

Rostrum

March 2007

Volume 81

Issue 7

The NFL Regional Office



at Western Kentucky University

2007 CDE National Debate Institute

July 15-31, 2007

University of New Mexico

Albuquerque, NM



Extemporaneous Speaking National Institute

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

Lincoln Douglas Debate National Institute

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



Policy Debate National Institute

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

the standards of policy, but also prepare for the latest trends in argumentative structure.

Public Forum Debate Institute

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



Applications for the 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: _____

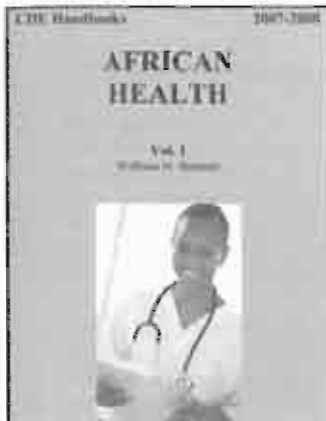
School: _____ Number of Years in Event: _____

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

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TESTIMONIALS

"Unique evidence and arguments unavailable elsewhere." J. Prager, California
"I wouldn't go a year without CDE." V. Zabel, Deer 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." Jen Johnson, Florida
"Your 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

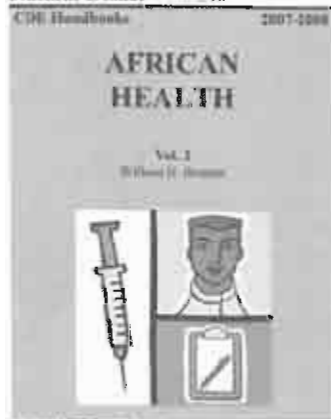
- CDE, Paradigm, DRG, Squirrel Killers, NTC, West Coast, Eastern, Michigan, Dale, Communican, and Harvard.

They rank CDE best in every category except editing.

Available on paper, CD or e-mail.

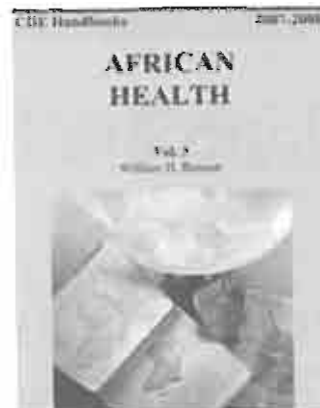
CASE SPECIFIC BLOCKS on:

Malaria
 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 reactions
 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

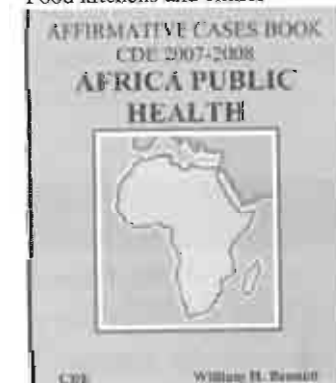


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 Not cost-effective
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 Health promotion
 Prevention
 EQUINET
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- ☐ Handbooks \$ 86
- ☐ Kritik, short ed. \$ 43
- ☐ Affirmative Cases \$ 51
- ☐ Really Big Theory \$ 51
- ☐ Team Package \$239
- ☐ Topic Video or DVD \$ 49



Mail to:

CDE, P.O. Box Z, Taos, NM 87571
 Phone: (5050) 751-0514
 Email: bennett@cde debate.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 Klxxx 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.



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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)

From the Editor

Rostrum

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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.



Rostrum



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: nflrostrum@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

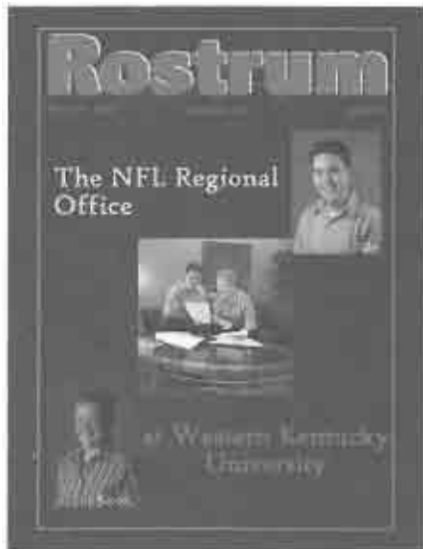
August 15 -- September Topic
1st of prior month - October thru April monthly topics
May 15 -- National Topic

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 affirmatives, 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 Service cases, DAs, CPs)
- **E-mail Supplements** (Over 200 pages of update on the latest Africa arguments throughout the season)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks!)

LD Evidence Package

- **NFL LD Supplements** (Ten 25+ page topic analysis, aff. and neg. case plus 25+ pages evid. 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 Prepbook.
- **20 Student Edition BDB Textbooks** with 20 Prepbooks.
- **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 Prepbook.
- **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 chock-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IEs! 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

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Whitman National Debate Institute



Policy, LD, Public Forum, Parli

July 22 - August 9, 2007 (3 week Policy or LD Session)

July 22 - August 2, 2007 (2 week Policy or LD Session)

August 3-9, 2007 (1 week Public Forum or Parli Session)

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 Randall (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/

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Midwest Debate

Team Unity

By Amber Russell

Community Service Activities

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 Guiseppe 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."



NFL ANNOUNCES SUMMER WORKSHOP SCHOLARSHIP PROGRAM FOR COACHES AND TEACHERS

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.

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 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.

<u>Name of Program (In order of Preference)</u>	<u>Dates</u>	<u>Would you accept a Partial Scholarship?</u>
_____	_____	_____ (Yes, No, Maybe)
_____	_____	_____ (Yes, No, Maybe)
_____	_____	_____ (Yes, No, Maybe)

Please send this form to:
hschristensen@nflonline.org
 *Send by April 15th

Heidi Christensen/National Forensic League
c/o NFL Coach Summer Workshop Program
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/summercoachscholarships 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

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

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

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

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

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

Sacred Heart

Dates: July 16- 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

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

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

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.idebate.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

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

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

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

Forensic Forum

Dates: July 30 - August 12

Location: Clovis West, Clovis CA

Scholarships Available: 20 Tuition Scholarships

Programs: All events

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

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

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

Dartmouth Debate Institute

Dates: July 15th-August 5th

Location: Dartmouth College, Hanover, NH

Scholarships Available: 1 Tuition and Room Scholarship

Programs: Policy Debate

Website: www.dartmouth.edu

Florida Forensics Institute

Dates: July 20th-Aug 3rd

Location: Ft. Lauderdale, FL

Scholarships Available: 2 Tuition and Meal Scholarships

Programs: All Events except Policy Debate

Website: www.ffi4n6.com

Nebraska Debate Institute

Dates: July 27th-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





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Meet Michael Larson

by
Sandy Krueger, NFL Publications Director



Michael Larson coaches at
Lennox High School, SD

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 is exciting about being an NFL coach in your State?

I love coaching in South Dakota. My wife and I came back here because we missed the South Dakota circuit. My fellow coaches have taught me so much about coaching and teaching that I couldn't begin to list everything. I look forward to going to tournaments and touching base with each coach to find out how everything is going. When I have difficulties, I know that they will do everything they can to help out.

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.

◆ *Coach Profile continued*

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.

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Available twined and untwined.

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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



- General Institute
- Returnee Program
- Kritik Lab
- Senior Philosophers
- 3rd Week Option
- Year round instruction
- Access to Best of Iowa
- Institute Blog
- Elective Lecture Series

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 advance 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 advance readings on contemporary debate praxis and philosophy. The 3rd Week Option debates 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!**



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save \$150 on tuition costs.

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National Summer Institute in Forensics
c/o Paul Bellus, Director
812 International Center
Iowa City, Iowa 52242
www.iowadebate.com

Phone: 319-335-0621
Fax: 319-335-2111
E-mail: paul-bellus@uiowa.edu



Make this summer an Iowa summer!

NATIONAL SUMMER INSTITUTE IN FORENSICS

**Save
\$150**

Dates: June 25—July 15
Tuition Cost: \$2,200.00
Application Deadline: April 1
Enrollment Announced: April 12

Apply by March 1, 2007.

