The NFL Regional Office

at Western Kentucky University
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 provide 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 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 2007 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.

Name: _______________________________ Phone Number: _________________
Mailing Address: ___________________________________________________________
School: ____________________________ Number of Years in Event: ____________
Coach’s Name: _____________________ Coach’s Phone Number: ________________

Please enroll me in: ☐Foreign Extemp ☐Domestic Extemp ☐Generic Extemp ☐Varsity LD
☐Champs LD ☐Scholars LD ☐Public Forum ☐Varsity CX ☐Champs CX

VISIT US AT www.cdedebate.com
CDE DEBATE HANDBOOKS FOR 2007-2008: Health Aid to Africa

You Need To Know that this is your best purchase, that you get what you want with CDE Handbooks. The testimonials below give you a hint but objective experts also tell you.

TESTIMONIALS
“Unique evidence and arguments unavailable elsewhere.” J. Prager, California
“I wouldn’t go a year without CDE.” V. Zabel, Dear Creek
“So much more complete than all the other handbooks that I don’t see how they stay in business.” J. Dean, Texas
“These are the best handbooks I have ever seen.” Coach, Highland Park H.S.
“Of the 700 plus pages in your 3 books there wasn’t one thing we didn’t end up using; we discarded or gave our novices most of the handbooks we bought from other companies.” J. Johnson, Florida
“You generic blocks are really good. I get bothered by how much duplication all the other handbooks have, it’s like they’re all written by the same person.”
John Denton-Hill

- NATIONAL CAMP SURVEY ranks CDE Handbooks “the best in the nation.”
- Texas-based speech newsletter finds CDE Handbooks and Affirmative Cases Book the biggest, most complete, and best debate books available.
- The ROCKY MOUNTAIN EDUCATION Survey looked at

- CDE, Paradigm, DRG, Squirrel Killers, NTC, West Coast, Eastern Michigan, Dale, Communican, and Harvard.
They rank CDE best in every category except editing.
Available on paper, CD or e-mail.

CASE SPECIFIC BLOCKS on:
- Malana
- Environmental work
- Military
- Dental health
- Civic Service
- Women’s Development
- poverty
- African trypanosomiasis
- Racial Tolerance
- Fight Poverty
- Infrastructure & or
- Public Works
- Female genital mutilation
- Malnourishment/Hunger
- Blindness
- Natural Disaster Relief

DISADVANTAGES & Harm Turns
- Population control
- Antimicrobial resistance
- Serve the Corrupt-
- Authoritarianism
- Crime and or Violence
- Cost-benefit tradeoffs. Africa
- Is not worth saving
- Cost/Deficit
- Bush (Political) both ways
- Biological weapons development
- Medical tradeoffs.
- Drug reactirons
- Hegemony
- Opportunity Costs
- Medical Worker Shortages
- Growth both ways
- Population growth--environmental tradeoff
- Time and Cost intensity

COUNTERPLANS
- Volunteerism, OAU, EU, China
- NGOs, Int’l Organizations, Study
- Non-health aid

Mail to:
CDE, P.O. Box Z, Taos, NM 87571
Phone: (505) 751-0514
Email: bennett@cededebate.com

Name ____________________________
Mailing Address ____________________________
Look for Lincoln Financial Group at district tournaments

As the National tournament approaches this summer, Lincoln Financial Group will be hosting a series of refreshers at several district tournaments in the upcoming months. These Lincoln Financial Group Refreshers provide students and coaches with a hospitality table where they can grab a snack and beverage between competitive rounds. Additionally, each NFL student and coach will each receive a small gift at their refresher. This year the gift is a Klixx stress reliever.

At a majority of the Lincoln Financial Group Refreshers, Lincoln representatives are onsite to wish the students good luck and show support of their hard work and dedication to the art of speech and debate. Some of the representatives are participating further by judging or presenting awards.

Lincoln Financial Group recognizes the tremendous amount of time and energy that NFL members and coaches spend competing each year at district tournaments, in preparation for Nationals, and is proud to provide support at these events.

Note to District Chairs:

If you'd like Lincoln Financial to host a Refresher at your district tournament, contact Vicki Spurling, Lincoln Financial Group, 260-455-4012; Vicki.Spurling@LFG.com.
From the Editor

J. Scott Wunn

This month, the NFL is proud to feature its newest pilot program, our NFL Regional Office at Western Kentucky University.

One of the primary goals of the National Forensic League is to enhance outreach efforts and take an active role in the development, promotion, and continuation of forensic education. In the Spring of 2006, the National Executive Council established the first regional office to test the hypothesis that through stronger grassroots connections between the National Office in Ripon, WI and specific regions of the country, NFL membership and participation can be enhanced.

Obviously, creating an office of the National Forensic League in a remote region outside of the state of Wisconsin requires a few important things: a partner that has strong ties to the forensic community in the area, fantastic employees that can represent the League’s vision and goals, and cooperative regional leadership that will work with the NFL to carry out the development efforts. It is so exciting to report to the membership that all of these things have been true in the first year of the pilot regional office, and the success has gone beyond original projections.

The NFL is extremely grateful to Mrs. Judy Woodring, the Director of Forensics at WKU and the administration at WKU for their incredible support of the NFL mission. Furthermore, the district committees and district chairs have been wonderful in their efforts to assist the NFL in starting such an ambitious program. Finally, the NFL has been blessed with the addition of two tremendous regional office employees in Tyler Billman and Natalie Sintek.

I encourage all members to read the month’s feature on the NFL Regional Office at WKU. (See pages 26-35)

J. Scott Wunn

Rostrum
Official Publication of the National Forensic League
P.O. Box 38
Ripon, Wisconsin 54971-0038
(920) 748-6206

J. Scott Wunn, Editor and Publisher
Sandy Krueger, Publications Director

(The Rostrum is published monthly (except for June-August) each year by the National Forensic League, 125 Watson St., Ripon, WI 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to the above address.

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

Topics

March Public Forum Debate Topic:

Resolved: That the quantity of credit available to American consumers should be significantly reduced.

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

Resolved: The United Nation's obligation to protect global human rights ought to be valued above its obligation to respect national sovereignty.

2006-2007 Policy Debate Topic

Resolved: The United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve American, Armed Forces.

2007-2008 Policy Debate Topic

Africa

Resolved: The United States federal government should substantially increase its public health assistance to Sub-Saharan Africa.

Submit Articles for Publication

The NFL Office is always looking for well-written articles by both NFL coaches and students. Please consider contributing feature articles, editorials, pictorials, and special interest stories to the NFL. Did you host a District Tournament? What does it take to host a tournament? Share your photos and detailed information with our readers. Sharing your ideas is a win win situation for all to learn from. All articles should be sent to:

Sandy Krueger, NFL Publications Director
Email address is: nfrrostrum@nflonline.org

The Cover Photo

NFL Regional Office at Western Kentucky University

April 2007 Rostrum

2007 National Tournament

Topic Release Information

L/D Debate Topics available by calling NFL Hotline ((20) 748-LD4U or Check the NFL Website "Home" Page at www.nflonline.org

L/D Topic Release Dates:

August 15 -- September/October Topic
October 1 -- November/December Topic
December 1 -- January/February Topic
February 1 -- March/April Topic
May 1 -- National Topic

Public Forum Topic
August 15 -- September Topic
1st of prior month - October thru April monthly topics
May 15 -- National Topic

Rostrum
Volume 81, Issue 7 March 2007

Cover Story

NFL Regional Office
Pictured: NFL Regional Office at Western Kentucky University

Page 11
Featured Alumnus:
Jason Raphael Williams

Page 40
Universal Human Rights Theory and LD Debate
by John Helsel

Page 95
On the Brink of Being Elite...or Obsolete?
by Rami Hernandez

Page 100-113
2007 National Tournament Information

Featured Topics
Page 10
Team Unity
by Amber Russell

Page 26-35
NFL Regional Office at WKU

Page 71
Public Health Assistance to Sub-Saharan Africa
by Stefan Bauschard

Honors & Awards
Page 115
Academic All Americans

Page 118
District Standings

In Every Issue
Page 3
Letter from the Editor

Page 18
Coach Profile:
Michael Larson

Page 22
Student Challenge:
Favorite Memory

Page 116
NDCA Coaches' Corner
by Jenny Heidt
West Coast Publishing

Policy Evidence Package
- Affirmative Handbook (Over 170 pages, Africa affirmative, answers to DAs, CPs)
- Negative Handbook (Over 170 pages, Africa disadvantages, CPs, answers to cases, definitions, more)
- Kritik Handbook (Over 150 pages, Africa specific kritiks and answers to those kritiks)
- Fall E-mail Supplement (Over 240 pages, updates, answers and new National Debate cases, DAs, CPs)
- E-mail Supplements (Over 200 pages of update on the latest African arguments throughout the season)
- PolicyFiles (web page with above evidence plus key backfiles evidence and all our theory blocks!)

LD Evidence Package
- NFL LD Supplements (Ten 25+ page topic analysis, aff. and neg. case plus 25+ pages evidence on each NFL LD topic)
- UIL LD Supplements (Two 50+ page books with topic analysis, aff. and neg. evidence on each UIL LD topic)
- PhilosopherFiles (All of our West Coast Philosopher-Value Handbooks on a web page)
- LDFiles (formerly “ValueFiles” includes the current and previous West Coast LD Supplements on a web page)

Extemp-Parli-Congress-Turner Package
- NewsViews featuring articles with the pros and cons on current issues. You receive 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp and other events. Posted on a web page for easy access.
- ParliCongressFiles is e-mailed and on a web page each month and has 20 pages with cases and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
- PublicForumFiles offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence. Posted on a web page for easy access.

Online Training Package
- Great for beginners, intermediate, and advanced Policy, LD, Speech, Interp, students and coaches!
- Learn with step by step lessons, streaming video with PowerPoint, and a forum with experts who answer your questions!
- In-depth, detailed theory lessons, analysis, evidence and research tips on this year’s Policy and LD topics.

Debate Textbook Package (Breaking Down Barriers)
- Teacher Edition BDB Textbook with Teacher Materials and a Prebook.
- 20 Student Edition BDB Textbooks with 20 Prebooks.
- Breaking Down Barriers: How to Debate teaches students step by step, covers LD and Policy, and includes examples, stories, advanced tips, and much more.

Debate Prepbook Package (Breaking Down Barriers)
- BDB Teacher Materials with lesson plans, activities, syllabus, lecture notes, answers to the BDB Prebook.
- 20 BDB Prepbooks that involve students in preparing cases, refuting, flowing, disadvantages, counterplans, even kritiks using real evidence on the civil liberties topic. Great for handouts and to get kids debating right away!

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

IE Textbook Package (Breaking Down Barriers)
- Teacher Edition BDB IE Textbook with Teacher Materials
- 20 Student Edition BDB IE Textbooks
- The BDB IE Textbook features 142 pages check-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IE’s! Teacher hardbound; Student softbound.

Additional Texts to Consider
- Advanced Policy Debate Book (“Assistant Coach”) (132 pages of advanced c-plan, disad, kritik tips & more!)
- Advanced LD Debate Book (“Assistant Coach”) (118 pages of tips on values, criterion, philosophers & more!)
- Dictionary of Forensics (Over 1500 policy, LD, IE, Parli, and rhetoric terms defined, given examples, shown in use.)
- Focus, Control, Communicate features advanced tips from a college perspective on all of the key individual events.

Visit www.wcdebate.com
From West Coast to you!
On-line and printable Order Form available at the web site
1. Individual attention
   4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs
   with four to six people, not in huge faceless lectures and oversized classrooms.

2. Practice debates and drills
   In policy debate, you do 4 practice debates, 4 drills and a tournament during the first two
   weeks; 5 practice debates and another tournament during the third week. In LD, Public
   Forum, and Parli, you do 2 debates each day of the camp culminating in tournaments.

3. Evidence and Arguments for Success
   Our staff research before the camp and you supplement staff research so you won’t go home with a few paltry pieces of evidence
   and you won’t spend endless hours as a research slave. We guarantee at least 4,000 pages of policy, 1,500 pages of LD, 700
   pages of Parli, and 400 pages of Public Forum materials. Each debater receives chosen prints of files plus electronic versions of all
   files.

4. Beautiful location and housing
   Whitman is located in southeast Washington State. Modern, comfortable classrooms feature
   fast wireless Internet access with multiple computers and an excellent library. Residence rooms
   are split in two for privacy, showers are private, our lounge brings people together for fun.

5. Family feel with a great staff
   People at our camp feel connected, not isolated. You’ll work with our fantastic staff: Ben
   Meiches (NDT Octas), Matt Schissler (NDT First Round), Dana Randai (CEDA Elims), Sam Allen
   (CEDA Elims), Candi Kissinger (CEDA Elims), Jeff Buntin (NDT Octas), Nicholas Thomas (4 time
   NFL LD), Joe Allen (TOC LD Quals), Katherine Preston (VBI, UTNIF, Iowa Top LD Labs).

6. Transportation to and from the airport
   Whitman is easily accessed via plane or bus and we have a shuttle to and from the Pasco
   and Walla Walla airports.

7. Cost Effective
   Compare prices. You will not find any camp that provides the individualized attention, quality of
   staff and instruction, and amenities we provide at anywhere near the price. See our web page for details.

ONLINE REGISTRATION FORMS, SEE OUR STAFF, AND MORE INFO AT:
www.whitman.edu/rhetoric/camp/
Want the best?

10 Reasons Why Midwest is Your Best Buy

Phenomenal Faculty
One & two week sessions
Nationally-proven success
Affordable tuition - No add-ons!
Commuters welcomed
Individualized attention
Air-conditioned facilities
Competition rounds
Limited enrollment
Midwest location minimizes travel

Policy - Public Forum - Lincoln-Douglas

www.midwestdebate.us
Choose Midwest!

Learn What Wins at Nationals from Coaches Who Win at Nationals!

Midwest Debate

Dates - Cost - Registration Deadlines

www.midwestdebate.us
Team Unity

By Amber Russell

Joyce Sequichie Hifler once stated, "Giving is so often thought of in terms of the things we give, but our greatest giving is of our time, and kindness, and even comfort for those who need it. We look on these gifts as unimportant-- until we need them." I can honestly say that a few years ago, I would have had no idea what this meant. However, now, in my senior year, I have not only come to understand the meaning of this idea, but also practice and live by it as well.

I am a member of my school's National Forensics League Team and I have participated in approximately 80 Speech tournaments in my high school career so far. Being a member of the Speech Team at my school is a very demanding and very work oriented position. One must practice full commitment and dedication every moment of every day, and as such, it leaves one particularly short on time for any form of a social life.

However, our team coach, Jimmy Smith, started taking our team around a few years ago to do random acts of community service. The summer before my freshman year of high school, I was told that incoming team members had to meet at the bus barn to clean the buses. I must honestly say that, at first, I wasn't particularly thrilled about it at all. The disgruntled attitudes of all the other members of the team didn't bring Mr. Smith's concept of community service down, though, and we continued to clean the buses at the bus barn every summer before the school year started.

The concept of community service has taken a complete turn-around in my life. Being a member of our Speech team, and being forced to participate in the random community service activities that we do, has instilled in me a new pride, not only for our team, but for myself as well. This past December, we started visiting the local nursing home a couple blocks from our school each month. The Alzheimer's nursing home was, at first, a bit of a foreboding discomfort that many of the team members didn't want to be a part of. However, after arriving and spending a few moments getting past the initial awkwardness, many of our Team members found that it was easier and more interesting than we expected it to be. We helped serve lunch and sat and talked with all of the elderly, and soon learned exactly how much all of them had been through and how simple it was to talk to them.

I have to say that seeing the appreciation and enjoyment in their faces when we came in and sat to talk with them was one of the most rewarding parts of the day. Seeing as how they are diagnosed with Alzheimer's, they don't see or remember much of their family, and most of them don't have family left alive or in the area. All in all, it is a very rewarding experience. Being able to be a part of something to make them happy, whether they would remember it the next day or not, is an experience I'll never forget.

Community service, though it may sound dreadful, is really a wonderful way to bring a Team together. Unfortunately, those who are comfortable with public speaking and compete in such events are a dying breed. It's all too common in our country to see more children sitting at home in front of the TV on the weekends, than out competing in Speech events.

Being a part of a Team that participates regularly in community service has created a new sense of pride in the entire Team and in me. It has brought us together as a group and strengthened our commitment level. In a country lacking community involvement from the youth, it is important to set an example. If other Speech Teams across the country were to participate in community service and get more involved, it would show that we, the youth of America, still care about our community and helping others.

At my school, the word 'Team' is an acronym. It stands for: Together Everyone Achieves More. We live, as a Team, by this acronym. I would also encourage other to live by it as well. By getting involved in the community Teams feel more dedicated and more bound to their fellow Team members.

For me, being a part of community service activities has helped me develop into who I am today. I have a better sense of responsibility and higher level of commitment. These are skills that one can take with them and incorporate in all aspects of his or her life. It's opportunity and learning, something that can't be bought. It is only something that can be learned and earned, and the only way is for people to put themselves out in the real world, get involved, and grow with each other.

(Amber Russell is a senior at Princeton High School, Texas and is ranked in the top 50 in points this year.)
Featured Alumnus: Jason Raphael Williams

Unlike many forensics competitors, Jason did not have a full four year tenure in Forensics, because his Freshman year he went to a high school that did not have a Forensics program. But that all changed his Sophomore year when he enrolled at Buchholz High School in Gainesville, FL which happens to have one of the strongest Forensics programs in the entire state of Florida. For the next three years on his new team, Jason instantly shot to the top of the forensics world setting records that still hold to this day, and he is easily one of Florida’s most successful Interpers.

Jason’s career is one for the record books winning first place at over seventy forensic tournaments. During his career he amassed 6 State Champion titles and earned double titles at several prestigious tournaments such as University of Florida’s Blue Key & The Crestian Classic. One of his greatest competitive accomplishments was being the first Interper in history to win the prestigious Barkley Forum (Emory) and the Harvard Invitational his first time attending. In addition, he holds the distinction of being the first Interper in CFL history to reach the final round of NCFL in three separate categories, three years consecutive. His career was highlighted when he won the 2000 NFL National Championship in Dramatic Interpretation. Wheew!

With all these outstanding accomplishments in forensics, Jason has had the chance to meet some of the NFL’s most outstanding coaches, competitors and judges that have shaped and changed him into the professional actor and performer that he is today. After graduating Salutatorian in high school, Jason went to England where he received his classical training under the tutelage of Giuseppe Carr and the Academy of Dramatic Arts. Jason has performed off Broadway, in regional and state theatre and has recently moved to Hollywood where he is in talks to star in his first motion picture called, "Blackbird".

Jason credits all his accomplishments to his high school career in forensics. "It just makes you a different type of performer. It's like we give off a different scent, a different character delivery that's never been seen before. When Directors, and Casting Directors see my style, they go bananas. That's because of the structure and style that Forensics gives me. I love it. And I loved the NFL. Winning all those tournaments and setting records and all was nice, but it's my team and what I was taught by those amazing coaches and judges...that's what sticks to me to this day, and helps me in my career even now."
The NFL will once again be offering a scholarship program that will provide free and reduced tuition to NFL coaches who would like to participate in a summer coach workshop program. Many summer workshop programs have graciously provided tuition discounts and full paid scholarships for the summer of 2007. These contributions, along with a financial investment from the NFL, will allow teachers and coaches to receive full and partial scholarships to many of the nation's finest summer programs where they can learn from the nation's top experts in speech and debate.

**WHAT INSTITUTES ARE PARTICIPATING?** The list of summer programs that are involved continues to grow. A complete list of participating programs will be updated daily at [www.nflonline.org/CoachingResources](http://www.nflonline.org/CoachingResources).

**WHO CAN APPLY?** Any forensics teacher or coach of any level of experience may apply.

**WHAT COSTS DO THE SCHOLARSHIPS COVER?** We will be granting full tuition plus room and board scholarships, tuition only scholarships, and partial tuition scholarships. All participants (no matter the level of scholarship) will be responsible for transportation costs and other incidentals.

**WHEN DO I HAVE TO APPLY?** Applications must be received by April 15th, 2007.

**WHERE DO I APPLY?** To apply, go to the NFL website at [www.nflonline.org](http://www.nflonline.org) under the “Coaching Resources” section and fill out a Coach's Summer Workshop Scholarship Application Form and return it to the NFL National Office by April 15th, 2007.

For more information, email nfl@nflonline.org or call 920-748-6206.

**ANY SUMMER PROGRAM IN DEBATE AND/OR SPEECH EDUCATION THAT WISHES TO PARTICIPATE IN THE NFL COACH SUMMER WORKSHOP PROGRAM SHOULD CONTACT HEIDI CHRISTENSEN AT (920) 748-6206**
NFL SUMMER WORKSHOP PROGRAM FOR COACHES AND TEACHERS Scholarship Application

Name: ___________________________ Phone: ___________________________

School: ___________________________ Phone: ___________________________

School Address: Street __________ City ______ State ______ Zip __________

Fax: ___________________________ Email: ___________________________

Please check all boxes that best describe your educational needs:

☐ Individual Events Education and Coaching
☐ Lincoln-Douglas Debate Education and Coaching
☐ Novice __JV__ Varsity
☐ Policy Debate Education and Coaching
☐ Novice __JV__ Varsity
☐ Student Congress Education and Coaching
☐ Public Forum Education and Coaching

Please expand on your educational needs below:

________________________________________________________________________

List up to three summer programs you would like to attend in order of preference. Please only list the summer programs that you would be willing to attend if given a scholarship.
*Please indicate if you would consider attending if only a partial scholarship were available.

<table>
<thead>
<tr>
<th>Name of Program (In order of Preference)</th>
<th>Dates</th>
<th>Would you accept a Partial Scholarship?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Yes, No, Maybe)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Yes, No, Maybe)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Yes, No, Maybe)</td>
</tr>
</tbody>
</table>

Please send this form to: Heidi Christensen/National Forensic League
hschristensen@nflonline.org c/o NFL Coach Summer Workshop Program
*Send by April 15th 125 Watson Street, Ripon, WI 54971
Current Participating Summer Programs

The following list will be updated as we confirm the participation of more summer programs. Please check this list periodically online at www.nflonline.org/summercoachs scholarships for updates before completing your application by April 15.

**CDE**
Dates: July 15 - July 31
Location: University of New Mexico- Albuquerque
Scholarships Available: 2 Full Tuition Room and Board/2 Partial Tuition Only Scholarships
Programs: Extemp, Policy, PF, LD and Interp
Website: www.cdedebate.com

**George Mason University**
Dates: August 1 - 5
Location: George Mason University, Fairfax, VA
Scholarships Available: 2 Full Tuition, Room and Board/2 Partial Tuition Only Scholarships
Programs: Individual Events
Website: www.gmuforensics.org/gmif

**Baylor**
Dates: July 8 - July 15
Location: Baylor University, Waco Texas
Scholarships Available: 2 Full Tuition Room and Board
Scholarships
Programs: Policy, LD, and Instruction Workshops
Website: www.baylordebate.com

**Sacred Heart**
Dates: July 15 - 18, 18 - 20, 23 - 25 or 25 - 27 (can go to one or all sessions)
Location: Sacred Heart National Speech and Debate Institute, Suffolk University, Boston, MA
Scholarships Available: 2 Full Tuition, Room and Board
Programs: All Speech, LD, Congress and PF
Website: www.sacredheart-hs.org

**National Debate Forum**
Dates: July 21 - August 4
Location: Emerson College, Boston, MA
Scholarships Available: 1 Full Tuition, Room and Board, 2 Partial Tuition Only Scholarships
Programs: LD Debate
Website: www.nationaldebateforum.com

**University of North Texas**
Dates: June 24 - July 7
Location: University of North Texas, Denton, TX
Scholarships Available: 4 Full Tuition, Room and Board
Scholarships
Programs: Policy, LD Debate, and Student Congress
Website: www.meangreenworkshops.com

**National Speakers Forum**
Dates: June 29 - July 13
Location: University of Central Florida, Orlando Florida
Scholarships Available: 2 Full Tuition, Room and Board, 2 Partial Tuition Only Scholarships
Programs: All Events except Policy
Website: www.nationalspeakersforum.com

**IDEA Youth Forum**
Dates: July 23 – August 5
Location: Czech Republic
Scholarships Available: 5 Full Tuition, Room and Board (Must pay for own travel expenses)
Programs: All Debate
Website: www.ideaouthforum.org

**Liberty**
Dates: June 24 - June 30
Location: Liberty University, Lynchburg, VA
Scholarships Available: 2 Full Tuition, Room and Board, 2 Partial Tuition Only
Programs: Policy and LD Debate
Website: www.liberty.edu/debate

**IDEA Duino Italy**
Dates: July 2 - July 21
Location: Duino Italy
Scholarships Available: 3 Full Tuition, Room and Board (Must pay for own travel expenses)
Programs: LD and Teaching Debate
Website: www.ide debate.org
Current Participating Summer Programs

The following list will be updated as we confirm the participation of more summer programs. Please check this list periodically for updates before completing your application by April 15.

Whitman
Dates: July 22 - August 9
Location: Whitman, Walla Walla, WA
Scholarships Available: 2 Full Tuition, Room and Board
Programs: Policy, LD, Parliamentary and PF
Website: www.whitman.edu/rhetoric/camp/index.htm

Midwest Debate
Dates: July 9 - July 20
Location: Park University, Kansas City, MO
Scholarships Available: 2 Tuition Only Scholarships
Programs: Policy, PF and LD Debate
Website: www.midwestdebate.us

Michigan State Spartan Debate Institutes
Dates: July 8 - 13
Location: Michigan State University, Lansing Michigan
Scholarships Available: 2 Full Tuition, Room and Board, 2 Partial Tuition only Scholarships
Programs: Policy/Cross Examination Debate
Website: debate.msu.edu

University of Kentucky
Dates: June 22 - July 15
Location: University of Kentucky, Lexington, KY
Scholarships Available: 5 Tuition and Room Scholarships
Programs: Policy and LD Debate
Website: www.uky.edu

Championship Debate Group
Dates: July 29 - August 3
Location: Concordia University, Austin, TX
Scholarships Available: 4 Partial Tuition only Scholarships
Programs: Policy and LD Debate
Website: www.championshipgroup.com

Dartmouth Debate Institute
Dates: July 15-August 5th
Location: Dartmouth College, Hanover, NH
Scholarships Available: 1 Tuition and Room Scholarship
Programs: Policy Debate
Website: www.dartmouth.edu

Victory Briefs
Dates: July 14 - July 27
Location: University of California, Los Angeles, CA
Scholarships Available: 2 Full Tuition, Room and Board Scholarships
Programs: LD Debate
Website: www.victorybriefs.com

Florida Forensics Institute
Dates: July 20-Aug 3rd
Location: Ft. Lauderdale, FL
Scholarships Available: 2 Tuition and Meal Scholarships
Programs: All Events except Policy Debate
Website: www.ff4p6.com

Forensic Forum
Dates: July 30 - August 12
Location: Clovis West, Clovis CA
Scholarships Available: 20 Tuition Scholarships
Programs: All events

Nebraska Debate Institute
Dates: July 27-August 4th
Location: Lincoln Southwest HS, Lincoln Nebraska
Scholarships Available: 2 Full Tuition and Meal Scholarships
Programs: Congress, PF, LD, and Policy
Website: www.nscta.com

Western Kentucky University
Dates: June 24 - June 29
Location: Western Kentucky University, Bowling Green, KY
Scholarships Available: 3 Full Tuition, Room and Board Scholarships
Programs: LD, Interp, Extemp, Oratory, and All Interp
Website: www.wku.edu/forensics
The Schwan Food Company has grown from a one-man, one-truck operation to a global leader in the frozen-food industry.

The SCHWAN FOOD COMPANY™

One of the largest, branded frozen food companies in the world, to many The Schwan Food Company, is the yellow truck that has delivered delicious ice cream and other fine foods to their door for more than 50 years.

You can find Schwan food brands in your grocer’s freezer or schools, hospitals, restaurants and cafeterias.

For more information on the brands of The Schwan Food Company visit

www.theschwanfoodcompany.com
Coach Profile

Meet Michael Larson

by Sandy Krueger, NFL Publications Director

What was your first NFL experience?
My first memorable NFL experience was when I was an assistant coach at Deuel High School under Jennifer Bergan. I was taking some graduate classes at South Dakota State University and was hired to help coach. I will never forget the intense amount of pressure and buildup leading to the qualifying tournament.

When did you decide to be a teacher and/or coach?
I knew I wanted to go into teaching when I was a sophomore in high school. It wasn't until I was in my freshman year at Winona State and was involved with the speech program that I knew that I wanted to be involved with communication studies and actually coach speech and debate.

What is your team philosophy?
I guess my basic team philosophy is to remember that winning doesn't matter, but what you learned from every single experience is what counts.

How many hours do you spend with this activity a week?
I think on average, 20 hours each week.

What is your vision for the future of the NFL?
I would like to see the NFL continue to grow by finding ways to incorporate and bring in smaller schools. It is important that we reach out to schools and find a cost-effective way for students to take part in our activity. The NFL needs to find ways to encourage and allow for parity of schools to allow for growth.

What's unique about your High School as an NFL chapter?
Lennox is a fairly young chapter. We are like a lot of smaller to mid-sized schools when it comes to battling all the other activities, yet we have developed a strong base of support. I guess we are not really different from any other school except that I wouldn't want to leave here for any reason. The community, staff, and students are excellent!

What qualities do you look for when recruiting students for your program?
I want students that are willing to try something different. They are smart, motivated, and personally driven. It also helps if they have an inner confidence. Oh yes, it helps if they are not in basketball or wrestling. (The two sports that conflict with our season.)

Were you an NFL competitor? If so, how has the NFL changed since you competed?
I did not compete in the NFL. I was in debate my sophomore year, but the administration killed the program the following year.
If you have attended a National Tournament, what is your favorite memory from a National Tournament?
I have had the opportunity to attend two national tournaments and have many favorite memories. My favorite memory from Philadelphia was riding around Philadelphia in a horse-drawn coach with my wife. The funniest memory I had was to have been bowling and doing DDR with the students during some down time at the Dallas Nationals.

