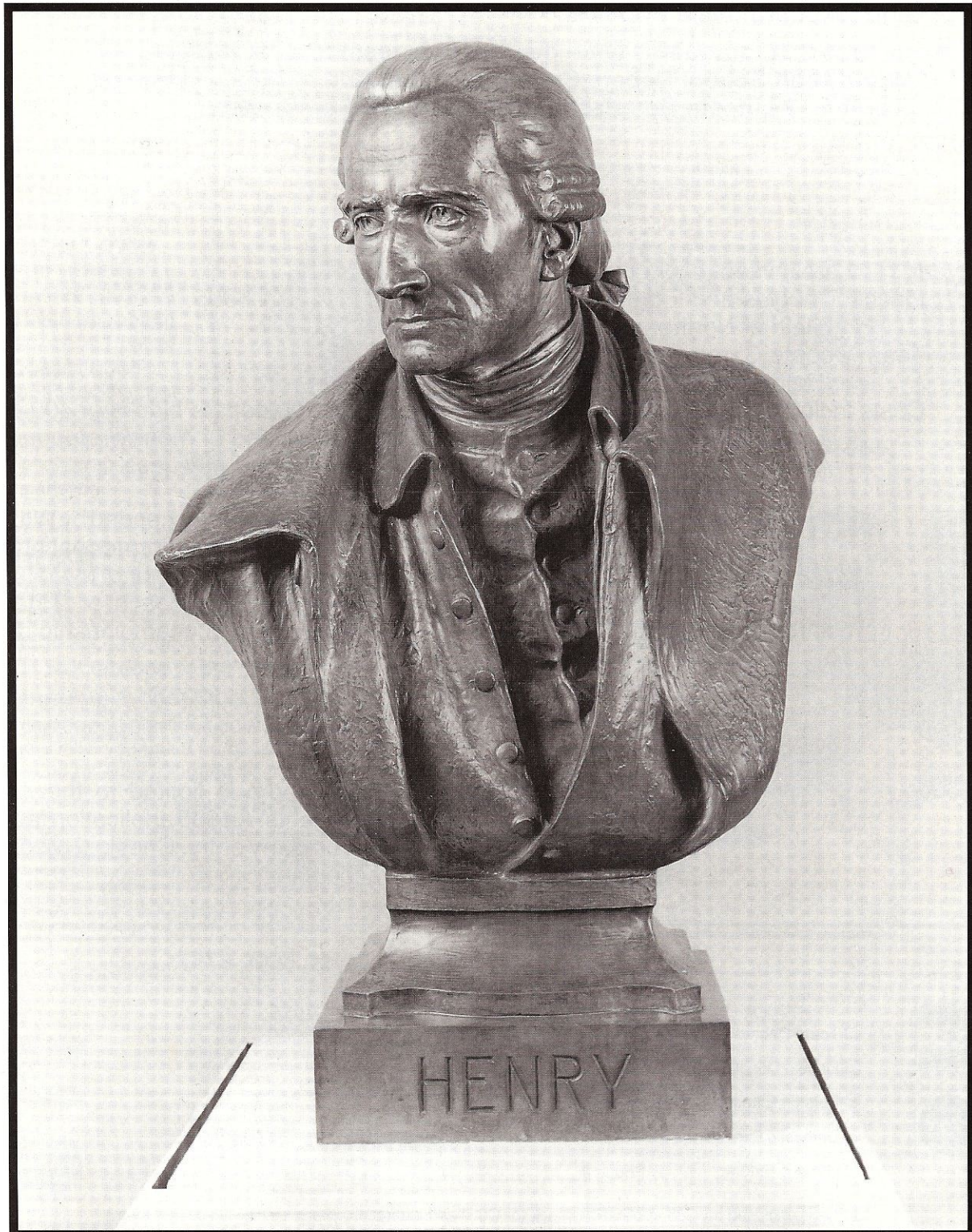


ROSTRUM

VOLUME 71

NUMBER 8

APRIL 1997



CDE Debate and Extemp Camps.

The Best in the Nation.

More rounds, More classes, More success, Guaranteed.

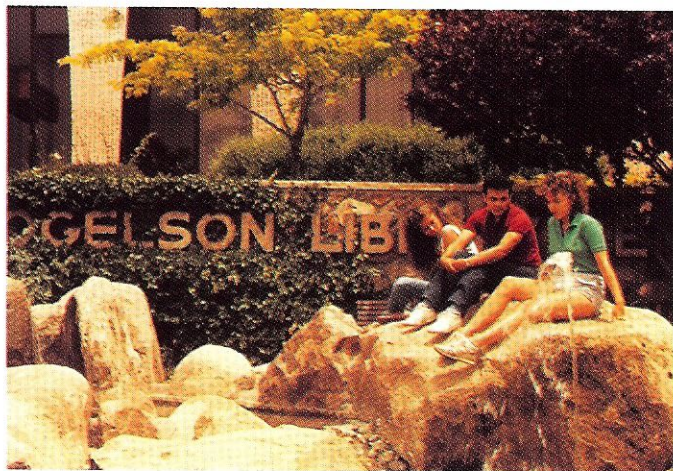
- * In 1990 became the first U.S. debaters to win the World College Debate Championship.
- * In 1991 CDE graduates won two events at Nationals plus second and fourth place trophies.
- * In 1993 CDE graduates won three events at Nationals plus two second places and two third place trophies.
- * In 1994 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!
- * **In 1995 CDE graduates won three National Championships.**
- * **In 1996 CDE graduates took second in L.D. Nationals, won three National Extemp Championships, and second in debate nationals.**

This year YOU are invited to join us.

Lincoln Douglas and Extemp Camps: July 4-July 19, 1997. \$995.
(Held at Northern Arizona Univ. in Flagstaff).

Team Debate Camp: July 19-August 8, 1997. \$1080.
(Held at the University of Utah, Salt Lake City).

Costs include tuition, room, meals, free tourist day, 1,500 debate blocks or 400 articles, 24 critiqued practice rounds. Acceptance guaranteed or money refunded. Alumni get 10% price reduction, commuters charged 40% less.



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

☐ Lincoln Douglas

☐ Foreign Extemp

☐ Domestic Extemp

☐ Generic Extemp

Name _____

Mailing Address _____

Phone # _____

☐ I have enclosed my \$85 application check (or CC # and expiration). Send me my full packet today.

CDE Nat'l Institute
W. Bennett
Chairman



RENEWABLE ENERGY Vol. 1

COMPLETE. EACH BOOK HAS OVER 200 DIFFERENT NEGATIVE BLOCKS and the case specific blocks will ALL be on next year's specific topic. Rated the best handbooks published in both Texas and National camp comparisons.

ORDER TODAY

CDE makes only ONE printing. When the books are sold no more are available. Our handbooks have sold out for the last eight years, don't wait too long to buy yours.

Cost is \$25 for each Volume, \$69 for the set. Postage is prepaid if you pay in advance. It is added to your bill if you use a purchase order. Volumes are unbound for easy filling, ad \$5 each if you wish bound copies.

Mail Today

TESTIMONIALS

"Unique evidence and arguments unavailable elsewhere." J. Prager, Calif.
"I wouldn't go a year without CDE." V. Zabel, Deer Creek
"So much more complete than all the other handbooks that I don't see how they stay in business." J. Dean, Texas

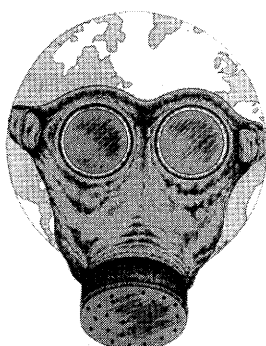
EXCLUSIVE Features NEGATIVE BLOCKS ON:

1. GENERIC DISADVANTAGES
 - Economic Growth
 - Environmental Ethic
 - Population Growth/Malthus
 - Costs /Sectoral depression
 - Business Confidence
 - Hegemony
 - Power Transmission Lines
 - Feminism
 - North vs. South
 - Elites
 - Unilateral Action
2. GENERIC COUNTERPLANS
 - International action
 - Regional Interstate Compacts
 - Study
 - NGOs
 - Socialism
3. KRITIKS
 - Population reduction
 - Bioregionalism
 - Statism
 - Environment
 - Moralism
 - Anthropocentrism
4. GENERIC TOPICALITY
 - The
 - Establish
 - Policy
 - Substantially
 - A
 - Effects
5. GENERIC JUSTIFICATION
 - Federal government
 - Government
 - A
 - Policy
 - Increase....use
 - In the United States
6. WON'T RUN OUT OF FOSSIL FUELS
7. CASE SPECIFIC NEGATIVE ATTACKS will be drawn from:
 - Fuel cells
 - hydrogen
 - Wind/Airfoils
 - Solar thermal, solar furnaces,
 - heliostats, solar cells, solar collectors, photovoltaic cells, passive
 - Solar satellites
 - hydroelectric
 - geothermal
 - anemoelectric
 - fusion and fission
 - herbaceous

**C
D
E**

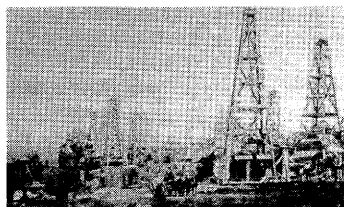
tidal power
ocean thermal gradients
tax incentives
electric cars
steam engine cars
steam engine with passive solar
high-yield energy crop production
heat pipes
methane from bacteria
Garbage, waste energy, recycling
terraforming
generators and alternators
reformulated gasoline
air pollution
water pollution
global warming, greenhouse effect
transformers
DC devices

CDE Nat'l Institute
W. Bennett
Chairman



RENEWABLE ENERGY Vol. 2

CDE Nat'l Institute
W. Bennett
Chairman



RENEWABLE ENERGY Vol. 3

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



Name _____

Mailing Address _____

☐ I have enclosed \$69.00, please send me my 3 volume set as soon as they're finished.

THE BEST DEBATE RESOURCES FOR 1997-98

Reducing Fossil Fuel Consumption

An Energy
Program for the
United States

A Critical Analysis of the
U.S. Role in Establishing
a Program to Increase
Renewable Energy Use

United States
Policy on
Renewable
Energy Use

An Overview of the Issues
Related to Increasing

The Complete Resource Handbook

Increasing
Renewable Energy
Use in the United
States

"How can the United States
best reduce its fossil fuel
consumption?"

Lynn Goodnight and Nathan Smith

NTC'S "BIG 3" DEBATE TOPIC BOOKS

1. Increasing Renewable Energy Use in the U.S.

The Complete Resource Handbook

Analyzes the problems, outlines the issues, and offers supporting evidence for this year's topic. Also provides names and addresses of organizations publishing relevant material. More than 1,500 resources.

Softbound, #EL5397-9.....\$21.95

2. U.S. Policy on Renewable Energy Use

*An Overview of the Issues Relating to Increasing
Renewable Energy Use in the United States*

Everything debaters need to grasp this year's topic. Includes empirical findings, related issues, ramifications, alternate solutions, more.

Softbound, #EL5398-7.....\$19.95

3. An Energy Program for the United States

*A Critical Analysis of the U.S. Role in Establishing a
Program to Increase Renewable Energy Use*

This collection of critical essays and arguments is written by recognized experts. Many of the selections have appeared in specialized journals and other scholarly publications generally not available in libraries used by high school debaters.

Softbound, #EL5399-5.....\$19.95

ORDER TODAY!
CALL 1-800-323-4900



National Textbook Company

a division of NTC/Contemporary Publishing Company

4235 West Tully Avenue • Lincolnwood, IL 60466-1975 • 1-800-323-4900 or 1-847-679-5500 • FAX: 1-847-679-2494 • E-mail: NTC PUB2@AOL.COM

MR. L.D. NAEGELIN, PRESIDENT
NORTHEAST IND. SCHOOL DISTRICT
FINE ARTS, 8961 TESORO DRIVE
SAN ANTONIO, TEXAS 78217
PHONE: 210-804-7142
FAX: 210-804-7146

MR. FRANK SPERRA
MULLEN HIGH SCHOOL
3601 S. LOWELL BLVD.
DENVER, CO 80236
PHONE: 303-761-1764
FAX: 303-761-0502

MR. DONUS D. ROBERTS
WATERTOWN HIGH SCHOOL
200 - 9TH STREET N.E.
WATERTOWN, SD 57201
PHONE: 605-882-6316
FAX: 605-882-6327

MRS. GLENDA FERGUSON
HERITAGE HALL HIGH SCHOOL
1401 N. W. 115
OKLAHOMA CITY, OK 73114
PHONE: 405-749-3033
FAX: 405-751-7372



MR. HAROLD KELLER
DAVENPORT-WEST HIGH SCHOOL
3505 W. LOCUST STREET
DAVENPORT, IA 52804
PHONE: 319-386-5500 EXT. 357
FAX: 319-386-5508

MR. BILLY TATE, VICE-PRESIDENT
MONTGOMERY BELL ACADEMY
4001 HARDING
NASHVILLE, TN 37205
PHONE SAME AS FAX
615-269-3959

BRO. RENE STERNER, FSC
LA SALLE COLLEGE HIGH SCHOOL
8605 CHELTENHAM AVE.
WYNDMOOR, PA 19038
PHONE: 215-233-2911
FAX: 215-233-1418

MR. DON CRABTREE
PARK HILL HIGH SCHOOL
7701 N.W. BARRY ROAD
KANSAS CITY, MO 64153
PHONE: 816-741-4070
FAX: 816-741-8739

MR. TED BELCH
GLENBROOK NORTH HIGH SCHOOL
2300 SHERMER ROAD
NORTHBROOK, IL 60062
PHONE: 847-272-6400
FAX: 847-509-2676

THE ROSTRUM

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

James M. Copeland
Editor and Publisher

P.O. Box 38
Ripon, Wisconsin 54971
(414) 748-6206

The Rostrum (471-180) is published monthly, except July and August each school year by the National Forensic League, 125 Watson St., Ripon, Wisconsin 54971. Second-class postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to THE Rostrum, P.O. Box 38, Ripon, Wisconsin 54971.

SUBSCRIPTION PRICES

Individuals: \$10 one year; \$15 two years. Member Schools \$5.00 each additional sub.

On the Cover: America's Orator:
Patrick Henry.

Next Month: Melvin Laird is interviewed by
James J. Unger. District Results.

REFLECTIONS ON ATTENDING NFL NATIONALS

by Dr. Paul Lorentzen

For the past seven years, 1990-1996, I have had the pleasure of attending the last two days of the NFL National Speech Tournament each June. And now I look forward to this coming June in Minneapolis. My role each time, together with Joan Keston, is to represent the Public Employees Roundtable (PER), the sponsor of the Domestic Extempore Final Round, and as such the two of us are among the judges of this event. In addition, topics for the Semi-Final and Final Round have been prepared under my direction.

Briefly, I want to share some of my reflections:

* Anticipation/Exhilaration. The National Speech Tournament is an occasion I look forward to with great anticipation each year. It is always exhilarating to be exposed to the great energy, enthusiasm and performance of the multitude of young competitors; and to the dedication and competence of the coaches and NFL officials in managing this complex week-long debate marathon. This annual experience has become a significant part of my total life.

* Appreciation/Gratitude. Each year I experience a renewed sense of appreciation to the NFL for the warm and generous hospitality extended to the Tournament sponsors. This includes the opportunity on Thursday afternoon to serve as judges of semi-final rounds of tournament events other than the one being sponsored; to meet and mingle at the Thursday night reception and dinner with the many representatives of the other sponsors; and to attend as many as possible of the Final Rounds held on Friday culminating in that night's impressive Award ceremony with its excitement and gala atmosphere. I leave each year with a deep gratitude for the important work that the country-wide NFL network accomplishes with the young people of our country.

* Admiration/Critique. For several years Joan Keston and I wanted to expand our PER sponsorship to the Foreign Extempore Finals, so that the top three winners of that event would be honored and awarded in the same way as those in the Domestic Finals. Two years ago this became a reality when we developed a sponsoring coalition of PER, the National Campaign for Public Service section of the American Society for Public Administration (ASPA), and the Diplomatic and Consular Officers Retired (DACOR). As a judge, my long-term admiration of the caliber of speaking in the Domestic

Finals now became extended to the Foreign event as well.

During the early years of my judging, I was troubled by what to me sounded like a far-too-rapid delivery, but that unfortunate characteristic has become less and less prevalent over the years. Now, however, I have gained the impression that, for whatever reason, the Foreign Extemp finalists are generally better prepared *factually* than are their Domestic colleagues.

While I realize that factual accuracy is only one major criterion in Extemp debate judging, I feel strongly that it is a *very significant* aspect of that more generalized objective one is seeking in this type of forensic participation: expanding one's knowledge and appreciation of societal issues and problems. In certain ways it may be less difficult to identify and muster the facts regarding international events than it is to distinguish facts (from opinions and "hype") on the myriad of complex domestic issues. But in my thinking this represents simply an additional challenge to be overcome.

There is a plethora of *opinions* in the media regarding such domestic matters as welfare, immigration, law enforcement, public service, role of the federal government, etc., much of which may obscure or be presented as the actual facts. But the speaker's responsibility, it seems to me, is to present arguments grounded in the final analysis on a base of *factual* data. My hope is that future Domestic Extemp finalists will seek to improve the substantive quality of their presentations by emphasizing this aspect in their research and performance.

And now I am already excited about and anticipating my eighth National Speech Tournament attendance with its warm hospitality and admirable achievement levels in such a great variety of events. See you in Minneapolis!

(After retiring from a 32-year career in the federal civil service, Paul Lorentzen obtained his Doctorate in Public Administration from the Washington Public Affairs Center, University of Southern California, in 1984, and recently completed 12 years there as a part-time faculty member. He is the Federal Executive Institute Alumni Association representative to the Public Employees Roundtable, sponsor of US and Foreign Extemp, whose President is Joan Keston.)

Lincoln Life National L/D Debate Topic

R: The public's right to know is of greater value than the individual's right to privacy.

The Rostrum provides an open forum for the forensic community. The opinions expressed by contributors to the Rostrum are their own and not necessarily the opinions of the National Forensic League, its officers or members. The National Forensic League does not recommend or endorse advertised products and services unless offered directly from the NFL office.

WEST COAST PUBLISHING

L-D Value Handbooks

1997 NFL NATIONALS SET!

Mailed First Class 2 Weeks After The NFL Nationals Topic Is Released

These sets will provide you with the materials you need to do well at NFL Nationals and for next year's competition! Your set includes the 50 plus page NFL NATIONALS TOPIC SUPPLEMENT handbook. Matt Stannard, College of Eastern Utah, writes a fifteen page philosophical overview of the topic. This overview includes a detailed discussion of the assumptions grounding both the affirmative and negative interpretations of the resolution. In addition, it provides debaters a bibliography for additional reading and definitions to use in their cases. The handbook also includes an affirmative and a negative case with criteria, values, value support, and backup briefs. Plus, there are many additional briefs that debaters can use to construct their own cases. Your set also includes Volume 3 of the Philosopher Value Handbook series. These handbooks will make a difference!



Be ready to debate the values of justice, liberty, equality and more.

PHILOSOPHER AND VALUES HANDBOOKS

These handbooks include in-depth discussions, pages and pages of arguments, and suggested readings on the most innovative names in philosophy. Each volume covers different philosophers like Immanuel Kant, Simone DeBouvoir, Che Guevara, and Betty Friedan. There are values like privacy, survival, cooperation, and justice. In addition, each book contains value articles like criteria argumentation by Leah Castella, National Champion, PKD Lincoln-Douglas, and communitarianism by Minh Luong, National Champion, College LD debate

LD TOPIC SUPPLEMENTS—NFL, TEXAS UIL, AND CALIFORNIA

Mailed First Class 12 days after each Topic is released—NEW SEPT-OCT WILL BE COVERED! Each 50 plus page supplement includes affirmative and negative cases, definitions and extra value and topic specific briefs. Plus, Matt Stannard writes an impressive topic overview including strategies and insights on the topic wording, values, criteria and cases affirmatives and negatives should consider on the new topic.

NFL TOPIC SUPPLEMENTS are published for the Sept-Oct, Nov.- Dec., Jan. - Feb., Mar. - Apr. and Nationals Topics; TEXAS UIL TOPIC SUPPLEMENTS—Published with Fall and Spring Texas UIL LD Topics; CALIFORNIA TOPIC SUPPLEMENTS—Published with California First and Second Semester LD Topics

WEST COAST QUALITY

We use complete citations, long pieces of evidence with strong reasons, and accurate tags.

We use complete citations including the new NFL Electronic Citation Format!

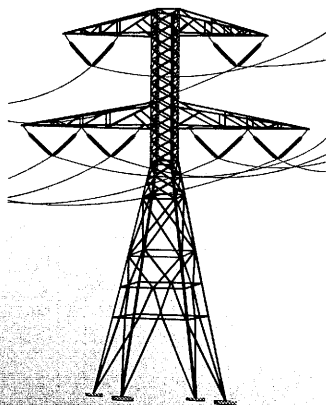
All Policy evidence is 1995 or newer!

All LD and Theory evidence is from the most respected sources

Alternative Energy Policy Handbooks

POLICY HANDBOOK SET

The Policy Handbook Set includes the AFFIRMATIVE POLICY HANDBOOK, the NEGATIVE POLICY HANDBOOK, POLICY SUPPLEMENT HANDBOOK, and, if you order the complete set, the New E-Mail Supplements. The Affirmative Handbook includes at least six affirmative cases plus briefs for any case on significance, inherency, solvency, responses to disadvantages, and responses to counterplans. The Negative Handbook offers at least six disadvantages, responses to key cases on the topic, counterplans, and definitions for topicality arguments. The Policy Supplement Handbook includes updates on affirmative cases and negative disadvantages and counterplans, a new affirmative case, new disadvantages, a new counterplan, and responses to even more affirmative cases and disadvantages. The NEW EMAIL SUPPLEMENTS are sent out the tenth of each month, November through March plus June 10th. Each includes 21 pages against the latest affirmative cases and negative positions. You are encouraged to send us requests for briefs you want. NOTE: you must have an e-mail address for this; we will NOT regular mail NOR fax these briefs. Please include your e-mail address on the order form.

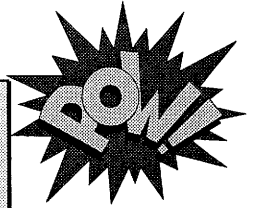


Get ready to debate Alternative Energy!

Also--Check out the West Coast Policy Theory Handbook

WEST COAST PUBLISHING

Breaking Down Barriers



Do you have the debate punch of the NEW BDB?

BDB: HOW TO DEBATE offers clear instructions on how to debate. Your students learn to bracket evidence, brief, write cases, practice refutation, do cross-examination, flow, and prepare disadvantages. Advanced sections on counterplans, rebuttals, strategies, critiques, generic arguments and more make this a must have. *Teachers will love the Teacher Materials that include lesson plans, handouts, course syllabus, and topic specific handouts.*

BDB: THE ALTERNATIVE ENERGY PREPBOOK Your beginners read the topic overview, bracket short sections of articles, tag evidence, use definitions for topicality arguments and practice refutation and rebuttals with real Alternative Energy evidence. Students construct their own briefs, case, disadvantages, and topicality arguments. Then, they practice debate on the new topic with their own arguments made from the *Prepbook's* 100 plus pieces of real evidence, definitions and activities!

West Coast Order Form

Fill this form out Include Payment

Make check or PO to West Coast Publishing or fill out credit card info below.

Send via

- **FAX** to Debra Kodama at 619-463-4244 (faxes must include a P.O. or a credit card)
- **MAIL** to West Coast Publishing, 8757 Vista Del Oro Way, Spring Valley CA 91977
- **E-MAIL** us at wcd debate@aol.com
- **CALL** Debra Kodama at 619-463-4244

Shipping Information: LD Supplements are sent First Class; All other items are sent Library or Third Class. If you wish First Class shipping for other products just circle the item and add amount at the bottom of the Form.

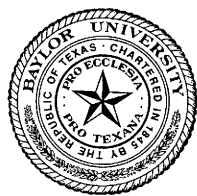
Credit Cards

We accept VISA and Mastercard. Just fill out the following:
Credit Card Number:

Expiration Date: _____

Artwork in this brochure is from Presentation Taskforce.

Name	School	Phone	
Mailing Address			
City	State	Zip	
E-Mail Address (required for Complete Policy Set)			
Qty.	Item	Price ea.	Total
	NFL Nationals LD Special Order Set 1 NFL Nationals LD Topic Supplement, 1 Vol. 3 Philosopher-Value Handbook	\$40 ea save \$5	
	Complete Policy Handbook Sets Plus E-Mail Briefs includes Aff., Neg. and Policy Supplement Handbook PLUS E-Mail Supplements	\$99 ea. save \$34	
	Policy Handbook Sets with no E-Mail Briefs includes Aff., Neg. and Policy Supplement Handbook	\$65 ea. save \$19	
	Affirmative and Negative Handbook Set	\$40 ea.	
	Affirmative Handbooks	\$22 ea.	
	Negative Handbooks	\$22 ea.	
	Policy Supplement Handbooks	\$40 ea.	
	E-Mail Briefs, sent 10 th of month Nov. to March plus June 10; E-Mail only	\$50 ea.	
	Policy Theory Handbook	\$25 ea.	
	Complete Lincoln-Douglas Handbook Sets includes Phil. and Value Vol. 4 Handbook and the LD Topic Supplements	\$75 ea. save \$15	
	Phil. and Value Handbook Vol. 4	\$25 ea.	
	Phil. and Value Handbook Vol. 3	\$25 ea.	
	Phil. and Value Handbook Vol. 2	\$25 ea.	
	Phil. and Value Handbook Vol. 1	\$25 ea.	
	NFL LD Topic Supplements (Sept.-Oct., Nov.-Dec., Jan.-Feb., Mar.-Apr., Nats)	\$65 ea.	
	Complete Texas UIL L-D Handbook Sets includes Phil.-Value Vol. 4 Handbook and both Texas U.I.L. LD Topic Supplements	\$50 ea. save \$15	
	Texas UIL Fall Topic Supplement	\$20 ea.	
	Texas UIL Spring Topic Supplement	\$20 ea.	
	Complete California L-D Handbook Sets includes Phil.-Value Vol. 4 Handbook, California 1 st and 2 nd Semester Supplements	\$50 ea. save \$15	
	Breaking Down Barriers: Debate Textbook Class Set 1 Teacher Edition, 1 Teacher Materials, 20 Student Editions, 20 Prepbooks	\$429⁹⁵ save \$43	
	Teacher Editions (each comes with Teacher Materials and a Prepbook)	\$33 ea.	
	Student Editions (each comes with a Prepbook)	\$22 ea.	
	Breaking Down Barriers: Debate Prepbook Class Set 1 Teacher Materials, 20 Prepbooks	\$99⁹⁵ save \$29	
	Copies of the Prepbook; The first copy of the Prepbook comes with Teacher Materials; additional copies are just the Prepbook	1st copy: \$15 More copies: \$6	
Add amount for NFL LD Topic Supplements from the box at the upper left			
Add 10% if you order with a Purchase Order			
Sub Total			
WA State Sales Tax (if from WA)			
Circle the items you want shipped first class (add \$3 per book you want sent first class)			
Total			



Baylor University's 61st Annual **SUMMER DEBATER'S WORKSHOP**

Two 1997 sessions:

- June 15 - June 27
- July 20 - August 1

Highly Motivated Students & Nationally Recognized Teachers

This summer... Align yourself with excellence

Baylor workshops consistently produce nationally prominent debaters and many state champions

- Since 1937, Baylor University has extended a commitment to excellence into high school forensics. Each year over 600 students from over 40 states participate in the Baylor Debaters' Workshop.

Baylor workshops offer excellence at every level

- Large enough to encourage a diversity of ideas, but small squads facilitate individual instruction.

- Largest library of resource material on this year's topic that you will find!

Baylor workshops attract nationally prominent faculty

- Champion debaters and coaches, our faculty includes Karla Leeper, Jon Bruschke, Lee Polk, William English, Josh Zive, Bill Trapani, Ryan Galloway, John Fritch, Rod Phares, Heath Dixon, Jay Hudkins, Jim Hawkins, Win Hayes and many others.

Baylor workshops are an outstanding value

- Our low cost includes ALL costs of tuition, room and board in air-conditioned dorms, photocopying briefs, and a variety of handbooks.

Lincoln-Douglas Workshop

- Instruction at the novice and advanced levels in both L/D debate techniques and in analyzing values & value propositions.
- Numerous practice debates and practice speeches, critiqued by experienced coaches.
- Each student receives complete positions with evidence and analysis on a wide variety of values and value debate propositions, as well as affirmative & negative value arguments that can be used on virtually any topic.

**Ask about our Special Opportunity
for ADVANCED L/D debaters**

Policy Debate Workshop

- Classes offered on the novice, intermediate and advanced levels.
- Each student will participate in *at least* 10 practice debates.
- Lecture series by recognized debate theorists who have published in scholarly journals and have participated in numerous conferences on argumentation and debate.
- The most extensive library of material on the upcoming topic.
- Top coaches in both the high school and college ranks.

**Ask about our Special Opportunity
for ADVANCED policy debaters**

Teachers Workshop

- Lectures by directors of the nation's leading high school and college forensics programs on:
 - coaching
 - administering a squad
 - administering a tournament
 - argumentation and debate.
- Graduate or undergraduate level credit of three college hours.
- Participants receive extensive instructional material, including debate course lesson plans, syllabi, discussion guides, sample cases, affirmative/negative briefs, and computer assistance.
- Excellent networking opportunities within the forensics circuit.

For application and additional information, please contact:

Dr. Karla Leeper • BAYLOR DEBATE'S WORKSHOP • Department of Communication Studies
P.O. Box 97368 • Baylor University • Waco, TX 76798-7368
PHONE: (817) 755-1621 / fax: (817) 755-1563

STAR OF THE NORTH NATIONALS HOTEL INFO

The 1997 Star of the North NFL Committee is pleased to offer a variety of hotel accommodations close to everything visitors to Nationals will need and want. The Minneapolis-St. Paul International Airport, the Mall of America, and all tournament sites are located within several miles of each other. Featured hotels put you in close proximity to all of those locations. Even though June is the peak of tourist season in Minnesota, substantial discounts have been secured at a selection of hotels which should suit every budget and taste. In addition, **participants have the freedom and flexibility of making arrangements directly with the hotels**, eliminating the delay and uncertainty of working through a housing bureau.

The lifeline of the Bloomington area is Interstate 494. Everything is located either along the "strip" or in close proximity to it. The airport and Mall of America are located on opposite sides of the freeway within several miles of every hotel. Thomas Jefferson High School and Olson Junior High School are located south off I-494 at the France Avenue exit. For those more comfortable with staying off the freeway during peak hours, the schools and other sites can be easily accessed via surface streets.

The Star of the North headquarters Hotel is the Radisson Hotel South. Sunday registration will be held at this location. A block of 300 rooms has been booked at this property. A variety of restaurants are found within walking distance of this hotel, which is one of the largest in the metropolitan area. Hotels within a mile of the Radisson include the Days Inn West, the Holiday Inn Airport #2, and the Best Western Seville Plaza.

Coaches who have qualified participants for Student Congress will certainly want to consider the Minneapolis-St. Paul Airport Hilton (Senate) and the Holiday Inn Select International Airport (House). These full-service hotels are located on adjacent properties within a mile of both the airport and the Mall of America. There are more than 500 rooms blocked between these two hotels.

For those planning on doing some serious shopping in their free time, the Minneapolis Airport Marriott Bloomington is the place to be. Only a parking lot separates guests from the Mall of America. And this hotel is close to the congress hotels. Other hotels along the 494 strip put guests just minutes away from everything in Bloomington. The Hampton Inn, Holiday Inn Express Airport - Mall of America, Budgetel Inn, Super 8, and Motel 6 offer comfortable accommodations at rates which make good budget sense.

The three other properties with room blocks committed to the '97 Nationals each offer something special. The Holiday Inn Bloomington Airport I-35W is located along the north-south freeway which bisects Bloomington. This hotel is quite close to the school while offering a respite from the peak traffic on I-494. The Best Western Yankee Square Inn of Eagan and the AmericInn of Apple Valley give residents a host of nearby restaurants and attractions in quieter locations only minutes away from the schools, airport, and Mall of America.

