

March 2004
Volume 78
Issue 7

2004
Beehive Nationals

Rostrum



2004 CDE National Debate Institute

July 12-27, 2004

Northern Arizona University

Flagstaff, AZ



Extemporaneous Speaking National Institute

The Extemporaneous Speaking National Institute is hands down the best camp in the nation for foreign and domestic competitors. Students will receive instruction in an extensive array of topic areas, classes on personality and delivery, hundreds of relevant extemp articles, and twenty-three practice rounds critiqued by the nation's best coaches and former national competitors. Instruction is divided into one of three options to provided optimal training: Foreign Extemp, Domestic Extemp, and Generic Extemp. Most of all, campers will get the tried and true methods that have proven themselves priceless at countless regional tournaments and national championships.

Lincoln Douglas Debate National Institute

The Lincoln Douglas Debate National Institute provides award winning instruction for debaters of all ages and experience levels. The Varsity Division is open to all enrolling students and offers an extensive look at everything from evidence research and case construction to cross-examination techniques and topic lectures. The Championship Division is limited to those students who have previously attended the Lincoln Douglas National Institute or qualified for the NFL National Tournament or the Tournament of Champions. The newly introduced Scholars Division is limited to those students who have been selected in a nomination process for their excellence in rounds and in the classroom. All divisions will also offer detailed instruction on all ten of the coming year's topics, twenty-three rounds critiqued by the nation's best instructors and coaches, and extensive research materials.



Policy Debate National Institute

The Policy Debate National Institute is dedicated to providing outstanding instruction in the areas that team debaters need most. Unlike the "evidence factory" model employed by most debate camps, the curriculum at CDE is driven by time honored methods that encourage independent growth and achievement, individualized instruction and mentoring, and the tools and techniques needed to develop winning strategies that win debate rounds. The Varsity Division is open to all enrolled students, and the Championship Division is reserved for those students who have qualified for either the NFL National Tournament or the Tournament of Champions. The main goal of both of the divisions of Team Debate is to develop an environment in which students can learn the standards of policy, but also prepare for the latest trends in argumentative structure.

Public Forum Debate Institute

The Public Forum Debate curriculum is one of the most exciting new programs to come to the CDE National Debate Institute. Some of the best Public Forum coaches and debate minds from around the United States will be leading discussion based modules and focus groups directed at developing strategies that work in the NFL's newest form of debate. Students will receive numerous lay-critiqued rounds and instruction in current events, rhetorical strategies, oratorical organization, cross-fire techniques, topic approaches, and persuasive performance. The main goal of the Public Forum Debate Institute will be to allow students to take an active role in creating the organizational and argumentative structure of Public Forum Debate while emphasizing the persuasive and oratorical nature of this new form of debate.

Applications for the 2004 CDE National Debate Institute are now being accepted.

Mail this form along with a \$95 application fee to: CDE, PO Box Z, Taos, New Mexico 87571

Application fee is completely refundable if not accepted to the camp. Visa and MasterCard are accepted.



by the nation's best coaches and former national competitors. Instruction is divided into one of three options to provided optimal training: Foreign Extemp, Domestic Extemp, and Generic Extemp. Most of all, campers will get the tried and true methods that have proven themselves priceless at countless regional tournaments and national championships.

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2004 CDE National Debate Institute

July 12-27, 2004

Northern Arizona University

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- 1983 Two of the three top National Point Leaders are graduates of CDE
- 1984 CDE Alumni take three of the four top awards in Extemporaneous Speaking
- 1985 CDE Graduates close out the final round of LD at the NFL National Debate Tournament / CDE Alumnus takes top honors in Extemp at NFL Nationals
- 1986 86 Percent of CDE Alumni qualify for the NFL National Debate Tournament held in Oklahoma / Top two National Point Leaders are CDE Graduates
- 1987 Three of the NFL National Champions returning from Ohio are Alumni of CDE
- 1990 CDE Alumni become the first US team to win the College World Debate Championship / Two more NFL National Championships are won by CDE Graduates in San Jose, CA
- 1992 CDE claims another National Extemporaneous Speaking Championship during the NFL Nationals in North Dakota / The National Point Leader is from CDE
- 1993 Alumni of CDE win three events at the National Forensic League Nationals held in Indiana, place second in two events, and place third in two more events
- 1994 CDE becomes the first team from the United States to win the World High School Debate Championships
- 1995 Three NFL National Titles are cinched by CDE at the Fort Lauderdale Nationals
- 1996 CDE wins both NFL National Extemporaneous Speaking Championships, wins second in Lincoln Douglas, and wins second in Team Debate
- 1997 Two more NFL National Titles for CDE Alumni at the Minnesota Nationals
- 1999 CDE Alumni win the College National Debate Championship and the National Forensic League National Extemporaneous Speaking Championship in Phoenix.
- 2000 Isaac Potter claims the 12th NFL National Extemp Championship for CDE
- 2002 Alumni of CDE win St. Mark's in Lincoln Douglas and place second and third at the NFL National Tournament held in Charlotte, North Carolina
- 2004 Applications are now being accepted for the 2004 CDE National Debate Institute

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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, 2004 and will receive their awards at the 2004 NFL National Tournament in Salt Lake City.

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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 \$88,000 in college scholarships and awards.



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THE ROSTRUM

Official Publication of the National Forensic League
(USPS 471-180) (ISSN 1073-5526)

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The Rostrum (471-180) is published monthly, except June, July, & August each school year by the National Forensic League, 125 Watson St., Ripon, Wisconsin 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to THE Rostrum, P.O. Box 38, Ripon, Wisconsin 54971.
SUBSCRIPTION PRICES
Individuals: \$10 one year; \$15 two years. Member Schools \$5.00 each additional sub.

THE COVER: Salt Lake City, Utah, Symphony Hall
2004 Beehive Nationals
Photo Credit, Salt Lake City Convention Bureau
APRIL: A Tribute to NFL Legends

NFL Website and Point Recording: www.nflonline.org

It is our pleasure in this month's issue to introduce to our members the twelve candidates that are running for the NFL Executive Council. This biannual election which will choose four directors to the NFL Executive Council, elect a council alternate, and establish an order for other alternates, will take place in April of this year. The four elected directors will each serve a four year term. The alternate's term is two years. Each Chapter is given the opportunity to vote (based on chapter strength) for those individuals that it feels will best serve its interests.

The responsibilities of the Executive Council are great. Meeting throughout the year, your representatives make key decisions concerning budget items, league and tournament rules, new educational initiatives, national tournament locations and logistics, and many other key policies.

"Hear from the Candidates" on pages 13 - 19

The National Forensic League has been blessed with incredible council members such as Karl E. Mundt, Phyllis Barton, L.D. Naeglin, H.B. Mitchell, Richard B. Sodikow, Carmendale Fernandes, Frank Sferra, and Donus Roberts, to name a few. These individuals served the League with an outstanding commitment to the NFL motto, "Training Youth for Leadership".

I encourage all Chapters members and sponsors to read the wonderful position statements that each candidate has submitted in this month's issue and take the time to vote for the individuals that you feel will be the best representative for your chapter, state, and nation.

Sincerely,

J. Scott Wunn

National Executive Secretary

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Public Forum Debate Ballots

Newly revised ballots available through the NFL Store, www.nflonline.org or fax (920) 748-9478, attn Diane with PO order.

March Public Forum Debate Topic (Ted Turner Topic)

Resolved: The United States should provide universal health insurance to all U. S. citizens.

March/April 2004 Lincoln Financial Group L/D Debate Topic

Resolved: As a general principle, individuals have an obligation to value the common good above their own interests.

2005 Policy Debate Topic

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

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.

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July 25 - August 11, 2004 (3 week session)

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Our camp works hard to produce the briefs you need to be successful during the year. **You will leave camp with completely indexed and shelled briefs reviewed by staff** including affirmative cases with backup briefs; responses to key topic cases; disadvantage, kritik and counterplan shells with backup briefs and responses; and topicality arguments, definitions, and responses.



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LD and Policy

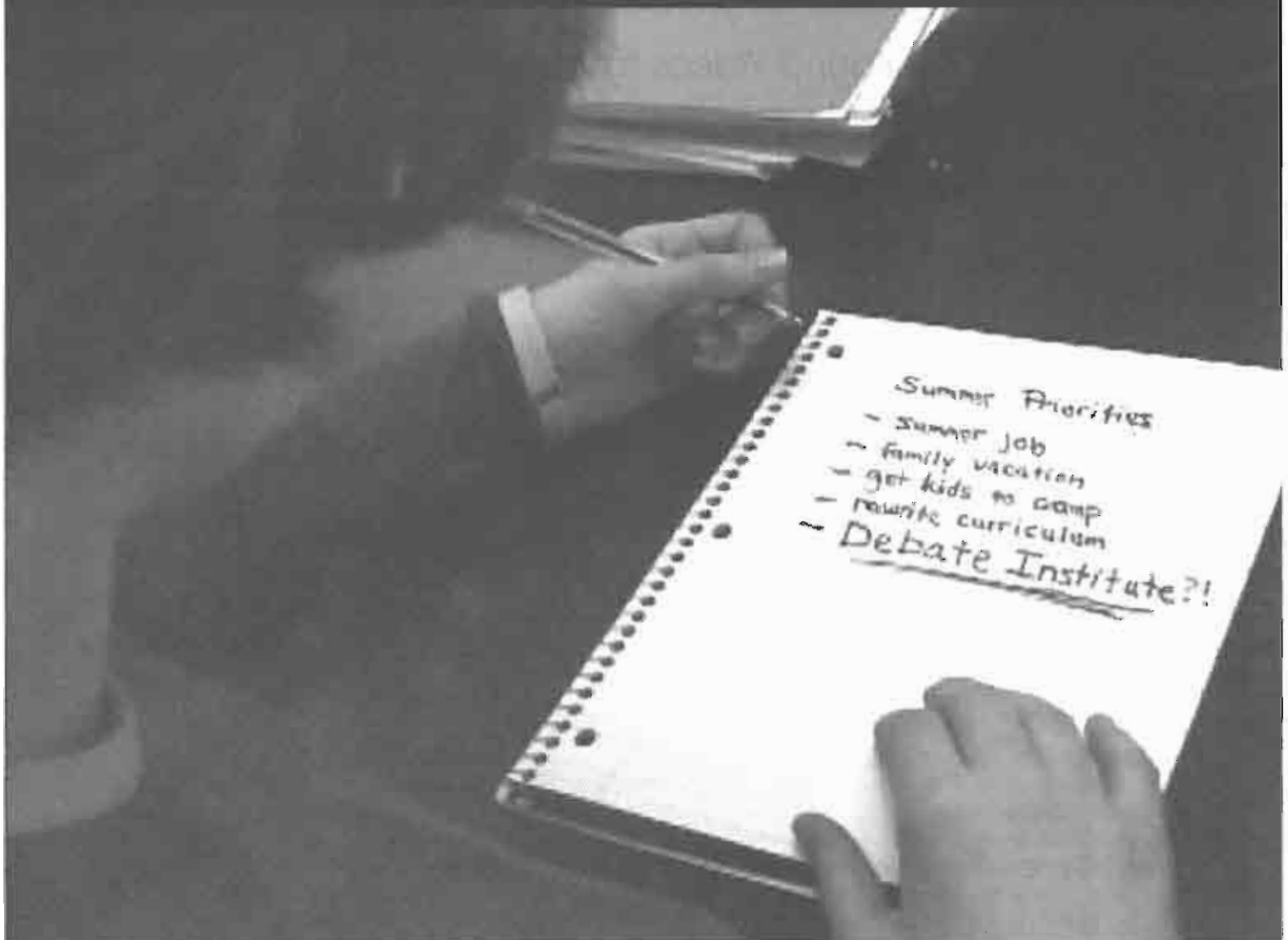
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DEBATE WAS NEVER LIKE THAT, WAS IT?

by
James Menchinger

If Rip Van Winkle, a former debater, woke up from his multiple years sleep, as the story goes, he would have had a hard time adjusting to the changes that have occurred over those many years of slumber. Looking back at debate, it didn't seem so strange then but an application of forty years of coaching experience observation suddenly transformed debate 1960's style into something that few former Rip Van Winkle debaters

ponents from ____ and wish to thank them for the opportunity to debate on this significant issue that is of great importance worldwide." Teams with less preparation on the subject could milk this opening preamble much longer and one could generally tell the issue prepared teams from those less prepped by the opening alone.

The fact that the preamble might be waived in later years seemed rude to some coaches and it existed even into the 1980's by those new coaches just starting out. Also, another unusual part of the first affirmative was the case. Almost all cases existed by the declaration of need/plan with hardly a whisper of the originality of cases experienced today. The inclusion of a comparative advantage case almost took the pins from under the most experienced debater with its flip-flop style of thinking. (You mean the plan goes first).

That revolutionary touch of planning brilliance couldn't match, however, the practice of a plan to solve the need for a change with an exhaus-

tive listing of mandates, enforcement methods and funding that would sometimes take almost as long to present as the justification for the change. Items "a" through "m" might have been as common an enumeration of points as one might typically see in a "normal" debate. The fact that a one liner solution today with the statement of "all normal enforcement and funding" completing the text seems to pale in comparison to those years when one practiced hard to get all fifteen plan points into one speech. In the decade of the 60's however, the plan was presented in the second affirmative speech giving more time for that enumeration to occur. However, even that luxury of time could create problems for debaters. For example, in one demonstration debate at Western Michigan University to hundreds of beginning students at an early orientation to the topic) followed by workshops staged by WMU's veteran college woman's coach Deldee Herman), one of the Belleville's top debaters ran out of time or forgot to include the plan in the second speech and with collective gasps of the audience found her team in a most difficult position after the second affirmative.

Another rather unusual change has also taken place for placement of a coaches strongest debaters. While today's strategy almost always has the best at the second negative speaker, the placement in the early decades

**..."the evolution of debate was
and is constantly changing."**

would recognize today.

As a new coach on the scene in 1961 interning with Portage Public Schools, I tried my best to learn as much about the activity as other coaches. With only a class in college and a few class debates as my learning tool, debate seemed strange to me then with its rules and traditions. Let me explain.

Division of speeches in those early years was quite unique. The first affirmative, unlike today with rapid fire delivery of 50 evidence pieces and a blinding speed that would put auctioneers to shame found the speaking position quite different. While it is true, you could coach the position best even if the person was a weaker player in thought processes, you definitely selected a person who had great oratorical abilities. You chose a speaker who with clarity of voice, a nice appearance and a polished speaking style would launch the first declaration of war against the opponents. Even in the 1970's, I encountered a student from New Jersey at a National Tournament who memorized the first affirmative speech using no notes or evidence to all to guide him. It was all for presentation effect.

The content of the early years may seem lame to the current forces but there began the first affirmative speech with a greeting to the opponents that traditionally came first. "We, the affirmative of ____ greet the op-

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was at first negative. The simple reason was the fact that this speaker would have the hardest job of taking apart the thinking and evidence of the second affirmative who built such a strong case for the change that this surprising new case needed the quickest, most adaptive thinker on the team in this slot. Perhaps today, the thinking is that a first negative speaker does not have to be as strong a thinker or experienced but just a quick speaker.

The practice today of announcing what case would be argued by the affirmative on request by the negative did not exist. Teams like Albion High School with esteemed coach Ethel Fleenor not only refused to hint to which case would be used but refused to debate in public until the District Debate Tournament to hide the case design until it really counted. Imagine, only classroom practices with no outside competition until State Elimination. Consequently, not only would teams be coached to not advertise cases in advance, a resounding "no" would follow any request by the negative to discover the case idea.

The early debates also did not resemble the current cross examination style. Debating in the traditional style of ten minute constructive speeches and 5 minute rebuttal speeches, the cross-examination style of debate did not come into practice until the year 1968 when the Michigan Forensic Association required the use of it in a minimum of two debates in leagues to be eligible for the State Tournament and the Detroit Free Press/University of Michigan plaque. Traditionalists were shocked when the announcement came down from above (Ann Arbor is above?) but eventually Cross-X settled into the scene findings its way into tournaments as all became more use to the intricacies of how to question. Battle Creek Central's James Copeland, currently National Forensic League National Secretary Emeritus, led the way in Michigan with the first tournament to use cross-examination debate.

A little known fact of those traditional debates was the tradition of five minute bathroom/water breaks between the second negative constructive and first negative rebuttal speeches. The negative had the option to continue on or take the break but many clever teams, in order not to give the affirmative less thinking/planning time, opted for not taking the break. (Another strategy that coaches had to employ on the unsuspecting affirmatives.)

Leagues were a strong part of the early decades as well. Perhaps now as they start to decline in importance given the large number of weekend tournaments, they were the foundation of practices and development. The home and away debates were a declaration of the MIFA with the scheduling of teams to face by that organization. The teams would travel to each other's schools once during the year to debate twice. The judges were secured traditionally from nearby colleges and the decisions, like the debates themselves developed some pageantry. The debates were often held before audiences and the placement of the teams in "war rooms" boasting pennants (early form of awards before plaques), plaques, trophies often intimidated the incoming school. Maurice Falls of Jackson High School had just that kind of room and he placed his weakest team in that room to give them confidence (Not that he ever had a weak team). The teams would meet once on the negative and once on the affirmative and then go home. The announced decisions by the speech department judges who almost always voted on speech delivery, even then, were controversial. Besides the debate audiences, popcorn, refreshments were served and it was a pleasure to attend if for no other reason than to try to top the good eats of the other schools. Even the home economics departments would get involved.

Scouting was not allowed by MIFA until the 1980's. If for no other reason, staunch conservatives believed that the placement of debaters in the room to flow the cases of upcoming teams was most unethical. The surprise was in the design of the case and was part of the planning picture of debaters and coaches to the point that the team with the cleverest case should not be heard by the negative until the final round. The negative would have no advantage. However, despite the best efforts of MIFA, students would stand by the door and try to listen or develop allegiances to teams that had just debated the team that was to later be met by the unsuspecting negatives with bargains struck to exchange information or evidence. Even the timekeeper, a regular responsibility of each team and noticeable addition to each round, had to remain with the affirmative team rather than glimpse the case tenets of another affirmative rival team. The practice disappeared later on but not before much soul searching by the coaching community.

By the way, the luxury of the affirmative team timekeeper with a focus on keeping accuracy in the debate time-wise was a pleasure for the judge who had all he could do to listen and flow well. It also gave a team the chance to introduce a novice to debate by performing a necessary job that would give some prestige to the novice as well. The accuracy of the affirmative timekeeper perhaps led to the switching of the timekeeper following the team's judge since the possibility of shaving minutes off of the opponent's team and adding minutes to the "home team" was always suspicion in the minds of some.

The evidence requirements in early years were quite different than today. In the early stages, all evidence was flowed by hand from resource texts. If a notecard was to appear in the small recipe size boxes carried by debaters, it was one that was written in his or her handwriting and given the changes to record in error something from a source text, the chances for errors was great yet the practice continued for quite some time. In fact, the sizes of evidence boxes, no doubt, were the result of the boom of copiers that came into schools abundantly in the 1990's. The early small recipe boxes gave way to larger and longer file boxes (metal or cardboard...shoe boxes worked just fine), and later to briefcases which housed several rows of cards neatly and were easier to carry (not to mention the prestige one felt by carrying the briefcase of a lawyer). In fact, the two briefcase choice by some debaters usually signaled a stronger researcher or negative who needed the extra overkill to attack the affirmative. With the copiers allowing reproductions of whole pages, abandoning the cut and paste method somewhat, came the appearance of notebooks with glossy pages housing everything from the affirmative cases to blocks that took out every argument, next came the purchase of tubs, first small than laundry size made the scene much to the consternation of the coach whose role now was to book a van or trailer to haul the mountain of evidence that was now needed to assure the confidence of debaters at the same time intimidating the team that had not caught on to this method yet.

The suggestion to me from experienced coaches in the 1960's that 12 to 14 evidence cards were more than sufficient to place in a first affirmative speech now seems laughable to the institute debater who practices breathing and rapid delivery just to accommodate the 40-50 pieces of evidence in an opening speech. Some claim that what has disappeared during these rapid reading sessions is the thinking element that captured the fancy of early debaters, coaches, administrators and audiences. (I once viewed a debate where the negative used only one evidence piece to win the

debate, an almost unheard of experience today). Some debaters today even might cherish the earlier practice of reading evidence after a round by the judge. In the 1960's at the pace of the debater (slow), it would seem hard to believe that a judge would have to examine it for content or authenticity but it was common for a while until voted out of practice.

Judging certainly has changed with the standards of passing tests, flowing competence and approval from the community. While judges were from the college scene, most readily anyone who was available with a speech background, the decision that were registered did not always coincide with the issues. The appearance of the individual, her ability to be vocally competent with a public platform physical approach was judged much more in the final equation than the current accent on issues. The early ballots even emphasized delivery with a grid that housed the six elements of good debating: namely analysis, reasoning, evidence, organization, refutation, delivery and sometimes, cross-examination skills. Some judges in the favor of skills over everything else, added up the grid spread of points 1-5 and based the judgments mainly on who scored the most points on occasion, maneuvering the points to justify a decision. Later on, the weight of the skills even created the powers to be to allow the losing point team to win the debate if issues were secure when the trend moved back in that direction.

Certainly the role of the debate coach has changed. While chaperoning students while coaching is still essential, the driving of ones car to a debate has taken on new meaning. It was possible to put four debaters in the car and still get all of the research files and items to debate within the trunk although search for the skinniest timekeeper would still be an effort.

Coaches will remember when most of their time was not spent at the copy machine running off zillions of copies but spent at the chalkboard (I mean, white board) in strategy planning. Taking off from school for four days was not feasible or even necessary but planning weekday league dates (as many as six in a two week period was very common if you wished to do well as a team). Securing judges might have been the biggest challenge then as is

true now but any "live body" sometimes had to suffice with bus drivers getting the change to do more than view the debate if judging became necessary.

The role of the coach was slower than with two hundred debates per debater in a year less common than thirty total debates for one of the best debaters on the team. Debate tournaments began by being only on Saturday with three debates. A coach could be home by 3:00 p.m. and still mow the lawn. Next, a stage debate was added for full audience observation between the top win records for that day's tournament. Following that, four debates with a stage debate was added to cause darkness to be the norm on the way home from a tournament. The two day debates then entered the scene with one or two day tournaments giving way to three or four day tournaments and eventually, the current National schedule for travel. The travel commitments gave new meaning to becoming a tour guide, hotel shopper, supervisor of late night antics and early morning pleadings for debaters to rise up from late night research. (yeah, research only went on).