What is the greatest challenge as a coach today?
I would have to say the greatest challenge is making time for coaching and for your personal life. My wife and I have a nearly three-year old boy and one boy on the way. It is hard being away from them for so many weekends. Coaching and working on cases at night and then trying to make sure that you are ready to teach the next day is a challenge.

What’s your favorite weekend tournament food item?
My favorite tournament food is whatever I can find in the judges lounge that is free. The best every year is when we go to the Brookings Bell Tournament, we always stop and have Chinese before the tournament.

---

**NFL Honor Cords**

These silver and ruby cords can be worn at graduation to signify that the graduate has earned NFL membership. Silver is the color of the student key, and ruby is the color of NFL's highest degree.

Available twined and untwined.

$14.00

Order online today!

Please note that some schools may not permit these honor cords to be worn at graduation, please check with your school. As an alternative, the NFL offers an NFL Graduate Pin also available online.
National Summer Institute In Forensics

2 week program  
June 25—July 8, 2007

3 week program  
June 25—July 15, 2007

Iowa offers an innovative curriculum. Iowa recognizes and teaches a diversity of styles, including the more traditional Lincoln-Douglas debate as well as more contemporary approaches such as policy debate arguments, alternative philosophies, and kritiks. Unlike many institutes that teach a single style of debate, Iowa offers a marketplace of ideas. The General Institute curriculum addresses the traditional approach to LD with a tiered lab structure making this curriculum appropriate for novices and varsity debaters. The Returnee Program provides advanced instruction in theory and political philosophy building on a student’s previous Institute experience. The Kritik Lab explores alternative strategies as well as theoretical approaches to address and successfully compete against alternative styles of argumentation. The Senior Philosophers provide new visions to debaters through discussion and advanced readings on contemporary debate praxis and philosophy. The 3rd Week Option debaters two additional LD topics providing at least 6 rounds of experience on each as well as a comprehensive lecture series on each topic. Iowa provides students with choices. Iowa has a lab that’s right for you!

THE UNIVERSITY OF IOWA
National Summer Institute in Forensics  
c/o Paul Bellus, Director  
812 International Center  
Iowa City, Iowa 52242  
www.iowadebate.com  
Phone: 319-335-0121  
Fax: 319-335-9311  
E-mail: paul.bellus@uiowa.edu

Make this summer an Iowa summer!

Save $150

Enroll by May 1, 2007 and save $150 on tuition costs.
Director/ Lab Leader: David Hingstman, Professor at Iowa; Director of Debate at Iowa; Ph.D. Northwestern; J.D. Harvard; A.B. Princeton. Coached 2 NDT Champions and 5 NDT Top Speakers.

This program is limited to 30 students entering their Senior or Junior year of policy debate. Iowa's staff to student ratio promises the one-on-one instruction needed to gain the advantage on the highly technical argument issues challenging debaters today. With the diversity of debate philosophies among our staff, we will develop a wide set of possible strategies on the topic throughout the institute.

Iowa provides students with new visions about debate by exploring assumptions and concepts of contemporary debate praxis and rediscovering theory as the basis of refutation and competitive success. Our goals are to improve your skills, increase your knowledge, and help you acquire the strategic sense needed for competitive success. The outstanding performance of previous Iowa Summer participants proves that our formula will work for you!

Lab Instructors
- Jason Regnier, PhD candidate at Iowa; Coach at Iowa; CEDA National Champion, 3 time NDT First Round at Large.
- Brian Severson, Coach at Iowa; NDT elims participant; Coach winner of Emory Barkley Forum

Guest Lecturers
- Paul Bellus, Coach NDT, NFL, TOC, CFL Champions and Top Speakers
- Jane Munksgaard, NDT Elims and First-Round Bid
- Jason Patil, Coach NFL, TOC, CFL Champions and Top Speakers
- Andy Ryan, NDT Champion and Top Speaker, TOC Champion
- Scott Varda, Coach at Iowa

FOR APPLICATION MATERIALS AND PROGRAM INFORMATION CONTACT:
National Summer Institute in Forensics
c/o Paul Bellus, Director
B12 International Center
Iowa City, Iowa 52242

Phone: 319-335-0621
Fax: 319-335-2111
E-mail: paul-bellus@uiowa.edu
What Is Your Favorite Memory From a Speech and/or Debate Tournament?

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

DC from Indiana
T.Y. and I were sharing a room and we decided, "Hey! Let's go to EBGames!" So...we did...but the whole way there...Tmn...I mean...T.Y. was all like, "Dude, we are sooo gonna get caught and Bob's gonna FREAK!" And so I was like..."Naw...It's cool. We'll be fine...I hope." And he said, "Oh! Great! Way to make me feel better D.C.!" And we laughed...okay...I laughed...and then we didn't actually buy anything. Oh and T.Y. lied to our coach and said..."We're uh...gonna go to...uh...the Gas Station. Okay?"...That was a good time...

Max from New Jersey
Our team attended the debate competition at Princeton University which was one of the most exciting events I have ever been part of. We spent time wandering the campus and surrounding shops between rounds, making over 15 trips to Starbucks over a two day span. The atmosphere of the debate was phenomenal. Hundreds of debaters there all having a great time chatting, playing cards, computer games, and in some cases sliding down wood slopes. It was just an all around great atmosphere and fun debating against peers from other states, hearing other debate styles and philosophies. Facing students I've never faced before. Princeton is a tournament I will never forget.

Rebecca from Ohio
My favorite memory from a speech tournament is from the first power round that I broke into. I never heard my number called because I was too busy congratulating my teammates. A teammate of mine told me they called my number, and I was so nervous that I actually tripped up the stairs. I ended up in sixth place.

Kate from Maryland
My favorite memory is from my very first meet. My team knew that I was new to forensics so after we had finished the first qualifying round of the day they all cheered for me when I entered the room. It felt great after my first nervous round.

Samantha from South Dakota
My favorite memory from a debate tournament was my first ever regular debate. My partner and I were one of the only four groups that went undefeated. That was my favorite memory from a debate tournament.

Joey from Nevada
I was doing my oratory, and I saw the look in my judges eyes and I knew that I could be impacting their life and even though I'm in high school what I say matters.

Justin from Iowa
The amazing food at the Ankeny state tourney before the cafe closed and the tournament provided the food.

Kevin from New York
My favorite memory from a debate tournament was when I thought I lost two of my debates, but in the end I won all four and took first on JV level.

Marlena from California
By far my favorite memory is my first speech and debate competition. None of the novices knew what to expect and I just remember thinking that I was going to do horrible because it was such a large tournament (Jack Howe CSU Long Beach for the Californians) and I remember it being like 4 outside and then having to eat at Denny's outside and then to top it off, our heater was broke in our motel room.... brrr! I lost my voice completely and had to give my final speech. I thought I was going to get last place. To my surprise, after speaking, I got first place and pocket-fenced the entire time. First in every round. I was cracking up on stage...lol...That was the best!

Samantha from Kansas
Having my code called at my first debate tournament and having my partner and I walk up to receive our medal.
Brendan from Utah

Once during an extemporaneous speech round, I was speaking on North Korea and the nuclear threat that came along with the current events. As I spoke about the black future painted by the threat of nuclear war, my judge, a mother, became steadily more attentive and concerned until, at length, she was hanging on my every word. It was at this moment that I realized that my speaking on this topic meant much more than just showing off what I happen to know about world affairs. It was important that I understood how this could shape the future. It was important that I could use the power of speech to inform people of what is really happening in the world. It is important that I can use the skills I have learned through debate to better understand what goes on inside and outside of America, and, more importantly, how I can make a difference.

Wesley from Texas

My favorite memory from a speech and debate tournament would have to be my first time breaking to the final rounds.

Jake from Colorado

My favorite speech memory occurred yesterday at a meet where a few schools from larger more metropolitan areas had come to compete with the western slope of Colorado on top of all the usual schools. After the long day of competition was over, my small school (and I mean very small) took all six places in drama. There was weeping. If you listened, you could hear the champagne corks. It was, undoubtedly, righteous and one of the most gratifying experience for our school we’ve had in a while.

JR from Tennessee

The weekend of January 19-20 was my first ever competition. I had only been debating about a month and a half, and had just gotten on to the team. So I was nervous as I could be, but my teammates backed me up and gave me support and told me that I could do well. I went and did four debates, arguing both sides twice in Lincoln Douglas style and at the end of the day, I figured out that I had placed 6th out of 10 and won 2 of my 4 rounds. That made me feel so good!

Keith from Minnesota

The first speech tournament I ever went to, I made final round and beat two kids that placed at state the year before in discussion. I proved to everyone that even though I used to be a jock...I belonged on the team!

Adam from Kentucky

At the beginning of the season, I worked extremely hard on my Prose and Solo to perfection. For the first tournament of my junior year I competed in two events as well as Improv Storytelling. My favorite memory is looking at the finals posters on the day of the tournament and realizing that I had finaled in all three events. Not only had I triple finaled but that was my first ever finaled. It was at that moment that I realized that all of my hard work had paid off. I would never trade the hours upon hours of practice that I had put towards forensics for anything.

Kelsey from Missouri

I was at the conference tournament competing in Poetry during my final round. My main competitor was sitting in the front row and I was chosen to go last (following the boy sitting in front of me). I stood up, performed my heart out, and gave it all the energy I had. In fact, so much energy that I dropped my book. I’m sure my face was bright red as I picked up the book, finished my piece (book upside down). Luckily, I was familiar enough with my script that I never stopped. I was so embarrassed from this that I was late for the awards ceremony where other members of my team had to accept my first place. Our team was awarded the first team all conference medal!

Sarah from Missouri

My favorite memory from a debate tournament was a van ride down to Oklahoma. My coach is not very good with directions and therefore we kept getting on and off the highway. Thank goodness it was one long toll road forcing us all to search our pockets for any loose change. We probably took an extra hour and a half and we were left with not nearly as many nickels, dimes, and quarters! We still joke about this on other van rides to debate tournaments saying, "He can find a toll road anywhere! Even if it means going out of his way to find them!"

Jamie from Wyoming

Last year at State, I failed to break into finals, so a friend and I started a large game of Risk! That lasted hours and stimulated some very fun conversations.

Alexis from Idaho

While I have many memorable experiences from debate tournaments, my favorite would have to be taking first place in speech for the first time my freshman year. I was doing Original Oratory, and I went on to finals beating one of the most celebrated orators in the state and placing first. Lots of team congratulations! I got a lot of respect from the varsity team, and being only a novice, this was incredible. I’ll remember this experience because it was truly a groundbreaking moment in my life. It was the first time I had reached such a huge amount of success (or felt huge), and recognized for it. Truly amazing memory.
SUMMER FORENSICS INSTITUTE

WHY CHOOSE BRADLEY?

- Bradley's summer camp creates winners. Take a look at our numbers:
  - 95% of campers were breaking during the regular season
  - 65% were in regional finals
  - 45% competed in their state tournament(s)
  - 20% were in national out rounds

- Bradley's forensics team is the most successful team in the nation's history. We can give your student a sense of the forensics team experience, based on our tradition of excellence.

- We focus on process over product. While most camps send students home with a single polished product, we send students home with a process they can use to make all their products polished.

  Additionally, you will see award-winning performances from Bradley's speech team in a variety of different events from the high school and college level.

- Compare our price. We are affordable, at $850 for two weeks of coaching, instruction, room and board, and there are NO hidden charges or add-ons.

- Our coaches travel, judge, and coach on a national circuit. They know what other judges are looking for and can help you create it.

- We're the right size. Our team of top high school and college coaches will give you the personal attention you require, and teach you everything you need to know to obtain the results you want in forensics competition. You will find that at Bradley, we're the right size.

WANT MORE INFO?

Lee Ann Kriegshauser: Continuing Education (309)677-2377; leeann@bradley.edu

Dan Smith: Institute Director (309)677-2439; dan@bradley.edu

Or visit www.bradley.edu/continue
Show Me Forensics Institute at Truman State University

Individual Events
July 8-15, 2007
Extended Option, July 8-22, 2007

(Also offering sessions in Public Forum Debate and Lincoln-Douglas)

There are a lot of summer institute experiences in individual events across America, but what makes the Show Me Forensics Institute at Truman State University unique is the level of individual attention it provides. Our curriculum in individual events is structured around the needs of individual students.

All SMFI individual events students leave their experience with a primary event choice ready for tournament competition. Many students leave with more resources they can use for additional events. All students, regardless of emphasis, receive a broad-base of skills in interpretation and presentation, a new sense of competitiveness and professionalism, and a stronger desire to work hard and succeed. Our students work hard and get a lot out of their experience.

Students electing the two-week extended option can explore additional tournament-ready events.

SMFI's individual events session is directed by Don Crabtree, NFL's Vice President and a six-diamond coach, formerly of Kansas City, Missouri's Park Hill High School. As a national leader in forensics for several decades, Crabtree has participated directly in the creation and shaping of various events on the state and national level--both in individual events and debate. SMFI students leave the institute feeling they've learned not only about the dynamics of their chosen event, but about the effective practice of forensics as a whole.

Not interested in Individual Events? SMFI offers two-week workshops in Lincoln-Douglas and Public Forum Debate staffed with top-notch high school and college coaches. All of our programs are priced to be competitive!

For more information and registration visit: http://forensics.truman.edu/SMFI
660.785.5677 or kminch@truman.edu
Meet
Tyler Billman

Tyler is NFL's Regional Director. Tyler's office is located at the Western Kentucky University.

Tyler plays an important role in developing speech and debate in Alabama, Illinois, Indiana, Kentucky, Mississippi, and Tennessee.

As the Regional Director, Mr. Billman works on increasing memberships, developing workshops, fundraising, implementation of regional development, as well as motivating talented students and their inspiring coaches.

For more information, contact Tyler Billman at tyler@nflonline.org or call (270) 745-6340
Optimizing Outreach

Inside the WKU Regional Office

By Tyler Billman

The Concept
In its omnipresent drive to reach its members, the NFL had a vision to create regional development offices throughout the United States. The goal is to provide a link between local and regional NFL activity and the NFL National Office in Ripon, Wisconsin. In July of 2006 a pilot program was established by the NFL Executive Council and Western Kentucky University successfully became the first institution to host an NFL Regional Office. In this pilot Regional Office, WKU/NFL employs a full time staff member to assist District leaders in promoting NFL membership and increasing NFL participation in the region. The regional office staff acts as a liaison between member schools, administrators, parents, alumni, and the NFL National Office in Ripon, WI in an effort to promote forensic education and curriculum throughout the region.

The Goal
The primary goal of the regional development program is to provide stronger local support to specific regions of the United States. By creating effective coach education programs, communicating one on one with local leaders and administrators concerning the importance of forensics education and activities, and working closely with WKU, the NFL has worked with its members schools to increase their involvement and success with the NFL. Additionally, the NFL has increased its visibility in the southeastern region of the United States through close activity with area coaches and schools. Finally, Western Kentucky University has grown as a result of this pilot partnership through increased exposure and positive name recognition.

The Staff
In order for the regional development plan to succeed, the NFL had to find not only an institution that would supply office space and necessities, but also on-campus leadership. The pilot Regional Office would not be possible without the support and direction of Judy Woodring, the Director of Forensics at Western Kentucky University and Executive Director of the Kentucky High School Speech League Inc. In 1989, she was named the forensics coach for Western’s team. For the past 17 years she served the Commonwealth of Kentucky as the Director of Forensics at WKU as well as Executive Director of KHSSL. Judy was a three-time recipient of the Louisville Courier Journal’s Outstanding Educator, which to date is her proudest professional honor. Judy has been nominated for the Department Service Award and three times named to Who’s Who Among American Colleges. She has won numerous coaching awards, including: Bradley University - L.E. Norton Outstanding Coach of the Year, Indiana University Coach of the Year, Kentucky High School Speech League Hall of Fame, Kentucky Forensics Association (3 time) Coach of the Year, National Forensics Association National Committee for LD Debate (elected office), and President (3 times), Vice President (4 times) of KFA. Judy teaches courses in Public Speaking, Oral Interpretation, and Argumentation and Debate.

The Regional Office is coordinated and led by Tyler Billman. Billman is in charge of the day-to-day happenings at the WKU regional office, and has also coordinated the coach outreach workshops presented at WKU in December. No stranger to forensics, Billman has been involved with individual event speech competition for the past decade. As a competitor, Billman earned three state titles (IL), nine collegiate national finals, an Individual Events National Championship title, and was runner-up in individual sweepstakes at the 2005 National Forensic Association Tournament. In addition to his four years of high school coaching experience for both Harrisburg HS (IL) and Peoria-Richwoods HS (IL), Billman has been coaching for the WKU forensic team since 2005. Last year, Billman coached two state, two national, and three international championship performances. Currently, Billman is pursuing his Masters in Education (Student Affairs) at WKU.

In addition to the coordinator of the regional office, WKU has also generously provided an undergraduate assistant to help with regional office
needs. NFL alum Natalie Sintek fills this position with enthusiasm and heart. Sintek started her speech career in Minnesota where she was the only female to earn three consecutive MN state championships, a 2004 NCFL National Championship in Dramatic Performance, and a 2004 NFL National Championship in Humorous Interpretation. Her two years on the college forensics circuit have resulted in a World Championship in Duo Interpretation and Poetry Interpretation, eight national finals including a 2006 NFA National Championship in Duo Interpretation, and an Individual Sweepstakes Championship at the 2006 AFA national tournament. As a coach she has trained three NFL national finalists in Humorous Interpretation and an NFL semi-finalist in duo interpretation. This will be her third year coaching high school forensics.

The Success

Membership increase

A main goal of the Regional Office at WKU is to increase membership and district strength. Since opening its doors in August, the Regional Office has helped in increasing the number of member schools and has also played a role in communicating with administrators about starting new programs. In Kentucky, District Chair Steve Meadows along with the help of the Regional Office has increased state memberships by forty percent from last year’s statistics.

Workshop opportunities and coach development

Saturday, December 9, 2006 marked the first annual NFL Regional Leadership Conference. The conference ran in conjunction with KHSU’s Hilltopper Classic tournament. While some workshops highlight student learning, the NFL Regional Leadership placed a focus on coach education and development. The workshop had coaching workshops in Interpretation Events, Lincoln-Douglas, Congress, Extemporaneous Speaking, and Oratory. Furthermore, the conference included an administration seminar in an effort to make coaches more comfortable when dealing with their administrators as well as ways to raise funds. All sessions at the conference were led by speech/debate professionals as well as past NFL finalists. In addition to conference instruction, each participant in the NFL Regional Leadership Conference received an 80 page handbook with sample speeches, legislation, useful tips, and other teaching/coaching resources.

Student development

The WKU website lists strategic goals for its students, and many of these goals have been incorporated into the NFL regional office. One of the goals, increase student learning, is an essential part of forensics and an integral part of the NFL Regional Office. Starting in January, WKU is offering free coaching to any high school student in the region that is involved in competitive speech and/or debate. The staff members of the WKU Regional Office provide quality instruction including resources for scripts, help with topic selections and revisions, as well as performance coaching. The instruction is offered one day after school and lasts until every student has been coached. Western Kentucky University’s mission is to “prepare students to be productive citizens of a global society and provides service and lifelong learning opportunities for its constituents.” Not only do the efforts of the WKU Regional Office reflect that mission, but the University itself has demonstrated a commitment to this goal through the regional office by offering students the opportunity to experience the resources and programming of the NFL in their own backyard.

Outreach

The Regional Office Coordinator has been traveling to various regional and district tournaments this year. The NFL Regional Office staff has been utilized as guest speakers at local schools and has promoted NFL at state-wide conferences like the Illinois Speech and Theatre Association’s annual meeting and the College Personnel of Kentucky’s annual meeting. Also, the coordinator has been able to meet with administrators of various high schools, as well as attend WKU and local functions promoting NFL and the offerings of the Regional Office. The outreach that has been implemented throughout the beginning of this project has created rich relationships between new coaches and the NFL as well as a stronger interaction between area high schools and WKU.

Implications

The WKU Regional Office of the National Forensic League has yielded marked success in the areas of membership recruitment, student and coach development, and training opportunities. The concept of a Regional Office has been shown to thrive in application, and should be considered as a way to increase NFL outreach throughout the United States.
Kentucky students discuss the upcoming District Tournament.

Tyler in Action

Tyler poses with members of Lafayette High School (KY) Speech Team.

Katie Greenwell from Bethlehem High School (KY)

Hanging out waiting for award ceremony to begin

Photos provided by Sheryl Hagan-Booth and the WKU Talisman
NFL Regional Office Connection
Forensics is more than an activity; it's a lifestyle, an adventure, a heartbeat. Those who participate bear the fruits of their labor for the rest of their lives; poise, respect, community. Forensics is where minds meet and mingle and where fears are faced and flattened. It is a training ground for the leaders of tomorrow. I believe that—without our consent—speech and debate permeate us and changes us forever. Why?

Because forensics is more than words, it is more than ten minutes of undivided attention. It is an idea: the idea that a voice is the most powerful tool a person can possess; an idea that who students are today is so small compared with who they could be tomorrow; an idea that success is always the result of something bigger. It is this idea that drives me to volunteer, to coach, and to work for the NFL Regional Office. I want high school students to find what I found in forensics... a voice. The NFL Regional Office strives to connect speech programs from all across the country to a community that reinforces academia and opens doors to the world. I work for the NFL because I believe in this idea, and because forensics is still my heartbeat.

At WKU, we have long recognized the impact and value that a quality forensics program can have on the learning and lives of students. While the demands on our forensics coaches and students are many, we have always placed a priority on working with area schools to encourage and support wider participation in forensics. Having the NFL Regional Office on our campus gives further visibility and support to reaching even more students who can benefit from participation in these important events.

The opportunity for WKU to host this NFL Regional Office is viewed by all of us at Western Kentucky University as a significant recognition of the quality of our program and the high regard for it nationally. At the same time, it has provided the university with the opportunity to reaffirm the strength of our commitment to sustaining and nurturing forensics both within the university and throughout the region. As a part of our partnership with NFL, we have been particularly pleased to be able to sponsor more than $15,000 in scholarships for national champions and finalists in a number of different event categories.

The rich history of forensics at WKU and the outstanding work of our students and coaches is a source of great pride for us. The national and international achievements of the Forensics Program at WKU are important in defining the uniqueness and quality of WKU as “a leading American university with international reach.” The dedication, talent and hard work of our students and our coaching staff are exceptional and create a supportive and enhancing environment for the NFL Regional Office. At the same time, the NFL Regional Office compliments the goals and environment for us as well. We both value forensics training as one of the most valuable experiences that a student can have to prepare them for whatever future career choices they may pursue. WKU’s Forensics Program is a part of our state’s Program of Distinction initiative, which recognizes programs of national distinction and highest quality. We are pleased to have been given the opportunity to have a significant national organization choose to honor us with their presence on our campus, and we believe the association is a mutually beneficial one for the university, the organization, and most importantly, for students who will benefit.
Dr. Randy Patterson
Mississippi District Chair

It was one of my best holiday gifts because it was unexpected for the most part.

It worked this way: Just before I left Mississippi to visit my family in Kentucky, I had an idea. I would call Tyler Billman at the NFL Regional Office at Western Kentucky University and see if he would be in Bowling Green at any time after Christmas. If perchance he would be, then I could detour by WKU, meet Tyler in person, and check out the Regional Office. Tyler had given the district chairs in the region a standing invitation to visit, so I would take him up on his hospitality. Tyler answered his cell phone the first time I called, he would be in town on one of the days when I could travel back to Mississippi, and we worked out a time of day when we could meet.

My gift turned out, of course, to have three significant parts. After I had met Tyler and had become acquainted with his abundant enthusiasm and energy and had seen the impressive layout of the regional headquarters, I began to get really excited about the whole phenomenon of an NFL Regional Office as a very significant symbol. It was a sign, a major acknowledgment that we folks at the crossroads of our states really do matter in the national panorama of the NFL. When I learned later from Steve Meadows, the Kentucky District Chair, of how active Tyler has been in recruiting new NFL schools, my symbolic meaning turned into real substance.

I found the second part of my gift when Tyler began to tell me about a very basic Speech and Debate handbook that he and Scott Wunn are producing to help new coaches start a program from scratch. “Aha, Technical Assistance not far from home,” I thought, “a capital idea!” My notion was confirmed later when I was sharing details of my visit with Charles Oakes, Tennessee District Chair, and Jay Rye, Alabama Chair. Like me, they had several stories of how often they get calls from local schools and their Speech teachers asking, “How do I begin a Speech and Debate program?” The Regional Office could help us answer that question in a really practical, meaningful, maybe even hands-on way.

The third component of my gift was a hope, a suggestion to Tyler—that the Regional Office might develop a clearinghouse function of schools needing coaches, of coaches wanting employment, of colleges and universities that have Speech Communication majors who might want to become coaches. I certainly plan to retire before another decade rolls around, and I am already becoming uneasy about where the next generation of Speech and Debate coaches will come from.

So affirmation of those of us who toil in the local vineyards across the country, a source of basic and also technical information on how to do our activity, and some hope for how we might secure the future of our activity: those are three significances for me of our NFL Regional Office, a splendid innovation!

Dr. David Lee
WKU Dean of Potter College of Arts & Letters

Western Kentucky University is delighted to have an NFL regional office on our campus. We’re an ambitious university, and we work hard to recruit students who are talented, focused, motivated, and ready to commit themselves to having an impact. Here at WKU, we’ve learned that is a pretty good description of the kind of student who participates in Forensics. We’re extremely proud of our Forensics Program. We’re proud of their achievements and their championships, certainly, but we’re even prouder of the students the program brings to our campus. Their energy and their commitment are a big part of what makes WKU such a dynamic learning environment. These students are determined to be the best, and they push the rest of us to strive for excellence as well.

We see the NFL as a valued partner in building these special opportunities for students. The NFL is committed to recognizing excellence in student achievement, and it provides resources for the teachers, administrators, and parents who work to make that achievement possible. WKU has a similar mission. As a public university funded by the people of Kentucky, we’re working to support the community that nurtures us. The NFL tradition of “Training Youth for Leadership” is right at the heart of what we intend to be as a university. We want our students to be leaders in Kentucky and beyond well into the 21st century. A successful university provides students with plenty of opportunities to learn outside the classroom as well as inside it. Forensics is a great example of those other opportunities for learning.
In short, the NFL is about building a community of excellence for students. That's a powerful message, and it's central to what we are working to achieve here at WKU. The NFL and WKU are natural partners in supporting student achievement, and we are very good neighbors indeed here on the WKU campus.

**Chris Stepp**  
Hoosier Crossroads District Chair (IN)

Do you have fewer hours in your day than needed to accomplish all your tasks? Do you have new members of your district that you never see, but want to help? Maybe you just need another judge at Debate Districts?

I have all of that and more rolled into one with my Regional NFL Representative, Tyler Billman. You should get one— not mine, of course, we Hoosiers want to keep him.

Tyler is a hands-on rep. He came to some Saturday meets to greet and chat with the NFL speech and debate schools across my state. When he first told me he was coming, I thought "Is Big Brother coming to watch?" I couldn't have been more wrong. We were scrambling to find a judge who had not showed for a round of debate, and Tyler offered to take the round. The next time I saw him, he was in the speech tab area introducing himself, listening to coaches, and asking questions. This helped me as a chair because when I asked him to email some coaches and offer help, in a way that I could not, they remembered meeting him. Tyler made a really caring impression on us. It didn't hurt that he even managed to throw in some complements about participation in our state.

Tyler is a sounding board who helps me come up with answers. Sometimes I need a person who has no vested interest in my district to listen to concerns, and offer a suggestion. For instance, our district is not rich. However, we committed ourselves to purchasing and using The Joy of Tournaments for our district meet, which by the way is wonderful. This yearly cost will be harsh for us because within a two-week period these same schools will pay hefty fees to our state tournament. I told him we needed to find money. He didn't say, "Chris get out there and find your own money-- look for sponsors." Tyler is helping us. That is a God-send for me personally, and my district.

I am sure Indiana is not the only state out here who is struggling. If you are lucky enough to get a Rep (remember, I'm not offering you mine), I hope you use that resource in whatever capacity you need: sounding board, money finder, cheerleader, butcher, baker, candlestick maker, or just a quality district judge.

**Seth Peckam**  
2006 NFL Exttemp finalist and WKU student

When my high school speech career came to a close and I began to prepare for college, little did I know the organization that provided me with opportunities for the previous four years would continue to play a role in my life. As host to the regional office of the National Forensics League, Western Kentucky University Forensics continues to provide a tangible connection to my former high school speech activities. Tyler Billman serves as the regional coordinator and his office is located mere seconds from where I practice and study every day. As a former NFL competitor, I am pleased that my university proactively takes steps to enrich high school forensics in surrounding districts. This past December, NFL in conjunction with WKU offered a free high school forensics workshop to students and coaches alike. It's good to know that after all I've gained from my involvement with competitive speech, WKU and NFL provide avenues in which I can give back.

To learn more about the NFL Regional Office, contact Tyler Billman at tyler@nflonline.org or call 270-745-6340
December 9, 2006 marked the NFL Regional Leadership Conference at Western Kentucky University. NFL Regional Director, Tyler Billman, along with the help of Natalie Sintek, Judy Woodring, and the administration at WKU, organized the event.

The conference was attended by Kentucky High School coaches. Among the speakers were NFL alums Liz Mullins, Lydia Nelson, Saeed Jones, Joelle Perry, Jessica Furgerson, Logan Scisco, Nicole Hawk, Stephanie Patterson, and NFL's Coordinator of Membership Services, Heidi Christensen.
Having A Swell Time

Hosting the First NFL Regional Office in Our District

By
Steve Meadows
Danville High School
Kentucky District Chair

Swell.

