

# ROSTRUM

Vol. 69 No. 4

December, 1994

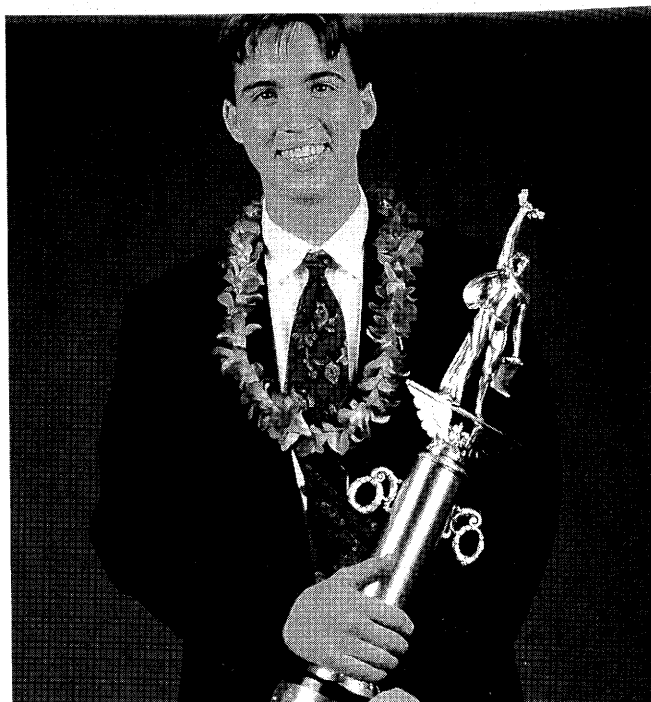




# CDE Debate and Extemp Camps?!



Anton Ford  
Twice a National Champion (1993, 1994).  
Twice an L.D. Trophyist. CDE Alumni 1991



Winthrop Hayes  
CDE Alumni 1993

## TEAM DEBATE WORLD CHAMPIONS. Twice.



Ami Arad  
CDE 1992

Jennifer Potman  
CDE 1992

In 1994 the U.S. won the world high school championships for the first time. In 1990 CDE alumni were the first college team to win the world for the U.S.

## Lincoln Douglas National Champions

- In 1994 five of the twelve top finishers at Nationals were CDE alumni (including Eric Beerbohm, David Roe, and Anton Ford)
- CDE is the only camp to ever have its students "close out" L.D. final round at Nationals

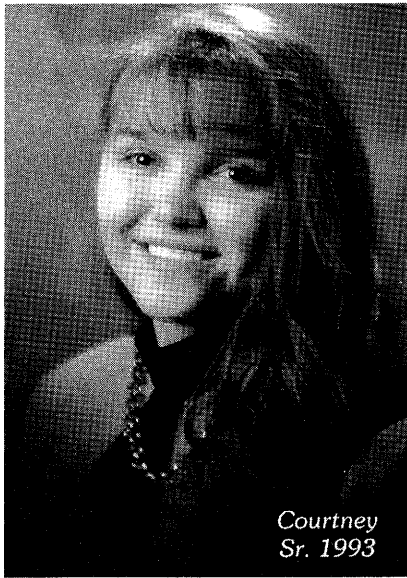
# Who needs CDE Debate and Extemp Camp?



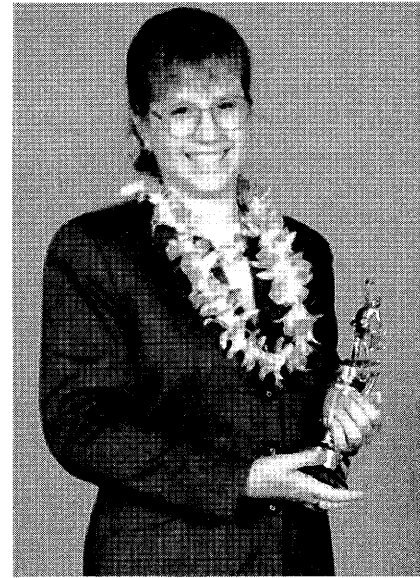
**Ted Scutti**  
1st Extemp, Phi Kappa Delta Nationals 1993  
1st N.F.L. Commentary 1992  
CDE Alumni 1989-91



**Ami Arad**  
1st Foreign Extemp 1993  
CDE Alumni 1992



*Courtney*  
*Sr. 1993*  
**Courtney Meyer**  
2nd U.S. Extemp 1993  
CDE Alumni 1992