Iowa Policy Summer

Director/Lab Leader: David Hingstman, Professor at Iowa; Director of Debate at Iowa; PhD. 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



Student Challenge

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...Tim...I mean...T.Y. was all like, "Dude, we are soooo 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...

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.

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.

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.

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.

Samantha from Kansas

Having my code called at my first debate tournament and having my partner and I walk up to receive our medal.

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 evern 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.

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 4th outside and then having to eat at Denny's outside and then to top it off, our heater was broke in our motel room.... burr! 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 picket-fenced the entire time. First in every round. I was cracking up on stage...lol...That was the best!

Student Challenge

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.

Jane from Mississippi

I remember when I won the tournament in poetry.

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 I 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 what felt huge), and recognized for it. Truly amazing memory.



July 15 – 28, 2007

SUMMER FORENSICS INSTITUTE

WHY CHOOSE BRADLEY?

- Bradley's summer camp creates winners. Take a look at our numbers:
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 - 65% were in regional finals
 - 45% competed in their state tournament(s)
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- 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

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July 8-15, 2007

Extended Option, July 8-22, 2007

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

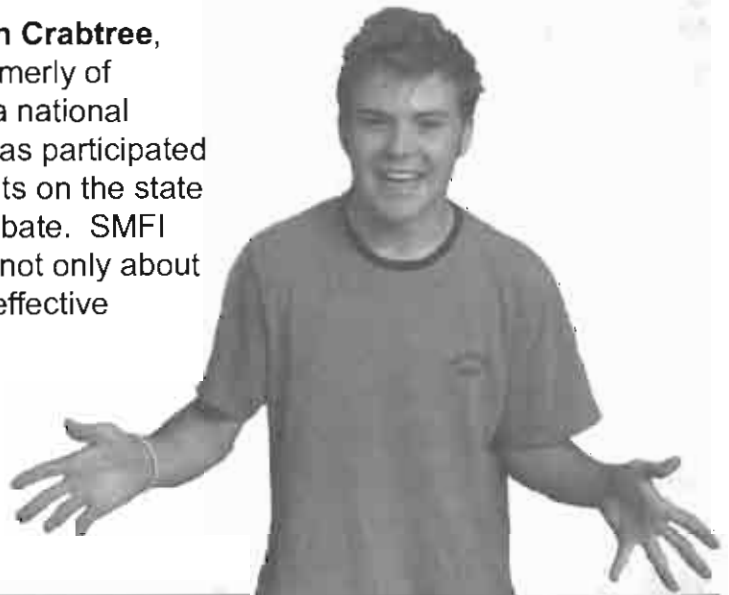
There are a lot of summer institute experiences in individual events across America, but what makes the Show Me Forensics Institute at Truman State University unique is the level of individual attention it provides. Our curriculum in individual events is structured around the needs of individual students.

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>

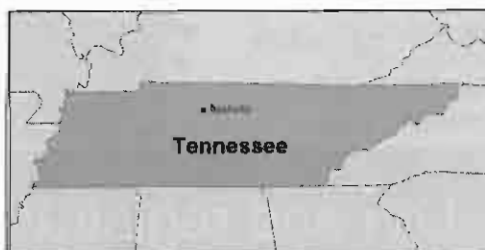
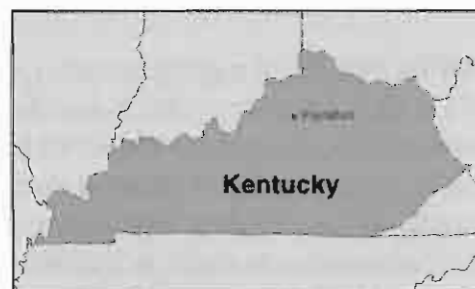
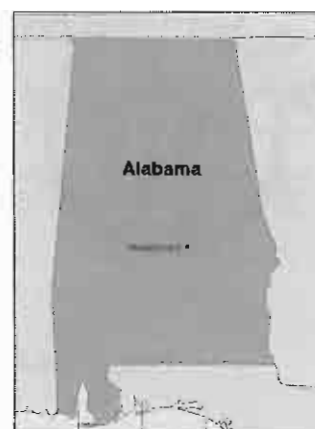
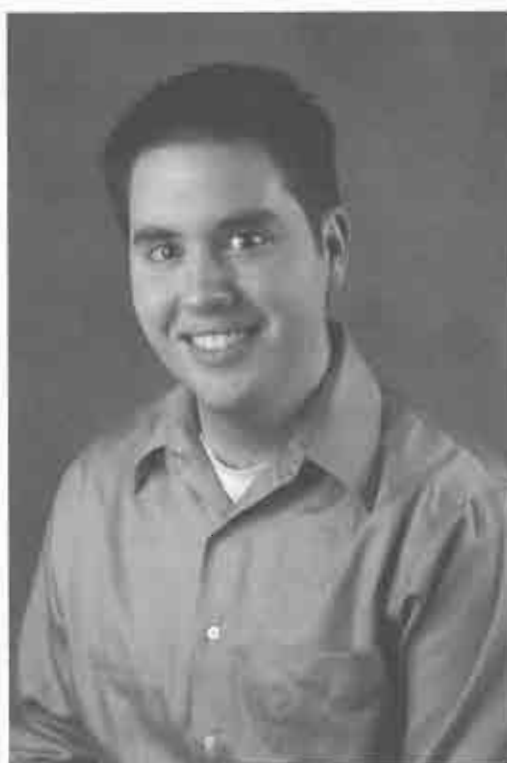
660.785.5677 or kminch@truman.edu

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

WKU 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

KHSL'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 fundraise. 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



Katie Greenwell from Bethlehem High School (KY)



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



Hanging out waiting for award ceremony to begin

*Photos provided by
Sheryl Hagan-Booth
and
the WKU Talisman*

NFL Regional Office Connection



◆ *Regional Office Connection*

Natalie Sintek

**Assistant to the Regional Representative and
2004 Humorous Interp National Champion**



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—with or 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.

Dr. Barbara Burch

WKU Provost and Vice President of Academic Affairs



We are delighted at WKU to host the NFL Regional Office on our campus. The Forensics Program at WKU is a prominent one that is recognized for its tradition of excellence and national/international reputation. When our head coach, Mrs. Judy Woodring, approached us about the possibility of partnering with the NFL to host a Regional Office on our campus, the WKU administration viewed this as an

added measure of recognition for the University in general and our Forensics Program in particular. Making this partnership a

reality was for us, a further reaffirmation of our commitment to forensics training.

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 genuinely value forensics training as one of the most valuable experiences that a student can have to prepare them for whatever future career choices they might 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.

◆ *Regional Office Connection*

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 Bee

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.

◆ Regional Office Connection

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 Extemp 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

◆ NFL Regional Office



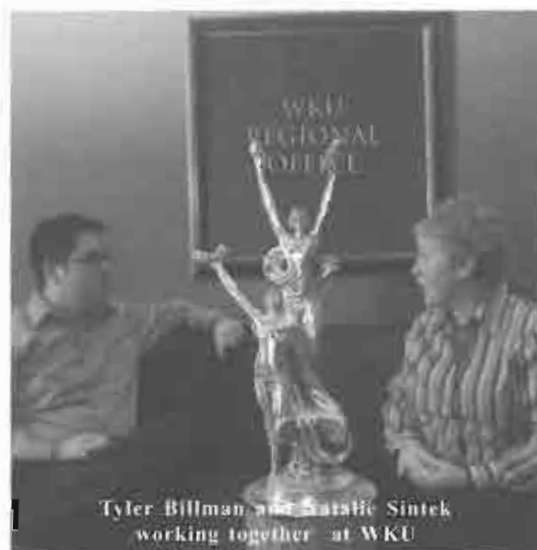
Heidi Christensen, NFL Coordinator of Member Services, teaches WKU Regional coaches about the importance of alumni involvement

Working Together in Training Youth for Leadership



Joelle Perry, 2003 Boone County HS (KY) and NFL alum, relives her adventures in Lincoln-Douglas Debate.

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.



Tyler Billman and Natalie Sintek working together at WKU

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.



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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.

IF — Lectures and practice for all NFL events.