Please see the hotel listings for more information about making reservations. Coaches are strongly encouraged to use only those hotels who have committed room blocks. Virtually all other hotel rooms in the Bloomington area will be booked during the third week in June, most at rates significantly higher than what we have been able to negotiate. In addition, staying at a hotel other than those listed may involve needing to deal with a difficult commute given workday traffic in the Twin cities area. All rates quoted are for rooms sleeping up to four people. It is imperative that reservations be made before the May 15, 1997 cut-off date, after which room blocks will be released to the public. Check the 1997 Star of the North NFL Nationals World Wide Web Homepage for additional information, pictures, and updates on hotel availability. The site is found at the address: <http://1997.NFLNationals.org>.

Rooms	Hotel-Location	Rate	Phone	Toll-Free#	Representative##
50	AmericInn of Apple Valley	\$69.00	(612)431-3800	(800)634-3444	Ron Rogers
100	Best Western Seville Plaza Hotel-Bloomington	\$69.00	(612)830-7947	(800)328-7947	Rose Dudycha
40	Best Western Yankee Square Inn-Eagan	\$69.00	(612)452-0100	(800)624-2888	Nancy Alex
60	Budgetel Inn-Bloomington	\$59.95	(612)881-7311	(800)428-3438	Sue Antolak
75	Days Inn Bloomington West	\$64.00	(612)831-9595	(800)395-7787	Rich Krueger
45	Hampton Inn Bloomington Airport	\$79.00	(612)835-6643	(800)HAMPTON	Michelle Pattyn
100	Holiday Inn airport #2-Bloomington	\$82.00	(612)831-8000	(800)HOLIDAY	Julie Ann Giorgio
50	Holiday Inn Bloomington Airport I-35W	\$79.00	(612)884-8211	884-HOLIDAY	Eric Lee
50	Holiday Inn Express Airport/Mall of America	\$79.00	(612)854-5558	(800)HOLIDAY	Michelle Pattyn
300	Holiday Inn Select International Airport	\$93.00*	(612)854-9000	(800)HOLIDAY	Rich Branham
200	Minneapolis Airport Marriott-Bloomington	\$96.00	(612)854-7441	(800)228-9290	Jason Huebner
225	Minneapolis/St. Paul Airport Hilton-Bloomington	\$97.00	(612)854-2100	(800)637-7453	Lois Vaughan
50	Motel 6-Richfield	\$45.95	(612)861-4491	(800)466-8356	Jeff Styer
325	Radisson Hotel South-Bloomington	\$88.00	(612)835-7800	(800)333-3333	Ken Boyles
50	Super 8 Motel-Bloomington	\$64.00	(612)888-8800	(800)800-8000	Jeff Andrews

Registration will be held at the Radisson Hotel South. Congress is hosted by the Airport Hilton and the Holiday Inn Select International.

*Some suites which sleep 5-6 available at Holiday Inn Select International for \$103.

All Bloomington hotels are subject to 12.5% tax. (Richfield, Apple Valley, and Eagan hotels are subject to 9.5% tax.)

#Please be aware that using the toll-free numbers may not always connect you to the particular hotel listed.

You may wish to dial the direct number in those cases to ensure that you obtain the "Star of the North NFL Nationals" rate.

##Please do not ask for the "representative" to make reservations. In many cases, the person listed is the sales manager.

A specific name was provided to help manage any problems which might arise in making reservations.

COMMUNICAN

P.O. Box 541445
Houston, Texas 77254-1445

Outstanding Books on:

U.S. Energy Policy

NATIONAL DEBATE HANDBOOK 1997-1998

- **THE AFFIRMATIVE:** THE CASE FOR CHANGING U.S. ENERGY POLICY
- **THE NEGATIVE:** THE CASE AGAINST CHANGING U.S. ENERGY POLICY

The Most Complete and Comprehensive Debate Handbook in two volumes: Rapidly becoming the most important resource for high school debaters. Includes 4,000 pieces of recent evidence, an outstanding index, fully explained strategy, and evidence which meets all NFL recommended standards. No evidence prior to 1995.

SPECIAL ISSUE SERIES 1997-1998

- **THE TRANSITION TO A RENEWABLE ENERGY ECONOMY: COMMAND CONTROL VS. THE FREE MARKET,** Richard Edwards, Ph.D., Associate Professor of Communication Studies, Baylor University

It will undoubtedly be a **basic reference** work for debaters on the renewable energy topic. Affirmative plans must choose some means for moving the American economy from fossil fuel to renewable energy. This book will be useful in virtually every debate.

- **RENEWABLE ENERGY TECHNOLOGIES,** Terrence Check, Ph.D., St. Johns University
This book will explain the various types of renewable energy and the **technical, economic and commercial** feasibility of each. It will give debaters the means to debate even the most esoteric renewable energy sources.

- **GLOBAL WARMING: FACT OR FICTION?,** Karla Leeper, Ph.D., Director of Debate, Baylor University

No issue on this topic is more central to winning debates than global warming. This volume will focus on the scientific studies on global warming, their **strengths and weaknesses**.

PLEASE SEND ME

____ Copies of the **NATIONAL DEBATE HANDBOOK: The Two Volume Affirmative/Negative Set**
1-5 sets \$35.00 per set (6 or more \$25.00 per set)

____ Copies of **The Affirmative Volume**, 1-5 volumes \$19.95 each (6 or more \$16.95 each)

____ Copies of **The Negative Volume**, 1-5 volumes \$19.95 each (6 or more \$16.95 each)

____ Copies of the **SPECIAL ISSUE SERIES: Three Volume Set**,
1-5 sets \$35.00 per set (6 or more \$25.00 per set)

SPECIAL ISSUE SERIES: Individual volumes

____ Copies of **The Transition to a Renewable Energy Economy: Command Control vs. The Free Market**, \$14.00 each

____ Copies of **Renewable Energy Technologies**, \$14.00 each

____ Copies of **Global Warming: Fact or Fiction?**, \$14.00 each

NAME _____

ADDRESS _____

CITY _____

STATE _____

ZIP _____

TOTAL AMOUNT ENCLOSED _____

Make Checks Payable to COMMUNICAN, P.O. Box 541445, Houston, Texas 77254-1445.

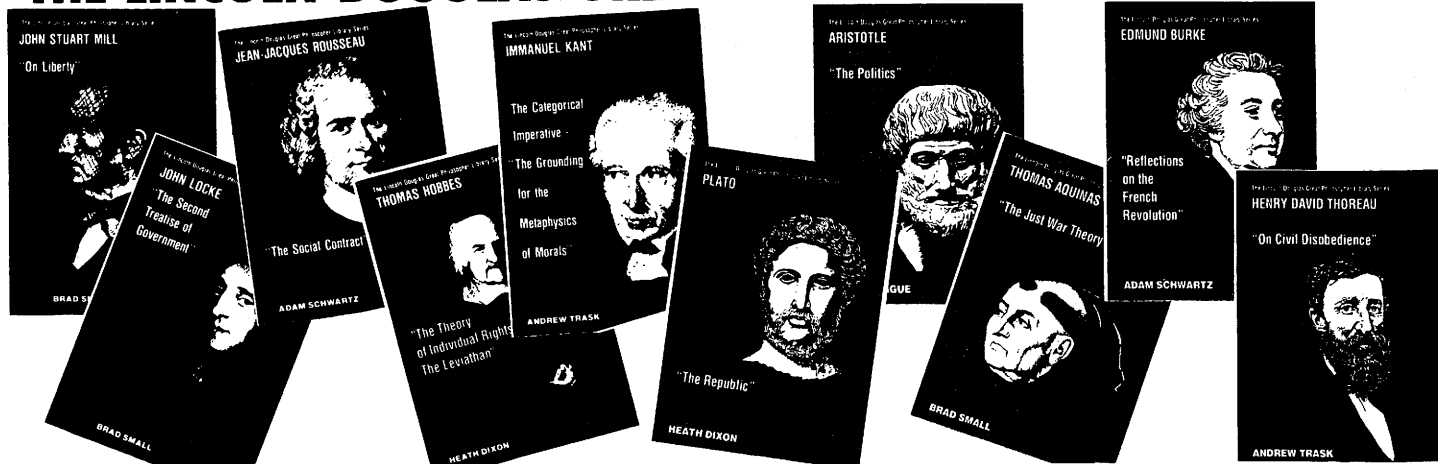
Credit extended to educational institutions and libraries only upon receipt of a valid purchase order number.

Publication date June 10, 1997 • All pre-paid orders shipped free • Billed orders will be charged for shipping and handling.

ORDER BLANK

FOR OFFICE USE ONLY

THE LINCOLN-DOUGLAS GREAT PHILOSOPHER LIBRARY SERIES



The L-D Great Philosopher Library

The Lincoln-Douglas Great Philosopher Library Series provides separate, complete volumes on each of the ten most popular philosophers used in L. D. debate. Each volume contains a **complete edited version of the philosopher's most important work** and an essay written by some of America's outstanding L.D. debaters and teachers explaining the philosophy and demonstrating in a clear easy-to-understand manner how to use the philosophy to win debates!

SPECIAL FEATURES

- A complete text of the major original work of each philosopher.
- Clear explanation of the philosophy espoused by each philosopher.
- A focus on the world view of each philosopher: What is the nature of humankind? What is the nature of the good? What is the nature of truth?, etc.
- Application of each philosopher's ideas to fundamental American values.
- A guide for applying each philosopher's ideas to Lincoln-Douglas debate topics.
- Strategies for indicting and refuting each philosopher in a debate round.
- An easy-to-use method for utilizing each philosopher in structuring both the affirmative and negative cases.

SERIES I - PHILOSOPHERS

- Series I includes John Stuart Mill, John Locke, Jean-Jacques Rousseau, Thomas Hobbes and Immanuel Kant.

SERIES II - PHILOSOPHERS AND SPECIAL FEATURES

- Explanations on how to respond to each Series II philosopher ...from contemporary theorists, such as Rawls, Nozick and others.
- A Guide to using the philosophical theories, as well as attacking their use.
- Series II includes Plato, Aristotle, Thomas Aquinas, Edmund Burke and Henry David Thoreau.

Why the Lincoln-Douglas Library of Great Philosophers?

- **Greater student understanding:**
Student has access to the complete essay. Reading isolated quotations leads to misunderstanding and confusion. Accompanying text guides the student in a correct understanding of the essay.
- **An excellent teaching tool:**
Students can use the text and the essay as the basis for class discussions, reports, etc., in preparation for the actual debates.
- **Winning Debates:**
The text applies the philosophy to the Lincoln-Douglas debate format in an easy-to-use way. Better debating is inevitable!

ORDER FORM

____ Copies of **THE LINCOLN-DOUGLAS GREAT PHILOSOPHER LIBRARY SERIES - The entire 10 Volume Set**
\$120.95 per set of ten volumes

____ Copies of **PHILOSOPHER LIBRARY SERIES I - 5 Volume Set**
\$69.95 per set

____ Copies of **PHILOSOPHER LIBRARY SERIES II - 5 Volume Set**
\$69.95 per set

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TOTAL \$ _____

Make Checks Payable to COMMUNICAN, P.O. Box 541445, Houston, Texas 77254-1445 • Credit extended to educational institutions and libraries only upon receipt of a valid purchase order number • Publication date June 10, 1997 • All pre-paid orders shipped free • Billed orders will be charged for shipping & handling.

PHILOSOPHER LIBRARY SERIES I

____ Copies of **JOHN STUART MILL**, "On Liberty"
\$13.95 per copy

____ Copies of **JOHN LOCKE**, "The Second Treatise on Government"
\$13.95 per copy

____ Copies of **JEAN-JACQUES ROUSSEAU**, "The Social Contract"
\$13.95 per copy

____ Copies of **THOMAS HOBBS**,
"The Theory of Individual Rights, The Leviathan"
\$13.95 per copy

____ Copies of **IMMANUEL KANT**, "The Categorical Imperative -
The Grounding for the Metaphysics of Morals"
\$13.95 per copy

PHILOSOPHER LIBRARY SERIES II

____ Copies of **PLATO**, "The Republic"
\$13.95 per copy

____ Copies of **ARISTOTLE**, "The Politics"
\$13.95 per copy

____ Copies of **THOMAS AQUINAS**, "The Just War Theory"
\$13.95 per copy

____ Copies of **EDMUND BURKE**,
"Reflections on the French Revolution"
\$13.95 per copy

____ Copies of **HENRY DAVID THOREAU**, "On Civil Disobedience"
\$13.95 per copy

NATIONAL CHAMPIONSHIPS IN 1995 & 1996



SPARTAN DEBATE INSTITUTES

1
9
9
7

FOR DETAILED INFORMATION ABOUT SDI, PLEASE VISIT
OUR WEB SITE: <http://www.acm.cps.msu.edu/~wyattgeo/sdi/>
OR E-MAIL US AT: repkowil@pilot.msu.edu

WHY SDI? After all, there are many summer institutes from which to choose. The SDI offers the following distinct advantages:

A COMMITMENT TO PRACTICE ROUNDS - By providing entering students with an affirmative case and several negative positions, SDI can begin practice rounds almost instantly, with some students debating as early as the second day of the camp. Although SDI produces large amounts of high quality evidence, we believe the only way to improve your debating skills is by providing many opportunities to debate in front of knowledgeable critics. *In addition, both '97 sessions will conclude with judged tournaments, relaxed, yet structured, opportunities for students to validate the education received during their stay.*

CURRICULUM DIVERSITY - Staff members and lab placements exist for all skill levels, ranging from novice groups to those choosing to polish varsity skills. In addition, the SDI administration is committed to a curriculum emphasizing the diversity of ideologies in the debate community, enabling graduates to succeed before a variety of judging audiences.

COACHES' WORKSHOP - SDI offers a unique opportunity for coaches to gain familiarity with both the topic and theoretical issues of their choice. College credit is available, as are flexible attendance options. Contact Prof. Roper for further information.

SDI SCHOLARSHIP PROGRAM - SDI can provide limited need-based financial assistance.

COMPETITIVE PRICES/ FLEXIBLE OPTIONS - SDI is committed to offering outstanding debate institutes at affordable prices, which include tuition, room and board, and copying of lab evidence.

3 WEEK INSTITUTE: July 20 - August 8, 1997 - \$995

2 WEEK INSTITUTE: July 20 - August 1, 1997 - \$715

FOR FURTHER DETAILS AND FREE APPLICATIONS, PLEASE CONTACT US ELECTRONICALLY
(SEE ABOVE), OR WRITE THE INSTITUTE DIRECTOR:

Prof. James Roper, Philosophy Dept., 503 South Kedzie Hall, Michigan State University, East Lansing, MI 48824

OR CALL ANY OF OUR DIRECTORIAL STAFF, AT ANY TIME:

Prof. James Roper
517-699-5141

Will Repko
517-337-2361

Mr. John Lawson
810-203-3618

PATRICK HENRY: NICE GUY, CONSIDERATE ADVERSARY, GOOD LOSER

by James M. Elson

In our present age of bad manners, bombast, and bombers, Patrick Henry would appear to be the *beau ideal*. Sure, there is -- the ranting revolutionary from the backwoods of Virginia shouting at the respectable Tidewater aristocracy, "If this be treason, make the most of it!" and "Give me liberty or give me death!" After all, didn't he make his first mark in the world by beating up in court on a group of clergy from his own church, one of whom was his uncle for whom he was named? Give 'em hell, Patrick!

Now here's Col. Henry with his home-grown militia marching on a cache of gunpowder in Williamsburg defended by colonial governor Lord Dunmore and his British troops. Col. Henry is determined to fight it out to the end, if necessary. Dunmore turns tail and runs, but who was to know that? The Voice of the Revolution, willing to risk taking a royal bullet in this confrontation, was obviously willing to "walk the walk" as well as "talk the talk".

Patrick Henry, a Rambo for all seasons? Despite the mythology -- despite the stereotype which prompted Timothy McVeigh's search for a retroactive role model in a Henry biography as he awaited trial (TIME 14 August 95) -- when we examine Mr. Henry closely and carefully, we are certainly not going to find a confused rebel. But nice guy, considerate adversary, good loser?

That Patrick Henry was a man of unwavering principles there can be no doubt. "The first thing I have at heart is American liberty; the second is American union," he told the Virginia Convention on the Ratification of the Constitution in 1788. That pretty well sums up the political creed of his entire life. Henry's attitudes and methods towards achieving these goals may have changed over time as he acquired wisdom through experience, but not the goals themselves. Yet even in his early, admittedly more impetuous years, we may discern a much more complex Patrick Henry, than his advocates have been will-

ing to put forward for fear of weakening the image of the firebrand.

"I think he was the best humored man in society I almost ever knew, and the greatest orator that ever lived," Thomas Jefferson recalled in 1805. "He had a consummate knowledge of the human heart, which directing the efforts of his eloquence enabled him to attain a degree of popularity with the people at large never perhaps equaled."

Henry's good humor seems to have been part of his genetic makeup and, influenced over the years by his religious upbringing and keen powers of observation, developed in tandem with his considerable mental abilities. Thus, he was never hesitant to attack the sin but, understanding human frailty, was almost just as ready to forgive, or at least go easy on, the sinner. Even in Henry's first youthful slashing jeremiads against the establishment church and government, the Parsons' Cause Case and the Stamp Act Speech, there are stories of his consideration for his opponents.

"I shall be obliged to say some hard things of the clergy, and I am very unwilling to give pain to your feelings," Henry's first biographer, William Wirt, reports him warning his uncle, the Rev. Patrick Henry, just before the commencement of the Parsons' Cause trial. And there is that troublesome story of the "French traveler," who happened to be present in the Virginia House of Burgesses to witness Henry's Stamp Act Speech. According to the foreigner's perhaps imperfect understanding of the debate he had witnessed, the orator offered to apologize if he had given offense, but this version of what took place seems to differ from everyone else's, including Jefferson's.

Henry's twentieth-century biographer, Robert Meade, probably has it about right: "Possibly Henry, after skirting the edge of treason, did make some conciliatory remarks. But the evidence is overwhelming that these remarks, if actually made, were not a weak

apology. It was an age when gentlemen would bow politely even before attempting to run each other through in a duel."

Fast forward ten years to 1775, St. John's Church, Richmond, where a convention of distinguished Virginians has gathered to consider arming their colony against the British. Again the Tidewater aristocrats are dragging their feet; they simply refuse to recognize the inevitability of the coming conflict. Patrick Henry is there -- he'll put them in their place. The Trumpet of the Revolution is recognized by the chair and rises to speak:

No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the house. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen, if entertaining, as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. . . ."

What! Is this any way to begin the speech that ends with the immortal peroration, "Give me liberty or give me death!"? Did the older and more mature Henry, twelve years past the Parsons' Cause Case and approaching forty, believe that beginning his speech by politely acknowledging his opponents as individuals of worth would sway them to his way of thinking? Not likely. But on the other hand, what was there to be gained by attacking them personally for their views?

"There was one trait in Mr. Henry, flowing from his good disposition and his magnanimity, which did him great credit and is universally admitted," Judge Spencer Roane wrote in his memoir of his father-in-law. "He was extremely kind to young men in debate, and every ready to compliment even his adversaries when it was merited."

Henry was not only kind to his

opponents in debate, he was occasionally merciful, as the following story illustrates: Henry's most celebrated case as an attorney was that of British Debts, tried in the early 1790's. Henry argued successfully that money owed by Americans to English merchants before the Revolution was no longer due because of the exigencies of the conflict. One of Henry's courtroom opponents was a certain Mr. Ronald, who "had been suspected of being not very warm in the American cause." While attempting to present his argument, Mr. Ronald made the unfortunate error of referring to the Commonwealth of Virginia as a "revolted colony," a term which even today would arouse the ire of any loyal citizen of the Old Dominion. Henry's reaction to this insult is described by his biographer, William Wirt:

At this word, he turned upon Mr. Ronald his piercing eye, and knit his brows at him, with an expression of indignation and contempt, which seemed almost to annihilate him. It was like a stroke of lightning. Mr. Ronald shrunk from the withering look: and pale and breathless, cast down his eyes, "seeming, says my informant, to be in quest of an auger hole, by which he might drop through the floor, and escape forever from mortal sight." Mr. Henry perceived his suffering, and his usual good-nature immediately returned to him. He raised his eyes gently toward the court, and shaking his head slowly, with an expression of regret, added, "I wish I had not heard it: for although innocently meant (and I am sure that it was so, from the character of the gentleman who mentioned it) yet the sound displeases me -- it is unpleasant." Mr. Ronald breathed again, and looked up, and his generous adversary dismissed the topic, to resume it no more.

Patrick Henry opposed the ratification of the Constitution of the United States in its original form. Generally, he objected on two grounds: he felt it called for too strong a central government and originally the document contained no Bill of Rights. At the Virginia

Convention on the Ratification of the Constitution, held in Richmond in 1788, Henry, age 52, argued long and eloquently to persuade his fellow Virginians to vote "no." He lost. Although there was a promise of a future Bill of Rights, there was no guarantee. Was it time for another revolution? This is what Mr. Henry said:

I beg pardon of this house for having taken up more time than came to my share; and I thank them for their patience and polite attention with which I have been heard. If I shall be in the minority, I shall have those painful sensations which arise from a conviction of being overpowered in a good cause. Yet I will be a peaceable citizen! My head, my hand, and my heart, shall be free to retrieve the loss of liberty, and remove the defects of that system in a constitutional way. I wish not to go to violence, but will wait with hopes that the spirit which predominated in the revolution is not yet gone: nor the cause of those who are attached to the revolution yet lost -- I shall therefore patiently wait, in expectation of seeing that government changed, so as to be compatible with the safety, liberty, and happiness of the people.

Henry did see a Bill of Rights added to the Constitution three years later. Still he never felt completely comfortable with the new government and declined numerous offers to serve in it. In the late 1790s he retired to Red Hill and watched developments from afar. There were controversies to be sure -- some very hot ones, notably the Alien and Sedition Acts. In early 1799 at the behest of his old commander-in-chief, George Washington, Henry presented himself at Charlotte Court House as a candidate for the Virginia legislature. In his last public speech, he addressed the issues of the day:

If I am asked what is to be done, when a people feel themselves intolerably oppressed, my answer is ready: Overturn the government. But do not, I beseech you, carry matters to

this length without provocation. Wait at least until some infringement is made upon your rights and which cannot otherwise be redressed; for if ever you recur to another change, you may bid *adieu* for ever to representative government.

Patrick Henry, "The Voice of the Revolution," was elected but died in June 1799 before he could take office. George Washington, "The Sword of the Revolution," died later the same year. Thomas Jefferson, "The Pen of the Revolution," lived another twenty-seven years. The reputations of Washington, and Jefferson have remained bright and even increased in the present century, roughly commensurate with the growth of the federal government, in which they played so important a part. Patrick Henry, who never held a federal office, has become in our time "The Forgotten Patriot" or, at most, a seven-word sound bite.

Today the few who still revere "The Forgotten Patriot," seem intent on reminding us of the firebrand, but it may be that our present uncivil age is more in need of the kinder, gentler Patrick Henry. Perhaps Americans at the end of the twentieth century would best serve their country by emulating his character rather than by mindlessly mouthing his words. Patrick Henry was the first of the Founding Fathers to teach us the lesson of constitutionalism the hard way -- through losing. You make your case, you take a vote, and, if the vote is not in your favor, you seek to make changes in a constitutional manner.

Patrick Henry, "the best humored man in society," "kind. . . in debate," "ready to compliment his adversaries," "overpowered in a good cause" yet "willing to remain a peaceable citizen." The Voice of the Revolution at the end of his life became the law-abiding dissenter. By doing so, he provided his country a great, and perhaps his most valuable service.

(Dr. Elson is Executive Vice President of the Patrick Henry Memorial Foundation. The Woman's Auxiliary of the Foundation is the sponsor of the Patrick Henry Memorial Oratory Contest at the National Tournament.)

Introducing...

Mastering Competitive Individual Events

written by
Wayne Avery and Linda Webb



This new text offers students and coaches a comprehensive step-by-step study of the major speech and interp events offered in state and national competitions.

In addition to modern analysis of theory, full speeches from national final rounds are scripted, as well as example interp cuttings.

Utilizing a step-by-step approach, students and coaches can learn how to prepare for each event and receive suggestions for tournament presentations. Full texts of successful speeches and useful classroom activities for interp and speech are offered.

Authored by experienced teachers who have coached over 50 students qualifying for national competition in Individual Events and who have produced several state champions, this is one of the most complete, yet practical texts to be offered in competitive Individual Events.

Available This Summer!

1-800-845-1916

Clark

Publishing
Since 1948

www.clarkpub.com • info@clarkpub.com

Dedicated to Developing Communication Skills

Debate • Speech • Drama • Journalism





Northwestern University
and
The National High School Institute
present
LINCOLN-DOUGLAS DEBATE

July 6 - July 26, 1997

Lincoln-Douglas debating at Northwestern strives to teach student skills required to become successful advocates and stresses critical thinking, information processing, and communication. The purpose of the Lincoln-Douglas debate program is to present a review of basic Lincoln-Douglas theory and to apply that theory to competitive debating. Each student also selects a program of extemporaneous speaking or original oratory, because the basic skills of extemporaneous speaking and oratory (synthesis, analysis and delivery) are essential to good debating.

CURRICULUM

The Lincoln-Douglas debate program is designed to integrate theory and practice. Value topics, selected by the staff at the outset, are explained through lectures and subsequently integrated into the theory lectures and practice debates.



All students participate in Theory Seminars, Technique Instruction, and Forensic Laboratories. In addition, each student chooses an additional event--extemporaneous speaking or original oratory. Theory Seminars are a lecture/theory series designed to equip students with the thinking tools necessary to construct and refute arguments and to develop winning cases. During Technique Instruction, Northwestern emphasizes constructive evaluation and criticism that is adapted to the individual student's talents. Technique instruction includes research and analysis evaluation, practice speaking and debate tournament rounds. All students are assigned to work-session Forensic Laboratories designed to generate quality-controlled arguments and evidence on the program's topic. Each student receives copies of the materials produced during the program; no reproduction fees are assessed. The cases are constructed

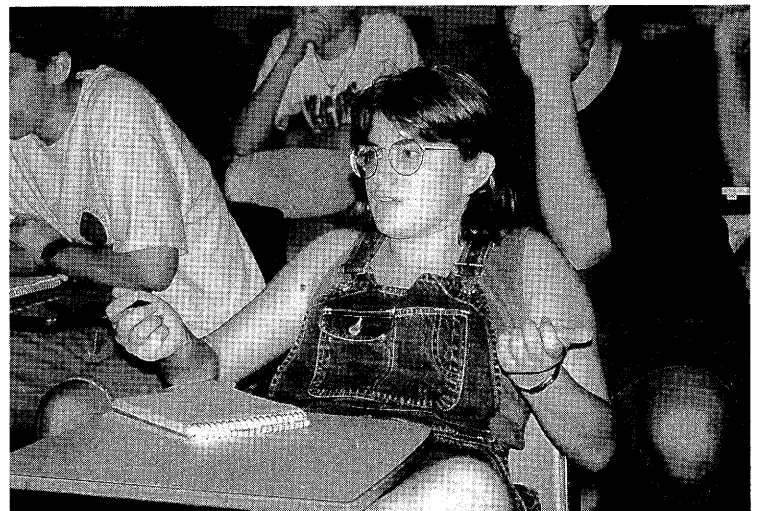
from original, staff-supervised research. The faculty record student speeches on videotape and use the tapes as teaching tools. Students and faculty review, critique, and rework the taped speeches.

Additionally, students receive instruction and practice in basic public speaking. The speaking lab portion of the program provides students with the opportunity to learn proper delivery technique and to practice this skill daily.

Warm-up exercises, delivery and style activities, and impromptu speaking sessions help students develop effective presentation styles. Students have the opportunity to practice delivering constructive speeches and to develop effective refutation skills.

FACILITIES

Lincoln-Douglas debate students have open access to Northwestern University's extensive library collections, which total 1.7 million volumes. Computer searches through LUIS, a user-friendly computer catalog, and the reference room are available. Students also have access to computers both at the University Library and at Vogelbac Computing Center, which maintains both IBM-compatible and Apple computers.



CAMPUS LIVING AND RECREATION

Program attendees live in Northwestern University residence halls with faculty and instructors and dine in university dormitory cafeterias. While the level of work is intensive, students find time to relax and build life-long friendships. The 240-acre Evanston campus of Northwestern University, located 12 miles north of Chicago, stretches a mile along the beautiful western shoreline of Lake Michigan and features a variety of athletic facilities, including a pristine lakefront beach, baseball and softball fields, tennis and racquetball courts, and an Olympic-size swimming pool. Trips to concerts, museums, sporting events and other places of interest in the Chicago area are organized and chaperoned by Lincoln-Douglas debate staff.



INSTITUTE FEES AND FINANCIAL AID

The basic fee for the Lincoln-Douglas debate is \$1,677 which includes tuition, room, board, health services, field trips, group events and social activities. Financial aid is available. Each year a large number of our students receive scholarships and/or financial assistance.

APPLICATION DEADLINE

Applications received by March 28, 1997 will be processed for early admission. All applicants for early admission will be notified by April 15. The final deadline for admission is April 25, 1997. Applicants for the April 25 admission deadline will be notified by May 15, 1997.

FACULTY AND STAFF

The 1997 Lincoln-Douglas faculty is drawn from high school and college debate coaches of national stature and experience in Lincoln Douglas debate, extemporaneous speaking and original oratory. Faculty to student ratio is 1:5.

J. Stephen Foral, director of National High School Institute Lincoln-Douglas Debate Program; director of forensics, Lincoln High School, Lincoln, Neb. Foral has served as president of the Nebraska Speech Communication Association and worked as director of the National Speech Communication Association Lincoln-Douglas Workshop at the University of Nebraska.

Ken Adair, double diamond NFL coach, Grace Davis High School, Modesto, Calif. In 13 years of coaching, Adair has coached 14 national qualifiers, six state champions and numerous state qualifiers. He has served as vice president of the California Speech Association

Kate Hamm is currently the director of Lincoln-Douglas Debate at Iowa City West High School. During her career, Hamm has coached many students in national competitions, including one of the 1994 national finalists in Lincoln-Douglas debate at the National Forensic League National Tournament.

GUEST LECTURERS

Mike Colletti teaches and coaches at Gordon Technical High School in Illinois. Colletti is the past president of the National Catholic Forensics League. During his 21-year coaching career, Colletti has taken students to both the NFL and NCFL National tournaments. Colletti is a single diamond coach in the NFL.

Adrian Frana, director of forensics at Rich East High School, Park Forest, Ill. Frana has qualified numerous contestants to National

Forensic League National Tournaments. Frana is also the associate editor of the Forensic Educator.

Dr. Richard Hunsaker, debate coach at Belleville West High School in Illinois, has been teaching debate for 35 years. Hunsaker has written several well-known books and articles on coaching and judging. During his career, Dr. Hunsaker has taken many students to the National Forensic League National Tournament and has served on NFL's LD Topic Selection Committee.

Publication deadlines preclude listing the complete 1997 staff. A complete list of the teaching staff will be available in late March. To receive the final listing of faculty and staff, please contact the National High School Institute at 847/491-3026 or via e-mail at nhsi@nwu.edu.

For more information or to receive an application, contact:

National High School Institute, Northwestern University

617 Noyes Street, Evanston, IL 60208

(847) 491-3026 or (800) 662-NHSI

fax: (847) 467-1057; e-mail: nhsi@nwu.edu



WHAT MAKES A "HOT" EXTEMP TOPIC (AND WHAT TO DO WHEN THE TOPICS AREN'T SO HOT)

by Martin "Randy" Cox

Every extemper has faced it. It is that dreaded moment when, after spending an entire month cutting every magazine known to humanity, from *The Economist* to *Mother Jones* and even *The Weekly World News* just for kicks, you walk into the draw room, place your files in some location for easy access, get yourself situated, and walk up to the draw table to select your three topics. And as you dig down into the envelope and select the fist slip of paper, the dreaded words leap out at you like a plague:

"Should Kareem Abdul Jabbar have retired?"

