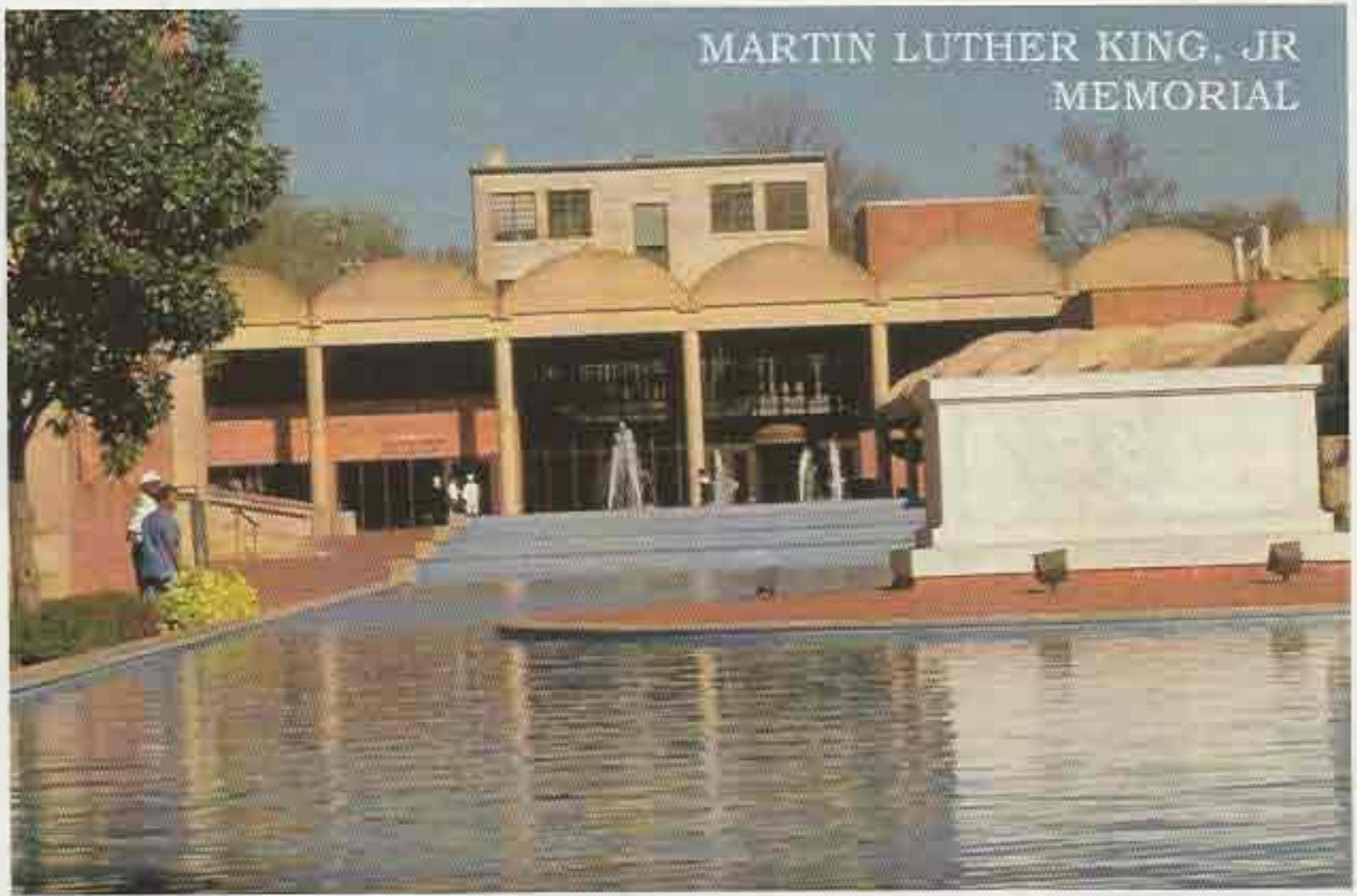
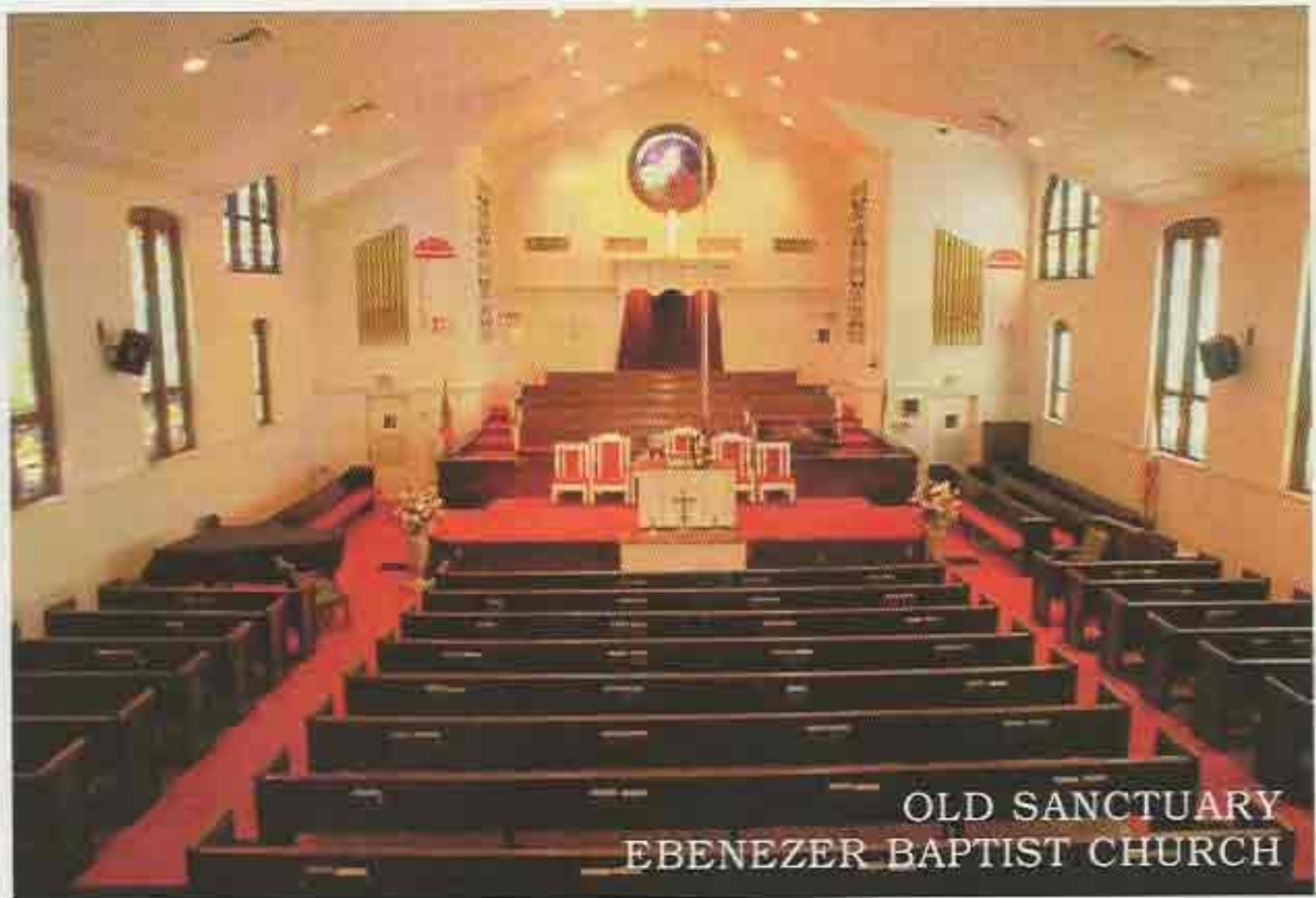


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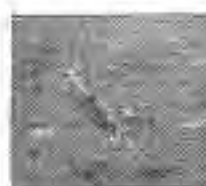


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Lead your sheep – don't herd them

By Abraham John, Retirement Consultant, Lincoln Financial Group

"If we could first know where we are, and ~~where~~ we are tending, we could better judge what to do, and how to do it." – Abraham Lincoln, June 16, 1858

I've been dragged to, coaxed into, shamed into, and even looked forward to going to church for most of my life. I've heard a variety of preachers and their messages. Even after I "got religion" and attended church without parental pressure, there were preachers I anticipated hearing and others I knew I'd simply endure.

I felt guilty about this, until one day I heard this advice: "The most effective way to work with sheep is to lead them, not herd them." I realized the preachers I enjoyed led through their sermons; the ones I endured tried to herd. The advice also informed my approach to public speaking.

If you lead them... they will follow

Shepherding is difficult, and a misnomer. Sheep are not herded. They're given a focus point and led to it. People are not sheep, of course, but the difference between herding and leading is evident in public speaking styles. If you can show the proverbial house is on fire, you won't have to convince others to get moving. If, on the other hand, you nag listeners to follow you, most will just wander away.

'Getting in the zone'

This may sound easy, but in most situations the issues

are not as clear-cut as a house on fire. Mandates won't work with most people. You must make an effort to see through their eyes. Give them something to look at, or a new way to look at it. This is hard work, too – but in preparation, not presentation – and the lever that

swings a speech from herding to leading.

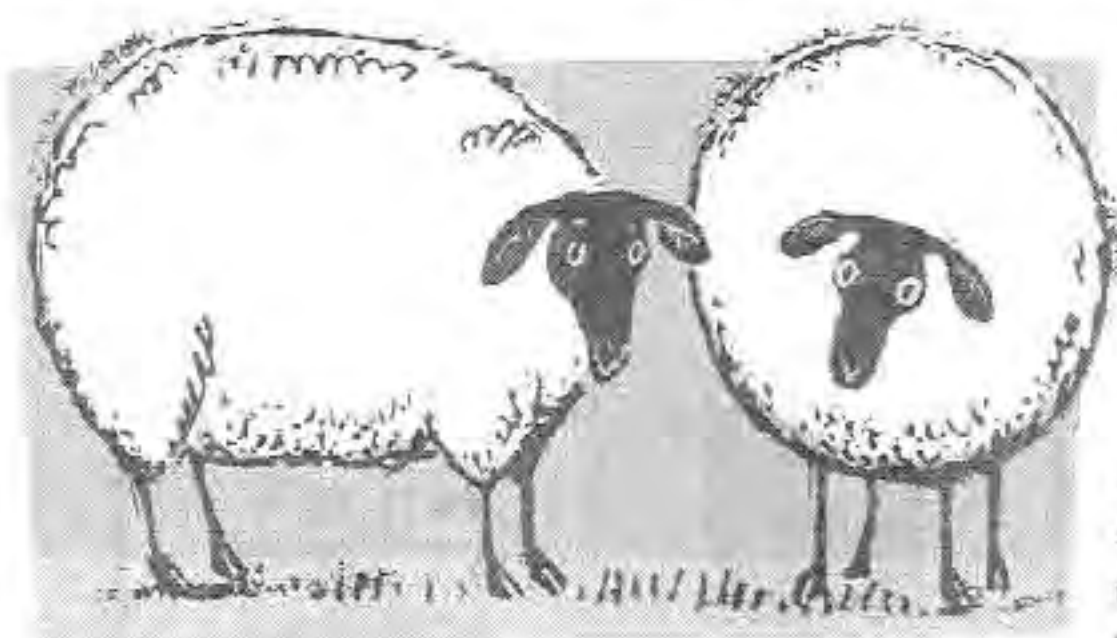
It requires clarity and focus, a "getting in the zone" on the speaker's part; because you can't, without conviction, ask someone to look at something you can't quite see yourself.

Once having captured

their focus, very little work is needed to lay out implications and make suggestions for action. These last steps are the natural extension of the change in perspective or awareness you have effected. This is the most important lesson I've ever learned in public speaking.

In the end – it's worth it

Public speaking is at once the most primitive and the most effective means of mass communication. Effective oration has an almost spiritual quality. It is the grasping of the speaker's inner being, seeking to find its complement in the listener. It is eye-to-eye, mind-to-mind, like to like. Voice, posture, movement, energy and environment have an immediate impact. The potential for such pure transmission – without intermediary – is often unappreciated. Mastering this oldest form of communication is worth the fear and frustration, the risk and endeavor, and even the hard work.



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NFL Interactive Point Recording: www.nflonline.org
NFL Website: debate.uvm.edu/nfl.html

THE ROSTRUM

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ON THE COVER: The King Memorial: Site of the LFG/ NFL National Final Rounds.

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JUNE: An International Debate issue edited by the International Debate Education Association.

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NFL Storytelling Topic for Nationals: Urban Legends

[Suggested resources on page 85]

National Ted Turner Debate Topic

Resolved: That the United States should assume primary responsibility for the rebuilding of Iraq.

Lincoln Financial Group National Tournament L/D Topic

Resolved: Rehabilitation ought to be valued above punishment in the U. S. criminal justice system.
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Resolved: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

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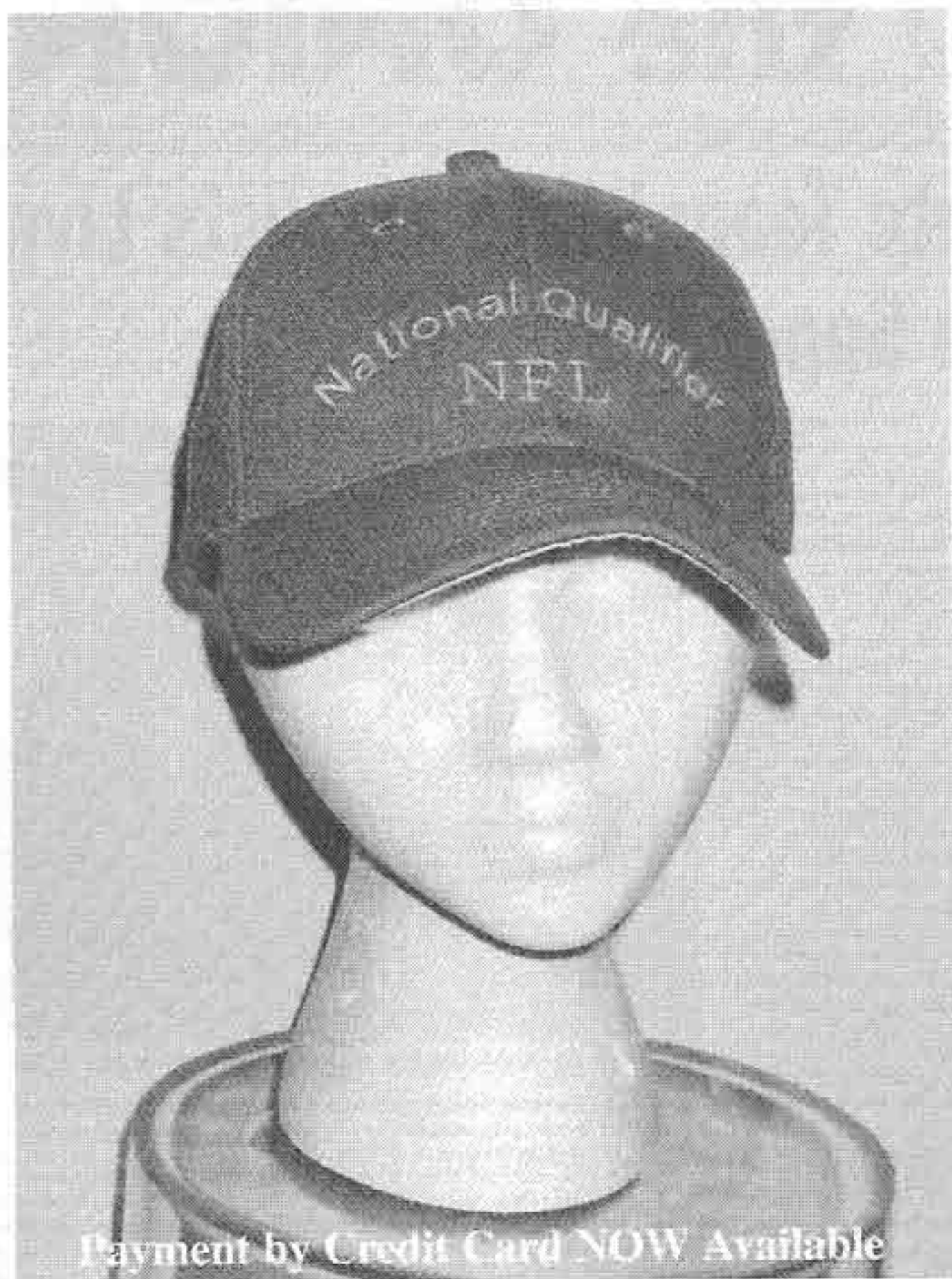
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Debate Team State Finalists Live It Up In Super 8 Hot Tub

OSHKOSH, WI—The 16 members of the Abbotsford High School debate team enjoyed a night of revelry in the hot tub of an Oshkosh Super 8 motel Sunday, celebrating their second-place finish in the Wisconsin High School Forensic Association state competition.

"This is it, guys," said team captain Ethan Howe, sinking back into the bubbling water and raising a can of Orange Slice high into the air. "This is what we've been working so hard for all year!"

On Jan. 11, the Abbotsford debate team qualified for the state competition, "killing" at the district level. The following day, Abbotsford Forensics Club advisor Sharon Knauf made lodging accommodations for the students in Oshkosh for the WHSFA Four-Speaker State Debate Tournament, held at 8 p.m. Sunday at University of Wisconsin-Oshkosh.

"For years, whenever we went to state, I always booked the Oshkosh Econolodge," said Knauf, 53, who has coached forensics for 18 years. "A few years ago, though, they opened up this Super 8 right off Hwy. 41, and I really like it better. There's no problem parking the bus, and it's quite a ways to downtown, so no one is tempted to try to sneak out."

Super 8 #2692 boasts an indoor heated pool and whirlpool, free HBO and ESPN, and a vending area with candy, chips, soda, and an ice machine. On weekends, the motel also offers a continental breakfast from 6 to 10 a.m.

"This place rocks," said Howe, a white towel draped around his neck as he swaggered to the button that restarts the whirlpool. "We are livin' it up."

Knauf reserved nine adjoining rooms on the east wing of the second floor, assigning two students to each room and giving her-



Above: Members of the Abbotsford High School debate team get psyched for a wild night at the Super 8.

self a single. The rooms were situated near the vending area, a spot frequented by the high-spirited students throughout the night.

"We took up a collection in an ice bucket—I put in, like, seven dollars—and we brought a bunch of snacks back to Party Central [Room 233]," Howe said. "Jim [Gamble] even had a CD player, which he technically wasn't allowed to bring. Shhh."

The mischief, sources report, was not limited to boom-box smuggling. Student and allergy sufferer John Greipentrog, claiming to be in desperate need of Benadryl, obtained Knauf's permission to leave the motel to walk to the Amoco sta-

tion down the road.

"I was lying," said Greipentrog, who actually made a "supply run" for food to add to the already copious amounts left over from the celebratory dinner at Olive Garden. "I had my Allegra with me. Of course, I was way nervous about lying to a teacher, but the rest of the team convinced me to live on the edge for once."

By 7 p.m., the motel's whirlpool had become the center of activity. Nearly all the students convened at the 10-person hot tub, enjoying the company of their fellow honor students in pampered luxury.

"I forgot my swimsuit, but I just wore

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by
Doug Wilkins

The Bates Motel stands as a sort of flagship of fear in the cinematic realm of hotel/motel horror, but this is only because Hollywood doesn't have the intestinal stamina to display the cabalistic atrocities which take place in motels on "speech" weekends.

When you were a kid, hotels and motels were nifty places to visit. The basics and then some were all supplied to you, and, since you were under the age of 10, the question of money didn't phase you. It wasn't your money. Life was good to you.

... "the reservation has vanished into thin air. No one thinks to blame anyone but you..."

Then somehow you ended up as the forensics coach at your school. You were minding your own business: prepping four different English classes, grading papers until 3:00 a.m., serving as sophomore class advisor, taking two night classes, and mowing the school lawn (next time, read the small print in your contract, I guess), when your principal called you in and asked, just hypothetically, if you would be willing to serve as the advisor for the forensic program.

Your first reaction was one of disgust. After all, who wants to be in charge of a bunch of junior Quincies? (Future Morticians of America?! Yuck!)

Once the initial misunderstanding was clarified, your principal assured you that (perjury time) "The activity doesn't take too much time or effort, and the students tend to run the program themselves." (This statement is all too true.)

The realities of forensics have chilled many a discussion: "The Motel Manager Always Rings Thrice," and "Invasion of the Dozens of Noisy, Obnoxious, Completely Unsupervised Brats from Ranch Suburbia High in a Dangerous Neighborhood Where the Hotel Has Hourly Rates" are but two of my gloomier, and therefore more successful, epics.

A few synopses, are, I suppose, in order. You will be able to verify them, unfortunately.

"The Invisible Hotel Reservation"

The title is self-explanatory. It's late, your students are in pain and being quite vocal about it. You trudge into the hotel at the State Tournament (it was State Tournament in my case, anyway), and *voilà*, the reservation has vanished into thin air. No one thinks to blame anyone but you for the screw-up. Inga, the desk clerk, isn't much help.

"Invasion of the Sleepless Wonderfreshmen"

Consider yourself lucky if they were only watching Triple-X video porn in the hotel jacuzzi at 4:00 a.m. with four free-spirited stewardesses.

"Track Meet from Hell"

You might have missed this one if the vibrations caused by their endless thundering up and down the hallways hadn't spilled a glass of water from your nightstand into your sleeping face.

"Sorority Hegemony"

A bad comedy centering on a singularly "blonde" error. Six young Future Debutantes of America-types wander through the passway door between their room and a room which

is not assigned to your group, and which is eventually destined to be assigned, late at night, to a pair of hard-driving, hard-working, hard-living truck drivers. Somehow, this one isn't *entirely* your fault.

"The Realm of the Beast"

You tell them and you tell them and you tell them: "Let me know where you are going!" I just wish I had been there to watch as four or five of my more intelligent boys left the motel and climbed a fence into a pasture occupied by one rather possessive bull.

"The Realm of the Beast: Part Two"

No charging bull is a match for a motel manager. I will call "Zelda." Armed with a cunning variety of booby traps, Zelda relieves her boredom and insomnia by calling your room and complaining:

1. Every time a room door slams (There are diabolical devices which are set to a single setting. "Autoslam!")
2. Every time a hot water pipe clanks (They are designed that way.)
3. Every time an eighty-nine pound girl in the room above her office rolls over while sleeping on the Mega-Squeak Mattress.
4. Every time it's "too quiet," and Zelda thinks your kids are "Up to no good."

But, of course, I am guilty of poetic license here.

There is no way that a forensics weekend would be like any of these. Any typical forensics weekend **COMBINES** most or all of these simple pleasures.

THE TYPICAL FORENSICS WEEKEND

(Tighten yer seatbelts and ex yer digits)

Friday Afternoon

Leave school, but don't leave school on time since Oswald had to find his magnetic chessboard, Bartholomew had to wait for his mom to bring a special snack, and Millie left her lucky pillow. "Mr. Fluffenstein," in the classroom.

Friday Evening

Eat at the traditional, sacred, junk-food Nirvana at the confluence of two of the ugliest freeways in the region. Tell the students that they should limit their stay there to 30 minutes, and then watch helplessly as Oswald and Aaron disappear in search of the convenience store you passed roughly two exits earlier. Wonder what normal people are doing now.

Stop again, five minutes after Oswald and Aaron finally return, because Millie, who slept (with the help of her lucky pillow) through the food stop, now needs to go to the bathroom.

Friday Night

Standard Operating Procedure, Yassir, the night clerk, has no record of your reservation. As a creative alternative, he recommends the "Puke Penguin Motel" just down the street a few furlongs. If you are a veteran (he doesn't say "of what") you might get a break in the already reasonable rates, since they give special discounts to servicemen.

Your students rise to the occasion, whining and complaining just as mightily as they would no matter **where** they stay. They dub your rather sinister-looking accommodations the "Puke Penguin," and settle down to the usual routine of screaming across courtyards and jumping on the beds. Oswald suffers a slight ankle sprain during an abortive attempt to abduct "Mr. Fluffenstein" from a surprisingly capable Millie.

Saturday Morning

Just as the twin boys finally fall asleep (with some persua-

sion on your part) at 4:00 a.m., the four freshmen girls launch themselves into a morning routine consisting largely of thunderous showers and vast quantities of hair spray. Everyone orders "breakfast" at the counter at the nearby Denny's. Millie knocks Aaron's double-fudge sundae into your lap with her lucky pillow. Nobody tips.

All Day Saturday

You have to judge. The students don't think they're doing very well, and you receive much of the credit for their difficulties.

Saturday Night

Aaron and Oswald do cannonballs off the Coke machine into the jacuzzi while repeatedly shrieking, "We're high on Coke!" (Sploosh!) "We're high on Coke!" Bartholomew's mother calls after you've finally fallen asleep to complain that a boy said "something vulgar" in one of "Little Barty's" rounds of humorous interp today, and that she wants you to bring Bartholomew home at once should this happen again tomorrow. Finally, peace settles over the motel once the local SWAT team rousts the seven Marines who refuse to leave the room of the four "hairspray" girls in the room next door.

Sunday Morning

No one wakes up on time. No one packs their stuff. Arrive at the tournament during the 5th speaker's draw in Extemp Prep.

Sunday All Day

Goofy Wendy Guardrail makes it to the semi-finals of expository with a speech on "The Legend of Mister Clean," so all have to stick around until 10:00 that night (awards were supposed to start at 7:30) since this is one of those tournaments where semi-finalists receive "pet rock" trophies.

Late Sunday Night

Millie hyperventilates when she discovers that she's left "Mr. Fluffenstein," her lucky pillow, back at the "Puke Penguin" Motel.

Maybe next year your administration will let you do something less demanding, like supervising the intramural gang fights. (*Doug Wilkins is the former coach at Clovis HS, CA. "Motelathon" is reprinted from an earlier California Speech Bulletin and the March 1989 Rostrum.*)

shorts and a T-shirt—right in the pool!" junior Denise Neumann said. "We were singing our school song, but we changed the words to make fun of the a-holes on the football team."

The combination of the wet bodies, caffeine, and general spirit of revelry even resulted in some intra-squad flirting.

"Eric [Yetter] is so funny," sophomore Kim Ault said. "He was pretending to fall asleep, and he'd sink down into the water and act like he was dead. Then he got my hair all wet, even though I wasn't going to put it in the water."

Later that night, Yetter and Ault disobeyed the "no co-ed room activity" rule, professing merely to be "sharing passages from their Advanced English II journals."

"I don't know what went on, but Eric is, like, Kim's man now," said Wendy Druyan, Ault's roommate. "We kept knocking on the door and calling their phone until they took it off the hook. Then we went in Denise's

room next door and banged on the wall."

The only student who did not participate in the tomfoolery was Jay Gawlikoski.

"We are livin' it up."

who spent the night in his room.

"If we get in trouble, it could go on our permanent record and colleges would see that," said Gawlikoski, two-time recipient of Knau's Most Valuable Debater award. "I'd be more than up for some charades or maybe a game of euchre, but I really have no interest in doing something stupid that'd hurt my chances of getting into Northwestern."

According to anonymous sources, Gawlikoski is a "puss" and "just mad because everyone teased him for bringing a huge suitcase for an overnight stay." The

untamed student also claimed that Gawlikoski actually phoned his mother to tell her the results of his competition and was in bed by 10 p.m.

Unlike Gawlikoski, the other students were more than ready to party late into the night. The last to turn in, sneaking back to their respective rooms at 4 a.m., were Randy Lund and Tim Farber, a pair of juniors who earlier in the day went head to head against the co-captains of the vaunted Eau Claire Memorial High School squad.

"Yes, we were ultimately vanquished, but our 11-4 record is nothing to sneeze at, and we made some very persuasive arguments on the WHSFA debate topic, Weapons Of Mass Destruction," Farber said. "What's more, with just two graduating seniors on the entire squad, the Abbotsford debate team will be a force to be reckoned with next year. We had more than enough reason to make merry this eve." ☞

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by
Bob Carolla, J.D.



The Nation's Voice on Mental Illness

It is impossible to talk about mental health policy without also addressing stigma. Stigma literally means "a mark of infamy or disgrace," but that definition is inappropriate to apply to people who struggle with chronic medical conditions, i.e., brain disorders, through no fault of their own.

At one level, the movie lines were realistic: that's how teenagers may talk. On another, however, they represent the power of a movie—or other media—to reinforce and perpetuate stigma. And that's only a mild example. What choices do Federal and State governments—or individual citizens—have in fighting stigma? Does it matter?

Does it make a difference if the son was under age eight and the movie was rated PG?

At what point does freedom of speech end and harmful discrimination begin? What kinds of costs result from stigma? Who should pay to remedy them? From a perspective of cultural change, these are important, emerging issues.

The Surgeon General's Report

In the landmark Report on Mental Health in 1999, the U.S. Surgeon General identified stigma as "the most formidable obstacle to future progress in the arena of mental illness and mental health."

Stigma causes people to "avoid living, or working with, renting to, or employing people with mental disorders, especially severe disorders such as schizophrenia...It reduces patients' access to resources and opportunities (e.g., housing, jobs) and leads to low self-esteem, isolation, and hopelessness. It deters the public from seeking and wanting to pay for care. In its most overt and egregious form, stigma results in outright discrimination and abuse. More tragically, it deprives people of their dignity and interferes with their full participation in society."

Stigma has real consequences—which include barriers to treatment and recovery, and even contribution to suicides.

The Surgeon General reported that two-thirds of all people with diagnosable mental disorders never seek treatment. Stigma is one reason. Especially among young people or residents of small communities, there is fear about what others may think. Many people are afraid of being taunted, shunned or discounted.

...stigma "caused by a history of misunderstanding, fear, and embarrassment..."

Instead, stigma represents ignorance, prejudice, or unfair discrimination on the part of others. It is part of American society and culture. We all know people who refer to some people as "mental" or "psycho."

So what's the big deal? We have freedom of speech in this country. Is concern about stigma simply "political correctness" run amok? Do people with mental illnesses and their families simply need to develop a thick skin or a sense of humor?

In the recently released movie, *Agent Cody Banks*, for example, Frankie Munoz of "Malcolm in the Middle" fame, plays a high school teenager recruited by the Central Intelligence Agency (CIA) to take on missions that adult secret agents can't. He loves to skateboard, hates math, and freezes up around girls. In two scenes, he gets so nervous around girls that they taunt: "What are you, in special ed. classes?" One parent who took a young son with Attention Deficit Hyperactivity Disorder (ADHD) to the movie was outraged: "At a time when we are working so hard to remove the stigma of disabilities and special needs, those lines were a slap in the face and a giant step backwards. I can't imagine what went through my son's head as he sat there listening to the actors make fun of him and his disability."



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Stigma also results in decisions by society or its institutions not to invest in adequate levels of treatment or support, either through private insurance premiums or taxes. The result is that people with severe illnesses are neglected, abused, or abandoned.

Individual recovery also may hinge on a person "coming to terms" with a mental illness, such as bipolar disorder or schizophrenia. In order to manage a chronic illness, a person needs to accept it and to some degree assimilate it into their overall identity. When stigma is attached, it too is absorbed—with destructive, toxic effects, affecting a person's self-esteem and ambitions.

To the degree that recovery also means finding a job and a place to live, stigma creates additional barriers, making recovery all the more difficult. These are not just hypothetical issues. Young adults in their 20s are among those most at risk for the onset of a severe mental illness. One or more factors may trigger it: e.g., the breakup of romantic relationship and/or the sudden loss of a job. As the person becomes ill, they may be hospitalized or roommates may move out, leading to additional financial pressure and even loss of an apartment. Consequences "snowball." Recovery may require not only treatment with medication and therapy, but literally, rebuilding one's life and sense of identity within a community.

Even with protections under the Americans with Disabilities Act (ADA) or other laws, recovery is not easy. At a practical level, it means going to job interviews prepared to explain gaps in your resume or submitting an application for an apartment with previous landlord references and enough money to cover a first month's rent and a security deposit. What a person once took for granted can take years to rebuild. Stigma makes the process harder. People are devalued. Their needs are suppressed or ignored. Besides the individual suffering that results, society loses, in terms of net human creativity and productivity.

"Stigma must be overcome," the U.S. Surgeon General declared. "People should be eager to seek care. They must be more willing to absorb its cost. They should become far more receptive to the messages that...mental health and mental illness are part of the mainstream of health, and they are a concern for all people."

Violence and Stigma

A key reason for the stigma that surrounds mental illness is the public perception that mental illness usually involves violent behavior—and people fear violence. Ironically, however, the reality is very different.

"The likelihood of violence is low," the Surgeon General reported. The greatest risk involves individuals who have both a mental disorder and a substance abuse disorder; people experiencing severe psychosis also may pose risks if they are not taking medication. Even so, the overall risk is no greater than that for the rest of the general population; the contribution of mental illness to the total level of violence in American society is "exceptionally small." In fact, people with mental illness are two to three times more likely to be *victims* of violence.

So why is stigma so pervasive? Because perception trumps reality. People react to stereotypes.

What shapes perceptions? Our cultural environment, which includes news, entertainment, advertising, and other media. Every time a newspaper headline describes a person or proposal as "schizophrenic," meaning (pejoratively) a "split" or "multiple" personality, stigma is perpetuated through misinformation and ignorance. Every time a television show portrays a character with bipolar disorder killing someone in a fit of mania, stigma is generated.

Think about it. When was the last time you saw a movie or television show that portrayed a person with a severe mental illness as a sympathetic character or a hero? Fortunately, there have been a few, but only in recent years. One was *A Caveman's Valentine* (2001) starring Samuel Jackson, in which a homeless, former concert pianist with schizophrenia solves a murder. Another was the Oscar-winning *A Beautiful Mind* (2002), based on the life of John Nash, the Nobel Prize winning mathematician (and NAMI member) who has battled schizophrenia.

NAMI awarded each of them an "Outstanding Media Award" for accuracy, balance and compassion, which represents one strategy in the fight against stigma. When newspapers, movies, or other media get it right, we praise them. Give honor where honor is due. Public praise is important, because in many cases, reporters or movie producers have found that they face personal career risks by going against the grain of stereotypes.

Another positive strategy is NAMI's *In Our Own Voice: Living With Mental Illnesses* program, which currently is available in approximately 25 states. Individuals with mental illnesses make presentations to different audiences (including high school students) in order to provide the "human face" of mental illness—to help break down stereotypes and "social distance." See <http://www.nami.org/education/iovv.html>. To inquire about arranging for a presentation to your debate team, school or other civic organizations, contact sara@nami.org.

NAMI also pursues strategies of protest. See, for example, NAMI's "StigmaBuster" archives at <http://www.nami.org/campaign/stigmabust.html#AlertList>. Perhaps one of the worst examples of stigma in the news media in recent memory involved the New Jersey daily newspaper, *The Trentonian*, which in 2002 reported a fire at the state psychiatric hospital under the headline "Roasted Nuts." Fortunately, no one was killed or injured in the fire.

NAMI submitted the headline in testimony before President Bush's "New Freedom" Commission on Mental Health to illustrate how people with mental illness can be publicly devalued, and how through failures of internal leadership and institutional irresponsibility, such attitudes become embedded structurally in society. Who should be accountable? The headline writer? The editor? The publisher? No one? Although newspapers and other media enjoy freedom of the press, but with rights come responsibilities. NAMI argued the headline could be considered under the ADA as *prima facie* evidence of a hostile work environment for people with mental illnesses or their family members. Statistically that might be as many as 20 percent of *Trentonian* employees.

In the face of broad protest, *The Trentonian* apologized. To its credit, the paper also has worked over the past year to focus

serious coverage on issues affecting people with mental illnesses.

Increasingly, however, apologies are not enough. Nor is it enough when a company running an offensive TV commercial or newspaper advertisement pulls it in response to public complaints. Public education and stronger measures are needed to discourage stigma *before* it is generated.

President Bush and Recent Initiatives

In establishing the New Freedom Commission on April 29, 2002, President Bush, like the Surgeon General, identified stigma "caused by a history of misunderstanding, fear, and embarrassment" as one of the principal obstacles to improving the mental healthcare system. "Stigma leads to isolation, and discourages people from seeking the treatment they need. Political leaders, health care professionals, and all Americans must understand and send this message: mental disability is not a scandal—it is an illness. And like physical illness, it is treatable, especially when the treatment comes early."

As part of the President's New Freedom initiative, the federal Substance Abuse and Mental Health Services Administration (SAMHSA) has launched a three-year, eight-state pilot program known as the Elimination of Barriers Initiative (EBI) to test model strategies and public education materials to reduce stigma and discrimination. The eight states are California, Florida, Massachusetts, North Carolina, Ohio, Pennsylvania, Texas and Wisconsin. In conjunction with State Departments of Mental Health—which are facing budget crises in treatment and support services—federal dollars will be leveraged to provide television, radio, and print public service announcements. Private "partnership" dollars also may play a role. Politically, however, public education programs may be limited in their messages.

A challenge still exists to lower the volume of stigma being generated by private media. The solution does not require external censorship, but institutions should be encouraged to exercise editorial judgment and act in socially responsibly—if not through "moral suasion" by the President, Surgeon General, and other leaders, then by requiring companies that profit from the generation of stigma to help bear the cost of eliminating it.

Over the last year, NAMI has begun exploring new strategies to do exactly that. Most recently, a NAMI advocate filed a formal complaint with New York City's Commission on Human Rights over an especially outrageous skit broadcast on January 9, 2003 by NBC's "Saturday Night Live" (SNL). The skit used mental illness and references to psychiatric medications to lampoon, vilify, and dehumanize North Korea dictator Kim Jong Il. See <http://www.scripts.jt.org/02/02ikim.html>.

In supporting the complaint, NAMI did not challenge NBC's freedom of speech, particularly the right to remain free from government restraint. "Rights, however," declared NAMI Legal Director Ron Honberg, "include responsibilities to the broader community, particularly in the case of corporations created by and operating under the benefits of law. Just as a person cannot shout 'Fire' falsely in a crowded theater, a broadcast company should be held accountable for public injuries created by or perpetuated by it. It must also be accountable for the unfair discrimination

that may result against individuals, including current or potential employees." The SNL skit was more than political satire. It represented a reckless disregard of national public health concern and constituted the kind of stigma "in its most overt and egregious form" that the Surgeon General identified as leading to "outright discrimination and abuse."

NAMI asked the Commission to investigate NBC's internal anti-discrimination policies and broadcast "standards and conduct" policy. To remedy the internal and external stigma generated by the broadcast, NAMI asked that NBC be required to conduct antistigma education programs for employees and to produce an antistigma public service announcement to be broadcast during future episodes of SNL and other primetime shows. The case is pending, subject to an offer of mediation made by the Commission to NBC.

Additional mechanisms to fight stigma may include the Federal Communications Commission (FCC), Department of Labor (DOL) and other agencies—as well as private lawsuits in the courts. As a matter of federal policy, however, specific tools and strategies are still emerging. We still have a long way to go.

What's most important is not to underestimate the importance—and power—of an individual, articulate letter or telephone call. Long after the NAMI Policy Debate has ended in Atlanta, we hope that many NFL debaters will subscribe by e-mail to NAMI's free monthly StigmaBuster Alerts and exercise *their own* rights by speaking out. We welcome your ideas and your help.

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(Robert J. Carolla, J.D., is National News Director for the National Alliance for the Mentally Ill.)



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



The Nation's Voice on Mental Illness

1. What is the mission of StigmaBusters?

NAMI StigmaBusters are a grassroots network of more than 10,000 consumer and family advocates dedicated to the elimination of ignorance, fear, prejudice and discrimination that creates stigma for mental illness. We want to change public attitudes to promote reintegration,

.. "We want to change public attitudes to promote reintegration, community acceptance, understanding, and support..."

community acceptance, understanding, and support. Every month, we publish electronically a newsletter—StigmaBuster Alerts—with targets, case studies, and other updates. Our advocates pursue two basic strategies:

- PROTEST prejudice and stereotypes in the news, entertainment, advertising and other media, which cross all boundaries of geography, race, culture and ethnicity worldwide.
- PRAISE accurate, fair sensitive reporting and depictions that improve public understanding of mental illness.

2. How did StigmaBusters get started?

StigmaBusters started under NAMI's Campaign to End Discrimination (1995-2000). We kept receiving complaints about stigma situations in the media, in product names, or on TV shows that required tailored responses. I was asked to start a program to respond in November 1997. By NAMI's national convention in summer 1998, 650 people had signed up to receive the alerts and volunteer action. That's how it started. The network now extends around the world. Other stigma watch projects now are emerging in other countries. They contact us to share in-

formation and sometimes-coordinate efforts.

3. Why did you get involved?

I have a son who was diagnosed with schizophrenia in the mid-1970s. At that time, there was no NAMI, and only sparse information existed about mental illness. Welcoming the promise of information, support and networking, I was one of the first persons to join NAMI locally and nationally in 1979. I have served in local, state and national leadership roles. I was an initial member of the California Mental Health Planning Council. I also served as NAMI's national vice-president for policy. Recognizing the personal hurt and social harm stigma imposes, especially as a barrier to consumers getting the help they need, I then was proud to accept the challenge of coordinating the NAMI StigmaBusters program.

4. How does the process work?

Is there a team of staffers that work with you?

I work closely with NAMI News Director Barbara Carolla and Senior Communications Associate Anne Marie Chace. Based on set guidelines, we evaluate complaints, prioritize investigations, and decide on strategies in coordination with others in the national office and NAMI's state organizations or local affiliates. Complaints come from individuals on our StigmaBusters email list and from our affiliates. They are our eyes and ears.

We try to focus on high profile, national situations in media that have significant impact on public attitudes: movies, television programs, commercial products, magazine articles, and advertisements. We don't respond to the use of single words like "loony, wacko, nuts, or crazy" unless they specifically describe a person with mental illness or a situation involving mental illness. Then, we contact the offender. Those that dismiss our concerns are included in the Alerts to generate letters, emails, fax and phone calls in protest. In other cases, praise. For newspaper reporters, editorial writers or television producers, it sometimes entails a risk to approach mental illness from a new or different angle, so it's important to reinforce their efforts as well as educate others. Numbers count in making an impression.

In some cases, we raise protests to higher profiles through news releases, contacting commercial sponsors, or other tactics. With NAMI's new *Campaign for the Mind of America*, the strategy also is shifting to start seeking deeper commitments to change. For offenders, apologies no longer will be enough. We want to convert them into "partners for recovery" by having them correct the balance—through internal policies directed at employees and helping to sponsor antistigma campaigns in the communities they serve. If appropriate, we will consider legal actions and remedies.

I want to emphasize one point also. We aren't advocating censorship. We simply want the truth to be told and recognition that words—or labels—matter. Whenever Stigmabusters protest, they are exercising their own freedom of speech and trying to persuade professionals, a company or an institution to act responsibly. Sometimes that only can be achieved by focusing negative publicity on them, or to put it another way, by shining a bright light of public opinion to expose outrageous, offensive practices.

5. What achievements are you most proud of?

My top three involve different types of media.

NAMI once melted one of Nestle's product lines: "Tasty Tasty Taft" bars that were named Psycho Sam, Loony Jerry and Weird Wally, with each name attached to an exaggerated, not very complimentary cartoon face. Nestle tried to defend the names as "rooted in a silly, playful humor" that "amuses children and gives personality to our cartoon characters." It took two Alerts, a letter and public statements from former First Lady Rosalyn Carter, and finally a news release to take our concern seriously. With an apology, they finally repackaged the candy under harmless new names.

A major battle—in some respects a turning point in the history of our movement—was "Wonderland," the ABC TV series set in a New York City psychiatric hospital that aired briefly in Spring 2000. The story lines included a man with schizophrenia who shot up Times Square, graphic suicide, and patient characters who were used as the butt of jokes. It was a very narrow, distorted picture of consumers. None of the episodes that we previewed included any balance or conveyed a message that treatment works and recovery happens. We launched an intense campaign when it premiered. StigmaBusters flooded the commercial sponsors of the show with messages. We persuaded some ABC stations to stream warnings about the suicide scenes across the television screen. We organized a coalition of 17 other national mental health associations. ABC dropped the show after only two episodes. Low ratings contributed to the victory, but the protest and withdrawal of commercial sponsors made it an easy, quick decision for ABC. Some of the worst episodes we previewed were never shown. The Surgeon General applauded the decision.

A third victory involved "Me, Myself and Irene," a movie released Summer 2000 starring Jim Carrey as a motorcycle cop with schizophrenia—except that it completely misrepresented the nature of the illness, playing to stereotypes about split personality and violence. Ads for the movie—in newspapers, billboards and buses depicted Carrey with a split head, with the tagline "From sane to mental." One billboard even was placed across the street in front of the biggest mental health centers in Los Angeles! One

phone call to the movie distributor's vice-president for public relations got that one removed. Stigmabuster messages overflowed and shut down the company executives' email boxes. The advertising campaign quickly was changed. Carrey's split head became whole, with the "gentle to mental" tagline removed and his TV promotional interviews toned down so as not to even mention schizophrenia. The movie was still bad from a stigma perspective, but at least only people who paid the price of admission were exposed to it. Intense media coverage of the protest also helped set the record straight, featuring interviews with NAMI leaders with schizophrenia, like Fred Frese of Ohio and Moe Armstrong of Massachusetts. NAMI showed them the real face of mental illness, based on dignity, and the hope of recovery.

6. Has Stigma Busters changed the playing field in the fight against Stigma or are we just putting out fires that will continue to be started by an insensitive and uneducated society?

Change comes incrementally. We still need a revolution, but we have made progress.

We believe, for example, that the battles over *Wonderland* and *Me, Myself and Irene* helped opened the way—by creating a new environment—for the movies *A Caveman's Valentine* and *A Beautiful Mind* to be made, which for the first time, showed individuals with schizophrenia not only sympathetically, but as heroes. The television show *ER*—which has had a mixed record—ultimately produced a special six-part series with actress Sally Field portraying a very realistic, sympathetic, poignant struggle with bipolar disorder. These kinds of developments in popular culture wield tremendous educational power.