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

COST

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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**

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July 15-21, 2007

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

COST

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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

Arminda Lathrop

Email: alathrop@idebate.org

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 coherently 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, base is itself founded on a fundamental principle of the evolutionary process, and as such is based 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 that 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 not 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 in-

alienable 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 outgrowth 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.¹ 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

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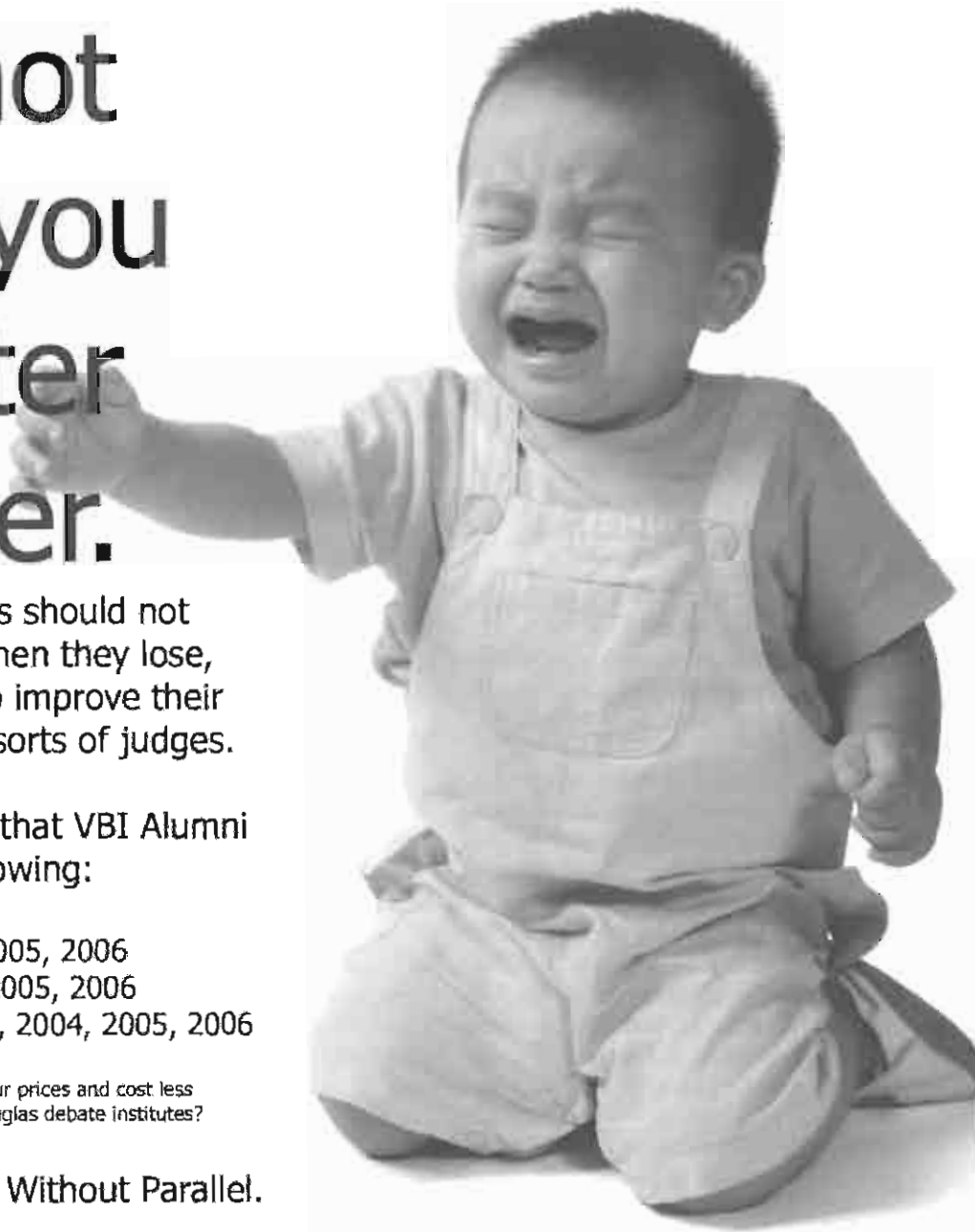
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Lincoln Douglas Debate

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 metanarrative 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 relativity 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 con-

demned 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 American, 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 usu-

ally 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 ruled, 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 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 Rights²

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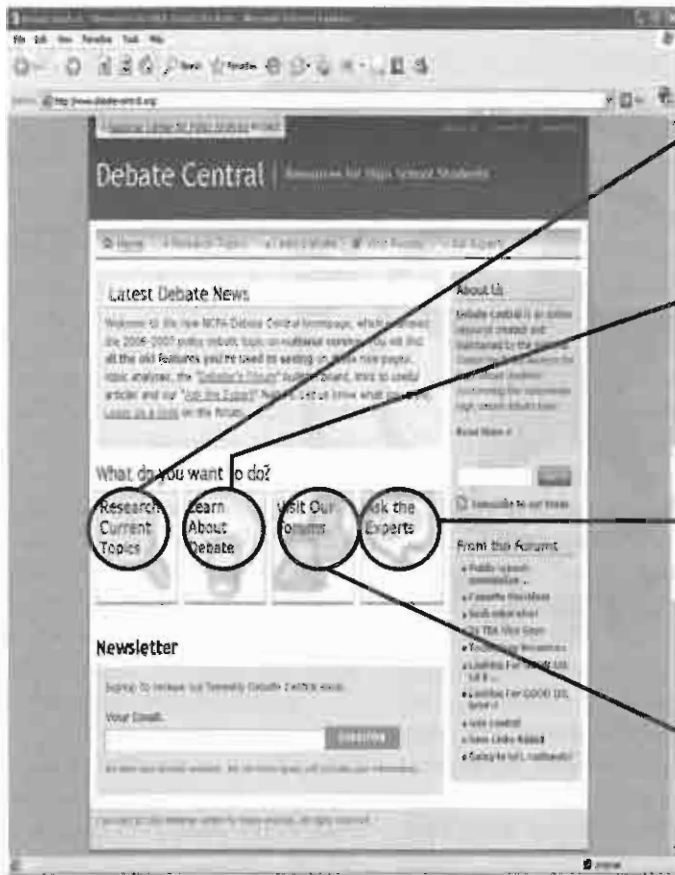
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(1966), *etc, ad nauseum.*

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 critiqued 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-protections. 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 corro-

sive 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

¹Their 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.

²This legislation, along with the International Covenant on Economic, Social and Cultural Rights (1976), and the UNDHR form the International Bill of Rights.

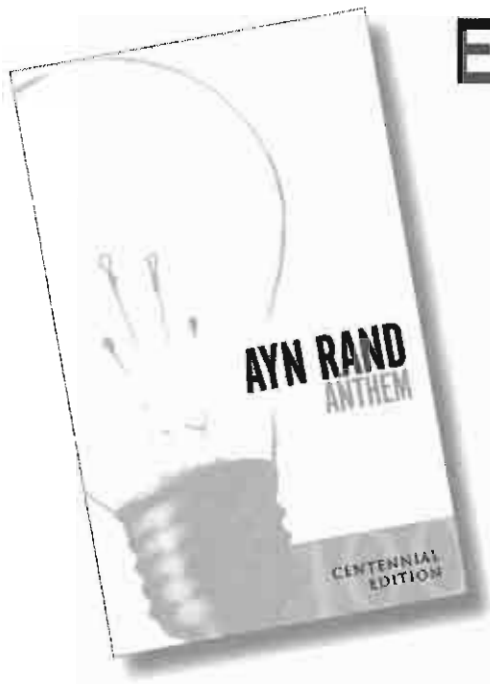


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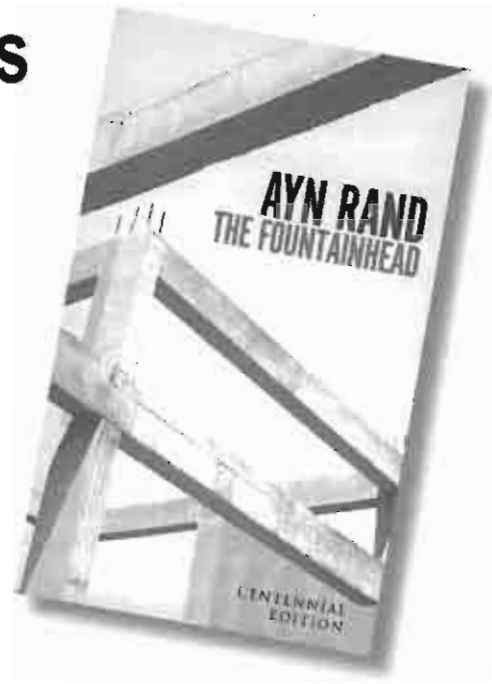




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The HNE was fortunate to have NFL Executive Secretary, **Scott Wynn**, join us and serve as judge on the final round panels.

