

# Posthum

volume 76  
number 9  
may 2002



**Barbara Miller**  
**Queen City Nationals Host**



# PARLIAMENTARY DEBATE

This is a user-friendly book that is both engrossing and useful. It offers insight, good suggestions, and tactics that help any level of debater. It has a rock solid clarity in the basic chapters and excellent examples that not only clarify concepts but add real enjoyment and understanding to the chapters.

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19 chapters

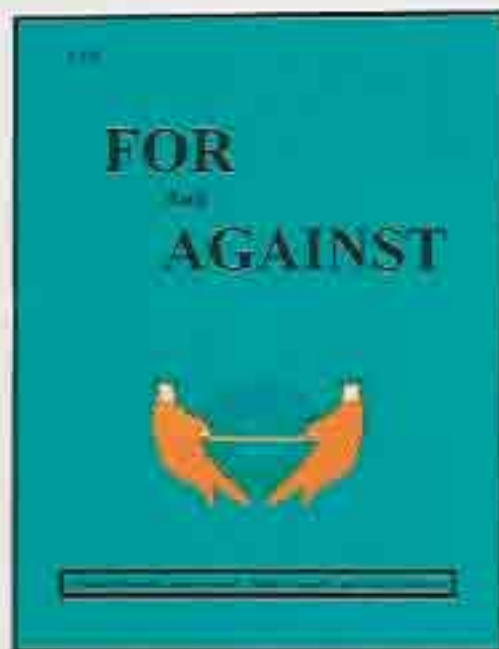
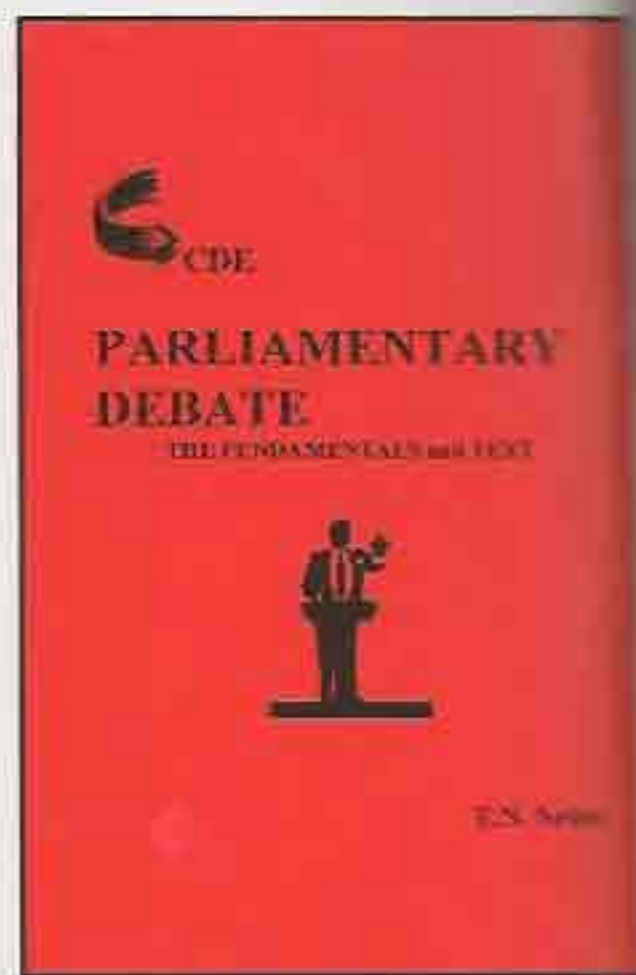
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## Contents

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3. Preparation Time
4. Speaking For the Government
5. The Opposition's Strategy
6. Opposition Speeches
7. Rules
8. Analyzing Debate
9. Rebuttals
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11. Procedural Points and Tactics
12. Flowsheeting
13. Background Research
14. Logic Fallacies
15. The Squad
16. International Debate
17. Judging
18. Coaching Issues

Appendices

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Should the U.S. build an ABM system?, protecting aboriginal groups, AIDS drugs to Africa, economic effects of anti-trust laws, bilingual education, campaign finance reform, car safety, debt relief for LDCs, defense spending, economic growth verses environmental protection, educational vouchers, hate crimes, human rights, juvenile court standards, legal driving age, mass media, government medical policies, national security, nationalism, nuclear proliferation, rich vs. poor, parliamentary vs. presidential government, right to counsel, Columbia civil war, Cuban embargo, political extremism, population control, protecting privacy, religious fundamentalism, sexual stereotypes, privatizing social security, school sports, stem cell research, terrorism, trade...

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# Is public speaking really worth it?

Amy Brocious, Certified Financial Planner  
Lincoln Financial Group producer – Northeast Region

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There was a time in my life when I hated speaking in front of a group. Because of what I went through each time I gave a speech, I wasn't sure it was worth it. My palms would get sweaty, my heart would race, my neck would get red and my voice would shake. I was sure everyone present had an opinion of me and it wasn't a good one. Since then, when I have to do something I'm not sure I can do or want to do, I ask myself a question, "Is what I want to achieve worth the work and stress to obtain it?"

In most cases, the answer is yes. In fact, I find that successful people in any field are willing to do things that others are not willing to do - and that makes all the difference. Alas, this was true of public speaking as well.

## Finding the value in public speaking

It has taken some time, but I now realize the value of public speaking. I am currently the President of the National Association of Insurance and Financial Advisors of Baltimore. It is an association of 400 members who are professionals in the financial services industry. I think it is fair to say that the membership represents the most successful, talented and prosperous financial advisors in the Baltimore area.

I "went through the chairs" of my association after being a member and heading up various committees for ten years. This means I had to serve in every officer position, going from secretary/treasurer, vice president, president elect, and finally, president. It is amazing therefore, that I conveniently didn't notice how much public speaking I would have to do as president. Had I known, I may not have chosen to be elected.



## Getting over the fear

It was truly frightening to realize that I would have to lead each meeting with a report on items pertinent to the association. Our year runs from July 1 through June 30 of the following year and our meetings run September through May. It didn't help that my first meeting of the year was held on

September 20, 2001. That was nine days after the September 11 tragedy. Talk about feeling insignificant and unimportant! There wasn't much I could say that day that was of interest. We all wanted to be watching CNN.

## Becoming a leader

I have learned something about being a leader. I have come to believe my speech experience taught me to be a leader without me even realizing it. I have faced a lot of challenges since taking office. We have to constantly fight apathy among the financial advisors in town who don't want to get involved. We have some important legislative issues that have to be dealt with. There is a need to consistently provide educational and professional training for our members. The board of directors had to update our bylaws this year. Most importantly, I had to be able to communicate to members and the community the importance of the association and what we represent. I gained valuable experience for this role through my speech and debate training.

In my opinion, National Forensic League provides fertile ground for growing leaders and public speaking is definitely worth it!



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## THE ROSTRUM

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ON THE COVER: Barbara Miller,

Queen City Nationals Host.

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SEPTEMBER: National Tournament Results.

NFL Interactive Point Recording: [www.nflonline.org](http://www.nflonline.org)

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**Tournament Schedule Posted May 15 @ [nflonline.org](http://nflonline.org)**

### Queen City Nationals

Registration Hotel: Renaissance Suites  
House Hotel: Marriott Executive Park  
Senate Hotel: Airport Sheraton  
Super Congress Hotel: Airport Sheraton

### Lincoln Financial Group/NFL Nationals L/D Topic

**R:** Laws which protect citizens from themselves are justified.

### 2002 National Storytelling Topic Area: Ghost Stories

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# HALL OF FAME

**Francine Berger** has coached students to 20 National Tournaments, one of whom attended four Nationals. She coached a 2<sup>nd</sup> place Debate team, six finalists, five semifinalists, an Outstanding Representative and a Superior Senator. Under her direction Miami-Palmetto has participated in 811 rounds of competition at Nationals. Palmetto won the District Trophy twice and the Leading Chapter Award three times. Francine served as District Chair three years and as co-chair of the L/D Topic Committee. Her children, Amy and Charley were NFL members. Francine earned a third diamond but was one of the highest point coaches in the nation.



**Francine Berger**  
*Florida*



**Gary Harmon**  
*Kansas*

**Gary Harmon** has coached for over 25 years and has earned NFL's fifth diamond award. He has coached students to 19 National Tournaments, including a Champion Senator in 1988 and several Presiding Officers. Salina Central earned the Leading Chapter Award three times, Sweepstakes Plaque twice, the Tournament Trophy twice and is a contender for the Karl E. Mundt National Congress Trophy. Gary has served as Director of the John C. Stennis National Congress for the past ten years. In addition to being a Congress Leader, Gary is a superior debate coach who has consistently qualified teams to State and Nationals.

**Randy Pierce**, our excellent host at the 1998 National Tournament, has earned five diamonds. Randy coached six students to Super Congress and five were elected Presiding Officers. Pattonville earned the Senator Karl E. Mundt National Student Congress Trophy in 1998. Randy's squads have earned the Leading Chapter Award four times, District Plaque seven times and District Trophy twice. Mr. Pierce has earned the Distinguished Service Key and the Distinguished Service Plaque fourth honors. Randy has coached over 90 students to 23 National Tournaments and has served as a National Official.



**Randy Pierce**  
*Missouri*



**Sr. Mary Raimonde**  
*New York*

**Sr. Mary Raimonde FDC** has earned the Triple Diamond Award and has coached students to 16 National Tournaments. Her students have placed second in Girl's Extemp and in the finals of Dramatic Interpretation. She has coached several National speech semifinalists and a Superior Senator. Sister served five terms as District Chair. Under her direction St. Joseph Hill earned the Leading Chapter Award twice and the District Tournament Trophy twice. At the NCFL Grand Tournament Sister has coached an Extemp Champion. Sister has worked in the National Tab Room and currently conducts the Extemp Commentary draw at Nationals.

**Margaret Riley** coach at Academy of the Holy Names has been a Master teacher and coach for over 60 years. She established the Academy chapter in April of 1969 and for over 33 years she and her girls have defined excellence at both the New York State and National Tournaments. Margaret's students have qualified in Extemp, Oratory, DI, HI and Congress. Although Academy is a small school by New York standards, Margaret has touched hundreds of lives, earned a second diamond, accepted a Leading Chapter Award, won the District Trophy, and now has been inducted into the NFL Hall of Fame.



**Margaret Riley**  
*New York*

## CLASS OF 2002



# Whitman National Debate Institute

July 21 - August 1, 2002 (2 week session)

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5. **Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you'll find your niche. We make an effort to reach out to students, to build up community, and to give people space to be who they are.



## Policy Debate

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You won't just hear about these arguments. You will practice plan inclusive counterplans, kritiks, permutations and more specific to this topic. And, when you practice, you won't just talk. Our staff of nationally competitive debaters and coaches will give you specific suggestions for improvement and you'll rework your speeches.

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



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- Arguments to use for criteria, values, contentions, and philosophies
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- Lectures on judge adaptation, rebuttals, innovative strategies that win

You will work closely with our staff to develop your skills in making these arguments. You won't just hear about Rawls or Foucault. You will engage in many debates with critiques and redos plus practice sessions covering refutation, rebuilding arguments, cross-examination, philosophy, values and criteria. You will leave with affirmative and negative cases on the NFL-LD topics plus briefs on key values and criteria to use on any topic.

Everyone at camp receives all the policy or LD arguments produced while you are at the camp with no extra charges.

## LD and Policy

Want more information?

E-mail Jim Hanson at [hansonjb@whitman.edu](mailto:hansonjb@whitman.edu)

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# Queen City Nationals

Charlotte-Mecklenburg Schools is putting the finishing touches on its preparations for our Queen City Nationals. The entire Charlotte community is excited at the prospect of playing host to some of the most articulate students in the nation. I am personally hoping that the competitors, coaches, parents and friends of debate will experience the Southern hospitality and cultural diversity for which Charlotte has become famous.



Like most Charlotteans, I am a transplant. My parents moved to North Carolina from California and I came to visit. Like many others, I was enchanted by the city's beauty and by the energy that surrounds its educational and cultural communities. I decided to extend my stay for a year. I am now in my eighteenth year, and will probably stick around for the nineteenth.

I am fortunate to work for a school district that supports and encourages academic competition. Debate was selected as our charter project for Charlotte-Mecklenburg Schools. Accordingly, every high school has a debate program and we are working to expand those programs.

Hosting Nationals gives us an opportunity to showcase an activity that has long-term benefits that reach far beyond the scope of high school competition. Speech and debate provides students with an understanding of the importance of voice. As we teach advocacy, we are also teaching the need for objective analysis of social, political, and value systems. A democracy cannot survive without the voices of powerful advocates raised in defense of justice and equality.

All events require some analysis of these systems. For example, before an interpreter can understand the motivations of the characters he or she portrays, he must understand the realities that inform that character's motives. The voice of the interpreter is as powerful as that of the orator or the debater.

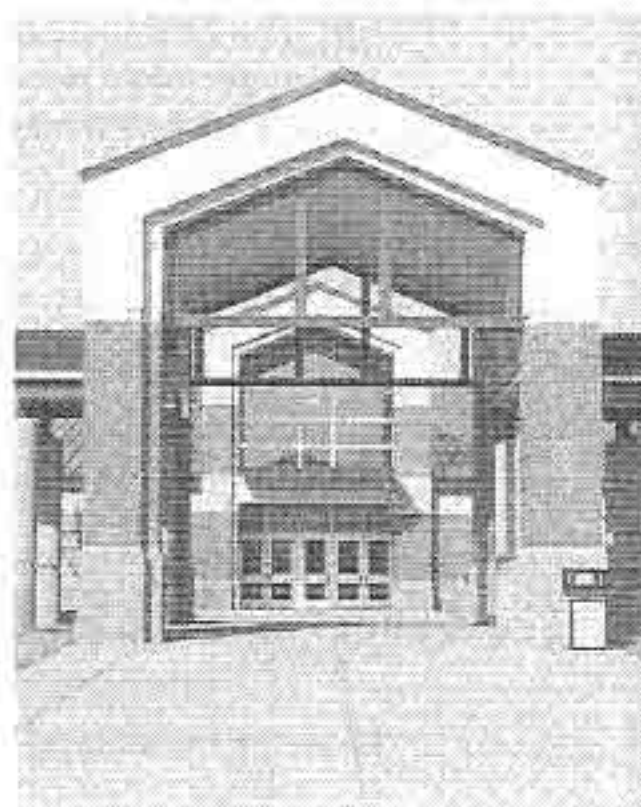
In June the Charlotte community will have an opportunity to hear young people who are creative, articulate, and well informed. They will hear students who have been taught to carefully weigh both sides of an issue, to come to grips with issues that threaten to destroy a world that is becoming increasingly complex, to find truth in literature. It is a rare privilege to entertain such students, their coaches, their parents and their friends.

*Barbara Miller, Host*

# Welcome to



E. E. Waddell



E. E. Waddell



E. E. Waddell

# Queen City Nationals



South Mecklenburg



South Mecklenburg





# NATIONALS

## SECURITY FORM

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Due to the heightened national security alert, participants in this year's national tournament will be issued identification cards at registration. In order to process these cards, please send two passport-sized pictures attached to a copy of this form for each contestant, coach, chaperon or judge from your school. These are to be sent by May 1, 2002, to:

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*Please complete the following information for each participant:*

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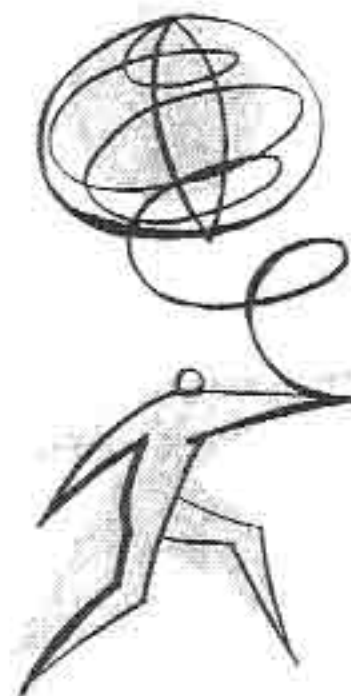
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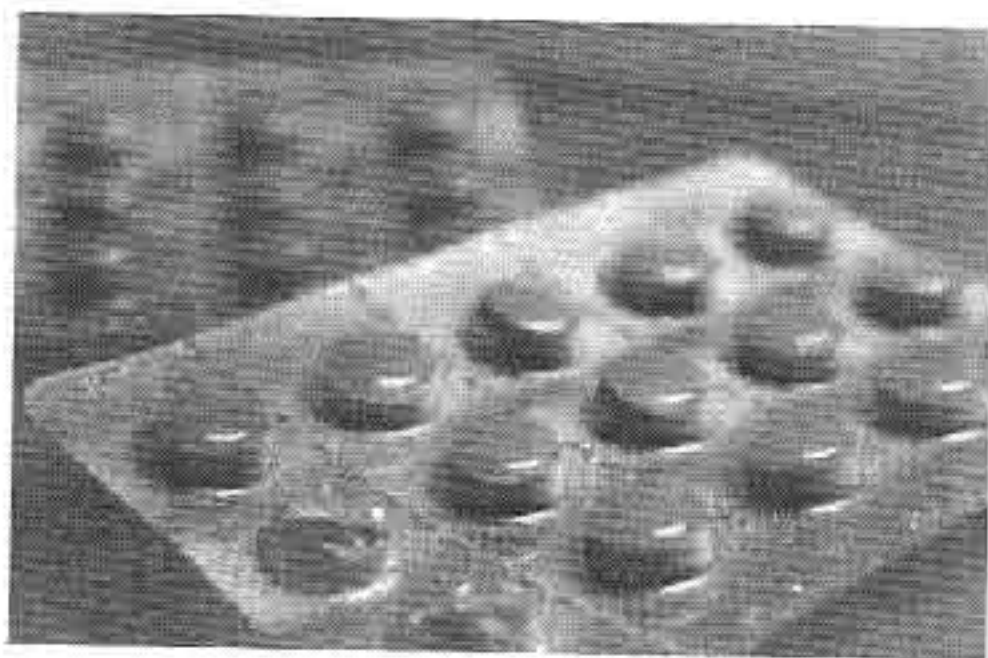
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*Resolved: that the United States federal government should substantially increase public health services for mental health care in the United States.*

Victory Briefs—long known for its LD, extemp, and policy materials—is proud to present its materials for the 2002-2003 policy debate topic.

#### Policy Case Areas—Book 1

This 300-page plus book explores several case areas in depth, including a case area overview, a 1AC, extension evidence, and negative evidence. Areas include: mental health care for prisons, for foster children, for the DOD, for victims of rape/domestic violence, as a part of medicare, and for non-drug ADHD treatment. For example:

- “In the most public of professions, criminals often experience mental health problems. Due to an oversight by officials, those who are mentally ill often are left untreated and commit worse crimes, injuring others and themselves. Ask the USFG to take responsibility!”
- “In the present system, Medicare coverage for mental health services are limited in scope and in coverage. This case seeks to rectify this gap in the safety net and explore the issues of poverty and age.”

#### Policy Case Areas—Book 2

Areas include: eating disorders, Native Americans, employee benefits, missile silos, post-partum depression, and the homeless. For example:

- “The highest killer of all mental health problems is devastating. Eating disorders hide behind the mask of a diet or perfectionism.”
- “Failure to provide adequate mental health care for the homeless overwhelms other stop-gap anti-poverty efforts and is locking the terminally poor into a cycle of poverty. Despite some recent federal action, only across-the-board federal reform of HCH programs can hope to break this cycle of homelessness.”

#### Negative Positions—Book 1

This book (over 350 pages in length) includes counterplans (courts and states), disadvantages (for courts, congress, federalism, economy), topicality, and comprehensive politics links.

#### Negative Positions—Book 2

This book (250+ pages) focuses on some of the more important kritiks: critical legal studies, feminist jurisprudence, Foucault, and ageism. For example:

- “Popular conceptions of the mentally healthy and the mentally unhealthy are social constructions that are used by the dominant (government, upper class) to oppress the periphery (in this case, the “crazies”). Humans should stop judging others on perceived mental health—it is a standard that can only be used to strengthen the elite.”

## victorybriefs policy

Who are we? We are some of the most successful ex-high school and current college debaters, as well as some of the most successful policy debate coaches. Victory Briefs has assembled an all-star team of writers:

**Eddie Ahn** A former debater for the Greenhill School of Dallas, Eddie placed in multiple elimination rounds including Valley, St. Marks, Texas, and Harvard. 2001 TFA State top speaker.

**Thad Blank** NDT First Round Debater, CEDA Nats Quarterfinalist, 2 time NW CEDA Champs Champion, 2002 Northwestern Finalist.

**Ben Coulter** is the debate coach at Samford University. While a debater at Baylor University, he and his partner were awarded a First Round At-Large Bid to the NDT and competed in the elimination rounds, making it to the Octafinals.

**Doug Dennis** is a policy coach at St. Thomas Academy, MN.

**Kevin Kneupper** is a sophomore at Wake Forest University (octos at Kentucky, octos Northwestern, quarters Georgia State).

**Chris McFarlane** is a senior and captain of the University of Southern California debate team where he received two first round invitations to compete at the NDT. He attended Notre Dame High School where he competed in elimination rounds of virtually every major tournament including MBA, the Glenbrooks, and the TOCs.

**Jason Peterson** Assistant coach at USC and Damien High School; 2000 NDT quarter-finalist. Teaching at Michigan Debate Institute.

**Shawn Powers** is a rising senior at the University of Georgia, and has qualified for the NDT every year he has competed in college. Shawn placed second at the UC-Fullerton college tournament in 2001.

**Eli Rosenbaum** is a first-year student at Harvard. He debated at the Georgetown Day School in Washington, D.C., where he cleared at the 2001 TOC, was 2nd speaker at the Glenbrooks, 5th speaker at St. Mark's, and the winner of Lexington. He reached the late elimination rounds of most major national tournaments.

**Nicole Anne Serrano** Poised to be one of the best debaters on the NDT/CEDA circuit in the 2002/2003 season, Serrano has been in late elimination rounds of the most difficult national tournaments. Serrano is also one of the most successful high school assistant coaches, coaching four national champions, including NFL, CFL, and the TOC.

**Justin Skarb** CSU Fullerton

**Marissa Silber** USC debate squad; four-year debater from Glenbrook North; 4th place NFL Nationals in Policy Debate (2000)

**Jason Stone** Director of Debate at Univ. Central Oklahoma

**James Thomas** A rising sophomore at the University of West Georgia, James debated for Pace Academy in Georgia, winning the class AA state championship twice and the All-state championship. James won the Lexington and GDS tournaments (top speaker at GDS) and was in the finals of the Harvard tournament.

**Nate Tribble** started debating in 7th grade for the Head-Royce School. Nate cleared at most of the major national high school tournaments. Nate was 2nd speaker at the USC tournament, 1st and 2nd speaker at Stanford, and was in the finals of Stanford. He currently debates for the University of Redlands.

**Corey Turoff** NDT debater at USC

**Kelli Vail** debater at USC, clearing at CEDA Nationals, Baylor and Wake Forest.

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<p><i>Resolved: that the United States federal government should substantially increase public health services for mental health care in the United States.</i></p>		
<p><b>Policy Case Areas—Book 1</b></p> <p>download version x\$50=</p> <p>hardcopy version x\$60=</p> <p><i>This book (over 300 pages in length) is packed with affirmative and negative analysis and evidence. Areas explored include: mental health care in prisons, for foster children, for victims of rape and domestic violence, in connection with Medicare, in connection with the DOD, and for AD/HD.</i></p> <p><b>Policy Case Areas—Book 2</b></p> <p>download version x\$50=</p> <p>hardcopy version x\$60=</p> <p><i>Areas explored include: mental health care for eating disorders, for Native Americans, for persons who work at missile silos, as a mandated employee benefit, for post-partum depression, and for the homeless. 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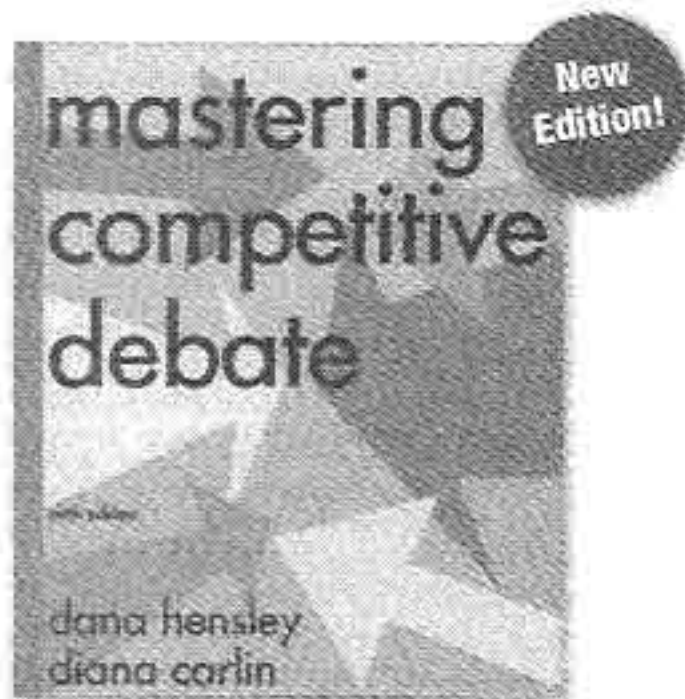
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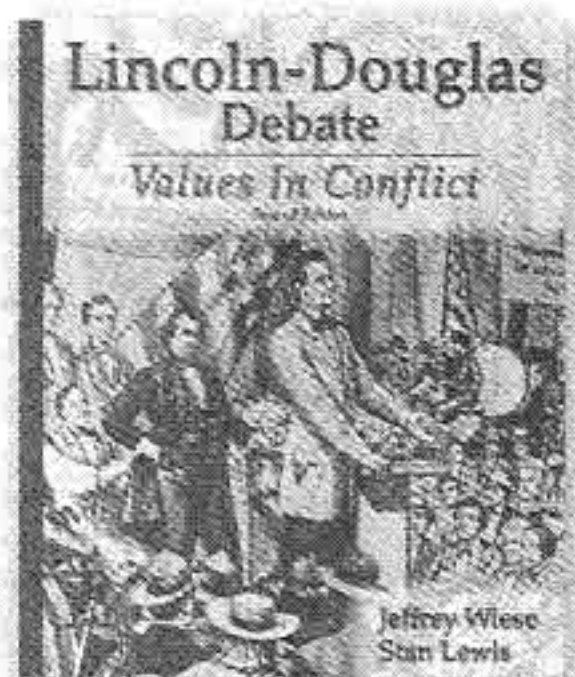
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# ADVOCACY TOOL KIT

by

Eric Tucker &amp; Kelly Phipps

## How to Institutionalize a Debate Class in Your School

Democratic education and tradition are reinforced through debate. At its best, debate is a rigorous and passionate discussion about social change and how it is achieved. Through the debate process, students research an important social issue ensuring that they are well-versed in current events and governmental decision-making. Debates provides experiences that prove to students that they should not be intimidated by the rhetoric of expertise that surrounds decision-making in our society, thereby connecting them to public life and the responsibilities of citizenship.

That is what we do. Teaching debate is a task

ner of the United States. You can reach out to principals throughout the country and convince them of the importance of debate.

This article presents a series of "talking points" that coaches and other advocates for debate can use when encouraging school administrators to add a debate class to their school's curriculum. For the past five years, Urban Debate Leagues (UDLs) have worked with teachers to build sustainable debate programs in our nation's urban public schools - and many UDL coaches have successfully lobbied for debate classes at their schools. This guide draws from interviews with UDL coaches, administrators, and alumni from across the country. We are indebted to these UDLs participants for sharing their thoughtful efforts with us.

### A DEBATE CLASS BENEFITS THE DEBATE TEAM

*A class gets students involved in debate that might otherwise never join the team, and provides students with the support they need to keep debating once they have joined. An UDL alumnus who works with the Tuscaloosa Debate League points out that in Tuscaloosa, the schools with a debate class "usually have the biggest participation." A debate class:*

- Ensures that students with after-school conflicts have the opportunity to benefit from debate.

After-school work and family commitments are a significant barrier to participation in debate. A New York City coach explains, "most of these kids have jobs or take care of their brothers and sisters after school and can't come to debate after school." An Atlanta UDL alumnus concurs, stating, "if we didn't have the [debate] class we would have to practice after school and most people work after school." Another coach from New York City emphasizes, "a lot of these kids have jobs and baby-sitting chores... But if there's a class, [they] can be there."

A class allows students with these conflicts to participate in debate. As one coach emphasizes, "We couldn't have [built this team] without having the class. It would have been a completely different team. It wouldn't have been the same kids." Another coach agrees, adding that when students start to debate in a class, "they have a chance to get hooked, and once they're hooked, they start making different arrangements [like] working different days or getting someone else to care for the kids."

**....The addition of a debate class to the school curriculum not only supports the debate team and its coach; it also weaves democratic values and education more fully into the fabric of the school.**

essential to maintaining an effective democracy. However, not everyone understands this. When this message is understood, students will benefit, debate teams will receive greater support, coaches will find themselves acknowledged and respected for their work, and debate will permeate the culture of a school.

This article is a resource for advocating for a debate class in your school and district. In most schools, the debate coach cannot just decide to teach debate as a class. To secure a space for debate in the school's curriculum, advocates must turn their powers of persuasion to their principal. This is easier said than done. For example, a principal might acknowledge the potential utility of a class, but insist that the school schedule is already full. A group of coaches, debaters, and parents must convince the principal that a debate class is a vital way to support the debate team, the debate coach, and the school as a whole.