"What?! Are you kidding me?" you ask, as the extemp Czarina warns you that you may be ejected from the draw room if you don't keep the volume down. Let us hope that there is better luck with the second topic question.

And, thus, we begin. Let's face it; some extemp topics aren't so hot. At times, one is left wondering what planet the question writer was on when the topics were constructed.

It is when the topics are bad, though, that good extempers truly shine—and that's what this article is about: how to make you a better extemper.

Before we get into that, though, let's discuss what extemp is, and what extemp questions can be.

Extemp: The Basics

Extemporaneous speaking, or more simply "extemp", is an event in which the contestant is given three topics to choose from. A single topic question is chosen and the speaker is allowed thirty minutes to prepare a seven minutes speech.

The subject matter for extemp usually includes anything considered a current event, from politics to economics to social issues. As a result, preparation for extemporaneous speaking is very important, since a familiarity with the major headlines and newsworthy issues will only help you over the course

of the competitive year.

A great deal of time should be spent away from the tournament reading pertinent information and keeping up with current events. As a minimum, an extemper should read one full *real* newspaper at least once a week. Real newspapers include the *New York Times*, the *Wall Street Journal*, *Christian Science Monitor*, or other similar publications with a national scope.

Additionally, I suggest reading one of the major weekly publications, like *Time*, *U.S. News and World Report*, *Newsweek*, or *The Economist*.

Occasionally, you should pick up the more serious and diverse sources, such as the numerous journals available in foreign affairs. Particular attention should be paid to WHAT IS IN THEM. If you know where you can find it, you'll be half way through your preparation process.

Extemp Questions

Extemp topic questions can be divided into two broad types: "open questions", and "closed questions".

Open questions are those types which do not demand a particular answer. These questions allow a wide range of answers, and usually begin with "what" or "how".

Closed questions demand a particular answer from a closed set. These questions usually begin with "can" or "will", and usually demand a yes or no answer.

In addition, extemp topics tend to fall into three categories based on how many subjects are addressed: monadic, dyadic, and triadic.

Monadic questions deal with one subject, and are usually very straight-forward. For example, "How is Clinton doing so far?"

Dyadic questions deal with the relationship between two subjects, and usually require a bit more specificity. For example, "How has Alan Greenspan affected the role of the Fed?"

Triadic questions are a bit more difficult to deal with, and address interrelationships between

three subjects. For example, "What should be the role of the U.S. in mediating the tension between North and South Korea?"

As a tournament progresses, the topic questions usually will become more difficult, or more precise.

At the tournament, after drawing your three topic questions, choose one of the topics based on the following criteria:

1. Which topic is most important to me?
2. On which topic do I have the most and best information, either in my head or in my files?
3. Which topic could I make the most interesting?
4. Which topic has the most significance?
5. Which topic would best demonstrate my ability?

Bad Topics

It is sometimes the case that you may draw a topic question which does not meet any of the above criteria. Some topics do not seem interesting or significant, or are simply out of date.

When that happens, remember the following rule, paraphrased from the play "Tom Jones":

*There are no bad questions,
only bad answers.*

Yes, some questions are not as appealing as others, but the worse the question, the more difficult the answer, and the better your chances of creating an interesting and unique speech.

Topic writers go to great pains to find topics that are unique, up to date, and challenging. Unfortunately, though, topics usually can not be written on the day they must be selected. As a result, sometimes bad topic questions pop up.

For example, last year at the Phillips 66-NFL National Tournament, a very good extemper chose a question asking whether Shimon Peres could stabilize the peace process with the PLO. Unfortunately, as of the topic draw, Benjamin Netanyahu had defeated Peres and was the new Prime Minister of Israel.

In the round, the student introduced the speech and stated the topic, and then remarked that the topic was flawed and should actually read, "Can Netanyahu stabilize the peace process with the PLO?"

While the change of the question was creative, and perhaps accurate, the student broke the cardinal rule of extemporaneous speaking: Answer the Question. The student realized this after the fact, but by then it was too late. Always answer the question, and make sure that you answer the question drawn.

In this particular case, the answer might have been: "No. Peres no longer holds power, having been defeated by Netanyahu last week, and Netanyahu, the new Prime Minister, probably won't help either, for three reasons..."

It matters not how bad a question is. Answer it. Or choose another question, and then answer it.

Creating the Speech

Spend about 5-7 minutes collecting and skimming through the information in your files, journals, and quality magazines. After researching your speech, you should spend approximately 5-7 minutes writing out both your sources and information. The additional 12-14 minutes should be spent actually practicing your speech, leaving a couple of minutes for you to get to your room. Obviously, there is room for leeway. Some topics will be harder to prepare for than others. Remember that the more time you spend practicing, the better these hard topics will be to deliver.

Structuring the Speech

I suggest an analytical approach which is known as "unified analysis," which means simply that the reasoning of your speech is linked directly to (or unified with) your answer to the question.

After answering the question with either a yes or no, or a general qualitative answer (see below), each of the main areas of your speech is devoted specifically to supporting your answer.

This is why you should never use the term "areas of analysis" when using a unified style. Your main areas are REASONS why your answer to the question is both correct and significant.

For example, if you were to

analyze the following question:

"Will the independent states of the former Soviet Union survive the economic turmoil plaguing the area?"

A less effective way to answer: "In order to answer this question, we will look at three areas of analysis. First, we'll take a look at the recent changes in the market structures of the area. Second, we'll look at the economic problems they are having. And finally, we'll look toward the future of the independent states."

In this example, the student has neither answered the question, nor supported an answer to it. The student puts off the answer, and the speech won't directly support that answer. While it is by no means *the absolute way*, a more appropriate way to answer the question would be:

"Yes, the area will survive the economic turmoil, for three reasons. First, the changes in the market structure are enabling the independent economies to adapt. Second, help from outside the area will facilitate economic development. And finally, economically, the area has already bottomed out, they can't go anywhere but up."

This example not only answers the question, but provides three direct reasons why that answer is correct. At the same time, the reasons are each in and of themselves major areas which can be expanded and elaborated upon.

There should be no doubt on the part of the judge's mind that the question has not only been answered, but supported with clear reasoning. There should also be no doubt that the speech is both structurally and technically sound.

Qualitatives

What exactly do I mean by "general qualitative answer?" When an open question is asked (e.g. "what" or "how" instead of "can" or "will"), you must give an answer which provides the scope of your reasoning. For example: What can Yeltsin do to stay in power? Well, Boris can do quite a bit (<= that was the qualitative), but the three most important things he must do are, first, regain control of the Parlia-

ment; second, quash the opposition; and finally, get his health back. Or, if asked: How is NAFTA affecting US-Mexico relations? Well, NAFTA is having a drastic (<= qualitative) effect on US-Mexico relations. In particular, three major effects have been: relaxation of export barriers; second, increased cooperation on illegal immigration; and finally, stabilization within diplomatic centers.

Sourcing

The most consistent problem in dealing with an extemp topic, good or bad, is to not give enough, or in some cases any sources. The reason you are given half an hour is to allow time to research your topic question and present an informed speech. Sources enhance your credibility and back up your claims. The second biggest problem is a lack of quality sources, such as reliance on *Time*, *USNWR*, *Newsweek*, or a single newspaper. These are all weekly or daily publications that everyone has access to, and they should append rather than comprise your source library.

As you improve in extemp, try to aim for a minimum of 5 sources, almost two per area, and a maximum of about 9 or ten, or three sources per area. Also aim for a diversity of sources. A *USNWR*, *CSM*, *NYT*, *Time*, *Nation*, and *Domestic Affairs Journal* would really round out a domestic speech. Additional domestic sources can be found in the *Economist*, *Atlantic Monthly*, *Insight*, or others.

An international speech would be very well rounded with *Economist*, *Foreign Affairs Journal*, *Current History*, *WSJ*, *Harvard International Review*, and an occasional *Time*, *USWR*, or *Newsweek*. The *NYT* is also a great source for international topics.

Of course, not everyone has access to all of these sources. The point is to not rely on a single source or two. DIVERSIFY your sources, and prepare as much as you can. That way you can deliver a solid, clear speech--no matter how good or bad the topic.

Structural Outline for Extemp

Intro-Quotation or situational news relevant to the question.

Ask the question. Then AN-
(Cox to Page 74)

UNIVERSITY OF KENTUCKY

Home of
The National Tournament of Champions

1997 Lincoln-Douglas Institutes

Three Week Institute

June 20-July 13, 1997
Tuition -- \$540
Housing/Meals -- \$546

Two Week Institute

June 20-July 6, 1997
Tuition -- \$440
Housing/Meals -- \$395

1997 INSTITUTE STAFF AND PHILOSOPHY

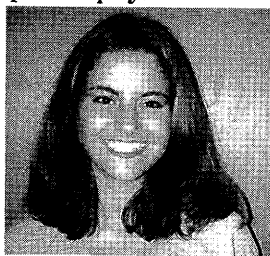
(All staff are definite unless starred - others to be added)

JASON BALDWIN: 1997 Graduate in Philosophy at Wheaton College, Illinois. LD debater, Vestavia Hills, AL; first place LD wins: Kentucky TOC; two times at Glenbrooks and Glenbrooks Round Robin; St. Mark's; Barkley Forum; Wake Forest and Bronx Round Robin. Has taught or lectured at five institutes including Kentucky, Iowa, Samford, Emory, and Wisconsin.

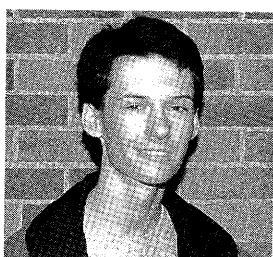
AARON CASSIDY: Senior fine arts major, Northwestern University; LD coach, New Trier HS, IL; former LD debater, South Garland, TX; Texas state champion and winner of numerous other LD honors.

* **NANCY KHALEK** (negotiations pending): Junior Philosophy major, Princeton University; Champion LD debater, Stuyvesant High School.

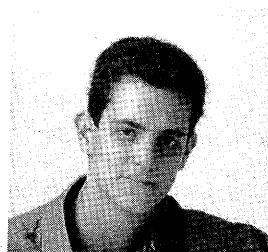
SCOTT ROBINSON: 1997 Graduate in Political Philosophy, University of Texas, Dallas; 1994-1997 Lincoln Douglas Coach, Newman Smith H.S., Dallas; Coached debaters to elimination rounds this year at various national tournaments including semi-finals at Emory and Isidore Newman; 1996-Present, contributing writer to Paradigm Research, Inc., on NFL-LD topics with emphasis on applying political philosophy.



Louise Sandberg
Palmetto, FL



Andrew Vaden
Newman Smith, TX



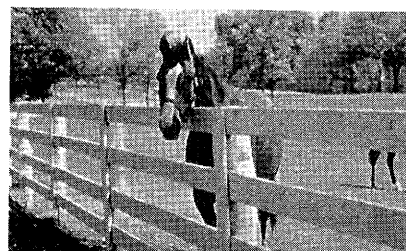
Marc Wallenstein
Greenhill, TX



Brian Hull
R. L. Turner, TX

Alex Gomez
Palmetto, FL
Not Pictured

Shankar Duraiswamy
Randolph HS, NJ
Not Pictured



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 possible L-D resolutions
- library research
- seminars to discuss relevant philosophical essays read by all participants
- practice rounds on possible NFL 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

1997 POLICY INSTITUTES

Three Week Institute

June 20-July 13, 1997
Tuition -- \$540
Housing/Meals -- \$546

One Week Institute

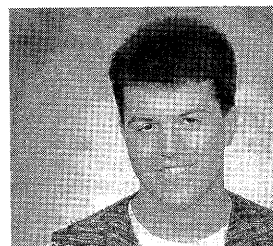
June 20-June 29, 1997
Tuition -- \$325
Housing/Meals -- \$255



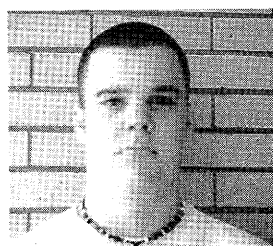
1997 INSTITUTE FELLOWS



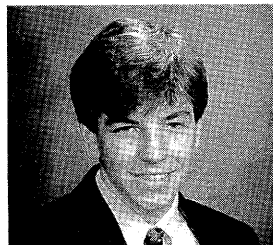
Eric Zampol
Woodward Academy, GA



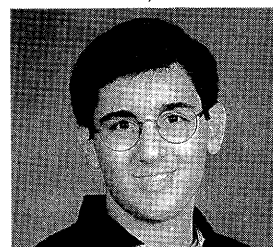
Sebastian Kaplan-Sears
Head Royce, CA



Tom Bevan
Highland, UT



Josh Hildreth
MBA, TN



Matt Stolbach
Greenhill, TX

1997 INSTITUTE STAFF

(All are definite unless starred - others to be added)

DANIEL DAVIS: Senior Champion debater, University of Georgia; first place USC, Navy; semi-finals, Harvard; Institute Instructor, Texas and Emory.

PAUL DERBY: Champion debater, Redlands University; currently Debate Coach, USC, CA; Instructor, Northwestern and Kentucky Institutes, 1996.

DAN FITZMIER: Senior champion debater, Emory University; Institute Fellow, 1993; Kentucky and Emory Institute staff, 1996.

DAVID GENCO: Assistant Coach, UMKC; 1994 CEDA National Champion and CEDA Academic All-American Team, UMKC; Institute Instructor, Kentucky 1996.

DAVID HEIDT: NDT Champion, Emory, 1996; Assistant Coach, Emory University, 1996-1997; Instructor, Emory Institute, 1994, 95, 96; Kentucky 1996.

JOSH HOE: Debate Coach, Arizona State; CEDA National Champion debater, CSU, OK; Institute Instructor, UMKC, Arizona State, and Emporia State.

GEORGE KOUROS: Junior champion debater, Emory; Institute Fellow, 1994; Institute Staff, Emory and Stanford, 1996.

* **CHRIS LaVIGNE:** Assistant Debate Coach, Wayne State; Champion debater, Wayne State; Instructor, U. of Michigan, Michigan State and Wayne State Institutes, 1995 and 1996.

LESLIE WADE: Sophomore champion debater, Emory; Institute Fellow, 1995; Kentucky and Emory Institute staff, 1996.

Guest Lecturer:

DR. DAVID HINGSTMAN: University of Iowa, Guest Lecturer.

Housing Director

MS. MICHELLE MORRIS: Chattahoochee High School, Atlanta, Ga.

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

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



Eric Tucker
Iowa City West, IA



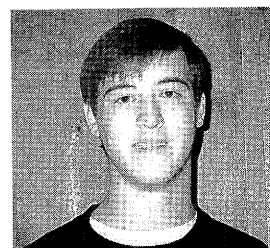
Carrie Reilly
Stuyvesant, NY



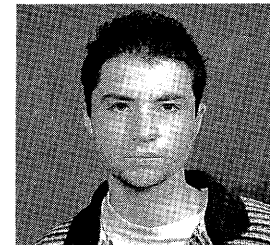
Arthur Broadwater
Damien, CA



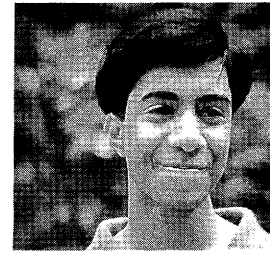
Geoff Lundeen
East Grand Rapids, MI



Nathan Sabel
MBA, TN



J. T. Sherman
Heritage Hall, OK



Anand Singh
Georgetown Day, DC

A Tradition of Excellence for Over 35 Years
**THE UNIVERSITY OF KANSAS
DEBATE INSTITUTE**

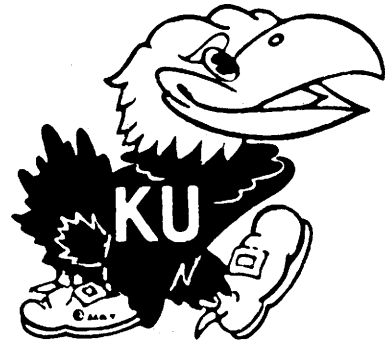
TWO WEEK SESSIONS:

June 15 - June 28, 1997

June 29 - July 12, 1997

INTENSIVE THREE WEEK POLICY SESSION

June 22 - July 12, 1997



Outstanding Faculty: The squad leaders are composed of college debate coaches and exceptional senior debaters from around the nation. This year the Institute will be headed by Dr. Scott Harris, KU's Director of Forensics. Many of the topic and theory lectures will be given by Dr. Robin Rowland, KU's former Director of Forensics. Dr. Rowland continues to write an annual textbook over the national topic. Other members of the faculty also contribute articles on the national topic.

Outstanding Resources: The University of Kansas holds over 5 million volumes in its library system. The campus also includes a full Federal Documents depository, science and engineering libraries and the University of Kansas Law School.

Outstanding Value: Over the last 3 years the Kansas Debate Institute has maintained an 8 to 1 faculty to staff ratio. Students who attend have a chance to work with a variety of college coaches. Our students leave Lawrence prepared to debate a variety of positions that can be used on both local and national circuits.

Sessions Include:

Instruction in intermediate and advanced policy debate
(first and second session)

Lincoln-Douglas division (second session only)

Three week Jayhawk Intensive Preparation Session

Special guest lectures on the national topic and debate theory

Low cost: \$725.00 for either two week session and \$975.00 for the special three week session.
These fees include all tuition, room and board.

For more information contact: Kansas Debate Institute (or call 913-864-3265)
3090 Wescoe Hall
The University of Kansas
Lawrence, KS 66045-2177

ZEN AND THE ART OF FORENSICS

by Bob Jones

As an avid (some would say rabid) golfer, I am constantly seeking ways to improve my game. Recently I seem to be at the limits of my physical game -- there's only so much I can get my fifty-year-old body to do. So, spurred by Michael Murphey's novel Golf in the Kingdom, I have sought ways to improve the mental aspects of my golf game.

It was while reading sports psychologists like Dr. Deborah Graham of Sports Psyche Inc. and Dr. Bob Rotella, director of Sports Psychology at the University of Virginia, that I began to fathom a connection between what I was learning about my mental golf game and the game we call forensics.

This connection led me to contemplate the Zen of speech competition. Zen is a "meditation... a kind of spiritual discipline which brings about sudden illumination." [Encyclopedia of Philosophy] It is the idea that the journey is where enlightenment is found, not the destination. So, in this context, the Zen of speech competition is contemplation of the process of preparing to be a competitive speaker.

Out of all this thinking and zen-ing came the idea that seven principles Dr. Bob Rotella applies to golf [Golf Is Not a Game of Perfect, Dr. Bob Rotella with Bob Cullen, Simon & Schuster, 1995] could be applied to speech competition as Zen and the Art of Forensics:

PRINCIPLE ONE: A competitive speaker with great dreams can accomplish great things.

Corollary Principle: A speaker with small dreams or a person without the confidence to pursue his or her dream, has consigned him or herself to a life of frustration and mediocrity.

Just like the professional golfer who must dream about winning the Masters or the U.S. Open before he is able to accomplish the lofty goal, the competitive speech student must have dreams in order to be really successful. The dreams may start out small--placing at a tournament--but the dreams must

progress--winning tournaments, qualifying to nationals, winning nationals. Without those dreams, a speaker will not do the work required to compete at the highest level.

If an athlete says, "I'll give it my all and I'll accept whatever place I get," it's too easy then to be satisfied being an "also ran." If, instead, the athlete says, "I want to win, to be first," it's much more likely he or she will do the preparation necessary to reach the goal, if not this time, then the time after, or the time after that.

A competitive speaker must also have the lofty goal to increase the likelihood that they will do the necessary preparation to win. If not this time, then the time after, or the time after that.

PRINCIPLE TWO: Potential depends upon the speaker's attitude and how well he or she thinks.

A student of mine is a great example of wasted ability. Belinda had all the skills necessary to be a national champion. She was pretty, smart, a good researcher, a fast thinker, could handle pressure situations, and was completely lacking in real potential. That may sound contradictory--has all the skills but lacks the potential. It is not. Potential depends upon attitude and right thinking. With all her skills, Belinda thought she could breeze through anything, "I'm good, I'm smart, I've done all this research, I don't need to write my cases until the night before nationals." That attitude and that kind of thinking got Belinda an 0-6 record at nationals.

To have the potential to do well in competition means having the attitude that wants to win and is willing to do the necessary work for winning. Tom Kite is one of professional golf's all-time leading money winners. His native skills are no better than a hundred other professional golfers. In fact, as a young boy he wasn't the best junior golfer in his club and professional golfers thought he'd give up his dream of being a top professional once he saw how hard it was going

to be. But Tom Kite didn't believe those who told him he couldn't make it. Kite shared certain characteristics of other champions--they are strong-willed, they have dreams, and they make a long-term commitment to achieving their dreams.

If Belinda had wanted to win and been willing to commit to winning, then she would have had the potential to win nationals.

PRINCIPLE THREE: Attitude ultimately wins out over ability.

An athlete can overcome many physical imperfections with a strong positive attitude. There are numerous examples of this, but none so striking as Wilma Rudolph, the world class runner. As a child, Wilma faced great physical hardship. She contracted polio at age four. It was questionable whether she would ever be able to walk. Through hard work and a champion's commitment to excellence, Wilma overcame the obstacles facing her to become the first U.S. athlete to win three gold medals in the 1960 Rome Olympics.

Speech competitors too can overcome physical limitations through developing a champion's attitude. A speaker of mine a few years ago faced some of the most difficult physical challenges a speaker could have--she was profoundly deaf and her speech was impaired as a result. But Jenny overcame the physical challenges placed in front of her through working harder than other speakers and making a greater commitment to excellence. And although she never achieved her goal of attending NFL nationals, in her senior year she was a double state champion in oratory and dramatic and went on to qualify to college nationals in three events as a freshman and five events as a sophomore.

Physical skills cannot overcome a poor attitude, but the right attitude can certainly win out over physical limitations.

PRINCIPLE FOUR: Positive attitude is very effective.

Corollary Principle: Negative thinking is one hundred percent effective.

Dr. Bob Rotella, noted sports psychologist, tells the story in his book, Golf Is Not a Game of Perfect, about a star basketball player who has a cold shooting night missing just about everything. With the game on the line in the last minute, the star's team gets the ball for a last chance to win. During the timeout the coach diagrams a play for someone other than the star. But the star convinces the coach that he wants the ball. With time almost gone, the star shoots and the ball swishes in for victory. When talking about it afterwards, the star pointed out that he wanted the ball because he knew he was due--the misses had bolstered his confidence that he wouldn't miss the next one. When he was then asked about his thinking when he was on a hot shooting streak, he responded by saying when he was hot he knew he wouldn't miss because everything was going in for him.

Can you have it both ways? The answer is yes. Great athletes through their positive attitudes create their own realities. It's the winning golfer who knows that every shot at the hole has a chance of going in and so makes the shot that gives the ball a chance. Thinking positively is effective, but thinking positive is not being over confident or cocky.

Even the world's best golfer would not bet his house on making a hole in one, but that same golfer will tell himself he's going to make it. The opposite is even more true. If the golfer standing on the tee thinks about nothing but wanting to stay out of the water between him and the hole, I'd be willing to bet I know where the ball is going to go. Right into the water.

Competitive speakers face much the same dilemma: if they think they can't do it (beat this particular debater, perform well for this judge), they most certainly can't. But if speakers believe they can and they've done the necessary preparation, I'd be willing to bet on the results.

Just like a great athlete does, the speaker can create his or her own reality. A reality built of positive attitude, good thinking, and proper preparation.

PRINCIPLE FIVE: Prioritize your opponents.

In a golf match that I play at my club I really have three opponents. Knowing who those opponents are and in what order I have to tackle them is key to victory in the match. My opponents are the game, myself, and the other golfer--in that order. In order to do well in my match I am first challenged by the game itself--the course, its layout, the weather elements. I must physically and mentally prepare to meet the challenges the game presents. I can do things like check pin placements and make sure my equipment is clean and ready. Secondly, I must make sure that I am mentally and physically prepared to play well. My attitude and thinking must be positive and right. I need to be rested and well warmed up. When these two sets of challenges have been met, I am now ready for the third challenge--my golfing opponent.

A competitive speaker faces essentially the same three challenges. Let's look at the example of an extemper preparing for a tournament. The first challenge is the event itself. In order to do well the extemper should not only know the rules, but understand the conditions of this contest. What kind of questions are likely to be asked? Who are my judges likely to be and what kind of speech will they like? Are my files in order--complete and organized? Do I have all my equipment--files, pens, paper, etc.? These are the types of questions the prepared extemper will first answer. Secondly, the extemper must have met the challenge of his own preparation. Obviously, he needs to be well read, but also well fed and well rested. Too many times good speakers do poorly because they stayed up too late the night before--party-ing or practicing. Or they have a poor round because they haven't eaten smartly and have run out of energy. Finally, the speaker needs to be mentally prepared--positive and confident. As the golfer says, you need to bring your "A-game" to the match. Only when those two opponents (challenges) have been met can the speaker be ready to face the third opponent--the other speakers.

PRINCIPLE SIX: To improve you

must practice. But quality of practice is more important than quantity.

A fellow teacher and golfing friend of mine is just about as fanatical about the game as I am. He practices all the time, far more than I do. Yet, out on the course I fill my pockets with his change every time we play. Boy, does that frustrate him--so, he goes to the range and practices harder. The problem isn't his lack of practice. It's the lack of quality of his practice. For example, he uses a certain type of chip shot close to the green that is only effective part of the time. But instead of practicing a variety of types of chip shots which would make him a more versatile player, he practices this same relatively ineffective shot over and over. He would be a far better golfer with less practice on more types of shots--but then, I wouldn't win as many bets.

A speech student faces the same problem--too much of the wrong kind of practice can be worse than no practice at all. Consider the student who says her oratory over and over every night and week after week gets the same scores in competition. One practice a night, videotaped and analyzed could improve those weekly scores without nearly the same amount of "practice". Quality of practice is far more important than quantity.

PRINCIPLE SEVEN: Trying harder is not always better. Relax. A speaker cannot improve if speaking is not fun.

When speech coaches gather, besides talking about their students, a topic of conversation is inevitably the topic of "burnout". A speech coach, similar to a quality athlete, has to have a tremendous commitment. Along with that commitment comes the danger of over doing it--and thus the topic of burnout. And as coaches we know to be on the lookout for burnout in our students. There are lots of stories of freshmen and sophomore wonders who are no longer competing or competing well by the time they are juniors or seniors.

Dr. Bob Rotella tells a similar story about professional golfer Mark McCumber: (Jones to Page 74)

The National Debate Forum

A National Caliber Institute Exclusively for Lincoln-Douglas Debaters
held at the University of Minnesota in Minneapolis
July 13-27, 1997

A premier opportunity for Lincoln-Douglas Debaters to work with some of the very best instructors in the nation.

The National Debate Forum is an intensive two-week program developed specifically for serious L-D competitors who seek to become regional and national champions. Held at the superior facilities of the University of Minnesota, the Forum offers a superb educational environment for academic learning and professional development. The Forum features an outstanding faculty made up of championship coaches and former competitors from across the country. Compare the National Debate Forum at the University of Minnesota to any other summer program you are presently considering:

- Enrollment is strictly limited to only 55 students to create an unmatched learning environment
- Low 8:1 student-to-instructor ratio guarantees every student "top lab" attention
- 18 critiqued practice rounds and end-of-the-institute tutorial debates develop mastery of learned skills
- Non-ideological teaching philosophy promotes a diversity of forensic perspectives, not just one
- Access to four outstanding libraries, including the University of Minnesota Law Library
- Topic preparation and research on all Lincoln-Douglas debate resolutions being considered for 1997-98
- Adult-supervised, air-conditioned university dormitory housing in modern Middlebrook Hall
- Affordable, all-inclusive tuition: only \$850.00 for residential students (all-inclusive amount includes tuition, lodging, 3 meals per day, lab photocopies, and social events) and only \$400.00 for commuters (no room and board). Note: Be careful when comparing tuition figures at other institutes which exclude meal costs and other so-called "miscellaneous fees and expenses" totaling several hundred additional dollars!

In addition to National Debate Forum Co-Directors **Jenny Cook** and **Michael Bietz**, both of Hopkins H.S. (MN), the following faculty members have been initially confirmed (additional faculty announced as enrollment warrants):

Minh A. Luong, Academic Coordinator - Outstanding university and high school coach. Only person to have won the National Collegiate Lincoln-Douglas Debate Championship title both as a competitor and coach. Director of L-D Debate at the National Tournament of Champions and Regional Seminars Coordinator for the National Debate Education Project.

Steven C. Clemmons, Lead Instructor - 1990 National Collegiate L-D Champion and Top Speaker, 1992 CEDA All-American, and 1995 U.S. National Parliamentary Debate Champion. Successful coach and highly-rated instructor.

Nick J. Coburn-Palo, Lead Instructor - Considered one of the nation's best instructors in L-D debate. Earned national distinction as a competitor with titles in value, parliamentary, and policy debate. Years of successful coaching experience.

Courtney Ballentine, Associate Instructor - 1996 National TOC champion in Lincoln-Douglas debate. Successful regional and national high school Lincoln-Douglas debate career. Attends Emory University in Atlanta, Georgia.

Maya Mikhailov, Associate Instructor - 2nd place in 1996 NFL/Para-Olympic L-D championship, 6th place in L-D at NFL Nationals, octofinalist at the National Tournament of Champions. Attends American University in Washington DC.

David Singh, Associate Instructor - Lincoln-Douglas coach at Forest Lake High School (MN) where he has built a very competitive program in just a single season. 2nd at the 1996 TOC in L-D debate and won the Glenbrook Round Robin.

FOR AN INSTITUTE PROSPECTUS AND ENROLLMENT APPLICATION, PLEASE CONTACT

Ms. Jenny Cook, Co-Director

The National Debate Forum • 100 Howell Street North • St. Paul, MN 55104

Completed enrollment application and refundable \$25.00 application fee is due June 1, 1997

Attention: Graduating seniors and college students who want to coach L-D debate and/or teach at a summer institute. Apply for a Forum Fellowship. Fellows receive invaluable instruction in coaching and teaching pedagogy as well as professional/ethical conduct, are mentored by senior faculty members, and work with institute students in a supervised teaching setting. Tuition is waived and includes free room & board. An outstanding opportunity for future coaches!

Northwestern University

is proud to announce

The 1997

Debate Institute

June 29 through July 26, 1997

Marie Dzuris, Centerville High School, Centerville, OH
Instructor and Curriculum Director
Coach of the 1994 N.F.L. National Debate Champions

Chuck Ballingall, Damien High School, Los Angeles, CA
Coach of the 1995-96 University of Redlands Tournament Champions

Bridget Brocken, Indiana University
Two Time National Debate Tournament Elimination Round Qualifier

Jim Hunter, Oak Park and River Forest High School, Oak Park, IL
Coach of the 1996 University of Michigan Juniors' Round Robin Champions

Terry Johnson, Northwestern University
Two Time National Debate Tournament Elimination Round Qualifier

Sean McCaffity, Northwestern University
1994 and 1995 National Debate Tournament Champion
1996 National Debate Tournament Top Speaker

Jody Terry, Northwestern University
1994 and 1995 National Debate Tournament Champion

Aaron Timmons, Greenhill School, Dallas, TX
Coach of the 1996 N.F.L. National Debate Champions

Dana Vavroch, Bettendorf High School, Bettendorf, IA
Director of the Gifted and Talented Program, Bettendorf High School

For Additional Brochures and Applications Contact
The National High School Institute, Northwestern University
617 Noyes Street, Evanston, IL 60208
Phone: 1-(800)-662-NHSI Fax: 1-(847)-467-1057
Phone: 1-(800)-662-NHSI Fax: 1-(847)-467-1057
Web Page <http://www.nwu.edu/summernu/nhsi>

Northwestern University

is proud to announce

The 1997

Coon-Hardy Debate Program for Seniors

July 13 through August 9, 1997

Scott Deatherage, Northwestern University
Coach of the 1994 and 1995 National Debate Tournament Champions
Instructor and Curriculum Director

Adrienne Brovero, Associate Director of Debate
Wake Forest University

Erik Doxtader, Associate Director of Debate
University of North Carolina

John Day, Associate Director of Debate
University of Southern California

Brian McBride, Associate Director of Debate
University of Texas

Gordon Mitchell, Director of Debate
University of Pittsburgh

Nate Smith, Associate Director of Debate
University of Michigan

Leslie Wexler, Senior Debater
University of Michigan

Brochures and Applications will be Mailed to all N.F.L. Member Schools
in Mid-February

For Additional Brochures and Applications Contact
The National High School Institute, Northwestern University
617 Noyes Street, Evanston, IL 60208
Phone: 1-(800)-662-NHSI Fax: 1-(847)-467-1057
Web Page <http://www.nwu.edu/summernu/nhsi>

SYBIL DOES DUO

Guidelines for Creating a Multiple Character Duo

by David Kraft

Duo as you may know is an event that is relatively new to the NFL, having had its national inaugural in 1996. The event went off with little problems and much success, and was popular enough to draw a large and enthusiastic audience at 8:00 a.m. on "Finals Friday" in Fayetteville. The NFL Committee, democratically trying to define the event, has decided to modify one of its initial guidelines. The change is simple. The original rules mandated that each Duo performer could not portray more than one soul, or character. To do so would be to risk disqualification. This year, however, teams are free to perform, if they so choose, "Multiple Character Duo Selections." While this change may, at first, seem to be an innocuous technical modification, it does open up script possibilities and requires the script to be cut carefully and blocked meticulously.

