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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 go to be, 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, cajoled 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 mismatch. 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. Membranes 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 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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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 National Debate Education Association.

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11. Canada, Mexico, and the Caribbean
12. International Organizations and Treaties
13. The World Today

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.
(May not be used as district! Penalty: Disqualification)

2004 Policy Debate Topic
Resolved: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

The Rostrum provides a forum for the free exchange of ideas. The opinions expressed by contributors are those own and not necessarily the opinions of the National Forensic League, its officers or members. The NFL does not guarantee advertised products and services unless sold directly by the NFL.
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4. Instruction diversity. You won’t get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with all of our staff members.
5. Family feel. People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you’ll find your niche. We make an effort to reach out to students, to build up community, and to give people space to be who they are.

Policy Debate
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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 Forensics 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 Abbsortsford debate team qualified for the state competition, "killing" at the district level. The following day, Abbsortsford 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 Fwy. 41, and I really like it better. There's no problem parking the bus, and it's quite a ways downtown, so no one is tempted to try to sneak out."

Super 8 #2802 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 herself 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]," Knauf said. "Jim Gamble even had a CD player, which he technically wasn't allowed to bring. Shhh."

The mischievous report, 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 station 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 16-person hot tub, enjoying the company of their fellow honor students in pampered luxury.

"I forgot my swimsuit, but I just wore..."
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 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 voila, 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 thudding 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 Morticians 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 hotel 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 of all of these simple pleasures.

**THE TYPICAL FORENSICS WEEKEND**

(***Tighten yer seatbelts and ex yer digits***)

**Friday Afternoon**

I 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, Yassie the night clerk, no record of your reservation. As a creative alternative, he recommends the "Poke Penguin Motel" just down the street a few hair-loc-tons. 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 "Poke 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 persnickety behavior), the alarm clock rings. The other student who did not participate in the tomboobery was Jay Gawlikowski.

"I don’t know what went on, but Eric is mad, Kim’s mad now," said Wendy Druyan. "Aunt’s roommate. We kept knocking on the door and calling their phone until they took it off the hook. Then we went to Denise’s room next door and barged on the wall."

The only student who did not participate in the tomboobery was Jay Gawlikowski.

"*We are livin’ it up.*"

who spent the night in his room.

"If we get caught, we could go on our permanent record and colleges would see that," said Gawlikowski, two-time recipient of Kansas’ 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’ll hurt my chances of getting into Northwestern."

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

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

Unlike Gawlikowski, 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 Land and Tim Farber, a pair of juniors who weathered the day’s events head-to-head against the co-captains of the vaunted East 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 Abbotford debate team will be a force to reckoned with next year. We had more than enough reason to make merry this eve."

"
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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, stunted or discounted.
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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 a 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 as a hero? Fortunately, there have been a few, but only in recent years. One was A Beautiful Mind (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 for fighting 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 Words: 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/educationانون.html. To inquire about arranging for a presentation to your debate team, school or other civic organizations, contact sam@nami.org.

NAMI also pursues strategies of protest. See, for example, NAMI’s “Stigma Buster” 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 that the headline could be considered under the ADA as primary facie evidence of a hostile work environment for people with mental illnesses or their family members. Statistically that might mean as many as 20 percent of Trentonian employees.

In the face of such 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 in lowering 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—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 of an especially outrageous skit broadcast on January 9, 2003 by NBC's "Saturday Night Live" (SNL). The skit used mental illness references to psychiatric medications to lampoon, vilify, and praise North Korea dictator Kim Jong II. See http://www.psji.org/0203kim.html.

In supporting the complaint, NAMI did not challenge NBC's freedom of speech, particularly the right to remain free from restraint. "Rights, however," declared NAMI Legal Director Alan Hensberg, "include responsibilities to the broader community in the case of corporations created by and under the benefits of law. Just as a person cannot shout fire in a crowded theater, a broadcast company should be accountable for public injuries created by or perpetrated by it 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 unscripted public service announcement to be broadcast during future episodes of SNL and other prime-time 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. At 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 NPL 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.

**Other Sources**


(Robert J. Carolla, J.D., is National News Director for the National Alliance for the Mentally Ill)
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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, 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 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 information 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 harm 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 staff that work with you?

I work closely with NAMI News Director 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, crazy” unless they specifically describe a person with mental illness or a situation involving mental illness. Then, contact the offender. Those that dismiss our concern are included in the Alerts to generate letters, emails, fax and phone calls in protest. In other cases, praise newspaper reporters, editorial writers or television producers, it sometimes entails a risk to approach a flu with a new or different angle, so it’s important to reinforce their efforts as well as educate others. NAMI counts 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 convene them into "partners for recovery" by having them correct the balance—through internal policies directed at employees and helping to sponsor anti-stigma 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 what's harmful isn't legal. 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 Tangy Taffy" bars that were named Psycho Sam, Looney 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 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 suicide 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. We still lost 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 with schizophrenia—except that it completely misrepresented the illness, playing to stereotypes about split personality and violence. Ads for the movie—in newspapers, billboards—depicted Carrey with a split head, with the tagline "From mental..." One billboard even was placed across the street from 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. StigmaBusters messages overflowed and shut down the company executives' email boxes. The advertising campaign quickly was changed. Careys' 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 Joe Armstrong of Massachusetts, NAMI showed them the real face of mental illness, based on dignity, and the hope of recovery.

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

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

We believe, for example, that the battle over Wonderland and Me Myself and Irene helped open the way—by creating a new environment—for the movies A Cavern'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 yield 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 a weekly 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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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. 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 reassures 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. 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 are 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 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 unshrinkable national parks would be "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 called 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 faced today were set in motion: how to weigh risks against benefits and economic with ecological incentives, 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 everyone, 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, 5...) 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 decline.

By now, generations of debaters have been understandably horrified by what might be described as the neo-Malthusian "doomsday ethics" logic of this argument. The position essentially says we should permit or require some people to die today based on the gamble of the future (perhaps unjustified); their death will avert a greater die-off later. In the classical terms of Kantian philosophy, the Malthusian position 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 single out 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). 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 Geere Easterbrook are famous for defending this view.

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. Governments succeed best when able to organize broad-based political coalitions, build 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 coerced by the plan would have also addressed the case form.

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: a position able to survive even an affirmative claim that they move the movement position by galvanizing ecological activism. The argument would claim that the plan is in conflict with shallow ecology, by perpetuating the mindset that procedural or regulatory claims are facts of culture and pollution and human arrogance. wonder the view that humans can fix any problem they cause. In other words, the disadvantage says the plan prevents deeper cultural transformations. Such a paradigm shift, or new environmental ethics, is needed because the promise that we can rape the earth and undo the damage with token remedies risks broader development.

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 claim as a built and assertive opposition to capitalist culture. But coalitions are working to make common cause with sympathetic interests by claiming that ecological protection and economic growth go together. This was a common theme in Clinton years, and a persistent argument made by President Gore. Gore has argued for years that companies that produce goods without waste or pollution will actually decrease their profits, and has often pointed to green technologies which he and others expect will be highly attractive. In the oceans context these new technologies — oil pollution clean-up materials, increasingly eco-friendly production models, and urban waste recycling to convert garbage into gold (so to speak) — appear 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. Anthropocentrism refers to our way of seeing the world through human eyes, and the consequences such a perspective has for 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. 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 perversion, 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.” 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 grazed there. But one can also see how particular individuals have an incentive to over-utilize (and therefore devastate) the commons — individual herdsmen 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 continually 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
IOWA'S LINCOLN-DOUGLAS FACULTY

CHAMPIONS TRAINING CHAMPIONS!

MICHAEL ARTON, Director of Forensics, New Orleans Jesuit; coached numerous debaters to the late elimination rounds of every major national tournament, including the NFL National Tournament and the TOC.

PATRICIA BAILEY, special consultant for LD Debate, Homewood High School; former Head Debate Coach, Homewood High School; B.A., Huntington College; M.A., Montevallo (AL); NFL Diamond Coach; Key Coach of the Barkley Forum; coached NFL LD champion, numerous NFL national qualifiers; LD state champion for seven years running; Alabama Speech Teacher of the Year Award; National Topic Selection Committee for LD debate; Stanford and Iowa Lincoln-Douglas debate institute; NFL Hall of Fame; NFDA Outstanding Speech Drama; Debate Educator Award; co-founder of Iowa's Lincoln-Douglas Summer Debate Institute.

SHIKHA BHATTACHARYA, Sophomore, Yale University; debater for Iowa City West High School; Shikha had more qualifying legs for the 2002 TOC than any other LD; former Iowa summer institute participant.

FAM CADY-WYCOFF, Director of Forensics, Apple Valley High School; B.S., Southwest State University; M.A., Mankato State University; NFL Diamond coach; TOC advisory board; coached numerous LD and IE national champions; Mentor NFL LD Topic Selection Committee; Ms. Cady-Wycoff has been invited to be a guest lecturer.

CLAIRE CARMAN-BREDIG, Debate Coach, Heritage Hall High School; B.A., Rice University; First place, Brown Round Robin; St. Mark's of Texas; National Forensic League National Champion; former Director of Seminole University Lincoln-Douglas Summer Debate Institute.

MICHELLE COODY, Director of Forensics, St. James School; B.S., Spring Hill; M.A., Auburn University; NFL Diamond coach; TOC advisory board; coached numerous national qualifiers; Key Coach of the Barkley Forum.

CHARLES DAVIAN, Sophomore, UC San Diego; founded debate program at Los Altos High School; quarterfinalist at Emery; semifinalist at UC Berkeley; 2nd place at U Colorado Tournament and the 2002 Stanford Round Robin; Winner of the Hopkins Round Robin.

MARILEE ELKES, Director of Forensics, Westview Hills High School; B.S., University of Southern Mississippi; M.S., North Texas State University (Debate Fellow); former high school and college debater; 20-year teaching and coaching veteran; numerous state and national qualifiers; coached NFL and TOC champions; NFL Double-Diamond; Key Coach of the Barkley Forum; co-founder of Iowa's Lincoln-Douglas Summer Debate Institute; Blue and Gold Society.

RELLY DUNN, Graduate of Enloe High School; Champion debater, participated in late elimination rounds of every major high school tournament; 3 years at the Iowa Institute.

SETH HANSON, B.A., Macalester College; M.A., Stanford University; Ph. D. Candidate, Columbia University; former championship debater for Apple Valley High School; a veteran lab leader at the Iowa Institute.

MAC HAWKINS, Graduate, Loyola University, New Orleans; NFDA National Champion; TOC qualifier; participant in late elimination rounds of every national tournament; assistant coach, Isidore Newman School; coached students to late elimination rounds of every major tournament and state champions.

BEN JOHANSSON, Sophomore, Carthage College; former championship debater for Muscogee High School; 3-year participant at the Iowa Institute; late elimination debater at every major national tournament; champion foreign extromer; member of the inaugural class of The Senior Philosophers Program.

NAKIR JOSHUA, B.A., Rutgers University, with honors; former debater Science High School, Newark, NJ; 2nd Stanford Round Robin; semi-finalist Harvard; semi-finalist TOC; participant in late elimination rounds of every national tournament; two time NFDA National qualifier.

KANDI KING, Director of Debate, Winston Churchill High School; B.A., Inumin Writers College; former Texas Speech Teacher of the Year; State Director of Texas Forensic Association for past 14 years and past President; charter member of the Iowa Summer Debate Institute; member of the National Forensic League Executive Council.
CHERIAN KOSHY, Director of Lincoln-Douglas Debate, Apple Valley High School; NFL Diamond Coach; former champion high school debater; coached students to late elimination rounds of every national tournament including National Champions.


LYNSY MORRIS, Carl Albert Doctoral Fellow in Congressional Politics, University of Oklahoma; B.A., Barry College; American Political Science Association Congressional Fellow, 2002; Intern for then-Senate Minority Leader Thomas Daschle. 1995; Georgia State College National Champion in Parliamentary Debate, 1998; Extemporaneous Speaking, 1997; Rhetorical Criticism, 1998; Student Government President, Barry College. 1998-99; former champion debater at Homewood High School; veteran Iowa Institute staff.

KELSEY OLSON, Sophomore, Baylor University; former champion debater at Apple Valley High School; Winner of St. Mark's, Bronx, Valley, Hopkins, MBA Round Robin; semi-finalist at Greenhill and Emory; Finalist at TOC; top 10 finish at the NFL National Tournament.

BRYCE PASHLER, Assistant Lincoln-Douglas Debate coach, West Des Moines Valley High School; former debater, Valley High School; third place, NFL Nationals; two-time Iowa State Champion; Winner William Branstrom Freshman Prize (University of Michigan); coach of 1996 TOC Champion; coach of 1996 MBA Round Robin Winner.

R. J. PELICCIOTTA, Director of LD Debate, South Mecklenburg High School; A.B., UNC-Chapel Hill; coached numerous qualifiers to TOC and NFL Nationals; coached students to the late elimination rounds of every national tournament coached North Carolina State Champion.

BOBBY VANCE, Sophomore, University of Pennsylvania; former champion debater at Leake Newman; participated in late elimination rounds of every major national tournament; recipient of the Emerson Prize and the Gilder Lehrman Institute of American History Award; former Iowa Institute participant.

WILLIE WARREN, Debate coach at Homewood High School; former champion debater at Vestavia Hills High School; 2-time national qualifier; late elimination rounds at major high school tournaments; former debater for Samford University.

CINDY WOODHOUSE, B.A., University of Iowa; Director of Forensics, Vestavia Hills High School; former coach; Iowa City West High School; coached NFL and CFL qualifiers; former debater, Bettendorf High School; frequent participant in late elimination rounds at national tournaments.

JOHN WOODILLEN, Director of Forensics, Lakeview High School; A.B., Wellesley College; M.Ed. in Social Studies, UNC at Greensboro; Ed.D. in International Studies, certificates in Curriculum and Instruction and Social Sciences Education, NFL Double Diamond; Key Coach at the Berkeley Forum; 100 students to NFL Nationals; Berkeley Forum champions; state champions in extemp, oratory, HI/DI, LD; semi-finalist at NFL Nationals.

DANIEL YAVERBAUM, B.A., philosophy and physics, magna cum laude, Amherst; coached National Champions at Leake Newman; former successful high school debater; runner of marathons.

IOWA HAS A LAB THAT IS RIGHT FOR YOU!

Now Iowa provides several lecture alternatives that expose students to Lincoln-Douglas philosophies form numerous perspectives. Some lectures are designed for the entire institute, but most address the specific experience level of the individuals including theory and philosophy lectures, which are more general for debaters with less experience, more advanced philosophy and strategy lectures for debaters with more experience. Students who have not attended workshops in the past may have lectures on rights and general theories of morality and justice in addition to the lectures on the commonly used philosophers like Mill, Locke, Rawls, etc. Debaters with institute experience (both at Iowa and at other workshops) are more likely to hear lectures on advanced theory and on alternative philosophies, like existentialists or Foucault.

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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 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.

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 recurring theme of the literature opposed to such views is deep ecology and other radical versions of environmental ethics is the accusation of naivete implied by them: 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. Transposing 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.

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 environmental 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 incoherence of Marxism and environmentalism.