Although it requires work, there's no group better suited to conduct an advocacy campaign to communicate the importance of a debate class. Efforts to institutionalize debate classes in our country's high schools cannot succeed with YOU. You have the best understanding of the importance of debate in your school. You are in every cor-



Check us out on the Web:

[www.wfu.edu/Student-organizations/debate/Workshops.html](http://www.wfu.edu/Student-organizations/debate/Workshops.html)



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Unique, small, educationally sound size: The three-week workshop is limited to 120 students. The Policy Project is limited to 64 students: large enough for diversity, interest, practice, and productive sharing. No one gets "lost in the shuffle" -- group effort, friendship, and teamwork is developed across the workshop. Labs have no more than 16 students, working with two full-time coaches: allowing close, personal attention. Our curricular model emphasizes interactive learning and discussion. We have small classes for many of the kinds of subjects like theory and speaker positions that other workshops relegate to mass lectures. Our curriculum is rigorous and challenging, but we do everything possible to involve the students in a dialogue, to get them to think with us. We seek motivated students with whom we can share our passion for policy debate.

Our workshops maximize a student's opportunity to work closely with all of our faculty. The three-week workshop labs are tracked according to experience, but students get to work with other instructors in theory seminars, skills classes, and practice rounds. The Policy Project is not tracked. Our philosophy is that everyone at that level deserves the best we can offer. Research is always shared among the labs; the entire workshop functions as a team to produce the finest set of relevant evidence of any workshop. We have special affirmative and negative research groups, seminars in theory, forums on issues of interest, at least 8 practice debates prior to the tournament and a well balanced, limited set of lectures. By sharing evidence and pooling our vast coaching expertise, we are also able to find time for more qualitative practice debating than most other workshops, thus the slogan, "We put debate back into the debate workshop!"



**Summer Debate Workshop:**  
June 15-July 3

**Policy Project:**  
July 5-July 30

**Policy Analysis Seminar:**  
June 28- (merge with PP)

**Fast Track:**  
June 21- (merge with PP)

# WFU Debate Workshops

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The Summer Debate Workshop has a curriculum designed to meet the needs of novice to advanced students. All interested students are welcome to attend the SDW.

The Policy Project is designed for more advanced debaters and has a competitive entrance process. We seek students who have solid debate experiences and want to build upon that base to get to the next level.

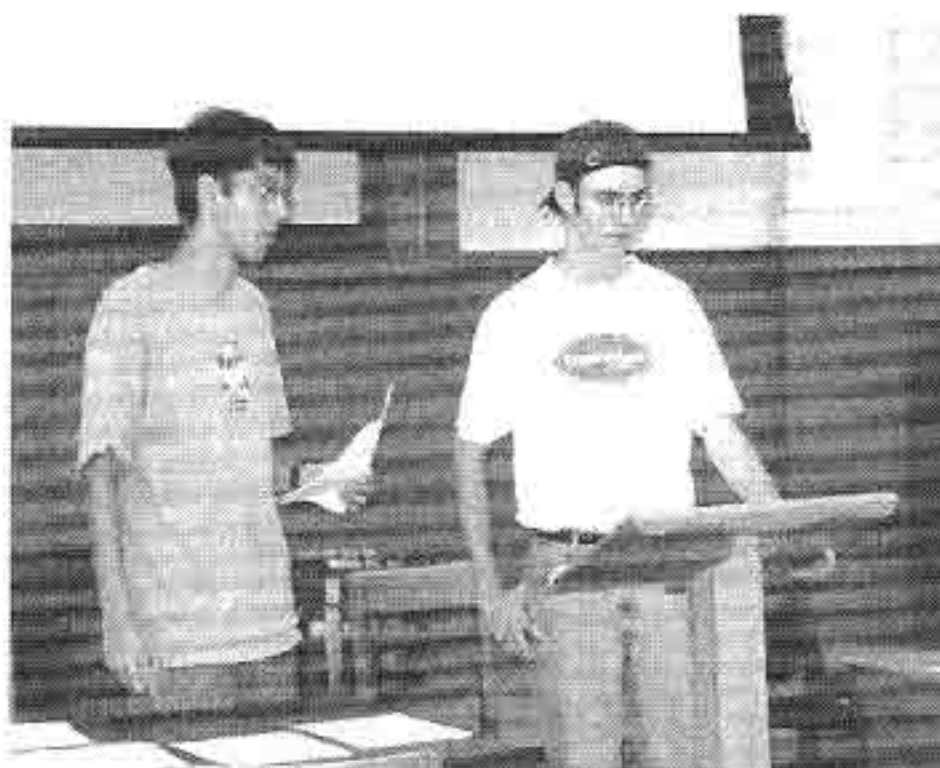
The Policy Analysis Seminar is an extra week *before* (and leading into the Policy Project) to explore specific topic readings and discuss their impact.

The Fast Track is an extra two weeks (leading into the Policy Project) of intensive study and debate practice with Ross Smith and another faculty member.

**Mission Statement:** Debate is the thoughtful expression of focused ideas. As educators, we commit ourselves to emphasizing individualized instruction, original thought, and creative expression. We teach students skills and concepts that will enrich their debate and academic experiences. We recognize the fundamental importance of an in-depth knowledge of the issues generated by academic debate topics. We view competition as a fun and useful educational tool, not as an end in itself.

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- **Increases the number of students who debate because it helps include students from all academic backgrounds.**

A debate class helps make debate an activity for all students, not just the best students or those who join every after-school activity. A coach from New York City emphasizes that his debate classes include students from all backgrounds. Another coach from Newark, New Jersey describes the same phenomenon at her school. If debate were after school, she says, it would attract the "group of kids that come to every after-school" activity. Because debate is taught as a class, her team does not attract only those students. In her words,

"It's not the best students on this team. It's the kids who happen to be put in the debate class. And some of them are the best students and some of them are really not. But, they're involved in the activity and they stay involved. Once they come to a debate, they get hooked."

- **Helps students build a relationship with their coach, making them more likely to stay on the team.**

When a coach teaches a debate class, it gives the coach a daily venue to see and build relationships with their debaters. A coach from Newark, New Jersey observes that although he started the year with students from the entire building, by the middle of the year "after the weeding out process, the students that were most excited about [debate] were the students in my own classes." When students have a strong relationship with their coach and regular times to work on debate during the school day, they are more likely to stick around.

- **Provides incentives for participation in tournaments.**

Grade incentives are a useful tool for encouraging participation in tournaments, especially for novice debaters who might be reluctant to give competitive debate a try. One Atlanta UDL alumnus remembers how his coach convinced him to attend his first tournaments. He recalls, "we were basically plucked from class and told to go." Over ten years later, he is still actively involved in debate and fondly remembers the class. A coach from New York explains that grade incentives were very effective in her class. On her team, "anybody who comes [to the first tournament] gets an automatic passing grade on the first markup period," and then, she says, "the whole class is there."

#### **A DEBATE CLASS DEMONSTRATES SUPPORT FOR THE COACH**

*Debate coaches are not only the heart and soul of the debate team - they also provide an important service to the school as a whole. Administrators would be well-served to support and reward these dedicated teachers. A debate class:*

- **Shows acknowledgment for the efforts of the coach.**

Adding a debate class to the school curriculum is a tangible way in which administrators can demonstrate institutional support for the debate team and the hard work of the coaches. Coaches are generally overworked and under-compensated. A coach from Newark, New Jersey observes that coaching entails working weekends, attending to administrative details, coaching arguments, and running practices in addition to all the usual responsibilities of a teacher.

A class awards, recognizes and compensates a teacher for the long hours they already invest in the team. Although coaches will "never be compensated" what they deserve, a class makes coaching debate a more appealing option to a teacher not currently involved with the activity.

- **Gives coaches time to work with their debaters during the school day.**

The everyday responsibilities of a teacher leave little time to do extra things like coach debate. Sue Lowrie of the Southern California UDL explains that teachers, "don't have enough prep time. They have 30 to 40 students in every class. That means that during the course of a day, they have somewhere in the range of 200 to 250 students coming through that are turning in papers that they have to grade. It's just an insane amount of stuff that [teachers] have to deal with."

A debate class alleviates some of this burden. An English teacher, for example, instead of teaching five English classes would teach four English classes and one debate class. According to a teacher from Detroit, a class gives a coach "a break from teaching 35 kids English and correcting all those papers" and allows the coach to work on debate during that time. The class gives a coach a time in the day when she can meet with her debate team.

#### **A DEBATE CLASS ENHANCES THE CURRICULUM**

Debate is more than just an extracurricular - it is a rigorous academic activity. A debate class can help a school meet its educational goals and enhance the overall curriculum. A debate class:

- **Enriches the academic environment of the school.**

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The debate class benefits the school by increasing the number of students who have access to debate. Even large debate teams only reach between 30-50 students. In three sections of a debate course with 30 students each, another 90 students are reached. This magnifies the benefits that debate imparts on a school. George Zieglmueller, a professor who works with the Detroit UDL Wayne State University also points out that debate classes bring debate to schools that "run a debate class but don't have a competitive debate program."

- **Requires rigorous academic work that warrants course credit.**

Tournaments, library research, practice speeches, and strategy sessions - a debater often completes as much academic work for debate as he or she does for any high school class. The debate curriculum includes substantial work in public presentation and



argumentation, but also in the content area of the resolution. John Meany, a debate coach from Claremont College who works with the Southern California UDL, explains that the work required for debate "would meet class requirements if students were studying Economics, History, Philosophy, International Relations or any of the issues that come up in debate research and argumentation."

- **Helps students meet school educational standards.**

When advocating for a debate class, it is important to understand the mission that guides your principal's and school's decision-making. The call for standards increasingly shapes how administrators make decisions. To ensure that a debate class has a place in your school's curriculum, talk about how a debate class can help your school meet its particular educational goals. For example, the following is an excerpt from a letter drafted by New York UDL teachers on behalf of debate:

"English standards measure student performance in skills that debate coaches have been teaching students all along, including listening comprehension, reading comprehension, policy analysis, and oral persuasion...Math standards measure student performance in logical argumentation and sequential analysis, yet another set of skills taught by debate."<sup>2</sup>

We hope that you will find these talking points useful as you work with the administration of your school to make debate an integral part of your school's curriculum. Debate teams and coaches are invaluable assets to our nation's schools. The addition of a debate class to the school curriculum not only supports the debate team and its coach; it also weaves democratic values and education more fully into the fabric of the school.

## About the Authors

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<sup>1</sup> Direct quotations are taken from interviews conducted by the authors with teachers, staff, and alumni from UDLs in New York City, Newark, New Jersey, Southern California, Detroit, and Atlanta. Full transcriptions of the interviews are on file with the authors.

<sup>2</sup> Letter on File with Authors

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# SOME DO NOT'S FOR ORATORICAL CLARITY

by  
Wayne C. Mannebach

## Part Two: Equivocation, Superficial Resemblance, and Faulty Syntax

### LEARN WHAT NOT TO DO!

As mentioned previously in "Some Do Not's for Oratorical Clarity -Part One: Verbosity, Over-Conciseness, and Profundity" (*Rostrum* 7 (March 2002, 42-43, 46-47), perhaps the most practical way to improve oratorical effectiveness is to focus on those features which compete with clarity. In other words, by knowing **what not to do**, the orator can focus on what **should be done**. This article stresses equivocation, superficial resemblance, and faulty syntax.

**....."Numerous reasons account for oratorical ineffectiveness, and equivocation, superficial resemblance, and faulty syntax are among the most notorious."**

### DON'T EQUIVOCATE!

Shortly before being killed in combat, Shakespeare's Macbeth said to Macduff: "And be these juggling fiends no more believed That palter with us in a double sense; That keep the word of promise to our ear, And break it to our hope." (*Macbeth* VII, viii. ). Macbeth was talking about one of the major reasons why some orators are unsuccessful, namely that they *equivocate*; they assign intentionally or unintentionally two or more meanings to a particular word. The audience then becomes confused because of the unknown change in meaning.

For instance, a college orator argued that "the United World Federalists have many prominent members. Some of their past members are Washington, Adams, and Hamilton. In the names of these great fathers of our country, I urge you to support the United World Federalists!" In the first sentence, the word *Federalists* refers to a federation of various *countries*. In the second sentence, the orator implied the word *Federalists*. However, the meaning of the implied word does not apply to a federation of countries, but to a federation of *American States*. The orator equivocated.

A university debater opposed to miners' demands for more money and fewer working hours argued: "It is ridiculous

for miners to want more money for only 32 hours of weekly labor. Why, whenever a cave-in occurs, they willingly work for 48 straight hours to free their entombed buddies." The debater assumed that the miners should work long hours *all of the time* because they work long hours *some of the time*. In the first sentence, *work* refers to labor for private financial gain, whereas in the second sentence, *work* refers to labor voluntarily conducted to save human life. The debater equivocated.

A high school debater argued that "the United States demands that nations should reduce their nuclear stockpiles. All right! The United States is a nation, so the United States, too, should reduce its stockpiles." In the first sentence, *the United States* refers to the President and certain advisors, whereas in the second sentence, *the United States* refers to the fifty States. Also, in the first sentence, *nations* refers to nations considered *jointly or collectively*, whereas in the second sentence, *nation* refers to an *individual* nation. The debater equivocated.

Sometimes equivocation occurs because of the *sound* of the word. Consider, for example, the American professor who had been invited to lecture at a Japanese university. Visiting the campus before his scheduled time to speak, the professor was impressed by the size and unity of the school. In the introduction to his lecture, the professor intended to express admiration for the university by saying, "What a *whole* is your university!" Some "anti-establishment" students immediately applauded, for they thought the university was a *hole* and liked the way the professor agreed with them. The professor didn't agree; he hadn't agreed. Obviously equivocation broke down communication.

Reporting on her recent tour of England, a college student described her presence at a speech delivered by the Prime Minister in the House of Commons. She said: "On the floor stood the Prime Minister; behind him sat members of the Cabinet; in front of him sat members of the opposition; and in *tiers* around him sat the other House members." "In *tears*?" asked a classmate of the speaker. "Yes, in *tiers*," replied the speaker. Had the speaker, during the preparation of her speech, realized the possible confusion resulting from the pronunciation or sound of the word *tiers*, she might have said, "By *tiers* I mean *TIERS*, not *TEARS*." The speaker failed to recognize the possibility of equivocation and, thus, communication broke down.



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The word *speech* was troublesome for most students in a university General Semantics seminar. Their instructor told them to find any fault in the following passage: "The Provencal speech became a highly developed literary language. Cicero's *First Cataline* is a model political speech. The actor Garrick learned the brilliant new twenty-line speech in five minutes between acts. Speech Correction is a richly rewarding career for anyone interested in speech development."

Most students failed to recognize the equivocation of *speech*. In the first sentence, *speech* means *dialect*. In the second sentence, *speech* means *oration*. In the third sentence, *speech* means *a part of an actor's spoken role*. In the last sentence, the first *speech* means the *rehabilitation or correction of abnormal oral utterance*, and the second *speech* means *oral utterance*.

Another way to appreciate the possibility that words change in meaning is to examine a dictionary. For instance, a brief glance at a dictionary reveals that the word *bag* can stand for a purse, a suitcase, a sack for carrying groceries, a cow's udder, a baseball base, the amount of game killed, a swelling or bulging in sails, an unattractive female, a career, taking the entire blame for a misdeed ("He was left holding the bag."), and being first to take the initiative ("He bagged it.").

Another word that clearly reveals high probability for equivocation is *break*. For illustration, *break* means:

1. To smash ("The bottle *broke* into many pieces.")
2. To infringe ("Jacob has *broken* the law.")
3. To dissolve ("China's government *broke off* friendly relations with university students.")
4. To fracture ("The star receiver *broke* his leg while catching a pass for the winning touchdown.")
5. To interrupt regularity ("The sirens *broke* the evening's usual silence.")
6. To put an end to ("The homerun *broke* the tie.")
7. To discover a system ("Central Intelligence *broke* the enemy's code.")
8. To remove a part from a collection ("What? You want me to *break up* a set of seven pieces to sell you this single piece? No, thank you!")
9. To exchange for ("I *broke* a twenty-dollar bill to get four five-dollar ones.")
10. To penetrate ("The stone skipped three times, *breaking* the water's stillness.")
11. To escape from captivity ("The reporter discovered that at midnight three men will attempt to *break out* of Lawson Prison.")
12. To better a score ("In her last attempt she *broke* the record for the long jump.")
13. To disclose through speech ("At dinner Charles *broke* the news of our vacation to Hawaii.")
14. To solve ("Scotland Yard *broke* the terrorist's case in two days.")
15. To rupture ("I *broke* a blood vessel playing football.")
16. To ruin financially ("Last evening a professional gambler *broke* the Sands Casino.")
17. To wear down one's spirit ("Some Inquisitionists used torture to *break* their prisoners.")
18. To impair or weaken power ("Hashimoto used his arm to *break* the vicious karate blow aimed at his head.")
19. To train to obedience ("I plan to *break* the stallion by

next Tuesday.")

20. To release a story for publication ("Our editor will *break* the story in tomorrow's newspaper.")
21. To scatter balls ("In billiards I like to *break*.")
22. To throw a curve ("The opposing pitcher struck out Joe by *breaking* the ball to the left.")
23. To win over an opponent's serve ("Sue won the tennis tournament mainly because she *broke* her opponent's serves.")
24. To unfurl a flag ("The Captain *broke* colors at 6:00 a.m.")
25. To prove the falsity of something ("The police *broke* his alibi by proving that he was not home when the crime occurred.")
26. To initiate a plan or campaign ("Yesterday, church administrators *broke* ground for the new school.")
27. To begin suddenly ("Yesterday, war *broke out* in the Middle East.")
28. To dash for some place ("After evading three tacklers, the halfback *broke* for the goal-line.")
29. To appear suddenly ("After swimming in the lake, she *broke out* in a severe rash.")
30. To be overwhelmed with sorrow ("Queen Dido felt her heart *break* when Aeneas said he no longer loved her.")

Of course, the above examples fail to reveal all of the meanings of the word *break*, but they are reason to support v. Welby's contention in *What Is Meaning* that "there is, strictly speaking, no such thing as the sense of a word, but only the sense in which it is used." In other words, orators and other public speakers should not assume that a word has only one meaning, and that the same meaning will be generated each time the word appears. Equivocation is a powerful obstacle to effective communication.

### DON'T EMPLOY SUPERFICIAL RESEMBLANCES!

Montaigne (*Essays* II, xxxvii) said that "easily doth the world deceive itself in things it desireth or fain would have come to pass." The English language contains numerous words that have *nearly*, but not *exactly*, the same denotation. For instance, the following words on the left were used by students in debate and forensic activities in Japan and the United States, and the words on the right are what the students should have used according to their *intended* thoughts.

ACCEPT (to receive, believe, or take what is offered)	EXCEPT (to exclude; other than)
ADAPT (to adjust or change to fit)	ADOPT (to select and treat as one's own)
ADDICTED TO (a bad habit)	SUBJECT TO (an influence)
ADVICE (recommendation)	ADVISE (to recommend)
AFFECT (to influence)	EFFECT (to bring about)
AGGRAVATE (to make worse)	ANNOY (to irritate)
ALLUDE (to refer to indirectly)	ELUDE (to irritate)
ALLUSION (indirect reference)	ILLUSION (deceptive appearance)
AMEND (to alter)	EMEND (to correct)
AMONG (refers to more than two in a group)	BETWEEN (refers to only two individuals)
AMORAL (means neither morally right nor morally wrong)	IMMORAL (means morally wrong; in conflict with traditional values)
AMOUNT (for bulk measurement)	NUMBER (for counting separate units)
BESIDE (near to; nearby)	BESIDES (other than; in addition to)
BORROW (to receive a loan)	LEND (to extend a loan)
CAN (shows ability)	MAY (shows possibility)
CENSOR (to ban)	CENSURE (to reprimand)
CHARACTER (one's real nature)	REPUTATION (one's socially given image)
CLIMACTIC (climax; high point)	CLIMATIC (climate; weather status)
COMPLEMENT (to complete)	COMPLIMENT (to offer praise)
DEPRECATE (protest against)	DEPREDATE (plunder or pillage)



DISINTERESTED (unbiased)	UNINTERESTED (apathetic)
ELICIT (to bring out)	ILLICIT (unlawful)
EMINENT (famous; prominent)	IMMINENT (ready to occur)
ETHOS (an individual's character)	ETHICS (a system or theory of morality)
EXCEPTIONAL (very different)	EXCEPTIONABLE (objectionable)
FARTHER (refers to distance)	FURTHER (refers to degree)
GENIUS (exceptional intellect)	GENUS (class or kind)
GUILE (insidious cunning)	GUILT (remorse)
HUMAN (belonging to mankind)	HUMANE (having compassion)
IGNORANT (uninformed)	STUPID (lacking ordinary intelligence)
IMPLY (to express indirectly)	INFER (to conclude from facts)
INEXHAUSTIBLE (tireless)	INDESTRUCTIBLE (cannot be destroyed)
LATER (after a period of time)	LATTER (the last thing mentioned)
LAY (to put down)	LIE (to recline)
LEARN (to receive instruction)	TEACH (to give instruction)
LEAVE (to abandon)	LET (to permit)
MAD (insane)	ANGER (ill feelings toward someone)
PHYSICAL (refers to material things)	FISCAL (refers to financial matters)
QUITE (completely)	QUIET (stillness)

In short, orators who employ superficial resemblances are analogous with Mrs. Malaprop in Richard Brinsley Sheridan's play, *The Rivals*. The following passage (I, ii) typifies Mrs. Malaprop's use of language. The words in parentheses are what she meant to utilize. Indeed, communication was not effective.

Observe me, Sir Anthony. I would by no means wish a daughter of mine to be a progeny (prodigy) of learning; I don't think so much learning becomes a woman; for instance, I would never let her meddle with Greek or Hebrew or algebra (geometry) or fluxions (functions) or paradoxes (parabolas) or such inflammatory branches of learning—neither would it be necessary for her to handle any of your mathematical, astronomical, diabolical (dialectical) instruments. But, Sir Anthony, I would send her, at nine years old, to a boarding school, in order to let her learn a little ingenuity (ingenuousness) and artifice (artistry). Then, Sir, she should have a supercilious (superficial) knowledge in accounts; and as she grew up, I would have her instructed in geometry (geography), that she might have something of the contagious (contiguous) countries; but above all, Sir Anthony, she should be mistress of orthodoxy (orthography) that she might not misspell and mispronounce so shamefully as girls usually do.

## DON'T VIOLATE SYNTAX!

*Syntax* is the manner in which words are assembled to convey thought. When the words say what the speaker intends, then the syntax has *integrity*. Much communication breaks down because of faulty syntax. For instance, when eulogizing a former parishioner, a clergyman concluded by saying, "Such was the end of our dear friend at the premature age of thirty-Six." The sentence construction does not make sense. How could the parishioner's age be premature? The clergyman should have said "Such was the *premature death* of our dear friend at the age of thirty-six."

A college orator once asked, "o you ever take a walk at night? I very often do and enjoy looking up at the dark sky alone with millions of twinkling stars." The student's syntax shows that the dark sky was alone with millions of twinkling stars. She meant to say, "Do you ever take a walk at night? I very often do by myself and enjoy looking up at the dark sky filled with millions of twinkling stars."

While describing Spring, a high school student stated, "During Spring, people get a new feeling. They clean their household. Clothes begin to appear on the outside line and they ride down the

street with the car windows open." The faulty syntax has the *clothes* going for a ride and the *street* having its car windows open. The student should have said, for instance, "During Spring, people clean their households, hang clothes on the outside lines, and drive cars with the windows open."

In an essay on beauty, a high school student stated, "Beauty can be found walking through a forest listening to the sounds of the animals." It appears that *beauty* was walking through the forest and that the *forest* was listening to the animals' sounds. The student should have said, for instance, "I find beauty when I walk through a forest and attentively listen to the animals' sounds."

Many errors of syntax occurred in a college class on the Anglo-Saxon epic, *Beowulf*. For instance, one student reported that "while sleeping the demon tore the Danes to pieces." It appears that the *demon* was sleeping while fighting the Danes. The student meant to say, "While the Danes were sleeping, the demon came and tore them apart."

Another student said that "Beowulf became the people's god because he slew the monster without weapons." It appears that the *monster* had no weapons but Beowulf did. The student meant to say, "Without the use of weapons, Beowulf slew the monster." In other words, the student meant that Beowulf bare-handedly killed the monster.

Still, another student said that "Beowulf tells of the people he slaughtered to become a hero among the people." Does the sentence mean that Beowulf became a hero because of the *people he once slaughtered*, or because of his *telling* of the slaughters? The student meant to say, "To become a hero among the people, Beowulf told them about the people he had slaughtered."

The following ad appeared in a high school student newspaper: "For sale, German police-dog: eats anything; very fond of children." It appears that one of the dog's favorite meals was children. The ad should have said, for instance, "For sale, German police dog that likes children and will eat anything the family eats."

A college student in Tokyo reported that "in Tokyo, two infants had fatal falls from the rooftop and from a window of apartment buildings." Did *both* infants fall from the rooftop *and again* from a window of at least two apartment buildings? The student should have said, "In Tokyo, two infants had fatal falls from separate apartment buildings. One infant fell from a rooftop, and the other fell from a window." The last sentence is longer, but much clearer than the original remark.

Lack of syntactical integrity may be amusing, but it prevents clear thought and, thus, hampers effective communication. A grammar book can be a valuable aid during oratorical composition.

## CONCLUSION

Numerous reasons account for oratorical ineffectiveness, and equivocation, superficial resemblance, and faulty syntax are among the most notorious. Orators would be wise to avoid such errors and, instead, adhere to Ludwig Wittgenstein's contention in *Traftatus Logico-Philosophicus*, namely that "Everything that can be thought at all can be thought clearly. Everything that can be said can be said clearly." Clarity of expression can be difficult, but its obtainment is worth all effort.

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





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# THE D G E

## AN INTRODUCTION TO THE 2002-2003 MENTAL HEALTH RESOLUTION

by David M. Cheshier

The new policy debate resolution requires the affirmative to defend expanded federal public health services for the mentally ill (*Resolved: that the United States federal government should substantially increase public health services for mental health care in the United States*), and the literature relating to this issue is extensive. What follows is only a partial introduction to the range of possible arguments which may arise.

Mental disorders affect a large number of Americans. The earliest large scale epidemiological studies include an often cited estimate made by the 1960s Midtown Manhattan Study, which concluded that roughly twenty percent of Americans suffer from serious mental illness, and that only twenty percent of the population is free of mental dysfunction. The most comprehensive national research on the issue was done during the Carter Administration; the ECA (Epidemiological Catchment Area) study confirmed earlier findings that twenty percent have an active mental disorder. Phobias (14 percent) and alcohol abuse (9 percent) were the most frequently occurring illnesses. The National Comorbidity Survey (NCS), conducted during the 1990s, found higher illness levels, including a finding that in the previous year a full 29 percent reported a mental disorder. Of respondents reporting a disorder in the previous year, only twenty percent had sought treatment.

The terms "public health services" and "mental health care" are very broad, and affirmatives will have the freedom to tailor proposals addressing everything from drug and alcohol abuse and addiction,



Alzheimer's treatment, civil commitment law, nursing home care, and homelessness. Whether the term "public health services" includes support for medical or pharmacological research, as opposed to the mere provision of care, is an open question, and there is definitional support for both the narrower and broader points of view. Controversy may also arise over the question of whether the plan may properly require the federal government to induce private sector support (e.g., by manipulating managed care or HMO regulations) — although the resolution seems to permit an increase by indirect regulation or mandate, some may see such proposals as topical only by effect.

Although the federal government has played a significant role in the mental health area since 1946, when it created the National Institute for Mental Health (NIMH), most mental health care services are provided locally, with active state government involvement. This creates the unfortunate but likely possibility that our debates will be overrun by the following strategy: the state counterplan, a Bush/politics disadvantage (unique to the plan's advocacy of federal action), and some version of a Foucault/Szasz critique (more on them shortly) or net widening disadvantage (both of which would likely be less onerous objections to decentralized state or local action than the plan). I'd consider such an outcome unfortunate because the federalism issues implicated in the public health area are relatively uninteresting (though not unimportant), and yet once raised the debate is almost guaranteed to veer away from the public policy issues raised by the too-often ignored problem of mental illness. And presuming they will often face such a strategy, affirmative teams will probably in turn veer toward plans necessarily requiring federal action (ERISA reform, changes in the administration of mental health care services in veterans hospitals, changing public health services on native lands) — again, despite the importance of these issues, the effect might be an almost total sidestepping of the broader mental and public health issues.

Still, because hope springs eternal, let's review the broader and quite fascinating history of America's management of mental health care problems. After that I'll quickly review some of the possible affirmative and negative argument possibilities, including some of the central critical positions which will be widely and rightly explored this year.

### **America's Public Health Commitments to the Mentally Ill: Some Background**

Publicly provided mental health care services have mostly been considered a safety net, mainly aimed at those who because of poverty or isolation are uninsured. Ranging from early efforts to house or incarcerate the mentally ill to the range of community health services available today, the debate over mental health care has often centered on the question of "containment"; that is, whether mentally ill individuals should be institutionalized or treated in the community. To some extent this reflects the deep history of mental health care — in the Middle Ages the mentally ill suffered extreme neglect, and although conditions improved in the Enlightenment, the preferred solution tended to be the creation of large and impersonal institutions.

The first American hospital dedicated to the care of mentally ill patients was the Pennsylvania Hospital, founded in 1752. Benjamin Rush and others advocated "moral treatment," based on the view that small hospitals characterized by close doctor-patient could achieve real progress in reducing the severity of mental disorder. By the time Dorothea Dix led her reform efforts almost a century later, an elaborate network of private and charitable mental asylums covered the nation. Dix sparked the first American debate over which level of government should bear principle responsibility for the mentally ill. She argued the federal government should undertake leadership, and following her lobbying efforts, the Congress in 1854 passed a law that would have undertaken federal control. But President Franklin Pierce vetoed the law, arguing the states were better suited to the provision of public health. Consequently, Dix turned her efforts to the states, and as a result the American system remains state-dominated.

