Bruce Rogers
Mr. Philip Wertz
Mr. Chris Wheatley
Ms. Lisa Willoughby

Tournament Highlights

Stay tuned for major announcements about the tournament in the coming weeks. In the meantime, here are highlights already planned:

- All hotels are in the GSU neighborhood, so you'll avoid traffic.
- Finals at the historic Ebenezer Baptist church, where the Rev. Martin Luther King, Jr., preached.
- A range of planned final day activities, organized with the King Center for Nonviolent Social Change.
- Spectacular venues for Student Congress.
- A wonderful opening, starting on registration Sunday with a gala hosted by Schwan's.
- Ready use of the university's best and newest facilities, including the new Aderhold Learning Center.
- A week long hospitality center for coaches and students.
- Events designed to celebrate Atlanta's role in pioneering the urban debate leagues.

In the coming months, we encourage you to frequently visit the Georgia Nationals website for information updates. We're thrilled you'll be joining us!

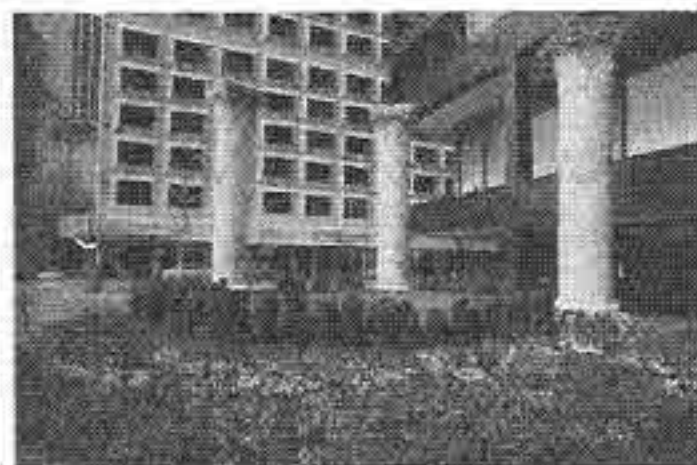


The Nationals Neighborhood

Week long contest events will take place on the Georgia State University campus, located in the heart of downtown Atlanta. The Georgia State Capitol is two blocks south of campus, the King Center five blocks northeast of campus, and all the contracted hotels are within four blocks north of the campus venues. Atlanta's subway system, MARTA, makes it possible to travel almost door-to-door between the airport, hotels, campus, and final day events.

We are using hotels located in the heart of the city's convention district—a full range of restaurants and shopping opportunities are within walking distance. For instance, within two blocks of the convention hotels are more than 30 restaurants, ranging in price and quality. Half a block away is the renowned City Grill, a four star restaurant which serves Atlanta's downtown professionals. Nearby are fast and cheap Chinese, Middle Eastern, Italian, and sandwich shops.

Half a block off Peachtree, at Peachtree Center Avenue and International Boulevard, is Hsu's, featuring Chinese artifacts, subtle lighting, polished service, and a kitchen that delivers excellent specials, including such novelties as soft-shell crab in black bean sauce and Szechuan beans in spicy pork. Morton's of Chicago, the well known chain restaurant, is also nearby, and serves a good mound of meat. Morton's is on Peachtree Center Avenue, on the ground level of the Marquis Tower One. For an excellent breakfast for mere pennies, or decent deli sandwiches, visitors often seek out Jack's Sandwich Shop in the 230 Peachtree Tower Building. With sublime cheese grits, fine eggs and bacon, bagels and toast, and a good juice selection, Jack's is a penny-pinching treasure.



Underground Atlanta is a retail and restaurant complex next door to the GSU campus, and features restaurants of all varieties: Leonardo's (an Italian restaurant), a full Food Court with more than 20 fast food outlets (including good BBQ), Johnny Rockets, Mick's, and (the infamous) Hooters.

The city's main nightlife is centered in Buckhead, several miles north of the convention neighborhood, but easily accessible by car or cab.

In coming *Restrum* inserts we'll provide more extensive specific information about regional attractions, including June schedules for everything from baseball to the symphony to the local theater scene, and information about regional attractions and sites of interest to history buffs. Turner Stadium, home of the Atlanta Braves, is five minutes south of GSU; Symphony Hall is ten minutes north.

If you haven't yet enjoyed the opportunity to visit or spend time in the capitol of the South, then you're in for a treat this June!

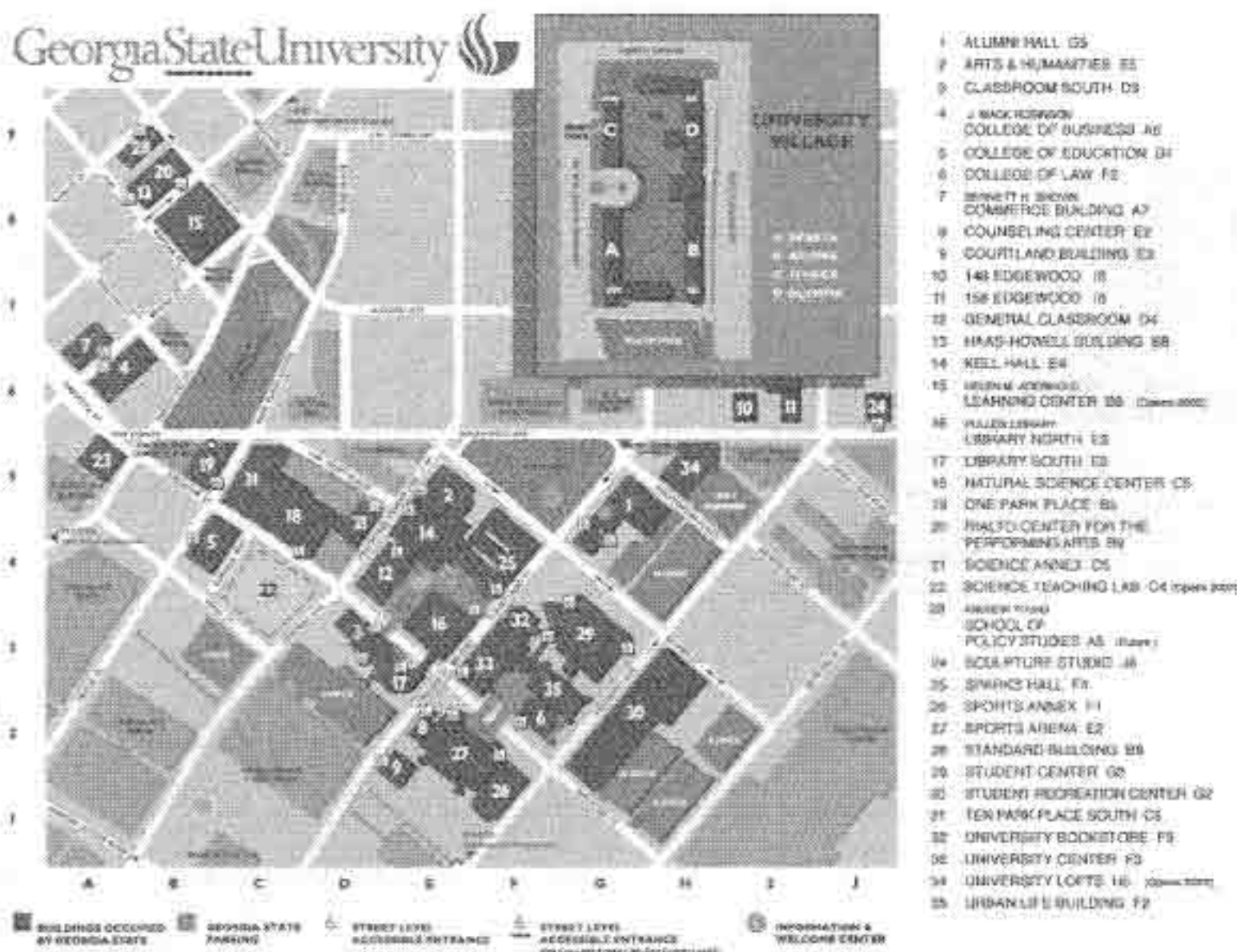
For Schools on a Tight Budget

Our host committees understand that a week-long stay in a major urban area can pose a real financial burden, and for programs facing severe financial constraints we have some good news about the Georgia Nationals. Negotiating with Atlanta's premier hotel properties, we have secured great rates across the board — for example, the rates at the Hyatt, Sheraton, and Marriott Marquis are all negotiated lower even than the rate today paid by the federal government, and these are premier convention properties.

For schools on an especially tight budget, we want to make you aware of two ways to save additional money:

- *On-campus housing options.* We are making available at a lower cost than the major hotel properties some opportunities for on-campus housing. For specific information on this, visit the www.GeorgiaNationals.org website. These venues are especially economical for large programs willing to squeeze students into apartment-style suites.
- *Nationals without a rental car?* The MARTA subway train comes right into the Hartsfield Airport terminal, and brings you directly north to the convention hotel properties. Once at your hotel you can take MARTA back and forth to the campus, and restaurants are available within walking distance, or a short cab ride. While this option will seem less attractive to schools who have qualified students needing to carry extensive extemp or debate files, those files can be stored on a nightly basis in locked GSU classrooms. Beyond the savings from renting a vehicle you will also save in daily parking fees which can obviously add up.

We welcome the opportunity to help schools on a tight budget explore additional ways to economize, and encourage you to visit our website for more information regarding cost savings options.



High resolution maps of the campus area are available at the www.GeorgiaNationals.org website. All but the Congress hotel are located in the neighborhood in the above map covered by the detailed map of the University Village.

Getting Around Atlanta

Atlanta is the transportation hub of the southeast, so getting there is no problem whether you decide to fly, drive, or take the train. *If you fly*, you'll arrive at Atlanta Hartsfield International Airport, one of the easiest airports to use in the world. Taxis, rental car companies, and Atlanta's rapid rail system, MARTA, connect the airport with downtown, a short seven miles away. *If you drive*, you will most likely enter the city on one of the three interstate highways that converge in Atlanta: I-75, I-85, or I-20. These are linked by a 63-mile perimeter road, I-285, that circles the city.

Parking in Atlanta is easy to find and relatively inexpensive. Even if you park in the city's pay lots, you will likely not pay more than \$8 per day. Most of the hotels we are contracted with require payment for parking – the specific charges per property are detailed in the hotel section of this insert. Tournament participants will be able to purchase low cost come-and-go parking passes which will enable parking in the Georgia State University parking decks.

GETTING AROUND BY CAR

Driving into Atlanta, visitors will most likely arrive by interstate: I-75 or I-85 from the north or south; I-20 from the east or west. These three routes converge on Atlanta like the spokes of a wheel, connected by the interstate perimeter that is I-285.

Any one of the three interstate routes takes you directly into and through the heart of the city. The perimeter essentially makes a big loop through Atlanta's sprawling suburban outskirts. The tournament sites are located right at the heart of the city, and are easily marked by exit signs off that portion of the interstate where I-75 and I-85 run together, a stretch of highway known by locals as "The Connector."

Interstate 285 encircles Atlanta. Sixty-three miles in circumference, it is known as the "perimeter." I-75, I-85, and Georgia Highway 400 divide the rough circle created by the perimeter into six pie-shaped sections.

Georgia Highway 400, the only toll road in Georgia, starts at I-85 in northeast Atlanta and heads north in a straight line to a point just south of Dahlonega. While this is not an interstate highway, it has all the characteristics of one: six high-speed lanes, interstate-type signage, and high-speed entrance and exit ramps.

GETTING FROM THE AIRPORT TO HOTELS

There are many options for transport from Hartsfield to the downtown hotels, all either reasonably priced or free.

The Airport Train. One of America's best urban transportation tricks is the MARTA train from the Atlanta airport to downtown. Travelers who have discovered it love it. The airport entrance to the train platform is near the baggage claim. It's adequately marked when you reach the claim area. From there, for \$1.75, you can quickly reach any place on the rail system map. The Peachtree Center MARTA station (the station nearest the hotels, one stop north of the centerpoint of the rail

system, is called Five Points, not to be confused with the shopping and restaurant area called Little Five Points) is only 20 minutes away from Hartsfield. Many hotels in the downtown area and along the Peachtree Street corridor are within easy walking distance of a MARTA station, and this is true of almost all the Nationals hotel properties (in fact the only exception is the Holiday Inn, which is located next to Turner Field).

Hotel Shuttles. Some 42 hotels offer shuttle service to and from Hartsfield. Those properties with shuttle service meet passengers at curbside outside the baggage claim area and transport them to their hotel. Generally, hotels in the airport area provide free service, but some of the downtown hotels charge for it.

Taxis. Taxis are easy to find at the west side of the airport near baggage claim. The bullpen holds 315 cabs. During busy times many drivers are waiting their turn. Ten or so line up by the dispatcher's booth on the sidewalk at any one time. The dispatcher is an employee of the city aviation department and is charged with keeping the taxi traffic flowing smoothly. Taxi fare from the airport to downtown is \$15, but that amount may go up by June.