**Jill Van Pelt**  
1st Impromptu 1993  
CDE Alumni 1992

Not Pictured:  
**Stephen Wray**  
2nd Foreign Extemp 1993  
CDE Alumni 1992

Not Pictured:  
**K.C. Allan**  
3rd U.S. Extemp 1993  
CDE Alumni 1992

CDE is now accepting applications for its 1995 camps,

LINCOLN DOUGLAS and EXTEMP camp July 6-21, Durango, Colorado, \$925<sup>00</sup>, \$85 application.  
CX TEAM DEBATE Camp: July 16-August 5, Texas, \$985<sup>00</sup>, \$85 application. Send to: CDE, P.O.  
Box Z, Taos, N.M. 87571 (505-751-0514)

## SYNOPSIS OF THE PROBLEM AREAS FOR 1995-96

### PROBLEM AREA I: AFRICA

Africa has been on the back burner of American foreign policy for a number of years. As world attention has focused on other regions, the African continent has plunged into an unprecedented downward spiral of economic disaster and political chaos. Many experts believe that the region cannot recover without outside aid. Affirmatives may advocate a variety of positions which would aid the continent in reversing its decline. Affirmatives might run cases as diverse as economic aid, food aid, developmental loans, business investment, agricultural technology, medical aid, or revitalization of the Peace Corps. There is also ample ground available for the negative as well. Ground for negatives might include arguments on solvency, United States vs. international action, the general value of aid, or budgetary constraints as well as numerous disadvantages and counter-plan possibilities.

### PROBLEM AREA II: CHINA

As the United States' largest and most powerful potential enemy, China is a major foreign policy concern. China has a role to play in world politics, but what form that role will take is the question the United States must answer. There is ample ground for both affirmative and negative debating. Potential affirmative cases include most favored nation status, trade policies including products manufactured in prison labor camps, exportation of high technology products, cooperation in sanctions against North Korea, protection of intellectual property rights, international security guarantees, environmental problems, human rights abuses and other issues. Negative arguments include the impact of change on the Chinese economy, relations with other nations in the region (India and Japan, for example), strengthening of China's military capabilities, the threat of war in the South China Sea, and others.

### PROBLEM AREA III: RUSSIA AND/OR UKRAINE

Russia stands at a crossroads. Russia is now making choices about its future that will play a significant role in shaping the twenty-first century. As an emerging country and a very significant part of the former Soviet Union, the problems of Ukraine also pose many issues which are ripe for discussion. The United States has a unique ability to influence the paths which both nations choose. Affirmatives can run cases addressing problems which Russia and/or Ukraine are having in reforming their economies, political systems, law enforcement agencies, armed forces, medical care systems, and environmental policies. Many approaches to solving these problems could be advocated. Negatives would have ample ground to attack the efficacy of these approaches, the world-wide political repercussions of providing assistance to one or both countries, the cost of aid to the United States, and the superiority of assistance provided by other countries and international organizations.



On the Cover: The Orator's Chair (See article on page 5.)



This publication is  
made possible  
by the Phillips  
Petroleum Company



Next Month: Tony Figliola teaches speakers.  
Bill Davis advises debaters.

## THE ROSTRUM

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

Donus D. Roberts, President  
William Woods Tate, Vice President  
James M. Copeland  
Editor and Publisher  
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, 104 W. Jackson 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 \$250 each additional sub.

## NATIONAL FORENSIC LEAGUE DEBATE TOPIC AREA BALLOT

### Proposed Topic Areas and Resolutions for 1995 - 96

Rank the topic areas 1 (best), 2 and 3. The area that receives the lowest total will be the 1995 - 96 debate topic area. Please do not rank resolutions at this time. Balloting for the favored resolution will be conducted in February.

Return by January 3, 1996 to: NFL, Box 38, Ripon, WI 54971

I. AFRICA: What should be the policy of the United States government toward sub-Saharan Africa?

Resolved: That the United States government should establish a policy to increase political stability in sub-Saharan Africa.

Resolved: That the United States government should substantially increase its non-military aid to one or more countries in sub-Saharan Africa.

II. CHINA: What should be the policy of the United States government toward the People's Republic of China?

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

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

III. RUSSIA AND/OR UKRAINE: What should be the policy of the United States government toward Russia and/or Ukraine.

Resolved: That the United States government should substantially change its foreign policy toward Russia and/or Ukraine.

Resolved: That the United States government should substantially increase its economic assistance to Russia and/or Ukraine.