That was the word for it when I discovered that Kentucky would host the first NFL Regional Office and that as the Kentucky District Chair, the new Regional Director would work closely with me.

As a longtime interp coach, I can tell you many ways to say that word:

Swell
(translation: I’m delighted to have some help! Let’s put on a show in my dad’s barn while we’re at it!).

Swell
(translation: Great. Somebody else to have to work around to get anything done. Exactly what I need.)

Swell
(translation: Super. We must be in bad shape if we’re the first to get the big helper. This is like being a Kentucky school in crisis. For God’s sakes, Ripon, leave this child behind. Go pick on Randy or Jay.)

I’m happy to say that none of these interpretations are correct. Having the Regional Office in your backyard is great. As Tyler Billman’s hometown colleague, I’ve enjoyed talking with him about how to implement Regional Office initiatives for the first time. It has been an honor to support new concepts and programs generated from the regional office such as a “District Coach of the Year” award, a comprehensive coaching workshop held at WKU, and a mentoring program for new coaches. Serving as a “sounding board” for an organization that I love has been a great experience. The establishment of the NFL Regional Office at WKU has made me feel better about the future of Kentucky NFL than I have felt in a long time.

Aside from my own joys in being part of NFL history, you may be wondering, “What does a Regional Office do for a district? Here’s what it’s done for ours:

- Persuaded schools we didn’t have before (or who had left us years ago) to affiliate.
- Offered a fine coaching workshop that was useful for old and new coaches alike.
- Raised awareness of NFL throughout the state.
- Provided opportunities for extra coaching for any school in driving distance of the office.
- Guaranteed some help securing judges (especially debate judges) and other swag for our District Tournament in late March.

You have to admit — that’s pretty swell.
Florida Forensic Institute
National Coaches Institute
July-20-August 3rd
Ft. Lauderdale, Fl.
**Exciting Extension Opportunities Unique to FFI**
** Aug. 3rd - Aug. 6th**
• New – One Week Option •

The Florida Camp With Over A Decade of Invitational and National Champions!

Congress, Interp, PF, LD, Extemp and Oratory
Confirmed Staff Include:

Tommie Lindsey, Logan HS
Bob Marks
Lisa Miller, Nova HS
Randall McCutcheon
Jason Kline, Myers Park, HS

Our staff, small labs, supervised hotel accommodations, and superior research facilities set us apart. Our emphasis is on labs headed by adult coaches, focusing on education- leading to competitive success.

Join us for an FFI championship summer in 2007!

Go to www.FFI4n6.com for specific program information, additional faculty, application materials and exciting details!!!
29TH ANNUAL
SUN COUNTRY
FORENSICS INSTITUTE

Workshop in Policy Debate,
Lincoln Douglas Debate,
Public Forum
and Individual Events
July 15-28, 2007

"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

PRE-WEEK POLICY SCHOLARS WORKSHOP July 9 - 14, 2007
Cost: $315 includes room, board, lab fee and t-shirt (Commuters $170)
Features: case construction, negative positions and round robin tournament

THE PROGRAM — The Policy, LD and Public Forum programs offer an interactive learning environment 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.

IF OPPORTUNITY — Choose either Policy Debate or Lincoln-Douglas Debate or Public Forum and receive instruction and practice in individual events for no additional cost.

DIVERSIFIED STAFF — Stan Banks (Bingham High, UT); Carol Barella (Bingham High, UT); Josh Bentley (Lone Peak High, UT); Chris Cooke (Idaho State); Gus Eyzaguirre (Michigan State); Micah Heaton (Idaho State); Cody Henrichsen (Riverston High, UT); Ryan Holguin (Rowland Hall, UT); Kami Kirk (West High, UT); Kirk Knutson (the Meadows, NV); Scott Mansfield (Lehi High, UT); Mary McConnell (San Diego High, UT); Melinda Murphy (Desert Ridge High, NM); Scott Odell (Idaho State); Mike Shackleford (Pepperdine, CA); Marianne Young (Logan High, 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, refutation, rebuttal reworks, delivery, and practice.

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

PUBLIC FORUM — Lectures and labs focus on current events, crossfire cross examination skills, argumentation, clash, refutation, persuasion, and practice.

IE — Lectures and practice for all NFL events.

12 CRITIQUE D ROUNDS

RESEARCH FACILITIES

Dixie State College features a “state of the art” computer lab.

- Each student will have internet access including LEXIS-NEXIS and EBSCO
- The institute library will contain over 300 books from the University of Utah Library.
- All evidence is shared.

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

ATMOSPHERE — SCFI provides a safe environment where students will feel connected to the staff and other students.

COST

$625 includes room (apartments, air conditioned, pool) and board (lunch and dinner)

If traveling fly in/out of Las Vegas, NV

$360 for commuters (no room and board)

Lab Fees (maximum): Policy $65 / LD $35 / Forum $25

COACHES WORKSHOP
July 15-21, 2007

Coaches will receive lesson plans and training for Policy debate, LD debate, Public Forum and all NFL individual events.

COST

$385 includes room and board · $245 for commuters
The 6th Annual
International Summer Debate & Citizen Journalism Institute
United World College of the Adriatic / Duino, Italy. July 2 - 21, 2007

Earn up to 6 college credits while you study:

For High School Students Only:
- Extemporaneous Speaking
- Learning English Through Debate
- Lincoln-Douglas Debate

High School Graduates Only:
- Coaching Speech and Debate

Open Enrollment:
- Advanced Argumentation and Rhetoric
- Art as Advocacy
- Citizen Journalism
- High School Lincoln-Douglas Debate
- Italian Culture
- Creative Arts & Technology: Digital Photography & Internet Radio Production

The Site
The Institute is located on the spectacular grounds of the United World College of the Adriatic, atop a cliff overlooking the Adriatic Sea in the historic town of Duino. The campus offers opportunities for swimming, hiking and other outdoor activities. The beach is just a short walk away and Trieste, Venice, and Slovenia are all nearby, with visits built into the curriculum!

The Curriculum
This summer, IDEA joins forces with Bloomfield College to offer college credit and an expanded three-week curriculum that now encompasses Citizen Journalism and Creative Arts & Technology. In our language and debate classes, you will work at your own level to improve your English language skills while learning the art of debate. In our journalism and media classes, you will not only learn how to become an effective reporter, but how to use the latest technology to broadcast your efforts over the Internet. In Art as Advocacy, you'll explore using various art forms to express political content. And, finally, in Italian Culture, you'll immerse yourself in the artistic marvels of the region as preparation for field trips to such centers as Venice and Trieste.

Instruction in all courses is in English.
Eligibility

High school students (age 14-19) of advanced standing may also apply. High school students will reside in a separate dormitory with adult supervision. They may enroll in the college level courses and receive college credit.

The institute welcomes college students in good standing, as well as recent college graduates.

College students interested in attending both Duino and the IDEA Youth Forum, in the Czech Republic, will be assisted in making travel arrangements. For high school students, chaperoned travel arrangements will also be made.

College Credits

College credit is available through co-sponsor Bloomfield College (www.bloomfield.edu) and is included in the tuition costs. Students taking the full-time load earn 6 credits; students taking only the speech / debate offerings or only the citizen journalism / media offerings would earn 3 credits.

Payment Details

The price of $1,800 USD includes room, board, research materials, excursions to Trieste and Venice, and pick up and drop off from the Trieste airport or train station. Travel to and from Italy is not included.

A limited amount of financial aid will be made available.

Application

An online application is available at:
www.idebate.org/duino2007

Educational Director
Lisa Rabinowitz
Bloomfield College
Email: Lisa_Rabinowitz@bloomfield.edu

IDEA Coordinator
Arinda Lathrop
Email: alathrop@idebate.org
Lincoln Douglas Debate

Universal Human Rights Theory, and It's Applicability to Lincoln Douglas Debate

Importance of Theory in Formulating Cases and Arguments within LD

By
John Helsel

Human rights permeate the discourse of virtually all subject matters, extending across political and cultural divides to create a dialogue that is as varied as it is large. Paul Marshall (1992), of the Institute for Christian Studies, noted that:

"Perhaps the most common contemporary way of addressing normative political issues is by the language of rights and human rights. Issues as diverse as race, abortion, torture, terrorism, language, international trade, the status of women, starvation, political freedoms, sexual orientation, court procedure, medical practice, AIDS, and the treatment of aboriginal peoples are addressed in terms of rights."

Human rights are present in all forms of debate, most notably in Lincoln Douglas. Almost every resolution throughout the normal year posits some form of rights clash. For instance, the 2006-2007 topic list includes violent revolution, the humanitarian aid topic, and above all, the UN's obligation to protect human rights above national sovereignty have strong. To debate these topics well, it becomes necessary to formulate a rights theory that can be cogently articulated and presented throughout a round.

I. Defining human rights.

Human rights are a nebulous, almost ethereal concept. What are human rights? They have been defined in several ways over the years. Some of the most useful work on human rights includes that by John O'Manique (1990), the Distinguished Research Professor at the Norman Paterson School of International Affairs, Carleton University, who stated:

"This concept of human rights, like traditional concepts, is essentially normative, based on a fundamental principle of the evolutionary process, and each such basis is founded on a foundation that, unlike moral systems or attitudes, is not itself a human creation. A human right is a person's moral claim to which is needed for his or her development and is based on the universal belief that development is good." (Emphasis added.)

The idea of what the normative base should entail was examined by H.L.A. Hart (1955), former professor of jurisprudence at Oxford University. Professor Hart identified two specific natural rights and formulated a further justification for those rights:

"If there are any moral rights at all, it follows that there is a least one natural right, the equal right of all men to be free...I have two reasons for describing the equal right of all men to be free as a natural (emphasis in original) right; both of them were always emphasized by the classical theorists of natural rights. (1) This right is one which all men have if they are capable of choice; they have it qua men and no only if they are members of some society or stand in some special relation to each other. (2) This right is not created or conferred by men's voluntary action."

Human rights are further differentiated from civil rights, because they are inalienable and not subject to the state's approval or rejection. Human rights cannot be taken. We cannot give up, trade, or otherwise reject our human rights. In contrast, our civil rights are purely legal constructs and depend on the dictates of the state for their protection (Donovan, 2001).

II. The western, liberal origins of rights theory.

This current conception of human rights has its origins in the western liberal enlightenment tradition. It is important to understand the specific limitations that are imposed when considering human rights as an argument. Specifically, Western rights theory is founded upon the idea of theistic or rationalistic conceptions of a Supreme Being from which all rights stem. Human rights, then, are only discovered as an out-growth of the investigation of Natural Law, which was the foundation of the Enlightenment (O'Manique, 1990). The creators of this theory, including Locke, Rousseau, Hobbes, Montesquieu, and Jefferson, all followed this liberal tradition in their formulations. And, as would logically flow out of the concept that human rights are a western ideal, those rights are enshrined predominantly within western legal and political works, such as the French Declaration of the Rights of Man and the Citizen, the Declaration of Independence of the United States, and the Constitution of the United States. These seminal works laid the groundwork for justifying revolutions both against a foreign colonial power and against an exploitative monarchical power structure.

This limitation of human rights to political and legal documents of this kind is another defining factor of human rights.
Will not make you a better debater.

We believe that debaters should not complain about judges when they lose, and instead should work to improve their own abilities to adapt to all sorts of judges.

To this end, it is no wonder that VBI Alumni have won the following:


Oh. And did we mention we didn’t raise our prices and cost less than other comparable national Lincoln Douglas debate institutes?


www.victorybriefs institute.com

2007 Victory Briefs Institute
Session I: Loyola Marymount University
2 week session: July 14 - July 27
3 week session: July 14 - August 3

Session II: University of California Los Angeles
2 week Sept/Oct Prep Session: August 11 - August 24

The Coaches Institute
In conjunction with session I: July 14 - July 27

The Victory Briefs Institute is hosted by Victory Briefs, LLC:
2811 Wilshire Blvd Suite 590 Santa Monica, CA 90404
310.453.1681 | www.victorybriefs.com
For questions, please contact Mike Bietz, Managing Director:
bietz@victorybriefs.com

Since 2000, over 1400 LD debaters have participated in programs hosted by the Victory Briefs Institute. These debaters have represented national, regional and local circuits from:

Victory Briefs Institute 2007. Without Parallel
theory. They focus mostly on the civil rights that individuals hold as trumps against the government. O'Manique (1990) explains that western conceptions deal only with the struggle of individuals against states, not interpersonal rights.

"The basic concern would seem to be that the Western concepts tend to recognize only civil and political rights. Eide, for instance argues that "the notion of human rights is intimately linked with the notion of state" and makes sense only in this context...In this Western adversarial and political context - the struggle between Liberty and Authority, as John Stuart Mill put it - the essential rights are those which protect the individual from the State..."

A conception of rights as a check against the state can be extremely useful in analyzing most resolutions, because the writers of the topics often assume adversarial frameworks in which rights come into play. For instance, this year's proposed topic, "On balance, violent revolution is a just response to political oppression" phrases the contest of individual human rights against a dictatorial conception of the state. The topic examines the foundation of American cultural heritage and an outgrowth of the American narrative of struggle and revolution.

III. Cultural Relativism as a critique of Western human rights theory.

The concept of cultural relativism is defined by Jack Donnelly (1984), the Andrew Mellon Professor at the Graduate School for International Studies, University of Denver, as:

"Cultural relativism is an undeniable fact; moral rules and social institutions evidence an astonishing cultural and historical variability. Cultural relativism is a doctrine that holds that such variations are exempt from legitimate criticism by outsiders, a doctrine that is strongly supported by notions of communal autonomy and self-determination."

This idea that cultures cannot be condemned by outsiders leaders to one of the greatest and most persuasive criticisms of human rights theory. It confines itself to a western worldview and attempts to perpetuate it onto different cultures are merely attempts at thinly veiled imperialism. Heiner Bielefeldt (2000), professor at the University of Bielefeldt, explored the argument behind cultural relativism, citing the most prevalent attack on universal human rights:

"Human Rights: A Western Construct with Limited Applicability is the polemical title of an article by Pollis and Schwab, two representatives of cultural relativism and most outspoken critics of universal human rights. Pollis and Schwab argue that since human rights originated historically in Western Europe and North America, they are essentially connected -- and indeed confined -- to the cultural and philosophical concepts of the Occidental tradition."

The writings of these two authors have condemned human rights, even going so far as to claim that human rights are "rejected, or more accurately are meaningless, "inapplicable," and "irrelevant" (Donnelly, Jun. 1982), and these statements are just the tip of the iceberg. Rejecting adversarial conceptions of rights has left cultural relativists claiming that states and international bodies must respect cultures that operate in a different manner, e.g. tribal cultures. Alternative culture-derived rules protect members to the same degree; they just rely on a conception of social responsibility and reciprocity in interpersonal power relationships. Donnelly (1984) explains this conception, without endorsing it:

"In traditional cultures - at least in the sorts of traditional cultures that would readily justify cultural deviations from international human rights standards - people are not victims of the arbitrary decisions of rulers whose principal claim to power is their control of modern instruments of force and administration. In traditional cultures, communal customs and practices usually provide each person with a place in society and a certain amount of dignity and protection. Furthermore, there are usually well established reciprocal bonds between ruler and rules, rich and poor."

This indictment of Western idea of human rights can certainly be an effective argument on numerous targets next year, as most do not specify the United States as a limiter. For instance, this can be used as a defense of national sovereignty in the United Nations topic cited in the opening paragraph. The argument could go something like this:

1) Every culture has different values and conceptions of rights and their functions.
2) The United Nation's conception of human rights is flawed in that it is western in origin, and does not recognize that many social structures that do not recognize rights qua rights still provide those same protections through social relations.
3) The use of human rights to indict and as a justification to meddle in national sovereignty will cause the loss of culture within those societies and will upset a social order that protects its citizens.

Thus it can be seen that the protection of rights is not necessarily a good thing, but instead an extension of Western imperialistic ambitions.

IV. Universalism versus cultural relativism.

Despite these claims that western conceptions of human rights have no true applicability outside of Europe and North America, there is a large body of evidence that creates a solid foundation to justify a universal conception of human rights. The most obvious is the body of international accords recognizing human rights, such as the United Nation's Universal Declaration of Human Rights (1948), the Convention on the Prevention and Punishment of the Crime of Genocide (1951), the Convention on the Elimination of All Forms of Racial Discrimination (1969), the International Covenant on Civil and Political Rights.
Summer Of Champions 2007!!

TCDG on the Campus of Concordia University in Austin, Texas

Three Week Policy Debate: July 22-August 10
Lincoln Douglas Debate: July 29-August 10
National Teacher Institute: July 29-August 3 (NFL Scholarships Available)
One Week Policy and Lincoln Douglas July 29-August 3

Email: info@thechampionshipgroup.com
Web: www.thechampionshipgroup.com

"Developing Champions One Round at a Time."
www.Debate-Central.org

A special project of the National Center for Policy Analysis

Debate-Central.org is your one-stop-shop for completely free materials on the CX and LD debate topics. It is ideal for both new and seasoned debaters.

More than 2,000 organized links to articles, essays, studies and other resources.

Evidence cards cut and ready to be used in rounds.

Topic analysis and background papers from public policy experts.

A debater's forum bulletin board where you can communicate and share ideas with other debaters.

Debate Central Newsletter
Sign up for our newsletter at the bottom of www.debate-central.org to stay updated on the new materials we post each week.

Debate-Central.org is sponsored by the National Center for Policy Analysis, a non-profit public policy research institute based in Dallas, Texas. The NCPA seeks free-market solutions to public policy problems.

National Center for Policy Analysis Corporate Office: 12770 Coit Road, Suite 800, Dallas, Texas 75251,
Phone: 972 386-0272, Fax 972 386-0924
Why **YOU** should be in Denton for the **Mean Green Workshops**

- Unbelievable staff! Period.
- Incredible student-faculty ratio: **4 to 1** with **231** students in 2006!
- Library system designated a major research library by the U.S. Department of Education (5.5 million cataloged holdings!)
- Computer lab access at one of **US News & World Report**’s “Most Wired” universities, including wireless access in every building on campus!
- New housing facilities for 2007 with Residence Director **Kandi King**!
- The only national level institute in the North Texas area!

**Policy Debate**

**Director:** **Dr. Brian Lain, University of North Texas**

Dan Lingel, Dr. Tracy McFarland, Kenda Cunningham, Calum Matheson, Jonathan Paul, Michael Antonucci, Ernie Querido, Jason Murray, Kavita Kannan, Julian Gagnon, Toby Whisenhunt, Kuntal Cholera, & Chris Agee

- **Scholars Sessions:** June 24-July 14, $2400
- **Kritik Lab:** June 24-July 14, $2100
- **Two Week Session:** June 24-July 7, $1400
- **Skills Session**: July 14-July 21, $800
  
  *1 on 1 coaching; 18 rounds in ’06. For all levels!

**Lincoln-Douglas Debate**

**Director:** **Aaron Timmons, Greenhill School**


- **Two Week Session:** June 24-July 7, $1400
- **Three Week Session:** June 24-July 14, $2100

**Student Congress**

**Director:** **Cheryl Potts, Plano Senior High School**

Two Week Session: June 24-July 7, $1400

---

Watch for updates on our website! No Application Fees!

[www.meangreenworkshops.com](http://www.meangreenworkshops.com)

For more information write Institute Director **Jason Sykes** at: director@meangreenworkshops.com
Lincoln Douglas Debate

(1966), etc. ad nauseam.

This body of international law stands in direct refutation that humans have relative value. Article 1 of the Universal Declaration of Human Rights claims that, "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

The idea that humans have no intrinsic worth has been refuted numerous times. Donnelly (1984) noted that we reject "chattel slavery and caste systems" and have eroded the distinction between insiders and outsiders through the creation of a "cosmopolitan moral community" that recognizes universal rights. Evan Charney, professor at Duke University, even found activists in cultures that reject human rights still claim them as a protection against their state:

"Here is an excerpt from a speech by Fang Lizhi, one of China's leading dissidents and a key figure in inspiring the protest movement, delivered in Beijing on February 25, 1989, several months before the massacre in Tiananmen Square. It reads in part like a polemic against the 'cultural-interpretive' approach Bell espouses.

"As time goes on, we are arriving more and more universally valid concepts. Human rights aren't the property of a particular race or nationality. Every human being has from birth the right to live, to think, to speak, to find a mate. These are the most fundamental freedoms, a human being has. Every person on the surface of the earth should have these rights, regardless of the country he lives in... The validity of human rights does not depend on the particular culture involved. Cultural biases are fine if you are not asking questions of right and wrong. You can like whatever kind of food you want to and so can I. This is a question of preference, not truth. Taste can be altogether a function of a particular place. But truth cannot. Truth does not distinguish between localities."

Universal truth, as discussed by Fang Lizhi, is underpinned by the assumption that moral judgments are universal, and to allow a breach of that judgment would be to abrogate one's duty to uphold morality. As Donnelly (1984) notes, our membership in the "cosmopolitan moral community" demands that we apply our own standards in every case for, "moral judgments by their nature are universal, or at least universalizable."

Cultural relativism can also be criticized on the grounds that some of its proponents preach respect and tolerance for cultural differences as an excuse to deny both the western concept of human rights and the cultural protections that their citizens would otherwise be afforded. As Donnelly (1984) points out, the traditional culture and societal structures that could possibly have justified deviance from international human rights standards are often nonexistent, because the conception of the modern nation-state is not centered around that organization. Many claims of cultural relativism are made to defend the indefensible, the denial of human rights with no counter-protective. Donnelly (1984) notes:

"Therefore, while recognizing the legitimate claims of self-determination and cultural relativism, we must be alert to cynical manipulations of a dying, lost, or even mythical cultural past... Arguments of cultural relativism regularly involve urban elites eloquently praising the glories of village life - a life that they or their parents or grandparents struggled hard to escape, and a life to which they have not the slightest intention of returning. Government officials denounce the corrosive individualism of western values - while they line their pockets with the proceeds of massive corruption, drive imported luxury automobiles, and plan European or American vacations."

This can begin a foundation to form a theory of human rights that will allow a debater to support either side, either by upholding human rights through universalism, or through indicting rights through cultural relativism. For the United Nations topic on the protection of human rights, it would be strategic in the constructive to show that human rights are universal. Next, a debater should show that their protection against false claims by nations hoping to achieve dictatorial powers is of the utmost importance. This is because serving and protection all humans forms the root of the UN's obligations.

It is clear how important a theory of human rights is in formulating cases and arguments within Lincoln Douglas. By centering cases on a well developed theory, debaters are able to reassure judges of the validity of their meta-narrative and the importance of human rights in struggles for independence or have the tools to directly challenge and change the mindsets of judges through the arguments of cultural relativism.

(John Helsel is a Senior at Henry W. Grady High School in Atlanta, Georgia, and wrote this article as part of the Scholars' Program at the CDE Institute.

References
1. Their formulations differed in degree and language in that some discussed 'natural rights' or 'natural law' as opposed to 'human rights', but they differ in such a small degree that they still fall under the scope of this paper.
2. This legislation, along with the International Covenant on Economic, Social and Cultural Rights (1976), and the UNDHR form the International Bill of Rights.
Works Cited


Rostrum
Essay Contests for High School Students on Ayn Rand’s Novels

Anthem
For 9th and 10th graders

The Fountainhead
For 11th and 12th graders

Over $57,000 in prize money
472 prizes
Top prize: $10,000

Free classroom sets of books to teachers!

With the generous help of our donors and your local businesses, the Ayn Rand Institute is providing classroom sets of Ayn Rand’s novels, along with teachers’ guides and lesson plans, to high schools in the United States and Canada. If you are a teacher and would like to take advantage of this wonderful opportunity to teach Ayn Rand’s novels or if you would like information on our contests, please visit our Web site at www.aynrand.org/rostrum or write to essay@aynrand.org
GMIF 2007: George Mason Institute of Forensics
Creating
Great Minds in Forensics

July 19 - August 2, 2007

"I could tell you to go to GMIF because you have the opportunity to work with some of the best coaches in the country, and you do. But the true reason that you should attend GMIF is because the people you meet and the experiences you have create memories to last a lifetime."

- Eric Leist, 2006 NCFL National Champion in Oral Interpretation

What can you expect at GMIF? A Five Star Experience!

Guest Lecturers prominent in Politics and Theatre like Josh Gad, Three time NFL National Champion and star of the hit Broadway show The 25th Annual Putnam County Spelling Bee

Exciting Trips around the Nation’s Capital, such as: Live shows at the Kennedy Center for the Performing Arts, A tour of the National Mall and Monuments, The Capitol Steps, D.C.’s premier political satirists

A truly stellar Extemp program headed by the new Director of Extemp Jason Warren and featuring a brand new Extemp Scholars Program for advanced students

An extremely low Faculty to Student Ratio allowing for individual instruction, Plus an option to extend your studies for an additional three days with a Faculty to Student Ratio of 1:2

As the proud sponsor of the National Forensic League Coach’s Circle Award we offer a strong connection to students and coaches across the National High School and Collegiate Forensics Community

Because at GMIF, YOU are the star!

Look what GMIFers accomplished at St. Joseph’s Villiger Tournament:

Duo Interpretation
- 1st: Eric Leist &
  Kevin Frawley
- 2nd: Jen Barbera
- 3rd: A. Francomacaro
- 4th: Kevyn Reinholt

Extemp. Speaking
- 3rd: Michael Whatley

Oral Interpretation
- 5th: Tabitha Allen

Original Oratory
- 1st: A. Francomacaro

Declamation
- 6th: Robert Baldassare

Dramatic Interp.
- 2nd: Eric Leist

Plus 14 other Quarterfinal and Semifinal Placings!

Contact Information:
Dr. Peter Pober
PHONE: (703) 993-4119
FAX: (703) 993-1096
E-MAIL: ppober@gmu.edu
WEBSITE: http://www.gmuforensics.org/gmif
The Heart of New England
National Tournament in Individual Events

Celebrating over 30 years of coaching excellence, The Heart of New England unveiled its “Alicia Slavis Trophy”—a traveling trophy presented to the Congress Sweepstakes winner. This year's winner is Monsignor Farrell HS, NY.

On behalf of they Sysset foretmscale, much thanks for a spectacular experience. The Kids were on a high all weekend—and not because they did well. They caught the spirit of extraordi- nary and good natured competition of everyone involved in streamlining the tournament—their staff, the lectures they needes no providing about attending these and learned a lot, the accommodating shuttle bus and from the Lexington Debate Tournament and, of course, the Ritz's warm acceptance of its teenage clientele. The generous awarding of trophies of QUAL- ity sealed the deal.

And I thank you for a most pleasurable weekend for an adult. It should be clear to every coach/judge that you went out of your way to treat us as more (much more) than functionaries to judge rounds. This memento paperweight was an inspired touch. Everything about this tournament (again) reflects your zeal for the activity and your respect for its participants. Kudos.

Ejde Hadding, Syosset, NY

A special coach's reception was held in the Presidential Suite of the Ritz Carlton Boston Garden. Pictured below are Brothers Tom and John, Chaminade HS (NY); Alicia Slavis; Christian Brothers (NY) and William Cooper, Arthur L. Johnson HS (NJ).
Heart of New England
Public Forum Debate Round Robin

The only P&O Round Robin in the country, we name our prestigious award for Tim Avril, NFL Hall of Famer, who has dedicated himself to the perpetuation and the excellence of Public Forum Debate.

Champions: Defending Champions, Ramsey, Everglades, FL, and Dowling Catholic, IA await the final round battle decision.

The third HNE P&O Round Robin winners, Dowling Catholic, IA. Pictured left to right: Berna Koly, Tournament Director, Champions, Sasz Warin, NFL Executive Secretary, and Champion coach, Tim Shealt.

The Rice-Carlton Boston Common is the official hotel for the Heart of New England.

The Heart of New England lives in one simple philosophy: tournaments are about students and their education. The HNE offers 3 preliminary rounds in all events—a strong and deliberate push to offer contestants a large and marginal sampling of their event pool before there is a break to the outrounds; we offer lectures for coaches and students, we provide scholarships to all champions to be used by the swimmer or a member from his or her school; we provide an atmosphere of hospitality and collegiality where every student, every coach, every school is welcome and belongs. If you would like information, please email mcneil@sacredheart hs.org or blogshy@sacredheart hs.org. Here’s hoping you’ll join us in 2008.
Introduce and Practice Debate Skills!

Mastering Competitive Debate
7th Edition ©2005
An updated and comprehensive introduction to contemporary debate
A fresh new design and the most current information about all competitive debate formats make this text a must for your students. The content focuses on policy debate, with additional chapters covering Lincoln-Douglas debate, student congress, mock trial, parliamentary debate, and public forum debate.
Each chapter begins with student objectives based on National Communication Association standards as well as individual state standards. Clear examples and graphics throughout the text help debaters understand:
- debate history, theory, and ethics
- argumentation
- rebuttals
- defense
- flowing
- briefing
- traditional and electronic research

A Teacher Guide includes chapter activities for individuals, teams, or the entire class; chapter quizzes and answer keys; preparation for tournaments; grading strategies; sample ballots; and much more.

Lincoln-Douglas Debate
Values in Conflict
2nd Edition ©2000
The basics of Lincoln-Douglas debate for novice and intermediate debaters
The most complete introduction available on preparing for and participating in the Lincoln-Douglas (L-D) debate format, this text features short, well-designed chapters to move students through L-D analysis, case construction, and case defense procedures.
Students will learn about
- L-D theory
- the difference between L-D debate and policy debate
- values and how to choose and research value topics
- preparing cases
- developing rebuttal strategies
- improving delivery skills
A Teacher Guide features activities, additional Lincoln-Douglas topics, ballots, quizzes and answer keys, and much more!