By the 1950's and 60's, concern was aroused about the quality of care available in most mental health institutions, and the resulting debates produced pressures culminating in the near-total deinstitutionalization of America's mental hospital system. Even more important than quality of care concerns was increasing reliance on newly developed drugs, whose use sharply reduced the size of the patient population for whom permanent institutionalization seemed necessary. Since the development of new tranquilizers in the early 1950s, psychiatry has become increasingly dependent on the prescription of apparent "wonder drugs" that have

shown sometimes amazing success in ameliorating the symptoms of severe mental impairment. All these historical factors culminated in the work of the congressional Joint Commission on Mental Illness and Health (appointed by President Eisenhower, findings reported to President Kennedy), which recommended a shift to community-based care. The community mental health centers (CMHC's) created by the 1963 federal legislation are designed to provide comprehensive and integrated care in the least restrictive environment possible.

The CMHC system, which remains in place today, undertakes a wider range of services than have ever been fully funded. CMHCs exist to provide hospitalization alternatives and permit treatment in a patient's natural environment where possible. In the 1980s, the Reagan Administration returned CMHC funding to the states as block grants, and as a result many states have curtailed core mental health services. Some CMHCs have been dismantled. This is so despite the ongoing federal commitment to more than a half dozen block grant health care initiatives, including about a quarter billion dollars for mental health care support, and more than a billion dollars annually for substance abuse services.

In 1965, the federal government created the Medicare and Medicaid public health programs. Both provide fee-for-service health care benefits; Medicare provides support for the health care needs of the elderly and disabled, and Medicaid, a part of the Social Security system, is a federal-state matching entitlement program for the poor. In the years since, both programs have provided major support for persons dealing with mental illness. For example, mentally ill individuals under the age of 65 are eligible for Medicare Part A benefits (which cover in- and out-patient hospital care) if their condition has qualified them for more general disability support.

But as important as these changes in federal budgetary support are developments in the private sector, now regulated by federal action. The HMO Act of 1973 allowed doctors to organize health maintenance organizations to compete with insurance plans. Then, a year later, Congress passed the Employee Retirement Income Security Act (ERISA), which gives employers incentives to self-insure health care. Both had profound effects on the mental health area. The HMO law does not force plans to provide comprehensive psychiatric care, and as a result the precedent was set for health



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plans to minimally (at best) cover impairment resulting from mental illness. Some states reacted to this by passing so-called "parity" laws, which require health care providers to add in mental health coverage. But in many cases, ERISA nullifies these state efforts, since the basement-level mandates of the federal law have constitutional primacy over state action (the so-called preemption doctrine).

The Clinton Administration worked to solve this problem, and in 1996 the President signed a law, which took effect in January 1998, requiring employer-sponsored plans offering mental health care coverage to have the same annual and lifetime coverage limits for mental illness treatment as for other medical services. Unfortunately, though, this legislation expired September 30, 2001.

### The Politics of Mental Health Services

Part of the reason mental health services are under-supported is because the mentally ill are a relatively uninfluential constituency, and because there is a legislative perception that enabling broader levels of mental health support would create unending financial demands on the federal government. As a result, the history of Presidential involvement in the mental health care debate has been sporadic, and mainly focused on paying lip service to the very difficult challenges faced by the mentally ill and their families. Several political spouses have made mental health care an issue of personal priority, including First Lady Rosalynn Carter during the Jimmy Carter presidency, and Tipper Gore during the Clinton years. But beyond the occasional mention of mental health concerns in a State of the Union speech, or the convening of this or that White House Task Force, little has been accomplished in the way of major, presidentially-led initiatives, since the Kennedy and Johnson Administrations oversaw the implementation of the community mental health system.

Proposals to spend money on mental health care tend to be unpopular, perhaps because of the stigma we continue to attach to mental illness. Although we don't tend to think of mental illness as contagious or the fault of bad parenting, views that used to be common, a mentality still persists which prefers to discount mental impairment as not true illness. There remains a tendency to see mental illness as the fault of the victim. Another problem is that it can be hard to document the "payoff" of invest-

ments in mental health care — unlike cancer research, for instance, where one can clearly show improvements in cure and survival rates, in the mental health area it can sometimes be hard to quantify the benefits of cost-intensive therapies.

All this is complicated by the fact that, too often, the mental health care dollars allocated do not end up following the patient. That is, more than half of legislated money goes into mental hospital support, even though they only serve a small percentage of the mentally ill. Thus, even if support can be rallied for expanded public health services, it is unlikely to be politically sustainable for programs focused on decentralized care models.

The record and positions of the Bush Administration on mental health issues are hard to gauge. The President has taken several opportunities to express his support for efforts to improve the plight of the mentally ill. He recently appointed Philip Mangano to coordinate federal homelessness policy, a move which was applauded by some mental health advocates since Mangano has expressed support for the necessity of bundling mental health services together with broader homelessness support efforts. But when Senators Paul Wellstone and Pete Domenici proposed bipartisan legislation to re-enact and expand the provisions of the 1996 "parity" law, the Administration opposed it under pressure from conservative Republicans (who voted against it in a near block), business groups and insurance companies, who argued that adding to the total health care cost burden was not a good idea given softness in the economy. Even here, though, the Bush Administration did not express unqualified opposition to the proposal — the President was said to support it, just not at the present time. Whether this is a rhetorical strategy to divert attention from mental health issues or a sincerely held position given the other important issues on the President's agenda remains to be seen.

### Does Mental Illness Really Exist? Introducing Critical Considerations

For anyone who has ever interacted with a loved one suffering from the effects of profound depression, addictive substance abuse, delusional psychosis, paranoid schizophrenia, or other debilitating mental illness, it may seem odd to even raise the issue of whether mental illness is real or socially constructed. But despite the undeniable trauma imposed by genuine illness,

the historical fact remains that labeling someone "crazy" or "nuts" is an often-used instrument of state or social control. In the worst periods of Soviet dictatorship, dissenting intellectuals were incarcerated in mental asylums — their disagreement with the prevailing orthodoxy "proved" they must be insane. In the American context, women who were too assertive were often diagnosed as "hysterical," a term which for a long time had clinical significance. Until 1973, a homosexual orientation was officially considered a mental disorder, a diagnosis which led to widespread social stigma and the sometimes outlandish treatment regimen of electroshock therapy.

If a culture can label its critics "mentally ill," it has won an important victory in the quest for total social control. The trick is that once a person is identified as "crazy," everything she or he says can be dismissed as further evidence of the illness, even if it is perfectly reasonable or sane. [Of course, the reverse is true too: sometimes the most difficult to diagnose mental illnesses are those pathologies exhibited by people who on the surface seem very normal.] But who gets to define what is "normal" anyway? Who's to say whether a certain person's predisposition to aggressive behavior reflects a disordered mental state or simply his or her upbringing, or passion, or victimization?

Some social theorists argue the oppressive historical uses to which mental treatment have been put justify caution when it comes to expanding the government's role in providing mental health care services. And it's important to understand how this criticism holds up even in societies which are reasonably open, tolerant of disagreement, and committed to a basic philosophy of "live and let live." In the United States, for instance, the net of social control may be insidiously widened not out of a desire or conspiracy for authoritarianism, but for the best and even purest humanitarian reasons. Step by step, rule by rule, regulations expand in the name of "protecting innocent kids" or "keeping the insane from hurting themselves." Or loving parents who simply cannot see another alternative tearfully turn their children over to institutions of total control, like boot camps or reform schools or juvenile institutions. Critics of such practices claim that, despite good intentions, the incarcerated still end up losing their liberty and fundamental autonomy rights, often robbed of their essential dignity as human beings.



Michel Foucault (1926-1984) is often associated with such a view, and rightfully so given his books *Birth of the Clinic* and *Madness and Civilization*, and his lifelong efforts to use extreme institutions of social control (the prison, the asylum, to mention just two) as a lens through which to see the broader workings of mainstream culture. At the risk of greatly oversimplifying Foucault's complicated life's work, one of his principle commitments was to the idea that you could learn a lot about a society by seeing who it defines as "abnormal" and "deviant," and who is censored in the process. Foucault also spent some time working through a critique of Sigmund Freud, whose development of psychoanalytic theory long undergirded mental health treatment in western nations. In contrast to Freud, who thought of the human psyche as a discoverable reality discernible through theoretical refinement, Foucault emphasized the subjective nature of the psyche. In his view, there is no such thing as a "mind" independent of the broader social practices that discipline and define it, including psychiatric procedures created to "examine" it. Depending on the specifics of the affirmative plan, Foucault's criticisms of mental health establishments can serve as the basis for a critical examination of the affirmative's advocacy.

Because Foucault's work is relatively familiar to high school debaters and coaches, and because I've discussed his project at greater length in a previous *ROSTRUM* column (December 1999, written on the education topic), I want to also briefly introduce the perspective of Thomas Szasz, who has been the leading advocate of the idea that "mental illness" is a social construction from the field of psychiatry.

Szasz has long been a vocal critic of the entire field of psychiatry. His position has consistently centered on a critique of the medicalization of mental health care, which in his view results in the sheer concoction of illnesses. The discourse of "illness" presents an all-too-easy device for psychiatrists simply looking for a way to frame and penalize unacceptable (or often, simply unusual) behavior. His recent work, which includes several volumes produced in the last five years, expands this criticism to the manner by which drug therapies are increasingly used to dope up the different. One of the lines most often quoted from his early work is that "mental illness is a rational response to an insane situation." [It is probably important to stress from the out-

set that Szasz does not oppose psychotherapy when it is freely and voluntarily undertaken.]

Whether Szasz's argument about the socially constructed nature of mental illness is generalizable to all apparent cases of mental dysfunction or not, he is unquestionably right to call attention to the many ways in which mental illness is stigmatized. One way Szasz introduces this issue is by stressing what he calls the "operational semantics" of illness. His point is that the meaning of a word should be understood by the associations it produces. If two words produce the same reaction, they can be said to share a meaning. Let's say I tell you that a certain person is *evil*, and then ask you a couple questions: Would you hire this person to work for you? Would you like this person to be your friend? Would you like this person to marry someone in your family? Would you want this person to live next door? Now imagine I've told you the person is *mentally ill*, and ask the same questions. It is likely your answers will be the same, since our culture fosters negative views of the mentally ill. A disturbing survey conducted recently by the National Mental Health Association found that 71 percent of Americans see mental illness as evidence of a character weakness.

In the sociological tradition, some have long argued that this semantic stigma surrounding mental illness produces a circular labeling phenomenon. Thomas Scheff, for example, is associated with the view that it is the social reaction to those labeled ill, and not something intrinsically disordered in the "patient," that is the real crux of the mental illness situation. While Scheff's work has been heavily criticized as offering too-total an account of mental illness, he has refined his position many times over the years and continues to defend the basic labeling hypothesis.

The mental health care field is often caricatured, undoubtedly as a result of the excesses practiced by 1950s and 60s-era institutions, and their portrayal in popular films like *"One Flew Over the Cuckoo's Nest."* Mental health care is obviously very different today than it was then. Despite that fact, a number of critics attack what they see as the dominating "medical model" which they say still characterizes mental health care services. The "medical model" is essentially authoritarian, where the doctor orders this or that treatment, and the patient is expected to comply. At the other end of the scale some advocate a "consumer

empowerment" model, but there are dangers and benefits in both extremes. Although the medical model can sound awful, for example, there are undeniably extreme situations where medical care may have to be imposed on severely ill patients who have apparently lost the cognitive capacity to safeguard their own best interests.

One of the inherent problems relating to all this has to do with the difficulty in clearly defining mental illness. Some advocate a diagnostic approach (a person is mentally ill if their symptoms match the specified characteristics listed in the *Diagnostic and Statistical Manual of Mental Disorders*, the so-called DSM), while others prefer a more functional interpretation (a person is mentally ill if they are institutionalized or are using mental health care services). The considerable definitional ambiguity has not been much clarified by legislation targeting services to the "severely" mentally ill, although it seems a reasonable enough distinction to limit services to those whose mental impairment is so considerable they are unable to function.

### Some Major Affirmative Case Areas

A range of landmark proposals have been made to improve and increase the provision of public health services to the mentally ill. For the sake of basic clarity, I've divided these proposals into plans designed to improve the treatment available for specific populations, plans designed to address specific illnesses, and broader structural changes imagined to address systemic failings in the public health system.

*Proposals targeted at specific populations.* The population receiving the most attention in the general mental health literature is children, and this is so for several reasons. Many argue the current system for providing mental health care badly fails children who suffer from serious emotional disturbance. Families are often ill-equipped to deal with the most challenging childhood mental problems, and because services are often dispersed among juvenile justice, foster care, and substance abuse programs, many ill children fall through the cracks. Or, when agencies like the court and justice systems or schools attempt to consolidate services, the attention mainly goes to the most troubled kids, again leaving many others unaided. The literature documenting abuses and failures in the foster care system is extensive and often shocking. And a number of scholars have become more vocal in criticizing the manner by which medi-





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cation (for conditions like "attention deficit disorder") is becoming the first treatment option for troubled kids. A number of reforms might be undertaken in the school setting, where considerable resources are presently expended to mainstream children with mental disabilities into the broader educational environment.

Attention is also concentrated on that small percentage of the mentally ill who engage in criminally dangerous behavior. The science (or some might say non-science) of predicting dangerousness complicates efforts to reduce the effects of violent outbursts. Still, the research does show that if an individual commits a violent act during a psychotic episode, they are at a high risk of repeat violence when the next episode strikes. And the public safety issues lead some to argue for regulations that would better require such individuals to take prescribed medication, or better coordinate law enforcement response so that once arrested, such persons can be more humanely treated.

A growing literature addresses the unique mental health needs of certain ethnic, racial, and sexual orientation populations. Attention has been drawn to the complicated ways in which cultural, economic, and racial stereotyping implicates mental health care. While there is no definitive evidence that members of any particular ethnic or racial group suffer a higher prevalence of mental illness, the research consistently shows that individuals from racial and ethnic minorities are underserved by psychiatric practice. This has been true, of course, for a long time: in 1958 a major Connecticut study done by Hollingshead and Redlich found that persons with severe mental diseases were concentrated in the poorest socioeconomic classes, and also that treatment tended to be controlled by social class. Other research has shown that minorities tend to seek professional care less frequently than other groups, and that when they do they often receive treatment that is inappropriate or needlessly severe or intrusive. The evidence is compelling that suicide rates are considerably higher for gay teens than for their straight counterparts. These factors and others require mental health providers to possess what some refer to as "cultural competence," including a respectful regard for differences across and within populations, and range of programs have been proposed to produce such sensitivity.

A disproportionate number of the

homeless are mentally ill. In part, this is true because the deinstitutionalization moves of the 1960s, and simultaneous urban renewal efforts (which often had the unforeseen consequence of removing housing for the mentally ill poor), left many ill persons to fend for themselves on the streets. Studies of the American homeless population consistently show that anywhere from one-quarter to one-half suffer from a serious mental illness, and those numbers may underestimate the actual occurrence of mental illness, since they exclude personality disorders.

*Proposals targeted at specific diseases or conditions.* Although mental illness is relatively uncommon among the elderly (contrary to the stereotypes), some of the mental illness conditions afflicting mostly older Americans are very serious, and pose major challenges to the public health system. Chief among these is Alzheimer's disease, which produces a gradual wasting away of mental function, to the extent that total, around-the-clock care is required. A range of proposals would expand research into the causes of Alzheimer's (the cause remains unknown), or expand federal support for home health care or assisted living arrangements.

The range of other specific disorders which might justify expanded public health services is wide, and might include everything from expanded treatment support for those dealing with substance addiction, pornography compulsion, pedophilia, or those tempted to commit suicide.

*Structural reform proposals.* In the past several years, under public pressure to contain costs in the federal government's major health care programs, a series of reforms have been proposed. Some of these would have considerable significance for the provision of mental health services. The most important such reform was made in the early 1980s, when the Health Care Financing Administration granted a waiver for the first Medicaid managed care demonstration project. Since then, many other states have asked for waivers, which allow Medicaid recipients to be enrolled in state-controlled managed care programs. These managed care programs have occasionally included mental health programs. By the mid-1990s managed care programs, which are designed to bid down the costs of providing health care for the poor, enrolled about a third of Medicaid beneficiaries. This number is likely to increase further as cost pressures continue to plague federal entitlement programs.

When a state receives a so-called "1915(b)" waiver from the federal government, as the vast majority have done (although only a few states have actually implemented the programs modifications allowed by their waivers), it is usually granted to allow a state to restrict a Medicaid patient's ability to pick her or his own doctor (the federal rules require total patient freedom of choice; managed care, by definition, saves money by negotiating care with certain specific doctor groups and requiring that patients only use those groups). During the Clinton years, the main argument centered on the nature of the waiver: Clinton was willing to grant waivers to accomplish cost savings, but also usually insisted that the financial savings be reinvested back into the program, so more people could be made eligible for coverage or more health care services provided to existing enrollees. So far, these initiatives have not expanded mental health care services; in fact, in 1994 the National Association of Community Health Centers went to court to stop the waiver process, arguing that their practitioners were not being adequately consulted.

The sometimes technical arguments surrounding the Medicaid waiver process have produced a range of proposals to better deal with mental health issues. Some advocate a full integration of mental health into the existing Medicaid system, while others argue for a stand-alone mental health initiative that would consolidate all available programs. When the Clinton health care task force was designing its proposals in the early 1990s, they recommended that "mental and substance abuse services should be mainstreamed into a single health care system." Such consolidation will prove difficult because mental health care funding is scattered across jurisdictions (federal, state, county, local) and programs (corrections, juvenile justice, education and especially disability education, and housing). There is also debate over whether mental health services would be best delivered through an HMO-type system or a mental health care managed care operation. And other questions arise: Should the federal government foot the bill for mental health care? Or should it simply assume a share of the financial risk for providing services (by cost-sharing with the states, for instance)? Or should it contract out health care provision to private vendors? And should funding be consolidated into one program that covers everything from mental retardation



assistance to psychotropic drugs?

Another proposal would redesign federal oversight of HMOs for the purpose of expanding mental health care services. Section 1302 of the HMO Act allows HMOs to sharply limit the mental health care services they provide, and has been widely interpreted as allowing HMOs to limit services to only those suffering from acute and short-term mental health crises. The unfortunate consequence, of course, is that persons suffering from long-term, chronic conditions often receive little or no treatment from their health maintenance organization. Meanwhile, HMOs often refuse to pay for psychotropic drugs, which are increasingly helpful in reducing symptomatic behaviors. Some states are just now evaluating demonstration project data to see how adding mental health care requirements would affect HMOs.

Considerable attention is dedicated to the possibility of mental illness prevention, this despite the still-emerging state of the research in the prevention area. While there is the possibility that genetic discoveries may someday enable the prevention of conditions like early-onset Alzheimer's or Huntington's chorea, knowledge in even these heavily studied areas is still at the formative stage. Advocates of prevention strategies tend to favor enhanced support for options like community support and psychosocial rehabilitation—such combinations of rehabilitation and clinical treatment have documented track records of success. After major reports in the 1990s by the Committee on Prevention of Mental Disorders and the NIMH, and following well organized advocacy efforts by the National Prevention Coalition (organized by the National Mental Health Association), recommendations for funding increases have gained a more respectful hearing in Washington.

**Legal reform proposals.** Some of the most hotly argued proposals for changing mental health law may not provide affirmative plan possibilities, since such changes may not directly increase public health services. Still, the legal literature on mental health will invariably effect our debates on the topic.

Those who debated on the privacy topic will recall the literature focused on medical records privacy, a major issue in the mental health care area as well. Obviously the possibility that one's psychiatric records might become public can serve as a real deterrent to seeking necessary care in

the first place. The issue is complicated to some extent by the trade-off necessity, widely perceived by mental health practitioners, to guarantee what is called "continuity of care," so that treatments can be tracked over time. As you may know, the medical records debate has recently been reactivated by the decision of the Bush Administration to scale back broad protections for medical records privacy enacted in the last days of the Clinton Administration.

Many other important legal issues effect the mental health care area. In fact, mental health law has traditionally been dominated by issues like civil commitment (the process where a person is institutionalized against his or her will), the right to treatment or to refuse it, all of which center on balancing the interests of state and individual. But since the 1960s, when the civil rights movement turned its attention to the provision of mental health care, litigation brought on behalf of the institutionalized has dramatically expanded legal protections for the rights of the mentally ill.

Civil commitment law has undergone considerable reform in almost every jurisdiction. It used to be the case that a judge could indefinitely commit a person to a state institution on a finding of mental illness, even if the finding was not made by a psychiatrist. Now a person can typically be committed only based on a double finding, first a diagnosis of mental illness and second a finding that the individual poses a danger to self or others. Commitment laws today also typically require a judge's finding before long-term commitment can be imposed—although civil commitment proceedings are still less protective than criminal trials, this fact has much improved the essential fairness of the commitment process, since it automatically allows for the normal protections, a right to trial by jury, a right to confront witnesses. The major continuing exception to these procedural protections involves children. A double set of standards for children and adults continues to pervade the regulation of civil commitment, especially in the aftermath of *Parham v. J.R.*, a 1979 U.S. Supreme Court case which ruled children may be admitted against their will on the application of their parents. The manner by which children are civilly committed is the source of extensive criticism, and a fertile ground for topical action.

The courts have also expanded the protected rights of patients who wish to refuse treatment. In the typical medical en-

vironment, the right to refuse medical therapies is strongly protected, but in the mental health area, where the patient's ability to make informed decisions may be impaired, protection has been tougher to accomplish. Over the years, however, protections have steadily expanded, and in every jurisdiction there is a presumption that the patient is competent to make treatment decisions for him or herself unless proven otherwise. Litigation also continues to explore the extent to which a person has a right to treatment.

There is also considerable debate over the extent of existing antidiscrimination laws, and the range of protections they provide the mentally ill. For instance, the courts great effort in determining the scope of actual protections afforded by the Fair Housing Amendments Act and the Americans With Disabilities Act; while both seem to provide protection to those suffering from mental disability, the courts in many jurisdictions have interpreted the legislative language in a very narrow way.

### Arguing Against Expanded Public Health Services

The most common objection to expanding mental health care services is financial, since mental health care can be very expensive and quite lengthy in duration. In fact, because governmental programs have never even attempted to fully fund mental health care, we have no idea how high the costs could soar. Many economists have expressed the concern that even apparently innocuous programs like those which would require insurance "parity" might cause health costs to skyrocket thanks to the heightened demand for services that would result. Some are also frankly worried that mental health services are easily exploited by those "worried well" who might flood into service systems at any hint of mental dysfunction.

The nation already expends a considerable amount on mental health care (public financing along in this area accounts for about .5 percent of annual American gross domestic product). And the *Wall Street Journal* recently estimated that untreated mental illness costs American businesses \$70 billion every year in lost productivity. There are some who argue, therefore, that a more effective system would actually produce cost savings (the same argument one often hears for why preventative health care will prevent much more expensive treatment down the road), but such savings are hard to quantify and may never actually justify



long term reductions in budget outlays.

Given the current situation, where mental health protections are chronically underfunded, many sources have written of the risk that new initiatives might simply trade off with acute care for the severely ill. While proposals to "carve out" new protections, so they do not specifically compete, are advocated to deal with this issue, such proposals may only serve to further fragment the delivery of mental health services. On the other hand, while consolidating all mental health programs into a single service sector would help solve the problems of the current two-tiered system (one for the working middle class and wealthier, another for the poor and disabled), such consolidation would present an easy target for budget cutters.

Expanded services also require an expanded pool of mental health care generalists. This is a real difficulty because professional training programs tend to spend little time training individuals to accurately diagnose mental illness (apart from at the individual doctor's level of specialization), and research has documented a disappointing level of empathy for the mentally ill among primary care physicians.

The fast-growing movements organized around the mental health issue may provide some ground for negative argumentation. The National Alliance for the Mentally Ill is active politically, and they and other organizations have mobilized a considerable network for consumer activism. Perhaps one could argue that the plan ends up co-opting the efforts of grassroots activism, to the detriment of treatment alternatives that safeguard the dignity of the patient.

Some thoughts on the issue of federalism and state counterplanning: The federalism debate in the health care area is not as clearcut as in, say, the area of education, because over the years funding sources and the provision of mental health care services have become more jurisdictionally interconnected. In the 1950's, the federal government mainly stayed out of mental health care services, apart from those provided in VA hospitals. Meanwhile, state and local governments ran psychiatric hospitals. Since then, though, the federal, state, and local sectors have produced overlapping areas of responsibility. And while states still pay the largest portion of mental health care outlays, their share as a percentage of overall allocations is dropping fast (less because of federal expansion than because of

privatization and managed care arrangements). About a quarter of state expenditures on mental health care are carried out under the Medicaid program, which of course is characterized by heavy federal rulemaking. And under the terms of the 1986 Comprehensive State Mental Health Planning Act, major and sweeping planning requirements were imposed on the states in the mental health care area by the federal government.

Because states are increasingly contracting out mental health care services to the private sector, the case for state control of these programs is less compelling from a federalism point of view than before (after all, would it really be any different for the federal government to manage privatization?). Because non-Medicaid mental health dollars are now wholly block granted to the states, with fairly wide latitude for how they are spent, teams will need to adapt their federalism and state counterplan solvency evidence to the particular context of the block granting process.

#### **The Mental Health Public Policy Literature**

Here are some books which provide a good starting point on the topic:

Albee, George, and Thomas Gullotta (eds.). *Primary Prevention Works* (Thousand Oaks, Cal.: Sage, 1997).

American Psychiatric Association, Office of Economic Affairs and Practice Management. *Public Mental Health: A Changing System in an Era of Managed Care* (Washington, D.C.: APA, 1997).

Breakey, William. *Integrated Mental Health Services: Modern Community Psychiatry* (New York: Oxford Univ. Press, 1996).

Dennis, Deborah and John Monahan (eds.). *Coercion and Aggressive Community Treatment: A New Frontier in Mental Health Law* (New York: Plenum Press, 1996).

Everett, Barbara. *A Fragile Revolution: Consumers and Psychiatric Survivors Confront the Power of the Mental Health System* (Waterloo, Ontario: Wilfrid Laurier Univ. Press, 2000).

Field, Martha and Valerie Sanchez. *Equal Treatment for People with Mental Retardation: Having and Raising Children* (Cambridge, Mass.: Harvard Univ. Press, 1999).

Frost, Lynda and Richard Bonnie (eds.). *The Evolution of Mental Health*

*Law* (Washington, D.C.: APA, 2001).

Javier, Rafael and William Herron (eds.). *Personality Development and Psychotherapy in Our Diverse Society: A Source Book* (Northvale, N.J.: Jason Aronson, 1998).

Levin, Bruce and John Petrila (eds.). *Mental Health Services: A Public Health Perspective* (New York: Oxford Univ. Press, 1996).

Levine, Murray and David Perkins. *Principles of Community Psychiatry: Perspectives and Applications*, 2E (New York: Oxford Univ. Press, 1997).

Mechanic, David. *Mental Health and Social Policy: The Emergence of Managed Care*, 4E (Needham Heights, Mass.: Allyn Bacon, 1999).

Melton, Gary, Phillip Lyons, and Willis Spaulding. *No Place to Go: The Civil Commitment of Minors* (Lincoln, Neb.: Univ. of Nebraska Press, 1998).

Perlin, Michael. *The Hidden Prejudice: Mental Disability on Trial* (Washington, D.C.: APA, 2000).

Rocheffort, David. *From Poorhouses to Homelessness: Policy Analysis and Mental Health Care*, 2E (Westport, Conn.: Auburn House, 1997).

Rodenhauser, Paul (ed.). *Mental Health Care Administration: A Guide for Practitioners* (Ann Arbor: Univ. of Michigan Press, 2000).

Schopp, Robert. *Competence, Condemnation, and Commitment: An Integrated Theory of Mental Health Law* (Washington, D.C.: APA, 2001).

Schreter, Robert, Steven Sharfstein, and Carol Schreter (eds.). *Managing Care, Not Dollars: The Continuum of Mental Health Services* (Washington, D.C.: American Psychiatric Press, 1997).

Stefan, Susan. *Unequal Rights: Discrimination Against People With Mental Disabilities and the Americans With Disabilities Act* (Washington, D.C.: APA, 2001).

Torrey, E. Fuller. *Out of the Shadows: Confronting America's Mental Illness Crisis* (New York: John Wiley, 1997).

U.S. Department of Health and Human Services. *Mental Health: A Report of the Surgeon General* (Rockville, Md.: U.S. Dept. of Health and Human Services, Substance Abuse and Mental Health Services Admin., Center for Mental Health Services, National Insts. of Health, National Inst. of Mental Health, 1999).

Watkins, Ted and James Callicutt (eds.). *Mental Health Policy and Practice*



Today (London: Sage, 1997).

Winick, Bruce. *The Right to Refuse Mental Health Treatment* (Washington, D.C.: APA, 1997).

Wright, James D., Beth Rubin, and Joel Devine. *Beside the Golden Door: Policy, Politics, and the Homeless* (New York: Aldine de Gruyter, 1998).

For introductions to Thomas Szasz and the "social construction," "labeling" and "net widening" debates in which he has been influential, see:

Cohen, Stanley. *Visions of Social Control: Crime, Punishment and Classification* (Cambridge, Mass.: Polity Press, 1985).

Szasz, Thomas. *The Manufacture of Madness* (New York: Harper and Row, 1970).

—. *The Myth of Mental Illness* (New York: HarperCollins, 1984; orig. publ. 1974).

—. *Law, Liberty and Psychiatry* (Syracuse, N.Y.: Syracuse Univ. Press, 1989; orig. publ. 1963).