On behalf of the Syosset forensicals, 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 camaraderie and good natured competition of everyone involved in structuring the tournament—your staff, the lectures (my kids needed no prodding about attending these and learned a lot), the accommodating shuttle us and from the Lexington Debate Tournament and, of course, the Ritz's warm acceptance of its teenage clientele. The generous awarding of trophies of QUALITY 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. The memento-paperweight was an inspired touch. Everything about this tournament (again) reflects your zeal for this activity and your respect for its participants. Kudos!

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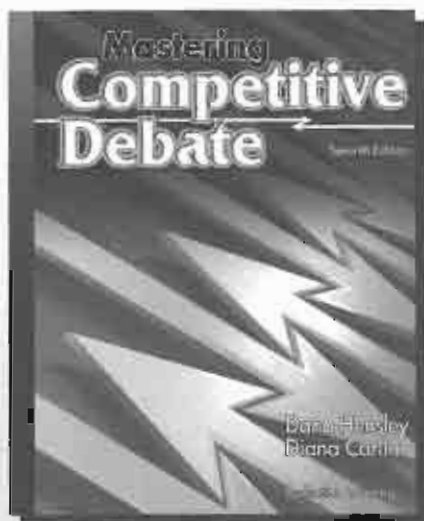
The Third HNE PFD Round Robin winners, Dowling Catholic, IA. Pictured left to right: Beena Koshy, Tournament Director, Champions, Scott Wynn, NFL Executive Secretary, and Champion coach, Tim Sheaff.



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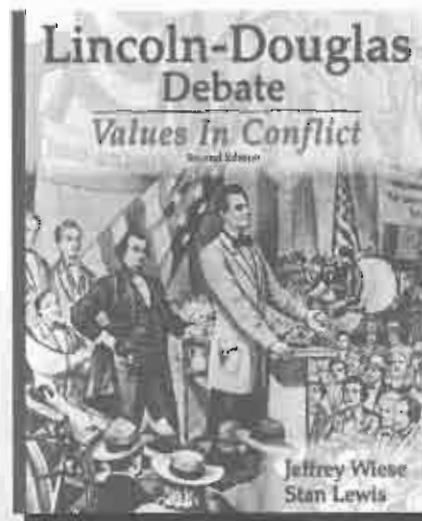
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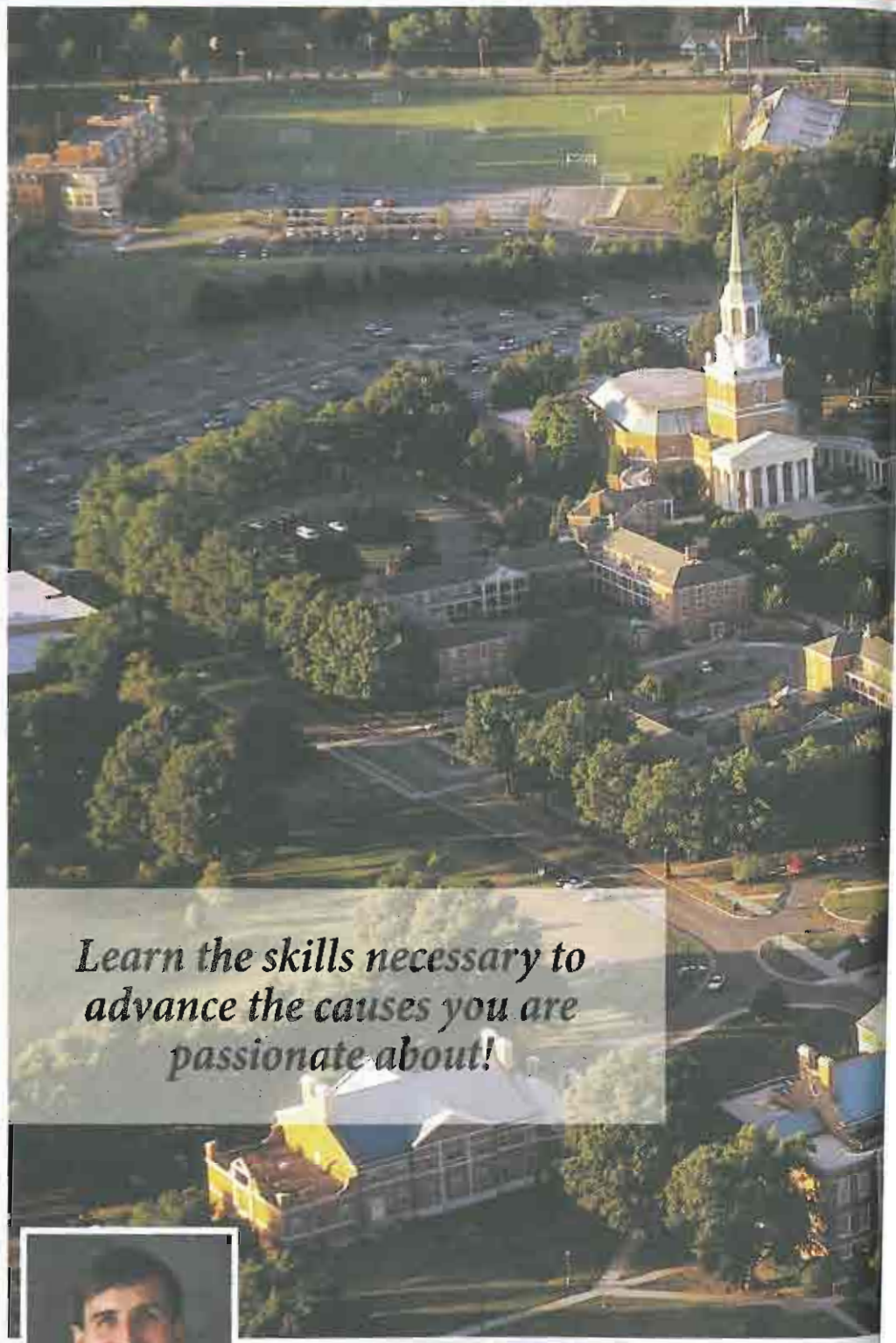
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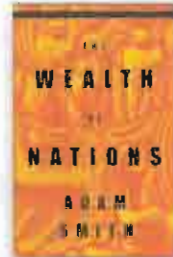
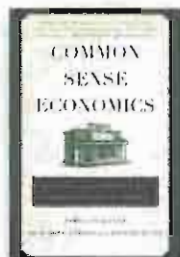
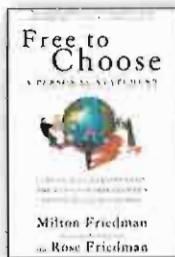
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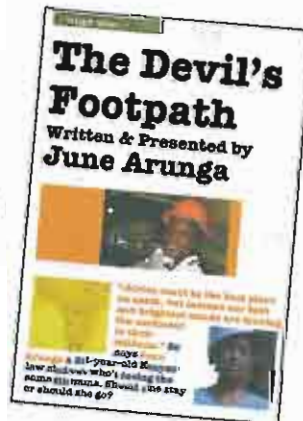
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Public Health Assistance to Sub-Saharan Africa

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.¹ 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 ("critiques" – 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 great 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 mortality² rate in the world. Out of every 1,000 children born, 118 do not make it to their first birthday (Rotberg, 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 category³ 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,⁴ "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."⁴ These services are defined in a similar manner under Medicaid,⁵ 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 col-

lective 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 Labonte & 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.⁶ Affirmatives can certainly topically 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 topically 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."