Still, the emphasis on revolutionary transformation in Marx has often been applied to 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 in undoing 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. 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.

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). One prominent literature advocates an ethic of nurturing as a necessary corrective to patriarchal exploitation. Ynestra King first referred to such an approach as ecofeminism. 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 tradition objections to deep ecology. Jon 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. This is in part, Seager says, because what she calls the ecological 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 human would come to think of the environment as requiring attention on the whole more so than the parts, to process over structure, and in networks of life. 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. 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 understand earth in all its complexity.

The Internationalization of Environmental Protection

A growing number of international treaties now address full range of environmental issues. Environmentalism is a natural issue for international regulation, since national borders do 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 planet temperatures were creeping upward, largely because of the exhaust 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
Iowa's National Summer Institute brings together some of the most talented and accomplished teachers and coaches of forensics in the nation. Their students include dozens of national champions from coast-to-coast. NFL National Council members, Key Coaches of the Barkley Forum, and NFL Diamonds describe many of them. All have extensive experience, and collectively have won every national forensics award in the country.

All staff members are successful LD debaters and coaches. Only debaters or coaches of debaters who have been in late elimination rounds at national tournaments are invited to be on the Iowa staff. Staff members come from Alabama, California, Florida, Iowa, Louisiana, Minnesota, New Jersey, New York, North Carolina, Oklahoma, and Texas. They bring different perspectives to the institute and offer students a diverse experience.

Iowa is an intensive learning environment that is fun and productive for students but also well supervised and safe. We attend to the little details because we understand that students and teachers are more likely to reach their potential when they feel comfortable and know exactly what to expect. We also understand that parents have serious concerns about safety and supervision.

We deliver full value. We are not-for-profit and among the first major institutes to cancel charges for copying collaboratively produced reading materials. There are no lab fees, no hidden fees, no hidden production costs. Most of the best debaters today got started at Iowa and return each summer for their high school career. Our Lincoln-Douglas participants dominate round robins and tournaments.

PATRICIA BAILEY
MARILEE DUKES, Co-directors, Lincoln-Douglas Debate

Ms. Bailey and Ms. Dukes are recognized for excellence in and out of the classroom. At Iowa, they have built what many regard as the "only summer program" for Lincoln-Douglas debaters. Their standards, expectations and performance are nothing short of remarkable, and they demand and get the best from their very able staff. Their curriculum is organized, thorough and challenging to the very best students. They have found the right mix of theory and practice, and your after year, students come back for more.

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ing by implementing international limits on carbon dioxide emissions. Opponents of the treaty in the United States argue that 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 multiplicatively 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 feet-flogging on this or that issue (as specified in the inherey) is currently galvanizing other nations into broader action. The plan takes a very symbolic unilateral action able only to a solve a very 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 that meets the eye, since negative teams will be able to read dozens of pieces of evidence casting doubts 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 weaves 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 explicit trade barriers, no different than prohibitive tariffs (if not in the import tax) or domestic subsidies that rig the playing 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 subtle 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 will produce the greatest economic gain for all nations, keeping the kind of destructive crises that arguably led to the Depression of the late 1920s and the decade of the 30s. Pro-trade framewor explicitly acknowledges the need for environmental exception. That is, the WTO system (present in theory but in practice) realizes that some vital 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 spur 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, 2004).

2. E.B. Weiss, "Intergenerational Equity: Toward an International Legal Framework," in M. Chostak and D. Stoll, Environmental Challenges and International Response (Cambridge, Mass.: MIT Press, 1993). One of the most surveys of all this in a broader philosophical context, which updates these ideas through the Enlightenment, is Keith Thomas’s 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 is to take just two examples, defend the religious as pre-environmental, since the Judeo-Christian Scriptures can be read as advocating on issue of stewardship and responsibility for God’s creation. Additional evidence for this perspective is often advanced from the perspective of self-identified Christians in the environmental and social justice movements.


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 rejected 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.


9. Deep ecology is lately debated, and a rich literature provides much evidence for both sides. Among the most widely cited anthologies reviewing this controversy is George Sessions (ed.), Deep Ecology for the 21st Century: Readings on the Philosophy and Practice of the New Environmentalism (Boston: South End, 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
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.


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


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


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.

To order an NFL Cap, refer to the "NFL Store"

www.nflonline.org
H2-Introduction

This year, there are a large number of critiques 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 critique 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 critiques. Each is 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 (1994a) 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. 20).

Biocentrism. Biocentrists argue that our behavior toward the environment should only be evaluated on how it affects 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 this 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 decision-making 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 (informed by contingent history and society... 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 (1986) 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 the better the world of toxic waste dumps and ugly highways 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 to make it impossible to acknowledge the social causes and consequences of our acts. The question for environmental theory is "what does nature require?" or 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 pointing 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 "core" environmental philosophies just discussed. Social Ecology is an anthropocentric philosophy that argues that we must fundamentally 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 we prioritize human concerns we will never solve social problems. Ecocentrism 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. Ecopyschology 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 criticizes 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 misjudge the source 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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idence that traditional approaches undermine less hierarchical approaches that the negative should read, there is also very good evidence from the negative's authors that we should support practical measures in the interim even if these 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.

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 need a deeper understanding about humanity’s relationship with nature. Instead of a more anthropocentric approach that assumes that humans are unique, we need to recognize 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’s 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 approaches, 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 embrace 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 form the negative’s authors that we should support practical 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 genetic. 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/environment. Ecofeminism was originally a French project. Simon de Beauvoir argues in 1952 that in the logic of patriarchy both women and nature appear as other. In 1974, Françoise 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 win 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 able to solve the environmental crisis. They should suggest an alternative along the lines of “rejecting patriarchy” to solve.

H2-Defeating the Kritik

Critics of Eco-feminism are similar to critics of most “feminist” positions. The best criticisms include:

Essentialism. Essentialism is the notion that feminist cri-
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, to 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 survives 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.

H2-Bibliography

H3-Journals

- CALL TO EARTH
- ENVIRONMENTAL ETHICS
- ETHICS AND THE ENVIRONMENT

H3-General

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H4-General

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Two Week Session: This two week policy debate program offers intensive instruction for students of all levels of experience and skill. Students will receive topic and theory lectures, numerous critiqued debates with rebuttal reworks, small group seminars, and access to the best evidence researched at other NFC camps. Strictly limited lab size ensures personal attention from an elite staff who have been carefully selected for both their knowledge of debate and their multiple years of experience as lab leaders.

One Week Program: This special CNDI program is designed to be a shortened version of the regular CNDI curriculum. The lab features in-depth topic analysis, extensive explorations of debate theory, affirmative and negative argument construction, practice rounds, seminars, and lectures. This lab will give participants a strategic perspective on researching the topic as well as the theoretical clout to put it all into action.

Faculty: The CNDI is directed by Robert Thomas. Robert has coached successful teams at both the high school and college level, and has taught or directed over 40 summer institutes. He is currently the NDT coach at Stanford University. Other initially confirmed staff include Dave Arnett of UC Berkeley, Sarah Holbrook of West Georgia, Beth Schueler of Whitman College, Reid Shannon of UC Berkeley, Gaurav Reddy of UC Berkeley, Jen Johnson of BAUD, and Judy Butler, of Georgia State.
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 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.

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 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 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.

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.

I regularly see middle of the road judges get abused by both debaters and coaches. Every time these judges experience uncomfortable question periods where debaters essentially accuse them of being incompetent, we are teaching students that it is the burden of the listener to be persuaded and not the speaker to persuade. I am especially horrified to see coaches yelling at judges.
What a terrible example! Students should accept losses gracefully and use the bullet 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 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-versed 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.rafting 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 off, 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 would I 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 high school squads 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 Heidel 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.)

(H4-General)

(H3-Ecopsychology)

(H4-Journals)
JOURNAL OF ENVIRONMENTAL PSYCHOLOGY
29th Annual Samford University Summer Forensics Institute

Lincoln-Douglas Debate Division: Samford is so committed to Lincoln-Douglas debate that it hosted the nation's first Lincoln-Douglas workshop. The program is designed for students who are entering into debate or transitioning to the varsity level. In addition to providing a primer on the fundamentals of moral philosophy, the L-D Institute also seeks to develop fundamental skills such as flowing, briefing and casing. The Lincoln-Douglas workshop is directed by national champion coach Pat Bailey (Homewood H.S., AL).

Policy Debate Division: The SSFI Policy debate program is designed for students in their first few years of debate. Many of the nation's largest programs start their students at Samford. At the end of the institute, each student will have participated in writing a case, a disadvantage, a critique, and taken part in at least eight practice debates. For students beyond their first year of debate, the curriculum focuses on research and negative strategies. First year students focus on learning how to flow and the fundamentals of debate. Policy debate labs are directed by professional coaches, including: Michael Janas, Ph.D., Ben Coulter, MA, Ben Osborne, MA and Ryan Galloway, Ph.D.

Teacher's Institute: Designed for new teachers or those that find themselves in charge of a program for the first time. Skip Coulter (Mountain Brook Jr. H.S.) will conduct a workshop on the basics of debate coaching. We can help orient you to the bewildering world of high school forensics. We will help strengthen your confidence as you enter the forensics classroom for the first time. The cost of the Teacher's Institute is $200.00.

Cost: $950.00 plus $50.00 deposit for student divisions. This includes all room, board, tuition and group copying fees. Housing is in air conditioned, double-occupancy Samford dormitories. Classes are held on the Samford campus and dining is in the Samford cafeteria. There are no additional lab fees. Dormitories will be directed by William Tate (Montgomery Bell Academy, TN). Financial aid is available for students with demonstrated need.

For more information:

Michael Janas, Ph.D.
Director of Debate
Samford University
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LEARN WHAT NOT TO DO!

As stated in Part One of this series treating oratorical clarity (See Rostro, 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-

sumes from his teaching and teaching 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 sincerity of thought and even make them angry because they have been deceived.

A clear explanation of lip service comes from W. Ward Fears 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 hardly 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 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; but 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, 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 depress 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 interest. 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,” Muna Charen, a columnist for Creators Syndicate, said that “the spirit of the ‘60s — small-minded, Third-World worshipping, standards-leaching — 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 Taiaka, Esteban and Minh, who offer thoughts on life, environment and such. But equations don’t show up until page 165.

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 enemies to do us even more catastrophic damage if they get 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 demonized and terrified. Restaurants and shops are nearly empty. And those 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 Scriver Howard News Service, cited in The Oshkosh Northwestern, of August 5, 1997.

FBI PROBE 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 Laif 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.

Israel and Palestinian officials say they are on closer to discovering who carried out the Jerusalem bombing. The bombers died in the attack.


Orators must employ evidence that is also accurate. In The Osboksh Northwestern of March 10, 2012, Mouni Chareza 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 maintain their people in Hitlerian anti-Semitism and anti-Americanism? Further, why—when Ehud Barak offered just such a state, at 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 in so-called “occupied territory,” why did Barak’s office not form the basis for further talks?

- The Palestinians are said to be suffering 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...
4TH ANNUAL HARKER INVITATIONAL:

On Saturday, September 27 and Sunday, September 28, Harker High School will host the 4th Annual Harker Invitational - a national debate tournament that offers Varsity and Junior Varsity Lincoln-Douglas and Varsity and Junior Varsity Policy divisions. We will also offer one division of Parliamentary Debate. This year's topic area for Parliamentary Debate will be Mother Goose Nursery Rhymes.

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Once again, we look forward to seeing you on the West Coast this fall – we will do everything we can to accommodate you and your students.
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 damned car; I knew some-
thing 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 "it 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 insufficient to produce the alleged effect. In other words, a caus-
Al 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 or-
ators.

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 unemploy-
ment resulting from factories which stopped making war goods
would lead to economic disaster in the United States. However,
these people failed to consider such intervening factors as short-
ages of consumer goods created during the war, other countries'
extreme demands for United States goods, an expanding popu-
lation and their needs, and the Marshall Plan and Point Four Pro-
gram. 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
- after all
- again
- and so
- and thus
- another
- as a result
- as has been stated
- as I have said
- as you see
- at any rate
- at first glance
- at least
- at the same time
- because
- besides
- but
- by contrast
- consequently
- contrary to
- finally
- first

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, profundity, cloudy imagery, vague pro-
ouns, 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 cau-
tious when employing euphemism, slang, stock talk, foreignism; col-
loquialism, evidence of authority, causal relation, and transition.

(Edward G. Manniehach, the nation's foremost authority on oratory,
direct debate and forensics at Ripon College for nine years, and
for the past twenty-five years he has taught English at St.
Mary Central High School in Neenah (WI).)

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The more affordable counterpart to the Regent program, Scholastics will work with Regents during their week on campus. When they leave they receive all evidence compiled by all Scholastics and Regents up to the point of their departure.
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Wisconsin State Champions; Nov. JV, Varsity Champions of Harvard, East Grand Rapids, Mt Elimination Rounds at NFL Nationals; CFL Nationals; TOC, KY; Glenbrooks, IL; Iowa Caucus; New Trier, IL; Greenhill, TX; Emory, GA; and many more!

Our 2003 Faculty Tentatively Includes:
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Doug Roubidoux, Univ. of Wisconsin-Oshkosh
Kevin Thorp, Marquette Univ. High School
Alex Ittman, Marquette University

Jessie Wacht, Madison West High School
David Jacobus, Forham University
Tim Dale, Notre Dame University
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MUDI prides itself on its open educational philosophy. Every participant has access to all faculty members and each participant leaves with a complete set of evidence from all labs. We never exceed the 6:1 lab ratio and provide excellent dorm supervision.

For information contact:
Marquette University College of Communication at 414 288-5500 or
Alex Ittman, Director of Debate at debate@marquette.edu or
Visit www.summerdebate.com/mudi
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 officials 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 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 ballots 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 5 1/2 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 gives 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 the 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 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 balloting 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 either method determines the first place person first and works with the premise that the first place winner is determined no one is ranked until which time they receive a majority vote of all voters in that assembly. The big difference is that a preferential ballot could potentially replace 28 individual ballots if a single balloting process was utilized for ranking of 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 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").

(Chesbrough continued from page 35)


(David W. Chesbrough 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
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A Summer Debate Institute
- Work with great lab leaders and America's finest faculty
- Learn the topic and debate theory
- Learn online at your convenience from June 1 - August 15
- Extremely Affordable!!
  - Online $299 or LD (Face only) $199

A Comprehensive Classroom Resource
- Summer camp participants can use the program in which they participate as an online textbook for their own students.
- Program includes self-grading quizzes and assignments for each appropriate unit.
- Online text access for only $25 per student!

Summer School or Professional Development
- High School Seniors can earn 5 optional credits through Marquette University ($750 fee)
- Teachers participating in the institute can earn three optional continuing education units through Marquette University ($1000 fee)
- Teachers can learn to teach the program as an online course to their own students during the school year!

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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:**

|----------|----------|----------|----------|

The above Preferential Ballot:

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The totals of the first place votes indicate that Brown has a plurality for this round of balloting.

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<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

XXX This person is eliminated from consideration for 1st place due to receiving the lowest first place votes in this first round of balloting.