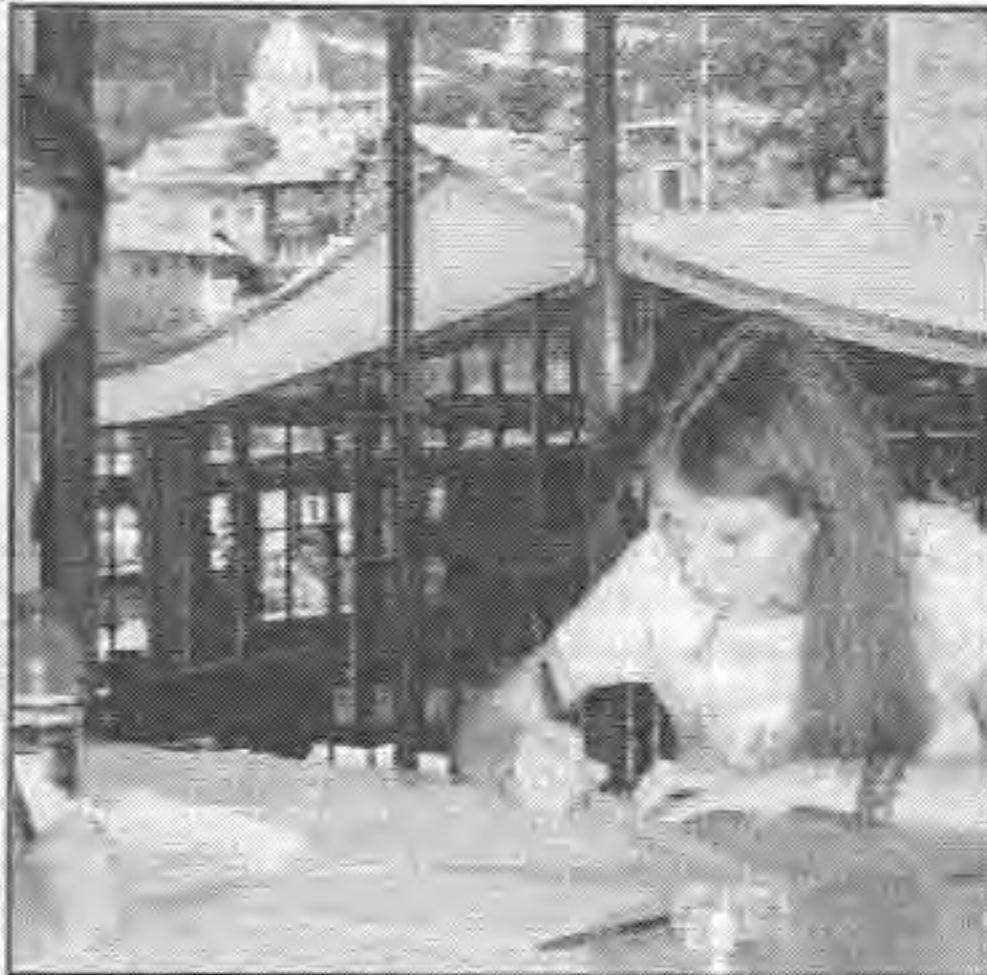
I hope NFL debaters will support NAMI's efforts and sign up to be StigmaBusters themselves. They can do so by visiting the NAMI web site at www.nami.org and scroll down to click on StigmaBusters Alert Listings. For more information, they also can contact me in Los Angeles at smarch@nami.org.

The written interview was completed for the Mental Health News (which has primarily a greater NYC circulation) and published in Fall 2002.)

(*Stella March, is coordinator of NAMI's Stigmabuster Program. Stella was one of NAMI's original founders in 1979 and continues to serve as president of NAMI's Los Angeles affiliate. In 2002, the Los Angeles County Department of Mental Health honored Stella as Volunteer of the Year. She is a key NAMI's connection to many movie and television producers.*)

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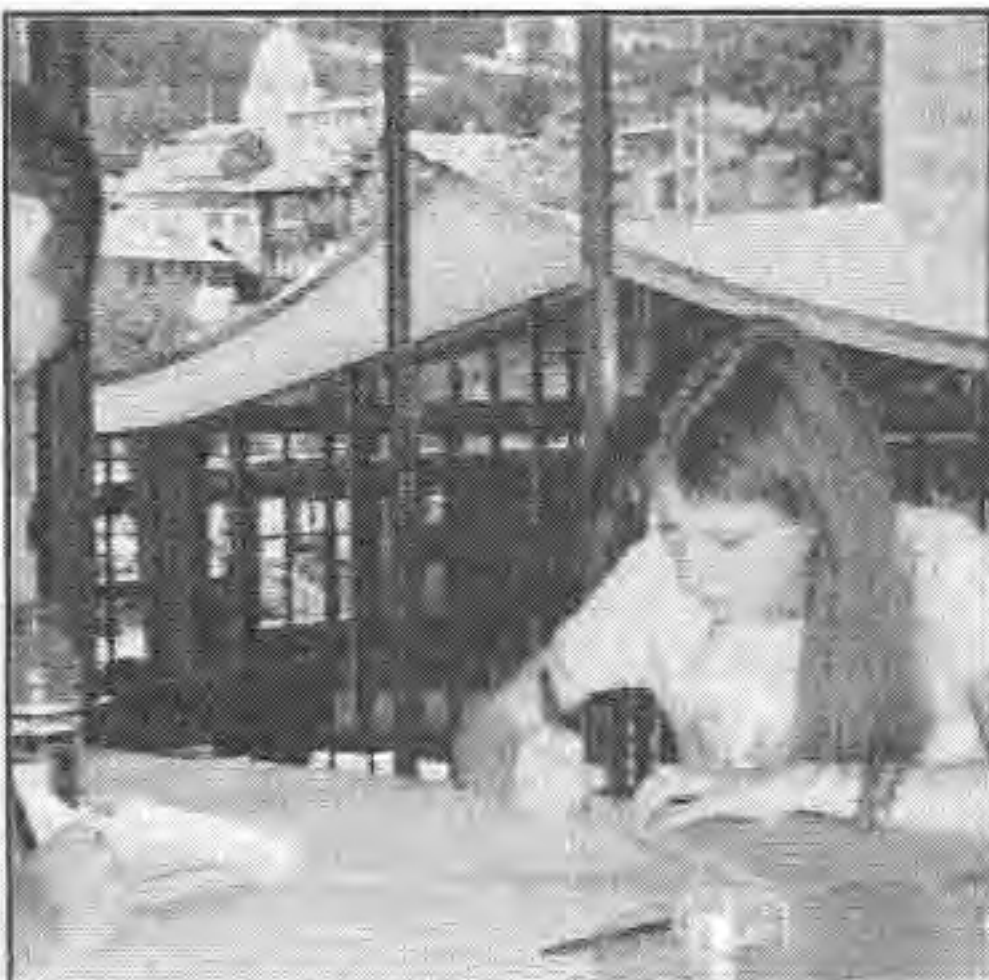
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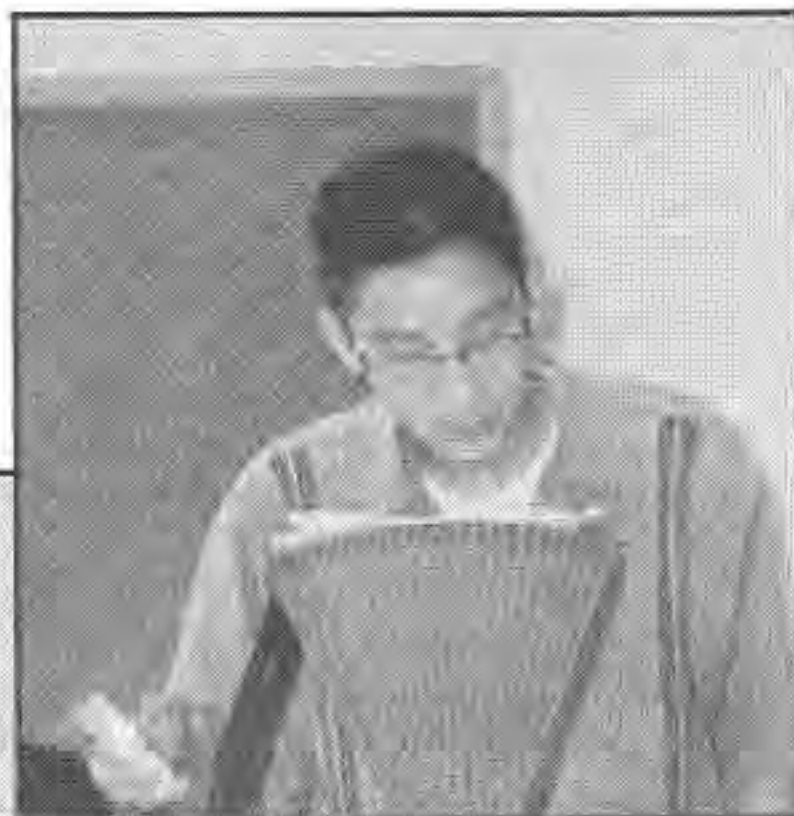
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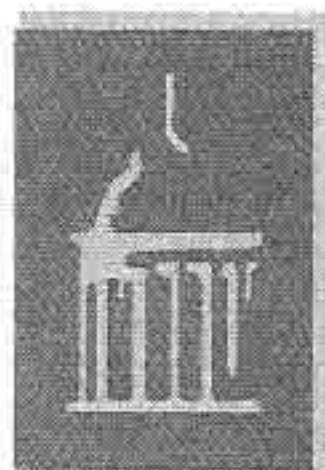
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THE D G E

OCEAN POLICY AND ENVIRONMENTAL PROTECTION

by
David M. Cheshier

The new oceans topic will focus considerable attention on environmental protection literatures, both as a major harm area and as the subject of disadvantage ground, and those connections are the subject of this essay. My intention is to supplement the more wide-ranging introduction written by Stefan Bauschard for the March issue.

Environmental issues will obviously connect to disadvantage and counterplan scenarios connecting to politics. In the same way mental health care policies undertaken by the Bush Administration arguably inoculated the president from liberal critics (or bought them off outright), environmental protection policies can also co-opt some of the Democratic agenda.¹ In fact, because environmental issues often make for compelling television, the internal links between eco-sensitivity in the White House and success in achieving the president's legislative agenda are in some respects easier to prove than they were in the mental health and public health services area. That is, environmental protection is high on the national agenda, and kept there by the likely continuation of media attention to the issue. Nothing more fully captures the medium's insatiable demand for good pictures than the footage that emerges from choked water supplies or animal populations devastated by oil spills or other insidious pollution sources.

All of this will necessarily be affected by the course of the nation's war on Iraq. If the war and its aftermath quickly subside as issues in the American political conversation, then the president will

undoubtedly be eager to endorse some environmental issues as a way to reinforce his image as a compassionate conservative. On the other hand, if the war and subsequent reconstruction continue to bog down the nation's policymakers, then environmental issues will likely be dwarfed, even into insignificance, in this year's political debates.

The Iraqi campaign also interacts with environmentalism when considered as an international legal issue. Given the heightened controversy regarding the limited American-led coalition, ocean initiatives are unlikely to formatively shape the international legal agenda. Still, if the war ends quickly and reconstruction is accomplished in a manner that reasserts a prominent role for the United Nations, then environmental issues may again take center stage internationally.

In what follows, though, I'll be focusing on more fundamental environmental issues: the status of environmentalism as a movement, and as environmentalism as a philosophical orientation. Finally we'll look at some issues regarding environmentalism in the international context.

Debating Environmental Movements

Traditions embracing environmental protection have existed for many centuries, and the world's major religions all include instruction pertaining to conservation. For example, the concept of stewardship has appeared in many cultures, along with the idea that we owe it to our children to preserve nature (what economists would today refer to as "intergenerational equity"). Christianity, Islam, the customary law of Africa, and the non-theistic traditions of Asia all relate to environmental protection.² These traditions continue to have political consequence (in American politics conservative views about the environment continue to be influenced by Biblical language commanding stewardship) and provoke controversy – some commentators point to religious influences as having produced too great an insensitivity for environmental ethics since they typically put humans at the center of creation and see the rest of nature as something simply to be subdued and domesticated.

But despite this legacy, specific concerns regarding the protection of the earth's natural resources did not coalesce until the past century – in fact, the term *ecology* wasn't even coined until 1867 (this despite the fact the term has origins in the classical Greek language). And in the American context, environmentalism mainly referred to the conservation of natural resources. In the early part of the twentieth century, this tradition was defended in two ways. John Muir argued for the *preservation* of nature (he once said the creation of untouchable national parks would "make the mountains glad"); Gifford Pinchot defended *conservation*. Pinchot's approach, which mainly won out, endorsed a multiple use policy where the land's aesthetic and ecological resources are managed in a way that also allows carefully managed resource utilization.

All this changed with the emergence of what was known as the New Environmentalism, inspired in part by the publication of Rachel Carson's 1962 book *Silent Spring*, which called attention to the harmful effects of pesticides (especially DDT) on all life forms. During the 1960s and 70s, environmental politics gained in influence, major legislation was enacted, and the regime of difficult regulatory and legal issues we face today were set in motion: how to weigh risks against benefits and economic with ecological imperatives, the nature of our obligation to future generations, how to impose costs for cleanup and to what extent those costs should

be born by taxpayers or the original polluters, and difficult questions relating to what is now known as "environmental justice." These issues are international as well, given growing concern that industries from heavily regulated states will simply move operations to countries imposing a lighter environmental burden, and other issues arising from the desire to exploit ecologically sensitive resources (such as those found in rain forests). Such issues make environmentalism relevant to every person, from the suburbanite newly concerned about the chemicals used to treat her golf course to the farmer who has to worry about overfertilizing and students interested in recycling. Thus, the organizations committed to environmental protection range from outfits whose main work centers on federal decision making to those whose activity looks more like local New Age lifestyle advocacy.

Much of the current argument over environmentalism is centered on the empirical question of whether the earth faces a resource crisis or not. In 1972 environmentally interested activists and scientists produced what became known as the Club of Rome report. Configured as an international call to action and entitled *The Limits to Growth*, the report warned of gathering ecological and population disasters. The Club of Rome popularized the idea that the earth has a finite carrying capacity; that is, a limited amount of clean air, fertile soil, available drinkable water, and so on. The Club of Rome tradition has produced one of the most abiding debate arguments of the last thirty years, often referred to as the Malthus position. The disadvantage name refers to the Rev. Thomas Malthus, who wrote a famous essay making this claim: since food production will only increase arithmetically (1, 2, 3, 4...) and population increases geometrically (1, 2, 4, 8...), at some point population growth will inevitably outstrip food production. The debate argument says policies that save or extend lives make it more likely an overshoot of the earth's carrying capacity will occur, resulting in a catastrophic dieback.

By now, generations of debaters have been understandably horrified by what might be described as the genocidal, "lifeboat ethics" logic of this argument. The position essentially says we should permit or require some people to *certainly* die today based on the *gamble* or the *faith* (perhaps unjustified) their death will avert a greater die-off later. In the classical terms of Kantian philosophy, the Malthus disadvantage defends the indefensible by proposing to use people (and their certain death) as a means to an end. Defenders of the position respond there is nothing more moral than advocating policy action to prevent the potential death of billions, and so the argument has raged in debate circles ever since.

Critics of the Club of Rome logic have also regularly dismissed it as needlessly alarmist, and since then a pitched argument has been made for both perspectives. Activists and scholars in the Club of Rome tradition regularly warn that human intervention in the natural processes of the planet pose unprecedented risks – climate collapse, food shortages, deteriorating air and water quality, and ocean death. Their opponents often defend the human capacity to problem-solve or engineer out of problems as they emerge. The most commonly cited defender of this view for many years was the late economist Julian Simon.⁴ Others defend economic growth as the best antidote to environmental degradation, pointing out that the wealthiest nations tend to expend the most money on eco-protection, and tend therefore to have the cleanest environments. Authors like Robert Bailey and Gregg Easterbrook are famous for defending this view.⁵

But these are minority voices on the issue of environmental degradation. Even conservative think tanks now regularly admit the growing evidence and implications of human intervention in the natural environment. A Bush Administration task force recently conceded the earth-altering implications of climate change, and public opinion is undeniably on the side of pro-environmentalism, even despite the hostility that often emerges when stark choices between ecopolitics and jobs arise.

Taken together, these issues suggest a number of now-classic debate arguments relevant to the oceans topic. First, affirmative teams must be prepared to defend their advocacy of pro-ocean policies against disadvantages that will frame piecemeal eco-protection as subversive of larger movement goals. Environmental groups succeed best when able to organize broad-based political coalitions, built on alliances with other social justice and worker activism. Environmental disasters, despite their catastrophic impact on the world's ecosystem, do nonetheless regularly manage to rally groundbreaking political activity and success. A disadvantage might thus claim that a plan achieves a token or limited win at the expense of potentially broader successes. Such a disadvantage can be difficult to defeat since it is linear (that is, depending on how it is argued it may be impervious to the obvious uniqueness problems) and turns the case since presumably the larger activism coopted by the plan would have also addressed the case here.

Second, many advocates of increased environmental consciousness distinguish between what has been called *deep* and *shallow ecology*. I'll talk about these distinctions in more depth in the next section. But the difference suggests another disadvantage position able to survive even an affirmative claim that they form the movement position by galvanizing ecological activism. The argument would claim that the plan is complicit in shallow ecology, by perpetuating the mindset that procedural or regulatory claims can paper over a culture of pollution and human arrogance. By endorsing the view that humans can fix any problem they cause or worsen, the disadvantage says the plan prevents deeper cultural transformations. Such a paradigm shift, or new environmental ethic, is needed because the premise that we can rape the earth and then undo the damage with token remedies risks broader devastation.

A third implication of the present configuration of environmental movements is a necessary caution in arguing as if the environmental movement is wholly unified or monolithic, or as if environmental causes are always configured against economic or corporate interests. Undeniably, some environmental groups do cast their claims in bold and assertive opposition to capitalist culture. However, coalitions are working to make common cause with sympathetic corporate interests by claiming that ecological protection and economic growth go together. This was a common theme during the Clinton years, and a persistent argument made by then-Vice President Al Gore. Gore has argued for years that companies can find ways to produce goods without waste or pollution will increase rather than decrease their profits, and has often pointed to emerging green technologies which he and others expect will be increasingly lucrative. In the oceans context these new technologies include oil pollution clean-up materials, increasingly eco-friendly shipbuilding production models, and urban waste recycling able to convert garbage into gold (so to speak) rather than dump it in the middle of the ocean.

Philosophical Controversies Facing Environmentalism

The starting point for many recent investigations of environmental philosophy is attention to the idea of *anthropocentrism*.⁶ Anthropocentrism refers to our way of seeing the world through human eyes, and the consequences such a perspective has in distorting the world around us in ways that reflect our own interests as species. In some respects it is a simple updating of the idea that humans are the "measure of all things." This prejudice infects our thinking and our language – for instance, one can see it in our regular distinction between *humans* and *beasts*, as if humans are not also animals. Beasts are savage, humans are civilized. Beasts follow their instincts, humans act morally and thoughtfully. Philosophers of the environment often point to the artificial nature of these distinctions, and the pernicious arrogance these binaries perpetuate in human thinking and political action.

Worse, an anthropocentric bias can often lead to a tendency to think of the environment as having only human-centered instrumental value.⁷ The recent debates over whether oil drilling should proceed in Alaskan wildlife areas have been criticized for this bias: at times advocates of drilling (who can obviously be seen as urging an instrumental view of the oil as something only important if made useful to humans) were quoted as justifying drilling on the grounds that northern Alaska is a wasteland, as if nature's value is only to be counted if it looks good by human standards. Within such a narrow framework, Brazilian forests are only as good as the furniture made by their wood, or oceans are only as good as the fish they yield for human consumption. One can see how such a narrow logic can lead to perverse, even monstrous outcomes for the planet.

A related concern identifies a pathology of human interaction with the rest of the natural environment which has often been referred to as the "tragedy of the commons."⁸ The metaphor refers to how a 17th century village would have made use of common and fenced in grassy space, the village green. Villagers share a collective interest in preserving the green space as a future common source of ongoing food production for the animals who graze there. But one can also see how particular individuals have an incentive to over-utilize (and therefore devastate) the commons – individual herders gain a benefit from their personal exploitation of the common area (they fatten more sheep for sale and slaughter) but do not bear the price for their animal's overeating. When the green is threadbare others will disproportionately suffer. Costs imposed by individuals on the rest of us are called *externalities*, and the libertarian solution to pollution rests on internalizing these external costs by application of a "polluter pays" principle.

The idea of anthropocentrism also relates to the idea that by use of clever human technology environmental problems can be fully addressed. Many writers have criticized the "techno-arrogance" implicit in this arguably risky view, where devastation *certainly* continues on the *hope* that future technologies will free us from suffering the consequences. Some argue that science itself is dangerously wedded to these views, making the case by pointing to the primitive but still influential claims made by Enlightenment scientists who thought of planets like clocks and animals like little factories or machines that exist to serve humanity and its interests.

Most environmentally conscious philosophers would agree these instrumental, technological, and scientific worldviews must be sharply modified in favor of a more ecologically centered approach. Such alternatives focus on human interdependence as a web or network of life, as opposed to a view of human action as

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controlling or somehow outside the system which gives us life. In abandoning a view of the world as only instrumentally useful, one begins to see the world in all its vibrant and fragile complexity.

One of the most compelling elaborations of the case against anthropocentrism is contained in the writings of Arne Naess. Naess first and most cogently articulated the distinction between deep and shallow ecology. One of the most important features of Naess' position is his view that even most versions of environmentalism are tainted by anthropocentric logic. His advocacy of the alternative, which he calls *deep ecology*, would entail a transformation of human community.⁸

The implications of such views are obviously wide-ranging, which is the very attribute that makes them attractive to their advocates and absurd to their opponents. A regular theme of the literature opposed to such views as *deep ecology* and other radical versions of environmental ethics is the accusation of naivete implied by them: in an overbuilt world which must sustain the lives of more than 6 billion human beings, a return to a more simple and environmentally conscious agrarianism is sometimes dismissed as advocacy of a vast die-back, in other words, as articulating a case for mass murder. Naess once argued, for example, that the true carrying capacity of the earth is closer to 100 million. Transitioning to such a small population seems to require truly drastic and arguably totalitarian policies.

The Intersection of Environmentalism With Other Political/Philosophical Traditions

Ecological thought has been a hot topic for thinkers from a variety of other traditions, including defenders of feminism, anarchism, Marxism, libertarianism, and various accounts of postmodernism. Space doesn't permit me to fully introduce all these perspectives here, but I do want to highlight some that will be significant for debate this year.¹⁰

For socialists, environmental degradation remains one of the central symptoms of a capitalist culture resting on greed and materialism. Socialists, including those specifically committed to Marxist politics, claim that such symptoms can only be changed when the mode of industrial production has been transformed to one which is more worker friendly. They often claim that because a socialist transformation would emphasize the necessity of equality, it would be more predictably sympathetic to global environmental issues.

Marxism is a version of socialism and has been quite influential in environmentalist accounts. This is so despite the apparent, even straightforward, anthropocentrism in Karl Marx's writing—he argued, for example, that the resources of nature had no value at all unless transformed by the productive power of human labor, and his vision of utopian socialism presumes a continued reliance on industrialism. Although there is considerable debate over the extent to which the Soviet state was actually faithful to Marxism, the environmental catastrophes experienced there are pointed to by some as evidencing the fundamental inconsistency of Marxism and environmentalism.

Still, the emphasis on revolutionary transformation in Marx has often been applied in environmental contexts. One of the most often quoted environmental philosophers, Murray Bookchin, uses Marxist accounts as a jumping off point for articulating a more radical form of social ecology which also incorporates elements of the anarchist and libertarian traditions. Along with others interested to undo instrumentalist accounts of human involve-

ment in the broader environment, Bookchin is also concerned by deep ecological accounts that simply treat human beings as parasites or viruses. Instead, Bookchin envisions a rethinking process where humans consciously abandon their arrogance but also take responsibility for their potential stewardship of the planet's resources.¹¹ Others whose thinking is influenced but not controlled by the Marxist tradition include Kirkpatrick Sale, who emphasizes the incompleteness of human knowledge and consequently advocates smaller bioregional communities seeking to live in harmony with natural processes.¹²

Some influential feminist accounts see patriarchy as the real source of environmental degradation. Nature is exploited by men for instrumental purposes in the same way women have been historically oppressed (it is thus not coincidental that nature is often feminized, as in the phrase Mother Nature).¹³ One prominent literature advocate an ethic of nurturing as a necessary corrective to patriarchal exploitation. Ynestra King first referred to such an approach as *ecofeminism*.¹⁴ Critics of ecofeminist approaches see its reliance on gendered accounts of nurture and life affirmation as dangerously reproducing patriarchy's logic, which starts with an essentializing account of how men produce (food, products, politics) and women reproduce (children, culture).

But ecofeminism remains a formidable intellectual account of social life, and it affords debaters the opportunity to defend a deep/shallow disadvantage position while sidestepping some of the traditional objections to deep ecology. Joni Seager's work blends the traditional critique of shallow ecology (remember, shallow ecology remains focused on mere legislative changes) with a feminist claim that such legislative action is gendered.¹⁵ This is so in part, Seager says, because what she calls the *ecology establishment* is run by men and dominated by their sense of self-interest.

A final word about the intersection of environmental thinking with some postmodern accounts of human science: There is a significant literature seeking to reconfigure Enlightenment notions of knowledge and rationality through new work on chaos and complexity. A leading figure in this tradition is Fritjof Capra, whose writings emphasize the openness and complexity of natural systems. Capra's work advocates a paradigm shift where humans would come to think of the environment as requiring attention to the whole more so than the parts, to process over structure, and to networks of life.¹⁶ A more extreme perspective is that of James Lovelock, the main advocate of the so-called Gaia hypothesis, which sees the world as a living organism.¹⁷ Even if one does not endorse the Gaia view, though, these contemporary accounts of the ecological system do lead to a certain caution against the hope we can ever understand earth in all its complexity.

The Internationalization of Environmental Protection

A growing number of international treaties now address a full range of environmental issues. Environmentalism is a natural issue for international regulation, since national borders do not contain pollution. If one country restrains its polluting behavior but others continue to pour toxins into the air and water, the individual acts of self-regulation will be undone.

The dominant issue now being debated worldwide is global climate change. In the 1990s a consensus emerged that planetary temperatures were creeping upward, largely because of the combustion of fossil fuels. In 1997 the Kyoto Protocol was signed; the treaty remains unratified by the United States (and has been declared dead by President Bush), but would slow the rate of wa-



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ing by implementing international limits on carbon dioxide emissions. Opponents of the treaty in the United States argue the disproportionate share of reductions required of wealthier nations will impose drastic job losses and higher energy costs on an already fragile American economy.

The issue of marine resource protection is necessarily internationalized since no single nation monopolizes the ocean environment and since virtually every nation has felt free to use the ocean as a dumping ground. All this implies a series of arguments which will necessarily arise in our debates. First, the role of American environmental leadership will repeatedly emerge as an important consideration. Teams unable to defend the power of American action to uniquely leverage a multiplicative global response will be vulnerable to counterplans which have other nation-state agents take action (including Japan, the European Union, perhaps Russia or China depending on the specific issue, or the United Nations). Second, teams uninterested in arguing for an alternative agent counterplan will still have international action disadvantage positions available to them. One version of the position will say American foot-dragging on this or that issue (as specified in the inherency) is currently galvanizing other nations into broader action. The plan takes a mainly symbolic unilateral action able only to solve a tiny piece of the larger ocean problem, thereby only succeeding in subverting the international will to act in more fundamental ways. Again, teams able to prove their policies will actually galvanize international action behind American leadership will have a potential turn. But the turn is less formidable than meets the eye, since negative teams will be able to read dozens of pieces of evidence casting doubt on the likelihood the world will follow America anywhere or on any issue in the aftermath of often unpopular Bush Administration unilateralism.

A third international implication wedds these more abstract concerns to very concrete economic interests. When specific nations undertake environmental protection initiatives, the world trading system is often involved. An example unrelated to oceans but at the top of the international agenda involves recent European action to prohibit the importation of genetically-modified foods from the United States. Europeans see this as an environmental and public health issue — in their view the safety of modified crops has not yet been established. On the other end, American producers who make such foods see prohibitions as the imposition of blatant trade barriers, no different than prohibitive tariffs (a tariff is an import tax) or domestic subsidies that rig the playing field against a competing nation's goods.

Other examples directly implicate ocean policy. Trade penalties are often part of the debate over such issues as international oil pollution prevention, over-fishing policies, and even generic ocean conservation policies that have a disproportionate effect on one nation's economic interests over another.

The trade implications of environmental action are the subject of very careful and often tense negotiations in the World Trade Organization. World trade law is aimed at minimizing trade restrictions on the theory that free trade and the prevention of trade barriers will produce the greatest economic gain for all nations while preventing the kind of destructive crises that arguably led to the Great Depression of the late 1920s and the decade of the 30s. The pro-trade framework explicitly acknowledges the need for environmental exception. That is, the WTO system (perhaps often in theory than in practice) realizes that some vital environmental policies may impinge on trade, but rightfully

so. It thus allows a country like the United States or France to regulate the import of polluting automobiles.

Still, a "trade war" disadvantage will remain formidable despite these recognized exceptions for environmental protection. This is so because trade conflicts are often the result of misperception and the escalation of underlying and preexisting tensions. Thus, even if a specific plan does not violate the letter of international trade law, it may nonetheless spark wider trade tension because it will be understood as a hostile or self-protective initiative designed to secure American trading supremacy.

Conclusions

I have emphasized the debates surrounding environmental action without much specific reference to ocean issues because in my view this broader literature will dominate our discussions of marine resources as a special case of environmental degradation. Still, these issues will obviously be argued within the specific contexts of existing ocean protection policies and proposals. As you read through the now vast literature on environmental protection, these specifics must always be kept in mind. Either way, the new topic raises a number of significant and interesting public policy and philosophical questions.

Footnotes

¹ A good recent summary of these issues in the environmental context is Norman Miller's *Environmental Politics: Interest Groups, the Media, and the Making of Policy* (Boca Raton, FL: Lewis Publishers, 2001).

² E.B. Weiss, "Intergenerational Equity: Toward an International Legal Framework," in N. Choucri (ed.), *Global Accord: Environmental Challenges and International Response* (Cambridge, Mass.: MIT Press, 1993). One of the best surveys of all this in a broader philosophical context, which updates these ideas through the Enlightenment, is Keith Thomas' *Man and the Natural World, 1500-1800* (Harmondsworth: Penguin, 1982).

³ L. White, "The Historical Roots of Our Ecologic Crisis," *Science*, 155 (1967): 1203-1207. There is considerable debate on this point. An alternative view often articulated in the Jewish and Christian traditions, to take just two examples, defend the religions as pro-environment, since the Judeo-Christian Scriptures can be read as articulating an ethic of stewardship and respect for God's creation. Additional evidence for this perspective is often adduced from the prevalence of self-professed Christians in the environmental and social justice movements.

⁴ Julian Simon, *The Ultimate Resource Two* (Princeton, NJ: Princeton Univ. Press, 1996).

⁵ See Robert Bailey (ed.), *The True State of the Planet* (New York: Free Press, 1995); Gregg Easterbrook, *A Moment on Earth: The Coming Age of Environmental Optimism* (New York: Viking, 1995).

⁶ Two very good recent surveys of the philosophical literature pertaining to environmental concerns are: (1) Carolyn Merchant (ed.), *Ecology* (Atlantic Highlands, NJ: Humanities Press, 1994), published in a book series called *Key Concepts in Critical Theory*, and (2) Mark J. Smith, *Ecology: Towards Ecological Citizenship* (Minneapolis, MN: Univ. of Minnesota Press, 1998), published in a book series called *Concepts in Social Thought*.

⁷ The critique of instrumental logic is most commonly associated with the leading figures of the so-called Frankfurt School: Max Horkheimer and Theodor Adorno. They wrote a book together that developed this critique, *Dialectic of Enlightenment* (1945), and later Horkheimer extended the argument in *The Eclipse of Reason* (1947). Martin Heidegger is also commonly associated with this tradition of anti-instrumentalism because of his essays on technology and related topics.

⁸ Garrett Hardin, "The Tragedy of the Commons" (1968), in H. Daly (ed.), *Valuing the Earth* (Cambridge, Mass.: MIT Press, 1993).

⁹ Deep ecology is hotly debated, and a rich literature provides good evidence for both sides. Among the most widely cited anthologies reviewing this controversy is George Sessions (ed.), *Deep Ecology for the 21st Century: Readings in the Philosophy and Practice of the New Environmentalism* (Boston: Shambhala, 1995).

¹⁰ In this section I'm relying heavily on the introductory accounts of environmental philosophy cited earlier by Carolyn Merchant and Mark Smith. (continued on page 66)

Iowa LD is 12 years old and 18 former Iowa participants have appeared in the Final LD Round of the NFL National Tournament!

Update on Iowa participants at 2002 tournaments:

Wakeforest University Earlybird
All four semi-finalists were Iowa participants

Grapevine Classic
All four semi-finalists were Iowa participants

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

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

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

Manchester Debate Tournament
Two semi-finalists were Iowa participants

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

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

The Glenbrooks
Nine of the octo-finalists were Iowa participants

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

UT Austin's Longhorn Classic
Both finalists were Iowa participants

NFL Executive Council

Spring Meeting

March 22-23, 2003

Ripon, Wisconsin

The NFL Executive Council held their Spring meeting in Ripon, Wisconsin, March 22-23. All members were present with the exception of Frank Sferra due to the Denver blizzard. Alternate Leslie Phillips filled this vacancy.

President Billy Tate called the meeting to order at 9:00 a.m.

Secretary James Copeland presented a "State of the League" report.

Moved by Ferguson, seconded by Keller "At the Fall Executive Council meeting the entire Council constitute a committee of the whole to consider the issue of double qualification at the National Tournament".

Passed. Unanimous.

The Council realizes that the question of double qualification is a controversial one and is genuinely interested in hearing from coaches on this issue.

Council recessed for lunch sponsored by the NFL Office staff. Marilyn Hageman and Albert Odom were in attendance.

Moved by Belch, seconded by Roberts. If a school wins the NFL traveling Sweepstakes Trophy Award three (3) times, it will be awarded a traveling Sweepstakes Trophy for its permanent possession. This program begins in 2004.

Passed. Aye: Tate, Crabtree, Sterner, Belch, King, Ferguson, Roberts. **Nay:** Phillips. **Abstain:** Keller.

Moved by Roberts, seconded by Ferguson to amend the previous motion by substituting "2003" for "2004".

Passed. Aye: Tate, Crabtree, Sterner, Roberts, Belch, Ferguson, King, Keller. **Nay:** Phillips.

Existing legs earned in previous years will count toward a trophy.

Moved by Roberts, seconded by Sterner: "The 2005 Lincoln Financial Group/NFL National Tournament be awarded to Philadelphia during the Lincoln Financial Groups Centennial Year.

Passed: Unanimous.

Moved by Ferguson, seconded by King: "A site visitation prior to the Fall Council meeting be conducted in Houston to examine the possibility of a 2006 in Houston.

Passed: Unanimous.

Meeting recessed on Saturday, March 22 at 5:00 p.m.

On Sunday, March 23, the Council reconvened at 9:00 a.m. and went into Executive session to interview the finalists for Executive Secretary. After the interviews and extensive discussion, President Billy Tate announced that the Executive Council (by a unanimous vote) selected J. Scott Wunn of Iowa as the new Executive Secretary beginning September 2, 2003.

Council meeting adjourned Sunday, March 23, at 7:00 p.m.

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H1-Environmental Ethics

by
Stefan Bauschard

H2-Introduction

This year, there are a large number of kritiks that generally fit under the rubric of "environmental ethics" or ecophilosophy — an inquiry into the ethical value of the physical world and what values ought to drive environmental protection. Theorists writing within the field of environmental ethics argue that particular ethical frameworks are superior to others. Contests over which ethical framework to endorse will drive your environmental ethics kritik debates.

... "our relationship with nature should be valued based on how our interactions with nature affect human beings..."

H2-Cornerstone Philosophies

There are a number of foundational environmental philosophies that drive most of the environmental ethics kritiks. Each are briefly introduced in this section and discussed in further detail in the sections that immediately follow.

Anthropocentrism. Anthropocentrism is the view that our relationship with nature should be valued based on how our interactions with nature affect human beings. Arguments that "we need to save the oceans to save humankind" fit into this category.

Intergenerational Anthropocentrism. Intergenerational anthropocentrists argue that human behavior should be judged based on how likely a particular practice is to threaten future generations. Arguments such as "global warming will destroy life on earth for future generations" fit into this category.

Nonanthropocentrism. Nonanthropocentrists argue that our behavior toward nature should be evaluated based on how it affects other living beings and ecosystems. Arguments such as "global warming will destroy all non-human life on the earth" fit under this rationale.

Nonanthropocentrists often advocate policies that

protect species and the ecosystem at the expense of human populations. Rolston (1994) argues that "conserving the Earth is more important than having more people" (p. 233). Naess (1989) argues that the "flourishing of human life and cultures is compatible with a substantial decrease of the human population. The flourishing of nonhuman life requires such a decrease" (p. 29).

Biocentrism. Biocentrists argue that our behavior toward the environment should only be evaluated on how the affect *living* things. This *includes* human beings. Often in debates, "Biocentrism" is associated with the argument that *only non-human life* matters, but what Biocentrists really argue is that *only living things* matter. Ecosystems, since they are not actually alive themselves, are not valued in a Biocentric paradigm — way of viewing the world.

Ecocentrism. Ecocentrists argue that our behavior toward nature should be evaluated on how it impacts the entire ecosystem and not just living things. Rolston (1994a), an Ecocentrist, writes that "an important ethical constraint in environmental decisions is concern for the integrity, stability, and beauty of biotic communities" (p. 82). Debaters often assume that Biocentrism and Ecocentrism are the same. But, there is an important distinction: Biocentrism is primarily concerned with the survival of non-human species whereas Ecocentrism is concerned with the survival of the entire ecosystem, including humans.

Ontological Criticisms. Ontological criticisms question the fundamental relationship we assume with nature. Vogel (2002), for example, argues that if we see ourselves as separate from nature — as an outside force that comes in and destroys it — we will never be able to solve the environmental crisis.

Deconstruction. Deconstruction, a philosophical concept advanced by Jacques Derrida that argues that all experiences are *contextual* that there are no fundamental ecological essences. Vogel (2002) explains that "when the naturalist think persists....when we talk about nature we do so in categories we do so in categories (drenched in contingent history and sociality....we hear (as so often in these discussions) what Derrida calls the moment of deferral, as each failed attempt to get to the ultimate foundation produces yet another claim that it's just around the next bend. No experience is immediate; all experience only becomes possible on the basis of prior history, culture, thought — and on the basis, too, of prior human transformations of those landscapes we call

natural." Vogel (ibid) explains that this philosophy challenges most traditional environmental philosophy because "environmental philosophy is thus characterized by a deep naturalism that claims to find in pre-social nature the basis for ethical and political imperatives. But it is the very idea of such a naturalistic basis that practices of deconstruction call into question, teaching us to look for the unexpressed and unexamined assumptions that lie behind such claims." (p. 30) Soule (1995) and Rolston (1994) argue that deconstructionist philosophy threatens the environment because it assumes that the environment is not "real."

H2-The Implications

The significance of the impact of disagreements related to environmental ethics is itself a hotly contested issue within the literature. Norton (1991) argues that the entire debate is not that significant since all advocates favor environmental protection and thus reach the same policy conclusions (p. 86).

Despite this criticism, a number of scholars argue that it is important to critically examine the ethics that drive how we relate to nature. Taylor (1986) writes that "It makes a practical difference in the way we treat the natural environment whether we accept an anthropocentric or a biocentric system of ethics" (p. 136). Vogel (2002) argues that unless we adopt an appropriate environmental ethics, the core causes of environmental problems will never be addressed:

This recognition in turn would include the realization that nowadays it is mostly for worse and not for better: the world of toxic waste dumps and ugly superhighways and dangerous global warming and ozone holes we confront is precisely the world produced by our own actions when they are *not* tempered by any recognition of responsibility, but rather occur in the context of a global economic system organized not make it impossible to acknowledge the social causes and consequences of our acts. The question for environmental theory is "what does nature require?" but rather "what sort of environment ought there to be?" or more to the point "what practices ought we to engage in?" The critical force of such a theory lies in point out that today the question is never asked, and certainly it is never democratically answered, and that as a result the environment we inhabit is the unplanned outcome of a whole series of private decisions that are made for private gain in a way that leaves it structurally impossible to take into account their public consequences" (pp. 36-7).

H2-Moving On To Specific Arguments

The sections that follow describe each of the main environmental frameworks in more detail and discuss more practically how each will function as debate arguments.

Each of the arguments can be contextualized in terms of the "cornerstone" environmental philosophies just discussed. Social Ecology is an anthropocentric philosophy that argues that we must address fundamental human inequality before environmental problems can be solved. Deep Ecology, a non-anthropocentric philosophy that finds itself in direct clash with Social Ecology, argues that as long as we prioritize human concerns we will never solve environmental problems. Ecofeminism is an anthropocentric environmental philosophy that argues that we must address gender inequality before solving environmental problems.

Ecophenomenology address our ontological relationship with the environment. Ecopsychology is difficult to classify, but also deals with the fundamental relationship we have with the environment.

Understanding each of these philosophies and how they function is important for all debaters because each criticize traditional approaches to environmental policy-making. Affirmatives that are unable to defend their approach or criticize alternative approaches are not likely to win many debates.

H2-Social Ecology

Social Ecology is an environmental philosophy that was begun and developed by Murray Bookchin, now the Director Emeritus of the Institute for Social Ecology at the University of Vermont. As the bibliography demonstrates, Bookchin is a prolific author whose work is easily accessible. The cornerstone philosophy that is most directly associated with Social Ecology is anthropocentrism since it is concerned with human inequality and how that inequality impacts the environment.

The primary claim of Social Ecology is that environmental problems are "social" in nature—that all of our ecological problems arise from deep-seated social problems. Bookchin claims that our present ecological problems cannot be solved until social problems in society, particularly forms of inequality, are solved. Bookchin explains:

Indeed, to separate ecological problems from social problems—or even to play down or give token recognition to this crucial relationship—would be to grossly misestimate the sources of the growing environmental crisis. The way human beings deal with each other as social beings is crucial to addressing the ecological crisis. Unless we clearly recognize this, we will surely fail to see that the hierarchical mentality and class relationships that so thoroughly permeate society give rise to the very idea of dominating the natural world. Unless we realize that the present market society, structured around the brutally competitive imperative of "grow or die," is a thoroughly impersonal, self-operating mechanism, we will falsely tend to blame technology as such or population growth as such for environmental problems. We will ignore their root causes, such as trade for profit, industrial expansion, and the identification of "progress" with corporate self-interest. In short, we will tend to focus on the symptoms of a grim social pathology rather than on the pathology itself, and our efforts will be directed toward limited goals whose attainment is more cosmetic than curative.

H3-Winning the Kritik

Winning the link. The link will be the least difficult part for the negative to win. Most affirmatives will operate within the current economic-socio-political paradigm (capitalism/liberal democracy) that will continue to avoid confronting fundamental inequality.

Winning the impact. The negative will not have much difficulty winning the impact either. There is very good evidence from Bookchin that says unless we embrace a less hierarchical world environmental problems will continue.

Winning the competitiveness. If the affirmative has the right evidence, this will probably be the most difficult part of the argument for the negative to win. Although there is very good evi-

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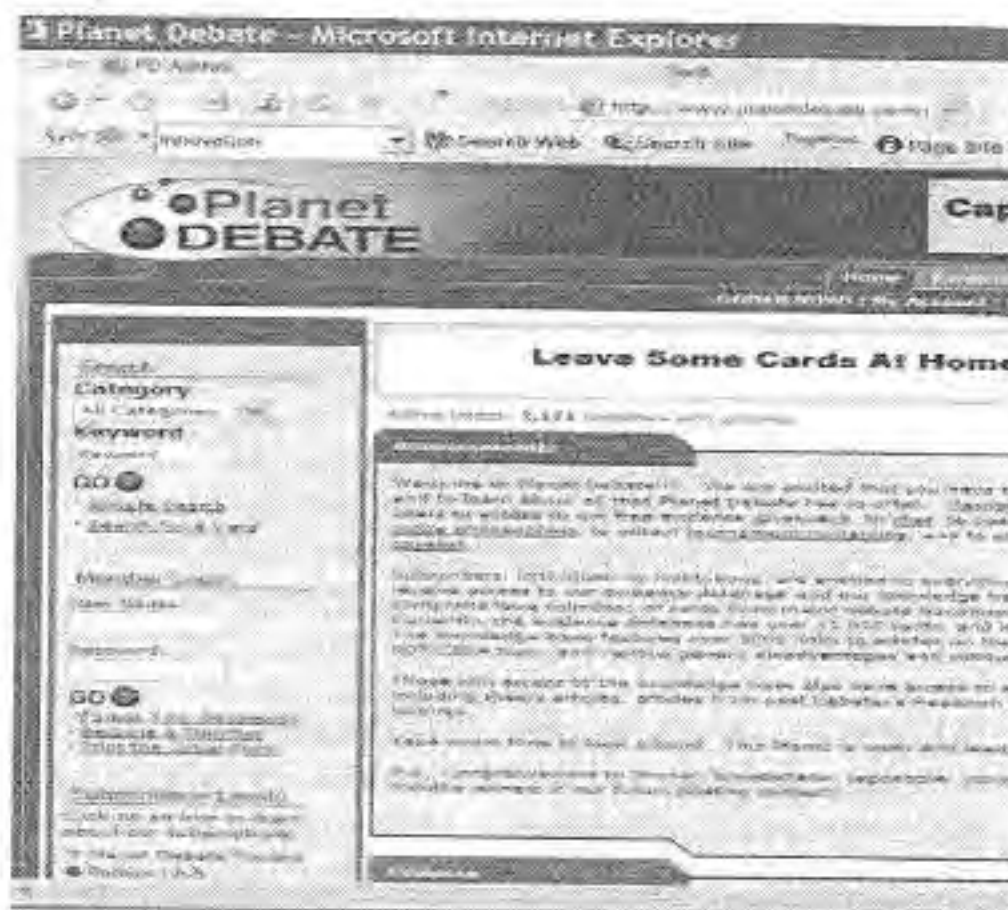
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vidence that traditional approaches undermine less hierarchical approaches that the negative should read, there is also very good evidence from the negative's authors that says we should support practical measures in the interim even if those measures are anthropocentric. The negative will need to do a very good job refuting the permutation, spinning the plan as something very undesirable.