²McGugh (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.

³Document 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 (referenced as 40 CFR) lists all environmental regulations. www.nema.org/lamprecycle/support_files/glossary1.html

⁴Title 45, Vol. 2, 10-1, http://a257.g.akamaitech.net/7/257/2422/12feb20041500/edocket.access.gpo.gov/efr_2004/octqtr/45cfr402.2.htm

⁵Claudia Schlosberg. National Health Law Program, 1-12, <http://www.healthlaw.org/library.efm?fa=download&resourceID=67503&print>

⁶Wikipedia. "Sub-Saharan Africa." http://en.wikipedia.org/wiki/Sub-Saharan_Africa. A full list of the countries is provided at the end of this essay.

by arguing that if they have to increase assistance to the entire region negatives will simply counterplan to exclude specific countries, meaning that each individual country will have to be researched anyway.

There will also be topicality debates about whether or not the affirmative has to provide the 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 budget category, affirmatives may argue that they can simply deliver the aid without going through host country governments. This will be discussed further in the counterplan section

Affirmative Advantage Areas

Death. Millions of people die every year from a variety of causes due to a lack of public health care in SSA. There is even 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 pits 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 work force, 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's⁷ 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; affirmatives 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 reduced 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

⁷ 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 literally in the West, but are wealthy, such as Japan and South Korea, are also included in this list.

⁸ 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/global/vocab/topic.cfm

⁹ SOFT POWER (2004).

pandemics¹⁰ such as the avian flu¹¹ (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 eases 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.*¹² 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 ap-

proaches 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 at 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.¹³ 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).

¹⁰A "pandemic" is "An epidemic occurring over a very large area." www.nbc.com/nbc/Medical_Investigation/medical_terms/. An "epidemic" is "a widespread outbreak of an infectious disease; many people are infected at the same time" wordnet.princeton.edu/perl/webwn

¹¹For more information on the avian flu, see http://en.wikipedia.org/wiki/Avian_flu

¹²HIV is the human immunodeficiency virus. HIV weakens the body's immune system so that it cannot fight off infections. AIDS is acquired immune deficiency syndrome, which can develop in an HIV positive individual. There are two main types of HIV—HIV-1 and HIV-2. The HIV-1 strain has three subtypes—A, B, C, and E. The most common killers in Africa are HIV-1C and HIV-2.

¹³Botswana, Ethiopia, Ivory Coast, Kenya, Mozambique, Namibia, Nigeria, Rwanda, South Africa, Tanzania, Uganda, Zambia (GAO, 2006).



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Jon Sharp - U. of Kentucky

Judy Butler - Augusta Prep

Jessica Yeats - Idaho State

Jacob Polin - UC Berkeley

Bobby Lepore - Stanford

Jenny Herbert Creek - Stanford

Matt Fraser - Stanford/Head Royce

Janelle Rivard - U. of Georgia

Toni Nielson - CSU Fullerton

Beth Schueler - Whitman College

Cyrus Ghavi - Emory University

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Condry Creek - UC Berkeley

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this camp to other stu-
dents. The lectures, labs
and seminars were
great...we had a great
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worked hard while we had
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Katherine Leling, 2006

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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 regimens 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 \$2-\$5 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-born diseases. Rotberg (2007) identifies all of the following insect-born 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 regiment to fight TB, which is obviously difficult in an area that has a limited to non-existent health infrastructure. Some African TB strands 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 many 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)

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 health 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 affir-

mative 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 aids 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”¹⁴ 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/ADS 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

¹⁴ Most affirmative plans give little thought to implementation, claiming that it will simply occur through “normal means.”



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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.

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*Sky Ritchie
2006 SNFI
Parliamentary Debate
Participant*



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 principals 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. Vazquez (2005) argues that expanding the public health sector undermines these reforms.

Negative teams 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 abstinence requirement for HIV/AIDS prevention programs will be particularly unpopular.

Unlike most of the affirmatives on this year's national service topic, affirmatives 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 dis-

ease 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. increase 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),¹⁵ Japan, the World Bank, or the WHO should do it. For example, HealthGap.org (2005) argues that the World Health Organization (WHO) should take ef-

forts 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 vying 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>



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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 kritiks 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 fo-

cuses 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 Malthus 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 con-

sumption 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 shape 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 bioproductive 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



(1997), Hudson (1983), and Levinson (1998).

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 & Schrocker explain in 2004:

NEPAD (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. NEPAD therefore reflects the tensions between neo-liberal 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 of the disadvantages to the U.S. acting. 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 to/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.

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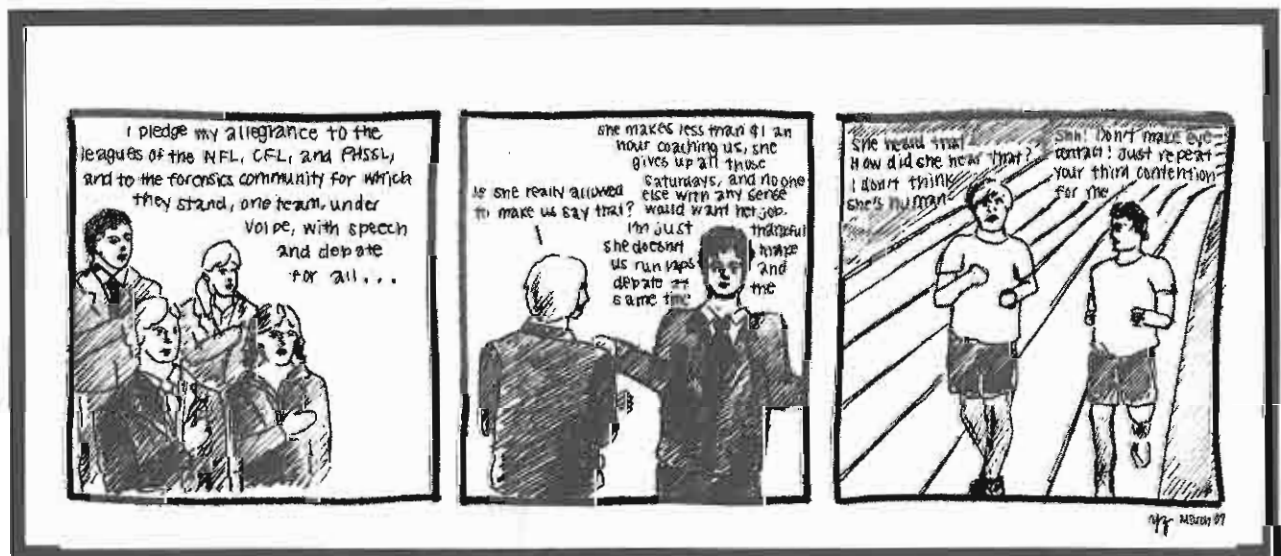
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"On the Brink of Being Elite...Or Obsolete?"

By Rami Hernandez

While talking to one of my extempers 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 an 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 I 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 in 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 *cnn.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 lim-

Where Are We Headed As A Community?

its 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.

Imagine 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 extempers 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 extempers, but the reality is that great evidence files cannot make up for ignorance of a topic. The most successful extempers 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 in 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 others 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

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.)

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 - 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 than 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



BOTANICA

No



WICHITA ART MUSEUM



OLD COW TOWN MUSEUM

Place



EXPLORATION PLACE

Like

Home



MUSIC THEATRE OF WICHITA

Derby/Wichita Nationals

Tournament Sites



Century II—Student Congress



Wichita East—Policy and LD

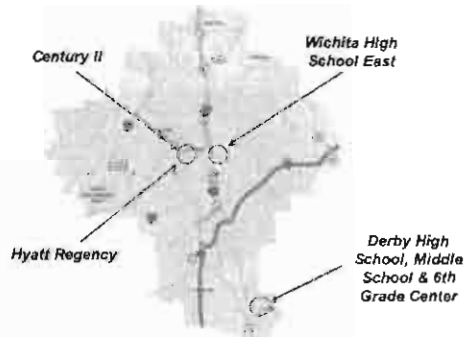


Hyatt Regency—Student Congress



Derby HS—Individual Events

2007 Kansas Nationals
Tournament Sites



Derby MS—Public Forum

2007 Kansas Nationals

Derby/Wichita

June 17-22, 2007



Derby Water Park—Host party



Century II—Registration and Finals

 **Lincoln**
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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

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

*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.