—. *Cruel Compassion: Psychiatric Control of Society's Unwanted* (New York: John Wiley, 1994).

—. *Psychiatric Slavery* (Syracuse, N.Y.: Syracuse Univ. Press, 1998).

—. *Pharmacracy: Medicine and Politics in America* (New York: Praeger, 2001).

—. *Liberation By Oppression: A Comparative Study of Slavery and Psychiatry* (Rutgers, N.J.: Transaction Press, forthcoming April 2002).

Scheff, Thomas. "The Labeling Theory of Mental Illness." *American Sociological Review* 39 (1974): 444-452.

—. *Labeling Madness* (New York: Prentice Hall, 1975).

—. *Being Mentally Ill: A Sociological Theory*. 3rd ed. (Chicago: Aldine de Gruyter, 1999).

Vatz, Richard and Lee Weinberg (eds.). *Thomas Szasz: Primary Values and Major Contentions* (Promethean Press, 1982).

For introductions to Michel Foucault and the implications of his and other postmodern/poststructuralist work for mental health care services, see:

Fee, Dwight (ed.). *Pathology and the Postmodern: Mental Illness as Discourse and Experience* (London: Sage, 2000).

Foucault, Michel. *Madness and Civilization: A History of Insanity* (New York: Vintage Books, 1965).

—. *Power/Knowledge: Selected Interviews and Other Writings* (New York: Pantheon Books, 1977).

Sarup, M. *Identity, Culture, and the Postmodern World* (Athens, Ga.: Univ. of Georgia Press, 1996).

Schumaker, John. *The Age of Insanity: Modernity and Mental Health* (Westport, Conn.: Praeger, 2001).

Many research journals focus on public health and mental health care, including *Law and Human Behavior*, *Psychology, Public Policy, and Law*, the *Journal of Psychiatry and Law*, and the *International Journal of Law and Psychiatry*. Obviously the World Wide Web includes hundreds of additional information sources, and Lexis-Nexis catalogs much of the relevant newspaper and law review literature (be careful not to assume that the medical law journals are all available via Lexis-Nexis, since they are not).

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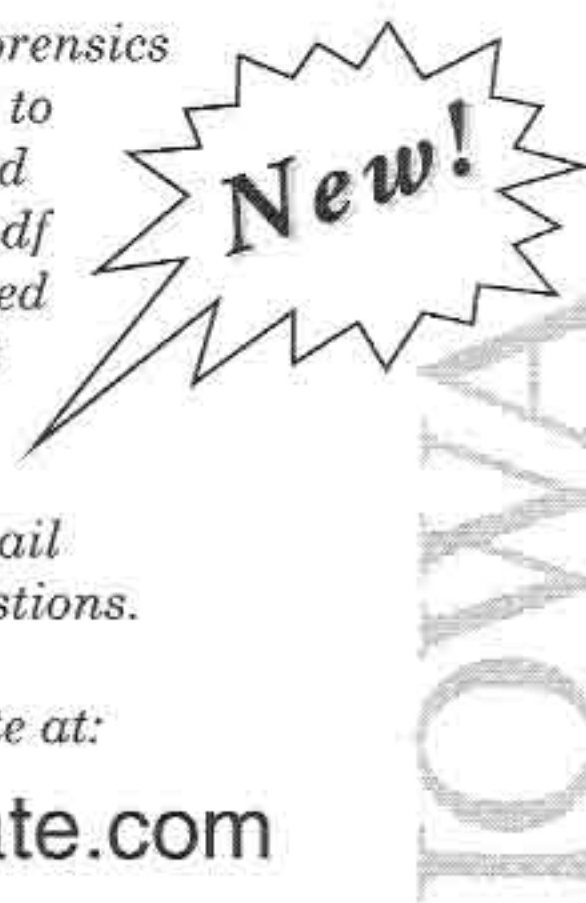
(David M. Cheshier is Assistant Professor of Communication and Director of Debate at Georgia State University. His column appears monthly in the Rostrum.)

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*Please call us at 319/335-0621 or email paul-bellus@uiowa.edu with any questions.*

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# The Michigan Debate Institutes

MNDI ♦ Extension Week ♦ *Classic* ♦ Seven Week

The University of Michigan is proud to announce the 17<sup>th</sup> annual Michigan Debate Institutes. For the second consecutive year, the Michigan Institutes will be under the direction of Jason Hernandez.

## The Michigan National Debate Institute

June 23 - July 13, 2002

Tuition, Room and Board: \$1,450

The Michigan National Debate Institute (MNDI) is a 3-week policy debate workshop with a curriculum designed for high school debaters of every experience level from top varsity to novice.

## The Extension Week

July 14 - July 20, 2002

Tuition Room and Board: \$650

The MNDI Extension Week is offered solely in conjunction with the MNDI as a four-week package. Its curriculum is about one thing only: debating.



## The Michigan Classic

July 14 - August 10, 2002

Tuition, Room and Board: \$3,100

The Michigan Classic is a four-week policy debate workshop designed for students who desire a challenging summer workshop experience and who wish to engage in competition at an advanced level the following year. The Classic offers separate divisions for rising Seniors, Juniors, and Sophomores. Approximately 64 students are selected for the Senior Division, 80 students for the Junior Division, and 48 students for the Sophomore Division.

## The Seven Week Program

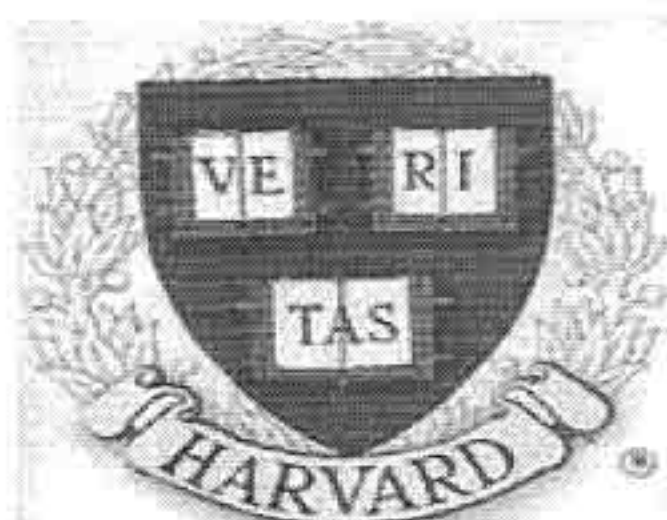
June 23 - August 10, 2002

Tuition, Room and Board: \$4,600

If you are looking for the most comprehensive and challenging summer workshop experience, the Michigan Seven Week Program is for you. These labs offer the only cohesive, continuous seven-week summer program for high school debaters. Seven Week labs offer a student to faculty ratio of 8 to 1. Seven Week labs are available for rising Seniors and Juniors.



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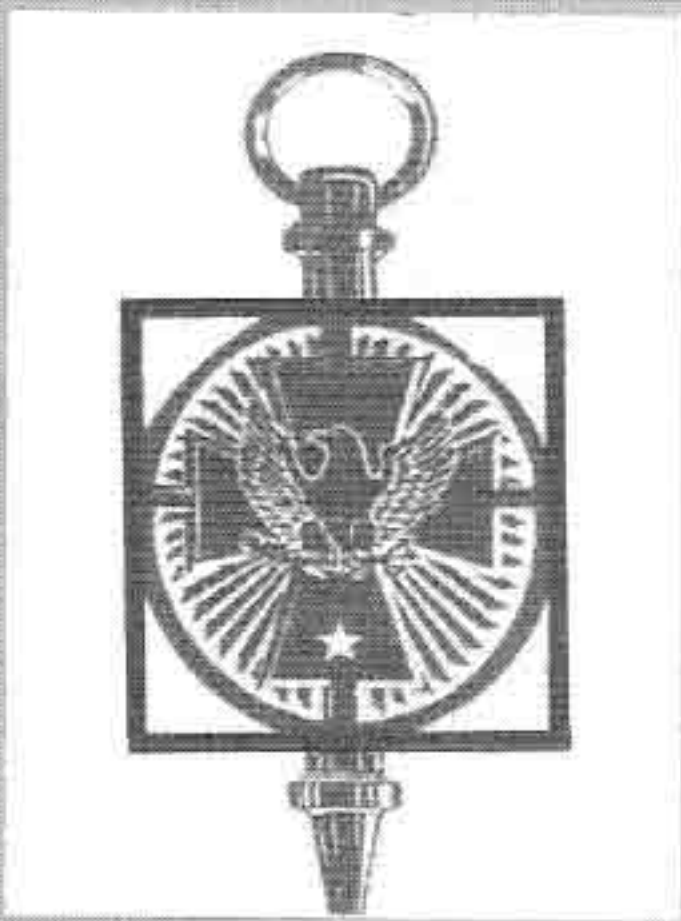
The Michigan Blue Book ♦ The Michigan  
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# Florida Blue Key

## 19th Annual Speech and Debate Tournament



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*University of Florida*

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Featured events including:

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Congress, TD, Supplemental Events, and  
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*The Stanford Debate Society presents the*

# Stanford National Forensic Institute

**CX Program: July 28 - August 17, 2002**

**The SNFI Swing Lab Program**

The SNFI Swing Lab Program is a preparatory program available for policy debate students. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 2002. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates that are expertly critiqued than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1994 through 2001 graduates "cleared" at most national circuit tournaments, including Greenhill, St. Mark's, the Glenbrooks, Redlands, MBA, Lexington, Berkeley, Stanford, Emory and NFL nationals. Swing lab participants have won 1st place recently at USC, Berkeley, MBA, Stanford, Lexington, and have twice won the Glenbrooks and the TOC.

## THE PROGRAM

**Expertly Critiqued Debates.** Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates.

**Research, Evidence and Topic Inquiry.** The Swing Lab program provides intensive instruction in research, argument construction, and advanced level technique. The kernels of arguments which are produced by other institutes will be used as a starting point. These arguments will be used by program participants to construct entire detailed positions which will include second and third level extension blocks, new cases, novel disadvantages, kritiks, counterplans, and in-depth case negative attacks.

**Advanced Theory.** Swing Lab Scholars are assumed to have mastered the basics of debate theory. This foundation will be used to construct sophisticated and comprehensive positions. Scholars will be immersed in advanced theory through special seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, kritiks, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

## THE PRIMARY FACULTY

**Randy Luskey** last year finished at UC Berkeley as the #1 ranked team in the United States in College NDT. His many successes have included: 1st at Wake Forest and Northwestern tournaments, finals of Kentucky, semis of Harvard and West Georgia, and 2nd at the Dartmouth Round Robin. He has won numerous speaker awards, including top speaker at Northwestern. He has also been a successful high school coach for El Cerrito High School, where his teams placed among the top in the country at several of the nation's toughest tournaments, including 1st at the Glenbrooks, and he now coaches debate for the Stanford Debate Society, and the Head-Royce School of Oakland.

**Jon Sharp** is a debate coach at the University of Southern California, formerly of West Georgia College, and was an NDT debater at Emory University. Teams coached by Jon have received first round bids to the NDT for the last 7 years in a row. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth Round-Robin. He and his partner were ranked #3 in the nation going into the 1994 NDT. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his 13th year of teaching summer debate institutes.

**For an Application see our website, [www.snfi.org](http://www.snfi.org), or the February issue of the Rostrum!**

Students desiring to attend the Swing Lab Scholars Program will be admitted on an application-only basis, and are required to attend at least one rigorous debate institute prior to attendance at the SNFI. There are different swing labs to which students are assigned depending upon experience. Call (650) 723-9086 if you have specific questions about the program, or wish to obtain copies of the program application.

**Stanford National Forensic Institute**  
**555 Bryant St., #599, Palo Alto, CA 94301**  
**call us at (650) 723-9086**





The Stanford Debate Society presents the

# Stanford National Forensic Institute

Lincoln-Douglas Program: July 30 - August 12, 2002

Outstanding features of the 2002 Lincoln-Douglas portion of the SNFI:

•**14 fully critiqued practice rounds:** most camps offer a practice tournament at the end of the camp which may offer only four rounds of total experience. At SNFI, your students will **not** be sent home with a pile of notes on philosophy and a stack of student researched evidence with minimal visible improvement in their debate skills. Your students will receive practice rounds built into the daily schedule. Their progress is monitored so that their development is assured. In the past three years nearly 100% of participants have rated the overall program quality a 9 or 10 out of 10!

•**Incomparable staff:** This year's staff includes:

**Program Director:** Dr. Michael Major, formerly of College Prep School

## Lab Instructors:

*Jonathan Alston, Newark Science*

*Allison Pickett, U of North Carolina*

*Michael Arton, New Orleans Jesuit*

*Mazin Sbaiti, RL Turner*

*Michelle Coody, St. James*

*Jessica Dean, Boston University*

*Hetal Doshi, Emory University*

*Jon Gegenheimer, Woodson School*

*Noah Grabowitz, Stanford debater*

*Michael Osofsky, Stanford Debater*

## Special Programs Include

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

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

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

For an application see our website, [www.snfi.org](http://www.snfi.org), or the February issue of the Rostrum

## Important SNFI LD Information

**Two Week Program: July 30 - August 12, \$1,525**

**Three Week Program: July 30 - August 19, \$2,345**

**Third Week Only: August 12 - August 19, \$950**

Additional \$85 application fee required for all programs.

For additional information and applications contact us at

**SNFI, 555 Bryant Street, #599, Palo Alto, CA 94301**

**(650) 723-9086 • [snfi@mail.com](mailto:snfi@mail.com)**



The Stanford Debate Society presents the

# Stanford National Forensic Institute

Individual Events Program: July 30 - August 12, 2002

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

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

**Josette Surratt** is in her 30th year of teaching, and is currently at Teurlings Catholic High School. She has qualified 90 students to the NCFL and 20 students to the NFL nationals in her last six years of coaching. She has coached state champions in every event.

**Morris Block** is a champion events coach from Riverdale HS in Louisiana. He has coached champions in most events, and students to late elimination rounds of most of the nation's major events tournaments, including NFL nationals. He has coached 4 students to finals of NFL nationals in interp events.

Other great SNFI events staff include **Rajiv Batra** of Leland HS / UC Berkeley, and **Adam Swensek** of Boston University. More staff will be added, depending on enrollment.

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

**Team Instruction** provides students who are involved in a recently formed Forensics team basic techniques on student coaching. We teach students of all levels how to coach themselves during the course of the year to maximize their competitive experience and success. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library. Institute staff has on hand hundreds of scripts both to assist student, and to serve as example material. Resource packets are provided specifically for this group.

*"To say that the SNFI improved my competitive skills is an understatement. With the powerful combination of an experienced staff and limitless opportunity for research and study, this program offer the very best chance for success in forensics."*

*- Andrew Swan, previous SNFI Individual Events camp participant*

**Resident cost: \$1,525 (room & board) / Commuter cost \$1,195 (includes lunch/dinner only)**

An additional application fee of \$85 is required

**For additional information: call (650) 723-9086**

**SNFI, 555 Bryant Street, #599, Palo Alto, CA 94301**



*The Stanford Debate Society presents the Summer 2002*  
**Stanford National Forensic Institute**  
**Policy Debate Programs**

**3 Week Program July 28 - August 17 4 Week Program: July 28 - August 24**

The **Stanford National Forensic Institute** offers a unique national caliber program conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University. An excellent faculty teaches students both fundamentals and advanced techniques in a rigorous, carefully structured environment that caters to the needs of forensics students at all levels.

**The 3 Week Program:** The 3 Week curriculum balances improving students debate technique, through expertly critiqued practice rounds, with in-depth discussion of debate theory and the topic for the year. Students will work with each other and the faculty on research and argument construction to create a full set of evidence available to all SNFI students. Students may also apply to the **Swing Lab**, a special program within the larger 3 Week session. The Swing Lab program is designed to provide a continuation of participants prior camp experience with an advanced peer group and the finest instructors. To be eligible to apply students must have previously attended at least one previous debate institute during the summer of 2002.

**The 4 Week Program:** The 4 Week Program is fully integrated with the 3 Week Program, but adds an additional week, which focuses primarily on technique and practice rounds. Students are guaranteed to get 17 fully critiqued practice rounds in the final week, which effectively means that participants will have the equivalent of a semester or more of experience by the start of the school year! 4 Week students are welcome to apply to special programs, such as the Swing Lab, for the first three weeks of the camp.

**SUPERIOR FACULTY:** The majority of SNFI faculty will be current or former high school and collegiate coaches of national repute. Initially confirmed staff for this summer include:

Matthew Fraser, SNFI Director  
Russ Falconer, UC Berkeley  
Dan Shalmon, UC Berkeley  
Chris MacFarlane, USC (CA)  
Casey Kelly, Wake Forest  
Stacey Nathan, UC Berkeley  
Jen Johnson, Bay Area UDL

Robert Thomas, 4th Week Director  
Anne Marie Todd, USC (CA)  
Gerard Grigsby, Harker School  
Sarah Holbrook, West Georgia  
Jon Sharp, USC (CA)  
John Hines, U. of North Texas  
Erin White, Georgetown

Dave Arnett, UC Berkeley  
Randy Luskey, UC Berkeley  
Abe Newman, UC Berkeley  
Judy Butler, formerly Emory  
Takis Makridis, Arizona State  
Erik Holland, USC (CA)  
Carrie Reilly, U. of Pennsylvania

**For an Application see our website, [www.snfi.org](http://www.snfi.org), or the February issue of the Rostrum!**

**3 Week Program**  
July 28 - August 17  
\$2,055

**Dates & Prices**

**4 Week Program**  
July 28 - August 24  
\$3,000

Prices include housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. A commuter option is available. An additional \$85 enrollment fee is required upon application.

For more information write to  
**Stanford Debate Society • 555 Bryant Street #599 • Palo Alto, CA 94301**  
phone: 650-723-9086 • fax: 510-548-0212 • email: [snfi@mail.com](mailto:snfi@mail.com)



The National Forensic Consortium presents the

# NATIONAL DEBATE INSTITUTE, D.C.

HELD AT THE UNIVERSITY OF MARYLAND, COLLEGE PARK

Policy Debate: July 1 - July 19, 2002

*The National Debate Institute, D.C., offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. The NDI-DC has a hand-picked staff of the best instructors in the nation, and the program curricula have been carefully developed and successfully implemented over the last 10 years.*

**•30-ROUND POLICY DEBATE PROGRAM:** No other program in the country offers students the opportunity to improve as quickly and extensively: each student is guaranteed the opportunity for 30 full-length debates with extensive post-round critiques. Such concentrated and directed practice allows students to make improvements in argumentative sophistication and technical proficiency that normally take a semester or longer. The staff is carefully selected to provide a balance between high school coaches, assistant coaches, and current college debaters, and the 4:1 student:staff ratio ensures that each student will receive individualized feedback from every instructor. Initially confirmed instructors include: **Jake Foster**, Northwestern University debater and winner of this year's Harvard, Wake Forest, and USC tournaments; **Gerard Grigsby**, currently coaching at the Harker School and formerly at Head Royce; **Nathan Haratani**, Berkeley Debater and winner of this year's UNI and Pepperdine tournaments; **Mikaela Rogozen-Soltar**, assistant coach at the Blake School; **Beth Schueler**, debater at Whitman College; and **Steve Stein**, coach of Chattahoochee High School (GA).

**•POLICY DEBATE IMMERSION PROGRAM:** **Randy Luskey**, winner of the 2001 Copeland award for the top college debate team in the nation, and **Sarah Holbrook**, two-time CEDA national champion, will lead an accelerated lab with a focus on teaching the skills and concepts needed to make the transition to higher-level debate. The curriculum features in-depth topic analysis, advanced theory seminars, rigorous technique drills, intensive evidence production, and a special focus on in-round decision-making. The lab will provide a comprehensive blueprint of advanced debate strategy, preparation, and execution, allowing students to model their approach to debate on that of two extraordinary debaters. Sarah, who will be available throughout the program, and Randy, who will be available during the first portion of the camp, will be joined by an additional lab leader - look for staff updates in upcoming issues of the Rostrum.

**•EXPERIENCED PROGRAM DIRECTION:** The director is **Russ Falconer**, currently the assistant debate coach at the University of California at Berkeley, formerly a debater and coach at Emory University and Highland Park (TX) HS. This is his second year as director.

**Special Offer: \$50 rebate for all applications received, with enrollment fee, by April 1st.**

Costs (which include tuition, housing, a breakfast allotment, lunch and dinner throughout the program, and all program materials and evidence):

Immersion CX Program

\$1,875 resident, \$995 commuter

30-round CX program

\$1,975 resident, 1,095 commuter

An additional \$85 enrollment fee is required upon application.

For more information or an application:

510.548.4800

NFCinDC2002@aol.com

NDI-DC

1678 Shattuck Ave., #305

Berkeley, CA, 94709

Applications are also available in the March issue of the Rostrum.





# N.F.C. LINCOLN DOUGLAS PROGRAMS

THE UNIVERSITY OF MARYLAND, COLLEGE PARK

JULY 1 - JULY 15, 2002

THE UNIVERSITY OF CALIFORNIA AT BERKELEY

JUNE 14 - JUNE 29, 2002

THE UNIVERSITY OF CALIFORNIA AT BERKELEY

JUNE 14 - JUNE 21, 2002

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

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

THE CALIFORNIA NATIONAL DEBATE INSTITUTE gives students access to the resources of the nation's finest public university, including a library housing over 9 million volumes. The LD curriculum emphasizes argument theory, logic, and analysis skills that will instill students with the capability to self-coach and generate quality arguments; the one-week program is perfect for students looking to get a head-start before attending a major LD summer program. The program director is Anthony Berryhill of Stanford University.

THE NATIONAL DEBATE INSTITUTE-D.C. is located 15 minutes from the Capitol in suburban College Park and features a comprehensive curriculum of theory and technique in combination with a balanced emphasis on practicums and original research. The lecture schedule offers exhaustive treatments of the philosophic concepts that are integral to competitive success in LD debate. The program will be directed by Jon Geggenheimer of Georgetown University.

*"I loved the intensity and attention to development of our skills - you've got to be serious about debate and willing to put in the work. The CX drills and IAR drills were really helpful. I was very satisfied with the level of communication and help!"*  
-Stephanie Brockman, NFC-LD 2001

## Special Offer for Early Applications!

Submit your application & enrollment fee by April 1st & receive a \$50 rebate on camp tuition.

### PROGRAM COSTS:

NDI-DC	\$1,450 resident	\$695 commuter
CNDI 2 week program	\$1,450 resident	\$785 commuter
CNDI 1 week program	\$735 resident	\$460 commuter

An additional \$85 enrollment fee is required upon application.

### FOR MORE INFORMATION OR AN APPLICATION:

[www.educationunlimited.com](http://www.educationunlimited.com)  
[debate@educationunlimited.com](mailto:debate@educationunlimited.com)  
510.548.4800

NFC  
1678 Shattuck Ave., #305  
Berkeley, CA 94709

Applications are also available in the March issue of The Rostrum.





The National Forensic Consortium Presents the

# California National Debate Institute

## Policy Debate Programs: June 14 - June 29, 2002

*The California National Debate Institute is a national caliber two-week summer forensics program located in Berkeley, California. The CNDI is an independent program held in the residence hall facilities of the University of California at Berkeley. The CNDI provides serious debate students with the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality, and location. The program is directed by Robert Thomas, formerly of Bainbridge HS and Emory University; Mr. Thomas has been directing camps for 9 years.*

•**Policy Debate:** The policy debate program offers intensive instruction for students of all levels of experience and skill. Students will receive topic and theory lectures, numerous critiqued debates with rebuttal reworks, small-group seminars, and access to the best evidence researched at other NFC camps. Strictly limited lab size ensures personal attention from an elite staff who have been carefully selected for both their knowledge of debate and their multiple years of experience as lab-leaders. This year's initially confirmed staff includes: **Judy Butler**, 17 year veteran instructor; **Russ Falconer**, UC Berkeley assistant coach; **Gerard Grigsby**, coach at the Harker School; **Jen Johnson**, director of the Bay Area UDL; and **Jon Sharp**, assistant coach at USC.  
Costs: \$1,450 for residents, \$785 for commuters.

•**The Mentors Program:** This two week program, now entering its fifth year, is open only to advanced debaters who are recommended by their coaches. Students in this program are mentored by **Randy Luskey**, 2001 Copeland award winner, and **Sarah Holbrook**, two-time CEDA national champion. The students also have the opportunity to be mentors themselves to younger students at the camp. In lab, students will receive advanced instruction on the intricacies of complicated arguments, the tools of exhaustive research, and the fundamentals of debate theory, and as mentors the students will solidify their own mastery of debate by teaching it to others.  
Costs: \$1,325 for residents, \$700 for commuters.

•**One Week Program:** This special CNDI program, which runs from June 22-29, is designed to be a shortened version of the regular CNDI curriculum. The lab features in-depth topic analysis, extensive explorations of debate theory, affirmative and negative argument construction, practice rounds, seminars, and lectures. This lab will give participants a strategic perspective on researching the topic as well as the theoretical clout to put it all into action.  
Costs: \$735 for residents, \$460 for commuters

### SPECIAL OFFER FOR EARLY APPLICATIONS!

Submit your application and enrollment fee by April 1st and receive a \$50 rebate on camp tuition.

For more information or an application, please call 510.548.4800 or e-mail [debate@educationunlimited.com](mailto:debate@educationunlimited.com). Applications are also available in the March 2002 issue of The Rostrum.





# The NFC Presents The Berkeley Mentors Lab 2002

as part of the California National Debate Institute at UC Berkeley  
June 14 - 29 \$1,325 for resident, \$700 for commuter

The Berkeley Mentors lab offers students the unique chance to be mentored by some of the finest college coaches and debaters in the nation. This two week program, now entering its fifth year, focuses on topic analysis, theory, strategic decision making in the debate round, kritiks, and in-depth research at one of the finest libraries in the nation. This exciting lab will be led by one of the most successful NDT debater of recent years, Randy Luskey of UC Berkeley. Randy and his partner were the winners of last year's Wake Forest and Northwestern tournaments and, by virtue of being ranked #1 in the nation by the 2001 NDT ranking report, garnered the prestigious Copeland Award. Co-directing the lab with Randy will be Sarah Holbrook, of the State University of West Georgia, where she was the CEDA National College Champion for the past two years. Sarah has won numerous speaker awards, including first at the South Carolina Round Robin, and she debate in late elims at every tournament she has attended this year. She is also one of only a small number of debaters ever to qualify for three consecutive first round at large bids to the NDT.

We have tentatively arranged for the lab to feature guest seminars by Jon Sharp, the veteran Mentor and Swing Lab leader and extremely successful college coach for West Georgia and the University of Southern California. Jon has qualified teams for a first round to the NDT for the last six years in a row.

Mentors will also have access to the other staff at the CNDI camp. Initially confirmed staff include: Judy Butler, a veteran of over 40 camps; Russ Falconer, Berkeley assistant coach and assistant coach of the 2000 NDT champions at Emory University; Gerard Grigsby, assistant coach at the Harker School; Jen Johnson, one of the highest rated instructors at the Stanford debate camp and director of the Bay Area Urban Debate League; and Robert Thomas, the California National Debate Institute director and one of the most experienced instructors in the nation. The Mentors lab is open only to very advanced debaters. This highly selective program will accept very few individuals to participate in the lab. If you would like to apply, please fill out and return the application below.

## Mentors Application

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

School: \_\_\_\_\_ Coach's Name: \_\_\_\_\_

Year of Graduation \_\_\_\_\_ Number of Years Debating: \_\_\_\_\_

2001-2002 Win-Loss Record: \_\_\_\_\_ Past Camp Experience: \_\_\_\_\_

On the back of this form indicate tournaments attended and record for the past two years. At least one recommendation from a coach, former lab leader, or former Mentor is required. Send form to CNDI - Mentors; 1678 Shattuck Ave. #305; Berkeley, CA 94709. For more information: call 510-548-4800; email [debate@educationunlimited.com](mailto:debate@educationunlimited.com); on the web [www.educationunlimited.com](http://www.educationunlimited.com).



May 2002

### **3RD ANNUAL HARKER ROUND ROBIN**

On Saturday, September 28 and Sunday, September 29, Harker High School will host the 3rd Annual Harker Round Robin - a national debate tournament that offers Varsity and Junior Varsity Lincoln-Douglas and Varsity and Junior Varsity Policy divisions.

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

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

#### **Last year's Sweepstakes Winners:**

1ST PLACE: Leland High School

2ND PLACE: Saratoga High School

#### **Last year's Varsity Debate Winners:**

Monta Vista High School  
defeated Lynbrook High School

To request a formal, written invitation, please contact Matthew Brandstetter, Ed.D., Director of Harker Speech and Debate, (408)345-9235, or e-mail [matthewb@harker.org](mailto:matthewb@harker.org).

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





*Working for a Safer World*

*Monterey Institute of International Studies*



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## **WMD411 @ [www.nti.org](http://www.nti.org)**

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**Because you want to win the debate...**



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- Exclusive articles written by top scholars especially for debaters.

*The Nuclear Threat Initiative, a charitable organization co-chaired by Ted Turner and Sam Nunn, is a co-sponsor of the 2001-2002 National Forensic League Policy Debate and is offering WMD411 – which is available on [nti.org](http://nti.org) at no cost – to support student learning about the global threats from nuclear, biological and chemical weapons. WMD 411 was created for NTI by the Center for Nonproliferation Studies at the Monterey Institute of International Studies.*



## "PUTTING FIRST THINGS FIRST"

by  
Charles B. Curtis

### The Global Challenge of Reducing the Threats from Weapons of Mass Destruction

Good morning. I want to thank John Rennie and Scientific American for sponsoring this public discussion of the trade-offs between security and civil liberty. Ever since the advent of electronic commerce and the invention of ever more sophisticated techniques of surveillance, the debate between security and liberty has been simmering. September 11 and its aftermath brought it to a boil.