Multiple characters is now an explorable avenue when considering possible scripts for use in Duo Interpretation. Because this is a new entity to an event that is still in its infancy, perhaps some guidelines would be helpful when considering, cutting and blocking a multiple character Duo.

What Exactly Is Changing?

The first thing to consider when approaching the task of multiple character Duo is NFL Event Description. It is important to remember that the only change to the rules and guidelines for this event is the allowance of a performer to play more than one Soul. Every other aspect previously considered when judging or coaching this event still applies. Performances will still be judged with the old criteria no matter if they are doing multiple or single character cuttings.

One of the standard criteria that will still be considered when evaluating is balance. It is important that the actors contribute equally to the performance. In other words, Duo is not a one person show. A judge should never feel that one person is "carrying" the

show and the other is just a catalyst for that performer. This applies to multiple character Duo when considering who is going to play what characters. For example, if you were to do Hamlet as a multiple character Duo, a balanced cutting probably would not be for one performer to play Hamlet, while the other plays everyone but Hamlet. Both performers should play multiple characters. The cutting is not balanced if one performer is portraying 10 characters and the other is portraying 1.

Interaction will also still be an important criterion. Effective Duo performances largely depend on interesting and effective interaction between two people. Traditionally, those two people are portrayed by two performers. In cutting a multiple character Duo, it

Balance and Interaction are the keys to an effective Duo performance.

would not be prudent to cut scenes when one performer is playing two characters who are simultaneously speaking to each other. This is one of the aspects that sets a multiple character Duo apart from a Dramatic or Humorous Interpretation.

How Do I Cut It?

Cutting a multiple character Duo presents a few unique problems. "How many characters can I use?", "How do I get from one character to another?", "How do I cut this and still have a piece that flows well?". These are some of the questions you will face when approaching your text.

As mentioned earlier, Balance and Interaction are the keys to an effective Duo performance. These are also the major considerations when cutting your piece. Unlike a DI or HI, you need to create a cutting that will showcase the talents of two individuals instead of one.

The cutting should also reflect

the justification as to why you chose to do this material as a Duo as opposed to a DI or HI. Does the performance gain something by having two performers present this material? Is using the technique of multiple characters adding to the overall theme of the material or is it distracting? Was there a purpose to introducing this character or was it just an opportunity to do another character simply for effect? These are a few of the overall questions you will need to address.

Another guideline that will be helpful when cutting your multiple character Duo is the use of what I refer to as "Post Characters". The Post Character is your main character, the center of the story. S/He is what holds the text together and each performer should have one. In the literature itself, the "PC" is generally obvious; the "PC" should also be evident in you cutting. Here are a few examples as to what a Post Character actually is.

A popular text in HI this year is *A Tuna Christmas*, the sequel to the Broadway hit *Greater Tuna*. The show's creators, Joe Sears, Jaston Williams and Ed Howard originally wrote this comedy for two actors to play multiple characters who live in a small town in Texas called Tuna. As directed by the text, each actor plays 11 characters. The show itself centers around a radio show called the "Wheelis, Struvie Report". The two radio announcers, Arles Struvie and Thurston Wheelis, are the Post Characters for these two actors. Not only do they give a central point to the many and varied characters who are portrayed, but they also serve as a way to introduce many of the other characters that are to be presented.

When cutting *Greater Tuna* or *A Tuna Christmas* for a multiple character Duo, each performer should play one of the radio announcers. It would not be acceptable for one performer to play both of the radio announcers, while the other performer plays all of the guests who are one the show. This goes back to the consideration of

Interaction. At no time should one performer hold a conversation with him/herself.

Another example of the Post Character can be seen in the play *The Compleat Works of Wilm Shkspr*, by Jess Borgeson, Adam Long and Daniel Singer. This play centers around a group of actors who are putting on a variety style show that gives us modernized samplings of Shakespeare's greatest hits. Here the Post Characters are the actors, or narrators themselves. The actors introduce what is going to come next and set up each scene.

The only problem here is the fact that there are three actors in the original text. While now the rules state that you can do multiple characters in Duo, it still does not allow you to take lines from one character and give them to another. For instance, if you pick Narrator number 1 and 2 as your Post Characters, the scenes you can use are the ones that these two narrators actually perform. You cannot take all of the lines from the three narrators and combine them into two.

Performances will still be judged with the old criteria ... multiple or single character cuttings.

You are bound to certain consistent decisions.

In addition, it would also be confusing for the audience if the cutting demands that the performers actually play all four narrators. First of all, this would probably mean that the performers are changing characters a number of times within each scene or segue. While acceptable in DI/HI, this would be confusing in a multiple character Duo. Second, this would mean that your cutting now has three Post Characters. This would be too much. One Post Character per performer is ideal (Although it is not impossible for one person to play two Post Characters, but doing so risks being sloppy and unclear).

How do I Block It?

Changing characters in DI/HI is done in a variety of ways. Most performers usually include a physical, vocal and focal point change to

achieve this. These are the same elements that should be used when blocking the character changes in a multiple character Duo.

In HI/DI, the performers will change his/her stance when changing characters. This is achieved by creating a change in the position of the shoulders, torso, face, arms and legs and any other extremity available. This technique can also be used in a multiple character Duo. The only difference is that the change should be bigger. Perhaps the performers can actually turn out and into a character to show change. This way, the change is big enough that the audience knows that the performers are doing different characters. It is also recommended that the performer changes his/her character while the other performer has the line. To alter a character right after that performer says a line would be too abrupt of a change.

It is also possible that both performers can change characters simultaneously. This is usually done when going from one scene to another. A good way to separate the scene and character change is to start with a freeze in action to show the audience that a change is about to occur. Then the two can simultaneously go into the new characters. The freeze creates enough of a separation from the previous scene that the change in scene and character is not confusing to the audience.

Changing your focal point is another excellent way to show the audience that you are doing a separate character. If the first character is speaking straight out, then their next assumed character could be angled to the side to show that this is a different person talking. This, along with using perhaps a freeze before a turn, will make for a clear character change.

Obviously, there are a number of ways to use the voice to change characters. This is perhaps the most noticeable way to the audience that a change has occurred (though it is important to note that a vocal change by itself is not enough to separate your characters). This technique needs to be used along with a physical change of some kind.

Other blocking techniques include turns and pivots. This is actual physical movement to show a

change in scene or character. For instance, if one character has monologue, it might be effective to place the non-speaking performer directly in back of the other to give more emphasis to the speaking performer. This technique can be used in many variations. A simple turn to the side or a complete turn without changing placement. These are excellent ways to make the esthetic picture more interesting while giving emphasis to the more powerful moments of the text.

So now you have a basic understanding of how to create a multiple character Duo. While multiple characters are not preferable or better than a two character Duo, it is simply another choice to consider. Obviously, depth and sustaining of character are crucial factors that weigh in the favor of the two character Duo. Character count should not be a determining factor in the evaluation process.

When used properly, multiple character Duo can be an effective way to create a wonderful performance that enhances the original

Character count should not be a determining factor in the evaluation process.

message of the literature as well as showcases the talents of two performers. Though some will insist on using this technique because it is new and different, there should be some sense of purpose as to why these characters are being introduced. Otherwise, it just becomes a way to amaze or shock the audience with no true purpose at all. Remember, this is the NFL, not the NBA, and one Dennis Rodman in this world is enough.

(David M. Kraft was several times a national finalist for the National Collegiate Champion Bradley University Forensic Team. He teaches at the University of Texas and FFI Institutes.)



BARKLEY FORUM
EMORY NATIONAL DEBATE INSTITUTE, Policy Division
Under the Direction of Melissa Maxcy Wade
June 15-28, 1997

Emory University, Atlanta, Georgia

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-four years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and debate theory and an emphasis on current debate practice, makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs. A new division for junior high students was added last year for commuters.

Features of the Emory National Debate Institute

Experienced staff: Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Samford University, and Stanford University. Students will have access to all faculty. Senior faculty will teach at least one session for all students.

Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 14 students.

Material access: The Institute offers debaters access to the Woodruff library system; including the Cambrell law library, the Woodruff medical library, and a large government document collection. While the main Woodruff library undergoes renovation an expanded in-house dormitory library will provide access to journals, books, and government documents. We find the dormitory library especially helpful for the beginning student.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience. Each student is tracked into theory and practicum classes appropriate to their needs.

Commitment to Diversity: The Institute has always been committed to making instruction accessible to urban and rural areas. We have several funded scholarships dedicated to promoting diversity. Additionally, ongoing grants from NFL /Phillips 66 and other foundations make it possible to support many students from economically disadvantaged areas.

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Returning for her fourth year, the head dormitory counselor's sole duty will be supervision of the dormitory.

Coaches workshop: An in-depth coaches workshop is conducted. Topics will include administration, organization, and coaching strategies. A full set of lectures appropriate for the classroom will be developed. Junior high teachers are also welcome.

Inexpensive: The Institute charges tuition and room fees of \$535; \$390 for the commuter and \$250 for the Junior High Program. Lab fees for photocopying briefs are included. Additionally, an optional meal plan can be purchased for \$150.

For an application, write or call:

Melissa Maxcy Wade
P.O. Drawer U, Emory University
Atlanta, Georgia 30322

(404) 727-6189; email:lobrien@emory.edu; FAX: (404) 727-5367

BARKLEY FORUM
EMORY NATIONAL DEBATE INSTITUTE
Lincoln-Douglas Division
Under the Direction of Melissa Maxcy Wade
June 15-28, 1997
Emory University, Atlanta, Georgia

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-four years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and value debate theory and an emphasis on current debate practice, makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs.

Features of the Emory National Debate Institute

Experienced staff: Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Kentucky, University of Iowa, Loyola of Los Angeles, University of Michigan, Northwestern University, Samford University, and Stanford University. Students will have access to all faculty. Senior faculty will teach at least one session for all students.

Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 14 students.

Library access: The Institute offers debaters access to the Woodruff library system; including the Gambrell law library, the Woodruff medical library, and a large government document collection. While the main Woodruff library undergoes renovation an expanded in-house dormitory library will provide access to journals, books, and government documents. In addition, an in-house dormitory library makes hundreds of articles and documents easily available. We find the dormitory library especially helpful for the beginning student.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience. Each student is tracked into theory and practicum classes appropriate to their needs. Video-taping of all students augments instruction.

Commitment to Diversity: The Institute has always been committed to making instruction accessible to rural and urban areas. We have several funded scholarships dedicated to promoting diversity. Additionally, ongoing grants from NFL /Phillips 66 and other foundations make it possible to support many students from economically disadvantaged areas.

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Back for her third year, the head dormitory counselor's sole duty will be supervision of the dormitory.

Inexpensive: The Institute charges tuition and room fees of \$535; commuters, \$390. Additionally, an optional meal plan can be purchased for \$150.

For an application, write or call:

Melissa Maxcy Wade
P.O. Drawer U, Emory University
Atlanta, Georgia 30322
(404) 727-6189; email:lobrien@emory.edu; FAX: (404) 727-5367

THE D CUTTING E

David Hingstman, J.D.
University of Iowa

This month we take up a procedural issue that was much disputed in policy debates at the Harvard University tournament. In fact, several of the elimination rounds were decided solely on the basis of this issue. And next year's topic on renewable energy promises even more controversies about this issue. What is this important and controversial issue? It is whether the affirmative plan is topical only by its effects or only indirectly -- the "effects topicality" argument.

As long as we choose to debate resolutions that describe what action should be taken according to some desired end -- programs to reduce juvenile crime, policies to increase use of renewable energy -- rather than according to some desired means -- trying juvenile offenders in adult courts, requiring the use of renewable energy sources by government agencies -- we can expect this question to become a major source of clash. Affirmative teams have the incentive to develop case approaches -- such as searching for deadbeat dads or eliminating legal discrimination against juveniles -- that produce unusual advantages and evade or turn the link stories to the most popular disadvantages -- such as Clinton and federalism. Negative teams feel unprepared to withstand the challenges skilled affirmative debaters make to the unevicenced assertions against those advantages and for the disadvantage links. So the argument is extended that the plan -- deadbeat dads or bans on legal discrimination -- is not a *program* to reduce juvenile crime, but only reduces juvenile crime as an incidental effect.

Topicality arguments are most persuasive when they include in-

terpretations of the words and phrases of the topic, explanations of why the plan violates those interpretations, and reasons why the violation justifies a decision for the negative. Let us discuss one example of how the effects topicality argument might be launched against an affirmative plan that searches for deadbeat dads. In this instance, the phrase "programs to substantially reduce juvenile crime" would be interpreted as efforts *intended* by government officials to target juvenile crime. The search for deadbeat dads violates this interpretation because the action is intended to target child support, not juvenile crime. The violation justifies a negative ballot because the negative cannot be expected to be prepared with analysis and evidence to clash with the entire realm of social policy proposals, but only those that crack down on juvenile crime. Also, cases that address juvenile crime only as a side benefit fail to give meaning to "establish a program to" -- the resolution could be worded **RESOLVED: THAT THE FEDERAL GOVERNMENT SHOULD SUBSTANTIALLY REDUCE JUVENILE CRIME** -- and this grammatical imprecision undermines the communicative training that the activity of debating should encourage.

A careful rereading of the previous paragraph reveals that the argument relies on several exercises in drawing lines or boundaries of distinction among concepts. First, there is the distinction between an intended goal and an unintended effect of reducing juvenile crime. Second, there is a boundary between juvenile crime programs and child support programs. Third, there is a line between preparing to debate social policy generally and juvenile crime policy in particular. Finally, there is a comparison of the resolution with and without the phrase "establish a program to".

As Bill Davis observed in the *March Rostrum*, many judges do not enjoy drawing lines or making subtle distinctions when the result rewards the negative with a decision not based upon the estimation of the probable costs and benefits of alternative policies or even upon arguments that seem "specific" to the context of a particular affirmative plan. But that feeling of dis-

comfort does not deny either the possibility of making appropriate distinctions or the impossibility of avoiding distinctions when judges must decide who has won.

How does the judge evaluate costs and benefits or other competing arguments on a particular plan without engaging distinctions of meaning? If the negative says that their Clinton link evidence should be given great weight because it is specific to deadbeat dads, and the affirmative says that the evidence should be discounted because it is not specific to deadbeat dads, how does the judge decide? If the affirmative argues that their evidence supports their claim that enforcing child support judgements will reduce juvenile crime by enabling juveniles to be fed, housed, and educated, and the negative argues that the evidence does not support that claim, how does the judge decide? More elaborately reasoned assertions can be made by both sides as the debate progresses, but when a round between technically-skilled debaters is over, the alternative to resolving claims of distinction is to credit the argument in full to the last speaker, the second affirmative rebuttalist. Would many judges or debaters be comfortable with this decision?

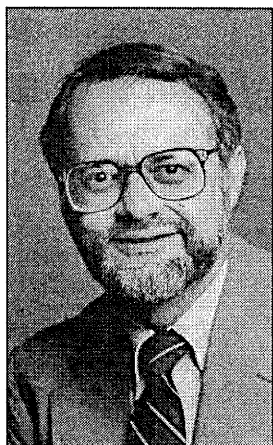
So the rhetorical problem with the effects topicality argument is not so much defending the possibility of making linguistic distinctions as it is connecting the process of making such distinctions to the judge's beliefs about the educational purposes of the debate itself. When the negative extends the argument, the most productive emphasis is on claims that explain how to apply the distinctions to distinguish topical from nontopical plans and how the failure to credit the negative with the distinction decreases the quality of the debate. The topicality argument becomes more specific to the affirmative plan and explains why the usual process of comparing policy alternatives breaks down in this debate.

The question of distinguishing topical from nontopical plans is sometimes called the "bright line" or "face of the plan" test. How does the negative develop this distinction later in the debate? If the bright line standard is that there must be a statement of intention on the part (Hingstman to Page 36)



IOWA

TEACHERS' INSTITUTE



SPECIAL LECTURER

DR. DAVID ZAREFSKY

Dean

The School of Speech
Northwestern University

B.S., M.A., Ph.D., Northwestern University; Dean, The School of Speech, Northwestern University, Evanston, Illinois. More than 30 years involvement in debate and forensics: national high school champion, nationally acclaimed coach, veteran director of the National High School Institute in Speech (the model for all other "good" forensics institutes), lecturer, consultant, author; past president of SCA; husband and father of two.

Dr. Zarefsky gave major attention to the importance of competitive debate in his keynote address to the 1994 International Society for the Study of Argumentation in Amsterdam. Dr. Zarefsky's "Paradigms" lectures and "Logic" seminars have been enjoyed by Iowa participants for more than a decade. Professor Zarefsky may well have given more lectures to high school students on debate than any person living. None would disagree that any lecture by Dr. Zarefsky is expertly delivered. Students particularly enjoy the opportunity to ask questions after the lectures and sessions. Dr. Zarefsky is available to speak personally with teachers and students at Slater Hall on the last night of his visit. It is a singular honor to have him returning in 1997.

FACULTY

THOMAS E. SULLIVAN, Former teacher and director of forensics, Highland Park High School, Dallas; B.S., University of Wisconsin, M.A., Baylor University; his teams have won every major speech and debate tournament in the forensics world.

MIKE L. EDMONDS, Dean of students, Colorado College, Colorado Springs; B.A., M.A., Ph.D., University of Mississippi; 1984 Hall of Fame graduate, University of Mississippi; several national individual events champions and finalists; board of directors, William Faulkner Debate Tournament.

RICHARD EDWARDS, Professor, Baylor University, Waco, TX; B.A., M.A., Ph.D., The University of Iowa; designed and perfected the Tab Room on the Mac program that has revolutionized tournament management; long time member of the wording committee for the national high school topic; editor and author of dozens of articles and publications for high school teachers and students on debate.

June 23 - July 5

12 International Center
The University of Iowa
Iowa City, IA 52242

319/335-0621 (Phone)
319/335-2111 (Fax)

TEACHERS ARE NOT AN AFTERTHOUGHT AT IOWA!



IOWA

POLICY DEBATE
June 23 - July 12

• LINCOLN-DOUGLAS DEBATE
June 23 - July 5

• TEACHERS' INSTITUTE
June 23 - July 5

Iowa's National Summer Institute brings together some of the most talented and accomplished teachers and coaches of forensics in the nation. Their students include dozens of national champions from coast-to-coast. NFL National Council and Hall of Fame members, Key Coaches of the Barkley Forum, and NFL Diamonds describe many of them. All have extensive experience, and collectively have won every national forensics award in the country.

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

Iowa delivers full value. We are not-for-profit, and were among the first major institutes to cancel charges for copying collaboratively produced research materials. There are no lab fees, no hidden costs. We produce results. Most of the best policy debaters competing today got started at Iowa and our Lincoln-Douglas participants dominate round robins and national tournaments.

Iowa does more than just help students reach their competitive goals. Iowa is an important resource for coaches. Every year the 30 reserved places for *teachers* fill quickly because so many have shared their positive experience with colleagues. And based on our commitment to serve gifted students from all backgrounds, Iowa receives support from the National Forensic League's Phillips Petroleum grant and the University's Opportunity at Iowa program, enabling a quarter of our students to receive financial aid.



PATRICIA BAILEY

MARILEE DUKES, Co-Directors, Lincoln-Douglas Debate

Only Iowa will offer Marilee Dukes and Patricia Bailey as resident, full-time lab leaders and lecturers. Ms. Bailey and Ms. Dukes are Iowa Lincoln-Douglas and while they may lecture elsewhere, Iowa is their commitment year after year. Ms. Bailey and Ms. Dukes are recognized for excellence in and out of the classroom. At Iowa, they have built what many regard as the "only summer program" for Lincoln-Douglas debaters. Their standards, expectations, and performance are nothing short of remarkable, and they demand and get the best from their very able staff. Their curriculum is organized, thorough, and challenging to the very best students. They have found the right mix of theory and practice, and year after year, students come back for more. Join them and their very talented staff, including 1994 National Champion, Claire Carman.

DAVID CHESHIER, Director, Policy Debate

David Cheshier is Division Coordinator, Assistant Professor, and Director of Debate at Georgia State University in Atlanta, B.A., Wake Forest, M.A., Ph.D., Iowa; former director, Georgetown, veteran lab leader at Iowa and Dartmouth institutes. Professor Cheshier is regarded as one of the most outstanding debate lab leaders in the nation. He has taught and lectured to thousands of students at dozens of summer programs over the last 15 years.



THE UNIVERSITY OF IOWA'S 66TH SUMMER DEBATE INSTITUTE

LINCOLN-DOUGLAS DEBATE AT IOWA



Claire Carman

1994 Lincoln-Douglas National Champion

junior, Rice University; former LD debater with numerous national championship awards and round robin honors including the 1994 NFL National Championship.

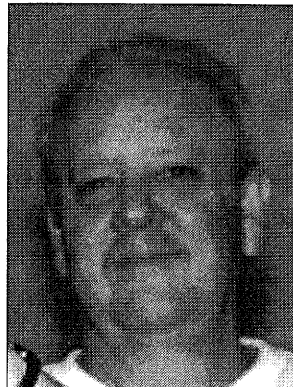
Kandi King

Teacher and director of forensics, Tom C. Clark High

School, San Antonio, TX; B.A., Incarnate Word College; Texas speech teacher of the year; state officer of Texas Forensic Association for the past 12 years and current president.

Cindi Timmons

Teacher and director of forensics, Colleyville Heritage High School, Colleyville, TX; B.A., M.Ed., University of North Texas; 2 NFL Diamonds; former president, Texas Forensic Association; five NFL national champions, 11 state champions, two national sweepstakes awards.



John Woollen

Teacher and director of forensics, Enloe High School, Enloe, NC; A.B., Wesleyan College; M.Ed. Social Studies, UNC at Greensboro, Ed.D., International Studies; certificates in curriculum and instruction and social sciences education; NFL Double Diamond Coach Award; Key Coach of the Barkley Forum; 69 students to NFL nationals; 91 Barkley Forum champions.

Robert Levinson

Associate director of forensics, Bronx High School of Science, New York City; B.A., University of Pennsylvania; paralegal, Foerster & Morrison; numerous national qualifiers.



Comments from 1994-95 National Champions

"I attribute a large part of my success to the two summers I spent at The University of Iowa Forensics Institute. The one-on-one attention I received from my lab leaders allowed me to recognize weaknesses in my technique and make the necessary changes. Since I went home with a clear concept of what I needed to do during the year to continue my improvement, the benefits of Iowa lasted long after the two weeks were over."

—Claire Carman, Rice University

"Having attended Iowa twice, I know first-hand the quality of instruction at the University of Iowa's debate institute. Because of highly individualized attention in a small lab setting, the first-rate instructors communicate the basics of Lincoln-Douglas debate to a novice as skillfully as they explain very advanced techniques to an experienced debater. I highly recommend Iowa for a debater of any skill level."

—Justin Osofsky, Harvard University

The Stars Return at Iowa

Iowa is the premier LD institute. We are privileged to have teaching this year Hetal Doishi, Brian Fletcher, and Caleb McDaniel, three of the best high school LD debaters in the country. Previous Iowa institute participants, they will now work beside other former champions who consistently return to Iowa after living, enjoying, and learning from the Iowa experience.

Selected 1995 Tournament Results

Wake Forest: 21 of 32 teams clearing to elims and 7 of 8 teams in quarters were from Iowa.

Bronx Round Robin: 10 of 11 invited teams were from Iowa

Bronx High School Tournament: All four teams in semifinals were from Iowa.

Glenbrook Round Robin: 10 of 11 invited teams were from Iowa, 7 of 8 teams in quarters and all four in Semis from Iowa.

Montgomery Bell Academy: 9 of 12 invited teams were from Iowa.

**For More Information: National Summer Institute in Forensics
12 International Center, The University of Iowa, Iowa City, IA 52242-1802**

IOWA



NO MATTER HOW YOU VIEW DEBATE Iowa Is Great!

THE STARS ARE OUT AT IOWA



Paul Bellus

Paul Bellus is a professor and coach at Samford University. He has coached teams to the finals or semifinals at the TOC, NFL, CFL and state championships. He has been presented the Walter Ulrich Award, St. Mark's Acolyte Award and the Nebraska Coach of the Year Award.

Heidi Hamilton is a professor and coach at Augustana College, IL.

She is a former University of Iowa assistant coach. While at Iowa, she coached teams to the finals and semifinals of the NDT. An outstanding debater while at Augustana South Dakota, she is a highly respected teacher and debate coach.

David Hingstman is a professor and coach at the University of Iowa. In his eight years as Iowa's head coach, he has qualified 18 teams to the NDT; eleven were first-round-at-larges. He coached the 1996 second place NDT team and the 1992 first-place speaker. He coached at Baylor and Northwestern before coming to Iowa. He has taught at the Michigan Classic, Dartmouth Debate Institute, and has frequently been a lecturer to the Fellows at Kentucky.



David Hingstman

Sheryl Kaczmarek teaches and coaches at Newburgh Free Academy. As a Double Diamond Coach, she was recently named Northeastern Coach of the Year. She has coached numerous

teams to late elimination round performances. Last year, her teams swept the New York State Debate Tournament, winning first place in all three divisions. She has been a concerned debate educator for many years.



Sheryl Kaczmarek

Dave O'Connor teaches and coaches at Iowa City West High School. His teams have consistently been winners

and runners-up at major national tournaments. This year alone, his teams have won the Greenhill and St. Mark's tournaments; and have participated in the Pace, Harvard, Glenbrook, and Greenhill round robins. He has been awarded the Ulrich Award, as well as St. Mark's Acolyte Award.

Matthew Whipple teaches and coaches at Glenbrook South High School. He has coached numerous teams to success at the



Matthew Whipple, Dave O'Connor

national, state, and local level. A highly requested instructor, he has worked at Iowa for more than a decade. Matthew strives to create opportunities for learning and achievement.

IOWA HAS A TEACHER WHO IS RIGHT FOR YOU!

For enrollment information call 319-335-0621 or fax 319-335-2111

1997 IOWA FACULTY

POLICY DEBATE

- MICHAEL ANTONUCCI**, Student at The University of Iowa; Baird Debate Forum member; assistant coach, Cedar Rapids Washinton High School, Cedar Rapids, IA.
- PAUL BELLUS**, Assistant professor, debate coach, Samford University, Birmingham, AL; B.A., University of Nebraska, Lincoln.
- OMAR GUEVARA**, Ph.D. candidate at Wayne State University, Detroit, MI; B.A., The University of Iowa; M.A., Miami University, Oxford, Ohio.
- FATHER RAYMOND HAHN**, Headmaster, director of forensics, Cathedral Prep, Erie, PA; B.A., St. Mary's Seminary College, M.Div., School of Theology, St. Mary's University.
- HEIDI HAMILTON**, Assistant professor and director of forensics, Augustana College, Rock Island, IL; B.A., Augustana College, SD; M.A., University of North Carolina; Ph.D., The University of Iowa.
- DAVID HINGSTMAN**, Assistant professor and director of debate, The University of Iowa, Iowa City, IA; A.B., Princeton; J.D., Harvard; Ph.D., Northwestern.
- MICHAEL JANAS**, Professor, director of debate, Samford University; B.A., Boston College; M.A., University of Georgia; Ph.D., University of Iowa.
- MONTE JOHNSON**, Ph.D. candidate at the University of New Mexico; assistant debate coach at Albuquerque Academy.
- SHERYL KACZMAREK**, Teacher, director of forensics, Newburgh Free Academy, Newburgh, NY; B.S., Carroll College; M.S., University of Illinois.
- BRIAN LAIN**, Debate coach at The University of Iowa; B.A., Wake Forest University; M.A., Wayne State University.
- TIM McRAE**, Graduate student, Georgetown University; B.A., Georgetown University; has taught English abroad on a fellowship for last two years; outstanding debater while at Georgetown.
- DAVID O'CONNOR**, Instructor, assistant debate coach, West High School, Iowa City, IA.
- COREY RAYBURN**, Senior, The University of Iowa; top speaker at four national intercollegiate debate tournaments 1996-1997; second place 1996 NDT.
- KAREN SCOTT**, Junior, The University of Iowa; former debater Oak Park and River Forest High School; semi-finalist, Long Beach, CA; quarter-finalist, sixth speaker Baylor University Tournament.
- WARREN SPROUSE**, Teacher and director of forensics, Washington High School, Cedar Rapids, IA; B.A., Oberlin College, Oberlin, OH; M.A., Columbia University, New York, NY.
- BILL TRAPANI**, Assistant coach, graduate student, The University of Iowa, Iowa City, IA; B.A., M.A., Baylor University, Waco, TX.
- MATTHEW WHIPPLE**, Teacher and director of forensics, Glenbrook South High School, Glenview, IL; B.A., Northwestern University; M.A. Roosevelt University, Chicago, IL.

LINCOLN-DOUGLAS

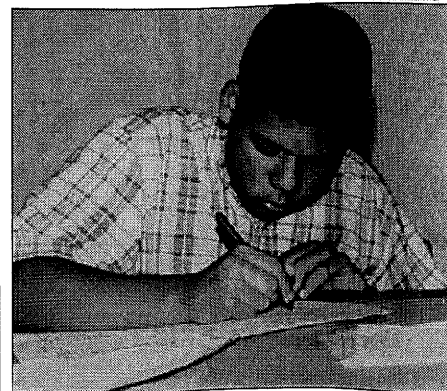
- PATRICIA BAILEY**, Former director of forensics, Homewood High School, Birmingham, AL; B.A., Huntington College; M.A., Montevallo College.
- DAVID BALL**, Teacher and debate coach, Montgomery Academy, Montgomery, AL; B.A., Princeton University; M.A., Duke University.
- ERIC BEERBOHM**, Junior, Stanford University.
- CLAIRE CARMAN**, Junior, Rice University.
- MICHELE COODY**, Teacher, director of forensics, St. James School, Montgomery, AL; B.S., Spring Hill; M.A., Auburn.
- HETAL J. DOSHI**, Former debater and graduate of Vestavia Hills High School.
- MARILEE DUKES**, Teacher and director of forensics, Vestavia Hills High School; B.S., University of Southern Mississippi; M.S., North Texas State University.
- BRIAN FLETCHER**, Graduate of West Des Moines Valley High School, Des Moines, IA.
- KANDI KING**, Teacher and director of forensics, Tom C. Clark High School, San Antonio, TX; B.A., Incarnate Word College.
- ROBERT LEVINSON**, Associate director of forensics, Bronx High School of Science, New York City; B.A., University of Pennsylvania.
- JAMES MALLIOS**, Law student, Furman Law School, Greenville, SC.
- CALEB MCDANIEL**, Graduate, Tom C. Clark High School, San Antonio, TX.
- LYNSEY MORRIS**, Junior in Berry College Honors Program, Rome, GA.
- BRUCE PASHLER**, Junior, University of Michigan.
- DAVID PHILLER**, Teacher and director of forensics, Grady High School, Atlanta, GA.
- LIZ ROGERS**, Senior, The University of Pennsylvania.
- ALISON SNOW**, First-year student, University of Alabama, Montgomery, AL.
- CINDI TIMMONS**, Teacher and director of forensics, Colleyville Heritage High School, Colleyville, TX; B.A., M.Ed., University of North Texas.
- JOHN WOOLLEN**, Teacher and director of forensics, Enloe High School, Enloe, NC; A.B., Wesleyan College; M.Ed. Social Studies, UNC at Greensboro, Ed.D., International Studies.
- DANIEL YAVERBAUM**, Former teacher and LD Coach, Isidore Newman High School, New Orleans, LA; B.A., Magna Cum Laude, Amherst.