In conclusion, while the history of this article might seem to indicate debate was strange way back then, the evolution of debate was and is constantly changing. Old Rip Van Winkle would not find many of these changes appropriate but were most common to the era. I even remember one administrator from my home town who following a lengthy career as a principal was cast back into a role as debate coach and when he contacted me as to what helps I could supply him with since he had not debated in forty years said: "Are there still three debaters to each team?" I guess change can be the only thing we can count on in our debate community. Not happy? Go back to sleep for twenty years.

(James Menchinger, a fifth diamond coach, taught and coached at Portage Northern High School (MI). Under James' coaching guidance, many of James' students qualified and excelled at both the district and national level. Currently James is on staff at Western Michigan University as the Coordinator of Student Teachers.)

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TWELVE SEEK COUNCIL SEATS

The biannual election which will choose four directors to the NFL Executive Council, elect a council alternate, and establish an order for other alternates, will take place in April of this year. The four elected directors will each serve a four year term. The alternate's term is two years.

All seats are not up for election. Councilors Harold Keller, Ted W. Belch, Don Crabtree and Glenda Ferguson were re-elected in 1998 to four year terms and their seats will require election in 2006.

Ballots will be mailed to chapters on April 3. Chapters not receiving a ballot by April 10 should contact the national office. The deadline for returning ballots is May 3rd (postmark). The number of votes a chapter may cast is based upon total members and degrees on record as of May 3. The count will be done by Dr. James Hecht of Credentialing Services; all ballots will be mailed directly to him. No ballots should be sent to the national office nor will national office personnel or candidates see any ballots.

The order that candidates appear in this March *Rostrum* and the order that candidates appear on the ballot were determined in separate drawings conducted by NFL Comptroller Carol Zanto. Statements and pictures were furnished by the candidates and not edited.

For more information consult the NFL Constitution [Article VII B] and the NFL Chapter Manual [XI:NFL Elections]



COUNCIL CANDIDATES

Frank Langheinrich

For nearly 80 years the National Forensic League has dedicated itself to the growth of America's children through speech education. It has put forensics in the mainstream. The NFL has passed the test of time.

Yet we find ourselves at a critical crossroad with two paramount issues facing us. First, of course, is funding. Schools in their quest to raise test scores offer less and less money for speech programs. Most do not understand that we are the solution to their problems.

The second is technology. The NFL is just out of the starting gate in terms of its technological use, and while that start is a good one, it is still just a beginning.

In examining the first issue there seems to be two solutions, both long-term in nature, which will distance us from the financial whims of our administrators. They are education in money-raising techniques and the development of endowments. We don't find politicians, art institutions or museums selling pizzas to fund their activities. They have made fund raising an art and the reward worth the effort. If you have ever felt that the proceeds of a given fund raising activity just weren't worth the effort it took to raise it, it's time to change strategies. If you spend every cent you raise every year without a long-term view, the picture is unlikely to get better. Like with nearly everything else, education is the key.

So what education? Educating us to learn techniques for raising money. Educating us to learn how to create and manage endowments, no matter how small. Educating our state and local school boards and legislators that an investment into our programs will actually raise test scores and provide a means for school districts to meet many of the goals that recent legislation has spelled out. These are things the NFL can and ought to do.

Technologically the world is changing and most of this change provides members of the NFL opportunities we have only dreamed about. We can develop systems to have all paperwork become paperless. We can develop the ability to carry on a dialog with any coach, anywhere, at practically any time. We can even develop the fun of holding tournaments from locations far and wide, without the expense of travel. These are things the NFL can and ought to do.

So why entrust me with these goals? I understand the problems and have the experience. Besides high school and college debate experience and fifteen years of coaching, I spent much of my adult life doing things similar to what is needed in the NFL now. I have been a partner in two investment security firms and understand the ins and outs of finance. I have been involved with computers since the time when only universities and large corporations had them and one had to punch cards to access them. I teach computer programming and systems design now. Along with my good friend David Smith, and the products of Rich Edwards, we introduced the use of computers in Utah tab rooms and were there for their first implementations in California. In both areas that I view as key, I have been there.

I also understand you, I have lived in Utah, which may seem a bit isolated, but have also lived near and worked in Chicago and San Francisco. I have traveled the country for business as well as for debate. I know what you need in Miami and I know what you need in Seattle. It's not so different.

Enhance the mission of the NFL; keep it relevant for another 80 years. Make your life better and the value of your students' speech education greater. Vote for Frank Langheinrich.



COUNCIL CANDIDATES

Pauline J. Carochi

Dear Colleagues,

The political slogan, "It's the economy, stupid," may be what national politics is about, but for NFL I have a similar slogan, "It's the kids!" While this may sound simplistic I truly believe that we sometimes forget that this organization is all about the kids and not about our egos or about how much we can win. Everybody wins when the health of our great organization places the students first.

Having said that, I do also have a few more specific items to discuss with all of you. First of all, while I don't believe that we are in dire straits or that our organization is in need of a major overall, I do believe that some changes are in order.

One that is important to me is LISTENING to the coaches. When coaches ask for small changes that better serve their needs, someone ought to be listening and working diligently to make those changes. For example, when debate coaches want to know who their final round judges are so that they may actually coach and help their kids adapt to the panel we ought to make that happen! I pledge to you that I will listen and that I will ask for your changes to be voted on.

The next change that I want to help make happen is much more controversial. I definitely want to change the way the president of NFL is elected. When that officer was elected by a vote of the members rather than by Council, the Council worked much more harmoniously together. The strong desire that so many on the council have to be president has created an atmosphere of "back-room deal making" that is counterproductive to good communication. Let the members elect and let the Council govern without the negativity brought on by a power struggle.

Finally, I want to be a pragmatist, a problem solver. We shouldn't deal in us against them (circuit vs. non-circuit debaters, for example). We should address issues, support coaches, and communicate with one another.

I know many of you. I have had the pleasure of chairing debate tab at Nationals for years, of coaching for 27 years in middle America where we struggle for budgets, recognition, and excellence just like most of you. I have chaired the Colorado Grande NFL District for more than a decade, and I know what that job is like. I want your vote if you want someone who wants common sense and listening and problem solving, if you want someone who honestly believes the kids come first.

I want your vote, and I am listening!

Genuinely,

Pauline J. Carochi



James Wakefield

Let me introduce myself. My name is Jim Wakefield and I would like to be on the NFL Executive Council. I bring to the table a unique blend of experience in competition, coaching, teaching, and leadership. I carry with me no preconceived notions of loyalty other than to all members of the finest organization in the world. I want to be sure that all programs, from the largest chapter to the tiniest affiliate, receive the same consideration when it comes to voting and representation. **It is time that the committee is composed of those who are in touch with the total aspect of the forensic experience.**

I am the Chair of the Manatee District, Florida, and have been in this capacity for the past three years. I coach at Ft. Lauderdale High School. As for experience, I was in the activity as a participant throughout high school and college and have been coaching for almost 18 years. I know forensics and all of its aspects from debate to speech to drama. I am dedicated to making the activity that I love the best it can be for all participants.

The NFL has entered a new era with renewed vigor and enthusiasm. I believe the Council needs members that support that change. You need representation that speaks actively from the coaching ranks. Too long have decisions been made by people who are not active or at best attend tournaments with no real contact with the activity itself. I am a sole coach of a team that competes locally, on our state level, and travels the national circuit. I know and understand concerns from the smallest program to the largest squad. My team has been in the top 1-3% of programs for the last 5 years. I will represent you, as I have fought for my students, to receive fair and equitable treatment in all Council decisions.

Why would I make the best choice for the NFL Council? The answer is simple. **I am one of the very few ACTIVE coaches who can legitimately claim to know and coach all of the events we offer.** I have qualified policy teams to all three "nationals" in the past five years. My LDers have consistently been among the finest in the country, including a semifinalist at the TOC and a quarterfinalist at CFL nationals. In the IE events, I have qualified students in DI and Duo. We were in the top ten in Poetry and Prose. My very first NFL National participant was in Congress. I was my state's representative in Extemp at Nationals. My students have won state championships in Policy, LD, Humor, Drama, and Prose/Poetry.

The Council needs to be made up of adults **who coach on a regular basis** and can actively answer the call on what we need from the national office. The Council needs to be made up of adults **who understand the different events and can intelligently vote when changes are proposed.** The Council needs to be made up of adults **who aren't there for a select few but rather all students, no matter the event, and all coaches, no matter the size or prestige of their program.** The Council needs **to possess a vision for the future** as our activity changes and grows with the times. **Only an active coach with a variety of experience can meet such a need.**

I possess these requirements. I want to make the activity the best it can be. I know I will make a difference if given the chance to represent the Forensic Community. Please take time to vote for me, Jim Wakefield, to be on the Executive Council of the NFL.



COUNCIL CANDIDATES

Michael E. Starks

I began coaching speech and debate 30 years ago in a rural Kansas school. I continue to have the same passion today for this activity, for our students, for the coaches, and for the National Forensic League, as I felt that very first day before my team. I am asking for your support in the Executive Council election. My first 18 years of teaching and coaching were in small schools in Kansas and Wyoming; now I'm at a moderately-sized school in the capital of Wyoming. I am excited to bring my vision for this activity to represent both experienced and new coaches in programs large and small.

Change is inevitable. Some changes are positive, such as the excitement of our new Executive Director and the use of technology to improve communication and recordkeeping. Some changes are less than positive, such as the isolation and budget constraints of many of our coaches, declining numbers in policy debate, and the bewilderment and lack of support for the newer coach.

I am a four diamond coach directing an active program participating in all of the debate and individual events. My experience includes four terms as our State President, years of assisting in both tab rooms at Nationals, and I've served as the only District Chair for the Hole in the Wall District since its creation thirteen years ago. I bring a perspective from the small and rural programs.

One of my primary goals is to create better support and education programs for coaches. I would like to see a grant program to assist new coaches attend the National Tournament, as well as coaching workshops, for all levels of coaches, offered across the nation. We have much to give to each other, and the National Forensic League is in a position to provide leadership and assistance to improve and grow our coaching base. For without coaches our students lose the ability to compete in forensics.

We must convince promising coaches to join us. We must educate school boards and communities as to the value of supporting this activity. We must reach out to the National Federation of High School Activities and the National Debate Coaches Association, who share our passion for this activity. We must work now to nurture and cultivate coaches, both new and old. I would be honored to have one of your votes. I look forward to the challenges of the council, with the same passion I approached my very first team meeting.



Pamela K. McComas

Having been in the teaching profession for the past 31 years with 25 of those coaching both debate and forensics, I feel that I am qualified to run for Executive Council. I have coached 151 students to nationals for 25 consecutive years, with 5 national champions, finalists in every main event but LD, Original Oratory, and Duo. My duty and service to the NFL can be seen in working in the national tab room of supplemental and main events. I am committed to running a competent and fair tournament for all students. My service to the high school activities association as speech liaison, as well as, to the national federation of high schools provides me with insights to national concerns regarding our profession. For eleven years, I served as district chair of the Flint Hills NFL, and been a committee member other times. As district chair, the Gold Award was bestowed to the Flint Hills four times and the Bronze Award once. I have coached 9 NFL All Americans. Topeka High School has received the Leading Chapter Award twice during my tenure. I have been awarded the District Service Key and Plaque three times. If elected, my commitment to all NFL coaches will be the following:

- A willingness to listen to all coaches and their concerns regarding our activity
- Work to develop outreach programs to small schools and promote the ideals of NFL to non-NFL schools
- Work to develop affordable nationals for all schools
- Develop dialogue among district chairs so their voices are heard at the national level
- Provide in-service programs for coaches
- Revisit the double qualifier issue for nationals; the "best of the best" should represent each and every NFL district, not just have more students qualify to nationals
- Reevaluate perks for council members
- Work on promoting future teachers of debate and forensics at college/university levels



COUNCIL CANDIDATES

William W. Tate, Jr.

Respectfully, I ask for your continued support as a member of the National Forensic League council. Much good has been done, and wonderful initiatives are underway to provide expanded services to coaches and students as well as to build stronger public support for our activity in times of shrinking budgets.

My promise to each of you is that I will continue to "protect the League" while working for changes as we mold its future.

Students and coaches form the core of the NFL. As a national organization of forensic competition and service, we must be both responsive and responsible. Since 1990, while serving as your Council member, vice-president and president, I have placed these concepts in the forefront of all decisions.

During these years, the Council has been responsive to requests for online point recording and expanded Internet services. We supported efforts to see the brightest among us earn the accolade of Academic All-Americans, knowing that such recognition salutes the quality of our students, our coaches, and our programs.

We lobbied foundations and corporate sponsors to increase student scholarships and to provide money to keep student and chapter fees at the lowest possible level. We encouraged the production and distribution of the new NFL video that promotes the values our coaches and chapters hope to create in our students. We provided instructional videos and interpretation final round tapes at no cost. In addition, we continue to promote a spirit of community among our diverse membership. Finally, it has been my goal as president, to see that every proposal sent to the Council receives the fair, professional hearing it deserves.

Because the NFL cannot survive by living in the past, new proposals will come from you, the key individual coaches, who sense needs and dream dreams long before they become general knowledge. As an active coach for three decades in programs both large and small, public and private, I understand your need to be heard in a courteous professional manner.

The dream I share with you is of an NFL ever responsive to programs and activities that showcase our students and coaches, ever responsible in preserving a stable financial environment, and ever remembering that we, as a community, must make the values of forensic participation available to as many students as possible. Proud of NFL's past accomplishments, let us eagerly face future challenges together.



Michael W. Burton

Active, diversified, leader, positive, works well with people are all words or statements that I have heard said about myself. As an active forensic director with thirty-five years of coaching and teaching behind me, I feel that being your voice on the council is something that I will continue to bring to the council meetings. Having been one of the people that has pushed for the computer programs that we are now adding, let me continue to support moving NFL into the 21st century.

I am active in this activity, coaching at Eastside Catholic in the state of Washington after thirty years at Auburn High School. I am diversified in that the council will not be my only job or viewpoint, that I work with numerous other groups such as having officiated high school and college football for thirty-six years with many friends in administration and nationally to support our activity. I am a **leader** that has been successful and will continue to be on the council with your help.

With my thirty-five years of coaching, Director Emeritus at Auburn High School, and my starting of a program at Eastside Catholic High School, I feel that I am a strong candidate for the NFL council. Please call me at (425) 283-1210 for more information on my campaign. Feel free to contact me at xxcoach@sprintmail.com. **Keep an active coach on the NFL Council, vote for Mike Burton.**



COUNCIL CANDIDATES

Sherri L. Shumaker

The National Forensic League is at the beginning of a new era. With a new Executive Secretary, national and state budget cuts, and the demands of No Child Left Behind, it is time to look at the NFL and evaluate our effectiveness for ALL schools across the nation. Being from Missouri, a state with restricted travel and resources, I will do my best to hear all voices in this organization and help lead the changes that will be necessary for our organization to survive the monetary cuts in the next few years.

The National Forensic League is very valuable to our coaches and students. NFL coaches teach the students who need to be challenged, who are challenging and are our future leaders of America. The National tournament is a wonderful, valuable experience for students, but such a limited amount of students actually get the "National" experience, and yet it is one of the most expensive activities of the season. The National tournament is also a great avenue for coaches to network and to develop professionally. What a great opportunity it is to have hundreds of coaches from the same activity in the same location; it is as good as any national conference. The National tournament also allows a forum for coaches to personally voice their concerns and question the direction of the activity. We need this tournament, but district budgets cannot continue to support this tournament as it is presently. To continue with this tournament, we need to seriously look at the cost and format. It may also be necessary to look at the cost of the National Forensic League; we do not want to deny any school or child the opportunity to participate in this organization.

I have been the Show Me District Chair for ten years and have worked the National tournament since 1994. At Nationals, I have worked local judges, debate and individual event tab. I have taught for 20 years and coached forensics and debate for 16 years. I have been to Nationals 15 years and have qualified 41 students in all events except Dramatic Interpretation. I host at least one invitational tournament a year and have served on my state's speech and debate advisory board for four years. I have coached all events and am currently the debate and public speaking coach at Blue Springs High School. It would be an honor to serve the coaches of this wonderful activity. I hope you support me as well.



Kandi King

Four years ago as I ran for my first term as a council member, I admitted to you that "I didn't have all the answers." Now, having served on the Council, I must admit I still don't have all the answers (and I have even more questions!!). However, I do feel as though I have gained a greater insight into what the NFL is and who it represents, and I truly believe that as a Council member I have helped to move us in very positive directions.

I have had the great pleasure to get to know so many of you during my twenty plus years of teaching and coaching, but there are so many more of you that I haven't. So, I think you need to know a little about who I am. I was a speech and debate kid, participating in extemp, debate and theatre. I always knew I wanted to teach, and my years as a student in the activity had already solidified my passion for forensics so there wasn't much question about what I would teach. However, it was only after my children had grown that I was able to finally set foot on the path of teaching and coaching high school forensics. Of course, I needed lots of help -- I had no idea what the NFL was. My very small high school didn't have an NFL chapter and we went to a very limited number of competitions each year. And help I got -- I have had some pretty special mentors along the way.

I can still remember reporting those first coaching points -- and being more than a little tense that I was filling the forms out correctly. I can still remember that red pencil when I got forms back. I can still remember the delight my students received when they first saw their NFL certificates and received their seals of degrees. I can still remember my first National Tournament and how awed and lonely I felt!

These memories and so much more form the foundation for why I want to continue to serve you! As a novice Council member I have learned so much and found many answers to questions I have had -- and you have had. During the course of my first term in office, we have initiated online reporting. During the course of my first term in office, the Council has chosen the NFL's new Executive Secretary who brings such energy and creativity to Ripon! During the course of my first term of office, we have begun to open up more direct lines of communication between the District Chairs and the National Office. I am excited that Scott not only heard what I had to say this past summer about wanting your input but listened and, consequently, is creating an on-line District Chair bulletin board. If I am reelected, I will now have far more information to make a decision and that decision will better reflect us all. That is why I am elected -- to represent you!

Representation of the many different and diverse members of our organization needs to be our first priority. We need to continue to look for new ways to meet the needs of a membership that represents the ethnic and economic spectrum. We need to get much more involved in the recruitment, training and retention of new teachers and coaches so that our older programs continue to flourish, and we reach out to many new schools to share with them and with their students the incredibly empowering world of forensics. We need to emphasize that the NFL is an honor society that benefits all students and coaches and not just a National Tournament administrator!

Like most novices in this activity, just about the time I think I am finally getting the hang of this, my novice "year" is over. It is hard for me to believe it has been four years! My parents taught me at a young age that to be a part of a community meant not only being a taker but a giver. I hope that you will allow me to continue to give to our community -- and that I will continue to find my answers (and even more questions!).



COUNCIL CANDIDATES

Pam Gady Wycoff

As I tried to put into words why I would like to serve on the Council, and what dimension I might add to that role, three "beliefs" came to my mind that I believe are important to share with you.

The first is that before making a decision or forming an opinion, it's important to put yourself into the other person's shoes. Over the past 25 years as a teacher and coach, I have worn "many shoes." I spent the first ten years in a small parochial school with 200 students, and the last fifteen years in a public school with 2200 students. I know what it's like to teach all day and then have another "full-time job" of coaching after school. Although I have dreamed of the day that I wouldn't have to fundraise--school dances, car washes, and pancake breakfasts continue to be equivalent to a "small business on the side." I have coached and continue to coach, Speech, Debate and Congress, with my greatest involvement being in Speech and Lincoln Douglas Debate. These are ALL voices that need to be heard. The NFL is made up of a diverse membership with many common goals, but different needs. Before making a decision, I am committed to understanding the perspectives of and impact on the varied constituency we represent.

Secondly, I am a firm believer in open communication, informed decision-making, and due process. The Council is entrusted with many important decisions. Several issues on the table and the results of meetings seemed to have taken the membership by surprise. I would like to work for ways to bring a greater connection between the Council and the membership. Publication of the Council's agenda prior to meetings would give members the opportunity to contact the Council before decisions are made. The *Rostrum* or NFL Website could be further utilized to survey opinions and to publish articles that address the pros and cons before controversial issues are decided. I do believe that a membership is more likely to support decisions if they have had the opportunity to be informed about, involved in, and directly influence the decision making process. I would welcome a more open and accessible forum that can greater impact decisions facing the Council.

Finally, I have always believed that hard work and teamwork can make a difference. The NFL is in an exciting state of transition. There are many new initiatives within our reach, as well as past projects that can be "shored up." We need to work in concert with a vision for the NFL that is responsive to the views of the membership, continues to provide coaches with the tools that will make their job easier and more rewarding, and ultimately provides students with opportunities that maximize their experience in the NFL.

I find the possibilities exciting and would look forward to working with others to make them a reality. Please know that I would appreciate this opportunity to serve the NFL. I would be most grateful for your support.



Tommie Lindsey, Jr.

Of the twenty-eight years I have been involved in the teaching profession, fifteen of them have been dedicated to the advancement of the sport of competitive speech--Forensics. To most outside of the Forensics community, what we do as coaches and officials seems to be only a minuscule part of the educational system's glorification of times-tables over time with students. Yet, over the years, I have witnessed countless transformations of both my own students and Forensic competitors throughout the country due to this seemingly innocuous sport and the motivation it can have on even the most discouraged of students. It is this almost magical quality about what we do and what we are about that motivates me to run for the Council and present myself to you as a candidate.

For many, teaching today seems to be a double-edged sword, a bittersweet pursuit of a dream for better tomorrows. I have watched as young teachers come in with an enthusiasm and optimism that gave me hope that my profession would indeed have a bright future, despite the nay-sayers and critics of education; but I have also watched as these same teachers walked away, almost broken by a system that placed only obstacles before their efforts to bring knowledge to a generation desperately in need of enlightenment, especially in today's increasingly hostile social, economic, and political climate. Yet, the real victims in all of this are the students left with fewer teachers to help guide their already complicated and confusing lives. However, Forensics has been able to withstand the mighty winds of time that should have (especially in the wake of arts and music program cuts) blown it into distant memories. But it has not fallen.

Rather, Forensics has remained a lighthouse of strength for students everywhere. It has literally been the salvation of countless teenagers, saving them from a life of crime and destitution. It has been their hope when they had nothing to hope for, their mother to cry to when their own was too busy to care, their catalyst for emotions that would otherwise have been hidden from society only to be released in the most unimaginable way. Students of all colors, creeds, and backgrounds have found solace and inspiration in through a source one and the same: Forensics has been the rock--it is a council member's duty to reveal its strength.

That is why I believe I can extend this power of Forensics to an even broader community than my own here in California if I only had the honor of serving as your council member. I am a simple man with a simple idea of what Forensics should be and where it can go. I believe the focus should always be the students and how we can help to make their experience with the National Forensic League both significant and life-changing. We are not here to teach how to write a speech in thirty minutes or why interpretation cannot exceed ten minutes, we are here to expand the boundaries of thought to bring to our world a more diverse outlook on the colors and faces that make it unique through eloquently being able to articulate the most complicated of thoughts and creative of ideas. Forensics is where the tides of social change can turn. Forensics is where education can rejoice in its purest form. Forensics is where I feel that I, as a council member, can make a legitimate contribution to the community.