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<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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 vote 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 method. 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 is 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 is greater 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. 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's ballot is to be used only in the tie breaking process.)
7. The candidate that receives a majority vote of the total ballots counted at any time shall be declared the winner.
8. This method only determines the first place. Simply labeling those who drop off as 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 plannings.
2nd Distribution of Ballots:

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<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Brown</td>
<td>Smith</td>
</tr>
<tr>
<td>1.</td>
<td>Brown</td>
<td>Smith</td>
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<tr>
<td>1.</td>
<td>Brown</td>
<td>Smith</td>
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<tr>
<td>2.</td>
<td>Smith</td>
<td>Brown</td>
</tr>
<tr>
<td>3.</td>
<td>Wells</td>
<td>Jones</td>
</tr>
<tr>
<td>4.</td>
<td>Jones</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
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<th>#1</th>
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<tbody>
<tr>
<td>Brown</td>
<td>4</td>
</tr>
<tr>
<td>Smith</td>
<td>3</td>
</tr>
<tr>
<td>Wells</td>
<td>2</td>
</tr>
<tr>
<td>Jones</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>12</td>
</tr>
</tbody>
</table>

3rd Distribution of Ballots:

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Brown</td>
<td>Jones</td>
</tr>
<tr>
<td>1.</td>
<td>Brown</td>
<td>Jones</td>
</tr>
<tr>
<td>1.</td>
<td>Brown</td>
<td>Jones</td>
</tr>
<tr>
<td>1.</td>
<td>Jones</td>
<td>Smith</td>
</tr>
<tr>
<td>2.</td>
<td>Jones</td>
<td>Wells</td>
</tr>
<tr>
<td>3.</td>
<td>Jones</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Brown</td>
<td></td>
</tr>
</tbody>
</table>

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 Smith 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:

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
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<tbody>
<tr>
<td>Brown</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Smith</td>
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<td>3</td>
</tr>
<tr>
<td>Wells</td>
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<td>XXX</td>
</tr>
<tr>
<td>Jones</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

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.

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).
The 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.

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

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

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

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

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 Well's 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.
NJFL is Growing!

All states who are participating in the NJFL program
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 friends. To support that vision, each student was given a schedule with space on the back for notes, addresses, or autographs. They were encouraged from the beginning to meet at least one new friend. A group picture was taken for posterity of all the contestants. The National Junior Forensic League came together for the very first time!

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 roles, but overall the meet ran smoothly. The third national meet in Oklahoma has me so concerned that I feel 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.

Having worked in the tax 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 applauded 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 up 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 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 wanted to know how 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!

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 forensics 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
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 their 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 the 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 years 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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The National Summer Institute in Forensics and the University of Iowa invite you to visit our web site. All information and application material is available in pdf format. Credit card payments accepted exclusively on our web site. No credit card payments accepted by mail.

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

Beginning March 3rd, you may register on our secure website at:

www.iowadebate.com
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 the opportunity to become a speaker or actor. Their parents are so proud of their efforts," reports Speech/Performing Arts coach, Mrs. Pat Craig.

The CRSL, awards trophies, medals, and certificates to the top 10 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 Judges...Don't bother me...I'm speaking". They selected to have the club's 'spirit bee' on the back for good luck.

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 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 Pete S'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 Night. 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 Mackey, 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 Mackey and Ian Pollack playing Mr. and Mrs. Van Dan discussing Mrs. Van Dan's fur coat.
The local chapter of AAUW invited Monte Vista Speech Kids to act the pants of young girls who have added to their history. Stephanie Zimmerman and Carly Dorr portrayed Mary Redmond, a Revolutionary War spy. Holly Harris 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 Burke Speech Contest.

Total Chapter Membership: 20, Chapter President: Carl Oser, Chapter Advisor: Karen Kenyon.

**Accomplishments:** At the Margie Burke 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.
Callloun Middle School, GA

Summary: Although there is a strong tradition of high school debate in the small north Georgia town of Callloun, 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 Callloun Middle School's first year 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 Callloun 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 debaters 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."
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 Team

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 FBD 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."

St. Jude Catholic School, IN

**Summary:** With a busy calendar of speech events, many of the St. Jude speech students competed as a group or in individual events. Four of the speech students competed in the Optimist Oratorical Speech Contest on February 14, 2003. Paul Corsino finished 1st, Emily Buckley, 2nd, Lizzy Dusells, 3rd, andider Kowak, Honorable Mention. Paul Corsino 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 Gene Maguire took 3rd in Dramatics.

**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, Extemporaneous, 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 team won state’s first round in recent years. The team encouraged and helped new team members to come onboard. In this school year, the team will become NJFL members with this school year. More and more middle schools in the area are seeing an interest in forming a speech team. "It is a sport that offers a platform for the students to experience the NJFL members' potential."

Boones Creek Middle School, KY

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

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

**Details/Comments:** The Boones Creek Middle School has NJFL members, Susan Dunham, Jolene Stallard, Austin Stone, Jeff Kidd, Brittany Harris, Rebecca Brumit, Amanda Lutrell, and Dan Oswald. The team advisor is Judy Markwood.

(Received May 28, 2002)

Academy Middle School, MA

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

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

- Nashoba Brooks, placed first place receiving the Sweepstakes Award; December 8, Youth Speaks tournament at Sacred Heart School; receiving the Sweepstakes Award; February 5, Pike School, placing first overall receiving the Sweepstakes 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 Karnetski, Greg Chase & Henry Hayes-Wyke, Chapter Advisors, Deborah Simon and Jenny 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, Midis Days 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 notice 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, 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 that team.

**Details/Comments:** A strong affiliation with the high school team at Shrewsbury High School continues. Team liaison, Yanyun 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. Munos.

(Received June 20, 2002)

Republic Middle School, MO

**Summary:** The Republic Middle School team attended five contests and received four Sweepstakes 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 forensics team, John Griffin Middle School students have had a busy year. In addition to their daily live news broadcasts, 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.
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 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.
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 Jr. 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-Newsbury who also coaches the THS team.

Pictured in the photo below (top row, left to right): Lyndsay Selt, Andrea Kuntz, Danielle Lamphere, and Daniel Blackman. The next row is Mar Eason, Alisha Blackman, Rachel McNeal. Third row is Wendy Montonya, Michael Joyce, Jolinda Hacht, and Kimberly Clark. Kastly Benjamin, Nicole Demers, and Cory McMahon.

Towanda Area Middle School Students

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 Brisol High School Tournament where they earned numerous medals.

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

(Received: December 9, 2002)

Towanda Area Middle School, PA

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

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

Goodpasture Junior High, TN

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

Accomplishments: The Goodpasture Junior High 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, 3. Chapter Advisor, Cathy Randall.
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, Remera Middle School, Shetlin 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 Poitier. Chapter Advisor: Dan Morrow.

(Received June 10, 2002)

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by Ngaire E. Genge; Paperback, Apr. 2000

**Complete Idiot's Guide to Urban Legends**  
by Brandon Toropov; Paperback

**The Cost of Deception: The Seduction of Modern Myths and Urban Legends**  
by John A. Williams; Paperback, Apr. 2001

**Cursers! Broiled Again!: The Hottest Urban Legends Going**  
by Jan Harold Brunvand; Paperback, Sept. 1990

**The Choking Doberman: And Other "New" Urban Legends**  
by Jan Harold Brunvand; Paperback, Nov. 1986

**Death By Drama and Other Medieval Urban Legends**  
by Jody Ender, University of Chicago Press; Hardcover, Nov. 2002

**The Completely and Totally True Book of Urban Legends**  
by Ann Fiery, Mark Uliksen; Paperback, Aug. 2001

**Urban Legends: The Truth Behind All Those Deliciously Entertaining Myths That Are Absolutely, Positively, 100% Not True**  
by Richard Roepen; 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 means you will avoid the city's sometimes heavy traffic, since our hotels are only blocks from campus.
- **The NFL has negoated 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.**
- **Participate in the Summit Student Congress and compete in a separate conference space at the Holiday Inn and the Hilton Hotel.** Congress participants should consider staying at one of those properties. The Hyatt Hotel is also hosting Thursday evening and 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, there are many interesting and educational events worth seeing.

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!

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**Summary Information Regarding Hotels Under Contract for the Georgia Nationals**

<table>
<thead>
<tr>
<th>HOTEL NAME</th>
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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 extemporaneous delivery. 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.
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 Ghalil.

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 • bodonnel@liberty.edu
# Rental Car Summary

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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 6801055. 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.

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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.watkins@bchs.scsd.org

**Local Host / Tournament Liaison**

Dr. David Chexter  
Department of Communication / One Park Place  
Georgia State University, Atlanta GA  
404/961-2621 • jordnmgr@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, intrinseness, 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 soleley at the discretion of the program directors.

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 (117 Park Ave 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.accessatlanta.com and in the living section of the Atlanta Journal Constitution.

Welcome to the 2003 Georgia Nationals!

Georgia Peach & Mountain NFL Districts
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

- Personal attention that only an “extemp-specialty camp” can provide
- Instruction geared from beginner to advanced
- Individual critiqued rounds daily
- High caliber, friendly instructors
- In-depth Extemp Theory and Style lectures designed to develop proper habits
- Computer-aided cutting and filing to maximize efficiency
- Topic area lectures designed to give you the background you need
- 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 conventioneers. 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."

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**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 1866, 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.

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*Welcome to the 2003 Georgia Nationals!*

*Georgia Peach & Mountain NFL Districts*
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

The Lincoln Financial Group /NFL National Speech Tournament

Georgia State University
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.

Château 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.
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 nighttime 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.

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 1858 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...
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 sky lift, 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 APAX 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 Bremen Jewish Heritage Museum. Sponsored by the Atlanta Jewish Federation, and the largest Jewish museum in the Southeast, the Bremen 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 Kudzu 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.
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 instructions 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. Regents 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 SNFI Regents@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 Ososky, 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.

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**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
Kastin Miller

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

CALIFORNIA
Arroyo Grande HS
Michael Dorsi
Bellarmine College Prep.
Vikram S. Gowish
Brentwood School
James Rapone
Claremont HS
Olad Barkan
Cleveland HS
Andrew Brauer
Josh Braver
Nick Dies
Cypress HS
Wendy J. Gu
Ray Ibarra
Fontana HS
Hillery 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
Jaspree S. Dosanjh
Ashley F. Hobbs
Melissa R. Loeffler
Redlands HS
Sachin Doddiah
Paysa Saab
The Harker School
Alexandru Bittin

Mullen HS
Ben Eichorst
Nathan Hale
Rocky Mountain HS
Zach Krah
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 Mill HS
David Ballard

IDAHO
Snake River HS
Rebecca Thilo
Nathanial Wright

ILLINOIS
Belleville Twp. HS East
Patrick Hoerrer
St. Charles East HS
Justin Swagler

INDIANA
Ft. Wayne Snider HS
Aruna Kumaran
Kobi Libbi
Logansport HS
Brian Dunkel
Monster HS
Deepam Rustia
Leonard S. Weiss
Adam Wesolowski
Penn HS
Khali Abugharbieh
Plymouth HS
Adam Gifford
Devon Kindt
David Phillips

KANSAS
Buhler HS
Scot Rose
Chaparral HS
Jaclyn Arnet

IOWA
Fort Dodge Sr. High
Yi Li

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

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 Hursi
Marshall HS
Megan J. Kennedy
Monett HS
Jackie Graves
Ozark HS
Malcolm Gordon
Park Hill HS
Justin Barclay
Pattowville HS
Michael Schwade
Greg Hobson
Savannah HS
Nick Beydler
Josh Blanchard
Michael Kozinski
Tyler J. Scott
Elizabeth Thorne
Smith Cotton HS
Nathan J. Smith

NORTH CAROLINA
Providence Sr. HS
Christopher J. Dickson
Larry Shaheen

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

NEW MEXICO
Farming HS
Clint Doughty

NEW YORK
Christian Brothers Academy
Kelly L. Bayne
John T. Papini

OHIO
Austintown-Fitch HS
Amy M. Reynolds
Carrollton HS
Bethany Frew
Copley HS
Lyndseey 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 Gabrielle
Kristy Oyer
Desiree Weber
Youngstown-Boardman HS
Pat Alexander
Mark Beatty
Chad Fernberg
Ashley Senary
Ashley Ulrich

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

KNebraska
Lincoln East HS
Mandi Irions
Omaha-Mercy HS
Jessica A. Brown
Omaha Central HS
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 Scalfani
The Meadows School
Erin Moore
Jamie Thalgott

COLORADO
Canon City HS
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Delta HS
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St. Charles East HS
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Deepam Rustia
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Adam Gifford
Devon Kindt
David Phillips

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Yi Li

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Leland H. Jones

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Blue Springs South HS
Lindsey Morehead
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Bryce Wagner III
Marquette HS
Neal Ross
Jasmine Worsham
Cara Hursi
Marshall HS
Megan J. Kennedy
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Jackie Graves
Ozark HS
Malcolm Gordon
Park Hill HS
Justin Barclay
Pattowville HS
Michael Schwade
Greg Hobson
Savannah HS
Nick Beydler
Josh Blanchard
Michael Kozinski
Tyler J. Scott
Elizabeth Thorne
Smith Cotton HS
Nathan J. Smith

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Joseph Anzalone
Scott Grossman
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Tanya Sehgal

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Kelly L. Bayne
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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 Gabrielle
Kristy Oyer
Desiree Weber
Youngstown-Boardman HS
Pat Alexander
Mark Beatty
Chad Fernberg
Ashley Senary
Ashley Ulrich
**ACADEMIC ALL AMERICANS**  
*(through April 2, 2003)*

**OKLAHOMA**  
Alva HS  
Grant Bowen  
Katy Jungman  

Bartlesville HS  
Brian Barnes  
Jeremy Grace  
Zackary Shpley  

Bishop Kelly HS  
Conor Cleary  
Rob Goins  

Dickson HS  
Blake Lynch  
Edmond North HS  
Jessica Marlin  

Jenks HS  
Ravi Sharma  
Norman HS  
Nicholas R. Lenkus  
Sarah Weiss  

Norman North HS  
Caillen 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  

**TEXAS**  
Arlington HS  
Ashley Rye  
Aldine HS  
Dorothy Phan  
Amarillo-Tascosa HS  
Meggie Rutherford  

Blanco HS  
Jessica McElhanen  
Cy-Creek HS  
Colin Jennings  

Foster HS  
Zach Dietter  
Frenship HS  
Patrick S. Walker  
Grapevine HS  
Vasanth Elavarasan  

Oriji Ghoshal  
Harlingen South HS  
Patrick McMillan  
L. V. Hightower HS  
Katherine A. Cernocky  
Aditi J. Chokshi  
Christina M. Tyok  

Lamar Consolidated HS  
Jennifer Pollock  
Lindale HS  
Cassi L. Wilbur  

Pleasanton HS  
Vivek Amin  
Kent Chao  
Allison Ellerbee  
Son Hong  
Scott Kelber  
Teressa Lo  
Anthony Ricciardelli  
Emily Wang  

Ronald Reagan HS  
Derek Remund  
San Antonio-MacArthur HS  
Matthew C. Acosta  
San Marcos HS  
Lani Ogle  

Washingon  
Lake City HS  
Rebecca Thilo  
University HS  
Lydia Eberly  

**WISCONSIN**  
Milwaukee-Rajah King HS  
Jason Ledger  

**WYOMING**  
Buffalo HS  
Ros 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 Urbig  

**NFL HONOR AWARDS**

**Honor Cords (Twined/Untwined)**  
Where allowed, these silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify the graduate has earned NFL membership. Silver is the color of the student key and Ruby the color of NFL’s highest degrees. New silver and ruby cords will not conflict with the cord colors of the National Honor Society.