LOGIC SEMINAR & GUEST LECTURER

DAVID ZAREFSKY, Dean of the School of Speech, Northwestern; B.A., M.A., Ph.D., Northwestern University

For an enrollment packet or additional information, contact:
Paul Slappey, director
319-335-0621 or 319-335-2111 (fax)

National Summer Institute in Forensics
12 International Center
The University of Iowa
Iowa City, Iowa 52242-1802



Is this Heaven?
No, It's **IOWA!**

(Hingstman from Page 30)

of federal government officials that a proposed program would be targeted at juvenile crime, then the negative can demand that the affirmative produce such a statement of intention. Even better, the negative could read evidence in which government officials catalogue what existing and potential programs are targeted at juvenile crime and then argue directly or by analogy that child support programs are not part of that list. At the very least, the negative should have a lengthy list of popular affirmative cases that do or do not meet their interpretation so that the judge can be reassured that the distinction can be supported with many examples.

Explaining how the failure to credit the distinction hurts the debate requires some creative thinking. By now, most debaters and judges may be bored to death with the negative mantra "removes topic limits, imposes excessive research burdens, destroys negative ground, requires shallow argumentation" to which the affirmative inevitably

responds with its own mantra: "other words limit, avoids topic stagnation, you have positions to run, and breadth is better than depth." Bypass this stalemate by reminding yourself what kind of debate THIS JUDGE would like to hear and why THIS PLAN makes the debate almost impossible IN THIS CONTEST. Why shouldn't the judge expect you to be ready at this time to engage in detailed policy analysis of federal child support policies on a juvenile crime topic?

This is not as hard as it seems, because the answer is usually the reasons why the affirmative chose this case approach in the first place -- the big advantages diverge from the ordinary range of claims on the topic, the plan does not link well to or flips the major disadvantages on the topic, and the nature of the plan makes it difficult to counterplan. While developing a strategy against the case might be possible with a lot of additional analysis and research, the negative would be diverted from spending time on developing and updating positions on core is-

ssues of the topic. To make these distinctions persuasively, the negative needs to keep track of what affirmative plans have been advocated during the course of the season so that they can defend what would and would not be predictable at this point. The flood of case and negative argument information available on Internet debate listserves has made this a much easier task than it once was.

Is the effects topicality argument not worth the time required to defend it? Some day you might find it interesting to investigate an analogous problem that the United States Supreme Court has faced in defining whether certain business activities "affect interstate commerce" in a way that recently, many scholars believed that the distinction was dead, but like the legendary phoenix, it has risen from the ashes. Choice may be tragic, but the belief that choice is avoidable can be equally tragic.

(Dr. Hingstman coaches NDT debate at the University of Iowa.)

A JUDGE'S DECISION

by Sonia Mathew

To spew or not to spew - that is the question:

Whether 'tis nobler in the judge's mind to take

Down the arguments and analysis that is often outrageous,
Or to simply just relax and listen to what is said

And, by thinking carefully, make a decision. To analyze, to speak -

Yes more - and by a speech we hear

Clear and concise words, thousands of words

That flesh is heir to - 'tis a realization

Devoutly to be wished. To analyze, to speak -

To speak, perchance to understand. Ay, there's the rub,

For in that understanding, a decision can be made,

When we have looked at what both sides have said,

Must give us an answer. This is the best debate

That we have ever judged.

For who could argue as well as the negative team just did,

Th' negative team was wrong though, the team's arrogance,

The rudeness displayed towards the other side, the team's ignorance,

The acceptance of this attitude by the other team.

This is just not right, they are unworthy of this win.

But, did they argue better with their rude attitudes?

The affirmative team did not make themselves clear enough,

But the final speech mentioned arguments that had been forgotten,

The discovered argument put a twist into the round

Where now we cannot decide who won; it puzzles the mind

And makes us look to our paper to analyze the situation

Than to blindly make assumptions.

Thus conscience does help us make the correct decision

And thus the negative team does win the round

Even though they did not deserve to because of their rudeness.

With this regard we are unsure of the conclusion we have made

And hope that it was the right one.

(Sonia Mathew debated at Portage-Northern (MI) HS)

Presenting the

National Forensic Consortium

1997 Summer Debate and Events Institutes

- **CALIFORNIA NATIONAL FORENSIC INSTITUTE**

Located at Univ. of CA, Berkeley

Dates: June 15 - June 28

Policy & LD Debate: \$1,135

One-week, June 21 - 28; LD: 15-22 \$595

- **STANFORD NATIONAL FORENSIC INSTITUTE**

Located at Stanford University

Policy Debate, July 26 - August 14: \$1,450

LD & IE, August 1 - August 14: \$1,125

LD extended week, August 14-21: \$675

- **AUSTIN NATIONAL DEBATE INSTITUTE**

Located adjacent to UT Austin

Policy Debate, July 5 - July 21: \$875

LD Debate, July 5 - 18: \$725

One-week, July 14 - 21; LD: 5-12: \$475

- **NATIONAL DEBATE INSTITUTE, D.C.**

Located at U of MD, Washington, D.C.

Policy Debate, July 5 - July 21: \$1,135

Policy 30-round technique session: \$1,385

LD Debate, July 5 - July 19: \$895

All of the above listed prices include tuition, housing, and meals. Note our value-priced, national caliber programs in Austin & Washington, D.C. Prices and dates are tentative.

Commuter plans and one-week topic preparation and/or technique sessions, as well as other options, are offered at some camps and are described in detail in the program brochures. An additional \$75 non-refundable fee is required upon application.

Reasons to Choose an NFC Summer Camp

• **Tried and True Programs.** Last year nearly 500 students from throughout the nation chose NFC summer camps over other options. Over the last two years NFC students have participated in late elimination rounds of such tournaments as: Wake Forest, Bronx, the Glenbrooks, Greenhill, St. Mark's, Loyola, Redlands, Emory, the Tournament of Champions, NFL Nationals and virtually every other major national circuit tournament. We encourage you to seek out former NFC participants and discover for yourself why NFC camps are superior. You can get the same quality experience!

• **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 1:7. *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 NFL and TOC final round participants. Our staff is hand-picked for their ability to teach their successful techniques to students of every level of experience.

• **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 your new skills. We also realize that you don't want to sacrifice high quality for low cost. NFC camps provide an optimal combination of quality instruction, individualized attention, and value.

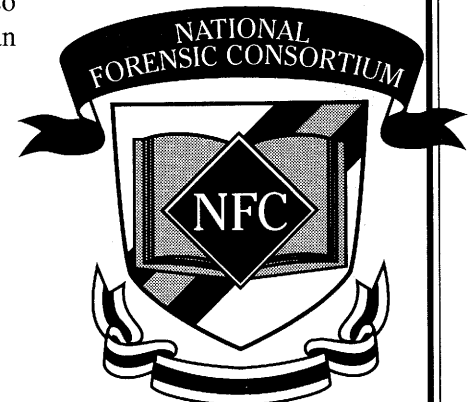
For free brochures and applications,
and financial aid forms on request
(brochures available late February):

National Forensic Consortium

1678 Shattuck Avenue, Suite 305

Berkeley, California 94709

or call: (510) 548-4800



The National Forensic Consortium presents the 8th annual

California National Forensic Institute

Policy and LD programs: June 14 - June 28, 1997

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 Paul Skiermont of the University of Louisville and former two-time top speaker at collegiate NDT nationals, and Ryan Mills of the College Preparatory School of California and director of the California Invitational, the nation's largest speech and debate tournament.

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. All policy and LD materials are included in the program cost, with no additional fees charged for evidence distributed by the camp. 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.

- A scholars program, new to the CNFI, will be run to insure a variety of top quality debaters will be in attendance. This program will be co-ordinated by Paul Skiermont.

Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

JOANNA BURDETTE, EMORY CHERYL BURDETTE, VESTAVIA RACHEL CHANIN, STANFORD

MATT FRASER, STANFORD RYAN MILLS, CPS ROBERT THOMAS, EMORY

PAUL FREEDMAN, CHICAGO JUDY BUTLER, EMORY PAUL SKIERMONT, LOUISVILLE

ALLISON GROVES (LD)

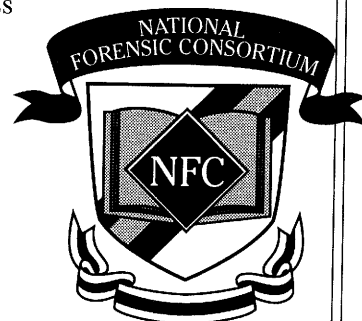
ACE PADIAN (LD)

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 \$1,125. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$525. One-week programs are also available, for an approximate cost of \$595. 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



The National Forensic Consortium presents the
Austin National Debate Institute

CX Main Session: July 5 - July 21

LD Main Session: July 5 - July 18

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. All essential camp evidence and materials, including over a thouand pages of briefs produced at the camp by policy debate students, are included absolutely free of additional charges. Policy students will graduate prepared to tackle the 1997 policy topic, while the 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. CXers 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

	<u>SAMPLE CX SCHEDULE</u>	<u>SAMPLE LDSCHEDULE</u>
8-9:00 AM	Breakfast	Breakfast
9-10:30 AM	Topic Lecture	Value Analysis Practicum
10:30-Noon	Aff Case Construction	Seminars on Strategizing
Noon-1:00 PM	Lunch	Lunch
1:00-2:30 PM	Library work	Class on using evidence
2:30-3:30 PM	Theory seminar	Practice debate w/critique
3:30-5:00 PM	Library work	Neg case preparation
5:00-6:30 PM	Dinner	Dinner
6:30-8:30 PM	Lab session	Delivery drills
8:30 PM	Commuter checkout	Commuter checkout
8:30-11:00 PM	Topic preparation	Aff case work session
11:00-12:00 AM	Recreation & relaxation	Recreation & relaxation
Midnight	Lights out	Lights out



Fees : \$875 for CX,
\$725 for LD,
\$475 one-week
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

THE NATIONAL DEBATE INSTITUTE, D.C.

HELD AT THE UNIVERSITY OF MARYLAND, COLLEGE PARK, IN WASHINGTON, D.C.

CX (all programs): July 5- 21

LD: July 5 -19

The National Debate Institute, D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. Students 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/collegiate level, and 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, and all evidence produced at the camp for policy debaters! 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 in the standard program 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.

- **INTENSIVE 30-ROUND POLICY DEBATE OPTION.** For students who feel they need a camp experience heavily weighted toward practice and technique instruction. Students in this special focus lab will spend a portion of each day learning theory, cutting originals, and putting together positions, and then will debate an average of two rounds a day (fully critiqued with reworks) for the duration of the camp. The primary instructor for this lab is Paul Skiermont of the University of Louisville, two-time top speaker at college nationals. The debates will be critiqued by Mr. Skiermont and a staff of nationally renowned former high school debaters and current coaches.

- **EXPERIENCED PROGRAM DIRECTION.** The director is Ryan Mills, debate coach at College Prep and director at UC Berkeley, whose teams this year alone have cleared at many of the nation's best tournaments, including Berkeley, the Glenbrooks, Stanford, Loyola, and Redlands.

Costs (which includes housing, lunch and dinner throughout the program, and all program materials/briefs and evidence):

<u>Regular CX Program</u>	<u>30-round plus CX program</u>	<u>Two Week LD Program</u>
\$1,135 (rm, board, tuition)	\$1,385 (rm, board, tuition)	\$895 (rm, board, tuition)

An additional \$75 enrollment fee is required upon application.

For more
information
contact:

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



Presenting the

Stanford National Forensic Institute

CX Program: July 26 - August 14, 1997

LD / Events: August 1 -14, 1997

SUPERIOR PROGRAM:

The **Stanford National Forensic 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 attended an institute of sufficient rigor earlier in the summer may apply for acceptance into the "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. Initially confirmed faculty include:

Judy Butler, Emory
Robert Thomas, Emory
Jon Hersey, UCLA Law
Cheryl Burdette, Vestavia
Rachel Chanin, Stanford
Anne Marie Todd, Emory
Michael Major, College Prep
Michael Edwards, Princeton
Hedel Doshi, Vestavia
Sasha Peterson, CPS

Paul Skiermont, Louisville
Matthew Fraser, Stanford
Ryan Mills, College Prep
Byrdie Renik, Columbia
Dave Arnett, Louisville
Bill McKinney, Vista
Minh A. Luong, Purdue
Dan Ho, U of Chicago
Jessica Dean, Boston U
J. Kanan Sawyer, Pinewood

Hajir Ardibili, Kansas
Joanna Burdette, Emory
Abe Newman, Stanford
George Kouros, Emory
Andrea Rufo, Emory
Jon Sharp, Emory
Eric Beerbohm, Stanford
Allison Groves, Reed
A.C. Padian, Yale
Brian Householder, HRS

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

\$1,450 resident plan
\$695 commuter plan

LD and Events

\$1,125 resident plan
\$595 commuter plan

Given the nature and quality of the 1997 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 maximizes program quality by spending 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:**

or call: (510) 548-4800

Stanford Debate - SNFI

1678 Shattuck Ave, Suite 305

Berkeley, CA 94709

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

The National Forensic Consortium presents

THE STANFORD NATIONAL SWING LAB PROGRAM

JULY 26 - AUGUST 14, 1997

The Stanford Swing Lab Program is the finest academic preparatory program for policy debate students. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 1997. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include former national champions, the curriculum is rigorous and carefully executed, and students receive more debates that are expertly critiqued than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1995 and 1996 graduates "cleared" at most national circuit tournaments, including Greenhill, Wake Forest, Bronx, the Bronx round-robin, the Glenbrooks, Redlands, Loyola, Lexington, Berkeley, Stanford, and Emory.

THE PROGRAM

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

Research, Evidence and Topic Inquiry. The Swing Lab program provides intensive instruction in research, argument construction, and advanced level technique. Students will gain expertise in the 1997-98 policy debate topic. The kernels of arguments which are produced by other institutes will be used as a starting point. These argumentative seeds will be used by program participants to construct entire detailed positions which will include second and third level extension blocks, modular topic arguments, and major theoretical positions with micro and macro analytical support blocks.

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

THE PRIMARY FACULTY

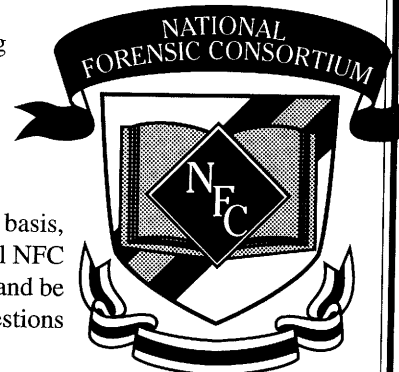
Paul Skiermont attended the University of Kentucky, and currently coaches at the University of Louisville. He was the top speaker at collegiate National Debate Tournament in 1994 and 1995, and was ranked #1 in the country by the annual coaches' poll going into the NDT. While debating he won the award for top speaker at every tournament he attended but two, including the top speaker award at Northwestern and Wake Forest, the two largest NDT invitationals in the nation. In his last two years debating he cleared as the top seed at several of the nation's toughest college tournaments, including the NDT, and he won Northern Iowa and Baylor. In high school he debated at Omaha-Westside where he placed 1st at the national Tournament of Champions and 2nd at NFL nationals, making him one of the most successful high school competitors of the last decade.

Jon Sharp is a debate coach at West Georgia College, and was an NDT debater at Emory University. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth round-robin. He and his partner were ranked #3 in the nation going into the 1994 National Debate Tournament. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his ninth year of teaching summer debate institutes.

Guest Swing Lab instructors will include NFC summer program directors **Jon Hersey, Ryan Mills, Robert Thomas, and Matthew Fraser**, as well as some of the SNFI senior staff, including former champion of the Barkley forum tournament **Abe Newman**.

APPLICATION AND ENROLLMENT

Students desiring to attend the Swing Lab Scholars Program will be admitted on an application-only basis, and are required to attend at least one rigorous debate institute prior to attendance at the SNFI. All NFC camps qualify; other camps will be considered. Complete and send in the NFC application form, and be sure to circle "Policy" and "Swing Lab" as indicated. Call (510) 548-4800 if you have specific questions about the program, or wish to obtain copies of the program application.



A SYSTEM FOR ALL SEASONS

by Jonathan Judge

Very few are happy with the current system used to measure speaker points in debate. The thirty-point system consistently produces wildly varied point totals, and fails to provide a fair and competitive evaluation of all debaters. This article will argue for the establishment of a ten-point system, which the author believes will minimize many of the problems plaguing the current system.

One compelling reason to adopt the ten point system in varsity debate is that, in many ways, it already exists. When was the last time any circuit judge, or local varsity judge, used all those little boxes to aid tabulation of the final total? Most likely, those boxes were crossed out and a flat total, ranging from 24-30, was written in the bottom box. Furthermore, scores rarely go below 20 these days. Thus, in essence, a *de facto* ten-point system already exists. This certainly begs the question, why have a thirty-point system if you're only going to use the top ten points?

Another reason is that it would help standardize point awards, thus defusing a major issue of contention between traveling debaters and their local circuits, which are often stacked with essentially lay judges. With these judges, comparable performances can receive wildly different point awards. The competence of the judges aside, the thirty-point system is at least partially responsible for the volatility in scores. For a lay judge, 15 out of 30, or half, sure sounds like a decent score. After all, it's right in the middle!

These types of scores complicate matters beyond the round itself, as knowledgeable judges find themselves being urged to "compensate" for some of the lay judges in the pool by providing higher scores. Coaches often are tempted to give lower point awards to teams whose judges are offering ridiculously low scores. After all, how can I, in good faith, give a team a score of "27," knowing that the team's judge just got done giving my team a "21" for a similar, if not better, effort?

The increased use of high-low points (dropping the top and bottom

scores when calculating speaker awards) for tabulation is a temporary solution, but, to use classic debate rhetoric, we shouldn't let it blind us to the fact that the 30-point system is in need of reform.

The root cause of these disparities is the core assumption of the thirty-point system: that debate can be objectively evaluated and scored. It can not be so, for much the same reason that rigid point systems fail when evaluating a high school essay. For example: receiving 4 (Very Good) out of 5 points in all categories should hypothetically give a B, or Very Good, score at the end. It does not. If there are six different categories for evaluation, the essay would be scored at 24 of 30 points (80%), a solid 'C', or average, score in most schools. The same problem exists with debate. Students receiving a 4, or Very Good, score in all categories receive a "24," which is on the bottom of most subjective scales used today. Those receiving a "3", or "Average" in all categories receive a total of 18, which is an atrocious score.

Debate *is* subjective, as is its adjudication. Judges don't admire a debater because s/he's a "5 all the way" in analysis, but because of the overall impression that s/he makes. The ten-point system reflects this. Instead of being asked to total up points, the judge is simply asked to offer a flat score, from 1-10, on their overall impression of the individual as a debater.

The whole concept of the "box" system itself is rather suspect. Is anyone else profoundly uncomfortable with a system that allows perfect analysis to count a maximum of 5 points toward the total score? Is refutation really comparable in value to cross-examination, which judges aren't even supposed to consider in their decisions? The situation with lay judges further complicates the matter. How many lay judges using the 30-point "box" system know that much about the categories? My hunch is that very few could, upon demand, draw up a list of needed skills to conduct proper cross-examination, or to offer perfect delivery. Thus, these judges, many of whom have never debated,

end up largely guessing, comparing the debater to a mythical "5" in the category, the likes of which the judge has never seen. What all judges *can* do, however, is make an overall judgment of the debater's effectiveness, and that is what the ten-point system allows them to do. Of course, there are plenty of qualified and experienced coaches currently using the "box" system. All the same, the ten-point system offers them a fairer option.

How then, would the ten-point system work? Here is how I envision it: The series of boxes now used by many to tabulate scores would be eliminated. In their place, a line would be provided for the total points of each speaker. Under this "name area" of the ballot would appear a statement like this:

Please evaluate the overall effectiveness of each debater for this level on a scale of 1-10. In calculating scores, consider various aspects of their performance, including their use of evidence, their analysis and refutation, their organization and their oral delivery.

Please base your score on the following criteria:

- 10 -- Superior;
- 9 -- Excellent;
- 7-8 -- Very Good;
- 5-6 -- Average;
- 3-4 -- Below Average;
- 1-2 -- Much Improvement Needed.

At the discretion of the tournament director, half points may be allowed, as they basically are now.

There are likely to be plenty of objections to this system, so I'll conclude by addressing a few.

Coaches, many of whom are already annoyed by increasingly sparse ballots, have argued to me that they need those categories to isolate specific areas of improvement for their debaters. I disagree. First, keep in mind that those boxes do not exist to provide the coaches with information, and are not being treated as such by judges. They exist to provide the judge with one way to tabulate speaker points. Those categories should be re-
(Judge to Page 70)

1997 UMKC SUMMER DEBATE and Individual Event Institutes

July 7-20, 1997

Summer Debate Institute

• **Policy Debate** — Evidence production is shared between labs, and debaters are taught research skills along with debating skills. **Policy and Lincoln/Douglas evidence costs are included in the price of the institute.** There is an eight-round, concluding policy debate tournament and a minimum of four additional practice rounds included in the two-week schedule.

• **Lincoln Douglas Debate** — Students will work with SDI staff to develop arguments for all the potential LD resolutions and will participate in multiple practice rounds. The institute will conclude with a four-round tournament and elimination rounds. Students also will learn argument theory and construction.

• **Coaches Workshop** — Coaches will be offered residential or commuter training on their choice of three curricula: the 1997-98 policy topics; the 1997-98 Lincoln Douglas topics; or both events. Graduate credit is available, but enrollees do not have to purchase graduate credit to participate in the workshop. A two-weekend course also is available through continuing education.

Institute Director:

Linda M. Collier, UMKC
Director of Policy Debate

Under **Linda Collier's** direction, UMKC's Debate Squad has ranked in the top 20 of the CEDA rankings for the past nine consecutive years and is in the NDT top 10 for 1997. The UMKC squad won CEDA Nationals in 1994 and was first in the national rankings in 1995. UMKC debaters have won

tournaments at the University of Southern California, University of South Carolina, University of Utah and Cornell University, among others.

Other Confirmed Faculty:

Jim Haefle coaches at Macalester College. A nationally successful high school and college debater, Haefle has previously been on staff at Michigan State and Emporia State high school institutes.

David Genco coaches at UMKC and KU and was formerly at the University of North Texas. Winner of the 1994 CEDA National Tournament, Genco has been on staff at Kentucky and previously at SDI.

Christina Sabée coaches at Kansas State University and was formerly at Macalester College. Sabée, one of the 1996 SDI lab leaders, has successfully coached both high school and college debate.

Monte Stevens is a graduate and former UMKC debater. Stevens and his partner were in quarter-finals at Northwestern, the top Jesuit Round Robin qualifier, and second at the KSU Bishop Group Round Robin.

Jennifer Barker and **Scott Betz** debate for UMKC. Barker and Betz qualified for the Jesuit Round Robin, were quarter finalists at SIU, the University of Utah, and winners of the Gateway tournament in Saint Louis. Both are returning to SDI for their third year as members of the staff.

• **UMKC has one of the best college debate programs in the United States.** The UMKC Debate Squad has won three national championships and is currently ranked number one in the nation.

General Information for All Institutes

• **Affordable tuition** includes air-conditioned dormitory housing, a flexible meal plan, instruction and a complete set of camp evidence for debaters. All of the classroom and library facilities are air conditioned. A nonresidential option for all institutes allows local residents to forgo paying dormitory and/or meal costs.

• Up to 3 hours of **college credit** is available to **all students** for \$35 per credit hour.

• **Kansas City is centrally located** and easy to reach at reasonable prices by air or car.

• **Limited need-based scholarships** are available upon application.

Send your \$50 deposit today to receive application forms and information. Enrollment is limited to 55 residential students. Before June 1, instruction, evidence, room and board are only \$650. After June 1, the rate increases to \$695. Commuter costs are \$350.

T H R E E - T I M E N A T I O N A L C H A M P I O N S

1997 UMKC SUMMER DEBATE and Individual Event Institutes

July 7-20, 1997

Individual Event Institute

Institute Director:

Don Crabtree, Park Hill High School
Director of Individual Events

Don Crabtree is the director of Forensics at Park Hill High School in Kansas City, Mo. As a Four Diamond Coach, he has hosted NFL Nationals twice; is a member of the NFL Executive Council; and has coached National Champions, finalists and semifinalists. Crabtree has been on the faculty at the Iowa Institute, American University's National Forensic Institute and Ripon College.

Other Confirmed Faculty:

Mike Edmonds, dean of students at Colorado College, has coached collegiate champions and taught at institutes at the University of Iowa and Emory University.

- After individualized tutorials by national and local experts, participants in the Individual Events Institute will participate in a concluding **showcase** and have opportunities for videotaped performance reviews.

- **Individual Events Offered:** Dramatic and Humorous Interp; Original Oratory; Extemporaneous Speaking; Student Congress; and Duo Interp and Duet Acting.



UMKC 1997 SUMMER DEBATE AND INDIVIDUAL EVENT INSTITUTES APPLICATION FORM

Circle One

Residential Option \$650 (After June 1 \$695)

Commuter Option \$350

DEPOSIT DEADLINE IS JUNE 15, 1997. REGISTRATION MUST BE COMPLETED BY JULY 3, 1996. COMPLETE PAYMENT IS DUE ON OR BEFORE JULY 8, 1997.

Name _____

Address _____ E-mail _____

City, State, Zip _____ Age _____

Social Security Number _____ High School _____

Phone Number _____ (day) _____ (evenings) _____

Parent's Name (N/A for Coaches Workshop) _____

Parent's Signature (N/A for Coaches Workshop) _____

Circle One

Summer Debate Institute

Individual Event Institute

Coaches Workshop

RETURN FORM AND \$50 DEPOSIT (non-refundable) TO:



LINDA M. COLLIER, DIRECTOR
UNIVERSITY OF MISSOURI-KANSAS CITY
5100 ROCKHILL ROAD
KANSAS CITY, MO 64110-2499

Fax 816/235-5539; e-mail to:
LMCOLLIER@cctr.UMKC.edu
(Watch for our Web Site)

THREE - TIME NATIONAL CHAMPIONS

HUTCHINSON RESEARCH ASSOCIATION

Handbooks • Textbooks • Software
Since 1985

Vol. One: Affirmative Casebook \$35.00

A comprehensive look at the energy topic. Seven completely evidenced affirmative cases. Each case comes with complete IAC and full extensions. Ready-made cases for novices or an essential tool adding depth to advanced debaters' research

Complete source citations • Ready-to-run positions and arguments • Premier sources
Compiled by Jason Dechant & Jason Cole, Kansas State University

Save by buying the set: Both Volumes only \$69.95 (Add 7% S&H to any purchase)

⇒ Available at NFL Nationals ⇐

Renewable Energy
The 1997-1998 HRA Blockbooks
**1,500 pieces of high quality
evidence**

Vol. Two: Negative Blockbook \$45.00

No team should be without this book. Min. of 1,000 cards supporting a variety of negative arguments. Several elaborate disads with shells, extensions and affirmative responses. Extensive case-specific research and other traditional negative arguments.

HRA, PO Box 1402, Salina, KS 67402-1402

Visa, Mastercard orders now accepted.

See our web site for details

<http://members.aol.com/HRA4n6/indexhrahome.html>

Available 8/1/97:

Practical Debate (text \$24.95) • *Debate Coaches Guide* (\$19.95)

In Search of the Common Good (congress text \$26.95) • *Forensic TabMaster* (IBM I.E. tab software \$69.95)



COYOTE DEBATE WORKSHOP

July 27 through August 1, 1997

Kansas Wesleyan University • Salina, KS

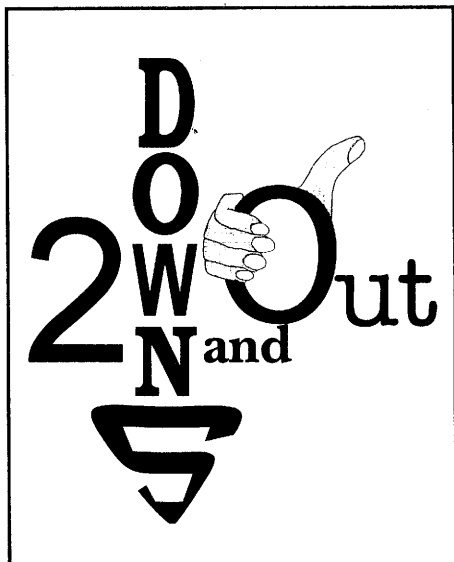
Director: Dr. Eric Marshall, KWU

Instructors: Richard Young, Hutchinson High School, Hutchinson, KS
Gary Harmon, Salina High School Central, Salina, KS

COYOTE utilizes the experience of two long-time coaches of successful programs to impart the rigorous basics of debate to **students with 0 to 2 years of experience, college undergraduate students and coaches**. Our focus? Basic debate theory, Case construction, Negative and Affirmative strategies, Topic Lectures, and Classes specifically designed for coaches. Credit is available for all students and coaches.

On-campus housing + meals \$200
Off-campus housing + meals \$115
Off-campus housing, no meals \$75

To apply/for more details/for inquiries write to: **Coyote Debate Workshop, PO Box 1402, Salina, KS 67402-1402**. Or consult our web site at <http://members.aol.com/HRA4n6/indexhrahome.html>



BURNING QUESTIONS

Useless stuff that is fun to argue about during the third hour on the way home on Saturday night. These are the answers of the Blue Valley High School Talking Tigers Coaching Staff to the Burning Questions of Our Time.