Whether or not I am elected to be a part of this prestigious council, I sincerely hope that the well-being and futures of the lucky group of young individuals that choose to take part in this magic we call competitive speech and debate is always kept in view.



COUNCIL CANDIDATES

Derek L. Yuill

It's time there was a voice representing younger coaches on the council. If you and your students elect me to the council, I will bring true energy, humor and new, fresh ideas to the council.

I was a head coach at a small private school in Indiana while I was a college student. I spent more time at speech tournaments than in class or at college social functions. I now coach at a medium sized public school in California. I have first hand experience at beginning and building both small and large programs.

At each school, I have been able to market speech and debate to a culture that was not conducive to forensics. If you elect me, I will put that marketing experience to work to help the NFL expand into more schools and engage more students in this activity. I will also work to bring more needed and deserved media exposure to this wonderful activity.

I have been involved in this activity for almost eighteen years. I have served as District Chairman and qualified students in almost every event to the National Tournament. I have spent the past few years lobbying the Executive Council for reform. I am no stranger to the problems facing existing programs, whether it be a school board or state government. My young, energetic, efficient demeanor provides me with not only the naivete to think I can win those battles, but the experience, persistence and know how to actually get it done.

As an older coach told me years ago in regards to opposing state government reform, "Derek, you're still young enough to put up a fight. Good luck battling the forces that act against all of us."

I would appreciate your vote and appreciate the opportunity to make your voice and concerns heard on the Executive Council. As we in the MTV generation say, "Let's rock the vote."



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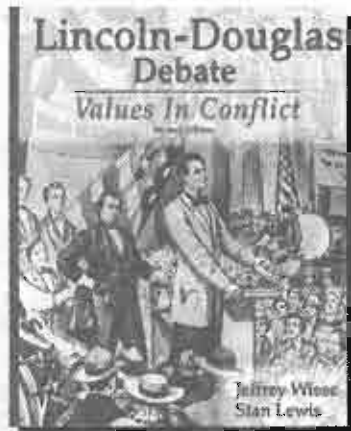
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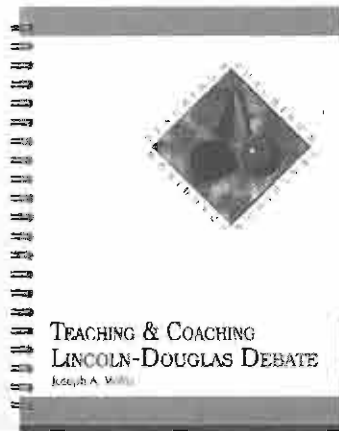
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DEBATING U.S. SUPPORT FOR UNITED NATIONS PEACEKEEPING

by
Stefan Bauschard

Resolved:

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

"Interpreting the resolution in different ways will have different implications for affirmative and negative strategic options."

Introduction

Next year's high school debate resolution asks the question of whether or not the United States should substantially increase its support for United Nations peacekeeping operations (UNPKOs). The purpose of this article is to provide you with some of the background information that you need to start researching the answer to the question and to introduce some important topicality and strategy-related ideas that will help you to direct your research. Primarily, I will examine what it may mean to "establish" a "foreign policy substantially increasing" our "support of United Nations peacekeeping operations." Interpreting the resolution in different ways will have different implications for affirmative and negative strategic options.

At first glance, the resolution is quite broad. There are a number of different ways that support for UNPKOs could be increased. After some thought, however, a number of general/generic negative strategies that will work to reign-in the breadth of the topic become obvious. Many of these strategies are the same strategies that have proven effective on the oceans topic, giving students who debated that topic a large advantage.

Background on United Nations Peacekeeping

Existing Operations and Trends

Before one could even begin to understand different potential interpretations of the resolution and what those interpretations could mean for debate, it is important to understand some basic background material relating to UNPKOs. This includes general information about the current state of peacekeeping, what it is, and how it is authorized.

Since 1948, the United Nations has launched 56 different peacekeeping operations. Forty-three of the operations have been established since 1988. (UN Department of Peacekeeping Operations, Q&A, www.un.org/Depts/dpko/dpko/ques.htm). As of October 15, 2003,

there are currently 13 U.N. Peacekeeping operations. These include:

- United Nations Troop Supervision Organization (1948-)
- United Nations Military Observer Group in India and Pakistan (1949-)
- United Nations Peacekeeping Force in Cyprus (1964-)
- United Nations Disengagement Observer Force (1974-)
- United Nations Interim Force in Lebanon (1978-)
- United Nations Mission for the Referendum in Western Sahara (1991-)
- United Nations Observer Mission in Georgia (1993-)
- United Nations Interim Administration in Kosovo (1999-)
- United Nations Mission in Sierra Leone (1999-)
- United Nations Organization Mission in the Democratic Republic of Congo (1999-)
- United Nations Mission in Ethiopia and Eritrea (2000-)
- United Nations Mission of Support in East Timor (2002-)
- United Nations Mission in Liberia (2003-)

The number of existing missions actually represents a downward trend in the total number of peacekeeping missions. Although there are thirteen existing missions, including some missions that began decades ago, between 1988 and 1994 the 20 different peacekeeping operations were set-up (Congressional Research Ser-

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vice, UNPEACEKEEPING: ISSUES FOR CONGRESS. 2003, <http://www.usembassy.it/pdf/other/IB90103.pdf>).

In 1992, the United Nations created the Department of Peacekeeping (DPKO) to manage the growing number of operations. Although the number of operations has since declined, the DPKO remains established as a way to manage the operations.

The number of operations set-up since 1994 are few as a “result of the U.S. decision, in Presidential Decision Directive 25 (PDD 25), signed May 1994, to follow strict criteria

for determining its support for an operation” (Ibid). This made it much more difficult for the U.N. to acquire funding for operations.

The U.S. funding restriction was not the only thing that curtailed the growth of UNPKOs in the mid-to-late 1990s. Although the United Nations had experienced a lot of success in places like El Salvador and Mozambique, places where peace had already been agreed to by the parties prior to UN intervention, establishing peace in places like Somalia, Rwanda, Bosnia, and Herzegovina, proved to be much more difficult. One of the primary problems was a lack of resources and a lack of formal approach to conducting the operations.

In 1999, UN General Secretary Kofi Annan requested that a panel of international experts review UNPKOs and report on where and how the operations might be improved. The REPORT OF THE PANEL ON UN PEACE OPERATIONS (2003) (www.un.org/peace/reports/peace_operations/), also known as the Brahimi Report for the top Algerian diplomat who led the panel, was finished in August of 2000. The Panel recommended some advice for “peacekeeping to “stand a chance of success. These include: a clear and specific mandate, consent to the operation by the parties in conflict, and adequate resources – from professional and appropriate personnel to equipment and finances” (UN DEPARTMENT OF PEACEKEEPING, Q&A, 2003, www.un.org/Depts/dpko/dpko/ques.htm).

Since the release of the report, the UN has tried to follow through with its recommendations. As discussed in the section on affirmatives, a good amount of additional research has been done on the effectiveness of the UN and how to improve those operations.

What is “United Nations Peacekeeping?”

Traditionally, UNPKOs have been conceived of as military operations that were designed to maintain the peace between two parties that had agreed to some sort of truce. The Congressional Research Service (2003) explains that:

United Nations peacekeeping might be defined as the placement of military personnel or forces in a country or countries to perform basically non-military functions in an impartial manner. These functions might include supervision of a cessation of hostilities agreement or truce, observation or presence, interposition between opposing forces as a buffer force, maintenance and patrol of a border, or removal of arms in the area.

The Congressional Research Service (2003) explains, how-

ever, that the definition of what is understood to be “peacekeeping” has expanded considerably to include disarmament, humanitarian assistance, land mine clearing, maintaining law and order, election monitoring, and human rights monitoring.

Peacekeeping has come to constitute more than just the placement of military forces into a cease-fire situation with the consent of all the parties. Military peacekeepers may be disarming or seizing weapons, aggressively protecting humanitarian assistance, and clearing land mines. Peacekeeping operations also now involve more non-military tasks such as maintaining law and order (police), election monitoring, and human rights monitoring.

This second definition encompasses what most of the broader definitions that I’ve found imply. Additional definitions that I think are useful are included at the end of the article.

While the definition of what a UNPKO is very broad and has moved in the direction of expansion, it is important to note that all operations that the UN has in areas of conflict are *not* PKOs. As a Stimson Center REPORT ON THE BRAHIMI REPORT (2003, www.stimson.org/fopo/pdf/BR-CompleteVersion-Dec03.pdf) notes, “the UN continues to run fact-finding missions, 13 peacekeeping operations, and 12 peacebuilding and political missions in post-conflict societies.” The Stimson Center explains in more detail:

United Nations peace operations entail three principal activities: *conflict prevention* and *peacemaking*; *peacekeeping*; and *peacebuilding*. Long-term conflict prevention addresses the structural sources of conflict in order to build a solid foundation for peace. Where those foundations are crumbling, conflict prevention attempts to reinforce them, usually in the form of a diplomatic initiative. Such preventive action is, by definition, a low -profile activity; when successful, it may even go unnoticed altogether. *Peacemaking* addresses conflicts in progress, attempting to bring them to a halt, using the tools of diplomacy and mediation. Peacemakers may be envoys of governments, groups of states, regional organizations or the United Nations, or they may be unofficial and non-governmental groups, as was the case, for example, in the negotiations leading up to a peace accord for Mozambique. Peacemaking may even be the work of a prominent personality, working independently. *Peacekeeping* is a 50-year plus enterprise that has evolved rapidly in the past decade from a traditional, primarily military model of observing ceasefires and force separations after inter-state wars to one that incorporates a complex model of many elements, military and civilian, working together to build peace in the dangerous aftermath of civil wars.

Peacebuilding is a term of more recent origin that, as used in the present report, defines activities undertaken on the far side of conflict to reassemble the foundations of peace and provide the tools for building on those foundations something

that is more than just the absence of war. Thus, peacebuilding includes but is not limited to reintegrating former combatants into civilian society, strengthening the rule of law (for example, through training and restructuring of local police, and judicial and penal reform); improving respect for human rights through the monitoring, education and investigation of past and existing abuses; providing technical assistance for democratic development (including electoral assistance and support for free media); and promoting conflict resolution and reconciliation techniques (p. 2).

How is United Nations Peacekeeping Authorized?

Under the charter of the United Nations, the 15 member Security Council (www.un.org/Docs/sc/) can authorize efforts to establish and protect peace (UN Department of Peacekeeping, Q&A, 2003, www.un.org/Depts/dpko/dpko/ques.htm). The Security Council is primarily responsible for creating, defining, and conducting the PKOs.

In order for a new mission to be established, at least 9 of the 15 members of the Security Council must vote for it. If any permanent member of the Security Council – United States, Russia Federation, China, France, or the United Kingdom – votes against the mission, it cannot be supported by the Security Council.

Only a few of the senior soldiers are actually employed by the U.N. Most are usually under command of their own deployed forces. Governments that send troops assume the responsibility to pay them, as well as “disciplinary and personnel matters” (IBID). Governments who contribute the troops are then reimbursed by the U.N. at a rate of slightly over \$1,000/month.

Member States of the United Nations are obligated to pay their fair share of peacekeeping costs. Those costs are calculated based on a formula that considers a nation's economic status.

Current U.S. Policy

There are various ways a country can support United Nations peacekeeping operations. These include financial support, troop support, and “indirect” support such as through the contribution of development assistance in an area that has a peacekeeping operation¹.

Troop Support

Although the United States makes a substantial financial contribution to U.N. peacekeeping operations, very few U.S. personnel are involved in them. “As of December 31, 2001, 750 U.S. personnel served in 8 operations and as of the end of 2002, 631” and by the end of 2004 it was down to 430. The European Union also contributes a low number – 3,209. U.S. personnel served in 7

operations. (Congressional Research Service, 2003). Currently, 42,746 troops and civilian police serve in U.N. operations, making the US contribution relatively insignificant. A list of countries and the number of troops they contribute can be found at www.un.org/Depts/dpko/dpko/contributors/December2003Countrysummary.pdf. A list of operations and the number of troops the U.S. contributes to those specific operations can be found at www.stimson.org/fopo/?SN=FO20030620565

Financial Support

For a number of years the United States fell behind paying its fair share of peacekeeping costs. The money that the United States owed the U.N. was known as its **arrears** — past debts to the UN for peacekeeping.

After September 11th, the Bush administration encouraged Congress to pay the arrears in as a show of support to the United Nations. Congress paid off the debt and the U.S. has made sustainable contributions to UNPKOs since. The current status of the peacekeeping budget is relayed by the Congressional Research Service (2003)

On February 3, 2003, President Bush requested \$550.2 million for FY2004 assessed accounts and \$94.9 million to fund U.S. assistance to international peacekeeping. On February 20, 2003, President Bush signed the FY2003 Consolidated Appropriations Resolution (H.J.Res. 2) that provided \$673.7 million for peacekeeping assessments and \$120.2 million to fund international peacekeeping efforts of special concern. On April 24, 2003, the Senate Foreign Relations Committee recommended, in S. 925, authorization of \$550.2 million, as requested by the President, for payment of U.S. assessed contributions to U.N. peacekeeping operations (CIPA) in FY2004. The House International Relations Committee is currently marking up its proposed authorization.

What Does the Resolution Mean?

“Establish a foreign policy substantially increasing its support of United Nations peacekeeping operations”

Establish

Definitions of “establish” articulate two different meanings: to bring into existence (“To originate and secure the permanent existence of; to found; to institute; to create and regulate” (WORDS AND PHRASES, Permanent Edition, p. 249) and to “make stable or firm” Ibid).

Both definitions are accurate descriptions of the meaning of the word, but crafty negatives always try to argue that “establish” only means to bring into existence or only to make firm. They will argue that this “interpretation” of the word provides them with more unique, generic disadvantage ground because if the affirmative can simply “firm up” an existing peacekeeping operation the affirmative will always be able to win that the disadvantages are non-unique.

Similarly, negatives can argue that establish should be inter-

¹ There is a debate over whether or not to count “indirect” support of UNPKOs as “support” for those operations. The General Accounting Office () argues that it should be counted, but the State Department, in a letter submitted to the GAO argues that it should not because it would not support other countries counting similar assistance as part of their funding under the U.N. obligation.

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preted to mean "firm up" because it limits affirmatives to improving existing operations and that that set of existing operations (13 as of the time of this writing) is predictable and easy to research.

It is important to note here that the word "establish" modifies "foreign policy" and not "peacekeeping operations." The affirmative has to *establish a foreign policy* that *supports* UNPKOs, it does not actually establish the PKO.

Foreign Policy

The term "foreign policy" was likely added to the resolution to prevent affirmatives from engaging in primarily domestic actions (like building tanks or training troops) that would have the indirect benefit of supporting UNPKOs.

Although a definition of foreign policy that claims that foreign policy is "more than domestic" is not likely to provide much of a limiting function, definitions of foreign policy that require it to be an "interaction" between states is likely to be more practically useful. This interpretation was popular on the weapons of mass destruction topic, and is likely to be popular again.

Increasing

"Increase" is generally defined as to "become greater or larger" (DICTIONARY.COM, dictionary.reference.com/search?q=increasing).

Support

One of the most interesting terms to unpack this year is the word "support." I think that there are a couple ways to define it.

First, the word "support" can be defined in a way that requires the affirmative to provide *tangible/physical* assistance to UNPKOs. This would include things like money, troops, or tanks. Contextually, the United Nations Department of Peacekeeping explains that "Many countries have voluntarily made additional resources available to support United Nations peacekeeping efforts on a non-reimbursable basis in the form of transportation, supplies, personnel and financial contributions above and beyond their assessed share of peacekeeping costs" (HOW PEACEKEEPING IS FINANCED, 2003, www.un.org/Depts/dpko/dpko/intro/5.htm)

Second, the word "support" can be defined to suggest that it is possible for the United States to provide only *diplomatic* support. Dictionary.com defines "support" to mean "To argue in favor of; advocate" (dictionary.reference.com/search?q=support).

One of the most important topicality controversies this year will be over what it means to "support" UNPKOs – can the affirmative only lend aid/diplomatic assistance to one of the thirteen *existing* operations or can it support the creation of a new operation? Definitions of the word "support" do not make it clear and there are good arguments on both sides.

Arguments in favor of defining "support" to mean assistance to current operations: 1) It's predictable – the negative can research existing operations and prepare to debate changes in them, 2) You cannot support something that doesn't exist. 3) As just discussed, "increase" means to "make greater." In order to increase support, then, you arguably have to expand the amount of support given to current operations.

Arguments in favor of defining "support" to mean assistance to creating/maintaining *new* operations. 1) It makes disadvantages relative more "unique" – there are more general disadvantages and arguments against expanding the number of UNPKOs than there are to making small changes in current ones. 2) This interpretation is more predictable because it will be difficult, if not impossible, to predict all of the different types of assistance (like assistance for AIDS prevention) that could be given to current operations. 3) There are practical limits – there will only be so many proposals to expand peacekeeping into new areas, creating a practical, effective limit on the number of such cases. 4) Assisting with the creation of new PKOs will bolster overall "support" for the *existing system* of UNPKOs. 5) As discussed in the section on U.S. policy, the U.S. currently gives little, if any, support to *any* of the operations discussed in the introductory section. In fact, the U.S. currently provides *no* troop support for the UN operation in Lebanon (www.stimson.org/fopo/?SN=FO20030620565). In this instance, it is not possible to "increase support" in the way that the negative has defined the terms.

Regardless as to which interpretation you may think is more accurate, the negative will have a reasonable topicality argument that they can make against the affirmative. Different affirmatives that fit under each interpretation will be discussed below.

Affirmative Case Areas

Structural Reforms

One set of affirmative this year will deal with US efforts to support structural reforms in the United Nations. As discussed, the Brahimi Report made a number of recommendations to improve the effectiveness of U.N. Peacekeeping. The Brahimi Report continues to be the focus of scholarship relating to the effectiveness of the U.N. and recommendations along those lines are continually made. In this section I will briefly discuss some of those possibilities.

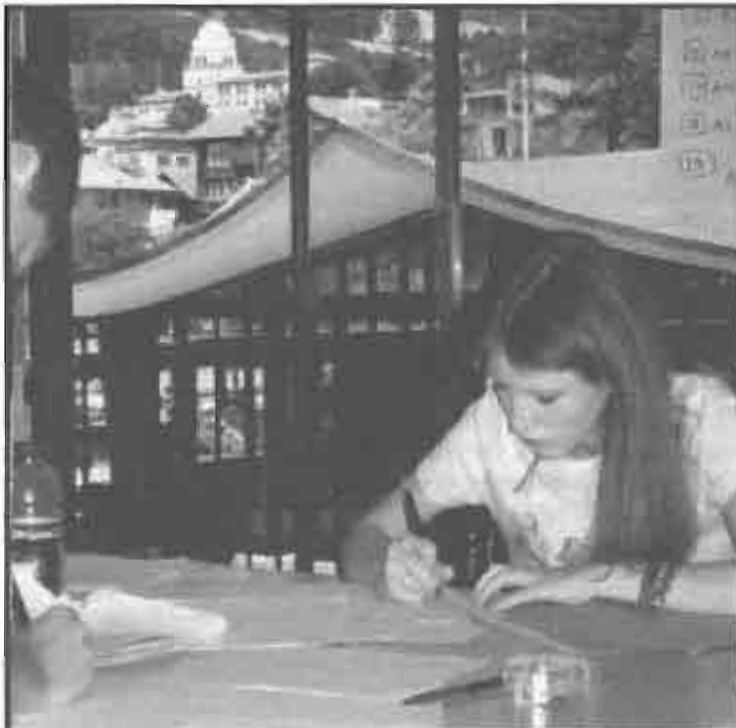
U.N. Standing Army. The Clinton administration supported an proposal that would effectively establish a "U.N. Standing Army" with "headquarters with a planning staff, with access to timely intelligence, with a logistics unit that can be deployed on a moment's notice, and a modern operations center with global communications (Congressional Research Service, 2003, U.N. PEACEKEEPING: ISSUES FOR CONGRESS, fpc.state.gov/documents/organization/24360.pdf). Although a discussion of this issues has fallen out of popular discourse relating to the U.N. an affirmative could potentially support it in their plan.

Gender mainstreaming. This approach involves incorporating a greater role for women in peacekeeping and looking at the impact on PKOs on women.

New Operations

As discussed in the section on the definition of "support," support could come through increasing assistance to newly proposed missions, including encouraging the U.N. to adopt such a mission.

Areas for new missions. The XINUA NEWS SERVICE reported on January 9th of this year (news.xinhuanet.com/english/)



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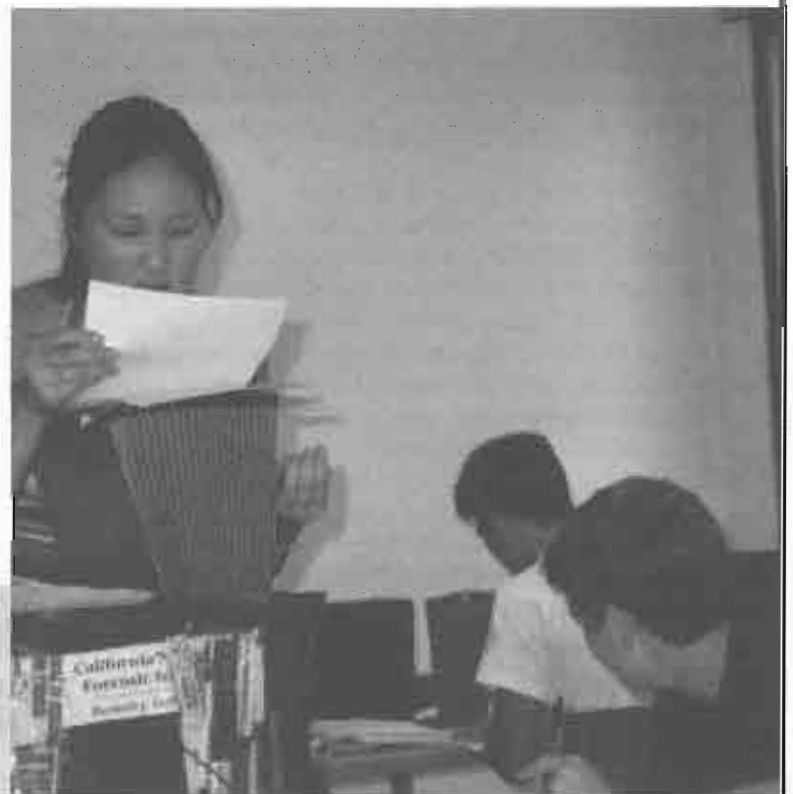
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2004-01/10/content_1268888.htm) that United Nations Secretary-General Kofi Annan recommended that the UN Security Council to consider deploying a peacekeeping force to Cote d'Ivoire. Although there is currently and UNPKO with a few dozen liaison officers, this mission is set to expire and Annan has proposed adding over 6400 troops. There has also been demands for additional peacekeepers in Burundi (Reuters January, 9, 2004 www.alertnet.org/thenews/newsdesk/L09210512.htm)

New types of missions. The Congressional Research service reported that "internal instabilities and disasters in the Persian Gulf region and in Africa, and conditions in the former Yugoslavia have prompted demands for the use of U.N. peacekeeping to expedite peaceful settlement in internal conflict situations or to ensure the delivery of humanitarian assistance to starving and homeless populations within their Countries" (2003). The affirmative could have U.S. troops provide that type of support to the U.N.