Perfection Learning®
Perfect for Your Classroom
Call customer service or visit our Web site today for a FREE catalog and product samplers!
phone: (800) 831-4190 • fax: (800) 543-2745 • web: perfectionlearning.com
DEBATE

ANNOUNCING THE NEW SURVIVOR’S PROGRAM!!!
A six week long program designed for the best of the best to become even better.
The SURVIVOR’S program brings together the best minds from both sides of the
debate spectrum. Imagine what it will be like to learn from Sherry Hall of Harvard
and bill shanahan of Fort Hays State University. You may just get your wish.
Come learn what it is like to be a part of the super-group version of a national
championship college debate team, including:

SHERRY HALL
Harvard Debate Coach, NDT Champion Coach,
2005 National Debate Coach of the Year.

BLAKE JOHNSON
Oklahoma superstar in the running for TOP team in the COUNTRY. Winner of
both the Harvard and Wake Forest tournaments.

JAIRUS GROVE
Harvard Debate Coach, International Relations Fellow, Johns Hopkins University,
NDT semifinalist, 2nd speaker @ 2000 National Debate Tournament,
former Director Chicago Debate Commission.

SPEND YOUR SUMMER AT THE UTNIF AND GET
HARVARD EXPERIENCE AT A TEXAS PRICE!

PERSONAL TRAINING, NOT LONG LECTURES.
Unlike many camps you will not have to learn to sleep through hours of lectures
nor will you be left in the library for hours on end to fend for yourself. You will
be the focus of your lab leaders and the entire staff of the UTNIF. We believe in
small groups and practicum based skills work.

WE BELIEVE IN TESTING YOUR SKILLS.
We will give you the opportunity to implement everything you learn through
intense debates judged by highly qualified lab leaders.

YOU WILL BE DEFINING THE FUTURE OF DEBATE.
We do not believe in cookie-cutter arguments. You will master agent counterplans,
but you will win your first tournament on arguments developed here and nowhere
else.

USE ONE OF THE NATION’S TOP TEN RESEARCH LIBRARIES
There is not a topic which you can exhaust in one summer at the University of
Texas library system, which holds over eight million volumes.

TAKE HOME THE INSTITUTE IN YOUR POCKET.
We offer you the ability to take home all of the evidence produced from both
sessions of the camp in a digital format that costs less money than checking a tub.
SUMMER 2007 POLICY DEBATE PROGRAMS

Experienced Seminar Staff

Brian McBRIDE, University of Southern California via Northwestern, 3 time first round recipient for UT, coach 2003 NDT champion.

Dan LUXEMBERG, Harvard University, NDT Semi-Finalist, qualified to the NDT as one of the sixteen top ranked teams in the country TWICE. A former UNIF alum, we are proud to have Dan on board with us this summer.

JV REED, University of Texas, two-time NDT quarter-finalist, documentary film-maker and current assistant coach for the UT debate team and the Kinkaid School.

Nate GORELICK, Harvard via NYU, 2003 CEDA National Champion, PhD Student at SUNY Buffalo

Ricky GARNER, Former NYU debater, 2003 CEDA National Champion, PhD Student at SUNY Buffalo

Marathon Staff

Teddy ALBINIAK, San Francisco State University via Redlands, NDT (National Debate Tournament) quarterfinalist

Paul FLAIG, Northwestern University grad, NDT first round recipient, coaches at Bronx Science Academy, NY

Spencer JOHNSON, University of Texas elimination round qualifier, former Valley High School debater

Kate RITCHIE, UT-San Antonio via Tom C. Clark High School winning speaker awards and competing in elims in many tournaments.

Claire MCKINNEY, Director Brooklyn Debate Resource Center, assistant coach for the Kinkaid School, graduated Plan II honors

Laura NATHAN, Editor-in-chief INTHEFRAY magazine, NDT qualifier for UT, former coach of the Kinkaid School

Brian PETERSON, University of Chicago M.A., two-time NDT qualifier, 2005 NDT elim round participant, Assistant Director Chicago Urban Debate League.

Joel ROLLINS, PhD, Director University of Texas, 2001 National Debate Coach of the Year

Program Dates

<table>
<thead>
<tr>
<th>Survivors</th>
<th>Experienced Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 24-August 7</td>
<td>Session 1: June 24-July 15</td>
</tr>
<tr>
<td>Marathon</td>
<td>Session 2: July 13-August 7</td>
</tr>
<tr>
<td>June 24-July 12</td>
<td>Supersession: June 24-August 7</td>
</tr>
<tr>
<td>Plan II</td>
<td>Introduction to CX Debate</td>
</tr>
<tr>
<td>July 16-August 7</td>
<td>July 20-28</td>
</tr>
</tbody>
</table>

Marathon + Plan II | July 20-August 1 |
We invite you to join us for the 14th Annual UT National Institute in Forensics, and to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country. Just a few reasons why our students keep coming back year after year: incomparable education, superior resources, unmatched faculty, reasonable rates, tremendous alumni, and best of all—your summer in Austin, Texas!

Main Session: June 28-July 12
Naeglin Tutorial Extension: July 13-16

Passion... Elegance... Excellence

Our staff includes former high school and collegiate national champions and coaches of national champions from around the country, including coaches representing all eight of the top 8 collegiate speech programs of the American Forensic Association.

Some projected core faculty members for 2007:

- Randy Cox (UT), Deborah Simon (Milton Academy, MA), Casey Garcia (Mt. San Antonio College), August Benassi (Bradley University), Jason Warren (George Mason University), Mana Hamid (UT/Star Charter), Kristyn Meyer (UT/Illinois State University), Krist Barnet (UT/Star Charter), Saeed Jones (Western Kentucky University), Paul Davis & Ryan Hubbell (Arizona State University), Vic Silva & Erik Dominguez (Desert Vista HS, AZ), Neal Stewart (Kansas State University), Ken Young (Northern Illinois Univ), Jaime & Eric Long (Kishwaukee College & Northern Illinois Univ), Stephanie Cagniard (UT), Nicole Kreisberg (UT), Mia Poston (Bama), Bryan McCann (UT), Jeff Moscaritolo (George Mason), Katelyn Wood (Illinois State Univ), Erin Baird (West Texas A&M), Caitlin Mangan (UT), and Eric Cullather (UT) just to name a few—plus the rest of the University of Texas Individual Events Team, and more acclaimed coaches and faculty from Texas and across the country!
GMIF 2007

George Mason Institute of Forensics
Creating
Great Minds in Forensics

July 19 - August 2, 2007

http://www.gmuforensics.org/gmif

**Extemp**

- Extempers will be directed by Jason Warren in conjunction with Jimmy Ficaro, Michael Chen and Adam Johnson, Director of the MBA Round Robin
- Attend Lectures by notables like James Carville and Chuck Todd
- A new Extemp Scholars program offering theory and discussions for extremely advanced students
- Classes including World Affairs, Economics, and Political Theory

**Oratory**

- Orators will attend a performance like D.C.'s premier political satirists The Capitol Steps
- Tour Washington, D.C. and the National Monuments
- Attend Lectures including Argumentation, Topic Selection, and Verbal and Non-Verbal Delivery

**Interp**

- Interpers will attend live performances at the Kennedy Center like the Reduced Shakespeare Company's *All the Great Books (Abridged)*
- Select Pieces from our Extensive Script Library
- Participate in a Workshop in Movement, Rhythm, and Sound led by Two Slam Poetry National Champions
- View Performances by Past and Present National Champions

Contact Information: Dr. Peter Pober

PHONE: (703) 993-4119 FAX: (703) 993-1096
E-MAIL: ppober@gmu.edu WEBSITE: http://www.gmuforensics.org/gmif
GMIF Dates:
July 19-August 2, 2007
Extended Session:
Aug. 2-5, 2007
Coaches’ Symposium:
Aug. 1-5, 2007

Look what GMIFers are accomplishing this year:

Wake Forest Invitational
Champion in Original Oratory: Katherine Clayton
Plus 10 other final and semi-final placings!

Yale Invitational
Champions in Duo Interpretation:
Eric Leist & Kevin Frawley
Plus 28 other final, semi-final, and quarter-final placings!

University of Pennsylvania’s Liberty Bell Classic
Champion in Dramatic Interpretation: Aditya Basheer
Champion in Oral Interpretation: Kevin Frawley
Champion in Original Oratory: Anthony Francomacaro
Plus 32 other final, semi-final, and quarter-final placings!

3rd Annual Patriot Games Classic
Champion in Original Oratory: Anthony Francomacaro
Champion in Impromptu: Grant Diamond
Champion in Dramatic Interpretation: Eric Leist
Champion in Prose Interpretation: Eric Leist
Champions in Duo Interpretation:
Eric Leist & Kevin Frawley
Champion in Humorous Interpretation: Eric Leist
Plus 47 other final, semi-final, and quarter-final placings!

Faculty Includes:
- Debbie Simon, Milton Academy
- Tony Figliola, Holy Ghost Prep
- Brandon Cosby, Ben Davis H.S.
- Stacy Endman, Ben Davis H.S.
- Meg Howell, Albuquerque Academy
- Casey Garcia, Mt. San Antonio
- B. A. Gregg, Randolph-Macon
- Jimmy Ficaro, George Mason
- Michael Chen, George Mason
- Ashley Mack, Arizona State
- Paul Davis, Arizona State
- Jason Warren, George Mason
- C. Ryan Joyce
- Mike Hilkin, Univ. of Northern Iowa
- Michelle Hill, Illinois State
- Katelyn Wood, Illinois State
- Kris Barnett, Star Charter
- Joe Ferris, Seton Hall
- Jeremy Hodgson, George Mason
- Matt Johns, Seton Hall
- Roslyn Terre
- Jud Lewis, Eastern Michigan
- Ryan Hubbell, Arizona State
- Jessica Watkins, Univ. of Evansville
- Rikki Goldberg, Wesleyan Univ.
- James McGrath, St. Joseph’s Univ.
- Merry Regan, Univ. of Texas - Austin
- Mark Banks
- Plus, Al Bender, Duval Bodden, Rebekah Chatelleri, Sophia Chumpitaz,
  Mickey Cox, Matt Friedman, Tyler
  Fruge, Rowena Gasmen, S. R. Hilliard,
  Chrissy Kendall, Jeff Moscaritolo,
  Becky Shuster, and the rest of the GMU Forensics Team!
Ell Jacobs, Centerville, OH ** 7 bids to the TOC** MBA Champ

The small group curriculum at Miami allowed for personal interaction with the lab leaders, who were awesome. The lab leaders had various areas of expertise, which complemented each other very well - this was important to me as I use policy and critical strategies on both the affirmative and negative. I'd recommend this workshop to anyone who wants to succeed.

Alex Parkinson, Olathe Northwest, Kansas ** 5 bids to the TOC**

The staff at Miami taught me valuable lessons that I've used throughout my season. I've had a lot of success this year and I largely attribute that to the great instruction from the Miami Institute. I think that anyone who wants to win a tournament, become a state champion, or qualify to the TOC should sign up for the Miami Debate Institute right away.

Ovais Inamullah, Chattahoochee, GA ** 8 bids to the TOC**

The 35 days I spent at Miami were possibly the most educative and entertaining moments of my debate career. With the best faculty to student ratio of any camp I've been to, I received constant one on one attention with a multitude of brilliant debate minds including my lab leaders - Steve Mancuso and Dan Fitzmier. Besides helping me cut cards and learn arguments, they were instrumental in developing my speaking skills, which have helped me be in the top 10 speakers at 7 of the 8 national debate tournaments I have been to this year.

Ivie Okundave, Neenah, WI ** TOC Qualifier, State Champ**

The Miami debate camp is the best one I've ever been to in my seven years of participation. Miami's personalized instruction definitely improved my delivery, boosted my 2AR strategizing, and developed my research skills. Their national-class staff is incredibly dedicated. Now as a 2-time State champion, TOC qualifier, and EGR Champion, I am proud to be a Miami alumni.

Facebook Group: Miami Debate Institute
Debate
Where every debater is #1

POLICY PROJECT
JULY 1 - JULY 28
The POLICY PROJECT is a competitive 4-week program designed for students with two or three years of high school debate experience.

SOPHOMORE PROJECT
JULY 1 - JULY 28
The 4-week SOPHOMORE PROJECT is a special program for rising sophomores. This special 4-week program is designed to focus on the development of both basic debate skills and more advanced research and argumentation skills.

Learn the skills necessary to advance the causes you are passionate about!

FAST TRACK
JUNE 17 - JULY 28
The FAST TRACK is a six-week program designed for a select, limited group of experienced debaters. The group will receive much individual and highly focused attention.

Send your questions to debates@wfu.edu

ROSS SMITH,
Faculty Institute Director
Debate and Advocacy WORKSHOPS

Wake Forest University

For additional information about the institutes and how to apply:
www.wakedebate.org
336-758-6392

Activism

ADVOCACY SKILLS IN ACTION
June 17–June 30

PROGRAM DESCRIPTION
Each student arrives with their own campaign idea. Throughout the course of the two weeks, students will gain exposure to and experience using

Fundamental Advocacy Skills
- research
- argument analysis
- spoken and written communication

Faculty members will follow and constantly reassess each student's progress on their project.

A one-of-a-kind summer program for high school students who want to make a difference!

Email your questions to: advocacy@wfu.edu

National Debate Tournament Finalists, 2006
Economic Thinking Online

Learn economics for Debate and Extemp including economics of African development and public health in Economic Thinking Online Course. Learn economics; win debates.

Online Economics Course • $150 • Learn economics; win debates.

Online lessons, course materials, articles, video segments, and inexpensive books allow students to learn economic concepts and to apply them to the public health/Africa topic as well as extemporaneous speaking.

Join Gabriella Megyesi and Greg Rehmke online for the ten-week introduction to economics and political economy.

Course fee is $150. Videos online and via supplied DVDs, plus books & research articles.

For more information, see www.EconomicThinking.org

Gabriella Megyesi lives in Budapest, Hungary. She is Paul Heyne Fellow at Economic Thinking.

Greg Rehmke is Program Director at Economic Thinking, and provided economic analysis of debate topics for twenty years.

Economic Thinking

Over 10,000 speech and debate students have attended Economic Thinking programs.
University of Missouri-Kansas City
Summer Debate Institute
2007
July 22-August 4

Features
Hundreds of pages of evidence before the Institute even begins!
DVD including all group lectures and evidence.
Diversity of Curriculum: Our team of instructors have experience in a variety of high school debate styles including Missouri/Kansas style and national circuit style.
Low student-to-instructor ratio: Our team taught labs guarantee that the student/teacher ratio will be 8:1 or better.
Focus on Performance: Because we provide pre-camp evidence, we focus on improving your delivery style and execution. By combining research and presentation exercises, you leave the camp ready to compete and win.

UMKC Summer Debate Institute

Winning Tradition
Winning Commitment

Cost
$875 Residential
$475 Commuter

Great Staff, Great Price, Great Camp!

http://studo.umkc.edu/debate/summerinstitute.htm
Show Me Forensics Institute at Truman State University

SMFI
speech & debate

Public Forum Debate
July 8-22, 2007

Lincoln-Douglas Debate
July 8-22, 2007

Individual Events
July 8-15, 2007
July 8-22, 2007 (extended option)

For more information and registration visit:
http://forensics.truman.edu/SMFI
660.785.5677 or kminch@truman.edu
The people you know, in a new FORUM!

WELCOME TO THE NATIONAL SPEAKERS’ FORUM!

Summit Debate Enterprises, the parent company of the National Debate Forum and InterProd, is proud to introduce it’s newest summer offering to the forensic community! The National Speakers’ Forum, located at the University of Central Florida in Orlando, will offer exceptional instruction in Interpretation, Speech and Debate!

Initially Confirmed Staff

Jenny Cook, University School, FL
Minh A. Luong, Yale University, CT
Steve Schappaugh, Dowling Catholic, IA
Chris Wilgos, Holy Ghost Prep, PA
Ashley Mack, ASU, AZ
Kathi Wells, Winter Springs, FL
David Kraft, Trinity Prep, FL
Tim Sheaff, Dowling Catholic, IA
Jason Wysong, Trinity Prep, FL
Michael Graupmann, ASU, AZ
Emily Pechacek, Trinity Prep, FL
John Egan, Juilliard

2 Week Residential Program $1545
2 Week Commuter Program $895

NEW one week option available!
Check out the website for details!

June 29th - July 13th, 2007
University of Central Florida, Orlando, FL
www.SUMMITDEBATE.COM
The Samford University Debate Team presents

The 33rd Annual Samford Debate Institute


Sunday, 24 June 2007 to Saturday, 7 July 2007

- Residents: $1000 + $50 deposit
- Commuters with meal plan: $825 + $50 dep.
- Commuters without meal plan: $600 + $50 dep.
- Teachers: $200 + $50 deposit (housing additional)

Why come to Samford?

1. To attend an institute with a track record of success. Graduates have been in deep elimination rounds of every major national high school tournament, won NFL nationals, and one even won top speaker at the TOC. Alex Lamballe, who won NFL nationals while at MBA, wrote, "The Samford Debate Institute was instrumental to my interest and early success in high school debate. Its friendly learning environment and knowledgeable instructors provided a fun way to get a head start on understanding requisite skills and arguments for the upcoming season."

2. To get a great start in debate. At Samford, we make beginning debaters a priority. Coach Jeff Roberts of Mountain Brook High School, which won the Glenbrooks Novice Division this year, wrote, "The Samford Debate camp has played a key role in helping to prepare my students for the debate season. There is a clear advantage for my students who return from the Samford camp over their peers...I could not coach without Samford helping my students!"

3. To work with a national-caliber staff for a reasonable price.

- Policy Director: Dr. Ryan Galloway [has coached teams to the late elimination rounds of every major national college tournament in the country and is a "top five" judge on the national circuit]
- Lincoln-Douglas Director: Mr. Jay Rye [head coach of The Montgomery Academy, winner of 10 Alabama state championships, his LD debaters are highly successful across the nation]
- Public Forum Director: Mr. Ben Osborne [head coach of Vestavia Hills High School, has coached public forum teams to great success throughout the country]
- Coaching Director: Mr. Skip Coulter [Alabama Debate Coach Hall of Fame, successful coach from college to junior high and everything in between]

4. To learn and practice 21st Century debating skills. Samford emphasizes technology as a research, learning, and debating tool. If you want to further develop and utilize skills like document-mapping, "a skill that nearly all college debaters use to make briefs out of evidence from a host of Internet sources," Samford is the place for you!

5. To attend an institute that emphasizes debating. We guarantee 15 critiqued practice debates in two weeks because we believe that this is the key to improvement as a debater. We're told by debaters and coaches that our small student to staff ratio and our guarantee of 15 practice debates results in our institute students actually being able to debate something that seems to give them both confidence and motivation for the debate season.

For more information, please contact Ben Coulter at bbricolt@samford.edu or 205-726-2049. Or, visit our Web site at: http://www.samford.edu/debate/hf_institute_app.html

Samford University Debate
800 Lakeshore Drive
Birmingham, AL 35229
Phone (205) 726-2525
www.samford.edu/debate
Marquette University Debate Institute
July 22 – August 4, 2007

The Marquette University Debate Institute offers nationally competitive programs for all levels of debate experience. Successful high school and college coaches work with students in state-of-the-art research facilities to develop excellence in all areas of debate competition. Check us out at

www.mudebateinstitute.com

Two Week Policy Program –
The classic two week debate program, including intensive research, lab skill work with accomplished coaches, and a practice tournament.
(Residential - $1150, Commuter - $900)

One Week Policy Program – A shortened program including intensive research, and lab skill work.
(Residential - $850, Commuter - $700)

NEW!
One Week Public Forum Program – A new addition to the NUDI program! Students will develop skills and receive coaching valuable in this fastest growing form of debate. (Residential - $750, Commuter - $600)

For more information about our program, faculty, and facilities, you can find us at

www.mudebateinstitute.com
Since our launch on July 1, 2002, Planet Debate has grown rapidly. In less than five years, over 30,000 people have registered at our site. Hundreds log-on every day. Thousands have purchased individual products and site-wide subscriptions. We have established partnerships with leading debate workshops.

Our offerings, which originally focused exclusively on Policy Debate, have expanded to include Lincoln-Douglas, Public Forum, Extemp, and Teacher Instructional Resources.

Our growing economies of scale, our commitment to work only with other non-profits, and our elimination of costly "middle men," enable us to keep our prices very low. All of our print products are well-below market prices. Our subscription rates are impossible to beat. If you have 20 debaters on your squad, you school can gain access to every electronic resource at our site for $39.75/student 30 debaters? Even cheaper -- $26.50/student. That's less than most handbooks. We do not believe that you will find greater value for your money anywhere.

Sincerely,

Stefan Bauschard, President, PlanetDebate.com
Dallas Perkins, Director, Harvard Debate
Sherry Hall, Coach of Debating, Harvard Debate

Get Prepared, Get it All

phone: 781-775-0433    fax: 617-588-0283
2007-8 Order Form

**Gold** – Includes evidence database, CX Guide, Research Links, and Teacher Resources

- $329 single user
- $369 five simultaneous users
- $419 ten simultaneous users
- $469 fifteen simultaneous users
- $569 thirty simultaneous users

**Platinum** – Includes Gold plus LD

- $459 single user
- $499 five simultaneous users
- $539 ten simultaneous users
- $589 fifteen simultaneous users
- $629 thirty simultaneous users

**Ted Turner/Public Forum**

- $119 single user
- $129 five simultaneous users
- $139 ten simultaneous users
- $150 fifteen simultaneous users
- $175 thirty simultaneous users

**Lincoln-Douglas**

- $99 single user
- $109 five simultaneous users
- $119 ten simultaneous users
- $139 fifteen simultaneous users
- $199 thirty simultaneous users

**L-D with Kritik Answer Club** $199

**Teacher instructional resources** $99

**Extemp Bible** $25 single user

**Kritik Answer Club** $99

**Affirmative Club** $50 single user

**Negative Club** $50 single user

**Solvency Mechanisms** $50 single user

---

**Subscriptions (Cont)**

**Master**

- $795 30 simultaneous users
- Electronic Subtotal

**Print Handbooks**

Note: The evidence from all print books is available in the database. All print books can also be purchased as downloadable .pdfs and are available for Master subscribers.

<table>
<thead>
<tr>
<th># Price</th>
<th>Total Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40.00</td>
<td>Debater’s Research Guide</td>
</tr>
<tr>
<td>$40.00</td>
<td>Debater’s Topic Guide</td>
</tr>
<tr>
<td>$40.00</td>
<td>Politics Strategy Guide</td>
</tr>
<tr>
<td>$40.00</td>
<td>Population Strategy Guide</td>
</tr>
<tr>
<td>$40.00</td>
<td>De-development Strategy Guide</td>
</tr>
<tr>
<td>$40.00</td>
<td>Hegemony Strategy Guide</td>
</tr>
<tr>
<td>$40.00</td>
<td>Consultation Strategy Guide</td>
</tr>
<tr>
<td>$40.00</td>
<td>Public Health Starter Set</td>
</tr>
<tr>
<td>$40.00</td>
<td>Harvard Affirmatives #1</td>
</tr>
<tr>
<td>$40.00</td>
<td>Harvard Affirmatives #2</td>
</tr>
<tr>
<td>$40.00</td>
<td>Harvard Counterplans</td>
</tr>
<tr>
<td>$40.00</td>
<td>Harvard Disadvantages</td>
</tr>
<tr>
<td>$40.00</td>
<td>Harvard Kritiks</td>
</tr>
<tr>
<td>$40.00</td>
<td>Foucault &amp; Public Health</td>
</tr>
<tr>
<td>$40.00</td>
<td>Impact Cards</td>
</tr>
<tr>
<td>$40.00</td>
<td>Impacts Answers Book</td>
</tr>
<tr>
<td>$40.00</td>
<td>Kritik answer Volumes 1-5. $40/volume – Indicate volume #(s) and total price</td>
</tr>
<tr>
<td>$50.00</td>
<td>Policy Debate Text</td>
</tr>
<tr>
<td>$850.00</td>
<td>All books – shipping included with purchase of 20 or more books. Add $5/book shipping</td>
</tr>
</tbody>
</table>

**Electronic Subtotal**

Book print w/ship subtotal ____

**Total** ____

Name __________________________

Email (req’d) ______________________

Note: All order will be activated on Planet Debate member accounts as soon as they are received. Member accounts are free – register yours today!
The IDEA National Junior Forensic League National Tournament

Sponsored by the National Forensic League and the Middle School Forensic League
Hosted by Brentwood Middle School
June 29 - July 1 Greeley Central High School - Greeley, Colorado

Debate Format:
Lincoln Douglas Debate
Middle School Public Debate Program
Policy Debate
Public Forum Debate

Speech Events

Section A
Humorous Interpretation
Dramatic Interpretation
Prose
Poetry

Section B
Duo Interpretation
Impromptu Speaking
Extemporaneous Speaking
Original Oratory

A student may compete in one debate event along with two Section B events, or two Section A and two Section B events.

In scheduling your arrival, please note:
- Debate events begin on Friday morning and continue through Sunday.
- Speech events begin Saturday Morning and continue through Sunday.

Registration Fees:
School Registration Fees will be $725.
Registration will be $30 per student for up to two events, $20 per entry in each additional event. Registration fees include all applicable IDEA and NFL membership fees.
A full tournament manual will be released on February 1, 2007.

Registration will open on March 1, 2007.

For more information, please contact Aaron Fishbone at afishbone@ideabase.org, or visit IDEA website: www.ideabase.org
Public Health Assistance to Sub-Saharan Africa

An Exploratory Introduction to the Topic

By Stefan Bauschard

Introduction

After a number of close votes, an “Africa” topic has finally been chosen as the debate topic. The 2007-8 resolution is Resolved: The United States federal government should substantially increase its public health assistance to Sub-Saharan Africa. This resolution accesses a very interesting literature base that will sustain a variety of strong affirmatives as well as many interesting negative disadvantages, counterplans, and kritiks (“kritiques” — proper spelling).

The resolution focuses the debate on two specific issues — a type of assistance to be provided (public health assistance) and the place to which it should be provided (Sub-Saharan Africa). Since most of the literature on health problems in developing countries focuses on the needs of Sub-Saharan Africa (SSA), this resolution is well-designed to access some good debates.

In fact, there is probably no better area to access a debate on public health care than SSA. In the 1960s and 70s many African countries had effective public health systems and the life expectancy was 62 years. Today, the average life expectancy has plummeted to 47 years and the public health infrastructure has collapsed. SSA suffers the highest child mortality rate in the world. Out of every 1,000 children born, 118 do not make it to their first birthday (Rothenberg, 2007).

Focusing on Key Terms

The only real weakness to the wording of the resolution is that the term “public health assistance” is not a foreign assistance budget category and the topic is obviously designed to focus debates on foreign assistance. The term, however, does appear in other related uses.

In the Code of Federal Regulations, public health assistance refer to “health services” that “(1) that are generally available to needy individuals residing in a State; (2) that receive funding from units of State or local government; and, (3) that are provided for the primary purpose of protecting the health of the general public, including, but not limited to, immunizations for immunizable diseases, testing and treatment for tuberculosis and sexually transmitted diseases, and family planning services.” These services are defined in a similar manner under Medicaid, a federal health insurance program for the poor.

Although these narrow definitions are available, and will most likely be the ones accepted for the purposes of establishing a more limited topic, there are other broader definitions available which may actually better capture the idea providing foreign assistance to improve public health abroad. Note that the definition referenced above is discussing domestic public health services.

The World Bank Institute (2004) explains that, "Public health as a field of action and knowledge, is concerned with collective or social actions aimed at ensuring conditions in which people can be healthy. It is the sum total of all of the activities that are undertaken to protect, promote, and restore the health of a community or population" (p. 4). Roland Labonté & Ted Schrecker, writing in FATAL INDIFFERENCE: THE G8, AFRICA AND GLOBAL HEALTH (2004), discusses the importance of actions such as forgiving third world debt as a measure to deal with public health problems.

Despite the difficulty of finding definitions of public health assistance that are specific to the foreign policy context, and broader uses of the term in context, I think that negatives will be able to win topicality debates based on the more narrow definitions.

Sub-Saharan Africa (SSA) refers to the mainland area of Africa south of the Sahara desert. Forty-two countries are considered to be a part of SSA. Affirmatives can certainly topicaly increase assistance to the entire region. There will be few topicality debates as to what constitutes this region because most definitions list these 42 countries.

There will be topicality debates about whether or not affirmatives can topicaly increase assistance to individual countries within the region, with negative teams arguing that if the affirmative can increase assistance to any country in the region then there are 42 affirmatives for every health problem in Africa. Affirmatives will respond

---

1. "Mortality" refers to “death.”
2. McGough (2001) notes that the U.S. Agency for International Development (USAID) allocates money to “health programs” in many parts of its budget, including its Child Survival and Disease account. Population programs, which everyone will consider topical, are allocated in a different part of the USAID account, and the Center for Disease Control (CDC) and the Department of Health & Human Services (HHS) also provide overseas assistance for public health. Finally, U.S. contributions to the World Health Organization (WHO) are provided through the State Department budget.
3. Document that codifies all rules of the executive departments and agencies of the federal government. It is divided into fifty volumes, known as titles. Title 40 of the CFR (referred to as 40 CFR) lists all environmental regulations. www.nema.org/lamprecycle/support_files/glossary1.html
4. Title 45, Vol. 2, 10-1, http://a257.g.akamaitech.net/7/257/242/12/feb20041500/edocket.access.gpo.gov/edocket2004/04crtr/83crtr402.2.htm
Policy Debate

by arguing that if they have to increase assistance to the entire region, so as to provide public health assistance through the governments of SSA countries. Normally, foreign assistance is delivered through foreign governments, but since public health assistance does not refer to a specific health issue, affinitives may argue that they cannot deliver the aid without going through host country governments. This will be discussed further in the counterplan section.

Affirmative Advantage Areas

Debt. Millions of people die every year from a variety of causes due to a lack of public health care in SSA. There is good evidence that projects how many people will die absent action to address a specific health issue. The statistics are quite sobering and this basic harm will be difficult for the negative to refute.

