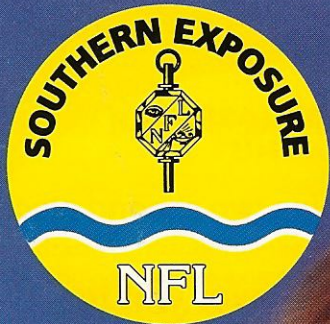


ROSTRUM

Volume 69

Number 8

April 1995



*Host Rhoda Radow
Nova Nationals*

CDE DEBATE AND EXTEMP CAMPS. THE BEST IN THE NATION.

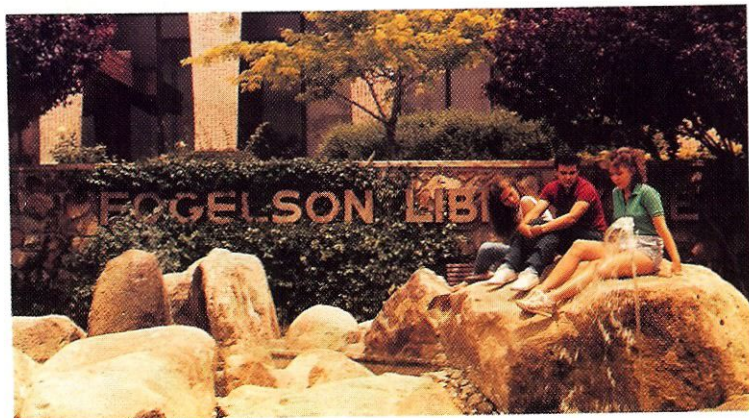
- * In 1986 86% of CDE alumni qualified for Nationals.
- * In 1989 28 CDE alumni "broke" to late rounds at Nationals. And 8 earned final round trophies.
- * In 1990 became the first U.S. debaters to win the World College Debate Championship.
- * In 1991 CDE graduates won two events at Nationals plus second and fourth place trophies.
- * In 1993 CDE graduates won three events at Nationals plus two second places and two third place trophies.
- * **In 1994 CDE graduates were the first U.S. team to ever win the World High School Debate Championships. And at N.F.L. Nationals 5 of the 12 Lincoln Douglas finalists were CDE graduates!**

This year YOU are invited to join us.

Lincoln Douglas and Extemp Camps: July 6-July 20, 1995. \$925
(held in Durango, Colorado)

Team Debate Camp: July 16-August 6, 1995. \$985
(held at Texas Tech. University in Lubbock)

Costs include tuition, room, most meals, free tourist day, 1,500 debate blocks or 400 articles, 24 critiqued practice rounds.



Both camps will be headed by WILLIAM H. BENNETT, the former national debate champion, author of over 50 texts and books, and coach of 9 national champions and championship debate teams.

Teacher-student ratio is guaranteed to be 8-1 or lower. Class actions are monitored.

Each camp is limited to the first 60 applicants. An \$85 application fee must accompany entry. Check or credit card accepted.

Mail to: **CDE**, P.O. Box Z, Taos, N.M. 87571
(505) 751-0514



☐ Team Debate

Name _____

☐ Lincoln Douglas

Mailing Address _____

☐ Foreign Extemp

☐ Domestic Extemp

☐ I have enclosed my deposit check (or credit card # and expiration date). Send me the full packet of information and forms today.

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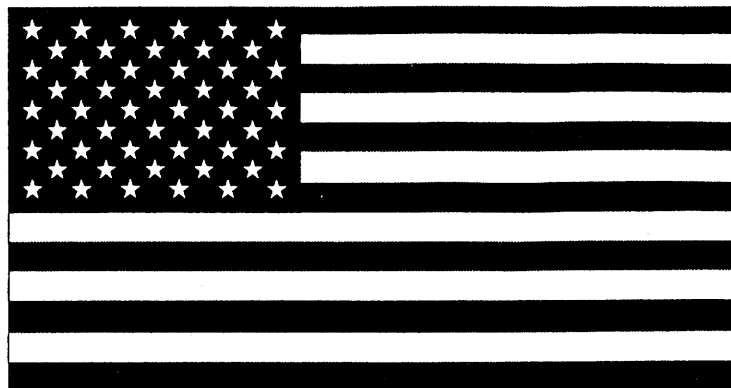
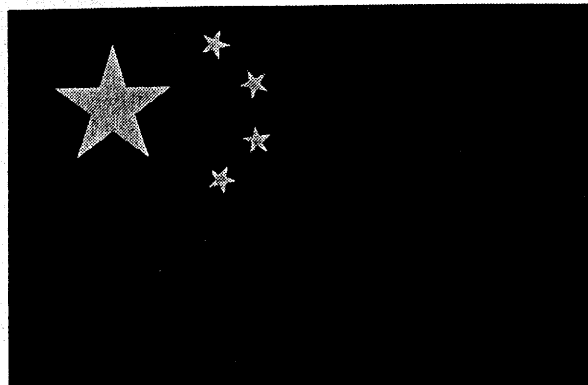
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** Applies to individuals in Kansas only.

National Forensics Institute



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"The Washington-Beijing Connection"

Debate Workshop I
June 22-July 13

Debate Workshop II
July 23-August 13

Debate Workshops

NFI will again offer two major policy debate workshops which will emphasize a proper balance of theoretical, presentational, research, and argumentative learning. Our four distinguished Senior Core Faculty members will direct an entire educational staff numbering more than fifteen outstanding college and high school professionals. Indeed, for debaters, Washington D.C. is an unparalleled resource for research on both specific topics dealing with the official Problem Area of China recently announced by the Topic Committee.

Debate Workshop Senior Core Faculty

Dallas Perkins, Harvard
William Southworth, Redlands
Joel Rollins, U of Texas
Jeff Parcher, Georgetown

Financial Assistance

NFI and American University are concerned that as many deserving students as possible are able to enroll in at least one of our Workshops here in Washington, D.C. Thus we are pleased to announce that a significant number of substantial individual and institutional scholarships will be awarded.

Please contact us for additional information.

National Forensics Institute

P.O. Box 25539
Washington D.C., 20007
Telephone: (202) 388-2279 • Fax: (202) 342-5647



202 338-2279

On the Cover: National Tournament Host Rhoda Radow, Nova (FL) HS.



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Next Month: Stennis Center Sponsors Congress;
District Tournament Results.

THE ROSTRUM

Official Publication of the National Forensic League
(USPS 471-180) (ISSN 1073-5526)

Donus D. Roberts, President
William Woods Tate, Vice President
James M. Copeland
Editor and Publisher
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(414) 748-6206

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SUBSCRIPTION PRICES

Individuals: \$10 one year; \$15 two years. Member Schools \$250 each additional sub.

NATIONAL TOURNAMENT L/D TOPIC

Resolved: When in conflict, the safety of others is of greater value than the right to privacy of those with infectious diseases.

1995 - 96 POLICY DEBATE TOPIC

Resolved: That the United States government should substantially change its foreign policy toward the People's Republic of China.

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THE DEBATE INSTITUTE
NATIONAL HIGH SCHOOL INSTITUTE
NORTHWESTERN UNIVERSITY

July 16 - August 12, 1995

DEBATE INSTITUTE IS COMMITTED TO:

- A staff composed of debate teachers, an even balance of college debate coaches, high school debate coaches, and nationally successful college debaters. We hire staff based on their ability to teach students how to research, construct arguments, and improve as speakers. All NHSI teaching staff have previous experience at summer debate institutes.
- Teaching advanced debate skills that will be of future use to debaters. No other workshop offers a combination of intensive training in analysis, rebuttal, refutation, delivery, and cross-examination skills. We guarantee students a minimum of 12 critiqued debates on the 1995-96 debate resolution, as well as time to rework speeches from the practice debates.
- Appropriate supervision of students. At Northwestern the teaching staff also serves as dormitory counselors, residing in the same dorm as the students.

1995 DEBATE INSTITUTE STAFF:

Director:

Scott Deatherage, Director of Debate and Assistant Professor of Communication, Northwestern University. Scott has coached three national championship teams, including the defending champions, 1994 National Debate Tournament winners Sean McCaffity and Jody Terry. Scott has taught more than 25 groups at debate workshops around the country, including those at American University, Baylor University, Georgetown University, the Michigan National Debate Institute and the Michigan Classic. This is Scott's fifth year to direct the Northwestern Debate Society and his fourth year to direct the Debate Divisions of the National High School Institute.

DEBATE INSTITUTE NORTHWESTERN UNIVERSITY

James Paul Hunter, Director of Debate at Oak Park-River Forest High School of Illinois. Jim joins the NHSI for his fifth summer as Associate Director of the Debate Divisions. His teams at Oak Park have been most successful. In 1990 he coached the Tournament of Champions winners. In addition to the NHSI, Jim has worked at debate workshops across the country, including the Georgetown Debate Institute and the Wake Forest Debate Workshop. He has coached numerous Illinois high school association debate state champions; he is also a member of the Key Society at the Barkley Forum at Emory University.

Faculty:

The following individuals have already joined the faculty for the 1995 Institute; other faculty members of similar national stature will be added to the program during the year.

Byron Arthur, Director of Debate, Jesuit College Prep, New Orleans, Louisiana.

Bridget Brocken, American University, Washington, DC.

Chuck Ballingall, Director of Debate, Damien High School, Los Angeles, California.

Terry Johnson, Senior Debater, Northwestern University.

Becky Kidder, Yale Law School, Princeton, NJ.

Sean McCaffity, Senior Debater, Northwestern University.

Mark McPherson, Assistant Director of Debate, University of Iowa.

Alex Pritchard, Director of Debate, The Greenhill School, Dallas, Texas.

Jody Terry, Senior Debater, Northwestern University.

Aaron Timmons, Associate Director of Debate, The Greenhill School, Dallas, Texas.

Dana Vavroch, Washington High School, Cedar Rapids, Iowa.

Laura Veldkamp, Senior Debater, University of Iowa.



This four-week program is open to current freshmen, sophomores and juniors, and will accept 126 applicants. The cost of the program is \$2050. This includes tuition, all lab fees, and room and board.

FOR ADDITIONAL INFORMATION AND AN APPLICATION, WRITE OR CALL:

Lynn Goodnight, Administrative Director

National High School Institute, Northwestern University

2299 North Campus Drive, Evanston, IL 60208

(708) 491-3026 or (800) 662-NHSI

Financial Aid is Available

Application Deadline is April 28, 1995

National Forensics Institute



THE AMERICAN UNIVERSITY
WASHINGTON, D.C.

Individual Events Workshop June 28 - July 19

This three week workshop will offer classes in all nationally recognized major NFL individual events including Lincoln-Douglas Debate. Work will range from educational basics to sophisticated, competitive refinements precisely tailored to each individual student. The distinguished Core Faculty will direct a full educational staff of outstanding college and high school professionals.

All students will be eligible to enter one or two events at their option.

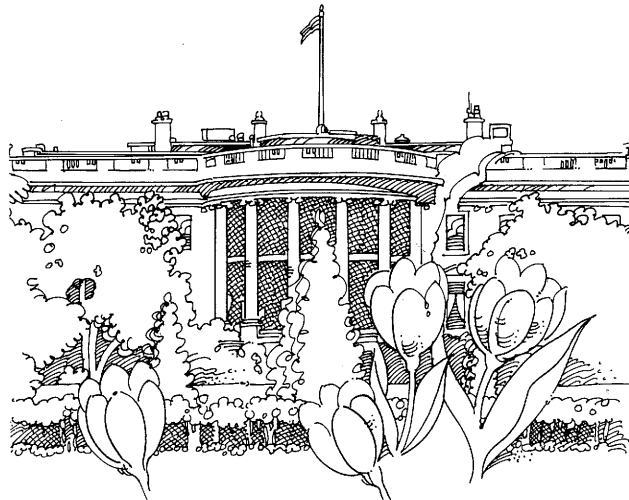
Core Individual Events Workshop Faculty

Lanny Naegelin, *Texas School System*
Lydia Esslinger, *Syosset*

Julie Sheinman, *Stuyvesant*
Duane Carr, *St. John's H.S.*

Financial Assistance

NFI and American University are concerned that as many deserving students as possible are able to enroll in the Individual Events Workshop here in Washington, D.C. Thus we are pleased to announce that a significant number of substantial individual and institutional scholarships will be awarded.



National Forensics Institute ♦ PO Box 25539 ♦ Washington, DC 20037
Phone: (202) 338-2279 ♦ Fax: (202) 342-5647

TOURNAMENT HOTELS OFFER LUXURY ON A BUDGET

Host Rhoda Radow is pleased to announce that Fort Lauderdale's finest resort properties are offering great value, service, and security at unheard of low prices for NFL National Tournament participants.

Headquarters Hotel Senate Chambers

The tournament headquarters hotel and the site for the Senate chambers of the National Student Congress is the Marriott Marina where rooms are \$75 per night.

At the Fort Lauderdale Marina Marriott the shimmering canals of Florida's famous Intracoastal Waterway are the perfect backdrop to casual dockside ambience. The hotel is three miles from the Fort Lauderdale International Airport and a convenient mile from the city's dazzling strand of beaches.



Marina Marriott

Spacious rooms include cable TV with in-room pay movies. A free-form swimming pool and oversized tanning deck invite guests to swim and soak up the sunshine. Pampered pleasures include whirlpool, saunas, exercise room or tennis.

Registration

Registration will be Sunday June 18 at the Airport Hilton Hotel, midway between the tournament site and the Ft. Lauderdale beaches. A \$73 per room rate guarantees Hilton quality: Outstanding room, pool, exercise room, tennis, excellent restaurants and a free shuttle to the beach! Another outstanding airport hotel is the Sheraton Design Center where rooms are \$70 and \$75.

House Chambers

The site of the House of Representatives of the National Student Congress is the Ocean front Sheraton Yankee Trader. Across from the beach the Trader features: Deluxe rooms with views of the Intracoastal Waterway or Atlantic Ocean; Trader Dining Room serves breakfast, lunch and dinner; Trader Cafe, a Beachfront sidewalk cafe, serves breakfast, lunch and dinner; 24-hour deli/convenience store; two freshwater pools; fitness center. A rate of \$72 for this completely refurbished ocean front hotel.

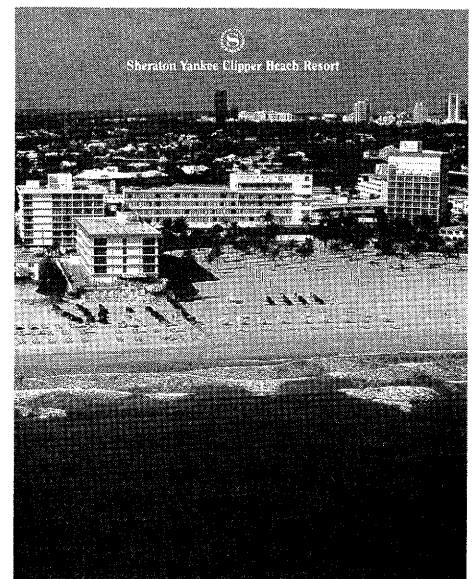


Sheraton Yankee Trader

Ocean Front Hotels

In addition to the Sheraton Yankee Trader other Ocean Front hotels include:

The Sheraton Yankee Clipper, right on the ocean features: Deluxe rooms with views of the Intracoastal Waterway or the Atlantic Ocean; Dining Room serving breakfast, lunch and dinner; 24-hour deli/convenience store; freshwater pool; fitness center.



Sheraton Yankee Clipper

The Holiday Inn Beach/Galleria is located on the beautiful Ft. Lauderdale Beach at the intersection of Sunrise Boulevard and A1A, seven miles from the Ft. Lauderdale International Airport.

Facilities include: Panoramic Views of the Atlantic Ocean; mini-refrigerators; walking distance to all the Galleria shops; Waffle House Restaurant with 24-hour Breakfast, Lunch, Dinner and Room Service; Sports Grill with full menu, two 70-inch T.V.'s and 20-24" T.V.'s; Tropically landscaped heated pool. Rooms are \$56.



The Radisson Bahia Mar Yachting Center fronts the ocean with marina access to the Intracoastal waterway. The Bahia Mar has recently completed a \$7 million renovation. All rooms in the tower or at the marina feature color TV and in-room movies.

The Bahia Mar Grill is open for meals from 6am to 10pm.

Outstandings Recreational Facilities Include: Outdoor pool; Direct Beach access; Four lighted tennis courts; Deep-sea fishing charter fleet; Scuba diving; Small boat rentals. Rooms are \$69 per night.

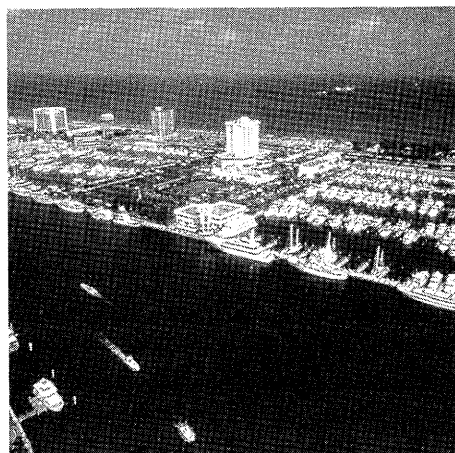
Holiday Inn/Beach

Located on the famous Ft. Lauderdale Beach the Riviera Ocean Resort offers unique accommodation at very affordable prices for Standard rooms with refrigerators, Efficiencies and (1) Bedroom Suites with cooking facilities.

Amenities include: Beach Front Sidewalk Cafe for dining inside or under Canopied Terrace overlooking the Atlantic Ocean; full "Deli" with great selection of foods and beverages; Restaurant; 2 Swimming pools; 2 Lighted Tennis Courts; Room safes; Coin Laundry; FREE Parking plus 24 Hour Front Desk. Rooms are \$45 single to quad. Efficiencies are \$50 and one bedroom suites are \$55 per night.