**Atlanta has 32
streets named
Peachtree.**





HIGH SCHOOL POWERCAT DEBATE-FORENSICS CAMP

Kansas State University
Manhattan, Kansas
June 2003

For Student-Competitors and Coaches

DEBATE

One Week: June 15-21
or
Two Weeks: June 15-28

FORENSICS

One Week: June 15-21

Debate Camp Director

Susan Stanfield, Director/Head Coach of the nationally recognized KSU debate team

Forensics Camp Director

Craig Brown, Director/Head Coach of the nationally recognized KSU IE forensics team

Designed to meet the needs of a variety of student-competitors and staffed by the directors, coaches, and competitors of one of the top Debate-Forensics programs in the nation, the **Powercat Student Camps** are focused on two goals. First, we are looking to the upcoming season by preparing you with new evidence, strategies, topics, materials, and events. And second, looking beyond just this year, we will help you hone your understanding and debate-forensics skills. We want you to take what you learn far beyond any one season of debate-forensics.

The **Powercat Coach Camps** are designed to be flexible. Coaches can attend all student sessions, but there will be additional opportunities to work on learning or improving coaching skills and administrative issues, and to find new material, topics, and evidence for your competitors.

All camps offer room and board, with commuter options available.

Complete Debate Camp information and registration is on the Web at
www.dce.ksu.edu/debate



To request a registration packet via mail call the Division of Continuing Education Registration Office at (785) 532-5566 or 1-800-432-8222, or e-mail info@dce.ksu.edu.

Tournament Hotels

Atlanta is one of the nation's busiest convention cities, and the going rate for the major high property hotels is considerably higher than we've been able to negotiate. We're pleased that no large-block hotel we're using will be charging guests more than \$93 per night, which is now much lower even than the rate granted the federal government.

Where Should I Stay?

We strongly encourage you to stay in one of the contract properties for which information is provided in this insert. Every hotel of reasonable quality within a ten minute radius of the Georgia State University campus is under Nationals contract. Staying in these properties puts you in some of Atlanta's premier hotels, and also importantly will assure that you avoid the regular traffic mess typical of downtown. Staying at a property even ten miles away may obligate you to back and forth commutes exceeding an hour each way.

All but one of the contracted properties have set aside considerable blocks of double/double rooms, and some king rooms, for tournament participants. The exception is the Embassy Suites, located at the Olympic Centerennial Park, where our block only includes 20 suites, to accommodate attendees who expressed a specific interest in staying there. All contract properties will ask you to pay a \$2.00 per room per night rebate which helps underwrite the running of the Nationals.

Nearly all the major downtown hotels have leased their parking lots out to private vendors, which means hotel guests usually pay overnight parking charges as high as \$20 per night. In many cases we were able to successfully negotiate these parking charges down or completely away. Parking charge information is provided here so that you can budget for it. Since these daily fees can add up, if the choice is between bringing multiple cars or renting one minivan, you will save considerably on parking charges by doing the latter. Wherever you stay in the city of Atlanta, hotel stays are subject to a 14% tax.

The University is making available some limited apartment-style housing, which would be economical for schools bringing large groups, where students don't mind crowding into suites. Visit the www.GeorgiaNationals.org website for specific information about this alternative.

Many Student Congress events will be held at the *Holiday Inn Atlanta Capital Plaza*, and so we recommend that Congress participants plan to stay in that property as a first choice.

The following pages provide specific information about Nationals properties which supplements the overview data in the box shown on the next pages. Flat rates were negotiated for all hotels, and will not vary as a function of the number of people in each room.

Advanced Booking

Please remember that when you book your rooms, it is NFL policy that you provide a two night non-refundable deposit for each room or suite booked. This means non-refundable. You will be asked to send cash, check, or money order immediately to hold your rooms. If the money does not arrive in a timely fashion your rooms will be canceled and sold to others. Should you choose to use a credit card, the hotel will enforce NFL policy and bill your card immediately for the two night non-refundable deposit. If you book rooms, you will see charges on your credit card statement prior to Nationals.

NFL wishes to eliminate "speculative" booking ("I will reserve rooms now in case we qualify") and double booking ("I will book two places and when I arrive choose the one I like and cancel the other"). If a coach chooses to book excess rooms on several properties, s/he will pay a two night non-refundable deposit for each room they book, even if canceled later.



Information About Specific Nationals Properties

Here is more detailed information about our contracted hotels. Each offers the amenities standard for comparable properties in its chain, and all are of high quality, regularly used by the biggest conventions coming through the city. Nearly all are within a mile of the campus (the Embassy Suites and Holiday Inn are both roughly 2 miles away but accessible by city streets which avoid interstate traffic tie-ups), and all are near to the King Center where Friday final contest rounds will occur.

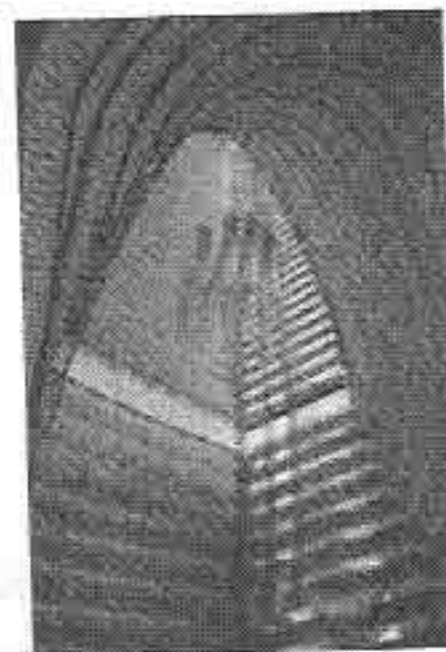
Hyatt Regency Atlanta. The flagship property of the Georgia Nationals, the Hyatt Regency is also the location for Thursday evening Final Round contest events (to be held in the Hyatt Grand Hall). The Hyatt Regency adjoins the Peachtree Center complex, which includes an indoor connection to the Peachtree Center MARTA public rail center. Built around one of the most spectacular hotel atriums in North America (it was the first contemporary atrium hotel built in the world), the hotel features a range of restaurant options, a gift shop, a fully equipped business center, complete 24-hour concierge service, and access to world class fitness facilities. Cabs are available at the front door around the clock. The property was completely renovated and expanded in 1996. Glass elevators will take you and your students to *Polaris*, Atlanta's landmark revolving rooftop restaurant under the hotel's famous blue dome.

Located at 265 Peachtree Street, rooms are available in double-double and king configuration, all at a \$93 flat rate. Reservations can be made by calling 1-800-233-1234 or 404-577-1234. The hotel fax number is 404-588-4137. The group contract name is *National Forensic League*. The block closes on May 13, 2003. The Hyatt is attached to a major parking facility which charges \$19 for overnight parking (less for daily hourly parking). The property web address is <http://atlantaregency.hyatt.com/property/index.html>. Should you have questions regarding your reservation, the sales manager for the NFL contract is Nicole Allan, available at 404-588-4065.



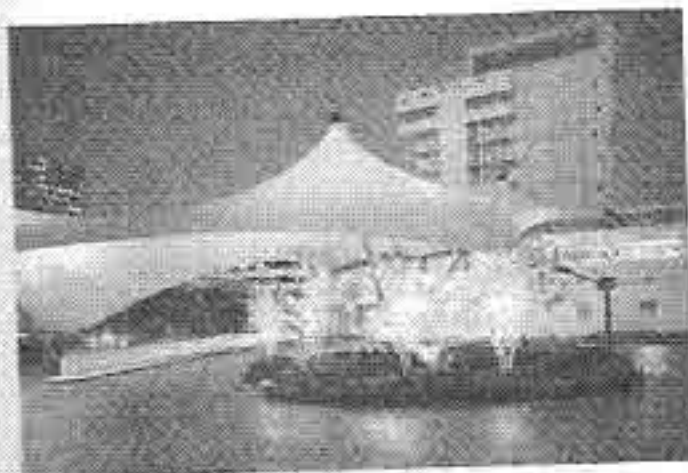
Atlanta Marriott Marquis. The Marriott Marquis, designed by John Portman, is among the city's most visible skyline hotels on account of its 50-story atrium and the panoramic view of the city it provides. A Mobil Travel Guide 3-star hotel, the Marquis features on-site restaurants (the Marquis Steakhouse, Allie's, Champions, and others), 24-hour room service, a gift shop and newsstand, and business center service. The hotel also includes both indoor and outdoor swimming pools and health club access. Guest rooms include work desks with lamps and data ports.

Located at 265 Peachtree Center Avenue, rooms are available in double-double and king configuration, all at a \$93 flat rate. Reservations can be made by calling 1-800-288-9290 or 404-521-0000. The hotel fax number is 404-586-6299. The group contract name is *National Forensic League National Championships*. The block closes on May 13, 2003. The Marquis is attached to a major parking facility which charges \$19 for overnight parking (less for daily hourly parking). The property web address is <http://www.marriott.com>. Should you have questions regarding your reservation, the sales manager for the NFL contract is Lori Castonguay, available at 404-586-6191.



Sheraton Atlanta Hotel. The Sheraton Atlanta is a deluxe hotel, the closest property to the Georgia State University campus. Its recent renovation has won design awards, and part of the hotel surrounds a spectacular Savannah-style atrium pool with retractable roof, sided by a whirlpool and great city views. Guest rooms include all the amenities you would expect from a high-end Sheraton, including in-room data ports. Hotel conference and restaurant spaces are among the most impressive in the city, and also benefitted from the recent total renovation.

Located at 165 Courtland Avenue, rooms are available in double-double and king configuration, all at a \$93 flat rate. Reservations can be made by calling 1-800-833-8624. The hotel fax number is 404-524-1259. The group contract name is *National Forensic League - Forensic*. The block closes on May 16, 2003. The Sheraton is attached to a major parking facility which charges \$12 for overnight parking (less for daily hourly parking). The property web address is <http://www.starwood.com/sheraton>. Should you have questions regarding your reservation, the sales manager for the NFL contract is Andre Chevalier, available at 404-586-3389.



2003 SUNSHINE DEBATE INSTITUTE

The Sunshine Debate Institute is a cooperative venture between the Debate Coaches at The University of Florida and The Florida State University. The camp will offer instruction in CX Debate, LD Debate and Extemporaneous Speaking. The Institute staff has over 30 years of competitive speech and debate Experience as competitors, coaches, and educators.

Important Information for Students, Parents and Coaches

- **Date:** June 27–July 10
- **Cost:** \$985 (\$400 deposit by 4/15/03)
- **Location:** Stetson University, Deland, Florida (25 miles north of Orlando and 25 miles west of Daytona Beach)

The staff includes:

- Frank Irizarry—Director of Policy Debate at The University of Florida
- Marna Weston—Director of Policy Debate at The Florida State University
- Cynthia Irizarry—former NDT Debater and Coach at Wayne State University and The University of Nebraska

Additional Staff will include Speech and Debate team members from The University of Florida and The Florida State University. Staff will be added based on the size of the Institute. We will strive to foster an educational atmosphere with smaller labs and more direct instruction.

Sunshine Debate Institute
C/O Frank Irizarry
426 West Lansdowne Avenue
Orange City, FL 32763

URL:

<http://grove.ufl.edu/~debate/>

Email:

Gatordebate@aol.com

Summary Information Regarding Hotels Under Contract for the Georgia Nationals

HOTEL NAME	STREET ADDRESS	NIGHTLY RATE	BLOCK CLOSES	RESERVATION PHONE
Hyatt Regency Atlanta	265 Peachtree Street, 30303	\$93.00	May 13	800/233-1234
Atlanta Marriott Marquis	265 Peachtree Center Ave., 30303	\$93.00	May 13	800/228-9290
Sheraton Atlanta Hotel	165 Courtland, 30303	\$93.00	May 16	800/833-8624
Holiday Inn Capitol Plaza	450 Capital Avenue, 30312	\$79.00	May 13	800/589-7952
Marriott Courtyard	175 Piedmont, 30303	\$81.00	May 1	800/321-2211
Fairfield Inn	175 Piedmont, 30303	\$71.00	May 1	800/228-2800
Days Inn	300 Spring Street, 30308	\$69.00	May 14	404/523-1144
Super 8	111 Cone Street, 30303	\$60.00	May 13	404/524-7000
Embassy Suites	267 Marietta Street, 30313	\$120.00	May 15	404/223-2300

Holiday Inn Atlanta – Capitol Plaza. The featured hotel for *Student Congress* participants, the ballrooms and meeting spaces of the Capitol Plaza Holiday Inn will be used for a number of important Congress events. Congress students will appreciate the incredible \$20 million renovation, completed just two years ago, which has created lovely meeting areas. The hotel has been an Atlanta landmark for many years, and just became a Holiday Inn this past summer. Rooms have undergone a total furniture and internet access makeover. The hotel is right next door to the Ted Turner baseball stadium, home of the Atlanta Braves, and north side windows have an incredible view of the State Capitol dome and Georgia State University, just two miles north of the hotel. The Holiday Inn may be the most secure hotel property in Atlanta, since by virtue of its physical location it is walled on several sides. The hotel has full service restaurant and room service options.