Signed \_\_\_\_\_

School/State \_\_\_\_\_

### January - February L/D Topic

Resolved: Laws which protect citizens from themselves are justified.

*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.*



*Korogo haus tambaran, completed in 1991*



# THE ORATOR'S CHAIR

## by William H. Bennett

Oratory in American high School forensics is an honored event. But it is just a contest event. Gone are the days of Chautauqua and mass political gatherings, gone are the times when oratory was a skill that shaped our society and leadership. Sound bites, media, and "image" now control campaigns and public issue focus. Wars are not declared (or avoided) because of stirring speeches, instead "police actions" are taken after "consultation" behind closed doors.

But there are societies where oratory is still important. There are places where speech still determines the future of a clan, or a tribe, or maybe even an entire society. One of the last and strongest vestiges is in New Guinea. And the strongest image of this power is the "Orator's Chair".

Most of New Guinea is still tribal. There are over 830 different languages spoken in Papua New Guinea, over 25% of those known on the planet. Some single villages speak languages unknown to any other people.

But there are similarities between most villages, and one of the most common similarities is the role and power of the Orator's Chair.

Villages are oriented around extended family clans. Except for moral codes recently imposed by Christian missionaries (including sexual guilt and the wearing of clothes), the villages are extremely basic or primitive. Some are the closest place on Earth to true Stone Age societies.

In each village, life is strictly divided by sex. Women do most of the fishing and other tasks which keep day-to-day existence viable. The men live a more relaxed life. Male leadership of the clans and village is centered in the Haus Tambaran (see photo on facing page), the large building that holds the spirits and symbols of the non-Christian beliefs that still form a large part of New Guinea life. Only men may enter the Haus, a two story building that is the core of most crucial village activities.

In the lower level of each Haus Tambaran is the meeting area. A smoky fire is kept going to discourage mosquitoes. Slat board tables

double as seats for male socializing and for special meetings.

Close to the middle of the lower level is the Orator's Chair. In actuality "chair" is a bit of a misnomer. The shape is like a chair but nobody sits on it; instead the speaker stands beside it when he speaks. The chair itself is the spirit that holds the memories of the speeches given and the events that surrounded those speeches. These spirits are so revered and/or feared that outsiders are not allowed to photograph the chairs in most villages.

On the seat of the chair is usually found a collection of palm leaf stems. Each speaker holds the stems in his hand and, as he makes a point that he wants the other men to remember, he places a stem on the chair's seat.

Speeches are made only at pre-arranged meetings. The meeting may be called for the members of one clan, or it may involve all the clans in the village. Any important reason, social or political, is reason

### Not everyone is allowed to speak ... Young men are expected to sit and listen.

to call a meeting. Before the meeting word is spread by mouth that a meeting will be held. Then drummers sound out the signal for each person who is to attend to come to the Haus Tambaran. Each adult male in the village has a drum sound code name so it is easy for the drummers to call only the clan or men who are to attend.

Not everyone is allowed to speak at these meetings. Members of each clan and village are reluctant to discuss how the power to speak is awarded. It is highly likely that age and achievement are major determinants. Young men are expected to sit and listen. Nobody can interrupt a speaker. At its best the process is reminiscent of Wordsworth's notes in *The Prelude* "His words came feebly, from a feeble chest. But each in solemn order followed each. With something of a lofty utterance drest -- Choice words, and measured phrase

... A stately speech".

The subject of a speech is almost always pertinent to the reason the meeting was called. Meetings might be on planning a party (or "sing sing") to celebrate a peace treaty or wedding, it might be to discuss village business or construction activities. If the chair has the skin of a cuscus on its head when the men enter then the meeting is being held to discuss a declaration of war.

Or it might be for a plethora of other reasons. The Haus Tambaran meeting is a cornerstone of clan and village life.

These speakers do not have formal training. There are schools in a few of the larger villages, though most have not yet seen such an outside idea or influence. But these schools do not teach "speech" or "oratory".

Persuasive speaking is important in all societies. In developed nations its influence lies in smaller group and business settings. But in the few remaining undeveloped countries, in true indigenous cultures, the power of oratory is still a force to determine the fate of the people. As William Briggance wrote in Vol. 1 of *A History and Criticism of American Public Address*, "but final judgment is here based on effect instead of beauty, on influence instead of appeal to the imagination." And the symbol of it all is the Orator's Chair.