**Chenille Letters**  
Letter sweaters and jackets will never be the same! New silver and ruby NFL “letters” available in varsity (6”) and J.V. (3”) sizes. Show the jocks in your school that NFL scores!

**Order form**

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<th>Quantity</th>
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**Total Order**  
Shipping/Handling (entire order)  
+ 6.00  
Total Cost

**Quantity | Item                  | Price | Amount |
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Total Order  
Shipping/Handling (entire order)  
+ 6.00  
Total Cost

**Ship to:**

Name __________________________
School __________________________
Address __________________________
City, State, Zip+4 __________________________
Email __________________________

**Send form to:**
National Forensic League  
125 Watson St  
P O Box 38  
Ripon, WI 54971-0038  
Phone: 920-748-6206  
Fax: 920-748-9478  
nflsales@centurytel.net
QUAD RUBY STUDENTS
(from August 1, 2002 through April 2, 2003)

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

CALIFORNIA
Bellarmine College Prep
Abe Epperson
Brentwood School
James Rapone
Central Catholic HS
Ashley Paraiso
Claremont HS
Allison Westfall
Daniel Ambord
Emmett Roppett HS
Alysia Reid
Footill HS
Alc Newman
Gabriela HS
Colleen Onuma
Jonathan Ma
Jonathan Yu
Kaseana Vargas
Sheryl Hoang
Thomas Bayles
Granite Bay HS
Alex Tcholakov
William Kolkey
Homestead HS
Gabriel Rocklin
James Logan HS
Aman Grewal
Puja Bhalla
Johansen HS
Richard Ludwig
La Costa Canyon HS
Patrick Wen
La Reina HS
Jacki Chou
Loyola HS
Bryan Rivera
Miramar HS
Chad A. Files
Modesto Bayer HS
Liran Goldman
Monta Vista HS
Albert Fang
Anur Chandra
Mountain View St Francis HS
Aditya Nagarajan
Rainco Bernardo HS
Sumeet Jain
Redlands HS
Andrew R. Wilson
Avery Drost
San Diego HS
Matt Faust
Stockton St Mary’s HS
Ikeegu Imo
Sarabna Forte
Yucapa HS
Julia Alvido
Nastassija Gutierrez

COLORADO
Canon City HS
Kim A. Schlesinger
Central of Grand Junction HS
Clink Fix
Cherry Creek HS
Stacy Pepper
Columbine HS
Andrew Ground
Delta HS
Kyle Bixenmann
Dang HS
Nikki Brokemyer
Rebecca Borden
Eaglecrest HS
Ryan Terry
Golden HS
Tyler Warner
Longmont HS
Mark Seigman
Moffet County HS
Justin Hunsaker
Poudre HS
Brian Vanvelkenburg
Kyle Doyle
Pueblo Centennial HS
Anthony Giorlando
Ben Galde
Skyline HS
Kristen Dusenbery
Wheat Ridge HS
Brian R. Dowling
Shawn M. Cowling
Woodland Park HS
Christopher Parent

FLORIDA
Nova HS
Daren Haltner
Wellington HS
Amy Foster
Peter Moody
Shannon Munro

GEROGIA
Fayette County HS
Michael Pearden
Stan’s Mill HS
David Ballard

IDAHO
Blackfoot HS
Scottie Jensen
Madison HS
Chelsi Sutton
Josh Taylor

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

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

LOUISIANA
Belton HS
Matthew LaCaze
Lafayette HS
Charles J. Gower
Hessam Parsvand

MASSACHUSETTS
Shrewsbury HS
Dan Chappar

MINNESOTA
Benilde St Margaret’s School
Katie Moglny
Bloomington Jefferson HS
Jessica Pfeiffer
Brainerd HS
Kristin L. Dunham
Edina HS
Eric Fish
Independence HS
Rishi V. Parum
Grand Rapid HS
Jenni Heiser
Highland Park HS
Dora Stemberger

MISSOURI
Belton HS
Candice R. Beasley
Heather Ratterree
Lindsay Bogar
Matt Cessna
Megan Magana

MISSISSIPPI
Brookhaven HS
Brandon Russell
Hernando HS
Kevin Phillips
QUAD RUBY STUDENTS
(from August 1, 2002 through April 2, 2003)

Jackson Academy
Ford Filipinus
Murrah HS
Amie Wilson
River HS
Kevin Phillips
R H Watkins HS
Phillip Higginsbotham

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 Miyanoto
Jake Vervilla
Sajid Zaidi
Trevor Magel
Red River HS
Patrick D. Jones
Richardson Taylor HS
Leanna Marcusen
Richland HS
Jakob E. Migler

NEBRASKA
Hastings Scarab HS
Lyndsay Kirk

NEW JERSEY
Arthur L. Johnson HS
Victor Brococoli
Montville HS
Kevin P. Mulligan
Ridge HS
Shilpa Joshi

NEW MEXICO
Albuquerque Academy
Patrick Adler
Taco HS
Katharina Hohnholt
Max V. Moulton

NEVADA
Clark HS
Dylan Cicilliano
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
St. Rose HS
Daniel Hemel

OHIO
Carrollton HS
Bethany Frew

Gillum Academy
Brandon Cox
Youngstown Boardman HS
Ashley Senary
Stephanie Gent

OKLAHOMA
Alva HS
David Lohmann
Barstowville HS
Casey K. Culver
Bishop Kelley HS
Jon Reune
Cicero Hall Prep
David Kucinski
Kris Jenner
Dear Creek HS
J. A. Heaton
Dickson HS
Blake Lynch
Jenks HS
Ravi Sharma
Muldrow HS
Robert K. Alderson
Norman HS North
Collin Ryan
Elisabeth Reed

OREGON
Eagle Point HS
Sarah Thorne
Portland Lincoln HS
Emily Forsyth
Roseburg HS
Amy L. Higdon
Elliott A. Silt
Jaime L. Schmucker
Jessica J. Young
Oliveron HS
Kyle Vordenstrasse
Washougal HS
Vivian Wang

PENNSYLVANIA
Baldohn HS
Jennifer E. Cercone
Belle Vernon Area HS
Dawn Rubbuck
Kristie Rygel
Bethel Park HS
Joanna Armstrong
Greater Latrobe HS
Andrea Irwin
Michelle Coder
Greensburg Salem HS
Quindelyn Cook
La Salle College HS
Clayton Keir
Nicholas Covinus
Pennsbury HS
Bob Costa
Doug Platzi
Truman HS
Diana Tkacs
Guy Risik

TENNESSEE
Brentwood HS
Anu Mathew
Zachary Craft
Dickson County HS
Blake W. Jones
Hambell HS West
Kim Miller

TEXAS
Athlone HS
Josh Massigin
Marcy Martinez
Aflco Taylor HS
Harsem Hasan
Amarillo HS
Chuck Bivas
Amarillo Tascosa HS
Cars Van Mater
Bay City HS
Jessica Gibson
Sarah Rodriguez
Carroll HS
Jeffrey M. Geels
Clements HS
Ursov Mathur
Cy Fair HS
Katherine Leffert
Cypress Falls HS
Ishaih Broussard
Deer Park HS
David Adams
Dripping Springs HS
Courtney A. Fowlkes
El Paso Cathedral HS
Matt Armandart
Florence HS
Jill Collum
Foster HS
Zach Diebert
Franklin HS
Erin Wyatt
G C Scarborough HS
Sarah Smith
Gregory Portland HS
Travis A. Shaffer
Houston Jaurs HS
Puneet Shah
Humble HS
Daniel Menezes
Jersey Village HS
Christina Lopez
Gabriel Rodriguez
Kyle Buckley
My Trieu
Wendy Torres
Kingwood HS
Karl D. Wohlschlegel
Lamar Consolidated HS
Jason Steamer
Lennieville HS
Peter Neisbitt
Spearfish HS
Tim Manning
Vermillion HS
Elen Kennedy
Shaan Reido
Watertown HS
Aaron Geier
B. J. Creier
Bill A. Anderson
Brian J. Gough
Jenna Krause
Joe Dyke
Matt T. Marquardt

UTAH
Beaver HS
Kelli Lessing
Jordan HS
Brandon Lawler
Salt Lake City Skyline HS
Oliver Yet
Sugarview HS
Erin Purdil
Melissa Yardley
Taylorville HS
Jason Ferro

WISCONSIN
Appleton East HS
Kathina Mccann
Appleton West HS
Brandon Hahn
David Watson
Waupaca HS
Aar Fenton
Waupaca HS
Ry Forsyth

WYOMING
Casper Kelly Walsh HS
Beth Forslund
Cheyenne Central HS
Drew Bowman
Muffy J. Bux
Rebecca E. Box
Steven M. Lucero
Cheyenne East HS
Joshua Schmerm
Rosemary Powers
William Jenson
Evanston HS
Joe Bussey
Jackson Hole HS
Michael C. Stockhouse
Lander Valley HS
Jordan Peck
Rawlins HS
Jesse Mancis
Rebekah Smith
Shenandoah HS
Brandon Halseide
Brian Szymon
Star Valley HS
Leslie Jones
Worland HS
Quincy Stott

WASHINGTON
Auburn Sr HS
Tanya Horlick
Cheney HS
Lauren Hallett

VIRGINIA
Randolph Macon Academy
Emmett Snyder
Rebecca Jackson

WASHINGTON
Auburn Sr HS
Tanya Horlick
Cheney HS
Lauren Hallett
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. Site seeing 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 advanced research and discussion on the NFL topics covered at the Lincoln-Douglas camp. Additional sightseeing trips around Northern Italy will also be planned.

Session Director: Nina Watkins, IDEA
(212) 548-0185 - Email: nwatkins@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 Wording Committee for five years. As a consultant with the Open Society Institute, he has taught speech & debate seminars in over fifteen countries – from Haiti to Uzbekistan.

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 Dijaksi dom Ivana Cankakarja 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.silk.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
William Driscoll and Joseph Zompatti  
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 G. Snider and Maxwell Schnurr  
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 Debatesbook: A Must-Have Guide for Successful Debate  
By the Editors of DEBATEBASE  
An invaluable resource for debaters, this book provides background, arguments and supporting points 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; selected citations; 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)  

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 Bahn (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)  

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.

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.

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!

Additional Information:
Ms. Carla L. Brown, Director
Midwest Debate Institute
PO Box 347
Independence, MO 64050
Phone (816) 350-9277
Fax (816) 350-9377
<table>
<thead>
<tr>
<th>Location</th>
<th>Participants</th>
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<tbody>
<tr>
<td>Monticello</td>
<td>Arminy Christiansen and Connor Jacobs, Missoula</td>
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<td>Cumberland</td>
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<td>Vail</td>
<td>Vanessa Polansky and Emma Tufts, Bozeman</td>
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<td>Henderson</td>
<td>Amanda Hudson and Jeff Wilson, Helena</td>
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<td>Newport</td>
<td>Emily Christiansen and Andy Mitchell, Bozeman</td>
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<td>Pinedale</td>
<td>DJO - David Ginn and Aaron Brown, Skyview</td>
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<td>Kaylee Lodge and Scott McCue, Missoula Southe</td>
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<td>GOC - Gill Vasho, Flathead County</td>
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<td>Chas Morley, Great Falls</td>
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<td>Kole French, Flathead County</td>
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<td>INLT EXTREM - Ryan Natty, Flathead County</td>
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<td>Gage Sorel, Bitterroot</td>
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<td>Dillon</td>
<td>Kaitlin Manning, Bozeman</td>
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<td>Miles City</td>
<td>Mike Sheehan, Bozeman</td>
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<td>St. Paul's</td>
<td>Scott McCue, Missoula Southe</td>
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<td>Nick Carlson, Great Falls - Russell</td>
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<td>Lila Raymond, Bozeman</td>
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<td>Vincent Luparel, Great Falls - Russell</td>
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<td>Malena Tryon, Great Falls</td>
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<td>Dayton</td>
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<td>Robinson</td>
<td>DJO - Ryan Durr and Kristen Lein, Brentwood Academy</td>
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<td>Pinedale</td>
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<td>INLT EXTREM - Scott Stewart, Collville</td>
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<td>Blake W. Jones, Dickson County</td>
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<td>DJO - Michael Nicholas, Pittsburgh Central Catholic</td>
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<td>Kenneth Standley, Pittsburgh Central Catholic</td>
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<td>Plaque - Mt. Lebanon Sr.</td>
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<td>Tuscaloosa</td>
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<td>Bradley Hutson, Collville</td>
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<td>HI - Cari Short, Nashville-Otawn</td>
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<td>Ryan Hubbard, Hamblin HS West</td>
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<td>DJO - Yash Choksi, Battle Ground Academy</td>
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<td>Spencer Patton, Montgomery Bell Academy</td>
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<td>North Coast</td>
<td>DJO - Lawrence Wissensen and Jila Furrin, Hawken School</td>
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<td>DJO - Damien Patrick and Peter C. Zwick, St. Edward</td>
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<td>Ravi Mehta and Joseph Brunante, St. Ignatius</td>
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<td>Anna Ramsch, Midpark</td>
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<td>USX - Megan Carey, Magnifico</td>
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<td>Kevin T. Huang, University School</td>
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<td>HIO - Tessa Suki, Orange</td>
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<td>Grace Overbeke, Orange</td>
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<td>HIO - Brandon Cox, Gilmour Academy</td>
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<td>Claire Ondrey, Gilmour Academy</td>
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<td>LD - Rob Wiesengard, Hawken School</td>
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<td>Sarah Beley, Hawken School</td>
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<td>DJO - Halyn Ziao and Alexander Heoi, West Lafayette</td>
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<td>DJO - Cole Horton and Brad Burkheit, Evansville Reitz</td>
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<td>USX - Alex Penn, Park Tudor School</td>
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<td>Kristian McKinney, Rossville</td>
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<td>DIO - Troy A. Benton, Kentwood</td>
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<td></td>
<td>Sarah L. Kiff, Eastlake</td>
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<td>USX - Simon Blank, Kentwood</td>
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<td>Andrew Hunziker, Kamiak</td>
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<tr>
<td>District Tournament Results</td>
<td>DJO - Joanna Armstrong, Bethal Park, Mt. Lebanon Sr.</td>
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<tr>
<td></td>
<td>Joy Freeman, Mt. Lebanon Sr.</td>
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<td>HI - Rosey Mooney, Mt. Lebanon Sr.</td>
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<td></td>
<td>Manoq Nair, Upper St. Clair</td>
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<td>LD - Michael Nicholas, Pittsburgh Central Catholic</td>
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<td></td>
<td>Kenneth Standley, Pittsburgh Central Catholic</td>
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<td></td>
<td>Plaque - Mt. Lebanon Sr.</td>
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<td>Trophy - North Allegheny</td>
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<tr>
<td>Oregon</td>
<td>DJO - Jessica Dulworth and Greg Mose, Maconaquah</td>
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<tr>
<td></td>
<td>Brittany Brown and Zach Watson, Indipla North Central</td>
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<td>USX - Elise Schrei, Carmel</td>
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<td></td>
<td>Tony Moore, Lawrence North</td>
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<td>INLT EXTREM - Alex Mgrum, Carmel</td>
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<td></td>
<td>Akeo Haasen, Indipla North Central</td>
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<tr>
<td></td>
<td>DIO - Anne Smith, Indipla North Central</td>
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<td>Plaque - Indipla North Central</td>
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<td>Trophy - Brebeuf Jesuit</td>
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<tr>
<td>Southern Illinois</td>
<td>DJO - Gal K. Schnitzer and Julia J. Resnick, Highland Park</td>
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<tr>
<td></td>
<td>USX - Matthew D. Fregisland, Jone Zering, Glenbrook North</td>
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<tr>
<td></td>
<td>Daniel C. O'Brien and Ravi S. Shanker, Glenbrook South</td>
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<td></td>
<td>DIO - Line R. Bekin and William Cole, Glenbrook South</td>
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<td></td>
<td>Evan Bregman and Natalie Boccamini, Glenbrook North</td>
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<td>USX - Kelly A. Dunleavy, Glenbrook South</td>
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<td>Adam J. Hoffman, New Trier Park</td>
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<td></td>
<td>DIO - Sarah H. Lee, Glenbrook South</td>
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<td></td>
<td>William Cole, Glenbrook South</td>
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<td>USX - Lin A. Bekin, Glenbrook South</td>
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<td></td>
<td>Evan Bregman, Glenbrook North</td>
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<td></td>
<td>DIO - Christopher A. Nelson, New Trier Park</td>
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<td>Zachary Goldstein, Glenbrook North</td>
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<td>Plaque - Glenbrook North</td>
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<tr>
<td>Tennessee</td>
<td>DIO - Alex C. Reiner and Michael Schmidt, Brentwood Academy</td>
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<td></td>
<td>CX - Week Suri and John Patton, Montgomery Bell Academy</td>
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<td>Chris Starke and Trimp Brevock, Montgomery Bell Academy</td>
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<td>DIO - Ryan Dunn and Kristen Lein, Brentwood Academy</td>
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<td>Chaz Howard and Cassie V. Yeager, Brentwood Academy</td>
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<td></td>
<td>DIO - Sarah Oren, Battle Ground Academy</td>
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<td>Karry Sorin, Battle Ground Academy</td>
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<td>USX - Zachary Craft, Brentwood</td>
<td>Bradley Hutson, Collville</td>
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<td>INLT EXTREM - Scott Stewart, Collville</td>
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<tr>
<td>DIO - Kristen Lein, Brentwood Academy</td>
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<tr>
<td>INLT EXTREM - Amber Chauncey, Collville</td>
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<tr>
<td>DIO - Cari Short, Nashville-Otawn</td>
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<tr>
<td>Ryan Hubbard, Hamblin HS West</td>
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<tr>
<td>Plaque - Battle Ground Academy</td>
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<tr>
<td>Trophy - Hamblin HS West</td>
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<tr>
<td>North Coast</td>
<td>Lawrence Wissensen and Jila Furrin, Hawken School</td>
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<tr>
<td>DIO - Damien Patrick and Peter C. Zwick, St. Edward</td>
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<tr>
<td>Ravi Mehta and Joseph Brunante, St. Ignatius</td>
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<td>DIO - Nicholas Cole, Hawken School</td>
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<tr>
<td>Anna Ramsch, Midpark</td>
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<td>USX - Megan Carey, Magnifico</td>
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<tr>
<td>Kevin T. Huang, University School</td>
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<td>HIO - Tessa Suki, Orange</td>
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<tr>
<td>Grace Overbeke, Orange</td>
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<tr>
<td>HIO - Brandon Cox, Gilmour Academy</td>
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<tr>
<td>Claire Ondrey, Gilmour Academy</td>
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<tr>
<td>LD - Rob Wiesengard, Hawken School</td>
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<tr>
<td>Sarah Beley, Hawken School</td>
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<tr>
<td>Plaque - Hawken</td>
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<tr>
<td>Trophy - Orange</td>
<td></td>
</tr>
</tbody>
</table>
DISTRICT TOURNAMENT RESULTS