State collapse, civil conflict, and terrorism. Many diseases have taken such a toll in SSA that they threaten the stability of many governments. The lack of care puts substantial political pressure on governments; the death from the disease often targets many middle-aged individuals, leaving the government without a productive population and only a younger, radicalized population; a lack of care puts ethnic and political groups against one another in fights for limited resources, and the extreme deprivation and lack of security provides a fertile recruiting ground for terrorist organizations. For a full explanation of the harms of state collapse see Rice (2006) and Kaplan (1996).

Development. Like state collapses, this advantage stems directly from the death toll that various health problems have created. A lack of health care has killed so many people in Africa that businesses lack an adequate workforce, governments lack adequate tax revenues, and foreigners are afraid to invest.

Racism. There is some good evidence that indicates that many of SSA’s problems are due to problems that were created by colonialism, and that it is racism that is driving the West’s indifference to SSA’s plight. Affirmatives will claim that action is needed to confront this racism and may argue that this is a unique justification for U.S. action. Although this evidence is easy to find, answers are relatively sparse. Calderisi (2006) argues that the West has done a lot to help Africa and that the problems in Africa are not due to colonialism. Vasquez (2005) argues that Africa has already received the equivalent of five Marshall plans.8

Morality. This is somewhat similar to the racism claim; affinitives will argue that we have a moral obligation to act to improve the health situation in SSA.

U.S. leadership. Joseph Nye, the chair of the JFK School of Government at Harvard, argues that there are three types of power in the world — economic power, military power, and soft power.9 “Soft power” refers to how well other countries like us. Nye argues that soft power boosts our economic power by building trade ties and facilitating investment and that it boosts our military power by enhancing allied relationships. Affirmatives will claim that by public health assistance to SSA to address a high profile health issues, particularly HIV/AIDS, will boost U.S. soft power.

One weakness of this advantage is that it is difficult to quantify the threshold at which the U.S. becomes a global leader in the provision of health services, particularly AIDS prevention. The affirmative’s advantage cards are rarely, if ever, unique to the plan and U.S. leadership has already been expanded under President’s Emergency Plan For AIDS (PEPFAR). The U.S. also provides half of the resources to the Global Fund to Fight Aids (GAO (2006); USAID (2006)).

Affirmative Plans

All affirmative plans will increase a form of public health assistance to SSA and will likely claim one or more of the previous advantages that have been discussed. In this next section I will address some of the particular plans the affirmative will likely advocate.

Public health capacity building. One recurrent theme in all of the literature on public health in SSA is that countries in this region lack a basic and effective public health infrastructure to deliver public health care (Danyo (2003); Garrett (2007); HealthGap.org (2005); Woods (2004)).

There are a number of reasons for this lack of capacity. First, most of the health care systems in these countries even suffer from a massive brain drain where health care professionals — primarily doctors, but also nurses — leave SSA to work in the Western world. Second, structural adjustment programs that require governments to cut government spending in exchange for low interest loans have resulted in reductions in spending on public health. Third, a focus on spending to fight certain high-profile diseases such as HIV/AIDS, have resulted in foreign assistance spending on the development of basic health infrastructure. Fourth, the scale of many of the health problems that will be discussed in this section has simply overwhelmed the existing health infrastructure.

A collapsing public health infrastructure not only undermines the ability to care for sick patients, resulting in death, but also undermines the ability to monitor and prevent the outbreaks of more deadly

---

8 The "West" is a general reference to the wealthy countries of the world, including the U.S., the U.K., Canada, Germany. Countries that are not literarily in the West, but are wealthy, such as Japan and South Korea, are also included in this list.

9 The "Marshall Plan" was a large "Economic aid from the United States used to rebuild Europe after World War II. Named after United States Secretary of State George Marshall." regentsprep.org/Regents/globalvocal/topic_c.htm

9 SOFT POWER (2004).
pandemics such as the avian flu (Rice, 2006). Garrett (2007) argues that foreign donors should act to strengthen the public health sectors of developing countries:

Donors and those working on the ground must figure out how to build not only effective local health infrastructures but also local industries, franchises, and other profit centers that can sustain and thrive from increased health-related spending. For the day will come in every country when the charity cases off and programs collapse, and unless workable local institutions have already been established, little will remain to show for all of the current frenzied activity.

HIV/AIDS More than 20 million people have died from AIDS since 1981. About 2/3 of the estimated 40 million people living with HIV/AIDS are in SSA (GAO, 2006). The overall rate of infection in Africa is 7.2% of the population, versus 1.1% world-wide. AIDS has surpassed malaria as the leading cause of death in Africa (Rotberg, 2007). An additional 20 million Africans are likely to die of AIDS by 2020. Six hundred thousand infants are infected yearly (Cook, 2006).

In addition to the enormous human death toll, AIDS in particular is a disease that is threatening the development of the entire continent by depriving the area of individuals in the most productive years of their lives. According to the GAO (2004), “The disease has decimated the ranks of parents, health-care workers, teachers, and other productive members of society in the region, severely straining economies and contributing to political instability.” Rotberg (2007) explains that “AIDS has killed 7 million agricultural workers in 25 African countries since 1985, contributing to severe food shortages” (p. 22).

There are a number of different approaches that the affirmative can take to deal with the AIDS crisis in Africa.

Funding. According to Cook (2006), “UN AIDS maintains that significant AIDS funding gaps remain.” Cook references a recent study that indicates that while $14.9 billion was needed to fight HIV/AIDS in 2006, only $8.9 billion was provided. The funding could be used to focus both on prevention and treatment.

Prevention focus. Increasing support for prevention programs involves things like education and condom distribution. Prevention programs have proven effective in a number of SSA countries, including Kenya, Uganda, and Senegal. Thailand is often pointed to as a country that demonstrates the effectiveness of condom distribution (USAID, 2006).

ARVs. ARVs are antiretroviral drug therapies that prevent (or at least substantially slow) the process that transforms HIV into full-blown AIDS. ARVs are used in combinations—a regime called Antiretroviral Therapy (ART). These therapies have been very effective at arresting AIDS development in the West, but in Africa more than 85% of those with HIV/AIDS do not have access to these drugs (Cook, 2006). ARVs are particularly effective in stopping mother-to-child transmission of the virus when the fetus is in utero (Rotberg, 2007).

One big issue related to ARVs is the protection of intellectual property. Large drug companies that make the ARV drugs have patents on the drugs that prevent copying and making them into less expensive generic drugs. As a result, the U.S. limits the number of generic drugs available under PEPFAR to 15 (USAID, 2006). One strong affirmative would be to increase the number of generic drugs available under PEPFAR, reducing the cost of buying the drugs to developing countries.

Remove the abstinence focus. In January of 2003, President Bush announced the Emergency Plan for AIDS Relief (PEPFAR). PEPFAR focuses on prevention, treatment and care of HIV/AIDS patients. PEPFAR was authorized by the U.S. Leadership Against HIV/AIDS, Tuberculosis, and Malaria Act of 2003 (GAO, 2006). Fifteen SSA countries are eligible for PEPFAR assistance. PEPFAR is implemented by the Department of State, USAID, and the Department of Health and Human Services (HHS). The U.S. also has a Global Aids Coordinator who was appointed in October 2003.

At the center of the prevention program element of PEPFAR is an endorsement of the “ABC Model” (Abstain, be Faithful, or use Condoms). Cook (2006) argues that the abstinence focus has reduced condom distribution because two-thirds of prevention funds must be spent on abstinence & “be faithful” programs. This undermines the ability of providers to adapt the program to local conditions and limits funding on other parts of the program since two-thirds of the spending total must be on abstinence (GAO, 2006). Affirmatives could increase public health assistance by removing this requirement.

Malaria. Malaria is caused by a “microscopic single-celled parasite” that is carried by the Anopheles mosquito... It attacks the red blood cells of the body (which carry oxygen)...Once inside the human body the malaria causing protozoa travel to the liver and reproduce within the red blood cells. Malarial attacks occur when the rapidly reproducing parasites become so numerous that they cause the cells to rupture, releasing more parasites into the bloodstream to attack more red blood cells. Each time the red cells rupture, the victim suffers from a high fever......Most victims will die from the infection if not treated” (Rotberg, 2007, pp. 46-7).
For 16 years, SNFI’s students have outperformed their competition and set the gold standard in speech and debate.

The selection of a summer debate workshop is an important and often difficult decision for parents, coaches and students. Over the last few years, new institutes have arisen from coast to coast, and it is more important than ever to carefully evaluate your alternatives.

SNFI is unique among many. Built upon a long history of education and competitive success, SNFI teaches students to excel in forensics by thinking critically and arguing persuasively under the steady hands of our renowned, experienced instructors. You are encouraged to join this tradition.

SNFI relies upon 3 core pillars that have proven successful year after year:

- A precision-guided academic curriculum led by seasoned experts.
  - SNFI's one-of-a-kind program emphasizes learning, practice and execution to teach students how to debate, not merely about debate
  - SNFI's flagship instructional tool is a program of 10 guaranteed, expertly critiqued practice debates that offers students real-time feedback and one-on-one interaction with the entire world-class SNFI faculty
  - SNFI offers a unique Historical Colloquium lecture series that treats the key philosophers and their work in the appropriate historical contexts to consider the story of philosophy and, more importantly, why it matters for LD

- The most experienced and successful faculty in the activity. Period.
  - While other camps advertise the "celebrity status" of their instructors, at SNFI we know that there is a difference between being a good debater in high school and being a good teacher at camp
  - That's why SNFI has developed the unique Regents Program to ensure that lab leaders are not only former champions and standout coaches, but are also trained professionals
  - SNFI's administration is led by Dr. Michael Major, a 20 year LD veteran, directing a team that includes the champions of the MBA Round Robin, The Barney Forum, St. Marks, The National Tournament of Champions, NFL Nationals, and countless other state and national competitions
  - SNFI's nationally recognized staff includes many of the most successful instructors on the planet, like Cherian Koshy (Apple Valley), Seth Halvorson (Columbia), Dan Meyers (Meadows), Allison Pickett (UNC), Jason Fernandez (MBA), Colin Goodson (Apple Valley), and former competitors who know the ins-and-outs of the modern debate landscape, including Kelsey Olson (Loyola), Josh Fulwiler (Tulane), Ranjeet Sidhu (UCLA), Bryan Cory (UT Austin), Larry McGrath (Cal), and Petey Gil (U of Chicago)
  - With a student:faculty ratio of about 6:1, SNFI ensures that students receive considerable faculty attention

- An educational and above all fun summer at Stanford, one of the world's top universities

SNFI. The way debate camp ought to be.

LD/IE 2-Week Session: July 29 - August 11
LD Third Week Session: August 11 - August 18
For more information, please visit us on the web @

www.snfild.org
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.

The Three Week Program: The Three Week Accelerated program balances improving students’ debate technique through expertly critiqued practice rounds, along 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. The Core program is an intensive but value-priced option for students who are seeking a program of depth and quality on a great campus. Students may also apply to the Swing Lab, a special program within the larger Three Week program. 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 debate institute during the summer of 2007.

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, the extra rounds give participants 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. Past staff members and initially confirmed staff for summer 2007 include:

Corey Turoff - SNFI Policy Debate Program Director, Co-Policy Coach at Stanford and The Head Royce School of Oakland:

Jone Sharp - U. of Kentucky
Judy Butler - Augusta Prep
Jessica Yeats - Idaho State
Jacob Polin - UC Berkeley
Bobby Lepore - Stanford
Jenny Herbst Creek - Stanford
Matt Fraser - Stanford/Head Royce
Janelle Rivard - U. of Georgia

Toni Nielson - CSU Fullerton
Beth Schuetz - Whitman College
Cyrus Ghavi - Emory University
Doug Dennis - St. Francis H.S.
Erik Holland - Stanford/USC (CA)
Condy Creek - UC Berkeley
Mima Lazarevic - USC (CA)

Three Week Program
Accelerated program
July 22 - August 11, $2975
Core Program
July 22 - August 11, $2275
Extended Week
August 11 - August 18, $1260

“'Yes, I would recommend this camp to other students. The lectures, labs, and seminars were great...we had a great support system and worked hard while having fun.”
Katherine Lefebvre, 2006
SNFI Participant

Phone: 650-723-9086 • Web: www.snfi.org • Email: info@snfi.org
Up to three million people die from malaria each year. Almost 90% of those deaths occur in Africa, and 71% of the victims are under five (Rotberg, 2007). Between 10 percent and 13 percent of maternal mortality is due to malaria (McGugh, 2001).

There are a few different ways to treat malaria. First, malaria anti-drug regiments can be used. These are expensive and difficult to administer to at-risk populations. Second, malaria can be prevented by eliminating the mosquito population with chemicals such as DDT. Third, chemically treated bed nets can be used, but the S2-S5 nets are economically out of reach for most SSA households (Rotberg, 2007).

**Diarrheal Disease.** Diarrhea diseases are mainly spread through contaminated food or water. These diseases infect the intestinal tract, causing diarrhea. Death results because the children’s bodies are weakened by a rapid loss of fluid and undernourishment (McGugh, 2001).

Common diarrheal diseases include cholera, dysentery, trachoma, schistosomiasis, typhoid fever, and rotavirus. In SSA, 30% of those with cholera died. Worldwide, approximately two million children under the age of five die from these diseases each year.

Dysentery outbreaks kill almost a million a year, with many of the deaths occurring in SSA. 600,000 children out of about 125 million die each year as a result of rotavirus. For a more detailed examination of all of the diarrheal diseases see Rotberg (2007).

**Insect-borne diseases.** Rotberg (2007) identifies all of the following insect-borne diseases: dengue fever, sleeping sickness, leishmaniasis, yellow fever, plague, river blindness, relapsing fever, lymphatic filariasis, and rift valley fever. Rotberg says that the best way to control these diseases is through education/prevention and insect eradication.

**Tuberculosis (TB).** TB is a disease caused by the tubercle bacillus bacterium that attacks and grows in the lungs and throat. TB is spread easily through coughing or sneezing.

About eight million people contract TB each year and about two million die from it. The number of cases has been increasing in Africa, growing from 200,000 in 1990 to 539,000 in 2003 (Rotberg, 2007).

The spread of HIV has compounded the TB problem because weakened immune systems are unable to fight off TB. Over a half a million cases were observed in Africa in 2005 (Rotberg, 2007).

The most common and effective program for dealing with TB is DOTs (Directly Observed Treatment, Short Course), which has been about 80 percent effective in Africa. It costs about $11 per patient for a six month treatment (McGugh, 2001).

It takes about six months of continual regimen to fight TB, which is obviously difficult in an area that has a limited to nonexistent health infrastructure. Some African TB strains have also grown resistant to common TB drugs.

**Infectious Diseases.** Infectious disease refers to the diseases that have already been mentioned as a collective. Ninety percent of all infectious diseases deaths, which account for half of all deaths in developing countries, are caused by six diseases: TB, malaria, HIV/AIDS, pneumonia, diarrheal disease, and measles McGugh (2001). The collapsing public health infrastructure in SSA has made it difficult to control the spread. Rotberg (2007) explains:

*The economies of some low-income African nations have declined significantly since the 1980s, depriving governments of financial resources that could be used to provide much-needed health care services or to fund education programs to slow the spread of diseases such as HIV/AIDS. Limited public health budgets have also taken a toll on the basic infrastructure to control disease: training of medical workers and volunteers, immunization programs, and medical facilities. In some cases, the lack of public health funds has forced governments that previously offered free health care to charge for such services. As a result, the extremely poor have lost access to health care entirely.*

The spread of infectious diseases can occur so rapidly and have such a dramatic impact on countries that the spread of such disease are likely to trigger state collapse and civil conflict (Cheek, 2004). Travel means that these diseases could spread very quickly (Rice, 2006). Danyo (2003) argues that there has been a resurgence of these diseases in Africa.

Garrett (2007) argues that donors “should strive to integrate their infectious disease programs into general public health programs.” One particular plan that has been popular in the past has been to have the CDC support disease surveillance in developing countries in order to monitor and prevent the outbreak of diseases (World Bank, 2004, p. 8).

**Viral hemorrhagic fevers.** Viral hemorrhagic fevers have not killed many individuals in Africa compared to those deaths caused by communicable diseases such as AIDS and TB, but they attract a lot of attention because they are highly contagious and result in a relatively quick death through high rates of excessive internal bleeding. The best known of these fevers are Ebola, Marburg, and Lassa (Rotberg, 2007). Rotberg argues that since there is no cure, the best potential solution is containment and preventative education. For a fascinating account of an Ebola outbreak, read Robert Preston’s THE HOT ZONE: A TERRIFYING STORY (2005).

**Vaccine preventable diseases.** There are a number of diseases in Africa that are easily preventable through vaccines. These include the measles, HIV diseases, neonatal tetanus, whooping cough, diphtheria, poliomyelitis (polio), meningococcal disease, and pneumococcus diseases. There are not just economic limits to expanded vaccinations. A lack of a public health infrastructure, nomadic families, and civil unrest often make distribution difficult. Only about 35 percent of SSA children are immunized against common diseases (Rotberg 2007).

**Prenatal health care.** Garrett (2007) argues that the focus on HIV/AIDS prevention has undermined a resource focus on providing mothers with and children with basic prenatal (before birth) and postnatal (after birth) care. She explains that “HIV-positive mothers are given drugs to hold their infection at bay and prevent passage of the virus to their babies but still cannot obtain even the most rudimentary of obstetric and gynecological care or infant immunizations.” HealthGap.org (2005)
Policy Debate

explains that as a result “in sub-Saharan Africa, a woman’s lifetime risk of maternal death is 1 in 16, compared to 1 in 2,800 in rich countries.”

A lack of pre-natal care threatens child survival, and Garrett (2007) argues that a lack of such a provision of services is the leading causes of a reversal in life expectancy throughout the continent.

A basic affirmative would simply expand the provision of prenatal care, and may even focus on expanding immunizations (McGugh (2001)). Immunization programs are usually implemented through the CDC.

Family Planning/Reproductive Health

Reproductive health care encompasses everything from family planning and birth control, including the provision of abortion services, to ensuring the health of the mother and child during the pregnancy and the early life of the child. Under the Bush administration, the U.S. has eliminated financial support for health providers that offer abortion services in places like SSA. The affirmative could generally increase the availability of reproductive health services or reverse the abortion-provision constraints. The World Bank explains in 2004:

Because problems affecting maternal and child health and reproductive health are interconnected, failure to provide integrated services at the primary health care level is a major concern. In many countries family planning, maternal health, and child health programs are still provided as vertical programs. There is a need to integrate these services and to integrate reproductive health policies and strategies with social policies (p. 19).

Advantage Answers

It will be difficult for the negative to refute most of the basic disease harms that affirmatives will claim. It is simply factually correct that these diseases are spreading in SSA and will likely trigger a large death toll. Negatives can attempt to minimize these harm claims by arguing that the affirmative statistics are exaggerated, that many different international actors are moving to address the problem, and that the terminal impact (most teams will claim total human extinction) are unlikely.

Solvency Answers

Large problems are very difficult to solve. Given the size of the harms, it will come as no surprise that there are a number of reasons that solving these problems will be incredibly difficult.

Ayodele (2005), Garrett (2007), and CATO (2004), argue that corruption means that the assistance is never distributed. Garrett (2007) argues that an injection of foreign funds can undermine the development of local, self-supporting health care infrastructures and that individuals working for foreign aid groups often make salaries that are substantially higher than those of the locals, driving up the price of goods so far that it places them out of reach for the poorest individuals. Easterly (2005) argues that many people do not even take advantage of available public health services, relying on folk remedies. He also claims that as many as 30% of the drugs destined for African countries simply disappear. He notes that, “According to a survey in one district in Zimbabwe, pregnant women were reluctant to use public health clinics to give birth because nurses ridiculed them for not having better baby clothes, forced them to wash bed linens soon after delivery or even hit them during delivery.” Easterly (2006) argues that one fundamental problem with foreign aid programs is that they are designed by utopian “Planners” who try to devise grand solutions to problems without local input. Garrett (2007) argues that this is true in the provision of public health assistance where “(v)irtually, no provisions exist to allow the world’s poor to say what they want, decide which projects serve their needs, or adopt local innovations. And nearly all programs lack exit strategies or safeguards against the dependency of local governments.”

Garrett (2007) argues that focusing on AIDS prevention trades-off with the provision of basic health services necessary to fight disease, and that “normal means” implementation will focus on abstinence rather than more effective condom distribution and needle exchange programs. HealthGap (2005) and others cited in the affirmative plan section argue that SSA lacks the public health infrastructure necessary to deliver more public health services. Affirmatives that seek to deliver more services but do not develop more health infrastructure will have limited solvency. The GAO (2004) argues that U.S. programs tend to simply crowd-out the programs of other donors such as WHO, the World Bank, and UNICEF. Highly-visible HIV/AIDS programs also tend to crowd-out the provision of basic health services (McGugh, 2001). Cook (2006) notes “there are multiple social barriers to a more effective AIDS response in Africa, such as cultural norms that make it difficult for many government, religious, and community leaders to acknowledge or discuss sexual matters, including sex practices, prostitution, and the use of condoms.”

Wynn (2004) argues that the provision of bed nets may actually reduce immunity of younger children, increasing the susceptibility of older children and that no studies confirm that DOTS programs are effective. Abdullah (2001) also criticizes the bed nets approach.

As strong as all of these solvency arguments seem, there are good answers to them. Nancy Birdsall, the President of the Center for Global development, argues in her 2004 book, MILLIONS SAVED: PROVEN SUCCESSES IN GLOBAL HEALTH, that public health assistance is effective. Jeffrey Sachs (2005) argues that corruption is not inevitable and that governance can be improved.

Disadvantages

Spending. It is costly to solve large problems. HealthGap.org (2005) argues that improving the health infrastructures of developing countries will cost $2 billion annually. Garrett (2007) argues that HIV/AIDS

---

Most affirmative plans give little thought to implementation, claiming that it will simply occur through “normal means.”

---

Rostrum
The SNFI Individual Events program offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from around the nation. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere, students at all levels of experience will be accommodated.

Dramatic Interpretation...Humorous Interpretation
Oratory...Extemporaneous...Impromptu...Expository
Thematic Interpretation...Prose...Poetry...Duo Interpretation

The Two Track System of Placement allows advanced students to focus on specific events at an accelerated pace, while also ensuring that the beginning to intermediate level students advance at a more relaxed pace while participating in and learning about a variety of different events. This ensures that upper level competitors leave camp prepared to immediately step into high level tournament competition. Seminars are designed to cater directly to areas of student interest. Workshops are provided to instruct new competitors in basic speaking techniques, and novice workshops meet the needs of both new competitors and those solely interested in improving general speaking skills without the intention of later competition.

Team Instruction provides students who are involved in a recently formed Forensics team basic techniques on student coaching. We teach students of all levels how to coach themselves during the course of the year to maximize their competitive experience and success. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library. Institute staff has on hand hundreds of scripts both to assist student, and to serve as example material. Resource packets are provided specifically for this group.
The Stanford Parliamentary Debate program brings the same professionalism to parliamentary debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 16 years. Serious student of parliamentary debate wanting to take their activity to the next level are encouraged to attend, as are those just beginning in this style of argumentation. A special Advanced debate section is planned for this summer. Small group activities ensure that students of all experience levels can be accommodated.

We are also proud to offer a new one-week Public Forum Debate program. This camp will build skills similar to our Parliamentary program but with a specific focus on the structure and strategies unique to Public Forum Debate. This program also offers students with little to no experienced coaching at their schools the opportunity to develop the necessary skills to coach themselves.

These exclusive one-week programs will feature:

- A low staff to student ratio - averaging 1 staff for every 8 students
- A great number of practice debates - half of the total instructional time will be spent on conducting practice debates
- Seminars on brainstorming, constructing and supporting arguments and theory of argumentation from the ground up
- Topic analyses on a number of commonly used topic areas through a spirited examination of current events

The camps are held in an intimate setting that allows plenty of question and answer sessions and one-on-one interaction with instructors, not just rote learning. Students are allowed to develop their talents in a relaxed and supportive atmosphere with excellent supervision. Students will emerge from the program as more confident public speakers and as experts on the rules, style, and strategies of Parliamentary or Public Forum Debate, ready to compete in the fall!
prevention in SSA will cost $20 billion and that providing ARVs will cost $50 billion.

Spending disadvantages come in two basic forms. One, teams can argue that the plan will undermine principles of fiscal restraint, threatening compromises necessary to reduce the budget deficit. Large deficits could scare investors or generally threaten the economy. Two, teams may argue that the plan trades-off with spending on other foreign aid programs and that these programs are good.

Structural Adjustment Good. Structural Adjustment Programs (SAPs) are designed to facilitate free market reforms in developing countries by reducing the role and size of the public, governmental sector. Vázquez (2005) argues that expanding the public health sector undermines these reforms.

Negatives that wish to run this disadvantage should be forewarned that this will be a hard argument to win. Most of the evidence indicates that pushing these free market reforms is what has left little money available to tackle the health crisis in Africa.

Politics. While the Bush administration clearly supports the provision of public health assistance to Africa (Bush even had a short line in the State of the Union address about it), most plans that would substantially scale-up the provision of funds and resources would be politically unpopular in this new era of fiscal restraint. More “liberal” programs that remove things such as the assistance requirement for HIV/AIDS prevention programs will be particularly unpopular.

Unlike most of the negatives on this year’s national service topic, negatives on the SSA topic will have very large impacts, many of which can outweigh disadvantages or access their impacts (such as economic downturn). The strategic upside for the negative is that most disadvantage impacts will also trigger the affirmative advantage impacts and make solvency for public health nearly impossible. McGugh (2001) explains.

Developing countries are doubly handicapped in addressing infectious disease outbreaks. Many infectious diseases are endemic to the tropical areas where most developing countries are located. Because of poverty, the health and sanitation infrastructure is poorly equipped to address local health needs. WHO studies indicate that infectious disease is spreading most rapidly in areas of conflict or political crisis.

China. A lot of recent evidence indicates that China is building ties with African states to secure resources and prestige (Brookes, 2006). There are at least two different impact scenarios that the negative could read. First, the negative could argue that if China loses influence in Africa due to increased U.S. influence that China will no longer think they can stop Taiwanese independence because they use Africa ties to fight-off Chinese moves for independence (Brookes, 2006). A perception of Taiwanese independence could trigger a Chinese invasion of Taiwan. Second, an increase in U.S. “soft power” could undermine China’s soft power. If China loses its soft power, it could resort to more hard, military forms of power.

Malthus. The Malthus disadvantage, named after biologist Thomas Malthus, who warned that population growth would outstrip food supply, argues that saving lives is bad because a “death check” is needed to avoid an overshoot of the earth’s carrying capacity – the number of people that the earth’s environment can support. To begin your research, see Abernathy (1993, Brown (2006), Hardin (1991), Tobias (1998).

Counterplans

Affirmatives will have to defend having the U.S. increases its “public health” assistance to SSA. This sets-up a number of strong negative counterplans.

Foreign actors. Instead of having the U.S. increase its public health assistance to SSA, the negative can argue that another foreign actor such as the EU (European Union), Japan, the World Bank, or the WHO should do it. For example, HealthGap.org (2005) argues that the World Health Organization (WHO) should take efforts to improve SSA’s health infrastructure.

There is very limited evidence that articulates strong reasons why U.S. action is uniquely necessary to avoid the harms. Much of the literature that I have cited in the bibliography simply speaks for the need for “donors” to act, and it often lists actors other than the United States. The negative will likely be able to win that the counterplan solves an overwhelming amount of most of the affirmative advantages.

Country exclusion. If the negative can win that the affirmative has to provide the assistance through foreign country governments, they can counterplan to deliver the aid directly. Easterly (2006) advocates this approach. Negatives can claim corruption net-benefits and argue that that approach is more politically popular.

NGOs. NGOs are non-governmental organizations. They are also “foreign actors,” but are not governmental entities, so they are considered in a separate category. These private actors mobilized efforts to raise funds and provide services to countries in need. Garrett (2007) claims that there are now more than 60,000 AIDS-related NGOs alone.

One problem with relying on NGOs alone is that NGOs lack necessary coordination. Garrett (2007) explains:

Thanks to their efforts, there are now billions of dollars being made available for health spending — and thousands of nongovernmental organizations (NGOs) and humanitarian groups trying to spend it. But much more than money is required. It takes states, health-care systems.

SSA PICS. If the affirmative argues that assistance should be provided to the entire region of SSA, the negative could counterplan to exclude a particular country that may have a widespread corruption problem or that is politically unpopular to aid. Given that there are 42 countries in SSA, it will be difficult for the affirmative to be prepared to debate all of these country PICS, particularly at the beginning of the year.

---

15 See European Health Alliance. http://www.eph.org/a/2252
Emory National Debate Institute • Barkley Forum
June 10-23, 2007 • Emory University, Atlanta, Georgia
Under the Direction of Melissa Maxcy Wade

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

Features of the Lincoln-Douglas Division
Under the Direction of Mario Herrera & Tye Tavares

Experienced Staff: Mr. Herrera is the Lincoln-Douglas coach at Henry W. Grady High School in Atlanta, Georgia. Under Mr. Herrera’s leadership, Grady High School’s Lincoln-Douglas program has gained national recognition with numerous nationally ranked debaters. Tye Tavares, currently an Emory student, was a nationally competitive LD debater in high school winning numerous accolades, including being ranked in the top five at the Tournament of Champions her senior year.

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

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field-tested curriculum for the two-week period, dependent upon their level of experience. Please contact us for additional information about the Policy Scholars Division.

Features of the Public Forum Division
Under the Direction of Alysia Davis

Experienced Staff: Alysia Davis is currently a PhD candidate at Emory University and has extensive background both as a debater and a coach. In her spare time, Alysia has also been an integral part of Emory’s debate team’s coaching staff on numerous debate tournaments. This will be Alysia’s second year directing the Public Forum Division of the Institute.

Flexible Curriculum: Students will have extensive training in critical thinking, public speaking, and advanced research skills. Students will learn how to dissect topics, structure arguments effectively and persuasively, and adapt to various types of critics. Students will have the opportunity to participate in numerous practice debates as well as a practice tournament during the institute.