*(William H. Bennett is chairman of CDE and the CDE National Workshops. He is a collector of New Guinea artifacts and has traveled throughout Papua New Guinea, including the Middle Sepik River area.)*

*The factual material included in this article is derived primarily from three sources: visits to Kanganamen, Yentchan, and Reflections of Sepik (by Ron and Georgie McKie, Crawford House Press, Australia, 1993). Important translation and interview material was provided by James Kinjimali of the Snake Clan of Aibom Village.)*

# SPEECH TEXTS FROM CLARK PUBLISHING

## more than **TALKING**

2nd edition by  
diana prentice & james payne

The speech curriculum for the '90s is more than public address, more than forensics, more than dramatics... it's *More Than Talking*. This text stresses collaborative learning to develop the minimal communication competencies identified by the Speech Communication Association. Features include:

- Prepared classroom exercises and group activities.
- A conceptual base for all speech classes.
- Special "Going Further" features for exceptional students.
- Examples and exercises familiar to high school students.
- Activities supplemented with detailed appendixes.

## 38 basic **SPEECH** experiences

9th edition by  
clark s. carlile & dana hensley

*38 Basic Speech Experiences* is the most comprehensive study of speech projects ever brought together in one book. Used in thousands of high schools throughout the United States and Canada for 46 years, it teaches speech preparation and delivery, gives complete assignments, lists speech topics, and reduces lesson planning. Features include:

- Preparing, beginning, and ending a speech.
- Finding sources and materials.
- Making an outline.
- Student speech appraisal.
- Communication ideas.

### ORDER FORM — Prices good through December 31, 1994

**Clark**  
**Publishing**  
*Since 1948*

P.O. Box 19240  
Topeka, KS 66619-0240  
Phone/Fax: 913-862-0218  
In the U.S. 1-800-845-1916

#### PLEASE PRINT OR TYPE

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Telephone \_\_\_\_\_

☐ VISA    ☐ MASTERCARD

Card # \_\_\_\_\_  
Expiration Date \_\_\_\_\_  
Signature \_\_\_\_\_

TITLE	QTY	LIST	NET	AMOUNT
More Than Talking	_____	\$15.33	\$11.50	_____
38 Basic Speech Experiences (HB)	_____	\$21.33	\$16.00	_____
38 Basic Speech Experiences (SB)	_____	\$15.67	\$11.75	_____
Teacher's Manual	_____	\$ 6.67	\$ 5.00	_____
Advancing in Debate (HB)	_____	\$28.00	\$21.00	_____
Advancing in Debate (SB)	_____	\$20.00	\$15.00	_____
Mastering Competitive Debate (HB)	_____	\$28.00	\$21.00	_____
Mastering Competitive Debate (SB)	_____	\$20.00	\$15.00	_____
Lincoln-Douglas Debate	_____	\$24.65	\$18.50	_____
Writing and Editing School News	_____	\$17.33	\$13.00	_____
Basic Drama Projects	_____	\$20.00	\$15.00	_____
Readers Theatre Fundamentals	_____	\$19.33	\$14.50	_____
Creative Communication	_____	\$19.33	\$14.50	_____

#### PLEASE NOTE

- To receive the school net price, order must be accompanied by check or school purchase order.
- Use list price for credit card orders.
- A manual and one free book are included with each order of 25 books.

BOOK TOTAL .....  
Shipping & Handling\* .....  
SUBTOTAL .....  
KS Sales Tax (4.9%)\*\* .....  
TOTAL AMOUNT .....

\* 8% of Book Total on orders of 6 or more books (15% for Canadian orders). On orders of 5 books or fewer, add \$3 for the first book and \$1 for each additional book ordered (\$3 and \$2 for Canadian orders).

\*\* Applies to individuals in Kansas only.



# VALUE DEBATE RESEARCH

by Rich Mercadante

While policy debaters typically amass a plethora of evidence and deploy an arsenal of experts, Lincoln-Douglas debaters usually accumulate few sources and employ philosophical argument as their primary defense. The distinction between policy and value debate research centers on the kind of evidence that constitutes proof in each debate format. Since debating values differs in kind, not degree, from debating policies, the L.D. debater is challenged to develop a research strategy appropriate for value inquiry and argumentation. The following guidelines suggest a systematic strategy for value debate research. I will begin with ethical history, discuss philosophers and their works, then offer some hints on synthesizing ideas and researching resolutions.

## History of Ethics

Begin value debate research with a history of ethics. Remember, ethics is one branch of philosophy, therefore, avoid general philosophy texts which cover epistemology, logic, aesthetics, and metaphysics, but do not stress ethics. Start with short, readable histories focusing exclusively on ethics.