I speak to you today as President of the Nuclear Threat Initiative, a charitable organization, co-chaired by former U.S. Senator Sam Nunn and CNN founder Ted Turner. Our mission is to help reduce toward zero the threat from nuclear, biological and chemical weapons. Civil liberties are not part of our mission explicitly, but implicitly, they are.

**....."Our highest priority is keeping weapons of mass destruction out of terrorist hands."**

After all, we're not just engaged in an effort to reduce a threat from something, we're working to reduce a threat to something – not just a threat to life, but a threat to a way of life.

As the people in this forum understand very well, our best hope is not to find the right answer, but to find the right balance. The search for a balance between security and liberty will never be a settled affair. It is an endless process of adaptation and adjustment because a properly designed security system is one that will provide both an effective defense of our lives and our liberties. We have to identify an arrangement that maximizes our share of both values, and goes as far as possible to make sure one is not emphasized at too great a cost to the other. That precise balance will always be subject to debate. It is the quality of that debate that will determine how skillfully we strike the balance. And as we engage that debate in this important conference and elsewhere, we have to avoid falling into the old trap where people simply take sides and press for less of what makes them more

nervous – either government intrusions or terrorist threats. This approach blinds one side to the legitimate concerns of the other, and puts more focus on "who's winning" rather than on "what's at stake."

The best balance between security and liberty can never be achieved unless we all understand what's at stake, and design our actions on a clear understanding of the threats.

Indeed, one of America's great defenders of civil liberties, Justice William Brennan once said that striking the right balance between liberty and security requires, and I quote: "an intimate familiarity with the national security threats that tests their bases in fact, explores their relation to the exercise of civil freedoms, and probes the limits of their compass." This "intimate familiarity" of which Brennan speaks is a necessary analytic predicate to the design of a security system that gets our priorities right and strikes the right balance between providing for our security and protecting our civil liberties.

The best possible defense against the full range of threats must start with an objective, comprehensive national security estimate that assesses each risk, ranks each threat, computes every cost, and confronts the full range of dangers in a way that defends against one without making us more vulnerable to another. From this analysis can be constructed a broad based strategy and measured defense – one that would allow us to direct the most resources to prevent threats that are the most immediate, the most likely, and the most potentially devastating. In the absence of an infinite budget, relative risk analysis must be the beginning point in shaping our strategy and allocating our resources – to defend our citizens at home and abroad.

Such a plan is essential not only for an informed debate of security spending and priorities, but also essential to the defense of civil liberties – as it gives the government the knowledge it needs in striking the right balance between security and civil liberties, and it gives the public the knowledge it needs to evaluate the balance. Of course, this knowledge also would enable an informed public to force change in any improvidently designed system.

For me, the need for such a plan is both compelling



and urgent. Yet today it does not exist. I suggest that the defenders of security and the defenders of civil liberties have common interest in seeing to it that one is devised. In this, NTI can use your help. The creation of such a risk-based security plan is something we have advocated from the inception of our initiative.

From where we sit, we are convinced that any reasonable risk analysis will rank the threat from nuclear, chemical and biological weapons as our greatest threat — nothing else comes close. If we fail — from lack of resources or lack of attention or lack of proper emphasis — to protect our society from a terrorist attack with a weapon of mass destruction, we risk not only a catastrophic loss of life but also a catastrophic shift in the balance between security and liberty with grave implications for present and future generations. That is the core of the common ground between advocates of security and advocates of civil liberties. Our first line of defense against weapons of mass destruction is also our first line of defense against the loss of civil liberties — and that is to make sure weapons of mass destruction never fall into terrorist hands.

### **The Greatest Threat:**

#### **Terrorist Use of Nuclear, Biological or Chemical Weapons.**

What changed on September 11 was not the terrorist threat, but our awareness of it and our resolve to do something about it. The greatest shock was perhaps not even the sheer loss of life, which was staggering, but the murderous intent behind it. We know now that the terrorist capacity for killing is limited only by the power of their weapons. The question is not whether we must prepare for terrorism or for attacks with weapons of mass destruction. These two threats are not separate, but interrelated and reinforcing, and if joined together, become our worst nightmare. So we are now engaged in a new arms race; a race between those who seek to acquire weapons of mass destruction and those who seek to deny them. The outcome of this race will determine security in the 21<sup>st</sup> Century.

How real is the danger? Many Americans are now aware that Osama bin Laden has said acquiring weapons of mass destruction is "a religious duty." Few understand how far bin Laden has come in pursuing his so-called duty. According to recent reports,

In January, the U.S. uncovered rudimentary diagrams of nuclear weapons at a suspected safe house for Al Qaeda in Kabul.

The U.S. also uncovered documents confirming that Al Qaeda was exploring ways to make low-grade, nuclear devices — so-called "dirty bombs".

And materials that could be used to make such a device were found in an underground Al Qaeda base near Kandahar in South Afghanistan.

The U.S. recovered other documents that include details of a biological and chemical weapons program along with a memo, apparently written by bin Laden's number two, saying: "the destructive power of these weapons is no less than that of nuclear weapons."

We need to remind ourselves that these are only the documents they left behind. We don't know what they took with them.

We not only know that terrorists are seeking weapons of mass destruction. We also know where they are looking:

Ten years ago, the Soviet Union broke apart, leaving as its legacy more than 20,000 strategic nuclear warheads, and enough highly enriched uranium and plutonium to make 40,000-60,000 more, stored in over 250 buildings at more than 50 sites distributed throughout the Russian Federation across 11 time zones.

Russia today also possesses thousands of tactical nuclear weapons, some small enough to fit in a backpack, and others powerful enough to destroy a small city. These weapons have never been the subject of arms control regimes and are largely unaccounted for. We simply don't know how many there are, where they are or how secure they are.

Russia also has 40,000 metric tons of chemical weapons awaiting disposition; an elaborate bioweapons apparatus, and tens of thousands of scientists who know how to make weapons and missiles, but no longer have secure jobs or secure futures.

Over the last decade, Russia's dysfunctional economy and eroded security systems have undercut controls on these weapons, materials, and know-how — and increased the risk that they could flow to terrorist groups or hostile forces. Things have improved under a concerted, decade-long program of U.S.-Russian cooperative threat reduction — but both sides know we have a long way to go.

And the vulnerabilities reach beyond Russia. Forty-three nations have research reactors fueled by highly-enriched uranium — the raw material of nuclear terrorism. Global inventories of separated plutonium derived from the spent fuel of civilian nuclear reactors total more than 200 metric tons and are growing daily. We have more confidence about the security of the plutonium than we do of the highly enriched uranium. But to put these numbers in perspective: it would take only pounds of this material to make a nuclear device capable of devastating much of Manhattan or to lay waste to a mid-sized city — like, for example, Washington, D.C.

We have developed international standards to govern the security of materials in transit from state to state. Yet, there are no international standards or requirements for the physical protection of nuclear material within a state. Nations are free to select whatever level of security they may choose. That may have been an acceptable balance between sovereign rights and the obligation states have to each other in a bygone era. It is no longer an acceptable or rational "state of affairs." The worldwide system of security for nuclear materials is no stronger than the system of security at the weakest, worst-defended site, which in many cases is nothing more than an underpaid, unarmed guard sitting inside a chain-link fence. Clearly, we must do better and to do better will require a much higher-level commitment of diplomatic initiative and resources by the international community.

Nuclear theft is more than a worry; it's a reality. The International Atomic Energy Agency's illicit trafficking database records





# **The 23<sup>rd</sup> Annual Marquette University Debate Institutes**

## **Regent Program – July 20-August 3**

Our flagship policy program, the Regent program has had alumni qualify to elimination rounds at every major national tournament, including the TOC, NFL, and NCFL. The program also has had outstanding success with novice and beginning debaters. Regent participants leave campus with every piece of evidence photocopied at MUDI from all policy debate programs!

Resident: \$899 Commuter: \$599

## **Scholastic Program – July 20-July 27**

The more affordable counterpart to the Regent program, Scholastics will work with Regents during their week on campus. When they leave they receive all evidence compiled by all Scholastics and Regents up to the point of their departure.

Resident: \$599 Commuter: \$399

## **Lincoln-Douglas Program – July 20-August 28**

Students get a balance of philosophy and practical skills. Our coaching staff has produced national circuit and state debate champions. Learn from a proven curriculum that has been modeled by other institutes.

Resident: \$425 Commuter: \$625

### **Debaters from our program have enjoyed great success including:**

*Wisconsin State Champions: Nov, JV, Varsity Champions of East Grand Rapids, MI Elimination Rounds at: NFL Nationals; CFL Nationals; TOC, KY; Glenbrook, IL; Iowa Caucus; New Trier, IL; Greenhill, TX; Emory, GA; and many more!*

### **Our 2001 Faculty Partially Included:**

Small Braden, Michigan State University  
Tom Dale, Notre Dame University  
Ken Gomez, University of Michigan

Tom Noonan, Marquette Univ. High School  
Doug Roubidoux, Univ. of Wisconsin-Oshkosh  
Kevin Thom, Marquette Univ. High School

MUDI prides itself on its open educational philosophy. Every participant has access to all faculty members and each participant leaves with a complete set of evidence from all labs. We never exceed the 6:1 lab ratio and provide excellent dorm supervision.

### **For information contact:**

Marquette University College of Communication at 414 288-5500 or  
Alex Inman, Director of Debate at [debateteam@marquette.edu](mailto:debateteam@marquette.edu) or  
Visit [www.summerdebate.com/mudi](http://www.summerdebate.com/mudi)





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16 thefts involving plutonium or enriched uranium. Sixteen cases is a disturbing number, but it also may not tell us what we really need to know: what percentage of the actual thefts do we uncover? Is it close to one hundred percent – or closer to one percent?

And this disturbing story gets even more disturbing. Biological weapons, as Al Qaeda now knows, can also present a grave risk. Secretary Rumsfeld said in his confirmation hearings: "I would rank bioterrorism quite high in terms of threats ... It does not take a genius to create agents that are enormously powerful, and they can be done in mobile facilities, in small facilities."

Hundreds of labs and repositories around the world sell biological agents for legitimate research – and some of the same substances used in legitimate research can be turned into weapons. In addition, the massive biological weapons program of the former Soviet Union remains a threat. At its peak, the program employed 70,000 scientists and technicians in more than fifty locations, and made tons of smallpox and other deadly pathogens. Today, we believe the bioweapons materials have largely been destroyed. We believe this; we don't know this. We do know the deadly recipes remain – as do more than 700 scientists who have been officially classified as security risks. And tighter security today can't fully protect us from the impact of poor security in the past. As one Russian official said some years ago of Soviet smallpox stocks: "There were plenty of opportunities for staff members to walk away with an ampule." We also know now that the top biological defense labs in the United States had the same porous approach to security. One microbiologist recently told the *Washington Post*: "I could have lifted vials of anything, and they never would have been missed."

And those are just the dangers from our past. The bioweapons threat from the future may prove to be even more difficult to contain or counter. Rapid advances in bio science, bio technology, genomic research and bio medicine are overcoming historic barriers to the weaponization of generally available pathogens and agents. Indeed the bioweapons threat may prove to be the greatest danger we face in the future. Of course, having a future assumes we deal effectively with the present danger.

*Our highest priority: keeping weapons of mass destruction out of terrorist hands.*

In providing for the Nation's security, we have to put first things first. And our first priority, our first line of defense, must be to deny the world's most dangerous people and their state sponsors access to the world's most dangerous weapons. This is the most effective way to defend ourselves against "catastrophic terrorism."

Nearly six months before September 11, in his first major speech as co-chair of the Nuclear Threat Initiative, former Senator Sam Nunn asked: "Is keeping nuclear, biological and chemical weapons out of the hands of rogue nations and terrorists a priority or is it an afterthought? If it's an afterthought, after what?"

Two months after September 11, President Bush appeared at a joint White House press conference with President Putin, said,

and I quote: "Our highest priority is to keep terrorists from acquiring weapons of mass destruction." A *Scientific American*/NTI poll conducted last month found that nearly three-quarters of Americans surveyed agreed.

And these polling numbers preceded last week's *Washington Post* report that heightened security concerns about Al Qaeda's focus on weapons of mass destruction have led the Bush Administration to activate "contingency plans to maintain a cadre of senior federal managers in underground bunkers away from Washington." The *Post* also reports that following a late October briefing, the President ordered his national security team "to give nuclear terrorism priority over every other threat to the United States."

However, keeping the world's most dangerous weapons out of the hands of the world's most dangerous people is not yet a budget priority. The President's budget priorities should reflect his stated priorities – and they do not. There is still a dangerous lag between the President's words, and our dollars and our deeds. The total threat reduction programs at the Department of Defense, the Department of Energy and the Department of State focused on Russia's proliferation vulnerabilities are proposed in the President's budget for fiscal year 2003 at roughly the same levels appropriated last year after adjusting for inflation. And these aggregate numbers conceal cuts in some of the more vital programs designed to secure weapons materials and stem the spread of weapons know-how. The explanation for these cuts – put forth in the budget document – is that the Administration cannot efficiently spend the dollars it already has in materials security and in Russia's nuclear cities. This argument is unpersuasive, and implies a business-as-usual approach to an increasingly urgent, time-sensitive threat.

An NTI/*Scientific American* poll completed a few weeks ago determined that fewer than half of those surveyed believed the government was doing enough to protect Americans from weapons of mass destruction. When informed about the security risks in the former Soviet Union, the number saying the government was doing enough dropped to slightly more than a quarter. These polling numbers reflect the intuition and inherent good sense of the American people. Our government is not doing enough, the Russian government is not doing enough to address these vulnerabilities, nor are our friends in Europe or Japan.

Can we fix our spending priorities so the greatest dangers we face draw our greatest investments? Yes. But it will take time, which is a depleting commodity in the arms race of the 21<sup>st</sup> Century. And it will take an informed public to provide the political will and political reward necessary for the type of sustained commitment required to get the job done. It's not enough to have a public informed of the threat. We need a public informed on what's being done, and what ought to be done. We will need the voice and the support of the people in this room to strengthen our first line of defense.

*A common agenda: supporting a global coalition against catastrophic terrorism*

Getting our spending priorities right is but one piece of a larger mosaic. To counter the threat from catastrophic terrorism, we will need an unprecedented level of international security co-



operation and cooperation between the public and private sectors.

President Bush and President Putin will meet in Moscow this spring. This is their opportunity to define a new security framework, one that has real meat on the bones.

To address the threat from catastrophic terrorism, we need a multi-layered global coalition, with Russia and the United States joined together as lead partners. No effective effort is possible without Russian-U.S. participation and cooperation. Nor will any U.S.-Russian cooperative effort be truly effective without the participation of other nations.

The U.S. and Russia, as stewards of the world's greatest arsenals, should commit to making sure our weapons and materials are safe, secure, and accounted for, with reciprocal monitoring sufficient to assure each other and the rest of the world that this is the case. President Putin and President Bush can also accelerate U.S.-Russian cooperation on biological weapons defense.

But this is only a beginning. Russia and the U.S. should bring together all nations in a broad based cooperative alliance. NTI Board member Senator Richard Lugar has made clear the challenge: "We have to make sure that every nation with nuclear, biological, or chemical weapons capacity, accounts for what it has, secures what it has, and pledges that no other nation or group will be allowed access."

Such an effort will require a system of inventory accounting and accountability absent in today's world. It will require cooperation on interdiction and consequence management if controls fail. And, importantly, it will require the participation of nations not today joined in mutual treaty commitments on these matters. In short, it will necessitate a much higher level of international security cooperation than the world has ever known.

We require a comparable level of cooperation between the public and private sectors, and *within* the private sector, if we are to make the world safer from the threat from catastrophic terrorism. This is particularly needed to address the risks associated with chemical and biological terrorism. Chemical and biological materials and technologies are mostly in the hands of industry and university researchers. Responsible members of these communities must be the authors, the implementers, and the enforcers of normative standards for scientific practice and requirements for the safe transfer and handling of dangerous pathogens and materials. Failing that, university researchers and industry risk a governmental response that may put in jeopardy the very mechanisms on which we depend to create effective defenses or to advance the human condition.

No one knows infallibly the precise degree of security called for in restricting access to dangerous pathogens, or the right level of caution in publishing the results of laboratory experiments with germs or agents that can be weaponized. The right result will require case-by-case judgment that is beyond the ability of even the most carefully drawn regulation. It can't be assumed that there are just two levels of secrecy – either fully classified or fully open. There must be some level in between – let's call it "common sense security." Common sense cannot be mandated by regulation. It

must be developed as a behavioral norm and enforced by peers.

This means it is vital for scientific researchers not just to oppose a plan put forward by others, but to propose one of their own – it is imperative to keep initiative and control in the hands of those who best understand the damage improper regulation could do to scientific research. Here, as in the case of security and civil liberties, a balance must be found. I have been privileged to serve as Chairman of the Laboratory Operations Board, which oversees our National Laboratories, and also as member of the Commission on Science and Security. I believe you can have both excellent science and excellent security. To do so, however, the scientists in our national laboratories must "buy in" to the program, exercise reasonable judgment, and make the program work. In dealing with the chemical and biological threat, no less is required of our Nation's research universities and the science community. Any doubt or resistance should be put to rest by a June 1999 memo discovered by the *Wall Street Journal* on the hard-drive of a computer left in Kabul by Al-Qaeda. It recommended that the Al-Qaeda biological weapons program seek cover and talent in educational institutions, which the memo said "allow easy access to specialists, which will greatly benefit us in the first stage, God willing."

As in the case of the threat from nuclear weapons, measures that will deter or prevent terrorist access to dangerous biological or chemical materials or know-how are the most cost-effective short-term means to counter threats to public health and social order. We need to protect against this danger in part by strengthening intelligence gathering against such threats, but also by providing peaceful research options to scientists in the former Soviet Union. And here, as is the case in addressing Russia's nuclear vulnerabilities, we are not doing nearly enough to strengthen our first line of defense. Let me be clear, this statement and my earlier remarks are not a criticism of the President's priorities. He has charted the right course but the bureaucratic troops have not yet followed his lead – and they must for our future's sake.

## Conclusion

So let me summarize. Al Qaeda has established a loosely affiliated network of terrorists on every continent, including our own. These terrorists have made clear they are seeking weapons of mass destruction. The materials and know-how they need are spread around the world in abundant and poorly-secured supply.

This is an obvious threat to our security, and a corresponding threat to our civil liberties. September 11 has already sparked new encroachments into our civil liberties, and many fear this is just the first wave of the post-9/11 world. The public is understandably conflicted about this. The NTI/Scientific American poll I cited earlier showed that more than three-quarters of those surveyed fear an attack with weapons of mass destruction. Yet an almost equal number of those surveyed expressed worry over the loss of individual freedoms. The way out of this apparent contradiction is not to sacrifice security for liberty or vice versa. As I said earlier, the path forward is to understand the threat so well, and tailor a risk-based response so well constructed, that it achieves a reasoned and accepted balance between security and civil liberty. We can do this, if the defenders of security and the defenders of civil liberty keep in mind what's at stake and work to a common purpose.



Throughout history, great invasions into civil liberties have been sparked by attacks on the nation. President Lincoln suspended the writ of habeas corpus during the Civil War; the Espionage Act — passed during World War I — led to prosecution of Americans for opposing the draft or stating religious objections to the war; World War II saw the internment of Japanese Americans, which ultimately led to payment of reparations. We should learn from this history. The greatest losses in civil liberties throughout history have been precipitated by an attack. Consequently, the best preservation of civil liberties is prevention of new attacks. If we find it difficult after September 11 to bring reason into the debate over the sacrifice of civil liberties, imagine the difficulty after a terrorist attack with a nuclear weapon, or a nerve agent, or a deadly contagious virus. Not only would emotion then call for a dramatic tightening of security at great cost in civil liberties, but reason itself would have a strong argument for an immediate, perhaps irreversible shift in the balance between liberty and security.

It should be our common bond to avoid that day of reckoning. And that common bond grows out of common sense: we

cannot protect ourselves piecemeal. No single approach can serve our country or save what we most want preserved — whether it is civil liberties, national security, or unfettered scientific research. We cannot focus only on what's most important to us individually, because it's all important to us collectively, and it's all at risk. Either we act to preserve each part of it, or we might lose all of it.

As I close these remarks, I am reminded of the exchange between two of our founding fathers at a time of great danger. John Hancock reportedly said: "We must be unanimous. There must be no pulling different ways. We must all hang together." To which Ben Franklin answered: "Yes, we must, indeed, all hang together, or most assuredly we shall all hang separately." This is truly a time to "hang together," to emphasize what unites us and work for the defense of the nation while preserving the values we hold most dear. Thank you very much.

*(Charles B. Curtis, President and Chief Operating Officer of the Nuclear Threat Initiative presented this speech at the Scientific American Summit on Privacy, Security and Safety: Preserving an Open Society in an Age of Terrorism on March 6, 2002.)*



Registration: \$75.00  
Room, Board & Tuition  
\$500.00

## Blue Ribbon Forensics Institute

July 26 – August 3, 2001

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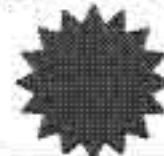
### Events

**Interp: Beginning  
and Advanced**

Drama  
Humor  
Duo

**Extemp Speaking**

**Original Oratory**



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Scott McDermott, GBS  
David McKenzie, Plymouth  
Debby Bendix, MN

Colleen Gatzimos, Northfield  
Holly Hathaway, Connersville  
Jane Nelson, Plymouth  
Katie Tyree, WKU Speech

*Email for Registration: [CTYREE@PLYMOUTH.K12.IN.US](mailto:CTYREE@PLYMOUTH.K12.IN.US)  
Call: Charlotte Tyree 574-936-5992 / 574-936-2178-241*





# International Summer Speech and Debate Institute

**JULY 2002 DUINO, ITALY**

## LOCATION

The Institute will be held at the United World College of the Adriatic campus, which is located on cliffs overlooking the beautiful Adriatic. In addition to the formal sessions, the campus offers opportunities for swimming, kayaking, and other outdoor activities. Site seeing visits to nearby cities such as Venice, Bologna, Ljubljana and Trieste will be offered.

## SESSION 1 JULY 1-14TH

### Lincoln-Douglas Debate & Speech

The L-D workshop will be for students wishing to work on 2002-2003 NFL debate topics. The Speech workshop will offer instruction in Humorous and Dramatic Interpretation, Original Oratory, and Extemporaneous Speaking (including in-depth topic analysis). Students can cross-register in speech and debate.

Price: \$1,400 USD

## SESSION 2 JULY 16-23RD

### Lincoln-Douglas

This L-D workshop will also be for students wishing to work on 2002-2003 NFL debate topics. This workshop will be held in conjunction with a World Schools Debating Workshop for international competition as well as a Parliamentary Debate Workshop.

Price: \$1,000 USD

Program Director:

Eric Di Michele

(212) 288-1100, ext. 101

edimiche@regis-nyc.org

*\*Special Discount for Sessions 1 and 2 - \$2,200*

These prices include room, board, research materials, a "survival" Italian course, two excursions per session and pick up and drop off from the Trieste airport or train station. If students arrive at another airport in Italy, help can be arranged to get to Duino, but they are responsible for the cost. Students are also responsible for their own airline tickets to and from Italy.

## ALSO OFFERED DURING SESSION 2:

## SESSION 2 JULY 16-23RD

### World Schools Debating Format

This workshop will focus on the World Schools Debating format. The workshop will be for students interested in the annual World School Debating Championship and the unique debate format used at that event.

Price: \$1,000 USD

Program Director:

Trevor Sather

trevor@squareeye.com

## SESSION 2 JULY 16-23RD

### Parliamentary Debate Format

An eight-day workshop which will focus on Parliamentary debate.

Price: \$1,000 USD

Program Director:

John Meany

john.meany@claremontmckenna.edu



## STAFF

**Eric Di Michele** [Program Director] has been the speech & debate coach at Regis High School in New York City for twenty years. His teams have won the New York State Forensics Championship ten times. He has coached NFL national champions in Lincoln-Douglas Debate and Foreign Extemp. (Seven of his students have been national finalists in extemp). He was the co-chair of the NFL Lincoln-Douglas Debate Wording Committee for five years. As a consultant with the Open Society Institute, he has taught speech & debate seminars in over fifteen countries—from Haiti to Uzbekistan. As a social studies teacher, he specializes in Middle Eastern Studies and Contemporary Social & Political Issues. He hopes this summer's stay in Italy will revive his childhood Italian.

**Lydia Esslinger**, long-time forensics coach at Svosset High School on Long Island, NY, has extensive experience in all areas of speech and debate. She has coached over twenty-five New York State champions, and her students have taken first place at major invitationals, such as Harvard and Emory. Her students have advanced to semis and finals in every event at CFL nationals. NFL achievements include semifinalists and finalists in every speech event at nationals, a 1st place in Congress and the current national champion in Dramatic Interpretation. Mrs. Esslinger is a veteran of summer institutes at University of Kentucky and the NFL at American University. Her past six summers have been spent teaching debate, extemp and interp in eastern and central Europe, as a senior consultant to the Open Society Institute. She has also conducted workshops in Hungary and Ukraine. An NFL 4-diamond coach, she is also president of the Long Island Forensic Association. In her "day job" Mrs. Esslinger teaches A.P. English, coaches acting, and has directed more than twenty main stage musicals.

**Hee-Sun Hong** was a Lincoln-Douglas Debater and extemper at the Bronx High School of Science, and served as captain of the L-D squad. Her achievements include first place at the Baskley Forum and the Tournament of Champions in L-D. She has served as a consultant and instructor of debate at the Open Society Institute's International Debate Camp in Latvia. She has served for nine years as Director of College Counseling at Regis High School.

**Trevor Sather** has been involved in the World Schools Debating Championships since 1991, in every possible capacity: as a competitor for England, as a judge (Chief Adjudicator, South Africa 2001), as a coach (twice reaching the final), and as tournament Convenor (London 1999). He is England's representative on the World Schools Debating Council. From 1997-99 he was Head of the ESU Centre for Speech and Debate and has run public speaking and debate workshops in the UK, US, Japan, Portugal, Netherlands, Australia, South Africa, Slovenia and several other countries. He was the Editor of "Pros & Cons: A Debater's Handbook" (1999) and is co-founder and Creative Director of Square Eye Ltd, an internet consultancy specializing in non-profit clients.

**Marcin Zaleski**, who will be on staff for sessions 1 and 2, obtained his International Baccalaureate at the United World College in Dino, Italy. In 1995 he became the coordinator of the Polish debate program, and also wrote a book about debate. As a consultant for the Open Society Institute, he conducted trainings throughout Central and Eastern Europe. In 1999 Marcin was elected the President of the Board of Directors of the International Debate Education Association (IDEA), and continues to work as a debate trainer, curriculum developer and a fundraiser for the debate program. Marcin speaks Polish, English, Italian and Russian. At the Dino Institute, Marcin will be teaching debate and survival Italian.