Respond to criticisms. There are many strong criticisms of social ecologists, particularly from Deep Ecologists. Deep Ecologists argue that it is not social inequality that is the root of environmental problems, but rather our entire philosophical outlook. One problem using the Deep Ecology criticism of Social Ecology to respond on the affirmative is that most affirmatives are not likely to adopt a deep ecological perspective.

H3-Defeating the Kritik

The best approach for affirmatives that do not adopt radical environmental policies is to argue for the environmental pragmatist position that was discussed in the introduction to this section. Although it is possible from a theoretical perspective to criticize Social Ecology from the perspective of Deep Ecologists, most affirmatives will not embrace an Deep Ecological framework, so it would be quite unwise to criticize Social Ecology from this point of view.

H2-Deep Ecology Kritik

Deep Ecology is an environmental movement philosophy that was started by Arne Naess, a Norwegian philosopher, in 1972. Naess argued that we needed a "deeper" understanding about humanity's relationship with nature. Instead of a more anthropocentric approach that assumes that humans are unique we need to conceive of ourselves simply as one integral part of the biosphere. To support this "deep ecology" Naess argued that people need a self-realization where we learn to identify with plants and animals rather than our own families. Other scholars have supported Naess' work by drawing on the work of Martin Heidegger.

The Deep Ecology kritik argues that rather endorsing the affirmative plan, which is likely to simply carry-on with the existing anthropocentric approach, we need to embrace a realization that we are just one part of the biosphere. Since most affirmatives, such as the Law of the Sea, assume that we as humans can manipulate nature for our own ends and control it, they will fail to endorse the realization that Naess calls for and may actually undermine it.

H3-Winning the Kritik

Winning the link. The link will be the least difficult part for the negative to win. Most affirmatives will use modern scientific methods to protect the environment and will claim that if it is protected that humans will be in a unique position to benefit from those improvements. This is the heart of anthropocentrism.

Winning the impact. The negative will not have much difficulty winning the impact either. There is very good evidence from authors such as Zimmerman that says unless we embrace a deep ecological, biocentric worldview that we will not be able to survive an ecological apocalypse.

Winning the competitiveness. If the affirmative has the right evidence, this will probably be the most difficult part of the argument for the negative to win. Although there is very good evidence that anthropocentric approaches undermine Biocentric approaches that the negative should read, there is also very good evidence from the negative's authors that we should support prac-

tical measures in the interim even if the measures are anthropocentric. The negative will need to do a very good job refuting the permutation, spinning the plan as something very undesirable.

Respond to criticisms. There are many strong criticisms of deep ecologists, particularly from Social Ecologists. These criticisms were discussed in the previous section. Deep Ecologists do respond to these criticisms and the negative should be prepared with answers.

H3-Defeating the Kritik

Attacking the competitiveness. As just discussed, the weakest point of the kritik is the competitiveness. The affirmative should read, and extend, the evidence that advocates combining both approaches. You can find this in the "negative" sources.

Argue Deep Ecology is bad. There are many criticisms of Deep Ecology. First, many radical environmentalists such as *Earth First!* have adopted the philosophy and argue that it means that since humans play no special role they must be eliminated when necessary to save the environment. Some *Earth Firsters* have even embraced things like AIDS as the solution to environmental problems. Many argue that such logics are genocidal. Second, many Social Ecologists argue that Deep Ecologists ignore and mask the social roots of environmental destruction such as authoritarianism, patriarchy, and racism.

H2-Ecofeminism

Ecofeminists argue that environmental problems cannot be solved until the problem of patriarchy — the domination of men over women — is addressed because that inequality/oppression is reflected in how we treat nature/the environment. Ecofeminism was originally a French project. Simon de Beauvoir argued in 1952 that in the logic of patriarchy both women and nature appear as other. In 1974, Francoise d'Eaubonne coined the term "Eco-domination" and argued it was necessary for women to begin the ecological revolution. The movement began in the U.S. in the same year when Sandra Marburg and Lisa Watson hosted a conference at Berkeley entitled "Women and the Environment."

Since then, Karen Warren has led the charge for an Ecofeminist approach toward environmental ethics, arguing that environmental problems cannot be solved until patriarchy is overcome and also defending Ecofeminism against its critics. If you only have time to do limited reading on the argument, and you want to defend the approach, you should read her 2000 book. Ecofeminism is most closely associated with the anthropocentric and Social Ecology perspectives, as it argues that inequality must be addressed before environmental problems can be effectively confronted.

H2-Winning the Kritik

Negatives who want to run the Ecofeminism kritik should argue that since the affirmative not only fails to solve patriarchy, but also may perpetuate it through traditional governmental action, that they will be unable to solve the environmental crisis. They should suggest an alternative along the lines of "rejecting patriarchy" to solve.

H2-Defeating the Kritik

Criticisms of Eco-feminism are similar to criticisms of most "feminist" positions. The best criticisms include:

Essentialism. Essentialism is the notion that feminist cri-

tiques assume that all women are "essentially" the same and that when you argue that all women are essentially the same that just increases gender oppression.

Classism and racism. Many scholars critique feminist philosophy by arguing that its more esoteric claims are only relevant to wealthy, usually white women.

Counter-kritiks. Affirmatives can argue that patriarchy is not the root of oppression but rather that other things are the root of oppression, such as classism/capitalism or racism and that they solve those kritiks.

H2-Ecophenomenology

The Ecophenomenology kritik is based on the philosophical principle of phenomenology – that reality only consists of objects and events as we perceive them and that they have no independent meaning beyond that interaction. Phenomenology insists that we should just let "things be themselves" and not commit them to theoretical constructs that make them static. Instead, we should allow them to assume new identities/understandings/meanings in the ever-changing context of human social relations. Phenomenology was developed by Edmund Husserl in 1905.

Martin Heidegger, studying Husserl, argued that phenomenology was a method of ontological investigation, which addresses the nature of being. Some philosophers argue that until we properly understand the nature of being we will never be able to solve contemporary crises, such as environmental crises. This kritik is associated with Deep Ecology and concerns our fundamental ontological relationship with the environment.

H2-Winning the Kritik

To win the kritik, the negative needs to argue that the affirmative does not have the proper phenomenological approach to the environment – to simply let things be. Most affirmatives will link to this argument as they will attempt to manipulate the environment in particular ways in order to fulfill certain goals.

H3-Answering the Kritik

The most common criticism of the kritik is that radical approaches to environmental ethics fail and that environmental pragmatism is needed. Many of the criticisms of Deep Ecology are also relevant.

Ecopsychology

Introduction

According to the International Community for Ecopsychology (www.ecopsychology.org), Ecopsychology is "situated at the intersection of a number of fields of inquiry, including environmental philosophy, psychology, and ecology...ecopsychology suggests that there is a synergistic relation between planetary and personal well being..." In other words, in order to solve environmental problems, we need to be in harmony with nature, and to be in harmony with nature, we need to be in harmony with ourselves, which requires being psychologically in tune with nature.

Ecopsychologists argue that in order to live properly we need to recognize that there is more to our individual selves and that we need to connect with what is universal, such as the environment, and particularly, the oceans.

According to Ecopsychology Online, there are eight principles of ecopsychology:

1. The core of the mind is the ecological unconscious....Open access to the ecological unconscious is the path to sanity....
2. The contents of the ecological unconscious represent, in some degree, at some level of mentality, the living record of cosmic evolution, tracing back to distant initial conditions in the history of time.
3. Just as it has been the goal of previous therapies to recover the repressed contents of the unconscious, so the goal of ecopsychology is to awaken the inherent sense of environmental reciprocity that lies within the ecological unconscious.
4. For ecopsychology as for other therapies, the crucial stage of development is the life of the child.
5. The ecological ego matures toward a sense of ethical responsibility to the planet that is as vividly experienced as our ethical responsibility to other people.
6. Among the therapeutic projects most important to ecopsychology is the re-evaluation of certain compulsively "masculine" character traits that permeate our structures of political power and which drive us to dominate nature as if it were an alien and rightless realm.
7. Whatever contributes to small scale social forms and personal empowerment nourishes the ecological ego. Whatever strives for large-scale domination and the suppression of personhood undermines the ecological ego. Ecopsychology therefore deeply questions the essential sanity of our gargantuan urban-industrial culture, whether capitalistic or collectivistic in its organization.
8. Ecopsychology holds that there is a synergistic interplay between planetary and personal well-being.

H3-Winning the Kritik

This kritik is won by arguing that the affirmative does not address the cornerstone of the environmental crisis – our psychological relationship with the environment – and that continuing to operate within the mainstream undermines that needed psychological relationship.

H3-Answering the Kritik

Like the others, the best way to attack this kritik is to defend environmental pragmatism or argue that a "holistic" approach to environmental philosophy is unlikely to succeed (Calicott, 1999).

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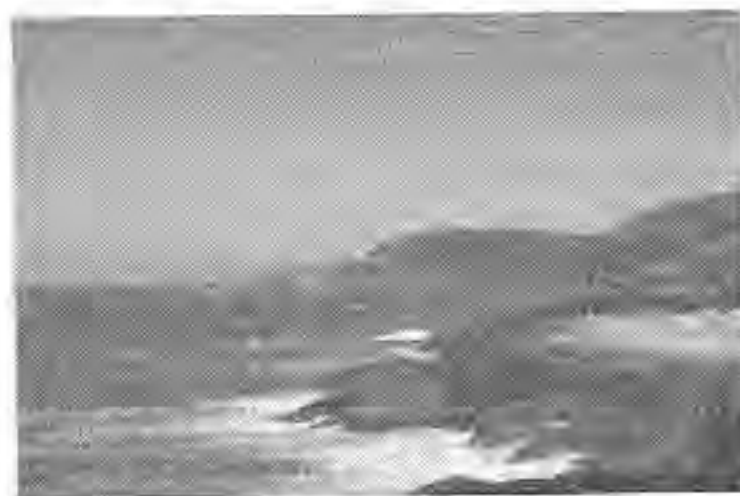
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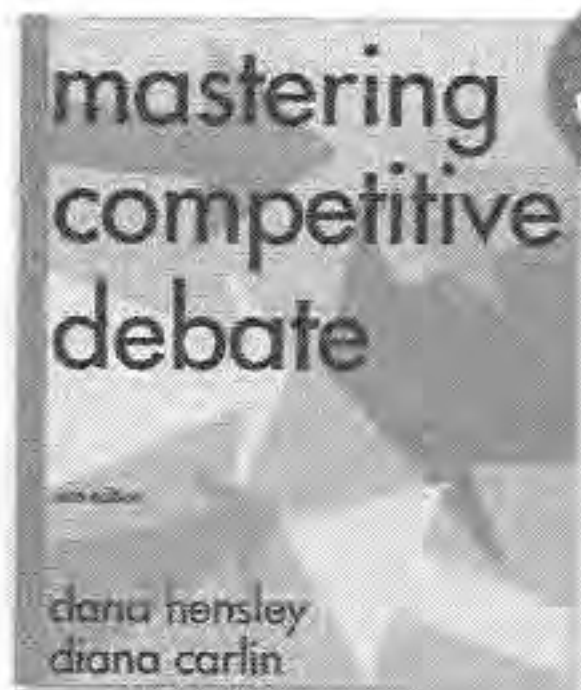
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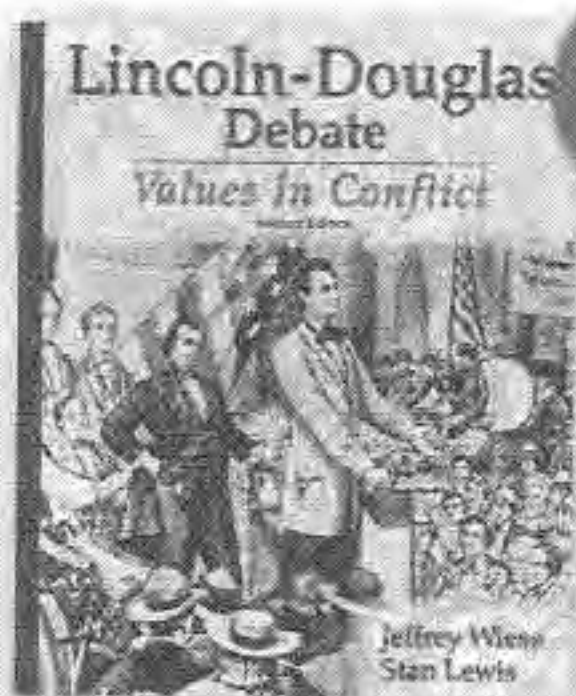
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THE CASE AGAINST MUTUAL PREFERENCE JUDGING

by
Jenny Heldt

Although mutual preference judging is still relatively rare in high school, directors of some large tournaments are experimenting with this system. For those of you who are not familiar with mutual preference, it is part of the tabulation program where all teams in the tournament rank all of the judges and judges are placed in debates where they are mutually preferred. Ideally, all teams would have mutually top ranked judges but there are not enough highly preferred judges to go around. As a result, teams sometimes get middle or low preferences but the other team also has that judge ranked in the middle or

the college community, I would like to discourage high school tournament directors from using this option. My students groaned at the idea of my writing this article. They want mutual preference judging because they want more control over who is in the back of the room. Although I have some sympathy for debaters who want mutual preference, the disadvantages of the system outweigh the benefits.

First, mutual preference systems feed into the elitist notion that most people in the community are unqualified to judge. The basic assumption of offering debaters so much control over their judges is that some judges are good and some are bad. Usually, debaters will prefer only highly specialized judges who can judge college-style debates. College style debate appeals to high school students for a number of reasons. They idolize college debaters that they work with at camps, they discover that speed offers significant advantages over slow teams and they enjoy the "rush" from thinking and talking fast. The downside is that students can become very snobby about judges. Only judges who are very experienced, well versed in theoretical issues as well as topic related

"...we need to keep our students on track by discouraging judge complaints and emphasizing the value of audience adaptation..."

information can judge very fast debates. The sad conclusion some students draw from the difficulty of judging these debates is that intelligent but less trained people should not judge policy debate.

low so there is a perception of a level playing field. People running the tab room usually place the most highly preferred judges in break rounds or at the top of the bracket so that the toughest competition has the most preferred judging.

I am not arguing that policy judges should have zero training. They do need some basic training in argumentation. For instance, they ought to know that they should judge based on arguments made by the debaters and not their personal preferences. They also ought to be familiar with topicality, time limits and the basic structure of common arguments. It would do our students a disservice to put in completely lay judges after they work so hard to prepare. However, the majority of people in the pool at most high school tournaments fall somewhere in between. They are not college debaters but are also not lay judges. They can make intelligent decisions but prefer that debates be slower and may be less familiar with some of the more radical arguments.

New computer programs have made mutual preference a very powerful tool. The information can all be downloaded from e-mail and the computer places the judges with minimal interference from tab room workers. As someone who occasionally tabs college tournaments, I have seen tournament directors use everything from an "A, B, C, Strike" format to a nine category system to ordinal rankings of all judges from 1-150 (or however many judges there are at the tournament). College debaters have grown accustomed to carefully selecting their judges and coaches have gotten good at filling out their preference forms to gain strategic advantages. For instance, some teams track the average speaker points awarded by certain judges and prefer people who give out higher points. Teams have also learned to highly prefer people who are not judging very many rounds in an effort to force highly preferred judges into their debates. Almost all teams select judges based on who is friendly to particular types of arguments.

Although mutual preference seems here to stay in

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What a terrible example! Students should accept losses gracefully and use the ballot or oral critique to find out more about how to persuade that judge. Students who internalize losses will improve faster because they try to change. How many of you know debaters who blame over 50% of their losses on judges? Aside from the lost opportunities to improve, it is an unhealthy character trait to blame other people for losses. It is natural for a student who is disappointed to look for an excuse but we need to keep our students on track by discouraging judge complaints and emphasizing the value of audience adaptation.

Even the biggest fans of national circuit debate have to admit that there is also enormous educational value in slower persuasion. A well rounded policy debater ought to be just as comfortable slowly making intelligent case attacks in front of a more conservative judge as they are speeding through several off case arguments in front of a college style judge. Students should be taught that adaptation is a value in itself. Crafting a message to an audience has obvious real life applications. Both styles of debate have value, both belong in the community, and both types of judges should be respected and encouraged to judge the best debates.

Mutual preference judging also further divides the community over argument choice. Almost every college team can tell you if they are more policy-oriented or more critique-oriented. Many of the preference sheets from these two camps read as exact opposites. An "A" for one school is a strike for another. The result is that there are almost two judging pools. Some schools almost never see policy judges and some schools successfully avoid critique judges. When the two types of schools meet, they have one of the few judges on their lists that they have in common. When debaters are able to pick their judges so carefully, it means that their argument choices are more extreme. Most of you have probably heard stories of college debaters dancing, showing art or otherwise "performing" instead of engaging in traditional policy debate. You have also probably heard of traditional policy debate only round robins or teams that have basically refused to debate

critiques. By protecting both types of teams from more diverse judges, they are able to focus in on only one type of argument. Wouldn't the students learn more from having to debate in both camps? Knowing that they would have to adapt to a wider pool would keep their arguments more moderate in the first place. Moderation is not good in itself but adaptation serves an educational purpose of training students to be flexible and respectful of a wide variety of audiences. So far, most high school squads have avoided extremes in either direction because they know that they will lose debates in front of less sympathetic judges.

Are there bad judges? Yes, there are judges who should not be allowed to judge. People who are extremely lazy or judge while intoxicated immediately leap to mind. There are also judges whose oral critiques are terribly harsh or use foul language that I would be embarrassed to expose students to. There are also situations where a judge has not struck themselves but should have because they have a personal connection with a debater. As an alternative to mutual preference, tournament directors could offer up strikes to take care of these limited situations.

We are a small community and seem to be getting smaller. In a recent article James Copeland noted that the number of NFL affiliate schools who do policy debate has dropped by half! Mutual preference judging would be another step down the path of hyper-specialization that is prompting schools to abandon the policy community in favor of Ted Turner Debate or LD, where judges and debaters do not go to such extremes. We should avoid things like mutual preference in favor of working with our debaters so that they are equally prepared for different styles. Long live policy debate in all its forms!

(Jenny Heidt is Director of Forensics at The Westminster Schools in Atlanta, Georgia. Previously, Jenny was the Assistant Director at Pace Academy where her team won the Tournament of Champions. Jenny also helped to coach an NDT champion at Emory University before starting her high school coaching career.)

(Bauschard continued from page 50)

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(Stefan Bauschard is the Debate Coach at Boston College, author of Stefan's Topic Guide to the 2003-4 CX Debate Topic, and the President of PlanetDebate.com. His Topic Guide can be ordered from Debatehandbooks.com.)

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by
Wayne C. Mannebach

PART SEVEN:

Lip Service, Faulty Evidence and Causal Relations, and Boring Transitions

LEARN WHAT NOT TO DO!

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

..."Students of oratory must carefully prepare not only their major arguments and subpoints, but also the means for tying them together"...

sumes from his teaching and coaching experience that, if the orator knows what should not be done, he or she will employ what should be done. This article stresses lip service, faulty evidence and causal relations, and boring transitions.

DON'T USE LIP SERVICE!

Lip service usually occurs when someone says one thing but then does another, often the opposite of what was first said. Like much faulty reasoning, lip service often goes undetected because it is so hidden in verbiage that an announced ideal and the speaker's inconsistent behavior are not exposed to sharp contrast. However, when detected, lip service can cloud an audience's clarity of thought and even make them angry because they have been deceived.

A clear explanation of lip service comes from W. Ward Fearnside and William B. Holther, who in *Fallacy - The Counterfeit of Argument*, said:

All of us are more or less restrained by the taboos current in our particular society, in our culture. Perhaps this is fortunate since it promotes

the stability of social institutions and makes for cultural unity. At any rate, the pressure which society exerts to make individuals conform to its beliefs and ideals is generally sufficient to prevent all but occasional individuals from openly repudiating the prevailing notions. Examples may be found in any culture. The principles of orthodox Marxism have been so enshrined in the Soviet Union that Lenin and his successors have constantly made obeisance to Marx even though departing widely from his notions. In America,

almost every group renders homage to the ideals of the U.S. Constitution, although it is quite clear that neither the communist, neo-fascist nor super-patriotic elements actually uphold the civil liberties essential to the plan of government which the Constitution provides. In American culture it takes a hardy individualist to express dissent from the principles of Christian ethics or to idealize war. One may, without evoking any intolerable hostility, advocate or do all sorts of things inconsistent with Christian ethics or continued peace; only open acknowledgment of the consequences of one's acts is apt to bring immediate public repudiation. Consequently, individuals who find themselves opposed to some cultural norm often see the wisdom of giving lip service to it. In fact, a person may render lip service to an accepted ideal of his group without even realizing that he is constrained in his belief. For instance, an individual may support an ideal such as racial equality without ever questioning the depth of his belief until one day he is called upon to put it into public practice. Sometimes lip service is a smoke screen consciously created, as with the person who proclaims his support of sexual taboos which he clandestinely violates.

John Stuart Mill exemplified how even very good people fall short of their professed standards of behavior. In *On Liberty* Mill said that

Christians believe that the blessed are the poor and humble, and those who are ill-used by the world; that it is easier for a camel to pass through the eye of a needle than for a rich man to enter the kingdom of heaven; that they should judge not, lest they be judged; that they should swear not at all; that they should love their neighbor as

themselves; that if one take their cloak, they should give him their coat also; that they should take no thought for the morrow; that if they would be perfect they should sell all that they have and give it to the poor. They are not insincere when they say that they believe these things. They do believe them as people believe what they have always heard lauded and never discussed. But in the sense of that living belief which regulates conduct, they believe these doctrines just up to the point to which it is usual to act upon them.

Lip service occurred, for example, when a lobbyist for government subsidies addressed an Independent Farmer's Association and said that "our country has grown great under the system of free private enterprise. We are proud of the industry and initiative of the millions of individuals who have worked out their destinies under our flag. Free enterprise has built up our nation and will continue to build it up." Indeed, but after his introduction, the speaker devoted the main part of his address to advocating government subsidies for wheat based on a system of price and acreage controls. Subsidies and government controls, whatever their form or merit, are not applications of free and private enterprise. The speaker completely switched ground; his main address did not match his *lip-serviced* introduction.

Another speaker addressed a group of military veterans and said that "democracy must be alert against government by special interest and pressure groups. The legislator should listen to the farmer, the businessman, the veteran—but he must decide for the good of all." However, the speaker went on to explain how he was supporting a bill that greatly extends benefits for veterans. He even stressed that "your Congressman won't be against this bill if he gets a lot of letters from you!" Though the speaker seemed to deprecate special interests and pressure groups, he apparently could not resist the temptation to appeal to such a group when opportunity appeared and the question concerned his own interests. The speaker completely switched ground; he employed lip service.

Lip service was identified in the August 4, 1997 issue of *The Oshkosh Northwestern*. In her editorial entitled "Whole Math Taking Hold in Schools," Mona Charen, a columnist for Creators Syndicate, said that "the spirit of the '60's—small-minded, Third-World worshipping, standards-loathing—is alive and well and living in your poor child's public school curriculum." In her indictment of the stupidity of Whole Math, she said that "in the world of Whole Math, the kids are not expected to get any answers—just to have the right attitude"; and that

one popular textbook, *Secondary Math: An Integrated Approach: Focus on Algebra*, begins by extolling the virtues of teamwork, offers the United Nations Universal Declaration of Human Rights in three languages, mentions that in the future, computers will do all of our math computations for us, and asks the kids what role they suppose teamwork plays in conserving natural resources. The text then introduces characters named Laktuk, Esteban and Minh, who offer thoughts on life, environmentalism and such. But equations don't show up until page 163.

Charen accused the authors and their supporters of fostering the teaching and learning of mathematics, but actually doing something else. Their switching ground was lip service.

In another of her editorials, namely "Israel Held to Impossible Standard" (*Oshkosh Northwestern*, March 10, 2002), Charen argued that "everyone acknowledges that we [the United States] have the perfect right to defend ourselves against those who have

done us grave harm. Nor are we asked to sit by and wait for our enemies to do us even more catastrophic damage if they get the chance." Then Charen countered the above by saying:

But when it comes to the Israeli/Palestinian conflict, the context is removed. Bleeding Israel is daily exhorted to stop contributing to the cycle of violence. Her teenagers are blown to bits at discotheques. Her babies are approached outside a synagogue by a suicide bomber who waits until he is next to the strollers before blowing himself apart. Her adolescent boys who wander off in the desert and get lost are torn to pieces.

And all of this is applauded and celebrated by Yasser Arafat and most of the Arab governments in the region.

Some Arabs (those among the minority who acknowledge that Arabs are responsible) condemned the bombing of the World Trade Center. But not a single Islamic scholar or cleric has condemned the systematic policy of blowing up Israeli civilians. Israelis are demoralized and terrified. Restaurants and shops are nearly empty. And alone among nations apparently, Israel is not permitted to engage in simple self-defense.

Obviously lip service is not virtuous for oratorical effectiveness. At best, it confuses or angers those members of the audience not on the side of the lip service advocate.

DON'T USE FAULTY EVIDENCE!

Evidence is the raw material of proof. It is the substance from which inferences or conclusions derive. Many students often rely on the words of specialists like physicians, lawyers, scientists, politicians, and economists because the students have neither the time nor the wherewithal to get the facts themselves. The students tend to accept a conclusion because an authority says it is true. However, orators must realize that an authoritative opinion does not prove a proposition, but it is a reasonable basis for believing it. To accept an authority's word for something is to *assume* that the authority has the evidence. However, in *Logic: An Introduction*, Lionel Ruby contends that, "If we wish to *know* rather than merely to believe, we should inquire into the evidence on which the conclusions are based."

Orators must be careful to employ evidence that is clear. In other words, evidence should not be vague; it should not contain indefinite terms. For example, several indefinite terms (*italicized*) were employed as evidence in the following report of the Scripps Howard News Service, cited in *The Oshkosh Northwestern* of August 5, 1997.

FBI PROBES ISRAEL BOMB LINK TO NEW YORK

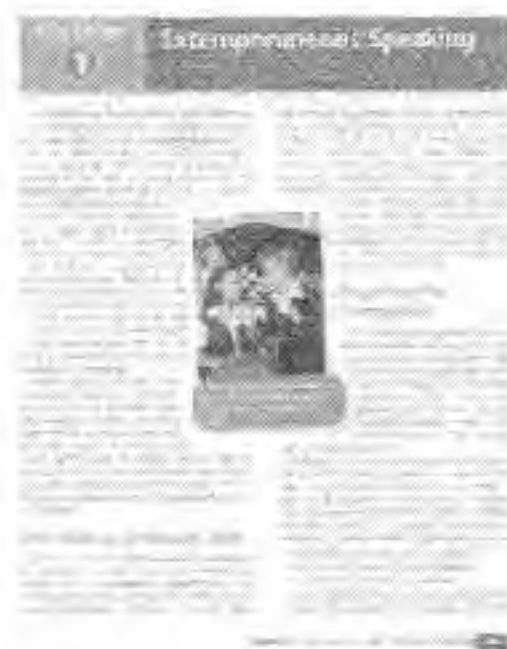
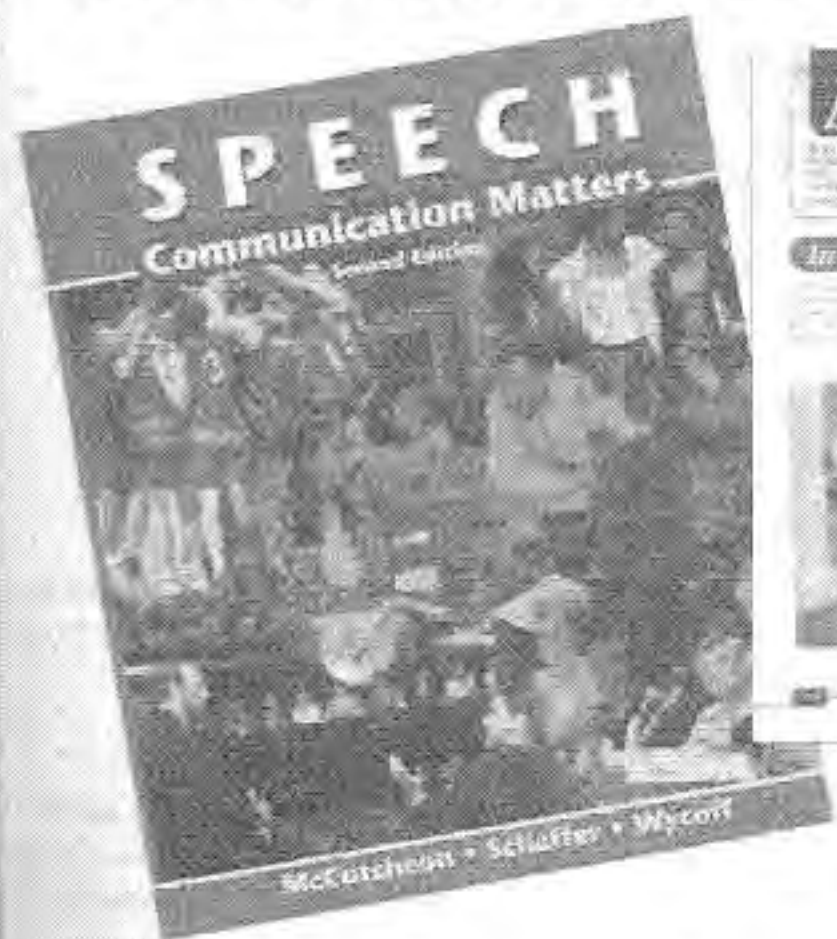
JERUSALEM - *FBI agents* flew to Israel Monday to investigate links between last week's suicide bombing in Jerusalem and the discovery the next day of what *they suspect* was a plot to bomb the New York subway.

Israeli sources said *they* had sent *their investigators* to New York, where two Palestinians were arrested on Thursday.

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U.S. authorities say they found two bombs in the suspects' apartment which they believe were for a double suicide attack on the subway. The attack on a Jerusalem market was carried out by two suicide bombers.

A leaflet circulated after the Jerusalem bombing claimed that the attack was the work of the militant Islamic group Hamas. FBI officials say the two Palestinian suspects telephoned Hamas offices in the days before their arrest.

Israel and U.S. officials refused to comment on reports about the FBI investigation here. But relatives of Lafi Khalil, one of the Palestinians held in New York, told ABC News that they had been questioned by federal investigators in the West Bank.

Hamas denied any connection with the alleged New York conspiracy and has not claimed responsibility for the Jerusalem attack, which killed 13 people and wounded 150.

Israeli and Palestinian officials say they are no closer to discovering who carried out the Jerusalem bombing. The bombers died in the attack.

What a sea of confusion! What FBI agents and officials? What Israeli sources, investigators, and officials? What U.S. authorities and officials? What Palestinian officials? What leaflets and reports? What Hamas officials? What relatives of Lafi Khalil? What sources at ABC News? Orators must be certain that their evidence is clear.

Orators must employ evidence that is also accurate. In *The Oshkosh Northwestern* of March 10, 2002, Mona Charen contended that "nearly every dispatch from the Middle East lacks basic context. Here are some of the facts to keep in mind when reading these flawed reports." She then reported:

- The PLO was not formed in order to secure a Palestinian state on the West Bank and Gaza. It was created in 1964, when both territories were under Arab sovereignty. Jordan and Egypt did not create a state for the Palestinians because they preferred to keep the refugees angry and homeless.
- It is not "Palestinian Land." There has never been an independent state on the land between the Mediterranean and the Jordan River. The area—which always contained Arabs and Jews—was under Ottoman control for several hundred years until World War I, then British control under the League of Nations Mandate and finally under United Nations control.
- The United Nations approved a partition plan in 1947 that would have created two states, one Jewish and one Arab. The Jews accepted the arrangement. The Arabs refused. Five Arab armies invaded the new state of Israel. In the ensuing war, thousands of refugees fled. Jews fled Arab nations for Israel, and Arabs fled Israel for Jordan, Egypt and Lebanon. The Jewish

refugees became full citizens of Israel. The Palestinian refugees became pawns. Israel came into possession of the West Bank and Gaza only because she was attacked again by five Arab armies in 1967.

- If the Palestinians are fighting for a state on the West Bank and Gaza, why do their maps show Palestine as filling the entire territory that is now Israel? Why do they marinate their people in Hitlerian anti-Semitism and anti-Americanism? Further, why—when Ehud Barak offered just such a state, or 95 percent of it—did Arafat walk away and start this latest round of violence? Palestinian spokesmen say it wasn't everything they wanted. But if they truly want a separate state on so-called "occupied territory," why did Barak's office not form the basis for further talks?
- The Palestinians are said to be chafing under the "occupation." But in obedience to the Oslo process, Israel has given administrative authority over 98 percent of the Palestinians in the disputed territories to Arafat. Israel has further permitted the Palestinian Authority to arm 40,000 "police."
- If the Saudi "peace plan" were serious—and not an attempt to divert attention from the Saudi role in 9-11 and its sponsorship of Islamic extremism worldwide—why didn't Saudi Arabia offer it before?
- Why is it impossible for the Palestinian Authority to give Israel what Sharon has demanded—just three days of respite from terrorist attacks?

Students of oratory must evaluate their evidence and make certain that it is clear and accurate. Evidence which fails to meet these standards is faulty; it should not be employed.

DON'T USE FAULTY CAUSAL RELATIONS!

The nature of causal relations has long been a matter of dispute among many professions, including theologians, philosophers, scientists, and politicians. This section is not intended to extend the history of this dispute, but rather to recommend four basic tests which should help students of oratory to evaluate the strengths and weaknesses of their arguments alleged to be causally related. Too often communication breaks down because the orator is unclear when attempting to identify the cause or causes of certain effects.

The **first test** is to make certain that coincidence, happenstance, or an isolated example of sequence has not been mistaken for cause. Failure to do so can result in the fallacy of *post hoc ergo propter hoc*, a Latin phrase meaning *after this therefore because of this*. This phrase is an elliptical way of saying, "That event came after this event, so that event came because of this event."

For example, suppose that at 6:00 a.m., a black cat crossed the path of Mr. Jones, while Mr. Jones was walking to his automobile parked in his garage. At 6:30 a.m., Mr. Jones ran into a deer

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crossing the highway; at 6:55 a.m., he was ticketed for speeding; at 7:15 a.m., his car ran out of gas; and at 8:00 a.m., Mr. Jones sprained his ankle while running up the stairs to his office. Immediately after the last incident, Mr. Jones said, "That darned cat! I knew something like this was bound to happen!" Obviously the black cat had nothing to do with Mr. Jones' misfortune, yet Mr. Jones quickly established a causal relation. Orators who mistake coincidence for causal relation do not send clear messages to their hearers.

The **second test** is to make certain that regularity has not been mistaken for either cause or effect. For instance, suppose that on three occasions Mr. Southey went golfing with Mr. Patroni, and that on each occasion the men were drenched from being caught in heavy rain. After the last incident, Mr. Southey went home and informed his wife that he never again would play golf with Mr. Patroni because "he is nothing but a jinx!" Little wonder that Mrs. Southey laughed at her husband's remark. Certainly Mr. Patroni had nothing to do with causing the ill weather, yet Mr. Southey established a causal relation. Orators who mistake regularity for cause or effect also may be ridiculed by their hearers.

The **third test** is to make certain that a necessary factor has not been confused with a sufficient factor, or that the alleged cause is inefficient to produce the alleged effect. In other words, a causal factor may be necessary but by itself insufficient to produce a given effect. For instance, the assassination of the Archduke Francis Ferdinand and his wife at Sarajevo, Bosnia, immediately caused hostilities, but history reveals it was not the *primary* cause of World War I. Such causal relations should be abandoned by orators.

The **fourth test** is to make certain that other relevant factors which could obstruct or prevent the alleged cause from producing the alleged effect have not been overlooked. For instance, some people predicted that, when World War II ended, the unemployment resulting from factories which stopped making war goods would lead to economic disaster in the United States. However, those people failed to consider such intervening factors as shortages of consumer goods created during the war, other countries' extreme demands for United States goods, an expanding population and their needs, and the Marshall Plan and Point Four Program. To overlook relevant factors is not conducive to clear thought and effective oratory.

DON'T BE BORING IN TRANSITION!

An audience can become lost in a multitude of fragments, but it can appreciate and respond favorably to a cohesive and unified presentation. In other words, transitions are indispensable to oratory because they help in the building, developing, and tying together of main arguments and their relationship with subpoints.

However, some orators are ineffective because they lack a variety of transitions. Constant repetition of a limited vocabulary becomes boring. In turn, boredom lessens listening acuity, and the

latter leads to communication breakdown.

The following transitions should enable the student of oratory to move quite easily from one argument to another and clarify the relationship between main points and subpoints.

accordingly	for this reason	moreover
after all	further	namely
again	furthermore	nevertheless
and so	however	notwithstanding
and thus	in addition	nonetheless
another	in any event	once again
as a result	in as much as	on the contrary
as has been stated	incidentally	on the other hand
as I have said	in case that	secondly
as you see	indeed	since
at any rate	in fact	so that
at first glance	in other words	still
at least	in short	that is to say
at the same time	instead	then
because	in sum	therefore
besides	in the meantime	thirdly
but	in the next instance	thus
by contrast	in the same manner	to begin with
consequently	in this regard	to continue
contrary to	in this respect	to go back
finally	I repeat	to go further
first	lastly	turning to

In short, students of oratory carefully must prepare not only their major arguments and subpoints, but also the means for tying them together. A variety of transition is indispensable for effective communication.

CONCLUSION

The tie between context and form, between message and expression, should never be broken. The seven articles in this series treating oratorical clarity fail to exhaust all of the obstacles to clear expression, but they sufficiently warn orators to be clear, if persuasion is the objective.

Orators can enhance their opportunity to be clear, if they fail to employ verbosity, profoundness, cloudy imagery, vague pronouns, improper subordination, weak parallelism, and lip service; if they don't mistake similarity for sameness, don't mistake words for reality, and don't abuse definition evaluation; and if they are cautious when employing euphemism, slang, shoptalk, foreignism, colloquialism, evidence of authority, causal relation, and transition.

(Dr. Wayne C. Mannebach, the nation's foremost authority on oratory, 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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PREFERENTIAL VOTING AND THE NATIONAL FORENSIC LEAGUE

65

by
Harold C. Keller

Many organizations utilize the preferential voting process in an attempt to save time and to offer a greater credibility to election results in their organizations. The method is not new nor is it unique to the NFL. It dates back over 100 years and was originally developed to deal with the problems created by time and travel constraints.

... "preferential voting definitely saves time and most people feel it guarantees a more professional and credible result..."

In short, the process answered the fundamental question of knowing how a voter would vote for a given candidate in a field of three or more candidates to guarantee a winner, by a majority vote, in an election. The answer was simple - have the voter rank their choice of candidates as 1st, 2nd, 3rd and so forth. Such a ranking would indicate how a given voter would cast his or her ballot regardless of the number of candidates on the ballot.

The pragmatic issue then becomes: how does one determine who wins the election? It is crucial that the election official determine who placed first in the election as their first priority. If the election officials think they should determine who came in last as their first priority, they are conducting the preferential process erroneously. If the tabulating officials think that by adding all of the candidates' rankings as if determining who placed first in an individual event round where a panel of judges was utilized they are in error. The tabulating officials must follow a protocol that adheres to the goal of fairness and equity for all candidates and in meeting the ethical goal that all placing in the election were determined by a majority vote of all voters casting a ballot.

The process is not complicated but it does take time and practice to develop an expertise in the conducting of the preferential vote.

Step 1: Once the final candidates are determined record these names in alphabetical order and disseminate the names of the candidates to the electorate.

Step 2: Instruct the electorate to give serious consideration as to their preference of one candidate over another. Stress the fact that the ranking of last and next to last candidates on their ballot could be their final preferential choice. With that in mind instruct the voters to rank their candidates as to their 1st, 2nd, 3rd, 4th, 5th choice and so forth. Every name on the preferential ballot must be ranked and no tie in rank placing is allowed. This will indicate how any voter notes their preference between any two candidates on their ballot. Instruct the voters to fold their ballot in half and either have them bring their ballot forward or collect the ballots by walking around the room.

Note that it is advisable to prepare special ballots for this process. Simply generate a form not larger than 4 1/4 inches wide by 11 inches long. On each ballot (or half sheet of paper) type 1st choice followed by a line for the name of candidate, 2nd choice followed by a line for the name of candidate, 3rd choice line on through a 10th choice line for candidate names. The number of lines needed is determined by the number of candidates. Seldom would there ever be more than ten and in the National Forensic League preferential voting process, seldom (if ever) more than seven. The last page offers you a sample Preferential Ballot.

Step 3: In Student Congress, have the Parliamentarian of a Chamber vote, noting that his/her ballot will be used only to break an unbreakable tie. Make sure this ballot is so marked, avoiding the possibility of it getting mixed in with the student ballots.

Step 4: Once the students have completed their ballots, take those ballots, along with the indicated Parliamentarian's ballot, to a quiet tabulation room.

Step 5: Separate the ballots into as many stacks as there are names receiving 1st place votes.

Step 6: Count the number of 1st place votes in each stack and note the number with a pencil on a separate piece of paper.

Step 7: Take the stack with the fewest number of 1st place votes and distribute these ballots to the voter's next choice candidate. Place the distributed ballots under the stack for their next choice candidate. Do not place them on top as it is easy to confuse who has actually been eliminated in that round of balloting and who advances.

- A. If two or more candidates have a combined total of less than next lowest candidate, more than one stack may be redistributed.
- B. If there is a tie there are several methods of breaking that tie.
 - a. Separate all ballots to determine how the voters would prefer one of the two candidates thus breaking the tie.
 - b. Advance that candidate receiving the most 1st place votes and award the advancement accordingly.
 - c. Use the Parliamentarian's ballot to break a tie.
- C. This process continues until one of the candidates has a majority vote and he or she is declared the winner.

Step 8: Once the 1st place winner is determined, cross the name of the winner off of the ballot even if they were voted last by a voter. Use a pencil. Do not cross it off so completely that it cannot be reread as one may have to go back and double check the results in an audit.

Step 9: Not counting the crossed off name(s), or creating a stack for those names crossed off, repeat the process to determine which candidate places 2nd in the election. Once the 2nd place Superior candidate is determined, cross that name of the ballot and proceed in the same manner until all candidates have been ranked. A voter's preference is noted on the list of names that have not been crossed off.

It is strongly recommend that two, if not three, conscientious people conduct the ballot counting process. Once the process is learned it can be very time efficient taking less time than it would to vote in the Chamber as if voting for a Presiding Officer. In essence it is the same process in which candidates are eliminated based on the fewest number of votes gleaned. In the one-person one-vote process, however, the Chamber must vote a second time to determine the second place candidate and this process would continue through the

entire list of candidates on the ballot. The similarity is the either method determines the first place person first and works with the premise that the first place winner is determined and no one is ranked until which time they receive a majority vote of all voters in that assembly. The big difference is that the preferential ballot could potentially replace 28 individual ballots if a single balloting process was utilized for ranking the nominees 1st through 6th.

The most common error that I have observed is where the tabulators declare the person with the fewest 1st place votes as having placed last in the election. This is wrong! Tabulators must determine the 1st place first and then work their way through a recounting of the ballots to determine who placed second by a majority. The process continues on through the next to last place.

A method that I have used to teach this process, or to explain it to others, is to have a group of people (preferably not less than 15) answer the question, "Which of the following US Presidents was the best President?" I then offer last names, such as Washington, Jefferson, Lincoln, Harding, Clinton, and Bush. Obviously Bush must be noted as Bush G.H. or Bush G.W. The students then rank the names as 1st best through 6th best. As the teacher I complete a ballot in like manner as the Parliamentarian would in a Congress. This process gives me a number of ballots that I can then practice and demonstrate with.

I believe that once the value of using the preferential voting process is understood the process is easily utilized and accepted. It is really no different than using individual ballots other than the voting is done at one time and each preferential ballot indicates the voter's preference for one candidate over any other candidate. While the preferential voting process is over a century old, it is resisted primarily due to a lack of understanding. It definitely saves time and most people feel it guarantees a more professional and credible result. It definitely minimizes the "playing of games" and a lot of hurt feelings when multiple balloting is used.

(Harold C. Keller, is a member of the NFL Executive Council, a five diamond coach and everyone knows him as "Mr. Congress")

(Cheshier continued from page 35)

¹ Murray Bookchin, *Toward an Ecological Society* (Montreal: Black Rose Books, 1980).

² Kerkpatrick Sale, *Dwellers on the Land: The Bioregional Vision* (San Francisco: Sierra Club Books, 1985).

³ Cf. Carolyn Merchant, *The Death of Nature: Women, Ecology, and the Scientific Revolution* (New York: Harper and Row, 1980).

⁴ Ynestra King, "Feminism and the Revolt of Nature," in Merchant, *Ecology*, 198-200.

⁵ Joni Seager, *Earth Politics: Feminism, Politics, and the Environment* (London: Earthscan, 1993).

⁶ Prigot Capra, "Systems Theory and the New Paradigm," in Merchant, *Ecology*, 334-343.

⁷ James Lovelock, "Gaia," in Merchant, *Ecology*, 351-359.

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

National Forensic League

Preferential Ballot

Chamber: _____

Print the name of your Chamber above.

Please rank the final Outstanding Congress people in your Chamber 1st, 2nd, 3rd, through last. Give serious thought as to how you rank your fellow Congress Candidates. There can be no ties.

After voting, fold your ballot in half and return it to your voting official.

Print the names of the Candidates
as posted by the election official.

— fold here — fold here — fold here — fold here —

1st: _____
Most Outstanding

2nd: _____
Most Outstanding

3rd: _____
Most Outstanding

4th: _____
Most Outstanding

5th: _____
Most Outstanding

6th: _____
Most Outstanding

7th: _____
Most Outstanding

8th: _____
Most Outstanding

9th: _____
Most Outstanding

10th: _____
Most Outstanding

National Forensic League

Preferential Ballot

Chamber: _____

Print the name of your Chamber above.