Several sources provide good ethical histories. Sahakian's *Ethics: An Introduction to Theories and Problems* or Feldman's *Introductory Ethics* clearly explains each major ethical system. The *Encyclopedia of Philosophy's* article "Ethics, History of," is concise and readable. *The Companion to Ethics* provides summaries of ethical theories as well as discussions of typical problems in ethics, while the *Chronological and Thematic Charts of Philosophies and Philosophers* visually identifies connections among various ethical systems. Finally, the most recent addition to researching values, the two-volume *Encyclopedia of Ethics*, is an exhaustive reference work. These sources will help you distinguish a utilitarian from a Kantian, or a pragmatist from a Platonist. Good ethical histories acquaint you with pivotal ethical ideas and thinkers and prepare you for more focused study of specific philosophers.

## Philosophers and Their Works

Typically, the worst introduction to ethical ideas is to read original philosophical works. The following example might clarify this odd observation. Harvard philosopher John Rawls is a favorite of L.D. debaters and is considered one of the more "readable" ethical theorists. However, I would not recommend reading his 587 page book, *A Theory of Justice*, in preparation for an upcoming debate. Like many philosophers, Rawls can be intimidating. I recently spent a whole semester graduate seminar on *A Theory of Justice* in which we read one chapter per week. Adding to the difficulty of reading Rawls, there are hundreds of books and articles interpreting Rawls' theories. Keep in mind that, compared to other thinkers, such as Immanuel Kant, Rawls is relatively easy reading (I once spent a semester course on the first half of one of Kant's books). In addition to being long and verbose, many philosophical works tend to address issues which are tangential to value debating. Rather than begin by reading an original philosophical work, start with a synopsis of the book in Frank Magill's *Masterpieces of World Philosophy*. The four-volume set covers 225 philosophical works from Anaximander to Rawls. Additional recommended readings and criticisms from other philosophers are also included at the end of each summary.

Before you accuse me of advocating a "Cliffs Notes" research approach (by the way, Cliffs Notes and Monarch Notes are often excellent introductions to ethical works), let me move to the next step in exploring philosophical works - find an anthology of ethical writings, such as Johnson's *Ethics: Selections from Classical and Contemporary Writers*. Scholars arrange anthologies by selecting short sections of a text that represent a philosopher's thought. By combining a summary of the work with an anthologized selection, you can access valuable knowledge quickly.

Remember, you are not studying philosophical works to master the entire thought of Rawls

or Kant. Your goal is to discover how philosophers and their works lend themselves to value debate. Try to gain a good grasp of several noteworthy ethical thinkers and works rather than struggling through the magnum opus of a few philosophers.

## Synthesizing Ideas

Value debate places ideas in competition with each other. A good debater is not only familiar with the social contract, but can compare and contrast it with other theories of society. One good source for putting ideas together is the *Dictionary of the History of Ideas*, which traces the genealogy of constitutionalism, democracy, equality, justice, law, pragmatism, utilitarianism, and over 200 other ideas. These articles highlight the clash of ideas among thinkers throughout the centuries.

The ultimate source for discovering the threads that weave themselves through the "great conversation" of human history is Britannica's *Great Books of the Western World*. At the heart of this collection is the *Syntopicon* - a collection of essays on 102 great ideas that permeate 443 works on philosophy, science, literature, mathematics, and history. Each essay compares and contrasts the thoughts of significant thinkers on one great idea. For example, the article on "liberty" uses original quotations from Tolstoy, Hegel, Spinoza, Hobbes, Locke, Augustine, Aristotle, Plato, Montesquieu, Kant, J.S. Mill, and Socrates. At the end of each article, an extensive index identifies the page number (and quadrant on the page) in which the idea is discussed in the original works. The inventory of 1800 terms serves as an enormous table of contents, while 2600 "other works" listed as additional readings are guaranteed to keep the most avid seeker of knowledge occupied.

## Researching the Resolution

Any discussion of value debate research would hardly be complete if it ignored the "cutting edge" of high tech research. Although

many great philosophers, whose names are so casually mentioned as if they were close personal friends, are dead, by no means has dialogue on the great questions of philosophy ended. Contemporary, living philosophers carry on the tradition of debating ethical ideas. Some of these thinkers publish books easily found by a "keyword" search on a library card catalogue database. Many others publish articles not indexed in library catalogues.

Several options exist at this more sophisticated level of research. Some college libraries carry computerized "academic indexes" which allow you to search academic journals for scholarly articles by combining major terms in the resolution. Some on-line computer services offer similar indexes, which you access through a computer modem.