Located at 450 Capitol Avenue, rooms are available in double-double and king configuration, all at a \$79 flat rate. Reservations can be made by calling 1-800-589-7952. The group contract name is *National Forensic League*. The block closes on May 13, 2003. The Holiday Inn is attached to a parking facility which is charging tournament guests only \$3 for overnight parking. The property web address is <http://www.atlantacapitolplaza.com>. Should you have questions regarding your reservation, the sales manager for the NFL contract is Darrell Russell, available at 404-591-2015.

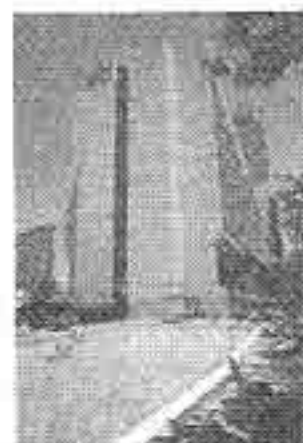


Marriott Courtyard. Standard, high quality Marriott property, located close to Georgia State University. To achieve a discounted rate for this downtown hotel, we negotiated a rate that does not include breakfast. The Courtyard does not charge any parking fee for hotel guests. Amenities include a business center and swimming pool.

Located at 175 Piedmont Avenue, rooms are available in double-double and king configuration, all at an \$81 flat rate. Reservations can be made by calling 1-800-321-2211. The group contract name is *Georgia Nationals*. The block closes on May 1, 2003. Should you have questions regarding your reservation, the sales manager for the NFL contract is Yvonne Sapp, available at 404-659-7777.



Fairfield Inn. A recently renovated property attached to the Courtyard, and at the same 175 Piedmont Avenue address, the Fairfield is an inexpensive but convenient hotel for Nationals participants. As with the Courtyard, parking is also free at the Fairfield. The Fairfield rate includes a daily continental breakfast. Rooms are available in double-double and king configuration, all at a \$71 flat rate. Reservations can be made by calling 1-800-228-2800. The group contract name is *Georgia Nationals*. The block closes on May 1, 2003. Should you have questions regarding your reservation, the sales manager for the NFL contract is Yvonne Sapp, available at 404-659-7777.



Days Inn Atlanta. A recently renovated high-rise, complete with restaurant and fitness center amenities, the Days Inn is also within a mile of Georgia State University, and is one of the most affordable properties under contract. The parking rate for Nationals attendees has been discounted to \$10 per day, with cheaper charges available for come-and-go hourly traffic. The hotel is right in the middle of the major convention thoroughfares, and is close to a MARTA station. Room service and business center services are all available.

Located at 300 Spring Street, rooms are available in double-double and king configuration, all at a \$69 flat rate. Reservations can be made by calling 1-404-523-1144. The group contract name is *NST*. The block closes on May 14, 2003. Should you have questions regarding your reservation, the sales manager for the NFL contract is Benny Benson, available at 404-404-523-1144.

Super 8 Downtown. A lovely downtown high-rise, complete with restaurant and fitness center amenities, the Super 8 is close to Georgia State University, and is also among the most affordable properties under contract. The hotel is right in the middle of the major convention thoroughfares, and is close to a MARTA station. Room service and business center services are available.

Located at 111 Cone Street, rooms are available in double-double and king configuration, all at a \$60 flat rate. Reservations can be made by calling 1-404-524-7000. The group contract name is *Georgia Nationals*. The block closes on May 13, 2003. Should you have questions regarding your reservation, the sales manager for the NFL contract is *Debbie Williams*, available at 404-524-7000.



Embassy Suites Atlanta — Centennial Olympic Park. Located right next door to CNN World Headquarters, the Georgia Dome, and Philips Arena, and overlooking Centennial Olympic Park, the Embassy Suites are located only two miles from the Georgia State University campus. The Suites feature all the high quality amenities of Embassy Suite properties nationwide, including wonderful restaurant and common area spaces, roomy suites, and access to room service and business services. Because of the limited specific demand for Embassy Suite access, our block is small — if you wish to stay here, move quickly!

Located at 267 Marietta Street, rooms are available in double-double and king suite configuration, all at a \$120 flat rate. Reservations can be made by calling 1-404-223-2300 or 1-800-EMBASSY. The group contract name is *Georgia Nationals*. The block closes on May 15, 2003. Parking is available for an \$18 overnight charge, and a \$10 day rate. Should you have questions regarding your reservation, the sales manager for the NFL contract is *Brie Wells*, available at 678-686-0709.



Want to WIN or LEARN?

How about Both?

HERE ARE SOME OF THE MANY WAYS YOU CAN...

Presenting the

Florida Forensic Institute

Student Congress Championship Lab

(Part of the Nationally Recognized FFI All-Events Institute)

Ms. Lisa Miller, Director of Student Congress

Coach of 4 National Champions & Winner of EVERY major Congress Tournament

With a Staff that Rivals the World!

- Scott Jacobson (Union College)—NFL, CFL, and Harvard Champion
- Jeff Hannon (University of Florida)—NFL Champion
- Ashley Keller (Harvard)—Founding Champion of the HNC, CFL Runner-up
- Matt Spritz (Emory)—CFL Champion
- Plus Sarah Mehlretter, Ben Seymour, and other Champions of major National Tournaments!

FFI Students have WON CHAMPIONSHIPS at the following IN THE PAST 2 YEARS:
 NFL NCFL HNC Barkley Forum Glenbrooks UPENN Blue Key
 And many others!

Additional Highlights:

- **Logic, Evidence, and Political Analysis with Fr. John Sawicki**
- **Double Training in Domestic & International Extemp**
- **3 Full Sessions of Critiqued Debate and Scenarios**
- **Rebuttal, Research, and Style Workshops**

And...poolside BBQ's, Recreation, and the Best Accommodations Imaginable!

FFI also offers top-notch instruction in LD, INT, OO, and EXTEMP

July 25th-August 8th 2003

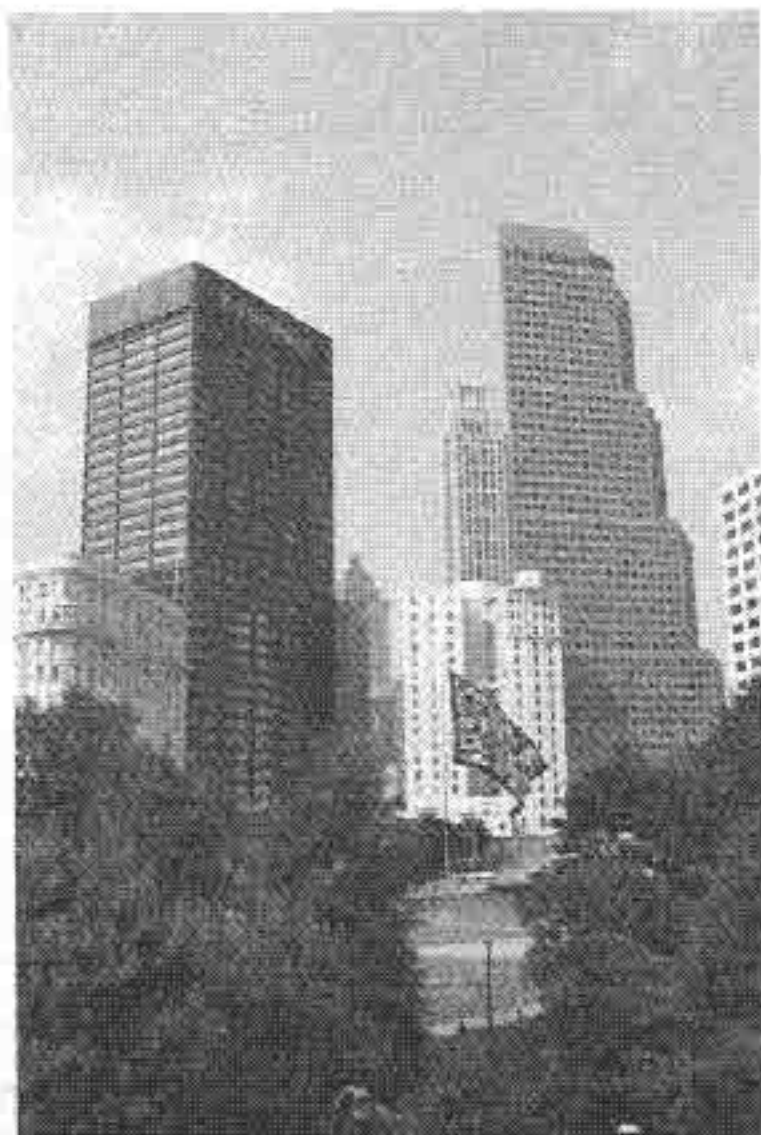
Find out more at ffi4n6.org

Rental Cars

Special car rental rates have been negotiated for the *Georgia Nationals* with **National Car Rental** and **Alamo Rent-a-Car**. The rate schedules for Atlanta are reproduced below in chart form.

For schools wishing to use **National Car Rental**, the rates listed assume an Atlanta Airport pickup, and cover the National Tournament week (from June 14 - 21, 2003). These rates are non-discountable and may not be used with certificates. Weekly rates are for five to seven days. Weekend rates apply Thursday, Friday, and Saturday. Specialty vehicles may need to be guaranteed with a major credit card at time of booking. The rate for a vehicle class not listed on the National chart is the lowest leisure rate available at time of booking less 10%. Standard age, driver, and credit qualifications apply. Minimal rental age at most U.S. locations is 25. Rates do not include taxes, governmental or airport fees, or optional charges such as refueling services or additional driver fees, Loss Damage Waiver, Personal Accident Insurance/Personal Effects Coverage, Supplemental Liability Insurance or any other optional items or services. The 24-hour toll free reservation number for National is 1-800-227-7368. The group rate ID number is: 6801085. Cars may also be reserved online at www.nationalcar.com.

Schools wishing to use **Alamo Rent-a-Car**, the rates listed assume the same dates and pickup constraint. Convention rates may be reserved for use one week prior to and after the tournament dates. Alamo makes no additional charge for additional drivers. They require a five-day minimum stay for weekly rates to apply, and coupons are not valid on convention rates. Similar models may be substituted, and the convention rate includes vehicles equipped with automatic transmission, AC, and radio. If you return the car to a location different than where you rented, drop off charges may apply. Fuel, taxes, and other optional items are additional. Reservations must be made twenty-four hours in advance, and those can be guaranteed. This offer is only available to renters over the age of 25. Higher rates apply to renters aged 21-24 (minimum rental age for Alamo is 21). The 24-hour toll free reservation number for Alamo is 1-800-732-3232. The group rate ID number is: 378110 RATE CODE GR.



Car Rental Rates National Car Rental

Variable Rates CAR CLASSES	Sun-Wed DAILY	WEEKLY	Thu-Sat Weekend
sub compact	\$38.00	\$178.60	\$30.40
compact	\$39.00	\$183.30	\$31.20
intermediate	\$41.00	\$192.70	\$32.80
standard 2-door	\$43.00	\$202.10	\$34.40
standard 4-door	\$44.00	\$206.80	\$35.20

Tuesday and Wednesday surcharge is \$5.00

Car Rental Rates Alamo Rent-a-Car

CAR CLASSES	DAILY	WEEKLY
economy	\$33.00	\$149.00
compact	\$34.00	\$159.00
mid-size	\$37.00	\$169.00
full-size 2-door	\$39.00	\$189.00
premium/convertible	\$45.00	\$219.00
minivan or SUV	\$49.00	\$219.00
luxury	\$59.00	\$269.00

2002 saw the Inaugural Congress Tournament of Champions establish itself as a premier event in high school forensics.



This year, join us in perpetuating the newest and most competitive Student Congress tradition as we assemble the best legislators, coaches and judges from across the country.