CATEGORY -- DEBATE

Best debater - all time - CLARENCE DARROW
 Worst debater - all time - JAMES STOCKDALE
 Most overused generic disad - DEFACTS
 Stupidest generic - all time - BEEF
 Tireddest theory argument - T
 Stupidest T argument - on "RESOLVED:"
 Worst Possible Panel - REP. BARNEY FRANK, G. GORDON LIDDY, MOHANDAS GANDHI
 Actor least likely to portray a debater - BRAD PITT
 Actress least likely to portray a debater - PAMELA ANDERSON (um, you might want to add quotation marks around "Actress")
 Actor most likely to portray a debater - DANNY DEVITO
 Actress most likely to portray a debater - KATHY BATES
 Best background song for a debate - "WE JUST DISAGREE"
 Person Who Would Win Automatically After 1AC - JAMES EARL JONES
 Team that would contradict themselves the most - PAUL EHRLICH and JULIAN SIMON

CATEGORY -- DI

Final Round - DI - MERYL STREEP,

LAURENCE OLIVIER (transfer student), MARLON BRANDO, PAUL NEWMAN, ROBERT DeNIRO but the winner is ...
 Best DI'r of all time - BETTE DAVIS
 Most overused DI - *Night Mother*
 Worst Choice for a DI - *Blood Moon*
 Worst way to start a DI - "I'm losin' my voice."
 Actor least likely to win DI nats - KEANU REEVES
 Actress least likely to win DI nats - ANDIE McDOWELL
 Actor most likely to portray a DI contestant - ALAN ALDA
 Actress most likely to portray a DI contestant - BETTE MIDLER
 Theme song for a DI - "ODE TO BILLY JOE"
 Politician least likely to win DI Nats - BOB DOLE

CATEGORY - HI

Final Round - HI - RED SKELTON, GROUCHO MARX, CHARLIE CHAPLIN, BUSTER KEATON, LUCILLE BALL but the winner is ...
 Best HI'r of all Time - JERRY LEWIS
 Most Overused HI - *A My Name Is Alice*
 Worst Choice for HI - *The Hardy Boys And the Mystery of Where Babies Come From*
 Worst Way to Start an HI - "Well, this isn't going to be very funny."
 Worst Possible Panel - REV. JERRY FALWELL, J. EDGAR HOOVER, NEIL SIMON
 Actor Least Likely to Win HI Nats - SYLVESTER STALLONE
 Actress Least Likely to Win HI Nats - COURTNEY LOVE
 Actor Most Likely to Portray an HI'r - ROBIN WILLIAMS (doing *Good Morning Vietnam*, of course)
 Actress Most Likely Portray an HI'r - DENNIS RODMAN
 Politician Least Likely to Win HI Nats - AL GORE (the only man to singlehandedly crush the macarena craze)
 Background Song for HI - "Send in the Clowns"

CATEGORY -- EXTEMP

Final Round - Extemp - WALTER CRONKITE, JOHN KENNEDY, TED KOPPEL, HILARY CLINTON, THOMAS JEFFERSON
 Best extemper of all time - DAVID BRINKLEY
 Most overused Extemp introduction - "A Wise Man once said"

Worst way to start an extemp - "The wise philosopher Anon said"
 Worst extemp topic of all time "Will God appear during this round?"
 Broadcaster Least Likely to Win Extemp - DICK VITALE ("The Croatians, Baby - they're going alla way!")
 Politician Least Likely to Win Extemp - DAN QUAYLE
 Politician that you would hate to follow into the room - DANIEL PATRICK MOYNIHAN
 Broadcaster you would most hate to ask you the question - MIKE WALLACE

CATEGORY -- ORATORY

Final Round Oratory - MARTIN LUTHER KING, CICERO (transfer student), PATRICK HENRY, ABRAHAM LINCOLN, ELEANOR ROOSEVELT
 Best Orator of All Times - WINSTON CHURCHILL (another transfer)
 Most overused topic for oratory - "Negative Self Body Image, Leading to Bulimia and Greasy Pores, Etc."
 Worst subject for Oratory - "Why I Should Get the One"
 Actor Least Likely to win Oratory Nats - ARNOLD
 Actress Least Likely to Win Oratory Nats - ROSEANNE
 Politician You Would Most Hate to Follow Into the Room - RONALD REAGAN
 Sports figure you would most hate to follow into the room - TIGER WOODS over MICHAEL JORDAN by a gimme putt.
 Broadcaster Least Likely to win Oratory Nats - RUSH (Ranks - 1,1,6)
 Most Likely to Be D.Q'd - JOSEPH BIDEN

CATEGORY -- MISC.

Most Likely to be Thrown Out of the Extemp Prep room - SAM DONALDSON
 Most Likely to Win Commentary - ANDY ROONEY
 Sports Coach Most Likely to Kick All of Us if He/She Became a Forensics Coach - TONY LaRUSSA
 Sports Coach Most Likely to Just Kick Us - BOB KNIGHT
 Actor Most Likely to Portray Jim Copeland - MEL GIBSON (Hey, Boss, can I get paid for writing this column?)

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

THE BAYLOR BRIEFS

Has the Perfect Combination for Lincoln-Douglas Debate

THE VALUE DEBATE HANDBOOK

– NEW EDITION: Completely Revised in 1997 –

The Value Debate Handbook is the most popular textbook for Lincoln-Douglas debate. It provides a simple system for analyzing Lincoln-Douglas debate topics. It provides fully evidenced briefs on significant American values in easy, ready-to-use form. **The Value Debate Handbook** shows how to LINK the briefs to any of a wide variety of debate topics.

New Features

- Expanded discussion of the meaning and relationship between **Values** and **Criteria** with special emphasis on how to argue for and against ideologically derived values like **justice**, **legitimacy**, the **Social Contract**, etc.
- The addition of new **non-Western philosophers** whose values and worldviews conflict with and oppose those of most European and American philosophers
- New chapters on affirmative and negative case construction, refutation, and rebuttals
- Revised format and discussion of how to use philosophers in actual debates

- A **comprehensive glossary** of L-D concepts and terms, essential for beginning debaters.
- A reading list for exploring various values and criteria

Special Features

- Complex value conflicts made easy to understand and use in debate rounds.
- Criteria for evaluating value choices.
- Evidence with full citations.
- Philosophers made easy to understand.
- Complete annotated L-D debate.

Orders received by May 25th are guaranteed June 15 shipment. MAILING: We mail all orders either *Library* or *Fourth Class Book Rate*. Allow 2-3 weeks for delivery. All cash orders shipped free. Charged orders will be billed for postage and handling. Want Quicker Service? With *Special Handling*, usual delivery time is 3 to 5 days.

THE 1997-98 N.F.L. LINCOLN-DOUGLAS DEBATE RESEARCH SERIES

- A complete publication on each of the four official N.F.L., Lincoln-Douglas Debate Topics. Most major high school tournaments use the N.F.L. topic in their L-D contests.
- Complete value analysis of each proposition.
- Everything you need to debate each of the N.F.L. Lincoln-Douglas topics in complete ready-to-use form.
- Supplements the Value Debate Handbook with specific explanations about how to use the Value Debate Handbook on each of the official N.F.L. topics.

Contents of Each Publication

- Analysis of each topic.
 - Sample affirmative case outlines with evidence and analysis.
 - Rebuttal and refutation guides and briefs.
 - Fully indexed affirmative and negative evidence on each topic.
- PUBLICATIONS DELIVERED TO YOU BY:
1997 - September 1 and November 1
1998 - January 1 and March 1

For Texas Schools

THE U.I.L. LINCOLN-DOUGLAS RESEARCH SERIES

PLEASE SEND ME

____ Copies of **THE VALUE DEBATE HANDBOOK**
1-10 copies \$19.95 each (11 or more \$14.95 each)

____ Copies of **THE N.F.L. LINCOLN-DOUGLAS DEBATE RESEARCH SERIES**: Subscription price: \$69.95

____ Copies of **THE TEXAS U.I.L. LINCOLN-DOUGLAS DEBATE RESEARCH SERIES**: Subscription price: \$49.95

NAME _____

SCHOOL _____ ADDRESS _____ CITY _____

STATE _____ ZIP _____ TOTAL AMOUNT ENCLOSED* SEND MY ORDER VIA SPECIAL HANDLING? ** Yes _____ No _____

*We cannot accept checks made payable to Baylor University. Credit extended to educational institutions and libraries only upon receipt of a valid purchase order.

**SPECIAL HANDLING: Sent Priority Mail or U.P.S. 1 - 5 books \$10.00 • 6 - 10 books \$15.00 • 11 or more books \$20.00

Make Checks Payable to: **THE BAYLOR BRIEFS** P.O. Box 6386 ■ Waco, Texas 76706

THE BAYLOR BRIEFS

Announces the 1997-1998 Policy Publications

BAYLOR BRIEFS: *Changing U.S. Energy Policy: Moving the United States to Renewable Energy Sources*

COMPLETE AFFIRMATIVE CASES

- First affirmative outlines of several affirmative cases complete with evidence. Second affirmative briefs complete with evidence and arguments to answer anticipated negative arguments.
- Evidenced answers to anticipated plan attacks.

COMPREHENSIVE NEGATIVE BRIEFS

- Briefs of first negative arguments against a variety of potential cases complete with evidence on the briefs.
- Completely developed disadvantages and *plan-meet-need* arguments against a variety of cases... evidence on the briefs.

CONTENTS INCLUDE

- Conceptual framework of analysis of the 1997-98 High School Debate topic.
- Over 1,500 pieces of evidence from hard-to-find sources (no *Time*, *Newsweek*, etc.).
- Comprehensive index to all extension evidence.

WHY THE BAYLOR BRIEFS?

- The next best thing to attending a good summer workshop. The Baylor Briefs are **an excellent method for learning independent analysis and case construction skills.**

NEGATIVE CASESBOOKS: *U.S. Energy Policy*

- Vol. I: Studies on the Harms of Energy on the Environment
- Vol. II: Current U.S. Programs to Solve Problems of Energy and the Environment
- Vol. III: Topicality of Changes in U.S. Energy Policy
- Vol. IV: Generic Disadvantages to Changing to Renewable Energy Sources

NEGATIVE'S BEST TOOL

- Complex empirical studies made easy to understand and actually use in debate rounds.
- A complete index to the evidence in each volume.
- All evidence on one side of the page; guaranteed to fit on 3"x5" cards.
- Evidence conforms to NFL recommended standards.

WHY THE NEGATIVE CASEBOOKS?

- The entire research staff is composed of National Champion debaters. America's finest research libraries are utilized.
- Winning Debates. The casebooks cover almost every potential negative strategy. The effects of "Squirrel Cases" are minimized.

PLEASE SEND ME

___ Copies of **THE BAYLOR BRIEFS**
1-10 copies \$18.95 each ■ 11 or more \$13.95 each

___ Copies of **THE NEGATIVE CASEBOOKS**
Complete Four-volume set
1 - 3 sets \$34.95 ■ 4 sets or more \$28.00

THE NEGATIVE CASEBOOKS: Individual Volumes

___ Copies of **Volume I** at \$9.95 per copy
___ Copies of **Volume II** at \$9.95 per copy
___ Copies of **Volume III** at \$9.95 per copy
___ Copies of **Volume IV** at \$9.95 per copy

NAME _____ SCHOOL _____

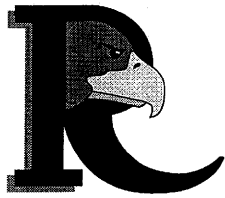
ADDRESS _____ CITY _____ STATE _____ ZIP _____

TOTAL AMOUNT ENCLOSED* _____ SEND MY ORDER VIA SPECIAL HANDLING? ** Yes _____ No _____

*We cannot accept checks made payable to Baylor University. Credit extended to educational institutions and libraries only upon receipt of a valid purchase order.
**SPECIAL HANDLING: Sent Priority Mail or U.P.S. 1 - 5 books \$10.00 • 6 - 10 books \$15.00 • 11 or more books \$20.00

Make Checks Payable to: **THE BAYLOR BRIEFS** P.O. Box 6386 ■ Waco, Texas 76706

*Beginners and experienced veterans alike are invited
to kick off their 1997-98 competition year at the*



1997 RED HAWK FORENSICS INSTITUTE



★ *Sunday, July 20 to Saturday, July 26, 1997* ★
Ripon College, Ripon, Wisconsin

Institute Highlights:

- ★ Research techniques taught by research librarians
- ★ Interpretation skills: characterization, cutting and blocking
- ★ Organization and argumentation in public speaking and limited prep
- ★ Time-management for good students who compete to win
- ★ Individual coaching sessions in YOUR events

The Red Hawks Institute Staff will be led by directors Benedicte O'Neill Bradford and Jody Roy

- ★ Bradford is the head coach of individual events at Ripon College, having coached previously in Kentucky, Arkansas and California. She brings a strong background in all events to the institute, but her extensive professional training as an actress will provide you with great insight into characterization in interpretation and delivery techniques.
- ★ Roy is director of forensics and chair of the department of speech at Ripon College. Before coming to Ripon in 1992, she was director of forensics and head coach of NDT debate at Indiana University. Her background in argumentation and research will be put to work for your prepared and limited preparation public speaking events.

***Bradford and Roy will be assisted by a full complement of assistant coaches and counselors
with experience in all genres of competition***

- ★ Commuter tuition only \$345
 - ★ Resident tuition \$345
 - ★ Room and Board \$180
- \$50 deposit due by July 1, 1997, to secure space.
Make check payable to Ripon College Speech Department.

- ★ Ripon College is proud to be one of the founding chapters of Pi Kappa Delta, the National Collegiate Honor Society for Debate and Forensics. Ripon is also the home of the Pi Kappa Delta Hall of Fame Collection.

***The number of participants will be limited
to maintain a low student-coach ratio, so apply early!***

FOR MORE INFORMATION CALL 414-748-8712

Please fill in the information requested below and send this portion to:
Ripon College Speech Department, Attn.: Jody Roy, P.O. Box 248, Ripon, WI 54971

Name: _____ Phone No.: _____

Address: _____ State: _____ Zip: _____

High School: _____ Year (97-98): _____ Coach: _____

List events and years of experience in each: _____

WORDS: THE BUILDING BLOCKS OF ORATORY AND ALL OTHER COMPETITIVE SPEECH EVENTS

by Charles Ickowicz

... Use of American English should be more than correct; it should reveal a discriminating choice of words...

NFL Oratory Ballot

"put up with" or "tolerate"

"risk" or "jeopardize"

"prove" or "substantiate"

"worried" or "apprehensive"

When speaking which word or phrase would you use? The simpler word or the more sophisticated word?

As contest speaker, this dilemma has probably arisen while you were preparing your speech. Particularly since your vocabulary is being judged and is a factor in winning. In fact, your vocabulary will help you win more than your contests, it will also help you win in life. According to the American Management Association, a strong vocabulary is the single most important factor in management success. But that is a long way off for you to think about. You have a more immediate concern and that is winning the contest.

The English language is one of the richest in the world. It is also the largest. Yet many people, young and old, feel constrained from using the terms that they may want to use because they may feel that they are not simple enough. They may feel self-conscious about using "big words". But there must be some way to use the English language effectively.

As an orator you may have asked yourself these four questions:

1. Is it better to use simple or more sophisticated words?

2. If you choose to use higher level words, how do you avoid expressions that sound pretentious?

3. Do leaders really speak with a better vocabulary than most people? And if so, what terms do they use?

4. Why is a good vocabulary important?

While conducting research for my book *Word Power: Vocabulary For Success*, I discovered that most successful leaders do use a more sophisticated language. They are considered to be our most effective and articulate communicators. After all they are in positions that require great skill in influencing and guiding others. It is this realization - that leaders speak with enhanced vocabularies - that could be the key to resolving the dilemma of which type of words to use. I believe their level of communication skills should set the standard for all educated individuals. Certainly, in oratory, this level of skill will enable you to state your position very articulately.

1. Is it better to use simple or enriched words? By now most of us have heard that popular sentiment, "KISS - Keep It Simple, Stupid". But there's is a another line of thinking that also can be called "KISS - Keep It Sophisticated, Smarty". It agrees that clarity is important but credits the audience with the intelligence to comprehend a more sophisticated vocabulary.

Simple

The "keep it simple" school argues that only basic language should be used to communicate an idea. It almost seems to question the purpose and value of education - at least regarding communication.

But does the "keep it simple" school mean using the simplest word available to communicate a thought? If so, our language skills could very easily deteriorate to a childlike, unsophisticated level. Instead of using precise words, we could recycle simple ones. For example, the term "get" has more than 50 meanings in my thesaurus while the word "thing" has approximately 25 meanings. Here are just a few of the ways these words can be used.

get

Did Theresa *get* (purchase) the new CD player or put the money in the bank for college?

We *got* to (arrived at) the ski slope just in time to start the lesson.

Henry *got* (received) the e-

mail from his brother Jack who is away in college.

Jasmine *got* (obtained) the information for the test from the history teacher.

Did Bob *get* (understand) the math problem?

thing

The teacher wants to discuss two *things* (items) with the class before we start the project.

Three main *things* (issues) caused the French Revolution.

There are three *things* (topics) to discuss in today's Spanish club meeting.

By using only very simple words, our vocabulary will become imprecise, uninteresting, and very unsophisticated. In fact, according to Dr. Hugh Kenner in an article in *Discover* magazine, "we make over 50% of our normal talk recycling only about 100 words". According to Dr. Mario Pei, in *The Story of Language*, the average person uses between 1000 and 1200 workable words in his lifetime. With a language of over 600,000 words, English affords us a tremendous richness in communicating that should not be ignored.

Sophisticated

The "keep it sophisticated" school of thought encourages use of a more enriched vocabulary. It views words as tools - tools that need to be mastered in order to be articulate. It suggests that being articulate is a virtue and of value in communicating ideas. If the purpose of education is to elevate our skills and capabilities, then after receiving an education we should grow and change.

At the beginning of this article I listed terms that some might say are too complicated. Review the following sentences out loud and see if the idea is complicated by use of the enhanced words.

My parents seemed *apprehensive* (worried) about my decision to go skiing in Colorado with friends.

You will *jeopardize* (risk) your chance of getting into the college of your choice if you do not take grades seriously enough in

high school.

The teacher would not *tolerate*/(put up with) any book reports which were grammatically incorrect.

In preparing for the debate, Gail checked her facts carefully in order to *substantiate*/ (prove) her position that the downfall of Communism was due to economics.

It is plain to see that these higher-level words are not complicated or confusing, nor do they detract from the idea being expressed. Instead they add richness, nuance and precision. The real danger with these higher level words is not in using them but in over using them. For example, the following statement might be difficult to comprehend because of its over use of the more sophisticated terms.

The debating team would not tolerate any unsubstantiated claims because they were apprehensive that they would jeopardize their position.

However the same idea could be communicated more effectively by using fewer higher-level words:

The debating team would not tolerate any *unproven* claims because they were *worried* that they would jeopardize their position.

For comparison, this is what the statement would sound like without any higher level words:

The debating team would not *put up with* any *unproven* claims because they were *worried* that they would *risk* their position.

An enhanced vocabulary offers us richness and variety in communicating. My favorite analogy is to a painter's palette of colors. If the choice of colors were limited, the artist would not be able to create beautiful paintings. Analogously, if we limit ourselves to simple terms, we would lose the expressiveness, variety and dynamism that come with more highly developed communication skills.

2. If you choose to use higher level words, how do you avoid expressions that sound pretentious?

Let's think back to your English classes. French, you may recall, entered the English language in 1066 when William the Conqueror invaded Britain. For 300 years, French was the official language of England and we now have both French and Anglo-Saxon syn-

onyms for many expressions.

In fact, today's English language has more synonyms than any language in the world. Given the enormous choice of words, how do we know which terms to use? By looking at the speech patterns of articulate leaders, we can draw conclusions regarding which words to use and create a simple system illustrating the least and most desirable terms to use. Let's take a look at word origins since they will provide insight into the speech patterns of leaders:

Level 3

extirpate(L) refractory(L)
cogitate(L) abrogate(L)

Level 2

eradicate(L) obstinate(L)
contemplate(L) terminate(G)

Level 1

get rid of(OE) end(ME)
stubborn(ME) think
(L - Latin, G - Greek, ME - Middle English, OE - Old English)

Level 1 is the level that most of us use in everyday speech, relying on simple words that are commonly Anglo-Saxon. Level 2 are expressions commonly used in the media and by leaders. Many of these expressions are derived from French, Latin and Greek. Level 3 words are unusual terms, non-Anglo-Saxon based, that would only be found in scholarly journals or formal documents and tend to sound pretentious in conversation. They are the least desirable synonyms for oratory or conversation. Leaders avoid them and focus on the enhanced words of Level 2 instead.

3. Do leaders speak with a better vocabulary than most people? Through my research, I found that leaders do indeed use a more sophisticated vocabulary, not only in formal settings, but also in their casual conversations. I gained three insights from researching hundreds of interviews covering a broad range of topics. My first discovery was that leaders tend to use words derived from Latin, French and Greek rather than simpler Anglo-Saxon based terms. These are the words that leaders are most comfortable with when speaking off the cuff - words that communicate thoughts clearly, dynamically, succinctly. Another discovery was

that leaders do not eliminate simple expressions from their word bank but try to balance simple Anglo-Saxon terms with higher level words. My third discovery was that they use commonly understood words that are not commonly spoken. These terms are more sophisticated, more authoritative and also more precise.

4. Why is a good vocabulary important? The key reason for having good spoken vocabulary skills is not to *impress* others but to *influence* them - either in a public forum, such as, debate or in private situations. By having a good vocabulary, you are able to express your ideas more articulately. The more articulate you are, the more credible and authoritative you become. By becoming more credible, your ability to influence others increases.

Obviously, when speaking your credibility is critical. What you say is certainly the most important part of the presentation of your position but how you say it is also critical. Consider standing at the podium in an ill-fitting old suit when at a tournament. Will you feel differently? Do you think that the audience will perceive you differently? If something as basic as clothes will influence your audience, how much more so will the words that clothe your ideas.

Many educated, capable young people have the know-how to achieve success, but may lack the skills to communicate what they know effectively. According to the newly elected Senator from New Jersey, Senator Robert Torricelli, "Communication is the key to progress in our global society, and those who can articulate their thoughts and visions will be the leaders of tomorrow." Words are the building blocks of effective communication. Contest speakers have the opportunity to hone those critical vocabulary skills that will enable them to win in oratory and lead in life.

(Charles Ickowicz is author of *Word Power: Vocabulary For Success* which is available by calling 1-800-356-9315.)

NFL IN PICTURES



Who says debate trips aren't fun! Heritage Hall (OK) squad "rocks out" at Ed Debevic's Chicago restaurant while attending "The Glenbrooks" tournament.



From 56... to 1! Adam Sokoloff and Nathan Dayani (Shawnee Mission East, KS) win NFL's largest district debate tournament. Coach is Paulette Manville.



In speaking, oratory and debate - enhance your effectiveness with:

Word Power: Vocabulary for Success

by Charles Ickowicz - Discover the words used by America's leaders!

"This book will be an invaluable tool in the realm of communications."

-R.G. Torricelli, U.S. Senator of New Jersey

"an effective and manageable guide to this important aspect of self-development."

-R.W. Smith, Chairman & CEO, Bell Atlantic Corp.

"a sampling of words used by... world changers."

-A.W. Richards, Governor of Texas

"a practical roadmap to increasing one's vocabulary."

-E.J. Dauber, Assistant Attorney General of New Jersey

"written in a style that educates and entertains at the same time."

-H.P. Kamen, Chairman & CEO, Metropolitan Life Company

With **Word Power: Vocabulary for Success** you will discover the words that are the building blocks for effective communication. You can also take a unique and fascinating test that will enable you to compare your conversational vocabulary to the vocabulary skills of students at three of America's most highly regarded universities. Features include: brief history of the English language•sample sentences bringing these words to life with examples of leaders using these terms•reinforcing quizzes and review tests•speaker's and writer's reference guide

Call Toastmasters 1-714-858-8255 or call 1-800-356-9315



170 page paperback. \$7.95 + shipping. 15 Day Money-back Guarantee.



NOVA SOUTHEASTERN UNIVERSITY'S
SuperStar Summer Programs
Presents the

NATIONAL INSTITUTE FOR THE DRAMATIC ARTS

July 11 - 25, 1997

Fort Lauderdale, Florida

TOP 5 THINGS YOU NEED TO KNOW ABOUT N I D A

1. Specially-designed for beginning and advanced theatre students, ages 12-18
2. Staff composed of Certified Teachers, College Instructors and Theatre Professionals
3. Flexible curriculum: study acting, design, construction, stage management, or ALL - YOU CHOOSE
4. Rehearse and perform in college facilities and a professional theatre
5. Feature your skills in the "NIDA SHOWCASE"

Core Curriculum

ACTING FOR COMMERCIALS & THE CAMERA
INTENSIVE MONOLOGUE AND SCENE WORK
LIGHTING, SOUND AND SCENIC DESIGN
PROFESSIONAL GUEST SPEAKERS
SHAKESPEARE WORKSHOPS
IMPROVISATIONAL ACTING
AUDITION TECHNIQUES
RESUME WORKSHOP

What is the NIDA Showcase?

On July 24th and July 25th, NIDA will present three showcase performances at the Vinnette Carroll Theatre in downtown Fort Lauderdale. NIDA students will perform scenes, monologues, one-acts and other creative works which have been developed during the institute. The showcase offers a prime opportunity for NIDA students to get practical experience on a PROFESSIONAL stage in front of REAL audiences.

FOR APPLICATION OR MORE INFORMATION Contact

Brent Pesola, Director of Summer Programs
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314
800-458-8724 Ext. 3
or (954)262-4402
Fax (954)262-3973

Exciting Extras

SMALL CLASSES
INDIVIDUAL INSTRUCTION
PROFESSIONAL HEADSHOTS
MEAL PLAN PROGRAM AVAILABLE
FULLY SUPERVISED SOCIAL ACTIVITIES
VIDEO OF PERFORMANCE AND CREATIVE WORK
COUNTRY CLUB HOUSING" FOR RESIDENT STUDENTS
ADMISSION TO LOCAL AND PROFESSIONAL PRODUCTIONS

The 1997

Florida Forensic Institute

A Few Highlights

*From the Largest & Fastest Growing
All-Events Institute in the United States*
JULY 25 THROUGH AUGUST 8

Lincoln-Douglas Debate

The L-D workshop at the FFI continues to grow each year in numbers, just as the students leaving the institute have grown in their knowledge of debate. Our highly qualified staff of teachers and lab assistants work with students of all skill levels to enable them to reach their full potential as debaters. Students learn the foundations of philosophy, effective speaking skills and countless debate strategies that continuously place FFI alumni in the final rounds of national tournaments. *Featuring Tucker Curtis, Dale McCall, Lisa Miller, Duane Carr, Jeremy Mallory, and more.*

Duo Interpretation

The FFI offers instruction in **all** of the interpretation events, and we have one of the premiere programs for those interested in Duo Interp--NFL and/or CFL style. FFI instructors collectively have coached more than **10 national finalists** in this event, including several NATIONAL CHAMPIONS! Come alone or with your partner to learn from the best! *Featuring Tony Figliola.*

Student Congress

The FFI is one of the few institutes to offer Student Congress as a separate lab. Instructors work with students who are new to the event, as well as highly seasoned competitors who wish to refine their skills. The lab focuses on the essentials of Student Congress theory and practice: ethics, drafting and critiquing legislation, brainstorming, speech writing, parliamentary procedure, congressional argumentation, and, of course, ethical politicking. No one will ever call Congress a "secondary event" again. *Featuring former national champion James Tally.*

Teacher Workshop (7/28-8/8) & National Coaching Institute (7/21-25)

These workshops for teachers offer the opportunity for new coaches as well as experienced coaches to enhance their coaching skills. The FFI presents three options; an intensive one-week institute for coaches **only**, a two-week session which runs in conjunction with the FFI, or a combination of the two - one week of each. Accredited University credit is available. *Featuring top notch staff from the Florida Forensic Institute.*

THE FFI ALSO OFFERS THE FINEST INSTRUCTORS IN THE COUNTRY FOR:

- **Extemporaneous Speaking** (*Featuring Fr. John Sawicki & Mr. Merle Ulery*)
- **Original Oratory** (*Featuring Mr. Bob Marks*)
- **Team Debate** (*Novice & Varsity Labs, with Carmen Adkins, Eric Boberg & Jeff Tompkins*)
- **All Interpretation Events** (*With Tony Figliola, Peter Pober, Casey Garcia, Heather Wellinghurst, Debbie Simon, David Risley, Dave Kraft and more.*)

JOIN THE MOST EXCITING, INTENSIVE, AND REWARDING INSTITUTE IN THE COUNTRY!

Held on the campus of Nova Southeastern University in Ft. Lauderdale, FL

To receive an application to the FFI, or for more information, please contact
Brent or Kristin Pesola at 1-800-458-8724 or 954-262-4402.



Get a Jump on the Competition!

You'll be way out in front for the 1997-98 debate season by getting the Renewable Energy Information Resource Kit. You won't want to be without this valuable resource. Don't delay. Order your free kit TODAY!

Mail the coupon below to: HCI Publications,
410 Archibald Street, Kansas City, MO 64111.
Or fax the coupon below to: 816-931-2015

.....

Yes!

I want to be out in front! Send me the Renewable Energy Information Resource Kit!

Name _____

Address _____

City _____ State _____ Zip _____

Phone Number: _____

Best time to reach (day, evening, etc.): _____

What is your role during the 1997-98 Debate Season? (check all that apply)

☐ Debate Participant

☐ Novice (1st year)

☐ Junior Varsity (2nd year)

☐ Varsity (3rd/4th year)

☐ Coach

☐ Teacher

☐ Other (describe) _____

HCI Publications is a leading publisher of magazines, newsletters, and information products in the energy field. The 1997-98 Renewable Energy Information Resource Kit will give you access to many useful and worthwhile resources for the new debate season.

ADVICE TO PLAYERS

by Tony Figliola

In an age when overpaid athletes deliver groin kicks to cameramen and send saliva spewing at low paid referees, we, in the forensic community, must insure that our competitive meetings are civil ones. When one student conducts him-/herself professionally and treats fellow performers respectfully, others will want to engage in similarly edifying behaviors because, quite simply, they really have a way of making everyone feel good about themselves and about our noble craft. With this in mind, I offer my "Advice to the Players".

1. En route to the tournament or at the affair, either by yourself or with your team, engage in vocal warm ups. Your vocal mechanisms are not unlike an athlete's body that needs to be stretched and conditioned prior to performance.

2. Check out your rooms before the round begins--note size, shape, arrangement, acoustics. Experiment and adapt PRIOR to the opening assembly.

3. If you are the next speaker, allow your judge to finish writing his/her ballot before you get up from your chair. Unobtrusively note when the judge is ready, then approach center stage.

4. Once you are in front of the room--in the SACRED SPACE be focused and ready to perform.

a. Act maturely before the round commences; don't arm wrestle the guy behind you, or tell annoying jokes.

b. Exude a quiet confidence as you get up from your chair.

c. Do not engage in what might detract from your concentration or the audience's estimation of your ability: do not take off your watch, fix your hair or clothing, remove change from your pocket; do not egregiously search for focal points; do not fidget or show other such signs of anxiety.

d. Do not begin with cliches--"Are the judges ready?" Try to "sense this out" with an inquisitive look and a polite nod.

e. Do not blatantly bow head or body before you begin--there's no need to draw attention to the fact that you need to concentrate to start. After getting the nod

from the judge, freeze in a neutral position for a second or two, then start teaser or intro.

5. Deliver intro sincerely, conversationally, passionately. Compose it with care, avoiding those hackneyed expressions: "All of us, at one time or another," and so on. Be personal and creative. Write in your own voice. There are different theories about the purpose of an introduction.

a. It should advance the argument--the moral/social/intellectual point--of the literature, justifying its importance/significance.

b. It should set up expectations that are then fulfilled in the selection. The result is listener satisfaction, because, if you performed the material correctly, you delivered what you promised.

c. It should be written in the tone of the selection.

d. It need only name title and author if the teaser self-explanatory. (Not the best choice.)

6. Dress conservatively, but stylishly. Look mature. Choose clothes that establish ethos and that subtly create mood. For example, do not wear a hot-pink mini when performing *Agnes of God*. Umpteen years ago I judged a girl at a national invitational who wore just that--along with pink shoes. Nuns don't make a habit of dressing in this fashion.

7. Limit, if not eliminate, all too noticeable jewelry and other such adornments. Door-knocker earrings are ill-advised.

8. Listen attentively to fellow contestants. Attend to nothing and no one but them. Don't read your script, recite your speech, do your algebra homework, put your head down, go to sleep, paint your nails, take off your shoes and socks, or play solitaire. To my befuddlement and consternation, I've seen competitors do these things in rounds. Rather, be supportive of others when they are performing.

9. Do not make boastful comments about your successes in the judge's hearing or to other contestants. At college nationals last year, a student's parents signed their son's name on the blackboard, and wrote next to it, in parenthesis, "He

won this event at AFA Nationals last week." I kid you not.

10. Do not look at the judge writing while others are performing or while you are performing.

11. Focus only on your performance, on doing the best job you can. The minute you start thinking about (1) the first kid who was really excellent or (2) the judge who is writing an awful lot or (3) the fact that you drew first speaking position for the second time today, that minute your performance will be substandard--concentrate only on your work each round.

12. By the same token, never be concerned about "the competition" or about "beating a specific opponent." By worrying about others, you automatically give them power and drain yourself of the necessary energy and concentration that you need to do the best job you can. Throw yourself totally into your work; have a great time doing it. Results will accrue.

13. Do not dwell upon inadvertent or even intentional distractions. If you get angry, you have just worsened your chances of turning in a solid performance. As well, forgive yourself if you make an error; forget about it, and continue.

14. Win and lose gracefully. Make no distasteful comments about judges (who did not advance you into finals) and/or contestants (who made finals).

15. During awards, politely applaud all winners. Exercise reserve when a member of your team receives an honor. When you receive a certificate or trophy, always smile and show appreciation, even if your placement is lower than you expected. And if you receive top honors, don't plop to your knees, bow to some deity, kiss your trophy, and tap dance off the stage. These antics made a boy quite unforgettable at a recent January competition.