Coaches Workshop
Under the Direction of Jim Wade

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

For an application, write or call:

Emory National Debate Institute
Barkley Forum
Emory University
P.O. Drawer U
Atlanta, GA 30322

Phone (404) 727-6189 • email: ENDI2007@gmail.com • www.emory.edu/BF • FAX (404) 727-5367
Policy Debate

Conditional funding. The plan’s funding could be conditioned on program implementation and progress in meeting targets. This is advocated by Wynn (2004).

Consultation. The U.S. may want to consult other actors, particularly the EU and China, before it begins a large public health campaign. Consultation counterplans have been very popular on international topics and are likely to be popular on the Africa topic.

Term exclusion counterplans. It may be possible for the negative to generate critiques of the terms “public health assistance” and “Sub-Saharan Africa.” If so, the negative could counterplan not to use either one of those terms, simply calling what is provided “assistance” or individually listing all of the countries in SSA.

Other process counterplans. Counterplan competition standards, particularly at the national circuit level of high school debate, have become incredibly lax. I think the negative can easily get away with counterplanning to change the “normal” means process of foreign aid implementation. If they negative does, as I suspect they will, then all the literature about how to improve foreign aid generally becomes fair game for the negative.

Kritiks

Biopower/Foucault. This critique is popular on every topic, but it links particularly well on a topic that expands the role of public health services! For a specific focus on public health and biopower see Beaglehole (1997), Lupton (1995), and Porter (1994).

Compassion Fatigue. Compassion Fatigue is based on a book by Susan Montague (1995). In the book she argues that the continual display of suffering creates a “compassion fatigue” that reduces the willingness of people and their governments to aid other countries.

Disaster Porn. The disaster pornography critique argues that it is bad to constantly display images of suffering. Population Health. The provision of public health assistance generally focuses on improving the health of an individual through direct medical interventions such as ARVs. Critics, however, argue that such solutions ignore the environmental factors that contributed to the decline in the person’s health in the first place. And, similar to the Malthusian argument, ignores the environmental impact that a given individual will have as a result of a longer lifespan. Rainham (2005) explains:

The attractiveness of population health is that it shifted the discourse away from individual health toward examining health as an ecological characteristic of populations; it helped us to identify, promote, and intervene with forces that operate beyond the level of the individual. Ultimately, population health concepts help to complete the causal picture of the full range of factors that influence health. However, as has been shown here, the discourse of population health must also recognize and integrate an assessment of its sustainability. Our analysis reveals that current trends in improvements to prosperity and population health are associated with the unsustainable appropriation of resources and declines in global biodiversity. It has also demonstrated strong associations among the ecological footprint, wealth, and health-adjusted life expectancy. For example, each unit increase in 10 per capita GDP corresponds to another 20.2 years of health-adjusted life expectancy. However, the logarithmic relation shows this to be a relationship of diminishing returns, while the growing GDP consumes ever more ecological resources. The ecological footprint (as well as declines in planetary biodiversity) is also strongly related to improvements in life expectancy and with declines in infant mortality. So we have a dilemma: growing wealth supports improved health (on average), but implies exponentially greater consumption of resources. It is uncertain as to how much of the relation between wealth and health is predicated on the unsustainable appropriation of Earth’s biological capacity. Our analysis addresses important questions concerning the articulation of population health determinants, including the following issues. First, many countries with the best population health are the most dependent on external resources and the least sustainable. The slope of the curve indicates a slight decline in health status associated with extension along the flat of the curve. Countries such as the United States, Singapore, and the United Arab Emirates, for example, have lower life expectancies than countries like Japan or Iceland which require only half the amount of per capita bioproducive land to maintain their standard of living. Perhaps this reflects the development of diseases of over-consumption—diabetes, obesity, and cardiovascular disease.

Disease Kritiks. There are a variety of kritiks of the concept of “disease.” One argument is that the construction of disease as a random event that attacks individuals masks socio-economic power differentials that are actually responsible for differences in health. Specifically, the Western medical “germ” theory of disease has historically been used to legitimize oppression of the poor. The public health focus on reducing exposure to dangerous microbes masks the contribution of social inequalities to health problems. Another argument is that the term “disease” is discursively objectionable.

Some have argued that the term has historically been applied to disfavored groups - being “Jewish” was constructed as a disease. The Nazis in particular embraced disease rhetoric to justify the extermination of Jews. To begin your research, see Barrett (1998), Bury (1998), Farmer (1996), Gilman (1995), Hays (1998), Herzlich.
Policy Debate


Development. This kritik argues that the whole idea of "development" is based on Western notions of the values of a modernized life. These critics argue that imposing this development model on others is racist and that development produces many problems. See Center For Global Development (2006) for a further elaboration of the argument.

Globalization. There are many different definitions of the term "globalization," but it generally refers to the growing interconnectedness of the planet through economic integration. Negative teams can argue that by providing foreign assistance the affirmative supports such a trend, but that such trends have a negative impact on the developing world's health. Labonte & Schroeder explain in 2004:

NEDAP (New Partnership for Africa's Development) was created largely for G8 and other industrialized world audience and despite its 'made in Africa' branding, critics argue that it exemplifies the problems of shaping development policy around external expectations of how poorer nations should 'develop' with an increasingly globalized market. NEDAP therefore reflects the tensions between neoliberal economic policy assumptions and health and human development identified in earlier chapters (p. xxi)

For a defense of Globalization, see Bhagwati (2004).

Statism. Increasing the size of the public health sector obviously expands the role of the state. Bok (2004) argues that defining "health" broadly to include all aspects of "well-being" further expands the intervention and role of the state.

Imperialism. Expanding any form of Western intervention into Africa is arguably imperialist. This kritik was run extensively on the peacekeeping topic, and it has been run frequently against Peace Corps affirmatives on the national service topic.

Terminology. As mentioned, it may be possible to find kritiks of popular terms such as "public health assistance" and "Sub-Saharan Africa." Garrett (2000) argues that the use of the term pandemic is bad because it breeds fear which makes it even more difficult to control disease outbreaks.

Being Affirmative

There are a number of things that you need to consider when choosing an affirmative and preparing for your first debates.

The harm is not the issue. It will be easy for you to find harm evidence, particularly if you choose to focus on a problem like HIV/AIDS or general disease surveillance. It will be difficult if not impossible for the negative to win any substantial harm reduction. No matter what affirmative you pick, you will be able to prove a substantial harm.

You have to defend U.S. action in light of all the disadvantages to the U.S. action. This will be the most difficult hurdle for the affirmative to handle. If I were debating next year, I'd find a problem where I could prove that the U.S. had a substantially unique capability and build the affirmative around that.

Carefully choose your rhetoric and presentation. You cannot get out of all kritik links. You can, however, minimize the links and debate the kritiks you want by minimizing links to kritiks like disaster porn by avoiding particularly troubling descriptions of the problem and Africa. You can also avoid kritiks of "development" by not claiming those advantages. You need to be careful about your claims and be prepared to defend them.

Being Negative

Counterplan. At best you will be able to minimally reduce the harms. In order to outweigh these big impacts, you should counterplan to solve them through other means. Since the counterplans are strong, I think you should be able to win many debates with them.

Attack the solvency. There is good literature cited throughout this essay that identifies substantial solvency problems with many of these affirmatives. In areas of the country where counterplans are less well-received, you can probably win a lot of debates with these solvency attacks.

Develop Disadvantages. I'd develop a few disadvantages that are unique to U.S. action, such as spending, politics, and China. You can either extend these as net-benefits to an agent counterplan or use them in combination with your solvency arguments to outweigh the affirmative case.

Develop a kritik. Even if you do not want to run kritiks, you need to learn how to debate them. And, many of the kritiks are strong.

Strategically employ topicality arguments. In order to focus the debate on what you are prepared to engage in, limit the affirmative to the provision of medical services and to providing assistance through governments in SSA.

Conclusion

I think that this is one of the better high school debate topics in recent years. The resolution is well-worded and it accesses a very interesting debate about public health care in SSA. Affirmatives have the strategic advantage of claiming big impacts, but are will struggle to defend U.S. action against other potential actors and to present their case in a less-kritikable manner. We should have some interesting debates in 2007-08.

Reading Highlights

It may be the case that you will not have time to read all of the items listed in this bibliography. If your time and resources are limited, I do suggest a few key volumes. First, Rothbert's AFRICA: PROGRESS & PROBLEMS—AIDS AND HEALTH ISSUES (2007) outlines all of the major health problems facing Africa and is full of well-written, recent evidence. Cook's (2006) Congressional Research Service report outlines many of the programs that the U.S. has in place to deal with the health problems in Sub-Saharan Africa, and Garrett's (2007) article in FOREIGN AFFAIRS outlines many of the issues that governments wishing to increase public health assistance to the developing world must encounter. Even if you have time to read everything referenced in the bibliography, I'd start with those.
Kentucky National Debate Institute

LINCOLN-DOUGLAS

Three Week: June 22 - July 15, 2007
Two Week: June 22 - July 8, 2007

WHY MAKE THIS A KENTUCKY SUMMER?

- KNDI maintains a very low faculty-to-student ratio, which ensures a high quality of instruction tailored to the debater's needs.

- KNDI prioritizes improvement of communication skills for each debater. From outlining cases to the 2AR, we emphasize the importance of how the speaker transmits the message.

- KNDI stands behind the notion that debate is an event with a strong educational benefit. We discourage the idea that the event is just about the trophy and encourage healthy self-betterment.

- KNDI has a well-developed academic curriculum which includes top-notch classical and contemporary philosophical instruction in lectures, seminars and small group discussions as well as strategic technical training in small lab groups, individual office hours, and extensive stop-and-go practice debates.

- KNDI believes that the academic integrity of each debater depends on sound research skills. As such, debaters will sharpen skills in developing argumentation from a well-informed, well-prepared standpoint.

Application Deadline: 15 May 2007
Tuition/Room/Board
Three-Week Institute: $1650
Two-Week Institute: $1450

For Information/Application:
http://www.uky.edu/Provost/ChellgrenCenter/Debate/ or 859-257-6523

2007 Staff
(more being added)

Our staff members are chosen for their excellent teaching skills, strong academic credentials, deep understanding of LD strategy and exemplary character. This year's staff includes:

Jason Baldwin, M.A. (pending) winnigest debater in LD history, accomplished debate coach and author of numerous articles on LD. Philosophy Ph.D. candidate at Notre Dame, 11-time Kentucky staff member.

Patrick Mahoney will soon graduate from Strake Jesuit in Texas. The only junior to clear at the 2006 TOC, Patrick has won the Greenhill Classic and the Wake Forest National Earlybird thus far this year.

J.W. Patterson, Ph.D, institute director with more than forty years experience, founder and director of the TOC, member of the Communications department at Kentucky.

Cyndy Woodhouse, B.A successful high school competitor, experienced LD workshop instructor who has authored several LD theory articles and coached numerous debaters to the late rounds of national tournaments, including the NFL National Tournament. Former coach of Vestavia Hills High School and current coach at Iowa City West High School.
**2007 POLICY INSTITUTES**

**Three-Week**
June 22 - July 15, 2007  
Tuition - $665  
Housing/Meals - $860  
Total - $1,525

**Two-Week**
June 22 - July 8, 2007  
Tuition - $580  
Housing/Meals - $620  
Total - $1,200

**One-Week**
June 22 - July 1, 2007  
Tuition - $460  
Housing/Meals - $375  
Total - $835

---

**2007 INSTITUTE FELLOWS**

- **Vanessa Bernick**  
  New Trier

- **James Hamraie**  
  Colleyville

- **Ryan Beiermeister**  
  Kinkaid

- **Tyler He**  
  College Prep

- **Matt Zeitlin**  
  Head Royce

---

**2007 INSTITUTE STAFF**

**EXCELLENT STAFF**  
(ones to be added; see April Rostrum)

- **DAN DAVIS**: Director of Debate, Northside High School, GA; NDT finalists; Kentucky Institute Staff 1998-2001; University of Michigan Institute Staff 2003-2006.

- **JACK EWING**: (pending) Former champion debater, Bishop Guerin High School; Kentucky Institute Fellow 2005; currently champion debater, West Georgia State University.

- **CYRUS GHAVI**: Champion debater, Emory University; Kentucky Fellow 2001; NDT semi-finalist 2005; Kentucky and Stanford Institute Staff, 2005-06.

- **BRENT CULPEPPER**: Champion debater, Warner Robbins High School, Georgia; champion debater, University of Georgia; winner Dartmouth Round Robin, 2007; runner-up Kentucky Round Robin, 2007; Institute instructor Bates College, Dartmouth College.

- **REUBEN SCHY**: Champion debater, Glenbrook North; TOC first speaker, 2001; Kentucky Fellow 2001; Kentucky and Michigan Institute Staff, 2003-06.

- **JON SHARP**: Champion debater, Emory University; Assistant Coach, University of Kentucky; former Assistant Coach at West Georgia and USC; fifteen years Debater Institute instructor at Emory, USC, Bates, Stanford & Kentucky.

- **MIKE WASCHER**: Debate Coach, Celebration High School, Florida; Kentucky Debate Institute Staff, 2003-06.

---

*For Institute Information and scholarship application, write to:*

**Dr. J. W. Patterson**, Director of Debate  
225 Funkhouser Building  
University of Kentucky  
Lexington, Kentucky 40506-0054  
Web Site: http://www.uky.edu/Provost/ChellgrenCenter/Debate/  
Email: jwpatt00@uky.edu

---

**NOT PICTURED**

- **Matt Foretich**  
  Chattahoochee

- **Neal Sharma**  
  Jenks

---

**NOT PICTURED**

- **Evans Foster**  
  Caddo Magnet
Countries that Make Up Sub-Saharan Africa

Angola
Benin
Botswana
Burkina Faso
Burundi
Cameroon
Cape Verde
Central African Republic
Chad
Cote d'Ivoire (Ivory Coast)
Democratic Republic of Congo
Djibouti
Equatorial Guinea
Eritrea
Ethiopia
Gabon
Gambia
Ghana
Guinea
Guinea-Bissau
Cape Verde
Comoros
Kenya
Lesotho
Liberia
Madagascar
Malawi
Mali
Mauritania
Mauritius
Mayotte (France)
Mozambique
Namibia
Niger
Nigeria
Republic of Congo
Reunion (France)
Rwanda
Sao Tome and Principe
Senegal
Seychelles
Sierra Leone
Somalia (including Somiland)
South Africa
Togo
Uganda
Tanzania
Zambia
Zimbabwe

Bibliography


Barker, Owen (2006). VACCINES FOR DEVELOPMENT, April 20, http://www.cge-dev.org/content/publications/detail/7366


Bhagwati, Joseph. (2004). IN DEFENSE OF GLOBALIZATION.

Birdsall, Nancy (2004). MILLIONS SAVED: PROVEN SUCCESSES IN GLOBAL HEALTH


Farmer, Paul (1996). EMERGING INFECTIOUS DISEASES, October/December


Garrett, Laurie. (2000). BETRAYAL OF TRUST: THE COLLAPSE OF GLOBAL PUBLIC HEALTH, (This book is an interesting read, but it probably doesn't have more than 10 cards. Garrett's 2007 article is much more useful.)


Granstrom, O. (2006). AN IDIOT'S GUIDE TO GLOBAL HEALTH INITIATIVES.


Herzlich, Claudine. (1987). ILLNESS IN SELF AND SOCIETY.


Kumar, Amartya. (1999). DEVELOPMENT AS FREEDOM.


Sanders, David, (2004). FATAL INDIFFERENCE: THE Q8, AFRICA AND GLOBAL HEALTH.


Policy Debate

Wolf, Martin, (2004). WHY GLOBALIZATION WORKS.
World Health Organization, (2002). DOTS FOR ALL: COUNTRY REPORTS.
Wynn, Barbara, (2005). CHALLENGES IN PROGRAM EVALUATION OF HEALTH INTERVENTIONS IN DEVELOPING COUNTRIES.

Scholarly Journals

African Health Sciences
African Journal of AIDS Research
African Journal of Reproductive Health
AIDS
AIDS Education & Prevention
Bulletin of the World Health Organization
European Journal of Public Health
Family Planning Perspectives
Globalization & Health — http://www.globalizationandhealth.com/
Health Policy & Planning
International Journal of Tuberculosis and Lung Disease
Population Bulletin

(Stefan Bauschard is the Director of Debate for the Lakeland School District (Shrub Oak, NY). He is also the President of PlanetDebate.com, an Assistant Debate Coach for Harvard Debate, and co-editor of Wake Forest’s Debater’s Research Guide. He works as an instructor at the Wake Forest Summer Debate Workshops (wakedebate.org). Special thanks to Sherry Hall, Debate Coach at Harvard College, for her comments and editorial assistance.)

Citation for Service

The Distinguished Service Award is a special honor conferred by the NFL. A special gold key is granted to a coach member for 20 citations and a bronze plaque is given for each additional 50 citations.

Refer to page CM-21 in the Chapter Manual for requirement details.

Where to find the Citation for Service form?

NFL Website
Choose the tab "Coaching Resources"
Right hand side, scroll down and choose "NFL Chapter/Affiliate Forms"
Click on "Citation for Service".
Print, complete, forward to the NFL Office.

Citations for Service

To the Executive Council
National Football League

As evidenced by institutional records, or by paper attached, or by signature of school officials:

President Local Chapter
Principal or Superintendent
Counselor approved
National Secretary
Ready for NFL?

You can’t do it alone!
Give yourself some help!

Studies have shown:

- 30% of coaching is retained by seeing only
- 11% of coaching is retained by hearing only
- 50% of coaching is retained by seeing and hearing
- 70% of coaching is retained by seeing, hearing and doing

-- but --

- 90% of coaching is retained by seeing, hearing, verbalizing and doing!

For 23 years Dale has delivered the winners of NFL National Tournaments into classrooms across the country. Use these videos as the basis of your coaching strategies!

Watch the winning contestants from the 2005 NFL National Tournament:

- Collect extemp intros
- Analyze oratory structures
- Discuss expository topics
- Study body language
- Understand “crossfire”
- Explore “value criteria”
- Watch commentary delivery
- Practice flowing

Dale offers the following events in VHS or DVD Formats:

- Policy Debate
- Public Forum Debate
- International Extemp
- Awards Ceremony
- Lincoln-Douglas Debate
- Original Oratory
- United States Extemp
- Public Speaking Supplementals

- A variety of price options available for a variety of budgets.
- Order on line with your credit card today.
- Fax your Purchase Order today for immediate shipment.
- Mail your check today and we prepay the postage.
- Check our on-line sale DVDs! -- While supplies last!

www.dalepublishing.us
Only Dale delivers the winners!

Call 816-350-9277 or Fax 816-350-9377
www.DebateChamps.com

"The One Stop High School Speech & Debate Spot!"

* The Best Speech and Debate Website
* Free Student and Coach Chat Web Forums
* Free Advice Blogs on Forensics
* Free Articles and Videos on All Speech and Debate Events
* Easy Link Access to NFL Manuals and NFL Point Entry
* Free Local and National League Website Links
* Comprehensive Invitational Schedules & Links
* A Web Store Selling Only Products You Need Rather Than Products That Turn Out To Be Overpriced Duds
* Most Importantly, True High School Speech and Debate Champions As Founders and Contributors to the Site

Also visit us on Myspace at: www.myspace.com/debatechamps
or Email us at DebateChamps@aim.com

♦ Featured Cartoon of the Month

Cartoon by Yilu Zhang from North Allegheny, PA. Featured Cartoonist Yilu is a junior and holds the Degree of Distinction. Yilu is coached by Ms. Sharon Volpe
2007 SUMMER FORENSIC CAMP

June 24-29, 2007
Western Kentucky University

Would you like to attend the most affordable and best week-long forensic camp in the nation? We believe we can do it better in half the time and at half the expense. Our instructors are both NFL and college national champions! Enrollment is limited, so make sure you apply by the June 1, 2007 deadline.

A fee of $300 covers all cost of the camp for Kentucky students. Students outside Kentucky pay $600. Interested students may obtain a form and further details by visiting: www.wku.edu/forensics/sfi

Success is a Result of Something Bigger

http://www.wku.edu/forensics/sfi
Now is your chance to be a part of InterProd 2007!

Interpretive Productions, or InterProd, is the only Interpretation specific institute in the country. Combining an intimate setting with some of the most progressive minds in interpretation, InterProd is the perfect environment for a performer looking for the next step.

Each summer, InterProd offers 12-16 openings for performers to take part in the most unique experience they will have in their High School careers. InterProd uses a unique philosophy that fuses theatre with interpretation, culminating into a one of a kind Interpretive Production!

Why InterProd?

**Small Class Size:** Only 12-16 openings.

**Individual Attention:** More individual coaching time than any other institute.

**Location:** Emerson College, Boston, MA.

**Events:** Humorous, Dramatic, Duo, Oral Interpretation.

Be a part of the ripple effect.


July 21st - August 4th, 2007 - Emerson College, Boston, MA.

Any student who has at least one year of competition in an interpretive event is encouraged to apply. Application deadline is May 1st.

InterProd4n6.com
National Debate Forum is a summer camp for Lincoln-Douglass Debate and Extemporaneous Speaking that provides an environment emphasizing individual learning and instruction. We maintain a low student faculty ratio in all areas of instruction, and focus on providing a collegial and learning-positive atmosphere.

National Debate Forum has not only produced talented students with strong tournament records, including NFL, CFL and TOC national champions, but also provides every student with a strong learning experience that only a small atmosphere with individual attention from top faculty members can provide.

Not only does NDF offer quality instruction for varsity competitors but also has a novice program in Lincoln-Douglas Debate. The varsity and novice program is revered by students and coaches from across the country. Students who complete the novice program leave with a firm understanding of how to write well-structured cases, give efficient rebuttals as well as to crystallize and adapt to a variety of judges.

**Why NDF?**

Small Lab Size: 8-12 Students with two top instructors and a teaching fellow.

Individual Attention: The most faculty office hours, practice debates and skill sessions of any institute.

Award Winning Curriculum: NDF Alumni have won the NFL, CFL and TOC National Championships and for over a decade have qualified more students to the Tournament of Champions than any other institute in the country.

**JULY 21 ST - AUGUST 4TH, 2007 - EMERSON COLLEGE, BOSTON, MA. NATIONALDEBATEFORUM.COM**
"On the Brink of Being Elite...Or Obsolete?"

By Rami Hernandez

While talking to one of my extemper the other day, I made the following comment: “Just bring your laptop into the prep room, and you’ll have all of the evidence that you need at your disposal.” The student promptly reminded me that laptops and other electronic devices are prohibited in the extemp prep room.

Technology seems to be a point of great controversy in the debate community. Rich Edwards article in the December issue of The Rostrum brought up several great points about how computers will not destroy policy debate. Now we must ask ourselves which direction we are heading in as a community in regards to the issue of technology. Our school recently hired a Director of Educational Technology who told us at a faculty meeting earlier this school year, “We have to make a decision. Does Loyola wish to be on the cutting edge of knowledge or do we wish risking becoming irrelevant school?” The same question applies to the debate community. Regardless of anyone’s personal convictions, we live in a digital age. An age where WHAT we know is not as important as WHEN we know. We can no longer hang onto the belief that forensics is purely a live-audience public speaking activity. The dynamics of our world are changing rapidly, and as educators we have a responsibility to help shape this future. The answer to the question posed earlier is that we must embrace new technologies and work to implement them into the speech and debate community. Otherwise, we risk becoming irrelevant to today’s youth. I will focus on three suggestions we as a community should implement. First, we must allow laptops and live connections to the Internet to all events. Second, we should create a technology vision and plan for how we are to incorporate technology and its usage at tournaments. Finally, we should start moving to virtual or hybrid (part virtual/part live) tournaments.

#1—Laptops and Internet for All

The argument that laptops create unfair competition in debate rounds is not only false, but dangerous. Case in point: In a recent article on cm.com, it was reported that 3rd world countries are purchasing $100.00 laptops for their students in school. These students are expected to become proficient in using their computers. Do we want our students to be less technically proficient than people in 3rd world countries? Well, that is what regulations against the use of laptops create. Educators in the debate community haven’t figured out what leaders of 3rd world countries already have: Understanding and using technology is a vital part of the education of today’s young person.

By banning laptops and the Internet at forensics events, we are sending a signal that technology is evil and unnecessary to be successful. Think about what the ramifications of this are. We are telling our students that you can make it without needing today’s relevant research skills—the ability to use technology to find what you need when you need it. The reality is quite different. While previous generations could rely on the absence of these skills, the current ones cannot. Both the world of business and education are demanding employees who understand how to use technology effectively. Our students could potentially find themselves at a disadvantage to their fellow students when they get into what is becoming a global job market. Is this the legacy we want to leave as an activity? Do we want to become the last vestige of the pre-technological age? Do we want to be looked down upon by our fellow educators and the rest of the world as a “joke of an activity” that significant limits our students’ growth?

Laptops are part of world and they are here to stay. Now is the time for us to embrace their use in all facets of our activity. I believe the real reason that many coaches in the activity want to ban their usage is because they are either afraid of technology, do not know how to use computers, or both. I applaud the NFL’s test year on the use of laptops, but we need to go further. We should allow students to use them and connect to the Internet in all debate events and in extemp. Dr. Edwards’ did an excellent job in his article of pointing out why laptops are a great leveler in Policy Debate, and it would be no different in L/D, Public Forum, and Extemp. We live in an age where information is available quickly and equally for everyone. Responsible use of this information is perhaps the most important thing we can stress to our students.

Imagining an extemper who has all of his or her information on a laptop. This would do away with having to create and move files around. Also, imagine if this student were able to access the latest information on the web on a particular topic. That is the way the real world operates. When giving a presentation, one is expected to give the most current and up to date information. We teach the opposite of this. How often do we listen to extemper who give us false or incorrect information? What is the educational value of that? Moreover, having access to the Internet during prep time would eliminate the disparity that larger teams have over smaller ones, thus evening the playing field. News would be available to all. Some say this creates lazy extemper, but the reality is that great evidence files cannot make up for ignorance of a topic. The most successful extemper will still be the ones who follow the news and create files on topics as well.
as outline potential topic areas. Also, 30 minutes goes by very quickly and it is hardly enough time to become competent in a topic. Pre-tournament preparation would still be a must for Extemp.

In debate, access to the Internet would allow students to immediately answer claims that they know to be false or suspect. Rather than living in a fantasy world, students would be able to check what is happening in the real world at this moment and seek the truth of any given situation. One of the chief criticisms of debate is that it has little application to what is going on in the real world (i.e., nuclear war scenarios and normative thinking). Well if you have that problem, allow students to access information in a moment's notice to counter those claims. Some would say that the information found on the Internet is suspect, but rather than embrace the fact that it is our duty to educate students on assessing the reliability and validity of sources we put blinders on and allow this issue to go unresolved. What better way, then, to teach students these skills than within the context of debate rounds?

The reality is that technology is now being incorporated into all facets of the workforce. Now is the time for the debate community to respond to this by embracing technology and creating a plan for its usage at tournaments. Ignoring the problem and hoping that it goes away is not the solution.

#2—Let There Be a Technology Plan

So, what can we do to make technology a viable part of the debate world? First, we need to make sure that every student in this activity has access to a laptop at debate tournaments. The NFL and state organizations should start creating programs that allow disadvantaged students the opportunity to receive a free laptop or one at a significantly reduced rate. Students who receive these laptops should be trained in their usage both in and out of debate rounds. Workshops should also be held for coaches on how to incorporate this technology in their lesson plans and in the training of their students. The money is out there. We need someone who has the background in fundraising and in speech and debate to spearhead a project like this one. If third-world leaders can do it, then so can we. This would put us at the forefront of secondary education. Does it put you at the forefront or just allow you to catch up with the rest of secondary education? Perhaps it puts you in the position to lead? We could become leaders in the use of technology in education. That would translate to more support and participation in our activity.

Second, we need to ensure that students at tournaments have free wireless access to the Internet at tournaments. When I go on a college campus today, I expect to be able to connect to the Web. If our activity is truly college preparatory, then our students should expect the same. Students should be clearly told of the regulations of web usage and the penalties for violating these rules.

Third, every team, organization, and tournament should have its own website. Part of the training we could do as a community is in team website development. The Web is how people connect is this day and age, and we should encourage its usage for such things as announcements, results, and discussion. After all, we are supposed to be the best communicators on any given campus.

Fourth, we need to explore ways of using technology to bridge the gap that exists in this activity. The vast majority of teams lack the resources or the time to travel nationally. This leads me to the final point I will discuss: The Creation of Virtual Debate Tournaments.

#3—Enter the Matrix

Very few things in my life have forced me to grow up than debating on the national circuit. I did not get this opportunity until I got into college. It truly was an eye-opener on where I stood both intellectually and competitively to other students across the country. It is also extremely expensive. Most nationally competitive teams spend over $40,000-$50,000 a year. We are an activity of “haves” and “have-not’s.” So, how do we close this gap? How can we allow competitors from different parts of the country compete against each other?

The solution is the creation of virtual debate tournaments. Right now, this might be a cumbersome undertaking, but then again our students are already facile with using free products such as iChatAV for the purpose of videoconferencing, so perhaps it is only us that need to embrace what is already available to make this happen. Even if not everyone has the resources or the technology to make this happen yet, it is something we should begin exploring and implementing as soon as possible. If we do it might look something like this:

Envision debaters in classrooms at their schools with a table or desks adjacent to a blank wall. On the wall there would be a projection of their opponents whose desks would be set up in the same way on their end. A debate judge would view this round either from one of the rooms or even in the comfort of his or her own home. Evidence would be transmitted electronically from one computer to another. Decisions would be electronically transmitted to the tournament tab room.

This is a future for debate that is just around the corner. Yet, this model is not necessarily the only one. There is also the possibility of having hybrid tournaments where some students would show up at the school and some would debate via cyberspace. The point is there is an opportunity to make debate something that is more readily available to the masses as opposed to an elite few—the few who can afford it.