Riviera Ocean Resort

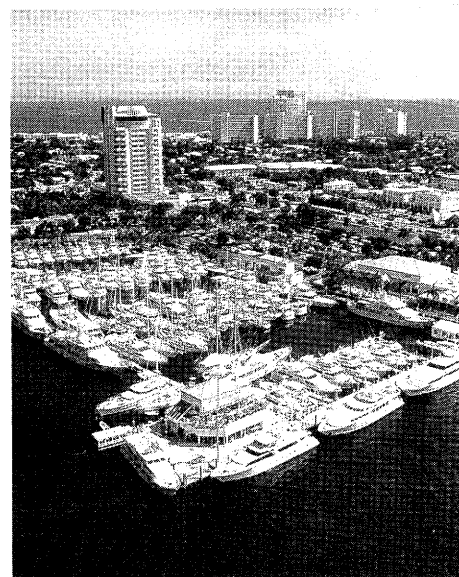


Radisson Bahia Mar

The Ultimate

Set on a tropical 22 acres, Hyatt Regency Pier 66 features luxurious guest rooms and suites within a 17 story tower and garden lanai. The Resort boasts six unique restaurants including the world-famous revolving Pier Top. Recreational facilities include a full service Aquatic Center, lighted tennis courts, three pool oasis, and Spa LXVI, a full service health and beauty spa. Pier Sixty Six is walking distance from the beach. Rooms range in price from \$79 single to \$99 quad.

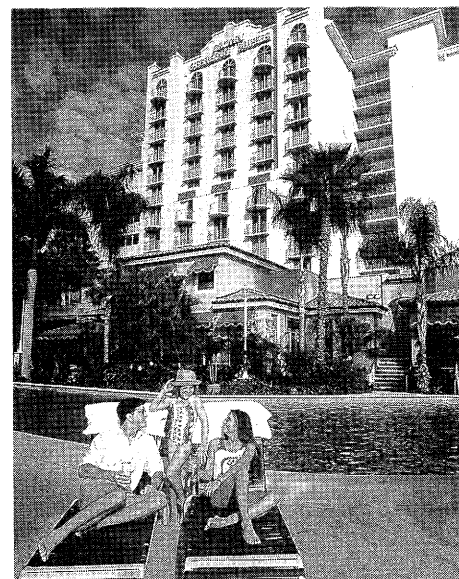
The Hall of Fame and Diamond Dinner will be held here Monday evening.



Hyatt Regency Pier 66

Suite Hotels

For those who desire the "Suite life" or who wish to save money by rooming many students in a suite:



Crown Sterling Suites

Crown Sterling Suites is ideally poised within walking distance to restaurants, and minutes away from the beach.

This 12 story Mediterranean style hotel has luxurious one bedroom suites surrounding a lush tropical atrium. Recreational facilities include a
(Continued to Page 10)

Florida Forensic Institute

Special Programs for
STUDENTS, COACHES and TEACHERS

With 3 Additional Days! July 28 through August 11

The FFI is now the nation's **LARGEST COMPREHENSIVE INSTITUTE**, and offers instruction in ALL EVENTS, including:
Team Debate & Lincoln-Douglas Debate--WITH SEPARATE NOVICE, VARSITY, & TEACHER LABS!!
PLUS All Individual Events: OO, DI, HI, EX, OI, & DUO

Core Staff

The Institute will be taught by coaches from across the nation. Committed to working at the 1995 Florida Forensic Institute:

Dale McCall--Wellington HS--L-D & Teacher's Wkshp.
Merle Ulery--N. Miami Beach HS--Extemp
Tony Figliola--Holy Ghost Prep, Philadelphia--Interp
Peter Pober--University of Texas--Interp
Tucker Curtis--Albuquerque Academy--Lincoln-Douglas
Bob Marks--Albuquerque Academy--Oratory & Interp

Fr. John Sawicki--Holy Ghost Prep--Extemp & Oratory
John Schultz--Florida State University--Voice & Movement
Lisa Miller--South Plantation HS--Lincoln-Douglas
Carmen Adkins--Sandalwood HS--JV & Varsity Team Debate
Fran Berger--Miami Palmetto HS--Novice Team Debate
Brent Pesola--University School, Florida--Institute Director

The Philosophy of the Florida Forensic Institute

The FFI not only offers a staff that rivals any institute, but also an alternative time: enrollees return to school in the fall *fresh from the institute* and ready to compete! There won't be that lull between the end of institute and the start of school. The 140+ students at last year's FFI found that this increased their productivity and performance level. More importantly, the FFI focuses on *instruction first*, then competition. Ironically, students have found that by taking a more "academic" approach during institute, they not only gain a more comprehensive understanding of the activity, **THEY DO IN FACT WIN!** This is supported by the fact that last year's FFI alumni have advanced to the Final Rounds at literally every major tournament in the country. Future ads will document their success.

Tuition & Room and Board

Tuition for the expanded FFI will be \$425, which includes all materials. Day students may also purchase a lunch plan.

"Pay Dormitory Prices but live at a Country Club!"

That's right! Students will be housed in a secluded section of the Rolling Hills Resort, a full-service hotel that offers all the amenities imaginable--including the Atlantic Ocean--just a short distance away. And there's no need to bring towels and linens--students will receive daily maid service! The Quad Rooms include a color TV, telephone, and private bathroom. Most importantly, our "dormitory" fees rival the on-campus institutes. Resident students will be charged \$475 (plus tuition), which includes 14 nights: Friday, July 28 through Thursday, August 10th. This fee includes lunch and dinner on week nights, recreation, transportation, beach outings, and full use of the resort--including a swimming pool and recreation center. A detailed packet of housing information will be mailed upon receipt of resident students' registration materials. Before applying for housing, be aware that any violation of housing rules results in *immediate dismissal* from the FFI. Also, be *guaranteed* that the FFI has the most ideal housing plan in the country.

LAW LIBRARY ON CAMPUS: LEXIS-NEXIS, CD ROM, Philosophy, & More!!!

Nova Southeastern University's state-of-the-art Shepperd Law School has a full-service law library on campus. FFI students will have unlimited access to all components, including those listed above. In addition, two other major libraries are available for use.

BRAND NEW, FULLY ACCREDITED TEACHER WORKSHOP

By popular demand, the FFI now offers an organized **TEACHER/NEW COACH WORKSHOP**. Dale McCall, the "inventor" of Lincoln-Douglas Debate and renowned coach of all Forensic events, will instruct and supervise a comprehensive workshop for coaches at all levels of experience. It will cover ALL ASPECTS of directing a Forensics Program: teaching, coaching, fundraising, administration, etc. The **TEACHER WORKSHOP** will offer unsurpassed professional development. Whether you've just been "handed the Debate job," or you wish to enhance your coaching repertoire, the FFI **TEACHER WORKSHOP** will meet your needs. Personally designed lesson plans will allow coaches to either survey all Forensics events or focus on chosen areas. **TEACHERS WILL ACCUMULATE ENOUGH MATERIALS, HANDOUTS, AND KNOWLEDGE TO TEACH AN ENTIRE YEAR!** In addition, the workshop will provide all necessary documentation for school districts, including a grade if necessary. Over 120 hours of instruction will be accrued. **NOTE:** The fees for the **TEACHER WORKSHOP**, which are very often covered by schools, will be \$100 LESS than the student fees. The FFI will provide all the necessary invoices to meet your specific administrative requirements. If you have questions, contact the FFI for more information about the **TEACHER WORKSHOP**.

TO ENROLL IN EITHER THE STUDENT INSTITUTE OR THE TEACHER WORKSHOP

Send a \$50 application deposit (checks made out to "Nova Southeastern University -- FFI") to:

Florida Forensic Institute

3301 College Ave. -- Sonken Bldg.

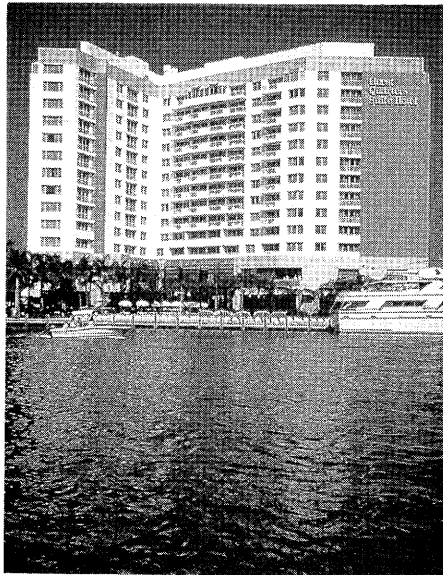
Ft. Lauderdale, FL 33314

PH 800-458-8724 or 305-475-7660 FAX 305-452-5547

(Continued from Page 8)

breathtaking outdoor swimming pool with a cascading waterfall, a sauna, and a steam room.

Amenities include: A spacious two room suite (up to four people per suite), with a private bedroom and separate living room featuring a sofa sleeper, two color televisions, coffeemaker (with coffee), refrigerator and microwave; Complimentary cooked-to-order breakfast each morning; Complimentary transportation to and from the Fort Lauderdale airport; Complimentary shuttle service to and from the beach; Free self-parking. \$69 per suite.



DoubleTree Guest Suites

The DoubleTree Guest Suites Waterfront is superbly located on the Intracoastal Waterway, where elegant boats sail by in a parade. Spacious suites provide dazzling views of the Intracoastal Waterway and Ft. Lauderdale's beaches.

DoubleTree provides you a world of comfort: Beautifully appointed lobby and fine restaurant; swimming pool, whirlpool and relaxing health and fitness facilities; Just two blocks away, you'll find sparkling beaches. And for the finest shopping in southern Florida, the distinctive shops and boutiques of The Gal-

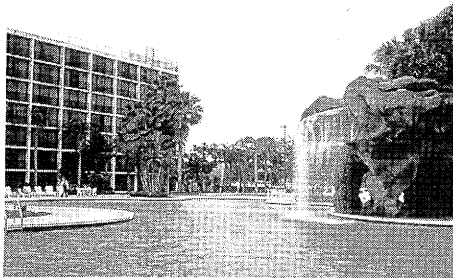
leria are steps from the hotel. One bedroom suites are \$70, two bedroom suites \$110.

Close to Tournament

Very close to Nova High School, site of the National Tournament, Rolling Hills Hotel & Golf Resort has been designed to meet every requirement of the discriminating travelers.

Rolling Hills is "Official Hotel and Resort of the Miami Dolphins" and the location where the hit comedy "Caddyshack" was filmed.

The hotel is framed with a very unique serene atmosphere of century old Spanish Oak trees and endless rolling hills.



Rolling Hills Hotel & Golf Resort

The renovated deluxe rooms offer many amenities.

Tropical pools are a paradise complete with sleepy lagoons and whispering waterfalls. A jacuzzi, 27 hole championship golf course, pro shop, and four tennis courts meet recreational needs.

Located on University Drive near I-95 and nearest of any hotel to Nova High School, the hotel offers exceptional rates of only \$49 per room.

Hotel Advice from Rhoda

Welcome to Florida. If you're ready for us, we plan to be ready for you. To help you make decisions during your stay here, we have some suggestions that may help you with hotel selection.

Obviously, with Florida a major resort area there are hundreds of accommodations to select from. When we selected our hotels with you in mind, we based our choices on several premises:

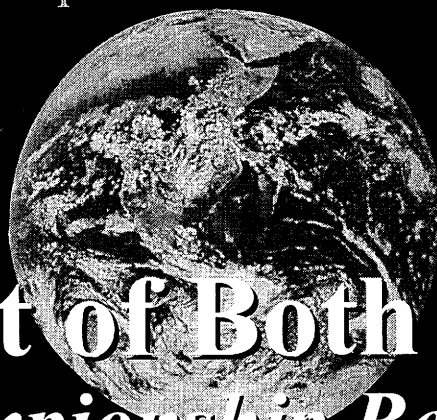
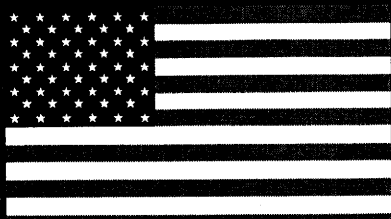
- *the beauty of our beaches
- *the quality of the rooms
- *the safety of the environment
- *the access to the competition sites
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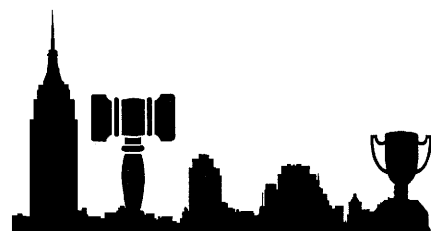
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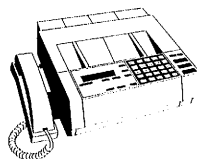
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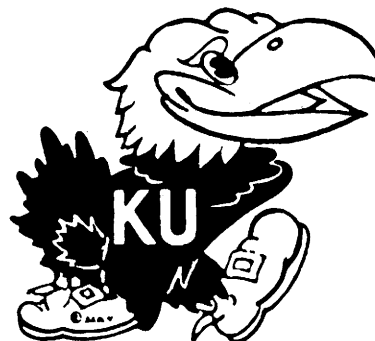
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NARROWING THE GENDER GAP IN INTERPRETATION *July*

by Ron Krikac

If asked, "What is the most important quality in an interpretation performance?" I answer without hesitation, "Believability!" When an audience says, "We fully believed that performance--the characters, the situation, the emotions," then the interpreter has succeeded. Some rare competitive performances succeed so well that, in the words of the NFL interpretation ballot, "the hearer forgets this is a contest and in a perfectly-created atmosphere, is carried away to the time and place of the story being unfolded." Most student presentations, however, are less successful than that ideal, often because the students are unable to portray believable characters different from their own genders. Yet interpreters need not accept such limitation, for by following an intelligent, systematic, and disciplined approach, they can enact convincing characters of the opposite gender.

Consistency

Most of us have seen at least one of those galvanizing performances in which the interpreter so successfully portrays believable characters of both genders that we are indeed "carried away to the time and place of the story being unfolded." And we never forget such magical experiences.

More often, however, we see performances which are excellent in a number of respects but which lack consistent believability because the interpreters do not portray characters of the opposite gender as realistic human beings. Such a situation mars both serious and

comic performances: in dramatic interpretation, performers unable to depict such convincing characters often create unintentional and unwanted humor because their juxtaposition of realistic and unrealistic characters is comic; in humorous interpretation the performer's limitation often results in flat, stereotypical, cartoonist characters who ultimately fail to engage the sympathy--or even the interest--of the audience. The audience members feel no involvement because they cannot connect with such characters as fellow human creatures.

And we should make no mistake: in contest work the

All other aspects being equal, the competent critic usually will award higher scores to those performers successfully meeting the gender challenge.

student's ability to portray believable characters of the opposite gender is a real asset. First, performers with such abilities are not restricted in their choices of materials. Because they can play characters of both sexes, they have an almost unlimited range of literature available. Second, contestants effectively playing characters of both genders have an edge in competitions because sensitive evaluators recognize their accomplishment as remarkable. Like the competitive diving

judge who takes into consideration degree of difficulty before granting a score, the critic-judge in interpretation contests will react favorably to the achievement of this difficult task. All other aspects being equal, the competent critic usually will award higher scores to those performers successfully meeting the gender challenge.

Believability

How does the student performer achieve such believability?

The first step in preparing any interpretative performance is to understand the characters, relationships, and situations as thoroughly as possible. Interpreters must put themselves into the minds and hearts of the characters in order to answer some fundamental questions: Why do the characters behave as they do? What do they want? What tactics do they use to achieve those desires? What are the characters thinking and feeling as they speak? The student wanting to enact characters with depth and honesty needs to know moment-by-moment what is driving them to act and speak as they do. Without this understanding, the performer cannot hope to realize a richly-textured characterization.

Understanding complex characters, many of them much older and more experienced than the young interpreter, is always a difficult task. But it becomes enormously more challenging when the character and performer are the opposite genders. For centuries the sexes' inabilities to understand each

other have been the subject of great literature, both comic and serious. In this century, through systematic research, we are discovering how very differently men and women think, value, feel, and communicate. And interpreters must comprehend those vast differences if they are to understand characters of the opposite gender and perform them convincingly. By reading works such as John Gray's *Men are from Mars, Women are from Venus* and the writing of Deborah Tanner, performers can gain an essential and fascinating base for understanding the other half of humanity. Grounded in this knowledge of the opposite-sex characters' reasons for acting and reacting, the interpreter can move to the next step, physicalization.

It's no secret that males and females are anatomically different from each other, but often student performers don't consider how those differences affect the way men and women stand, move, and speak. No doubt studying the skeletal and muscular differences between the sexes can show the physical and vocal adjustments needed to suggest the opposite gender, but directly observing living human beings is probably more helpful. Serious interpreters and actors are committed people watchers: wherever people congregate--malls, theatres, sports complexes, churches-- they study and note how individuals stand, move, and talk; and they then incorporate these realistic qualities and mannerisms into unique true-to-life portrayals.

Generalizations can be dangerous; nevertheless the careful people watcher will probably note a number of qualities evident in most males and most females.

Characteristics

In general, men tend to stand with their feet further apart than do women: men often place their feet about shoulder width whereas women keep theirs a bit closer together (but not touching). From that base, men characteristically place their weight toward the middle of their feet while women usually move the weight slightly forward. Typically, men gesture less often than women; but when they do gesture, they tend to make broader, firmer, more direct gestures than do women. Often women's hand movements are more fluid, less direct, and more graceful than men's; and women gesture a little closer to the body than do men. As a result, women's gestures are usually smaller than men's. The interpreter recognizing

Understanding complex characters... becomes enormously more challenging when the characters and the performer are the opposite genders.

these fundamental differences can adjust his or her body accordingly to suggest the physical qualities of characters of the opposite gender.

Observation will also reveal some generalizations about vocal characteristics. Because of their larger larynxes, men usually have bigger, lower, and more resonant voices than women. This physical fact can make vocal changes more difficult to achieve than postural and gestural adjustments; thus in matters of voice, interpreters must rely more heavily on suggestion and illusion than on true-to-life imitation. Women portraying male characters will

need to take deeper breaths than normal, open their mouths more to create additional resonance space, and relax their throats in order to lower the pitch slightly. Often women with light voices can make their voices sound richer by focusing the sound more forward into the mask of the face. (This is a difficult concept to explain on paper, but a speech or singing teacher can easily help the performer to achieve this focus.) Finally, when playing men, women need to reduce the amount of vocal inflection they use, as most men (Americans at least) use a relatively narrow inflectional range.