INTL EXTEMP --
  Cassandra Keys, Mountain View
  Brian Chinchark, Kentwood
D1 --
  Anthony Wanka, Mount Vernon
  Rubia Cminaugh, Mount Vernon
HI --
  Sean Frage, Bainbridge Island
  Colin P. Kelly, North Kitsap
LD --
  Leah K. Williams, Mercer Island
  Jeff Kington, Mount Vernon
Plaque -- Mount Vernon
Trophy -- Kirkland

Northwest Indiana
TT --
  Mark Arneson and Kelli Griesmer, Plymouth
CX --
  Paul Cowgill and Joe Hou, Munster
  Andrew Lee and Michael Friedman, Munster
DUO --
  Joey Marderino and Jamie Shapiro, Munster
  Josie Carlborg and Devin Kindt, Plymouth
OO --
  Lawrence J. Mazur, II, LaPorte
  Davis Kindt, Plymouth
USX --
  Joe Byerley, Plymouth
  Eliseo Chery, Valparaiso
  INTL EXTEMP --
  David Phillips, Plymouth
  Sarena Rana, Plymouth
DI --
  Jamie Shapiro, Munster
  Josie Carlborg, Plymouth
HI --
  Fabian Guzman, Plymouth
  Tyler Langdon, Plymouth
LD --
  Katy Robinson, Valparaiso
  Payal Kirshnav, Munster
Plaque -- Munster
Trophy -- Erickson Central

East Texas
TT --
  Steve Kla till and Monique James, Klein Forest
CX --
  Laurileigh Nix and Tyjashi Barrovia, Crosby
  Tim Schwender and Raeph Poone, Ball
  Aisha Al and Monika Singh, Dulles
DUO --
  Kanan Edward and Alice Weiser, Klein
  Delia Rodriguez and Gurleen Kaur, Jersey Village
OO --
  Justin Clark, Klein
  Issac Broussard, Cypress Falls
  Sandeep Patel, Aitel Hastings
USX --
  Shelly Jain, Aitel Eltak
  Justin Clark, Klein
  Ken D. Wohschlegel, Kingwood
  INTL EXTEMP --
  Daniel Menezes, Humble
  Sandeep Patel, Aitel Hastings
  Jennifer V. Love, Kingwood
DI --
  Debbie R. Whiteside, Cypress Springs
  Jenna L. Norton, Kingwood
  Anthony Miller, Aitel Taylor
HI --
  Javon Lewis, The Kinkaid School
  Middle Gaiderdin, Klein
LD --
  Ken D. Wohschlegel, Kingwood
  Douglas Jeffers, Dulles
  Bryan Cory, Jersey Village
  Alton L. Stine, Katy
Plaque -- Kingwood
Trophy -- Dulles

Northern Ohio
TT --
  Stephanie Gent and Pat Landers, Youngstown
  Bordman
CX --
  Sean Philbin and Matt Hemen, Youngstown
  Moore
  Michael Decon and Eugene O'Dea, Youngstown
  Moore
  Jim Fickett and Brian Peteritis, Nile McKinsky
OO --
  Shenah Cohan, Youngstown-Moore
  Coleen Elliott, Canfield
USX --
  Jason Laufman, Canfield
  Amy Reynolds, Austintown-Fitch
  FX --
  Sarah Varas, Howland
  Abbey Wood, Youngstown Boardman
DI --
  Angelo Martinez, Youngstown-Moore
  Emily Saraba, Howland
  Nicole Nakaina, Youngstown-Boardman
HI --
  Bernie Shanmugam, Warren-Kennedy
  Josh Murphy, Youngstown-Boardman
  Dustin Serbin, Nile McKinsky
LD --
  Chris McGee, Girard
  Todd Shuba, Canfield
Plaque -- Youngstown-Moore
  Topko -- Poland

Heart of America
TT --
  Evan Roes and Travis Creel, Kansas City Oak Park
CX --
  Brandon Diaz and Marcus Leach, Kansas City Central
  Laci Whiteaker and Anne Thorn, Liberty Sr.
  Andrew Green and Garrett Tuck, Kansas City Oak Park
DUO --
  Jordan Bergseten and Adam Jennings, Independence
  Dran Strang and Colleen Montgomery, Park Hill South
  Kellie McGraw and Ariel Gof, Kansas City Oak Park
OO --
  Katie Roth, St. Plux X
  Nicole Brown, Liberty Sr.
  Megan Block, Independence
USX --
  Katie Kirkins, Independence
  Nicholas Dudley, Fort Osage
  Tyler Scott, Savannah
  INTL EXTEMP --
  Andrew Green, Kansas City Oak Park
  Bryce Wagner, La Porte
DI --
  Megan Lowery, Fort Osage
  Pam Long, Independence
  Janelle Johnson, Kansas City Oak Park
HI --
  Michael Kosinski, Savannah
  Bred Jennings, Kansas City Oak Park
  Adam Shreiber, Liberty Sr.
LD --
  Kyra Kauble, Park Hill South
  Rachael R. Cruz, 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, River
  iside
CX --
  Shelley R. McCall and Jason N. Sullivan, Barnwell
DUO --
  Charlie Stob and Beth Woodward, Southside
  Ylan F. Phanthina and Brent P. Schoen, River
  iside
OO --
  Chad Abuabara, H. McCorm
  Nathan D. Robinson, Bob Jones Academy
  INTL EXTEMP --
  Tim T. Silver, Bob Jones Academy
  Joe B. Poole, Bob Jones Academy
  Matt L. Miller, Bob Jones Academy
  P. Max Tishko, Bob Jones Academy
  Dimasio S. Basilakis, Riverside
  Avison Wells, Southside
HI --
  Iban A. Rheumtula, Riverside
  Scott R. Childs, L. T. Hanna
LD --
  Kirsten Coleman, Southside
  Randy D. DeSmitty, Westside
  Plaque -- Bob Jones Academy
  Trophy -- Bob Jones Academy

Tarheel East
TT --
  Alissa Shalom and Umer Khan, Massey Hall Class
  ical
DUO --
  Brandon Yoho and Jay Martinez, Pine Forrest
  Marcellus Simmons and Ryan Kelly, Cape Fear
OO --
  Rentia Smith, Jack Britt
  Autumn Parry, Cape Fear
USX --
  Ed S. Winstead, Cary Academy
  William E. Hartour, Cary Academy
  INTL EXTEMP --
  Roger W. Shain, Cary Academy
  Mathel Chowsur, Cary Academy
  Muhle Schenck, Massey Hall
  Jennifer Glass, 7th
  Danielle Johnson, South View Sr.
LD --
  Ken A. Poreca, Cary Academy
  Est Su, Enloe
  Plaque -- Cary Academy
  Trophy -- Pine Forest

New England
TT --
  Mie Inouye and Anushu Dugar, Lexington
CX --
  Sashan Bugil and Ben Guth, Lexington
  Jeremiah Kittisite and Sara Del Nido, Lexington
  D1 --
  Sami Kriegstein and Christina Ross, Milton Academy
  Juliane Geile and Scott Chaloff, Milton Academy
OO --
  Lydia Nelson, Sacred Heart
  Scott Chaloff, Milton Academy
USX --
  Jared Dubin, Milton Academy
  Ron Kendler, Newton South
  INTL EXTEMP --
  Josh Bone, Milton Academy
  David Tannenwald, Newton South
  D2 --
  Sami Kriegstein, Milton Academy
  Sophie Kargman, Milton Academy
  Lisa Campbell, Milton Academy
LD --
  Saqib Hashim, Lexington
  Alexander Zaleski, Lexington
  Plaque -- Lexington
  Trophy -- Shrewsbury

Valley Forge
CX --
  Ashan Gihosu and Daniel Behrendt, Jenkintown
  Colin Ezzo and Susannah Hackett, Sorkent
  Greg Wagner and Elliott Kashner, Dallastown
DUO --
  Michael Ruggenti, St. Joseph's Prep School
  John E. Carr, Danville
USX --
  Bob Costa, Pennebuck
  Roy A. Kimney, Shickellany
  INTL EXTEMP --
  Ryan Reinholt, Holy Ghost
  David Tucker, Dallastown Area
  Michael Ruggenti, St. Joseph's Prep School
  Michael Jelen, Holy Ghost
  Michael Frawley, Holy Ghost
  Elliott Kashmer, Dallastown
  Amanda L. Curr, Ellr Lake
  Claire Kier, La Salle College
  Plaque -- Holy Ghost
  Trophy -- Dallastown

Louisiana
TT --
  Nick Shirley and Jude Davis, St. Thomas More
CX --
  Jennifer Bordelon and Luke Landry, Teurlings Catholic
  Lindsey Tribuideaux and Brad Delcombe, Teurlings Catholic
DUO --
  Adrienne Morain and Adam Benoit, Teurlings Catholic
  Stephen C. Bardwell and Elinna Quailis, Comeaux
OO --
  Krystle Sine, Riverdale
  Matt Cavanaugh, Teurlings Catholic
  USX --
  Jennifer Bordelon, Teurlings Catholic
  Josh Fultonier, New Orleans Jesuit
  INTL EXTEMP --
  Christian J. Crowe, Latayave
  Robert Murrell, Riverdale
DI --
  Matt Cavanaugh, Teurlings Catholic
  Adam Benoit, Teurlings Catholic
HI --
  Bonnie Gordon, Comeaux
  Camille Gauthier, Teurlings Catholic
LD --
  Josh Fultonier, New Orleans Jesuit
  Jacques Duplantier, St. Thomas More
  Plaque -- Teurlings Catholic
  Trophy -- Riverdale

Nebraska South
TT --
  Ashley Loidolt and Nick Holcomb, Bellevue East
CX --
  Narmi Huq and Kyle Fowler, Omaha Westside
  Chris Bellinger and Veronica Switzer, Omaha Westside
DUO --
  Whitney Rhodes and Jenny E. Cary, Lincoln East
  Kelvin L. Cheeha and Bryce A. Anderson, Bellevue East
OO --
  Aina A. Balasano, Lincoln East
  Ann Hunter-Pitlir, Lincoln East
USX --
  Anish Mitra, Lincoln East
  INTL EXTEMP --
  Patrick Lee, Creighton Preparatory School
  Sunny L. Hudson, Lincoln East
DI --
  Karissa D. Johnson, Papillon La Vista
  Johnny J. Perez, Lincoln East
HI --
  Thomas Smidt, Bellevue East
  Whitney Rhodes, Lincoln East
LD --
  Emma Ben, 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 --
  Jeni Heissel and Brian D. Garahalis, Grand Rapids
  Kate M. Eldin and Cicely R. Mitich, Grand Rapids
DUO --
  Breeana Carlsen and Jessee Nelson, Duluth
  Elizabeth M. Bendox and Eric Yankla, St. Cloud Technical
  Carl Hulden and Chateaux R. Brink, Moorhead
OO --
  Kate M. Dale, Moorhead
  Grant Benid, St. Cloud Technical
  Laura V. Mousa, Walker
  Nicholas G. Stennaghen, Moorhead
  INTL EXTEMP --
  Geraldine Gasman, St. Cloud Technical
  Krista B. Anderson, Moorhead
DI --
  John Langdale, Moorhead
  Hugh Kenny, Moorhead
  Amanda Haugdal, Duluth Danforth HS
HI --
  Amanda Haugdal, Duluth Danforth HS
  Luke Jeannette, Duluth Danforth HS
  Peter K. Gulevig, Moorhead
LD --
  Rachel Bifshus, Dliowth Glyndon Felton
  Kinzin L. Dunham, Brainerd
Plaque -- Moorhead
  Trophy -- Dliowth Glyndon Felton
DISTRICT TOURNAMENT RESULTS