CTOC II

April 10th - 13th, 2003

at Nova Southeastern University
Ft. Lauderdale, FL

For all official tournament information, including:

- How to Qualify for CTOC
 - Hotel Reservations
 - At-Large Bids
- visit

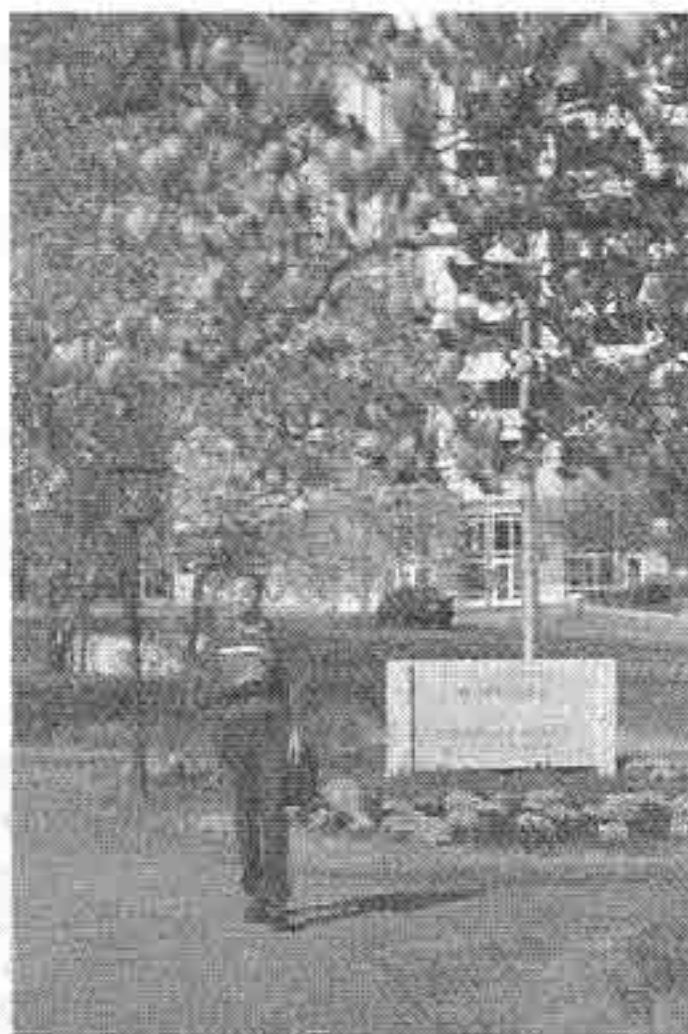
<http://www.forensics2000.com/CTOC>

Answering Questions

Is Parking On Campus Going to Be a Pain?

No! The university has ample parking — the majority of GSU's 30,000 students commute onto campus, and GSU decks and private lots ring the campus. GSU decks are well lit, safe and regularly patrolled by campus police (escorts to the decks are also available for free to anyone requesting one). To avoid early morning and mid-afternoon traffic jams at deck entrances, we will make parking passes available to tournament participants (more information on this to come, and available at the nationals website).

The venue where parking is most limited is the King Center and Ebenezer Baptist Church — their lots are free but limited, and although the Center and church are national tourist attractions, we recommend that participants carpool on Friday if possible. All the hotels have ample parking.



How Much Should I Budget Per Person Per Day?

It is always hard to provide an exact estimate, since student preferences range so widely. But restaurants are no more expensive than in any other urban area, and only slightly more expensive than you would expect to pay in the suburbs. Budget for parking expenses (many of the tournament hotels charge additional parking fees overnight, and you'll have to pay to park on the GSU campus). As usual, concessions will be sold at the tournament site (including such items as T-shirts and prepared materials). The city subway costs \$1.75 for each trip, or \$3.50 for a round trip. Cabs charge on a zone system in the downtown area, and within zones the cost is very reasonable. If you stay in one of the contracted hotel properties, you'll never experience any toll road charges. Parking is free at the King Center.

What Kind of Weather Can I Expect?

The weather will be warm and slightly humid. The metro-Atlanta area has experienced a rain deficit for each of the past three summers, but that doesn't prevent some higher-than-normal summer humidity. The weather will not be that much different than you experienced in Charlotte. The Georgia Nationals website connects to other online weather information. Should temperatures soar, bottled water will be regularly available. All tournament venues are air conditioned, and contest events will be scheduled into building clusters designed to minimize the amount of hiking students must do between rounds.

What's the Traffic Going to Be Like?

Atlanta traffic is notoriously bad, especially on the major interstates. On major city thoroughfares rush hour runs from 6-9 AM, and from 4-7 PM. But if you stay in contracted properties, you'll avoid all this — no need to travel on the interstates, and the hotels are one regular surface street drive away from campus. In fact, for most properties you're no more than ten minutes away even in the worst traffic periods. If you choose to stay further out, prepare to sit in traffic!

Are There High Quality Health Care Facilities Nearby?

Yes, there are four major health care centers within ten minutes of the campus and major hotels. For instance, the city's major hospital, Grady Memorial, is next door to campus and even shares a parking deck with GSU. 24-hour pharmacies are also available in the neighborhood.

Is the Downtown Campus Area Safe?

Yes! Georgia State University is proud to have been a part of downtown Atlanta for more than 85 years. The University's

proactive approach to preventing crime has succeeded in minimizing criminal activity, while promoting a strong sense of awareness and safety throughout the campus.

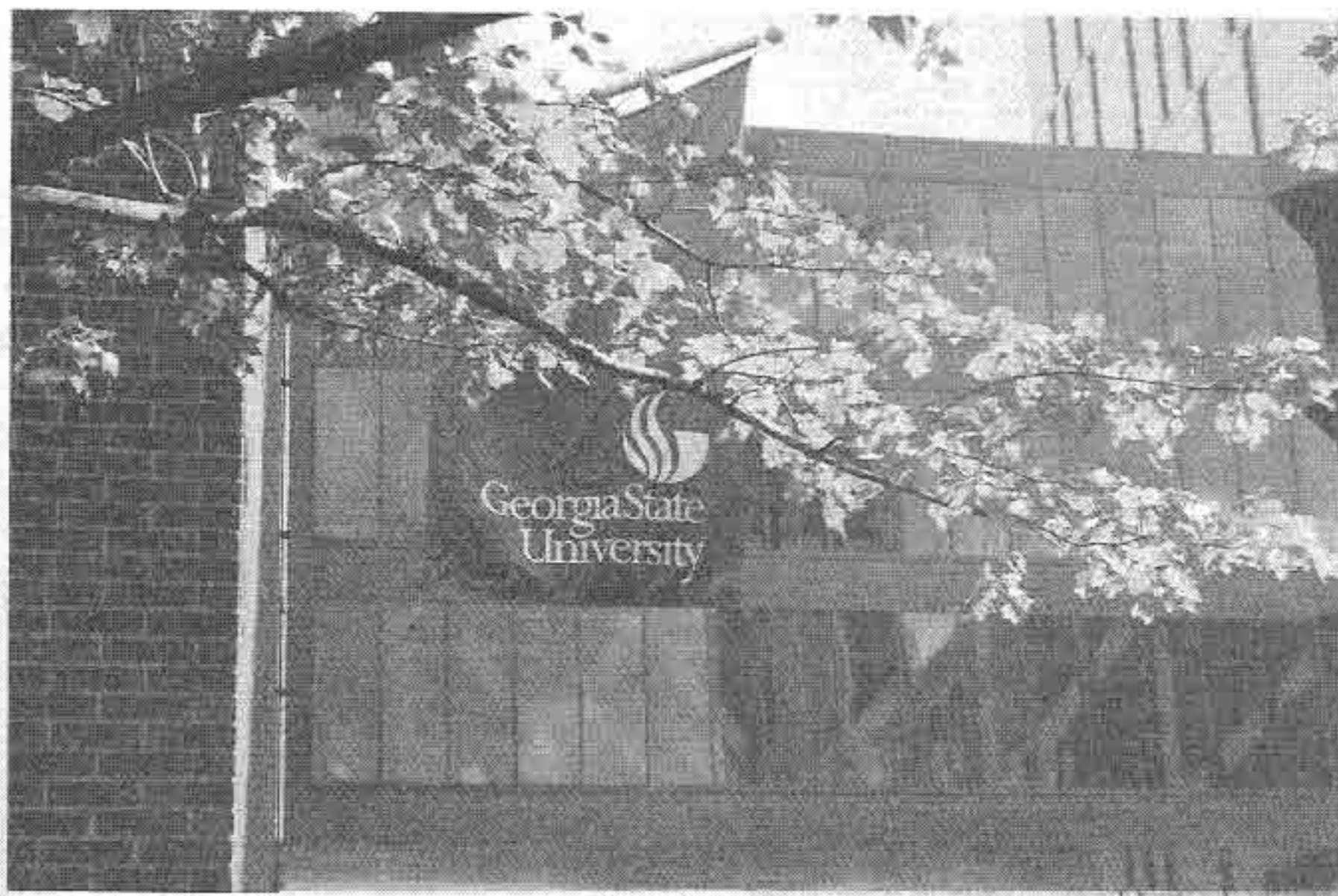
Campus Security. As a university located in the heart of downtown Atlanta, Georgia State is not alone in efforts to prevent and combat crime. The downtown area boasts several agencies assigned to provide security, including the Ambassador Force, men and women who serve as the extra "eyes and ears" of the Central Business District. Georgia State University Police have strong working partnerships with these agencies.

The Ambassador Force of Downtown Atlanta, a program of the Downtown Improvement District, Inc. (DID) sponsors an affiliation of Inter-Agency Law Enforcement (ILE). Agency heads or representatives from all the law enforcement agencies whose jurisdiction is within the DID meet monthly in a coordinated effort to improve the safety of people who come downtown. The purpose of ILE is to coordinate activities and programs designed to make your experiences downtown pleasant and safe. Members of ILE include Georgia State University Police, Georgia Tech Police, MARTA Police, Atlanta Police, Federal Protective Services, Georgia Building Authority Police, Georgia World Congress Center Police, Office of the City Solicitor, Fulton County Sheriff's Department, Fulton County Police, Georgia Bureau of Investigation, Cobb County Department of Public Safety, Georgia State University's Department of Criminal Justice, United Parcel Service, the Atlanta Journal-Constitution and the Ambassador Force.

Georgia State's police department is located on the first floor of One Park Place South. The department provides a variety of services ranging from crime prevention to investigations. Its ranks include more than 82 officers certified by the Police Standards and Training Council of Georgia, as well as 22 student cadets, nine security guards, two student assistants and five supporting staff members.

At present there are more than 40 emergency call boxes located throughout the campus.

Security on the MARTA Train System. Virtually every regular rider feels safe and secure on the system. MARTA has 300 people in its police services division, 265 of whom are certified police officers. Four Atlanta police precincts are located in MARTA stations: Five Points, Lakewood/Fort McPherson, Indian Creek, and Doraville. Each rail station has a closed-circuit television camera system plus constant police surveillance and patrolling by uniformed and plain clothes officers. Statistics say that one in 2,461,216 passengers is likely to experience a bodily crime.





What Accommodations Are Available For Persons With Disabilities?

Hartsfield International Airport is one of the most accessible airports in the country. Well-traveled disabled individuals rate it a solid eight on a scale of ten. Jetways, carpeting, the tram system, baggage retrieval, and helpful airline employees all combine to give it high marks.

All of the MARTA train system is accessible. Approximately 70% of the buses in the fixed-route fleet are lift-equipped, and as old buses are retired, the new ones arrive with the lift feature. MARTA has 77 para-transit vehicles in its fleet. Visitors must have proof of a para-transit eligibility from their home city to qualify for the service on a when-available basis. The cost of the service is \$2.50 each way.

Several companies in Atlanta rent lift-equipped vans, including: Wheelchair Getaways (770) 457-9851, rates about \$109 per day; Adaptive Mobility Systems (770) 662-5242, rates about \$109 per day; and Access Rent-a-Van (770) 422-9674, rates about \$115 per day. All three companies have special fees for weekly and monthly rentals.

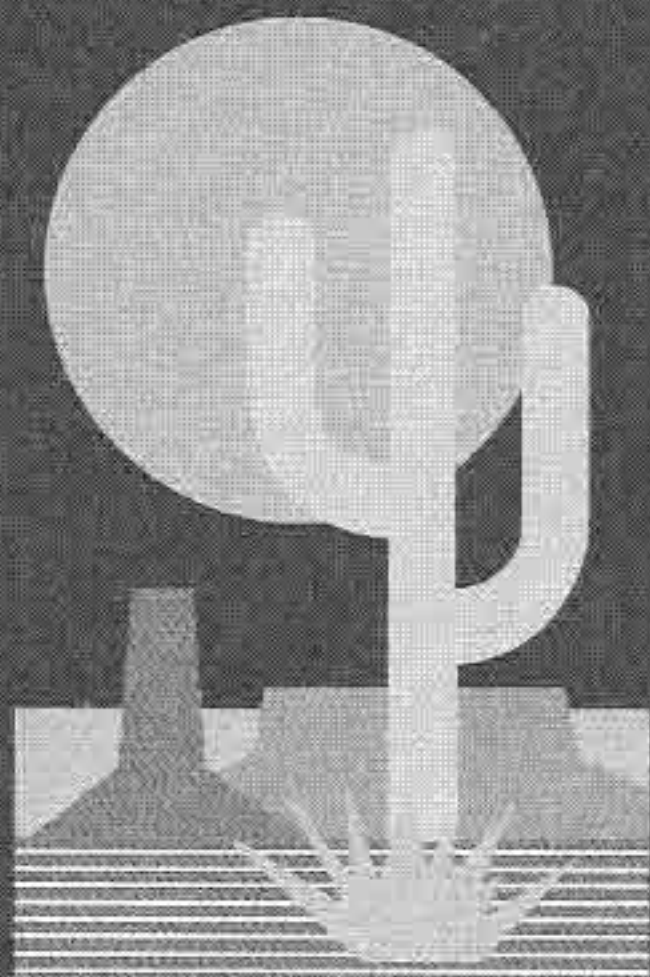
The Georgia Relay Service relays calls from "Hello" to "Good-bye" between individuals who are deaf, hard-of-hearing, or speech-impaired and people who can hear. The service operates 24 hours a day, seven days a week. Phone (800) 255-0135. The Center for the Visually Impaired has compiled a list of Atlanta services targeted specifically for the visually impaired. Copies of their lists can be received by writing them at 763 Peachtree Street, NE, Atlanta, GA 30308; (404) 875-9011.