Males portraying female characters must also employ vocal suggestion and illusion. Above all, men must avoid the popular practice of using exaggerated pitch changes to suggest women's voices. Such use of the falsetto voice conveys exactly what the word suggests--falseness. To suggest a woman's voice, the male performer may raise his normal pitch slightly but should not exaggerate. Instead he should lighten the quality of the voice and add more breath than he would normally have. He also may reduce the force in his voice and employ a wider range of inflections than he would normally use. It's better to seek a softer, lighter voice than a higher one.

Performers of both genders may also create more distinct but believable voices by altering their vocal qualities. In making such alterations, it's sometimes helpful to think in terms of musical instruments. Listeners often describe women's (and young boys') voices as "flutey" or "reedy." Men's voices (and some women's voices) are called "brassy." An especially rich, warm voice suggests the resonant sound of the cello. Through vocal experimentation interpreters familiar with the specific timbres of instruments can

often adapt those sounds to create distinct but believable voices for either gender.

Considerations

Three related matters need to be mentioned. First is a reminder that there exist millions of human beings of both genders who do not fit the physical and vocal generalizations mentioned above. In real life we often encounter people who are atypical. For example, recently while shopping, I heard the most unusual voice I'd ever heard (outside of humorous interpretation contests!). I thought surely the speaker was using a false voice for some reason, but he was not. Although the voice seemed to come from a Saturday morning cartoon, it was the habitual voice of a man about fifty years old. If I had heard that voice in a round of interpretation, I would immediately have written a comment about its unrealistic quality! Human beings also who remarkable physical uniqueness: there are manish women and effeminate men, and most human beings possess a complex of traits which we normally associate with one gender or the other. In fact, we've probably all had the disconcerting experience of being unable to tell whether a person we've encountered for the first time is male or female. Uniqueness is a part of human existence; but unless interpreters have strong justifications for creating such unusual beings, they are better off suggesting opposite-gender characters who are closer to the generally-perceived norms.

Second, good interpreters realize that age considerations are inextricably linked with those of gender in determining effective physical and vocal characterizations. A person's manner of standing and moving changes with age as well as with

gender, and one's vocal qualities and mannerisms change as he or she gets older. In fact, various studies have shown that age-related physical and hormonal changes often make older people take on the characteristics of the opposite gender. For example, as men age and become increasingly frail, their movements often become lighter and more delicate just as their voices become higher and thinner, like women's voices; as women age, they often shift their weight back on their feet, become more forceful, and even develop lower, "masculine" voices. These facts can also influence opposite-gender characterizations and thus underscore the need to base portrayals on observation of real-life human beings rather than strictly on theory and imagination. Good art feeds on real life.

Third, as strange as it may seem, in rare instances, one can become too realistic in creating opposite-gender characters with the result that the audience is pulled out of the scene rather than into it. Some years ago, I saw a very talented young woman perform a scene between a mother and her adult son. The mother was a believably character; but when the son spoke, I was jolted out of the scene: the performer had somehow found a voice that was so big, full, and "male," that I found myself asking, "How does that petite young woman produce such a huge voice?" The effect was something like the diabolical voice coming from the young girl's body in the movie *The Exorcist*. Every time the son spoke, I couldn't help focusing on how the performer created that sound. I simply would not get involved in the scene as I was too fascinated by the contestant's extraordinary vocal technique. This performer would have been more effective, I think, if she had relied on suggestion rather than absolute

realism to produce the male character's voice.

Ultimate Test

In summary, I believe that the ultimate test of good interpreters is their ability to create a wide range of believable human characters. One particular challenge to developing this versatility is creating believable characters of the opposite sex. Such creation demands an understanding of gender psychology and anatomical differences, careful observation of human beings, and the technical skill to embody the desired characterization without calling attention to itself. Performers who are able to create convincing characters of both genders, whether in dramatic or humorous interpretation, have a strong advantage in competition. Perceptive critics recognize and reward their achievements; and more importantly, they remember the outstanding work. In 1985 and 1986, when Andy Thornton of Texas won the national championships in dramatic interpretation and humorous interpretation, I remember so many people commenting on his exceptional ability to play female characters who were convincing without being "campy." Today, nearly a decade later, I still hear veteran coaches praising those convincing characterizations. Indeed, the ability to create believable characters of the opposite gender is the mark of the very best interpreters; and that skill gives special pleasure to both the performer and the audience.

(Ron Krikac is an NFL legend --coach of several national individual and team champions at Pinecrest (FL), San Antonio-Churchill (TX), and Marquette (WI). He currently teaches at a junior college in Wyoming.)

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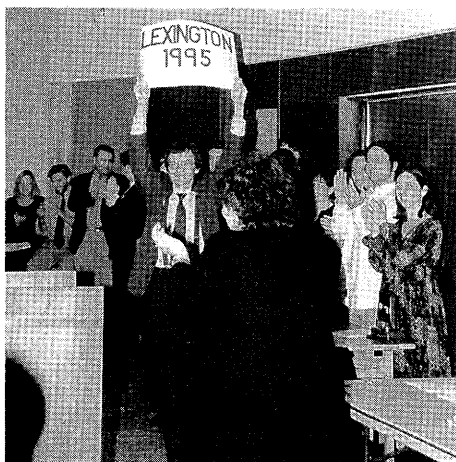
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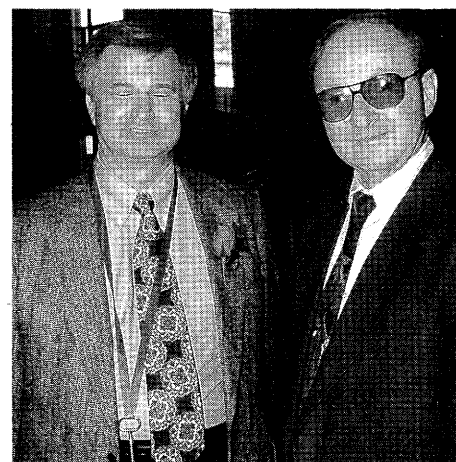
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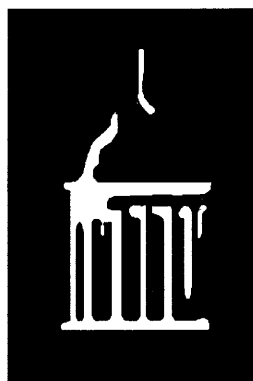
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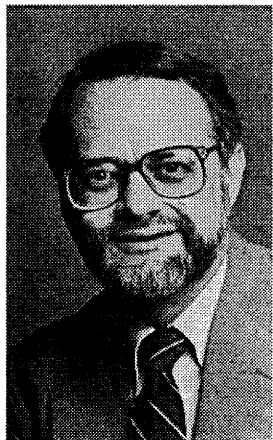


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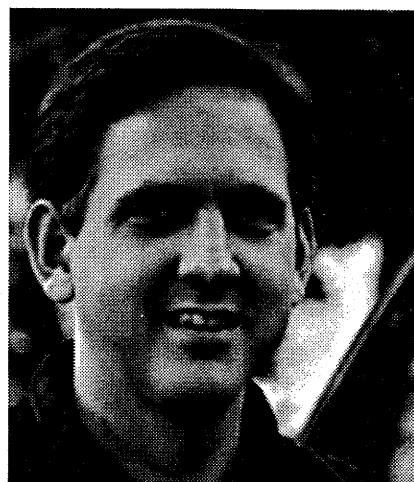
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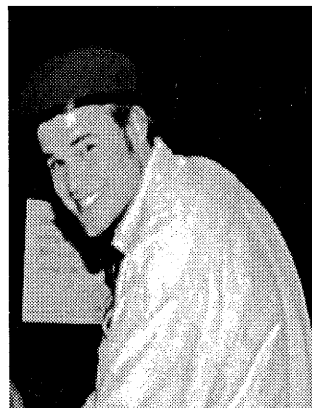


Claire Carman

The 1994 NFL National Champion in LD; sophomore, Rice; numerous awards and honors

Claire Carman

1994 National Champion



Seth Halvorson, Macalester



Renard Francois

Law student, associate director, Montgomery Bell Academy; B.A., University of Pennsylvania

Renard Francois, MBA

What four '94 LD participants said:

The Institute taught me a lot. The one on one learning atmosphere in the skills labs helped me--the fact that the labs were small made it easier for the skills lab leader to help each and every one of us with weaknesses.

Sarah Davitt, junior, Springdale, Pennsylvania

Iowa's LD program is the best in the nation. I learned as much my second year as I did the first.

Jessica Winkler, junior, San Marcos, Texas

My summer at Iowa was an experience I will never forget. I learned a lot more than I expected about philosophy, logic and argument. The administration was strict but friendly. They gave me my money's worth.

Adeline Carlos, junior, Wainae, Hawaii

It was my second time to attend Iowa, and I have no doubt that Iowa has the best LD camp in the nation. The staff is excellent.

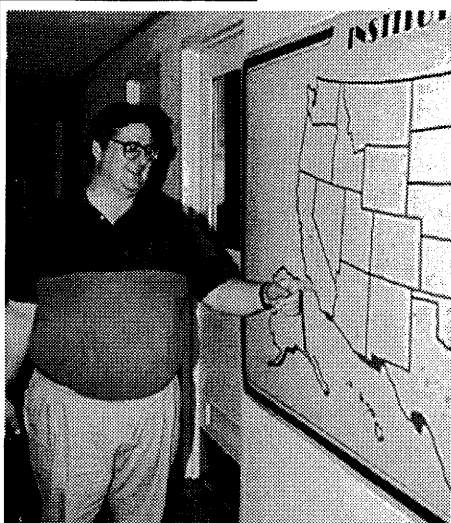
Daniel Rosen, junior, Omaha, Nebraska

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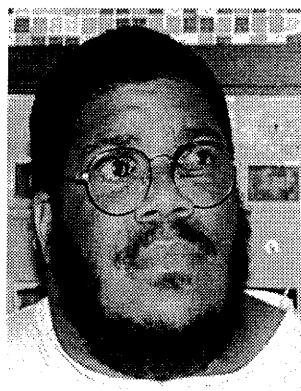


Chuck Ballingall

teaches and coaches at Damien of California. Mr. Ballingall is the youngest coach to receive two NFL Diamonds and is one of America's most successful high school directors. His teams have won or been in the late elimination rounds of every major national tournament. As a college debater for Redlands, Chuck placed in the elimination rounds at every national tournament with two appearances at the NDT.

David Hingstman

teaches and coaches at Iowa. In seven years as head coach, 19 teams qualified for the NDT--ten were first-round-at-larges. He coached at Baylor and Northwestern before coming to Iowa. He has taught at the Michigan Classic and has for a number of years been a lecturer to the UK Fellows. Dr. Hingstman is a lawyer and member of the New York bar.



Byron Arthur

teaches and coaches at New Orleans Jesuit. His teams have been among the best in the nation over the last decade, winning numerous back-to-back NFL District Sweepstakes Awards and qualifying teams to NFL Nationals year after year. Mr. Arthur is a Key Coach of the Barkley Forum, evidence of his devotion to students and professional service. He has years of summer institute experience.



Dana Vavroch

teaches and coaches debate at Washington HS in Cedar Rapids. Ms. Vavroch was a high school and college debater and has taught at Iowa for a number of years. She is a member of the National Debate Coaches Association and Women in Debate. Student evaluations consistently praise her teaching, sensitivity and dedication. She regularly judges late elimination rounds at major national tournaments.



Mark McPherson
is coaching at Iowa while he studies at the Law College. He compiled a distinguished record debating at Texas with numerous awards including three NDT appearances.

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CHUCK BALLINGALL, B.A., Redlands; NFL Double-Diamond; teacher, director of forensics, Damien High School, CA

PAUL BELLUS, B.A., University of Nebraska, Lincoln; former high school debater; coached numerous champions

DAVID CHESHER, B.A., Wake Forest, M.A., Iowa; doctoral candidate; debate coach, University of Iowa

TIFFANY EARL, B.A., University of Iowa; outstanding college debater, three-time NDT qualifier, two First-Rounds

REBECCA GRAY, B.A., Wheaton College; teacher, director of forensics, Elk Grove High School, Elk Grove, IL

RAYMOND HAHN, B.A., M.Div., St. Mary's; headmaster, director of forensics, Cathedral Prep, PA; Key Coach

HEIDI HAMILTON, B.A., Augustana College, M.A.; doctoral candidate, debate coach, Iowa; North Carolina

DAVID HINGSTMAN, A.B., Princeton, J.D., Harvard, Ph.D., Northwestern; director of debate, University of Iowa, Iowa City, IA

MICHAEL JANAS, B.A., Boston College, M.A., Georgia, Ph.D., Iowa; professor, director of debate, Samford University

MONTE JOHNSON, B.A., Iowa; First-round at-large, two-time NDT qualifier & elim participant; 95 international debate team to Britain

SHERYL KACZMAREK, B.S., Carroll College, M.S., Illinois; teacher, director of forensics, Newburgh Free Academy

JEFF KUETER, B.A., University of Iowa, M.A., George Washington University; former debater, NDT first-round at-large

JEFF LARSON, B.A., University of Wyoming; teacher, director of forensics, Washington High School, Cedar Rapids, IA

MARK MCPHERSON, B.A., University of Texas; law student, debate coach, University of Iowa; three-time NDT qualifier

DAVID O'CONNOR, instructor, debate coach, West High School, Iowa City; Two-time state champion; two-time Iowa state champion

G. DAVID RICHARDSON, B.S., M.A., University of Nebraska; teacher, director of forensics, Westside, NE; Key Coach

BILL RUSSELL, B.A., University of Iowa; instructor, assistant debate coach, Dartmouth College; two NDT First-round-at-larges

DANA VAVROCH, B.A., University of Iowa; teacher, assistant debate coach, Washington High School; former college debater

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DAVID BALL, B.A., Princeton University; teacher, The Montgomery Academy, Montgomery, AL; former high school and college debater

CLAIRE CARMAN, sophomore, Rice University; former LD debater, numerous national awards including the 1994 NFL Championship

MARILEE DUKES, B.A., University of Southern Mississippi, M.A., North Texas; teacher, director of forensics, Vestavia Hills, AL; Key Coach

LISA ELLS, sophomore, Duke University, Durham, NC; NFL Nationals, TOCs, first place at Stanford, numerous academic and forensics awards

RENARD FRANCOIS, B.A., University of Pennsylvania; associate director, Montgomery Bell Academy, Nashville, TN

SETH HALVORSON, senior, Macalester College, St. Paul, MN; former high school debater, winner of numerous major tournaments

KANDI KING, B.A., Incarnate Word, San Antonio, TX; teacher, director of forensics, Tom C. Clark High School, San Antonio, TX; Diamond Key

CINDI LA MENDOLA, B.A., M.A., North Texas State University; teacher, co-director, Grapevine HS, TX; coached 5 NFL champions, 13 Texas state LD champions

ANOOP MISHRA, B.S., Birmingham Southern; NFL National Champion; teacher, Janas College, Hungary

SHALINI RAMANATHAN, B.A., University of Texas, Austin, TX; NFL National Champion, Newman Smith High School, Carrollton, Texas

LIZ ROGERS, sophomore, University of Pennsylvania; LD championships at Glenbrook and Emory's Barkley Forum; numerous awards

JOHN WOOLLEN, A.B., Wesleyan, M.Ed., Ed.D., University of North Carolina at Greensboro; teacher, director of forensics, Enloe School, Raleigh, NC

DANIEL YAVERBAUM, B.A. in philosophy and physics, Amherst; physics teacher, Isidore Newman, New Orleans, LA; NFL Nationals and TOC awards

Comments from three 1994 participants

Institute staff was amazing. The program was well organized and time distribution was good. I will recommend people to go to the Iowa Institute next year.

Rashad Hussain, Dallas, Texas

I left the Institute as an enthusiastic and confident debater, something that I had little of before attending it.

Mira Rabacal, Ewa Beach, Hawaii

This was one of the best experiences I have ever had; it was worth every penny . . . I would recommend this camp to anyone considering a summer institute. Thank you!

Lee Watts, Gainesville, Georgia



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ORGANIZING AN EXTEMPORANEOUS SPEECH USING UNIFIED ANALYSIS *extemp*

by Robert C. Carroll

In their influential article, "The Organization of an Extemporaneous Speech," George Grice and L.D. Naegelin argue that "there is no one best organizational pattern" for the body of an extemporaneous speech and that the organizational pattern the speaker utilizes is a function of the question that the speaker selects as the topic. They then suggest seven different patterns that a speaker might use to organize the body of the speech.

With all due respect to Dr. Grice and Mr. Naegelin, I must disagree with their conclusions, and offer a superior alternative to their approach about organizing extemporaneous speeches; in short, I will propose the "one best organizational pattern." My approach is based on another influential article, "Extemporaneous Speaking: Unifying the Analysis," by David Ross. To summarize his conclusions, Ross first argues that the organizational pattern the speaker utilizes is a function of the answer to the questions and not the question itself. Ross then argues that the body of the speech serves as a justification for that answer, and not merely as "analysis" for the question. This organizational pattern unifies all the analysis offered by the speaker, hence it has been termed Unified Analysis by Ross and his disciples, myself included.

Unified Analysis is so far superior to any other alternative that I have encountered in eight years as a competitor and three years as a coach that I must declare it the "one best." In order to prove this contention, I will first, explain Unified Analysis and apply it to a variety of extemp questions which Grice and Naegelin outlined in their original article, and then, argue why Unified Analysis is superior to all other patterns.

Types of Topics

Before preceding further, it is necessary to review the three types of extemp questions. These are: (1), questions of fact, which ask for a description of an issue or a prediction of the outcome of an issue based on the facts of the matter; (2), questions of value, which ask for an application of personal or societal norms to an issue; and (3), questions of policy, which ask for an evaluation of a solution or a prescription for a solution to a problem. The interrogatives used in asking questions of fact are either the descriptive pro-

nouns "is" and "are", or the predictive pronouns "will" or "would". The interrogative pronoun used in asking all questions of value is "should". The interrogative pronouns used in asking questions of policy are "can" and "could". Thus, the speaker can determine what type of questions he or she is answering by examining the interrogative in the sentence.