16. Don't read your ballots at the tournament site. Examine them on the way home or at home/school. And as you do, try to understand and learn from the most insignificant of comments. Ask yourself: "How could I have 'won over' the (Figliola to Page 74)

Stanford National Forensic Institute

Individual Events Program August 1-14, 1997

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

The Stanford Individual Events Institute offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from across the country as well as meet and learn with students of all levels of experience. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere.

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

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

Custom Coaching Seminars are new to the SNFI Events camp this year. The Institute's large Lincoln-Douglas and Policy debate as well as Individual Events staff allow us access to an enormous resource pool of coaches and former competitors all at the same location.

- * Tournament Competition
- * Individualized Coaching
- * Frequent Performance Review
- * Day Trips
- * Access to Instructors before and after camp
- * Advanced Training
- * Outstanding Staff
- * Two Weeks of Instruction and Performance

"I had never competed before the Institute and now I am taking home First Place awards! I learned a lot while making friends for life. I'll be back!!"

- Loan Pham, 1996 SNFI Individual Events camp participant

Resident cost: \$1,125 / Commuter cost \$595
An additional application fee of \$75 is required
For additional information: call (510) 548-5800
SNFI Events Program, 1678 Shattuck Avenue, Suite 305
Berkeley, CA 94709



Stanford National Lincoln-Douglas Debate Institute

August 1-14, August 14-21

Outstanding features of the 1997 institute:

1) **14 fully critiqued practice rounds:** most camps offer a practice tournament at the end of the camp which may offer only four rounds of total experience. At SNFI, your students will **not** be sent home with a pile of notes on philosophy and a stack of student researched evidence with minimal visible improvement in their debate skills. Your students will receive practice rounds built into the daily schedule. Their progress is monitored so that their development is assured!

2) **Incomparable staff:** The following staff members are **confirmed:**

Program Director: Michael J. Major, College Prep

Academic Coordinator: Minh A. Luong, Purdue University

Lab Instructors:

Hedel Doshi, Vestavia Hills

Derek Smith, Harvard University

Allison Groves, Reed College

Michael Edwards, Princeton

Dan Ho, University of Chicago Law

Jessica Dean, Boston University

A.C. Padian, Yale

Matt Spence, Stanford University

3) **New in '97: Third Week Option:** The outstanding highlight of this option will be an extra 20 fully critiqued practice rounds. Students attending other camps during the summer can avail themselves of this one week experience or students in the regular camp can extend their stay for a total of 34 practice rounds!

A full year of competitive LD debate experience in 3 weeks!

Important Information

	Dates:	Cost:
Stanford LD Institute:	August 1-14, 1997	\$1095*
Commuter program:	August 1-14, 1997	\$595
Third week Option:	August 14-21, 1997	\$675*
(* includes room and board)		

For additional information and applications contact the NFC at:
1678 Shattuck Ave., Suite 305, Berkeley, Ca 94709
(510) 548-4800 FAX: (510) 548-0212

The National Forensic Consortium presents the

Austin National LD Debate Institute

Regular LD Session: July 5-18

One-Week LD Session: July 5-12

The Austin National LD Institute offers a national-caliber program with great instructors at a cost comparable to local camps. The camp has a variety of outstanding features, and has a history of preparing students for all levels of competition: local, regional, and national circuit.

The initially confirmed staff for the 1997 program are:

Ace Padian of Yale University, a nationally competitive LD debater from the College Prep School in California, and **Allison Groves** of Reed College who debated at Apple Valley High School in Minnesota. Her competitive success included 1st at Bronx and 1st at the MBA round-robin two years running. Both of these instructors specialize in teaching philosophy and instructing students of all levels in the art of LD debate.

And here are what some previous ANDI LD camp participants thought:

"I would recommend this camp to other students because it was tons of fun and I learned a lot. The work was hard, but the intensity was high, but wasn't overwhelming... The staff did a good job explaining things and made it easy to ask questions. The quality of instruction, level of intensity, and student to staff ratio were all a '10'..."

Alison Campbell, previous program participant

"I learned a lot and feel I've improved tremendously. I liked the emphasis on research... I felt the best features of this camp were the friendliness of the staff, their dedication to our intellectual and spiritual growth, and the free bumper stickers! The level of preparation of my lab leaders, their knowledge and skill level, and their commitment to providing a quality experience were all 10 out of 10..."

Will Orloff, previous program participant

"I would recommend this camp to others because it definitely helped my skills. This camp expanded my knowledge of philosophy, and there were lots of practice debates. I had a high level of satisfaction with my instructors..."

J.R. Holland, previous program participant

"I will recommend this camp to others because it is a good learning atmosphere, with diverse instructors who try to make debate an exciting experience. The intensity was high, but I'm glad we did so much work because I learned a lot..."

Haady Taslin, previous program participant

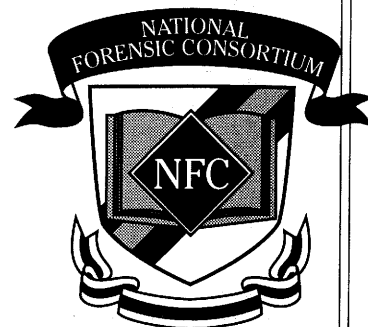
"I would recommend this camp because it's affordable with the same qualities as more expensive camps. I really enjoyed the counselors. ...the instructors were experienced, but were also people that students could relate to..."

Viviana Gonzalez, previous program participant

For a brochure contact:
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

NFC ANDI LD Camp Fees :
\$475 for the one-week, or
\$725 for the full program,
plus a \$75 application fee.

Listed fees include tuition, room and a full board package.



Presenting the

NATIONAL LD DEBATE INSTITUTE, D.C.

July 5-19 at the University of Maryland, College Park, in Washington, D.C.

The National LD Debate Institute, D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. The camp is non-denominational, and offers some of the finest LD instructors available anywhere.

The program features include:

- **NATIONALLY RENOWNED FACULTY**
- **RIGOROUS CURRICULUM**
- **SUPERIOR FACILITIES, LOCATION AND RESOURCES**
- **TARGETED LEARNING**
- **ACCELERATED LEARNING ENVIRONMENT**

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, and all topic preparation materials produced at the camp for LD debaters! Remember to compare complete costs when pricing other camps.

Initially confirmed staff members are:

Michael Major of the College Preparatory School of California, LD coach and College Prep program director

Conn Carol of George Washington University, formerly a nationally successful high school Lincoln-Douglas competitor, round-robin participant, and national qualifier

Here are how NFC students who worked with our staff last year felt about their experience:

"[my instructor] was dedicated, listens to students, is very patient, and makes lab fun. She was very supportive and I learned a lot from her in terms of real world experience. I learned more in 2 weeks than I thought possible."

Natalie Huddleston, previous NFC participant

"[the staff] has an excellent knowledge of philosophy, and of debate. They were very friendly, and I was very satisfied with my experience. The learning experience was incredible."

Jack Fitzgerald, previous NFC participant

"My satisfaction with [my instructor] was great. He gave great critiques, was friendly, and he was always willing to help me with debate."

Danny Schoenfel, previous NFC participant

Costs (which includes housing, lunch and dinner throughout the program, and all program materials/briefs and evidence):

Two Week LD Program

\$895 (rm, board, tuition)

An additional \$75 enrollment fee is required upon application.

For more
information
contact:

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



The National Forensic Consortium presents the 8th annual

California National Forensic Institute

LD program: June 14 - 28

THE STRENGTH OF ANY DEBATE CAMP LIES IN THE STRENGTH OF ITS STAFF. AND TO BE GREAT, A DEBATE CAMP STAFF NEEDS TO BE SUPERBLY QUALIFIED, AND ENTHUSIASTIC ENOUGH ABOUT TEACHING TO BE FULLY INVOLVED IN EVERY STEP OF EACH STUDENTS LEARNING EXPERIENCE.

STUDENTS WHO HAVE WORKED WITH THE CNFI LD STAFF ARE THE ONES MOST ABLE TO GIVE AN UNBIASED ASSESSMENT OF THESE GREAT EDUCATORS:

"I strongly recommend this camp to other students because it helps you not only with basic technique, but also teaches extremely advanced varsity level philosophy and strategic tactics. I loved all of the lectures, particularly the ones on philosophy and logic. And the student to staff ratio was great!"

Munish Puri, previous CNFI camp participant

"The lectures were very informative, and I especially liked the detailed philosophy discussions. I would recommend this camp to kids from anywhere because even though I come from a very different part of the country, I found the camp to be very good. I also felt that the emphasis on research was just right."

Chrissy Stear, previous CNFI camp participant

"The CNFI staff was easy to approach, and really friendly. The stop and go critiques of debates were very helpful, and I liked the intensity level of the camp because it really kept me on my toes. I would recommend this camp to others not only because you learn a lot, but also because of the comfortable environment."

Amber Veldkamp, previous CNFI camp participant

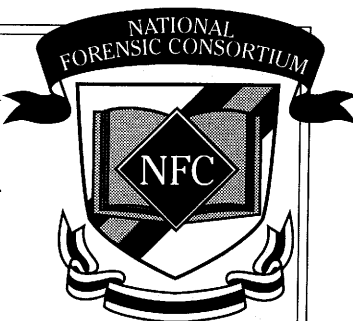
ACADEMICALLY, AND ON PAPER, THESE FACULTY ARE INCOMPARABLE:

ACE PADIAN OF YALE UNIVERSITY, A NATIONALLY COMPETATIVE LD DEBATER FROM THE COLLEGE PREP SCHOOL IN CALIFORNIA, AND ALLISON GROVES OF REED COLLEGE WHO DEBATED AT APPLE VALLEY HIGH SCHOOL IN MINNESOTA. HER COMPETITIVE SUCCESS INCLUDED 1ST AT BRONX AND 1ST AT THE MBA ROUND-ROBIN TWO YEARS RUNNING. BOTH OF THESE INSTRUCTORS SPECIALIZE IN TEACHING PHILOSOPHY AND INSTRUCTING STUDENTS OF ALL LEVELS IN THE ART OF LD DEBATE.

PROSPECTUS and COSTS

Costs for the full resident program for LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,135. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$495. One-week programs are also available, for an approximate cost of \$595. 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



PUTTING THE PUBLIC BACK INTO SPEAKING

by Jill K. Gerken

"Momma, I made a speech today at school. . . . I'm gonna make speeches for the rest of my life!"—Thorton Wilder, *Our Town*

The truth is, for us as forensic educators, our students will be giving speeches for the rest of their lives. While students won't all be using the stylistic presentations of a lawyer or teacher, public address events in forensics are a direct catalyst for future speaking avenues.

Interestingly, a 1994 study investigated the educational perspectives in forensics for the 21st century. (Schroeder, 1994) The final observation stated, "Coaches must develop educational objectives if forensics is to remain a productive, well funded activity." Therefore, the task remains, to make public address events aligned with specific educational objectives, more synchronized for student learning and achievement. In short, we need to put the public back into speaking when coaching our students in public address events. I propose this aim can be met through teaching communication skills for application.

The word "narrate" comes from Latin, made up of *narre*—to tell and *gnarus*—knowing. In communication studies, narrative is a way of knowing, a search for meaning, that privileges experience, process and action. (Conquergood, 1993) What better way to begin making perceived complex ideas, like communication theory, clearer to our students than through that definition which explains a true narrative speech combines: 1) experiences 2) processes and 3) action of the orator.

Unlike interpretation events, original oratory has distinguished itself as an event which mandates students not just to "give a speech", but be effective writers of the oration in elements of style and clarity. Using the three elementary elements of a narration (experiences, processes, action) students can begin to be persuasive in their speech structure and language, not only in the actual speaking. As many high school original oratory's have a larger theme (like volunteerism,

technology, or taking risks), students can create clearer, more direct orations through the three narration elements.

In using "experiences" as an oration foundation, we can use this to instruct students on writing from their broad themes to direct, specific events. All too often, high school orations remain vague and broad. "Experiences" can be woven in the oration in terms of testimony, personal encounters, narrative stories, or any concrete literary device which takes the broad theme of the student's speech into a well written, clearly illustrated example. Aristotle explained one part of the persuasive process was ethos, or speaker credibility. If a student's original oratory is calling for personal change or action on the part of the audience, what better way to show that the persuasive goal can

All too often high school orations remain vague and broad.

be accomplished than through the student's sharing his or her own experience. In short, original oratories can be more memorable through narrating a real person and a real experience to support the overall persuasive thesis.

The second requirement of an effective narration is the "process". Simply defined, this means making both logical links and emotional appeals in a systematic, well thought out way through the oration. Referring back to the original definition, gaining "a way of knowing and a search for meaning" in oration, mandates an organized construction of arguments and contentions. Too many high school public address events lack a basic organizational pattern. As educators, we must instruct students in how to organize the points of the speech or both the students' writing process and speaker effectiveness will be sorely limited. On the east coast, most championship extemporaneous speakers structure their speech into the classic introduction, thesis, preview, three main points, summa-

tion and conclusion. This organizational pattern truly enhances student achievement in making clear arguments and lowers student apprehension during the construction of their extemporaneous speech. The value of this organizational pattern, this "process", is the refinement of what could be seven minutes of rambling ideas into a cogent, well defined speech that answers the extemporaneous question in a balanced style. Original oratory should teach the same skills to students that extemporaneous speech drafting does. However, in too many cases, an organizational pattern of any kind is lacking. As speech coaches, we can assist our students through teaching variations of basic structure, but we must teach our students to write orations with some structure. This will truly make an educational objective come alive in coaching original oratory.

The final criterion of a narration, to know and tell with effectiveness, is the "action" of the orator. As Seneca said, "Language shows a man. Speak that I may know thee." How a speaker handles language says something about him or her. . . . We are quick to make judgements about speakers on the basis of whether their language is forceful or wishy-washy, grammatical or incorrect, dull or lively. (Harte, 1993) The persuasive action of our original oratory students can be strengthened if we coach borrowing a strategy from debate. A popular term in coaching Lincoln-Douglas debate is "word economy". In light of the fact that a IAC has only six minutes, each sentence must be clearly useful and necessary for the affirmative's constructive case. Coaches and students alike pine over each sentence and each word to make sure the language is effective. If only such measures were taken by oratory students. One can presume national championship oratories have been combed for word economy and effectiveness, but to truly come aligned with educational objectives, all speeches by all students should be given that same effort by coaches. (Gerken to Page 74)

The University of Texas, winners of the 1992-1993, 1993-1994, 1994-1995, 1995-1996 American Forensic Association National Debate Tournament--National Individual Events Tournament Overall Championships, presents

THE 1997 UNIVERSITY OF TEXAS NATIONAL INSTITUTE IN FORENSICS

CX DEBATE WORKSHOP	JUNE 27 - JULY 14	\$999
CX DEBATE PLAN II WORKSHOP	JULY 18 - AUGUST 7	\$1299
CX SUPER SESSION	JUNE 27-AUGUST 7	\$2499
INDIVIDUAL EVENTS WORKSHOP	JUNE 28 - JULY 13	\$949
LD DEBATE WORKSHOP SESSION 1	JUNE 28 - JULY 13	\$949
LD DEBATE WORKSHOP SESSION 2	JULY 18 - AUGUST 2	\$949
RAP SESSION	JULY 2 - JULY 12	\$749

*prices include: ① air conditioned suites ② a full meal plan ③ tuition ④ lots of free copies.
prices do not include \$65 non-refundable application fee before May 15, \$85 thereafter.
• commuter and coach rates available • need based tuition reductions available*

Reasons to Attend!

The Libraries: students enjoy authorized access to the 6th largest public library system in the United States. For those researching renewable energy, UT's specialty collections on oil, gas, and energy in our science and engineering libraries have been rated as the best in the country.

Students like our product. Nearly 35% of those students at the 1995 Summer Workshop also attended in 1996. Over 98% of the student evaluations we received indicated they would recommend the UTNIF to other students. Out of the students who had previously attended other camps, every one of them commented that the UTNIF was a superior learning experience.

The UTNIF is the only institute sanctioned by the University of Texas at Austin. All after expense proceeds go to student travel and scholarships.

We promise a superior staff. Staff members represent National and State championship coaches and competitors at every level of high school and collegiate competition, including CFL, NFL, UIL, TFA, NFA, and many state championships.

Our price is competitive. Sure there are less expensive institutes, but we challenge you to compare the **per day** institute price of UTNIF with any other program. In addition, when you compare the experience of our faculty, on campus facilities, dormitory amenities, and student to faculty ratio to other workshops it becomes apparent that **the UTNIF offers much more for your dollar than both less expensive and higher-priced institutes.**

THE UTNIF is the only Austin Institute that: (1) is sanctioned by the University of Texas, (2) provides authorized access to the University of Texas library system, (3) .

For more information and a brochure when available, contact **Dr. Peter Pober**, Dept. of Speech Communication, Jesse H. Jones Communication Center, CMA 7.114, Austin, TX 78712, (office) **512 471 1957** (fax) 512 471 3504 or e-mail **DR. JOEL ROLLINS AT JD.ROLLINS@MAIL.UTEXAS.EDU**

This year's UTNIF offers several challenging programs for students of all skill levels:

CROSS EXAMINATION DEBATE

PLAN I (June 27-July 14) provides a curriculum for debaters of all skill levels, including novices. We will follow our traditional commitment to philosophy in debate, numerous practice rounds, and have designed our curriculum to emphasize the complimentary aspect of debate, those elements that contribute to the development of individuals who will be able to examine critically their own lives and society. With a **student to staff ratio of 7:1**, we are able to emphasize FUNDAMENTALS as well as RESEARCH. We also believe that education is a cooperative endeavor between all members of a learning community. As such, students will have access to all materials produced by the institute.

PLAN II (July 18-August 7) curriculum is designed for more competitive debaters desiring a more rigorous orientation. Enrollment in the program will be competitive and limited to a maximum of 50 students. Instead of being saddled with the methods of one or two instructors, students will have access to all members of the faculty. Last year our **student to staff ratio was 3:1**. Of course there will be structured lectures on debate theory, praxis, and topic specifics, but students will be able to tailor much of the curriculum to their individual needs. We also promise that students will have available to them a micro debate or practice debate every day, a practice tournament, and individual instruction.

SUPER SESSION (June 27-August 7) is for those students desiring a truly rigorous educational experience. Those enrolled in SUPER SESSION will have all the amenities provided in PLAN I and Plan II, four work days with intensive instruction during the intersession, special lab assignments, and all evidence produced in both sessions.

Core CX faculty includes: David Breshears, asst. coach at UNT and UT, 3 time first-round recipient and finalist at Harvard; Eric Emerson, semifinalist at 1995 National Debate Tournament (NDT), two time first-round recipient for UT, and asst. debate coach at Clark HS; Monte Johnson, former debate coach at Dartmouth College and third speaker at the 1994 NDT for the University of Iowa; Kevin Kuswa, 1992 NDT Champion for Georgetown, Top Speaker at NFL; and asst. coach at UT; Brian McBride, asst. coach at UT, 3-time first-round NDT recipient for UT, and former Texas State CX Champion; Joel Rollins, Director of Debating at UT; Sonja Starr, Quarterfinalist at the 1996 NDT and winner 1997 Heart of America for Harvard U; Lesley Wexler, finalist and second speaker at the 1997 Heart of America.

INDIVIDUAL EVENTS (June 28-July 13) Each student enrolled in the Individual Events workshop will be given individual attention by highly acclaimed coaches from across the country, as well as UJL, TFA, NFL, NFA and AFA champions and finalists in each of the competitive speech areas, many from the 1994 and 1995 American Forensic Association-National Champion University of Texas Individual Events Team. For the base tuition price, students will focus on one event. For those who wish to study two events, for an additional charge, students may enroll in the Major-Minor Program. Each student who chooses to enroll in the Major-Minor program will decide which two events s/he wishes to study with the understanding that the event chosen for major study will be competition-ready when you leave the institute, and the event chosen for minor study will be researched, compiled, and analyzed, but perhaps not quite ready for competition. The faculty is experienced in all speech events, and as such, students may choose to study any of the following: Foreign Extemp, Domestic Extemp, Original Oratory, Dramatic Interp, Humorous Interp, Dramatic Duo, Prose Interp, and Poetry Interp. Additional events due to regional developments may be added to suit individual student's tastes.

Core faculty includes: Anthony Figliola, winner of more NCFE championships than any coach in history; Meg Howell, Director of Forensics at Mountain View HS, Mesa, AZ; L D. Naegelin, chair of NFL's Council Committee on Duo Interpretation; Peter Pober, Director of Individual Events at UT; Deborah Simon, co-director of Forensics at Milton Academy; Liz White, coach of multiple national champions in Oratory and Dramatic Interpretation.

LINCOLN-DOUGLAS DEBATE session 1 (June 28-July 13); session 2 (July 18-August 2). The Lincoln-Douglas portion of the UTNIF is founded on the belief that championship debaters should have a solid understanding of debate theory, argumentation theory, traditional ethics & philosophy, methods of research, and methods of practice. Last year, each student enrolled in the LD portion received no fewer than 14 practice rounds. The LD staff is committed to hands on training, open forums for discussion, and a diversity of topic coverage. The LD institute will be divided into two segments. In the **OPEN SEGMENT**, students will receive instruction in basic philosophical positions, Lincoln-Douglas Debate theory, argumentation theory, case-writing, topic analysis, and value systems. Students will debate no fewer than two separate resolutions. The **ADVANCED SEGMENT** is restricted to students with prior experience in summer institutes and/or high level of LD instruction. Last year's **core faculty included:** Martin "Randy" Cox, co-director of Forensics at Milton Academy and frequent contributor to the *Rostrum*; Matthew Whitley, all time NFL point leader and 1993 NFL LD National Champion; Mike Erickson, winner 1992 LD Tournament of Champions and MBA Round Robin; Jay Conklin, 1995 TFA State LD Champion; Mark Webber, coach at Houston Memorial HS and contributor to the *Rostrum*.

RAP SESSION--RESOLUTIONAL ASSUMPTIONS AND PHILOSOPHIES (JULY 2-JULY 12): The purpose of this workshop is three-fold; first, to provide the necessary space for thinking about resolutions; second, to produce round-ready, winning arguments from that thinking; third, to debate those and other arguments. This workshop is designed to *supplement* other workshops and subsequent work. The student-teacher ratio is less than **seven to one** (three teachers, twenty students). This will allow for several different formats, including very small groups. This low ratio combined with an overall limited enrollment offers more direct access and contact between *all* teachers and students. The teachers have been selected to create a diversity of intellectual, ideological, and philosophical traditions. The setting will be cooperative, friendly, and designed to encourage thinking. Ultimately, though, the course of the workshop will be set by all involved. The students here will become the teachers of debaters, judges, and coaches all around the country. Last year's **core faculty:** William (Bill) Shanahan, former co-director of Weber State and UT's debate program; Ryan Goodman, 2nd speaker at the 1992 NDT, three time first-round recipient, and student at Yale Law.

For more information and a brochure when available, contact **Dr. Peter Pober**, Dept. of Speech Communication, Jesse H. Jones Communication Center, CMA 7.114, Austin, TX 78712, (office) **512 471 1957** (fax) 512 471 3504 or e-mail **DR. JOEL ROLLINS AT JD.ROLLINS@MAIL.UTEXAS.EDU**

C.A.R.E.

SCHOLARSHIPS FOR COACHES COACH ATTRACTION, RETENTION, AND EDUCATION

As a way of providing forensic coaches with the knowledge and tools to establish and maintain competitive speaking programs for students, the CARE Committee invites coaches to apply for CARE/Phillips 66 scholarship money to be used at a summer institute, workshop, or educational institution of their choice.

The CARE Committee is offering two workshops, one at Illinois State University and the other in California. If these do not meet your geographic needs, you may find another setting that does.

Priority for awarding the \$200.00 scholarships will go to coaches who are beginning their coaching careers or who have completed one to five years of coaching. The committee will strive for regional balance in awarding scholarships.

Applications will be accepted throughout May. Decisions should be made by June 10.

For an application form, please contact:

Michael Starks
1569 Andover
Cheyenne, WY 82001

Cheyenne East High School
307-771-2663
Fax: 307-771-2679



SUMMER '97 FORENSIC WORKSHOPS COACH ATTRACTION, RETENTION, AND EDUCATION

The Phillips 66 supported NFL CARE Committee will host two summer workshops in forensic activities for coaches who are beginning their coaching careers or who have completed one to five years in coaching. There will be thirty or more regionally balanced fellowships of \$200.00 to cover housing and instruction. All coaches, young and old, are invited to attend. If you do not receive a fellowship and wish to attend, the cost will be \$200.00 for housing, instruction, and social functions.

BOTH WORKSHOPS WILL FEATURE INSTRUCTION IN: INDIVIDUAL EVENTS, POLICY DEBATE, LINCOLN-DOUGLAS DEBATE, NFL RECORD KEEPING, BUDGET PREPARATION, MATERIALS SEARCHES, MANAGING A TEAM, PUBLIC RELATIONS, AND SPECIAL NEEDS.

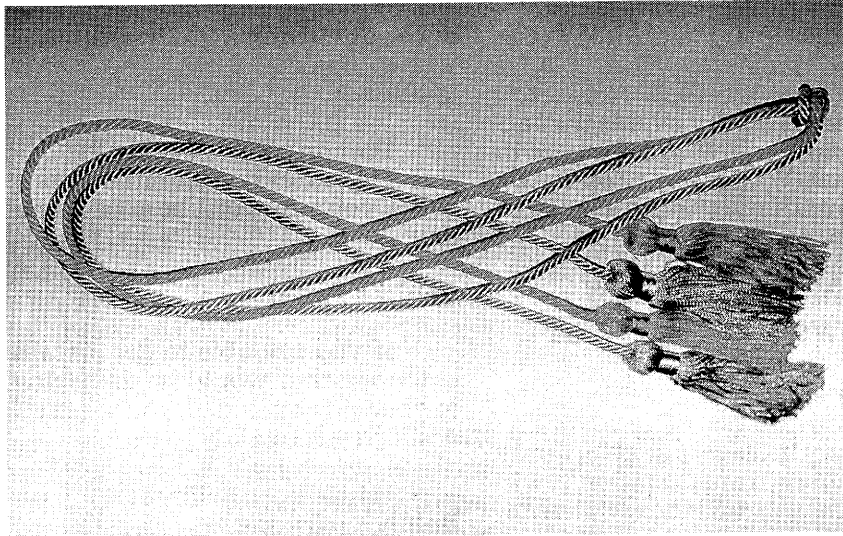
Please contact one of the following people for application forms and further information:

Connie Link
Heyworth High School
Heyworth, IL 61745
Fax: 309-473-2322

Donovan Cummings
Edison High School
1425 S. Center St.
Stockton, CA 95206
Fax: 209-953-4462

REWARD YOUR GRADUATES

(and Undergraduates too)



HONOR CORDS

Where allowed, these silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify NFL membership. Silver is the color of the student key and Ruby the color of NFL's highest degrees. Silver and Ruby colors will not conflict with cord colors of the National Honor Society. **\$11.00 each**

STUDENT SERVICE PLAQUES

Just the right reward for those extra-helpful students who have served your chapter. Perfect for chapter officers, tournament helpers and all students who contributed. **\$7.00 each**

(Mailing fee for each order \$3)

Order by e-mail nfl@mail.wiscnet.net.

Order by fax 414-748-9478

Order by phone 414-748-6206

Order by mail National Forensic League, P. O. Box 38, Ripon, WI 54971-0038

TRY MOCK TRIAL

by M. Donna Ross

*Most of a lawyer's skills
can be obtained from a
paralegal school and
a good high school
forensics class.*

*--Andrew Peyton Thomas
in
The Wall Street Journal
of
September 10, 1996*

What I like about mock trial is that it is so easy. Tell me any other way that you can think of to get a \$200.00 an hour lawyer to work for you for free. Can't do it? So try mock trial. The students love it because they can go to a real courthouse with a real judge and try a case just like (almost) they were real lawyers. Your students can see whether they belong in a law-related career, and they can see that real like is just a bit different from a Grisham movie.

Relax--don't try to do what you don't know how to do. Let your attorney-coach do the legal stuff. Keep right on with the speech stuff that you do know how to do. The pair of coaches can make a wonderful team--with your students as the beneficiaries. Get help. Here's how.

If your area doesn't already have a developed mock trial program, contact members of your Local Bar Association and encourage them to sponsor a high school mock trial competition. They can receive information from the annual "Mock Trial" issue of LAW RELATED EDUCATION, a publication received by all Bar associations. Additional information is available through:

National Street Law Institute
605 G Street NW
Washington, D.C. 20001

Mock trial and moot court have long been staples in the training of attorneys. Since many forensics students aspire to join the legal

lions, what better way to introduce them to the courts than with hands-on experience in a real courtroom, with a real judge, under the guidance of a member of the Bar?

Just as in anything to do with people, we can learn by the things that go wrong. The following "Laws" are based on events that actually happened while we were in mock trial. While they constitute a representative sampling, they have many unnamed siblings.

Murphy Ross's Laws of Mock Trial

Lindsay's Law

If any luggage is inadvertently left on public transportation, it will be the one with all mock trial information.

Corollary 1: All attempts to retrieve the bag will be futile.

Corollary 2: Attempts to retrieve the bag will consume a minimum of all free time the team was scheduled to have.

Corollary 3: All bag retrieving efforts must be in the least savory part of town.

Ajay's Axiom

Part A: The witness you're to cross examine is 4'10" and weighs 90 pounds while carrying luggage. You must prove she used only her bare hands to kill an adult male body builder who could bench press Alaska.

Part B: The witness you're to cross examine is the most blindingly attractive member of the opposite sex you have ever seen.

Extension I: In 10% of all trials, the witness will have a leg cast with crutches and be movie-star good-looking.

Part C: In all cases, the appearance of the witness will turn your legs to bungee cords and your brain

to wheat bran.

Tracy's Theorem

If you are supposed to introduce your teammates, the one name you will be unable to remember is your own.

Damon's Refinement

If you can remember your name, you still won't be able to pronounce it.

Bobby's Paradox

If you are able to get certain evidence that would be damaging to your side excluded, you yourself will bring it up later.

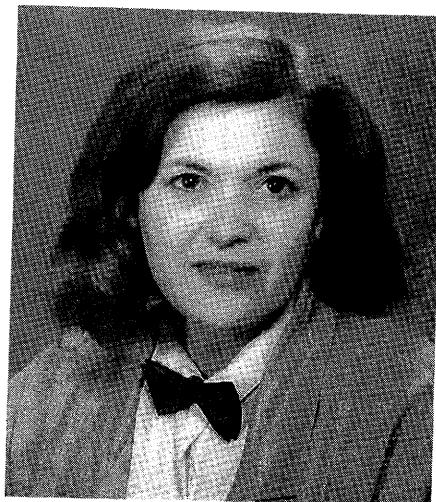
Eddie's observation on Bobby's paradox

You may as well bring up excluded evidence yourself because if you don't, your teammate will.

Hugh's Postulate

If one brilliant idea would guarantee success to one side of a case, you will think of it 10 minutes after the last time you will ever use that case.

(Mary Donna Ross, co-host of the 1998 St. Louis Nationals coached at Parkway Central (MO) HS. Her mock trial record includes four state champions and superior national results.)



Mary Donna Ross

THE *Liberty Debate Institute*



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

The One Week Workshop will run from June 22 through June 28, the Two Week Workshop from June 22 through July 5, and the Three Week Workshop from June 22 through July 12. Both the one week and two week formats are available to beginning through advanced debaters and will feature exposure to outstanding faculty and resources. The three week option is for advanced debaters only.