A Disability Coordinator in what is called the Mayor's Action Center can answer general questions about disability access in Atlanta; call (404) 330-6026. For general information about disability access in Fulton County (which contains Georgia State University and the city of Atlanta), call the Fulton County Office on Disability, (404) 730-7390. The office can provide access information for county buildings, services, and programs. The Atlanta Convention and Visitors Bureau, at (404) 521-6600, publishes an *Access Guide* to Atlanta and selected attractions in Georgia.

The Handi Hotline is an information source for wheelchair users; call (770) 998-0211.

In addition to all this, Georgia State University and all its facilities are fully accessible to any users, regardless of impairment or physical limitation. The University and its personnel will eagerly work with NFL participants to make all events and facilities accessible to all those attending.

***Please stay in contact with your Georgia colleagues if you have questions —
we're eager to offer you our best Southern hospitality!***

25TH ANNUALSUN COUNTRY
FORENSICS INSTITUTE

Workshop in Policy Debate,
Lincoln Douglas Debate
and Individual Events

July 13-26, 2003



DIXIE STATE
COLLEGE OF UTAH

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THE D G E

DEBATING AGENT SPECIFICATION

It has become common for teams on the negative to object to affirmative plans because they either over- or under-specify the agent of action. Various referred to as "A-spec" (for agent specification), "O-spec" (for over-specification), or "I-spec" (for implementation specification), the negative claim is that by specifying the agent as the plan does, they distort policy comparison in some important way and should lose. In my experience, the most popular version of the agent argument objects to plans specifying action through some particular federal agency. Thus, plans on the mental health topic specifying that action will be initiated and implemented through the Federal Bureau of Prisons or the Food and Drug Administration are criticized as overly particularizing how implementing action will happen. Or, to the contrary, negatives might argue that by failing to detail the grounds of judicial action (in other words, does the plan imagine action justified under the rubric of "equal protection" or "due process"?), the plan is insufficiently precise and should be rejected.

There is nothing especially brilliant or tactically tricky about the genre of A-spec positions. In fact, the claims back and forth are easy enough to flesh out. It survives because the position is unturnable except at the level of asserted counter-punishment claims, and as such

can be defended as a no-lose procedural objection like topicality. The position takes ten or fifteen seconds to initiate in the first negative constructive, and so the time tradeoff implications favor the INC. It seems reasonable enough as a theoretical objection to the plan, to many judges more reasonable than the older objections deriving from unnecessary vagueness in the plan text. And because most judges would object to having the plan modified mid-debate, the voting issue implications are fairly easy to articulate as well.

The most frustrating aspect of specification-centered debate is how often basic supporting claims rest on simple value judgments that do not lend themselves to evidenced or warranted support. Is debate better if it concentrates students on very detailed comparisons among potential implementing agencies, or better if it remains at a higher level of abstraction ("the federal government")? Are the merits of plan specificity outweighed by the burdensome requirement that negative teams be required to research each and every outfit in the federal government? There are no better or convincing answers to these questions than to the old-school question of whether debate is benefited more by breadth or depth in interpreting the resolution. That is, one can only, finally, respond by expressing one's own preference, in the same way one asserts a proclivity for Big Macs over Whoppers. Despite the frequent appearance of very detailed substructured argument, then, the result is often debates where a judge simply votes one way or the other based either on a visceral reaction or a technically mishandled claim.

In what follows, I review some of the major questions arising from debate over agent specification. As with other procedural objections, affirmatives who have carefully flowed the logical claims and who efficiently respond in the 2AC should never lose on specification, probably even to teams who make it their stock in trade. Still, because some have made specification objections a favorite argument, and because there is no easy way to preempt all versions of it in the plan (provide detail and you've over-specified; omit detail and you've under-specified) it's worth reviewing the issues it raises both ways.

Are debates better served when the plan is very specific?

Defenders of agent specification claim that permitting detailed designation of the part of the government which will implement the plan makes for better comparison. When the affirmative specifies the Bureau of Prisons as their implementing agent, debate is instantly made more concrete and focused on the benefits and consequences of certain action. And of course there is often a rich literature assessing the relative merits of this agency over that when it comes to mental health or oceans policy. Such literatures range from discussion of the respective costs of regulatory action as opposed to judicial enforcement to very detailed discussions about the problems likely to arise when one agency or an-

other undertakes enforcement actions in the area of the plan's mandates. Whole academic disciplines concentrate their energies on the mechanics of regulatory process, and so no one should be surprised to find treasure troves of evidence defending the courts or regulatory agencies or various taxation mechanisms as best equipped to accomplish certain legislated outcomes.

No one disagrees that a lot of evidence addresses the merits of these alternatives. The disagreement centers on whether this evidence is directly enough related to the resolitional context to justify focus on the procedural issues raised. Is the constitution of Bureau of Prisons enforcement procedures an essential aspect of mental health policy when it comes to treating federal prisoners, or are such questions a total diversion from rightful attention on the nature of the provided public health services? A decent case can be made either way: an agent specifying affirmative can claim that solvency for their approaches can only be meaningfully assessed in the context of particular attention to the implementing agency, while the negative will reply that they cannot fairly be held accountable for each of the hundred potential actors. There is often a high quality literature that connects topic proposals with this agent or that; on the other hand, too high a degree of agent specificity can allow an affirmative to duck on-point objections to their proposal when they select agents wholly separated from the central solvency literature.

The bottom line is that the quality of debate relating to implementing agency is probably a function of the solvency literature, and the closeness of fit between the solvency literature and resolitional language.

Is it right to think of plans as broadly self-executing?

One of the most popular affirmative responses to agent specification objections is that normally implementing policies entails the involvement of the entire federal government, even if such involvement is not specified in the plan. In other words, even if the plan only names the Food and Drug Administration, enforcement would necessarily involve the courts, and other parts of the executive and judicial branches will play a role in funding and enforcement of plan mandates. If this understanding of ambiguously written plans is accepted, the affirmative gets the best of both worlds: they can plausibly claim to be defending the entire federal apparatus (which gets them off the theoretical hook) while preserving enough ambiguity to permute or capture counterplans that differently specify health service provision. Thus, if a counterplan has the courts order the plan's actions be dictated by judicial order, the affirmative can capitalize on their FDA-only plan to defend a non-severance permutation, which does both.

This affirmative approach is not altogether unreasonable when one considers a popular argument used to defend counterplans relying solely on judicial or executive action. Advocates of the court counterplan regularly respond to disadvantages run in the 2AC by pointing out that the same



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disadvantages also apply to the plan, which would invariably end up in the courts as well. If the plan uses the Bureau of Prisons and the counterplan a court order, in other words, it is difficult for the affirmative to object to the court counterplan (with, say, a judicial activism disadvantage), since affirmative fiat presumably would obligate the court to act in just as activist a manner to uphold the plan.

Another way to consider this question centers on the role of the resolution. Is the agent language in the resolution an umbrella term allowing specification in the plan? Or does the resolution dictate particular agent language? Favoring the former view is the fact that resolutorial language is usually considered a broad framework out of which the plan can provide stipulation. For example, the resolutorial requirement for "public health services" is not normally understood as coercing the affirmative to provide or defend all possible public health services – the plan can pick and choose in accordance with the requirements of solvency evidence. Favoring the latter is a view popular with some that agent language should be treated differently than other resolutorial requirements. Some argue that the placement of agent language prior to the verb and object phrases in the topic sentence dictates a holistic defense by the affirmative, although this view seems difficult to grammatically sustain. Others claim that the term "federal government" should be treated as a kind of collective noun.

Either way, negatives will respond that specification cannot be implied in the plan, precisely because it enables this slipperiness in advocacy. The absence of detailed plan language, even if the affirmative is willing to defend the implicit involvement of other federal government actors, arguably permits teams too much latitude in sidestepping what are often reasonable issues of enforcement and implementation.

Is there a problem of infinite regress?

Regardless of the specification position defended by the negative, whether they say the plan is too specific or not specific enough, affirmatives will often reply that the negative demands produce a problem of slippery slope infinite regression. Negatives demanding a high level of specification will never be satisfied, or so the argument goes: they will start by demanding specification of the major implementing agency, but what will prevent the negative from next seeking precise budget figures, the names of oversight board members, details about the retirement packages for implementing officials, and ever-more absurd requests for programmatic detail?

The infinite regress problem works the other way too. Even when the negative argues for plans simply including the term "federal government," affirmatives will reply that demanding negatives will require no plan at all, since any specification of the mandate ends up detailing the involvement of the federal government. The result is a slippery slope possibility that the plan will either end up taking eight

minutes or more to introduce, or reduce to nothing more than a re-articulation of the resolutorial sentence.

The problem with slippery slope claims, of course, is that they are normally and rightly considered fallacious. Slippery slope arguments are usually misconceived because they presume an incapacity on the part of intelligent individuals to make case by case judgments. And so, to take a popular example from public decision making, when someone says the death penalty will invariably lead to state-sponsored murder of all criminal suspects, their criticism is reasonably dismissed – after all, presumably rational people can tell the difference between executing the guilty and executing the accused.

For this reason the infinite regress claim is relatively easy for negative teams to deflect, usually by simple assertion: "our demands for specificity are not unreasonable, and we're not asking for an eight minute plan – all we expect is..." And such explanations are easy to back up by writing a frontline shell defending a precise demand for specificity.

Should plans that incorrectly specify their agent of action lose the debate?

What is the appropriate impact of specification mistakes? Negatives will argue the affirmative should lose the debate. After all, if agent language in the plan distorts negative strategizing from the very start of the debate – by precluding certain counterplan choices and nullifying disadvantage links – then the only possible penalty is to shut down the affirmative. No other corrective is available: the plan cannot be legitimately amended or otherwise fixed, and there's no restoring the first negative constructive.

Despite this, many judges will be unsympathetic to a voting issue claim. Is the punishment of round loss really justified by the mere fact of slight over- or under-specification? And presuming some basis for reasonable latitude, compounded in this case by the normal affirmative claim that their specification doesn't deny the likely involvement of other branches through the operation of normal means, some will be even more reluctant to make specification a voting issue.

Other Issues

Other questions are also a standard part of the specification repertoire. One centers on the issue of *inevitable specification*. If the plan's agent is highly detailed, counterplans may be able to compete which refuse such specification or which specify in a different way; they can be easily written as mutually exclusive. And if the plan refuses such specification, then counterplans can be written which offer a higher degree of detail; although such counterplans may not appear to compete, negative teams can resist permutations as either necessarily requiring severance of the general mandate or its alteration.

All this raises an important question: if specification is an inevitable part of debates, one way or the other, then does



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it matter who does the specifying? Affirmatives will claim that they should enjoy the right of specification, since such a right is more consistent with their higher burden of proof and need to comport with the advocacy of their solvency authors. Negatives will argue that because they cannot anticipate every potential specification possibility, it is only fair that they have the specification power. Again the argument requires a subjective expression of preference by the judge. But the inevitability of specification does potentially take other issues off the table. For example, arguments about whether debate is better served with attention to detailed agent advocacy or not are nullified if specification will happen either way.

A related issue concerns the nature of the *topic literature*: does it matter if the affirmative has topic literature supporting their specification? Obviously any expert will envision some degree of specification when she or he advocates action. If that is so, then permitting affirmatives to specify in a way which matches their authors may be a context issue. That is, if the affirmative is denied the ability to specify in accordance with their authors, then they may be significantly distorting their solvency claims.

Though it sounds persuasive, this argument is nonetheless problematic. Negatives will be quick to point out that there is always a disconnect between solvency advocacy and the requirements of the resolution. Solvency sources never write with detailed knowledge of the resolution to be debated by high school students, and affirmatives are not usually afforded the right to stretch or modify the resolution to make their solvency advocate fit.