Closed Questions

In the world of extemp, there are two ways that these questions are asked: the first is through closed-ended questions, or closed questions; the second is through open-ended questions, or open questions. The closed question uses only one interrogative and asks for an unconditional affirmative or negative answer. With Unified Analysis, the answer is stated immediately after the question, and the major points in the speech are reasons supporting that answer. In other words, the answer is stated first, and the speech serves as a justification for that answer; not the other way around, where analysis is offered and then an answer is finally reached. If the speaker does not offer the answer immediately after the question, then the speech does not have a thesis and the speech is essentially without purpose. By offering the answer first, then using the speech to support this answer, the speaker is also better able to decide what material is relevant to the speech. The rule: if the information does not answer the question, then it does not belong in the speech.

Also, with descriptive closed questions of fact, there is only the unconditional affirmative answer of "yes" and the unconditional negative answer of "no"; conditional answers ("sort of", "maybe", "perhaps", or "if/then") are unacceptable. In factual answers, either it is or it is not: there is no middle ground. With predictive closed questions of fact, and closed questions of value and policy, conditional answers are acceptable if the speaker provides the conditions. Conditional answers, while acceptable, should be avoided for two reasons: first, because they bring terms of uncertainty into a speech based upon certainty; and second, because the speech will be spent covering conditions, rather than providing justification.

Examples

Unified Analysis can now be applied to a variety of closed questions dealing with one topic: the possible removal of President Saddam Hussein from power in Iraq. Please note that none of these questions specifies the means of removal. The factual version of this question would read, "Will the United States remove Saddam Hussein from power in Iraq?" This question is only asking the speaker if this event will transpire. The value version of this question would read "Should the United States remove Saddam Hussein from power in Iraq?" This question is asking for the speaker to comment on the benefits and costs of possibly undertaking this course of action. The policy version of this question would read "Can the United States remove Saddam Hussein from power in Iraq?" This question is asking for the speaker to evaluate the potential of the United States to actual remove Hussein from power. An answer would be phrased like this, "We can see that the United States [(will/will not), (should/should not), (can/cannot)] remove Saddam Hussein from power in Iraq for two important reasons: first, because ... and second, because ..."

An outline of several extemp speeches answering closed questions using Unified Analysis follows.

Question: "Is Japan now the most powerful nation in the world?"

Answer: No.

Thesis: Japan is not the most powerful nation in the world.

1. Because it is economically isolated
 - A. does not provide leadership in APEC
 - B. does not forcefully advocate GATT
2. Because it is politically weak
 - A. reform struggles in Diet show internal weakness
 - B. trade struggles show external weakness
 - i. United States
 - ii. South Korea
 - iii. China

Question: "Is Western Europe capable of providing for its own defense?"

Answer: Yes.

Thesis: Western Europe is capable of providing for its own defense

1. Because it lacks a powerful threat
 - A. downfall of the Soviet Union

B. disintegration of the Warsaw Pact

2. Because it has the resources
 - A. economic stability - EU market
 - B. political will - NATO expansion

Question: "Can the Republicans continue as the dominant national party?"

Answer: Yes.

Thesis: The Republicans can continue as the dominant national party.

1. Because they are fielding winning candidates
 - A. attractive to conservatives
 - B. yet do not alienate moderates
2. Because they are co-opting winning issues
 - A. popular issues
 - i. death penalty
 - ii. tax breaks
 - B. political reform
 - i. term limits
 - ii. campaign financing

Question: "Should tighter controls be placed on political campaign spending?"

Answer: Yes.

Thesis: Tighter controls should be placed on political campaign spending.

1. Because it would recruit better candidates
 - A. candidates need not be personally wealthy
 - B. candidates need not pander to special interests
2. Because it would improve democracy
 - A. candidates need to meet voters
 - B. candidates need to provide substance

Open Questions

The open question, on the other hand, adds another interrogative, either "how" or "what", and asks for sequential steps in proposing the answer. With Unified Analysis, the answer is stated immediately after the question, and the major points in the speech are the steps necessary for the answer. In other words, the proposal is stated first, and the speech serves as the sequence for the proposal; not the other way around, where analysis is offered and then a conclusion is finally reached. Once again, if the answer is not stated immediately after the question, then the speech

does not have a thesis. By offering the proposal first, then using the speech to outline this proposal, the speaker is also better able to decide what material is relevant to the speech. The rule: if the information does not support the proposal, then it does not belong in the speech.

Also, with open questions, a positive answer is implicitly assumed in the question; open questions do not ask if something will/should/can be done, they ask what or how something will/should/can be done. If the answer were not positive, then an open question would not have been asked in the first place.

Examples

Unified Analysis can now be applied to a variety of open questions dealing with one topic: the possible removal of President Saddam Hussein from power in Iraq. Please note that all of these questions assumes the removal is desirable. The factual version of this question would read, "How will the United States remove Saddam Hussein from power in Iraq?" This question is only asking the speaker how this event will transpire: the speaker must answer with the plan he/she thinks the U.S. will most likely use. The value version of this question would read "How should the United States remove Saddam Hussein from power in Iraq?" This question is asking for the speaker to provide the perfect operation for successfully undertaking this course of action: the speaker must answer with the plan he/she believes the U.S. should use. The policy version of this question would read "How can the United States remove Saddam Hussein from power in Iraq?" This question is asking for the speaker to evaluate the potential plans by the United States to actual remove Hussein from power and provide the best alternative: The speaker must answer with the plan he/she thinks the U.S. can best use. An answer would go like this, "The United States [will/would/can] remove Saddam Hussein from power in Iraq by undertaking two courses of action: first, the U.S. must ... and second, the U.S. must ...

An outline of several extemp speeches answering open questions using Unified Analysis follows.

Example: "How should Congress balance the federal budget?"

Answer: Increase revenues and decrease expenditures.

Thesis: Congress should balance the federal budget by increasing revenues and decreasing expenditures.

1. Increase revenues
 - A. raise consumption taxes
 - B. raise personal income taxes

2. Decrease expenditures
 - A. reduce entitlement spending
 - i. Social Security
 - ii. Medicare
 - B. reduce defense spending
 - i. lack of Soviet threat
 - ii. need for smaller, more mobile force

Example: "How serious is the problem of urban decay?"

Answer: Very Serious.

Thesis: The problem of urban decay is very serious.

1. decaying resources
 - A. deteriorating physical resources
 - i. capital
 - ii. land
 - B. deteriorating human resources
 - i. education
 - ii. job training
2. decaying quality of life
 - A. constant violent crime
 - B. widespread poverty

Example: "How did Reagan change the American Presidency?"

Answer: He was responsible for two major changes.

Thesis: Reagan changed the American presidency by his use of the media and the popular image he created.

1. He changed the Presidential use of media
 - A. personal addresses
 - B. campaign commercials
2. He changed the popular image of the Presidency
 - A. populist leader
 - B. partisan leader

Example: "What area of the Middle East is most necessary to U.S. security?"

Answer: Saudi Arabia.

Thesis: Saudi Arabia is the area of the Middle East most necessary to U.S. security.

1. Position makes it necessary of political security
 - A. moderate Muslim state
 - B. friendly with Israel and Arabs
2.
 - A. largest petroleum producer in world
 - B. largest Near Eastern consumer of American goods

- Example:** "What are the major effects of agricultural price supports?"
- Answer:** Twofold effect on agricultural production.
- Thesis:** The major effects of agricultural price supports are an overproduction of agricultural goods and an over utilization of marginal land.
1. overproduction of agricultural goods
 - A. contributes to market glut (Government Cheese!)
 - B. contributes to inflated good prices
 2. overutilization of marginal land
 - A. contributes to ecological problems
 - B. contributes to inflated land prices

- Example:** "How can the federal government best meet the needs of the unemployed?"
- Answer:** Focus on both the short- and long-term needs.
- Thesis:** The federal government can best meet the needs of the unemployed by providing more workers' compensation and more job-training.
1. more workers' compensation for short-term needs
 - A. universal health care coverage
 - B. food stamps and rent subsidies
 2. more job training for long-term needs
 - A. apprenticeships for those underskilled
 - B. skill grants for those displaced by technology

- Example:** "Who is Dan Quayle?" - obviously, we still wonder
- Answer:** He is two main things. (understatement)
- Thesis:** Dan Quayle is a conservative commentator and a Presidential hopeful.
1. He is a conservative commentator
 - A. social policy - family values
 - B. foreign policy - North Korea
 2. He is a Presidential hopeful
 - A. solid base with religious right
 - B. appeal to moderate white middle class

Superiority of Unified Analysis

Now that I have explained Unified Analysis and applied it to several extemp questions, I will now argue why Unified Analysis is superior to all other organizational patterns. First, understand that Unified Analysis is more than just an organizational pattern, it is an argumentative strategy that improves the speech. With Unified Analysis, the analysis in a speech serves a specific purpose: to assist in answering the question. Thus, there is no separate historic, economic, political, social, or religious points within a speech; rather, the ideas incorporated in each of these points are blended together into arguments, each of which is strong enough to stand on its own. Examples incorporated into analysis become evidence supporting argumentation. Logical reasoning skills become more important than accumulated background knowledge, though the latter remains crucial.

Second, Unified Analysis recognizes the uniqueness of each question. Rather than molding analysis into a prepackaged format that treats every question the same, Unified Analysis allows the speaker to create a new, different, and unique speech for each question. With Unified Analysis, two speakers might give completely different answers to the same question; in fact, with Unified Analysis, two speakers might even give the same answer to a question, but justify it by using completely different rationale. Thus, a round of six speakers answering the exact same question would still look very different from each other: they would each have the opportunity to give a creative and original speech! Likewise, judges must rank the contestants on their thought processes and not the answers themselves; reinforcing the educational belief that there are no wrong answers, merely unsubstantiated ones.

Finally, Unified Analysis adjusts to meet the level of analysis required for the answer. For questions of fact which use the interrogatives "is" or "are", U.A. provides descriptive analysis: describing the facts. For questions of fact which use the interrogatives "will" or "would", U.A. provides predictive analysis: predicting the outcome of an event. For closed questions of policy, U.A. provides evaluative analysis. For open questions of policy, U.A. provides prescriptive analysis: prescribing a policy to resolve the situation. And for questions of value, U.A. provides normative analysis: based on the norms and values of society to substantiate an answer.

Essentially, the superiority of Unified Analysis rests on the fact that it recognizes that the purpose of the event is to answer the
(Carroll to Page 54)

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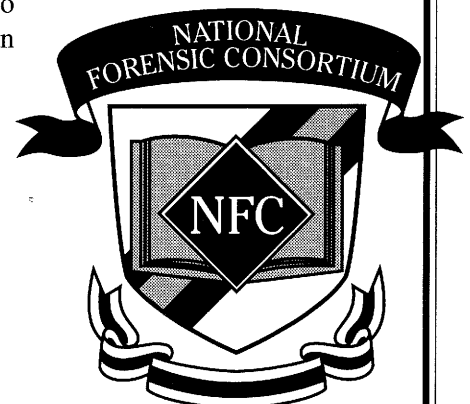
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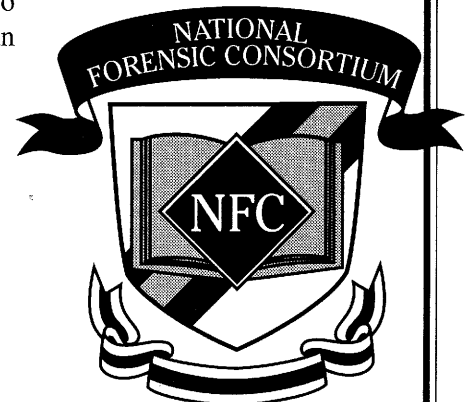
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or call: (510) 548-4800



Stanford National Forensic Institute

CX Program: July 31 - August 18, 1995

LD / Events: August 5-18, 1995

SUPERIOR PROGRAM:

The **Stanford National Forensics Institute** offers a unique national caliber program which features policy debate, LD debate, and NFL events. The policy program is 3 weeks, the IE and LD programs are 2 weeks. One of the finest faculties in the nation will teach students both fundamentals and advanced techniques in a rigorous, carefully structured environment that caters to the needs of forensics students at all levels. Policy debate students who have previously attended an institute of sufficient rigor may apply for acceptance into the program's "swing lab," designed for students desiring a 5 week comprehensive program.

SUPERIOR FACULTY:

The faculty of the SNFI is among the finest ever assembled. The majority of primary faculty will be current and former high school and collegiate coaches of national repute. Last year's faculty, most of whom will be returning, included:

Judy Butler, Spelman
Robert Thomas, Emory
Jon Hersey, UCLA Law
Chris Decker, Harvard
Li-Cheng Wang, Stanford
Dan Muller, Emory Law
Jonas Marson, Harvard
Molly Stephens, Stanford
Eric Brown, U of Chicago
Nick Coburn-Palo, Weber

Paul Skiermont, Kentucky
Matthew Fraser, Stanford
Ryan Mills, Pinewood School
Kate Schuster, Emory
Chris Hersey, Head-Royce
Bill McKinney, Vista
Ann Marie Todd, Emory
Minh A. Luong, Purdue
Priya Aiyar, Harvard
Steve Clemmons, Weber

Ryan Goodman, UT Austin
Anjan Sahni, Emory
Abe Newman, Stanford
Jenna Jordan, UC Berkeley
Mark Pedretti, Bellarmine
MaryBeth Maloney, Columbia
Naomi Murakawa, Columbia
Andrew Wilmar, Yale
Michael Erikson, UT Austin
Spencer Chandler, UCLA

SUPERIOR SETTING:

The SNFI is held on the Stanford University campus, located in Palo Alto, CA. Stanford is one of the best universities in the world, and has for several years running ranked in the top five in the annual U.S. News college rankings. There is no better location anywhere to study forensics. The campus is safe and secure, being set apart from the city of Palo Alto, and provides a beautiful setting for the students to study, practice and learn. Around the clock supervision is provided by an experienced staff which collectively has hundreds of previous institute teaching sessions of experience. The SNFI specializes in advanced competitors, but comprehensive programs at all levels are available.

REASONABLE COST:

Policy Debate

\$1,295 resident plan
\$650 commuter plan

LD and Events

\$995 resident plan
\$525 commuter plan

Given the nature and quality of the 1995 program the cost is quite low. This program, both in faculty composition and in structure compares favorably with programs costing nearly twice as much. The SNFI offers this program at such low cost by limiting unnecessary frills such as glitzy advertising, and instead spends funds on obtaining superior facilities and faculty. The resident plan includes housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. The commuter plan includes tuition and all required materials. An additional \$75 application fee is required upon application to the SNFI. Enrollment will be limited.

TO APPLY &/or INQUIRE:

Stanford Debate - SNFI
1678 Shattuck Ave, Suite 305
OR CALL: (510) 548-4800

Scholarships in the form of need-based aid are available.

STANFORD NATIONAL LINCOLN-DOUGLAS DEBATE INSTITUTE

August 5- 18, 1995

- **EXPERIENCED TEACHING PROFESSIONALS •**
- **INTENSIVE REPEATER CURRICULUM FOR RETURNING NFC STUDENTS •**
- **COMPETENT AND EXPERIENCED ADMINISTRATION •**
- **WORLD-RENOWN LIBRARY FACILITIES •**
- **SAFE AND SECURE CAMPUS SITE •**
- **ADULT DORM SUPERVISION •**

When deciding which institute to attend, compare the experience and qualifications of our faculty against those of any other summer L-D camp. These primary faculty have been initially confirmed:

MINH A. LUONG, M.A. is currently a PhD candidate at Purdue University. He is also the former Chairperson of the Department of Speech at the Pinewood College Preparatory School, and Director of Debate at San Francisco State University. He recently retired as the Director of Forensics at UC Berkeley after serving for five years. Mr. Luong is the only person to have won the Collegiate Lincoln-Douglas National Debate Championship title both as a competitor and coach. Mr. Luong has served as the Curriculum Co-Director at the Berkeley L-D Institute and Stanford L-D Institute, and teaches exclusively at NFC summer debate camps.

NICHOLAS J. COBURN-PALO is currently a college debater at Weber State College in Utah, and was formerly the Director of Debate at the Pinewood College Preparatory School, and Debate Coach at San Francisco State University. He has also served as a full-time high school public speaking and argumentation teacher and serves on the National Tournament of Champions Advisory Committee. Mr. Coburn-Palo has twice finished fifth place or higher at the Collegiate National Championships (CEDA). In addition, he has taught at the Berkeley L-D Institute and the Austin National L-D Institute. One of the most versatile collegiate debaters ever, Mr. Coburn-Palo placed in the top ten speakers in NDT debate at both the Harvard and Northwestern tournaments this past year. He teaches exclusively at NFC summer debate camps, and is the Co-Director of Curriculum for the Stanford LD program.

ERIC BROWN is renowned as one of the best instructors currently teaching L-D debate. A Ph.D. candidate at the University of Chicago, Mr. Brown specializes in ethical and political philosophy. He will be teaching seminars on advanced theory and L-D technique. He is the curriculum director of the L-D program at Kentucky, and has also taught previously at American and the Berkeley Debate Institute.

MATTHEW FRASER is the Director of Forensics of the Stanford Debate Society and at the Head-Royce School. Mr. Fraser has coached high school L-D students to late elimination rounds at NFL Nationals, the National Tournament of Champions, Emory, the Glenbrooks, Bronx, Stanford, Berkeley, as well as several L-D round-robin tournaments. He is the executive director of the National Forensic Consortium.

PRIYA AIYAR attends Harvard University, and recently completed a successful L-D career at the College Preparatory School. Her numerous successes included a 3rd place finish at NFL Nationals and 1st place at the GBS round robin. She was a semi-finalist at the 1992 NFL National Tournament. She teaches exclusively at NFC debate camps.

These outstanding associate faculty serve a key role at the Institute. They serve as instructors under the guidance of senior faculty. We invite you to compare the qualifications of our assistant instructors with those of primary instructors at other institutes.

STEVEN C. CLEMMONS is currently a BA candidate at Weber State College in Utah, where he is double-majoring in Speech and Communication Studies and Philosophy. He was the 1990 Collegiate National Lincoln-Douglas Debate Champion and placed fifth at the Collegiate National Championships (CEDA) in 1991. He has previously served as the debate coach at the Sacred Heart School.