Supporting existing operations

As discussed in the topicality section, the definition of "support" can also be construed to mean to add support to existing operations. There are a number of ways to do this.

Expanded Troop Commitments. ALL AFRICA reported on January 9th of this year that (allafrica.com/stories/200401090386.html) that the United Nations Mission in Liberia (UNMIL) is only at 60% troop strength. The U.S. could contribute additional troops. Additional troop support for the operation in Sierra Leone could also be provided (www.un.org/apps/news/story.asp?NewsID=9402&Cr=sierra&Cr1=). The U.N. PKO in East Timor is set to expire in June and there have been requests to extend it beyond June and to expand it (Australian, January 8, 2004, www.theaustralian.news.com.au/common/story_page/0,5744,8346687%5E401,00.html).

Hospitals. "A MASH (Mobile Army Surgical Hospital) unit that was originally deployed from Germany to Zagreb as medical support to UNPROFOR/UNCRO was withdrawn in December 1995. This was the first entire U.S. unit provided to serve under U.N. command (the MASH unit became operational in November 1992)" (Congressional Research Service, 2003). The United States could re-establish such support.

Enhanced Security. A devastating terrorist attack against the U.N. headquarters in Iraq forced the U.N. to leave the country. The U.S. could potentially provide security assistance to U.N. to protect its PKO headquarters from terrorists.

AIDS. Although the U.N. has taken some action to reduce the risks of soldiers in its operations acquiring AIDS, there is evidence for additional support to prevent AIDS amongst the troops and local populations.

Election Monitoring. The Congressional Research Service (2003) reported that "with increasing frequency, some authorities have called for the United Nations to supervise and monitor elections in various countries. In the past, the United Nations had not responded affirmatively to such requests. In fact, in June 1989 Secretary-General Javier Perez de Cuellar, when considering Nicaragua's request for U.N. participation in its electoral process, characterized U.N. acceptance of election supervision in an independent country as "unprecedented." However, recent examples exist of such U.N. election supervision, with a U.N. peacekeeping component to ensure security, authorized and established by the

U.N. Security Council. In the case of Namibia (UNTAG, 1989-1990), Western Sahara (MINURSO, 1991-), and Cambodia (UNTAC, 1992-1994), the election is an act of self-determination, as part of an overall conflict settlement arrangement"

General Revenues

One thing that is the U.N. is always lacking is revenues that are significant enough to support existing, and potential future, PKOs. Affirmatives could provide more funding to support the operations.

Advantage Areas

Despite the potential for a very large number of affirmatives, there are a limited number of types of advantages that the affirmative can claim. Negatives that are ready to debate these advantages with either take-outs or counterplans are likely to prevail.

Regional conflicts. Affirmatives may claim that peacekeeping needs to be strengthened in a given region of the world in order to prevent conflicts from escalating. Negatives that can win the topicality argument that only action to support existing operations is topical, can research conflict take-outs to the thirteen different places the U.N. currently has PKOs. Counterplans to increase support from other nations to these particular conflicts will likely be very effective since the U.S. hardly contributes any troops now and if PKOs have "proven effective," they have done so without the presence of U.S. troops. It will be important for the negative to generate significant defense against these conflicts or the affirmative will probably be able to win that these conflicts could escalate to larger wars and outweigh the disadvantages.

Non conflict-based harms. These harms may stem from small problems that the U.N. is unable to address with its current resources. These harms may include deaths from AIDS, deaths from lack of appropriate hospital care, or deaths from terrorist attacks. Since these harms will be so specific, it will be difficult for the negative to be prepared with take-outs to every one and it will also be relatively easy for affirmatives to defeat international actor counterplans against these harms with arguments that the "U.S. is key." The strategic positive side for the negative is that these harms are quite small so they have a good chance of outweighing them with a disadvantage.

Strengthening the United Nations & multilateralism. These advantages stem from giving an overall boost to the United Nations and strengthening multilateralism vis-à-vis unilateralism. The negative needs to be well-prepared to debate this advantage with counterplans and turns because their agent counterplans will not be able to solve this advantage. Even counterplans that only consult one country may arguably be seen as a preference for bilateralism over multilateralism.

Disadvantages

There are a number of strong generic disadvantages that are available to the negative.

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Politics

A decision to make a substantial commitment to United Nations Peacekeeping, and potentially multilateralize U.S. foreign policy, at least in a particular area, would be very politically controversial. Conservatives in the U.S. have always been very skeptical of the utility of the U.N. and to providing funding to international organizations.

Spending

Although the deficit is very high, negatives will be able to make a strong case that new foreign aid commitments will come out of existing foreign aid budgets and/or that support for new PKOs will trade off with support for existing PKOs.

Multilateralism Bad

One popular generic strategy will focus on the reasons that it is bad for the U.S. to reduce unilateralism in its foreign policy.

Counterplans

Although the list of affirmative cases that has been discussed is only a small sampling of the affirmatives that are likely to be run, most of the affirmatives that you confront will likely fit into one of the categories just discussed. Based on that, you should be able to prepare at least one of the following counterplans against particular types of affirmatives.

International Actor Counterplans

One popular counterplan on foreign policy topics is to have another agent, in this instance another country, do the plan. Japan, for example, is making a significant contribution to election monitoring in Afghanistan DAILY YOMIURI, January 8, 2004, www.yomiuri.co.jp/newse/20040107wo42.htm). In most instances on this year's topic, it will be hard for the affirmative to prove that U.S. action is essential/key to solve the harm. As previously discussed, most troops come from other countries anyhow and their money is just as good as ours if it is just a question of costs. Popular agent counterplans this year will likely include Japan, the European Union, NATO, Canada, India, Pakistan, and a host of other countries.

To defeat this counterplan, affirmative teams need to be on the look-out for evidence that discusses the importance of U.S. action when they are researching their affirmatives. Also, affirmatives can try to focus their advantages on why it is important for the U.S. to support the UN and strengthen multilateralism generally. These latter two advantages will be difficult for the counterplan to solve, so the negative needs to be well-prepared to debate these advantages.

Agent Counterplans

Often the affirmative will specify what *agent* in the US Federal Government – the Congress, the federal court(s), or the executive will do the plan. If the affirmative specifies Congress or the courts (more likely to be Congress than the courts on this year's topic), the negative could specify executive action and run a disadvantage to Congressional action. The Congressional Research Service (2003) explains that “The President has also used the authority in section 628 of the Foreign Assistance Act (FAA) of 1961, to provide U.S. armed forces personnel to U.N. peacekeeping

operations. Under this section, such personnel may be detailed or sent to provide “technical, scientific or professional advice or service” to any international organization.”

Unilateral Action

Another strong counterplan is to just have the United States do everything the plan has the U.S. do to support the PKO (provide troops, technical assistance, etc) without actually supporting the U.N. (doing it as an independent operation). Disadvantages that could be extended as net-benefits to the counterplan include U.N. bad, multilateralism bad, and politics with a U.N. support link.

This will probably work best against affirmatives that support *non-previously existing operations* because unilateral action in an area where the U.N. is working may undermine the U.N. too much or cause substantial conflicts with the U.N. program. Nonetheless, it will be an excellent way for the negative to focus the debate back on the desirability of supporting the U.N. rather than on the desirability of specific actions in particular areas. Debaters who wish to run this counterplan should not only have specific solvency evidence which advocates unilateral U.S. action but also should be prepared to debate evidence like the following, which makes a general case for the superiority of U.N. action.

For decades, States have recognized the unique advantages of UN peacekeeping as a means of dealing with conflicts. Its universality makes it uniquely suited to a wide range of situations, and assures a legitimacy as action taken on behalf of a global organization rather than on the basis of national or regional interests. UN peacekeeping can also help focus global attention, promote coordination and burden-sharing among those seeking to advance peace from outside a conflict area (HOW PEACEKEEPING IS FINANCED, 2003, www.un.org/Depts/dpko/dpko/intro/5.htm).

Affirmatives can check against this counterplan by having a strong multilateralism/UN good advantage in the 1AC. This counterplan will not be able to capture that advantage and that advantage evidence will actually function as a disadvantage to the counterplan.

Consultation Counterplans

As on all foreign policy topics, a popular negative strategy will be to consult other countries, such as Japan or China, on whether or not the U.S. should do the plan. These counterplans will be particularly compelling against teams that claim foreign relations advantages.

Kritiks

Many of the kritiks that were popular this year, including realism, feminist international relations, and will work well for 2004-5 as well because this topic also focuses most of the plan action in the international realm. In particular, I think there are a couple of kritiks that link particularly well and are likely to be very popular this year.

Foucault/Biopower

United Nations peacekeeping operations involve an exten-

sive amount of surveillance, population management, law enforcement, and the use of the disciplinary sciences. These are all excellent links to a Foucault position with a biopower emphasis (Debrix, 1999).

"Peace" Kritik

This kritik, which was popular on the college circuit this year, argues that it is bad to conceptually "peace" as simply the "absence" of war and that human social factors also need to be incorporated (Kim, 1987).

Conclusion

As is the case with most high school debate topics, the swath of affirmative ground is quite wide. Potential affirmative cases include troop and financial support to existing operations, pushing the U.N. to establish new operations, and relatively small forms of assistance to existing operations such as MASH units and AIDS care. Given the lack of geographical limitations in the topic, the negative will need to be prepared to debate supporting these operations anywhere in the world.

While there are a large number of potential affirmatives, there is much that the negative can do to reign in the practical effectiveness of all of the ground that the affirmative has. First, the negative can reign-in the size of the topic with a topicality argument that says the affirmative has to support existing operations. Second, the negative can prepare take-outs to conflicts in the regions that the U.S. currently has PKOs. Counterplans that work to have other countries support the PKOs will also go a long way toward solving those harms. Third, the negative can prepare general/generic disadvantages and kritiks against PKOs. Affirmatives that wish to do well during the year will need to look for affirmatives have strong answers to these generic positions. Since these generic positions go to the heart of the topic – the desirability of U.N. action – we should all look forward to a good year of debating.

Additional Topicality Evidence

I have included this additional topicality evidence to get you thinking about different affirmative ideas.

WAR CRIMES TRIBUNALS ARE NOT PEACEKEEPING OPERATIONS

Congressional Research Service, 2003, U.N. PEACEKEEPING: ISSUES FOR CONGRESS, <http://www.usembassy.it/pdf/other/IB90103.pdf>

On February 3, 2003, the Bush Administration requested, in its FY2004 budget, \$550.2 million to pay U.S. assessed contributions to U.N. peacekeeping accounts in the State Department's Contributions to International Peacekeeping Activities (CIPA) account. The CIPA request contained \$36.851 million for the two war crimes tribunals (Yugoslavia and Rwanda) that are not peacekeeping operations

GENERAL

UN Department of Peacekeeping, Q&A, 2003, www.un.org/Depts/dpko/dpko/ques.htm

Peacekeepers became part of international efforts to rebuild States damaged by conflict, and to support free and fair elections and referenda. Peacekeeping tasks involved training and restructuring local police forces, demining, conducting elections, facilitating refugee returns, monitoring human rights, supervising government structures, demobilizing and reintegrating ex-combatants and promoting sustainable democratic institutions and economic development. At its peak in 1993, more than 70,000 military and almost 10,000 civilian personnel were deployed in UN peacekeeping missions.

PEACE MONITORING IS PEACEKEEPING

UN Department of Peacekeeping Operations, A NOTE ON MONITORING CEASEFIRES AND PATROLLING BUFFER ZONES, 2003, www.un.org/Depts/dpko/dpko/intro/pkos.htm

A soldier peers through a set of binoculars from an observation post. This is the classic image of UN peacekeeping. Observing and reporting on truces or ceasefires and the maintenance of buffer zones or demilitarized areas remain important functions of peacekeepers.

CIVILIAN POLICE ELEMENTS ARE PART OF PKOS

UN Department of Peacekeeping Operations, A NOTE ON CIVILIAN POLICING, 2003, www.un.org/Depts/dpko/dpko/intro/police.htm

Beginning with the UN mission in Namibia in 1988, "CivPol" elements have become an increasingly important of UN peacekeeping. By mid-2000, some 7,000 civilian police from more than 70 countries are participating in 10 UN missions. Some recently missions have been predominantly staffed by civilian police.

DEMINING IS PART OF PEACEKEEPING

UN Department of Peacekeeping Operations, A NOTE ON THE PEACEKEEPER AS DEMINER, 2003, www.un.org/Depts/dpko/dpko/intro/mine.htm

Peacekeepers often carry out a range of mine clearance activities. These include mine surveys and mapping; establishment of databases; removal of mines; training for local deminers and national mine clearance institutions; and organization of mine awareness campaigns.

CIVILIAN STAFF THAT SUPPORT LOGISTICS AND ADMINISTRATION ARE CONSIDERED PART OF PEACEKEEPING

Department of U.N. Peacekeeping, A NOTE ON CIVILIAN PERSONNEL, 2003, www.un.org/Depts/dpko/dpko/intro/civ.htm

From the beginning days of UN peacekeeping, civilian staff, as part of the UN Field Service, have provide such field support for UN peacekeeping as vehicle maintenance, logistics and telecom-

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munications. As a distinct peacekeeping component, however, civilians were first deployed in the UN's 1960-1964 Congo operation. Today's multidimensional peacekeeping, involving the strengthening of local institutions and, in some cases, responsibility for transitional administrations, requires the participation of a growing number of civilian personnel—over 12,500 local and international personnel by mid-2000.

MANY FACETS OF PEACEKEEPING

Stimson Center, *REPORT ON THE BRAHIMI REPORT*, 2003, www.stimson.org/fopo/pdf/BR-CompleteVersion-Dec03.pdf, p. xiv

Peacekeepers protect peacebuilders, the substantive civilian members of a complex operation, who help create the conditions that enable peacekeepers to go home. Among the peacebuilding tools stressed by the Brahimi Report, quick impact projects (QIPs)—designed to generate early improvement in a local population's quality of life—are now a routine feature of first-year peacekeeping mission budgets, as urged. The recommendation to also fund disarmament, demobilization and reintegration (DDR) in those budgets has been partially met—funding to reintegrate demobilized fighters and help them find productive work has only recently been added to a mission budget (Liberia). Delays in voluntary funding for reintegration can increase the risk of crime and violence in the mission area, making assessed start-up funds an urgent priority for all operations with DDR responsibilities.

WAYS TO SUPPORT PKOS

Stimson Center, *REPORT ON THE BRAHIMI REPORT*, 2003, www.stimson.org/fopo/pdf/BR-CompleteVersion-Dec03.pdf, p. xviii

Emphasizing the unimplemented elements of what the Brahimi Report termed a “doctrinal shift” in the UN's approach to rule of law elements and support for peacebuilding, the United Nations and member states should:

- Review and assess the ability of the Department of Political Affairs (DPA) to backstop successfully the increased numbers of fact-finding missions and special political missions, and consider an outside management review for DPA comparable to that given DPKO in 2001.
- Include disarmament, demobilization, and reintegration funding for excombatants in the first-year mission budgets of all peace operations with DDR responsibilities and allow unspent funds to roll over into subsequent years for missions like the peacekeeping operation in the DRC (MONUC) whose programs are delayed by local politics.
- Analyze the current roadblocks to UN capacity to support restoration of governance, transitional administration, civilian police (with or without executive authority), and other rule of law components in field operations. Address how best to integrate UN capacity in these areas with the capacity and programs of regional organizations such as the European Union and the African Union.
- Address seriously the issue of a criminal code and code of procedures for transitional administrations to apply ad interim and for

use in training prospective mission personnel.

- Create a reserve capacity to undertake transitional administration operations, expanding UN civilian recruitment rosters to include job descriptions unique to transitional administrations.

SUPPORT U.N. INFORMATION ACCESS TO PREVENT TERRORISM

p. xxi)

In this area, the United Nations and member states should:

- Reconsider the UN's pressing need for strategic information gathering and analysis in light of 9/11, the bombing of UN offices in Iraq, and other challenges facing field personnel; improving such capacity would promote both the safety and security of field personnel and effective mission planning and implementation.
- Fund fully Secretariat plans for creative use of advanced information technology, recognizing that UN spending in this area, as a fraction of total budget, lags far behind other international organizations such as the World Bank.

Bibliography

I did not include a formal bibliography as all but a couple of the textual references include a complete citation. Those that do not are listed here. There is also an extensive collection of research links available to Planet Debate Members (membership is free) at <http://www.planetdebate.com/scripts/topic.asp?I=412>

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(Stefan Bauschard is the Debate Coach at Boston College and the President of PlanetDebate.com, a Project of Harvard Debate. He is the author of over 100 debate handbooks and is an instructor at the Wake Forest Summer Debate Workshops.)





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JOHN RAINS, Yale University. Top Speaker at the 2002 CEDA Nationals. Taught at the Capitol Classic Debate Institutes.***

KEVIN KUSWA, University of Richmond. Won the 1992 NDT and coached Dartmouth College to winning the 1993 NDT. Taught at DDI, Texas, Kentucky, Georgetown and Capitol Classic Debate institutes.***

MICHAEL HALL, Liberty University. Lead Liberty University to a No. 1 ranking in the NDT two out of the last four years. Taught at the Michigan Classic, Arizona Debate Institute and Liberty Debate Institute. **

SARAH PARTLOW, Idaho State University. Coached for more than eight years, leading numerous teams to first-round bids to the NDT. Taught at the Michigan Classic and the Jayhawk Debate Institute. **

DARYL BURCH, University of Louisville. Coached duPont Manual to winning the Greenhill Round Robin, Harvard and the Michigan Junior Round Robin. Taught at the Michigan Classic, Emory and Capitol Classic Debate Institutes.***

JAN HOVDEN, University of Kansas. Coached college debate for the past nine years leading numerous teams to the elims at CEDA Nationals. Taught at Emory and Vermont Debate institutes. **

ERIC JENKINS, James Madison University. Coached for more than six years, leading four teams to first-round bids to the NDT. Taught at the University of Texas Debate Institute (1998–2003) and at the UMKC Debate Institute. *

CATE MORRISON, University of Pittsburgh. Advanced to elims at numerous college tournaments including the 2003 CEDA Nationals, Georgia State, Wake Forest and USC. Taught at the University of Texas Debate institutes. *

GRETA STAHL, Michigan State University. Advanced to elims at the last three NDT's including semifinals in 2002. Taught at the Capitol Classic Debate institutes.*

ALLISON HARPER, George Mason University. Advanced to elims at national tournaments including the 2003 NDT, Kentucky, Harvard and Wake Forest. Taught at the 2002 and 2003 George Mason University Debate Institute. *

Faculty includes other CUA coaches and debaters including Paul Strait and Kerry Coleman.*

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See Rostrum inside back cover for Lincoln-Douglas faculty listing.

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WHAT PARTICIPANTS HAVE TO SAY...

MIKE ROSECRANS, *Glenbrook North High School, Illinois*. Senior Select was a great experience. Not only did I learn a lot about debate, but I had a great time.

ALLISON TRECOTT, *Gulliver Prep High School, Florida*. You will never be able to have such incredible lab leaders willing to exhaust their individual tips in hopes of making you a better debater.

ROHAN NAIK, *Edgemont High School, New York*. The Washington Group is one of the few places that gives you as much as you put in. Going in, I didn't know what to expect. As this institute came to an end, I left with a new family and a new sense of identity within the debate community. The Washington Group is truly a home for champions.

ALEXANDRA TEPP, *Stevens Point Area Senior High School, Wisconsin*. I learned more at the Catholic debate institute than every year I debated combined (two years). I feel more comfortable about theory, first affirmative rebuttals and second negative rebuttals, coustructives, everything. It was amazing.

ANDREA RIVIERE, *Carrollton School of the Sacred Heart, Florida*. Everyone in the institute was very helpful and kind to me. I had the time of my life, and I will never forget it. It was awesome!

NICK ARRIVO, *Homewood Flossmoor High School, Illinois*. I am not sure if it was the research, the practice rounds, or just the amazing faculty, but my debating skills underwent a metamorphosis while I was at the Capitol Classic this summer.

ELIZABETH KNEEN, *Ottumwa High School, Iowa*. The practice rounds were very helpful. Through them, I was able to refine my debate skills in the areas I needed it most. The instruction was unparalleled.

MARGARET WEIRICH, *Iowa City West High School, Iowa*. The instruction and seminars were great. I have never been so sure that I was learning exactly what I needed for the coming season. I got to work with many different instructors and learn arguments from multiple viewpoints.

JOSHUA KERNOFF, *Burlington High School, Vermont*. The Capitol Classic was a lot of fun, a great experience, and I learned so much. It was definitely a tremendous experience.

RALPH PAONE, *Ball High School, Texas*. The Capitol Classic is very useful for anybody looking to learn the skills to get T.O.C. bids on the national circuit.

ANSHU DAS, *The Harker School, California*. If competing and learning with the best of the best is not worth it, then I don't know what is.

DAN VEROFF, *Clovis West High School, California*. The consistency of the camp was the best part. Because schedules were always enforced, the learning occurred on a scale that allowed us to gradually improve without fully realizing it had happened until the end when we reflected upon ourselves.

DIANA DICKEY, *Aiea High School, Hawaii*. The institute improved my skills tenfold. I had zero confidence when I arrived at the Capitol Classic and by the end I was able to break into elimination rounds. I could not have imagined that I would have learned this much in three weeks.

WILLIAM LANDAU, *Mountain Brook High School, Alabama*. The faculty is unbelievable! They help you to the next level. The fact that we get to work with one teacher multiple times is great. The tactic and strategy classes make the Capitol Classic one of the best in the nation. It was a great experience and I would reconmend it to anyone.