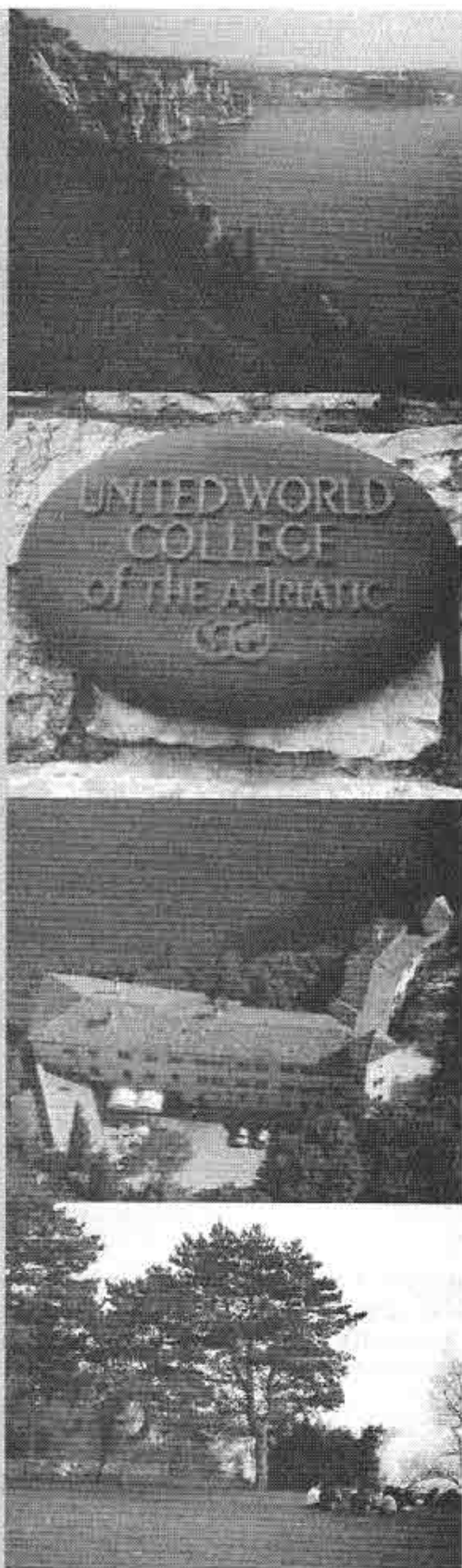
Additional Staff will be announced in the spring at our website: [www.idebate.org](http://www.idebate.org)

### For further information contact

**Eric Di Michele**  
(212) 288-1100, ext. 101  
[edimiche@regis-nyc.org](mailto:edimiche@regis-nyc.org)

**Nina Watkins**  
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NY, NY 10019  
(212) 548-0185  
[nwatkins@scrsny.org](mailto:nwatkins@scrsny.org)

Applications available at [www.idebate.org](http://www.idebate.org)





## Your Debate Program's Public Face:



### Towson International Debate Institute Public Debate Track

A Project of the International Debate Education Association and the Southeast Europe Youth Leadership Institute

Towson University (Near Baltimore Maryland), July 21<sup>st</sup> – 30<sup>th</sup>, 2002

While debate tournament preparation tends to receive most of a program's attention, your speech and debate program at some time or other will leave the safety of the tournament environment to face a real public: an audience. To showcase your debate skills, to address a timely issue, or to reach out to those beyond your immediate membership, you rely on public debates as the "public face" of your program. The question is, are your members prepared for public debates? When a conventional debate resolution is replaced by a controversy of immediate and tangible concern...when an opponent advancing predictable positions is replaced by committed adversary with an actual stake in the outcome...when a solitary and specialized judge is replaced by a large, living and breathing audience...the situation requires adaptation and specific efforts to tailor your arguments and your style to your audience, your opponents, and the situation. *The Towson International Debate Institute: Public Debate Track* is designed for students (both high school or college), teachers, and members of public advocacy organizations. The institute focuses on the skills you need to successfully organize and execute a public debate that leaves audiences interested and informed, challenged and entertained. The institute will feature:

- A chance to work with participants from all over the world (95 students and teachers from Europe are already slated to attend).
- An 8:1 participant-to-staff ratio featuring an internationally known faculty: **Ken Broda-Bahm** (Towson University Speech & Debate Program Director and co-author of up-coming book, *Advocacy and Argument: A Practical Handbook for Public Debates*), **Daniela Kempf** (Political Communication Specialist and co-author of up-coming book, *Advocacy and Argument: A Practical Handbook for Public Debates*), **Arbjan Mazniku** (Leading trainer, *Programi i Debatit*, Albania), **Gordon Mitchell** (Director of the *William Pitt Debating Union* and organizer of the 'National Debate-In'), **Maxwell Schnurer** (Director of the *Marist College Public Debate and Outreach Program*, Marist, NY, USA), **Erion Veliaj** (Director of Youth Programs, *Balkan Youthlink*), and over a dozen other experienced public debaters and trainers.
- A special presentation by **Robert B. Barnett**, a Washington, D.C. lawyer with the firm of Williams & Connolly, who has served as debate coach and "sparing partner" for Bill Clinton, Hillary Rodham Clinton, Joseph Lieberman, Michael Dukakis, Geraldine Ferraro, and others in the context to general election political debates. Senator Lieberman has called Mr. Barnett "the Cal Ripkin of debate preparation".
- A specialized curriculum developed by the International Debate Education Association (IDEA) in association with a project funded by the Open Society Institute (OSI) and the U.S. Department of State Bureau of Educational and Cultural Affairs.
- Eight days of sessions on innovative topics including "Formats for public debate," "Debating for the camera or the microphone," "Analyzing audiences, situations, and opponents," "Rhetorical reasoning: creating arguments and refutations which resonate."
- Comprehensive and hands-on practice in speaking, arguing, questioning, and refuting in a public context, working one on one and in small groups of 13 to 15.
- Media training and experience on a real soundstage and in front of a camera.
- An opportunity to develop your own public debate concept from project planning to debate completion.
- The experience of completing live-audience debates as part of the 'Baltimore Public Debate Festival' which will occur at the end of the institute.

**Fees:** Eight days of sessions, Nine nights of food and dbl-occupancy lodging all for only \$600. (Commuter option only \$250, single occupancy only \$750).

For more information or an application, contact Ken Broda-Bahm at 410-704-2888, [Kbrodabahm@towson.edu](mailto:Kbrodabahm@towson.edu) or visit [www.towson.edu/seeyli](http://www.towson.edu/seeyli).



Every organization that hosts public debates should have at least some members who are specifically trained in the art of adapting forensic skills to a large audience. Your image depends on it.





# MILESTONES FROM A BUSY YEAR

## Ohio

Arlene Ackerman retired as Director of the Ohio State Speech League after 16 years of accomplishment. NFL Hall of Fame member Arlene coached the DI National Champion 1971. The Ohio State Drama Award was named in her honor.

## North Dakota

Lindsay Littlefield, daughter of North Dakota Roughrider District Chair Dr. Robert Littlefield and top NFL point student in 1999 was recently named a Truman Scholar.

## Wyoming

Former NFL Champion coach Ron Krikac appeared on E! Network's celeb profile of Kelsay Grammer (*Frasier*). Ron has appeared on *Frasier*, an event he calls his 15 seconds of Fame! Kelsay was Ron's student at Pinecrest (FL) and a national finalist.

## California

Andara Macdonald won the "K-12 Model Curriculum Award" from the Western Speech Association.

## Vermont

NFL's new national tournament "director of computer operations" Dr. "Tuna" Snider met with the Prime Minister of Korea and keynoted the Korean College Debate Championships.



## Michigan

Former NFL interper at Portage Northern (MI) Pam Marsden, was the producer of the hit movie *Dinosaur*. Pam graduated with 266 points in 1974.

## Idaho

Idaho Chair and National Official Leora Hansen inducted in the Idaho High School Activities Association Hall of Fame.

## California

Raquel Welch, 1960's Hollywood Goddess, was a student member of NFL in LaJoya (CA). She participated at district with a cutting from "Medea" by Euripides.

## Tennessee

Billy Tate reports that Richard Speight Jr., former MBA NFL member is now on the TV show "The Agency." Richard appeared recently in two commercials shown during the Super Bowl.

## Wisconsin

Jim Copeland's Marquette H.S. (WI) national finalist Cary Pfeffer now anchor of News 5, Phoenix.

## Tennessee

The male lead in Britney Spears new movie "Crossroads" is Anson Mount. He was coached by Glenda Sullivan at Dickson County H.S. (TN) to nationals in 1991. Anson also has movies still to be released with Robert DeNiro ("City By the Sea") and Christopher Walken ("Pool Hall Junkies"). One Tennessee coach used the article about him in the March *Seventeen* to inspire her team, "Girls, this is why you should do forensics," she said, showing them his photo...Ruby Krider elected to Tennessee Teachers Hall of Fame, reports Dr. Jane Eldridge.

## Louisiana

Josette Surratt, Father Teurlings Catholic H.S. (LA) was named Lafayette Education Foundation's High School Teacher of the Year. Josette was nominated by her students and their parents and fellow teachers. One letter described her as "a unique combination of Mother Duck, Pied Piper, Drill Sergeant, and Master Magician." Another wrote "our accomplishments, our failures, our struggles and pain are hers as well."

## California

Hall of Fame coach at Richmond-Kennedy H.S. (CA), David Dansky, was the subject of a huge article in *Classic Toy Trains*. David's train collection is one of the best in the world. Again this year David has donated money for a cake for the coaches at nationals. The cake will be Abraham Lincoln's favorite (see page 84)

## Kansas

Diana B. Carlin, former NFL debate coach at Topeka H.S. (KS) was appointed to a committee to search for a new football coach at the University of Kansas last fall. Hall of Fame Kansan Roger Brannan accused her of moving closer to the other NFL by mixing into college football.

## Pennsylvania

Retired forensic coach Mary Furlong from Delone Catholic High in McSherrystown (PA) now serving on the National Steering Committee on Debate in Zambia.

## North Carolina

Professor Alan Loudon and his championship Wake Forest Debate team held a "National Debate In" after 9/11 to help the public deal with issues raised by the tragedy. Over 60 American college debate programs also held public debates.

## NFL

Extemp quote of the year: "War is God's way of teaching Americans geography". Ambrose Bierce



# ACADEMIC ALL AMERICANS

(through March 15, 2002)

## ALABAMA

*Decatur*  
Kathryn Tucker

## ALASKA

*Haines*  
Luke Hedrick

## ARIZONA

*Red Mountain*  
Antonio J. Moorehead

## CALIFORNIA

*San Gabriel*  
Pearline Kyi  
*St. Ignatius College*  
*Prep*  
Edmond Lau  
Juan R. McKinney  
Beverly See

## COLORADO

*Columbine*  
Peter J. Henderson  
*Longmont*  
Nathan Hovestol  
Logan Stortz  
*Moffat County*  
Amanda Breen  
*Niwot*  
Christine Rohde  
*Overland*  
Constantine Vigderman  
*Pine Creek*  
Layla Oesper  
*Pueblo Centennial*  
Regina Caputo  
Matthew Mientka

## FLORIDA

*Academy of the Holy*  
*Names*  
Erika Fisher  
Angela Wise  
*Celebration School*  
Megan Mumey  
*Trinity Prep School*  
Alexander F. Braunstein  
Jonathan Squires

## ILLINOIS

*Heyworth*  
Jon Massman

## INDIANA

*Evansville-North*  
Emily Angle  
Emily Kendall  
Randy Waters

## KANSAS

*Bishop Miege*  
Rachel Struby  
*Buhler*  
Bronwyn Bridge  
Scot Rose  
*Little River*  
Andrew Wilcox  
*Lyons*  
Haley Johannsen  
Ashley Kelley  
*Moundridge*  
Nick W. Krehbiel  
Jesse Nathan  
David J. Stucky  
*Remington*  
Jarrett Bariel  
*Topeka*  
Laura Adams  
Katherine Garlinghouse  
Courtney L. Self  
Emily J. Wallace  
*Valley Center*  
Timothy J. Harder

## KENTUCKY

*Danville*  
Geoffrey Barton

## MINNESOTA

*Coon Rapids*  
Nicole J. Brunsvold  
*Eagan*  
Maya A. Babu  
*South St. Paul*  
Sudha Rajan

## MISSOURI

*Fort Osage*  
Jane Anne Belmore  
Tahera Siddiqui  
Dustin Sullivan  
*Independence-*  
*Chrisman*  
Jack Henry-Rhoads  
*Kansas City-Oak Park*  
Matt Appling  
*Nevada*  
Chelsea Bessey  
Kevin Ozkal  
*Oak Park*  
Trevor Alexander  
Erin C. Smith  
*Ozark*  
Shanda Lawson  
*Park Hill South*  
Matt Hampton  
Wes Kauble  
Brian Rails  
*Pattonville*  
Matt Fuller  
*Seneca*  
Caleb Gallemore  
*The Barstow School*  
Emily Durwood  
Craig McPherson  
*Willow Springs*  
Jennifer D. Helmers

## MONTANA

*Great Falls-Russell*  
C. Rhiannon  
*Graybill*  
Travis R. Kavulla

## NEBRASKA

*Hastings Sr.*  
Ben Keele  
*North Platte*  
Matthew L. Hagert

## NEW JERSEY

*Randolph*  
Michael Griffin

## NEW YORK

*Christian Brothers*  
*Academy*  
Pamela M. Barrett

## NORTH DAKOTA

*Wahpeton*  
Curtis Jefferson

## OHIO

*North Canton Hoover*  
Raghav Chopra  
*Olmsted Falls*  
Christopher Malow

## OKLAHOMA

*Alva*  
Brett Cunningham  
Frank Evans  
*Norman North*  
Chris Scaperlanda

## OREGON

*North Eugene*  
Chris Habliston

## PITTSBURGH

*North Allegheny Sr.*  
Michael Vater  
*Scranton*  
Richard J. Powell

## SOUTH CAROLINA

*Bob Jones Academy*  
Brett R. Kenyon

## SOUTH DAKOTA

*Aberdeen Central*  
Laura Simdorn  
*Groton*  
Tessa Hempel  
Morgan McNickle  
Dustin Schley  
Emily Sippei  
*Spearfish*  
Chelsea Brennan  
*Washington*  
Tyson Helder

## TENNESSEE

*Nashville-Overton*  
Kristin Taylor

## TEXAS

*Brazoswood*  
Brandon Mack  
*Friendswood*  
Tiffany Chu  
*McNeil*  
Bobby Moreno  
Brian Schroeder  
*Silva Magnet*  
Kate Ambler  
Michelle Conroy  
Emiliano Rodriguez

## UTAH

*Beaver*  
Joseph A. Kannell  
*Granger*  
Tadd Dietz  
*Hunter*  
Robert Cummings  
*Jordan*  
Bryan Brown  
Aaron Herget  
Patrick Y. Laguna  
Michael Shackelford  
*Layton Christian Acad-*  
*emy*  
Drew Walden  
*Logan*  
Benjamin D. Holdaway

## WASHINGTON

*Auburn Sr.*  
Andrew O'Connell

## WISCONSIN

*Sheboygan North*  
Jeris Brunette

## WYOMING

*Rawlins*  
Sukantha Chandra  
Seth T. Ellsworth  
Meera Sridharan



# PARADIGM Research

## FEATURING

**Debaters'  
Research  
Guide**

**WAKE FOREST  
UNIVERSITY**

**Ross Smith**

**Roger Solt**



**Steve Mancuso**



**Stefan Bauschard**

**Scott Robinson**

**Eric Truett**

**& More**

Dear Coaches and Debaters -

I'm pleased to invite your squad to join us for our 10th year as we begin preparing for the 2002-2003 debate season. We're more confident than ever that our resources will serve you the entire year - our offerings include topic specific and generic resources for Policy and Lincoln Douglas debaters produced by an unmatched staff of recognized experts.

Policy debaters will find a slew of traditional favorites - highlighted by the Wake Forest Debaters' Research Guide and Stefan Bauschard's Hitchhiker's Companion to the 2002-2003 CX Debate Topic - along with the insight of Kentucky's Roger Solt in his Topic Kritiks and extensive line of theory resources. The new Classic Debate branch - under the experienced leadership of Catholic University Varsity Debate Coach Steve Mancuso - features your old favorites retitled in the new line - Classic Debate: Capitol Evidence, Classic Debate Disadvantages, Classic Debate Counterplans, and more.

Lincoln Douglas debaters will find a library created especially for them - featuring Scott Robinson - Univ. of Texas at Dallas - and his insight presented in LD Positions and as featured commentator in the popular Paradigm LD Topic Analysis. This special selection is anchored by the six volumes of Roger Solt's Handbooks of Moral and Political Philosophy - they're popular with all LD debaters.

All in all - we'll offer around 80 titles - with a few surprises coming - crafted by experts in the debate game and designed specifically to help you win more rounds. Your Paradigm Research professionals have always delivered the finest pre- and post-transaction service anywhere - that tradition is the foundation on which the exceptional research in our library is built. It's this match - this perfect chemistry - that's allowed Paradigm Research to thrive - to be your choice for great debate research - delivered on time every time.

Our entire staff is looking forward to working with you in your quest to make your debate team the best it can be. If I can be of assistance, I hope you'll call or email.

In the meantime, and on behalf of the entire Paradigm team, we wish you a happy and successful season.

Jeff Rutledge, President

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## QUAD RUBY STUDENTS

(From August 1, 2001 to February 1, 2002)

**ARIZONA**

Phoenix Central HS  
Jessie Martori  
Brian Schon

**CALIFORNIA**

Arroyo Grande HS  
Michael Dorsi  
Kyle Kimball  
Frank Ramirez  
Gabrielino HS  
Leonard Ong  
Rudy Tieu  
Adrian Zaw  
James Logan HS  
David Kuei  
La Costa Canyon HS  
Aaron Sabbas  
Valerie Serrin  
La Reina HS  
Laura Perry  
Leland HS  
Rollin Hu  
Loyola HS  
Timothy Grinsell  
Modesto Beyer HS  
David Phipps  
Derek Tripp  
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CX —  
Levi Kendall and Shantell Bryant, Davis  
Brittany Peterson and Elizabeth Alpina, Logan  
DUO —  
Paul Blanchard and Elizabeth Plowman, Bountiful  
Addison Welch and Cacia Stowell, Bountiful  
OO —  
London Taylor, Ogden  
Sarah Wilson, Bountiful  
USX —  
Amanda Friz, Northridge  
Tyler Dorey, Northridge  
FX —  
Amy Richards, Roy  
Laura Kaiser, Roy  
DI —  
Kathryn Christensen, Bountiful  
James Morris, Sky View  
HI —  
Kimberly Poppendorf, Logan  
Margaret Artz, Logan  
LD —  
Jeremy Jones, Clearfield  
Daren Hansen, Sky View  
Plaque — Sky View  
Trophy — Clearfield

#### Georgia Northern Mountain

CX —  
Aqem Ramji and Rafiq Ahmed, Westminster  
Alex Johnson and David Sweeley, St. Pius X Catholic  
Caitlin O'Keefe and Anusha Deshpande, Westminster  
DUO —  
Marilee Martinez and Denise Bodor, Centennial  
OO —  
Brittany Walker, Centennial  
Daniel Bellware, Centennial  
USX —  
Byron Davies, Centennial  
Demick Dennis, Grady  
FX —  
Clare Lascelles, Westminster  
Erica Haas, Milton  
DI —  
Eric Ellis, Cathlamet  
Eleanor Hollingsworth, Westminster  
HI —  
Denise Bodor, Centennial  
Molly Glazer, Gainesville  
LD —  
Tye N. Tavaras, North Atlanta  
Jasmine Holyfield, Lassiter

Plaque — Westminster  
Trophy — Westminster

#### Georgia Southern Peach

CX —  
Katie Eubanks and Tim Sowers, McIntosh  
Brandon Scott and Chris Hartfield, Benjamin E. Mays  
DUO —  
Sarah Halman and Emily Kitchens, Lee County  
Katori Brown and Valerie Bigglett, Glynn Academy  
OO —  
Ashley Street, Lee County  
David Ballard, Starr's Mill  
USX —  
David Ballard, Starr's Mill  
Kathleen Pagen, Fayette County  
FX —  
Julia E. Wilson, Starr's Mill  
Michael Padden, Fayette County  
DI —  
Emily Kitchens, Lee County  
Jesse Lynch, Camblint  
HI —  
Barry Hickey, Thomas County Central  
Christopher T. Nelson, Thomas County Central  
LD —  
Alexandra L. McCray-Dennis, Benjamin E. Mays  
Erin W. Gatlin, Starr's Mill  
Plaque — Benjamin E. Mays  
Trophy — Lee County

#### Eastern Washington

CX —  
Nicholas R. Cox and Jarrett K. Sacks, Mead  
Jill Jaeger and Kate McKown, Lake City  
DUO —  
Dave Pineshart and Alex Peterson, Ferns  
Jeremie A. Wallis and Emily M. Soovill, Wenatchee  
OO —  
Manish R. McKay, Mead  
Christopher M. Foster, Gonzaga Prep  
USX —  
Rahul Goswami, Southridge  
Carl Niggemeyer, University  
FX —  
Brian A. Thorpe, Ferns  
Victor R. McFarland, Gonzaga Prep  
DI —  
Becky Thilo, Lake City  
Sean Flaherty, Ferns  
HI —  
Nicholas R. Cox, Mead  
Caleb Kytonen, North Central  
LD —  
Lauren Hallett, Cheney  
Rana Theard, Lake City  
Plaque — Mead  
Trophy — Mead

#### New York City

CX —  
Peter Halprin and Caitlin Bruce, Bronx HS of Science  
Rauldon Boyce and Patricia Soccoro, Franklin K. Lane  
DUO —  
Joanna Thapa and Benji Unger, Bronx HS of Science  
Maryana Geller and Arthe Vorkas, Stuyvesant  
OO —  
Xizi Qiu, Bronx HS of Science  
Maryana Geller, Stuyvesant  
USX —  
Leah Rabinowitz, Stuyvesant  
Kristine Nicolandrea, Stuyvesant  
FX —  
Gary C. McQuirk, Cathedral Prep Seminary  
Rachel Landman, Stuyvesant  
DI —  
Michael Frank Jr., Stuyvesant  
James Osborne, Regis  
HI —  
Matthew C. Sherbach, Chaminade  
Xizi Qiu, Bronx HS of Science  
LD —  
Timothy McGinn, Regis  
Nick Crowne, Bronx HS of Science  
Plaque — Bronx HS of Science  
Trophy — Mary Louis Academy

#### Northern Lights

CX —  
Ciocely R. Milich and Kate M. Ekin, Grand Rapids  
Jenni Neissel and Brian D. Garshelis, Grand Rapids  
DUO —  
Samuel B. Boggs and Alan J. Iverson, Moorhead  
Joseph Otto and Nick Esbeck, Duluth Denfeld

#### OO —

Samuel B. Boggs, Moorhead  
Maren Hilden, Moorhead

#### USX —

Laura Lane, Barnesville  
Matt Broughton, Park Rapids

#### FX —

Kristoffer Smemo, Moorhead  
John Langdahl, Moorhead

#### DI —

Erin Ludwig, Moorhead  
Amanda Haugdaht, Duluth Denfeld  
Elizabeth M. Bendix, St. Cloud Tech

#### HI —

Peter K. Gutsvig, Moorhead  
Megan Skauge, Moorhead

#### LD —

Laura Lane, Barnesville  
Laura Hildreth, Grand Rapids

Plaque — Moorhead  
Trophy — Barnesville

#### Nebraska

#### CX —

Chris Young and Gretchen Rix, Fremont  
Nathan Dalton and Tim Royers, Millard West

#### DUO —

Matt Uehling and David Brodhead, Millard North  
Lisa McCreary and Jessica DeLay, V.J. & Angela Skut Catholic

#### OO —

Kim Bolling, Malcolm  
Michelle Lindholm, Raymond Central

#### USX —

Matt Rosenau, Malcolm  
Kim Bolling, Malcolm

#### FX —

Matt Miao, Millard West  
Nathan Wallace, Millard West

#### DI —

Fei Liu, Millard West  
Ashley Swanson, Raymond Central  
Heather Kushner, Millard West

#### HI —

Shawn White, Malcolm  
Cadi Kadeczek, Raymond Central

#### LD —

Elena Robertson, Fremont  
Jennifer Larson, Millard West

Plaque — Millard North  
Trophy — Millard North

#### Heart of America

#### CX —

Nicholas Dudley and Joel N. Brown, Independence-Fort Osage  
Michael Kozminski and Tyler Scott, Savannah  
Wade Thomas and Kevin Garner, Kansas City Oak Park

#### DUO —

Ricky Robbins and Michael Padden, Park Hill  
Wade Thomas and Josh Johnson, Kansas City Oak Park  
Matt Tingler and Adam Sharples, Liberty

#### OO —

Carty Duval, Independence Truman  
Ashley Kosiak, Park Hill  
Andrew Green, Kansas City Oak Park

#### USX —

Paul Reedy, Savannah  
Kevin Garner, Kansas City Oak Park  
Tyler Scott, Savannah

#### FX —

Elizabeth Thorne, Savannah  
John McCutcheon, Kansas City Oak Park

#### DI —

Joshua J. Moyer, Park Hill  
Rudi Nichols, Independence Truman  
Michael Padden, Park Hill

#### HI —

Josh Johnson, Kansas City Oak Park  
Evan Absher, Kansas City Oak Park  
Michael Kozminski, Savannah

#### LD —

Brian Gould, Kansas City Oak Park  
Rachel R. Cross, Independence Truman  
Michelle Fitzgerald, Park Hill South

Plaque — Kansas City Oak Park  
Trophy — Savannah

#### West Oklahoma

#### CX —

Justin Schutert and Alden Stone, Guyton  
Charlie Penn and Michael Zynda, Heritage Hall  
Jessica Martin and Mark Hammervold, Edmond North

#### DUO —

Alyson Stiffin and Manish Manoj, Norman  
Kimberly Witham and Crystal Lee, Cushing

#### OO —

Chad Higgins, Duncan  
Patrick Rieger, Norman

#### USX —

Jennifer Johnson-Ballock, Bishop McGuinness  
Chelsea Holmes, Norman HS North

#### FX —

Sarah Weiss, Norman  
James L. Jewell, Norman

#### DI —

Kaitlin Kuykendall, Putnam City  
Kathryn Jeff, Guyton  
Colin Ryan, Norman HS North

#### HI —

Dorlay Pompey, Putnam City  
William Iwms, Putnam City  
Jeremy Goodman, Lone Grove

#### LD —

Clint Givens, Norman HS North  
Nicholas R. Lenkus, Norman  
Chelsea Holmes, Norman HS North

Plaque — Norman HS North  
Trophy — Duncan

#### Deep South

#### CX —

Aman Kishon and Thomas Cooper, Mountain Brook  
James Phillips and Clark Bower, Vestavia Hills

#### DUO —

Mitchell D. London and Robert F. Boylari, Mountain Brook  
Margaret Knudsen and Philip Sellers, The Montgomery Academy

#### OO —

Ryan B. Hastie, Decatur  
Monica Scott, Vestavia Hills

#### USX —

Paul Byne, Mountain Brook  
Kasdin Miller, The Montgomery Academy

#### FX —

Tyler Carman, Vestavia Hills  
Jackson Helaway, Saint James

#### DI —

Daniel C. Parkhurst, Lamp  
Bethany J. Collins, Lamp

#### HI —

Margaret Knudsen, The Montgomery Academy  
Stew Darsby, The Alamo School

#### LD —

Jackson Helaway, Saint James  
Booth Wilson, Saint James  
Stephanie N. St. Amour, Randolph

Plaque — Vestavia Hills  
Trophy — The Montgomery Academy

#### Florida Sunshine

#### DUO —

Chong C. Luo and Andy C. Luo, King  
Savin Kringer and Ben B. Caswell, Sarasota

#### OO —

Kate S. Doyle, Riverview  
Eric White, Hillsborough

#### USX —

Ajay Dave, Pine View

#### FX —

Santosh R. Sathesh, Pine View  
Richard Cole, Riverview

#### DI —

Danielle Channell, Lely

#### HI —

Steven Crestella, Lely  
Nathan Jokela, Lely

#### LD —

Dan Howell, Hillsborough  
Eric Beck, Hillsborough

Plaque — Riverview  
Trophy — Pine View

#### Greater Illinois

#### CX —

Mathew Chambers and Alex Heuer, Belleville East  
Mark Wonnacott and Tim McCullough, Belleville West

#### DUO —

Jon Meinen and Meg Hodge, Pekin Community  
Nathan Carroll and Stefani Witteneur, Belleville East

#### OO —

Jon Meinen, Pekin Community  
Curt Byers, Pekin Community

#### USX —

John Wilson, Harrisburg  
Justin Swager, Belleville East

#### FX —

Erin F. McCarthy, Pekin Community  
Louis Oliver, Belleville East

#### DI —

Jessica Burden, Heyworth  
Gayl Brodder, Belleville East

#### HI —

Lacy Lowrey, Pekin Community  
Aaron Lambert, Belleville East

#### LD —

Patrick Hoercher, Belleville East  
Rob Creighton, Belleville East



21 JULY-3 AUGUST 2002

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**FOR MORE INFORMATION:**

**Michael Janas, Ph.D.**  
Director of Debate  
Samford University  
Birmingham, AL 35229  
(205) 726-2509  
mjjanas@samford.edu



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Trophy—Mt. Lebanon

#### Carver-Truman

CX —  
Derek Hausman and Brandon Burkhardt, Aurora  
Britton Jobe and Isaiah Taylor, Neosho  
Ryan Bailey and Chase Scotten, Nevada

DUO —  
Haley Smith and Melissa Boesma, Reeds Spring  
Christopher Taylor and Alan Daugherty, Neosho

OO —  
Kaita Ferree, Nevada  
Devon Burch, Neosho

USX —  
Marissa Motley, Monett  
Ryan Bafey, Nevada

FX —  
Perge Hendrix, Neosho  
Benjamin Holley, Neosho

DI —  
Josh Mullen, Webb City  
Alan Daugherty, Neosho

HI —  
Cody Soukup, Nevada  
Christopher Taylor, Neosho

LD —  
Kevin Ozkal, Nevada  
Ian Rucker, Neosho

Plaque—Neosho  
Trophy—Webb City

#### Kentucky

DUO —  
Milch Massaro and Zach Hart, Danville  
Nathaniel Hayden and Benjamin Jenkins, Graves County

OO —  
Sarah Newton, Rowan County Senior  
Joel Meister, Danville

USX —  
Logan Sisco, Danville  
Jessica Menish, Assumption

FX —  
Kelli Trent, Rowan County Senior  
Nicole Hawk, LaRue County

DI —  
Sarah Newton, Rowan County Senior  
Loretta Wu, Rowan County Senior

HI —  
Laura Franzini, Rowan County Senior  
Chris Brasfield, Graves County

LD —  
Mark A. Fandley, South Oldham  
Caitlin Bogard, Calloway County

Plaque—Rowan County  
Trophy—Danville

#### Northern Illinois

CX —  
James E. Hartmann and Ravi S. Shanker, Glenbrook South  
Reuben D. Schy and Sam Singer, Glenbrook North

DUO —  
Bill Prokopow and Mike Leve, Glenbrook North  
Lina R. Belkin and William Cole, Glenbrook South

OO —  
Sarah H. Lee, Glenbrook South

USX —  
Kelly A. Dunleavy, Glenbrook South

FX —  
Jack Solyeik, A. E. Stevenson

DI —  
David Sargent, Glenbrook South  
Sarah H. Lee, Glenbrook South

HI —  
David W. Primer, Glenbrook South

LD —  
Josh Goldstein, Glenbrook North  
Ben Harburg, Barrington

Plaque—Glenbrook North  
Trophy—Maine Township East

#### New Jersey

CX —  
Sam Mathews and Alex Gornelsky, Bergenfield  
Victor Monterossa and Janell Poindexter, Science

DUO —  
Matt Sadevitz and Josh Schloesser, Randolph  
H. P. Smith and Eesha Sharma, Randolph  
Louis Torado and Alberto Lorenzo, Elizabeth

OO —  
Dorcas Adekunle, Long Branch  
Sunjay Jacob-Mathews, Soton Hall Prep

USX —  
Shilpa Joshi, Ridge  
Simran Dhillon, Ocean Township

#### FX —

Laurenza Tai, Soton Hall Prep  
Kevin Nolan, Bridgewater-Raritan

#### DI —

Louis Torado, Elizabeth  
Erica Gomez, Long Branch  
Gregory Serebush, Ocean Township