MICHAEL ERICKSON debated for four years at La Cueva High School in New Mexico. In addition to late elimination round finishes at virtually every major tournament in the nation, Mr. Erickson placed 1st at the 1992 National TOC. He is currently a student at UT Austin, where he is completing his BA.

ANDREW WILMAR currently debates at Yale University. In addition to clearing to late elimination rounds at many of the nation's finest LD tournaments, Mr. Wilmar placed 1st at the Stanford Round-Robin. He has previously taught at the Stanford Institute.

For additional information contact the NFC at:
1678 Shattuck Avenue, Suite 305, Berkeley, CA, 94709
or call: 510-548-4800

Austin National LD Institute

LD Main Session: July 9 - July 22

- Small student-faculty ratio that guarantees one-on-one instruction, and a tremendous number of practice rounds. Participants at last year's ANDI program received nearly 30 (that's right - THIRTY) practice rounds, almost all of which were critiqued by their primary instructor.
- Focus on solid argumentation that is as compelling and successful on the local circuit as it is at national tournaments. The program directors understand that students compete on local, regional, and national levels, and that each level of competition needs a different type of instruction.
- National caliber staff, including instructors who as competitors in both high school and collegiate value debate placed among the top four in the nation at NFL nationals, the National Tournament of Champions, and the collegiate LD nationals and CEDA nationals.
- Full preparation for the coming year. Students debate a variety of resolutions, learning to analyze each of the various types of LD topics, learning when and how to use macro-philosophic theory, and how to adjust their arguments as positions evolve over the course of a topic.
- Balanced curriculum. The curriculum, developed and tested for nearly a decade by our experienced instructors, features a variety of educational approaches, including rebuttal re-works, philosophical discourse sessions, cross-examination seminars, delivery skills classes, and topic brainstorming and analyzation sessions.
- Program designed for all levels of experience and previous success. Whether you are an absolute beginner, or plan to compete in final rounds of national circuit tournaments, our program and staff will accomodate you.
- Program was evaluated as a perfect 10 out of 10 overall by every one of last year's participants.

Austin National Debate Institute

CX Main Session: July 6 - July 22

LD Main Session: July 9 - July 22

The Austin National Debate Institute seeks to provide students access to a national-caliber faculty at an incomparably low cost. The ANDI is an independent program which offers **both Policy and Lincoln-Douglas debate**, taught by some of the finest and most respected forensics educators in the country. The ANDI provides a true national level program, with options for policy debate or L-D debate programs or for one-week primer sessions in either type of debate.

Fabulous Learning Environment

- **Great location.** The ANDI is located in fabulous Austin, unique in Texas for its moderate summer climate, quality libraries and document depositories. Students are housed in a secure facility which is one of the finest residence halls in Austin. Housing is of the highest quality, with comfortable, climate controlled double rooms, many of which have a separate living area and kitchen facilities. Rooms are modern and tastefully furnished.
- **Educational emphasis.** The ANDI programs focus on the teaching of debate skills and techniques in combination with a proper emphasis on preparation and original research. The program is designed to accomodate students at the beginning and advanced levels, with separate labs and primary instructors for beginners. Several hundred pages of the central evidence file are included free of additional charge for team debaters, and all essential materials are included for Lincoln-Douglas students. Policy students will graduate prepared to tackle the 1995 policy topic, while L-D students will be prepared to debate a myriad of possible and likely national topics.
- **Numerous special program features.** These include enrollment caps to ensure student access to ALL the top faculty; an incredible faculty-student ratio of around 1:7; special theory seminars, lectures and guest lecturers; multiple critiqued debates; rebuttal reworks and strategy training; and much more! The program as a whole emphasizes learning through doing, with all students working with a variety of faculty on basic and advanced aspects of skills such as argument preparation, strategizing, extension of positions, and foundational theories of debating and delivery. Policy debate students will also receive access to the best evidence produced at the other three NFC camps!
- **Top quality national-circuit faculty.** The ANDI faculty is composed of many of the finest coaches and debaters in the nation. Students will have the opportunity to learn from a supportive and experienced staff which collectively has dozens of sessions of institute teaching experience. A glance at the qualifications of the ANDI staff will reveal the depth and quality of what is every summer debate program's most important asset, its teaching staff. ANDI compares favorably with any other program in this and every regard!

Carefully Structured Schedules

SAMPLE CX SCHEDULE

8-9:00 AM	Breakfast
9-10:30 AM	Topic Lecture
10:30-Noon	Aff Case Construction
Noon-1:00 PM	Lunch
1:00-2:30 PM	Library work
2:30-3:30 PM	Theory seminar
3:30-5:00 PM	Library work
5:00-6:30 PM	Dinner
6:30-8:30 PM	Lab session
8:30 PM	Commuter checkout
8:30-11:00 PM	Topic preparation
11:00-12:00 AM	Recreation & relaxation
Midnight	Lights out

SAMPLE LDSCHEDULE

Breakfast
Value Analysis Practicum
Seminars on Strategizing
Lunch
Class on using evidence
Practice debate w/critique
Neg case preparation
Dinner
Delivery drills
Commuter checkout
Aff case work session
Recreation & relaxation
Lights out



Fees : \$795 for CX,
\$650 for LD,
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

The National Forensic Consortium presents the 6th annual

California National Forensic Institute

Policy and LD programs: June 17 - June 30, 1995

The California National Forensic Institute is a national caliber two-week summer forensics program located in Berkeley, California. The CNFI is an independent program held in the residence hall facilities of the University of California at Berkeley. The CNFI provides serious debate students the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality and location. The program is directed by Matthew Fraser, Director of Forensics at Stanford and the Head-Royce School, Ryan Mills of the Pinewood School, and Robert Thomas, of Emory University, and formerly of Woodward Academy in Atlanta.

POLICY and LD DEBATE

The policy and LD programs offer intensive instruction for students of all levels of experience and skill. The instructors will include accomplished collegiate and high school debate coaches, as well as current collegiate debaters who are former NFL Nationals and TOC final-round participants. In addition to topic and theory lectures, students will receive numerous critiqued debates with rebuttal reworks, free materials from the central evidence files, and personalized seminar instruction. Students also receive access to the best evidence researched at each of the other three NFC summer camps. LD students will participate in a unique curriculum designed to maximize individual improvement through philosophy lectures, technique practicums, and theory seminars. Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

Matthew Fraser, Stanford	Ryan Mills, Pinewood	Robert Thomas, Emory
Abe Newman, Stanford	Molly Stephens, Stanford	Dan Muller, Emory Law
Jonas Marson, Harvard	Jenna Jordan, UC Berkeley	Chris Hersey, Head-Royce
Anjan Sahni, Emory	Gerard Grigsby, Head-Royce	MaryBeth Maloney, Columbia
Naomi Murakawa, Columbia	Shauna Olson, Claremont	Jon Hersey, UCLA Law
Priya Aiyar, Harvard (LD)	Nick Coburn-Palo, Weber (LD)	Andrew Wilmar, Yale (LD)

PROSPECTUS and COSTS

A detailed program prospectus can be obtained by writing to the address below, or calling and leaving a complete address on the program's message service. Materials will be sent in late February.

Costs for the full resident program for both team debate and LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$975. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$475. One-week programs are also available. There is an additional \$75 non-refundable application fee. Students not accepted will have their application fee returned.

CNFI, 1678 Shattuck Ave, Suite 305, Berkeley, CA 94709 or call: (510)548-4800



Presenting the

NATIONAL DEBATE INSTITUTE, D.C.

at Catholic University in Washington, D.C.

CX: July 5 - 22

LD: July 5-18

The National Debate Institute, D.C., at Catholic University offers an exciting opportunity for students to attend a national caliber debate institute. Students at this non-denominational program receive instruction from some of the nation's finest debate teachers, including respected high school and college coaches, as well as some of the nation's most successful current and former collegiate debaters.

- **NATIONALLY RENOWNED FACULTY.** Outstanding coaches with proven track-records of success at both the high school and collegiate level, as well as top-flight current and former collegiate competitors.

- **RIGOROUS CURRICULUM.** A carefully crafted schedule developed and refined over the years at NFC camps. Classes are intensive, designed for the dedicated student of debate who wishes to maximize personal improvement.

- **SUPERIOR FACILITIES, LOCATION AND RESOURCES.** Students have access to the vast educational resources of the nation's capital, its abundance of libraries and think-tanks, and get to experience the city's cultural and entertainment attractions while on fully-supervised excursions. Program pricing includes lunch and dinner throughout the program! Remember to compare complete costs when pricing other camps.

- **TARGETED LEARNING** for both national circuit debaters and regional competitors. Classes utilize a variety of mutually reinforcing techniques, including fast-paced lectures, affirmative and negative labs, theory and practicum seminars, and individualized consultations. LD emphasizes philosophy, technique, and theory.

- **ACCELERATED LEARNING ENVIRONMENT.** Includes over a dozen critiqued debates as well as repeated argument drills and rebuttal rework exercises, all designed to teach mastery of superior technique at all levels, for both policy and LD debate.

- **EXPERIENCED PROGRAM DIRECTION.** The co-directors are:
Jon Hersey of UCLA Law School and former coach at UC Berkeley and
Matthew Fraser, director of forensics at Stanford & the Head-Royce School.

Costs (which include lunch and dinner throughout the program):

<u>Three Week CX Program</u>	<u>Two Week LD Program</u>
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\$995 (rm, board, tuition)	\$795 (rm, board, tuition)
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An additional \$75 fee is required upon application.

For more
information
contact:

National Forensic Consortium
1678 Shattuck Avenue, Suite 305
Berkeley, CA 94709 ph: 510-548-4800



REASONS TO CHOOSE AN NFC SUMMER CAMP

• Tried and True Programs. Last year about 500 students chose NFC summer camps. Last year's students participated in elimination rounds of such tournaments as: Wake Forest, Bronx, the Glenbrooks, Greenhill, St. Mark's, Loyola, Redlands, Emory, Berkeley, Stanford, the Tournament of Champions, and virtually every other major tournament.

• Staff/Student Ratio. Attend a program where you will get access to personalized debate and events instruction. Last year's NFC camps averaged staff to student ratios of 1:6. This is based on primary instructors only, and does not even include access to supplemental staff.

• Experienced, National Caliber Instructors. Our staff is composed of instructors who have achieved the pinnacle of success in every important aspect of the forensic community, including collegiate and high school coaches who have led their students to final rounds at most major national tournaments and former competitors who have attained similar success, including reaching the finals of NFL and TOC.

• Unique Combination of Value & Quality. The NFC understands that at the end of the summer you would like to have enough money remaining to attend tournaments and use the skills you have developed. We also realize that you are not willing to sacrifice quality for low cost. Attend a camp you are sure will provide you the intensive educational experience you need.

• Honest package pricing. The resident price at each program includes meals. When a program lists their price but includes room and tuition only, this means that meals are not included in the overall price. When you include all of the supplemental costs for a camp which does not include basic costs in its package price, you will often find a dramatic difference between the advertised cost and the real price you end up paying. Investigate and compare before you apply!

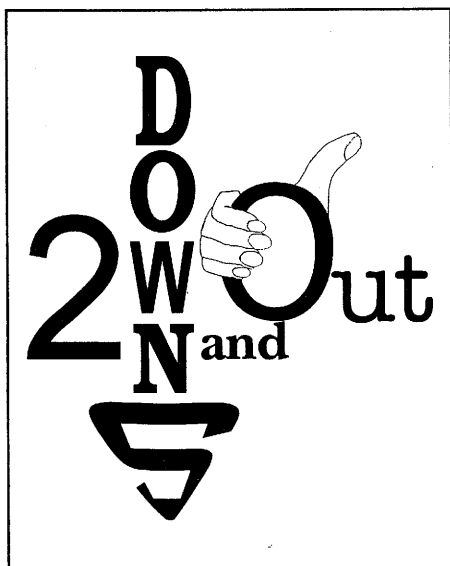
Consider these facts, for example, about our great new national caliber program in Washington, D.C.! The National Debate Institute-D.C. offers these outstanding features:

✓ GREAT VALUE. For example, our new, national caliber three-week CX debate camp, and a two-week LD camp, in WASHINGTON, D.C. for a fair price. \$995 for CX, and \$795 for LD, INCLUDING THE MEAL PLAN! Compare the price with that of any other comparable quality camp to see that there is no comparison.

✓ GREAT STAFF. Includes national caliber high school coaches, college coaches, and some of the best high school and college debaters in recent history!

✓ GREAT PROGRAM. Visits to the best research facilities and recreational attractions of the nation's capital. Chaperoned research expeditions are a regular feature of the program, NOT a rarity!

✓ GREAT RATIO. The standard 1 to 12 ratio of primary instructors to students is NOT enough. To get better as quickly as possible you need the best of staff and a lot of personal attention. The NDI-D.C. guarantees a 1:8 or better ratio, meaning that you'll get more attention in our three-week program than you would get in some four-week programs.



THE DIRECTOR OF HUMAITY

O.K. Coch, heir is the report yew tole me to rite.

Why I wuz assined to do: i wuz knot doin' tew well on the assinment toskedule the jujes, but how wuz i to no that a juj shud not juj a person frum hiz own skool? Yew juj me awl the time, rite Coch? Doan wurry. I still love yew. Yew R grate.

So, yew tole me to be in charge of GOOD DEEDS. i wuz very xsited to be in charge, un i wuz even mo xsited when yew tole me i wuz TOURNAMENT DIRECTOR 4 HUMAITY. Yew even rote it down 4 me! Thass why i wrote it down so purty - i copied it - thanks, Coch! But yew tole me to keep it a secret, un i did, un yew gave me twinty dollars un tole me to stay away frum yew, beekose yew wood be busy - un i did, tew! But i new yew wood want to no how i spent yer \$, so heir is a compleat akkounting!

7:30 AM i am sitting by the back door, just like Leesa tole me to, in case enny1 tries to come in that door. Un sure enuf, out comes a gurl, un of is she sick! She just heavin' un nuttin comin up, so i asks her to sit down un i talk to hur a whiles, un she talks back, un she sez she feels better, un i tried to buy hur a seben-up beekose my gram sez it does wunders fer a tetchy belly, but she sez no, so i save my money! (yur money!) Then she tries to go back in, but Leesa, she done locked the door by mistake,

prolly. So we walk round the skool, un their is loss of mudd, so we xchange shoos, well relly she wears my shoos, un i walk in the mudd, but thass alright, i like it. Un when we git to the frunt, she takes hur shoos back un gives me a little hug - THANKS, COCH!

8:30 AM Leesa sez i am to go back to the back door in case enny jujs try to get in there. I tole her it wuz locked, un she sez she no it. So she tole me to go help the Biblical interpretation pippel over at the Church across town. I am ashamed to admit i never got there, as yew will C, but i thot that the TOURNAMENT DIRECTOR 4 HUMAITY wood be needed at the skool mo then the Church, un ennyways, 1 of the peeel i helped tole me that there wuzn't no Biblical interp ennyway, but Leesa, she wuz reelly upset un i am sure she just maid a mistake.

8:32 AM (i no bekaws i askd) a boy frum a skul neads hiz ty tyd. i do. He shakes my hand. THANKS, COCH!

8:34 AM a gurl drops hur files fur a debait on the stairs. I pick up hur speeches. She gives me a piece of gum- THANKS, COCH!

9:30 AM - two fellas R tryin to hawl their debait stuff up the stairs. i help. They doan even thank me, but thass okidoki - i no they wuz thankful.

9:32. i spend 50 sense to by a seben-up 4 a juj who feel bad after a debait. He tell me awl about it, un tho it doan make much sense to me, i nod my hed, un he finawly tell me i am a genius! THANKS, COCH!

10 AM i reckon, a boy is walkin in the hawl, talkin' to hisself. I ask him whut wuz the matter, un he still keep talkin'! So i just stand un lissen, un nod my head like i did with the juj, an he finally pound me on the back un walks into a room, reel cocky like. He didn' thank me wither, but it wuz ok, tew.

10 somethin' AM - A gurl sez she is hungry, so i by hur a baby ruthie. She sez i saved hur life! THANKS, COCH!

11 somethin or so AM - loss of pippel say dey R hungry, so i stand by the candy stuff un by them stuff. i spend almoss awl the money, but every 1 is reel happy, un they shake my hand, un 1 gurl even holes it 4 a bit - THANKS, COCH!

11 somethin of so- Bary from the consessun stand comes an yell at me

fur hurtin his bizness. i by him a baby ruthie, un hesez i am incorjable. That is the 1st good thing Bary ever say! Maybe we can be frends?

12 -lunch! I doan have enny money, but the juji talked tew gives me a hole pizza he got someplace. Rite after thet, Marry Lew come past talkin' bout how awl the food iz gone from the jujs lozenge. i give her moss of the pizza, un she 8 it, since yew no Marry Lew-she is a BIG gurl un needs her daily brad. She... well... she gives me a little peck on the cheek, un that's awl it wuz, so F yew heir ennything else it is just a ly! She is a sweetie, tho! THANKS COCH!

1 PM Loss of foks waitin to see the postings, un they R gettin a bit loud, so i tell some jokes my pa tells, un they awl laff. The none frum the cathlic skul doan look tew happy, but i tell the 1 about Martin Luther N the theological axident. Time do fili!

1:45 PM Postin's, un dere awl sorts of pippel cussin' un screemin' un laffing, un a few cryin', so i sit un lissen to the ones who cryin' un nod my hed un say "yew rite", un soon they awl picks up un leafs. Some say thanks, un others doan, but i no they awl thankful.

3:30 PM mo pippel in the hawl cryin, this time about stuff cawled kritiks. i lissen, un give 'em some advice from my pa -F yew doan like it, take it tew the corner stor! They git awl xcited, pound me on the back un rush off! Maybee i can do this debait stuff, huh, Coch? Jess think i at nashunals! Yew n me, Coch!

5 PM - Leesa send me backstage during the awards, bekuse she needs me to present the booby prize. Then she 4git, un never awards it! But that wuz gud! i have a hole bunch of cryin' pippel, sayin' jujs had done NASTY things to them, so I am busy lissening.

10:30 PM i Finnish helpin Nickalodeon the Custodian clean up the rooms, un then he gives me a ride home. He shakes my hand, n says i could grow up tew be juss like him! THANKS, COCH!