LAURA MCKIERNAN, *San Dieguito Academy High School, California*. Senior Select was instrumental to my development as a debater. I learned so much about debate theory and the topic! It was an incredible experience.

RICHARD FOWLER, *Ft. Lauderdale High School, Florida*. This is my second year attending The Washington Group, and I believe that as the years go on the camp gets much better. I enjoyed the wonderful staff. Thank you all for a great seven weeks of camp.

GAUTHAMI SOMA, *Eagan High School, Minnesota*. Honestly—the Capitol Classic was phenomenal. The lab leaders were unparalleled with discussion and skill practices that are far more comprehensive and intensive than any other institute. I have never learned more in four weeks.

THE ALABAMA SPEECH & DEBATE COACHES' HALL OF FAME

by
Jay Rye

In 1978, the National Forensic League established a Hall of Fame for Speech and Debate Coaches. The purpose of this Hall of Fame was to honor individuals whose involvement in speech education had a lasting effect at the national level within the NFL. This Hall of Fame surfaces as a collection of great people who achieved, and in some cases continue to achieve, great things. For national induction to remain an honor, individuals tapped for mem-

the State of Alabama. To be inducted, an individual would need a majority vote of the active coaches with no more than two inductees each year. Like most states, Alabama boasts some incredible people whose commitment to speech education has a long, rich history.

It was an Alabama high school from Birmingham, Woodlawn High School, that won the first Barkley Forum for High Schools at Emory University in 1956. Alabama is one of only three states to have three or more national champions in L/D Debate and served as the national host for NFL Nationals the first year that L/D was an event in 1980 at Grissom High School in Huntsville. At the collegiate level, the University of Alabama boasts three different coaches that have been named "Coach of the Year" by the NDT, which is a record. Since 1988, Alabama has produced six national champions within the NFL - 3 in L/D, 1 in Policy, 1 in Con-

gress, and 1 in HI. While this is by no means itself a national record, when you take into account the number of active programs in Alabama and the severe lack of resources afforded our programs, especially in our public schools, we have reason to be proud, which makes honoring the achievements of our "pioneers" in coaching even more imperative.

When the list of eligible people was compiled, it was decided that for the Inaugural Class, we would induct five amazing, retired coaches. In November of 2003, at the Homewood High School Forensics Tournament in Birmingham, these five former coaches were recognized and honored for their contributions. Let me introduce you to this tremendous group.

Member #1 was awarded posthumously to Ms. Annabel Hagood. Ms. Hagood served as the debate coach at the University of Alabama from 1946-1987. During her 41 years, her teams won 12 national championships, which she used to boast was twice as many titles as Bear Bryant won in football. However, she was not just a great coach, she was also a pioneer for women in the activity. When

**..."say thank you, for a career
dedicated to this activity."**

bership must continue to be select. However, countless numbers of coaches throughout the nation make tremendous contributions to speech and debate, but will never receive national recognition.

Some states over the past 26 years have taken the initiative to establish a Hall of Fame at the state level in order to recognize the achievements and work of educators within these states. While some of the coaches inducted at the state level attain the dual honor at the national level, most of the hard work of coaches throughout the nation is seen more at the state level where the results are more readily visible. Unfortunately, most states do not have a proper avenue to say, "Thank You", for a career dedicated to this activity. To make matters worse, many of these same wonderful teachers fail to be appreciated even within their own schools.

It was with this in mind that, in April of 2003, the Alabama Forensic Educator's Association established the Alabama Speech and Debate Coaches Hall of Fame. To be eligible, an individual would need to be involved in speech education at either the high school or college level for a minimum of 15 years in

her team won the national title in 1949, she became the first woman to coach the national championship team. In 1963, she was elected the first female president of DSR-TKA, the national honor society for speech and debate at the collegiate level. When the NDT, the National Debate Tournament, decided to name an annual "Coach of the Year", they bestowed the first award to Annabel Hagood in 1967. In 1975, she was asked to help coach a little known presidential candidate from Georgia on how to debate - today, we refer to him as President Jimmy Carter. The honors, achievements, and awards for Annabel Hagood are lengthy and can never be truly appreciated. Simply put, she was the greatest debate coach at either the high school or collegiate level and we in Alabama are proud to call her one of our own.

Member #2 was awarded to Ms. Patricia Bailey. Ms. Bailey coached from 1969-1974 at Dothan High School in southeast Alabama, but she became a powerhouse coach during her years in Birmingham at Homewood High School from 1974-1998. Ms. Bailey coached the first NFL National Champion from Alabama when her student Carol Hubbard won Prose/Poetry in 1978 and she coached the 1988 National Champion in L/D, Anoop Mishra, who was in attendance for the induction ceremony and formally introduced her to the audience. Ms. Bailey's influence on L/D is seen with her longtime connection to summer camps at Samford University and the University of Iowa. In 1998, she became the first coach from Alabama to be inducted into the NFL Hall of Fame.

Member #3 was awarded to Ms. Marilee Dukes. Ms. Dukes coached for a number of years in Louisiana and Mississippi, but from 1983-2001 she was the debate coach at Vestavia Hills High School in Birmingham. Ms. Dukes' students captured three NFL national titles from the period of 1992-1998 by winning Policy Debate in 1992 and L/D Debate in 1994 and 1998, which made her the first coach in the country to win both Policy and L/D. At the state level, her school won the Alabama State Championship three times in 1985, 1986, and 1989. She is one of only two coaches from Alabama to receive the 4th Diamond Award for coaching in the NFL, and she continues to work with L/D students at summer camps at Samford University and the University of Iowa. She was introduced and inducted by her former student and current coach at Vestavia Hills High School, Ben Osborne.

Member #4 was awarded to Mrs. Betty Gunn. Mrs. Gunn coached at Mountain Brook High School from 1982-1998. She came into coaching much like most coaches, she was told by the principal that if she wanted to be hired as an English teacher, she would have to coach forensics. Her first question was, "What is forensics?", which in a short period of time she mastered. She qualified students to 14 national tournaments and her school won the Alabama State Championship seven times in 1987 and 1988 and five consecutive wins, a record, from 1990-1994. Perhaps her greatest con-

tribution is the fact that four of her former students now actively coach debate at the University of Pittsburgh, Mountain Brook, Isidore Newman School, and The Montgomery Academy. She was introduced and inducted by her former student and current coach at Mountain Brook High School, David Seale.

Member #5 was awarded to Mrs. Lois Askew. Mrs. Askew coached and taught speech and debate for 43 years in Alabama. During her tenure at Huffman High School she qualified dozens of students to the national tournament. The host of summer camps and tournaments at Huffman, she has authored numerous textbooks on debate. Rex Copeland, who many regard as one of the greatest collegiate debaters and is memorialized by an award by NDT, was an Alabama native and was coached in high school by Mrs. Askew. She was introduced and inducted by her former student and former coach at Guntersville High School and Mountain Brook High School, Jane-Marie Marlin.

In April of 2004, we will induct two new members into the Alabama Speech and Debate Coaches' Hall of Fame. I would like to encourage all state associations who currently do not have a Hall of Fame to establish one. The model we are using in Alabama may not be suitable for other states, but it serves as an example of how we can salute the hard work of thousands of under appreciated educators throughout the nation.



Pictured left to right:

Patricia Bailey, Marilee Dukes, Betty Gunn and Lois Askew.

(Jay Rye has been a coach at Montgomery Bell Academy since 1991, and District Chair for the Deep South District since 1999 and was awarded the bronze award in 2003. Mr. Rye received his double diamond in 2002, qualified 41 students to eleven consecutive NFL nationals, and his team has won seven overall State Championships.)

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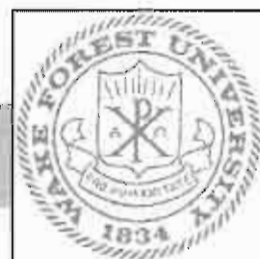
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Just a few of our debate faculty: Teddy Albiniak, Redlands University / David Breshears, UT / Eric Emerson, The Kinkaid School / Nate Gorelick, New York University / Jairus Grove, UT / Mariesa Herrmann, UT / John Oden, University of Michigan / Ricky Garner, Emory University / Aaron Timmons, The Greenhill School

Projected core faculty members for Individual Events 2004: Randy Cox (UT) / Deborah Simon (Milton Academy) / Peter Pober (George Mason University) / Casey Garcia (George Mason) / Mark Banks (UT) / Brandon Cosby (formerly Evansville Reitz) / Kristyn Meyer (UT) / Nance Riffe (Univ. of Alabama) / Jason Warren (Northwestern University) / Mana Hamid (UT/Star Charter) / Kris Barnett (UT/Star Charter) / Bruce Garner & Robert Shepard (Duncanville) and more acclaimed coaches and former state and national championship competitors from across the country.

CX Plan I: June 21-July 9
Extension: June 21-July 12
Novice: June 24-July 12

Individual Events Main Session: June 26-July 11
Individual Events Naegelin Extension: July 12-15

CX Supersession: June 21-August 4

LD Session 1: June 26-July 11
LD Session 2: TBD (see our website for details)

CX Plan II: July 13-August 4
Extension: July 9-August 4
Novice: July 13-August 1

National Institute in Forensics

University of Texas
1 University Station
Mail Code A1105
Austin, TX 78712

Contacts:

Joel Rollins,
Director of Debate
(512) 471-1918

Randy Cox,
Dir. of Individual Events
(512) 471-1957

www.utspeech.net





Why attend the Michigan Classic?

"I think the Classic camp is a great camp for any level of debater. No matter what lab you are placed in your guaranteed to have an exceptional pair of lab leaders, something that I believe only the University of Michigan camp can offer."

"So my analysis is that unlike other camps, Michigan doesn't have a bottom, all the lab leaders are fantastic and you really aren't rolling the dice to be in a "good lab" or the "top lab" because no matter who your lab leader is you are going to get the best educational experience you could possibly have."

Cross-X.Com post by a debater from Brother Rice High School on 1-1-2004

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Tara Tate, Director Glenbrook South: Coach of the 2003 Tournament of Champions Top Speaker, three of the Top Ten Speakers, and the Second Place Team and Second Speaker at NFL Nationals. Tara has coached the winners of the following major high school tournaments: the Glenbrooks; Montgomery Bell Academy; Valley; and Grapevine. Tara was the Recipient of the 2002 Acolyte Award- given to the top assistant policy debate coach in the nation.

Kenda Cunningham, Director Carrollton Sacred Heart: Quarterfinalist at the National Debate Tournament and Cross Examination Debate Association National Tournaments. Kenda was the Top Speaker at the 2001 Dartmouth Round Robin and a Finalist at the 2000 Harvard Debate Tournament. Former instructor at: the Dartmouth Debate Institute; Zarefsky Scholars at Northwestern; Senior Select at Catholic University; and the Championship Group at North Texas.

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To contact us:

Joshua B. Hoe, Director of Debate • Michigan Debate Institutes
530 State Street Box 382 • Ann Arbor, MI 48109-1349
jbhoe@umich.edu

LIBERTY ★ DEBATE INSTITUTE

<http://www.liberty.edu/debate>

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.

If you are looking for a place to dramatically improve your argumentation and speaking skills, your knowledge of this year's national topic, and your understanding of debate theory, then the Liberty Debate Institute should be your choice for a summer debate workshop.



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- Instruction on effective and persuasive speaking skills
- Debate theory instruction, discussion, and analysis
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A selective three week, limited enrollment policy lab tailored exclusively for the championship debater and headed by a top level college coach.



DATES

One Week Policy Lab & Coaches' Workshop	June 20-June 26
One Week Lincoln-Douglas Lab	June 20-June 26
Two Week Policy Labs	June 20-July 3
Two Week Home School Lab	June 20-July 3
Three Week Policy & Elite Performance Lab	June 20-July 10

For a brochure or more information, contact:
Brett O'Donnell, Institute Director
Liberty University
1971 University Boulevard
Lynchburg, VA 24502
(434) 582-2080 • bodonnell@liberty.edu
www.liberty.edu/debate



Tentative Dates & Prices
July 23 - August 12
Residential Cost: \$2450
Commuter Cost: \$1950

Stanford National Forensic Institute Swing Lab



The SNFI Swing Lab Program is a preparatory program available for advanced policy debate students. Students must be varsity level and must have previously attended at least one rigorous debate institute during the summer of 2004. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates than any other program of similar quality.

Phone: 650-723-9086
Web: www.snfi.org
Email: info@snfi.org

The Swing Lab curriculum focuses on **Expertly Critiqued Debates**. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates. The Swing Lab program provides intensive instruction in **Research, Argument Construction, and Advanced Technique**. The kernels of arguments which are produced by other institutes will be used as a starting point. These arguments will be used by program participants to construct detailed positions which will include second and third level extension blocks, new cases, disadvantages, kritiks, counterplans, and in-depth case negatives. Scholars will be immersed in **Advanced Theory** through seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, kritiks, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

Students will have access to a wide variety of **Outstanding Faculty**. The Swing Lab will be directed by Jon Sharp and Sarah Holbrook. As a debater, Jon and his partner won the West Georgia and Harvard tournaments, and the Dartmouth Round Robin. As a coach, Jon has qualified teams for the NDT every year; while assistant coach at West Georgia, the squad appeared in the finals of CEDA Nationals an unprecedented three times running. Sarah debated at the State University of West Georgia, where she was the 2000 AND 2001 CEDA nationals champion, she has been in late elimination rounds of many of the tournaments she attended. She is also one of only a small number of debaters ever to qualify for three consecutive first round at large bids to the NDT. She currently coaches at the Head-Royce School.

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



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 regents@snfi.org

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; Cherian Koshy, Apple Valley High School; Hetal Doshi, Emory University; Gigi Garmendia, Harvard College; John Lynch, Ohio State University; Michael Bietz, University of Minnesota; Seth Halvorson; Shira Simon; Frances Schendle; Kelsey Olsen; Tommy Clancy; Jason Fernandez; Josh Anderson and others. The institutions noted are where the relevant SNFI staff member works, debates or studied during the academic year, and are for identification purposes only.

Phone: 650-723-9086
Web: www.snfi.org
Email: info@snfi.org



**Lincoln Douglas &
Individual Events**

Tentative Dates & Prices

July 26 - August 8, \$1770

LD Extended Week

August 8 - August 15, \$1150

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

The Three Week Program: The Three Week curriculum balances improving students debate technique through expertly critiqued practice rounds, with in-depth discussion of debate theory and the topic for the year. Students will work with each other and the faculty on research and argument construction to create a full set of evidence available to all SNFI students. Students may also apply to the Swing Lab, a special program within the larger Three Week session. **The Swing Lab** program is designed to provide a continuation of participants prior camp experience with an advanced peer group and the finest instructors. To be eligible to apply students must have previously attended at least one previous debate institute during the summer of 2004.

The Four Week Program: The Four Week Program is fully integrated with the Three Week Program, but adds an additional week, which focuses primarily on technique and practice rounds. Students are guaranteed to get 16 fully critiqued practice rounds in the final week! In addition to the average of 12 rounds during the three week program, effectively means that participants will have nearly 30 rounds by the end of the summer, the equivalent of a semester or more of experience by the start of the school year! Four Week students are welcome to apply to the Swing Lab for the first three weeks of the camp.

Faculty: The SNFI faculty is composed of current and former competitors and coaches from successful programs across the country. Initially confirmed staff for summer 2004 include:

Matt Fraser, SNFI Program Director, Director of Debate, Stanford
Robert Thomas, SNFI Academic Director, Policy Debate Coach, Stanford

Dr. Anne Marie Todd - San Jose State
Dave Arnett - UC Berkeley
Sarah Holbrook - Head Royce School
jon sharp - USC (CA)
Beth Schueler - Whitman College
Dan Fitzmier - Northwestern
Toni Nielson - Cal State Long Beach
Bob Allen - Emory University
Jenny Herbert - Stanford

Casey Kelly - U of North Texas
John Hines - U of North Texas
Stacey Nathan - UC Berkeley
Cyrus Ghavi - Emory University
Guarv Reddy - UC Berkeley
Chris Macfarlane - USC (CA)
Eric Holland - USC (CA)
Judy Butler - Augusta Prep
Condly Creek - UC Berkeley

Stanford National Forensic Institute

Tentative 2004 Dates & Prices: Policy Debate

Three Week Program

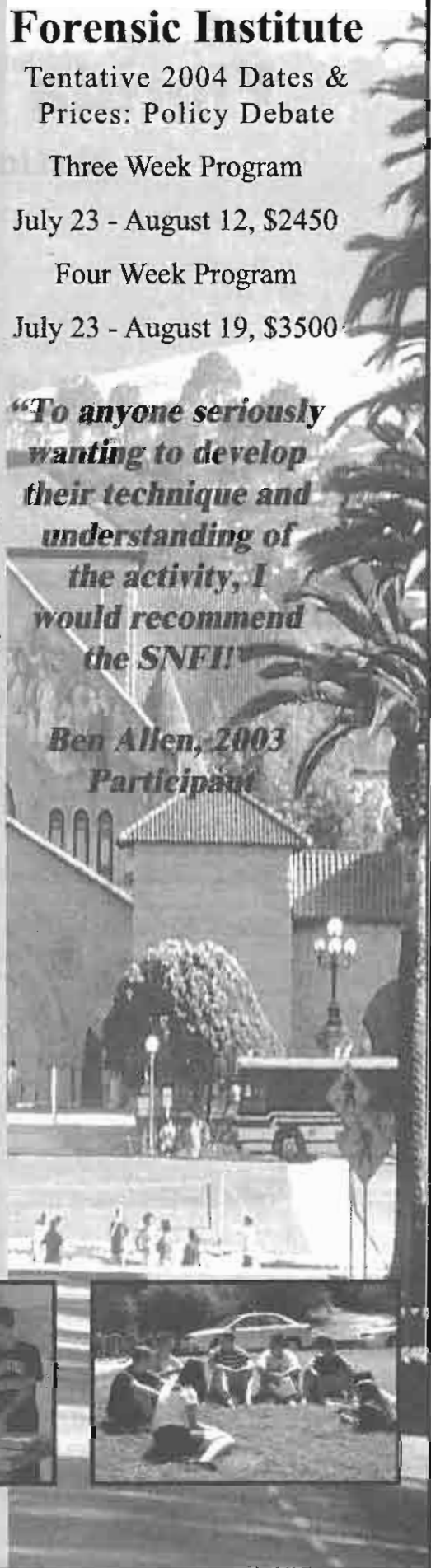
July 23 - August 12, \$2450

Four Week Program

July 23 - August 19, \$3500

"To anyone seriously wanting to develop their technique and understanding of the activity, I would recommend the SNFI!"

Ben Allen, 2003 Participant



Florida Forensic Institute

National Coaches Institute

June 25th-July 9th

Fort Lauderdale, Florida

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July 9th-July 12th

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- ***Excellent Research and Instructional Facilities at Nova H.S.***
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2004 Confirmed Faculty to include:

Jenny Cook, Institute Co-Director, Director of Residential Life, & Public Address

Howard Miller, Institute Co-Director and Director of Facilities

Tony Figliola, Director of NCI

David Kraft, Director of Interp

Lisa Miller, Director of Congress

Brent and Kristin Pesola, Directors Emeritis

Dean Rhodes, Director of L-D Debate

Chris Cardenas, Karis Gong, Jeff Hannan, Michelle Hill, Ryan Knowles, Sarah Rosenberg, Father

John Sawicki, Steve Schappaugh, and Rana Yared

**Go to www.FFI4n6.com for program information, additional
faculty, application materials and exciting details!**

HEY, ORATORS! ARE YOUR WORDS WORTHY?

by
Wayne C. Mannebach

Rationale

T. S. Eliot observed that "words strain—crack and sometimes break under the burden—under the tension, slip, slide, perish, decay with imprecision." On November 22, 1963, in his eulogy for the assassinated President John Fitzgerald Kennedy, Edmund S. Muskie of Maine said that, even though "it is difficult to adjust to the shock of the news . . . we must be restrained in our reactions." And on November 25, 1963, in the courthouse of

not be exciting and entertaining, but they do stress fact. Consider the following (underlined) examples of worthy discourse.

On November 22, 1963, Ali Bengelloun, Ambassador of Morocco, said that "I wish to express my condolences and sympathy on the tragic occasion of the death of President Kennedy. And an editorial in the Sacramento (Calif.) Bee, said that an assassin shot and killed the President of the United States."

On November 23, 1963, Nils Langhelle, President of the Storting, said that "the Norwegian Storting wishes to express to the Senate of the United States its profound sympathy with the people of the United States in their grief over the death of President Kennedy. And Czeslaw Wycech, President of the Sejm of the Polish Peoples Republic, said that the Sejm was "profoundly shaken with the horrifying news of the assassination of John F. Kennedy, President of the United States of America, distinguished statesman."

On November 25, 1963, George A. Smathers said that President Kennedy's memory will be perpetu-

ated and that "it is one of those ironies which I think John Kennedy would have appreciated, that the killer who struck him down in the high noon of his life, also immortalized him."

On November 28, 1963, Alfred Maleta, Director of Austria's Parliament, said that "the National Council of the Republic of Austria has mentioned by a manifestation of mourning held on November 26, 1963, the bereavement the United States of America and their friendly nations had to suffer by the death of the honorable President, John F. Kennedy."

On December 4, 1963, Thos. Amarasuriya, President of the Senate of Ceylon, said that the Senate of Ceylon "desires to convey to the President and Members of the Senate of the United States of America an expression of the deep sorrow with which this house has learned of the assassination of the President of the United States, the late John Fitzgerald Kennedy."

Literal words like *assassin*, *assassination*, *murder*, *shot and killed*, and *death* are factual with respect to President Kennedy's demise. Hence, the above examples are good or worthy oratory.

Metaphor.

Metaphor is an implied comparison which identi-

"Words carry denotative and connotative meaning."

Spokane, Washington, Clarence C. Dill began his eulogy for President Kennedy by saying that "whenever an orator of ancient Athens arose to address the free assembly, he first offered a prayer to the immortal gods that no unworthy word would escape his lips. So today in the shadow of the terrible tragedy that took our President, I pray no unworthy word shall pass my lips."

The above quotations warn orators to say only what they can support – to say what coincides with evidence and not with what one mainly *feels*, especially in a horrific situation. In other words, to advocate fact orators must control their feelings.

The purpose of this article is to exemplify worthy and unworthy discourse in select eulogies treating President Kennedy's death. Although the eulogies occurred over forty years ago, they involve numerous examples of worthy and unworthy speech from which today's orators can learn – if they want to promote fact!

Worthy Discourse

Literal Expression.

Literal words conform to, or uphold the explicit or primary meaning. Because they tend to avoid metaphor, exaggeration, or embellishment, literal expressions may

fies one subject with another and ascribes to the first subject one or more qualities of the second subject. Often equated with metaphor is simile, a comparison between two objects directly expressed by such words as *like*, *as*, *as if* and *so*. When used appropriately, metaphor can be very persuasive.