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

For more information on Liberty Debate and the Liberty Debate Institute, visit our home page on the internet at:

<http://www.liberty.edu>

For A Brochure or More Information:

Contact: Brett O'Donnell
Institute Director
(804) 582-2080

One Week Workshop - June 22-28
Two Week Workshop - June 22- July 5
Three Week Workshop - June 22-July 12

MONOLOGUE OR DIALOGUE

by Cathy McNamara

Every September I gaze at the faces of between 25-30 eager novice forensicators, each of whom I've required to do a solo interpretation event and wonder where all that "new", "fresh", and "emotion-wrenching" material will come from. My first instinct is to guide them to a classroom set of "Great Monologues for Young Actors" just to get them out of their chairs and working. However, as most of my colleagues know, my dislike of monologues in Dramatic Interpretation is great. They are, in my opinion, a wonderful tool for getting many timid, confused first year interpers in the performance mode. But, put in a competitive round with finely tuned dialogue cuttings, they just don't survive. I will admit that I have occasionally been captivated by powerful monologues. It is indeed, incredibly difficult to hold an audience's attention for ten minutes with only one character and I consider this when I'm seated on a judge panel. There is a wealth of great one-character material out there and I would never tell a student they cannot do a monologue. I'm reminded of the beauty of *A Trip to Bountiful*, the suffering of

Sunflower Forest, and pain of *Tradition IA* and more recently, the melancholy of *My Son Susie*.

Why then my general dissatisfaction with monologues? The answer, and thus my first criteria for script selection, lies on the back of the dramatic interpretation ballot which reads "The final test of a good interpretation is that the hearer forgets that this is a contest and is carried away to the time and place of the story being unfolded." With a few exceptions, monologues are incapable of transporting me anywhere except the classroom or auditorium in which the performance is taking place. When a performer breaks the proverbial fourth wall, makes eye contact with me and forces me to be not an observer of the action but a participant in the action, much of the sense of "transportation" is essentially lost. As an audience member, I want to be an eavesdropper in the drama unfolding, not a part of it. I want to silently and unobtrusively be "swept away" to the psychiatrist's office in *Equus*, the jail cell of *Someone to Watch Over Me*, or the hospital room of *Piece of My Heart*. The reason is simple and leads to the sec-

ond criteria for choosing not a monologue but a dialogue--dramatic conflict.

In a well-crafted and delivered monologue, the competitor usually tells the audience a story or a series of stories about their character's life. The audience can then feel their pain, relive with them their inner conflict, their agony. And, done well, this is awesome. How much more powerful thought, when that internal conflict is coupled with external conflict? Real live human beings, struggling through their personal and interpersonal crises. Then I can feel for both of them!!! I can change sides, I can double my angst!!! Consider father and son in *I Never Sang for My Father* or, lover and wife in *On Tidy Endings*, actor and servant in *The Dresser*. The list can go on. If this event is truly "interpretation" and not "acting", when placed in the highly competitive and dynamic round, dialogues more truly meet the criteria set forth by the official ballot.

Cathy McNamara coaches at Shawnee Mission-South (KS) HS and is East Kansas District Chair.)

(Judge from Page 43)
flected within the ballot's written comments. If the category (say, organization) is not mentioned in the written comments, the coach may assume that her debaters are sufficiently organized. If any category is noticeably stellar or lacking, the judge will surely say so on the ballot. The above, included statement should remind judges to provide a comprehensive ballot evaluating many of the skills crucial to successful debate.

The second class of objections deals with logistical matters, two complaints specifically: that the ten-point system will result in increased ties, and, on the other extreme, that judges will go overboard, offering "3/4" points.

Ties should not increase. Remember that the ten-point system

basically reflects the current point spread of judging. Again, I don't believe that we need a point scale greater than ten to evaluate somebody's skill. On the varsity level, the ten-point system may even decrease ties, as it expands the scale from the now *de facto* 7 points (24-30) to 10 points (1-10). Besides, if a true tie does result, then both debaters deserve the recognition.

To those fearful of various obscure fractions appearing on ballots, understand that the further deconstruction of the point system can be simply prevented. Ban it. Say that half points are allowed (as they are in current varsity practice) but that anything else will be rounded off by the tab room. Simple enough. There may be a few who insist on bizarre scoring, but no more than there are now.

Change is difficult, especially when state organizations have reams of ballots in reserve, waiting to be consumed. I confess that I do not know if the ten-point system will ever gain acceptance. Nationally, it will take a catalyst, at least one major national tournament, to take a risk and try the system out for a year. Incremental acceptance is also possible on the state level. State debate coaches associations should seriously consider designating a few tournaments, perhaps only on the varsity level, as ten-point tournaments, and give the system a fair shot.

(Jon Judge is assistant debate coach at Appleton-West (WI) HS. Thoughtful comments may be e-mailed to: Jonathan.M.Judge@lawrence.edu)

AT LONGWOOD, DEBATE, ORATORY & ORAL INTERPRETATION ARE A TRADITION.

★ *Faculty*

Debate (Policy & Lincoln-Douglas)

Doug Springer (Illinois)

Nancy Haga - Longwood College (Virginia)

Oratory/Oral Interpretation

Joe Wycoff - Chesterton High School (Indiana)

Bob Kelly - Chesterton High School (Indiana)

Pam Cady - Apple Valley High School (Minnesota)

*Expect
the Best!*

★ *Coaches*

- enhance classroom techniques
- improve coaching effectiveness
- practical applications and ideas
- hands-on experience
- graduate credit

★ *Fees*

- \$275 Residential Students
- \$160 Commuter Students

★ *Students*

- oratory
- policy debate
- Lincoln-Douglas debate
- research skills
- 1997-98 topic analysis
- case building
- tournament at end of the week
- oral interpretation

★ *Deadline: July 1, 1997*

For more information, contact:

Conference Office

Longwood College

201 High Street

Farmville, VA 23909

(804) 395-2228

e-mail: kweather@longwood.lwc.edu

1997
SUMMER
INSTITUTES:

DEBATE, ORAL INTERPRETATION

JULY 27-AUGUST 1, 1997

ORATORY

JULY 20-25, 1997

LONGWOOD COLLEGE

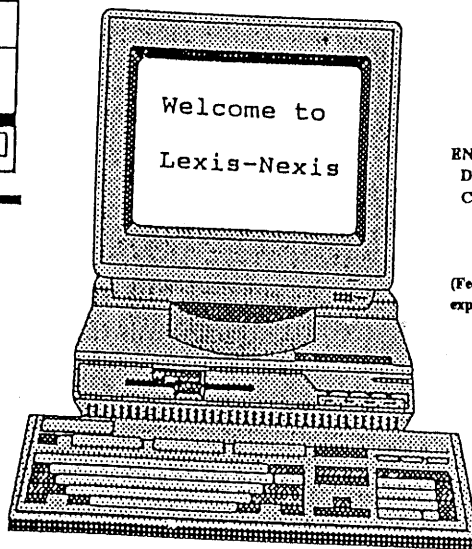
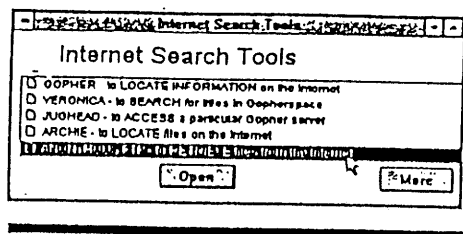


Online Debate Workshop Emporia State University

April 1 to May 15, 1997

NATION'S BEST ELECTRONIC RESEARCH
HIGH SCHOOL DEBATE INSTITUTE

Meet Me on the Internet



ENROLLMENT FEES:

Debater (3 hour college credit) \$225
Coach (1 hour graduate credit) \$110
(2 hours graduate credit) \$220
(3 hours graduate credit) \$330

(Fees reflect college credit and course expenses)

Send Inquiries to:
Professor Glen Strickland
Box 4033--ESU
Emporia, KS 66801

Phone: (316) 341-5709
Fax: (316) 341-6213
Email: Stricklg@esumail.emporia.edu

Additional Information at Websites:
<http://www.emporia.edu/s/www/comta/campad.htm>
<http://www.emporia.edu/s/www/comta/online1.htm>

*****COURSE DESIGN AND INFORMATION*****

Through the Office of the Continuing Education Program in conjunction with the Emporia State University's National Collegiate Debate Program, faculty and facilities, Emporia State will be offering an ONLINE DEBATE WORKSHOP for high school debaters and coaches.

COURSE SETUP:

- *Topic analysis will be conducted on the 1997/98 National Topic
- *Cyberlabs will be conducted on an electronic online Listserve
- *Evidence briefs, cases, topicality positions will be constructed by participants
- *All briefs and case constructed positions will be distributed to workshop participants
- *High school debater will earn 3 units of advance college placement
- *High school coaches may earn up to three hours of graduate credit
- *Students or coaches may enroll at any time up to April 15, 1997

COURSE REQUIREMENTS:

- *Enrolling students must have access to an internet connection
- *Enrolling students must have an active email address
- *Enrolling students should have access to a fax machine

THE PERFECT SPRING WORKSHOP TO PREPARE DEBATERS FOR SUMMER DEBATE CAMPS OR TO PROVIDE OPPORTUNITIES FOR THOSE WHO CANNOT ATTEND A SUMMER DEBATE WORKSHOP

Emporia Debate Workshop June 16 to July 3, 1998

Emporia State
University Summer
Debate Camp!!!!
"The best is right
here in Kansas!"



PURPOSE: To provide high school debaters and coaches an opportunity to develop an understanding of the theories and techniques of academic debate and to research thoroughly the 1997/98 national high school debate topic on energy renewal in the United States.

TANGIBLES:

- (1) Comprehensive lecture sessions on the 1997/98 topic.
- (2) Individualized squad work on affirmative & negative case positions.
- (3) Individualized instruction for advanced as well as novice debaters.
- (4) Comprehensive instruction on debate theories.
- (5) Intensive practice debate sessions on topic.
- (6) An eight round tournament on the national topic.
- (7) Intensive assistance in research on the national topic.
- (8) Supervised access to online research including Lexis-Nexis.
- (9) Copies of two major national debate sourcebooks.
- (10) Supervised access to ESU Debate office copiers.
- (11) Comprehensive instruction on internet database research.
- (12) THREE HOURS OF ADVANCED COLLEGE CREDIT.

LOW-COST BUT HIGH QUALITY THREE WEEK WORKSHOP

Fees for debaters living on campus (15 meal plan).....\$675
Fees for debaters living on campus (zero meal plan)....\$550
Fees for commuting debaters (Emporia area only).....\$360

DEBATE COACHES SUMMER WORKSHOP

One, two and three hours of advanced credit.
Intensive work on 1997/98 policy debate topic.
Affirmative and negative case construction.
Debate theory and topic analysis course work.
Intensive instruction in use of Lexis-Nexis and online research

Fees for Coaches' Workshop: \$99 per credit hour



Send Inquiries to:
Professor Glen Strickland
Box 4033--ESU
Emporia, KS 66801

Phone: (316) 341-5709
Fax: (316) 341-6213
Email: Stricklg@esumail.emporia.edu

Additional Information at Websites:
<http://www.emporia.edu/s/www/comta/campad.htm>
<http://www.emporia.edu/s/www/comta/online1.htm>

(Jones from Page 22)

Mark was a fine golfer, but his desire to win and improve was starting to consume him. He was too tense and too serious about the game and life. And he knew it was not helping either his performance on the course or his relationships off it... A player is so intent on performing well that he starts to forget that trying harder is not always trying better. [*Golf Is Not a Game of Perfect*, p. 212]

What McCumber was forgetting is something student speakers and their coaches also forget--speaking and speech competition should be fun. With all the emphasis on winning and all the work required to win, the process often stops being enjoyable.

That is where the principle that "trying harder is not always better" comes in. Trying too hard can indeed be counterproductive. For example, a debate team who in their drive to prepare for a big competition change the style that has brought them success invites disaster. A student who stays up late practicing the night before a competition may think (s)he's working harder. In fact, she may be hurting her chances of performing well the next day. Coaches and students need to remember to relax and have fun with the activity.

These principles of the zen of forensics are not meant to be instruction, but rather introspective. Which of these might improve your performance as a competitor? Which might you integrate into your coaching strategies? Which do you already incorporate in your competitive philosophies and what effects do they have on your success?

Too often we, coaches and competitors, think only of the results of the competition: the scores, the trophies, the sweepstakes points. In the process we sometimes forget the joys and the learning inherent in the process of competing--the idea that zen can teach us that enlightenment is the result of the journey not the destination.

(Bob Jones coaches at Canby, (OR) and served as co-chair of the NFL Extemp Topic Committee.)

(Cox from Page 17)

SWER IT (Yes, No, or Qualitative).

Preview--State your two or three reasons for answering the question this way.

Reason Number 1: Provide information and contextual facts which are part of the question, showing why this reason is an important and significant answer to the question. 1-3 sources.

Reason Number 2: Same thing. 2-3 sources.

Reason Number 3: 2-3 sources. This should be your strongest reason.

Restate the question, answering it again.

Summarize by restating your three reasons for your answer.

Conclusion: What lies ahead? Or tie back to your intro. Leave us with no doubts.

(Martin "Randy" Cox is the Co-director of Forensics at Milton Academy (MA) and former Co-director of the National Championship speech program at the University of Texas. He serves as Chair of the American Forensic Association National Extemp Writing Committee.)

(Gerken from Page 63)

Make this process of action just that--an active coaching session. Let the student determine the five most important sentences of his or her original oratory, the three "sell sentences", the overall word economy of the oration. In short, "action" refers not so much to the delivery of the oration as it does the act of writing and editing the speech with our students with educational objectives in mind.

As educators, we can be guides and teachers of clear educational objectives while coaching public address events. Educational objectives demand our commitment and reverence, but also our creativity and enthusiasm as coaches as we continue the process of narration--a way of knowing and search for

(Figliola from Page 57)

judge who maybe really should have preferred me in the round but who did not?"

17. Respect the property of host schools.

18. Show appreciation to tournament hosts, and especially to your directors, coaches, judges. Do not take them or their hard work for granted.

19. Get a good night's sleep especially during overnight tournaments. You need to feel energized for the early rounds, and you must have a "power reserve" for later ones.

20. Don't smoke. Avoid, as best you can, acidic or milky drinks. Carry bottled water; take sips when necessary but never very egregiously and certainly not in a way that distracts another performer.

21. Practice frequently and fervently.

22. Do not rest on past successes.

23. Enjoy the activity: the knowledge you gain, the art you produce, the friends you meet, the cultures you encounter.

(Tony Figliola coaches at Holy Ghost Prep in Philadelphia. He has coached numerous national champions and finalists in NFL, NCFL, and national invitationals.)

References

- Conquergood, Dwight. *Storied Worlds and the Work of Teaching*. *Communication Education*. Vol. ume 24. October, 1993.
- Harte, Thomas. (1993, November) *Developing and Utilizing Style through Forensics*. Paper presented at the Annual Meeting of the Speech Communication Association, Miami Beach, FL.
- Schroeder, Anthony. (1994, November) *The Administrative View of Forensics Activities for the 21st Century*. Paper presented at the Annual Meeting of the Speech Communication Association, New Orleans, LA.

(Jill Gerken is director of forensics at Seton Hall (NJ) Prep.)

Samford University's 23rd Summer Forensics Institute 20 July-2 August 1997

Samford University is pleased to announce the dates and staff for our twenty-second annual summer forensics institute. This year we plan to continue to improve the quality of our Lincoln-Douglas, Policy, and Individual Events offerings.

At Samford University we are firmly committed to offering students the greatest value 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. Every student gets the individual attention and direction they need to meet their goals and fulfill their potential in a secure and supportive environment. Our program for novice debaters is widely considered one of the best in the nation. Where other institutes have come and gone over the years, the Samford University Institute continues to prosper. The staff of the 1997 Institute includes:

Co-Director William Tate MA	Director of Debate, Montgomery Bell Academy of Nashville, TN; Director, U. Iowa Inst. '86-97; Samford Summer Institute, '87-97
Co-Director Michael Janas Ph.D.	Director of Forensics, Samford U.; Fmr. Coach, U. Georgia and Iowa; U. of Iowa Inst. '89-97; Longwood College Inst. '89-93; Samford Summer Inst. '94-97
Skip Coulter MA	Coach, Mountainbrook Jr. High, AL; former Director of Debate, Samford U., '77-87; Samford Summer Inst., '77-97
Heidi Hamilton Ph.D.	Coach, Augustana College, IL; fmr coach U. Iowa; fmr. coach U. North Carolina; Iowa Forensic Inst. '92-97; Samford Summer Institute '95-97
Michael Jordan BA	Coach, Montgomery Academy, AL; Champion Debater, Charles Henderson High, AL and Samford U.; fmr. coach, Mountainbrook High, AL; Samford Summer Inst. '89-97
John McClellan BA David O'Connor BA	Champion Debater, Mercer U.; Coach, Warner Robins High, GA; Samford Forensics Inst. '87-97 Champion debate coach at Iowa City West High School; Des Moines Roosevelt; Des Moines Dowling High School. He has had teams to the national finals of most national tournaments. Iowa Debate Inst. '86-97; Samford Summer Inst. '93-97
Matthew Whipple MA	Coach, Glenbrook South High School; fmr. coach, Churchill H.S., TX; Iowa Debate Inst. '89-97; , Samford Summer Inst '95-97
Director L-D Claire Carman	1993 NFL L-D Champion; U. Iowa Inst. '94-97; Samford Summer Inst. '94-97; Rice University
Director, I.E. Gloria Robison	Champion Coach, Texas Military Inst.; fmr. coach, St. James School (AL); Battleground Academy (TN); U. Iowa Inst. '88-94; Samford Summer Inst. '95-97
Extemp Dan Mangis BA	Coach, U. Alabama; NFL Finalist, Extemp, 1993; National Chamion, Student Congress; University of Alabama I.E. Team; DSR-TKA Finalist.; U. Iowa Inst. '92-94; Samford Forensics Inst. '95-97
Interp. John Birdnow BA	AFA Dramatic Duo Finalist '95; University of Alabama champion I.E. team; DSR-TKA Finalist; Samford Forensics Institute '95-97

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.

L-D, Policy, and Individual Events	\$775.00 on campus
---------------------------------------	--------------------

For more information about Samford University or the Samford University Summer Forensics Institute write or call:

Dr. Michael Janas or
Dir. of Debate
Samford University
Birmingham, AL 35229
(205) 870-2509
mjjanas@samford.edu

Mr. William Tate
Montgomery Bell Academy
4001 Harding Rd.
Nashville, TN 37205
(615) 269-3959

Samford University is an Equal Opportunity Institution and welcomes applications for employment and educational programs from all individuals regardless of race, color, sex, handicap, or national or ethnic origin

ANNOUNCING THE 1997

BARTON SCHOLARS PROGRAM

AN INITIATIVE OF THE NATIONAL DEBATE COACHES ASSOCIATION

Phyllis Barton, one of the most distinguished and successful high school debate coaches in the history of the activity, was a fervent and constant advocate of high quality argumentation. Her teams at Princeton High School in Ohio won all of the major contest events, often several times. Barton served as NFL Vice President.

The Barton Scholars Program honors her legacy by funding coach scholarships for summer institute instruction.

Teachers who receive awards are permitted to use grants to attend any summer teacher program relevant to debate of their choice.

WHO CAN APPLY: Any Lincoln Douglas or Policy debate teacher of any level of experience. We will try to match you with a workshop that meets your needs.

WHAT WILL IT COST? It depends. Classes are free at the university workshops that participate with the NDCA. The NDCA will consider each application and try to meet each applicant's financial needs as much as possible. NDCA members may apply without cost. There will be a \$35 fee to non-members when the scholarship is awarded.

WHEN DO I HAVE TO APPLY? Applications must be received by April 15.

WHERE DO I APPLY: For more information, or to apply, send a letter including your financial and educational needs and where you would like to go (if you know) to: Glenda Ferguson, Heritage Hall High School, 1401 NW 115, Oklahoma City, Oklahoma, 73114. Or you may E-Mail at Gfergu1920@aol.com.

Colleges and Universities who conduct summer programs in debate teacher education and who wish to participate in the Barton Scholar Program should contact Glenda Ferguson at (405) 749-3033 (school), (405) 721-6661 (home), Gfergu1920@aol.com (e-mail).

APPLICATION FOR THE BARTON SCHOLAR PROGRAM

NAME: _____ PHONE: _____

SCHOOL: _____ PHONE: _____

FAX: _____ E-MAIL: _____

Please give a brief explanation of your educational needs.

Please give a brief explanation of your financial needs.

Please list the teacher workshops you want to attend in order of preference.

1. _____

2. _____

3. _____

Please send a letter of recommendation from one of your administrators.

Please send this form and your letter of recommendation to:

Glenda Ferguson

The Heritage Hall School

1401 NW 115

Oklahoma City, Oklahoma 73114

Questions? Don't hesitate to call Glenda at 405-749-3033 (school) or 405-721-6661 (home) or E-Mail: gfergu1920@aol.com

NFL'S TOP 50 DISTRICTS

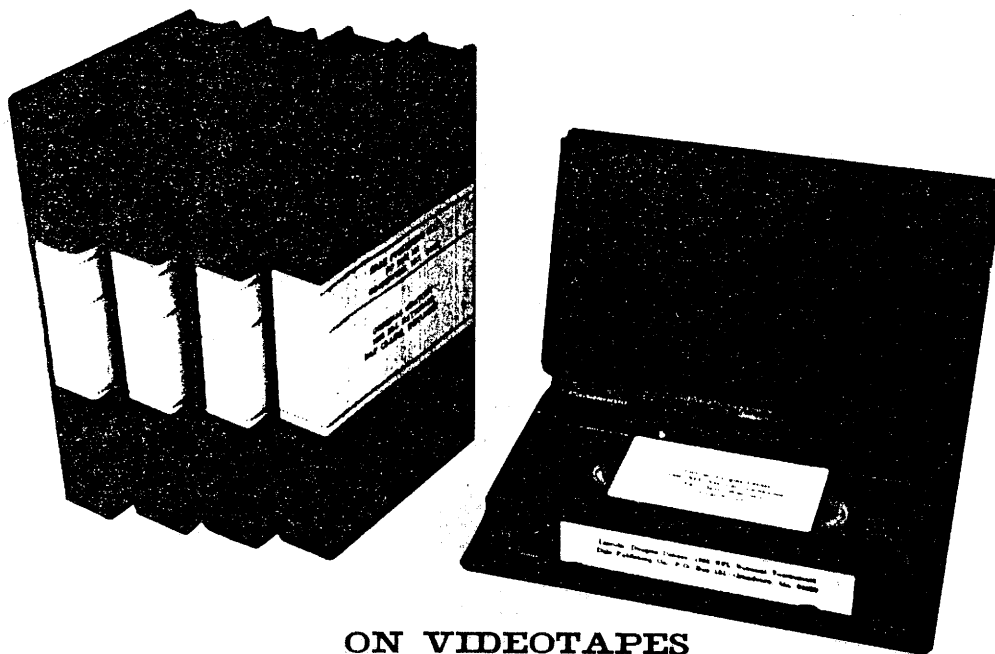
(March 3, 1997)

Rank	Change	District	Ave. No. Degrees	Largest Chapter	Degrees
1.	--	Northern South Dakota	182.66	Watertown HS	473
2.	+1	Rushmore	177.66	Sioux Falls-Lincoln HS	334
3.	+1	Northern Ohio	160.80	Austintown-Fitch HS	319
4.	-2	Kansas Flint Hills	146.41	Washburn Rural HS	390
5.	+2	Heart of America	144.41	Independence-Truman HS	328
6.	+2	San Fran Bay	136.47	James Logan HS	416
7.	-2	East Kansas	133.86	Shawnee Mission Northwest HS	434
8.	-2	Northwest Indiana	132.75	Plymouth HS	379
9.	+4	Show Me	124.29	Raytown-South HS	250
10.	+7	Northern Illinois	120.65	Glenbrook-North HS	338
11.	-2	West Kansas	115.85	El Dorado HS	258
12.	+2	Western Washington	114.54	Auburn Sr. HS	295
13.	+5	Sierra	108.22	Centennial HS	321
14.	-4	Montana	106.95	Flathead Co. HS	254
15.	--	Eastern Ohio	106.13	Stow Munroe Falls HS	259
16.	+11	Nebraska	105.07	Millard-North HS	344
17.	-6	South Kansas	105.05	Wichita Heights HS	200
18.	-6	Central Minnesota	103.50	Apple Valley HS	269
19.	+3	Florida Manatee	103.10	Martin County HS	279
20.	-1	Great Salt Lake	102.25	Kearns HS	280
21.	-5	New York City	101.31	Bronx HS of Science	323
22.	+15	Hoosier South	98.93	Evansville-Reitz HS	544
23.	-2	Hole in the Wall	95.47	Cheyenne-East HS	230
24.	+4	Sundance	95.33	Alta HS	262
25.	+11	Rocky Mountain-South	94.80	Golden HS	276
26.	-2	East Texas	90.96	Taylor HS	234
27.	-2	Illini	90.62	Downers Grove-South HS	510
28.	+2	Eastern Missouri	89.55	Pattonville HS	303
29.	+5	North Coast	88.08	Gilmour Academy	165
30.	-10	Florida Sunshine	87.07	Academy of the Holy Names	298
31.	--	California Coast	86.58	Bellarmino College Prep	373
32.	-3	Ozark	84.68	Springfield-Glendale HS	188
33.	-10	Southern Minnesota	82.82	Rosemount Sr. HS	230
34.	-8	Big Valley	82.63	Modesto-Beyer HS	311
35.	+16	Nebraska South	82.62	Millard-South HS	190
36.	-4	Carver-Truman	81.75	Neosho HS	323
37.	+12	South Oregon	79.46	Ashland HS	252
38.	+9	Tall Cotton	79.07	Amarillo HS	146
39.	+2	North East Indiana	76.88	Chesterton HS	365
40.	-2	South Florida	76.61	Miami-Palmetto HS	440
41.	-8	Colorado	76.22	Cherry Creek HS	264
42.	-3	Eastern Washington	75.63	Mead HS	258
43.	+9	Pittsburgh	74.61	Cathedral Prep School	190
44.	+15	Wind River	74.21	Casper-Natrona County HS	197
45.	-10	West Iowa	73.70	Bishop Heelan HS	193
46.	+9	South Texas	73.50	Houston-Bellaire HS	286
47.	+6	Heart of Texas	72.46	Round Rock HS	146
48.	-6	Hoosier Central	72.14	Ben Davis HS	382
49.	+12	Georgia Northern Mountain	71.46	Westminster Schools	131
50.	+32	Utah-Wasatch	71.20	Ogden HS	153

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Largest Chapter	Degrees
51.	-6	New York State	71.07	Newburgh Free Academy	173
52.	+12	East Oklahoma	71.00	Jenks HS	246
53.	-7	Northern Lights	70.95	Grand Rapids HS	184
54.	+11	Southern Colorado	70.92	Rampart HS	155
55.	-15	Sagebrush (NV)	70.28	Reno HS	136
56.	-14	Southern Wisconsin	70.14	Greendale HS	165
57.	-7	New England	68.27	Lexington HS	376
58.	-4	East Los Angeles	66.75	Alhambra HS	164
59.	-11	Northern Wisconsin	65.90	Appleton-East HS	233
60.	-2	Tennessee	65.85	Montgomery Bell Academy	206
61.	-17	Rocky Mountain-North	65.06	Greeley Central HS	156
62.	-5	South Carolina	64.04	Southside HS	239
63.	+10	Deep South	64.00	Vestavia Hills HS	230
64.	-4	Valley Forge	63.85	Truman HS	184
65.	-3	New Mexico	63.25	La Cuerva HS	130
66.	+6	Western Ohio	62.68	Centerville HS	236
67.	+8	North Texas Longhorns	61.18	Newman Smith HS	210
68.	+9	Pennsylvania	60.64	Belle Vernon Area HS	104
69.	+14	West Oklahoma	60.22	Alva HS	252
70.	-4	Southern California	60.00	Redlands HS	187
71.	-15	Lone Star	59.77	Plano Sr. HS	234
72.	-3	Idaho	59.40	Blackfoot HS	152
73.	-3	Central Texas	59.38	San Antonio-Churchill HS	142
74.	-3	West Virginia	59.00	Wheeling Park HS	103
75.	-7	Southern Nevada	58.44	Green Valley HS	198
76.	-9	Louisiana	55.86	Caddo Magnet HS	199
77.	+2	East Iowa	55.15	Bettendorf HS	140
78.	-15	North Dakota Roughrider	54.52	Fargo Shanley HS	134
79.	-3	Tarheel East	53.08	Pine Forest Sr. HS	110
80.	+6	Georgia Southern Peach	52.10	Warner Robins HS	105
81.	-7	Greater Illinois	51.35	Heyworth HS	124
82.	+3	North Oregon	49.94	Portland-Lincoln HS	122
83.	+7	Kentucky	49.57	Rowan County Sr. HS	158
84.	+7	West Los Angeles	48.83	S. O. Center Enriched Studies	188
85.	+8	Iroquois	46.88	Richfield Springs Central HS	92
86.	-8	Capitol Valley	46.80	Del Norte County HS	102
87.	-3	New Jersey	45.90	Moorestown HS	103
88.	-7	Arizona	45.71	River Valley HS	129
89.	-9	Michigan	43.75	Portage-Northern HS	118
90.	-3	Gulf Coast	43.70	Gregory-Portland HS	190
91.	-3	Mid-Atlantic	42.39	James Madison HS, VA	214
92.	-3	West Texas	41.53	Montwood HS	165
93.	-1	Maine	40.10	Brunswick HS	115
94.	+1	Carolina West	38.09	Trinity HS	90
95.	-1	Mississippi	37.44	Hattiesburg HS	195
96.	+2	Puget Sound	32.38	Mt. Rainier HS	120
97.	--	Patrick Henry	28.82	Princess Anne HS	96
98.	-2	Big Orange	27.69	Esperanza HS	122
99.	--	Alaska	22.50	Robert Service HS	42
100.	--	Hawaii	21.87	Punahou School	71
101.	--	Guam	9.37	Academy of Our Lady of Guam	38

PREPARE FOR NFL DISTRICT STUDY THE CHAMPIONS



ON VIDEOTAPES

NFL'S GREATEST HITS

See the winners of NFL National final rounds. Here, for the first time, are the best together on one tape. See the first and second place winners in individual events and the final rounds of Lincoln-Douglas debate. This teaching tool will significantly improve your classroom instruction and student performance.

Volume I Event Tapes - \$44.95 per Event Tape

- VB1001 Best of Original Oratory 1983-1985
- VB1002 Best of U.S. Extemp 1983-1985
- VB1003 Best of Foreign Extemp 1983-1985
- VB1004 Best of Lincoln-Douglas Debate 1983-1984
- VB1005 Best of Lincoln-Douglas Debate 1985-1986

Volume II Event Tapes - \$44.95 per Event Tape

- VB1006 Best of Original Oratory 1986-1988
- VB1007 Best of U.S. Extemp 1986-1988
- VB1008 Best of Foreign Extemp 1986-1988
- VB1009 Best of Lincoln-Douglas Debate 1987-1988

Volume III Event Tapes - \$44.95 per Event Tape

- VB1010 Best of Original Oratory 1989-1991
- VB1011 Best of U.S. Extemp 1989-1991
- VB1012 Best of Foreign Extemp 1989-1991
- VB1013 Best of Lincoln-Douglas Debate 1989-1990

ORDER FORM

Name _____
 Address _____
 City _____ State _____ Zip _____
 Format Desired VHS _____ Beta I _____ Beta II _____
 Payment or Purchase Order Required
 Check Enclosed _____ P.O. Attached _____

Title/Description	Item No.	Unit Price	Qty.	Total

Order from:

DALE PUBLISHING CO.
P.O. BOX 51
GREENWOOD, MO 64034
"Quality materials since 1935"

WHEN LOOKING FOR OIL
DOWN HERE, IT HELPS TO HAVE TECHNOLOGY
THAT OPENS YOUR EYES.



Put your hands over your eyes. Now look for oil. That's what it's like looking for oil located below salt layers as thick as 5,000 feet in the Gulf of Mexico. But recently, we found a way to see through these layers. We combined innovative thinking with advanced 3-D seismic tech-

nology to make the Gulf's first commercially successful sub-salt oil discovery. A breakthrough that was due not so much to improved eyesight, as to vision. At Phillips, that's what it means to be The Performance Company.

PHILLIPS PETROLEUM COMPANY



For a copy of our annual report, call 918-661-3700. Or write to: Phillips Annual Report, B-41, Adams Bldg., Bartlesville, OK 74004.



Phillips Petroleum
Is the National Sponsor of the
National Forensic League.

*This publication is made possible by
Phillips Petroleum Company.*