A final question concerns the role of *cross-examination*: is the opportunity for negatives to cross-examine the IAC a sufficient corrective for specification distortions? Affirmatives

will obviously say yes: "We don't have time to read infinitely long plans. They have a cross-examination where they can ask us about any of their concerns before they have to commit to a INC strategy. So what's the big deal?" Of course negatives have a ready reply: "Cross examination is no corrective. Clever IAC's are skilled at perpetuating artful ambiguity. And what they call reasonable cross-examination latitude is nothing more than advocacy shifting." Regardless of your own preferences in this back and forth, the arguments relating to cross-examination are rarely persuasive for the affirmative.

Conclusions

The fact that agent specification typically implies no brilliant or special tricks should not diminish the importance of carefully responding to the position. Specification arguments are most often won by negatives when their opponents are technically sloppy in responding. Agent specification briefs should efficiently forward a series of responses; efficiency is important since the 2AC doesn't want to over-allocate time to a position quickly defended in the first negative, but a balance has to be maintained so enough pressure is created that a debater in the negative block will have to invest real time in winning it.

Because specification objections can be offered regardless of what you do in the plan, I recommend that you write your plan in a manner most consistent with the solvency evidence. If the solvency evidence takes you in the direction of high specification, then simply write theory briefs defending against the theory argument; hopefully your defenses will involve a major defense of your author's recommendations.

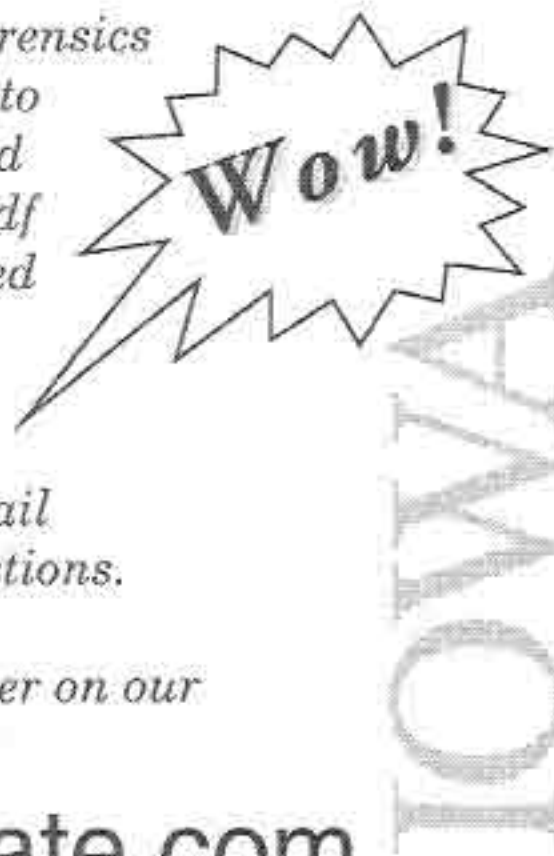
(Dr. David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University. His column appears monthly in the *Rostrum*.)

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All four semi-finalists were Iowa participants

Mid-America Cup
Four of the eight quarter-finalists were Iowa participants

Bronx High School of Science
Seven of the octo-finalists were Iowa participants

The Greenhill Fall Classic
Six of the octo-finalists were Iowa participants

Manchester Debate Tournament
Two semi-finalists were Iowa participants

St Marks School of Texas
Six of the octo-finalists and both finalists were Iowa participants

Apple Valley Debate Tournament
Three of the quarter finalists were Iowa participants

The Glenbrooks
Nine of the octo-finalists were Iowa participants

The Ohio Valley Invitational
Three of the semi-finalists were Iowa participants

UT Austin's Longhorn Classic
Both finalists were Iowa participants

THE UNIVERSITY OF MICHIGAN



SUMMER 2003

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The cost is \$1,550. This fee covers the full cost of tuition, housing in the Residence Hall, the dining room plan, lab copying fees, and several social events.

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STAFF**Classic for Sophomores:****LAB ONE:****Tim Alderete**, Director of debate at East Grand Rapids High School**Jason Peterson**, Coach at University of Southern California and Damien High School**LAB TWO:****Russ Hubbard**, NDT finalist 2002 and Coach at the University of Kentucky**Aaron Kall**, Assistant Director at the University of Michigan and former coach of NDT finalist at the University of Kentucky**Classic for Juniors:****LAB ONE:****Kenda Cunningham**, former first speaker at the Dartmouth Round Robin and quarter-finalist at the NDT**Daniel Davis**, NDT finalist for the University of Georgia, coach of 2002 NDT semi-finalists**LAB TWO:****Kirk Evans**, Semi-finalist at the NDT for the University of Texas**Jonah Feldman**, University of Michigan, highest ballot count at the 2002 NDT prelims, third speaker at Harvard 2002, participant at the 2002 Kentucky Round Robin**Classic for Seniors:****LAB ONE:****Rachel Saloom**, former CEDA national champion for the State University of West Georgia**Tara Tate**, Coach Colleyville Heritage High School, recipient 2002 Acolyte Award as the best argument coach in the country from St. Marks school of Texas**LAB TWO:****Calum Matheson**, Michigan State University, former semi-finalist at the NDT, former finalist at the CEDA nationals**Scott Harris**, Director of debate, University of Kansas, coached teams to elimination rounds at the NDT every year of his tenure at the University of Kansas**FEES**

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STAFF**Scott Phillips**, Emory University. One of the most successful high school debaters ever. A finalist at Georgia State University and Harvard University 2002, and participant in the 2002 University of Kentucky Round Robin.**Josh Hoe**, Director of Debate, the University of Michigan. Former CEDA national champion and two-time first speaker at the Heart of America. Coached teams in out-rounds of the NDT for the past five years, and coached multiple first-round "at large" bid teams to the NDT.**David Heidt**, Coach Emory University. Former NDT champion and coach of NDT champions. Widely regarded as one of the best debate minds in all of America. Coached an average of two NDT first-round "At-Large" bids to the NDT for the past five years.**Eun Young Choi**, Coach, Harvard University and Lexington High School. Very successful debater and coach for Harvard University.**Thad Blank**, a top five first round "at large" recipient last year and is well on his way to another top five showing for Whitman College in 2003. Thad is a great teacher and is one of the best debaters in the country.**FEES**

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THE UNIVERSITY OF MICHIGAN



SUMMER 2003

DEBATE CAMPS

CONGRATULATIONS TO:

Thad Blank,

Whitman College, for winning the Dartmouth Round Robin!

Scotty Phillips and coaches **David Heidt** and **Eun Young Choi**
for their second place finish at Dartmouth!

And, congratulations to **Jonah Feldman** and **John Oden** and coach Aaron Kall
for their invitation and participation at Dartmouth.

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Lincoln Douglas Debate Workshop: June 22 thru July 5

Individual Speech Events Workshop: June 22 thru June 28

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Japanese universities and makes frequent international tours.

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The student-faculty ratio is carefully limited to 6:1. The program features daily supervised library and internet research, numerous critiqued practice rounds, and a full program of recreational and social activities.

Bates ensures that all instructional groups are led by professional forensics coaches with years of teaching and coaching experience, assisted by outstanding college debaters. All lab groups are led by senior staff, and each student works with each faculty member. The 2003 teaching faculty includes: R. Eric Barnes (author of *Philosophy in Practice: Understanding Value Debate*).

Lynne Coyne, Shunta Jordan, Sheryl Kaczmarek, Mike Kelley, Mike Matos, Mindy Newman, Les Phillips, Jon Sharp, and Chris Wheatley.

Students live in double rooms in one of the college's modern dormitories, supervised by Richard Bracknell, parent, grandparent, teacher and forensics coach at Carrollton (GA) High School, and full-time director of residential life for the Bates Institute since 1993. The pastoral 109-acre campus located in Lewiston, Maine, is about 140 miles northeast of Boston and within half an hour's drive to the coast.

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For Further Information:

Bates Forensics Institutes, Office of Special Projects and Summer Programs

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(Harens continued from page 55)

5. How many handbook companies are we going to support?

We have allowed the companies to run what we do and how we do it. How many handbooks does your team have? If we really debated the topic, how many would you really need?

6. Will we let college judges/debate camps select what will happen in our activity?

These college students come in and tell the debaters this is how it is done. The HS students come back and tell the others and we get what we have now. I used to take half of the season to unteach what some of my best debaters had been taught in camp. Not all are that way, but most are.

7. Will we, as coaches/judges, take the stand and stop what is destroying policy debate?

So, now the question is what do we do? It's simple: **we do a switch in paradigms.** We become interventionist if we have to. As one popular commercial has put it, "Just say NO!" Say no to the speed, spread, weird arguments, everything off case, the exchange of the first AC, we stop the things that are destroying policy debate. It is also called judge adaptation.

Let's return debate back to what it should be, the clash of opinion that calls for the attempt to convince. No matter what anyone says, it is a communication activity. It always has been and always will be a communication activity. It is not just issues and evidence. It is what you say, how you say it, and how you explain it.

Policy debate is worthwhile or some of us have wasted most of our adult lives teaching, coaching, and judging this activity. I don't want to see it die because it has a place in education as long as it can educate. Right now, there's not much education.

I have left out one other important factor. It is not definable, you can't quantify it, but with the kids and some coaches it is there. I call it the **fun factor**. Two basic rules in all of my years of coaching:

1. Did you learn anything?
2. Did you have fun?

For many of the students it isn't fun anymore. For coaches, like myself, it isn't fun anymore. If something isn't fun or you're not learning, why do it? This is one big reason why many coaches and students are no longer doing Policy Debate.

So, it is now into the laps of all coaches and judges. Do we save the activity or do we let it die? Your choice, your decision, but it needs to be made now or it will be too late. Don't try and justify the education of all the speed, spread, critiques, off case, theory, and the list could go on and on. The bottom line, do you want the activity to survive? If so, do something about it, if not, just keep going the way you are going and shortly it will be gone. My vote is to change and save the activity. What's yours?

Paul Harens, has coached forensics for 29 years. He is a triple diamond coach. Paul has qualified students to the National Tournament several times in various events. He's a dinosaur.)

(Mannebach continued from page 62)

subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate. Let both sides explore what problems unite us instead of belaboring those problems which divide us. Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms and bring the absolute power to destroy other nations under the absolute control of all nations. Let both sides seek to invoke the wonders of science instead of the terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce. Let both sides unite to heed in all corners of the earth the command of Isaiah to "undo the heavy burdens and let the oppressed go free." And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power but a new world of law, where the strong are just and the weak secure and the peace preserved.

Unfortunately, not all communication is like the above. For instance, a university student declared, "Henry rushed out of this mechanical and monotonous society to get rid of restraints, and he dared challenging sea life." The statement is confusing because of the mixed verb forms. The student would have been clearer by saying, "To rush out of this mechanical and monotonous society to rid himself of restraints, Henry dared to challenge sea life."

A university freshman reported to the fraternity he was hoping to pledge: "I enjoy hunting moose, hiking in forests and rock concerts. I also like to play the piano and be at tournament chess." For better parallelism and clarity, he could have said, "I like hunting moose, hiking in forests, attending rock concerts, playing the piano, and playing or observing tournament chess."

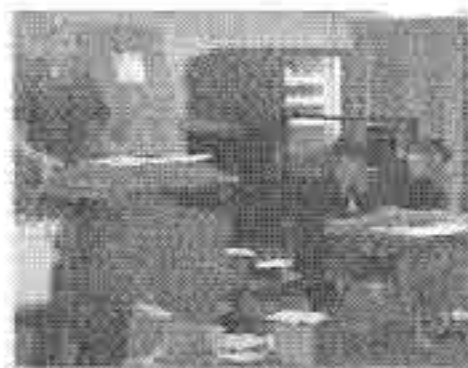
An audience distracted by uncoordinated relations can fail to comprehend what immediately follows the structural errors, because it is too engaged in trying to extract the sense of the errors. The portion not understood could be the thesis, or key idea, of the address. When an audience fails to comprehend message, oratory fails.

CONCLUSION

Only by striving for clear imagery and proper reference, subordination, and parallelism can orators hope to be persuasive. If forensic coaches seem a bit relentless in their criticism, orators should meditate on Shakespeare's line in *The Merry Wives of Windsor* (V.iii), namely, "Better a little chiding [during practice] than a great deal of heartbreak [from poor performance at a forensic tournament]."