In an essay entitled "Metaphor and Social Belief," Weller Embler said that:

grammarians have often busied themselves defining what a metaphor *is*. But it is more meaningful in our day to find out what a metaphor *does*. The little words "like" and "as" exert an enormous influence over our thoughts and our behavior; and there is vastly more to figurative language than the customary pedagogical distinctions between similes and metaphors. Our behavior is a function of words we use. More often than not, our thoughts do not select the words we use; instead, words determine the thoughts we have. We can say with some assurance that language develops out of social conditions and in turn influences social behavior.

Embler also said that:

to future generations, an age may be known by the metaphors it chose to express its ideals. Between 1798 and 1859 a good deal happened to change men's minds about the world they lived in. Among other revolutions in thought not the least effective was the change in the attitude toward nature. Wordsworth had said that nature was full of consolation, of joy, and of wisdom. Presently, however, as a result of geological and biological investigations, nature ceased to be regarded as Wordsworthian and came to be thought of as Darwinian. The theory of natural selection brought about a new attitude toward nature that had perforce to be expressed and communicated in new figures of speech. Tennyson was not simply striving to attain animation and originality in expression when he described nature as "red in tooth and claw." The association of abstract nature with tigers was striking, but for the Victorians it was also to become true. *In Memoriam* anticipated the *Origin of Species* by nearly a decade, but its representation of nature as a tiger was subsequently to assist in the firm entrenchment of the Darwinian hypothesis; in fact, I suspect that it did more to consolidate the philosophy of struggle than did the *Origin of Species* itself.

Finally, Embler said:

But it is here that we must observe an important linguistic and social phenomenon. It will be noted that Homer does not say that men *are* gods but only that in certain respects they resemble gods. Wordsworth does not say that nature *is* a teacher, but only that nature is like a teacher. Yet when

metaphor is new, those who find their attitudes implicit in the metaphor construe the metaphor to be a statement of identity, that is, a statement of fact. Figures of speech, when they are fitting and felicitous, and especially when they occur in print, give poetic sanction, as it were, to hitherto dimly felt, inarticulated beliefs. When metaphor is new, and when the reader does not enjoy the perspective vouchsafed by time, the metaphor is taken literally, and its function is not that of rhetorical device, but of statement of fact, *prescribing* certain kinds of behavior. *Indeed, it may be said that the habit which sees the germane metaphor as a statement of identity is a habit which changes the character of civilizations*

The following metaphors compare President Kennedy's life and death to physical phenomena, namely a flower, an oak tree, a comet, and a tidal wave.

James C. Wright, Jr., of Texas said that, "when the petals of a rose are crushed, a fragrance lingers in the atmosphere. The life of John Fitzgerald Kennedy inspired and beautified our world. It was the finest and most perfectly formed rose in the garden. Now, so unspeakably crushed in the full flower of its beauty, its fragrance is all about us."

Kenneth Gray of Illinois said that like a giant oak tree that has stood as a landmark giving refuge from the heat of the day and providing a special character of a total environment a great man served his nation. Just as the complete worth of a magnificent tree is seldom fully appreciated until the ravages of time take their toll so it is with this great man, John F. Kennedy." And Rev. Charles Mulholland, Pastor of the Sacred Heart Catholic Church in Brevard, N.C., said that "John Fitzgerald Kennedy was in a special way one of us all. He so beckoned to the common greatness in the common man that we never realized the full size of him until he left us. Like a giant oak suddenly made leafless by a vagrant wind, we are startled by the size and strength of the rugged branches reaching to the sky and the strength and shelter it gave us. And now this oak shall never don its green again and the emptiness, sadness, and suddenness of this realization has wrenched from us some vital part."

John M. Slack, Jr., of West Virginia said that "like Halley's Comet which crosses the heavens only once each 75 years, we may not expect to soon see his [President Kennedy's] equal in human resources enter on this stage again." And Harold D. Donohue of Massachusetts claimed that "13 fateful days ago, about this hour, a torrential wave of anguish suddenly swelled up in the street of an American metropolis. With the lightning speed of electronic sound its floodwaters of striking grief rolled out and into every hamlet of the Nation; overflowing its shores it spread its shocking, sickening sorrow among the peoples and the princes, and even the dictators, of every country in the world. John Fitzgerald Kennedy, the 35th President of the United States, was untimely dead."

Besides being compared to physical phenomena, President Kennedy often was compared to historical characters. For instance, Richard B. Russell of Georgia said that around John F. Kennedy "was the aura of the age of chivalry. The world saw him as the young knight with the courage of a lion and the soul of a poet who sprang almost from oblivion to world leadership and dared to challenge the dragons of war and human misery." And John M. Murphy

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- ✓ One-on-One Individual Attention.
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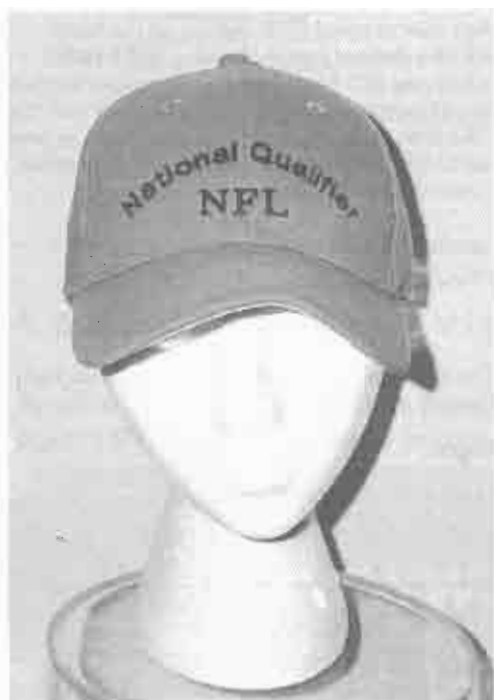


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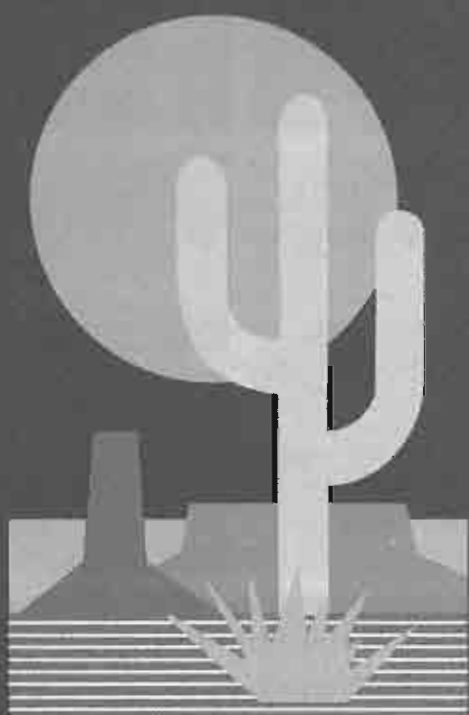


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July 18-31, 2004



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"Sun Country Forensics Institute is a great experience for debaters at all levels, novice to national caliber would benefit from this institute."

Dan Shalmon, 2001 Copeland Award recipient; debating at UC Berkeley; 2000 lab leader

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

OPPORTUNITY — Choose either policy or Lincoln-Douglas debate and receive instruction and practice in individual events for no additional cost. Labs are scheduled to promote both debate and IE experience.

EXPERIENCED STAFF — Stan Banks (Bingham High, UT); Stephanie Budge (Pace University, NY); Travis Cochran (The Meadows, NV); Rob Gordon (University of Utah); Ryan Hoglund (Rowland Hall, UT); Nathan Ketsdever (Weber State University, UT); Kirk Knutson (The Meadows, NV); Melinda Murphy (Albuquerque Academy, NM); Kim Pullan (Pine View High, UT); Leslie Robinett (Jordan High, UT); Mike Shackelford (Weber St. University, UT).

CURRICULUM

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

LD — Lectures focus on philosophy, values, criteria development, and several relevant topics. Labs focus on affirmative and negative case construction, delivery skills, research, and practice.

IE — Lectures and labs for all NFL events.

12 CRITIQUED ROUNDS — There will be 8 tournament rounds and 4 practice rounds (minimum).

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- Each student will have their own terminal (250 stations on the floor)
- Each student will have **full time internet access** including **LEXIS-NEXIS**
- The institute library will contain over 400 books and documents from Brigham Young University, University of Nevada, Las Vegas and University of Utah Libraries.
- **All evidence is shared.** The institute functions as a research team to produce a high quality, uniform set of relevant evidence. Includes 8 affirmatives, 12 off-case positions (DA's, counter plans, kritiks).

COLLEGE CREDIT — Each student will receive three (3) hours of transferable college credit (COMM 2020).

COST

\$565 includes **room** (apartments, air conditioned, pool, kitchen) and **board** (lunch and dinner)

Fly in/out of Las Vegas

\$320 for commuters (no room and board)

Lab Fees (maximum): Policy \$60 / LD \$30

COACHES WORKSHOP

July 18-24, 2004

Coaches will receive lesson plans for topic analysis, Aff. case construction, Neg. off case positions (DA's, counter plans, kritiks), debate theory, LD philosophy, criteria and values, and all NFL individual events.

COST

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at the

Northwestern University TOC EXTEMP

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2. Qualifying for open division finals at your state tournament.
3. Qualifying for elimination rounds at two of the following tournaments.

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- NFL Nationals 2003
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- Holy Cross College (MA)
- Bradley University (IL)
- California State University at Fullerton
- Churchill High School (TX)
- Columbia University (NY)
- Crestian Classic (FL)
- Dowling (IA)
- Emory University (GA)

- Florida Blue Key
- The Glenbrooks (IL)
- Harvard University (MA)
- Illinois State University
- Isadore Newman (LA)
- James Logan High School (CA)
- Nevada High School (MO)
- Nova High School (FL)
- Princeton Classic (NJ)
- St. Mark's/Highland Park (TX)
- Southwestern Championships,
Arizona State University

- Stanford University (CA)
- University of Oregon
- University of Pennsylvania
- University of Southern California
- University of Texas at Austin
- Vestavia Hills Classic (AL)
- Villager (PA)
- Wake Forest University (NC)
- Western Kentucky University
- Whitman College (WA)
- Yale University (CT)

4. Successfully submitting an at large bid application.

Applications for at large bids are due **March 15th, 2004**. All other entries must be received by **April 16th, 2004**. Complete information and invitations are available on the tournament website.

www.tocextemp.com

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of New York stated that "John F. Kennedy left much behind. In his short time of leadership in the New Frontier. He forged through the virgin woods of hate, ignorance, strife, and poverty. He felled trees, cleared the land, plowed and planted seeds—seeds of progress, of brotherhood, of peace. The task now rests upon all Americans to continue to nourish these seeds and reap from the foresight brilliance, and greatness of President Kennedy. Let us nourish seeds of newness and courage."

Even allowing for hyperbole, the above metaphors that compare John F. Kennedy to a rose, an oak tree, Halley's Comet, a tidal wave, a chivalrous knight, and an explorer or pioneer of a new frontier are worthy discourse. They well adapt to the emotional situation by allowing the audience to find their attitudes implicit in the metaphors and to construe the metaphors to be statements of identity, namely statements of fact.

Euphemism.

Words carry denotative and connotative meaning. Denotation refers to the direct, explicit meaning of the word; and connotation refers to the suggested meaning of a word. In other words, denotation generates fundamental information, whereas connotation introduces additional meaning and stimulates one's emotions favorably or unfavorably.

A special way of attempting to produce favorable impressions is euphemism, the substitution of an inoffensive or mild expression for one that may offend or shock. This method often appears in discussions on sex, bodily functions, and sociological problems. Euphemisms are polite-sounding, but they can be deceiving. For example, the following euphemisms tend to be confusing.

Intended Thought:

night watchman
janitor
hotel doorman
huckster
inflation
child abuse
retreat
cunning and deceptive
infatuation
apathetic

Euphemism:

surveillance expert
maintenance or sanitary engineer
traffic coordinator
public relations expert
vigorous activity in pricing
parental or guardian discipline
advance to the rear
tactful and strategic
love
neutral

However, with respect to President Kennedy's assassination, many euphemisms were employed that did not jeopardize the speakers' meanings, namely that President Kennedy had died or was buried. The following underlined examples represent some worthy euphemism, for they treat discourse that can be supported.

Thomas J. Dodd of Connecticut said that "our President has passed into history." Joseph P. Trodd, a U.S. Navy chaplain, said that "a finger was bent and a shot sounded. And in a manner of minutes a soul, naked and alone, stood before its maker." An editorial in the Reno Nevada State Journal said that after the assassin's bullet had found its mark, "the President's life had slipped away." An editorial in the Idaho Falls Post-Register reported that "this young, vigorous, and impressively intelligent leader was silenced in the very pinnacle of his thrust for an always emerging America." And an editorial in the Wilmington (N.C.) Morning Star said that President Kennedy entered death's door."

B. Everett Jordan of North Carolina said that "the late President John F. Kennedy is no longer with us." Gordon Allott of Colorado said that "truly, God's fingers touched John Fitzgerald Kennedy and he sleeps—far short of his expected lifespan." Jack Stapleton, Jr., publisher of the Daily Dunklin Democrat, of Kennett, Mo., began his November 25, 1963 publication by saying that "John Fitzgerald Kennedy was laid to rest today." And Fernand J. St. Germain of Rhode Island claimed that "one of history's greatest men has been taken from us."

Perhaps the most memorable eulogy of President Kennedy is by Mike Mansfield of Montana. Frequently, but clearly, he euphemized the death of the President by saying:

There was a sound of laughter; in a moment, it was no more. And so she [Mrs. Kennedy] took a ring from her finger and placed it in his hands.

There was a wit in a man neither young nor old, but a wit full of an old man's wisdom and of a child's wisdom, and then, in a moment it was no more. And so she took a ring from her finger and placed it in his hands.

There was a man marked with the scars of his love of country, a body active with the surge of a life far, far from spent and, in a moment, it was no more. And so she took a ring from her finger and placed it in his hands.

There was a father with a little boy, a little girl and a joy of each in each other. In a moment it was no more, and so she took a ring from her finger and placed it in his hands.

There was a husband who asked much, and out of the giving and the asking wove with a woman what could not be broken in life, and in a moment it was no more. And so she took a ring from her finger and placed it in his hands, and kissed him and closed the lid of a coffin.

In conclusion, not all euphemisms and metaphors are vague; indeed, some make worthy discourse.

Unworthy Discourse

An editorial in the Anchorage (Alaska) Daily News, November 23, 1963, said that "the course of human events is often shaped by violence, and mankind is long inured to the experience of death and disaster. But there is something about the assassination of John F. Kennedy so irrational, so senseless, that words must fail to measure the deed, or the mind of the killer. Whether he [Lee Harvey Oswald] was a loner or the triggerman in a plot, investigation will tell. Before all the facts are disclosed, it will be unwise to jump at conclusions." And an editorial in The Yerington (Nev.) Mason Valley News wrote that "ridiculous was the announcement that as far as Dallas was concerned the case of Kennedy's assassination was closed. A Presidential order to the FBI will continue the investigation until all available facts are known. Was Oswald a hired gun? Was his life snuffed out to keep him from talking? Was the



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entire episode a conspiracy? These are all questions yet to be answered."

The above editors were wise to contend that immediately after Kennedy's assassination no proof existed whether Oswald was a sole killer or a member of a conspiracy to overthrow the President. Conspiracy requires association. Anybody who in their eulogies wanted to make a conspiracy interpretation of the President Kennedy's assassination would have had to connect Oswald to the group that they posited as the co-conspirators. Therefore, many questions in concentric circles were necessary. For example, "Who were Oswald's associates?" "Who were the latter's associates?" and "Can the different groups be associated as conspirators?" Every connection to Oswald from the Soviets to Pro-Castro Cubans to the FBI and CIA and to the Mafia and other organized crime could have been possible conspirators. In other words, no orator had proof to contend confidently that Oswald acted alone or in conspiracy. Thus, such arguments would be unworthy. Consider the following examples of unworthy discourse.

The One-Man Allegation.

The one-man motif was advocated, for example, by Clarence Cannon of Missouri, when he so confidently asserted that "it is a relief to know that this unspeakable crime was the individual act of one twisted and disordered mind and that no party or faction or group or organization prompted or promoted it." On November 27, 1963, in his editorial in *The True Citizen* (Waynesboro, Ga.), Wilkes Williams said that "let it be said now that this [Kennedy's assassination] was not the act of an American city, a section of our country, or the American people. It was the crime of one man. A man who could have been in any city, any State, or any country." And a November 29, 1963 editorial in *The Sylvania* (Ga.) Telephone said that "one person, probably conceived and born in hate, certainly reared and trained in it, with malice and aforethought, designed and planned in a warped and wicked mind to kill the President of the United States."

The above had no specific evidence to show that Oswald acted alone. Hence, the above is unworthy discourse!

The Conspiracy Allegation.

The one-man theory was contradicted, for example, by a North Carolina editor who in *The Hickory* claimed that "the assassins who murdered President Kennedy have promoted rather than impeded, the many objectives of the New Frontier toward which J.F.K. was relentlessly driving and striving." And in his address in the great rotunda of the Capitol Building Chief Justice Earl Warren heightened the conspiracy motif by laying the blame for Kennedy's assassination "squarely on those in our country who foment and encourage racial prejudice, who incite to riot, who preach hatred and bigotry and infect the minds of those around them to the point where such a dastardly and despicable act would seem justifiable to such a person as Oswald. These are the people who, in effect, killed John Kennedy; Oswald was just the instrument of that hatred and fanaticism."

Since no specific evidence existed immediately after Kennedy's assassination to prove that Oswald acted with others, the above conspiracy arguments were unworthy discourse!

Faulty Causal Hypotheses and Generalizations.

Arthur N. Kruger wrote in his *Modern Debate -- Its Logic and Strategy* that:

Where a descriptive hypothesis merely describes the relationship between certain facts, or affirms the existence of a certain state of affairs or the occurrence of a given event, a causal hypothesis is an inferred explanation of why this relationship has occurred, why a certain state of affairs existed, or exists, why a certain even has happened, is happening, or will happen. Thus, a causal hypothesis may be described as an explanatory hypothesis.

Kruger also said that "a causal generalization is essentially the same as a causal hypothesis, the only difference being that the latter affirms a causal relationship between fairly specific components, whereas the former affirms a causal relationship between abstract, or very general, components."

Whether one employs a causal hypothesis or generalization, the orator needs to show that the effect must regularly and necessarily follow its cause. In short, careless orators tend to mistake coincidence or happenstance for regularity, mistake regularity of examples for cause, and mistake a necessary factor as *the* cause. Many causal arguments relevant to President Kennedy's assassination were unworthy, for they were sterile in evidence. The following examples illustrate false causality with respect to Oswald's alleged insanity, hate, and communist affiliations being *the* motifs for his assassinating President Kennedy.

Insanity. An editorial in the Savannah (Ga.) Evening Press, on November 23, 1963, said that "there will never be a way to understand the motives of the man who pulled the trigger . . ." This is especially true, since Oswald was killed shortly after Kennedy's death, and no psychiatrist or psychologist had conducted formal mental testing of him. Yet, numerous orators bombarded their audiences with contentions that Oswald was insane, mad, of diseased brain, and the like. The following quotations exemplify abusive *ad hominem*.

Fred B. Rooney of Pennsylvania claimed that President Kennedy "was cut down by some quality of madness, some maniac's reasoning that none of us here in this room will ever understand. . . . That it was the work of insanity, we do not and will not deny." Charles E. Chamberlain of Michigan asked, "What shall we say of the insane impulse which caused a despicable individual to destroy the President of this country?" And Gere L. Gabelle from the New Era (Pa.) said that President Kennedy "was murdered by a guy with scrambled eggs in his head, with a \$12.75 mail-order rifle and a couple of 20-cent shells."

An editorial in *The Paradise Press* (Las Vegas, Nev.) said that "it is certainty that the sniveling creature who pulled the trigger and fired the fatal bullets into our President was insane." On station WRAL-TV, Raleigh-Durham, N.C., the announcer said that "one insane man with a high-powered rifle has exposed the incredible weakness of a nation." On radio station WBBB, Burlington-Graham, N.C., came the report that "at this point, we are prone to believe that whoever pulled the trigger that started that fatal bullet on its way, was a misguided, confused, and disarranged mental deficient. No man, or men, in this modern time, could plan such a dastardly act and still be in his right senses." An editorial in *The Long Beach* (Calif.) Press-Telegram claimed that "only a diseased mind could conceive and execute such a deed. The madness of one—or a few—has robbed and entire nation of its leader." And an editorial in *The Durham* (N.C.) Sun said that "nor will it do to point the defamatory finger at any individual, even the miserable moronic assassin."

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In conclusion, was Oswald insane? Perhaps yes, perhaps no. The point is that none of the above orators had proof when they asserted Oswald's mental condition. Their remarks were unworthy!

Hate: George A Smathers of Florida argued that Kennedy was "struck down by a mad act of hate." Karl Mundt of South Dakota asserted that President Kennedy was killed by "an assassin who learned only to hate our system of government and its talented and accomplished leader." An editorial in the Los Angeles (Calif.) Times claimed that President Kennedy "died because of one man's violent hate, victim of the complete renunciation of law and order." And The Wilmington (N.C.) Morning Star reported that "the bullet was sent into its fatal flight by just one thing—the hate of one man for mankind."

Did Lee Harvey Oswald *consciously* or even *unconsciously* loathe, dislike, or detest President Kennedy? Could he have done so especially if he was insane as many alleged? The point is that the orators who stressed Oswald's hate motif did not have evidence to prove it. Hence, they, too, employed unworthy discourse.

Communitistic Ideology. Common knowledge reveals that Lee Harvey Oswald claimed to be a Marxist, applied for asylum and lived in Russia, denounced the United States at the American Embassy, and eventually returned to the United States with his Russian wife. So? Did Oswald's dealings with Communism have any causal relation with his killing of President Kennedy? In other words, was Communism *the cause*, or even *a necessary factor*, for the assassination of President Kennedy? No eulogizer of President Kennedy had specific evidence to claim such causal relation. In short, the following examples reveal unworthy discourse, namely *abusive and circumstantial ad hominem*..

Strom Thurmond of South Carolina argued that President Kennedy's assassination was an "act of perfidy, evidently performed by a man whose mind was poisoned with the Communist ideology which thrives on the totalitarian idea that the end justifies the means." James D. Weaver of Pennsylvania claimed that "John Fitzgerald Kennedy will be remembered in history as a victim of an assassin schooled in Communism." Craig Hosmer of California said that Kennedy died "at the hands of a madman tinged by Communist philosophies." And John Dowdy of Texas argued that President Kennedy was killed "by a Marxist rifle shot—a shot truly heard around the world."