Rostrum



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 (All 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 nfl@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'.

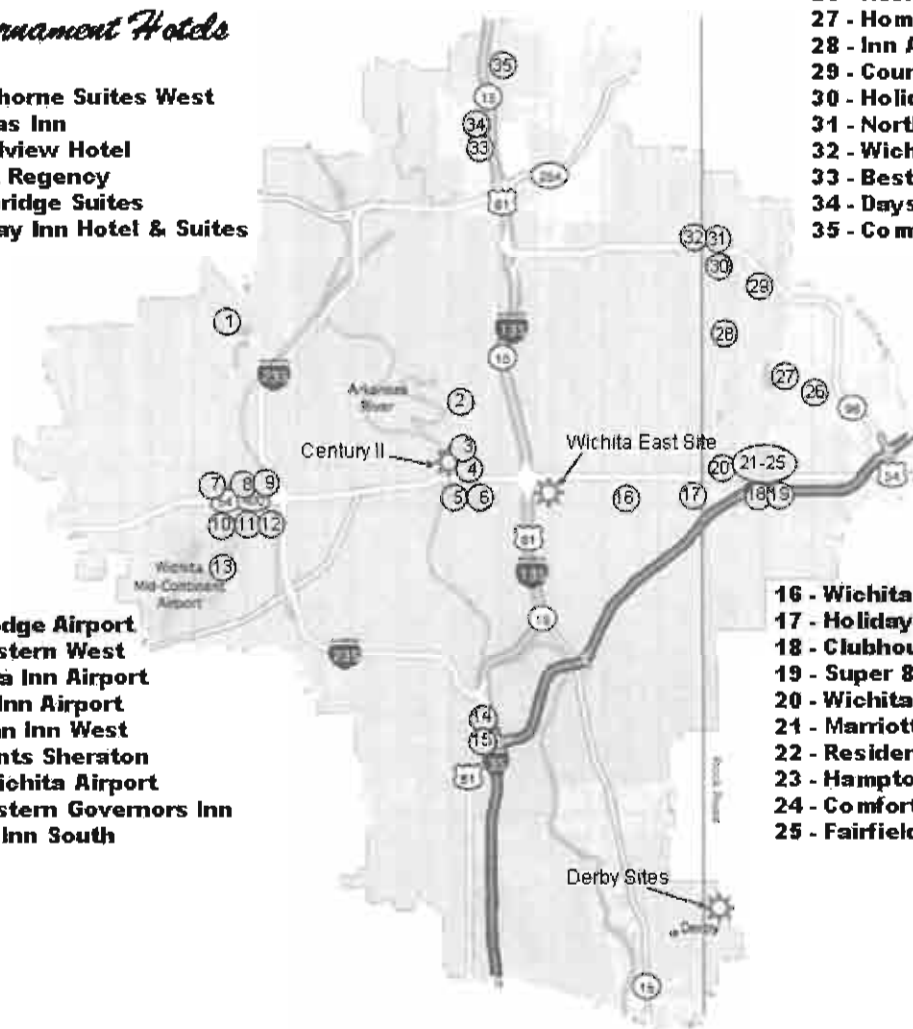
2007 Kansas Nationals Tournament Hotels

- 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

- 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

- 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



Nationals - Hotel Information

Hotel Name	Rate	Phone	Address	Websites	Amenities
Residence Inn At Plazzio	\$99.00	316-682-7300	1212 North Greenwich Rd.	www.marriott.com	OP, H, L, F, CB, W
Homewood Suites	\$99.00	316-260-8844	1550 Waterfront Pkwy	www.homewoodsuites.com	CB, L, F, IP, W, H
Inn at Tallgrass	\$95.00	316-684-3466	2280 North Tara Cir.	www.theinnatallgrass.com	CB, W, F, OP, H, L
*Hyatt Regency - Wichita	\$94.00	316-293-1234	400 West Waterman	*Congress/Tournament Hotel www.hyatt.com	R, IP, H, F, S
Broadview Hotel - Downtown	\$92.00	800-362-2929	400 West Douglas Ave.	www.broadview-hotel.com	W, R, OP, S, F, L
Residence Inn by Marriott	\$92.00	316-686-7331	411 South Webb Rd.	www.residenceinnwichita.com	CB, L, OP, H
Courtyard by Marriott - Wichita East	\$85.00	316-636-4600	2975 North Webb Rd.	www.marriott.com	W, IP, F, H, L
Cambridge Suites	\$85.00	316-263-1061	711 South Main	www.cambridge-suites.com	OP, F, CB, W, L
Hilton Wichita Airport	\$81.00	316-945-5272	2098 Airport Rd.	www.wichitaairport.hilton.com	F, IP, H, S, R, W
Holiday Inn Hotel & Suites	\$81.00	316-269-2090	221 East Kellogg	www.ichotels.com	R, OP, H, F, W
La Quinta Inn Airport	\$79.00	316-943-2181	5500 West Kellogg	No Website	IP, H, R, F, CB, S, L, W
Marriott Wichita	\$78.00	316-651-0333	9100 Corporate Hills	www.marriott.com	IP, OP, H, R, F, S, L
Four Points Sheraton	\$76.00	316-942-7911	5805 West Kellogg	www.starwoodhotels.com	CB, W, S, OP, F, L, R
Wichita Suites	\$76.00	316-685-2233	5211 East Kellogg	No Website	CB, F, OP, L
Fairfield Inn	\$76.00	316-685-3777	333 South Webb Rd.	www.fairfieldinn.com	CB, OP, F
Best Western Governors Inn	\$75.00	316-522-0775	4742 South Emporia	www.bestwestern.com	OP, F, L, W
Comfort Inn North	\$75.00	316-744-7711	990 Connolly Ct., Park City	www.choicehotels.com	CB, W, F, L, IP
Best Western North	\$75.00	316-832-9387	915 East 53rd St. North	www.bestwestern.com	CB, IP, H, W, L, F, R
Hawthorne Suites (West)	\$75.00	316-729-5700	2405 North Ridge Rd.	www.hawthorn.com	CB, F, L, S, W
*Special Notes: National Forensic League NFL					
Best Western West	\$75.00	316-942-5600	6815 West Kellogg	www.bestwestern.com	CB, IP, H, F, L, S, R, W
*Special Notes: National Forensic League NFL					

*Identifies blocked NFL rooms

National's - Hotel Information

Hotel Name	Rate	Phone	Address	Websites	Amenities
Hampton Inn	\$73.00	316-686-3576	9449 East Corporate Hills	www.hamptoninn.com	CB, L, W
Holiday Inn Select	\$72.00	316-686-7131	549 South Rock Rd.	www.ichotelsgroup.com	F, IP, OP, H, L, W, R, S
Comfort Inn East	\$71.00	316-686-2844	9525 Corporate Hills	www.choicehotels.com	CB, IP, H, W
Days Inn Park City	\$70.00	316-832-1131	901 East 53rd St.	www.daysinn.com	CB, W, F
Holiday Inn Express Northeast	\$70.00	316-634-3900	7824 East 32nd St.	www.HIExpress.com	W, IP, H, CB
Northrock Suites	\$69.00	316-634-2303	7856 East 36th St.	No Website	CB, F, L, OP, IP
Clubhouse Inn & Suites	\$69.00	316-684-1111	515 South Webb Rd.	www.clubhouseinn.com	CB, W, OP, H
Kansas Inn	\$68.00	316-269-9999	1011 North Topeka	No Website	CB, F, L
Comfort Inn South	\$59.95	316-522-1800	4849 South Laura	www.choicehotels.com	CB, OP, W
Wichita Inn North	\$59.00	316-636-2022	3741 North Rock Rd.	No Website	W, CB, L
Wichita Inn Airport	\$59.00	316-943-2373	6335 West Kellogg	No Website	CB, S, L, W
Wichita Inn East	\$59.00	316-685-8291	8220 East Kellogg	No Website	CB
Econo Lodge Airport	\$45.00	316-722-8730	600 South Holland Ln.	www.choicehotels.com	CB, S, L, H, OP, W
Super 8	\$45.00	316-686-3888	527 South Webb Rd.	www.super8.com	CB, W, L
Scotsman Inn West	\$43.00	316-943-3800	5922 West Kellogg	www.scotsmaninnwichita.com	CB, L

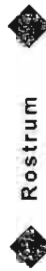
Amenities Key:

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

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.