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

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Mark Kapfer, Blue Valley West H.S.
Glenn Nelson, Hutchinson H.S. Coordinator
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Ken Troyer, Lyons H.S.
Steve Wood, Lawrence &
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Bauschard continued from page 28)

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Journals

I have indexed journals that are available online in full text for free at Planet Debate. Journals that are not available on the internet for free, but are particularly useful, include:

Law Journals

OCEAN AND COASTAL LAW JOURNAL

OCEAN DEVELOPMENT AND INTERNATIONAL LAW

Policy Journals

COASTAL MANAGEMENT: AN INTERNATIONAL JOURNAL OF MARINE ENVIRONMENT, RESOURCES, LAW, & SOCIETY
OCEAN & COASTAL MANAGEMENT
OCEAN DEVELOPMENT AND INTERNATIONAL LAW
OCEANOGRAPHY
MARINE POLICY

Science Journals

BULLETIN OF MARINE SCIENCE
CONSERVATION BIOLOGY
JOURNAL OF CECTACEAN RESOURCES & MENAGEMENT
CANADIAN JOURNAL OF FISHERIES AND AQUATIC SCIENCES
CORAL REEFS
FISHERIES
MARINE POLLUTION BULLETIN

Acronyms

Agencies

DOI Department of the Interior

EPA Environmental Protection Agency

NOAA National Oceanic and Atmospheric Administration

Laws

CWA Clean Water Act

CZMA Coastal Zone Management Act

FCMA Fisheries Conservation and Management Act

MPSRA Marine Protection, Research, and Sanctuaries Act

Treaties

UNLOS UN Convention on the Law of the Sea

Other

EEZ Exclusive Economic Zone

IWC International Whaling Commission

TEDs Turtle Excluder Devices

OCS Outer Continental Shelf

(Stefan Bauschard, M.S. Ed, is the Debate Coach at Boston College and the President of PlanetDebate.com, a Project of Harvard Debate. He is also the author of Stefan's Guide to the 2003-4 C-X Debate Topic, which is available from DebateHandbooks.com, and he is an instructor at the Wake Forest Summer Debate Workshop (www.wakedebate.org). He can be reached at SBauschard@planetdebate.com)

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Transforming Debate: The Best of the International Journal of Forensics Jack E. Rogers (Editor)

Represents the very best scholarly work published by the International Journal of Forensics. It is an essential work for anyone interested in the role of academic, competitive debate in shaping the social persuasion movement. (pb)

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Roma Rights: Race, Justice and Strategies for Equality
Claude Cahn (Editor)

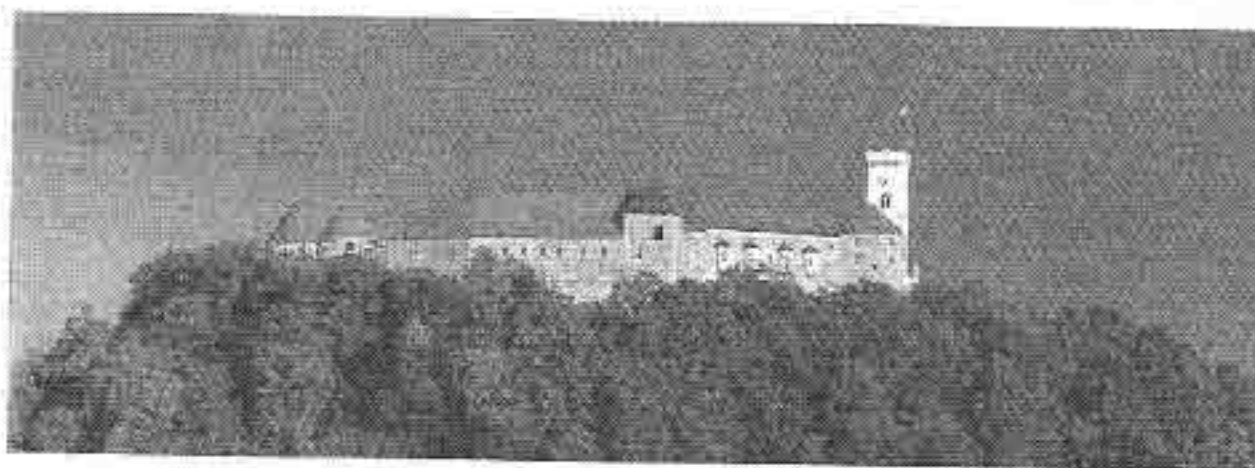
Brings together diverse materials related to combating anti-Roma racism. Early sections of the book present facts on the human rights situation of Roma in Europe. Subsequent chapters present arguments surrounding the strategies and approaches used by anti-racism activists in areas including the problem of hate speech, the promotion of minority participation in a democratic society, and methods of combating discrimination in the criminal justice system. (pb)

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July 21 - August 1, 2003/Ljubljana, Slovenia

IDEA, in partnership with Za In Proti (ZIP), will host its 9th Annual International Debate Youth Forum. The Debate Youth Forum brings together secondary school students, university students and teachers from all over the world to discuss, learn, debate and meet one another.



The Forum features two debate tournaments: the national team tournament and the international mixed team tournament both using the Karl Popper Debate Format. The resolution for the national tournament will be: "the nations of the world should strengthen the International Criminal Court" and, the resolution for the mixed tournament will be: "the separation of public and private is detrimental to women's rights".

The educational track for secondary school students rests upon three elements: content sessions on the topics, general sessions on debate and "lab" sessions centered on the preparation for debates.

All participants will stay in the Dijaski dom Ivana Cankarja student dorms which have excellent conference facilities, comfortable rooms, an olympic size swimming pool, gym and outdoor fields and is a short walking distance to the center of Ljubljana. Additionally, participants will have the chance to explore the beautiful nature of Slovenia on a half day trip to Bled and a full day trip to the Slovenian coast.

The Slovenian staff and volunteers welcome you to one of Europe's smallest and most beautiful capitals. For more information on the Forum and registration please see our website: www.idebate.org If you have any questions, feel free to contact us at the below addresses.

**Participant price: \$350 for non-IDEA members
/ \$300 for IDEA members**

Price includes: room and board for 11 days, full day and half day trips, banquet and educational materials. You must pay for your own transportation to the site. Each delegation of three students must bring a judge. If you are not able to bring a judge there will be an additional charge of \$100 per student.

Contact Information:

Bojana Skrt

"Za in proti", Zavod za kulturo dialoga -
Slovenia

Svetosavska 24

1000 Ljubljana

SLOVENIA

Tel: (386 61) 1710 406; 1344 526

Fax: 061 306 1588

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e-mail: bojana@lj-oz.sik.si

Nina Watkins

IDEA

400 West 59th Street

New York, NY 10019

USA

Telephone 1 212 548 0185

Fax 1 212 548 4610

Email: nw Watkins@sorosny.org


 idea


International Summer Speech and Debate Institute/Duino, Italy

LOCATION:

The institute will be held at the United World College of the Adriatic campus, which is located on cliffs overlooking the beautiful Adriatic. In addition to the formal sessions, the campus offers opportunities for swimming, hiking and other outdoor activities. Sightseeing excursions to nearby cities such as Venice and Trieste will be offered.

SESSION 1: (June 30 - July 14)

Lincoln-Douglas Debate & Speech

The L-D workshop will be for students wishing to work on 2003-2004 NFL debate topics. The Speech workshop will offer instruction in Humorous and Dramatic Interpretation, Original Oratory, and Extemporaneous Speaking (including in-depth topic analysis). Students can cross-register in speech and debate.

PRICE: \$1,400 USD

Institute Director: Eric Di Michele

(212) 288-1100, ext. 101- Email: edimiche@regis-nyc.org

SESSION 2: (July 15 - 21)

"Bridge Program" to IDEA's International Youth Forum in Ljubljana, Slovenia

For students interested in attending both the IDEA Speech and Debate Institute and IDEA's 9th Annual Youth Forum in Ljubljana, Slovenia, a special one week program will be designed. Students will prepare for the Youth Forum debates through research and discussion. Students will also have the opportunity for advance research and discussion on the NFL topics covered at the Lincoln-Douglas camp. Additional sightseeing trips around Northern Italy will also be planned.

Session Director: Nina Watkins, IDEA

(212) 548-0185 -Email: nwatkins@sorosny.org

PRICE for Sessions 1 & 2 - \$2,000 USD

Session 2 is not available without Session 1.

These prices include:

- Housing and meals
- Research materials
- a "survival" Italian course
- two excursions per session
- transportation to and from the Trieste airport or train station

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

What Makes Our Institute Unique:

Our camp provides the opportunity for intensive debate and speech preparation with the caring guidance of nationally recognized veteran coaches within an international community of students. Last year's participants included students from the United States as well as Uzbekistan, Macedonia, Slovenia, Azerbaijan, Estonia, Albania, Croatia, Romania, Slovakia, Lithuania and the Czech Republic.

STAFF:

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

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

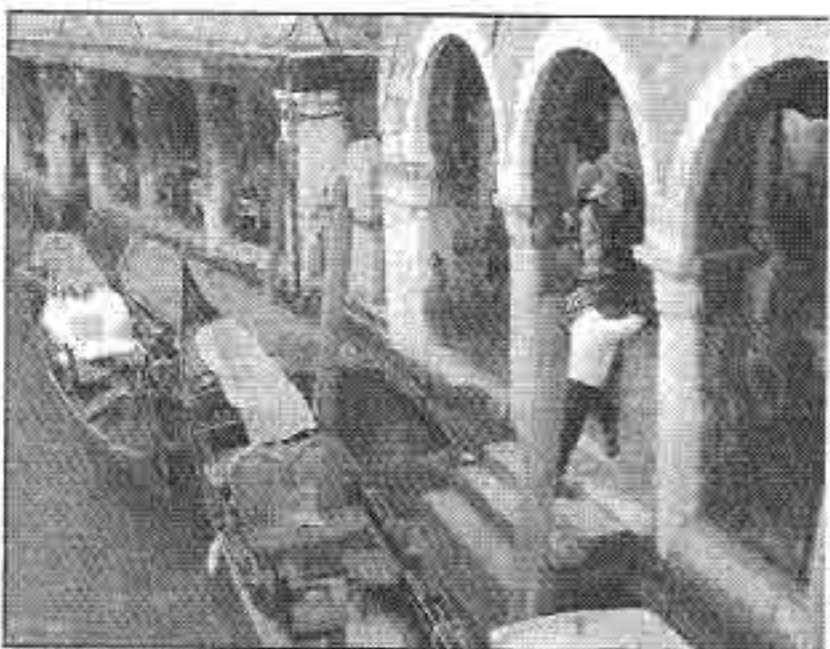
Ned Selegzi, (Guest Lecturer) has coached debate at Hunter College High School in New York City for thirteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history of political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

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

Additional Staff will be added in the spring and will be posted on our website: www.idebate.org

For further information contact:

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



NFL'S TOP 50 DISTRICTS

(as of February 1, 2003)

Rank	Change	District	Ave. Strength	Leading Chapter	No. of Degrees
1.	--	Three Trails	207	Blue Valley North HS	422
2.	--	California Coast	198	Lynbrook HS	546
3.	+2	Show Me	172	Blue Springs South HS	372
4.	-1	Northern South Dakota	171	Watertown HS	477
5.	-1	Heart of America	163	Independence Truman HS	422
6.	+1	Rushmore	162	Sioux Falls Lincoln HS	401
7.	-1	New York City	155	Regis HS	408
7.	+8	Northern Ohio	155	Youngstown Boardman HS	254
9.	-1	East Kansas	148	Shawnee Mission East HS	416
10.	+2	Kansas Flint-Hills	140	Washburn Rural HS	418
11.	-2	Sunflower	138	Wichita East HS	303
11.	--	New England	138	Lexington HS	366
13.	+9	Montana	137	Flathead County HS	363
14.	-1	East Los Angeles	131	Gabrielino HS	572
14.	-4	West Kansas	131	Hutchinson HS	259
16.	-2	San Fran Bay	125	James Logan HS	586
17.	--	Rocky Mountain South	115	Wheat Ridge HS	277
18.	+2	Carver Truman	114	Neosho HS	392
19.	+4	Northwest Indiana	113	Plymouth HS	382
19.	-3	South Kansas	113	El Dorado HS	202
21.	+3	Eastern Ohio	111	Perry HS	312
22.	-4	Illini	109	Downers Grove South HS	340
22.	-2	Central Minnesota	109	Apple Valley HS	312
22.	+7	Nebraska	109	Millard North HS	342
25.	+2	North Coast	107	Gilmour Academy	278
25.	-1	Hole in the Wall	107	Cheyenne East HS	332
27.	-1	Eastern Missouri	104	Ladue Horton Watkins HS	251
28.	-9	Florida Manatee	103	Nova HS	391
28.	+2	Northern Illinois	103	Glenbrook North HS	344
30.	-2	South Texas	101	Houston Bellaire HS	497
31.	+5	Sierra	99	Centennial HS	243
31.	-1	Florida Panther	99	Wellington HS	250
33.	-3	North East Indiana	98	Chesterton HS	534
33.	+3	Southern Minnesota	98	Eagan HS	339
35.	+7	Colorado	97	Cherry Creek HS	343
36.	+2	South Carolina	96	Riverside HS	285
37.	-7	Northern Lights	95	Moorhead HS	278
38.	-8	Southern California	94	Redlands HS	249
38.	+2	Ozark	94	Springfield Central HS	260
40.	-2	West Oklahoma	92	Norman HS North	302
40.	-10	Northern Wisconsin	92	Appleton East HS	299
42.	-2	East Texas	89	Klein HS	200
43.	+2	Golden Desert	88	Green Valley HS	179
44.	-2	Deep South	86	The Montgomery Academy	265
44.	+2	Idaho	86	Hillcrest HS	216
46.	+15	West Texas	83	Riverside HS	182
46.	+11	Utah-Wasatch	83	Sky View HS	171
48.	-6	North Dakota Roughrider	82	Fargo Shanley HS	225
49.	+1	Colorado Grande	81	Pueblo Centennial HS	353
49.	+12	Western Ohio	81	Centerville HS	144
49.	+1	Great Salt Lake	81	Salt Lake City Skyline HS	141
49.	+1	Eastern Washington	81	Gonzaga Prep HS	155