So, agin, thanks Coch! It wuz jess about the finest day of my life! Un loss of pippel thot i wuz jus hangin' around doin' nuttin!

(spelling correkted by hiz muther)

(Bill Davis coaches at Blue Valley, (KS) and writes this regular Rostrum column.)

UNIVERSITY OF KENTUCKY

Home of
The National Tournament of Champions
THE 1995 KENTUCKY INSTITUTES



Lincoln-Douglas Institutes

Three Week Institute

June 23 - July 16, 1995

Tuition - \$440

Housing - \$260

Two Week Institute

June 23 - July 9, 1995

Tuition - \$340

Housing - \$200

1995 INSTITUTE STAFF

(All are definite unless starred)

ERIC BROWN, Academic Coordinator

- Ph.D. candidate in philosophy at the University of Chicago.
- Had a successful four year L-D career at Sylvania Southview High School, Ohio.
- Enjoyed a very successful parliamentary debate career at U.C.
- Has taught at eight institutes, including 1989, 1990, 1991, 1992 and 1993 at UK. His students have won or placed at virtually every national tournament including TOC and NFL.

* ROB BERRY, Administrative Coordinator

- Graduate of Rhetoric and Philosophy at Boston College
- Graduate of Battle Ground Academy, Tennessee
- L-D N.F.L. National Champion, Denver, Colorado 1989
- Four years at the U.K. debate institute
- Director of the U.K. L-D transitional seminar

BILL HARRINGTON

- Junior at Yale University with academic interest in the history of western thought. The program includes works written by Aristotle, Plato, Locke, Hobbes, Rousseau and Macchiavelli.
- 1992 Kentucky TOC final round, Regis High School
- Two years at UK Debate Institute
- Member of Yale Parliamentary Debate Team

CARLOS GONZALEZ

- Junior at Emory University with academic interest in philosophy.
- 1992 Kentucky TOC final round. Christopher Columbus High School, Miami, Florida
- Assistant Coach for LD, Westminster, Atlanta
- Instructor, Emory University Workshop, 1994
- CEDA Champion debater, Emory University

For an application and Institute and scholarship information, write to:

Dr. J. W. Patterson, Director of Debate
473 Patterson Office Tower, Box 74,
University of Kentucky
Lexington, Kentucky 40506-0027
(606) 257-6523

Institute Philosophy and Aims

The staff believes that fixed approaches to what is best for L-D are counter-productive: we believe that a variety of strategies and arguments, with varying levels of justification, are possible. We therefore encourage the participants to think of the justifications for their strategies and arguments before, during and after debating. In order to emphasize this thoughtful, justificatory approach to debate, we last year offered, over the course of three weeks:

- advanced philosophy lectures and discussions on Kant, utilitarianism, virtue ethics, social contract theories, and alternatives to social contract theories.
 - lectures, panel discussions, demonstrations, and extensive question-and-answer sessions on strategy
 - small-group brainstorming sessions on over ten possible L-D resolutions
 - library research
 - ten seminars to discuss relevant philosophical essays read by all participants
 - over two days of critiqued cross-examination practice in time-unlimited situations, and
 - thirteen practice rounds, on two different resolutions, with extensive oral critiques by the faculty
- Quite simply, we aim to teach clear, thoughtful, reasonable argumentation.

Institute Options

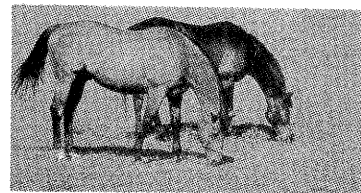
The Two-Week Institute: Lectures and Discussions, with minimal practice rounds.

The Three-Week Institute: A third week of practice rounds; advanced, small-group sessions; and even more individual attention.



UNIVERSITY OF KENTUCKY

Home of The National Tournament of Champions



1995 POLICY INSTITUTES

Three Week Institute

June 23 - July 16, 1995

Tuition - \$440

Housing - \$260

One Week Institute

June 23 - July 2, 1995

Tuition - \$275

Housing - \$150

Seminar: Transitional Debate

June 17 - 24, 1995

Tuition - \$240 Housing - \$150

(Designed for those making the transition from Novice to Varsity and from Regional to the National Circuit)

Jason Patil, Paul Skiermont and Charlie Henn, Instructors

1995 INSTITUTE FELLOWS



Alex Roetter
Lexington, Mass.



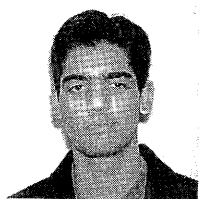
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PAUL DERBY: Champion debater from Redlands University. Currently Assistant Coach, Redlands University.

NITA FARAHANY: Sophomore debater, Dartmouth College; winner of numerous high school tournaments.

PETER GRAHAM: Former coach, Harvard School, LA; PHD candidate, University of Arizona; Coach, Brophy Prep.

CHARLIE HENN: Senior Debater at Emory University; 1991 NFL national debate champion; winner and first speaker, Kentucky Round Robin, 1994.

FRED KAREM: Senior, Harvard University; twice runner-up for NDT championship.

***GORDON MITCHELL:** Top Speaker NDT; former assistant debate coach, Wake Forest University and assistant coach of the 1994 NDT Champions, Northwestern University.

JASON PATIL: 1991 winner of Kentucky's National Tournament of Champions and senior debater at UK; winner of the 1994 NDT Copeland Award and the 1994 NDT fifth speaker.

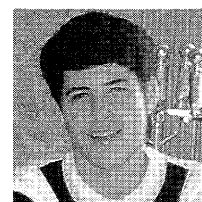
ANJAN SAHNI: Sophomore debater, Emory University; winner of numerous high school tournaments including the 1995 NDT Novice Nationals.

PAUL SKIERMONT: 1991 winner of Kentucky's National Tournament of Champions; senior debater at UK; winner of nine college top speaker awards including the 1994 NDT.

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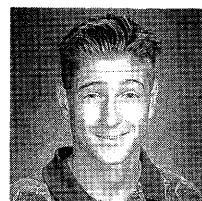
T. A. MCKINNEY: Columbia Law School Student, Guest Lecturer.



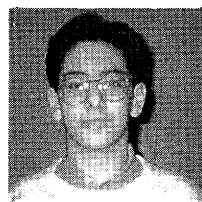
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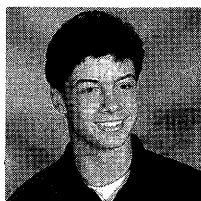
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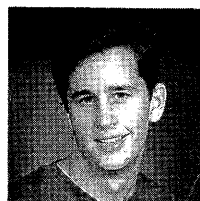
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DEBATE CAMPS: THEY AREN'T JUST FOR HIGH SCHOOL STUDENTS ANYMORE

by Scott Walker and Dr. Robert S. Littlefield

Participation in debate activities is always a challenge for students. In order to get a head start, many find themselves using some of their summer vacation to gather evidence, discuss issues, and develop case ideas. Designed to meet a wide variety of needs, these institutes offer carefully developed content for high school students at beginning and advanced levels. One group with less opportunity for exposure to these institutes is the junior high/middle school debater. Levels of maturity, cognitive abilities and self confidence may be some reasons why junior high students have shied away from these institutes. But, summer debate institutes are one way to include the many junior high/middle school students in the debate preseason.

In August, St. Anthony Middle School in Fargo, North Dakota, offered a debate camp to introduce potential team members in the seventh and eighth grades to the principles and practices of academic debate. The camp was a positive experience for the students. In order to understand why this debate camp for younger students proved to be a success, the underlying philosophy of the institute, selective activities, and the student and teacher reactions will be presented.

The underlying philosophy for this debate camp was probably similar to those of other institutes designed for high school students. An emphasis on individual attention and a strong focus on basic skills pervaded all aspects of the camp. This is certainly not all that unusual. Nor was it unusual that the teachers tried to do as much

as possible in a short amount of time. However, it was not the amount done that mattered. Quality of instruction was stressed more than gathering great quantities of evidence or writing complete cases. Because over half of the students who participated had no previous exposure to debate, the rational for proceeding slowly and explaining clearly was appropriate and justified. The teachers emphasized the importance of viewing debate as a legitimate and worthwhile activity that would be benefit to them in other school-related context.

Summer institutes are one way to include the many junior high/middle school students in the debate preseason

Thus, the students learned why debate should deserve their continual time and effort as their schedules become busier. This variable of justifying debate's legitimacy as an activity may have been what separated this institutional philosophy from many others. Most institutes have predisposed audiences of students who are committed to debate. This camp did not have that luxury. There was no assumption that all participant would actually be on the debate team. As such, the teachers were also recruiters. Similarly, the idea of instructing true "novices" kept the camp's philosophy firmly on the basics, which included traditional speaker roles, argument construction, evidence identifica-

tion and selection, flow sheeting, organization, and cross examination. Full rounds of competition were not held because the students needed to know what debate was before they could be competitive. There were opportunities for speaking that tied the various skills and activities together.

With this philosophy in mind, the teachers developed strategies to help the younger students understand the basics of debate. The camp schedule provided both morning and afternoon sessions with lessons offered in one to two hour blocks of time. This enabled the concepts to be introduced and activities to follow that gave the students an opportunity to practice what they had learned. Relating debate terminology to the students' world, giving much individual attention in helping with evidence, and involving students in the cross-examination process proved to be the most productive and popular aspects of the institute for the students. The process of relating debate to the students' world was critical. The students were comfortable talking about issues they understood. The staff told several hypothetical stories requiring problems to be solved, terms to be defined, causes to be determined, and advantages or disadvantages to be drawn. After going through the process several times, the students were able to extrapolate their previous knowledge to more abstract debate terms. Discussing inherency, solvency, topicality, and harms correctly was exciting and refreshing for the staff, given the middle school status of the participants. The students enjoyed the success of

then being able to explain any issue in debate terminology. The camp staff worked to build on what was known to teach the unfamiliar aspects of academic debate. Once the students knew the terms of the resolution, they were able to find evidence and definitions to fit with those terms. Individual attention in this area was critical. The students needed guidance and reassurance about the quality of evidence they were finding. Once their self-confidence grew, they were anxious to build their own arguments and present them.

The process of finding evidence was a long but important one to learn. The students were given time to read articles on the topic and help determining what kinds of things would be considered as good evidence by judges or audiences. Articles dealing with general issues were read, provided, and discussed as a group. Individual attention was given to each student for extended periods of time as they marked, cut/copied the evidence and began simple organizational files. They worked individually but had the opportunity to ask to help. Constant reinforcement helped the students to pick up on the evidence identification process quickly.

Once evidence was found the students began constructing arguments in the form of sample blocks. They orally presented these to their peers and were asked questions about their evidence and line of analysis. The introduction of cross examination skills worked very well to solidify the argumentation process. Not only were the students able to construct their own arguments, they also found flaws and strong points in the arguments of the other students. Synthesizing the components of the debate process gave the students the opportunity to be successful and the needed experience and self-confidence to continue working independently.

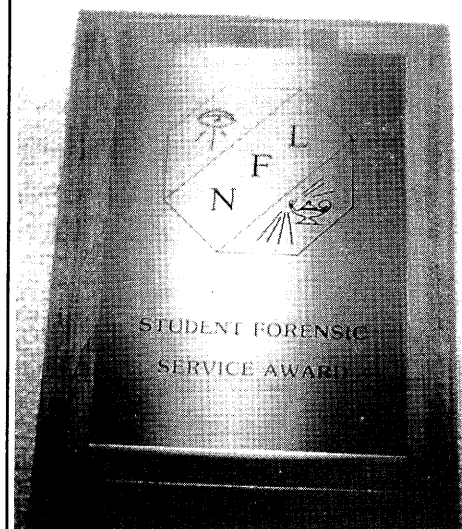
According to comments

from the staff and participants, the camp was a positive experience. Students found the concepts challenging, the strategies and practices manageable, and the potential competition with other teams as stimulating and exciting. In the span of only three days, the students progressed about as far as they might have in a month of once-a-week after school coaching sessions. This was possible because the students worked for extended periods of time on skills they needed. Their success was also due to the support of the staff with an instructor to student ratio of one to three or four. Peer support also helped. Because most of the students were roughly at the same experience level, they learned together and support one another as they absorbed the parts of the debate process. The students wanted to be individually successful, but they also wanted to be a part of the group or team. The idea of self and group success also gave legitimacy to debate in the eyes of the students.

A supportive climate, based primarily upon the basics of debate and individual attention, prepared a group of students to begin participation in the debate activity. The students learned best by drawing upon their own experiences and enjoyed putting the various elements of debate together, presenting arguments, and questioning one another. The institute was short but beneficial and achieved its goal. The students learned that debate is an activity worth their time, and they learned a lot about debate itself in the process.

(Scott Walker debated for Watertown (SD) HS and is student teaching at Sioux Falls-Washington (SD) HS. Dr. Robert Littlefield hosted the Fargo Nationals while acting dean at NDSU. He voluntarily coaches at St. Anthony Middle School in Fargo, ND.)

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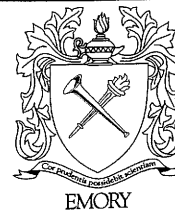
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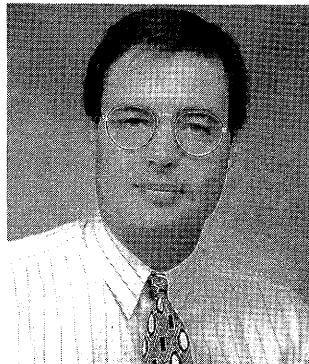
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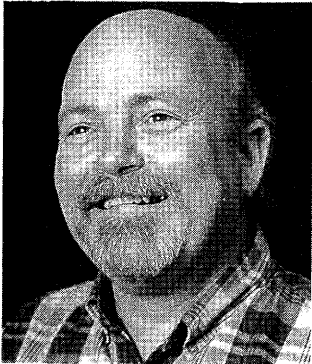
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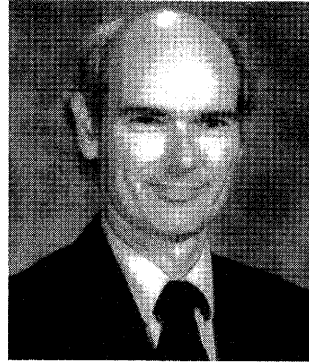
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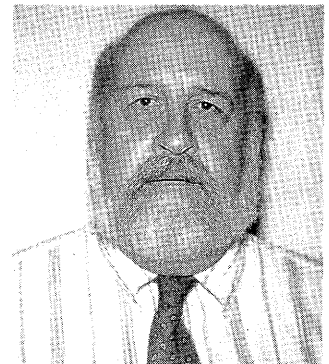
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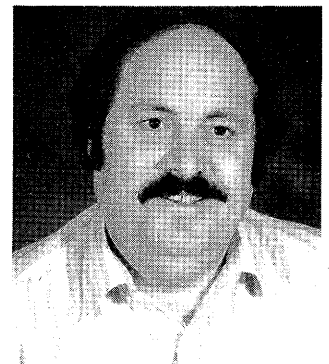
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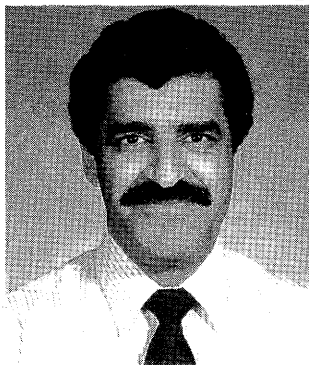
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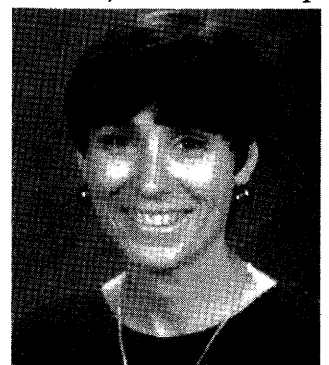
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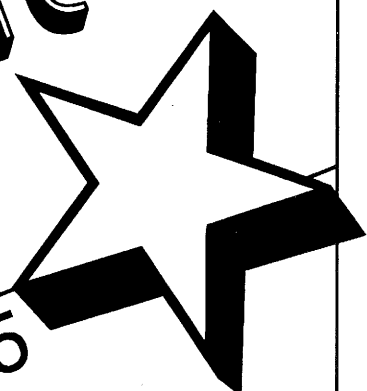
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Director: Scott Deatherage, Director of Debate and Assistant Professor of Communication, Northwestern University. Scott has coached three national championship teams, including the defending champions, 1994 National Debate Tournament winners Sean McCaffity and Jody Terry. Scott has taught more than 25 groups at debate workshops around the country, including those at American University, Baylor University, Georgetown University, the Michigan National Debate Institute and the Michigan Classic. This is Scott's fifth year to direct the Northwestern Debate Society and his fourth year to direct the Debate Divisions of the National High School Institute.

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by Michael W. Shelton

The first place speaker in policy debate at the Tournament of Champions, hosted by the University of Kentucky receives the "Mark Shelton Top Speaker Award". Although 1994 marked the second year during which this award was presented, many people still have little knowledge as to the background of the presentation.

Mark Shelton is best remembered as an outstanding high school debater at LaRue County High School, in Hodgenville, Kentucky, throughout his interscholastic career. A brief review of Mark's career as a high school debater tells us much about why he is remembered as a champion.

Mark's debate career was actually launched while he was in junior high school at Fairdale in Louisville, Kentucky. He started debating actively in the seventh grade. During that first year of junior debate, Mark began to establish himself as a champion. He and his partner compiled a perfect record to capture the title of "J.V. Champions" in the Louisville Forensic League. They also won the regional J.V. tournament among other honors.

In his eighth grade year, Mark made the transition to varsity debate. Mark and his partner won awards at over a dozen invitational tournaments during that year. In addition to competing at the National Catholic Forensic League Tournament in Detroit Michigan that year, Mark distinguished himself as the only junior high student to compete at the Tournament of Champions.

As a freshman, Mark continued to excel. After traveling on a difficult circuit in the southeast, which included tournaments like Emory University and Montgomery Bell Academy, Mark earned a number of distinctions in Kentucky. He again qualified for the NCFL Tournament, the Tournament of Champions, and he also made his first appearance in the final round of the state tournament in Kentucky. Additionally, Mark compiled an impressive 5-1 record, cleared, and earned a speaker award at the Tournament of Champions.