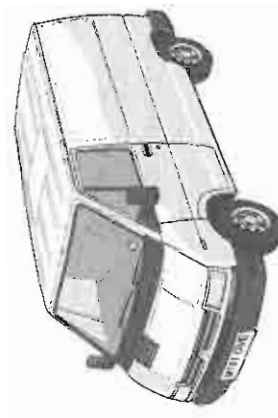
Rostrum

Nationals - Vehicle Rental Info

		2-Door				4-Door				Premium	Towncar	SUV	Minivan	Convertible	12 - Passenger Van	
		Economy	Compact	Midsize	Full Size	Full Size	Full Size	Full Size	Full Size							
Avis	Book at: 1-800-331-1600 or www.avis.com Rate Code: B159261	\$ 38	\$ 43	\$ 47	\$ 50	\$ 53	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$135	
		\$144	\$160	\$175	\$191	\$206	\$307	\$307	\$307	\$307	\$307	\$307	\$307	\$307	\$590	
		\$ 30	\$ 33	\$ 34	\$ 36	\$ 40	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$127	
Hertz	Book at: 1-800-654-2240 or www.hertz.com Rate Code: CV#04140001	\$ 52	\$ 53	\$ 54	\$ 55	\$ 59	\$ 78	\$ 78	\$ 81	\$ 78	\$ 78	\$ 81	\$ 78	\$ 78	NA	
		\$174	\$190	\$205	\$221	\$231	\$331	\$331	\$339	\$331	\$331	\$331	\$339	\$331	\$331	NA
		\$ 21	\$ 24	\$ 27	\$ 31	\$ 33	\$ 66	\$ 66	\$ 68	\$ 66	\$ 66	\$ 66	\$ 68	\$ 66	\$ 66	NA
Budget	Book at: 316-946-4891 Rate Code: NFL	NA	\$ 28	\$ 29	NA	\$ 35	NA	NA	\$ 79 (SUV)	NA	\$ 69/\$39*	\$ 79	NA	NA	\$129	
		NA	\$165	\$169	NA	\$189	NA	NA	\$390 (SUV)	NA	\$340/\$229*	\$390	NA	NA	NA	\$590
		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Enterprise	Book at: www.enterprise.com Rate Code: 51E6924 (Pin# NFL)	\$ 27.90	\$ 29.70	\$ 32.84	\$ 34.64	\$ 37.52	NA	NA	\$ 62.10	\$ 71.10	NA	NA	NA	NA	NA	
		\$152.10	\$161.10	\$170.10	\$179.10	\$188.10	NA	NA	\$314.10	\$296.10	NA	NA	NA	NA	NA	NA
		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

All prices are with the NFL National Tournament Discount.

*Standard SUV/Midsize SUV (Dodge Nitro/Jeep Grand Cherokee)



National Tournament Travel Arrangements



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Ariel Yager

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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
Schwan's Party – June 19, 2007
Sedgwick County Zoo*

Lions, and



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www.scz.org

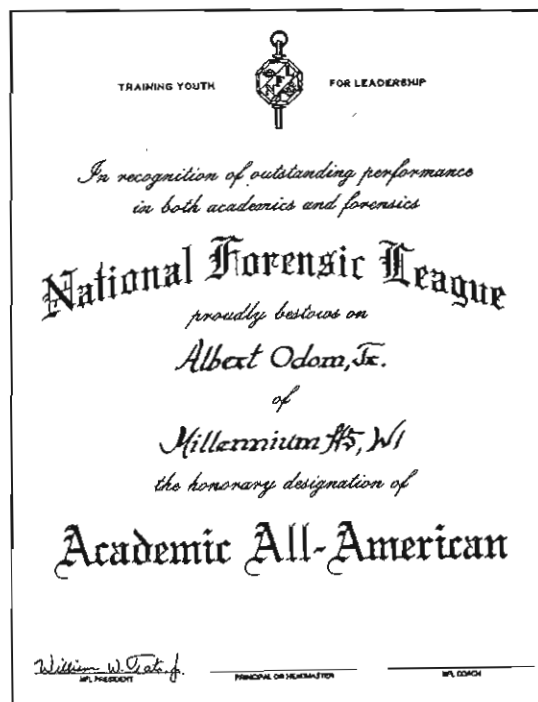


Bears, Oh My!

NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

Award Criteria:

1. Student must be an NFL member with an earned degree of Superior Distinction - 750 points on record in the National Office.
2. Student must have maintained a 3.7 minimum GPA 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.

Academic All Americans

(September 2006 through February 6, 2007)

ALABAMA

Mars Hill Bible School
John W. Arnold
Kelsey Sherrod
Oak Mountain HS
Scott Gray

CALIFORNIA

Bellarmine College Prep
Patrick Go
Nihaal Karnik
Rustin Kashani
Tim McKenzie
Jonathan Padilla
Nihar Shah
Brian Stephan
Granite Bay HS
Sana Naeem
Arsani William
Lynbrook HS
Ananth Kasturiraman
Jonathan Kwan
Menlo-Atherton HS
Byron Ruby
Monte Vista HS
Jonathan Wu

FLORIDA

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

GEORGIA

Lakeview Academy
Kristin Corbett
Sibylle Freiermuth
Starr's Mill HS
Andrew Ash

IDAHO

Skyline HS
Bonnie Magnuson

IOWA

Roosevelt HS
Sam Fairfield

KANSAS

Bishop Miege HS
Joanne Bauer
Maggie Kane
Allison Kinskey
Katherine Murphy
Jean O'Mara
Topeka HS
Stephanie M Atwood
Hadley Beier-Green
Thomas Rosen
Daniel J Bleiberg
Eric G Giroux

KENTUCKY

Grant County HS
Grant Curtis Wallace

MASSACHUSETTS

Milton Academy
Frank Smith
Needham HS

Michael Lintz
Newton South HS
Adrienne Lerner

MINNESOTA

Moorhead Senior HS
Cassandra Mia Bonitto
Walker HS
Annie Scott

MISSISSIPPI

Oak Grove HS
Ame Karoly

MISSOURI

Camdenton HS
Morgan Grotewiel
Jeremy Schlatter
Marshall HS
Jordan Adams
Adam Wettlaufer
Nixa HS
Kristian Gumminger
Taylor Martin
Saint Pius X HS
Katie Galetti
Jillian Meriweather

NEBRASKA

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

NEW MEXICO

Jemez Mountain Home Sch
Brian Davenport

NORTH CAROLINA

Charlotte Latin School
Trent Serwetz

OKLAHOMA

Bartlesville HS
Josh Wesneski
Lone Grove HS
Risa McCuistion

PENNSYLVANIA

Elk Lake HS
Molly R Copeland

SOUTH CAROLINA

Mauldin HS
Brian Jones
Caitlin McCartney
Lindsey Wallace
Kathryn Witzke

TENNESSEE

Battle Ground Academy
Alok Choksi
Chelsea Mayo
Nathan Musgrove
Collierville HS
David Kumbroch
Bo Zhang
Dickson County HS
Phillip Masengill

TEXAS

Aubrey HS
Katie Gustainis
Winston Churchill HS
Alex Leidner

UTAH

Juan Diego Catholic HS
Sean Lynch

WASHINGTON

Thomas Jefferson HS
Chris Mount

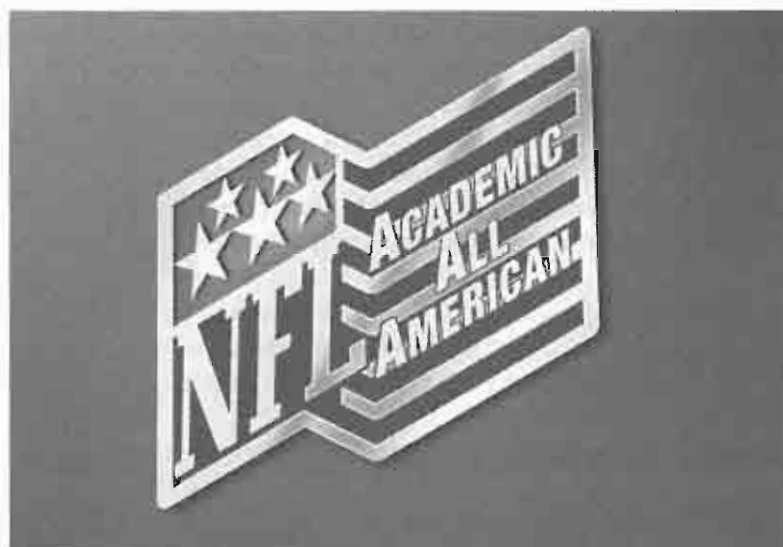
WISCONSIN

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Spencer D Retelle

WYOMING

Cheyenne Central HS
Charles J Carlton

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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 timmonsa@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.