Please rank the final Outstanding Congress people in your Chamber 1st, 2nd, 3rd, through last. Give serious thought as to how you rank your fellow Congress Candidates. There can be no ties.

After voting, fold your ballot in half and return it to your voting official.

Print the names of the Candidates
as posted by the election official.

— fold here — fold here — fold here — fold here —

1st: _____
Most Outstanding

2nd: _____
Most Outstanding

3rd: _____
Most Outstanding

4th: _____
Most Outstanding

5th: _____
Most Outstanding

6th: _____
Most Outstanding

7th: _____
Most Outstanding

8th: _____
Most Outstanding

9th: _____
Most Outstanding

10th: _____
Most Outstanding

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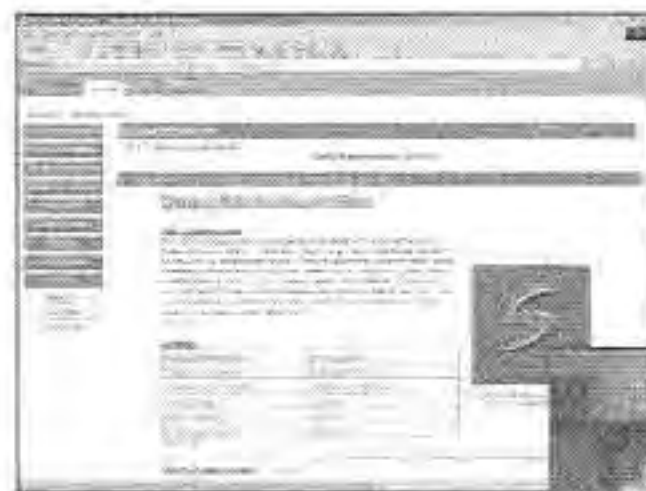
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PREFERENTIAL BALLOTING

by
Gary Harmon

The first priority is the establishment of first place. Take the ballots and divide them into piles according to the names listed first on the ballot. Count the number of ballots in each pile and record that number for each candidate.

Piles of Ballots according to first place votes:

1. Brown	1. Smith	1. Wells	1. Jones
1. Brown	1. Smith	1. Wells	1. Jones
1. Brown	1. Smith	2. Jones	1. Jones
1. Brown	2. Brown	3. Smith	2. Wells
2. Smith	3. Wells	4. Brown	3. Smith
3. Wells	4. Jones		4. Brown
4. Jones			

Summary of the above Preferential Ballot:

	#1	
Brown	4	The totals of the first place votes cast indicate that Brown has a plurality for this round of balloting.
Jones	3	
Wells	2	XXX This person is eliminated from consideration for 1st place due to receiving the fewest first place votes in this first round of balloting.
Least Jones	3	
Totals	12	

Next, take the pile of ballots with the least first place votes (in this case Wells) and reassign them to the remaining piles according to the second place votes on those ballots. One should place the reassigned ballots at the bottom of the remaining piles. This will allow easier identification of the piles and avoids confusion. In the case of our example, it would be Wells with only two first place votes. The majority of the chamber has, thus, indicated that they do not prefer Wells for first place. After reassigning the low pile, count the number of ballots in each pile and record.

Note: Remember that just like in counting Single Ballots, if the combined vote of two or more of the lowest candidates is less than the candidate immediately above them, then those candidates below may be dropped. However, unlike the Single Ballot, if a tie exists for the lowest candidates and their total is equal to or more than the candidate immediately above them, then you must use the tie-breaking procedure outlined below.

Balloting

The counting of ballots in Student Congress is done by one of two methods. For elections needing a single result (as in the election of Presiding Officer), a series of single ballots is used. For

elections requiring multiple results (as in the election of Superior members), a preferential ballot is used. In both cases a majority of those voting will determine the rank or ranks of the candidates.

Single Ballot Method

The ballots in the single ballot method will be counted as follows:

1. Use as many ballots as necessary to elect by a majority.
2. Each member's ballot should contain only one vote.
3. Divide the ballots into piles containing like votes. For instance all the votes for Jones are placed in one pile, and all the votes for Brown in another, etc.
4. Eliminate the one person receiving the least number of votes and have the chamber then vote for the remaining candidates. Continue this process until one person receives the majority.
5. More than one can be eliminated if the combined vote of two or more of the lowest candidates total less than the candidate immediately above them, then those candidates below may be dropped.
6. If a tie exists for the lowest candidates and if their total of votes received adds up to more than the candidate immediately above them, then have the chamber vote for the tied candidates to break the tie. If the chamber is still tied on its preference, have the Chamber keep voting. After three votes, have the candidates speak to the Chamber outlining reasons why they should be elected. Have the chamber vote again. If the chamber is still tied continue the voting. If after five castings of ballots the chamber can not break the tie, use the parliamentarian's ballot to break the tie. (The Parliamentarian should fill out a Preferential Ballot for all candidates nominated before the start of Chamber voting. The Parliamentarian ballot is to be used only in the tie breaking process.)
7. The candidate that receives a majority vote of the total chamber at any time shall be declared the winner.
8. This method only determines the first place. Simply labeling those who drop off as 6th place, 5th place, and so on, is not even close to accurate. To determine 2nd, 3rd, 4th and on, you **MUST** start all over after electing and deleting the name of the 1st place winner and proceed as you did for first place. This process takes a long time. Thus, the Preferential Ballot is used to determine multiple placings.

2nd Distribution of Ballots:

1. Brown	1. Smith	1. Jones
1. Brown	1. Smith	1. Jones
1. Brown	1. Smith	1. Jones
1. Brown	2. Brown	1. Wells
2. Smith	3. Wells	2. Jones
3. Wells	4. Jones	3. Smith
4. Jones		4. Brown

Analysis:

In order to show the process, the reassigned ballots are shown above. Notice that the people who voted for Wells first, voted for Jones second. This changes the vote tally, but is still an indication of how the chamber feels about who is the better choice of candidates. The new totals now show Brown with 4 ballots, Smith with 3 ballots, and Jones with 5 ballots (Jones now owns Wells 2 ballots because they preferred Jones over everyone except Wells.) Wells has been eliminated for consideration of first place.

Remember, a candidate must receive a majority to win.

Further Analysis:

	#1	#2	
Brown	4	4	
Smith	3	3	XXXX Smith is now eliminated from consideration for 1st place due to receiving the least ballots.
Wells	2	XXX	Wells was eliminated from consideration for 1st place in the previous assignment of ballots.
Jones	3	5	Jones has a plurality but not a majority for this round of balloting.
Totals	12	12	

The process now repeats itself. Take the pile of ballots with the least number of votes and reassign them to the remaining piles according to the second and third place votes on those ballots. It might be helpful to place the reassigned ballots at the bottom of the remaining piles. This will allow easier identification of the piles. (In the case of our example, it would be Smith with only three total votes. The majority of the chamber has thus indicated that they do not prefer Smith and Wells for first place.) After reassigning the low pile, count the number of ballots in each pile and record.

3rd Distribution of Ballots:

1. Brown	1. Jones
1. Brown	1. Jones
1. Brown	1. Jones
1. Brown	1. Wells
1. Smith	2. Jones
2. Brown	1. Wells
3. Wells	2. Jones
4. Jones	1. Smith
	2. Jones
	1. Smith
	2. Jones
	3. Wells
	4. Brown

Analysis:

In order to show the process, again the ballots have been reassigned above. Notice that out of the people who voted for Smith first, one voted for Brown second. Brown now owns that ballot and it is distributed to his/her pile. Two voted for Jones second and those two votes are now owned by Jones and they are distributed to his/her pile. This changes the vote tally, but is still an indication of how the majority of the chamber feels about who should be in first place.

Further Analysis:

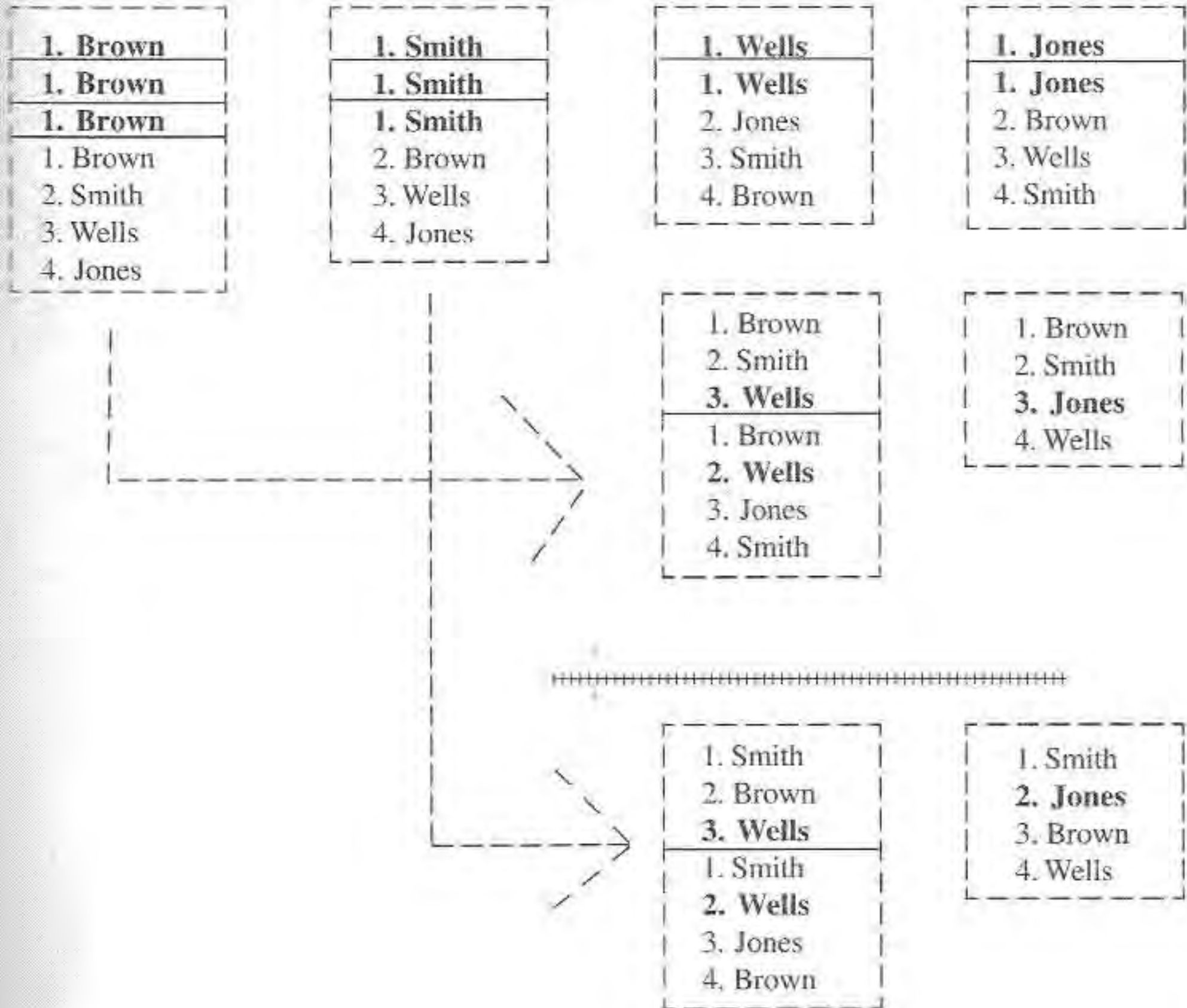
	#1	#2	#3	
Brown	4	4	5	
Smith	3	3	XXX	
Wells	2	XXX	XXX	
Jones	3	5	7	1st Place on a vote of 7 to 5, a Majority of the Chamber. (7 members of the chamber preferred Jones over Brown.)
Totals	12	12	12	

At this point we have determined first place. Now, to get second place, we take a pencil and draw a line through the first place vote recipient and start again from the beginning. The process is repeated until you get placings for every student. In this manner you can determine the chamber's will for every place.

(Gary Harmon, Director of the National Congress and former NFL Coach at Topeka High School (KS).)

Tie Breaking Procedures for Preferential Balloting are as follows:

1. Chamber's preference (This is accomplished by reassigning preferentially all the other ballots not in the tied piles to the tied candidates.) The low vote recipient is reassigned.



Analysis:

Brown's 3 ballots are distributed as follows: 2 to Wells because Wells is ranked higher than Jones on them and 1 to Jones because Jones is ranked higher than Wells on it. That gives Wells a total of 4 ballots and Jones a total of 3 ballots. Jones is then eliminated. Brown and Smith, and Wells' piles are restored and Jones' pile is redistributed to the remaining three candidates as appropriate.

They are still tied:

Procedures Continued

2. Number of first place votes. (Lowest total reassigned.)
3. Number of 2nd place votes; 3rd place votes; etc. (Lowest total reassigned.)
4. Parliamentarian's preference, if single parliamentarian is used..

When following these tie breaking procedures, always use the method that allows the chamber to break the tie when possible. In any tie, make sure that it is a majority decision, not a plurality.

LEST WE FORGET... IT'S ALL ABOUT THE KIDS

73

by
Carolyn Baker

When the Nashville Catholic Middle School Forensic League hosted the very first National Junior Forensic League tournament, the purpose was clear: bring together students from across the nation in the spirit of friendly competition. That is why no special qualifications were required...the rule was bring students from your team who had competed during the year. Students need not have placed or won at a tournament; we wanted students who enjoyed competition and meeting new

Having worked in the tab room at the last national meet and having made periodic visits to the cafeteria where students waited in between rounds, I would like to share some observations.

So many adults, in front of students, were being extremely critical. They did not look at the positive aspects of the tournament (there were numerous). One example of the positive slant is that more awards were given than at the previous national meets. The host school in Ardmore wanted to award as many students as possible. I applaud the efforts to make each middle school student feel special.

Coaches made comments like: "I think maybe students should have to qualify to come to this tournament."

"I have taken so many Tylenol that if I take one more I will have to go to the hospital. I'm sure my blood pressure is sky high."

"We paid thousands of dollars to bring our students here and this is not fair to have biased judges."

This is where, I believe, we have lost perspective. The purpose of a

... "The purpose of a national meet for middle school students is to come together in a spirit of friendly competition" ...

national meet for middle school students is to come together in a spirit of FRIENDLY competition. When and where did "friendly" get lost? It wasn't the students, as I know that many of enjoyed making new friends from other schools. They engaged in conversations while waiting for rounds to begin. I wonder how many coaches took the time to get to know other coaches from other schools. What a missed opportunity! I briefly spoke with the coach from Massachusetts and asked about his program as I was so impressed with his students. When we as coaches get so wrapped up in the competition that we are taking 12 Tylenol or more, we have lost perspective!

Since that first meet, I have noticed a distinct change in attitude. It does not come from the host school or the students or even the parents. From my point of view, we, the coaches, have lost perspective! Indeed, the host schools have worked diligently to make everything run smoothly. Perhaps because the second meet in Ohio was held at a resort, the atmosphere became relaxed. It was competitive, but friendly. There were some minor problems concerning rules, but overall the meet ran smoothly. The third national meet in Oklahoma has me so concerned that I felt I had to write the *Rostrum* and encourage coaches to assess their own reasons for coming to a national meet and focus on what is best for all students. I can tell you that the host worked for months preparing for this tournament and as it continues to grow, the national meet will become a daunting task. We want coaches to volunteer to host tournaments, but they won't if they feel that ethics have been lost and the focus goes to winning at whatever cost.

Winning is such a small part of this competition. There are only so many who can win, but students learn far more from losing than winning. They learn how to handle rejection with grace, and that is a life lesson. Whenever I have students who never lose, I truly worry about them. One of the best times to learn to deal with rejection is at a forensic meet. The coach can talk with students and "coach" through this situation. Usually sitting and discussing critique sheets helps a great deal as most critiques have a number of positive comments as well as suggestions for improvement. Just as it is important to win with grace, losing with grace can be a life skill. Everyone has to learn to deal with rejection sometime in

74 this world, learning how to do this in your youth helps as one enters adulthood. I remember seeing a young man was asked after he had been incarcerated, "What happened to you? You came from a loving, caring family. You were given everything."

He responded, "No one ever allowed me to lose, so when I came across rejection, I simply did not know how to handle it and drugs became a way to escape and not deal with anything, and that led me to where I am now."

A number of parents were so caught up in the moment that their perception of the competition became skewed. I feel, however, that coaches have a great deal of control over the attitudes of parents. If a coach is complaining the parents will join the bandwagon. The coach is the leader and should demand principled behavior especially in the area of honesty, respect, caring and responsibility. If the coach exhibits these values, the team will, and the parents will. We simply have to be ethical as the impressionable minds of those under our tutelage will follow in our footsteps. They will model our ethics.

What can we do to maintain a quality, ethically based national competition?

- The first recommendation is for NFL to form a committee to make simple tournament rules for the national competition. That way, we are all on the same page. For example, I found myself caught up and concerned about a judge who stopped students in the middle of their presentation. This disturbed my students tremendously. I found the coach and discussed the matter only to find that his judges were doing this as a favor since in Oklahoma forensic meets are very strict and will penalize heavily for being overtime. If we had simply written, agreed upon rules constructed by a national team, there would be less opportunity for misunderstanding.

- Make the journey to the competition a true learning experience so that an educational aspect is included. Our team stopped in Oklahoma City to visit the moving memorial for the victims of the bombing of the Murrah Building. Since most of our students were only in first grade when this occurred, the visit was an excellent way to help them comprehend what happened that day and relate their memories of 9/11 to the results of terrorism.

- Coaches need to decide the purpose of taking their team to a national meet. If your sole purpose is to win, I encourage you NOT to come to this tournament. Of course, everyone wants to win, and it can certainly be a goal. Just make sure it's not your only goal. Our students had almost as much fun on the bus (and it was a long ride) as they did at the meet.

- Coaches should try to meet and get to know other coaches. I realize being in charge leaves little time to socialize, but there are those long, waiting periods where going out of your comfort zone and walking over to introduce yourself can be beneficial by the mere fact that you can share your coaching experiences.

- All semi-final and final rounds of competition should have judges who are NOT affiliated with any school. In Nashville, we used judges from the community for the final rounds. This eliminates the bias problems. If you ask far enough in advance, you can find many outstanding judges who would be happy to volunteer. It is critical that the judges are clear about the rules ahead of time.

I am so grateful that schools have enriched my students' forensic experiences by hosting national tournaments. I hope we can provide opportunities for middle schools to gather together for competition for many years to come.

I am encouraged that Kentucky will host this year's national tournament in June and I am especially happy that Houston, Texas, has offered to host in 2004. Since I now reside in Houston, I hope to be of help with this tournament.

We all spend a great deal of money to come to the national tournament. The benefits to the students cannot be measured in terms of money. We need to take the focus away from the rules, away from the trophies, away from the parents, lest we forget, it's all about the kids.

(Carolyn Baker has a doctorate in Elementary Education. She began her work with middle school forensic programs in Chattanooga, Tennessee. She founded the Nashville Middle School Forensic League in 1990, where she was the coordinator for the league and coached The Overbrook School team of over 100 students. Overbrook is a Charter School of the NFL and directed the first National Tournament held in Nashville.)

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Monte Vista Middle School, CA

Summary: Monte Vista Middle School is a member of the Camino Real Speech League. Our league involves public and private schools in Los Angeles and Ventura Counties. This year the league hosted four tournaments and a Championship tournament held at Pasadena City College on May 10 under the direction of PCC staff member, Crystal Watson.

Monte Vista offers public speech as a component of this year's Performing Arts elective, which is an all year elective. Most seventh graders are introduced to public speech through their semester long elective, Speech/Drama. Sixth graders become involved through the Performing Arts Club, which meets Thursdays at 3:00. With speech being offered on three levels this year, we have had so many new students become involved. And students in all three areas have had an opportunity to participate in tournaments as well as plays. "It is wonderful to watch students take that step beyond themselves to become a speaker or actor. Their parents are so proud of their efforts," reports Speech/Performing Arts coach, Mrs. Pat Craig.



Lunch break at tournament: Jennifer Zier, 8th (Thematic); Whitney Davis, 8th (TV Dual); Devon Casanova and Lauren Parker, 6th (Dual).

The CRSL awards trophies, medals, and certificates throughout the year to students. The NJFL's program awards points and participation certificates adding another layer of recognition to Monte Vista's program. The combination of awards has made the school's program richer.

Accomplishments: Performing Arts/Speech Kids designed their own T-shirts to show club spirit. Here are Speech Club president, Kevin Becerra, and Drama Club president, Tamra Rainone modeling the new T-shirt: "Audiences, Tournaments, and Grades...Don't bother me...I'm speaking". They selected to have the club's 'spirit bee' on the back for good luck.



Tamra Rainone and Kevin Becerra modeling the club T-shirt



Monte Vista Team (CA) at the Santa Isabel Tournament held in January, where the team took second place. Four of the club speakers are still in the running for the 'Most Versatile' award in May.

The Monte Vista Middle School team will be hosting the April 12 tournament. They are the last tournament before championships and features Improvisational Dual, Storytelling, Humorous, Thematic, TV Dual, Poetry, Sight Reading, and Expository Demonstration. All events were offered three times in the tournament day and many students double entered.

Details/Comments: Monte Vista Speech Kids were invited to El Descanso this October to present Storytelling books to K-3rd graders at their annual "Pajama Night". Two students were assigned to each room along with a community volunteer or a school board member. Everyone was impressed with the 7th and 8th graders ability to present a speech that could fully involve the audience.

In January, the semester long Speech/Drama classes hosted plays for the school. *Charlie's Aunt*, a British comedy, and *The Brides and the Lumberjacks*, a melodrama. El Descanso and Pleasant Valley Baptist's schools walked their primary graders over to enjoy Per. 5's rendition of "The True Story of The Three Little Pigs" and "Tacky, the Penguin".

The Performing Arts class and club worked together to present *The Diary of Anne Frank* for the entire school and they hosted three Parents Nights. The cast was a mixture of 6th, 7th, and 8th graders. Featured in act three, as Mr. and Mrs. Frank were Kevin Becerra, 8th and Stephanie Raymond, 7th. Ian Pollack, 8th and Katie Mucky, 6th, played Mr. and Mrs. Van Dan.



Mr. and Mrs. Frank played by Kevin Becerra and Stephanie Raymond. Playing cards while Anne Frank visits with Peter.



Katie Mucky and Ian Pollack playing Mr. and Mrs. Van Dan discussing Mrs. Dan's fur coat

CHAPTER ACTIVITY REPORT

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Anne Frank, played by Tamra Rainone, removes her star.

The local chapter of AAUW invited Monte Vista Speech Kids to act the parts of young girls who have added to their history. Stephanie Zimmerman and Carly Dorr portrayed Mary Redmond, a Revolutionary War spy. Holly Harriss and Jennifer Zier presented the Olympic gymnast Mary Lou Retton. This fundraiser has become an annual event for AAUW and is hosted by our local McDonalds.

Sinaloa Middle School, CA

Summary: The Sinaloa Middle School began an NJFL Chapter in December of 2001. Their major projects included participation in the Sinaloa Speech Contest and the Margie Burbe Speech Contest.

Total Chapter Membership, 20. Chapter President is Carl Oser, Chapter Adviser, Karen Kenyon.

Accomplishments: At the Margie Burbe Contest, the Sinaloa Middle School team brought home 32 medals, more than any other participating school. Two of their students tied for 7th grade Best Overall and one of the 8th grader students tied for 8th grade Best Overall.

Details/Comments: The Sinaloa Middle School team is interested in entering the National Tournament next year, but know little about quality of speeches, speech criteria, debate topics etc. at this level. Seeking additional written material regarding this and any training videos through the NFL.

(Received July 8, 2002)

Brentwood Middle School, CO

Summary: Brentwood Middle School in Greeley, Colorado began their program last year and being one of the first middle schools in Northern Colorado to offer junior forensics, it proved to be a great growing and eye opening experience for them. They had many things to learn about the process and it took them a while to envision the big picture. They found that finding appropriate scripts to be one of their biggest challenges and their students have met that challenge with great enthusiasm.

Accomplishments: This year Brentwood Forensic team has been speaking to other Colorado middle schools and have encouraged them to begin programs of their own. There are a couple of schools that started programs and have competed in tournaments with Brentwood Middle School this year. "We are very excited about the growth in Colorado and believe it will continue as the word spreads."

The Brentwood Forensic Team held its second annual ice cream social, presenting the parents, family members and friends of the team members with an evening of laughter, drama, poetry and enough sweets to make any dentist sweat.

The team has competed in three tournaments this year against four other schools. Brentwood Coach comments, "I am very proud of their accomplishments." The team has had the pleasure of the Greeley Central High School NFL team provide additional support and judges for the tournaments as well as a few pointers here and there.

Details/Comments: "Early in the year I mentioned to the team about the national tournament in Florence, KY just to see if there was any members interested in going, well, I wasn't too surprised to see the team pull together and begin raising funds for the trip. In just a few short months the team raised enough money to make the trip. We will see you all in Florence!", comments coach Todd Doleshall.



Brentwood Middle School Forensic Team

Couch, Todd Doleshall, Ishi Omofoma, Leah Cockroft, Angela Reed, Gage Demello, Connor Ferrell, Nathan Cockroft, Cary Duval, Clark Tappy, Gerald Gregory & William Benich



Clark Tappy



Gerald Gregory

Students performing at the ice cream social



William Benich



Nathan Cockroft

N
J
F
LBrentwood Middle School (CO) students
performing at Ice Cream Social

Leah Cockroft



Ishi Omofoma

William Benich (left) and
Nathan Cockroft (right)Gage Demello (left) and
Connor Ferrell (right)Awards at the Bill Reed Tournament
Brentwood Middle School (CO) Winners

Calhoun Middle School, GA

Summary: Although there is a strong tradition of high school debate in the small north Georgia town of Calhoun, this is the first year that we competed at the middle school level. We are part of a growing number of schools competing in the Atlanta area at monthly competitions sponsored by Emory University.

Emory's tournaments are basically junior versions of high school policy debate, with two-person teams debating four rounds on the mental health care resolution. In novice and junior varsity, teams are given an assigned case (school-based mental health) and a limited number of cards and briefs to choose from. In open, teams can argue anything, except counterplans and critiques, with 5 minutes constructive speeches and 3-minute rebuttals.

Accomplishments: Since this was Calhoun Middle School's first foray in debate (and Coach Hon. J. Lane Bearden, who returned after a hiatus of over 20 years from when he debated for the University of Redlands) there was an expected amount of skepticism (how can an 11-year old argue about federalism?) and competition (I can't debate because of academic team chorus, tennis, soccer, cheerleading, etc.) to overcome. Nevertheless, two weeks after the school board approved our program, nearly fifty enthusiastic 6th, 7th and 8th graders tried out for the team. Fourteen students who showed outstanding logic, speaking skills, and current event knowledge were selected. Three weeks later the team attended their first tournament, with over 150 other debaters from fifteen middle schools.

Details/Comments: The Calhoun Middle School Debate Team learned a lot at their first tournament (what do you mean, disadvantages are now run in the first negative?) but somehow one team managed to go undefeated, and as a result of Emory's liberal awards policy, the team brought home fourteen team and speaker awards. In the seven tournaments they attended, the team developed friendships, a few rivalries, and Coach Bearden says, "a great competitive spirit I would match against the enthusiasm of hard-core high school teams."

In large, the debate team has been helped by a supportive school administration, enthusiastic parents and dedicated debate alumni of their community. They have benefited greatly from the patient and positive ballots written by the Emory debaters who came to judge their tournament. All of the team members joined the National Junior Forensic League, and are looking forward to attending summer workshops.

"Middle school debate presents a tremendous learning opportunity, and I would encourage all schools to take part in this challenging activity."



2002-2003 Calhoun Middle School Debate Team (GA)

CHAPTER ACTIVITY REPORT

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Calhoun Debate Team (GA) In Action



Psychologist Richard Hark talks to the team about Mental Disorders



Last minute preparations - You are never too ready



Killing time between rounds. Sharing stories and jokes



Handing out ballots after the tournament

Henry McNeal Turner Middle School, GA

Summary: Henry McNeal Turner Middle School is located in Atlanta, Georgia. We have been proud members of the National Junior Forensic League for the past nine years.

Their debate team has eleven students this year who diligently participated in the "Art of Arguing". During after school practice their curriculum focuses on instruction in public speaking, cross-examination, research, and argumentation. They have learned how to apply during practice what is taught in theory. This has encouraged them to learn more about the issues of mental health care in America. Having the ability to argue both sides has objectively displayed the charge needed to deliver support services for mental disorders and children with serious emotional problems. They have access to materials from the complete Emory University library system and the World Wide Web.

Accomplishments: The Henry McNeal Turner Middle School Forensic Team has enjoyed many successes since participating on the debate circuit. The students are very enthusiastic about using their acquired skills during their regular education classes. Many of the instructors have given rave reviews about the developing skills of organization, concentration, exposition, and public speaking.

Details/Comments: Coach Mrs. Murrell-Speed comments, "As our children become objective thinkers they are able to view

both sides of the story. They have gained strength in their character, which enhances their abilities to view the whole by first seeing it parts. I am always grateful for when a plan comes together! Especially when the children buy into the plan. I Love It! I am a certified teacher for EBD students. One of my students participated the entire year and placed 2nd as a novice speaker in the state championship. I am proud of all my students. This reiterates the fact that all children can learn. I'm thankful to be an instrument in the lives of our children."

The 2002-2003 Debate Team includes: Madeline Vaughn, Trenise Gens, Demario Stogien, Felton Godfrey, Olivia Torrence, Crystal Jordan, Tashera Hanson, Maria Stevenson, Whitney Saunders, Najah Gordon, and Sharon Bailey.

Henry McNeal Turner Middle School Team



Debate Speakers



St. Jude Catholic School, IN

Summary: With a busy calendar of speech events, many of the St. Jude speech students competed either as a group or in individual events. Four of the speech students competed in the Optimist Oratorical Speech Contest on February 14, 2003. Paul Corsaro finished 1st, Emily Buckley, 2nd, Lizzy Duselis, 3rd and

Summer Kawak, Honorable Mention. Paul Corsaro competed on March 23 in the regional division of the Optimist for an additional \$500 scholarship. At the Quest for Excellence at Roncalli High School on February 22, Karen Huser took 2nd in Original, and Anne Maguire took 3rd in Original; Courtney Fluke placed 3rd in Drama.

Accomplishments: Due to an extremely bad weather, some of the meets were cancelled. The meets the team competed in were very favorable. At Brebeuf the St. Jude Catholic School team finished 2nd, at Perry Meridian they finished 3rd, at Eastwood and Carmel, they finished 1st, and at Howe, they finished 2nd in both Marion County and overall categories. The team consistently finished first in Impromptu, Extemp and Discussion. On an average of forty students competing in a meet, thirty-four placed in the top ten.

Details/Comments: The St. Jude Catholic School chapter was established in 1995-1996 school year with twelve official members. In 1996-1997, the membership grew to twenty-two. This year the team has grown to thirty-seven active members. The three missing from this year's roster joined the team in progress. Last year the team encouraged and helped a new team to come on board this school year. This team will become NJFL members with this next school year. More and more middle schools in the area are showing an interest in forming a speech team. "It is teams like ours that can be the motivating force to give other schools the opportunity that our students have experienced as NJFL members."

Boones Creek Middle School, KY

Summary: The Boones Creek Middle School speech team began an after-school drama program for 5th through 8th graders.

Accomplishments: The students participated in two PTA programs, one at Christmas and the other at their May meeting.

Details/Comments: The Boones Creek Middle School has eight NJFL members, Summer Duncan, Jolene Stallard, Austin Stone, Rachel Kidd, Brittany Harris, Rebecca Brumit, Amanda Luttrell and Lauren Oswalt. The Chapter Advisor is Judy Markwood.

(Received May 28, 2002)

Milton Academy Middle School, MA

Summary: The Milton Academy Middle School team meets weekly for coaching guidance and performance. The team attended several middle school tournaments and several members competed at high school level.

Accomplishments: Members of the Milton Academy Middle School NJFL team participated in the following tournaments:

March 1, Nashoba Brooks, placed first place receiving the Sweepstakes Award; December 8, Youth Speaks tournament at Sacred Heart, placing first overall, receiving the Sweepstakes Award; February 14, Pike School, placing first overall receiving the Sweep-

stakes Award and placing 7th place at Shrewsbury School on March 2, competing against approximately 25 high school teams.

Details/Comments: The Milton Academy Middle School Multiple took 1st at a major upper school tournament and performed for an audience of over 600. Total Chapter Membership, 36. Chapter Officers, Sasha Kamenetska, Greg Chase & Henry Hays-Wehle; Chapter Advisors, Deborah Simon and Jenay Cook.

(Received May 30, 2002)

Shrewsbury Middle School, MA

Summary: The Shrewsbury Middle School team attended four tournaments. Fall Forensics Festival at Nashoba Brooks School in November; Pike School in February; Mardi Gras Carnival at Shrewsbury High School in March; and The Foley Invitational at Milton Academy in May. For the second year in a row, snow prevented their participation in the Youth Speaks Tournament at Sacred Heart, in Kingston, MA. In addition to numerous Honorable Mention Awards, they had four finalists at Nashoba Brooks, two at Pike and seven at Milton, including a multiple with all novice readers.

Accomplishments: In spite of budget cuts and changes in school administration, the Shrewsbury Middle School team survived their second year. This is the most significant accomplishment of all! Even with a smaller team, they attended twice as many tournaments as last year, and placed 4th in Team Sweepstakes at the Milton tournament in May (placing 5th last year). In addition, three students earned their degree of achievement, which is a first for their team.

Details/Comments: A strong affiliation with the high school team at Shrewsbury High School continues. Team liaison, Yinyan Li, did an excellent job working with their team and coordinating volunteers from the high school team to help the middle school team. Total Chapter Membership, 14. Chapter Advisor, Christina M. Manos.

(Received June 20, 2002)

Republic Middle School, MO

Summary: The Republic Middle school team attended five contests and received four Sweepstake trophies. Three students were chosen Best Actor/Actress in one contest.

Accomplishments: A special program was produced for the community in commemoration of the 60th Anniversary of Pearl Harbor. Several World War II veterans were special guests. The NJFL Republic Middle School team received recognition in the *Springfield News and Leader*.

Details/Comments: Chapter Membership, 13. Chapter President, Jimmy Wilson, Chapter Advisor, Barbara Self.

(Received May 21, 2002)

John Griffin Middle School, NC

Summary: With seventeen NJFL members on the forensic team, John Griffin Middle School students have had a busy year. In addition to their daily live news broadcast, students participated in four tournaments, emceed at award assemblies, and made presentations at PTA meetings and for their accreditation team. One student earned 100 points and was awarded the NJFL pin.

CHAPTER ACTIVITY REPORT



Accreditation Presentation

Accomplishments: At tournaments the team received two 1st places and two 2nd places in Team Sweepstakes. On the news they interviewed government officials and the chancellor from a local university. Each spring a seventh grade student is selected at their community's annual Kiwanis luncheon, and for the past two years the 1st and 2nd place winners of their Modern Woodmen of the World Civic Oration Contest have been NJFL members.



Live NewsStream Broadcast



PTA Presentation

Details/Comments:

My participation in forensics has taught me:

- ...the importance of current events. *Linsey Martin*
- ...to practice everything your coach tells you a lot so you can remember to do it in competition. *Caroline Horonsko*
- ...to give and receive criticism from my teammates. *Stephanie Glass*
- ...practice won't make perfect, but you always get better if you try! *Nicole Oakley*
- ...teamwork. *Greg Tomas*
- ...to think on my feet. *Cassy Piel*

Hastings Middle School in Upper Arlington, OH

Summary: The Hastings NJFL team has had a lot of success in their first year as exhibited by their membership record of 15 students eligible for membership degrees and five more students who are nearing the requirement of ten points.

Accomplishments: Throughout the year, the sixth and seventh grade students met every Tuesday to work on the basics of speaking and debating. These beginners progressed in their skills and have a great future ahead of them in the NJFL and eventually in the NFL. The goal of the team was to set a firm foundation for the remainder of their speech careers.

The eighth grade students met every Thursday and worked on advanced procedures such as parliamentary and policy debate, impromptu speaking, and extemporaneous presentation. The goal of the team was to build self-confidence and prepare for the workload in high school. Again, a very successful year!

Details/Comments: The awards banquet was held at the high school on May 8th.

(Received May 1, 2002)

Ardmore Middle School, OK

Summary: Ardmore Middle School started their season at nationals last summer.

Accomplishments: At the end of the school year last year, the team finished second at PCW. So far this season, Ardmore Middle School team has won two firsts, two seconds and a third. Due to budget cuts in Oklahoma, they had to cut out four contests from their normal schedule. The team has one more contest to go to and that is PCW, the largest contest in Oklahoma.

Details/Comments: One of the greatest things about being a member of NJFL is that the members of Ardmore Middle School have grown as a team and that they would not have been able to do the things they did this year, if it hadn't been for being an NJFL member.

Ardmore Middle School is doing the play "Alice's Adventures in Wonderland". They have sold over 2500 tickets. The cast is 34 and the crew another 15. It has been a great experience! The NJFL membership has not grown as much as they would like it to, but overall they had a great year and looking forward to Ohio.



Phoebe Price

1st Place National Champion in LD
with Coach Ron Beach (left) and Coach Anson Shuman (right)



Cecily Whitlock and Dana Nicole Ward
1st Place National Champions in CX Debate
with Coaches Ron Beach and Anson Shuman



Skye Austin and Cate Little
1st Place National Champions in Dramatic Duo
with Coaches Anson Shuman and Ron Beach

Mounds Middle School, OK

Summary: Second semester the team continued to present performances in the elementary school, reading the daily announcements, and compete in numerous speech tournaments. The team competed at the Olive High School tournament where they came 2nd. The team also competed at the Sequoyah High School tournament and Bristow High School Tournament where they earned numerous medals.

Accomplishments: The chapter continues to grow and earned valuable experience in tournaments in addition to the performances at the elementary school.

Details/Comments: Chapter membership, 9. Chapter President, Jennifer Smith. Chapter Advisor, Robert Odle.

(Received December 9, 2002)

Towanda Area Middle School, PA

Summary: Towanda Area Middle School students celebrated their team victory in their first even National Junior Forensic League competition. The students from Towanda competed against students from other newly formed chapters in the Endless Mountain region Northeast Pennsylvania.

Accomplishments: Students competed in Dramatic Duo, Interpretation, Poetry Interpretation, and Declamation. Many

of the students have older siblings who compete in the NFL Chapter at the Towanda Area High School, a member of the Iroquois District. These high school students volunteered their time to help the "little kids" find, learn, and practice pieces. They also served as judges for one round of competition at the tournament which was held at the Harlan Rowe Junior High School in Athens, PA.

Details/Comments: Tournament Director was Tom Larnard who teaches English at the school. The TAMS team is coached by Julie Larnard-Newbury who also coaches the THS team.

Pictured in the photo below (top row: left to right): Lyndsay Sell, Andrea Kuntz, Danielle Lamphere, and Daniel Blackman. The next row is Max Esmus, Alisha Blackman, Rachel McNeal. Third row is Wendy Montonya, Michael Joyce, Jolinda Hatch, and Kimberly Clark. Kasidy Benjamin, Nicole Demes, and Cory McMahon, bottom row.



Towanda Area Middle School Students

Goodpasture Junior High, TN

Summary: The Forensic Team performed skits for the K - 6 school for Halloween, Thanksgiving, Christmas, Valentines Day and for Easter. Also planning on doing a skit for Mother's Day.

Accomplishments: The Goodpasture Junior League has 50 new members in the first half of the year.

Details/Comments: Chapter President is Lauren Forsythe. Chapter Advisors are Dr. Jane Eldridge, Mrs. Carolyn Burkett and Paul McCoy.

(Received April 8, 2002)

St. Joseph School, TN

Summary: St. Joseph School forensic team participated in eight forensic competitions for the 2001-2002 school year. They joined NJFL, hosted the Fine Arts Festival and sponsored Julie Rowe, the Tennessee Repertory Theatre Workshop.

Accomplishments: Sponsored the Fine Arts Festival October 28, 2001, an all-day event that students from grades K - 8 attended. The attendees rotated to art workshops. This event was provided by a grant from the Tennessee Arts Commission.

Details/Comments: Total membership, 5. Chapter Advisor, Cathy Randall.

N J F L

Wilson Middle School, TX

Summary: The Wilson Middle School team attended several competitive events.

Accomplishments: The Wilson Middle School team attended the following events: Vines High School, Renner Middle School, Shepton High School, Jasper High School and City Champs Speech Tournaments, receiving 2nd place sweepstakes. At Austin Academy and Frankford Middle School Speech Tournament, the team received 3rd place sweepstakes.

Details/Comments: Chapter membership total, 7. Chapter President, Mallory Powlen. Chapter Advisor, Dan Morrow.

(Received June 10, 2002)

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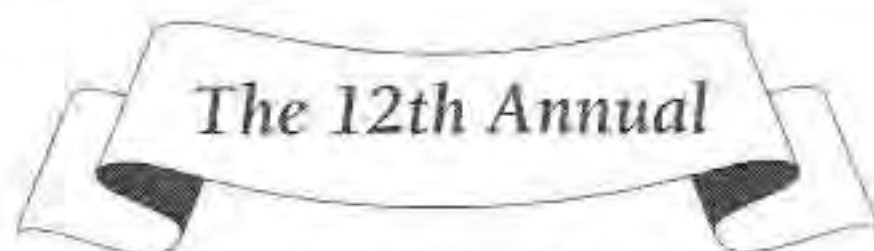
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by Richard Roeper; Hardcover, May 2001

Complete Idiot's Guide to Urban Legends

by Brandon Toropov; Paperback

The Vanishing Hitchhiker: American Urban Legends and Their Meanings

by Jan Harold Brunvand; Paperback, Feb. 1989

The Cost of Deception: The Seduction of Modern Myths and Urban Legends

by John A. Williams; Paperback, Apr. 2001

Baby on the Car Roof and 222 Other Urban Legends: Absolutely True Stories That Happened to a Friend of a Friend of a Friend

by Thomas J. Craughwell; Hardcover

Cursers! Broiled Again!: The Hottest Urban Legends Going

by Jan Harold Brunvand; Paperback, Sept. 1990

The Big Book of Urban Legends (The Big Book Series)

by Jan Harold Brunvand, et al; Paperback - Dec. 1994

The Choking Doberman: And Other "New" Urban Legends

by Jan Harold Brunvand; Paperback, Nov. 1986

Alligators in the Sewer: And 222 Other Urban Legends

by Thomas J. Craughwell; Hardcover, Aug. 1999

Death By Drama and Other Medieval Urban Legends

by Jody Enders, University of Chicago Press; Hardcover, Nov. 2002

The Cat in the Dryer: And 222 Other Urban Legends

by Thomas J. Craughwell; Hardcover, Aug. 2002

The Completely and Totally True Book of Urban Legends

by Ann Fiery, Mark Ulriksen; Paperback, Aug. 2001

True, It Happened To A Friend: A Collection of Urban Legends

by Rodney Dale

Urban Legends: The Truth Behind All Those Deliciously Entertaining Myths That Are Absolutely, Positively, 100% Not True

by Richard Roeper; Hardcover, Sept. 1999



For more than a half-century, The Schwan Food Company has developed, produced and delivered fine frozen foods to millions of quality-conscious customers around the world.

Offered through home delivery, grocery stores and foodservice providers, Schwan's® products include more than 500 appetizers, entrees, fruits, vegetables, meats, breads, pizzas, convenience foods, ethnic specialties, juices and our signature ice cream.

**Join us at the Georgia
Nationals
June 15-20 in Atlanta, GA**

Proudly Sponsored by



THE SCHWAN FOOD COMPANY

Information Guide

WELCOME TO Georgia!

The Lincoln Financial Group / National Forensic League
National Speech Tournament

ATLANTA, GEORGIA • 15 – 20 June 2003

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

www.GeorgiaNationals.org

Welcome!

Once again, it is our pleasure to welcome you to Atlanta for the 2003 NFL Nationals! In this month's informational insert we want to reiterate some important information related to the Georgia Nationals, and provide some information about entertainment opportunities for you and your students. We encourage you to frequently visit the website for this year's event: www.GeorgiaNationals.org

We're committed to hosting a Nationals centered on enhancing the experiences of the outstanding students who have qualified to compete for national championships. The Georgia Nationals will be first and foremost focused on students, and helping them feel immediately at home in the tournament neighborhood.

Planning is almost finalized for an exciting tournament experience. A number of special guests have agreed to participate in tournament experiences, including some of Georgia's most prominent citizens. And we are planning a series of fun events that will both showcase the city and region, as well as calling attention to Georgia's leading role in urban forensics education.


Some important reminders about tournament logistics:

- We want to reiterate the importance of making hotel reservations in contracted properties, which are filling fast. Our tournament properties include some of the city's most elegant convention hotels, and we have negotiated very good rates with all of them. Staying in contracted hotels also means you will avoid the city's sometimes heavy traffic, since our hotels are only blocks from campus.
- The NFL has negotiated special rental vehicle rates for the Georgia Nationals. See summary information on the facing page so you can plan for a car or minivan.
- The final day of tournament activity will occur at the new sanctuary of the Ebenezer Baptist Church, also in the downtown area and only minutes from the hotels. Think about staying for the whole week so you can participate in Friday events.
- Participants in the Stennis Student Congress will compete in superlative conference space at the Holiday Inn and the Hyatt Hotel. Congress participants should consider staying at one of those properties. The Hyatt Hotel is also hosting Thursday evening final round events and is the host hotel of the national tournament.

In the pages that follow we summarize information about regional attractions you'll want to see, time permitting. Atlanta is truly the capital of the New South, and whether your interests are artistic, athletic, or historical, many interesting and educational events await you. We're eager to introduce you to landmark city sites where the modern civil rights movement was born. And Atlanta is also home to a full range of wonderful theaters, great music, and fabulous restaurants.