#### HI —

Jorge Estrada, Elizabeth  
Joseph Ansalone, Montville

#### LD —

Philip Kehl, Millburn  
Tanya Sehgal, Randolph  
Christopher Blaine, Science

Plaque—Randolph

Trophy—Freehold Township

#### Idaho

##### CX —

Joseph Coleman and Jason Grover, Idaho Falls-Bonneville  
Derek Stogmeister and Bryan Williams, Bonneville  
Daniel Miller and Greg Cheyne, South Fremont

##### DUO —

D. J. Miller and Dasi Nyborg, Sugar Salem  
Mike Ramsey and John Ward, Burley

##### OO —

Melissa A. Warburton, Idaho Falls-Skyline  
Wanita Belts, Sugar Salem

##### USX —

Chad Judy, Hillcrest  
Meg Muir, Eagle

##### FX —

Mark Harin, Century  
Nathaniel Wright, Snake River

##### DI —

Levi Garrett, Burley  
Heather S. Hunsaker, Declo

##### HI —

Josh Molina, Burley  
D. J. Miller, Sugar Salem

##### LD —

Nathaniel Wright, Snake River  
Dave Roth, Hillcrest

Justin Paskett, Hillcrest

Plaque—Hillcrest

Trophy—South Fremont

#### Wind River

##### CX —

Mike Cross and Bryan Fields, Casper Natrona County  
Beth Forslund and Jake Ginsbach, Casper Kelly Walsh

##### DUO —

Sean Vanaman and Billy Fedy, Cody  
Brandon W. McNeel and Maria R. Gianizzo, Powell

##### OO —

Kelsey Wilkinson, Casper Natrona County  
Nathaniel Wilson, Greybull

##### USX —

Jordan Peck, Lander  
Heidi Van Epps, Powell

##### FX —

James Kalabus, Rock Springs  
David Braz, Casper Kelly Walsh

##### DI —

Bethany Loyd, Lander  
Katie Luffy, Kemmerer

##### HI —

Ben Oviatt, Lander  
Breton Harris, Casper Natrona County

##### LD —

Angela Granum, Casper Natrona County  
Kevin Krump, Casper Natrona County

Plaque—Casper Natrona County

Trophy—Star Valley

#### Ozark

##### CX —

Danny Haase and Rosna Patel, Springfield Hillcrest  
Doug Hill and Luke Landry, Nixa  
Ben Rohrs and Philip Fuhman, Bolivar

##### DUO —

Brandon Goodwin and Adam Timesch, Hillcrest  
Matthew Maddux and Steven T. Kramer, Hillcrest

##### OO —

Grace Bentley, Springfield Parkview  
Ashley Phillips, Bolivar R 1

Ben Sonnenberg, Hillcrest

##### USX —

Randall Bush, Springfield Central  
Jamie Smith, Kickapoo

##### FX —

Christine Campbell, Kickapoo  
Ben Rohrs, Bolivar R 1

##### DI —

Tamila Gresham, Kickapoo  
Ronald McCaris, Central  
Hanna Kay, Springfield Parkview

#### HI —

Adam Timesch, Hillcrest  
Matthew Maddux, Hillcrest

#### LD —

Carly Crocker, Springfield Parkview  
Christine Campbell, Kickapoo  
Ashley Phillips, Bolivar R 1

Jessica Zimmerman, Springfield Parkview

Plaque—Springfield Parkview

Trophy—Camden

#### New England

##### CX —

Jason Shevyn and Alex Del Nido, Lexington  
Matt Vanneman and Ben Collins, Lexington

##### DUO —

Peter Dodd and Ronald Silvis, Sacred Heart  
Sami Knecht and Cristina Ros, Milton Academy

##### OO —

Ruth Schiltz, Milton Academy  
Julia Cain, Milton Academy

##### USX —

Josh Bone, Milton Academy  
Pablo Ros, Milton Academy

##### FX —

David Tannenwald, Newton South  
Vikram Rangan, Lexington

##### DI —

Peter Dodd, Sacred Heart  
Margaret Stanley, Shrewsbury

##### HI —

Elizabeth Zembrusk, Milton Academy  
Lydia Nelson, Sacred Heart

##### LD —

Katherine Harris, Lexington  
Kendra C. Emhiser, Manchester

Plaque—Lexington

Trophy—Milton Academy

#### San Fran Bay

##### CX —

Daniel Donoho and David Marks, College Prep School  
Cameron Katter and Grant Strother, College Prep School

##### DUO —

Pierre Clark and Latoya Johnson, James Logan  
Dijohn Grizzell and Charlie Murphy, James Logan

##### OO —

Marc Engberg, Miramonte  
Alexander Captain, Miramonte

##### USX —

Christos N. Theophanous, Miramonte

##### FX —

Georgios Theophanous, Miramonte  
Simon Baring, Miramonte

##### DI —

Robert Hawkins, James Logan  
Favian Garcia, James Logan

##### HI —

Juan Pagan, James Logan

##### LD —

Ricky Adams, James Logan  
Marc Engberg, Miramonte

##### OO —

Oscar Shine, El Cerrito  
Michael Lee, College Prep

##### USX —

Ian Richardson, Danville Monte Vista

##### FX —

Plaque—Danville Monte Vista

Trophy—James Logan

#### North Oregon

##### CX —

Ian Christy and Andrew Yager, Glencoe  
Kristen Clardy and Nolan Larson, Gresham Barlow

##### DUO —

Cassidy C. Barnes and Aletta S. Brenner, Forest Grove  
Lina Pao and Tyler Brown, Tigard

##### OO —

Ghazal Sherif, Tigard  
Erin Farris, Gresham Barlow

##### USX —

Emily Forsyth, Portland Lincoln  
Brad Krupicka, Canby

##### FX —

Michael Dill, Gresham  
Ian Christy, Glencoe

##### DI —

Chris Grieve, Gresham Barlow  
Cassidy C. Barnes, Forest Grove

##### HI —

Ashraf Nomie, Gresham Barlow  
Erin Farris, Gresham Barlow

##### LD —

Brad Krupicka, Canby  
Scott Pendleton, Canby

##### OO —

Cassie Halladin, Gresham

Plaque—Gresham Barlow  
Trophy—Canby

#### New York State

##### CX —

Amelia Reed and Danyael S. Moin, Newburgh Free Academy  
Christopher Sorrentino and Kerry Garono, Newburgh Free Academy

##### DUO —

Dan Kessler and Fianosca Choy-Kee, Hendrick Hudson

##### OO —

Michael Loeffel and Vincent Panizza, Iona Prep School

##### USX —

Dan Kessler, Hendrick Hudson  
Andrew Jenks, Hendrick Hudson

##### FX —

Frederick Nitsch, Scarsdale  
Taymoor J. Naq, Christian Brothers Academy

##### DI —

Daniel Hermet, Scarsdale  
Benjamin J. Seymour, Christian Brothers Academy

##### HI —

Jesse Myerson, Hendrick Hudson  
Jessica Tom, Pleasantville

##### LD —

Christopher Staudt, Iona Prep School  
Audra Peace, John Jay

##### OO —

Sebastian Ruiz, Albany  
Ryan Wood-Beauchamp, Galway Central School

##### USX —

Plaque—Hendrick Hudson

##### FX —

Trophy—Lakeland

#### California Coast

##### CX —

Gene Chen and Vik Singh, Leland  
Edwin Lin and Karen Shi, Leland

##### DUO —

Gabriel Rocklin and Josh Frager, Homestead  
Michael Park and Eunice Lee, Leland

##### OO —

Elyse Drygas and Grace Shaw, Leland  
Tin-Yun Ho, Bellarmine College Prep

##### USX —

Brett Hammon, Leland  
Craig Wickersham, Bellarmine College Prep

##### FX —

Imran Haque, Bellarmine College Prep  
Raghu Thapar, Leland

##### DI —

Karan Bhopie, Bellarmine College Prep  
Natasha Tavakoli, Leland

##### HI —

Christina Rosenberg, Menlo School  
Robert Bergin, Bellarmine College Prep

##### LD —

Patrick Heil, Bellarmine College Prep  
Imran Haque, Bellarmine College Prep

##### OO —

Chad Callaghan, Bellarmine College Prep  
Kuruville J. Oles, Monta Vista

##### USX —

Plaque—Leland

Trophy—Monta Vista

#### East Los Angeles

##### CX —

Jason Brooks and Tim Westmyer, Damien  
David Muchinski and Jonathan Young, Damien

##### DUO —

Daniel V. Armas and Michael T. Nguyen, San Gabriel

##### OO —

Nathaniel Shriver and Kathryn Kosmala, La Mirada  
Adrian Zaw, Gabrielino

##### USX —

Kawena Vasquez, Gabrielino  
Richard Hsiao, Gabrielino

##### FX —

Kyle Halverson, Alhambra  
James Lin, Gabrielino

##### DI —

Phong Wu, Alhambra  
Casey Barney, Gabrielino

##### HI —

Adrian Zaw, Gabrielino  
Daniel V. Armas, San Gabriel

##### LD —

Max Bonilla, Gabrielino  
Shari Ward, La Mirada

##### OO —

Ahalya Srikandamajhi, La Mirada  
Plaque—Gabrielino

##### USX —

Trophy—San Marino

(Refer to <http://debate.uvm.edu/nfl.html> for schools not listed in this edition.)



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# Alice

**Alice Schleicher**, has been working for the National Forensic League since April of 1969. Alice says NFL has been a big part of her life. "It was the best thing that ever happened to me!" When asked what did she like best about her job, she said, "There isn't a thing I didn't like. I tremendously enjoyed my work. I was never bored." Mr. Jacob always said, "If you have an honest job, work hard, you will do well with NFL."

She says Mr. Jacob was an easy man to work for. He was very good at planning a National Tournament. During the time Alice worked for Mr. Jacob, he did not want the NFL to have more than 300 contestants at a National Tournament, now it has successfully grown to over 2300.

When Alice began, she had a typewriter and an adding machine. In 1984, computers were introduced to the NFL office, which made the work easier and more efficient.

Alice takes pride in making sure the degree cards, membership cards and school certificates are accurate and forwarded to the correct schools. In Alice's day degree cards used to be different colors for each degree with separate seals for each colored



degree card. This is one of many changes Alice has seen over the years along with the increased membership growth, currently the online recording and change in leadership which included Lester Tucker, Dennis Winfield and Jim Copeland.

It is Alice's hope that the NFL continues to not only grow in quantity but also continue to meet the goals and dreams of Bruno E. Jacob; his vision of NFL, students and coaches.

When asked, what are your plans for retirement.....Alice stated, after 34 years at NFL it was a hard decision, but Alice doesn't plan on slowing down any. (Maybe, just maybe, we'll see her occasionally in the office to help out during busy times).

With hubby, Darwin, it is their hope to visit their oldest son in Denver (CO), continue attending concerts conducted by their youngest son at the University in Champaign (IL) (who is getting married this year) and spend time with their married daughter who lives locally. Also, Alice's twin granddaughters play a very important role in Alice and Darwin's life, and friends and family are always welcomed at their home.

Alice, we'll miss you at NFL! You have been a joy to work with and an inspiration. Only the best to a very dedicated lady.

## *Alice & Darwin's PT Cruiser*



### **Director of Forensics – The Westminster Schools**

Due to a retirement, The Westminster Schools, Atlanta, Georgia, seeks an experienced director to administer its nationally recognized forensics program, including Policy, Lincoln Douglas, and Individual Events, beginning August, 2002-2003 school year. Responsibilities include coaching junior high debate, novice high school policy debate, extemporaneous speaking, original oratory, and co-coaching Lincoln Douglas debate. Duties also include overseeing budgets, travel arrangements (statewide and national), and registration; coordination of student billing; hosting at least two tournaments each year; and management of coaching staff. Teaching sections in major discipline, such as history, as well as a communication course at the junior high level a possibility. Masters Degree Preferred. Competitive salary based on degree and experience and excellent benefits. Westminster Schools is an Equal Opportunities Employer.

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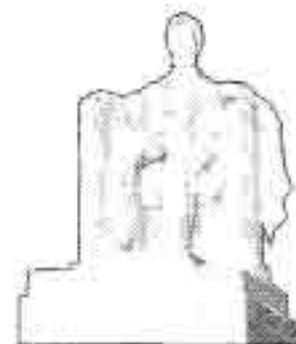
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## ABRAHAM LINCOLN'S FAVORITE CAKE

1 cup butter  
2 cups sugar  
1 cup milk  
3 cups flour (cake or pastry)  
2 tsp. baking powder (double acting)  
2 tsp. vanilla  
1 cup chopped blanched almonds  
1/4 tsp. salt  
6 egg whites



Cream butter and sugar lightly. Sift flour and baking powder together and add alternately with milk (to the first mixture). Add well floured nuts, then vanilla. Fold in stiffly beaten white of eggs, to which salt has been added. Bake in three layers (9: or 8" pans) in a 350° oven. Can also be made as a sheet cake.

Ice with boiled icing, to which add 1-2 cups candied pineapple and cherries chopped fine.

[www.TheLincolnMuseum.org](http://www.TheLincolnMuseum.org)

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Albuquerque Academy, a private co-educational day school for grades 6-12, seeks an individual to teach English and to direct our speech program. For this permanent, full-time position which begins in August of 2002, we are looking for an individual with significant experience in three areas: teaching writing, teaching literature, and coaching students in competitive speech events.

For the past fifteen years, the Academy's speech team has enjoyed much success both at the local and national levels, and we would like our next coach to maintain this tradition of excellence. In addition to coaching, the individual we choose will teach three full-year English classes and a one-semester elective entitled "Effective Speaking."

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Kevin E. Hall,  
Interim English Department Chair  
Albuquerque Academy  
6400 Wyoming Blvd., NE  
Albuquerque, NM 87109  
Phone: (505) 828-3283  
E-mail: [hall@aa.edu](mailto:hall@aa.edu)

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"Maybe where there's clarity of air, there's clarity of thought." --Chet Huntley



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Fees include everything, except for some recreation; all lodging, meals, snacks, beverages, the camp t-shirt, supplies and resources will be included. Value Debaters will receive an extensive database of article text pertinent to all possible NFL topics over the next calendar year, and team debate will, of course, receive thousands of cards. There will be a limited number of scholarships available.

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(continued from page 68)

#### NEW JERSEY

Seton Hall Prep School  
Chris Brophy

#### NEW YORK

Chaminade HS  
Peter Petraro  
Christian Brothers Academy  
Benjamin Seymour

#### OHIO

Copley HS  
Lyndsey Straight  
Gilmour Academy  
Brittany Janis  
Youngstown Boardman HS  
David Lancet

#### OKLAHOMA

Bartlesville HS  
Tim Yang  
Norman HS  
Sarah Weiss

#### OREGON

Forest Grove HS  
Adam Cowan

#### PENNSYLVANIA

Baldwin HS  
Ann Huang  
Belle Vernon Area HS  
Sarah Fox

#### Greater Latrobe HS

Heather Berkley  
Nikki Derro

#### Truman HS

Jacob Lachewitz  
Drew Mortensen

#### SOUTH DAKOTA

Aberdeen Central HS  
Brady Shelbourn  
Deuel School  
Lindsey Kjenstad

#### Groton HS

Dustin Schley  
Emily Sippel

#### Mitchell HS

Breanne Anderson

#### Rapid City Stevens HS

Jesse Jensen

#### Sioux Falls Roosevelt HS

Matt Kenyon

#### Vermillion HS

Varsha Ramikrishnan  
Dan Ring  
Elizabeth Slagle

#### Watertown HS

Darin Gully  
Micalann Sharp  
Emily Slama

#### Yankton HS

Dunya Cope  
Elizabeth Hunhoff

#### TENNESSEE

#### Hunters Lane HS

James Clark  
Adam Stenberg

#### TEXAS

#### Amarillo HS

Jamie Gianoutsos  
Sorab Sidhu  
Michael Trynosky

#### Amarillo Tascosa HS

Meggin Rutherford

#### Bishop HS

Gabriel Cruz

#### Clear Lake HS

Jessica Huynh

#### Deer Park HS

David Augustini  
Laura Edwards

#### Eisenhower HS

Kenechukwu Nwobu

#### Frenship HS

Patrick Walker

#### Friendswood HS

Julia Jones

#### Humble HS

Cody Logan

#### Jersey Village HS

Jared Fischer

#### Kingwood HS

Steven Duerringer

#### Loretto Academy

Paulina Abaunza

#### Plano Sr HS

Josh Hoptay  
Anthony Ricciardelli

#### Ronald Reagan HS

Daniel Laporte  
Derek Remund  
Matthew Schneiderman  
Austin Tull

#### Taylor HS

Alison Puente

#### Torrell HS

Kenneth P. Gober III

#### UTAH

#### Cottonwood HS

Stephanie Blossom

#### Jordan HS

Niki Florence

#### WASHINGTON

#### Central Valley HS

Doug Johnson

#### Gonzaga Prep HS

Jordan Baines  
Victor McFarland

#### WYOMING

#### Casper Natrona County HS

Angela Granum

#### Cheyenne Central HS

Sara Degroot  
Chris Heald

#### Cheyenne East HS

Isaac Camargo  
Jeff Pope

#### Jackson Hole HS

Kristin Walker

#### Rawlins HS

Sukantha Chandra



# NATIONAL JUNIOR FORENSIC LEAGUE PIN & PLAQUE ORDER FORM

The official emblem of the National Junior Forensic League consists of a circle enclosing crossed gavels behind a speaker's podium. The initials NJFL appears on the podium. The name of the society encircles the podium and gavels. This emblem is black in color with raised letters in bronze. This pin can be purchased for any student(s) who are member(s) of the NJFL, grades 6, 7, and 8. If you order 20 or more of these pins you will be given a 10% discount from the cost of the order. The official coach emblem of the National Forensic League consists of a circle enclosing crossed gavels behind a speaker's podium. The word "COACH" appears on the podium. The name of the society encircles the podium and gavels. This emblem is black in color with raised letters in antique silver finish unlike the student pin which is bronze. Student Service and Honor Plaques are perfect for chapter officers, tournament helpers, deserving students, parents, and principal. The NJFL seal is inscribed in black on gold tone plate. The words "Student Forensic Service Award" appear on the student plaque. The Honor plaque is just the emblem with room to engrave. These distinctive NJFL gifts say "Thank you for your Support" and "Congratulations for a Job Well Done."

Number of Student Pins:	_____	@ \$5.00 each
Number of Coach Pins:	_____	@ \$8.00 each
Number of Student Service Plaques	_____	@ \$7.00 each
Number of Honor Plaques	_____	@ \$7.00 each

Total Cost: \_\_\_\_\_

-10%: \_\_\_\_\_ (Only if 20 or more of student pins purchased)

Shipping and Handling: \$ 6.00

Total Enclosed: \$ \_\_\_\_\_

Please Ship To:

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NOT ACTUAL SIZE

The initials NJFL appears on the podium. The name of society encircles the podium and gavels. This emblem is black in color with raised letters in bronze.

The word "COACH" appears on the podium and gavels. This emblem is black in color with raised letters in antique silver finish, unlike the student pin which is antique bronze.



# CHAPTER ACTIVITY REPORT

## N J F L

### Mountain Brook Jr. High, AL

**Summary:** An honors assembly was held recognizing eighth grade students who were active in the National Junior Forensic League. Students received certificates of recognition.

The following students were recognized: Katherine Weatherly, 25 points; Anna Catherine Roberson, 25 points; Natalie Holloway, 25 points; Noah Larsen, 25 points; Rachel Nomberg, 25 points; Catherine Tucker, 25 points; Kareth Dow, 25 points; Anne Elliott, 25 points; Brandon Benson, 26 points; Lindsey Hart, 27 points; Katherine Miller, 27 points; Justin Lamb, 30 points; Janet Cao, 30 points; Jackson Vaughan, 32 points; Eric Funderburg, 34 points; Grant Rafield, 44 points; Matthew Lukens, 54 points; Katy Lalor, 66 points; Joseph Kalin, 75 points; George Elliott, 75 points; Spenser Smith, 77 points and student with highest score, Casey Raymond with a total of 81 points.

**Details/Comments:** Coach Skip Coulter stated at the assembly that "One of the largest and most prestigious honoraries has been the National Forensic League, an organization that recognizes success in speaking and debate. Presidents, Senators, entertainers, and great business and professional people have looked back on their National Forensic League days with pride."

### Alabama

#### Los Altos Middle School, CA

*Activity Report written by 8th Grade Speech Kid, Chris Shurtleff*

**Summary:** At Los Altos Middle School, the Speech Kids have been unquestionably the busiest people on campus. From preparing league tournaments, hosting the entire league which consists of up to 15 schools, running the nutrition sales on the grounds, doing one-act plays for the enjoyment of the student body, and supervising/running a school wide Holiday Boutique before winter break. The most important activity of the Los Altos Speech Kid was organizing the speech program for the Pleasant Valley District, extending the art of speaking to future debaters and orators of a young age.

For the past 18 years, Los Altos has run a series of tournaments for the children of younger ages in the district. The Speech Kids are in charge of coordinating the tournament, participating in coaching the participants prior to the event, in addition to doing actual judging along with other volunteers. A series of assemblies are organized and performed by Speech Kids in an attempt to draw the attention of possible participants and their schools. Everyone in the club is involved in pulling it all together to make an enriching experience for everybody involved.

**Accomplishments:** The competitions provide a fun, wholesome experience, while also presenting to the speakers valuable opportunities to make friends and gain knowledge and expertise in the field of speaking. Every participant has equal chance to win, not facing a biased judge in any way. Awareness is spread to all those present, including parents, siblings of the speaker, and of course the students speaking.

The Speech Kids play an active role during the year. All tournaments are hosted at the Los Altos Middle School. Student competition is scheduled based on grade. The three lower grade tournaments are held on three consecutive days, separated by a number of weeks of scheduled dates of the higher grade tournaments. The primary age group tournaments "celebrate" learning a speech. All these students receive a congratulatory ribbon. Speech Kids play a responsible role as coordinators in contacting schools to participate (between eight and twelve schools participate in any one tournament) and delegating Speech Kids to perform assemblies. The Speech Kid coordinators prepare the trainers responsible for training judges and extra coaches for the tournament. Monologues are written by the Speech Kids in addition to preparing for competition. Finally, at the tournament, Speech Kids serve as a directory and verbal encouragement to the competitors.

**Details/Comments:** The whole experience provides life development and mental enrichment in addition to a fun outlet of creative energy for the whole family.



Julie & Friend  
Lindsay & Dana

S  
h  
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e  
r



Juliette & Romeo  
Lindsay Sommerhauser & Danny Moore



Other Cast Members  
Greg, Randy, Abbie, Erica & Rachel



Juliette's Parents/Romeo's Parents  
Andrew & Kiara/Summer & Andy



Romeo & Friends  
Alex & Chris



## CHAPTER ACTIVITY REPORT

N  
J  
F  
L

### Monte Vista Middle School, CA

**Summary:** Monte Vista is a member of the Camino Real Speech League. The league involves public and private schools in Los Angeles and Ventura Counties. This year the league hosted four tournaments and the Championship tournament is being held at Pasadena City College on May 4, under the direction of PCC staff member, Crystal Watson.

Monte Vista offers Public Speech as a part of their Drama program. The after school Performing Arts Club, which involves 6th, 7th and 8th graders, encourages other students to be involved in public speaking. "With Speech being part of our Drama program, we have involved students that might not have thought of public speech as 'their thing'. Students have enjoyed our tournaments as well as participating in the preparations for our plays. This year we have presented, "Macbeth", the Musical Comedy from Bad Wolf Press and "Way, Way Up South", an old time Melodrama," reports speech coach Mrs. Craig.



Play practice: Sean Colletti (King Duncan), in rehearsal for his solo, 'I'm a Heck of a King'. Singing backup are his sons Malcolm and Donalbain, Ian Pollack and Randall Becerra.

The CRSL league awards trophies, medals, and certificates throughout the year to students. The NJFL's program of awarding points and participation certificates has added another layer of recognition to Monte Vista's program. The combination of awards has made the school's program richer and more students are becoming involved.

**Accomplishments:** The Monte Vista students who attended the second National Speech Tournament in Ohio had a great time. Two of those students are still attending Monte Vista. Angela Henderson, an 8th grader who took 4th place in Humorous was named 'Most Versatile Speaker' for the season. Kevin Becerra, a 7th grader, tried new categories at each competition. Angela and Kevin's dual team presentation of "Scream Eagles" took 1st place at the CRSL October Tournament.



Monte Vista Team at the January 2002 Tournament  
Fourth from left, Angela Henderson, Club President

**Details/Comments:** Speech is a natural avenue for communication within the district. All elementary schools participate in grades K - 2 and 3 - 5 speech tournaments. The district has re-committed itself to the Arts.

The Monte Vista Speech Kids were invited to El Discanso this January to read stories to grades K-3 at their annual "Pajama Night". Seven NJFL speakers dressed in their PJ's to delight and perform.

A local chapter of AAUW invited Monte Vista Speech Kids to be presenters at their fundraiser. Lauryn Gabby and Kristin Moore took on the role of Patty Reed, a 12-year old girl from the Donner Party. They dressed in costume and spoke to parents and children involved in the McDonald Fundraiser. All their activities raised money to support the AAUW's women in History Program that is presented in all of the schools.

Total membership, 10. Chapter President, Angela Henderson; Chapter Advisor, Ms. Pat Craig.

## California

### Brentwood Middle School, CO

**Summary:** This is the first year Brentwood Middle School has had a Junior Forensic League team. The team organized in October, 2001 has approximately twenty 6th, 7th, and 8th grade members.

**Accomplishments:** On February 26, the students demonstrated their speaking skills at a public performance and ice cream social. Parents, friends, family and Brentwood staff attended, enjoying an evening of laughter and stirred emotions. The evening was an accomplishment and it gave the students practice before their first tournament.

On March 2, Brentwood hosted a Middle School Tournament with four schools attending. Competition included humorous interp, dramatic interp, poetry, duo interp, impromptu and original oratory. Local high school NFL chapters provided organizational assistance and judges. The dedication and assistance by the high school NFL chapters in helping develop the Junior High Program has been greatly appreciated.



# N J F L

## Brentwood Middle School *continued*

**Details/Comments:** Currently in northern Colorado, there are only a handful of middle schools involved in forensics. The Brentwood School District has committed to establishing programs in all middle schools.

"As forensics at the junior level gains momentum, we hope students will have greater opportunities to participate in speaking events.

This year, we started small and developed a strong program, next year we are setting our sights on the junior nationals.

"We are very proud of the students here at Brentwood Middle School: they have taken on a challenge this year being the first team and have met this challenge with courage, determination, and have gained respect from their peers and staff."



**Ice Cream Social Team**

Back Row (left to right): Mrs. Pollard, David Ericson, Cheri Blessing, Hunter Hall, Laura Engel, Hilary Mekelburg, Melissa Gattis, Alicia Farrell, Mr. Doleshall, Shannon Anderson, Erin Hill & Ishi Omofoma. Front Row (left to right): Brittany Lenstrom, Niki Malwitz, Allie Paxton, Matthew Dowgin & Gage DeMillo



**David Ericson (left) and Hunter Hall (right)**



**Alicia Farrell (left) and Shannon Anderson (right)**



**Cheri Blessing**



**Hilary Mekelburg**



**Ishi Omofoma (left) and Niki Malwitz (right)**



**Cheri Blessing (left) and Brittany Lenstrom (right)**



**Erin Hill (right) and Gage DeMillo (left)**



**Matthew Dowgin**



**Laura Engel**



**Chrissy Buhnich**



**Allie Paxton**



**Melissa Gattis**

**Colorado**



# CHAPTER ACTIVITY REPORT

## NJFL

### Hopwood, Saipan

**Summary:** This year the Hopwood Speech Team concentrated on speech competitions. They competed at five different tournaments consisting of over 25 schools and 500 competitors. The Hopwood Speech team did a presentation with over 1200 students attending. This increased interest and awareness of NJFL.

**Accomplishments:** The previous year started out with three active members. This year that number grew to over 14 active members and looking forward to an even bigger group next year.

Every competition the team placed very well. Most recently two of the members, Sean and Rosemarie took 1st place in their event at regionals. Students attended Guam's first NJFL competition off the island.

A video camera with digital access was purchased through money raised by local fundraisers.

**Details/Comments:** Total Chapter Membership, 6. Chapter President, RoseMarie Wakit, Chapter Advisors, Ms. Melody Page and Ms. Cherlynn Cabrera. (Submitted May, 2001)



Hopwood NJFL Students

### Saipan Community School, MP

**Summary:** The Saipan Community Chapter participated in two meets, as well as going to the Guam Invitational.

**Accomplishments:** The major accomplishment of the Saipan Speech Team was participating in the NJFL meet. A great experience for the team as they were new to the program. Events the Saipan Community NJFL students participated in included: Prose Reading, Poetry Reading and Duo Interp during a Chapel program at their school.

**Details/Comments:** From the three meets Saipan Community School students attended, there were eleven 1st place winners; eight 2nd place winners; three 4th place winners and seven 4th place winners. (Submitted June, 2001)

## Foreign

### Canterbury Middle School, IN

**Summary:** The Canterbury Middle School chapter attended five meets, gave seven chapels, and held a end-of-the-year banquet.

**Accomplishments:** Chapter membership this year totalled 55. Chapter President, Erica Tunis, Chapter Adviser, LeaAnne Bernstein.

**Details/Comments:** "With fifth graders in the middle school, we wish our active 5th graders could be members. Some of them won 1st place ribbons in meets this year." (Submitted May, 2001)

### St. Jude School, IN

**Summary:** Despite students active schedules with Spell Bowl, Academic Olympics and the Midwest Talent Search, the St. Jude Middle School team competed in seven out of ten meets.