John B. Anderson of Illinois argued that President Kennedy's assassin was "a self-confessed Marxist and Communist who was consumed with passion and hatred for a fellow human being." Bruce Alger of Texas argued that Oswald had "a twisted mind so filled with a foreign ideology and hate for all that is good in America that he could find release only in the murder of the President." And Harley O. Staggers of West Virginia said that the assassination of President Kennedy was "the venom of a mind so egocentric that it could view the normal operation of economic and social laws as expressing a personal vindictiveness toward itself. Such a mind strikes out blindly, irrationally, with a demoniac futility."

An editorial in The Elkin (N.C.) Tribune said that "John F. Kennedy, 35th President of the United States, died needlessly of an assassin's bullet molded in hate by one who knew only malevolence bred by the infection of the Communist virus." And an editorial in the Longview (Tex.) News-Journal said that "a slinking coward, tentatively identified as a leftwinger and admirer of Soviet communism and Red Dictator Fidel Castro, of Cuba, cold-bloodedly assassinated the man who in person and position had stood in the

breach as chief leader of the forces of freedom against the Communist conspiracy to subjugate the world."

Vague Pronouns and Mass Culpability Indictment.

Rudyard Kipling contended that the Law of the Jungle is "as old and as true as the sky; and the Wolf that shall keep it may prosper, but the Wolf that shall break it must die. . . the strength of the Pack is the Wolf, and the strength of the Wolf is the Pack." Kipling referred to a need for social cooperation.

In his article on "Social Instincts," anthropologist and biologist Ashley Montagu also stressed social cooperation by contending that

in the first weeks of life the human infant appears solely concerned with satisfying its physical needs, such as food and warmth. But gradually its feelings of satisfaction are transferred to the person or persons who make the satisfactions possible. From then on the baby is not content with merely getting enough to eat; it also needs a close emotional connection with the provider—the mother or mother-substitute. It cannot live by bread alone. Thus the mutuality that governed the infant's life in the uterus is raised to the psychic level. The baby now has a social "inclination." This characteristic can never be thrown off; it is too closely interwoven with the individual's first encounters with the surrounding world.

This is the pattern in which every adult human being is molded. There are no exceptions; infants who do not go through these stages, who are not cared for or "mothered," do not survive. Hence we may infer that what the human being desires most of all is security. He wants to feel related to something, whether to family, friends, or deity. Man does not want independence in the sense of functioning separately from the interests of his fellows. That fear of independence leads to lonesomeness and fear. What man wants is the positive freedom that follows the pattern of life as an infant within the family—dependent security, the feeling that he is part of a group, accepted, wanted, loved, and loving.

In human beings who develop normally, this feeling of love and unity with the group continues to grow all through life. It is a common observation that the happiest persons are those who most strongly feel a sense of connection with the whole community. They are happiest because they are giving fullest play to their innermost tendencies.

Montague concluded his cooperation motif by saying:

Here is a conclusion fraught with great significance for mankind. It gives support to all forces that are attempting to weld men together and so to increase the quantity of security for all individuals. It turns the weight of science against all advocates of separatism, isolationism, aggressive individualism. It

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brands the theories of the hate-mongers not merely as immoral but as unnatural. If this conclusion were widely propagated, it might help strengthen men against the appeals of ultra-nationalist demagogues.

Indeed! Mass cooperation and belief that the ethical idea of love is no artificial creation of philosophers but is rooted in the biological structure of humans seems aesthetically appealing. However, such advocacy only treats the opposite conclusion that is deeply rooted in modern thinking, namely such Darwinian concepts as "the struggle for existence," "natural selection," and "the survival of the fittest."

The purpose of the section is not to get involved in a dispute over two theories such as Natural Love and Cooperation vs. Darwinism, but to remind the reader that worthy social communication also involves logical traits like validity and evidential truth; grammatical traits like clear antecedents for pronouns; and general semantics traits like knowing that *person 1, is not person 2, and that person 2 is not person 3*. For instance, categorical propositions can be "A," (All are.), "E" (None are.), "I" (Some are.), and "O" (Some are not.). When an orator employs an "A" categorical proposition, for example, he or she has the burden of proof to show that all members of the group are the same; no variation or exclusion of a member is logically permitted. How can any orator expect his hearers or readers to accept that all citizens of a country or nation are the same in belief, attitude, or behavior; that no citizens varies from another? Surely such assertions would be incapable of proof. Yet, numerous unsupported "A" categorical propositions like the following mass indictments were employed in eulogies for John F. Kennedy. Then, too, in the same eulogies who are the specific antecedents among all the people in America for the plethoric use of "we," "us," and "our"?

Gaylor L. Lehman's editorial entitled "In Memoriam" appeared in the Benson (N.C.) Review, November 28, 1963. By his flippant use of "we," "us," and "our" the editor blamed all Americans for President Kennedy's death. He said:

It is almost inconceivable that the President of the United States could be shot from ambush and murdered. In barbaric Vietnam or in the uncivilized Congo, yes; in America, no. The fact that it has happened points up the venom of hatred that exists among us—class, racial ethnic, even religious. It speaks of the sickness of our national morality. One crazed fanatic fired the rifle. But we have all

called each other too many names; we have harbored too many prejudices; we have nurtured too many suspicions. And in so doing we must bear our guilt, for it was out of this attitude that the shot was fired. We have been unwilling to exemplify the spirit of Jesus Christ who talked about walking the second mile and turning the other cheek, and who asked that we love our neighbor as ourselves.

Herman Toll of Pennsylvania claimed that "we are all somewhat responsible" for President's Kennedy's assassination because "we too have sinned in this—that we have sat by silently for days and weeks and years—permitting such conditions to develop—that lawlessness was bound to raise its ugly head." Toll also professed that "time after time he [President Kennedy] called upon the American people to awaken from their lethargy; to meet the challenging needs of our time—but we, as a people, failed to rise to the challenge—we lagged behind, our Congress and Senate lagged behind."

On November 29, 1963, Rabbi Richard C. Hertz, of Temple Beth El in Detroit, said that "a part of us went into the grave with John F. Kennedy. We ourselves are guilty of his murder. All of us in America had a part in the slaying of our President. We are guilty by our silence over the forces of primitive hatred that have eaten their way, cancer-like, into the bloodstream of American life. We are guilty by our inaction, by our willingness that heavy burdens be borne by one man alone; by our readiness to allow evil to be called good and good evil; by our continued toleration of ancient injustice. We are guilty because we think we are good people willing to do nothing to undo evil. Now we have to learn all over again that bystanders are not innocent, for now the consequences have caught up with all of us."

Conclusion

Tragedy is part of life, and orators will address its issues. However, even when their convictions are most sincere, the orators still must employ worthy discourse; they must prove their contentions with logos and not merely hurl frenzied or even reserved pathos. If pathos smothers logos, then the orators' ethos indeed will be low in the evaluation of thinking people.

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

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■ **A staff built around high school students and their needs**, staffed significantly by experienced high school coaches. From the top down our staff will be composed of current and former high school coaches, directors of forensics and high-school savvy university faculty. College student preceptors are **only** used to assist.

■ **A two-week individual events workshop** with primary and secondary areas of emphasis will enable students to develop a range of skills. All individual events students will complete a speech or cutting for their primary area while receiving additional training in their secondary interest area.

■ **A two-week Lincoln-Douglas debate** workshop providing students with intensive philosophy lectures, skill development exercises, and individualized research attention.

■ **An optional third-week Lincoln-Douglas Extended Workshop** will enable students to conduct more in-depth research on a wider range of possible NFL Lincoln-Douglas Debate topics.

■ **A new Argument and Controversy Workshop** aimed at students who need to develop their argument skills for events like **Public Forum (Ted Turner) Debate, Parliamentary Debate, or Student Congress**. This session is also **ideal for the novice policy debater**. Instead of focusing on brief production and topic analysis, our instructors focus on honing students' knowledge of reasoning, fallacies, refutation, questioning techniques, and polished delivery. We like to think of it as calisthenics for debaters!

Our Goal?

Our objective is to provide students with an experience that is focused on the needs of high school students in high school competition. **We focus on what coaches and their students need now.**

TIRED OF THE SAME OLD FORMAT FOR DEBATE CAMP?

We've all heard the arguments: "Institutes are too focused on producing briefs." "Institutes only want to turn you into college debaters." "They teach you arguments high school judges don't like." "They don't teach the fundamentals any more." But when has anyone really done anything about it?

This summer, **Truman State University**, home of the 2000 NPDA National Champions and one of the top comprehensive speech and debate programs in the nation, has decided it's time to try something different.

The Argument and Controversy Workshop is aimed at the student who wants to **learn how to debate**, pure and simple. Using a variety of different debate formats, including the NFL's new Public Forum (Ted Turner) style, informative argumentation and reasoning lectures, and intensive practice sessions, this workshop is designed to return debaters to their schools with the ability to reason convincingly, speak eloquently, question wisely, and strategize effectively. Instead of coming home with mounds of briefs, debaters will return with skills to dissect the most complex arguments.

This workshop is ideal for competitors in public forum debate, parliamentary debate, student congress, novice policy or Lincoln-Douglas debaters, or anyone who wants to improve on basic argumentation and presentation skills.

Try something different this summer. Debate better next year!



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JAMES RAPORE

(ODI class of 2001 - LD, and TOC qualifier)
Brentwood High School

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June 13 - 18, 2004



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Marriott City Center	\$92	801-961-8700	801-961-8703	220 South State St.	CB, W, F, OP, R
Best Western Plaza	\$82	800-366-3684	801-322-5057	120 West S. Temple	OP, R, F, W, L
Marriott Univ. Park	\$82	801-581-1000	801-584-3321	480 Wakara Way	OP, R, W, CB
Hampton Inn-Downtown	\$81	801-741-1110	801-741-1171	425 South 300 West	CB, IP, F
Shilo Inns	\$77	801-521-9500	801-363-8012	206 S. West Temple	IP, R, CB, W, F
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Red Lion Hotel	\$75	801-521-7373	801-524-0354	161 W. 600 South	R, OP, W, F, L
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The Beehive Nationals Welcomes Debaters from Abroad!!

The National Forensic League (NFL) is proud to announce that this year's National Tournament in Salt Lake City will boast additional competitors from abroad. Thirty-two students and 8 educators from around the world (Argentina, China, Haiti, Moldova, Russia, South Africa, Uzbekistan, and Zimbabwe) will travel to the United States to compete at the Salt Lake City Nationals. Our foreign guests will compete in International Divisions of both Legislative and Public Forum Debate. American students from the Barbara Jordan Debate series and some competitors from the main event divisions of Student Congress and Public Forum will be invited to participate in this unique opportunity.

The National Forensic League and the International Debate Education Association have partnered together to bring this incredible event to the 2004 National Tournament. This opportunity is being sponsored by the U.S. Department of State and the United Nations Foundation.

National Qualifiers in both Student Congress and Public Forum will be sent more specific information on the event upon completion of the National Tournament Entry Forms.

For more information on the program, please visit the IDEP website at www.soros.org/idebate/idep/ or by linking from www.nflonline.org.

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

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, \$10 fee and transcripts to NFL, P.O. Box 38, Ripon, WI 54971-0038
A hand engrossed Certificate of Achievement will be sent for presentation.**



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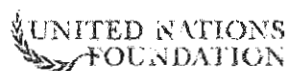
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The Ivy Scholars Program

- *Academic Programs for Lincoln-Douglas Debaters*
- *Professional Development Program for Teachers*

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JULY 24 – AUGUST 7, 2004

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- ✓ **Debate training by the nation's most talented and successful coaches**
- ✓ **Mentoring by recent regional and national champions in Lincoln-Douglas debate**
- ✓ **Lectures by Yale University professors, fellows, and researchers**

Programs for Academically Successful Leaders: This innovative program combines college-level non-credit academic study in ethics, international relations, public policy, and economics with championship-level coaching and development in Lincoln-Douglas debate. A limited number of competitively selected high school students will learn from members of Yale's world-class faculty, distinguished fellows, and recent government practitioners on a wide range of issues facing national and international leaders.

The program features afternoon working groups and research sessions as well as evening practice debates and seminars led by some of the nation's top Lincoln-Douglas coaches and former championship-level competitors who will work closely with students to develop their skills in L-D debate. The student-to-instructor ratio is among the best of the national institutes at less than 6-to-1 and is set in a collegial, learning-friendly culture of excellence. *Last year's participants rated the program 9+/10 overall!*

Ivy Scholars is a sponsored program of International Security Studies at Yale University and is developed specifically for academically competitive students who wish to pursue undergraduate study on a campus of a top-tier university. Library facilities at Yale are unmatched by any other debate institute site with the 2nd largest library collection in North America. Participants will have their own Yale NetID and an Ethernet port in their rooms that gives them 24/7 access during the program to Yale's world-class on-line resources including journals, databases, and research services such as Lexis-Nexis.

The Ivy Scholars Teacher's Program is a professional development experience for secondary classroom teachers of forensics, history, government, civics, and related subjects. The program incorporates interaction with Yale faculty members and fellows, interaction with other teaching professionals, research time in the Yale libraries, and curriculum development opportunities.

The Ivy Scholars program is directed by Prof. Minh A. Luong of Yale University, former high school and college debate coach who has administered summer academic and debate education programs for 15 years. Mr. Nick Coburn-Palo, coach and teacher at The College Preparatory School (CA) and former academic director of Lincoln-Douglas debate at the Stanford L-D Debate Institute is the program coordinator.

Early decision deadline is March 1, 2004. Regular application deadline is May 3, 2004.

Admission into this special program is competitive and is for students who will be juniors or seniors in 2004-05

For program information and application forms, visit the Ivy Scholars Program website at URL:

www.yale.edu/ivyscholars

Questions? Contact Minh A. Luong via email at <minh.a.luong@yale.edu>

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Parliamentary debate is the most popular form of debate in the world. It is the most popular form of college debate in the United States. It is rapidly expanding in U.S. high schools and middle schools.

The National Parliamentary Caucus, in collaboration with the National Parliamentary Debate Association and Claremont Colleges National Debate Outreach, invite you to participate in the most rigorous and accessible debate format in the world.

You Are Invited to Attend

**The Second National
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**April 17-18, 2004
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Contact Kate Shuster
kate.shuster@claremontmckenna.edu

For more information about the National Parliamentary Caucus or the rules for high school parliamentary debate, please contact Kate Shuster, director of Claremont Colleges National Debate Outreach and Executive Director of the National Parliamentary Caucus.

kate.shuster@claremontmckenna.edu
Tel: 909-607-9383

The National Parliamentary Caucus presents

Upcoming State & Regional Championships

- **New England Parliamentary Debate Championship** — April 3-4, Brown University (RI). Contact Dr. Alfred Snider: alfred.snider@uvm.edu.
- **Tri-State Parliamentary Championship** — for Nebraska, Western Iowa, and Northern Kansas — April 24, Concordia University, Nebraska. Contact Sarah Brill: sarah.brill@cune.org.
- **Washington State High School Parliamentary Debate Championship** — April 16-18, Western Washington University. Contact Steve Woods: steven.woods@wwu.edu.
- **Texas High School Parliamentary Debate Championship** — April 16-17, Southern Methodist University. Contact David Mitchell: mitchell@mail.smu.edu.
- **Wyoming State High School Parliamentary Debate Championship** — May 2004, University of Wyoming. Contact Matt Stannard: stannard@uwyo.edu.
- **Michigan High School Parliamentary Debate Championship** — April 3-4, Hillsdale College. Contact Dan Henning: dan.henning@hillsdale.edu.
- **District of Columbia Parliamentary Debate Championship** — June 2004. Contact Sarah Snider: ssnider@zoo.uvm.edu.

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Dr. Carolyn Baker (Texas), Middle School expert in JNFL,
numerous National JNFL winners

The purpose of the VASDC is to bring together high school students and coaches for the promotion of competitive speech. This summer, champion coaches and faculty join to provide a championed experience.

For more information and an application, please contact:

Dianna Lavoie (434)432-2481 ex 2148 lavoied@hargrave.edu

Mary Sue Crommelin (757)496-7611 Ext 46 mscromme@vbcps.k12.va.us



idea

2004 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. Siteseeing excursions to nearby cities such as Venice and Trieste will be offered.

SESSION 1: (June 30 - July 14, 2004)

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:

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

SESSION 2: (July 15 - 23, 2004)

"Bridge Program" to IDEA's

International Youth Forum in Estonia

For students interested in attending both the IDEA Speech and Debate Institute and IDEA's 10th Annual Youth Forum in Laanemaa, Estonia a special program will be designed. Students will prepare for the Youth Forum debates through research and discussion. Students will also have the opportunity for advanced 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@idebate.org

PRICE for Sessions 1 & 2 - \$2,200 USD

Session 2 is not available without Session 1.

Cost of airfare from Italy to Estonia is not included in this price

These prices include:

- Housing and meals
- Research materials
- "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. IDEA will also make all group travel arrangements for students traveling to Estonia.



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. Past 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 Word-ing Committee for five years. As a consultant with the Open Society Institute, he has taught speech & debate seminars in over fifteen countries – from Haiti to Uzbekistan.

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

Noel Selegzi, (Guest Lecturer) has coached debate at Hunter College High School in New York City for 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@idebate.org





IDEA Press Books

IDEA PRESS NEW BOOKS

IDEA Press books can be purchased from on-line booksellers such as **Amazon (www.amazon.com)** and **Barnes & Noble (www.bn.com)**. For institutional and bulk orders or queries about IDEA Press books please contact **Martin Greenwald** [MGreenwald@sorosny.org]

Discovering the World Through Debate: A Practical Guide to Educational Debate for Debaters, Judges and Coaches (revised and enlarged edition)

William Driscoll and Joseph Zompetti

The book provides a practical introduction to the Karl Popper Debate format. It discusses the importance and nature of educational debate in an open society and presents rules and guidelines for preparing and running a debate event, training judges and involving the community. The revised edition contains a transcript of a full debate on International Efforts to Eliminate Human Trafficking with step by step critique, as well as new and expanded sections on logic, on debating in an international setting, and on choosing and selecting evidence. The work also includes 50 exercises to be used in the classroom or debate club. (pb)

Price \$29.95/ ISBN 0-9702130-9-3

The Democracy Reader

Sondra Myers (Editor) - Foreword by Benjamin Barber

A comprehensive tool for understanding democracy and the central role that citizens play in making democracy work. The first section contains texts by distinguished scholars and discussion questions on the basic elements of democracy; the second, using the same format, deals with the obstacles encountered on the way to democracy and strategies for addressing them. The third is an album of civic stories, accounts of civic epiphanies and transformations from around the world. (pb)

Price \$25.95 / ISBN 0-9702130-3-4

Many Sides : Debate Across the Curriculum

Alfred C. Snider and Maxwell Schnurer

Many Sides is a comprehensive guide for using debating in an educational classroom setting, including plans to integrate debate into the curriculum, designing proper formats, developing topics for debates, preparing students for debating, staging the debates, audience involvement and evaluation of classroom debates. Twenty different subject areas from across the educational spectrum are given special treatment concerning topics, formats and strategies for the use of debates. The text provides a thorough exploration of debating as an educational and learning method in a format relevant to teachers in almost any field. (pb)

Price \$24.95 / ISBN 0-9702130-4-2

Art, Argument and Advocacy: Mastering Parliamentary Debate

John Meany and Kate Shuster

Provides a theoretical and practical foundation for effective participation in academic parliamentary debate competition. It explores contemporary American and international parliamentary debate formats, offering a comprehensive examination of argument anticipation, construction and extension, case development, critical refutation of given assumptions and data, and persuasive speaking. (pb)

Price \$24.95/ ISBN 0-9702130-7-7

On That Point!: An Introduction to Parliamentary Debate

John Meany and Kate Shuster

This is the first parliamentary debate textbook for secondary school students. The text is designed to provide a theoretical and practical foundation for effective participation in parliamentary debate in competition or in the classroom. (pb)

Price \$25.95/ ISBN 0-9720541-1-1

The Deatabase Book: A Must-Have Guide for Successful Debate

By the Editors of DEATABASE

An invaluable resource for debaters, this book provides background, arguments and resources on approximately 150 debate topics in areas as diverse as business, science and technology, environment, politics, religion, culture and education. Each entry presents: the resolution; an introduction placing the question in context; arguments pro and con; sample motions; and web links and print resources for further research. Organized in a handy A-Z format, the book also includes a topical index for easy searching. (pb)

Price \$25.95 / ISBN 0-9702130-8-5

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)

Price \$24.95 / ISBN 0-9702130-1-8

Perspectives in Controversy: Selected Essays from Contemporary Argumentation

Kenneth Broda Bahm (Editor)

Brings together recently published essays from the journal Contemporary Argumentation and Debate into a single volume. These essays explore current controversies in the theory of competitive academic debate. (pb)

Price \$24.95 / ISBN 0-9702130-5-0

FALL/WINTER 2003 AND BACKLIST



SOURCEBOOKS ON CONTEMPORARY CONTROVERSIES

Aids, Drugs and Society Anna Alexandrova (Editor)

This book offers different sides of two key debates in the field. First, there are debates about policy aspects of the 'war on drugs.' Second, there are debates about the human rights aspects of viewing HIV/AIDS as a human rights issue. The editor places particular importance on 'harm reduction,' a policy attempting to decrease the adverse consequences of drug use without total prohibition of drugs. (pb)

Price \$24.95 / ISBN 0-9702130-2-6

Globalization and the Poor: Exploitation or Equalizer? William Driscoll and Julie Clark (Editors)

Does the global economy harm or help the poor? Some allege that the global economic system disadvantages and exploits the poor; others assert that globalization has the potential to empower and enrich the poor. This book offers readings in support of both sides to this debate. It also examines the role governments and international organizations play in globalization's effects on the poor. In addition, it includes a detailed study of the recent East Asian Financial Crisis and looks at how international organizations and governments responded to that crisis and how their policies affected the poor. (pb)

Price \$24.95 / ISBN 0-9720541-0-3

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

The Romani people, often referred to as Gypsies, are victims of racism throughout the world. Focusing on the human rights situation of Roma in Europe, this explores various policies that might be adopted to combat anti-Romani racism. Anti-racism activists discuss variety of conflicting approaches to combating the problem of hate speech, promoting minority participation in a democratic society; and fighting discrimination in the criminal justice system. (pb)

Price \$24.95 / ISBN 0-9702130-6-9

The Drug Dilemma: Responding to a Growing Crisis Jason Stone and Andrea Stone (Editors)

The Drug Dilemma offers an overview of divergent perspectives as well as information on drug policy in the United States and the European Union. Special attention is paid to the opposing demand and supply reduction models of controlling drugs and to the link between drugs and terrorism. (pb)

Price \$24.95 / ISBN 0-9720541-2-X

The International Criminal Court: Global Politics and the Quest for Justice Joseph P. Zompetti and Suzette W. Zompetti (Editors)

This book examines the history of the creation of the Court, the objections to the Court, and arguments defending and promoting the Court. Particular attention is paid to the United States' objections to the Court and responses to them. The full text of the Rome Statute establishing the court is also included. (pb)

Price \$24.95 / ISBN 0-9720541-4-6

European Union: Challenges and Promises of a new Enlargement Anca Pusca (Editor)

Presents the points of view of applicant countries to problems raised by the European Union's Enlargement. Issues addressed include democratic representation and citizenship rights; the social, political and economic impacts of the *acquis communautaire* requirements, as well as the convergence of the current EU policies necessary to meet to needs of the applicant countries.