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


Richard Bracknell


Leslie S. Watkins

Summary Information Regarding Hotels Under Contract for the Georgia Nationals

HOTEL NAME	STREET ADDRESS	NIGHTLY RATE	BLOCK CLOSES	RESERVATION PHONE
Hyatt Regency Atlanta	265 Peachtree Street, 30303	\$95.00	May 13	800/270-1234
Atlanta Marriott Marquis	265 Peachtree Center Ave., 30303	\$95.00	May 13	800/228-0000
Sheraton Atlanta Hotel	166 Courtland, 30303	\$92.00	May 16	800/835-8604
Holiday Inn Capitol Plaza	450 Capital Avenue, 30312	\$79.00	May 17	800/584-7950
Marriott Courtyard	175 Piedmont, 30303	\$81.00	May 8	800/321-2211
Fairfield Inn	175 Piedmont, 30303	\$71.00	May 1	800/228-2800
Days Inn	880 Spring Street, 30308	\$69.00	May 14	404/521-1144
Super 8	111 Cone Street, 30303	\$66.00	May 13	800/524-7001
Embassy Suites	367 Marietta Street, 30331	\$120.00	May 15	604/227-0344

JULY 11-20, 2003 UNIVERSITY OF MINNESOTA TWIN CITIES

CENTER FOR PUBLIC SPEAKING

Our 2003 staff includes:

Brian Garfield
Northwestern University

Adam Johnson
Vanderbilt University, MBA

Cherian Koshy
Apple Valley High School, MN

Nance Riffe
University of Alabama

Tim Sheaff
Dowling High School, IA

Amaris Singer
Albuquerque Academy, NM

Scott Wunn
Iowa City West High School



Why CPS this summer?

As one of the most competitive categories in forensics, our goals are to provide the most unique forum for high school students to investigate, understand, research, and discuss current events. Unlike other institutes that provide some time and energy to extemporaneous speaking, the Center dedicates itself to providing the best staff, resources, and practice for extempers, by extempers. Our staff includes national champions, national championship coaches, college professors, and high school teachers. We have sought out the best-of-the-best to provide the highest quality instruction in lectures and in labs. A field expert presents every lecture and an experienced coach and an experienced competitor teach every lab. Throughout the institute, the entire staff will evaluate students. All students will receive additional feedback from nationally competitive coaches, former competitors, and extemporaneous speaking judges to provide a well-rounded audience while maintaining a strong focus on competitive success.



JULY 11-20, 2003
UNIVERSITY OF MINNESOTA
TWIN CITIES

RESIDENTIAL TUITION: \$900

COMMUTER TUITION: \$650

Center For Public Speaking

P.O. Box 2163

Burnsville, MN 55337

E-mail:

info@center4publicspeaking.org

Visit us on the Web:

www.center4publicspeaking.org

LIBERTY DEBATE INSTITUTE

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



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

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



Workshop Features

- Affirmative case and topic-specific negative research and strategy
- Instruction on effective and persuasive speaking skills
- Debate theory instruction, discussion and analysis
- Professional administration and dorm supervision
- Extremely low faculty/student ratio



★ Elite Performance Lab ★

A selective three week, limited enrollment policy lab tailored exclusively for the championship debater and headed by accomplished debater and coach, Kamal Ghali.



LIBERTY DEBATE INSTITUTE

One Week Policy Lab & Coaches Workshop	June 22-June 28
One Week Lincoln-Douglas Lab	June 22-June 28
Two Week Policy & Skills Labs	June 22-July 5
Two Week Lincoln-Douglas Lab	June 22-July 5
Three Week Policy & Elite Performance Lab	June 22-July 12

For a brochure or more information, contact:

Brett O'Donnell, Institute Director

Liberty University

1971 University Boulevard

Lynchburg, VA 24502

(434) 582-2080 • bodonnell@liberty.edu

Rental Car Summary

Car Rental Rates Alamo Rent-a-Car

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

Car Rental Rates National Car Rental

Variable Rates CAR CLASSES	Sun-Wed DAILY	WEEKLY	Thu-Sat Weekend
sub compact	\$38.00	\$178.60	\$30.40
compact	\$39.00	\$183.50	\$31.20
intermediate	\$41.00	\$192.70	\$32.80
standard 2-door	\$43.00	\$202.10	\$34.40
standard 4-door	\$44.00	\$206.80	\$35.20

Tuesday and Wednesday surcharge is \$5.00

For schools wishing to use **National Car Rental**, the 24-hour toll free reservation number for National is 1-800-227-7368. The group rate ID number is: 6801085. Cars may also be reserved online at www.nationalcar.com.

For schools wishing to use **Alamo Rent-a-Car**, the 24-hour toll free reservation number for Alamo is 1-800-732-3232. The group rate ID number is: 378110 RATE CODE GR.



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

Tournament Website

www.GeorgiaNationals.org

Tournament Co-Chairs

Mr. Richard Bracknell
Carrollton High School, Carrollton GA
richard.bracknell@carrolltoncityschools.net

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

Local Host / Tournament Liaison

Dr. David Cheshier
Department of Communication / One Park Place
Georgia State University, Atlanta GA
404/651-2621 • joudmo@panther.gsu.edu

"I want to say to General Sherman,
who is an able man...
though some people think he
is kind of careless about fire,
that from the ashes he left us in 1864
we have raised a brave and beautiful city."

Henry Grady,
"The New South," *Atlanta Constitution* editor (1886)

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

The SNFI Swing Lab Program is a preparatory program available for advanced policy debate students. Students must be varsity level and must have previously attended at least one rigorous debate institute during the summer of 2003. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1994 through 2002 graduates have cleared at most national 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 Swing Lab curriculum focuses on **Expertly Critiqued Debates**. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates. The Swing Lab program provides intensive instruction in **Research, Argument Construction, and Advanced Technique**. The kernels of arguments which are produced by other institutes will be used as a starting point. These arguments will be used by program participants to construct detailed positions which will include second and third level extension blocks, new cases, disadvantages, kritiks, counterplans, and in-depth case negatives. Scholars will be immersed in **Advanced Theory** through seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, kritiks, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

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

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

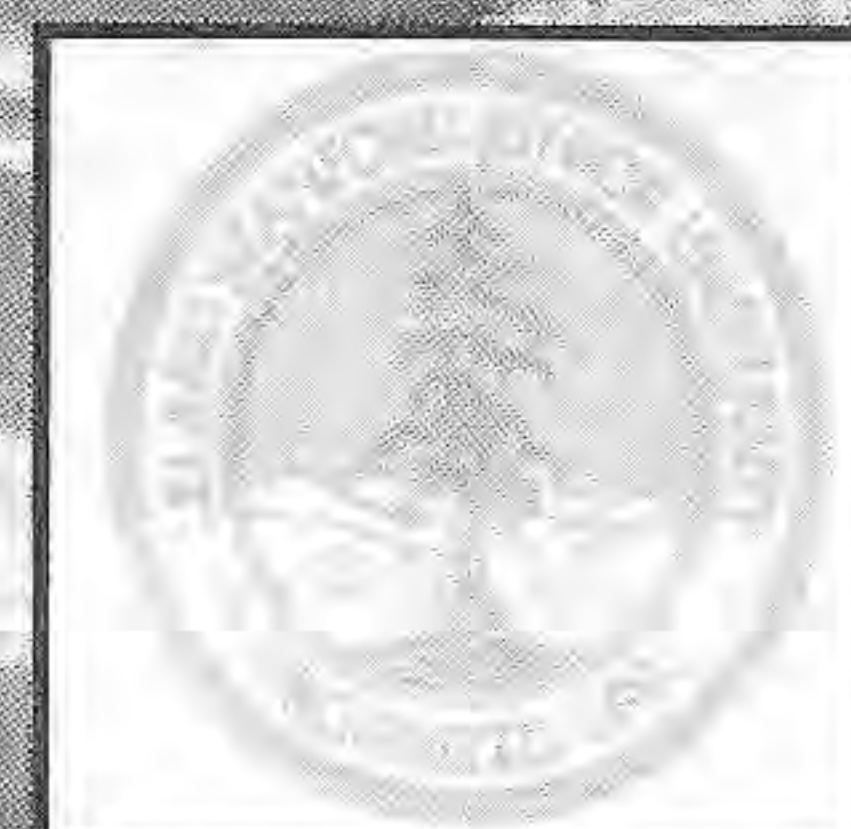
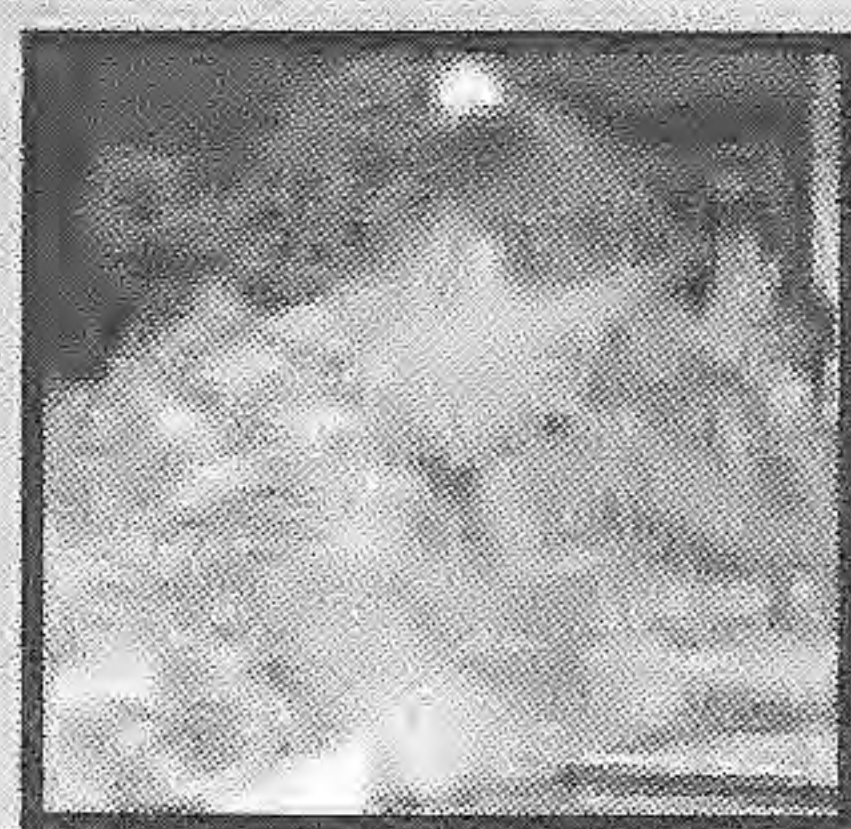
Stanford National Forensic Institute Swing Lab

Tentative 2003 Dates & Prices:

July 25 - August 14

Residential Cost - \$2160

Commuter Cost - \$1675



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

Events During Nationals Week

The month of June is busy in the city, and many special events will be going on the week of the Georgia Nationals. The *Atlanta Braves* will be playing Montreal at week's end, with home games Friday and Saturday nights June 20 and 21. Of course the Hawks and Thrashers, Atlanta's pro basketball and hockey teams, will not be playing in the summertime.

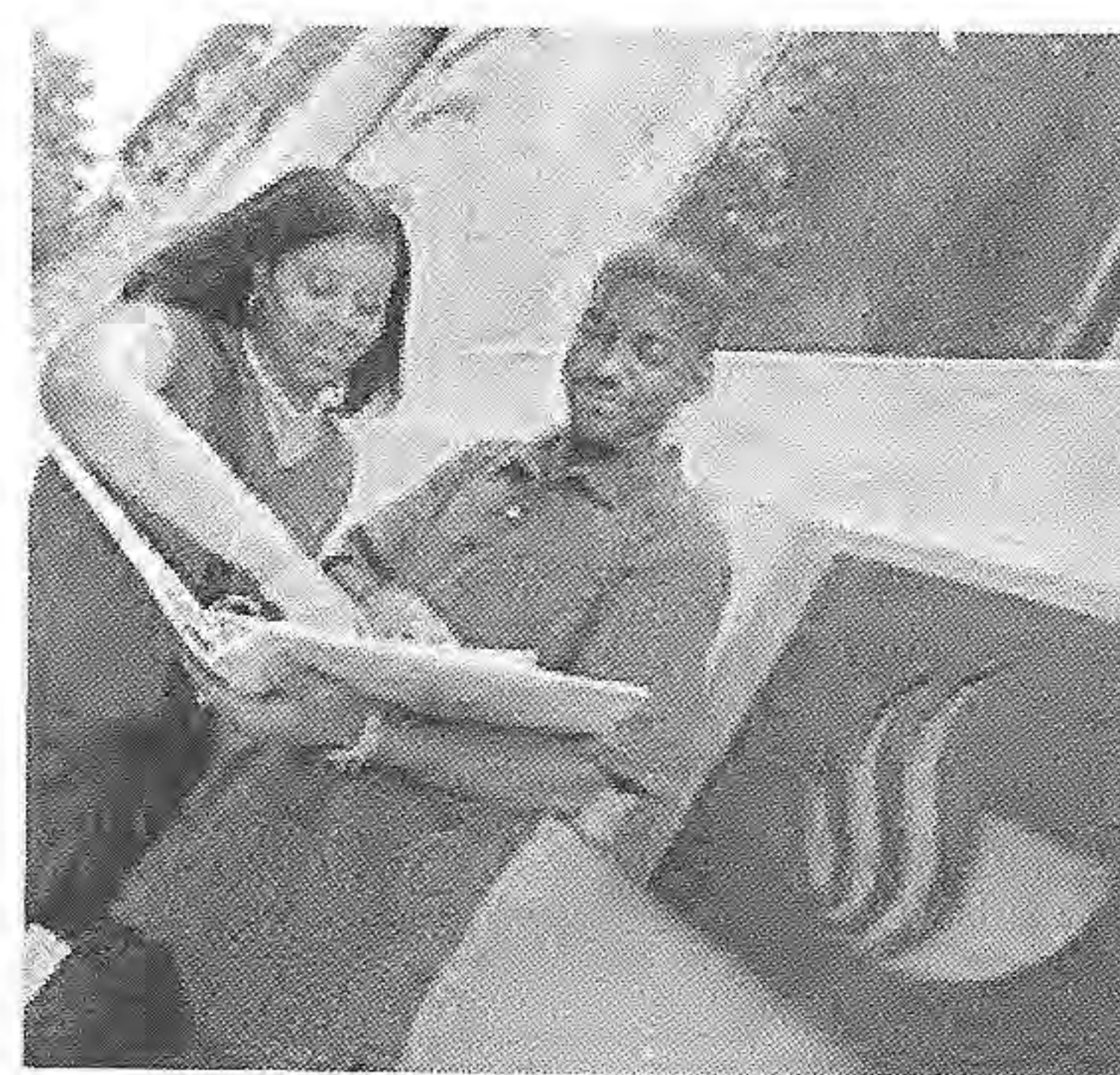
Chastain Park is a wonderful outdoor performance venue. On June 15 Olivia Newton John performs, and on the 16th Peter Gabriel. At Piedmont Park, right downtown, on Wednesdays all summer major motion pictures are shown. The nationals week schedule is not yet released, but there will be a free evening movie that week.

At the Atlanta Center for Puppetry Arts and Museum, during the week of nationals a special exhibit on dinosaurs will be on exhibit.

A number of theater options will be running during the June nationals. These include:

- June 15 - 17 Stages Theatre — "Broken Glass"
- June 15 Actor's Express — "Hedwig & the Angry Inch"
- June 15 Peachtree Playhouse — "Peachtree Battle"
- June 15-20 Theatre In the Square (Marietta, GA) — "Mahalia"
- June 17-20 Alliance Theatre — "The People vs. Mona"
- June 15-20 Shakespeare Tavern — "Twelfth Night"
- June 20 Blank Stage Studios & Productions (107 Luckie Street) — "Improv Comedy Fridays"
- June 15-20 Dad's Garage (280 Elizabeth St., NE - Little Five Points/Candler Pk) / Improvisational Shows, "Theatresports" & "Smells Like a Show" / Productions: "Free Parking" & "Lucky Yates Talk Show"

City-wide musical options will not be known until May. But as the time draws closer local musical events will be advertised online at www.acssatlanta.com and in the living section of the Atlanta Journal Constitution.



SUMMER EXTEMP INSTITUTE

AT CARY ACADEMY

July 26 through August 1, 2003

Research Triangle Park, Cary, North Carolina

CO-DIRECTORS

Chris Kristofco

Chris is a four-time national collegiate finalist in Extemporaneous Speaking with two national championships in 1999. Chris was also a two-time collegiate champion in Impromptu Speaking and is the author of the book *Advanced Extemp*. Chris coached the 1999 Villiger Tournament Champion in Extemp, as well as, an invitee to the 1999 Montgomery Bell Academy Round Robin. Chris currently works in research in Washington, D.C. and coaches at Good Counsel in Wheaton, MD.

Steve Conaway

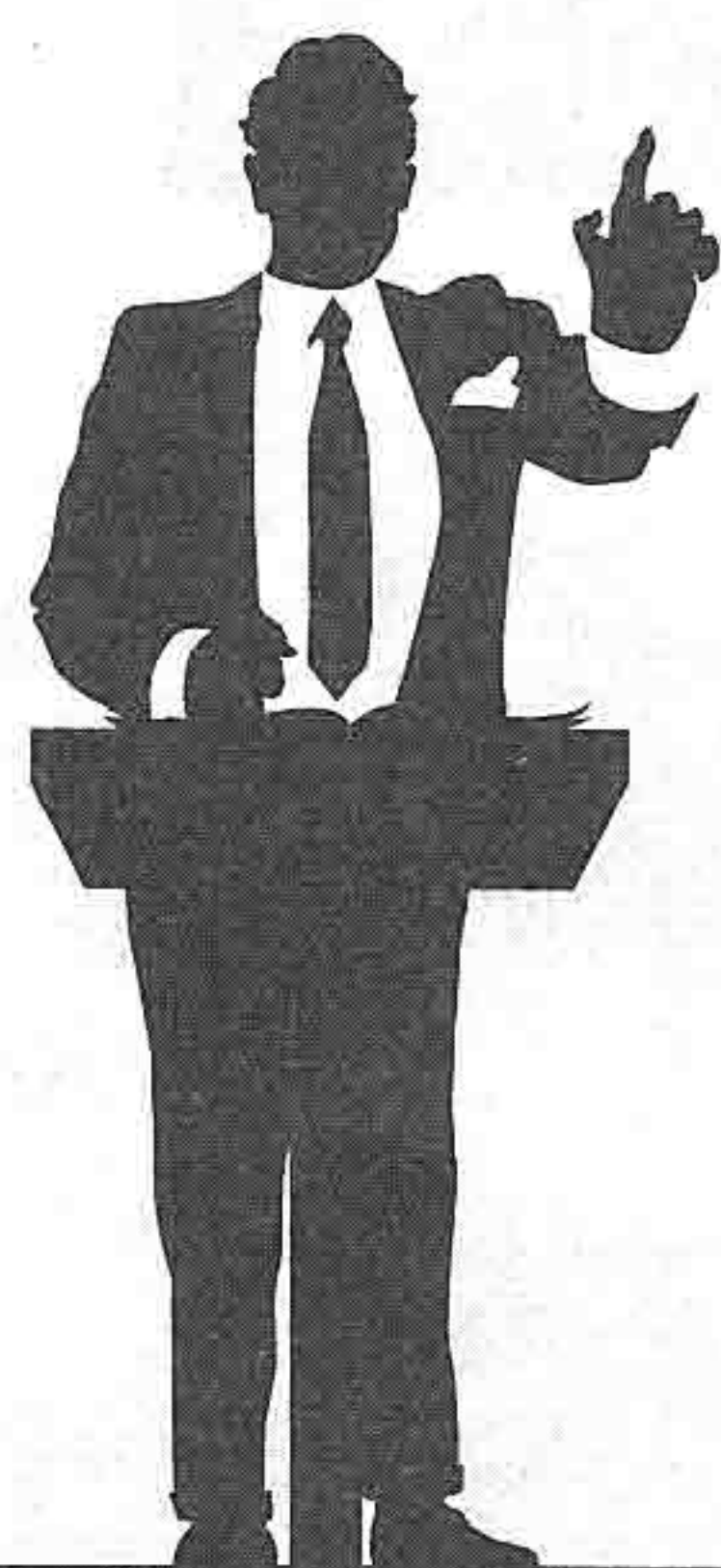
Steve is a graduate of St. Joseph's University and the Temple University School of Law. He also attended the University of Athens Law School in Greece. For the last six years, Steve has coached at St. Joseph's University in extemporaneous and impromptu speaking. He has coached over a dozen national finalists, including four national champions, and has over 25 years experience with forensics. Steve has a special talent for teaching novice and intermediate students how to improve and excel in extemp. He is currently a trial attorney in Philadelphia.

Summer Extemp Institute (includes lunch and dinner)

\$600

Supervised Housing is available

\$400



What Cary Academy offers

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- Instruction geared from beginner to advanced
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- Practice rounds with critiques from the instructors
- Paper and file materials provided (except file boxes)

For more information visit
www.caryacademy.org or
 contact Summer Programs
 (919) 677-7030

1500 North Harrison Avenue
 Cary, North Carolina 27513

Tournament Highlights

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

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

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



Atlanta Attractions

Post-Olympic Atlanta is different from the city that was here before the Summer 1996 Games. Thirty-acre Centennial Olympic Park extends north from the intersection of Techwood and Marietta Street giving a fresh open look to a section of town that was unsightly. Woodruff Park near Five Points in the center of town, near Georgia State, has been enlarged and equipped with

beautiful fountains and sculptures. Auburn Avenue, Marietta Street, International Boulevard, and Peachtree Street have been bordered with new sidewalks and trees.

The Olympics ushered in a building boom of apartments, condominiums, and lofts in the downtown area; the kinds of inner city residences that were almost nonexistent before. Olympics-related construction altered the profile of the city. The huge Olympic Village on the Georgia Tech Campus on North Avenue is now student housing for Georgia State. Olympic Stadium, modified for baseball and its seats reduced from 80,000 to 49,831, is the new home of the Atlanta Braves. Atlanta-Fulton County Stadium, an Atlanta landmark for thirty years, is gone, leveled.

There is more outdoor sculpture and artwork. Downtown is more open, interesting, and walkable. A kind of "we really did it" civic pride pervades the city. The afterglow will last years.

Yet even taking into account these substantial tangible and intangible changes, Atlanta is very much the same city it was before the Olympics. Hospitality was, and is, Atlanta's number one industry, generating over \$2 billion in revenue and employing over 200,000 people. But just like before the Olympics, the visitors are mainly business travelers and conventioners. As before, Atlanta's main tourist attractions remain Stone Mountain, the King Center, the Atlanta History Center, the Cyclorama, CNN Center, and the World of Coca-Cola.

In three important categories, Atlanta is irrefutably world class: sports, conventions, and shopping.

Sports. Atlanta has three major league teams: the Hawks (basketball), the Falcons (football), and the Braves (baseball). When the Braves are in a pennant race, a club-level seat is the hottest ticket in Atlanta.



Georgia Tech, which plays basketball in the Atlantic Coast Conference, routinely sells out the 14,000-seat Alexander Memorial Coliseum. Eighty miles away in Athens, the 80,000 Sanford Stadium is sold out for every University of Georgia home football game. Many of those thousands are Atlantans who make the drive as if it were a religious pilgrimage.

The long-range dream of Billy Payne, the man who brought the Olympics to Atlanta, and some of his close associates, is to make Atlanta the amateur sports capital of the world.

Shopping. Sporting events and conventions aside, without question, Atlanta's number one tourist attraction is shopping. Lenox Square Shopping Mall draws 14 million people yearly – 40% of them from out of town. Compare this with Stone Mountain, the most popular traditional attraction, which draws 6 million a year, or the Martin Luther King Center, which draws 3 million.

When it comes to shopping, Lenox Square is just the tip of the iceberg. There's also Buckhead, Bennett Street, Miami Circle, the Chattahoochee Outlets, Chamblee Antique Row, and Furniture Row..., not to mention the huge shopping malls at every interstate exchange. One source writes that "shopping is to Atlanta what the Washington Monument is to Washington and what gambling is to Las Vegas."

A CAPSULE HISTORY OF ATLANTA

In the 1700's, a network of Indian trails crisscrossed what is now Georgia. At least two of those trails met where what is now called Peachtree Creek flows into the Chattahoochee River. Creek Indians lived up and down the river in a village called "Standing Peachtree." During the war of 1812, the British built a small log fort on the site of the Indian Village and called it Fort Peachtree. Another similar fort was built on Hog Mountain in what is now northern Gwinnett County, north of Atlanta. The two forts were connected by a rough road called Peachtree Road. That was the beginning of Peachtree Street and the naming craze that has lasted to this day: the most recent Atlanta street atlas lists 42 streets, roads, trails, and circles prefixed by "peachtree."

Atlanta originated as a southern railroad hub. In 1837, Stephen Harriman Long, the locating engineer for the Western and Atlantic Railroad, drove a stake in the ground near the present Five Points, today the heart of the GSU campus. The post marked the southern end of a railroad from Ross Landing, Tennessee, later to be called Chattanooga. Long called the stake the "Terminus." So, before it was known as Atlanta, the city was called Terminus. When the city adopted its first seal in 1854, it showed a drawing of a steam locomotive.

During the Civil War, Atlanta's factories turned out cannons, tents, canteens, railroad cars, knives, belt buckles, saddles, pants, shirts, and Confederate gunboat armor. Thanks to its manufacturing muscle, the city became a prime target for the Union Army. In 1864,

Union General William Tecumseh Sherman left Chattanooga. After a battle-punctuated march along the route of the Western and Atlantic Railroad laid out 27 years before, he laid siege to Atlanta and eventually set it afire. After the conflagration on November 14 and 15, only 400 structures remained.

In 1868, a post-war Union administration moved the capital of Georgia from Milledgeville to Atlanta as a kind of punishment for the state's conduct during the war. The next year, the Georgia Railroad Freight Depot was completed on old Alabama Street. Over the next 100 years bridges spanned the railroad tracks and eventually covered them. The bridges concealed the first floors of the buildings that fronted the tracks. In 1968 this area was rediscovered, restored, and tagged "Underground Atlanta," a bustling tourist attraction with restaurants, bars, and shops, all one block from the GSU campus. The original freight depot, with significant modifications, still stands at the main entrance to the tourist attraction.

By 1881 the city had begun to grow again in earnest, spreading like spokes from its center at Five Points. That year's International Cotton Exposition in Atlanta not only launched the "New South" movement in America but defined the standard for it. In 1886, Atlanta pharmacist John S. Pemberton created a headache remedy he called Coca-Cola. In 1887, President Grover Cleveland and Mrs. Cleveland, along with 200,000 visitors, attended the Piedmont Exposition.



Today the center of downtown has shifted north of Piedmont Park, from its origins at Five Points to the intersection of Peachtree and International Boulevard, the site of John Portman's 70-story Peachtree Plaza Hotel, the tallest hotel in the world. The hill on which the Peachtree Plaza stands, at an elevation of 1,070 feet, is the highest geographical point in the city.

THE PREMIER REGIONAL ATTRACTIONS

Brief summaries of the premier attractions follow:

American Adventures. This family-oriented amusement park is open year-round and features indoor and outdoor activities, including rides, a mini-golf course, go-carts, children's play area, an arcade and an "Imagination Station," a hands-on adventure area. Attractions are priced individually and as a package.

APEX Museum. The African-American Panoramic Experience (APEX) Museum features a permanent collection of exhibits that depict the cultural heritage of African Americans and recognizes their contributions and achievements. The museum tells the story of Atlanta's African-American community, its history, figures and neighborhoods, such as the rich history of the Sweet Auburn District. It also brings in traveling exhibits by local and national African-American artists.

Ashley Oaks Mansion. Built in 1879-1880 of more than 1 million bricks, this elegant house is a beautiful example of a planter's town home. It has been refurbished with antiques and is open for tours.

Atlanta Botanical Garden. An oasis of beauty just minutes from downtown, the Atlanta Botanical Garden features 15 acres of landscaped gardens; a 15-acre hardwood forest with walking trails; and the Dorothy Chapman Fuqua Conservatory, home to towering palms, spiny cycads and exotic orchids. Stroll through perennial, rose, Japanese, herb, vegetable, wildflower and rock gardens and enjoy the tranquility of ponds teeming with lilies, lotuses and fish. Kids will enjoy seeing Venus fly-traps in a carnivorous plant bog and a stunning display of colorful poison dart frogs in the Conservatory lobby. The Sheffield Botanical Library is open to the public for reading and research.

Atlanta Cyclorama. The Cyclorama, a painting-in-the-round depicting the 1864 Battle of Atlanta, was originally completed in 1886. For greater realism, features have been added over the years, such as three-dimensional figures, sound and light effects, narration and a rotating seating platform. The "Texas" steam locomotive, star of the "great locomotive chase" of 1862, is also housed in the Cyclorama building.

Atlanta Heritage Row. Atlanta Heritage Row: The Museum at Underground chronicles the story of Atlanta with historic photographs, videos and interactive exhibits. Visitors can listen to the stirring words of Dr. Martin Luther King, Jr. while standing at his pulpit, witness the drama of the Civil War while huddled in a bomb shelter replica, imagine approaching Hartsfield Atlanta International Airport while crouched in the cockpit of a jetliner, and more. The Atlanta History Center also offers programs at Atlanta Heritage Row.



Atlanta History Center. From cotton fields to railroads, the Civil War to civil rights, you'll find the real story of Atlanta's past at the Atlanta History Center. At the 83,000-square-foot Atlanta History Museum, you'll learn how Atlanta grew into the South's leading city, about African-American history, Atlanta's Jewish community, the Civil War, "Gone With the Wind," and more. The Center features two houses on the National Register of Historic Places: Swan House, an elegant 1928 mansion, and Tullie Smith Farm, with its 1840's plantation-plain house and outbuildings. There are also 32 acres of gardens and nature trails. McElreath Hall contains the Center's research library / archives with manuscript and photo collections totaling 3.5 million items.

Atlanta Preservation Center Guided Walking Tours. Guided walking tours of 10 historic and culturally significant areas of Atlanta are offered by the private, non-profit Atlanta Preservation Center. The tours are: Underground Atlanta and Capitol Area, Historic Downtown, Fox Theater District, Inman Park, Sweet Auburn / MLK District, West End / Wren's Nest / Hammons



Centennial Olympic Park. This 21-acre site in downtown Atlanta is a legacy of the 1996 Summer Olympic Games. The combination of green space and plaza is paved with Olympic bricks and features the Olympic Ring Fountain and several sculptures, including "Tribute," a gift to the city from its Greek-American residents.

Center for Puppetry Arts Museum. The Center for Puppetry Arts is the largest institution dedicated to the art of puppetry in the United States. In addition to performances and workshops, the center's museum features exhibits and puppets from around the world.

Chateau Elan. This 3,100-acre facility includes more than 200 acres of vineyards and a visitors center built in the style of a 16th century French chateau. The chateau houses an art gallery, two restaurants and large murals depicting the history of winemaking and Paris scenes. On the property are four golf courses, a tennis center, equestrian show center, a hotel and spa.

Chattahoochee Nature Center. The Chattahoochee Nature Center, located on a large tract of land bordering the Chattahoochee River, is a community center for the understanding and enjoyment of nature. The center offers forest and marsh trails, wildlife exhibits on and around the river, educational programs and the Nature Store.

Chattahoochee River National Recreation Area. The more than 4,000-acre Chattahoochee River National Recreational Area offers fishing, picnicking, boat ramps, walking trails and beautiful natural areas right at Atlanta's door. There are a number of public areas and many are handicapped accessible.

CNN Studio Tours. Daily tours of the CNN and Headline News studios are offered. The tour includes a video, a visit to the special effects room and an exhibit area featuring such items as a pair of Judy Garland's red slippers from "The Wizard of Oz," and CNN reporter Peter Arnett's jacket with its secret lining, worn while covering the 1991 Gulf War.

Decatur Courthouse Square. The city of Decatur developed around its Courthouse Square, which has become the focal point of downtown. Shops and restaurants surround the old Courthouse, which contains the DeKalb County Historical Society archives, library and museum. The museum has memorabilia and artifacts related to DeKalb history. Local festivities and concerts are held on the lawn, while nearby historic buildings from the 1820's can be viewed.

Federal Reserve Bank Monetary Museum. Located in the U.S. Sixth District headquarters of the Federal Reserve Bank, the museum portrays the evolution of currency, the history of money in America and the development of a private banking system. Included are gold coins minted in Dahlonega, Georgia.

House, Ansley Park, Druid Hills, Piedmont Park and the Atlanta University Cluster. The Fox Theater tour is offered year-round; the others run from March through November.

Atlanta State Farmers Market. Set on 146 acres, the market provides fresh produce, eggs, meats, local specialties, plants and more. Located 10 miles south of Atlanta, the market is open year-round, 24-hours-a-day.

Buckhead. Atlanta's premier shopping, dining, and entertainment district is located in Buckhead. In addition to the huge Lenox Square and Phipps Plaza shopping centers, there are numerous small shops, galleries, boutiques and salons located in the area. Many of the city's finest restaurants and hottest nightspots are also located in Buckhead.

Bulloch Hall. This antebellum Greek Revival house (circa 1839) was the home of President Theodore Roosevelt's mother. It is now on the National Register of Historic Places.

Callanwolde Fine Arts Center. In a 1920's Tudor-style mansion once belonging to the son of Coca-Cola founder Asa G. Candler, the Callanwolde Fine Arts Center has a year-round program of performances, lectures, exhibits, concerts, recitals and arts-oriented classes.





The building is listed on the National Registry of Historic Places.

Georgia Dome. The Georgia Dome, the world's largest cable-supported dome, offers hosted guided tours. The site of Atlanta Falcons home games hosted events during the 1996 Summer Olympics.

Georgia State Capitol. With one of the largest gold domes in the nation, the 1889 building has natural science displays, a Hall of Flags and a Hall of Fame commemorating outstanding Georgians.

Governor's Mansion. A 1968 Greek Revival Building, the mansion reflects an architectural style popular during the first half of the 19th century. It is furnished with a collection of antiques from that era.

Herndon Home. This 15-room mansion was built in 1910 and was the home of Alonzo F. Herndon, a former slave and barber who became Atlanta's first African-American millionaire. He was the founder of the second-largest African-American insurance company in the country. On display are antique furnishings, artwork, photographs and manuscripts.

Inman Park / Little Five Points. The mansions and bungalows of Atlanta's oldest "suburb" (1890) can be found here, including the mansion of Coca-Cola founder Asa G. Chandler. The nearby Little Five Points commercial district is Atlanta's "Village," with eclectic and eccentric shops.

Jimmy Carter Library & Museum. The Carter Presidential Center, situated on 30 acres of land near downtown Atlanta, features a museum detailing Georgian Jimmy Carter's life and presidency through films, videos and displays. Included are gifts to the president from the American people and foreign leaders, a formal dinner setting from the White House and videotaped events at the executive mansion. The complex also includes a research facility with more than 27 million pages of materials from Carter's administration, a cafe and Japanese garden with a view of the Atlanta skyline.

Kennesaw Civil War Museum. This museum was formerly called the Big Shanty Museum after the original name for the town of Kennesaw, which was the site of the Andrews Railroad Raid during the Civil War. On display at the museum, within 100 yards from where it was stolen, is the "General," an 1855 steam locomotive hijacked by Union soldiers in 1862. Other wartime artifacts and memorabilia are also on exhibit.

Kennesaw Mountain National Battlefield Park. The 2,884-acre park is the site of a crucial engagement in the 1864 Civil War Campaign for Atlanta. The park has a museum with a slide program, picnic sites, hiking trails, an auto tour route, original earthworks and a scenic view from atop the mountain.

Margaret Mitchell House. This 1899 house was where Margaret Mitchell wrote her famous novel, "Gone With the Wind."

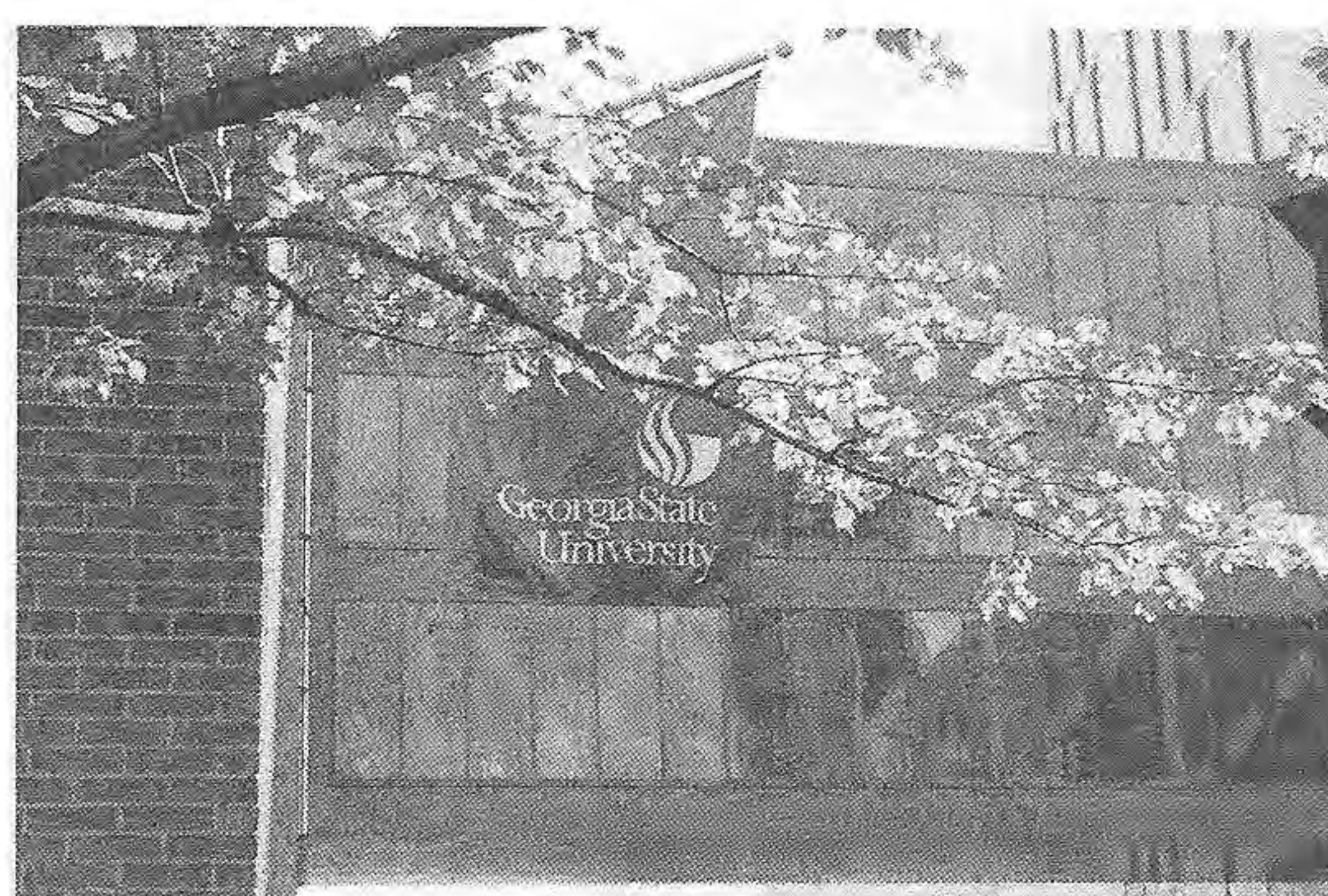
Martin Luther King Jr. National Historic Site. An area of two blocks designated as a National Historic Site, the district commemorates the civil rights leader and Atlanta's African-American heritage. Included are Dr. King's birth home, the Ebenezer Baptist Church where he

Fernbank Forest and Planetarium. Fernbank is a 150-acre environmental/education complex which includes a major Museum of Natural History, a Science Center, Planetarium and Observatory, and the Fernbank Forest, 65 acres of protected woodland.

Fernbank Museum of Natural History. At the Fernbank Museum of Natural History, both children and adults will learn how the world works by exploring it firsthand in the permanent exhibit, "A Walk Through Time in Georgia." The exhibits feature Georgia's regions in a series of galleries – the Piedmont Plateau, the Blue Ridge Mountains, the Ridge and Valley area, the Cumberland Plateau, the Coastal Plains, and the Coast and Barrier Islands. Each of these galleries is paired with an earth development gallery, which includes Life Begins, Life Develops in the Ancient Seas, the Age of Dinosaurs and The Rise of Birds and Mammals. Other galleries include the Spectrum of the Senses, the World of Shells, Cultures of the World, the Star Gallery and the Harris Naturalist Center. Fernbank offers children the opportunity to satisfy their natural curiosity about the environment and have fun in the Fantasy Forest and the Georgia Adventure.

The museum's IMAX Theater, the only one in Georgia, shows the "big picture" of natural history. IMAX's big film format projects an image 10 times larger than the conventional 35mm film with stunning clarity on a screen five stories high.

Fox Theater. A movie palace built in 1929, the theater's architecture is a combination of Egyptian and Moorish design. The ceiling resembles a night-time sky, with stars, sunrise, sunset and moving clouds. It has one of the world's largest operating theater pipe organs, with 3,600 pipes. In addition to its 4,678-seat Grand Auditorium, the Fox Theater contains a 7,000-square-foot Egyptian Ballroom, a Grand Salon, stage houses, rehearsal halls and a reviewing theater.



preached, and Dr. King's gravesite on the grounds of the Martin Luther King Jr. Center for Non-Violent Social Change.

Michael C. Carlos Museum at Emory University. The Michael C. Carlos Museum is located on the main quadrangle of the Emory University campus. The original section of the Museum is housed in a 1916 Beaux-Arts building that is on the National Register of Historic Places. A 45,000 square foot expansion of the Museum opened in May 1993. The Museum's collections emphasize the art and archeology of ancient cultures from the Mediterranean and Near Eastern cultures, and the art of the ancient Americas. The Museum also has a growing collection of works of art on paper from the Middle Ages to the twentieth century. In addition to the permanent installations, the Museum offers temporary exhibitions from its own collections and from other institutions.

SCITREK – The Science & Technology Museum of Atlanta. SciTrek, the Science and Technology Museum of Atlanta, and one of the country's top science centers, is an innovative laboratory of learning by doing. SciTrek houses more than 150 permanent interactive exhibits that allow visitors to explore the ideas and activities of science, math, and technology. The museum also has live science shows, workshops, lectures and a Science Store.

Six Flags Over Georgia. This family theme park features more than 100 thrill rides, family rides and water adventure rides, including one of the largest coaster collections in the southeast. Live Broadway-style musicals are performed daily at the park's indoor theaters and on-ground entertainment is offered regularly. The park's 14,000-seat outdoor amphitheater hosts top musical acts.

Southeastern Railway Museum. This 12-acre, open-air museum features more than 70 pieces of rolling stock, including vintage steam locomotives, historic Pullman cars and wooden freight cars. Train rides on the museum's 3/4-mile loop track are available through the summer.

Stone Mountain Park. The mounted figures of three Confederate heroes – Confederate President Jefferson Davis, General "Stonewall" Jackson and General Robert E. Lee – form the world's largest relief sculpture on the biggest single outcropping of granite in the United States. Surrounding the mountain, a 3,200-acre park offers picnicking, a beach, camping, lodging, swimming, fishing, tennis and golf. Features of the park include a new-state-of-the-art skylift, a completely refurbished museum, a scenic railroad, a paddlewheel riverboat, a wildlife preserve and petting zoo, and a 19-building plantation. A laser show is presented spring-fall.

Sweet Auburn District. From the 1890's through the 1940's, Auburn Avenue was the thriving center of African-American enterprise. This area is rich with history and is still an integral part of Atlanta's African-American community. Visit the APEX Museum for a narrative video on the history of the district or arrange a tour through the Atlanta Preservation Center.

Underground Atlanta. The historic birthplace of Atlanta, Underground Atlanta is located at Peachtree and Alabama Streets. It includes more than 200,000 square feet of space and extends over 12 acres of land, encompassing some six blocks. Underground Atlanta has a dozen restaurants and more than 120 specialty shops, entertainment emporiums, push cart merchants, night clubs, food-court vendors and a variety of special events. Nearby are Heritage Row, the World of Coca-Cola Museum, and the Georgia Railroad Depot. A tunnel connects Underground Atlanta with the MARTA Five Points Station.

William Breman Jewish Heritage Museum. Sponsored by the Atlanta Jewish Federation, and the largest Jewish museum in the Southeast, the Breman Museum features exhibits on local Jewish history and the Holocaust, an archives and genealogy center, hands-on activities and changing exhibits.

The World of Coca-Cola. The three-story World of Coca-Cola Pavilion pays tribute to the world's best selling soft drink – Coca-Cola. The complex features the world's largest collection of Coca-Cola memorabilia and exhibits that trace the more than 100-year history of Coke. In addition, the complex features classic radio and television commercials, a fanciful representation of the bottling process, a futuristic soda fountain and a large gift shop.

Wren's Nest. This is the Victorian-era home of Georgia author and journalist Joel Chandler Harris, who wrote the stories about the Uncle Remus characters. It displays original furnishings, memorabilia and first editions of his works.

Zoo Atlanta. Zoo Atlanta, rated as one of "America's Favorite Zoos," is home to nearly 1,000 animals living in naturalistic habitats. Zoo Atlanta's animal collection represents six continents. Visitors can explore the Ford African Rain Forest where four families of lowland gorillas, including Atlanta's celebrity gorilla Willie B and his daughters Kudzo and Olympia, reside. The Masai Mara is home to African elephants, black rhinos, lions, zebra, ostriches and more, while the Sumatra area features the high-swinging orangutans and tigers.