**Accomplishments:** The St. Jude team finished third at the first meet held in November at Canterbury. For a novice group, this was very enlightening. At Brebeuf, the team competed in the Catholic School Division, finishing second, and fifth overall. At Eastwood, only the "new team" of 6th and 7th grade students competed, finishing second. Year 2002 spelled the team's greatest success with a 1st at Perry Meridian. A week later at Howe Academy, the team finished 2nd in the county and overall divisions. February resulted in 5th place at Carmel. Four of the team members competed at Roncalli High School Quest for Excellence finishing with 1st and 3rd in drama; 1st and 3rd in original oratory. On March 8, the speech students competed in the Optimist Oratorical Contest. \$500 was awarded to the top male and top female. Two of St. Jude's students claimed both checks and another student finished third. The two top winners will now proceed to the next division, both competing for \$1,500 scholarships. The St. Jude team cannot be measured by finishes, but rather how successful they have been in recruiting new membership among the neighboring schools. Lending a hand to begin Middle School speech teams locally has given the students a real sense of accomplishment. Peer coaching has encouraged others to get involved.

**Details/Comments:** This year thirty-one of the thirty-eight team members were NJFL members. During the year, seven new students joined the team. The goal for next year is 100% NJFL membership. Beginning next school year, the local schools plan to compete frequently, beginning as early as late September. The year will end with a recognition banquet, honoring students in each category with a special reward.

### Stanley Clark School, IN

**Summary:** The Stanley Clark School Speech team hosted one meet and attended four others. A banquet was held at the end of the season. Eighth grade officers took on more responsibility. The officers helped organize and set up the tournament. At times NJFL students coached the 6th graders.

**Accomplishments:** The four tournaments attended were successful. The team placed first at all tournaments (Columbia Middle School, Brebeuf Preparatory, Lincoln Jr. High and Memorial Park).



# N J F L

## Stanley Clark School, IN *continued*

**Details/Comments:** Chapter membership totalled 77. Chapter President, Laura Jones, Chapter Advisor, Deborah Chedzynski (Submitted May, 2001)

## Indiana

### Trinity Catholic Junior HS, KS

**Summary:** Chapter speech projects included: Beginning Duet Acting, Presidential Speech, Historical Presentations, Human vs. Monkey Intelligence Debate, Radio Advertising Spot Recordings and Announcements.

**Accomplishments:** This year's major accomplishments: Start-up of a school radio station, "Hearing Your Voice"; Public Speaking Presentations, Forensics Awareness

**Details/Comments:** The NJFL program helped in building positive promotions of debate, forensics and Congress. "While enjoying a great atmosphere, young students picked up on many of the little things that make a solid team."

Chapter membership totalled twenty-six. Chapter President, Kristen Skolaut, Chapter Advisor, Kevin Hedrick. (Submitted June, 2001)

## Kansas

### Milton Academy Middle School, MA

**Summary:** The Milton Academy Speech Team created an instructional video for middle school speech events. They attended two tournaments as a middle school team and several members competed at varsity tournaments. The Middle School Speech Team Gala was June 1, 2001.

**Accomplishments:** The team took 1st place in Sweepstakes at Nashoba Brooks held in November, 2000 and 1st place in Sweepstakes at Milton Academy's Foley Invitational held April 29.

**Details/Comments:** Chapter Membership totalled 27. Chapter Officers, Susie Stone and Adam Walker. Chapter Advisors, Deborah Simon and Jenny McNeil. (Submitted May, 2001)

### Shrewsbury Middle School, MA

**Summary:** The Shrewsbury Middle School Speech Team attended two tournaments. The first tournament was the annual Mardi Gras Carnivale Tournament hosted by Shrewsbury's High School. The second was the Foley Tournament for middle schoolers, hosted by Milton Academy in Milton, MA.

Three Shrewsbury Middle School students participated with the high school team in doing a presentation at a local retirement home.

**Accomplishments:** This was the first year as a middle school speech team, "felt like a true team." There are twenty-three "chartered" members which includes four sixth graders.

The first taste of competition was at the high school tournament, competing for the first time against high school students. Everyone made it through their rounds of competition. At the sec-

ond tournament the Shrewsbury Speech Team placed fifth in the Team Sweepstakes and three students were recognized with "honorable mention". Four students broke into final rounds. Four finalists received two fifth places and two fourth places.

**Details/Comments:** The Shrewsbury Middle School and the Shrewsbury High School Speech teams have a close affiliation. Members of the high school team attend the middle school meetings, high school students lead the students through warm-ups, coaching them in their performances, and advise middle school speech team members on tournament comportment. This affiliation has proven very effective and has forged a strong bond between members of the two teams. In addition to the benefits of participating in competitive speech, students have the added bonus of positive role models who are close enough in age to relate to them. It's a win-win situation!

Total Chapter Membership is 23. Chapter Co-Presidents are Carrie Reid-Knox and Amanda Van Ness. Chapter Advisor, Christina M. Manos. (Submitted June, 2001)

## Massachusetts

### Jones Middle School, MS

**Summary:** The students from Jones Middle School grades 7 through 8 presented oral book reports in English class. Seventh grade students presented their county projects of Mississippi. Eighth graders presented their U.S. History projects. The goal of the 7th and 8th graders was to do two oral presentations with photography and a Reading Fair.

**Accomplishments:** Several Jones Middle School students entered the Junior Beta competition in Biloxi. Jessica Boyd placed 2nd in the state. Five students competed in speech competitions throughout the year. Three of the students competed on a regular basis.

**Details/Comments:** "We hope to continue building more interest." Total Chapter Membership, four. Chapter President, Jessica Boyd, Chapter Advisor, Anita Boyd. (Submitted May, 2001)



Jessica Boyd



# CHAPTER ACTIVITY REPORT

## NJFL

### Middle School of Poplarville, MS

#### *a/k/a The Lean Green Speaking Machine*

**Summary:** "The Morning Massage" is broadcasted over the school intercom each morning which includes the Pledge of Allegiance and inspirational pieces. The NJFL Middle School students served as "teachers" for a Thanksgiving simulation for a Kindergarten class. Also the Middle School team presented the "Flip Side" skit (student pairs gave monologues on opposing views of various situations that middle school students are typically confronted with. Also, the NJFL team participated in various classroom and community speaking activities.

**Accomplishments:** "Flip Side" was presented to the student body. A web site was developed.

**Details/Comments:** Chapter membership totalled 17. Chapter President, April Van Cleve and Chapter Advisor is Cynthia Russell. (Submitted June, 2001)

## Mississippi

### Bueker Middle School, MO

**Summary:** The Bueker Middle School Speech team meets once a month from October through December and extra times when preparing for contests. In addition to a regular Speech Club, Bueker Middle School has quarterly and semester speech classes.

**Accomplishments:** The Speech Team is involved in the following: weekend Speech Tournaments, the Woodsmen Oratory Contest, one act plays presented to 5th grade students, and a full-length play presented to the public.

**Details/Comments:** Chapter Membership totals 8. Chapter President is Christina Foreman, Chapter Advisor is Jan Backes. (Submitted May, 2001)

### Pembroke Hill Middle School, MO

**Summary:** In March the Pembroke Hill Middle School NJFL students attended the Barstow Middle School Tournament. In addition, yearly, Pembroke Hill Middle School conducted their own in-school speech tournament.

**Accomplishments:** As a new chapter, Pembroke's major accomplishment was growing to 30 members in the first year.

**Details/Comments:** Total Chapter membership, 30. Chapter Advisor, Mike Hill. (Submitted May, 2001)

## Missouri

### Farnsworth Middle School, NY

**Summary:** During the 2001-2002 school year, Farnsworth Middle School student participation in speech and debate activities has grown tremendously. When chartered in 1999, Farnsworth had eleven members, currently they have 37 members. It is their hope that they will surpass that number in the new season coming.

Twenty-five eighth grade students participated in training in policy debate and conducted an in-school tournament. The topic was chosen to reflect current events, and students researched and learned about the issues of privacy versus security, an especially debatable topic with the recent passage of the Patriot Bill. Trophies were awarded to the three top teams after two rounds. Teams debated the affirmative position in one round, and the negative in the next.

**Accomplishments:** Sixty 6th and 7th grade students began training in policy debate in the fall. The numbers have dropped somewhat, but approximately forty students are still actively participating and are preparing for an in-school debate tournament in April. To qualify for the tournament, each student gave an individual persuasive speech to the coach. In recruiting judges, we realized a need for training them, and developed a judging manual and a ballot that is on a rubric-type scale.

**Details/Comments:** We have modified the policy debate format somewhat for middle school students, allowing four to five students on a team instead of the usual two member teams. This gives our students more support as they research and less speaking responsibility during the debate tournament.



Farnsworth Middle School Debate Team

## New York

### John Griffin Middle School, NC

**Summary:** The John Griffin Middle School Forensic Team has 17 members who competed in six events: Dramatic and Humorous Interpretation, Duo Interpretation, Storytelling, Original Oratory, and Extemporaneous Speaking. Three team members earned more than 100 points and were awarded the NJFL pin. Eighth grader Kaitlin Niccum earned 160 points, more than any student in the school's history.

**Accomplishments:** Students competed in one festival and three tournaments, placing 2nd twice and 1st twice in team sweepstakes. Team members also performed at "Extra-Curricular Night" for rising sixth graders and participated in Storytelling at the library festival sponsored by the school media center. A second year in a row, team members produced a daily live news show containing national, local, and school news. Students added a "Community Leaders" component to this year's broadcasts, inviting state and local leaders for interviews including Senator Tony Rand, Lt. General Dan K. McNeil, Commanding General of Ft. Bragg, Mayor Marshall Pitts and Sheriff Earl Butler. These opportunities encour-



# CHAPTER ACTIVITY REPORT

## NJFL



John Griffin Middle School students

age students to hone their interviewing skills and learn more about their local leaders.

**Details/Comments:** Seventh grader, Jocelyn Crane sums up the team's philosophy best, "Since I joined forensics, I have become more confident in myself. I can speak in front of people and know that I will do well. I am very glad I joined because I have learned a lot! I am not afraid to voice my opinion."

## North Carolina

### Gilmour Academy Middle School, OH

**Summary:** The Gilmour Academy Speech Team had an active season including students serving as readers at Mass, doing announcements in convocation, presenting speeches to the entire school body, doing socratic seminars, and class presentations of poetry, varied class speeches and also group presentations.

**Accomplishments:** The Gilmour Academy Speech Team competed against high school teams at numerous tournaments in both Policy and Oratorical Interpretation.

**Details/Comments:** Chapter membership totalled four. Chapter President, Paul Alaimo, Chapter Advisor, Bonnie O'Leary. (Submitted in June, 2001)

## Ohio

### Ardmore Middle School, OK

**Summary:** This year actually started in Ohio in June. The Ardmore Middle School Speech team traveled over 1200 miles to compete in the NJFL National Junior High School Speech Tournament. The team finished 6th overall and earned several trophies. This was a great experience for students as well as administrators who made the trip.

**Accomplishments:** This summer is going to be great for the team as they will be hosting the tournament with over 400 entries already confirmed.

The team has competed in six tournaments so far taking first at three of them and second place at three additional tournaments. Three more tournaments are planned for this year before Nationals in June. The team has an 11-week offtime in which they are in the process of play rehearsal. This year's production is Snow White and the Seven Dwarfs. Six productions will be presented over a two-day period.

**Details/Comments:** Team Captain Ally Roberts said that, "being an member of NJFL is great!" It allowed her to attend nationals last year and win! "By competing it is neat to be able to earn additional degrees for speech activities." Team Coach and Advisor Anson Shuman said that "Since we have joined NJFL, a lot of good things have happened to us. It brought the community together in supporting the AMS Speech Program. The community supported them financially with over \$12,000 dollars raised last year.

Once again, through the communities financial support, they will be able to host nationals this year. The NJFL program has helped doubled the drama class size. It is truly a win win program."



Front Row: Danielle Lee and Erin Thompson; 2nd Row: Cecily Whitlock, Barbara Ashbrook, Leslie Orr, Emily Stolla, Cassie Russell & Ross Rangland; 3rd Row: Kelly McCall, Kati Henley, Stacie Ross, Jaci Blankenship & Katrina Pults; Back Row: Jessica Shuey, Lori Stuart, Derick Layman, Nicole Ward, Brandon Smith, Stefany Acosta-Torres, Chase Reasoner & Cody Bowman



Front Row left to right: Beth Hunt, Stacie Love, Emily Stolla, Shilynn Lucas, Ashley Black, Darc Chronister, Ashton Adams, & Kiesha Wood; 2nd Row: Reggie Lane, Ross Ragland, Kirtina Pults, Stefany Acosta-Torres, Ashley Thomsen, Danielle Lee, Michael Hargis, Krimia Collius, Mrs. Rangland, Mr. Steven Shuman, Mr. Ron Beach, Mr. John Earl Thompson; 3rd Row: Cassie Russell, Erin Thompson, Sara Freitas, Cate Little & Emily Stolla; Back Row: Mrs. Susan Little, Mr. Anson Shuman, Skye Austin, Jessica Shuey, Megan Capshaw, Mrs. Sue Beach, Mrs. Ravon Thompson, Mrs. Joan Shuman, Mrs. Jayanna Garrett Greenwood

### Mounds Middle School, OK

**Summary:** Mounds Middle School began the year with two previous members. By early November the chapter had added two seventh graders. Team members read the school bulletin daily, performed on a regular basis including a Christmas program at the Elementary School, and competed in two interscholastic tournaments.

**Accomplishments:** In early November, the team competed at the Muskogee Little Nationals Tournament in Muskogee, (OK) and in late November early December the team competed at the Oologah High School tournament where they came in 2nd, the NJFL members won several medals.

**Details/Comments:** Team members assisted in running the large interscholastic speech tournament at Mounds in mid-November. Members competed in numerous individual events as well as debate. By the end of the semester, membership in the chapter totalled six. (Chapter Activity Report received December, 2001)



# NFL'S TOP 50 DISTRICTS

(as of March 31, 2002 )

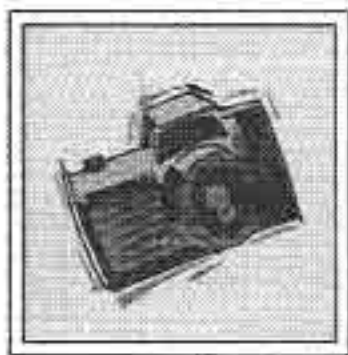
Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	--	Northern South Dakota	209	Watertown	504
2.	+2	Three Trails	198	Blue Valley North	520
3.	-1	Rushmore	195	Sioux Falls Lincoln	426
4.	-1	Heart of America	187	Independence Truman	459
4.	+1	California Coast	187	Leland	454
6.	--	New York City	174	Bronx HS of Science	478
7.	--	Show Me	164	Blue Springs South	380
8.	--	Florida Manatee	162	Nova	354
9.	+2	East Kansas	159	Shawnee Mission East	401
10.	-1	Northern Ohio	157	Howland	261
11.	+6	New England	151	Lexington	463
12.	--	Illini	150	Downers Grove South	529
13.	-4	Northwest Indiana	149	Plymouth	506
14.	-2	Sunflower	147	Wichita East	340
14.	--	West Kansas	147	Hutchinson	277
16.	+2	San Fran Bay	142	James Logan	490
17.	-1	Kansas Flint-Hills	139	Washburn Rural	431
18.	-3	Montana	135	Flathead County	327
19.	+3	Central Minnesota	133	Apple Valley	387
20.	+1	Hole in the Wall	133	Cheyenne Central	377
21.	+2	South Kansas	132	El Dorado	274
22.	-2	Nebraska	131	Millard North	418
23.	+1	Rocky Mountain South	130	Wheat Ridge	352
23.	-4	Eastern Ohio	130	Perry	291
25.	+6	Southern Minnesota	124	Eagan	401
26.	+5	South Texas	123	Houston Bellaire	586
27.	-3	Carver Truman	120	Neosho	418
28.	-1	Florida Sunshine	119	Sarasota Riverview	238
29.	-5	Eastern Washington	114	Gonzaga Prep	201
30.	+1	Northern Illinois	111	Glenbrook North	358
31.	-3	Great Salt Lake	110	Salt Lake City West	181
31.	+3	East Los Angeles	110	Gabrielino	480
31.	-2	Eastern Missouri	110	Pattonville	426
34.	-5	North Coast	106	Gilmour Academy	301
35.	+1	Northern Lights	103	Moorhead	351
36.	--	West Oklahoma	102	Norman HS North	300
36.	+38	Golden Desert	102	Green Valley	307
36.	+4	Southern California	102	Redlands	235
39.	--	Northern Wisconsin	100	Appleton East	368
39.	-3	North East Indiana	100	Chesterton	510
41.	-7	Ozark	99	Kickapoo	226
41.	+1	Sierra	99	Centennial	265
43.	+1	Idaho	97	Hillcrest	255
44.	+5	Carolina West	95	Myers Park	300
45.	+14	West Los Angeles	94	Loyola	187
45.	+8	East Texas	94	Jersey Village	191
47.	-6	Deep South	93	The Montgomery Academy	278
48.	+2	Florida Panther	92	Trinity Prep School	204
48.	+2	South Oregon	92	Roseburg Sr.	219
48.	-6	Colorado	92	Cherry Creek	361



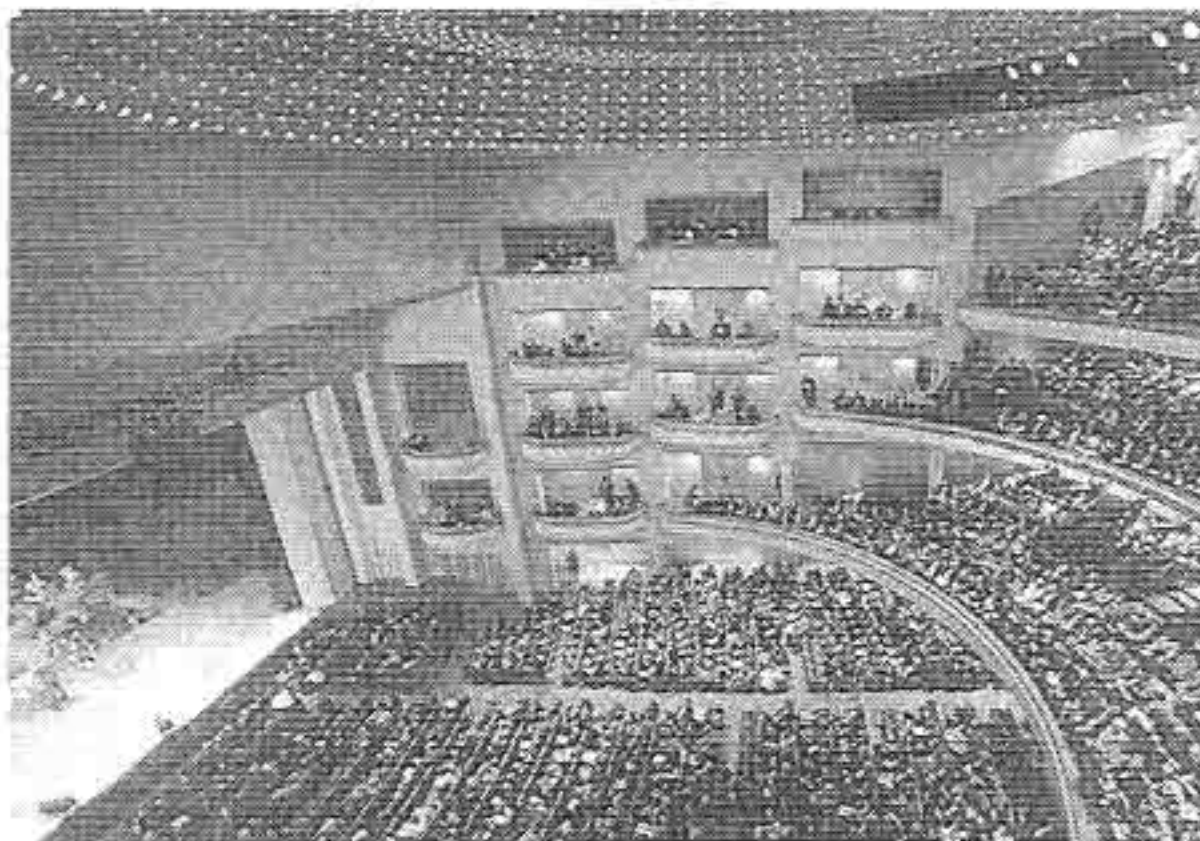
## NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	-4	Hoosier Heartland	89	Ben Davis	301
51.	+20	New Jersey	89	Ridge	203
51.	-7	Hoosier Crossroads	89	Ind'pls North Central	270
54.	-4	South Carolina	87	Riverside	358
54.	-1	Utah Wasatch	87	Sky View	146
56.	+9	Sundance	86	Jordan	202
56.	-9	Greater Illinois	86	Belleville East	227
56.	+17	North Dakota Roughrider	86	Fargo Shanley	207
56.	+28	New Mexico	86	Albuquerque Academy	246
56.	-3	Colorado Grande	86	Pueblo Centennial	383
56.	+30	Chesapeake	86	Calvert Hall College	158
62.	+9	New York State	85	Monticello	148
62.	-6	Nebraska South	85	Lincoln East	179
62.	-3	Western Ohio	85	Dayton Oakwood	162
65.	-9	West Iowa	84	Ankeny Senior	216
65.	+26	Arizona	84	Mountain View	202
67.	-6	Lone Star	83	Plano Sr.	264
67.	--	Wind River	83	Casper Natrona County	158
67.	-3	Pittsburgh	83	Bethel Park	155
70.	-5	Rocky Mountain North	82	Greeley Central	201
70.	-9	Valley Forge	82	Truman	234
72.	-9	Pennsylvania	81	Greater Latrobe	180
72.	-16	Western Washington	81	Gig Harbor	172
74.	-7	Big Valley	80	Modesto Beyer	303
75.	-5	Georgia Northern Mountain	79	Chattahoochee	213
75.	+2	North Oregon	79	Gresham Barlow	191
77.	+9	Southern Wisconsin	78	Marquette University	220
78.	-2	North Texas Longhorns	74	Creekview	176
79.	-5	East Oklahoma	73	Bishop Kelley	182
79.	+7	Central Texas	73	Ronald Reagan	339
81.	-4	Tennessee	72	Mars Hill Bible School	179
81.	-14	Sagebrush	72	Douglas	197
81.	+5	Michigan	72	Portage Northern	204
84.	-2	Tall Cotton	71	Amarillo	163
84.	-2	Kentucky	71	Rowan County Sr.	179
84.	-7	Heart of Texas	71	Bryan	161
87.	-10	East Iowa	70	Iowa City West	310
88.	-11	Georgia Southern Peach	69	Thomas County Central	130
89.	-5	Gulf Coast	67	Gregory Portland	233
89.	+1	Louisiana	67	Lafayette	164
91.	+1	Mississippi	62	Hattiesburg	139
92.	-48	South Florida	61	Michael Krop	195
93.	+2	Tarheel East	60	Massey Hill Classical	106
94.	+3	West Texas	56	Riverside	127
95.	-2	Puget Sound	52	Kamiak	180
96.	-2	Maine	51	Brunswick	92
97.	-1	UIL	49	Princeton	91
98.	--	West Virginia	44	Wheeling Park	104
99.	--	Mid-Atlantic	43	Blacksburg	193
100.	+1	Capitol Valley	40	Rio Americano	85
101.	+1	Hawaii	32	Kamehameha Schools	122
102.	-2	Iroquois	31	Christian Brothers Academy	72
103.	--	Pacific Islands	10	St. John's School	28





# Charlotte



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**ROGER SOIT**, University of Kentucky. Coach of five top speakers at the N.D.T. and the 1986 N.D.T. Champions. Taught at 45 workshops, including the top-senior lab at Michigan for seven years.\*\*\*

**DALLAS PERKINS**, Harvard. Coached 40 teams to the N.D.T., including the 1985 and 1990 N.D.T. Champions. Taught at debate workshops for more than 20 years.\*\*

**ANDY PETERSON**, Catholic University. 2001 N.D.T. Champion. Winner of the 2001 West Georgia Tournament. Four-time N.D.T. first round bid debater. Taught at Michigan and Iowa workshops.\*\*\*

**RANDY LUSKEY**, Stanford. 2001 Copeland Award winner. Winner of the 2001 Northwestern Tournament and the 2000 Wake Forest Tournament. Taught at Stanford, Capitol Classic and Berkeley debate workshops.\*\*\*

**CHRIS LUNDBERG**, Liberty University. Received three first round bids to the N.D.T. Coach of the 2000 N.D.T. Champions. Has taught at Emory, Dartmouth, Michigan and Kentucky institutes.\*\*

**JOHN RAINS**, Emory University. Top Speaker at the 2001 Wake Forest Tournament. Finished second at CEDA Nationals and was a first round bid to the N.D.T. in 2001. Taught at the Emory Workshop.\*\*\*

**JACKIE SWIATEK**, Northwestern. Has advanced to the elimination rounds of almost every national level tournament. She has taught at The Championship Group, the University of Southern California and Northwestern University.\*

**KENDA CUNNINGHAM**, University of North Texas. Top Speaker at the 2001 Dartmouth Round Robin. Elimination rounds at the N.D.T. and C.E.D.A. nationals for three straight years. Taught at Dartmouth Debate Institute.\*

**STEFAN BAUSCHARD**, Boston College. Prolific debate author of handbooks such as The Hitchhiker Companion, Paradigm Affirmatives and the Disadvantage of the Month Club. Taught at Wake Forest Debate Institute.\*

**GRETA STAHL**, Michigan State U. Winner of the 2001 Cap Cities Tournament and Semifinalist at the 2001 Kentucky Tournament and the 2001 Wake Forest Tournament. Top Speaker at the 2001 Novice Nationals.\*

**STACEY NATHAN**, Berkeley. Winner of the 2001 Tournament of Champions and the N.F.L. Championships. Finalist at the 2001 Kentucky Tournament. Taught at North Texas and Stanford Debate Institutes.\*

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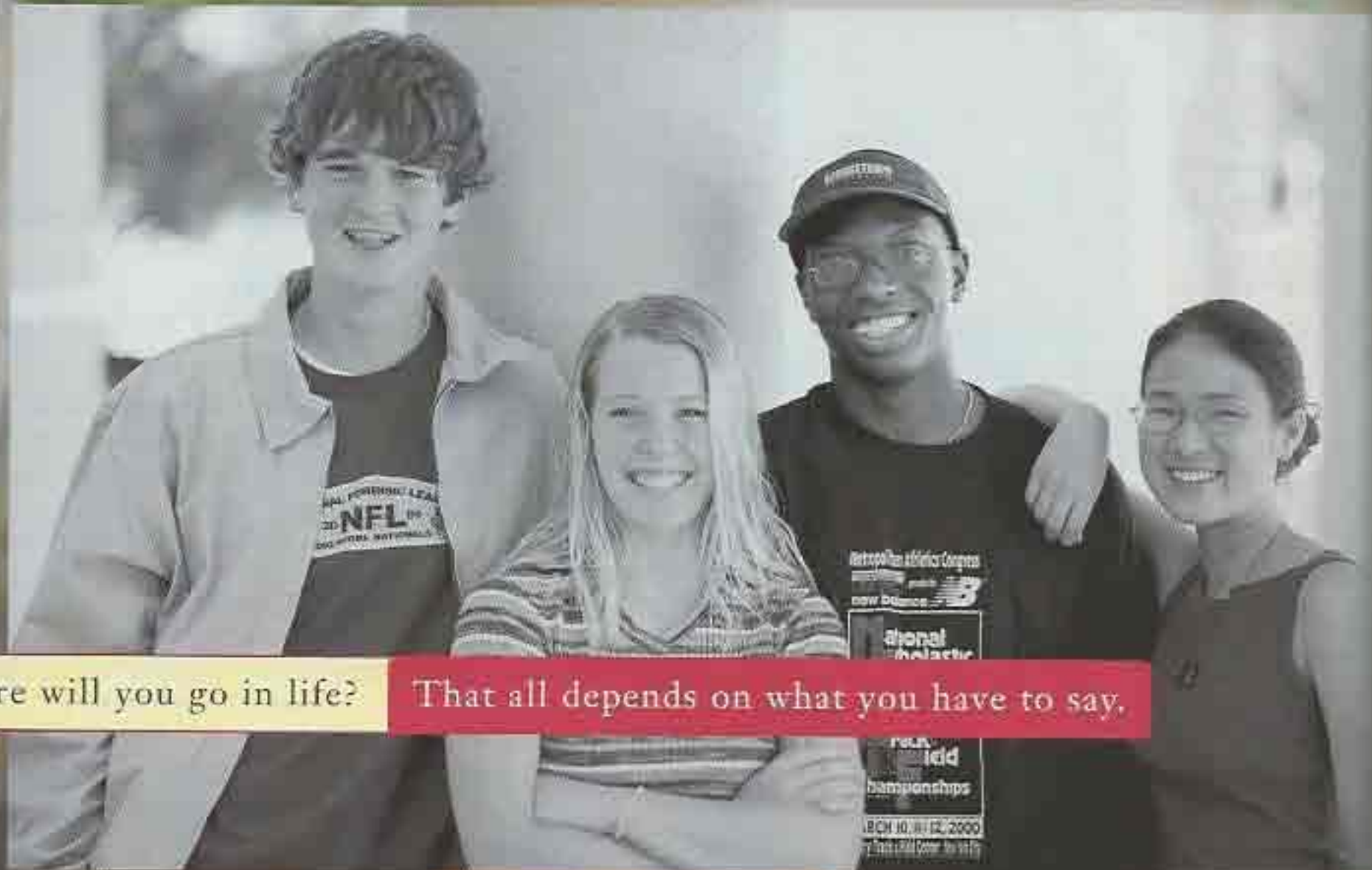
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