During his sophomore year, Mark competed in the elimination

round debates at such national tournaments as Emory and Northwestern University. He also routinely earned speaker awards at these tournament. Mark once again qualified for both the NCFL Tournament and the Tournament of Champions. He also participated in the final debate at the state tournament, once again. Additionally, Mark won his NFL district tournament and competed in his first nationals at Northwestern, in Evanston Illinois.

Mark's junior year of high school competition was by far the finest for any Kentucky debater. Mark and his partner won the CFL district tournament, the state championship, and the NFL district tournament. In addition to being undefeated at these three tournaments, Mark was also the top individual speaker at each.

In order to pursue a variety of other interest, Mark elected not to participate in debate during his senior year of high school. However, after five years of junior and senior high school competition, Mark had distinguished himself as a true champion. Mark had qualified for the CFL national tournament four times, NFL nationals twice, and the Tournament of Champions four times. He was in the final round of the state tournament three consecutive years, where he was also the top individual speaker each year. Additionally, he had won dozens of speaker awards and team honors at tournaments throughout Kentucky and the nation.

Although Mark did not debate at Northwestern University while he was in college, he did become one of the most popular judges on the highly competitive Chicago-area circuit. Mark continued to judge and coach high school debate throughout his college career and beyond.

A few years ago, Mark's health become significantly impaired. That impairment did not stop him from maintaining his interest in high school debate. Indeed, only a matter of months before his death, Mark judged at the Glenbrook Nationals. Only a champion who truly loved debate would remain actively involved during such a trying time.

Mark passed away on January 6 of 1992, two days shy of his 30th birthday. Mark had earned the title "champion" for many reasons. He was clearly a champion based upon the results of his debate career. He was also a champion for continuing to pursue his interest in debate even as his health deteriorated. He was most certainly a champion because he provided guidance, assistance, and strength of will for his family, his friends, and many in the debate community.

A champion of Mark's caliber can be remembered and memorialized in many ways. Designating the top speaker award at the Tournament of Champions, in his memory, is one of the best ways to remember Mark, to honor others like him, and to celebrate the values that he represented. There is certainly no better place to honor the person who most people will remember as the greatest of Kentucky debaters. The Tournament of Champions is the best occasion for quality competition that Kentucky has to offer. Additionally, the debaters who participate in the Tournament of Champions are people not unlike Mark. They have all earned the title "champion" at one tournament or another, and they all thrive on high school debate competition.

The debaters that participate in the Tournament of Champions represent many of the values that Mark held as so important. They all display commitment. They are not only committed to debate, but they are committed to championship debate. That type of commitment is characterized by an intensive "work ethic", a love of new ideas and knowledge, and a thirst for the refreshing in interchange of intellectual expression that occurs in the best of debates.

Mark Shelton was obviously a true champion. Those who compete for the "Mark Shelton Top Speaker Award" are also champions. And, we can all be champions if we embrace and pursue the kind of values that Mark represented so well.

(Michael W. Shelton is a doctoral candidate, Department of Communication, University of Kentucky.)

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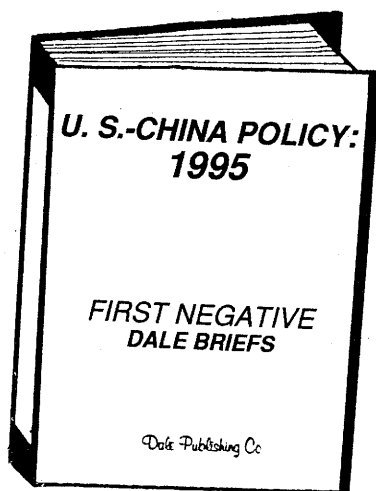
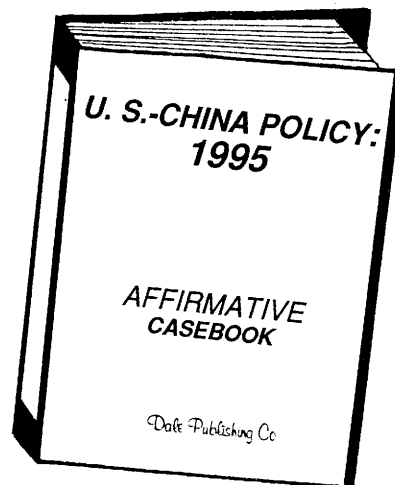
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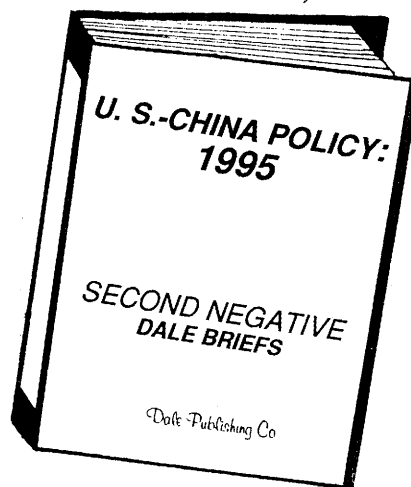
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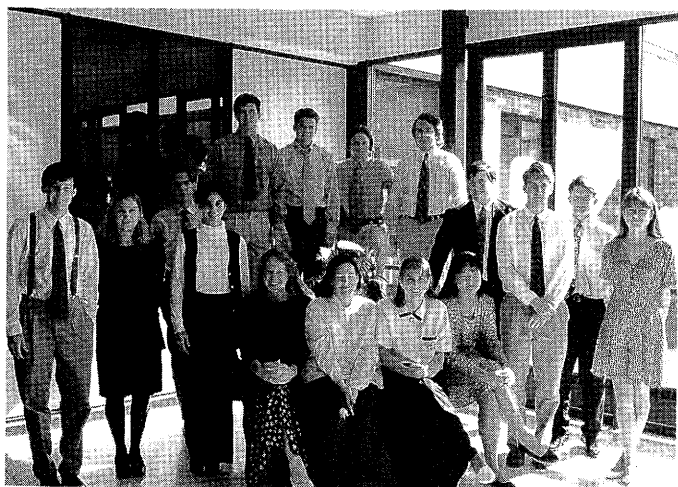
(Carroll from Page 28)

question and justify that answer, rather than to analyze a topic and to draw a conclusion. Extemp speaking is the event where speakers receive their topics in the form of questions, extemp commentary is the event where speakers receive their topics as topics. Thus, the body of the speech serves no other purpose other than as a rationale for the answer. Granted, history, economics, politics, society, and religion, are all relevant to drawing a conclusion on a topic; however, given the time constraints in the preparation (thirty minutes) and the delivery (seven minutes) of the speech, the body of the speech must serve as a justification for the answer presented. Likewise, Unified Analysis recognize that without an answer to the question, the speech lacks a thesis and is therefore not a speech, but merely commentary. A thesis is necessary for an essay or a paper; and necessary for an extemp speech as well.

While I agree with Dr. Grice and Mr. Naegelin that no formula currently exists for the perfect extemporaneous speech, Unified Analysis provides the best organizational pattern and argumentative structure of any communication theory. The soundness of this theory is evident in its success on both the high school and college level in Illinois, where it has produced numerous state finalists and champions and national finalists and champions since its adoption.

Having made my case, I await replies to my article from Dr. Grice and Mr. Naegelin and any and all coaches and judges with suggestions and recommendations for improving this wonderful event.

(Mr. Carroll is an associate director of forensics at Homewood-Flossmoor High School (IL).)



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NFL NOTES ...

Numbers ...

Marching toward one million members ... Ellen M. Curtis, Chanute (KS) HS new NFL member #849,000... Samantha Merik, Pensacola (FL) HS, #850,000... Okoboji (IA) HS speaker Brian Alexander is #851,000... Californian Charmaine Parcerro from San Fran-Washington College Prep is new member #852,000... Amy Connell, James Martin (TX) HS earned membership #853,000... Donna Conkling of the fine Yankton (SD) HS program is #854,000... Erica Y. Campbell, Warner Robbins-Northside (GA) HS earned #855,000... From Atlantic (IA) HS, Jennifer Freeman scored membership #856,000... Iowan Gregory Platt, Davenport-Central is member #857,000... #858,000 was earned by Donna M. Davies of Louisville (OH), HS... Katie Belcher of Portage (IN) HS is #859,000... Jamie Attaway of Columbia Rock Bridge (MO) HS is number #860,000... FaraNita Dunbar of Omaha Burke (NE) HS #861,000... From Rawlins (WY) HS Kate Thornton is member #862,000... Sarah Crook of Ridgeland (GA) HS earned #863,000... Tiffany Brookwell, Worland (WY) HS #864,000... #865,000 awarded to Kathy LaLima, Fort Dorchester (SC) HS... Kentucky's Kallie Alford, Warren East HS, new member #866,000...

Kudos ...

Dale McCall recipient of 1994 SIRS/FAME intellectual freedom award -- a \$500 grant to her and another \$500 to a media center... Ashland (OR) HS 1974 NFL grad Winona (Westigard) LaDuke named by Time Magazine as one of 50 US leaders to watch in next millennium. Oprah Winfrey also cited...

Injured Reserve List...

Margo Kendrick, Sharps town (TX) HS recovering from a broken ankle as is NFL Secretary Jim Copeland...

Letter Perfect ...

Dr. James J. Unger, NFL L/D Topic Consultant and Host of "Unger and Company" debate tapes, is the victim of Postal Fraud. His mailman was recently arrested when inspectors found scads of undelivered mail in the carrier's apartment. Also found were a variety of dead and starving turtles, birds and cats. The apartment was so full of germs the mail was bagged by department of health personal and sits in a D.C. warehouse awaiting decontamination. The suave Unger hopes to soon receive many decontaminated checks. "They can just keep the bills!" saith the Big U...

New Event ...

New Mexico Schools La Cueva and Albuquerque-Valley have introduced a new tournament event, CIDNI (Competitive Impromptu Duo Nightmare Interp). Two competitors paired together are given a script and compete against another pair who do the same script. New scripts are used each round. Goal of the contest? To make interp more like debate...

In Print ...

Larry Smith, Sierra Chair, sent a great new publication from the Redwood Forensic League, the Redwood 4-N-6. This quality newsletter features tournament news, pictures, articles, schedules, results, and gossip. The publication was the idea of Ken Simpson, coach at Sanger HS and his assistant Sanger journalism advisor Don Peoples... New book, Non Policy Debating, written by David Berube, with "Tuna" Snider and Kristina Pray, due this spring from University Press of America... Brent Oberg, coach at Highlands Ranch (CO) HS authored Speechcraft: An Introduction to Public Speaking published by Meriwether... Lee Miller at Information Press has recently published "Community Standards and Individual Liberty"... Norma Garret has done a wonderful job with Windsong, the west Texas newsletter: News, cartoons, articles, editorials...

Star ...

Doyle Srader reports: "At this year's Bulldog Debates, the high school debate tournament hosted by the University of Georgia, we had a brush with fame. Bill Berry, drummer for the rock group REM, paid the tournament a visit for the purpose of locating an old friend. He walked up to the ballot table and said, 'Is this the debate thing? Where would I find Hart County High School?' We directed him to the pairing table and only then realized who he was.

Needless to say, his appearance threw all the tournament participants into a frenzy of starstruckness. The old rumors, which we still can't confirm or dispel, about Michael Stipe (REM's lead singer) having debated both in high school and college were revived. And discussions about whether the song "It's the end of the world as we know it (and I feel fine)" was written about debate, popped up in every gathering of debaters. It gave the tournament an added air of excitement.

We're thinking of advertising next year's tournament with the following slogan: "The Bulldog Debates: good debatin', good judgin', and random encounters with world famous rock stars."

Online ...

An internet listserv (discussion group) for cross-examination debate? Its name is CX-L. To subscribe to it, one should send a message to listserv@uga.cc.uga.edu with the text "Subscribe CX-L [firstname] [lastname]" in the body. If anyone encounters any technical difficulties, they should write to dsrader@uga.cc.uga.edu.

On Foreign Shores ...

The Soros Foundation is sponsoring regional high school debate training for students in the old Yugoslavia. Several students were asked what debate is: "Game", said Zoca; "Art of communication between those who disagree" said Martin; "Way to get rid of dogmatism", Branka; "Play with arguments", Badjo; "Strengthening of self-confidence", Narcisa; "Possibility to reach one's goal in a civilized way", Dragan; "Dispute with rules", Senad; "Ability to discuss things without quarrel", Goga; "Fight for one's point of view", Istvan...

Politics ...

Senator Bill Frist (R, TN) was Captain of the debate team at MBA and earned NFL's degree of excellence... Adam Eisgrau, who qualified four times to Nationals from Morris Hills (NJ) HS now aide to California Senator Diane Feinstein... Thomas Ridge new Pennsylvania Governor was an NFL member at Erie Cathedral Prep...

We are Family ...

Wayne and Karla Brown's twin daughters Katy and Jenny finished second in their first novice debate tournament... Kinkaid (TX) debater Jeffery Hoffman is very proud of his dad, Orin, an astronaut on the Hubbel Telescope repair shuttle... Alicia Barton, granddaughter of Phyllis Barton is a national merit scholar... Hall of Fame coach David Johnson and wife Diane proud that daughter Beth is now debating... New baby girl for Dwana Edmonds coach at Topeka-Seaman (KS) HS...

In Memoriam ...

Glen Bachman retired coach of Cheyenne Central and former Wyoming district chair... Jason Marshall Yetter, Coronado (TX) debater... Hall of Fame coach David Kanellis, NFL director at Worthington (MN) and Iowa City-West (IA). David earned five diamonds and the love of all who knew him. He is survived by his wife Marilyn, retired Secretary of the Iowa Forensic League. David O'Connor, current coach at West, reports that the Iowa City-West tournament has been named in honor of David.



Samford University's Twenty-First Annual Summer Forensics Institute 30 July-12 August 1995

Samford University is pleased to announce the dates and staff for our twenty-first annual summer forensics institute. We are very proud of the growing national reputation of our institute and our college NDT debate program. Last year more than 100 students from 22 states attended the Samford Summer Forensics Institute.

This summer we hope to improve on last year's performance. We have added an **Individual Events** division which will be directed by Gloria Robison and we have doubled the staff of our **Lincoln-Douglas** division so that it now includes three former national champions. Our **Policy Debate** staff will continue to be one of the best in the nation.

At Samford University we are firmly committed to offering students the most for their money. We carefully maintain a **7:1 student-faculty ratio**. All of our staff are seasoned **professional coaches** with national reputations. Our curriculum is carefully **planned** and **supervised** so that no moment is wasted and every student gets the individual attention and direction they need to meet their goals and fulfill their potential. Our program for novice debaters is widely considered one of the best in the nation.

Some of the Staff of the 1994 Institute will include:

Co-Director
William Tate, MA Director of Debate,
Montgomery Bell Academy of
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Samford Summer Institute,
'87-95; U. Iowa Inst. '86-95

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Paul Bellus, MA U. Iowa Inst.; U. Kentucky
Inst.; Northwestern Inst.;
Coach, '91 NFL runner-up,
Omaha Westside High, NB.
Samford Forensics Inst., '92,
'94-95

Skip Coulter, MA Coach, Mountainbrook Jr.
High, AL; former Director of
Debate, Samford U., '77-87;
Samford Forensics Inst., '77-
95.

Heidi Hamilton, ABD Coach, U. Iowa; Fmr. Coach U.
North Carolina; Iowa Forensic
Inst. '92-95; Champion

Michael Jordan, BA Debater, Augustana College
Champion Debater, Charles
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Samford U.; Coach,
Mountainbrook High, AL;
Samford Forensics Inst. '89-
95

John McClellan, BA Champion Debater, Mercer
U.; Coach, Warner Robins
High, GA; Samford Debate
Inst. '87-95

Ginger Murphree, JD Champion Debater,
Huffman High, AL and U.
Michigan; Asst. Coach,
Samford U and Vestavia Hills
High School.

David O'Connor, BA Champion Debate coach at
West Des Moines-Valley, and
Iowa City West; U. Iowa Inst.
'87-94; Samford Debate Inst.
'93-95

Matthew Whipple, BA Coach, Glenbrook South
High School; Champion
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Co-Director L-D, Renard Francois, BA U. Pennsylvania; L-D
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Montgomery Bell Academy;
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95; U. Iowa Inst. '89-95.

Co-Director L-D, Claire Carmen 1993 NFL L-D Champion;
Samford Forensics Inst. '94-
95; Rice University
1992 TOC L-D Finalist; 1993
TOC L-D Champion;
Northwestern University;
Samford Forensics Inst. '92-
95.

Anoop Mishra 1988 NFL L-D Champion; U.
Iowa Inst. '89-93; Duke
University

Laura Watkins Champion L-D debater,
Decatur High School, AL;
Vanderbilt University L-D
Debater

The goal of the Samford Summer Debate Institute is to provide expert instruction at a reasonable cost. We do not fund any part of Samford Debate through the institute. Fees for the institute cover all essential expenses for students during the two week period. Supervised housing is provided in air-conditioned dormitories. All meals will be covered for students who stay on campus. It is our firm intent to offer high quality at the lowest possible cost to the student. Commuter fees include no meals or housing.

Lincoln-Douglas, Policy, and Individual Events	\$695.00 on campus \$450.00 commuter
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For more information about Samford University or the Samford University Summer Forensics Institute write or call:

Dr. Michael Janas Dir. of Debate Samford University Birmingham, AL 35229 (205) 870-2509	or Mr. William Tate Montgomery Bell Academy 4001 Harding Rd. Nashville, TN 37205 (615) 269-3959
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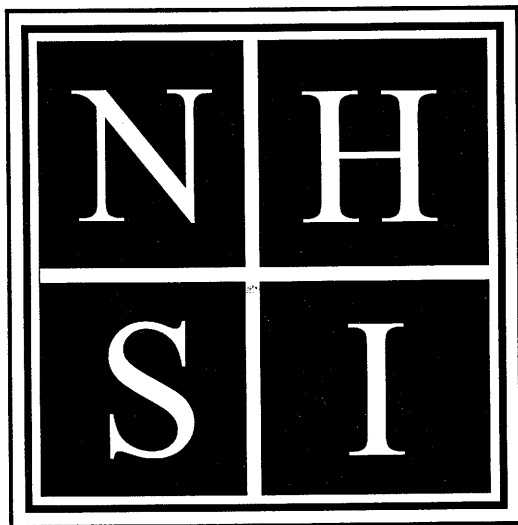
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**THE 65th ANNUAL
NATIONAL HIGH SCHOOL INSTITUTE
LINCOLN-DOUGLAS DEBATE DIVISION
NORTHWESTERN UNIVERSITY
July 9 - July 29, 1995**

Program Emphasis:

Theory instruction will provide a solid foundation for students of all experience levels. The Institute will begin with the basics, including values, value resolutions, values for everyday life, analysis, resources, research, rebuttals, refutation, cross-examination, flowing skills and improving delivery. Theory seminars will challenge the more experienced students, using a discussion method to explore the development of an argumentative strategy in given round situations. All theory lectures and seminars will apply Lincoln-Douglas debate theory to practice on the upcoming Lincoln-Douglas topics.