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Stanford National Forensic Institute

Lincoln Douglas & Individual Events

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



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

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

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



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

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

Lincoln Douglas & Individual Events

Tentative Dates & Prices

July 28 - August 10, \$1600

LD Extended Week

August 10 - August 17, \$1000



ACADEMIC ALL AMERICANS

(through April 2, 2003)

ALABAMA

The Montgomery Academy
Wilson Hunter
Kasdin Miller

ARIZONA

Payson HS
Christina Riepel
Tempe Prep. Academy
Justin A. Stover
J. Peter Van Duyne

CALIFORNIA

Arroyo Grande HS
Michael Dorsi
Bellarmine College Prep.
Vikram S. Gowrish
Brentwood School
James Rapore
Claremont HS
Ohad Barkan
Cleveland HS
Andrew Brauer
Josh Braver
Nick Dies
Cypress HS
Wendy J. Gu
Ray Ibarra
Fontana HS
Hillary Lehr
Gabrielino HS
Richard Hsiao
Garces Memorial HS
Bryan Lowery
Johansen HS
Emily Duran
Erin Overweg
La Reina HS
Laura Perry
Stockton Lincoln HS
Julia Lauper
Lodi HS
Ashkon Shaahinfar
Modesto-Beyer HS
Jaspreet S. Dosanjh
Ashley F. Hobbs
Melissa R. Loeffler
Redlands HS
Sachin Doddiah
Faysal Saab
The Harker School
Alexandru Iftimie

COLORADO

Canon City HS
David S. Booth
Delta HS
Kyle Bixenmann
Liberty HS
Taryn Barker
Longmont HS
Amber Martin

Mullen HS
Ben Eichorst
Nathan Hale
Rocky Mountain HS
Zach Krahn
Jessica Stockburger

FLORIDA

Celebration School
Cherie Ramirez
Nova HS
Jeffrey Coren
Scott Holtz
Brian Rozental
Rana Yared
Pine Crest School
Michael Campagnuolo

GEORGIA

Brunswick HS
Christopher J. Heaney
Starr's Mills HS
David Ballard

IDAHO

Snake River HS
Rebecca Thilo
Nathaniel Wright

ILLINOIS

Belleville Twp. HS East
Patrick Hoercher
Justin Swagler

INDIANA

Ft. Wayne Snider HS
Aruna Kumaran
Kobi Libii
Logansport HS
Brian Dunkel
Munster HS
Deepam Rusia
Leonard S. Weiss
Adam Wesolowski
Penn HS
Khalil AbuGharbieh
Plymouth HS
Adam Gifford
Devin Kindt
David Phillips

IOWA

Fort Dodge Sr. High
Yi Li

KANSAS

Buhler HS
Scot Rose
Chaparral HS
Jaclyn Arnet

El Dorado HS
Tyson Moore
Shelby Oaks
Chase Willhite

Hays HS
Kristan Seibel
McPherson HS
Emily Briggs
Ingrid Gustafson
Jill Koehler
Moundridge HS
Joel D. Krehbiel
Pittsburg HS
Sarah J. Wilson
Salina South HS
Jessica M. Jones
Shawnee Mission East HS
Brian Nye
Scott Stinson
Eric A. Suni
Southeast of Cherokee
Cara Burnidge
St. Joseph's Prep. School
William B. Sullivan
Topeka HS
Alexandra E. Bixler
Wesley M. West
Trinity Academy
Wesley Cornett
Wellington HS
Helena Newberry
Nickolas Zimmerman
Wichita Campus HS
J. Michael Prenatt
Davin M. Reust
Wichita Northeast HS
Andrea McCaffree-
Wallace
Wichita Southeast HS
Sarah Mills

KENTUCKY

Danville HS
Geoffrey Barton

MAINE

Lewiston HS
Jacob Parakilas

MASSACHUSETTS

Newton South HS
David Tannenwald

MINNESOTA

Apple Valley HS
Amanda Anderson
Adrine Chung
Kelsey A. Olson
Austin HS
Jason Baskin
Grand Rapids HS
Laura Hildreth
International Falls HS
Nicole B. Soboleski

Roseville Area HS
Emily Hanna
Ann Tally

MISSISSIPPI

Greene County HS
Roun McNeal
R. H. Watkins HS
Jason Dechert
Russell Cannon
St. Andrew's Episcopal School
Leland H. Jones

MISSOURI

Aurora HS
John Hammond
Blue Springs South HS
Lindsey Morehead
Jeff J. Burns
Independence Truman HS
Carly Duvall
Lathrop HS
Bryce Wagner III
Marquette HS
Neal Ross
Jasmine Worsham
Cara Hurst
Marshall HS
Megan J. Kennedy
Monett HS
Jackie Graves
Ozark HS
Malcolm Gordon
Park Hill HS
Justin Barclay
Pattonville HS
Michael Schwade
Greg Hobson
Savannah HS
Nick Beydler
Josh Blanchard
Michael Kozminski
Tyler J. Scott
Elizabeth Thorne
Smith Cotton HS
Nathan J. Smith

MONTANA

Great Falls-Russell HS
Dan Huebner

NEBRASKA

Lincoln East HS
Mandi Irions
Omaha-Mercy HS
Jessica A. Brown
Anna Mulcahy
Eileen Sullivan

NEVADA

Green Valley HS
Jacob Cote
Eric Cheung

Keely Chevallier
Jennifer D. Coleman
Zachary D. Hale
Max Lardent
Natasha Motwani
Antonio Sclafani

The Meadows School
Erin Moore
Jamie Thalgett

NEW JERSEY

Montville Twp. HS
Joseph Anzalone
Scott Grossman
Randolph HS
Tanya Sehgal

NEW MEXICO

Farmington HS
Clint Doughty

NEW YORK

Christian Brothers Academy
Kelly L. Bayne
John T. Papini

NORTH CAROLINA

Providence Sr. HS
Christopher J. Dickson
Larry Shaheen

OHIO

Austintown-Fitch HS
Amy M. Reynallt
Carrollton HS
Bethany Frew
Copley HS
Lyndsey Straight
Tam Tieu
Gahanna Lincoln HS
Brett Dickstein
Magnificat HS
Stephanie Fitos
Katherine Talcott
Massillon-Jackson HS
Nicholas Dorsey
Orange HS
Angel Ho
Wooster HS
Mike Broda
Winston Crowley
Kathryn Gabriele
Kendra Oyer
Desiree Weber
Youngstown-Boardman HS
Pat Alexander
Mark Beatty
Chad Fernberg
Ashley Senary
Ashley Ulrich

ACADEMIC ALL AMERICANS

103

(through April 2, 2003)

OKLAHOMA

Alva HS
Grant Bowen
Katy Jungman
Bartlesville HS
Brian Barnes
Jeremy Grace
Zackary Shipley
Bishop Kelly HS
Conor Cleary
Rob Goins
Dickson HS
Blake Lynch
Edmond North HS
Jessica Marlin
Jenks HS
Ravi Sharma
Norman HS
Nicholas R. Lenckus
Sarah Weiss
Norman North HS
Caitlin Dennis
Greg Easley
Clint Givens
Putnam City HS
Prem Gandhi

OREGON

Ashland HS
Amy G. Hopkins
Forest Grove HS
Jesse Jenkins

PENNSYLVANIA

St. Joseph's Prep. School
William B. Sullivan

SOUTH CAROLINA

Paul M. Dorman HS
Devin Murphy
Southside HS
Ambika Bumb
Bob Jones Academy
Paul Matzko
Meagan Oberg
Joseph B. Poore
Timothy T. Silvester

SOUTH DAKOTA

Deuel HS
Mollie B. Gabrys
Robert Haar
Sioux Falls-Roosevelt HS
Marc Anderson
Nicole Buseman
Aberdeen Central HS
Kavitha Giridhar
Brady Shelbourn
Leslie Simdorn
Sioux Falls-Washington HS
Adam Hoier

TENNESSEE

Collierville HS
Bradley E. Hutson
Scott Stewart

Brentwood HS
Jennifer Rost

TEXAS

Abilene HS
Ashley Rye
Aldine HS
Dorothy Phan
Amarillo-Tascosa HS
Meggin Rutherford
Blanco HS
Jessica McLachlan
Cy-Creek HS
Colin Jennings
Foster HS
Zach Dietert
Frenship HS
Patrick S. Walker
Grapevine HS
Vasanth Elavarasan
Orijit Ghoshal
Harlingen South HS
Patrick McMillin
L. V. Hightower HS
Katherine A. Cernocky
Aditi J. Chokshi
Christina M. Tjok
Lamar Consolidated HS
Jennifer Pollock
Marissa Troiano
Lindale HS
Cassi L. Wilbur

Plano Sr. HS

Vivek Amin
Kent Chao
Allison Elledge
Son Hong
Scott Kelber
Teresa Lo
Anthony Ricciardelli
Emily Wang
Ronald Reagan HS
Derek Remund
San Antonio-MacArthur HS
Matthew C. Acosta
San Marcos HS
Lani Ogle

UTAH

Jordan HS
Niki Florence
Kim Moore
Lone Peak HS
Nathan Curtis
Skyline HS
Alan Lee
Oliver Yeh
Michelle Yee
Woods Cross HS
Hou-En S. J. Hui

VIRGINIA

Great Bridge HS
Patrick Jackson

Holy Cross Regional School
Mary L. McCann

WASHINGTON

Lake City HS
Rebecca Thilo
University HS
Lydia Eberly

WISCONSIN

Milwaukee-Rufus King HS
Jason Ledger

WYOMING

Buffalo HS
Ross P. Keogh
Christopher M. Bonny
Casper Natrona County HS
Mike Cross
Bryan Fields
Caleb Perl
Cheyenne Central HS
Drew Bowman
Cheyenne East HS
Jessica Clinton
Jeff Pope
Thomas Szott
Rawlins HS
Rebekah Smith
Wheatland HS
Michael Uhrig

NFL HONOR AWARDS

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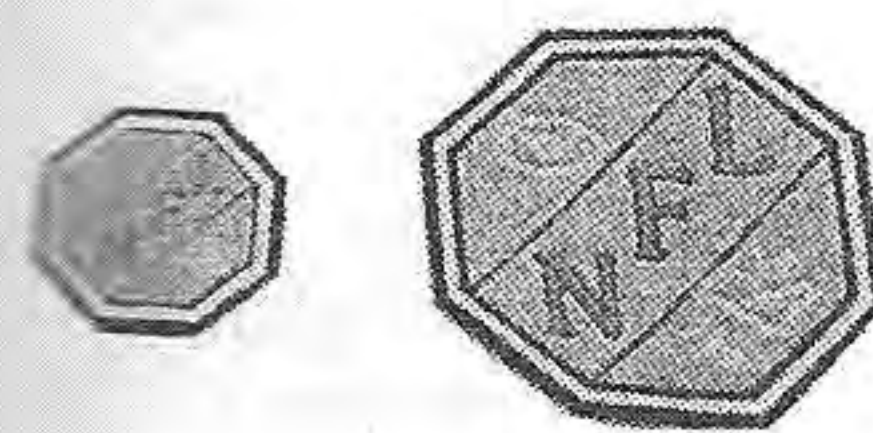
Quantity	Item	Price	Amount
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_____	J.V. (3")	9.00	_____
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		Total Cost	_____

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QUAD RUBY STUDENTS

(from August 1, 2002 through April 2, 2003)

ARIZONA

Dobson HS
Kyle Fleeger
Flagstaff HS
Shawn Buckley
Mountain View HS
Dylan Gadek
Kade Olsen
Shyam Nair
Red Mountain HS
Christina Mackinnon
Steven Cottam
Tempe Preparatory Acad.
Maria M. Macia

CALIFORNIA

Bellarmino College Prep
Abe Epperson
Brentwood School
James Rapore
Central Catholic HS
Ashley Farias
Claremont HS
Allison Westfahl
Daniel Ambord
Ernest Righetti HS
Alyssa Reid
Foothill HS
Alec Newman
Gabrielino HS
Colleen Oinuma
Jonathan Ma
Jonathan Yu
Kareena Vasquez
Sheryl Hoang
Thomas Bayles
Granite Bay HS
Alex Tcholakov
William Kolkey
Homestead HS
Gabriel Rocklin
James Logan HS
Aman Grewal
Puja Bhatia
Johansen HS
Richard Ludlow
La Costa Canyon HS
Patrick Wen
La Reina HS
Jacki Chou
Loyola HS
Bryan Rivera
Miramonte HS
Chad A. Fite
Modesto Beyer HS
Liran Goldman
Monta Vista HS
Albert Fang
Arun Chandrasekhar
Mountain View St Francis HS
Aditya Nagarajan
Rancho Bernardo HS
Sumeet Jain
Redlands HS
Andrew R. Wilson
Avery Drost
San Dieguito HS
Matt Faust
Stockton St Mary's HS
Ikeogu Imo
Sabrina Forte
Yucaipa HS
Julia Alvidrez
Nastassja Gutierrez

COLORADO

Canon City HS
Kim A. Schlesinger
Central of Grand Junction HS
Clint Fix
Cherry Creek HS
Stacy Pepper

Columbine HS
Andrew Ground
Delta HS
Kyle Bixenmann
Durango HS
Nikki Brokmeyer
Rebecca Borden
Eaglecrest HS
Ryan Terry
Golden HS
Tyler Warner
Longmont HS
Arielle Seidman
Moffat County HS
Justin Hunsaker
Poudre HS
Brian Vanvalkenburg
Kyle Doyle
Pueblo Centennial HS
Anthony Giordano
Ben Gaide
Skyline HS
Kirsten Dusenbery
Wheat Ridge HS
Brian R. Dowling
Shawn M. Cowling
Woodland Park HS
Christopher Parent

FLORIDA

Nova HS
Darren Heitner
Wellington HS
Amy Foster
Peter Moody
Shannon Munro

GEORGIA

Fayette County HS
Michael Peaden
Starr's Mill HS
David Ballard

IOWA

Bettendorf HS
John M. Hall
Le Mars Community HS
Michael T. Mapes

IDAHO

Blackfoot HS
Scottie Jensen
Madison HS
Chelsi Sutton
Josh Taylor

INDIANA

Ben Davis HS
Ennis F. Adams
Chesterton HS
Francesca Smith
Fort Wayne Northrop HS
Angela M. Rippe
Fort Wayne Northside HS
Andrea Blackman
La Porte HS
Alexander D. Pappas
Maconaquah HS
Greg Moser
Juliana Spiker
Plymouth HS
David Phillips
Jodie Carlberg
Mark Amones
Tyler Langdon
Signature School
Amy Reitz
Nirav Shah

Wabash Southwood HS
Jeremy Arnold

KANSAS

Andover HS
Andrea C. Dieker
Bishop Carroll HS
Jessica Otto
Bishop Miege HS
Joseph Heschmeyer
Blue Valley North HS
Dylan O. Keenan
Blue Valley West HS
Amy Sapenoff
Stephen Mock
Derby HS
Brian E. Starr
Zachary R. Brown
El Dorado HS
Ben H. Byard
Cassandra L. Walter
Rebecca Bridges
Field Kindley HS
Chris Delacruz
Erin E. Walterscheid
Josh L. Shald
Kara L. Thiele
Garden City HS
Aaron Payne
Karson Thompson
Ryan Gillette
Goddard HS
John C. Johnson
Micky S. Burke
Rohit S. Venkatasubban
Great Bend HS
Josh Schukman
Hays HS
Amy R. Befort
Hutchinson HS
Christian F. Brockman
Paul D. Roath
Labette County HS
Zachary Welden
Little River HS
Thomas M. Dater
Lyons HS
Caleb Eastman
Jessica Johnson
Mark Filipi
McPherson HS
Amanda Cowan
Newton HS
Amanda P. Peel
Brandon K. Wentz
Tristan C. Tafolla
Olathe East HS
Elaine Jardon
Olathe South HS
Maggie Lubberts
Parsons HS
Jordan D. Stone
Justin Cartwright
Lavinia Roberts
Remington HS
Isaac M. McNary
Shawnee Mission West HS
Forrest J. Saucier
Silver Lake HS
Andrew J. Jennings
Chris A. Miller
Peter Bollig
Southeast HS
Amanda A. Henderson
St Thomas Aquinas HS
Anne Malinee
Topeka HS
Cristina L. Brown
Graham P. Garlinghouse
Karl Funderberger
Sarah K. Bellows-Blakely
Shruti A. Challa
Stephen L. Mitchell

Trinity Academy
Wesley S. Cornett
Trinity Catholic HS
Danielle L. Gagnon
Kristen Skolaut
Matthew L. Partridge
Valley Center HS
Zacarey Carey
Wichita East HS
Galan Jeffery
Ming Tran
Rob Thomas
Wichita Southeast HS
Brett J. Bricker
Winfield HS
Ben Merriman
Christina Brooks
Nathan Weinert

LOUISIANA

Bolton HS
Matthew Lacaze
Lafayette HS
Charles J. Gower
Hessam Parzivand

MASSACHUSETTS

Shrewsbury HS
Dan Chaparian

MINNESOTA

Benilde St Margaret's School
Katie McGinty
Bloomington Jefferson HS
Jessica Pfeleiderer
Brainerd HS
Kirstin L. Dunham
Edina HS
Eric Fish
Joseph Dumond
Rishi V. Puram
Grand Rapids HS
Jenni Heissel
Highland Park Sr. HS
Dora Stemberger

MISSOURI

Belton HS
Candice R. Beasley
Heather Ratterree
Lindsay Bogar
Matt Cessna
Megan Magana
Blue Springs South HS
Sam Hodge
Steve Olsen
Bolivar R 1 HS
Braden Elliott
Columbia Hickman HS
Simon Bailey
DeSmet Jesuit HS
Jeremy W. Bayless
Greenwood Laboratory School
Beth Muegge
Independence Chrisman HS
Rachael R. Cross
Independence Fort Osage HS
Nicholas Dudley
Jefferson City HS
John McCutcheon
Kansas City Oak Park HS
Andrew Green
Brad Jennings
Chance Harp
Evan Ross
Garrett Tuck
Nick Lewellen

Kickapoo HS
Matt Coleman
Matt Simpson
Ryan Lynch
Tamila Gresham
Valarie Burns
Ladue Horton Watkins HS
Amod Gautam
Ashish Shenoy
Becky Chang
Ken Kitchin
Michael Saltzman
Reid Yokoyama
Lee's Summit HS
Eric Lefevre
Michael W. Kearney
Marshall HS
Tristan S. Barton
Zach O. Harvey
Neosho HS
Cody Snyder
Nevada HS
Blake Moore
Osage Co R-III HS
John McCutcheon
Ozark HS
Joshua S. Berg
Park Hill HS
Joshua J. Moyer
Mike A. Woolley
Park Hill South HS
Colleen Montgomery
John Risvold
Shawn Burns
Parkway North HS
Mickey Klebanov
Platte County R-III HS
Ashley L. French
Pleasant Hill HS
Matthew Eagleburger
Raymore Peculiar HS
Tyler J. Watt
Raytown South HS
Amber M. Hamilton
Briana T. Sprick
Ebony M. Pearson
Nathan A. Duvenick
Savannah HS
Adam Ledden
Springfield Central HS
Chris Hoeman
Derek Ankrom
Feng Su
George Olive
Jeremey Hauri
Michael Ashby
Natalie Pennington
Rachel Anderson
Tiffany Powell
Wes Rhodes
Springfield Glendale HS
Jay Preston
Springfield Hillcrest HS
Ashley N. Reynolds
Brandy L. Enver
Brian Damron
Holly E. Magdziarz
Matthew E. Stublefield
Megan E. Brown
Steven T. Kramer
Springfield Parkview HS
Grace Bentley
Josh Dale
Steven Verlee
Webb City HS
Eric Crinnian

MISSISSIPPI

Brookhaven HS
Brandon Russell
Hattiesburg HS
Kevin Phillips

QUAD RUBY STUDENTS

(from August 1, 2002 through April 2, 2003)

Jackson Academy
Ford Flippin
Murrah HS
Amile Wilson
Petal HS
Kevin Phillips
R H Watkins HS
Phillip Higginbotham

MONTANA

Capital HS
Aldin Barnes

NORTH DAKOTA

Beulah HS
Holly Heringer
Central Cass HS
James G. Sink
Fargo Shanley HS
Matthew Sinner
Megan Kosse
Fargo South HS
Daniel Miyamoto
Jake Verville
Sajid Zaidi
Trevor Magel
Red River HS
Patrick D. Jones
Richardton Taylor HS
Leanna Marcusen
Richland HS
Jakob E. Migler

NEBRASKA

Hastings Senior HS
Lyndsay Kirk

NEW JERSEY

Arthur L Johnson HS
Victor Broccoli
Montville HS
Kevin P. Mulligan
Ridge HS
Shilpa Joshi

NEW MEXICO

Albuquerque Academy
Patrick Adler
Taos HS
Katherine Hohnholt
Max V. Moulton

NEVADA

Clark HS
Dylan Ciciliano
Douglas HS
Mason Beinschroth
Green Valley HS
Katrina Lewin
The Meadows School
Jim Jimmerson

NEW YORK

Chaminade HS
Christopher Farrell
Kevin Mcelroy
Immaculate Heart Central HS
Amber Harding
Scarsdale HS
Daniel Hemel

OHIO

Camolton HS
Bethany Frew

Gilmour Academy
Brandon Cox
Youngstown Boardman HS
Ashley Senary
Stephanie Gent

OKLAHOMA

Alva HS
David Lohmann
Bartlesville HS
Casey K. Culver
Bishop Kelley HS
Jon Reneau
Cascia Hall Prep
David Kucinskas
Kristin Maun
Deer Creek HS
J. A. Heaton
Dickson HS
Blake Lynch
Jenks HS
Ravi Sharma
Muldrow HS
Robert K. Alderson
Norman HS North
Colin Ryan
Elisabeth Reed

OREGON

Eagle Point HS
Sarah Thorne
Portland Lincoln HS
Emily Forsyth
Roseburg Sr HS
Amy L. Higdon
Eliot A. Sitt
Jaime L. Schumaker
Jessica J. Young
Silverton HS
Kyle Vorderstrasse
Westview HS
Vivian Wang

PENNSYLVANIA

Baldwin HS
Jennifer E. Cercone
Belle Vernon Area HS
Dawn Rubosky
Kristie Rygiel
Bethel Park HS
Joanna Armstrong
Greater Latrobe HS
Andrea Irwin
Michelle Coder
Greensburg Salem HS
Quindelyn Cook
La Salle College HS
Clayton Keir
Nicholas Covolus
Pennsbury HS
Bob Costa
Doug Platz
Truman HS
Diana Tkacs
Guy Risko

SOUTH CAROLINA

Bob Jones Academy
Paul E. Matzko
Tim T. Silvester
Southside HS
Cindy Youssef
Shalini Bumb

SOUTH DAKOTA

Aberdeen Central HS
Justin Goetz
Karthik Giridhar

Brookings HS
Christopher McCulloch
Stephanie Chase
Groton HS
Tammie L. Dyer
Madison HS
Aj Severson
Milbank HS
Nancy M. Jones
Mitchell HS
Julie Chum
Sara Ibis
Sean Flynn
Trevor Walz
Rapid City Central HS
Yashreeka Huq
Sioux Falls Lincoln HS
Drew Sendelbach
Jack McFarland
James Sietstra
Raleigh E. Hansman
Tim Billion
Victoria Zoellner
Sioux Falls Roosevelt HS
Peter Nesbitt
Spearfish HS
Tim Manning
Vermillion HS
Ellen Kennedy
Shaun Raidoo
Watertown HS
Aaron Geier
B. J. Ortmeier
Bill A. Anderson
Brian J. Gough
Jenna Krause
Joe Dylla
Matt T. Marquardt

TENNESSEE

Brentwood HS
Arun Mathew
Zachary Craft
Dickson County HS
Blake W. Jones
Hamblen HS West
Kim Miller

TEXAS

Abilene HS
Josh Massingill
Marcy Martinez
Alief Taylor HS
Hareem Hasan
Amarillo HS
Chuck Rivas
Amarillo Tascosa HS
Cara Van Meter
Bay City HS
Jessica Gibson
Sarah Rodriguez
Carroll HS
Jeffrey M. Geels
Clements HS
Utsav Mathur
Cy Fair HS
Katherine Loeffert
Cypress Falls HS
Isaiah Broussard
Deer Park HS
David Adams
Dripping Springs HS
Courtney A. Fowlkes
El Paso Cathedral HS
Matt Armendariz
Florence HS
Jill Collum
Foster HS
Zach Dietert

Franklin HS
Erin Wyatt
G C Scarborough HS
Sarah Smith
Gregory Portland HS
Travis A. Shaffer
Houston Jesuit HS
Puneet Shah
Humble HS
Daniel Menezes
Jersey Village HS
Cristina Lopez
Gabriel Rodriguez
Kyle Buckley
My Trieu
Wendy Torres
Kingwood HS
Kari D. Wohlschlegel
Maggie J. Brock
Peter S. Quernbin
Klein Oak HS
Karl Suurmeyer
Lamar Consolidated HS
Jason Steamer
Lewisville HS
Saeed Jones
Lubbock HS
Corey Nichols
Teresa Ayala
Mayde Creek HS
Brandon F. Farmahini
Kushan Dasgupta
Laura B. De La Cruz
Pasadena HS
Alejandro Flores
Plano East Sr HS
Matt R. Kennedy
Solomon Stein
Plano Sr HS
Sara Trujillo
Princeton HS
Meyassa M. Baker
Riverside HS
Carlos Tarin
Jackie Ochoa
Pamela Martin
Ronald Reagan HS
Chris Wiener
Collin Jennings
Taylor HS
Maryam B. Rashedi
Tanya Choudhury

UTAH

Beaver HS
Keli Lessing
Jordan HS
Brandon Lawler
Salt Lake City Skyline HS
Oliver Yeh
Sky View HS
Erin Purdie
Melissa Yardley
Taylorsville HS
Jason Fratto

VIRGINIA

Randolph Macon Academy
Emmett Snyder
Rebecca Jackson

WASHINGTON

Auburn Sr HS
Tanya Horlick
Cheney HS
Lauren Hallett

Federal Way HS
Kimberly T. Palumbarit
Kimi C. Neil
Gig Harbor HS
Aaron Floyd
Gonzaga Prep HS
Christopher M. Foster
Kaylin Triesch
Sean Roberts
Kamiak HS
Tien Ho
Kentwood HS
Simon Blank
Mead HS
Heather N. Doolittle
Matthew Mossman
Ridgefield HS
Ian K. Bisbee
University HS
Tyler Ormsby

WISCONSIN

Appleton East HS
Katrina Mccann
Appleton West HS
Brandon Hahn
David Watson
Waupaca HS
Jay Fenton
Waupaca HS
Ry Forseth

WYOMING

Casper Kelly Walsh HS
Beth Forslund
Cheyenne Central HS
Drew Bowman
Molly J. Box
Rebecca E. Box
Steven M. Lucero
Cheyenne East HS
Joshua Schmerge
Rosemary Powers
William Jensen
Evanston HS
Joe Bussey
Jackson Hole HS
Michaela C. Stockhouse
Lander Valley HS
Jordan Peck
Rawlins HS
Issac Maes
Rebekah Smith
Sheridan HS
Brandon Halseide
Brian Symons
Star Valley HS
Leslie Jones
Worland HS
Quincy Stott




 idea


International Summer Speech and Debate Institute/Duino, Italy

LOCATION:

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

SESSION 1: (June 30 - July 14)

Lincoln-Douglas Debate & Speech

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

PRICE: \$1,400 USD

Institute Director: Eric Di Michele

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

SESSION 2: (July 15 - 21)

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

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

Session Director: Nina Watkins, IDEA

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

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

Session 2 is not available without Session 1.

These prices include:

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

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

What Makes Our Institute Unique:

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

STAFF:

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

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

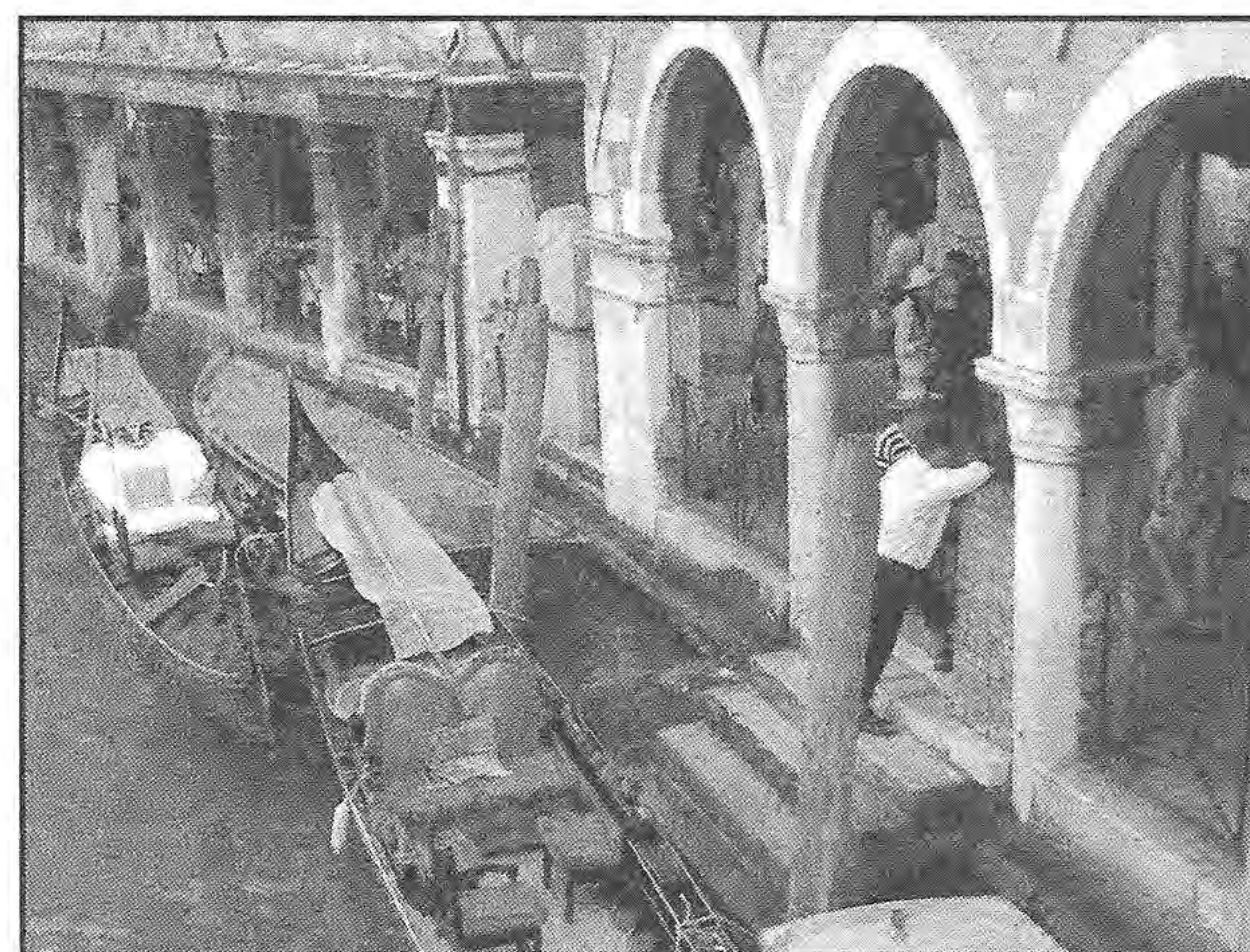
Noel Selegzi, (Guest Lecturer) has coached debate at Hunter College High School in New York City for thirteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history of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

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

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

For further information contact:

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



IDEA YOUTH FORUM /Slovenia 2003

July 21 - August 1, 2003/Ljubljana, Slovenia

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



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

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

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

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

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

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

Contact information:

Bojana Skrt

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

Svetosavska 24

1000 Ljubljana

SLOVENIA

Tel: (386 61) 1710 406; 1344 526

Fax: 061 306 1588

mobile: (386) 41 423 377

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

Nina Watkins

IDEA

400 West 59th Street

New York, NY 10019

USA

Telephone 1 212 548 0185

Fax 1 212 548 4610

Email: nwatkins@sorosny.org



IDEA PRESS /

International Debate Education Association

NEW BOOKS AND BACKLIST

IDEA Press Books

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

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

William Driscoll and Joseph Zompetti

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

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

The Democracy Reader Sondra Myers (Editor)

Foreword by Benjamin Barber

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

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

Many Sides : Debate Across the Curriculum

Alfred C. Snider and Maxwell Schnurer

A comprehensive guide for using debate in an educational classroom setting, including plans to integrate debate into the curriculum, designing proper formats, developing topics for debates, preparing students for debating, staging the debates, audience involvement and evaluation of classroom debates. (pb)

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

Art, Argument and Advocacy: Mastering Parliamentary Debate

John Meany and Kate Shuster

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

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

On That Point!: An Introduction to Parliamentary Debate

John Meany and Kate Shuster

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

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

The Deatabase Book: A Must-Have Guide for Successful Debate By the Editors of DEBATABASE

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

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

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

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

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

Perspectives in Controversy: Selected Essays from Contemporary Argumentation Kenneth Broda Bahm (Editor)

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

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

SOURCEBOOK ON CONTEMPORARY CONTROVERSIES SERIES

Aids, Drugs and Society

Anna Alexandrova (Editor)

Brings together articles that address the interconnected epidemics of HIV/AIDS and drug abuse. Background readings in the introductory section show how these epidemics are connected. The substantive part of the book offers different sides of two key debates in the field. First, there are debates about policy aspects of the 'war on drugs.' Second, there are debates about the human rights aspects of viewing HIV/AIDS as a human rights issue. The editor places particular importance on 'harm reduction,' a policy attempting to decrease the adverse consequences of drug use without total prohibition of drugs. The book ends with source documents that offer examples of harm reduction initiatives, human rights treaties, guidelines and a glossary of key terms. (pb)

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

Globalization and the Poor: Exploitation or Equalizer?

Julie Clark (Editor)

Brings together articles that address both sides of the debate: does the global economy harm or help the poor? The first section alleges that the global economic system disadvantages and exploits the poor; the second section refutes the first, asserting that globalization has the potential to empower and enrich the poor. The third section examines the role governments and international organizations play in globalization's effects on the poor. The final quarter of the book is a case study of the East Asian Crisis: how international organizations and governments responded to the crisis and how their policies affected the poor. The book concludes with original source documents and a glossary of key terms. (pb)

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

Roma Rights : Race, Justice and Strategies for Equality

Claude Cahn (Editor)

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

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

Midwest Debate Institute

Rockhurst College, Kansas City MO

Beginning and advanced seminars help students develop research, listening and speaking skills that will be of lifelong benefit. Emphasis is placed on original research. All briefs will be developed by students from original research created during the institute.



July 14 - 25, 2003

Tuition: \$450

Housing/Meals: \$350

NO HIDDEN COSTS!

Deadline: June 20, 2002

Staffed exclusively by high school debate coaches.

Open to Coaches!

Scholarships available!

Midwest students have consistently been successful in regional and national competition: 1st in Congress, 1st in Original Oratory, 2nd in CX Debate and 9th in CX Debate.

Students will return to their schools with a broad subject-matter background on the topic as well as improved understanding of the skills and techniques necessary for successful high school debating.

Additional Information:

**Ms. Carla L. Brown, Director
Midwest Debate Institute
PO Box 347**

Independence, MO 64050

Phone (816) 350 - 9277

Fax (816) 350-9377

DISTRICT TOURNAMENT RESULTS

111

Montana

TT --
Ashley Christiansen and Conor Jacobs, Missoula Sentinel
CX --
Vanessa Polansky and Jerome Tufte, Bozeman
Jennifer Hudson and Jeff Wilson, Helena
Emily Christensen and Andy Mitchell, Bozeman
DUO --
David Ginn and Aaron Brown, Skyview
Kaylee Lodge and Scott McCue, Missoula Sentinel
OO --
Jillan Vashro, Flathead County
Sarah Groom, Skyview
USX --
Chase Mohny, Great Falls
Kala French, Flathead County
INT'L EXTEMP --
Ryan Nalty, Flathead County
Gage Zobell, Beaverhead
DI --
Kaitlin Manning, Bozeman
Mike Sheehan, Bozeman
HI --
Scott McCue, Missoula Sentinel
Nic Darlinton, Great Falls - Russell
LD --
Lana Raymond, Bozeman
Vince Luparell, Great Falls - Russell
Melaina Tryon, Great Falls
Plaque -- Bozeman
Trophy -- Flathead

Rushmore

TT --
Bryan Simpkins and Matt Hitchcock, Sioux Falls Washington
CX --
Nicholaus C. Hartman and Christopher L. Timmerman, Sioux Falls Lincoln
Kathryn Fodness and Drew Sendelbach, Sioux Falls Lincoln
Yashreeka Huq and Angela Terry, Rapid City Central
DUO --
Heidi M. Jedlicka and Lauren P. Kirk, Sioux Falls O'Gorman
Brittany Hahn and Kelsey Dahlquist, Sioux Falls Lincoln
OO --
Paul Slattery, Sioux Falls Lincoln
Victoria Zoellner, Sioux Falls Lincoln
USX --
Varsha C. Ramikrishnan, Vermillion
Jayson Tischler, Rapid City Central
INT'L EXTEMP --
James Sietstra, Sioux Falls Lincoln
Joel Stjernholm, Sioux Falls Roosevelt
DI --
Jeff R. Wheeler, Sioux Falls Lincoln
Amanda Melham, Sioux Falls Roosevelt
HI --
William N. Hayes, Sioux Falls O'Gorman
Lauren P. Kirk, Sioux Falls O'Gorman
LD --
Xiao X. Zhang, Yankton
Victoria Zoellner, Sioux Falls Lincoln
Plaque -- Sioux Falls Lincoln
Trophy -- Vermillion

East Iowa

TT --
Tony Hardie and Brendan Herrig, Wahlert
CX --
Daniel Allen and Sean Williams, Iowa City
Cara Bader and Natalie Vernon, Cedar Rapids Washington
DUO --
Nick Kanellis and Ryan Overton, Iowa City West
Kathleen Hession and Jeff Weinstock, Iowa City West
OO --
Julia Kamenetsky, Bettendorf
Priyanka Rao, Iowa City West
USX --
Kate Rice, Iowa City West
Nick A. Weiland, Burlington Community
INT'L EXTEMP --
Nick Lariviere, Iowa City West
Chris D. Beckman, Burlington Community
DI --
Bary Vaxter, Iowa City West
Ryan Overton, Iowa City West
HI --
Nick Kanellis, Iowa City West
Keech, Iowa City West

LD --
Kevin Dougherty, Iowa City West
Delilah Jordahl, Iowa City West
Plaque -- Iowa City West
Trophy -- Iowa City West

Eastern Ohio

TT --
Nikki Allem and Thomas Kessler, Jackson
CX --
Vasanth Ananth and Tim Yaczo, Wooster
Amber Repp and John Moor, Canton Central Catholic
DUO --
Jason Schweizer and Megan Sedello, Canton Central Catholic
Jonathon S. Kendall and C. D. Reiman, Perry
OO --
Bethany Frew, Carrollton
Shailla E. Scott, Massillon Washington
USX --
Kathryn Gabriele, Wooster
Whitney L. Willits, Perry
INT'L EXTEMP --
Rajni Tripathi, Jackson
Mona Cheema, Jackson
DI --
Daniel J. Porter, Perry
Kenny Piatt, Stow Munroe Falls
Katy Patterson, Wooster
HI --
Patrick R. Turner, Massillon Washington
Kristy Miller, Canton McKinley
John A. Marino, Perry
LD --
Joshua Marcin, Firestone
Alaina Hagigat, Stow Munroe Falls
Kendra Oyer, Wooster
Plaque -- Wooster
Trophy -- Canton McKinley

New York City

TT --
Lucas Wiesendanger and Andrew Goodwin, Regis
CX --
Parice Grant and Rhea Natividad, Hostos Lincoln Academy
Thorn Chen and Christina Cheung, Stuyvesant
DUO --
Jeremiah Dalton and Michael McGrail, Monsignor Farrell
Nicholas Nikaj and Paul Rogers, Regis
OO --
Michael Herron, Monsignor Farrell
Yousaf Khalid, Stuyvesant
USX --
Leah Rabinowitz, Stuyvesant
Brian B. Flynn, Cathedral Preparatory Seminary
INT'L EXTEMP --
Gary C. McGuirk, Cathedral Preparatory Seminary
Conor Clarke, Regis
DI --
James Osborne, Regis
Brian Lewis, Regis
HI --
Jaclyn Silvestri, Syosset
Brian Lewis, Regis
LD --
David Denton, Regis
Nick Crowne, Bronx HS of Science
Plaque -- Regis
Trophy -- Stuyvesant

Pittsburgh

TT --
Andrew Storey and David Schaaf, Mercyhurst Prep School
CX --
Tony DiMaggio and Christian Sedelmeyer, Cathedral Prep School
Steve Pfister and David Weston, Cathedral Prep School
DUO --
Brigitte Choura and Pat Shaw, Mt. Lebanon Sr.
Ida Bastiaens and Mike Dunbar, Mt. Lebanon Sr.
OO --
Teresa Hagan, Mt. Lebanon Sr.
Ryan Hodde, Fairview
USX --
Daniel Winer, Mt. Lebanon Sr.
Jamie Bryant, Mercyhurst Prep School
INT'L EXTEMP --
Leah Acker, Mercer Area
Mark Harris, Mt. Lebanon Sr.

DI --
Joanna Armstrong, Bethel Park
Joy Freeman, Mt. Lebanon Sr.
HI --
Rosey Mooney, Mt. Lebanon Sr.
Manoj Nair, Upper St. Clair
LD --
Michael Nicholas, Pittsburgh Central Catholic
Kenneth Standley, Pittsburgh Central Catholic
Plaque -- Mt. Lebanon Sr.
Trophy -- North Allegheny

Hoosier Crossroads

TT --
Sunny C. Xu and Caitlin R. Pike, Carmel
CX --
Drew M. Pittman and Mike W. Hassel, Evansville North
Nhat Tran and Kassie L. Hostetler, Evansville North
DUO --
Jessica Dulworth and Greg Moser, Maconaquah
Brittany Brown and Zach Watson, Ind'pls North Central
OO --
Meredith Morris, Warren Central
Colin Dugdale, Lawrence North
USX --
Elyse Schehl, Carmel
Tony Mozzi, Lawrence North
INT'L EXTEMP --
Alex Milgrom, Carmel
Afzaal Hassan, Ind'pls North Central
DI --
Anne Smith, Ind'pls North Central
Jessica Dulworth, Maconaquah
HI --
Greg Moser, Maconaquah
Anne Smith, Ind'pls North Central
LD --
Juliette Tang, Carmel
Ian Ferries, Kokomo
Plaque -- Ind'pls North Central
Trophy -- Brebeuf Jesuit

Northern Illinois

TT --
Gail X. Schnitzer and Julia J. Resnick, Highland Park
CX --
Matthew D. Finegold and Jake Ziering, Glenbrook North
Daniel C. O'Brien and Ravi S. Shankar, Glenbrook South
DUO --
Lina R. Belkin and William Cole, Glenbrook South
Evan Bregman and Natalie Boccumini, Glenbrook North
OO --
Kelly A. Dunleavy, Glenbrook South
Sarah H. Lee, Glenbrook South
USX --
Kelly A. Dunleavy, Glenbrook South
INT'L EXTEMP --
Mosmi N. Surati, Glenbrook South
Adam M. Hoffman, New Trier Twp
DI --
Sarah H. Lee, Glenbrook South
William Cole, Glenbrook South
HI --
Lina R. Belkin, Glenbrook South
Evan Bregman, Glenbrook North
LD --
Christopher A. Nelson, New Trier Twp
Zachary Goldstein, Glenbrook North
Plaque -- Glenbrook North
Trophy -- Glenbrook South

Tennessee

TT --
Alex C. Reiners and Michael Schmidt, Brentwood Academy
CX --
Vivek Surti and John Patten, Montgomery Bell Academy
Chris Starko and Tripp Rebrovick, Montgomery Bell Academy
DUO --
Ryan Durr and Kristen Leim, Brentwood Academy
Chaz Howard and Cassie V. Yeager, Brentwood Academy
OO --
Sarah Orem, Battle Ground Academy
Kerry Sonia, Battle Ground Academy

USX --
Zachary Craft, Brentwood
Bradley Hutson, Collierville
INT'L EXTEMP --
Scott Stewart, Collierville
Blake W. Jones, Dickson County
DI --
Kristen Leim, Brentwood Academy
Amber Chauncey, Collierville
HI --
Cari Short, Nashville-Overton
Ryan Hubbard, Hamblen HS West
LD --
Yash Choksi, Battle Ground Academy
Spence Patton, Montgomery Bell Academy
Plaque -- Battle Ground Academy
Trophy -- Hamblen HS West

North Coast

TT --
Lawrence Wiseman and Jita Fumich, Hawken School
CX --
Darren Patrick and Peter C. Zwick, St. Edward
Ravi Mehta and Joseph Bramante, St. Ignatius
DUO --
Tiffany Jensen and Jennifer Tam, Orange
Jared Markowitz and Alyse Parries, Orange
OO --
Nicholas Bole, Hawken School
Anna Ramach, Midpark
USX --
Megan Carey, Magnificat
Kevin T. Huang, University School
FX --
Ashali Singham, Shaker Heights
Seth Myers, Hawken School
DI --
Talia Sukol, Orange
Grace Overbeke, Orange
HI --
Brandon Cox, Gilmour Academy
Clare Ondrey, Gilmour Academy
LD --
Rob Wiesenberger, Hawken School
Sarah Baley, Hawken School
Plaque -- Hawken
Trophy -- Orange

Hoosier Heartland

TT --
Haiyun Zhao and Alexander Hertel, West Lafayette
CX --
Ritu Chaturvedi and Megan Kelly, West Lafayette
Amy Reitz and Nirav Shah, Signature School
DUO --
Cole Horton and Brad Burkhart, Evansville Reitz
Sean M. Benefiel and Matthew Scanlon, Ben Davis
OO --
Alex Penn, Park Tudor School
Kristen McKinley, Rossville
USX --
John Loser, Park Tudor School
Matt Hollander, Evansville Reitz
INT'L EXTEMP --
Amy Reitz, Signature School
Melody Berry, Evansville Reitz
DI --
Ennis F. Adams, Ben Davis
Steve Neary, Lawrence Central
HI --
Rachel Goldman, Signature School
Ean C. High, Ben Davis
LD --
Garen B. Robie, Ben Davis
Melody Berry, Evansville Reitz
Plaque -- F. J. Reitz
Trophy -- Connersville

Puget Sound

TT --
Reed Schuler and Edward Wolcher, The Lakeside School
CX --
Eric Chalfant and Mark Villafior, Oak Harbor
Ross Richendrer and Matt Paxton, Mount Vernon
DUO --
Kristina Corbitt and Justin Huertas, Kamiak
Colin Murphy and Kendra Johnson, Kentwood
OO --
Troy A. Benton, Kentwood
Sarah L. Kliff, Eastlake
USX --
Simon Blank, Kentwood
Andrew Hunzinker, Kamiak

DISTRICT TOURNAMENT RESULTS

INT'L EXTEMP --

Cassandra Keyes, Mountain View
Brian Chinchar, Kentwood

DI --

Anthony Warnke, Mount Vernon
Ruhia Crumbaugh, Mount Vernon

HI --

Sean Fraga, Bainbridge Island
Collin P. Kelly, North Kitsap

LD --

Leah K. Williams, Mercer Island
Jeff Kingshott, Mount Vernon
Plaque -- Mount Vernon
Trophy -- Kamiak

Northwest Indiana

TT --

Mark Amones and Kelli Griewank, Plymouth

CX --

Paul Cowgill and Jia Hou, Munster
Andrew Lee and Michael Friedman, Munster

DUO --

Joey Manderino and Jaime Shapiro, Munster
Jodie Cariberg and Devin Kindt, Plymouth

OO --

Lawrence J. Mazur, II, LaPorte
Devin Kindt, Plymouth

USX --

Joe Byelick, Plymouth
Ellarose Chary, Valparaiso

INT'L EXTEMP --

David Phillips, Plymouth
Sania Rana, Plymouth

DI --

Jaime Shapiro, Munster
Jodie Cariberg, Plymouth

HI --

Fabian Guzman, Plymouth
Tyler Langdon, Plymouth

LD --

Katy Robinson, Valparaiso
Payal Keshvani, Munster
Plaque -- Munster
Trophy -- Elkhart Central

East Texas

TT --

Steve Ktaili and Monique James, Klein Forest

CX --

Laurie-Leigh Nix and Tykisha Barnaba, Crobsy
Tim Schweitzer and Ralph Paone, Ball
Aisha Ali and Monika Singh, Dulles

DUO --

Kamen Edward and Alice Weisner, Klein
Delia Rodriguez and Gurleen Kaur, Jersey Village

OO --

Justin Clark, Klein
Isaiah Broussard, Cypress Falls
Sandeep Patel, Alief Hastings

USX --

Shelly Jain, Alief Elsik
Justin Clark, Klein
Kari D. Wohschlegel, Kingwood

INT'L EXTEMP --

Daniel Menezes, Humble
Sandeep Patel, Alief Hastings
Jennifer V. Love, Kingwood

DI --

Debbie R. Whiteside, Cypress Springs
Jenna L. Norton, Kingwood
Anthony Miller, Alief Taylor

HI --

Jewis Lewis, The Kinkaid School
Michelle Galdenzi, Klein

LD --

Kari D. Wohschlegel, Kingwood
Douglas Jeffers, Dulles
Bryan Cory, Jersey Village
Alison L. Stine, Katy
Plaque -- Kingwood
Trophy -- Dulles

Northern Ohio

TT --

Stephanie Gent and Pat Landers, Youngstown-Boardman

CX --

Sean Philbin and Matt Hernan, Youngstown-Mooney
Michael Berlon and Eugene O'Dea, Youngstown-Mooney
Jim Fador and Brian Peteritis, Niles-McKinley

OO --

Sheena Dohar, Youngstown-Mooney
Colleen Eltibi, Canfield

USX --

Jason Laufman, Canfield
Amy Reynallt, Austintown-Fitch

FX --

Sarah Vansuch, Howland
Abbey Wood, Youngstown-Boardman

DI --

Angelo Martinez, Youngstown-Mooney
Emily Barba, Howland
Noelle Nackino, Youngstown-Boardman

HI --

Bernie Schmalzried, Warren-Kennedy
Josh Murphy, Youngstown-Boardman
Dustin Serbin, Niles-McKinley

LD --

Chris McKee, Girard
Todd Shuba, Canfield
Plaque -- Youngstown-Mooney
Trophy -- Poland

Heart of America

TT --

Evan Ross and Travis Creel, Kansas City Oak Park

CX --

Brandon Dial and Marcus Leach, Kansas City Central
Laci Whiteaker and Anne Thorn, Liberty Sr.
Andrew Green and Garrett Tuck, Kansas City Oak Park

DUO --

Jordan Bergsten and Adam Jennings, Independence Truman
Daniel Strang and Colleen Montgomery, Park Hill South
Nick Lewellen and Derek Goff, Kansas City Oak Park

OO --

Katie Roth, St. Pius X
Nicole Brown, Liberty Sr.
Megan Block, Independence Truman

USX --

Katie Klinksick, Independence Truman
Nicholas Dudley, Fort Osage
Tyler Scott, Savannah

INT'L EXTEMP --

Andrew Green, Kansas City Oak Park
Bryce Wagner, Lathrop

DI --

Megan Lowery, Fort Osage
Pam Long, Independence Truman
Janelle Johnson, Kansas City Oak Park

HI --

Michael Kozminski, Savannah
Brad Jennings, Kansas City Oak Park
Adam Sharples, Liberty Sr.