All debaters would now be able to compete on the national circuit. No one can make the claim anymore that debate travel is too expensive or time consuming. This would not completely eliminate travel tournaments, but it would allow for more flexibility with scheduling. Students would miss less class, and they would still have opportunities for interaction with other students. As a coach, I would have a hybrid schedule where we would travel to some tournaments and go virtual with a few others. It would help with the burn-out a lot of us have to go through as coaches if
Editorial

we had the ability to create a lighter travel schedule. It would also encourage many coaches to take the level of their team’s competition to the next level. Right now, this may seem like a fantasy, but the speed of our technological breakthroughs makes this a distinct possibility within the next decade.

Conclusion

The world of debate has been a gateway for many of us to better and brighter futures. We must seriously evaluate where we are headed as a community in terms of technology. In this age of MySpace, iPods, and on-demand entertainment, we need to create a plan for the next generation of debaters. If we fall behind on this, we risk becoming irrelevant and could even be supplanted by other activities our students choose to undertake. Often as a debate community, we are not open to growth and its possibilities. This is one of those critical times when we cannot fall asleep at the switch. I am a mere amateur in the world of technology. However, even I can see where we are headed and what we need to do. Let us collaborate and work together to make this possible. We may not be around for the future, but we certainly have the opportunity to influence what it will be like.

(Rami Hernandez is an English Teacher and the Director of Forensics at Loyola High School of Los Angeles. He is also currently a graduate student at Loyola Marymount University’s School of Education. He would like to thank Dr. Philip Molebash who assisted him with the writing of this article.)

NFL Alumni

Register Now!

Become part of the NFL Alumni Central Database. Alumni who register will enjoy the complementary Alumni Newsletter with updates of various NFL activities, and opportunities to reconnect with fellow Alumni.

To register...
Visit the NFL Website at www.nflonline.org, Alumni Newsletter Page or contact Heidi Christensen, Alumni Coordinator at hschristensen@centurytel.net or call us at (920) 748-6206. We look forward to hearing from you!
The National Forensic League National Speech and Debate Honor Society Welcomes the following New NFL Programs:

Central HS - Tuscaloosa, AL
Berkeley HS, CA
Frontier HS, CA
Willow Glen HS, CA
Blanche Ely HS, FL
J W Mitchell HS, FL
McIntosh County Academy, GA
Russellville HS, KY
Revere HS, MA
Our Lady of Good Counsel, MD
Providence Academy, MN
Harrison Central HS, MS
Ardrey Kell HS, NC
West Windsor-Plainsboro HS North, NJ
The Dalton School, NY
Worcester Central School, NY
Bexley HS, OH
River View HS, OH
Abington Heights HS, PA
Franklin Road Academy, TN
Waverly Central HS, TN
Spaulding HS, VT
Whitefish Bay HS, WI
Wittenberg-Birnamwood HS, WI

ADD THE NFL LOGO TO YOUR CLASS RING

Your class ring is an expression of who you are. It represents the interests, the fun, the events, the studies, the sports, the recognition, and the common ground that shape your unique group. Now you can express your NFL pride by putting the NFL logo on your class ring. Contact your local HiTech Jones representative or the NFL office for more information.

As of January 31, 2007
Information will be available on the NFL website www.nflonline.org by March 1, 2007
Continue checking for updates

- National Registration Forms
- Hotel Lists
- Tentative Schedules
- Travel and Lodging Recommendations
- Direction Venues
- Restaurants and Sites
- Tournament Photo Archive
The South Kansas and Sunflower districts are pleased to welcome you to the 2007 Kansas Nationals, held in Derby and Wichita. The state of Kansas has a proud history of debate; in fact, the first interscholastic collegiate debate in the nation was held at Winfield’s Southwestern College in 1923. Our universities have hosted AFA nationals in 1984, 1994, and 2005; and CEDA Nationals in 1986 and 1997. Topeka High School hosted the NFL national tournament in 1934, and Shawnee Mission South hosted in 1970. Kansas currently supports six NFL districts, which have produced over 100 National Finalists and 23 National Champions. In addition, 229 Kansas high schools annually participate in competitive speech and debate events, and we are proud to have 135 schools and 3900 students competing in policy debate.

Kansas takes its name from the Sioux word “kansa”, meaning “people of the South winds”. Although we are famous for our Wild West personages, such as Wild Bill Hickock, Wyatt Earp, the Jesse James and Dalton gangs, Kansas is also home to politicians Dwight D. Eisenhower and Bob Dole, playwright William Inge, poets Gwendolyn Brooks and Langston Hughes, and performers Emmet Kelly, Hattie McDaniel, Don Johnson, Kirstie Alley, and Paul Rudd, to name just a few.

We must not forget, of course, one of Kansas’ largest claims to fame: “The Wizard of Oz”, which has provided decades of entertainment, many a state souvenir and joke, and also formed the basis for our Nationals logo.

We congratulate you on your success as individuals and schools for qualifying to come to Kansas in June. Kansan Amelia Earhart once said “In soloing—as in other activities—it is far easier to start something that it is to finish it.” You’ve finished your quest to qualify; now you begin your quest for a national championship.

So follow your dreams to Kansas, and we’ll do our best to make them come true!

To learn more, please visit our website at www.kansasnationals2007.com
There's No Place Like Home

Botanica

Wichita Art Museum

Old Cowtown Museum

Exploration Place

Music Theatre of Wichita
Derby/Wichita Nationals

Tournament Sites

Century II—Student Congress

Wichita East—Policy and LD

Hyatt Regency—Student Congress

Derby HS—Individual Events

Derby MS—Public Forum
2007 Kansas Nationals

Derby/Wichita

June 17-22, 2007

Derby Water Park—Host party

Century II—Registration and Finals

Lincoln Financial Group®
# 2007 KANSAS NATIONALS

**Derby/Wichita, KS**

**TENTATIVE SCHEDULE AND VENUES**

*Subject to Change*

## Contest Venues

Derby High School/Middle School/Elementary School in Derby
Wichita High School East, Hyatt Regency Wichita, and Century II Convention Center in Wichita

<table>
<thead>
<tr>
<th>Date/Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday, June 17</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tournament Staff Registration</td>
<td>8am-8:30am</td>
<td>Hyatt Regency/Century II CC</td>
</tr>
<tr>
<td>Tournament Registration</td>
<td>8:30am-4pm</td>
<td>Hyatt Regency/Century II CC</td>
</tr>
<tr>
<td>Tab Room Meetings</td>
<td>9am-3pm</td>
<td>Hyatt Regency/Century II CC</td>
</tr>
<tr>
<td>New Coaches and Schools Reception</td>
<td>10am-11am</td>
<td>Hyatt Regency/Century II CC</td>
</tr>
<tr>
<td>District Chair Reception and Meeting</td>
<td>Noon-3pm</td>
<td>Hyatt Regency/Century II CC</td>
</tr>
<tr>
<td>Late Registration (not recommended)</td>
<td>4pm-6pm</td>
<td>Hyatt Regency/Century II CC</td>
</tr>
<tr>
<td><strong>Monday, June 18</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Main Event Speech and PFD</td>
<td>9am-6pm</td>
<td>Derby Schools Complex</td>
</tr>
<tr>
<td>Debate (Policy and LD)</td>
<td>9am-6pm</td>
<td>Wichita HS East</td>
</tr>
<tr>
<td>Student Congress</td>
<td>9am-6pm</td>
<td>Hyatt Regency Wichita</td>
</tr>
<tr>
<td><strong>Tuesday, June 19</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Main Event Speech and PFD</td>
<td>9am-6pm</td>
<td>Derby Schools Complex</td>
</tr>
<tr>
<td>Debate (Policy and LD)</td>
<td>8am-6pm</td>
<td>Wichita HS East</td>
</tr>
<tr>
<td>Student Congress</td>
<td>8am-6pm</td>
<td>Hyatt Regency Wichita</td>
</tr>
<tr>
<td>Schwan’s Party</td>
<td>6pm to 9pm</td>
<td>Location (Sedgwick County Zoo)</td>
</tr>
<tr>
<td>Supplemental Re-Registration</td>
<td>7pm</td>
<td>Schwan’s Party</td>
</tr>
<tr>
<td><strong>Wednesday, June 20</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Main Events Speech</td>
<td>8am-5pm</td>
<td>Derby Schools Complex</td>
</tr>
<tr>
<td>Policy, LD, Public Forum</td>
<td>8am-6pm</td>
<td>Wichita HS East</td>
</tr>
<tr>
<td>Supplemental Events</td>
<td>8am-6pm</td>
<td>Derby Schools Complex</td>
</tr>
<tr>
<td>*Rd 7/8 Qualifiers Supplemental Re-Reg. Noon-1:30pm</td>
<td>Derby High School Cafeteria</td>
<td></td>
</tr>
<tr>
<td>Re-registration-Consolation Events</td>
<td>4pm-7pm</td>
<td>Derby High School Cafeteria</td>
</tr>
<tr>
<td></td>
<td>4pm-7pm</td>
<td>Wichita HS East Cafeteria</td>
</tr>
<tr>
<td><strong>Thursday, June 21</strong>&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Main Events Speech</td>
<td>9am-Noon</td>
<td>Derby High School</td>
</tr>
<tr>
<td>Policy, Public Forum, and LD</td>
<td>9am-8pm</td>
<td>Wichita HS East</td>
</tr>
<tr>
<td>Supplemental and Consolation Events</td>
<td>9am-7pm</td>
<td>Derby High School</td>
</tr>
<tr>
<td><strong>Duo, Dramatic, and Humorous Finals</strong>&lt;br&gt;<strong>and Schwan Coach Diamond Ceremony</strong></td>
<td>4pm-9:30pm</td>
<td>Hyatt Regency Wichita Convention Hall</td>
</tr>
<tr>
<td><strong>Friday, June 22</strong>&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Event, Supp, and Cons Finals</td>
<td>8am-5pm</td>
<td>Hyatt Regency Wichita Convention Hall</td>
</tr>
<tr>
<td>National Awards Ceremony</td>
<td>6pm</td>
<td>Hyatt Regency Wichita Convention Hall</td>
</tr>
</tbody>
</table>

*Again this year, those students that qualify for Rounds 7 and 8 of main event speech or main event debate that do not qualify for Round 9, will be allowed to enter Supplemental Events (beginning with Round 3) if pre-registered on the original tournament registration.*
A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

The "Sunflower State" will be an excellent location for the 2007 LFG/NFL National Speech and Debate Tournament. To make planning a little easier, the National Office is happy to provide a preliminary overview of the tournament. Please keep in mind that all logistics are tentative and subject to slight changes.

Sunday Registration

This year, the tournament registration and NFL Vending EXPO will take place on Sunday, June 17th from 8:30am to 4pm at the Century II Convention Center's Exhibition Hall which is connected to the Hyatt Regency Wichita. The 2007 NFL Vending EXPO will boast several booths of interest to both coaches and students.

Monday and Tuesday (Al Preliminary Rounds/Debate Rounds 7&8/Schwan Party)

There will be three venues used for the preliminary competition. The Derby Schools Complex (High School, Middle School, and Elementary School) will host the preliminary rounds of all six main event speech events (HI, DI, Duo, OO, IX, USX, and Public Forum). The Wichita High School East complex will host preliminary rounds of LD, and Policy Debate). The Hyatt Regency Wichita and Century II Convention Center will host the National Student Congress.

All main event preliminary competition on Monday and Tuesday will occur between 8am and 6pm on Monday and Tuesday. This year, eliminations rounds 7 & 8 will occur on Tuesday afternoon at 2pm and 4pm.

The Schwan Party will take place at the Wichita Sedgwick County Zoo in the early evening on Tuesday. Students will re-register for the Wednesday supplemental events at the Schwan Party.

Wednesday (Elimination Rounds/Supplemental Events)

All debaters (Policy, LD, and Public Forum) who qualify for elimination Round 9 will compete at Wichita High School East on Wednesday. All main event speech competitors (HI, DI, DUO, OO, USX, IX) and those students re-registered for supplemental events (Expository, Commentary, Prose, and Poetry) will compete at Derby High School on Wednesday. The Hyatt Regency Wichita will host the semi-finals of the National Student Congress.

All competition will occur between 8am and 7pm on Wednesday.

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

On Thursday morning, debate elimination rounds will continue at the Wichita High School East complex. Main event speech elimination rounds as well as all supplemental and consolation rounds will occur at the Derby High School complex. The National Student Congress will hold its final round sessions at the Hyatt Regency Wichita.

On Thursday evening, attendees will enjoy the national final rounds of Humorous Interp., Dramatic Interp., and Duo Interp, as well as the Schwan Coaches' Diamond Ceremony at the Century II Convention Center's Convention Hall.

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

The remaining Main Event final rounds (Original Oratory, U.S. Extemp, International Extemp., Lincoln-Douglas, Policy, and Public Forum) will be held throughout the day on Friday at the Century II Convention Center's Convention Hall. All Supplemental Event and Consolation Event final rounds will also be held in the Mary Jane Teall Theater at the Century II Convention Center.

On Friday evening, the National Awards Assembly will be held at the Century II Convention Center's Convention Hall.

Coaches that have any major questions about the logistics of the Kansas Nationals should feel free to contact the National Office at 920-748-6206 or at nflu@nflonline.org.
IMPORTANT!! CONSIDERATIONS WHEN SELECTING AND RESERVING HOTELS AT THE KANSAS NATIONALS
PLEASE READ BEFORE SELECTING LODGING

1. All schools should stay at one of the NFL recommended hotels. The NFL has negotiated the lowest rates available at these properties for our members and has chosen them for their convenience in tournament preparation. The NFL will not be able to assist a school that incurs issues with a hotel outside of the NFL block or a reservation made outside the block.

2. When calling hotels, all coaches must mention the NFL National Tournament Block to receive the posted rate. All room reservations made from NFL block rooms are subject to an automatic two-night non-refundable deposit per room to avoid double-booking. Although this policy may be slightly inconvenient it makes it fair for all schools attempting to book at specific hotels by eliminating early overbooking causing blocks to show as full only to have vacancies at a late date.

3. All hotel properties are easily accessible and are less than 20 minutes from the Derby Schools and less than 10 minutes from both Wichita East and the Hyatt and Century II venues.

4. The Congress Headquarters Hotel is the Hyatt Regency Wichita. This hotel is located in downtown Wichita and is connected to the Century II Convention Center. All congress competition will take place in this hotel and the Century II.

5. It is recommended that coaches go to the website links provided on the hotel spreadsheet to determine which hotel fits the needs of their program. All hotels on the list are convenient to the tournament venues.

6. Key Travel Times to Note:
   - Hyatt Regency Wichita to Derby School Venue (15-20 min)
   - Hyatt Regency Wichita to Wichita High School East Venue (10 min)
   - Most Hotels to High Schools (15-20 min)
   - Most Hotels to Wichita High School East (5-10 min)

7. PLEASE LOOK AT A MAP! Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Derby/Wichita area to get a better perspective on the logistics of travel. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

Additional Tournament Information (Logistics, Complete Driving Directions, Maps, Individual Event Schedules, etc) are available on the NFL website at www.nflonline.org/NationalTournament.

~~Register Your Qualifiers for Nationals~~

Reminder: All national tournament registration forms are found at www.nflonline.org, under ‘National Tournament’, ‘Forms’.
2007 Kansas Nationals
Tournament Hotels

1. Hawthorne Suites West
2. Kansas Inn
3. Broadview Hotel
4. Hyatt Regency
5. Cambridge Suites
6. Holiday Inn Hotel & Suites

7. EconoLodge Airport
8. Best Western West
9. La Quinta Inn Airport
10. Wichita Inn Airport
11. Scotsman Inn West
12. Four Points Sheraton
13. Hilton Wichita Airport
14. Best Western Governors Inn
15. Comfort Inn South

16. Wichita Suites
17. Holiday Inn Select
18. Clubhouse Inn & Suites
19. Super 8 Motel
20. Wichita Inn East
21. Marriott Wichita
22. Residence Inn
23. Hampton Inn
24. Comfort Inn East
25. Fairfield Inn
26. Residence Inn At Plazzio
27. Homewood Suites
28. Inn At Tallgrass
29. Courtyard By Marriott East
30. Holiday Inn Express N.E.
31. Northrock Suites
32. Wichita Inn North
33. Best Western North
34. Days Inn Park City
35. Comfort Inn North
<table>
<thead>
<tr>
<th>Hotel Name</th>
<th>Rate</th>
<th>Phone</th>
<th>Address</th>
<th>Websites</th>
<th>Amenities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inn at Tallgrass</td>
<td>$95.00</td>
<td>316-664-3466</td>
<td>2280 North Tara Cir.</td>
<td><a href="http://www.theinnatatallgrass.com">www.theinnatatallgrass.com</a></td>
<td>CB, W, F, OP, H, L</td>
</tr>
<tr>
<td>*Hyatt Regency - Wichita</td>
<td>$94.00</td>
<td>316-293-1234</td>
<td>400 West Waterman</td>
<td>*Congress/Tournament Hotel <a href="http://www.hyatt.com">www.hyatt.com</a></td>
<td>R, IP, H, F, S</td>
</tr>
<tr>
<td>Residence Inn by Marriott</td>
<td>$92.00</td>
<td>316-686-7331</td>
<td>411 South Webb Rd.</td>
<td><a href="http://www.residenceinnwichita.com">www.residenceinnwichita.com</a></td>
<td>CB, L, OP, H</td>
</tr>
<tr>
<td>Cambridge Suites</td>
<td>$85.00</td>
<td>316-263-1061</td>
<td>711 South Main</td>
<td><a href="http://www.cambridge-suites.com">www.cambridge-suites.com</a></td>
<td>OP, F, CB, W, L</td>
</tr>
<tr>
<td>Holiday Inn Hotel &amp; Suites</td>
<td>$81.00</td>
<td>316-269-2090</td>
<td>221 East Kellogg</td>
<td><a href="http://www.ichotels.com">www.ichotels.com</a></td>
<td>R, OP, H, F, W</td>
</tr>
<tr>
<td>La Quinta Inn Airport</td>
<td>$79.00</td>
<td>316-943-2181</td>
<td>5500 West Kellogg</td>
<td>No Website</td>
<td>IP, H, F, R, CB, S, L, W</td>
</tr>
<tr>
<td>Marriott Wichita</td>
<td>$78.00</td>
<td>316-651-0333</td>
<td>9100 Corporate Hills</td>
<td><a href="http://www.marriott.com">www.marriott.com</a></td>
<td>IP, OP, H, R, F, S, L</td>
</tr>
<tr>
<td>Four Points Sheraton</td>
<td>$76.00</td>
<td>316-942-7911</td>
<td>5805 West Kellogg</td>
<td><a href="http://www.starwoodhotels.com">www.starwoodhotels.com</a></td>
<td>CB, W, S, OP, F, L, R</td>
</tr>
<tr>
<td>Wichita Suites</td>
<td>$76.00</td>
<td>316-685-2233</td>
<td>5211 East Kellogg</td>
<td>No Website</td>
<td>CB, F, OP, L</td>
</tr>
<tr>
<td>Fairfield Inn</td>
<td>$76.00</td>
<td>316-685-3777</td>
<td>333 South Webb Rd.</td>
<td>No Website</td>
<td>CB, OP, F</td>
</tr>
<tr>
<td>Best Western Governors Inn</td>
<td>$75.00</td>
<td>316-522-0775</td>
<td>4742 South Emporia</td>
<td><a href="http://www.bestwestern.com">www.bestwestern.com</a></td>
<td>OP, F, L, W</td>
</tr>
<tr>
<td>Comfort Inn North</td>
<td>$75.00</td>
<td>316-744-7711</td>
<td>990 Connolly Cl., Park City</td>
<td><a href="http://www.choicehotels.com">www.choicehotels.com</a></td>
<td>CB, W, F, L, IP</td>
</tr>
<tr>
<td>Best Western North</td>
<td>$75.00</td>
<td>316-832-9387</td>
<td>915 East 53rd St. North</td>
<td><a href="http://www.bestwestern.com">www.bestwestern.com</a></td>
<td>CB, IP, H, W, L, F, R</td>
</tr>
<tr>
<td>Hawthorns Suites (West)</td>
<td>$75.00</td>
<td>316-729-5700</td>
<td>2405 North Ridge Rd.</td>
<td><a href="http://www.hawthorn.com">www.hawthorn.com</a></td>
<td>CB, F, L, S, W</td>
</tr>
<tr>
<td>*Special Notes: National Forensic League NFL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Western West</td>
<td>$75.00</td>
<td>316-942-5600</td>
<td>6815 West Kellogg</td>
<td><a href="http://www.bestwestern.com">www.bestwestern.com</a></td>
<td>CB, IP, H, F, L, S, R, W</td>
</tr>
</tbody>
</table>

*Identifies blocked NFL rooms
### Nationals - Hotel Information

<table>
<thead>
<tr>
<th>Hotel Name</th>
<th>Rate</th>
<th>Phone</th>
<th>Address</th>
<th>Websites</th>
<th>Amenities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hampton Inn</td>
<td>$73.00</td>
<td>316-686-3576</td>
<td>9449 East Corporate Hills</td>
<td><a href="http://www.hamptoninn.com">www.hamptoninn.com</a></td>
<td>CB, L, W</td>
</tr>
<tr>
<td>Comfort Inn East</td>
<td>$71.00</td>
<td>316-686-2844</td>
<td>9525 Corporate Hills</td>
<td><a href="http://www.choicehotels.com">www.choicehotels.com</a></td>
<td>CB, IP, H, W</td>
</tr>
<tr>
<td>Days Inn Park City</td>
<td>$70.00</td>
<td>316-832-1131</td>
<td>901 East 53rd St.</td>
<td><a href="http://www.daysinn.com">www.daysinn.com</a></td>
<td>CB, W, F</td>
</tr>
<tr>
<td>Holiday Inn Express Northeast</td>
<td>$70.00</td>
<td>316-634-3900</td>
<td>7824 East 32nd St.</td>
<td><a href="http://www.hiexpress.com">www.hiexpress.com</a></td>
<td>W, IP, H, CB</td>
</tr>
<tr>
<td>Northrock Suites</td>
<td>$69.00</td>
<td>316-634-2303</td>
<td>7656 East 36th St.</td>
<td>No Website</td>
<td>CB, F, L, OP, IP</td>
</tr>
<tr>
<td>Clubhouse Inn &amp; Suites</td>
<td>$69.00</td>
<td>316-684-1111</td>
<td>515 South Webb Rd.</td>
<td><a href="http://www.clubhouseinn.com">www.clubhouseinn.com</a></td>
<td>CB, W, OP, H</td>
</tr>
<tr>
<td>Kansas Inn</td>
<td>$68.00</td>
<td>316-269-9999</td>
<td>1011 North Topeka</td>
<td>No Website</td>
<td>CB, F, L</td>
</tr>
<tr>
<td>Comfort Inn South</td>
<td>$59.95</td>
<td>316-922-1800</td>
<td>4849 South Laura</td>
<td><a href="http://www.choicehotels.com">www.choicehotels.com</a></td>
<td>CB, OP, W</td>
</tr>
<tr>
<td>Wichita Inn North</td>
<td>$59.00</td>
<td>316-635-2022</td>
<td>3741 North Rock Rd.</td>
<td>No Website</td>
<td>W, CB, L</td>
</tr>
<tr>
<td>Wichita Inn Airport</td>
<td>$59.00</td>
<td>316-943-2373</td>
<td>6335 West Kellogg</td>
<td>No Website</td>
<td>CB, S, L, W</td>
</tr>
<tr>
<td>Wichita Inn East</td>
<td>$59.00</td>
<td>316-685-8291</td>
<td>8220 East Kellogg</td>
<td>No Website</td>
<td>CB</td>
</tr>
<tr>
<td>Econo Lodge Airport</td>
<td>$45.00</td>
<td>316-722-8730</td>
<td>600 South Holland Ln.</td>
<td><a href="http://www.choicehotels.com">www.choicehotels.com</a></td>
<td>CB, S, L, H, OP, W</td>
</tr>
<tr>
<td>Super 8</td>
<td>$45.00</td>
<td>316-686-3888</td>
<td>527 South Webb Rd.</td>
<td><a href="http://www.super8.com">www.super8.com</a></td>
<td>CB, W, L</td>
</tr>
<tr>
<td>Scotsman Inn West</td>
<td>$43.00</td>
<td>316-943-3800</td>
<td>5922 West Kellogg</td>
<td><a href="http://www.scotsmaninnwichita.com">www.scotsmaninnwichita.com</a></td>
<td>CB, L</td>
</tr>
</tbody>
</table>

**Amenities Key:**

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

**Advanced Booking**

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

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

<table>
<thead>
<tr>
<th></th>
<th>Economy Compact</th>
<th>Midsize</th>
<th>Full Size 2-Door</th>
<th>Full Size 4-Door</th>
<th>Premium</th>
<th>Towncar</th>
<th>SUV</th>
<th>Minivan</th>
<th>Convertible</th>
<th>12-Passenger Van</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Avis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book at: 1-800-331-1600 or <a href="http://www.avis.com">www.avis.com</a></td>
<td>Daily</td>
<td>$38</td>
<td>$43</td>
<td>$47</td>
<td>$50</td>
<td>$58</td>
<td>$72</td>
<td>$72</td>
<td>$72</td>
<td>$72</td>
</tr>
<tr>
<td>Rate Code: B159261</td>
<td>Weekly</td>
<td>$144</td>
<td>$160</td>
<td>$170</td>
<td>$191</td>
<td>$206</td>
<td>$216</td>
<td>$307</td>
<td>$307</td>
<td>$307</td>
</tr>
<tr>
<td></td>
<td>Weekend Daily</td>
<td>$30</td>
<td>$33</td>
<td>$34</td>
<td>$36</td>
<td>$40</td>
<td>$43</td>
<td>$72</td>
<td>$72</td>
<td>$72</td>
</tr>
<tr>
<td><strong>Hertz</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book at: 1-800-654-2240 or <a href="http://www.hertz.com">www.hertz.com</a></td>
<td>Daily</td>
<td>$52</td>
<td>$53</td>
<td>$54</td>
<td>$55</td>
<td>$59</td>
<td>$64</td>
<td>$78</td>
<td>$78</td>
<td>$81</td>
</tr>
<tr>
<td>Rate Code: CV#04140001</td>
<td>Weekly</td>
<td>$174</td>
<td>$190</td>
<td>$205</td>
<td>$221</td>
<td>$231</td>
<td>$272</td>
<td>$331</td>
<td>$331</td>
<td>$331</td>
</tr>
<tr>
<td></td>
<td>Weekend Daily</td>
<td>$21</td>
<td>$24</td>
<td>$27</td>
<td>$31</td>
<td>$33</td>
<td>$46</td>
<td>$66</td>
<td>$66</td>
<td>$68</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book at: 316-946-4891</td>
<td>Daily</td>
<td>NA</td>
<td>$28</td>
<td>$29</td>
<td>NA</td>
<td>$35</td>
<td>$79 (SUV)</td>
<td>NA</td>
<td>$69/$39*</td>
<td>$78</td>
</tr>
<tr>
<td>Rate Code: NFL</td>
<td>Weekly</td>
<td>NA</td>
<td>$165</td>
<td>$169</td>
<td>NA</td>
<td>$189</td>
<td>$390 (SUV)</td>
<td>NA</td>
<td>$340/$229*</td>
<td>$390</td>
</tr>
<tr>
<td></td>
<td>Weekend Daily</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Enterprise</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book at: <a href="http://www.enterprise.com">www.enterprise.com</a></td>
<td>Daily</td>
<td>$27.90</td>
<td>$29.70</td>
<td>$32.84</td>
<td>$34.64</td>
<td>$37.52</td>
<td>NA</td>
<td>NA</td>
<td>$62.10</td>
<td>$71.10</td>
</tr>
<tr>
<td>Rate Code: 51E6924 (Pin# NFL)</td>
<td>Weekly</td>
<td>$152.10</td>
<td>$161.10</td>
<td>$170.10</td>
<td>$179.10</td>
<td>$188.10</td>
<td>NA</td>
<td>NA</td>
<td>$314.10</td>
<td>$296.10</td>
</tr>
<tr>
<td></td>
<td>Weekend Daily</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

All prices are with the NFL National Tournament Discount.

*Standard SUV/Midsize SUV (Dodge Nitro/Jeep Grand Cherokee)
Meeting, Incentive & Group Travel
Large or small, from Board meetings to Sales meetings, we can service your needs worldwide! We provide airline discounts for travel to each National Forensic League Tournament.
Call (866) 341-7672 to book your Wichita flights with us!

Leisure Travel
Personal travel near or far...from a weekend away to an extensive international trip, we have the experience to plan and execute your trip flawlessly.

Corporate Travel
Meeting the travel needs of all organizations with locations worldwide and flexible travel management programs, we can provide a full range of services to you and your company.

FCm Bannockburn Travel Solutions
2101 Waukegan Road
Bannockburn, IL 60015
(800) 227-1908
Supporters of Kansas Nationals

Copper ($1-99)

Drs. Branstetter and Sparks, PA
Monica Coen
Carl and Suzie Compton
Don Crabtree
Matt Fullerton
Tim Howard
Karen Libby
Wilhite Auto Service
Winfield High School
Xi Beta Lambda Chapter
Ariel Yager

Bronze ($100-249)

Arkansas City High School
Elizabeth Blockham
Steve Clark
Tracy and Kim Cook
Jill Docking
Field Kindley High School
Rajeev Goyle
Ray Hodge and Associates
Richard and DeAnne Howard
Kathy Krumrick
Lee Reed Engraving
Heather Hoopes Matthews
Lisa Ritchie
Kathleen Taylor
Sue Watson
Dalvin and Becky Yager

Silver ($250-499)

Derby High School Kay Club
Jabara Carpet Outlet Inc.
Reach Learning Center
Southeast of Cherokee High School

Gold ($500-999)

Dana Hensley
Derby High School
Vickie and Joe Fellers
Goddard High School
KS Flint Hills NFL
Sharol Rasberry
Remington High School
Valley Center High School
Frances Yager

Platinum ($1000-5000)

Bluebonnet Nationals Host Committee
Roger and Doris Brannan
South Kansas NFL
Sunflower NFL
Wichita Community Foundation

Diamond ($5000 and above)

Derby Schools USD 260
National Forensic League
Wichita Schools USD 259
Greater Wichita Convention and Visitors Bureau
Join us for the
Sedgwick County Zoo

Lions, and

The SCHWAN
FOOD COMPANY

SCHWAN's and

Bears, Oh My!

www.gczo.org
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 on a 4.0 scale (or its equivalent).