North East Indiana

TT
Michael J. Sansavino and Andrew Spalth, Fort Wayne South Side

CX
Debby Deberry and Jenny Stereschie, Chesterton
Jill Holcomb and Jessica L. Ricksha, Chesterton

DUO
Alyson Wade and Jereme Davies, Fort Wayne Northrop
Andrea Blackman and Joshua D. Harrbock, Fort Wayne Northside

- Kobi Liddle, Snider
- Evan Oliver, Chesterton

USX
- Evan Oliver, Chesterton

INTL EXTEND
- Frances Smith, Chesterton
- Ryan C. Anderson, Chesterton

DI
- Kobi Liddle, Snider
- Elizabeth A. Dewler, Snider
- L. T. Caruso, Snider
- Alison B. Wren, Chesterton

USX
- Frances Smith, Chesterton
- Timothy J. Zervas, Chesterton

PLACE - Chesterton

TROPHY - Lakeland

Eastern Washington

TT
Maricela Florez and Tyler Orser, University

CX
- Mckinlach and Sharon Brown, Lake City

- Jessica M. Yeats and Emily Brink, Lake City

- Barnes and Kaylin Trieh, Gonzaga Prep

- Elise and Brandon Montgomery, University

- Christopher M. Foster, Gonzaga Prep

- Daniel L. Mcleod, Mead

- Nathan S. Empall, Coeur d'Alene Charter Academy

- Sarah Roberts, Gonzaga Prep

INTL EXTEND
- Jonathan B. McKay, Mead

- Madalene Pyle, Cheney

- Lucas, Cheney

- Steve Reid, Southridge

- Steve Henry, Southridge

- Lauren Hallen, Cheney

- Amy Amadae, University

- - Lake City

- - University

- Georgia Northern Mountain

- Andrew W. Flachman and Nick Stanisavljevich

- Ahmed and Arif Lakhani, Westminster

- Lamell and Th Lamm, Grady

- McQuire and Brian C. Stewart, Lasseller

- Bierce, Centennial

- Brian Brunei-Whitaker, Westminster

INTL EXTEND
- Madeline, Westminster

- Walker, Centennial

- Suchie, Lasseller

- Bob, Northview

- Bryn, Snohomish

- Sam, Snohomish

DUO
- Ben and Taylor Burke, Neosho

- Logan and Ryan McGinniss, Reeds

- Laura and Billy Miller, Nevada

DUO
- Preston Maxted and Jakob Robb, Aurora

- Jennifer Guthrie and Amy D. Moore, Neosho

- Christopher Dolence, Neosho

- Eric Chinnun, Webb City

- Charlie D. Brim, Reeds Spring

- Carley Adamson, Neosho

- Jill Hoelscher, Neosho

- Cady Snyder, Neosho

- Jennifer Guthrie, Neosho

- Dominique D. Holloway, Reeds Spring

- Anthony L. Shepherd, Cassville

- Christopher Taylor, Neosho

- Paige Hendrix, Neosho

- Kristen McFarland, Neosho

- John Craig, Nevada

- Place - Neosho

- Trophy - Neosho

New Jersey

TT
- Amy K. Potenza and Brandon Chu, Montville

CX
- Alexandra Rios and Reo Vargenes, Bergenfield

- Victor Monterrosa and Isaias Sylas, Science

DUO
- Brian P. Blasnik and Matthew B. Wool, Montville

- Jordan Newman and Aaron Ginsberg, Randolph

- Tylerhow Bouwer and Gehman Gaber, Barington

- Adam Donnelly, Ridge

- Matthew Sherman, Seton Hall Prep

- Hoa Wu, Bridgewater-Raritan Reg

- Shipta Joshi, Ridge

- Esha Sharma, Randolph

- Aaron Ginsberg, Randolph

- Mathew Fredman, Randolph

- Esha Sharma, Randolph

- Jordan Newman, Randolph

- Nina Thonawas, Ridge

- Winston Gu, Montville

- Richard Bodnar, Whipsary Park

- Place - Randolph

- Trophy - Ocean Township

Usa Washatch

TT
- Michael Dudley and Wes Robertson, Logan

CX
- Ethan Wing and Adam Roberts, Viewmont

- Mchn Chen and Max Salter, Logan

DUO
- Heath Malmberg and Tyler Hatch, Sky View

- Thomas Ratto and Kaitlene Hendricks, Bountiful

- Sam Martinez, Bountiful

- Amanda Clark, Davis

USX
- Amanda Fitz, Northridge

- Katie D.Messers, Murray

INTL EXTEND
- Tyler Pack, Northridge

- Amy Richards, Roy

- Sam Martinez, Bountiful

- Kimberly Stephenson, Davis

- Kathryn Revels, Bountiful

- Nick West, Sky View HS

- Jessica Liddell, Logan

- James Gardner, Sky View

- Place - Sky View

- Trophy - Sky View

Pennsylvania

TT
- Laura Amick and Heidi Johnston, Trinity

CX
- Andre Irwin and Katherine Kennedy, Greater Latrobe

DUO
- Jason McCullough and Jared Bundy, Derry Area

- Amnon Safill and Kristin Wynn, McKeesport Area

USX
- Brittany J. Sosson, Bishop Carroll

- Sara N. Holtzman, McKeesport Area

- David Wolf, Trinity

- Andrea Irwin, Greater Latrobe

INTL EXTEND
- Lauren E. Otto, Bellwood Antis

DI
- Amanda L. Dugan, McKeesport Area

- Rachel E. Schmitt, McKeesport Area

- Kimberley J. Janecco, McKeesport Area

- Carrie E. Zoschek, McKeesport Area

- Doug B. Rogers, Greater Latrobe

- Jonathan Kiser, Belle Vernon Area

- Place - Belle Vernon Area

- Trophy - Belle Vernon Area

New York State

TT
- Robert Fishman and Adam Cohen, Scarsdale

- Matt Malo and Kun Lam, Lakeland

- Danny Nutter and Jared Kemp, Monticello

CX
- Christopher Stauf and Vincent Pandia, Iona Prep School

- David Bobbin and James Staud, Iona Prep School

DI
- Christine Higgins, Urisline School

- Andrew Jenks, Hendrick Hudson

USX
- Adam Shayen, Bethelhem Central

- Julian Difonzo, Iona Prep School

INTL EXTEND
- Daniel Herrel, Scarsdale

- Seth Blumberg, Scarsdale

DI
- Tarikh Campbell, Iona Prep School

- Michael Lettelf, Iona Prep School

- Jason Garfinckel, Monticello

- David Biddle, Iona Prep School

- Pinniel Schmitz, Scarsdale

- Katherine Brindin, Niskayuna

- Place - Iona Prep School

- Trophy - Iona Prep School

North Oregon

TT
- Peter Crissal and Patrick Mulligan, Sprague

CX
- Matt Boitt and Nick Adams, Gresham HS

- Nick Sembrow and Nolan Larson, Gresham Barlow

DUO
- Megan Jone and Nick Adams, Gresham

- Kyle McBrin and Ben Coop, Century

- Sarah Webber, Conwy

- Jamie Stewart, Gresham Barlow

USX
- Emily R. McLain, Forest Grove

- Emily Forsyth, Portland Lincoln

INTL EXTEND
- Andy Harris, Westview

- Matt Bost, Gresham

DI
- Chrisy Grewe, Gresham Barlow

- Mark Patterson, Tigard

- Chrisy Grewe, Gresham Barlow

- Emily Forsyth, Portland Lincoln

- Rosa Po, Southridge

- Place - Gresham Barlow

- Trophy - Gresham Barlow

East Oklahoma

TT
- Gyanthish Soderstrom and Jennifer Hana, Sapulpa

CX
- Howard S. Kim and Claire Robey, Jenks

- Kevin Kadakia and Allan Brokeley, Jenks

DUO
- Jeff Wozniak and Michael Ferguson, Mannford

- Jessica Beale and Whitney Proctor, Bishop Kelley

- Barbara Moschovitis and Blake Shapley, Tulsa Washington

USX
- Barbara Moschovitis, Tulsa Washington

- Elizabeth Dickson, Bishop Kelley

- Robert K. Alderson, Muldown

USX
- Stephanie Lam, Cascia Hall Prep

- Kristin Maun, Cascia Hall Prep

- Casey K. Culver, Bartlesville

INTL EXTEND
- Ravi Sharma, Jenks

- Elizabeth N. Steiger, Broken Arrow

- Keith Adams, Holland Hall

DI
- Allan Coteau, Shawnee

- Kyle C. Harmon, Shawnee

- Paige L. Blackwell, Bixby

DI
- Andy V. Kuzin, Sapulpa

- Joanne Ranne, Bishop Kelley

- Courtney Doak, Mounds

LO
- Stephanie Lam, Cascia Hall Prep

- Casey Culver, Bartlesville

- Katy Beck, Cascia Hall Prep

- Place - Jenks

- Trophy - Bishop Kelley

Idaho

TT
- Susan Schaefer and Julia Mottst, Hillcrest

CX
- Greg Cheyne and Jake Huser, South Fremont

- Elizabeth Davenport and Josh Davenport, South Fremont

- Nicholas D. Wilmot and Chris Youness, Idaho Falls

DUO
- Bradford R. Hill and Frank Freiler, Burley

- Matt J. Worthington and Brianna L. Call, Burley

DI
- Dale Nyberg, Sugar Salmon

- Brian McKellar, Idaho Falls-Skyline

USX
- Burton Jackson, Eagle

- Meg Mur, Eagle

INTL EXTEND
- Mark Hannah, Century

- Scott Jansen, Blackfoot

DI
- Joshua Scarvin, Skyview

- Adam Opry, Hilo Ever

- Place - Wayne Christenson, Burley

- Andrew Hayes, Madison

LO
- Eve N. Edington, Blackfoot

- Stanton Bumel, Hillcrest

- Jason Montgomery, Skyview

- Place - Hillcrest

- Trophy - Idaho Falls-Skyline

South Oregon

TT
- Franca T. Hatch and Meredith Price, Willamette

CX
- Joseph Bonet and Ben Dodds, Ashland

- Lila Edwards and Kenro Nosue, South Eugene

DUO
- Ben Hunter and Jason Howatt, Willamette

- Mert A. Sitt and Luke Leek, Roseburg Sr.

DI
- James A. Neyhart, Roseburg Sr.

- Felicia Y. Chaves, North Valley

USX
- Amy L. Heggen, Roseburg Sr.

INTL EXTEND
- Nicholas Meyers, Willamette

DI
- Robert Raack, Willamette HS

- James A. Neyhart, Roseburg Sr. HS

- Elloit A. Sitt, Roseburg Sr. HS

- Ben Hunter, Willamette HS

LO
- Nicholas Meyers, Willamette

- Robert Raack, Willamette

- Place - Willamette

- Trophy - Roseburg Sr.

East Missouri

TT
- Lindsay Schuessler and Laura Buttenworth, Parkway South

CX
- Laura Brunet and Amad Gautam, Ladue Horton Watkins

- Michael Salzman and Reid Yokoyama, Ladue Horton Watkins

- Isaiah W. Taylor and Jonathan Webber, Columbia Hickman
DISTRICT TOURNAMENT RESULTS

DUO -- Adam Flores and Rose Branson, Jefferson City
Miloc D. Stanek and Cara Hunst, Marquette
OO -- Jerry R. Schultz, Jr., DeSmet Jesuit
Nishita Tripal, Marquette
USX -- Simon Bailey, Columbia Hickman
Jeremy W. Byerly, DeSmet Jesuit
INTL EXTREM -- Andreas Selman, Clayton Sr.
Aomt Gaulard, Luedke Horton Watkins
DI -- Christian A. Muckerman, Marquette
Avin Choksi, Parkway West
HI -- Gara Kinhelm, Jefferson City
Adam Flores, Jefferson City
LD -- Aaron Abemathy, Columbia Hickman
Jerry R. Schultz, Jr., DeSmet Jesuit
Stasek Lavrincevic, Parkway West
Plaque -- Leduc Horton Watkins
Trophy -- Leduc Horton Watkins

East Los Angeles
TT -- Trent Tcheng and Sherry Hoang, Gabriellino
CX -- Danny Barry and Amar Patel, Damien
Laura Allen and Taylor Hathaway-Zepeda, Polytechnic School
DUO -- Tony Lawler and William Trang, Gabriellino
Nathaniel Shiva and Ryan Klement, La Mirada
OO -- Eric M. Sa, Marin San
Miles Prince, Gabriellino
USX -- Richard Hisa, Gabriellino
James M. Gabriellino
INTL EXTREM -- Ben Guo, Gabriellino
Fonda Fon, Shurr
DI -- Casey Barney, Gabriellino
Miles prince, Gabriellino
HI -- Thomas Bayles, Gabriellino
Reza Mir Sadeghi, San Marino
LD -- Shari Ward, La Mirada
Alysha Srikanth, La Mirada
Plaque -- Gabriellino
Trophy -- Darien

Irequisis
TT -- Shiko Mokoy and Neil Voik, Delhi Central Schools
CX -- Bryan St. flurry and Heather L. Smaha, Saugus Area
Paul R. Jumack and Cory B. Hodgton, Tustin
OO -- Carla J. Briggs, Saugus Area
Evan Glessy, R. L. Thomas
USX -- Thomas M. Brower, Christian Brothers Academy
Syrae
Michael McDermott, Unatojo Jr/Sr
INTL EXTREM -- Joseph J. Guettler, Christian Brothers Academy
Syrae
Paul M. Kearney, Christian Brothers Academy
Syrae
DI -- Paula S. Lanza, Athens
Dustin Gee, Williamston
HI -- Rebecca Vernes, Mansfield
Kelly L. Bayne, Christian Brothers Academy
Syrae
LD -- Elizabeth A. Buckel, Christian Brothers Academy
Syrae
Blake Corely, Mount Markham Sr.
Plaque -- Towanda
Trophy -- Immaculate Heart Central

Western Washington
TT -- Hans Ziegler and Jake Avila, Puyallup
CX -- Taylor Reynolds and Richard Fowler, Puyallup
Jonathan Maginn and Nathan Shahid, Puyallup
DUO -- Joshua V. Conklin and Benjamin P. Garman, Federal Way
Matthew Jarrell and David E. Geary, Federal Way
OO -- Kathleen M. Vickers, Federal Way
Caitlin Johnson, Federal Way
USX -- Brija Stermquist, Gig Harbor
Kiri C. Neil, Federal Way
INTL EXTREM -- Aaron Floyd, Gig Harbor
Kiri C. Neil, Federal Way
HI -- Joshua V. Conklin, Federal Way
Ross J. Beamish, Elma
LD -- Julie Fry, Central Kitsap
Max Postman, Capitel
Plaque -- (Tie) Puyallup HS and Federal Way
Trophy -- Puyallup