LD --

Krysta Kauble, Park Hill South
Rachael R. Cross, Independence Chrisman
Carl Werner, Park Hill South
Plaque -- (Tie) Liberty Sr. HS & Park Hill South
Trophy -- North Kansas City

South Carolina

TT --

Christopher B. Schoen and Miriam Clark, Riverside

CX --

Shelley R. McCall and Jason N. Sullivan, Barnwell

DUO --

Charlie Stoop and Beth Woodward, Southside
Irfan A. Rhemtulla and Brent R. Schoen, Riverside

OO --

Chad Abushanab, Hillcrest
Nathan D. Robinson, Bob Jones Academy

USX --

Tim T. Silvester, Bob Jones Academy
Joe B. Poore, Bob Jones Academy

INT'L EXTEMP

Matt L. Miller, Bob Jones Academy
Paul E. Matzko, Bob Jones Academy

DI --

Dimitrios S. Basilakos, Riverside
Aaron Wells, Southside

HI --

Irfan A. Rhemtulla, Riverside
Scott R. Childs, T. L. Hanna

LD --

Kirsten Coleman, Southside
Randy J. DeSmyter, Westside
Plaque -- Bob Jones Academy
Trophy -- Bob Jones Academy

Tarheel East

TT --

Alisha Shalon and Uzma Khan, Massey Hill Classical

DUO --

Brandon Yoho and Jay Martinez, Pine Forest Sr.
Marcellus Simmons and Ryan Kelly, Cape Fear

OO --

Renita Smith, Jack Britt
Autumn Perry, Cape Fear

USX --

Ed S. Winstead, Cary Academy
William E. Harbour, Cary Academy

INT'L EXTEMP --

Roger W. Shaw, Cary Academy
Melih Onvural, Cary Academy

DI --

Michelle Sechrest, Massey Hill
Marcellus Simmons, Cape Fear

HI --

Jeremy Glass, 71st
Danielle Johnson, South View Sr.

LD --

Keith A. Porcaro, Cary Academy
Ed Su, Enloe
Plaque -- Cary Academy
Trophy -- Pine Forest

New England

TT --

Mie Inouye and Arushi Dugar, Lexington

CX --

Saptarshi Basu and Ben Guth, Lexington
Jeremiah Kittredge and Sara Del Nido, Lexington

DUO --

Sami Kriegstein and Christina Ros, Milton Academy
Julianne Gale and Scott Chaloff, Milton Academy

OO --

Lydia Nelson, Sacred Heart
Scott Chaloff, Milton Academy

USX --

Jared Dubin, Milton Academy
Ron Kendler, Newton South

INT'L EXTEMP --

Josh Bone, Milton Academy
David Tannenwald, Newton South

DI --

Sami Kriegstein, Milton Academy
Sophie Kargman, Milton Academy

HI --

Lisa Campbell, Milton Academy
Trey Hunt, Milton Academy

LD --

Saqib Hossain, Lexington
Dan Zaleznik, Lexington

Plaque -- Lexington

Trophy -- Shrewsbury

Valley Forge

CX --

Adrian Ghisoiu and Daniel Behrendt, Jenkintown
Colin Esagro and Susannah Haskett, Scranton

DUO --

Greg Wagman and Elliott Kashner, Dallastown Area
Kevin Bushek and Michael Frawley, Holy Ghost

OO --

Michael Rugnetta, St. Joseph's Prep School
Erin E. Carr, Danville

USX --

Bob Costa, Pennsbury
Roy A. Kimmey, Shikellamy

INT'L EXTEMP --

Bryan Reinholdt, Holy Ghost
David Tucker, Dallastown Area

DI --

Michael Rugnetta, St. Joseph's Prep School
Michael Jelen, Holy Ghost

HI --

Michael Frawley, Holy Ghost
Elliott Kashner, Dallastown

LD --

Amanda L. Curry, Elk Lake
Clayton Keir, La Salle College

Plaque -- Holy Ghost

Trophy -- Dallastown Area

Louisiana

TT --

Nick Shirley and Jude David, St. Thomas More

CX --

Jennifer Bordelon and Luke Landry, Teurlings Catholic
Lindsey Thibodeaux and Brad Delcambre, Teurlings Catholic

DUO --

Adrienne Morain and Adam Benoit, Teurlings Catholic
Stephen C. Bardwell and Etienna Qualls, Comeaux

OO --

Krystle Sims, Riverdale
Matt Cavanaugh, Teurlings Catholic

USX --

Jennifer Bordelon, Teurlings Catholic
Josh Fulwiler, New Orleans Jesuit

IINT'L EXTEMP --

Charles J. Gower, Lafayette
Robert Murrell, Riverdale

DI --

Matt Cavanaugh, Teurlings Catholic
Adam Benoit, Teurlings Catholic

HI --

Bonnie Gordon, Comeaux
Camille Gauthier, Teurlings Catholic

LD --

Josh Fulwiler, New Orleans Jesuit
Jacques Duplantier, St. Thomas More
Plaque -- Teurlings Catholic
Trophy -- Riverdale

Nebraska South

TT --

Ashley Loudd and Nick Holcomb, Bellevue East

CX --

Naimul Huq and Kyle Fowler, Omaha Westside
Chris Bellinger and Veronica Switzer, Omaha Westside

DUO --

Whitney Rhodes and Jenny E. Cary, Lincoln East
Kevin M. Cheairs and Bryce A. Anderson, Bellevue East

OO --

Alena A. Balasanova, Lincoln East
Ann Hunter-Pirtle, Lincoln East

USX --

Anish Mitra, Lincoln East
INT'L EXTEMP --
Patrick Lee, Creighton Preparatory School
Sally L. Hudson, Lincoln East

DI --

Karissa D. Johnson, Papillion La Vista
Johnny J. Perez, Lincoln East

HI --

Thomas Saldone, Bellevue East
Whitney Rhodes, Lincoln East

LD --

Tom Evnen, Lincoln Southeast
Rachel A. Ahlum, Lincoln East
Plaque -- Omaha Westside
Trophy -- Millard South

Northern Lights

TT --

Courtney R. Covey and Lee D. Richards, Moorhead

CX --

Jenni Heissel and Brian D. Garshelis, Grand Rapids
Kate M. Ekin and Cicely R. Miltich, Grand Rapids

DUO --

Breanna Carlson and Jessie Nelson, Duluth Denfeld
Elizabeth M. Bendix and Eric Yanke, St. Cloud Technical
Carl Hilden and Chelsea R. Brink, Moorhead

OO --

Kate M. Dale, Moorhead
Grant Bendix, St. Cloud Technical

USX --

Laura V. Maus, Walker
Nicholas G. Sternhagen, Moorhead

INT'L EXTEMP --

Geraldine Gassam, St. Cloud Technical
Kristen B. Anderson, Moorhead

DI --

John Langdahl, Moorhead
Hugh Kennedy, Moorhead
Amanda Haugdahl, Duluth Denfeld HS

HI --

Amanda Haugdahl, Duluth Denfeld HS
Luke Jeanette, Duluth Denfeld HS
Peter K. Gulsvig, Moorhead

LD --

Rachel Bjorhus, Dilworth Glyndon Felton
Kirstin L. Dunham, Brainerd
Plaque -- Moorhead
Trophy -- Dilworth Glyndon Felton

DISTRICT TOURNAMENT RESULTS

North East Indiana

TT --
Michael J. Sanserino and Andrew Spath, Fort Wayne South Side

CX --
Abby Deuberry and Jenny Starceovich, Chesterton
Jill Holsclaw and Jessica L. Recchia, Chesterton

DUO --
Alysen Wade and Jerome Davis, Fort Wayne Northrop
Andrea Blackman and Joshua D. Hambrock, Fort Wayne Northside

OO --
Kobi Libbi, Snider
Evan Oliver, Chesterton

USX --
Evan Oliver, Chesterton
Dmitri Y. Leybman, Fort Wayne South Side

INT'L EXTEMP --
Francesca Smith, Chesterton
Ryan C. Anderson, Chesterton

DI --
Kobi Libbi, Snider
Elizabeth A. Detwiler, Snider

HI --
L. T. Camacho, Snider
Alison B. Vodnoy, Chesterton

LD --
Francesca Smith, Chesterton
Timothy J. Zervos, Chesterton
Plaque -- Chesterton
Trophy -- Lakeland

Eastern Washington

TT --
Marissa Florio and Tyler Ormsby, University

CX --
Kyle Munkittrick and Shannon Brown, Lake City
Jessica M. Yeats and Emily Brock, Lake City

DUO --
Joel Baines and Kaylin Triesch, Gonzaga Prep
Chris Eller and Brandon Montag, University

OO --
Christopher M. Foster, Gonzaga Prep
Daniel L. Dickey, Mead

USX --
Nathan S. Empsall, Coeur d'Alene Charter Academy
Sean Roberts, Gonzaga Prep

INT'L EXTEMP --
Jonathan B. McKay, Mead
Janeline Pyle, Cheney

DI --
Kirsti Lucas, Cheney

HI --
Steve Reed, Southridge
Steve Henry, Southridge

LD --
Lauren Hallett, Cheney
MaryAnn Almeida, University
Plaque -- Lake City
Trophy -- University

Georgia Northern Mountain

TT --
Andrew W. Fleischman and Nick Stanojevich, Lassiter

CX --
Rafiq Ahmed and Arif Lakhan, Westminster Schools
Joel Lamuel and Thi Lam, Grady

DUO --
Brian P. McGuire and Brian C. Stewart, Lassiter

OO --
Daniel Bellware, Centennial

USX --
Nicholas Bammer-Whitaker, Westminster
INT'L EXTEMP --
Carm Lascelles, Westminster

DI --
Brittany Walker, Centennial

HI --
Joan Suchke, Lassiter

LD --
Noel Syed, Northview
Plaque -- Grady
Trophy -- Brookwood

Illinois

TT --
Andrea Bentz, Neosho
Nathan Spicer, Neosho

CX --
Robert Phillips and Taylor Burks, Neosho
Dana Morgan and Ryan McGinness, Reeds

DUO --
Steve Moore and Billy Miller, Nevada

Illinois

TT --
Preston Mattox and Jakke Robb, Aurora
Jennifer Guthrie and Amy D. Moore, Neosho

OO --
Christopher Dolence, Neosho
Eric Crinnian, Webb City

USX --
Charlie D. Brim, Reeds Spring
Carly Adamson, Neosho

INT'L EXTEMP --
Paige Hendrix, Neosho
Cody Snyder, Neosho

DI --
Jennifer Guthrie, Neosho
Dominique D. Holloway, Reeds Spring

HI --
Anthony L. Shepard, Cassville
Christopher Taylor, Neosho

LD --
Paige Hendrix, Neosho
Kristin McFarland, Neosho
John Craig, Nevada

Plaque -- Neosho
Trophy -- Neosho

New Jersey

TT --
Amy K. Potenza and Brandon Chu, Montville

CX --
Alejandra Rios and Rejo Varghese, Bergenfield
Victor Monterrosa and Isis Sykes, Science

DUO --
Brian P. Butnick and Matthew B. Wool, Montville
Jordan Newman and Aaron Ginsberg, Randolph
Tyshawn Bouier and Gehmein Gbor, Barringer

OO --
Adam Dorsky, Ridge
Matthew Sheridan, Seton Hall Prep

INT'L EXTEMP --
Haosi Wu, Bridgewater-Raritan Reg
Shilpa Joshi, Ridge

DI --
Eesha Sharma, Randolph
Aaron Ginsberg, Randolph
Matthew Freidman, Randolph

HI --
Eesha Sharma, Randolph
Jordan Newman, Randolph

LD --
Nina Thanawala, Ridge
Winston Gu, Montville
Richard Bodnar, Whippany Park

Plaque -- Randolph
Trophy -- Ocean Township

Utah Wasatch

TT --
Michael Dudley and Wes Robertson, Logan

CX --
Ethan Wing and Adam Roberts, Viewmont
Min Chen and Mark Sailor, Logan

DUO --
Heather Malmberg and Tyler Hatch, Sky View
Tomas Ratto and Kaleena Hendricks, Bountiful

OO --
Sam Martineau, Bountiful
Amanda Clark, Davis

USX --
Amanda Friz, Northridge
Kate D. Pappas, Murray

INT'L EXTEMP --
Tyler Pack, Northridge
Amy Richards, Roy

DI --
Sam Martineau, Bountiful
Kimberly Stephenson, Davis

HI --
Kathryn Revels, Bountiful
Nick West, Sky View HS

LD --
Jessica Liddell, Logan
James Gardner, Sky View

Plaque -- Sky View
Trophy -- Sky View

Pennsylvania

TT --
Laura Amick and Heidi Johnston, Trinity

CX --
Andrea Irwin and Katherine Kennedy, Greater Latrobe

DUO --
Jason McCullough and Jared Bundy, Derry Area
Aaron A. Slafka and Kristen Wynn, McKeesport Area

Ohio

TT --
Brittany J. Sossong, Bishop Carroll
Sara N. Holtzman, McKeesport Area

USX --
David Wolf, Trinity
Andrea Irwin, Greater Latrobe

INT'L EXTEMP --
Lauren E. Otto, Bellwood Antis

DI --
Amanda L. Dugan, McKeesport Area
Rachel E. Schmitz, McKeesport Area

HI --
Kimberley L. Janosko, McKeesport Area
Carrie E. Zosack, McKeesport Area

LD --
Doug B. Rogers, Greater Latrobe
Jonathan Klamerus, Belle Vernon Area

Plaque -- Belle Vernon Area
Trophy -- Belle Vernon Area

New York State

TT --
Robert Fishman and Adam Cohen, Scarsdale

CX --
Matt Malia and Kun Lam, Lakeland
Danny Nutters and Sarah Kemp, Monticello

DUO --
Christopher Staudt and Vincent Paniccia, Iona Prep School
Duval Bodden and James Staudt, Iona Prep School

OO --
Christine Higgins, Ursuline School
Andrew Jenks, Hendrick Hudson

USX --
Adam Shpeen, Bethlehem Central
Julian Didonato, Iona Prep School

INT'L EXTEMP --
Daniel Hemel, Scarsdale
Seth Blumberg, Scarsdale

DI --
Tarikh Campbell, Iona Prep School
Michael Loeffel, Iona Prep School

HI --
Jason Garfinkel, Monticello
Duval Bodden, Iona Prep School

LD --
Doug Lieb, Scarsdale
Katherine Brainard, Niskayuna

Plaque -- Iona Prep School
Trophy -- Iona Prep School

North Oregon

TT --
Peter Crisalli and Patrick Mulligan, Sprague

CX --
Matt Bost and Nick Adams, Glencoe HS
Nick Sernesky and Nolan Larson, Gresham Barlow

DUO --
Megan Jones and Nick Adams, Glencoe
Kyle McBroom and Ben Crop, Century

OO --
Sarah Webber, Canby
Jamie Stewart, Gresham Barlow

USX --
Emily R. McLain, Forest Grove
Emily Forsyth, Portland Lincoln

INT'L EXTEMP --
Andy Harris, Westview
Matt Bost, Glencoe

DI --
Chrissy Grieve, Gresham Barlow
Mark Patterson, Tiggard

HI --
Chrissy Grieve, Gresham Barlow

LD --
Emily Forsyth, Portland Lincoln
Rosa Po, Southridge

Plaque -- Gresham Barlow
Trophy -- Gresham Barlow

East Oklahoma

TT --
Gaythia Soderstrom and Jennifer Hanna, Sapulpa

CX --
Howard S. Kim and Claire Roby, Jenks
Kevin Kadakia and Allen Brookey, Jenks

DUO --
Jeff Wozencraft and Michael Ferguson, Mannford
Jessica Beale and Whitney Proctor, Bishop Kelley
Barbara Moschovidis and Blake Shipley, Tulsa Washington

OO --
Barbara Moschovidis, Tulsa Washington
Elizabeth Dickson, Bishop Kelley

Robert K. Alderson, Muldrow

USX --

Stephanie Lam, Cascia Hall Prep
Kristin Maun, Cascia Hall Prep
Casey K. Culver, Bartlesville

INT'L EXTEMP --
Ravi Sharma, Jenks
Elizabeth N. Saucier, Broken Arrow
Adam Keith, Holland Hall

DI --
Hillary Lareau, Shawnee
Riley C. Harmon, Shawnee
Paige L. Blackwell, Bixby

HI --
Andy V. Kuehn, Sequoyah
Jocelyn Ranne, Bishop Kelley
Courtney Driskell, Mounds

LD --
Stephanie Lam, Cascia Hall Prep
Casey Culver, Bartlesville
Katy Beck, Cascia Hall Prep

Plaque -- Jenks
Trophy -- Bishop Kelley

Idaho

TT --
Susan Schaefer and Julia Moffett, Hillcrest

CX --
Greg Cheyne and Jaret Huber, South Fremont
Elizabeth Davenport & Josh Davenport, South Fremont
Nicholas D. Wilmot and Chris Youderran, Idaho Falls

DUO --
Bradford R. Hill and Frank Frelter, Burley
Misti J. Worthington and Brianna L. Call, Burley

OO --
Desi Nyborg, Sugar Salem
Brian McKellar, Idaho Falls-Skyline

USX --
Barton Jackson, Eagle
Meg Muir, Eagle

INT'L EXTEMP --
Mark Hanin, Century
Scottie Jensen, Blackfoot

DI --
Joshua Scanlon, Skyview
Adam Spry, Hillcrest

HI --
Wayne Christenson, Burley
Andrew Hayes, Madison

LD --
Eve N. Eddington, Blackfoot
Stanton Burnell, Hillcrest
Jason Montgomery, Skyview

Plaque -- Hillcrest
Trophy -- Idaho Falls-Skyline

South Oregon

TT --
Francis T. Hatch and Meredith Price, Willamette

CX --
Joseph Bornstein and Ben Dodds, Ashland
Lisa Edens and Kathrin Ross, South Eugene

DUO --
Ben Hunter and Jason Remschel, Willamette
Eliot A. Sitt and Luke Leek, Roseburg Sr.

OO --
James A. Neyhart, Roseburg Sr.
Felicia Y. Chavez, North Valley

USX --
Amy L. Higdon, Roseburg Sr.

INT'L EXTEMP --
Nicholas Meyers, Willamette

DI --
Robert Raack, Willamette HS
James A. Neyhart, Roseburg Sr. HS

HI --
Eliot A. Sitt, Roseburg Sr. HS
Ben Hunter, Willamette HS

LD --
Nicholas Meyers, Willamette
Robert Raack, Willamette

Plaque -- Willamette
Trophy -- Roseburg Sr.

East Missouri

TT --
Lindsay Schuessler and Laura Butterworth, Parkway South

CX --
Laura Brunts and Amod Gautam, Ladue Horton Watkins

Michael Saltzman and Reid Yokoyama, Ladue Horton Watkins

Isaiah W. Taylor and Jonathan Webber, Columbia Hickman

DISTRICT TOURNAMENT RESULTS

DUO --
Adam Flores and Ross Branson, Jefferson City
Micah D. Stanek and Cara Hurst, Marquette
OO --
Jerry R. Schultz, Jr., DeSmet Jesuit
Nishita Trisal, Marquette
USX --
Simon Bailey, Columbia Hickman
Jeremy W. Bayless, DeSmet Jesuit
INT'L EXTEMP --
Andrea Seligman, Clayton Sr.
Amod Gautam, Ladue Horton Watkins
DI --
Christian A. Muckerman, Marquette
Navin Choksi, Parkway West
HI --
Kiara Kincheloe, Jefferson City
Adam Flores, Jefferson City
LD --
Aaron Abernathy, Columbia Hickman
Jerry R. Schultz, Jr., DeSmet Jesuit
Stasek Levchinsky, Parkway West
Plaque-- Ladue Horton Watkins
Trophy -- Ladue Horton Watkins

East Los Angeles

TT --
Trent Tchong and Sheryl Hoang, Gabrielino
CX --
Adam Barry and Amar Patel, Damien
Laura Allen and Taylor Hathaway-Zepeda, Poly-
technic School
DUO --
Tony Law and William Trang, Gabrielino
Nathaniel Shriver and Ryan Klement, La Mirada
OO --
Erica Mu, San Marino
Miles Prince, Gabrielino
USX --
Richard Hsiao, Gabrielino
James Ma, Gabrielino
INT'L EXTEMP --
Ben Gunn, Gabrielino
Fonda Fan, Schurr
DI --
Casey Barney, Gabrielino
Miles prince, Gabrielino
HI --
Thomas Bayles, Gabrielino
Reza Mir Sadeghi, San Marino
LD --
Shani Ward, La Mirada
Ahalya Skiskandarajah, La Mirada
Plaque -- Gabrielino
Trophy -- Damien

Iroquois

TT --
Shilo Mokay and Neil Volk, Delhi Central Schools
DUO --
Bryan R. Satterly and Heather L. Smaha, Sayre
Area
Stephen R. Jurnack and Cory B. Hodgdon,
Towanda
OO --
Carla J. Briggs, Sayre Area
Evan Geary, R. L. Thomas
USX --
Thomas M. Brower, Christian Brothers Acad-
emy Syracuse
Michael McDermott, Unatego Jr/Sr
INT'L EXTEMP --
Joseph J. Gualtieri, Christian Brothers Academy
Syracuse
Paul M. Kearney, Christian Brothers Academy
Syracuse
DI --
Paula S. Lanzara, Athens
Dustin Gee, Williamson
HI --
Rebecca Vanness, Mansfield
Kelly L. Bayne, Christian Brothers Academy
Syracuse
LD --
Elizabeth A. Buckell, Christian Brothers Acad-
emy Syracuse
Blake Conley, Mount Markham Sr.
Plaque -- Towanda
Trophy -- Immaculate Heart Central

Western Washington

TT --
Hans Zeiger and Jake Avila, Puyallup
CX --
Taylor Reynolds and Richard Fowler, Puyallup
Jonathan Magin and Nathan Shields, Puyallup

DUO --
Joshua V. Conklin and Benjamin P. Garman,
Federal Way
Matthew Jarrell and David E. Gailey, Federal
Way
OO --
Kathleen M. Vickers, Federal Way
Caitlin Johnson, Federal Way
USX --
Brisja Sternquist, Gig Harbor
Max Postman, Capital
INT'L EXTEMP --
Aaron Floyd, Gig Harbor
Kimi C. Neil, Federal Way
DI --
Lola L. Ruckman, Gov. John Rogers
Stefan C. Ducich, Federal Way
HI --
Joshua V. Conklin, Federal Way
Ross J. Beamish, Elma
LD --
Julie Fry, Central Kitsap
Max Postman, Capital
Plaque -- (Tie) Puyallup HS and Federal Way
Trophy -- Puyallup

Ozark

TT --
Valerie Burns and Matt Simpson, Kickapoo
CX --
Michael Ashby and George Olive, Springfield
Central
Danny Haase and Holly E. Magdziarz, Spring-
field Hillcrest
Danielle Imhoff and Veronica Masner, Spring-
field Parkview
DUO --
Steven T. Kramer and Brandy L. Enver, Spring-
field Hillcrest
Stephanie Mitchell and Judah Atwood, Marion C.
Early
OO --
Veronica Masner, Springfield Parkview
Brian Damron, Springfield Hillcrest
Matt Coleman, Kickapoo
USX --
Jamie Smith, Kickapoo
Holly E. Magdziarz, Springfield Hillcrest
INT'L EXTEMP --
Danielle Imhoff, Springfield Parkview
Kelsey E. Tindle, Springfield Parkview
DI --
Hanna Key, Springfield Parkview
Tamila Gresham, Kickapoo
Kristine N. Spaletto, Alton
HI --
Lucas Grabeel, Kickapoo
Brandy L. Enver, Springfield Hillcrest
Selyna Cole, Springfield Parkview
LD --
Jamie Smith, Kickapoo
Natalie Pennington, Springfield Central
Jason Neal, Camdenton
Plaque -- Springfield Parkview
Trophy -- Glendale

Florida Panther

TT --
Ryan Houck and Ryan O'Hara, Lake Highland
Prep School
CX --
Michael Saunders and Michael McGroarty, Lake
Brantley
DUO --
Justin Stone and Steve Ehrich, Spanish River
Community
Mia Rommel and Julie Brown, Trinity Prep
School
OO --
Kim Cruts, Trinity Prep School
Logan Ury, Spanish River
USX --
Ania Amador, Lake Highland Prep School
Varun Akula, Lake Highland Prep School
INT'L EXTEMP --
Rachel Zelkowitz, Lake Brantley
Paul Ciarlo, Lake Highland Prep School
DI --
Julie Brown, Trinity Prep School
Donald Kelly, Dreyfoos School of the Arts
HI --
Justin Marshall, Trinity Prep School
Elizabeth Tiedtke, Trinity Prep School
LD --
Davis Hostetter, Trinity Prep School
Tara Tedrow, Trinity Prep School

Plaque -- Trinity Prep School
Trophy -- Wellington

Northern South Dakota

TT --
Amanda Tuchscherer and Dustin Grorud,
Milbank
CX --
Mark Werner and James Brandt, Brookings HS
Chris Roby and Micalann C. Sharp, Watertown
B. J. Ortmeier and Kelley Popham, Watertown
DUO --
Callee Bauman and Curtis Moeller, Huron
Bill A. Anderson and Aaron Geier, Watertown
OO --
Stephanie Chase, Brookings
Emily Slama, Watertown
USX --
James Brandt, Brookings
Justin Goetz, Aberdeen Central
INT'L EXTEMP --
Karthik Giridhar, Aberdeen Central
Robert Haar, Deuel School
DI --
Nancy M. Jones, Milbank
Abby Meyer, Watertown
HI --
Callee Bauman, Huron
Joni Cutshall, Brookings
LD --
Christopher McCulloch, Brookings
Brian J. Gough, Watertown
Plaque -- Watertown
Trophy -- Deuel

UIL

TT --
Aaron Ellis and Michael Kelly, Vanguard College
Prep
CX --
Christopher Hoyt and Alexandria Jones, Good
Shepherd School
Meyassa M. Baker and Naomi E. Sauer,
Princeton
DUO --
Courtney Burns and Fred Crump, Gilmer
OO --
Kevin Campbell, Lindale
USX --
Cassie Wilbur, Lindale
Brittany Allen, Lindale
INT'L EXTEMP --
Meyassa M. Baker, Princeton
Varun Lella, Tyler Lee
DI --
Rebekah Stokes, Terrell
HI --
Josh MacFall, Lindale
LD --
Haley Bolin, Tyler Lee
Sarah Gonzales, Vanguard College Prep
Plaque -- Princeton
Trophy -- Terrell

Show Me

TT --
Andrew Blackwell and Brian Cotroneo, Kansas
City Rockhurst
CX --
Daniel J. Brummel and Michael W. Kearney,
Lee's Summit
Ryan Israel and Sam Hodge, Blue Springs South
Joseph S. Lammers and Shawn D. MacDonald,
Lee's Summit
OO --
Sam Hodge, Blue Springs South
Nick Everhart, Blue Springs
USX --
Spencer Harris, Blue Springs
Tyler Smith, Lee's Summit North
INT'L EXTEMP --
Ryan Israel, Blue Springs South
EE Keenan, Rockhurst
DI --
Michael P. Jeffries, Pleasant Hill
Brittane J. Clark, Raytown South
HI --
Kristy L. Hensley, Raytown South
Chase B. Johnson, Raytown South
LD --
Nawal Mustafa, Raytown South
Austin Steelman, Blue Springs
Adam Higgins, Raytown

DUO --
Joe Price and David Gibbons, Blue Springs South
Kristy L. Hensley and Anthony D. Highfill,
Raytown South
Ryan W. Fortney and Brittany Boswell, Blue
Springs South
Plaque -- Blue Springs South
Trophy -- Raymore Peculiar

Utah Sundance

TT --
David Wilkinson and Jason Bentley, Pleasant
Grove
CX --
Elise Brantley and Lacy K. Kosier, Jordan
Tyler G. Page and Michael Ochoa, Alta
DUO --
Beth Ranschau and Mark Taylor, Jordan
OO --
Brittany Edlefsen, Pleasant Grove
Aubrie Bezzant, Pleasant Grove
USX --
Helah Robinson, Jordan
Kate Christensen, Hillcrest
INT'L EXTEMP --
Sarah Epperson, Jordan
Lacy K. Kosier, Jordan
DI --
Lauren Wedertz, Jordan
HI --
Daniel Christiansen, Alta
LD --
Todd Trotter, Alta
Melissa A. Mollner, Hillcrest
Plaque -- Alta
Trophy -- Pleasant Grove

Kentucky

TT --
Jessica M. Wojik and Sarah Straub, Boone
County Academy
CX --
Johnna Spicer and Erin Dickman, Sacred Heart
Academy
DUO --
Sarah Newton and Laura R. Ward, Rowan County
Chad Sapp and Katie Stocker, Danville
OO --
Joel Meister, Danville
Sarah Newton, Rowan County Sr.
USX --
Logan Scisco, Danville
Courtney Otto, Kentucky Country Day
INT'L EXTEMP --
Austin Iim, Rowan County
Joelle S. Perry, Boone County
DI --
Loretta Iwu, Rowan County
Dawn Schulz, Danville
HI --
Chad Sapp, Danville
Kimberly J. Hoffmeister, Boone County
LD --
Joelle S. Perry, Boone County
Brian Furches, Calloway County
Plaque -- (Tie) Danville and Rowan County
Trophy -- Lafayette

Deep South

TT --
Hagan C. Major and Jay W. Wright, Mountain
Brook
CX --
Jack S. Parker and Spencer M. Diamond, Moun-
tain Brook
Jason Coleman and Nathan Pearman, The Mont-
gomery Academy
DUO --
Mitchell G. London and Stew Dansby, Mountain
Brook
Erin Fuller and Ila Hughes, The Altamont School
OO --
Lane E. Thomas, Mountain Brook
Sean Nelson, The Altamont School
USX --
Kasdin Miller, The Montgomery Academy
Crawford Leavoy, Vestavia Hills
INT'L EXTEMP --
Tyler Carman, Vestavia Hills
Sherrie Khadanga, Trinity Presbyterian School
DI --
Blake Williams, Trinity Presbyterian School
Phillip Z. Griffith, Prattville
HI --
Mitchell G. London, Mountain Brook
Joey Caltabellotta, Trinity Presbyterian School

(Tournaments to Page 117)

Congress Honors

Florida Panther

- Session 1
 * D Ally Halpern, Trinity Prep
 * S Varun Akula, Lake Highland Prep School
 P Chris Gruenberg, Lake Highland Prep School
 P Hector E. Munoz Jr.

- House 1
 * D Josh Swartzel, Lake Highland Prep School
 S Kim Cruts, Trinity Prep School
 P Morgan Wheworth, Lake Highland Prep School
 P Luke A. Kusaczuk, Winter Springs

- House 2
 * D Jason Zimmerman, Trinity Prep School
 S Ryan O'Hara, Lake Highland Prep School
 P Andrew Hill, Lake Highland Prep School
 P Jonathan Lawren, Wellington

Colorado

- Senate 1
 * D Jed Bickman, Kent Denver
 S Sierra H. Lovett, Rangview
 P Myra Kofaschick, Overland
 P Brittany Larson, Fairview

- House 1
 * D Chris Salaya, Kent Denver School
 S Brenden Beck, Cherry Creek
 P Chandra Saxena, Cherry Creek
 P Brenden Beck, Cherry Creek

- House 2
 * D Marc Pepper, Cherry Creek
 S Erin May, Kent Denver School
 P Micah Hardt, Highlands Ranch
 P Joel Pratt, Cherry Creek

- House 3
 * D Catherine Salaya, Kent Denver School
 S Andy Ground, Columbine
 P Danny Townsend, Cherry Creek
 P Alan Hedrick, Grandview

- House 4
 * D Brian Hinkle, Arapahoe
 S Chelsea Hinkel, Mulden
 P Scott McClall, Cherry Creek
 P Mark Truax, Columbine

North Dakota Roughrider

- Senate 1
 * D Patrick D. Jones, Red River
 S Mayuresh Nao, Fargo North
 P Paul Starn, Fargo Shantley
 S Anita Kalra, Fargo South

- House 1
 * D Jeff Buzewski, Fargo Shantley
 S Scott Miller, Fargo South
 P Michael Anderson, Richardson-Taylor
 P Natalia Espino, Fargo Shantley
 P Scott Miller, Fargo South
 P Brady Littlefield, Fargo Shantley

Rocky Mountain North

- Senate 1
 Session 1
 * D Leslie Herring, Northridge
 S Zachary Boland, Niwot
 P Julia Patterson, Steamboat Springs

- Session 2
 * D Emily Waldron, Weld Central
 S Lauren Tait, Steamboat Springs
 P Kirk Stark, Northridge

- Senate 2
 Session 1
 * D Jack M. Gill, Monarch
 S Kristin Hoff, Greeley Central
 P Joshua Seefried, Skyline

- Session 2
 * D Alex Krahn, Rocky Mountain
 S Jennifer Abern, Skyline
 P Daniel Gallagher, Rocky Mountain

- House 1
 Session 1
 * D Kelley Patterson, Steamboat Springs
 S Amber Kessinger, Longmont
 P Jason W. Griffith, Northridge

- Session 2
 * D Timothy Stupen, Greeley Central
 S Sabrina Karna, Ft. Collins
 P Joey Andrew, Steamboat Springs

- House 2
 Session 1
 * D Kasey Krause, Greeley Central
 S Jason Osterberg, Skyline
 P Tina Fekberg, Northridge

- Session 2
 * D Scott P. Sereda, Monarch
 S Jason Taylor, Longmont
 P Matthew Steiner, Rocky Mountain

House 3

- Session 1
 * D Bridget Farley, Longmont
 S Benjamin Kessier, Northridge
 P Jim Barker, Longmont

- Session 2
 * D Bradley J. Klingenberg, Greeley Central
 S Jennifer Sisk, Monarch
 P Brian Geladi, Niwot

- House 1
 * D Carmen A. Cummings, Breewood
 S Nicholas G. Sternhagen, Moorhead
 P Patrick T. Freeman, Brainerd
 P Adam B. Lematz, Grand Rapids

UIL

- Senate 1
 * D Matthew John, Vanguard College Prep
 S John Ytwal, Lindale

- House 1
 * D Jacob Kaplan, Lindale
 S Heidi Lowinsky, Princeton

- House 2
 * D Rory McKenzie, Lindale
 S George Walker, Vanguard College Prep

- House 3
 * D Jessica Kavanagh, Vanguard College Prep
 S Garret Wilbur, Lindale

Montana

- Senate 1
 * D Devon Greer, Flathead County
 S Chris Easter, Billings West

- House 1
 * D Valerie Tutwiler, Flathead County
 S Matt Sargeant

- House 2
 * D Laurel Hager-Johnson, Flathead County
 S Richard Gross, Flathead County

Tell Cotton

- Senate 1
 * D Josh Massingill, Anlene
 S Michael Trank, Amarillo
 P Corey Nichols, Lubbock

- House 1
 * D Sarah Signe, Amarillo
 S Teresa Ayala, Lubbock
 P Nick Davis, Amarillo

- House 2
 * D Cara Van Meter, Amarillo
 S Christina Triboudeau, Cooper
 P Cara Van Meter, Amarillo-Tascoe

- House 3
 * D Chuck Rivers, Amarillo
 S Zac Toft, Lubbock
 P Chuck Rivers, Amarillo

North East Indiana

- Senate 1
 * D Kobi Libor, Sider
 S Molly M. Lampert, Fort Wayne South Side
 P Kiki Kilian, Columbia City

- House 1
 * D Lisa Dous-Martin, Fort Wayne South Side
 S Brittany Aberton, Fort Wayne Northrop
 P Daniel Craig, Columbia City

- House 2
 * D Elizabeth B. Tidwell, Fort Wayne South Side
 S Angela M. Rippo, Fort Wayne Northrop
 P Abby Daubert, Chesterton

Central Minnesota

- Senate 1
 * D Erik Sand, Mounds Park Academy
 S James P. Hohmann, Eastview
 P Ryan R. Hilger, Mounds Park Academy
 P Jason O. McClutic, Chanhassen Park

- House 1
 * D Elizabeth A. Kraus, Mounds Park Academy
 S Tim Hogan, Apple Valley

- House 2
 * D Zachary Prok, Eastview
 S Kaiti Whillock, Apple Valley

Maine

- Senate 1
 * D Jenna Nafroldo, Yarmouth
 S Sean P. Faherty, Scarborough
 P Kathryn Rosdner, Thornton Academy
 P Sean D. Frogley, Bangor

House 1

- * D Rob King, Yarmouth
 S Winissa Bush, Cheverus
 P Winissa Bush, Cheverus
 P Rob King, Yarmouth

Hoosier Heartland

- Senate 1
 * D Adam Burdett, Evansville North
 S Nicka Barajas, West Lafayette
 P Melody Berry, Evansville North

- House 1
 * D Courtney Benson, Ben Davis
 P A.J. Gairard, Ben Davis

- House 2
 * D Ashley Burdett, Evansville North
 P Ebony B. Strong, Ben Davis

Eastern Missouri

- Senate 1
 * D Hassan Akbar, Eureka
 S Justin Salway, Parkway West
 P Hassan Akbar, Eureka

- House 1
 * D Naumann, Parkway West
 S Bryce Wiedenbeck, Horton Watkins
 P Josh Fairbanks, Pattonville

- House 2
 * D Greg Hubson, Pattonville
 S Seth Phillips, Rock Bridge
 P Greg Hubson, Pattonville

- House 3
 * D Kevin Childerwood, Marquette
 S Sarah R. Barasch, Parkway North
 P Samuel Kohler, Pattonville

- House 4
 * D Karl Hardy, Pattonville
 S Brett Peterson, Francis Howell
 P Karl Hardy, Pattonville

East Iowa

- Senate 1
 * D William F. Baross, Davenport Central
 S Nick Larkins, Iowa City West

- House 1
 * D Adam Osardo, Iowa City West
 S John M. Hall, Bettendorf
 P John M. Hall, Bettendorf
 P Corey Griefelder, Waterloo

- House 2
 * D Julia Kammurthy, Bettendorf
 S Charles Hartig, Waterloo
 P Nick A. Weiland, Burlington
 P Charles Hartig, Waterloo

Northwest Indiana

- Senate 1
 * D Alexander N. Pappas, La Porte
 S Grant E. Gassman, La Porte

- House 1
 * D Keith Anders, Hammond

- House 2
 * D Jill Groten, Plymouth

Hoosier Crossroads

- Senate 1
 * D Nick Bink, Brebeuf Jesuit
 S Najeebah Bado, Indpls North Central
 P Drew M. Pittman, Evansville North

- House 1
 * D Paul W. Peapack III, Brebeuf Jesuit
 S Dallas B. Pike, Carmel
 P Patrick Sullivan, Brebeuf Jesuit

- House 2
 * D Jesse Battist, Carmel
 S Chana S. Blair, Carmel
 P Brian Smith, Brebeuf Jesuit

- House 3
 * D Sean Assen, Indpls North Central
 S Amy Labuda, Indpls North Central
 P Kasey L. Hostetler, Evansville North

Puget Sound

- Senate 1
 * D Ian K. Bishop, Ridgefield
 S Austin Adams, The Lakemore

- House 1
 * D John Sessa, Mountain View
 S Robert A. Klaus, Ridgefield

- House 2
 * D Edwin Schultz, Mountain View
 S Ashleigh Gage, Eastlake

Kentucky

- Senate 1
 * D Logan Bacon, Danville
 S Josh Brown, Scott County
 P Josh Brown, Scott County
 P Austin Lee, Rowan County

House 3

- * D Susan Stewart, Boone County
 S Joel Miller, Danville
 P Sarah Straub, Boone County
 P Christina L. McFarland, Rowan County

- House 2
 * D Chad Reese, Scott County
 S Rachel J. Jacobs, Boone County
 P Chad Reese, Scott County
 P Rachel J. Jacobs, Boone County

Deep South

- Senate 1
 * D Craig Simms, Vestavia Hills
 S Crawford Leavoy, Vestavia Hills
 P Crawford Leavoy, Vestavia Hills

- House 1
 * D Matthew Lewis, Prattville
 S Wilson Hunter, The Montgomery Academy
 P Matthew Lewis, Prattville

- House 2
 * D Tyler Carman, Vestavia Hills
 S Kathleen A. Warner, Decatur
 P Tyler Carman, Vestavia Hills

- Senate 3
 * D Boston Patel, Vestavia Hills
 S Chris Ferrell, The Montgomery Academy
 P Chris Ferrell, The Montgomery Academy

New England

- Senate 1
 * D Dan Chagnon, Shrewsbury
 S Brian A. Shactman, Newton South
 P Dan Chagnon, Shrewsbury

- House 1
 * D Alyssa King, Milton Academy
 S Joe Sheehan, Sacred Heart
 P Che Salazar, Silver Lake Regional

- House 2
 * D Meghan Kelley, Sacred Heart
 S Jason Cheneys, Milton Academy
 P Jason Kelley, Milton Academy

Tier One East

- Senate 1
 * D Kade Baker, Mastery III Classical
 S Terry Sanford HS

- House 1
 * D Ryan M. Jarnickowski, Cary Academy
 S David B. Bell, Enloe

- House 2
 * D Liam Blockman, East Chatham Hill
 S James Horne, Byrd

Louisiana

- Senate 1
 * D Josh Fulwiler, New Orleans Jesuit
 S Casey Hutchins, Vermilion Catholic
 P Josh Fulwiler, New Orleans Jesuit
 P David McKenna, Gonzaga

- House 1
 * D Luke Laidy, Teurlings Catholic
 S Michael Dinton, New Orleans Jesuit
 P Mickey Cox, St. Thomas More
 P John R. Belcher, Lafayette