Students will use one of the nation's premier research libraries.



Students will leave the Institute with experience on many Lincoln-Douglas topics. Students will be assigned to a Lincoln-Douglas debate lab. Cases will be constructed from original research. Case construction will be supervised by the staff.

Extensive debate practice. The Lincoln-Douglas program features a significant number of practice rounds critiqued by experts. Rebuttal speeches will be re-worked so that the debater can improve the process of refutation and rebuttals. The Institute will culminate in a tournament.

Enrollment:

The Lincoln-Douglas Debate Program is open to all students in grades nine through twelve. Enrollment is limited to 50 students. The program is repeatable.

LINCOLN-DOUGLAS DEBATE DIVISION NORTHWESTERN UNIVERSITY

1995 Lincoln-Douglas Staff:

J. Stephen Foral, Director of the Lincoln-Douglas Debate Division, is the Director of Forensics at Lincoln High School in Lincoln, Nebraska. Steve has served as president of the Nebraska Speech Communication Association and as director of the National Speech Communication Association Lincoln-Douglas Workshop at the University of Nebraska.

Ken Adair, Associate Director of the Lincoln-Douglas Debate Division; double diamond NFL coach, Grace Davis High School, Modesto, California.

Faculty:

Mike Colletti, Teacher and Coach, Gordon Technical High School, Chicago.

Randy Cox, Co-Director of Forensics, Milton Academy, Milton, Massachusetts.

Adrian Frana, Director of Forensics, Rich East High School, Park Forest, Illinois.

Richard Hunsaker, Debate Coach, West High School, Belleville, Illinois.

Kate Hamm, Director of Lincoln-Douglas Debate, Iowa City West High School.

Eric Kringel, Law Student, American University; former Coach, East High School, Lincoln, Nebraska.

Dan Pittman, Debate Coach, Bettendorf High School, Rock Island, Illinois; Debater, Augustana College.

Matthew Whitley, University of Texas; 1993 National L-D Debate Champion.

Individual Event Component:

Extemporaneous Speaking - Each student will receive instruction in extemporaneous speaking. Development of extemp skills will be accomplished through faculty lectures, topic development, practice, and critiques. This training will conclude with an extemp competition that will be held at the end of the Institute.

- OR -

Original Oratory - Each student will receive instruction in original oratory. This instruction will take the form of lectures, small group work, research, and editing. This training will conclude with an oratory competition to be held at the end of the Institute.

Cost:

The cost of the three-week Lincoln-Douglas Debate Program is \$1525. This includes tuition, all lab fees, and room and board.

FOR ADDITIONAL INFORMATION AND AN APPLICATION, WRITE OR CALL:

Lynn Goodnight, Administrative Director
National High School Institute, Northwestern University
2299 North Campus Drive, Evanston, IL 60208
(708) 491-3026 or (800) 662-NHSI

Application Deadline is April 28, 1995

Financial Aid is Available

"TALKAHOLICS"

Contrary to popular misconception, people who are "talkaholics" do not necessarily exhibit the excesses and compulsive behavior that is commonly associated with "alcoholics" and "workaholics." This is one of the conclusions of James McCroskey and Virginia Richmond's research on compulsive communicators that was presented at the 80th annual Speech Communication Association convention in New Orleans November 19 - 22.

"Talkaholics" - or compulsive communicators - are defined as "individuals who are aware of their tendencies to over-communicate in a consistent and compulsive manner." McCroskey and Richmond argued that talkaholics are perceived as such possibly because people mistake communication quality with communication quantity. The researchers speculate that lay people who disagree with what someone says may refer to that person as someone who "talks too much."

Conversely, it might be more difficult for a listener to label a person a talkaholic if they heap compliments on them.

In fact, according to McCroskey and Richmond's analysis, talkaholics actually reflect high levels of responsiveness, high willingness to communicate, and high extroversion and assertiveness, which are positive qualities for a communicator. Most importantly, the research showed that the compulsive communicator is neither neurotic nor are they poor listeners. Surprisingly, they tend to combine positive communication attributes that are usually associated with male and female communicators - that is, the compulsive communicator is both assertive and responsive.

(Dr. James C. McCroskey and Dr. Virginia P. Richmond are Professors of Communication at West Virginia University.)

PART-TIME POSITION: HIGH SCHOOL DEBATE COACH

University School of Nashville's high school division is seeking a policy debate coach, beginning August, 1995. The high school has a co-educational student body of 300 students. Its debate team has competed successfully at the regional and national levels.

For additional information, please contact:
Richard J. O'Hara, Head of the High School,
2000 Edgehill Ave., Nashville, Tn. 37212.
Phone: (615) 327-8158 Fax: 321-0889.

DIRECTOR OF FORENSICS

Expertise and experience required for a nationally recognized debate and speech program. The team travels both regionally and nationally and enjoys a strong tradition of excellence, of administrative support, and of community support. Three assistant coaches work cooperatively with the director in providing a comprehensive program. (Teacher certification is required.)

Valley High School, West Des Moines, Iowa, is a public high school of approximately 2,000 students in grades 9 - 12. The city of West Des Moines is a beautiful, rapidly growing suburb of the Des Moines metro area.

The entry teaching salary will be \$24,231 - \$36,105 plus a comprehensive fringe benefit package including \$200/yr tuition reimbursement. The Head Debate Coach compensation will be \$3,545 plus an additional salary for speech activities (\$1,240 - \$2,120).

Send a letter of interest, transcripts, resume and credentials (or five letters of reference) to:
Human Resources

West Des Moines School District
3550 George M. Mills Civic Parkway
West Des Moines, IA 50265
AA/EEO Employer

DISTRICT STANDINGS

(March 1, 1995)

Rank	Change	District	Ave. No. Degrees	Largest Chapter	Degrees
1.	-	Northern South Dakota	169.44	Watertown	429
2.	-	Heart of America	144.76	Independence-Truman	336
3.	+3	Northern Ohio	142.22	Austintown-Fitch	299
4.	-	Rushmore	138.90	Sioux Falls-Lincoln	257
5.	-	Show Me	137.00	Lee's Summit	320
6.	-3	Kansas Flint-Hills	124.58	Washburn Rural	389
7.	+2	East Kansas	118.91	Shawnee Mission Northwest	443
8.	+3	Eastern Ohio	111.38	Canton-GlenOak	250
9.	-2	Hoosier South	110.93	Evansville-Reitz	412
10.	-2	West Kansas	109.13	Hutchinson	236
11.	+4	Great Salt Lake	108.30	Kearns	268
12.	-	Sierra	103.61	Bakersfield	362
13.	-3	South Kansas	101.82	Field Kindley	212
14.	+23	Sundance	100.26	Alta	205
15.	+3	Nebraska	98.07	Millard-North	337
16.	+9	Northern Illinois	93.85	Glenbrook-North	264
17.	-4	Central Minnesota	93.80	Apple Valley	316
18.	-2	New York City	92.39	Bronx HS of Science	366
19.	-5	San Francisco Bay	91.54	James Logan	277
20.	-1	Illini	90.52	Downers Grove-South	422
21.	+2	Eastern Missouri	89.52	Pattonville	229
22.	-2	Carver-Truman	89.11	Neosho	257
23.	-6	Southern Minnesota	88.18	Eagan	221
24.	+19	East Texas	87.22	Taylor	235
25.	+1	Montana	86.39	Bozeman	213
26.	+2	North East Indiana	84.22	Chesterton	361
27.	-6	Hoosier Central	83.63	Brebeuf Prep.	196
28.	-4	Florida Manatee	83.52	Martin County	237
29.	-2	Ozark	83.05	Springfield-Glendale	181
30.	-8	Rocky Mountain-South	82.80	Golden	250
31.	+2	Western Washington	82.06	Auburn	265
32.	+3	Northwest Indiana	80.22	Plymouth	277
33.	+7	Nebraska South	78.92	Hastings	165
34.	+10	Hole in the Wall	78.05	Sheridan	231
35.	+11	Idaho	78.00	Meridian	179
36.	-4	East Iowa	74.38	Ashland	277
37.	-3	South Oregon	76.14	Bettendorf	209
38.	-8	West Iowa	75.36	West Des Moines-Valley	214
39.	-3	South Florida	74.21	Miami-Palmetto	374
40.	-9	Northern Wisconsin	73.08	Appleton-East	245
41.	-12	Calif. Coast	73.05	Bellarmine College Prep	328
42.	+5	Nevada	72.14	Reno	149
43.	+8	East Oklahoma	69.53	Tulsa-Washington	218
44.	+14	South Carolina	69.37	Southside	285
45.	+17	Utah-Wasatch	68.70	Ogden	175
46.	-1	New York State	68.61	Newburgh Free Academy	177
47.	-9	Colorado	68.50	Cherry Creek	246
48.	-6	Northern Lights	68.10	Grand Rapids	177
49.	-8	South Texas	68.00	Houston-Bellaire	189
50.	+21	Wind River	67.77	Casper-Natrona County	179
51.	+5	Pennsylvania	67.28	Belle Vernon Area	126
52.	-13	Big Valley	66.45	Modesto-Beyer	253
53.	-5	Southern Calif.	66.20	Redlands	230
54.	-4	Deep South	64.05	Vestavia Hills	212
55.	+4	Ohio North Coast	62.64	Gilmour Academy	122
56.	-4	Eastern Washington	62.38	Mead	283
57.	-8	East Los Angeles	62.23	Damien	215
58.	-1	Pittsburgh	61.85	Cathedral Prep	178
59.	-4	New Mexico	61.33	Albuquerque Academy	251
60.	+24	Greater Illinois	60.28	Pekin Comm.	138
61.	+3	Georgia Northern Mountain	59.43	Westminster Schools	191
62.	-8	Louisiana	58.34	Caddo Magnet	218
63.	+3	Lone Star	58.12	Plano	185
64.	-11	Rocky Mountain-North	57.38	Standley Lake	107
65.	-4	Valley Forge	57.09	Holy Ghost Prep.	141
66.	-6	Tall Cotton	56.81	Odessa-Permian	117
67.	-3	Western Ohio	55.29	Centerville	311
68.	+2	West Virginia	54.85	Wheeling Park	91
69.	+12	Iroquois	52.72	Bishop Kearney	123
70.	-1	West Oklahoma	51.85	Alva	150
71.	-3	Central Texas	51.55	San Antonio-Churchill	198
72.	-9	Southern Wisconsin	51.47	West Bend East	129
73.	-1	Tarheel East	51.33	Enloe	133
74.	+4	Florida Sunshine	50.73	Academy of the Holy Names	275
75.	+7	Capitol Valley	50.66	Sacramento-Kennedy	121
76.	-3	North Dakota Roughrider	50.50	Fargo Shanley	112
77.	-1	Tennessee	49.78	Montgomery Bell Academy	188
78.	+9	Southern Colorado	48.85	Air Academy	127
79.	-12	Georgia Southern Peach	48.56	Carrollton	131
80.	-3	Mississippi	48.29	Hattiesburg	197
81.	-7	West Los Angeles	47.60	Taft	205
82.	-7	New England	47.26	Lexington	246
83.	-3	Carolina West	45.66	High Point-Central	120
84.	-6	Gulf Coast	45.42	Gregory-Portland	232
85.	-2	North Oregon	45.34	Clackamas	145
86.	-1	North Texas Longhorns	43.95	Newman Smith	191
87.	-1	Arizona	43.50	Dobson	141
88.	+5	New Jersey	40.73	Bergenfield	140
89.	+2	Kentucky	40.04	Boone County	117
90.	-2	West Texas	39.33	Montwood	200
91.	-2	Maine	39.15	Cape Elizabeth	181
92.	-	Mid-Atlantic	35.08	Blacksburg	143
93.	+2	Alaska	34.50	Robert Service	43
94.	-4	Big Orange	34.07	Huntington Beach	169
95.	-1	Michigan	28.46	Portage-Northern	123
96.	-	Patrick Henry	27.05	Kempsville	80
97.	-	Puget Sound	26.38	Mt. Rainier	120
98.	-	Hawaii	18.87	Punahou School	100
99.	-	Guam	9.87	St. John's School	39

Errata:
Last month's
standings
labeled each
district's
largest
chapter as
"second
largest"

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- RANDY COX, MILTON ACADEMY

LINCOLN/DOUGLAS

June 28-July 14

- JONATHAN BRODY, UNIVERSITY OF TEXAS
- AARON TIMMONS, THE GREENHILL SCHOOL
- KEN OGDEN, MCCULLOUGH HS, HOUSTON
- BILL SHANAHAN, WEBER STATE
- MATTHEW WHITLEY, UNIVERSITY OF TEXAS

INDIVIDUAL EVENTS

June 28-July 14

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- ♦ **CURRICULUM:** Instruction will be tailored to the student's specific needs. Individual Events students can receive tutorials in two distinct events from national champions and national finalists in all UIL, NFL, CFL and TFA events. The debate workshops will include a unique discussion of debate's 'philosophic turn'. After all, University of Texas debaters gave the *Kritik* its birth in intercollegiate debate. Our staff includes many of the *Kritik*'s major theoretical proponents and detractors! We offer an honest, well-balanced discussion of debate theory, not simply a one-sided perspective. Students' skills are developed through practice rounds and individual research with low student-faculty ratios (6:1).
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♦ **PETER POBER** (Director of Individual Events at UT); Mr. Pober is the recipient of the 1991 Texas Forensics Educator of the year award and his teams have produced nine National Champions and thirty-one finalists at the AFA National Tournament. Last year the UT Team won The AFA Individual Events National Championship!

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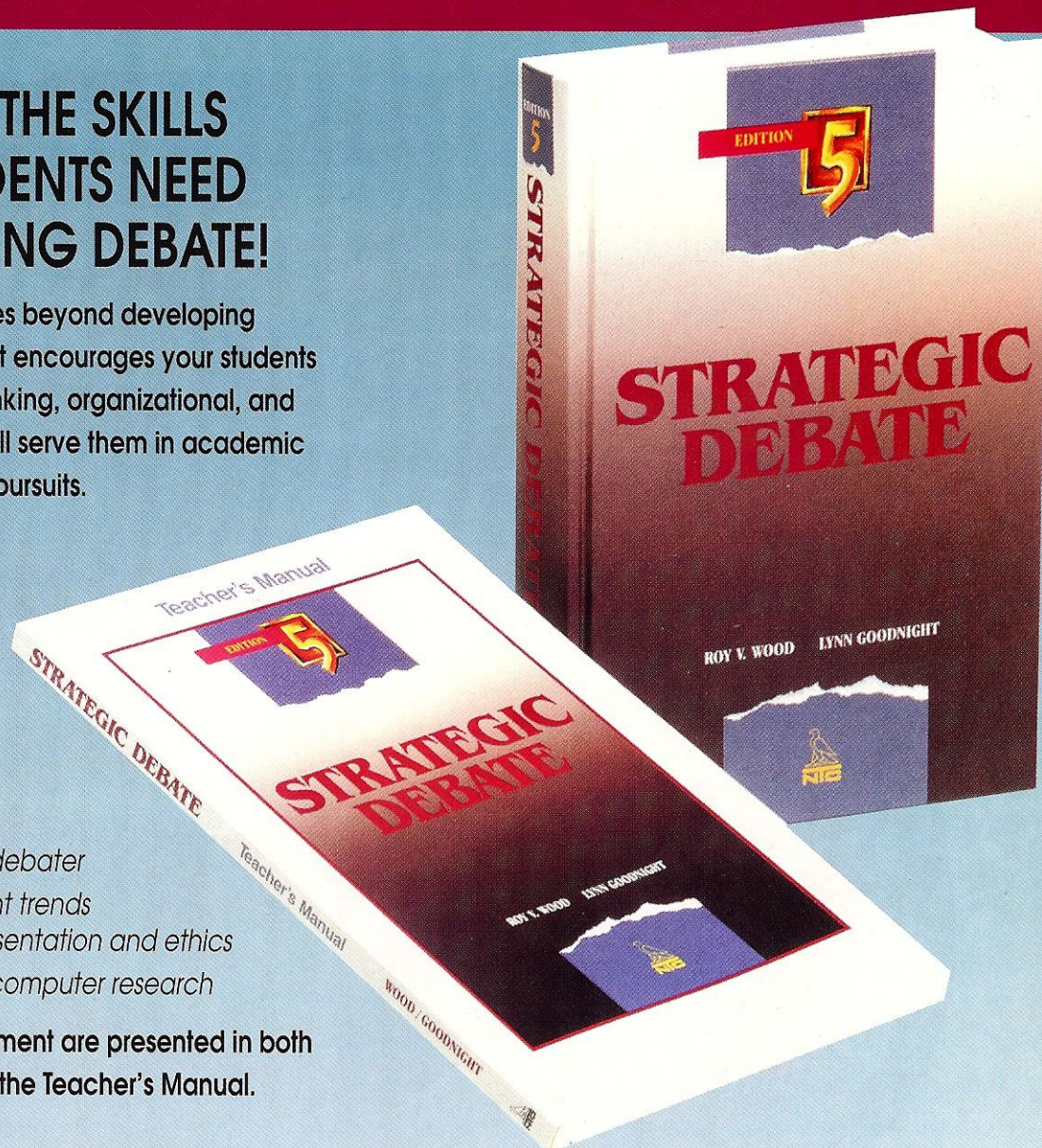
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