Oszwik
TT -- Valerie Bums and Matt Simpson, Kirkwood
CX -- Michael Ashby and George Olive, Springfield Central
Dannye Hasse and Holly E. Megdzitko, Springfield Hillcrest
Danielle Imhoff and Veronica Manser, Springfield Parkview
DUO -- Steven T. Kramer and Brandly L. Evers, Springfield Hillcrest
Stephanie Mitchell and Justin Atwood, Marion C. Early
OO -- Veronica Manser, Springfield Parkview
Brian Damron, Springfield Hillcrest
Matt Coleman, Kirkwood
USX -- Jamie Smith, Kirkwood
Haylee M. Megdzitko, Springfield Hillcrest
INTL EXTREM -- Danielle Imhoff, Springfield Parkview
Kasey E. Tindle, Springfield Parkview
DI -- Hanna Kay, Springfield Parkview
Tamia Gresham, Kirkwood
Kristine N. Spitale, Alton
HI -- Lucas Gianelo, Kirkwood
Brandy L. Evers, Springfield Hillcrest
Selyna Cole, Springfield Parkview
LD -- Jamie Smith, Kirkwood
Natalia Pennington, Springfield Central
Jason Neal, Campton
Plaque -- Springfield Parkview
Trophy -- Glendale

Florida Panther
TT -- Ryan Houch and Ryan O’Hara, Lake Highland
Prep School
CX -- Michael Saunders and Michael McGurtry, Lake Brantley
DUO -- Justin Stone and Steve Eichner, Spanish River Community
Mia Rommel and Julie Brown, Trinity Prep School
OO -- Kim Crutz, Trinity Prep School
Logan Uy, Spanish River
USX -- Ari Amador, Lake Highland Prep School
Varun Asulla, Lake Highland Prep School
INTL EXTREM -- Rachel Zolkowski, Lake Brantley
Paulo Carlos, Lake Highland Prep School
DI -- Julie Brown, Trinity Prep School
Dennis Kelly, Dreyfoos School of the Arts
HI -- Justin Marshall, Trinity Prep School
Elizabeth T acceptable, Trinity Prep School
LD -- Davis Hosteter, Trinity Prep School
Tara Teston, Trinity Prep School
Plaque -- Trinity Prep School
Trophy -- Wellington

Northern South Dakota
TT -- Amanda Tuchercheuser and Dustin Grount, Milbank
CX -- Mark Werner and James Brandt, Brookings HS
Chris Roby and Micaela C. Shur, Watertown
E. J. Orttmeyer and Kelley Popham, Watertown
DUO -- Celine Baum and Curtis Mooier, Huron
Bryan Anderson and Aaron Geier, Watertown
OO -- Stephanie Chase, Brookings
Emily Stians, Watertown
USX -- James Brandt, Brookings
Justin Goetz, Aberdeen Central
INTL EXTREM -- Karthik Giridhar, Aberdeen Central
Robert Haar, Deuel School
DI -- Nancy M. Mills, Milbank
Abby Meyer, Watertown
HI -- Collie Bauman, Huron
Jon Cutshall, Brookings
LD -- Christopher McGuilfoth, Brookings
Ilan D. B. Jhaw, Watertown
Plaque -- Watertown
Trophy -- Deuel

UIL
TT -- Aaron Ellis and Michael Kelly, Vanguard College Prep
CX -- Christopher Hoyt and Alexandra Jones, Good Shepherd School
Mayassa M. Bakar and Neomi E. Sauer, Princeton
DUO -- Courtney Bums and Fred Crump, Gilmer
OO -- Kevin Campbell, Lindale
USX -- Cassie Wilbur, Lindale
Brittany Allen, Lindale
INTL EXTREM -- Mayassa M. Bakar, Princeton
Varun Lella, Tyler Lee
DI -- Rebekah Stokes, Terrell
HI -- Josh MacFall, Lindale
LD -- Hally Polin, Tyler Lee
Sarah Gonzales, Vanguard College Prep
Plaque -- Princeton
Trophy -- Terrell

Show Me
TT -- Andrew Blackwell and Brian Combene, Kansas City Rockhill
CX -- Daniel J. Brummeil and Michael W. Keeney, Lee’s Summit
Ryan Israel and Sam Hodg, Blue Springs South
Joseph S. Lammers and Shawn D. Macdonald, Lee’s Summit
OO -- Sam Hodg, Blue Springs South
Nick Everhart, Blue Springs
USX -- Spencer Harris, Blue Springs
Tyler Smith, Lee’s Summit North
INTL EXTREM -- Ryan Israel, Blue Springs South
E. E. Keenan, Rockhurst
DI -- Michael P. Jeffries, Pleasant Hill
Brittany S. Clark, Raytown South
HI -- Kristy L. Hensley, Raytown South
Chase B. Johnson, Raytown South
LD -- Nawaia Mustafa, Raytown South
Austin Steinken, Blue Springs
Adam Higgins, Raytown
Plaque -- Raytown South
Trophy -- Raytown South

Utah Sundance
TT -- David Wilkinson and Jason Bentley, Pleasant Grove
CX -- Elie Brintley and Lacy K. Kosier, Jordan
Tyler G. Page and Michael Ochot, Alta
DUO -- Beth Rachnau and Mark Taylor, Jordan
OO -- Brittney Edelson, Pleasant Grove
Aubrey Bazant, Pleasant Grove
USX -- Heath Robinson, Jordan
Kate Christensen, Hilcrest
INTL EXTREM -- Sarah Epesson, Jordan
Lacy K. Kosier, Jordan
DI -- Lauren Weitz, Jordan
HI -- Daniel Christiansen, Alta
LD -- Todd Trotter, Alta
Melissa A. Mohlen, Hilcrest
Plaque -- Alta
Trophy -- Pleasant Grove

Kentucky
TT -- Jessica M. Wijok and Sarah Straub, Boone County Academy
CX -- Johanna Spier and Erin Dickman, Sacred Heart Academy
DUO -- Sean Newton and Laura L. Ward, Rowan County
Chad Sapp and Katie Stocker, Danville
OO -- Joel Meister, Danville
Sarah Newton, Rowan County Sr.
USX -- Logan Scigo, Danville
Courtney Otto, Kentucky Country Day
INTL EXTREM -- Austin Im, Rowan County
Joelle S. Perry, Boone County
DI -- Loretta Iwu, Rowan County
Dawnech Schultz, 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, Mountain Brook
Jason Coleman and Nathan Pearson, The Montgomery Academy
DUO -- Mitchell G. London and Stew Dancy, Mountain Brook
E. Fuller and Ida Hughes, The Allatmis School
OO -- Lane C. Thomas, Mountain Brook
Staci Nelson, The Allatmis School
USX -- Kaadim Miller, The Montgomery Academy
Crawford Leavon, Vestavia Hills
INTL EXTREM -- Tyler Carman, Vestavia Hills
Shereen Khadang, Trinity Preparatory School
DI -- Blake Williams, Trinity Presbyterian School
Philip Z. Griffin, Prattville
HI -- Mitchell G. London, Mountain Brook
Joey Calabellotta, Trinity Presbyterian School
(Tournaments to Page 117)
Congress Honors

Colorado
Senate 1
* [Sen. John Smith, Denver]
* [Rep. Jane Brown, Aurora]
* [Rep. Mike Williams, Colorado Springs]
House 2
* [Rep. Alan Green, Fort Collins]
* [Rep. Sue Johnson, Denver]

Northern Lights
Senate 1
* [Sen. John Brown, Longmont]
* [Sen. Emily White, Boulder]
* [Sen. Tom Green, Denver]
House 2
* [Rep. Karen Brown, Denver]
* [Rep. Dan White, Wellington]

U.S.
Senate 1
* [Sen. John Smith, Denver]
* [Sen. Emily White, Boulder]
House 2
* [Rep. Karen Brown, Denver]

Montana
Senate 1
* [Sen. John Smith, Great Falls]
House 2
* [Rep. Emily White, Great Falls]

North Dakota
Senate 1
* [Sen. John Smith, Bismarck]
* [Sen. Emily White, Grand Forks]
* [Sen. Mike Williams, Fargo]
House 2
* [Rep. Alan Green, Bismarck]

Rocky Mountain
North
Senate 1
* [Sen. John Smith, Denver]
* [Sen. Emily White, Denver]
* [Sen. Mike Williams, Colorado Springs]
House 2
* [Rep. Alan Green, Denver]

South Dakota
Senate 1
* [Sen. John Smith, Pierre]
* [Sen. Emily White, Sioux Falls]
* [Sen. Mike Williams, Rapid City]
House 2
* [Rep. Alan Green, Pierre]

Northwest Indiana
Senate 1
* [Sen. John Smith, Gary]
* [Sen. Emily White, Hammond]
* [Sen. Mike Williams, Chicago]
House 2
* [Rep. Alan Green, Gary]

Central Minnesota
Senate 1
* [Sen. John Smith, St. Cloud]
* [Sen. Emily White, Minneapolis]
* [Sen. Mike Williams, St. Paul]
House 2
* [Rep. Alan Green, St. Cloud]

Maine
Senate 1
* [Sen. John Smith, Augusta]
* [Sen. Emily White, Portland]
* [Sen. Mike Williams, Lewiston]

Kentucky
Senate 1
* [Sen. John Smith, Frankfort]
* [Sen. Emily White, Lexington]
* [Sen. Mike Williams, Louisville]

Ohio
Senate 1
* [Sen. John Smith, Columbus]
* [Sen. Emily White, Cincinnati]
* [Sen. Mike Williams, Cleveland]

Tennessee
Senate 1
* [Sen. John Smith, Nashville]
* [Sen. Emily White, Knoxville]
* [Sen. Mike Williams, Memphis]

Virginia
Senate 1
* [Sen. John Smith, Virginia Beach]
* [Sen. Emily White, Richmond]
* [Sen. Mike Williams, Roanoke]

Oregon
Senate 1
* [Sen. John Smith, Portland]
* [Sen. Emily White, Salem]
* [Sen. Mike Williams, Eugene]

Washington
Senate 1
* [Sen. John Smith, Seattle]
* [Sen. Emily White, Tacoma]
* [Sen. Mike Williams, Spokane]

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* [Sen. Mike Williams, Eugene]

Washington
Senate 1
* [Sen. John Smith, Seattle]
* [Sen. Emily White, Tacoma]
* [Sen. Mike Williams, Spokane]
Congress Honors

House 1
- Thomas P. Hendrick, Palisade
- Chris Berk, Durango
- Henry P. Tappen, Pueblo Centennial
- Sarah G. Whitney, Pueblo Centennial
- David S. Booth, Canyon
- Ana Na疋, Pueblo Centennial
- Kyle Pahar, Liberty
- Tim Breckon, Delta
- Michael D. Forte, Palisade
- Adam Kretz, Mesa Ridge
- Sarah Bonden, Durango
- Henry P. Tappen, Pueblo Centennial

Western Iowa
Satellite 1
- Eric Nitz, Cherokee Washington
- Megan Stroba, Fort Dodge
House 1
- Chuck Schleiphab, Bishop Heelan
- Clark Richardson, Sioux City North

Valley Forge
Satellite 1
- Matthew Outh, Southern Lehigh
- Brian Irwin, Pennsylvania
- Brian Linder, Pennsylvania
House 1
- Jim Iseewicz, Truman
- Alex Mertz, E. L. Meyers
- Alex Mertz, E. L. Meyers
- Paul Gormally, La Salle College
- Michelle Bruckm, Truman
- Brendan G. Coffey, St. Joseph's Prep School

South Carolina
Satellite 1
- Peter Sime, Maxton
- Eth B. Robinson, Riverside
- Stephen Ross, Hillcrest
- Elliott Robinson, Riverside
- Lea-Ann, Canby, Columbia
- Richard D. Yu, J.L. Mann Academy
House 1
- Khanan B. Hahn, Riverside
- Cameron Doree, Columbia
- Phillip Evans, Hillcrest
- Jason T. Holm, Riverside
- Stephon Hoo, Southside
- Khanan H. Bahn, Riverside

House 2
- Monica Hana, Riverside
- Carlos Jimenez, Riverside
- Bharee Gamean, Southside
- Akhalakh Chander, Southside
- Apurna N. Shah, Riverside

Western Washington
Satellite 1
- Kimberly T. Palumbo, Federal Way
- Peter D. VanSawyer, Gov. John Rogers
- Max Postman, Capitol
- Kim C. Niel, Federal Way
House 1
- Brock Grahman, Gig Harbor
- Christopher Gird, Puyallup
- Richard Fowler, Puyallup
- Max Postman, Capitol

House 2
- Tabitha Keeler, Puyallup
- Taryn Smedley, Gig Harbor
- Nathan Shields, Puyallup
- Jonathan McGin, Puyallup

Buncombe
Satellite 1
- Brandon Lawler, Jordan
- Kyle Hardy, Alta
House 1
- Melissa A. Mellner, Hillcrest
House 2
- Josh Cooke, Jordan

Idaho
Satellite 1
- Brent Rem, Teton
- Elise B. McCoy, Century
- Brett Pomala, Teton
- Elise B. McCoy, Century
House 1
- Mike Dean, Hillcrest
- Brad Peatross, Idaho Falls Skyline
- Mike Dean, Hillcrest
- Brad Peatross, Idaho Falls Skyline

New York State
Satellite 1
- Josh Taylor, Madison
- Forrest Steward, Idaho Falls
- Josh Taylor, Madison
- Forrest Steward, Idaho Falls

Mississippi
Satellite 1
- Bobby Lawrence, R. H. Watkins
- Vincas Pakaln, St. Joseph Catholic School
- Phillip Lande, Mississippi School
- Phillip Higginbotham, R. H. Watkins

House 1
- Amie Wilson, Munsh
- Neil Mcanned, St. Andrews Episcopal School
- Greg Higginbotham, R. H. Watkins

House 2
- Evan K. McCrary, St. Andrews Episcopal School
- Erica Ross, Clinton
- Philip Higginbotham, R. H. Watkins

Northern Illinois
Satellite 1
- Jack Setkyle, A. E. Steevenson
- Adam M. Hoffman, New Trier West
- Pryan N. Clark, Wheeler
- Russell Brown, Jacobs
- Scott Steedman, Lake Forest
House 1
- Brian Boyle, St. Ignatius College Prep
- Aaron J. Citron, Highland Park
- Harry Chalakin, A. E. Stevenson
- Aaron J. Citron, Highland Park
- Blair A. Nathan, New Trier West

House 2
- Julie Adler, New Trier West
- Jessica Brock, St. Ignatius College Prep
- Chloe M. Rouse, Highland Park
- Aaron D. Miller, Dundee-Crown
- Stranica J. Shah, Wheeler

House 3
- Julia J. Reinhart, Highland Park
- Patricia Engels, St. Ignatius College Prep
- Rachel M. McCdration, New Trier West
- Nathan A. Gurnman, Wheeler
- Ronak Desai, Jacobs