Price \$24.95 / ISBN 0-9720541-5-4

War on Drugs, HIV/ AIDS and Human Rights Kasia Malinowska-Sempruch and Richard Elovich (Editors)

Drug policies are often categorized in terms of public health and safety; governments forbid the voluntary use of certain substance because such use undermines the good of society as a whole. This book aims to position drug policies in another context - the context of human rights. Articles will examine the rights of drug users, with special attention to the right to adequate medical care, which is often denied to intravenous drugs users who are suffering from HIV/ AIDS.

Price \$24.95 / ISBN 0-9720541-7-0

IDEA YOUTH FORUM /Estonia 2004

July 23 - August 5, 2004

IDEA in partnership with the Estonian Debating Society will host its 10th Annual International Debate Youth Forum in Läänemaa, Estonia. 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.

IDEA Youth Forum Estonia 2004 is the largest academic debate summer camp in the world for students from around the globe.

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 separation of public and private is detrimental to women's rights", and the topic for the mixed tournament will be: "It is better to focus on a harm reduction strategy than on a law enforcement strategy in dealing with drug abuse."



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 at the Roosta Holiday Village where participants will live in cozy cottages and have access to the sites saunas, beach and hiking trails.

For more information about the Roosta Holiday Village, see their website at <http://www.roosta.ee>. Additionally, participants will have the chance to explore beautiful Estonia on trips to the country's capital, Tallinn and other local sites of interest.

For information on the Forum and registration please see our websites at: www.idebate.org and www.debate.ee/idea2004. If you have any questions, feel free to contact us at the below addresses.

Participant price: \$450 for non-IDEA members / \$400 for IDEA members

Price includes: room and board for 13 days, full day and half day trips, banquet and educational materials. You must pay for your own transportation to and from Tallinn, Estonia. 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:

Estonian Debating Society

Joe 30, 79 513 Rapla, Estonia

Phone +372 4856 289

Fax +372 4856 289

Website: www.debate.ee/idea2004

Forum Director: Katrin Viru - viru@debate.ee

Phone: +372 52 98 529

Forum Vice-Director: Katrin Vene - vene@debate.ee

Phone: +372 52 15 419

IDEA

400 West 59th Street, New York, NY 10019, USA

Website: www.idebate.org

Phone 1 212 548 0185

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Executive Director:

Noel Selegzi - nselegzi@idebate.org

Deputy Director:

Nina Watkins - nwatkins@idebate.org

LINCOLN-DOUGLAS DEBATE POSITION FOR FALL 2004

Vestavia Hills High School in Birmingham, AL is looking to hire a second coach for the 2004-2005 school year. Applicants need to have a primary focus in Lincoln-Douglas Debate. Interp coaching skills are a big plus. New coaches are welcome.

Vestavia Hills High School is an ***Equal Opportunity Employer***.

Email Ben Osborne at bosborne@vestavia.k12.al.us for more information.

EQUAL OPPORTUNITY EMPLOYMENT

TEACHER / NFL DEBATE / MOCK TRIAL COACH KERRVILLE INDEPENDENT SCHOOL DISTRICT KERRVILLE, TEXAS

We are seeking an experienced NFL Debate/Mock Trial Coach for a high school of approximately 1300 students. Our program provides strong administrative support and the position offers a teacher salary plus a stipend with an additional stipend for a Master's degree. Requirements include Texas Education Agency Certification for Debate/English-Language Arts Composite or Speech Communication or Speech & Drama.

Kerrville is located in the beautiful Texas Hill Country approximately 66 miles west of Historic San Antonio.

Inquiries with resume may be directed to: doug.jung@kerrvilleisd.net

California National Debate Institute 2004 Lincoln Douglas Debate Camps at the University of California, Berkeley

Tentative Dates & Prices


Lincoln Douglas Debate

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

2 Week Session June 28 - July 12, \$1755

1 Week Session June 28 - July 5, \$905

"I'd say the best features of this camp are the intensity and the bond that the students and staff develop. This camp is perfect if you want to explore the depths of debate."
- 2003 CNDI Participant



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

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

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

Faculty: The CNDI is taught by an experienced faculty of former championship debaters and veteran coaches who have led students to late elimination rounds at competitive national tournaments.

California National Debate Institute 2004 Policy Debate Camps

at the University of California, Berkeley

Tentative Dates & Prices

(Includes room, board and materials. Please
contact our office for commuter student pricing)

3 Week Session: June 28 - July 17, \$2425

Novice Program: June 28 - July 17, \$2425

Berkeley Mentors: June 28 - July 17, \$2425

1 Week Theory Session: June 28 - July 5, \$905

1 Week Technique Session: July 10 July 17, \$905

**"This camp is by far the best I have
attended. The staff and intensity are
unparalleled anywhere else."
- Previous CNDI Participant**

The **California National Debate Institute** is a national caliber three-week summer forensics program located in Berkeley, California conducted in partnership with the UC Berkeley Policy debate team. 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.

Three Week Session: In response to student and coach requests, we have expanded the program! CNDI is now a three week policy debate program which 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 Programs: These special CNDI programs are designed to focus on specific aspects of topic preparation. The Theory Session features in-depth topic analysis, extensive explorations of debate theory, affirmative and negative argument construction, and arguments drills. The Technique Session features hands-on exploration of the topic through lectures, seminars, multiple expertly critiqued practice debates, rebuttal reworks, and participation in the institute tournament.

Berkeley Mentors: The Berkeley Mentors lab offers select advanced varsity students the unique chance to be mentored by some of the finest college coaches and debaters in the nation. This three week program, now entering its sixth year, focuses on topic analysis, theory, strategic decision making in the debate round, kritiks, and in-depth research at one of the finest libraries in the nation. This exciting lab will be led by Dave Arnett and Sarah Holbrook.

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 Head Royce School and **Nick Coburn-Palo**, of the College Prep School.





"I have no doubt that VBI is the best camp. It is also the most enjoyable camp. VBI respects its students and is filled with people who will actually listen to you."

Extemporaneous Speaking (Session 1 Only)

We invite you to consider VBI -- a camp that, in its third year of successful and continuing growth, looks to help another group of students become better thinkers, speakers, and finally, extempers.

Perhaps you may be wondering, "why extemp camp?" After all, there are very few such camps of any renown dedicated to the event. The idea of an extemp camp is relatively new. Yet extemp is an event, like policy or Lincoln-Douglas debate, that requires intense research, reading and analysis of current events, as well as long-term preparation. Thus the camp environment, with an intense two weeks of researching current events, filing articles, delivering practice speeches and breaking down the extemp process, all the while surrounded by other eager and interested staff and students could not be more perfect.

So why VBI? The answer lies in the diversity of our extemp curriculum. Unlike other extemp camps, VBI does not limit its emphasis to the top, elite extempers in the nation. In fact, our individually-tailored curriculum was created to provide high-quality education to students with broad ranges of experience and skill. Thus, we can guarantee that nowhere else in the nation will a student get more individualized, tailored, quality education. So join us in Los Angeles!



Find out more at www.victorybriefs.com, or feel free to contact us at 2718 Wilshire Blvd., Santa Monica, California 90403, (310) 453-1681, FAX (208) 248-9801, email: info@victorybriefs.com.

vbi@victa

Session 1
July 4-17, 2004

Session 2
August 8-21, 2004

www.victorybriefs.com



"VBI went well beyond my expectations. It taught me how to compose a tight, structured argument that didn't sound formulaic. It helped me overcome problems with fluency that I had been dealing with for 3 years. In two weeks, I made the transition from novice to varsity!"

Lincoln-Douglas Debate (Sessions 1 and 2)

Victory Briefs is proud to announce the third annual vbi@ucla summer debate institute. Because we believe that we can serve the needs of all of the students that want to come to VBI (regardless of their other summer plans), and because we believe there are very good pedagogical reasons for keeping the size of the entire institute manageable, we are pleased to announce that we will be hosting two sessions.

Session 1 - The Choice of Champions

VBI has quickly become one of the preeminent summer debate programs in the country. Over the past two years, over 300 students have chosen the camp for their summer debate instruction. Session 1 provides an extensive focus on strategy, adaptation, and thinking. Technique isn't something that happens upon you—the best learn it from somewhere. We think the staff we've put together at VBI is diverse enough to teach you how to translate those skills into success in front of any judge. At VBI@UCLA, we are dedicated to giving students a broad range of instruction in both theory and practice. Last summer, many of the country's top returning debaters chose VBI@UCLA. We do not claim to make champions. But we are the place champions -- and those who aspire to become champions -- choose to go.

Session 2 - Because Debate Doesn't Have a Preseason

The second session was created to provide a second opportunity to attend camp, for those who have commitments earlier in the summer and for those who desire a two more weeks of VBI. In Session 2, we will teach the skills of debate in the context of the actual September/October resolution. We are dedicated to helping students prepare specifically for the resolution that is used at many of the year's most important invitationals. We expect that students will return home ready to debate for or against any number of strategies or positions. Get a head start on your competition. Remember, debate does not have a preseason.



"The Victory Briefs Institute was the most productive investment I have made for forensics. It offered an incredible two weeks of instruction. From the incredibly insightful topic lectures, to the skills workshops, to the brilliant comments I was given, I owe my success to VBI."

Policy Debate (Session 1 Only)

Ready for an alternative to the run-of-the-mill policy debate camp? Ready for a return to the qualities that make policy debate a truly valuable and worthwhile activity? Consider attending VBI. The policy program is designed specifically for beginning and intermediate debaters, and is dedicated to skill improvement through hands-on instruction. Being a smaller camp, we will be able to provide critical one-on-one instruction to guarantee that each and every debater leaves with the fundamental tools necessary to pursue a successful debate career. Students should expect to come ready to research, but unlike other institutes, our primary interest is not to produce evidence in mass amounts. Rather, our aim is to produce a thinking debater. Students are led down the path toward engaging, communicative debates, exemplified by classic and effective argumentation. This is not to say students will not be able to answer complicated and confusing arguments, but instead we do not promote such argumentation as the only way.

NFL'S TOP 50 DISTRICTS

(as of February 2, 2004)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1	-	Three Trails (Kansas)	258	Blue Valley North HS	556
2	-	Calif. Coast	226	Lynbrook HS	623
3	+4	Heart Of America (Missouri)	170	Independence Truman HS	468
4	-1	Show Me (Missouri)	169	Belton HS	394
5	-	Sunflower (Kansas)	166	Wichita East HS	323
6	+3	Northern South Dakota	164	Watertown HS	415
7	+9	Northern Ohio	162	Youngstown Boardman HS	235
8	-2	East Kansas	160	Shawnee Mission East HS	470
9	-5	East Los Angeles	157	Gabrielino HS	651
10	-	New York City	153	Regis HS	409
11	-3	San Fran Bay	149	James Logan HS	735
12	-	Rushmore	148	Sioux Falls Lincoln HS	378
13	-3	Kansas Flint-Hills	143	Washburn Rural HS	441
14	+10	Montana	138	Flathead Co. HS	377
15	-2	West Kansas	130	McPherson HS	232
16	+4	Northwest Indiana	128	Plymouth HS	455
16	-2	Central Minnesota	128	Apple Valley HS	326
16	+1	New England	128	Lexington HS	450
19	+9	Nebraska	121	Millard North HS	292
20	+1	North East Indiana	120	Chesterton HS	604
20	-6	South Kansas	120	El Dorado HS	241
22	-3	Northern Illinois	118	Glenbrook North HS	393
23	-5	Florida Manatee	117	Nova HS	457
24	-3	Illini	115	Downers Grove South HS	477
25	-4	Rocky Mountain-South	114	Wheat Ridge HS	214
25	-1	Eastern Missouri	114	Ladue Horton Watkins HS	246
27	+9	Eastern Ohio	113	Perry HS	399
28	-	Ozark	111	Springfield Central HS	332
29	-3	Sierra (California)	107	Centennial HS	273
29	+3	South Texas	107	Houston Bellaire HS	628
31	+4	Carver-Truman	106	Neosho HS	370
31	+1	Hole In The Wall	106	Cheyenne Central HS	341
33	-3	Florida Panther	105	Trinity Prep School	226
33	-6	South Carolina	105	Riverside HS	377
35	+4	North Coast (Ohio)	104	Gilmour Academy	268
36	-4	Southern California	102	San Dieguito HS	232
36	-6	Southern Minnesota	102	Edina HS	323
38	+2	Idaho	98	Hillcrest HS	241
39	+1	Golden Desert (Nevada)	95	Green Valley HS	255
39	-1	West Oklahoma	95	Norman HS North	269
41	+18	Colorado	92	Cherry Creek HS	356
41	+1	Great Salt Lake	92	Salt Lake City Skyline HS	196
41	+3	Utah-Wasatch	92	Sky View HS	228
41	-5	Northern Wisconsin	92	Appleton East HS	274
45	-2	Heart Of Texas	91	Carroll HS	200
46	-	Sundance	90	Jordan HS	226
47	+1	North Texas Longhorns	86	Plano East Sr HS	222
48	+3	Big Valley (California)	85	Modesto Beyer HS	262
49	-1	Greater Illinois	83	Pekin Community HS	163
49	+24	Western Ohio	83	Dayton Oakwood HS	146

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51	-	East Texas	82	Klein HS	218
51	+5	Eastern Washington	82	University HS	203
51	-1	Michigan	82	Portage Northern HS	172
54	-1	Valley Forge	80	Truman HS	183
55	-2	Arizona	79	Desert Vista HS	219
56	+3	Colorado Grande	78	Pueblo Centennial HS	323
56	+15	Hoosier Heartland	78	West Lafayette HS	181
56	-3	Northern Lights	78	Moorhead HS	223
56	+2	New Mexico	78	Aluquerque Academy	167
56	-9	Southern Wisconsin	78	Marquette University	190
61	-2	Deep South	77	The Montgomery Academy	245
61	-2	Hoosier Crossroads	77	Ind'pls North Central HS	183
61	-5	New Jersey	77	Ridge HS	253
61	+3	Lone Star	77	Piano Sr. HS	197
65	+3	Pittsburgh	76	Bethel Park HS	189
66	+5	West Iowa	75	Dowling Catholic HS	236
66	-2	North Dakota Roughrider	75	Fargo South HS	184
68	-4	East Iowa	74	Iowa City West HS	316
68	-24	Nebraska South	74	Lincoln East HS	226
68	-4	Central Texas	74	San Antonio Churchill HS	269
68	-	West Texas	74	Bel Air HS	150
72	+1	New York State	73	Hendrick Hudson HS	144
73	+3	Georgia Southern Peach	72	Starr's Mill HS	203
74	+3	Rocky Mountain-North	71	Greeley Central HS	193
74	+1	Mississippi	71	Hattiesburg HS	159
76	-17	West Los Angeles	70	Arroyo Grande HS	142
76	+10	Georgia Northern Mountain	70	Grady HS	180
76	+4	Kentucky	70	Rowan County Sr HS	171
76	-8	North Oregon	70	Gresham Barlow HS	123
80	-3	Pennsylvania	69	Greater Latrobe HS	147
81	-4	Tennessee	67	Hamblen HS West	135
82	-1	Western Washington	65	Gig Harbor HS	173
82	+3	Wind River	65	Evanston HS	132
84	-2	East Oklahoma	64	Jenks HS	221
84	-2	Gulf Coast	64	Gregory Portland HS	197
84	+4	Puget Sound	64	Kentwood HS	125
87	-5	South Oregon	63	Willamette HS	102
88	-	Carolina West	59	Myers Park HS	210
89	-2	Florida Sunshine	58	Academy of the Holy Names	161
89	+5	Sagebrush (Nevada)	58	Reno HS	170
91	-1	Louisiana	57	St Thomas More HS	156
92	-2	Chesapeake	56	Baltimore City College HS	105
92	-	Tarheel East	56	Cary Academy	117
92	+2	Tall Cotton	56	Big Spring HS	115
95	-3	South Florida	55	Archbishop Curley Notre Dame	150
96	+1	Hawaii	50	Kamehameha Schools	194
97	-1	Uil (Texas)	49	Princeton HS	149
98	+1	Capitol Valley (California)	43	Granite Bay HS	114
99	-1	West Virginia	42	Wheeling Park HS	85
100	-	Mid-Atlantic (Virginia & MD)	41	Randolph Macon Academy	120
101	-	Maine	34	Lewiston HS	89
102	-	Iroquois	32	Towanda HS	84
103	-	Pacific Islands	21	Harvest Christian Academy	52

NFL OFFICE



125 Watson Street
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Aerial View

Each month
the *Rostrum*
will feature
an NFL staff
member

"SHE'S BACK HOME IN A NEW ROLE"

"It was unbelievable to return to a building in which I worked in 1983 when it was a Savings and Loan. I was a banker for 30 years and 'change' was a word that we were all use to especially after going through (seven mergers?)

In 1997 Sandy Krueger met Mr. Copeland (Executive Secretary Emeritus) through her work at the bank and expressed an interest in working for the National Office.

Sandy had also worked for Ripon

tions position became available, Sandy was sent to a Pagemaker class and has been working with the *Rostrum* ever since. Both Mr. Copeland and Mr. Wunn have allowed her to be creative as responsibilities have grown. She works closely with the printing company, designs each *Rostrum* and places the *Rostrum* on-line, maintains the "News" page and the L/D topic hotline, updates NFL manuals, designs new forms, sets up the National Tournament Program Book, works with all advertisers, prepares letters, works in bookkeeping, mails out *Rostrums* and has re-



Sandy holding her first *Rostrum*

Medical Center as their Volunteer Coordinator where she scheduled and trained volunteers, spoke to local groups in the community, ordered for the hospital gift shop, budgeted the volunteer program, designed a training manual and directed a training program for volunteers which had to meet hospital requirements in order for a hospital to be certified.

"I have always loved to type."

Attending a one-room country school, she learned how to type in 5th grade. Her teacher ordered a typing book with daily lessons. "I practiced faithfully." Her teacher had her type all tests for the classes except for the class Sandy was in. "The NFL has fulfilled something I love to do, type."

Sandy Krueger started at the NFL parttime in the fall of 1997 as a point recorder. Then after a couple of months was offered a full-time position as a point recorder along with other responsibilities, which included helping with the *Rostrum* occasionally. When the Publica-

tionally begun working with the setup of the new NFL website. In addition, she feels a very exciting part of her responsibilities is to work at the National Tournament, where she assists with behind the scene preparation before the tournament begins, sells merchandise, prepares the script for the Awards Ceremony, inputs the winners' names within the script as finals are completed, and takes lots of pictures at Nationals to include in the *Rostrum*. "It is all rewarding and I love being part of it."

She and her husband Bob, have been married 34 years (July 5 will be 35) and they have two children. Oldest son, Scott is married to Becky (no grandchildren yet) and son Justin's single and playing the field. Her hobbies include singing and playing guitar (favorite is country music), she is active in her church as an usher, greeter, and director of a children's choir grades 2nd through 6th. She enjoys travelling, baking and most of all doing things with her family.

"I am very proud to be part of NFL and all it stands for 'Training Youth for Leadership'".

Interviewed by Kathy Dumke

THE 2004 CAPITOL CLASSIC DEBATE INSTITUTE

Washington, D. C.



Introducing

THE CAPITOL HILL LINCOLN-DOUGLAS DEBATE GROUP

Advanced instruction in Lincoln-Douglas debate theory, argumentation theory, philosophical positions, value and criteria systems, and delivery practice.

JUNE 26–JULY 9, 2004



Jane Boyd *Grapevine director, Capitol Hill group director*

- Coached more than 30 students to the NFL Nationals with students placing third, fifth, seventh and tenth in L-D debate. Qualified over 15 students to the Tournament of Champions in L-D debate. Coached students to elims of almost every single L-D national circuit tournament.
- Directed the L-D Institute at the University of Texas, associate director of the Northwestern University L-D Institute, codirector of the L-D Institute at the Summer on the Hill Program and taught at the Iowa Institute.



Minh A. Luong *Yale University, guest lecturer*

- Serves as the L-D editor of PlanetDebate.com where he writes the NFL L-D topic analysis.
- Won the National Collegiate L-D Debate Championship title both as a competitor and coach.
- Founded and directs the Yale Ivy Scholars Program for student leaders and debaters and was founding curriculum director of the UC Berkeley, NFC-Austin, Stanford University and National Debate Forum L-D debate institutes.



Jonathan Alston *Newark Science High School debate coach*

- Coached five New Jersey state champions and has had debaters in elimination rounds at Stanford, Emory, Wake Forest, Harvard and Tournament of Champions, among others, in his 12 years as a coach.
- Taught at Stanford National Forensics Institute.



Steve Clemmons *Leland High School debate coach*

- Won the 1990 National Collegiate L-D Debate Tournament, as well as winning top-speaker honors.
- Taught at Loyola-Marymount, Cal-Berkeley, Stanford, University of Texas at Austin and The National Debate Forum at the University of Minnesota.



Lynne Coyne *Lexington High School L-D debate coach*

- Coached numerous L-D teams to elimination rounds at national tournaments.
- Taught and lectured at Dartmouth, Northwestern, Bates, Loyola-Marymount and Emory.



Abdul Beretay *Bergenfield High School debate coach*

- Advanced to elimination rounds at every major national tournament his senior year including TOC and NFL.
- Taught two years at Michigan L-D Debate Institute.

Joins our traditional cross-examination institutes

THE CHAMPIONS SERIES, JUNE 20–JULY 9, 2004

THE WASHINGTON GROUP, JULY 10–AUG. 4, 2004

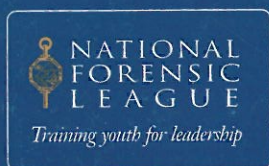
For information, contact Ronald Bratt, director, at 202-319-5447 or bratt@cua.edu.

<http://debate.cua.edu>

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voice
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