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NFB District Standings

(as of February 1, 2007)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	232	Blue Valley North HS	560
2	--	East Kansas	175	Shawnee Mission East HS	482
3	+5	Heart Of America (MO)	165	Liberty Sr HS	587
4	-1	East Los Angeles (CA)	164	Gabrielino HS	587
5	+9	Northern South Dakota	161	Watertown HS	357
6	--	Show Me (MO)	159	Belton HS	421
6	-1	Kansas Flint-Hills	159	Washburn Rural HS	382
6	+4	New York City	159	Regis HS	440
9	-5	Sunflower (KS)	158	Wichita East HS	313
10	-1	Calif. Coast (CA)	155	Leland HS	633
11	+1	San Fran Bay (CA)	154	James Logan HS	641
12	--	Southern Minnesota	145	Edina HS	367
13	-6	Illini (IL)	142	Downers Grove South HS	358
14	+4	Rushmore (SD)	140	Sioux Falls Lincoln HS	362
15	--	Nebraska	139	Millard North HS	338
16	+4	Northern Ohio	138	Boardman HS	224
16	-5	Central Minnesota	138	Eastview HS	483
16	--	West Kansas	138	McPherson HS	309
19	-2	Ozark (MO)	134	Central HS - Springfield	476
20	+6	Northwest Indiana	132	Munster HS	441
21	-2	Florida Manatee	130	Nova HS	506
22	-1	Eastern Ohio	127	Perry HS	332
23	--	South Texas	122	Bellaire HS	755
24	+1	Northern Illinois	120	Glenbrook South HS	373
24	-1	Montana	120	Flathead Co HS	315
26	+1	Utah-Wasatch	118	Sky View HS	302
27	+1	North East Indiana	114	Chesterton HS	544
28	+1	New England (MA & NH)	110	Manchester Essex Regional HS	298
29	+7	Nebraska South	109	Lincoln East HS	332
30	-8	Inland Empire (WA)	106	University HS	197
31	+10	Hole In The Wall (WY)	105	Cheyenne East HS	243
32	--	Sundance (UT)	104	Bingham HS	264
32	-1	Rocky Mountain-South (CO)	104	Denver East HS	229
34	-4	Arizona	103	Desert Vista HS	338
35	+4	Carver-Truman (MO)	102	Neosho HS	356
35	-3	Great Salt Lake (UT)	102	Skyline HS	225
37	-1	Tarheel East (NC)	101	Pinecrest HS	245
38	-3	Florida Panther	100	Lake Highland Preparatory	251
39	-5	South Kansas	97	Fort Scott HS	212
39	--	Eastern Missouri	97	Pattonville HS	224
41	+3	Idaho	96	Hillcrest HS	265
42	--	Carolina West (NC)	94	Myers Park HS	307
43	+4	Sierra (CA)	94	Sanger HS	293
44	+1	Pittsburgh (PA)	93	North Allegheny Sr HS	279
44	-8	Golden Desert (NV)	93	Green Valley HS	303
46	+1	New Jersey	91	Ridge HS	304
47	+3	Deep South (AL)	90	The Montgomery Academy	302
48	-3	Northern Wisconsin	89	Appleton East HS	276
49	+10	Colorado	88	Cherry Creek HS	366
50	-7	Southern California	87	La Costa Canyon HS	319
51	+10	Western Ohio	85	Sylvania Northview HS	124

NFB District Standings

(as of February 1, 2007)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
52	+13	West Iowa	82	Dowling Catholic HS	269
53	-1	Northern Lights (MN)	81	Moorhead Senior HS	170
53	+2	Central Texas	81	Ronald Reagan HS	260
55	-8	Georgia Northern Mountain	80	Henry W Grady HS	186
55	+4	North Dakota Roughrider	80	Fargo South HS	161
57	+7	Lone Star (TX)	79	Piano Sr HS	260
57	-5	Hoosier Crossroads (IN)	79	Kokomo HS	179
57	--	Tennessee	79	Montgomery Bell Academy	177
60	-8	Rocky Mountain-North (CO)	78	Rocky Mountain HS	233
60	+7	Colorado Grande	78	Canon City HS	160
62	-11	Southern Wisconsin	77	Marquette Univ. HS	182
62	+6	East Texas	77	Dulles HS	184
62	-1	South Carolina	77	Mauldin HS	319
65	+6	Hoosier Heartland (IN)	76	Connersville Sr HS	179
66	-11	North Oregon	73	Westvieiw HS	214
66	-1	Michigan	73	Portage Northern HS	183
66	+11	Heart Of Texas	73	Carroll HS	195
69	+2	East Iowa	72	West High School - Iowa City	222
69	-8	Space City (TX)	72	Alief Taylor HS	193
69	-1	Mississippi	72	Oak Grove HS	175
69	+10	North Coast (OH)	72	Gilmour Academy	196
69	+8	Wind River (WY)	72	Worland HS	174
74	+12	Kentucky	71	Rowan County Sr HS	195
74	+9	Puget Sound (WA)	71	Snohomish HS	152
74	-17	Valley Forge (PA)	71	Truman HS	154
74	+12	North Texas Longhorns	71	Colleyville Heritage HS	212
78	-7	New York State	70	Scarsdale HS	168
79	-8	West Oklahoma	68	Norman HS	213
79	+4	New Mexico	68	Albuquerque Academy	164
81	-10	Chesapeake (MD)	67	Woodrow Wilson HS	125
82	+9	Tall Cotton (TX)	66	Seminole HS	130
82	+12	Greater Illinois	66	Belleville West HS	147
82	+4	South Florida	66	Michael Krop HS	155
82	-3	Western Washington	66	Gig Harbor HS	281
86	--	Florida Sunshine	65	Academy of the Holy Names	159
86	-7	Sagebrush (NV)	65	Reno HS	228
88	+2	Big Valley (CA)	64	Lodi HS	175
89	-18	Georgia Southern Peach	63	Starrs Mill HS	170
89	-19	West Los Angeles (CA)	63	Fullerton Joint Union HS	253
91	+1	East Oklahoma	62	Jenks HS	202
91	+9	West Virginia	62	Wheeling Park HS	88
91	+5	UIL (TX)	62	Lindale HS	174
91	-12	Mid-Atlantic (MD & VA)	62	Randolph Macon Academy	256
95	-12	Louisiana	61	Teurlings Catholic HS	171
96	+1	Pennsylvania	59	McKeesport Area HS	127
97	-4	South Oregon	58	Ashland HS	144
98	-4	LBJ	57	Princeton HS	201
99	-1	West Texas	52	El Paso Coronado HS	117
100	-1	Gulf Coast (TX)	51	Gregory Portland HS	182
101	+1	Capitol Valley (CA)	49	Granite Bay HS	131
101	+2	Maine	49	Poland Regional HS	83
103	-2	Hawaii	47	Kamehameha Schools	137
104	--	Iroquois (NY)	37	The Family Foundation School	98
105	--	Pacific Islands	22	Harvest Christian Academy	66



In Memoriam

*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



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