- House 2
 * D Jennifer Bordon, Teurlings Catholic
 S Charles J. Gower, Lafayette
 P Christopher S. Minard, Gonzaga
 P Charles J. Gower, Lafayette

Pennsylvania

- Senate 1
 * D Virginia Shields, Norwin
 S Patrick Doman, Trinity

- House 1
 * D Ryan E. Suskey, McKeesport Area
 S Dana Matarick, Norwin

- House 2
 * D Christopher Collins, Norwin
 S Lisa Kindt, Derry Area

Colorado Grande

- Senate 1
 * D Christopher Panetti, Woodland Park
 S Larry Meyers, Durango
 P Kyla Bleswaine, Durango
 P Teresa E. Sullivan, Montrose

- Senate 2
 * D Logan R. Martin, Canon City
 S Barclay S. Clark, Pueblo Central
 P Logan R. Martin, Canon City
 P Barclay S. Clark, Pueblo Central

Congress Honors

House 1

- * Thomas R. Hendrick, Palisade
- * Chris Berk, Durango
- * Henry P. Tappen, Pueblo Centennial
- * Sarah B. Whitney, Pueblo Centennial
- P David S. Booth, Canon City
- P Anant N. Pradhan, Pueblo Centennial
- P Kylin Fisher, Liberty
- P Tim Breckon, Delta
- P Michael D. Forte, Palisade
- P Adam Kretz, Mesa Ridge
- P Sarah Borden, Durango
- P Henry P. Tappen, Pueblo Centennial

Western Iowa

Senate 1

- * O Eric Nitz, Cherokee Washington
- * S Megan Sriniva, Fort Dodge

House 1

- * O Chris Schlessner, Bishop Heelan

House 2

- * O Clark Richardson, Sioux City North

Valley Forge

Senate 1

- * O Matthew Olczak, Southern Lehigh
- * S Brian Linder, Pennsylvania
- P Brian Linder, Pennsylvania

House 1

- * O Jim Isajewicz, Truman
- S Alex Mertz, E. L. Meyers
- P Alex Mertz, E. L. Meyers

House 2

- * O Paul Gormisky, La Salle College
- S Michelle Bruck, Truman
- P Brendan G. Coffey, St. Joseph's Prep School

South Carolina

Senate 1

- * O Peter Sima, Mauldin
- * S Elliot B. Robinson, Riverside
- P Stephen Ross, Hillcrest
- P Elliot B. Robinson, Riverside
- P Tarak Upadhyaya, Southside
- P Richard D. Yu, J. L. Mann Academy

House 1

- * O Khanjan H. Baxi, Riverside
- S Cameron Secord, Hillcrest
- P Phillip Owens, Hillcrest
- P Jason T. Helm, Riverside
- P Stephanie Hoo, Southside
- P Khanjan H. Baxi, Riverside

House 2

- * O Monica Handa, Riverside
- S Ion Cotsapas, Irmo
- P Carlos Jimenez, Riverside
- P Bharat Ganesan, Southside
- P Abhishek Chandrasekhar, Southside
- P Apurva N. Shah, Riverside

Western Washington

Senate 1

- * O Kimberly T. Palumbari, Federal Way
- * S Peter D. VanElswyk, Gov. John Rogers
- P Max Postman, Capital
- P Kim C. Neil, Federal Way

House 1

- * O Brooke Gershman, Gig Harbor
- S Christopher Gurrard, Puyallup
- P Richard Fowler, Puyallup
- P Max Postman, Capital

House 2

- * O Tabitha Kessler, Puyallup
- S Taryn Smethers, Gig Harbor
- P Nathan Shields, Puyallup
- P Jonathan Magin, Puyallup

Sundance

Senate 1

- * O Brandon Lawler, Jordan
- * Kyle Hardy, Alta

House 1

- * O Melissa A. Molner, Hillcrest

House 2

- * O Josh Cooke, Jordan

Idaho

Senate 1

- * O Brent Remala, Teton
- * S Elisa B. McCoy, Century
- P Brent Remala, Teton
- P Elisa B. McCoy, Century

House 1

- * O Mike Bean, Hillcrest
- S Brad Peatross, Idaho Falls Skyline
- P Mike Bean, Hillcrest
- P Brad Peatross, Idaho Falls Skyline

House 2

- * O Josh Taylor, Madison
- S Forrest Stewart, Idaho Falls
- P Josh Taylor, Madison
- P Forrest Stewart, Idaho Falls

Mississippi

Senate 1

- * O Bobby Lawson, R. H. Watkins
- * S Vince Falcon, St. Joseph Catholic School
- P Phillip Londerree, Petal

House 1

- * O Ford Flippin, Jackson Academy
- S Kallie N. Rolison, Petal
- P Andrew Conrad, R. H. Watkins

House 2

- * O Amile Wilson, Murrah
- S Neil Maneck, St. Andrew's Episcopal School
- P Greg Higginbotham, R. H. Watkins

House 3

- * O Evan K. McCarley, St. Andrew's Episcopal School
- S Erica Rollins, Clinton
- P Phillip Higginbotham, R. H. Watkins

Northern Illinois

Senate 1

- * O Jack Soltysik, A. E. Stevenson
- * S Adam M. Hoffman, New Trier Twp
- P Ryan N. Clark, Wheeling
- P Russell Dinero, Jacobs
- P Scott Steadman, Lake Forest

House 1

- * O Brian Boyle, St. Ignatius College Prep
- S Aaron J. Citron, Highland Park
- P Hilary Chaikin, A. E. Stevenson
- P Aaron J. Citron, Highland Park
- P Blair A. Nathan, New Trier Twp

House 2

- * O Julie Adler, New Trier Twp
- S Jessica Brociek, St. Ignatius College Prep
- P Chloe M. Rossen, Highland Park
- P Aaron D. Miller, Dundee-Crowne
- P Seema J. Shah, Wheeling

House 3

- * O Julia J. Resnick, Highland Park
- S Patricia England, St. Ignatius College Prep
- P Ryan J. McCracken, New Trier Twp
- P Nathan A. Grubman, Wheeling
- P Ronak Desai, Jacobs

Great Salt Lake

Senate 1

- * O Kim M. Bowman, Salt Lake City East
- * S Arthur Healy, Salt Lake City Skyline
- P Jason Fratto, Taylorsville

House 1

- * O David Farnham, Salt Lake City West
- S Narak Kay, Hunter
- P Stacy E. Gray, Salt Lake City Skyline

House 2

- * O Shilo Platts, Hunter HS
- S Jake Peters, Layton Christian Academy
- P Jake Peters, Layton Christian Academy

House 3

- * O Sandhuya Ravichandran, Salt Lake City Skyline
- S Manith Hang, Hunter
- P Katherine D. Schaecher, Salt Lake City East

Carolina West

Senate 1

- * O Joel Rotunda, Myers Park
- * S Rachael C. McMillan, Asheville
- P Steve Yamada, East Mecklenburg

House 1

- * O Zachary Dussault, Myers Park
- S David Rotberg, Myers Park
- P Bhaskar Mookherji, Myers Park

House 2

- * O Ben S. Walsh, Independence
- S Chelsea Brownridge, Myers Park
- P Alexandra J. Blalock, Asheville

New Jersey

Senate 1

- * O Subash Iyer, Ridge
- * S Caleb Seeley, Ridge
- P T. J. Garrigan, Seton Hall Prep School

House 1

- * O Steven Grossman, Randolph
- S Zewde Yeraswork, Seton Hall Prep School
- P Matthew Reames, Arthur L. Johnson

House 2

- * O Michael Luo, Ridge
- S Michael Alexandroff, Moorestown
- P Michael Luo, Ridge
- P Alex Deluccia, Seton Hall Prep School

New York State

Senate 1

- * O Jeff Spiegel, Scarsdale
- * S Doug Lieb, Scarsdale
- P Jeff Spiegel, Scarsdale

House 1

- * O Daniel Hemel, Scarsdale
- S Eric Katz, Pleasantville
- P Matthew Perrigino, Iona Prep School

House 2

- * O Julian Didonato, Iona Prep School
- S Michael L. Boyle, Christian Brothers Academy
- P Julian Didonato, Iona Prep School

Eastern Ohio

Senate 1

- * O David Barillari, Canton GlenOak HS Career Ctr

- * S Tony Lioi, Canton GlenOak HS Career Ctr
- P Tony Lioi, Canton GlenOak HS Career Ctr

House 1

- * O Jason W. Stevens, Perry
- S Geoff Kunkler, Wooster
- P Jason W. Stevens, Perry

House 2

- * O A. J. Strickland, Jackson
- S Nicholas Marion, Lake
- P Adam Dowell, Canton GlenOak HS Career Ctr

House 3

- * O Scott A. Lichtenwalter, Perry
- S Ankur Poseria, North Canton Hoover
- P Scott A. Lichtenwalter, Perry

Utah Wasatch

Senate 1

- * O Tyler Ashby, Northridge
- * S Spencer Aland, Clearfield
- P Spencer Aland, Clearfield

House 1

- * O Maryann Bennett, Clearfield
- S Celeste Olsen, Davis

House 2

- * O Brennan Lindsay, Sky View
- S Shawn Brock, Davis

House 3

- * O Nathan Mitchell, Sky View
- S Jessica Neville, Fremont

Georgia Northern Mountain

Senate 1

- * O Nick Stanojevich, Lassiter
- * S Jason Snyder, Brookwood
- P Jason Snyder, Brookwood
- P Jasmine Holyfield, Lassiter

House 1

- * O Andrew S. Fleischman, Lassiter
- S Nick Hussain, Brookwood
- P Nick Hussain, Brookwood

House 2

- * O Joel Lemuel, Grady HS
- S Arif Lakhani, Westminster Schools
- P Nicolas Bammer-Whitaker, Westminster Schools

Iroquois

Senate 1

- * O Phillip Neally, Williamson
- * S Cory B. Hodgdon, Towanda

House 1

- * O Thomas M. Brower, Christian Brothers Academy Syracuse
- S Kerry A. Barrett, Athens

House 2

- * O Jennifer M. Joyce, Towanda
- S Joseph J. Gualtieri, Christian Brothers Academy Syracuse

House 3

- * O Paul M. Kearney, Christian Brothers Academy Syracuse
- S Sarah A. Camp, Towanda

Sunflower

Senate 1

- * O Andrea C. Dieker, Andover
- * S Ronnie Farhat, Wichita East
- P Zacarey Carey, Valley Center

House 1

- * Rob Thomas, Wichita East
- * Rohit S. Venkatasubban, Goddard
- * John C. Johnson, Goddard

Capitol Valley

Senate 1

- * Alex Tcholakov, Granite Bay
- * Travis J. Summers, Ponderosa
- S Larry McGrath, Nevada Union
- P William Kolkey, Granite Bay
- P J. M. Allen, Sacramento J. F. Kennedy
- P Justin S. Mader, Ponderosa
- P Kathleen I. Allen, Sacramento J. F. Kennedy

House 1

- O Edo Omic, Ponderosa
- S Sig Pikul, Granite Bay
- P Edo Omic, Ponderosa
- P Jennifer Cohen, Sacramento J. F. Kennedy
- P Jennifer Chawla, Yuba City
- P Kevin Kiley, Granite Bay

House 2

- * Kevin Kiley, Granite Bay
- * Brandon Finn, Granite Bay
- O Kenneth Hurst, Granite Bay
- S Amy Barnett, Sacramento J. F. Kennedy
- P Yvonne Heany, Sacramento J. F. Kennedy
- P Jared Hastey, Yuba City
- P Matthew Crawley, Ponderosa
- P Ryan Sandler, Ponderosa

East Los Angeles

Senate 1

- * Carlos Mejia, John F. Kennedy
- * Justin H. Iwata, Mark Keppel

House 1

- * Leslie De Leon, Schurr

House 2

- * Gregory Friedman, Gabrielino

House 3

- * Veronica Lopez, La Mirada

Georgia Southern Peach

Senate 1

- * O Jesse Weathington, Carrollton
- * S Dontae Lawrence, Glynn Academy
- P Michael Peadar, Fayette County
- P Pierce A. Randall, Warner Robins

House 1

- * O Rachel Cobb, Starr's Mill
- S Brian Reyher, Carrollton
- P Gregory O. Alderman, Warner Robins
- P Alexander Zubrowski, Brunswick

House 2

- * O Meg Beyer, Starr's Mill
- S Adam Bretherick, Carrollton
- P William McDonald, Glynn Academy
- P Rachel Cobb, Starr's Mill

Heart of America

Senate 1

- * O Lilia Toson, Kansas City Winnetonka
- * S Patrick Verstraet, North Kansas City
- P Sara Archer, Park Hill South

House 1

- * O Pat Muenks, Park Hill South
- S Ashley L. French, Platte County R-III
- P Michael Kozminski, Savannah

House 2

- * O Josh Blanchard, Savannah
- S Tyler Page, Independence Truman
- P Tyler Scott, Savannah

House 3

- * O Chance Harp, Kansas City Oak Park
- S Aaron Porter, Liberty
- P Andrew Green, Kansas City Oak Park

House 4

- * O Audrey Plumlee, Independence Truman
- S Brandon Huffman, Lathrop
- P Rachael R. Cross, Independence Chrisman

Carver Truman

Senate 1

- * O Scott Ross, Nevada
- * S Amy Szczepanik, Carl Junction
- P James M. Luce, Aurora

House 1

- * O Crystal Baigman, Aurora
- S Emily Leach, Aurora
- P Eric Crinnian, Webb City

House 2

- * O Ginger B. Wilkerson, Cassville
- S Nathan Mills, Carl Junction
- P Blake Moore, Nevada

House 3

- * O Brent Phipps, Carl Junction
- S Jared Garren, Webb City
- P Matthew Day, Neosho

House 4

- * O Madison Harden, Neosho
- S Michael Baca, Neosho
- P John R. Guilfoyle, Monett

Congress Honors

Tennessee

- Senate 1
 * O Arun Mathew, Brentwood
 * S Blake W. Jones, Dickson County
 P Zachary Craft, Brentwood
- House 1
 * O Daniel Taylor, Brentwood
 S Joshua W. Darden, Dickson County
 P Marissa Corbitt, Dickson County
- House 2
 * O Jana Robinson, Nashville Overton
 S Nathan Warf, Dickson County
 P Scott C. Livingston, Brentwood

East Kansas

- Senate 1
 * Nick Trusty, Bishop Miege
 * Forrest J. Saucier, Shawnee Mission West
- House 1
 * Brian Rubaie, Sahwnee Mission East
- House 2
 * Mustafa Qadri, Shawnee Mission South
- House 3
 * Maggie Lubberts, Olathe South

North Coast

- Senate 1
 * O Anuraag A. Chigurupati, University School
 * S Connor Sullivan, Gilmour Academy
 P Anuraag A. Chigurupati, University School
 P Todd Wintner, Orange
- House 1
 * O Jamod Maistross, Villa Angela St. Joseph
 S Deborah Eapen, Magnificat
 P Michael Williams, Solon
 P Jamod Maistross, Villa Angela St. Joseph
- House 2
 * O Erik A. Goldman, University School
 S Michael McGraw-Herdeg, Orange
 P Amy Wojnarwky, Midpark
 P Dan Safko, Crestwood
- House 3
 * O Brittany Janis, Gilmour Academy
 S Kevin Triskett, Villa Angela St. Joseph
 P Brittany Janis, Gilmour Academy
 P Vishal P. Panchmatia, Solon

East Texas

- Senate 1
 * O Amber S. Ahmed, Kingwood
 * S Jay Gonzalez, Jersey Vaillage
 P Jay Gonzalez, Jersey Village
- House 1
 * O Alison Puente, Taylor
 S Utsav Mathur, Clements
 P Alison Puente, Taylor
- House 2
 * O Maryam B. Rashedi, Taylor
 S Cristina Lopez, Jersey Village
 P Maryam B. Rashedi, Taylor
- House 3
 * O Deepa Shah, Alief Hastings
 S Tanya Choudhury, Taylor
 P Deepa Shah, Alief Hastings

Ozark

- Senate 1
 * Caleb Messer, Camdenton
- Senate 2
 * Chris Hoeman, Springfield Central
- House 1
 * Ben Rohrs, Bolivar
- House 2
 * April Brown, Springfield Parkview
- House 3
 * Rachel Anderson, Springfield Central
- House 4
 * Ryan Lynch, Kickapoo

South Kansas

- Senate 1
 * O Shamestrish Holman, Parsons
 * S Matthew Dykes, Arkansas City
 P Kara L. Thiele, Field Kindley
 P Ben Merriman, Winfield
- House 1
 * O Mark G. Chubb, Parsons
 P Josh L. Shald, Field Kindley
 P Chelsey A. Kriebel, Field Kindley
- House 2
 * Josh L. Shald, Field Kindley
 P Keith M. Wilson, Field Kindley
 P Jarrod Waugh, Labette County
- House 3
 * Brian E. Starr, Derby
 P Chelsey A. Kriebel, Field Kindley
 P Matt M. Coleman, Derby

Hole in the Wall

- Senate 1
 * Jason Faurot, Sheridan
 * Suzanne Olson, Sturgis Brown
- House 1
 * Ross Keogh, Buffalo
- House 2
 * Seri Traipoom, Cheyenne East
- House 3
 * Chris Meyer, Sturgis Brown
- House 4
 * Andrew Wood, Cheyenne East

New Mexico

- Senate 1
 * O Joshua R. Baer, Jemez Mountain Home School
 * S Austin Duus, Eldorado
 P Timothy E. Finnegan, Jemez Mountain Home School
- House 1
 * O Daniel Kuo, Albuquerque Academy
 S Zach Work, Rio Grande
 P Zach Work, Rio Grande
- House 2
 * O Jenna Esparza, Eldorado
 S Darshan Patel, Albuquerque Academy
 P John Goldberger, St. Pius X
- House 3
 * O Casen B. Ross, Albuquerque Manzano
 S Aditya Denduluri, St. Pius X
 P Max V. Moulton, Taos

Sierra

- Senate 1
 * O Julie Veroff, Edison Computech
 * S Josiah Prendergast, Edison Computech
 P Briana Tucker, Ridgeview
 P Andrea McFaddin, Ridgeview
- House 1
 * O Vivek G. Venkatoram, Stockdale
 S Alec Newman, Foothill
 P Monica Carmean, Edison Computech
 P Patrick Byrne, Clovis West
- House 2
 * O Daniel Veroff, Clovis West
 S Steven Guagliardo, Edison Computech
 P Ahmed Salem, Clovis West
 P Nimi P. Katragadda, Stockdale
- House 3
 * O Ashley N. Brown, Centennial
 S Caelan O'Sullivan, Stockdale
 P Tim J. Denari, Stockdale
 P Josh E. Cella, Stockdale

Nebraska

- Senate 1
 * O John Owens-Ream, Omaha Central
 * S Megan Glover, Millard North
 P Daniel S. Reeker, Norfolk
- House 1
 * O Andrew Neal, Omaha Central
 S Mindy A. Cook, Norfolk
 P Allan M. Jones, Kearney Sr.
- House 2
 * O Susan Tvrdy, Raymond Central
 S Lindy Anderson, Lincoln Southwest
 P Aaron Schurevich, Fremont

Mid-Atlantic

- Senate 1
 * O Christopher D. Carr, W. T. Woodson
 * S Caitlin A. Halpern, W. T. Woodson
 P Abram Rose, Randolph Macon Academy

Northern Ohio

- Senate 1
 * O John Dickson, Niles McKinley
 * S David Clayman, Liberty
 P John Dickson, Niles McKinley
- House 1
 * O Julie Johnson, Howland
 S Brian Brown, Columbiana
 P Abbey Wood, Youngstown Boardman
- House 2
 * O Andrew McConnell, Youngstown-Boardman
 S Joe Sava, Niles McKinley
 P Andrea McConnell, Youngstown Boardman
- House 3
 * O Amanda Pallante, Niles McKinley
 S Stephanie Evinsky, Niles McKinley
 P Hanna Kassis, Girard

Nebraska South

- Senate 1
 * O James J. Cronican, Ralston
 * S Clint R. Lueth, Hastings Senior
 P Johnny J. Perez, Lincoln East

House 1

- * O Sean Nelson, Millard South
 S Anish Mitra, Lincoln East
 P Anish Mitra, Lincoln East
- House 2
 * O Brandon V. Rodenburg, Ralston
 S Abbie L. Allen, Hastings
 P Brandon V. Rodenburg, Ralston

Florida Manatee

- Senate 1
 * Matt Cynamon, Nova
 * Matthew Friendly, Coral Springs
- House 1
 * Matt Turetzky, Nova
- House 2
 * Matthew Futch, Nova
- House 3
 & Zachary Schulman, Pine Crest School

California Coast

- Senate 1
 * O Marcus Granger, Campbell Westmont
 * S Faris Mohiuddin, Leland
 P Emily Suo, Campbell Westmont
 P Senthil Palanisami, Leland
- House 1
 * O Elaine C. Talebbeik, Lynbrook
 S Chris Vieira, Bellarmine College Prep
 P Chris Vieira, Bellarmine College Prep
 P Yi Zhang, Monta Vista
 P Harish S. Ganesan, Lynbrook
 P Robin Rector, Los Gatos
- House 2
 * O David Chiang, Bellarmine College Prep
 S Shyaam N. Subramanian, Lynbrook
 P Jess Knaster, Campbell Westmont
 P Sherveen Salek, Saratoga
- House 3
 * O Kristen L. Dcamp, Saratoga
 S Abe Epperson, Bellarmine College Prep
 P Nathaniel Furniss, Leland
 P Melissa Fall, Saratoga

Heart of Texas

- Senate 1
 * O Chris Kochevar, Bryan
 * S Ben Stokes, Pflugerville
 P Michael Ritter, Round Rock
 P Chris Kochevar, Bryan
- House 1
 * O Steven Kochevar, Bryan
 S Jeffrey M. Geels, Carroll
 P Caitlin M. Cashion, A & M Consolidated
 P Jeffrey M. Geels, Carroll
- House 2
 * O Lara Meyer, Pflugerville
 S Anthony Belen, Pflugerville
 P Tyler T. Sheldon, Dripping Springs
 P D. J. Collora, Westlake

San Fran Bay

- Senate 1
 * Puja Bhatia, James Logan
 * George H. Komsky, Danville Monte Vista
- House 1
 * Christos N. Theophanous, Miramonte
 * Elaine I. Lin, Miramonte

Wind River

- Senate 1
 * O Jess Ryan, Lander Valley
 * S Coulter Nealle, Wind River Middle
 P Ryan Hammond, Cokeville
- House 1
 * O Elizabeth Ewing, Laramie
 S Aaron Graham, Casper Natrona County
 P Rebekah Smith, Rawlins
- House 2
 * O Michaela C. Stockhouse, Jackson Hole
 S John Ryan, Worland
 P David Williams, Saratoga
- House 3
 * O Kim J. Wilkinson, Jackson Hole
 S Geoffrey Buck, Casper Natrona County
 P Malea Wendall, Casper Natrona County

Arizona

- Senate 1
 * O Merry Regan, Shadow Mountain
 * S Macy Hanson, McClintock
 P Kyle Gundlach, Payson
 P Ashley Mack, Red Mountain
- House 1
 * Alyssa Allen, Red Mountain
 O Alok Patel, Dobson
 S Adam D'Luzansky, Flagstaff
 P Shyam Nair, Mountain View
 P Alyssa Allen, Red Mountain

House 2

- O Adam Chilton, Mountain View
 * S Brad A. Smith, Desert Vista
 P Adam Chilton, Mountain View
 P Brad A. Smith, Desert Vista
- House 3
 O Nundu Janakiram, Mountain View
 * S Cassius Sims, Desert Vista
 P Christina Mackinnon, Red Mountain
 P Ricky Brindley, Dobson

Show Me

- Senate 1
 * O Josh Packwood, Grandview Sr.
 * S Doug Seacord, Lee's Summit
 P Michael W. Kearney, Lee's Summit
 P EE Keenan, Rockhurst
- House 1
 * O Taylor McKinney, Blue Springs
 S Andrew Blackwell, Rockhurst
 P Nathan A. Duvenick, Raytown South
 P Alexander J. Workman, Lee's Summit
- House 2
 * O Brad Shelor, Raytown
 S Eric Lee, Blue Springs South
 P Caleb Miller, Lee's Summit North
 P Courtney Beatty, Lee's Summit
- House 3
 * O Eric LeFevre, Lee's Summit
 S Kyle Dennis, Blue Springs South
 P Sam Hodge, Blue Springs South
 P Raedell Counce, Grandview Sr.
- House 4
 * O Tyler J. Watt, Raymore Peculiar
 S Steve Olsen, Blue Springs South
 P Tyler J. Watt, Raymore Peculiar
 P Brian Cotroneo, Rockhurst

District Tournaments from Page 114

Deep South (continued)

- LD --
 Wilson Hunter, The Montgomery Academy
 Booth Wilson, Saint James School
 Roshan Patel, Vestavia Hills
 Plaque -- Vestavia Hills
 Trophy -- Vestavia Hills

Sierra

- TT --
 Jeffery A. Bauer and Jared C. Penrose, Liberty
- CX --
 Bryan L. Lowery and Rory J. Kretzmer, Garces Memorial
 Markell D. Hayes and Jacquelyn R. Zankoski, Stockdale

DUO --

- Angela Dixon and Jaclyn Golden, Foothill
 Alyssa Brown and Thomas Duncan, Foothill

OO --

- Jeffrey W. Lin, Bakersfield
 Michael Gutierrez, Ridgeview

USX --

- Becky Brewer, Bakersfield West
 Ben Stark, Bakersfield West

INT'L EXTEMP --

- Hershey Auula, Clovis West
 Ellen C. Dobie, Bakersfield

DI --

- Juan De La Cruz, Foothill
 Lakeithia Jackson, Foothill

HI --

- Alec Newman, Foothill
 Kyle Bentley, Fresno

LD --

- Anna Schlotz, Edison
 Becky Brewer, Bakersfield West

Plaque -- Edison

Trophy -- Bakersfield

More results in the June Rostrum

NFL'S TOP 50 DISTRICTS

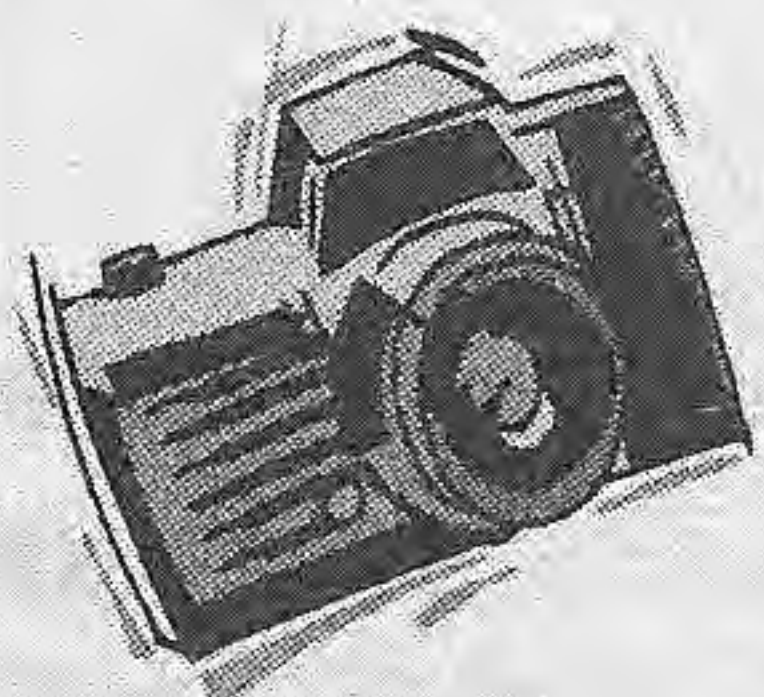
(as of March 31, 2003)

Rank	Change	District	Ave. Strength	Leading Chapter	No. Degrees
1.	--	Three Trails	249	Blue Valley North HS	527
2.	--	California Coast	236	Lynbrook HS	611
3.	--	Show Me	186	Blue Springs South HS	423
4.	--	Northern South Dakota	184	Watertown HS	486
5.	--	Heart of America	181	Independence Truman HS	455
6.	+1	New York City	174	Regis HS	408
7.	-1	Rushmore	172	Sioux Falls Lincoln HS	409
8.	+1	East Kansas	168	Shawnee Mission East HS	452
9.	-1	Northern Ohio	161	Youngstown Boardman HS	261
10.	--	Kansas Flint-Hills	156	Washburn Rural HS	461
11.	+2	West Kansas	152	McPherson HS	288
12.	-1	Sunflower	151	Wichita East HS	357
13.	-2	East Los Angeles	150	Gabrielino HS	627
14.	+1	San Fran Bay	139	James Logan HS	660
15.	-1	Montana	137	Flathead County HS	363
16.	+5	South Kansas	136	El Dorado HS	266
16.	--	New England	136	Lexington HS	401
18.	-1	Northwest Indiana	135	Plymouth HS	459
19.	--	Rocky Mountain South	132	Wheat Ridge HS	301
20.	-1	Hole in the Wall	131	Cheyenne Central HS	377
21.	+2	Illini	129	Downers Grove South HS	532
22.	-4	Nebraska	127	Millard North HS	389
23.	-1	Eastern Ohio	122	Perry HS	339
24.	--	Carver-Truman	121	Neosho HS	425
25.	+3	Florida Manatee	120	Nova HS	414
26.	+2	Central Minnesota	118	Apple Valley HS	346
27.	+4	Sierra	117	Stockdale HS	260
27.	-3	Eastern Missouri	117	Pattonville HS	376
27.	+3	South Carolina	117	Riverside HS	388
27.	+12	Northern Wisconsin	117	Appleton East HS	368
31.	-4	North Coast	113	Gilmour Academy	307
31.	+2	West Oklahoma	113	Norman HS North	370
31.	+2	South Texas	113	Houston Bellaire HS	510
34.	+10	Northern Lights	112	Moorhead HS	351
35.	-9	Northern Illinois	110	New Trier Twp HS	352
35.	--	North East Indiana	110	Chesterton HS	575
37.	-5	Florida Panther	108	Wellington HS	261
37.	--	Southern Minnesota	108	Eagan HS	406
39.	-1	Colorado	107	Cherry Creek HS	426
40.	-5	Ozark	106	Springfield Central HS	314
40.	+9	Great Salt Lake	106	Salt Lake City West HS	194
42.	-2	Southern California	105	San Dieguito HS	275
43.	--	Golden Desert	104	Green Valley HS	237
44.	--	Idaho	103	Hillcrest HS	233
45.	+6	Eastern Washington	102	University HS	204
46.	-6	East Texas	99	Dulles HS	204
47.	-5	Utah-Wasatch	98	Sky View HS	190
48.	+3	New Jersey	96	Ridge HS	303
49.	+4	North Dakota Roughrider	95	Fargo Shanley HS	254
50.	-4	Heart of Texas	94	Carroll HS	193

NFL DISTRICT STANDINGS

119

Rank	Change	District	Ave. Strength	Leading Chapter	No. Degrees
51.	-2	Colorado Grande	93	Pueblo Centennial HS	392
52.	-4	Western Ohio	91	Centerville HS	194
53.	-6	Deep South	88	The Montgomery Academy	301
53.	+22	Arizona	88	Phoenix Central HS	169
53.	--	South Oregon	88	Roseburg Sr. HS	213
53.	+3	Pittsburgh	88	Bethel Park HS	206
57.	+20	Southern Wisconsin	86	Marquette University HS	238
58.	+10	Greater Illinois	85	Belleville East HS	191
58.	--	East Oklahoma	85	Jenks HS	217
58.	-5	Sundance	85	Jordan HS	214
61.	+3	Rocky Mountain North	84	Greeley Central HS	202
61.	+16	New York State	84	Monticello HS	143
61.	-1	Valley Forge	84	Truman HS	201
64.	--	Kentucky	83	Rowan County Sr. HS	194
65.	+12	West Los Angeles	82	Loyola HS	167
65.	+8	Georgia Northern Mountain	82	Chattahoochee HS	245
65.	+22	New Mexico	82	Albuquerque Academy	255
65.	-1	Lone Star	82	Plano Sr. HS	250
69.	+8	Big Valley	81	Modesto Beyer HS	309
69.	-13	West Texas	81	Riverside HS	202
69.	-9	Western Washington	81	Gig Harbor HS	173
69.	+1	Wind River	81	Casper Natrona County HS	163
73.	-11	East Iowa	80	Iowa City West HS	334
73.	-6	Nebraska South	80	Lincoln East HS	177
73.	-11	Pennsylvania	80	Greater Latrobe HS	200
76.	-18	Florida Sunshine	79	Academy of the Holy Names	205
77.	-7	Hoosier Heartland	78	Ben Davis HS	251
77.	-2	Central Texas	78	Ronald Reagan HS	323
79.	-9	Hoosier Crossroads	77	Ind'pls North Central HS	236
79.	-6	West Iowa	77	West Des Moines Dowling HS	226
79.	+16	Sagebrush	77	Douglas HS	220
79.	-11	North Texas Longhorns	77	Plano East Sr. HS	198
83.	-1	North Oregon	76	Gresham Barlow HS	189
84.	-2	Tennessee	70	Brentwood HS	151
85.	-1	Tall Cotton	68	Amarillo HS	171
86.	+1	Louisiana	67	Lafayette HS	163
86.	-1	Puget Sound	67	Kamiak HS	172
88.	+2	Gulf Coast	66	Gregory Portland HS	191
89.	-8	Georgia Southern Peach	65	Starr's Mill HS	127
89.	-3	Chesapeake	65	Catonsville HS	101
89.	-2	Mississippi	65	Hattiesburg HS	158
92.	-2	Carolina West	64	Myers Park HS	256
93.	-1	Tarheel East	62	Cary Academy	114
94.	--	West Virginia	58	Wheeling Park HS	103
95.	-2	South Florida	55	Archbishop Curley Notre Dame	143
96.	--	UIL	52	Princeton HS	125
97.	+1	Capitol Valley	48	Granite Bay HS	101
98.	-1	Maine	46	Brunswick HS	90
98.	+1	Mid-Atlantic	46	Randolph Macon Academy	155
100.	--	Hawaii	40	Kamehameha Schools	162
101.	--	Iroquois	29	R. L. Thomas HS	75
102.	--	Pacific Islands	21	Harvest Christian Academy	58



Lincoln

Financial Group®

Maine District Tournament

Refresher sponsored by Lincoln Financial Group



Daniel Wohl,
Lincoln Financial Group Representative
with Jane McClarie Laughlin,
NFL District Chair of Maine



Scarborough HS Coach, Wendy McIntire and
Lincoln Financial Group Representative
Daniel Wohl check out the
"Refresher" table.



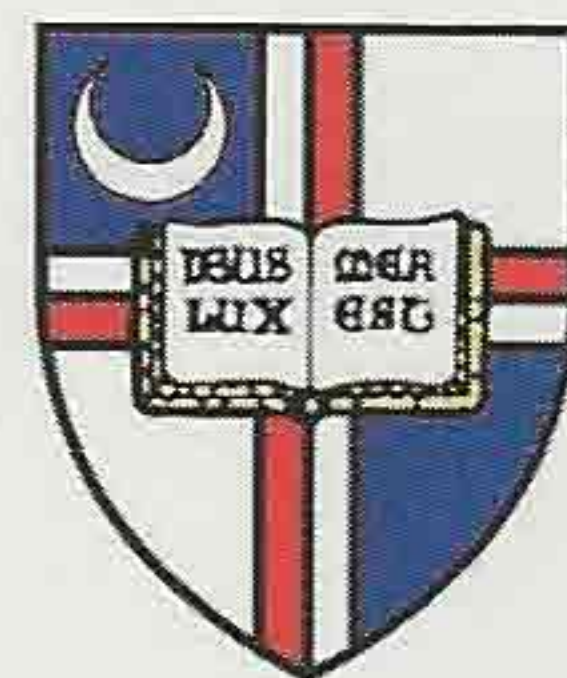
Cake has photos of Lincoln Financial Group's website within the frosting.

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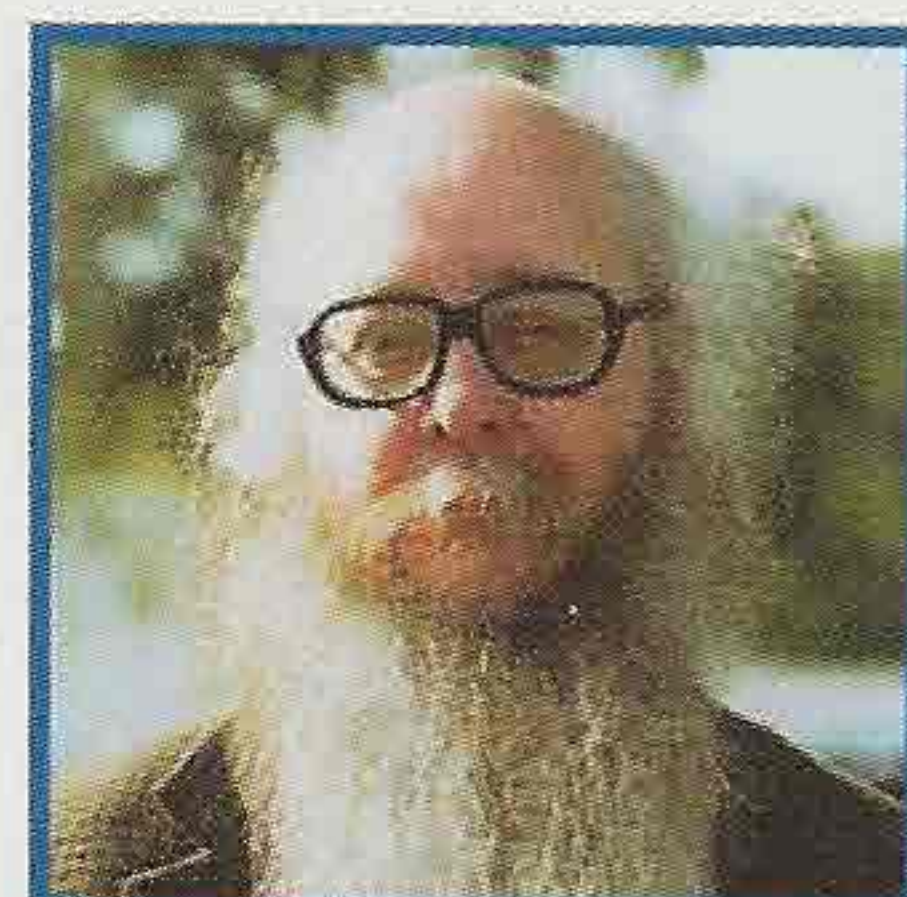
2003 Faculty



Steve Mancuso***
Catholic University coach



Mike Dutcher***
Catholic University coach



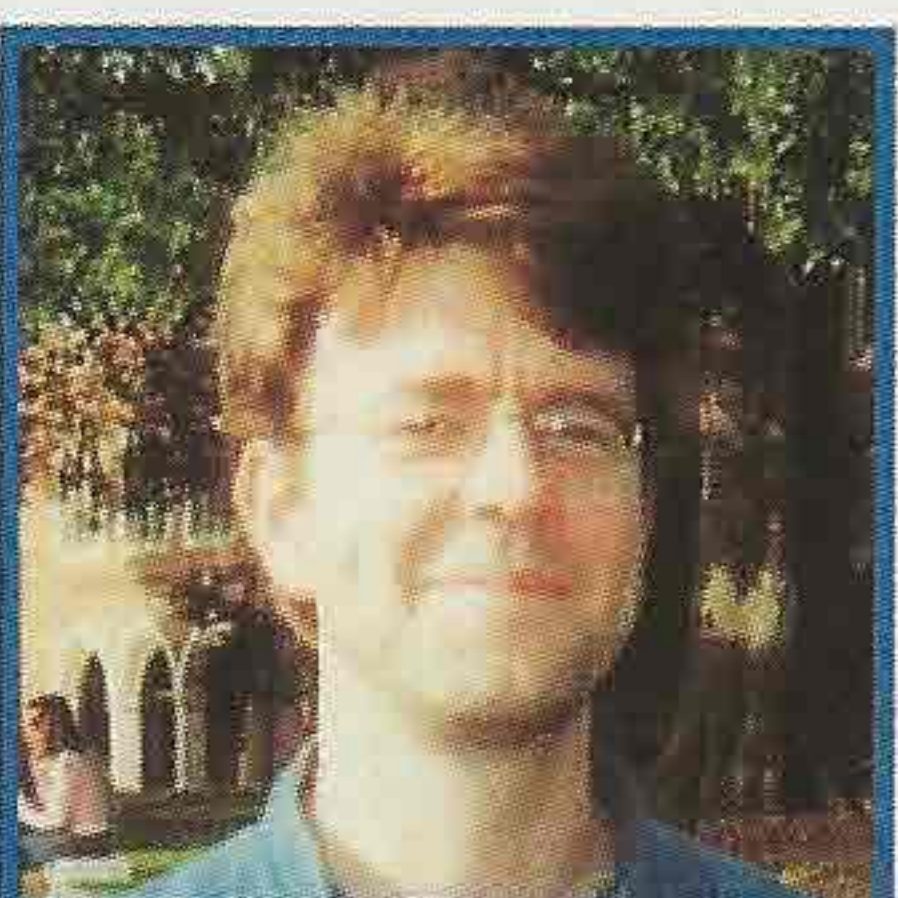
Roger Solt***
University of Kentucky coach



Dallas Perkins**
Harvard University director



Daryl Burch***
DuPont Manual coach



Kevin Kuswa*
University of Richmond
director



Gordon Stables**
University of Southern
California, director



Greta Stahl***
Michigan State University
debater



Andy Peterson**
University of Iowa
debate alumni



John Rains IV***
Emory University
debate alumni



Jackie Swiatek*
Northwestern University
debater



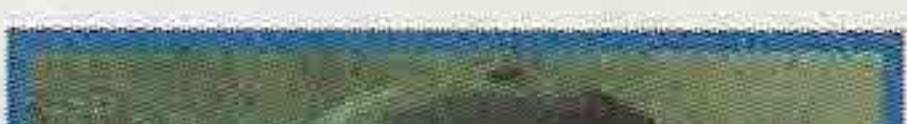
Austin Carson***
Catholic University coach



Andy Peterson**
University of Iowa
debate alumni



John Rains IV***
Emory University
debate alumni



Jackie Swiatek*
Northwestern University
debater



Austin Carson***
Catholic University coach



Mat Dunn*
Catholic University debater



Pam Bowman*
University of Texas debater



Patrick Waldinger*
Catholic University debater



Paul Strait*
Catholic University debater

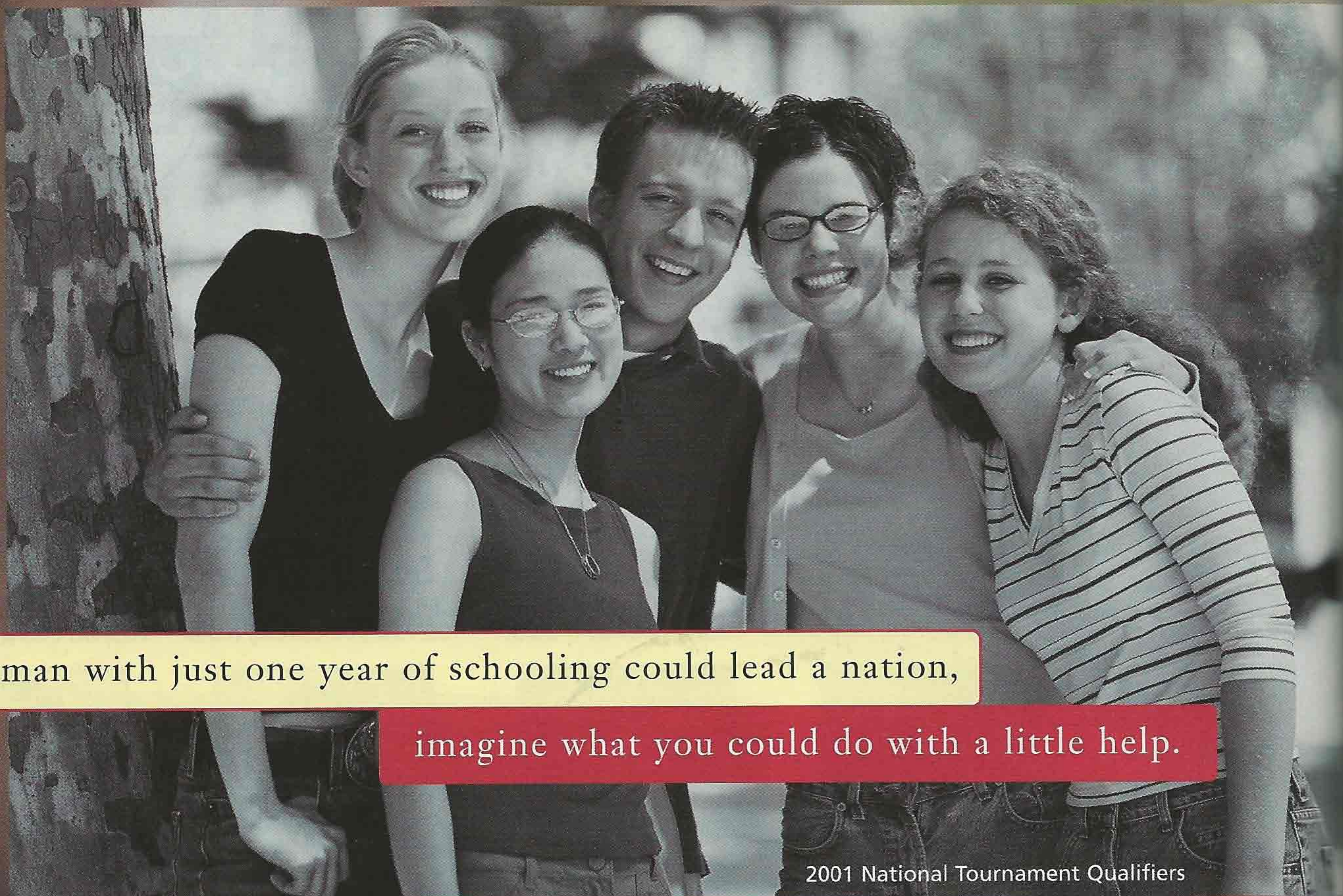
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