NFL DISTRICT STANDINGS

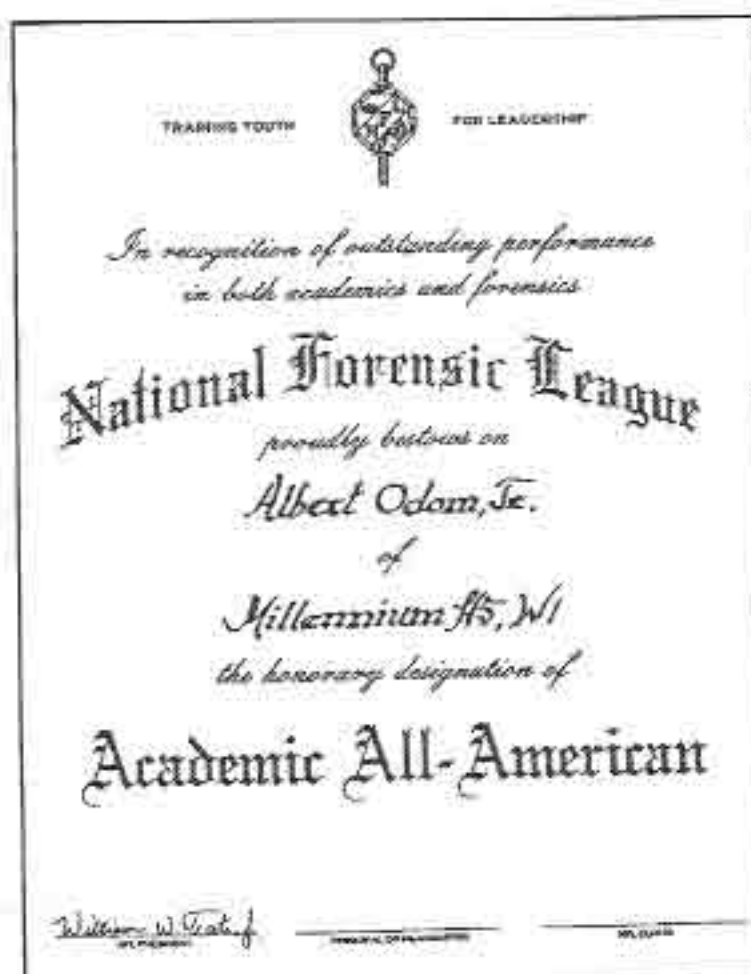
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Rank	Change	District	Ave. Strength	Leading Chapter	No. of Degrees
53.	-6	New Jersey	80	Ridge HS	265
54.	-1	Lone Star	79	Plano Sr. HS	226
55.	-7	Florida Sunshine	78	Sarasota Riverview HS	188
55.	-1	Sundance	78	Jordan HS	198
57.	-9	Georgia Northern Mountain	77	Chattahoochee HS	222
57.	+9	East Iowa	77	Iowa City West HS	327
59.	+2	Valley Forge	76	Truman HS	187
60.	-2	Greater Illinois	75	Belleville East HS	163
60.	+1	East Oklahoma	75	Jenks HS	201
62.	-1	Rocky Mountain-North	74	Northridge HS	202
62.	-4	South Oregon	74	Roseburg Sr. HS	213
62.	+9	Heart of Texas	74	Bryan HS	154
65.	-7	Pennsylvania	73	Greater Latrobe HS	195
65.	+2	Pittsburgh	73	Bethel Park HS	180
65.	+6	North Texas Longhorns	73	Plano East Sr. HS	194
68.	+10	Hoosier Heartland	72	Ben Davis HS	226
69.	+17	West Los Angeles	71	Arroyo Grande HS	143
69.	+9	Hoosier Crossroads	71	Ind'pls North Central HS	210
69.	+13	Kentucky	71	Rowan County Sr. HS	158
69.	-13	Central Texas	71	Ronald Reagan HS	313
69.	-2	Western Washington	71	Gig Harbor HS	164
74.	-3	Arizona	70	Phoenix Central HS	145
74.	-3	Georgia Southern Peach	70	Thomas County Central HS	119
74.	+8	West Iowa	70	West Des Moines Dowling HS	211
74.	+2	Nebraska South	70	Lincoln East HS	168
74.	-3	Southern Wisconsin	70	Marquette University HS	215
79.	-12	New York State	69	Monticello HS	130
80.	-13	Big Valley	68	Modesto Beyer HS	286
81.	-27	Carolina West	66	Myers Park HS	189
81.	-5	Tennessee	66	Brentwood HS	139
83.	+1	Tall Cotton	65	Amarillo HS	162
84.	-6	New Mexico	64	Albuquerque Academy	185
84.	-6	Wind River	64	Casper Natrona County HS	150
86.	-2	Chesapeake	63	Catonsville HS	101
87.	+3	Mississippi	61	Hattiesburg HS	140
87.	-1	North Oregon	61	Gresham Barlow HS	121
87.	-1	Gulf Coast	61	Gregory Portland HS	178
90.	+1	South Florida	54	Archbishop Curley Notre Dame	138
90.	-4	Sagebrush	54	Reno HS	133
92.	--	Louisiana	53	Bolton HS	136
93.	--	Tarheel East	50	East Carteret HS	99
93.	+1	UIL	50	Princeton HS	122
95.	-1	Puget Sound	49	Kamiak HS	132
95.	-1	West Virginia	49	Wheeling Park HS	92
97.	+1	Maine	44	Brunswick HS	87
98.	-1	Capitol Valley	42	Granite Bay HS	90
99.	--	Mid-Atlantic	33	Blacksburg HS	120
100.	-1	Hawaii	31	Kamehameha Schools	91
101.	--	Iroquois	26	Christian Brothers Academy	66
102.	--	Pacific Islands	8	Father Duenas Memorial School	16

NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

Award Criteria:

1. Student must be an NFL member with an earned degree of Superior Distinction - 750 points on record in the National Office.
2. Student must have maintained a 3.7 minimum GPA out of 4.0 (or its equivalent).
3. The student may apply during their 6th or 7th semester.
4. Student must have a score of 1400 or higher on the SAT Exam and/or a score of 27 or higher on the ACT Exam.
5. The student should demonstrate qualities of character, leadership and commitment, as verified by both coach and principal.
6. A chapter may present this National Forensic League All American Academic Award to any NFL member who meets the criteria.



APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

Name _____
 School _____
 School Address _____

 NFL District _____

To the National Forensic League:

The above named student qualifies for the Academic
All-American Award by meeting all the criteria checked below:

- _____ NFL Degree of Superior Distinction on record (750 points)
 _____ GPA of 3.7 on a 4.0 scale (or its equivalent)
 _____ ACT score of 27 or higher or SAT score of 1400 or higher
 _____ 7th Semester student

Appropriate verification of these qualifications, including an official school transcript is included with this application.

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

NFL Sponsor (coach)

Principal

Student

Send this application and \$10 fee to NFL, Box 38, Ripon, WI 54971-0038

A hand engrossed Certificate of Achievement (see opposite page) will be sent for presentation.

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Mike Dutcher***
Catholic University coach



Roger Solt***
University of Kentucky coach



Dallas Perkins**
Harvard University director



Daryl Burch**
DuPont Manual coach



Kevin Kuswa*
University of Richmond
director



Gordon Stables**
University of Southern
California, director



Greta Stahl***
Michigan State University
debater



Andy Peterson**
University of Iowa
debate alumni



John Rains IV***
Emory University
debate alumni



Jackie Swiatek*
Northwestern University
debater



Austin Carson***
Catholic University coach



Mat Dunn*
Catholic University debater



Pam Bowman*
University of Texas debater



Patrick Waldinger*
Catholic University debater



Paul Strait*
Catholic University debater

**2003
Dates!**

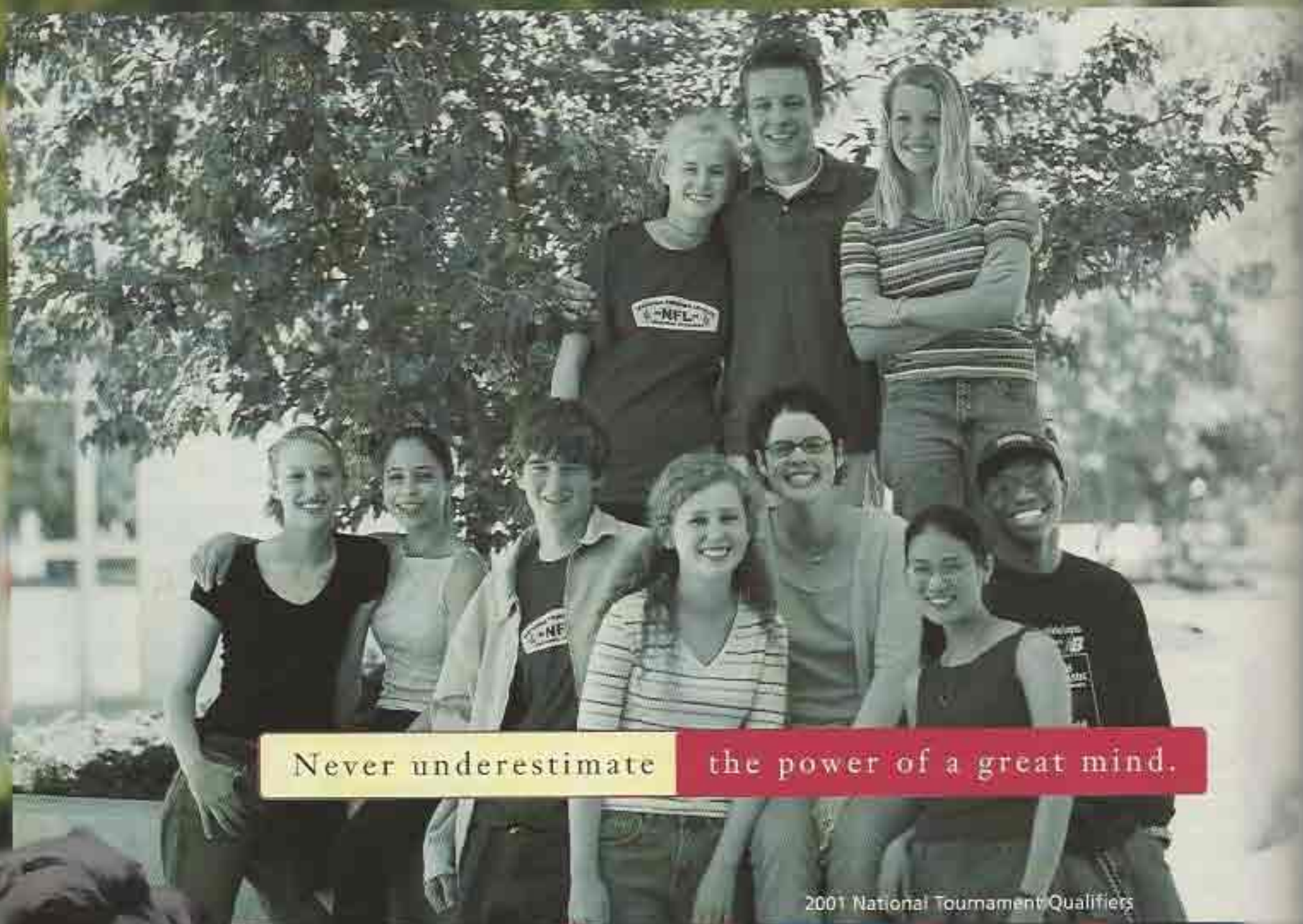
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For more information, contact Ron Bratt at 202-319-5447 or bratt@cua.edu

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— Abraham Lincoln

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