Great Salt Lake
Satellite 1
- Kim M. Bowman, Salt Lake City East
- Arthus Healy, Salt Lake City Skyline
- Jason Pratto, Taylorsville

House 1
- David Farinham, Salt Lake City West
- Saran Kay, Hunter
- Stacy E. Gray, Salt Lake City Live

House 2
- Shilo Platte, Hunter HS
- Jake Petersen, Layton Christian Academy
- Jake Petersen, Layton Christian Academy
- Sanford Vanhorn, Salt Lake City Live
- Mathin Hang, Hunter
- Katherine D. Schaefer, Salt Lake City East

Carolina West
Satellite 1
- Joel Rotunda, Myers Park
- Rachel O. McMahan, Asheville
- Steve Yemada, East Mecklenburg

House 1
- Zachary Dusaus, Myers Park
- David Rollberg, Myers Park
- Bhusar Mookherji, Myers Park
- Ben W. Welsh, Independence
- Cheryl Brownridge, Myers Park
- Alexander J. Stalock, Asheville

New Jersey
Satellite 1
- Subash jyer, Ridge
- Caleb Steeley, Ridge
- C.J. Garrig, Seton Hall Prep School
- Steven Grossman, Randolph
- Zawada Yaroworks, Seton Hall Prep School

House 1
- David Grossman, Randolph
- Zawada Yaroworks, Seton Hall Prep School
- Matthew Raees, Arthur L. Johnson
- Michael Luo, Ridge
- Michael Alexanderloff, Moonstone
- Michael Luo, Ridge

Sunflower
Satellite 1
- Andrea C. Dicker, Arvado
- Bobby Farnat, Wichita East
- Zaytae Carter, Valley Center

House 1
- Rob Thomas, Wichita East
- Rohit S. Venkatasubba, Goddard
- John C. Johnson, Goddard

Capitol Valley
Satellite 1
- Alex Todorov, Granite Bay
- Travis J. Summers, Ponderosa
- Larry McSraith, Nevada Union
- William Kokeny, Granite Bay
- J.M. Allen, Sacramento J. F. Kennedy
- Juret Mader, Ponderosa
- Kathleen J. Allen, Sacramento J. F. Kennedy

House 1
- Ed Ocampo, Ponderosa
- Sin Pikul, Granite Bay
- Ed Ocampo, Ponderosa
- Phyllis Vollen, Sacramento J. F. Kennedy
- Jennifer Chavala, Yuba City
- Kevin Kiley, Granite Bay

House 2
- Kevin Kiley, Granite Bay
- Brandon Finn, Granite Bay
- Kevin Kiley, Granite Bay
- Amy Barnett, Sacramento J. F. Kennedy
- Yvonne Healy, Sacramento J. F. Kennedy
- William McDonuba, Yuba City
- Matthew Craig, Ponderosa
- Ryan Saldinger, Ponderosa

East Los Angeles
Satellite 1
- Carlos Mejia, John F. Kennedy
- Justin H. Iwata, Mark Keppel

House 1
- Leon De Leon, Schurr

House 2
- Gregory Friedman, Garbrielino

House 3
- Veronica Lopez, La Mirada

Georgia Southern Peach
Satellite 1
- Jesse Washington, Carrollton
- Doris Lawrence, Glynn Academy
- Michael Peed, Fayette County
- Marcus Reynolds, Warner Robins

Satellite 2
- Rachel Cobb, Starr's Mill
- Brian Reynolds, Carrollton
- Gregory A. Alderman, Warner Robins
- Alexander Zubrowski, Brunswick

Satellite 3
- Meg Geyer, Starr's Mill
- Adam Breckenridge, Carrollton
- Rachel Cobb, Starr's Mill

Heart of America
Satellite 1
- Ulla Touss, Kansas City Winnetonka
- Patrick Vernon, North Kansas City
- Pasha Archer, Park Hill South

Satellite 2
- Pat Muenker, Park Hill South
- Ashley L. French, Platte County R-I
- Michael Kozminski, Savannah

Satellite 3
- Josh Blanchard, Savannah
- Tyler Page, Independence Truman
- Michael Baca, Savannah

House 1
- Chance Hopp, Kansas City Oak Park
- Aaron Porter, Liberty
- Andrew Green, Kansas City Oak Park

House 2
- Audrey Plume, Independence Truman
- Brandon Huffman, LaSalle
- Rachael R. Cross, Independence Crewman

Carver Truman
Satellite 1
- Scott Ross, Nevada
- Crystal Szczepanek, Carl Junction
- J.M. Lucas, Aurora

House 1
- Crystal Baigam, Aurora
- Emily Leach, Agra
- Eric Crimmin, Webb City

House 2
- Ginger B. Williams, Cassville
- Nathan Mills, Carl Junction
- Blake Moore, Nevada

House 3
- Brandon Prent, Carl Junction
- Jared Garrett, Webb City
- Matthew Day, Neosho

House 4
- Madison Herden, Neosho
- Michael Baca, Neosho
- John R. Guillory, 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 Corbett, Dickson County

House 2
O Sara Robinson, Nashville-Davidson
S Nathan Ward, Dickson County
P Scott C. Livingston, Brentwood

East Kentucky

Senate 1
O Nick Truty, Bishop Menge
S Forrest J. Stuuurst, Shawnee Mission West

House 3
O Brian Ruben, Shawnee Mission East

House 4
O Muslima Qadri, Shawnee Mission South

Maggie Loffbery, Olathe South

North Coast

Senate 1
O Anurag A. Chuguri, University School

House 2
O Connor Sullivan, Gilmour Academy

Anurag A. Chuguri, University School

House 3
O Todd Wintner, Orange

House 4
O Jarrod Mastros, Villa Angela St. Joseph

Michaela Kapan, Magrath

Michaela Williams, St. Joseph

Jarrod Mastros, Villa Angela St. Joseph

House 5
O Erik A. Goldman, University School

Michael McGraw-Herdez, Orange

Amy Wawnapety, Midpark

Dan Balfio, Crewebld

House 6
O Brittany Janie, Gilmour Academy

Kevin Trisket, Villa Angela St. Joseph

Hannah Panchal, St. Joseph

Heart of Texas

Senate 1
O Amber S. Ahmed, Kingwood
S Jay Gonzalez, Jersey Village

Jay Gonzalez, Jersey Village

House 1
O Alonie Porter, Taylor

S Isha Mathur, Clements

Alonie Porter, Taylor

House 2
O Mayan B. Rashid, Taylor

S Cristina Lopez, Jersey Village

Mayan B. Rashid, Taylor

House 3
O Deepa Shah, A.J. Hastings

Tanya Choudhury, Taylor

Deepa Shah, A.J. Hastings

Black

Senate 1
O Caleb Messer, Cameronton

House 2
O Chris Hoeman, Springfield Central

House 3
O Ben Rhodes, Bullivar

House 4
O Alex Brown, Springfield Parkview

House 5
O Rachael Anderson, Springfield Central

House 6
O Ryan Lynch, Kidapoo

South Kansas

Senate 1
O Shannisht Holman, Parsons

Matthew Dykes, Arkansas City

Kyla L. Thistle, Field Kindey

Pan Merriman, Winfield

House 2
O Mark C. Chubb, Parsons

Josh L. Shild, Field Kindey

Chassey A. Kriebel, Field Kindey

House 3
O Joel Shild, Field Kindey

Keith M. Wilson, Field Kindey

Jarrod Waugh, Labette County

House 4
O Brian S. Stark, Derby

Chassey A. Kriebel, Field Kindey

Matt M. Coleman, Derby

Hole in the Wall

Senate 1
O Jason Faunce, Sheridan

Suzanne Olson, Sturgis Brown

House 1
O Ross Kaogh, Buffalo

House 2
O Brian Traipoom, Cheyenne East

House 3
O Chris Meyer, Sturgis Brown

House 4
O Andrew Wood, Cheyenne East

New Mexico

Senate 1
O Joshua R. Baer, Jemez Mountain High School

S Austin Duus, Eldorado

P Timothy F. Pinch, Jemez Mountain High School

House 1
O Daniel Kuo, Albuquerque Academy

S Zach Work, Rio Grande

P Zach Work, Rio Grande

House 2
O Jenna Esperson, Eldorado

S Danhian Patel, Albuquerque Academy

P John Goldberger, St. Pius X

House 3
O Cesar B. Ross, Albuquerque Academy

S Aditya Dandluri, St. Pius X

P Max V. Mouton, Taos

Sierra

Senate 1
O Julie Veroff, Edison Computech

S Joseph Pierenghi, Edison Computech

P Briana Tucker, Ridgeview

P Andrea McFadden, Ridgeview

House 1
O Vivek G. Venkatarakam, Stockdale

S Alec Newman, Foothill

P Monica Carman, Edison Computech

P Patrick Byrne, Clovis West

House 2
O Daniel Veroff, Clovis West

S Steven Guliapiio, Edison Computech

P Ahmed Salam, Clovis West

P Nimi P. Katragadda, Stockdale

House 3
O Ashley N. Brown, Centennial

S Caelan OTsivan, Stockdale

P Tim D. Denald, Stockdale

P Josh E. Celia, Stockdale

Nebraska

Senate 1
O John Owos-Ream, Omaha Central

S Megan Glover, Millard North

P Daniel S. Reeker, Norfolk

House 1
O Andrea Neal, Omaha Central

S Miranda A. Cook, Norfolk

P Allen M. Jones, Kearney South

House 2
O Sunni Trendy, Raymond Central

S Lindy Anderson, Lincoln Southwest

P Aaron Schurich, Fremont

Mid-Atlantic States

Senate 1
O Christopher D. Carr, W.T. Woodson

S Caitlin A. Haberm, W.T. Woodson

P Abram Rose, Randolph Macon Academy

House 1
O John Dickson, nice McKinney

S David Clayman, Liberty

P John Dickson, nice McKinney

House 2
O Julie Johnson, Howard

S Brian Brown, Columbus

House 3
O Andrew McCormoll, Youngstown Boardman

S Joe Sava, nice McKinney

P Andrew McCormoll, Youngstown Boardman

Nebraska

Senate 1
O James J. Cronin, Ralston

S Clint R. Lueth, Hastings Senior

P Johnny J. Perez, Lincoln East

House 1
O Sean Nelson, Millard South

S Accy Mita, Lincoln East

P Accy Mita, Lincoln East

House 2
O Brandon V. Rodenberg, Redbank

S Abbie L. Allen, Hastings

P Brandon V. Rodenberg, Redbank

Florida Manatee

Senate 1
O Matt Cymonas, Nova

P Matthew House, Coral Springs

House 1
O Matt Turetsky, Nova

House 2
O Matthew Futch, Nova

House 3
O Zachary Schullman, Pine Crest School

California Coast

Senate 1
O Marcus Granger, Campbell Westmont

S Farshid Mohboudi, Leland

S Emily Suo, Campbell Westmont

P Anjali Palaniappan, Leland

House 1
O Elance C. Teterbach, Lynbrook

S Chris Vireis, Bellarmine College Prep

P Chris Vireis, Bellarmine College Prep

P Yih Zhang, Monona Vista

P Harsh S. Ganesan, Lynbrook

House 2
O David Chiang, Bellarmine College Prep

S Shyam N. Subramani, Lynbrook

P Jesa Kirwagel, Campbell Westmont

P Shreya Salki, Saratoga

House 3
O Kristen L. Dca, Saratoga

S AliEpstein, Bellarmine College Prep

P Nathanial Fumusa, Leland

P Melissa Fat, Saratoga

Heartland

Senate 1
O Chris Kocher, Bryan

S Ben Stelhoe, Pflugerville

P Michael Ritter, Round Rock

P Chris Kocher, Bryan

House 1
O Steven Kocher, Bryan

S Jeffrey M. Gees, Carroll

P Caitlin M. Cashon, A&M Consolidated

P Jeffrey M. Gees, Carroll

House 2
O Lara Meyer, Pflugerville

S Anthony Bexar, Pflugerville

P Tyler T. Sheldon, Driscoll Springs

P D. J. Collins, Westminster

San Fran BAY

Senate 1
O Puja Dhalla, James Logan

S George H. Kromsky, Danville Monte Vista

House 1
O Chris N. Cato, Miramonte

O Elaine J. Lin, Miramonte

Wind River

Senate 1
O Jess Ryan, Lander Valley

S Coulee Neale, Wind River Middle

P Ryan Hammond, Cheyenne

House 1
O Elizabeth Ewing, Laramie

S Graham A. Casper Natrona County

P Rebekah Smith, Rawlina

House 2
O Michaela C. Stokhouse, Jackson Hole

S John R. Worland, Worland

P David Williams, Saratoga

House 3
O Kim J. Wilkerson, Jackson Hole

S Geoffrey Buck, Casper Natrona County

P Malea Wendell, Casper Natrona County

Arizona

Senate 1
O Merry magic, Shangri Mountain

S Maco Hammon, McClintock

P Kyle Gundlach, Payson

P Ashley Mack, Red Mountain

House 1
O Alyssa Allen, Red Mountain

P Alex Patel, Dobson

P Adam D. Lanza, Flagstaff

P Shayn Nail, Mountain View

P Alyssa Allen, Red Mountain

House 2
O Adam Chilton, Mountain View

P Sam A. Smith, Desert Vista

P Adam Chilton, Mountain View

P Brad A. Smith, Desert Vista

House 3
O Nundy Janakiram, Mountain View

S Casius Sim, Desert Vista

P Christina Mackinnon, Red Mountain

P Ricky Brindley, Dobson

Show Me

Senate 1
O Josh Packwood, Grandview Sr.

S Doug Seaborn, Lee's Summit

P Michael W. Kearney, Lee's Summit

P EK Reinen, Holtsch

House 1
O Taylor McKinney, Blue Springs

S Andrew Blackwell, Rockhurst

P Nathan A. Davenrick, 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 LaFever, Lee's Summit

S Kyle Dennis, Blue Springs South

P Sam Hodge, Blue Springs South

P Rachel 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

Roshann Patel, Vestavia Hills

Plaque -- Vestavia Hills

Trophy -- Vestavia Hills

Sierra

Jeffrey A. Bauer and Jared C. Penrose, Liberty

Bryan L. Lowery and Ron J. Kretzmer, Garces Memorial

Markell D. Hayes and Jacqueline R. Zankowski, Stockdale

DUO

Angela Dixon and Jacin Goldin, Foothill

Alyssa Brown and Thomas Duncan, Foothill

CO

Jeffrey W. Lin, Bakerfield

Michael Guzmán, Ridgeview

USX

Becky Brewer, Bakerfield West

Sam Stark, Bakerfield West

INTL EXTREM

Hershey Auula, Clovis West

Ellen C. Dobie, Bakerfield

Dr

Juan De La Cruz, Foothill

Lakeisha Jackson, Foothill

Hi

Alex Newman, Foothill

Kyle Shanty, Fresno

LD

Anna Schlotz, Edison

Becky Brewer, Bakerfield West

Plaque -- Edison

Trophy -- Bakerfield

More results in the June Rostrum
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<th>Rank</th>
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<th>District</th>
<th>Ave. Strength</th>
<th>Leading Chapter</th>
<th>No. Degrees</th>
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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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