3. The student may apply after the completion of at least 5 semesters of high school.

4. Student must have an ACT Exam score of 27 or higher or SAT score of 2000 or higher.

5. Character reference from both the student’s coach and principal.

6. School Transcripts included with completed application.

7. A chapter may present this National Forensic League All-American Academic Award to any NFL member who meets the criteria.

APPLICATION
NATIONAL FORENSIC LEAGUE
ACADEMIC ALL-AMERICAN AWARD

Name
School
School Address
NFL District

To the National Forensic League:
The above named student qualifies for the Academic All-American Award by meeting all the criteria checked below:
(Each line must be checked for verification.)

_____ 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 2000 or higher
_____ Completed at least 5 semesters of high school
_____ Character reference from both the student’s coach and principal
_____ School Transcripts included

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, Box 38, Ripon, WI 54971-0038

A hand engrossed Certificate of Achievement will be sent for presentation.
ALABAMA
Mary Hill Bible School
John W. Arnold
Kelley Sherrod
Oak Mountain HS
Scott Gray

CALIFORNIA
Bellarmine College Prep
Patrick Go
Nishaal Karnik
Rustin Kashani
Tim McKenzie
Jonathan Padilla
Nihar Shah
Brian Stephan
Granite Bay HS
Sana Naseem
Arsani Williams
Lynbrook HS
Aanath Kasturiratnam
Jonathan Kwak
Menlo-Atherton HS
Byron Ruby
Morgan Hill HS
Jonathan Wu

FLORIDA
Lake Worth Community HS
Michael Nutley
Michael Krop HS
Erica Alexander
Andrew J Fuller
Ransom Everglades School
Elizabeth A Joyce
Wellington HS
Amy Roby Levine

GEORGIA
Lakeview Academy
Krisztina Coral
Sibylle Freimuth
Starr's Mill HS
Andrew Ash

IDAHO
Skyline HS
Bonnie Magnuson

IOWA
Roosevelt HS
Sam Fairfield

KANSAS
Bishop Miege HS
Joanne Bauer
Maggie Jane
Allison Kinskey
Katherine Murphy
Jean O’Mara
Topeka HS
Stephanie M Atwood
Hadley Beer-Green
Thomas Rosen
David J Blebeberg
Eric G Groves

MISSISSIPPI
Oak Grove HS
Aimee Karoly

MISOURI
Camdenton HS
Morgan Grotewol
Jeremy Schlatter
Marshall HS
Jordan Adams
Adam Westlake
Nixa HS
Kristin Gumminger
Taylor Martin
Saint Pius X HS
Katie Galetti
Jillian Meriwether

KENTUCKY
Grant County HS
Grant Curtis Wallace

MASSACHUSETTS
Milken Academy
Frank Smith
Needham HS
Michael Lintz
Newton South HS
Adrienne Lerner

MINNESOTA
Moorhead Senior HS
Cassandra Mia Bonitto
Walker HS
Annie Scott

MISSOURI
Camdenton HS
Morgan Grotewol
Jeremy Schlatter
Marshall HS
Jordan Adams
Adam Westlake
Nixa HS
Kristin Gumminger
Taylor Martin
Saint Pius X HS
Katie Galetti
Jillian Meriwether

NEBRASKA
Gothenburg HS
Kirsten Block
Millard North HS
Katie Davis
Andrew Grimm
Norfolk HS
Emily Signor

NEW MEXICO
Jemes Mountain Home School
Brian Davenport

OKLAHOMA
Bartlesville HS
Josh Wesneski
Lone Grove HS
Lisa McCuistion

PENNSYLVANIA
Elk Lake HS
Molly R Copeland

SOUTH CAROLINA
Mauldin HS
Brian Jones
Caitlin McCarty
Lindsey Wallace
Kathryn Wilek

TENNESSEE
Battle Ground Academy
Alok Choksi
Chelsea Mayo
Nathan Musgrove
Collierville HS
David Kumbroch
Bo Zhang
Dixson County HS
Philip Masengill

TEXAS
Aubrey HS
Katie Gustafson
Winston Churchill HS
Alex Leidner

UTAH
Juan Diego Catholic HS
Sean Lynch

WASHINGTON
Thomas Jefferson HS
Chris Mount

WISCONSIN
James Madison Memorial
Spencer D Petrille

WYOMING
Cheyenne Central HS
Charles J Carlton

Reward Your Students

Available through the NFL Online Store at www.nflstore.com
NDCA Coaches' Corner

by Jenny Heidt

NDCA Policy & LD Championships 2007
April 14-16, Carrollton Sacred Heart, Miami, Florida

Details such as hotel, schedule, and qualification information available at http://thendca.org/

NDCA Annual Convention
Friday, March 23rd at Hilton Atlanta Airport

Schedule and hotel coordinated with the Second Year and Novice Policy and Lincoln Douglas National Championships at Woodward Academy.
12:00-12:45 Early Registration for the Tournament and for the NDCA Convention
12:45-1:45 Session one
2:00-3:00 Session two

Presentations (two more will be added):

Introduction to the 2007-2008 Africa Topic: Dr. Tracy McFarland (Associate Director of Debate, Jesuit College Preparatory School of Dallas). This session will provide insights from a debate and academic perspective on public health in Africa by exploring the historical and current context for public health challenges in Africa. Tracy’s dissertation work for her PhD investigated the relationship between South African political institutions and public policy challenges such as public health. This academic backdrop coupled with 10 plus years of debate coaching should provide a mix of ‘real world’ understanding with a debate twist.

Research Skills: David Heidt (Debate Coach, Emory University and the Westminster Schools). What are the best search terms to use? Which web pages should every debater have bookmarked? Which free news feeds will send the most useful articles? How can a template help to keep files organized and save time? How can even a small number of debaters keep up with the research demands of policy debate? David will cover these topics and many more.

De-mystifying the use of Theory in Lincoln-Douglas Debate: Aaron Timmons (Director of Debate, The Greenhill School). The last few years have seen an influx of theoretical issues, heretofore, not seen in Lincoln Douglas debate. This session is an attempt to clarify, define and discuss the theoretical legitimacy of concepts such as topicality, conditionality, “prestandard argumentation”, narratives, burden theory etc. This session will also focus on ways to become a better “theory” debater in LD, both in advancing these positions and, as importantly, answering them. If individuals who will be attending have particular issues they wish discussed they should email Aaron Timmons at timmons@greenhill.org.

Town Hall Meeting for Coaches: This session will allow coaches to share ideas about what strategies have worked for them in gaining and maintaining support for their teams from administrators, parents, and students. The session was well attended and very constructive in previous years.

Finally, the lesson plan exchange that usually occurs at the Convention will now be handled electronically. Debate teachers are encouraged to send in materials on policy, LD, public form, or squad administration to jennyh@westminster.net so that the materials can be posted for everyone at http://thendca.org/
National Forensic League
Employee of the Month Award

The National Forensic League would like to congratulate Kathy Dumke on being our February EMPLOYEE OF THE MONTH. Kathy has worked for the NFL for 7 years. She started with the NFL part time, but it was only a few months before the NFL realized they needed to hire Kathy full time.

Kathy is in charge of new student invoices, UPS shipping, ordering replacement certificates, and staff support in the finance department. Kathy’s coworkers say that she is “always friendly with a positive attitude.” Kathy’s overall work ethic, mind-set and willingness to learn new things, is the reason why she was chosen for February’s Employee of the Month! Please congratulate Kathy when you see her!

Employee of the Month is awarded based on staff nominations.

MERCHANDISE OF THE MONTH

National Forensic League Logo Nylon Jacket

A modern take on a classic retro athletic style. 100% nylon shell, 100% cotton flannel body lining with nylon sleeves for easy on/off; open front and back vents, drawstring bottom hem with cord locks, elastic cuffs, and slash pockets. Available in black/white and burgundy/white/black.

Sizes L-XL - $36.00
Sizes 2XL-3XL - $39.00

Order online today!
<table>
<thead>
<tr>
<th>Rank</th>
<th>Change</th>
<th>District</th>
<th>Average No. Degrees</th>
<th>Leading Chapter</th>
<th>No. of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>--</td>
<td>Three Trails (KS)</td>
<td>232</td>
<td>Blue Valley North HS</td>
<td>560</td>
</tr>
<tr>
<td>2</td>
<td>--</td>
<td>East Kansas</td>
<td>175</td>
<td>Shawnee Mission East HS</td>
<td>482</td>
</tr>
<tr>
<td>3</td>
<td>+5</td>
<td>Heart Of America (MO)</td>
<td>165</td>
<td>Liberty Sr HS</td>
<td>587</td>
</tr>
<tr>
<td>4</td>
<td>-1</td>
<td>East Los Angeles (CA)</td>
<td>164</td>
<td>Gabriellino HS</td>
<td>587</td>
</tr>
<tr>
<td>5</td>
<td>+9</td>
<td>Northern South Dakota</td>
<td>161</td>
<td>Watertown HS</td>
<td>357</td>
</tr>
<tr>
<td>6</td>
<td>-</td>
<td>Show Me (MO)</td>
<td>159</td>
<td>Belton HS</td>
<td>421</td>
</tr>
<tr>
<td>6</td>
<td>-1</td>
<td>Kansas Flint-Hills</td>
<td>159</td>
<td>Washburn Rural HS</td>
<td>382</td>
</tr>
<tr>
<td>6</td>
<td>+4</td>
<td>New York City</td>
<td>159</td>
<td>Regis HS</td>
<td>440</td>
</tr>
<tr>
<td>9</td>
<td>-5</td>
<td>Sunflower (KS)</td>
<td>158</td>
<td>Wichita East HS</td>
<td>313</td>
</tr>
<tr>
<td>10</td>
<td>-1</td>
<td>Calif. Coast (CA)</td>
<td>155</td>
<td>Leland HS</td>
<td>633</td>
</tr>
<tr>
<td>11</td>
<td>+1</td>
<td>San Fran Bay (CA)</td>
<td>154</td>
<td>James Logan HS</td>
<td>641</td>
</tr>
<tr>
<td>12</td>
<td>--</td>
<td>Southern Minnesota</td>
<td>145</td>
<td>Edina HS</td>
<td>367</td>
</tr>
<tr>
<td>13</td>
<td>-6</td>
<td>Illini (IL)</td>
<td>142</td>
<td>Downers Grove South HS</td>
<td>358</td>
</tr>
<tr>
<td>14</td>
<td>+4</td>
<td>Rushmore (SD)</td>
<td>140</td>
<td>Sioux Falls Lincoln HS</td>
<td>362</td>
</tr>
<tr>
<td>15</td>
<td>--</td>
<td>Nebraska</td>
<td>139</td>
<td>Millard North HS</td>
<td>338</td>
</tr>
<tr>
<td>16</td>
<td>+4</td>
<td>Northern Ohio</td>
<td>138</td>
<td>Boardman HS</td>
<td>224</td>
</tr>
<tr>
<td>16</td>
<td>-5</td>
<td>Central Minnesota</td>
<td>138</td>
<td>Eastview HS</td>
<td>483</td>
</tr>
<tr>
<td>16</td>
<td>-</td>
<td>West Kansas</td>
<td>138</td>
<td>McPherson HS</td>
<td>309</td>
</tr>
<tr>
<td>19</td>
<td>-2</td>
<td>Ozark (MO)</td>
<td>134</td>
<td>Central HS - Springfield</td>
<td>476</td>
</tr>
<tr>
<td>20</td>
<td>+6</td>
<td>Northwest Indiana</td>
<td>132</td>
<td>Munster HS</td>
<td>441</td>
</tr>
<tr>
<td>21</td>
<td>-2</td>
<td>Florida Manatee</td>
<td>130</td>
<td>Nova HS</td>
<td>506</td>
</tr>
<tr>
<td>22</td>
<td>-1</td>
<td>Eastern Ohio</td>
<td>127</td>
<td>Perry HS</td>
<td>332</td>
</tr>
<tr>
<td>23</td>
<td>--</td>
<td>South Texas</td>
<td>122</td>
<td>Baillea HS</td>
<td>755</td>
</tr>
<tr>
<td>24</td>
<td>+1</td>
<td>Northern Illinois</td>
<td>120</td>
<td>Glenbrook South HS</td>
<td>373</td>
</tr>
<tr>
<td>24</td>
<td>-</td>
<td>Montana</td>
<td>120</td>
<td>Flathead Co HS</td>
<td>315</td>
</tr>
<tr>
<td>26</td>
<td>+1</td>
<td>Utah-Wasatch</td>
<td>118</td>
<td>Sky View HS</td>
<td>302</td>
</tr>
<tr>
<td>27</td>
<td>+1</td>
<td>North East Indiana</td>
<td>114</td>
<td>Chesterton HS</td>
<td>544</td>
</tr>
<tr>
<td>28</td>
<td>+1</td>
<td>New England (MA &amp; NH)</td>
<td>110</td>
<td>Manchester Essex Regional HS</td>
<td>298</td>
</tr>
<tr>
<td>29</td>
<td>+7</td>
<td>Nebraska South</td>
<td>109</td>
<td>Lincoln East HS</td>
<td>332</td>
</tr>
<tr>
<td>30</td>
<td>-8</td>
<td>Inland Empire (WA)</td>
<td>106</td>
<td>University HS</td>
<td>197</td>
</tr>
<tr>
<td>31</td>
<td>+10</td>
<td>Hole In The Wall (WY)</td>
<td>105</td>
<td>Cheyenne East HS</td>
<td>243</td>
</tr>
<tr>
<td>32</td>
<td>--</td>
<td>Sundance (UT)</td>
<td>104</td>
<td>Bingham HS</td>
<td>264</td>
</tr>
<tr>
<td>32</td>
<td>-1</td>
<td>Rocky Mountain-South (CO)</td>
<td>104</td>
<td>Denver East HS</td>
<td>229</td>
</tr>
<tr>
<td>34</td>
<td>-4</td>
<td>Arizona</td>
<td>103</td>
<td>Desert Vista HS</td>
<td>338</td>
</tr>
<tr>
<td>35</td>
<td>+4</td>
<td>Carver-Truman (MO)</td>
<td>102</td>
<td>Neosho HS</td>
<td>356</td>
</tr>
<tr>
<td>35</td>
<td>-3</td>
<td>Great Salt Lake (UT)</td>
<td>102</td>
<td>Skyline HS</td>
<td>225</td>
</tr>
<tr>
<td>37</td>
<td>-1</td>
<td>Tarheel East (NC)</td>
<td>101</td>
<td>Pinecrest HS</td>
<td>245</td>
</tr>
<tr>
<td>38</td>
<td>-3</td>
<td>Florida Panther</td>
<td>100</td>
<td>Lake Highland Preparatory</td>
<td>251</td>
</tr>
<tr>
<td>39</td>
<td>-5</td>
<td>South Kansas</td>
<td>97</td>
<td>Fort Scott HS</td>
<td>212</td>
</tr>
<tr>
<td>39</td>
<td>--</td>
<td>Eastern Missouri</td>
<td>97</td>
<td>Pattonville HS</td>
<td>224</td>
</tr>
<tr>
<td>41</td>
<td>+3</td>
<td>Idaho</td>
<td>96</td>
<td>Hillcrest HS</td>
<td>265</td>
</tr>
<tr>
<td>42</td>
<td>--</td>
<td>Carolina West (NC)</td>
<td>94</td>
<td>Myers Park HS</td>
<td>307</td>
</tr>
<tr>
<td>43</td>
<td>+4</td>
<td>Sierra (CA)</td>
<td>94</td>
<td>Sanger HS</td>
<td>293</td>
</tr>
<tr>
<td>44</td>
<td>+1</td>
<td>Pittsburgh (PA)</td>
<td>93</td>
<td>North Allegheny Sr HS</td>
<td>279</td>
</tr>
<tr>
<td>44</td>
<td>-8</td>
<td>Golden Desert (NV)</td>
<td>93</td>
<td>Green Valley HS</td>
<td>303</td>
</tr>
<tr>
<td>46</td>
<td>+1</td>
<td>New Jersey</td>
<td>91</td>
<td>Ridge HS</td>
<td>304</td>
</tr>
<tr>
<td>47</td>
<td>+3</td>
<td>Deep South (AL)</td>
<td>90</td>
<td>The Montgomery Academy</td>
<td>302</td>
</tr>
<tr>
<td>48</td>
<td>-3</td>
<td>Northern Wisconsin</td>
<td>89</td>
<td>Appleton East HS</td>
<td>276</td>
</tr>
<tr>
<td>49</td>
<td>+10</td>
<td>Colorado</td>
<td>88</td>
<td>Cherry Creek HS</td>
<td>366</td>
</tr>
<tr>
<td>50</td>
<td>-7</td>
<td>Southern California</td>
<td>87</td>
<td>La Costa Canyon HS</td>
<td>319</td>
</tr>
<tr>
<td>51</td>
<td>+10</td>
<td>Western Ohio</td>
<td>85</td>
<td>Sylvania Northview HS</td>
<td>124</td>
</tr>
<tr>
<td>Rank</td>
<td>Change</td>
<td>District</td>
<td>Average No. of Degrees</td>
<td>Leading Chapter</td>
<td>No. of Degrees</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------------------</td>
<td>------------------------</td>
<td>----------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>52</td>
<td>+13</td>
<td>West Iowa</td>
<td>82</td>
<td>Dowling Catholic HS</td>
<td>269</td>
</tr>
<tr>
<td>53</td>
<td>-1</td>
<td>Northern Lights (MN)</td>
<td>81</td>
<td>Moorhead Senior HS</td>
<td>170</td>
</tr>
<tr>
<td>53</td>
<td>+2</td>
<td>Central Texas</td>
<td>81</td>
<td>Ronald Reagan HS</td>
<td>260</td>
</tr>
<tr>
<td>55</td>
<td>-8</td>
<td>Georgia Northern Mountain</td>
<td>80</td>
<td>Henry W Grady HS</td>
<td>186</td>
</tr>
<tr>
<td>55</td>
<td>+4</td>
<td>North Dakota Roughrider</td>
<td>80</td>
<td>Fargo South HS</td>
<td>161</td>
</tr>
<tr>
<td>57</td>
<td>+7</td>
<td>Lone Star (TX)</td>
<td>79</td>
<td>Plano Sr HS</td>
<td>260</td>
</tr>
<tr>
<td>57</td>
<td>-5</td>
<td>Hoosier Crossroads (IN)</td>
<td>79</td>
<td>Kokomo HS</td>
<td>179</td>
</tr>
<tr>
<td>57</td>
<td>-2</td>
<td>Tennessee</td>
<td>79</td>
<td>Montgomery Bell Academy</td>
<td>177</td>
</tr>
<tr>
<td>60</td>
<td>-8</td>
<td>Rocky Mountain-North (CO)</td>
<td>78</td>
<td>Rocky Mountain HS</td>
<td>233</td>
</tr>
<tr>
<td>60</td>
<td>+7</td>
<td>Colorado Grande</td>
<td>78</td>
<td>Canon City HS</td>
<td>160</td>
</tr>
<tr>
<td>62</td>
<td>-11</td>
<td>Southern Wisconsin</td>
<td>77</td>
<td>Marquette Univ. HS</td>
<td>182</td>
</tr>
<tr>
<td>62</td>
<td>+6</td>
<td>East Texas</td>
<td>77</td>
<td>Dulles HS</td>
<td>184</td>
</tr>
<tr>
<td>62</td>
<td>-1</td>
<td>South Carolina</td>
<td>77</td>
<td>Mauldin HS</td>
<td>319</td>
</tr>
<tr>
<td>65</td>
<td>+6</td>
<td>Hoosier Heartland (IN)</td>
<td>76</td>
<td>Connorsville Sr HS</td>
<td>179</td>
</tr>
<tr>
<td>66</td>
<td>-11</td>
<td>North Oregon</td>
<td>73</td>
<td>Westview HS</td>
<td>214</td>
</tr>
<tr>
<td>66</td>
<td>-1</td>
<td>Michigan</td>
<td>73</td>
<td>Portage Northern HS</td>
<td>183</td>
</tr>
<tr>
<td>69</td>
<td>+11</td>
<td>Heart Of Texas</td>
<td>73</td>
<td>Carroll HS</td>
<td>195</td>
</tr>
<tr>
<td>69</td>
<td>+2</td>
<td>East Iowa</td>
<td>72</td>
<td>West High School - Iowa City</td>
<td>222</td>
</tr>
<tr>
<td>69</td>
<td>-8</td>
<td>Space City (TX)</td>
<td>72</td>
<td>Alief Taylor HS</td>
<td>193</td>
</tr>
<tr>
<td>69</td>
<td>-1</td>
<td>Mississippi</td>
<td>72</td>
<td>Oak Grove HS</td>
<td>175</td>
</tr>
<tr>
<td>69</td>
<td>+10</td>
<td>North Coast (OH)</td>
<td>72</td>
<td>Gilmour Academy</td>
<td>196</td>
</tr>
<tr>
<td>69</td>
<td>+8</td>
<td>Wind River (WY)</td>
<td>72</td>
<td>Worland HS</td>
<td>174</td>
</tr>
<tr>
<td>74</td>
<td>+12</td>
<td>Kentucky</td>
<td>71</td>
<td>Rowan County Sr HS</td>
<td>195</td>
</tr>
<tr>
<td>74</td>
<td>+9</td>
<td>Puget Sound (WA)</td>
<td>71</td>
<td>Snohomish HS</td>
<td>152</td>
</tr>
<tr>
<td>74</td>
<td>-17</td>
<td>Valley Forge (PA)</td>
<td>71</td>
<td>Truman HS</td>
<td>154</td>
</tr>
<tr>
<td>74</td>
<td>+12</td>
<td>North Texas Longhorns</td>
<td>71</td>
<td>Colleyville Heritage HS</td>
<td>212</td>
</tr>
<tr>
<td>78</td>
<td>-7</td>
<td>New York State</td>
<td>70</td>
<td>Scarsdale HS</td>
<td>168</td>
</tr>
<tr>
<td>79</td>
<td>-8</td>
<td>West Oklahoma</td>
<td>68</td>
<td>Norman HS</td>
<td>213</td>
</tr>
<tr>
<td>79</td>
<td>+4</td>
<td>New Mexico</td>
<td>68</td>
<td>Albuquerque Academy</td>
<td>164</td>
</tr>
<tr>
<td>81</td>
<td>-10</td>
<td>Chesapeake (MD)</td>
<td>67</td>
<td>Woodrow Wilson HS</td>
<td>125</td>
</tr>
<tr>
<td>82</td>
<td>+9</td>
<td>Tall Cotton (TX)</td>
<td>66</td>
<td>Seminole HS</td>
<td>130</td>
</tr>
<tr>
<td>82</td>
<td>+12</td>
<td>Greater Illinois</td>
<td>66</td>
<td>Belleville West HS</td>
<td>147</td>
</tr>
<tr>
<td>82</td>
<td>+4</td>
<td>South Florida</td>
<td>66</td>
<td>Michael Krop HS</td>
<td>155</td>
</tr>
<tr>
<td>82</td>
<td>-3</td>
<td>Western Washington</td>
<td>66</td>
<td>Gig Harbor HS</td>
<td>281</td>
</tr>
<tr>
<td>86</td>
<td>-7</td>
<td>Sagebrush (NV)</td>
<td>65</td>
<td>Academy of the Holy Names</td>
<td>159</td>
</tr>
<tr>
<td>88</td>
<td>+2</td>
<td>Big Valley (CA)</td>
<td>64</td>
<td>Reno HS</td>
<td>228</td>
</tr>
<tr>
<td>88</td>
<td>+2</td>
<td>Georgia Southern Peach</td>
<td>63</td>
<td>Lodi HS</td>
<td>175</td>
</tr>
<tr>
<td>89</td>
<td>-18</td>
<td>West Los Angeles (CA)</td>
<td>63</td>
<td>Starrs Mill HS</td>
<td>170</td>
</tr>
<tr>
<td>91</td>
<td>+1</td>
<td>East Oklahoma</td>
<td>62</td>
<td>Fullerton Joint Union HS</td>
<td>253</td>
</tr>
<tr>
<td>91</td>
<td>+9</td>
<td>West Virginia</td>
<td>62</td>
<td>Jenks HS</td>
<td>202</td>
</tr>
<tr>
<td>91</td>
<td>+5</td>
<td>UIL (TX)</td>
<td>62</td>
<td>Wheeling Park HS</td>
<td>88</td>
</tr>
<tr>
<td>91</td>
<td>-12</td>
<td>Mid-Atlantic (MD &amp; VA)</td>
<td>62</td>
<td>Lindale HS</td>
<td>174</td>
</tr>
<tr>
<td>95</td>
<td>-12</td>
<td>Louisiana</td>
<td>61</td>
<td>Randolph Macon Academy</td>
<td>256</td>
</tr>
<tr>
<td>96</td>
<td>+1</td>
<td>Pennsylvania</td>
<td>59</td>
<td>Teurlings Catholic HS</td>
<td>171</td>
</tr>
<tr>
<td>97</td>
<td>-4</td>
<td>South Oregon</td>
<td>58</td>
<td>McKeesport Area HS</td>
<td>127</td>
</tr>
<tr>
<td>98</td>
<td>-4</td>
<td>LBJ</td>
<td>57</td>
<td>Ashland HS</td>
<td>144</td>
</tr>
<tr>
<td>99</td>
<td>-1</td>
<td>West Texas</td>
<td>52</td>
<td>Princeton HS</td>
<td>201</td>
</tr>
<tr>
<td>100</td>
<td>-1</td>
<td>Gulf Coast (TX)</td>
<td>51</td>
<td>El Paso Coronado HS</td>
<td>117</td>
</tr>
<tr>
<td>101</td>
<td>+1</td>
<td>Capitol Valley (CA)</td>
<td>49</td>
<td>Gregory Portland HS</td>
<td>182</td>
</tr>
<tr>
<td>101</td>
<td>+2</td>
<td>Maine</td>
<td>49</td>
<td>Granite Bay HS</td>
<td>131</td>
</tr>
<tr>
<td>103</td>
<td>-2</td>
<td>Hawaii</td>
<td>47</td>
<td>Poland Regional HS</td>
<td>83</td>
</tr>
<tr>
<td>104</td>
<td>--</td>
<td>Iroquois (NY)</td>
<td>37</td>
<td>Kamehameha Schools</td>
<td>137</td>
</tr>
<tr>
<td>105</td>
<td>--</td>
<td>Pacific Islands</td>
<td>22</td>
<td>The Family Foundation School</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Harvest Christian Academy</td>
<td>66</td>
</tr>
</tbody>
</table>
Because I could not stop for Death –
He kindly stopped for me –
The Carriage held but just Ourselves –
And Immortality.

To Ohio’s speech and debate coaches, Emily Dickinson’s words certainly describe the passing of our dear friend, Sharen B. Althoff. For nearly twenty-one years, Sharen was the indomitable, driving force behind the speech & debate program at Wooster High School in Wooster, Ohio. Her record of success was incredible: 115 national qualifiers; more state qualifiers than can be counted, including ten individual state champions; three Ohio High School Speech League state championships – 2001, 2002 and 2005; many teaching awards; OHSSL Hall of Fame; NFL Triple Diamond Coach; the list of her accomplishments and her devotion to excellence were unparalleled.

Sharen has left us, but she has not LEFT us!

Sharen could be cranky, funny, demanding, understanding. There is not a forensics coach in Ohio who did not come under her withering glare. But, for all of our shortcomings, Sharen also had words of encouragement and offers of help. Nicknamed “Blanche” by a tabroom co-worker, she was, to all of us, the model of competitive drive, tempered by the highest of ethical standards. The OHSSL and the NFL are forever better for her commitment to speech & debate.

Aside from her unmatched record as a coach and teacher, Sharen was an outstanding cook and an even better baker! Some of us still have the Tupperware containers from her last batch of cookies! Every bit of her enormous energy was also given to her beloved family. She leaves her children, Judson and Erin, her grandchildren, Rebecca, Nathaniel, Charlotte and Rachel, and her twin sister Karen.

As Sharen embraces Immortality, we will forever love and cherish the memory of our Blanche!

Sharen Althoff
Wooster, Ohio
July 30, 1947 - January 4, 2007
Sacred Heart National
Speech & Debate Institute

www.sacredheartperformingarts.com

Congratulations Shadman Zaman,
The Glenbrooks Varsity Lincoln-Douglas Champion

Offering only the very best instruction from a
nationally recognized faculty in
Lincoln-Douglas Debate, Public Forum Debate, Original Oratory,
Dramatic Interp, Humorous Interp,
Duo Interp, Prose/Poetry,
Extemporaneous, and
Student Congress

Suffolk University
July 15-July 29, 2007

Boston . . . Where the HEART is!

Destiny afoot

Step forward!

Join the National Forensic League and develop the communication skills you'll need to succeed in your career. Over the years, NFL members have become top journalists, media stars, CEOs, Supreme Court justices, even U.S. presidents. As part of its commitment to education, Lincoln Financial Group is a proud sponsor of the NFL. To learn more, call 920-748-6206 and start to fulfill your destiny.

Lincoln Financial Group®

Hello future.

Lincoln Financial Group is the marketing name for Lincoln National Corp. and its affiliates. © 2005 Lincoln Financial Advisors Corp.
CRN200509-1003025