Perhaps the best source for researching specific terms is the *Philosopher's Index*. In book form, on CD-ROM, and as a computer on-line service, this source indexes articles in philosophy publications over the past 50 years. Take the following resolution as an example, "Resolved: That obligations to others ought to take precedence over obligations to self." By combining the terms "others," "self," and "obligation" in the keyword search of the *Philosopher's Index* CD-ROM, you are given several articles: "We Can Have Moral Obligations to Ourselves," from the *Australasian Journal of Philosophy*; "Duties to One-self and the Concept of Morality," from the *Norwegian Journal Inquiry*; and "Eisenberg and Self Obligations," a reply to the previously mentioned article in *Inquiry*. The resolution-specific discussions will allow you to participate in the dialogue surrounding the resolution with some insightful thinkers.

Scholarly articles often represent highly selective and advanced thinking from the philosophy profession. Consider that the *Journal of Value Inquiry* accepts an average of twenty percent of the articles submitted to them, while the journal *Ethics: An International Journal of Social, Political and Legal Philosophy*, accepts only five percent. While these articles are typically found only in college libraries which support philosophy programs, the advent of computer on-line services are making access to this material easier for people who do not live near university li-

braries. Researching scholarly articles is challenging, but also can be invaluable to the competitive debater and serious student of ethics.

By recognizing that good debate research is not only for policy debaters, you can enhance your own appreciation and knowledge of debating values. Whether you are a novice debater needing an introduction to ethics, or an advanced debater prepared to grapple with scholarly articles, good value debate research can give you a competitive edge.

#### Recommended Sources for Value Debate Research

Edwards, Paul. "Ethics, History of" in *Encyclopedia of Philosophy*. New York: Macmillan, 1972.

Encyclopedia Britannica. *Great Books of the Western World*. University of Chicago, 1955.

*Encyclopedia of Ethics*. New York: Garland Publishers, 1992.

Feldman, Fred. *Introductory Ethics*. Englewood Cliffs, New Jersey: Prentice Hall, 1978.

Hunnex Milton D. *Chronological and Thematic Charts of Philosophies and Philosophers*. Grand Rapids Michigan: Zondervan Publishing, 1986.

Johnson, Oliver, ed. *Ethics: Selections from Classical and Contemporary Writers*. 6th ed. New York: Holt, Rinehart and Winston, 1989.

Magill, Frank, ed. *Masterpieces of World Philosophy in Summary Form*. New York: Harper and Rowe, 1961.

Philosophy Documentation Center. *Philosopher's Index*. Bowling Green Ohio: Bowling Green University Press, 1967 - Present.

Sahakian, William S. *Ethics: An Introduction to Theories and Problems*. New York: Harper and Rowe, 1974.

Singer, Peter. *A Companion to Ethics*. Cambridge, Massachusetts: Blackwell Reference, 1991.

Wiener, Philip P. *Dictionary of the History of Ideas*. New York: Charles Scribner's Sons, 1973.

(Rich Mercadante is Director of Forensics at Jesuit High School in Tampa, Florida where he teaches ethics and speech. He holds masters degrees in both communication and philosophy and is currently a Ph.D. student in philosophy at the University of South Florida.)

## PROMINENT AUTHORS DONATE BOOKS

Professors Diana Prentice Carlin and David Snowball have each made significant book contributions to the Phillips 66/NFL Urban - Rural Outreach Program.

Prentice Carlin, whose successful book, *Mastering Competitive Debate*, is entering the fourth edition, has for the second time donated the unsold copies of the earlier edition to NFL for distribution to urban and rural programs and urban institutes. The book is known for its excellent, student exercises.

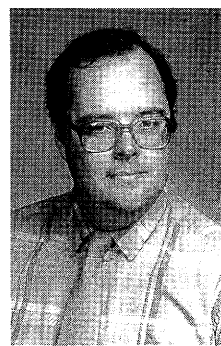
Prentice Carlin teaches at Kansas University, works with Clark Publishing and is campaigning for her husband, former Kansas Governor John Carlin, who is running for Congress in Kansas's second district.

Professor David Snowball has been Associate Professor and Director of Debate at Augustana College since 1984. A recipient of the Sears Foundation Teaching Excellence Award, Snowball wrote *Theory and Practice in Academic Debate* an impressive but portable wire bound handbook which is noted for its user friendly writing style and examples from actual debates.

Augustana College has long fielded premier debate teams and is one of the nation's oldest and finest programs. Augustana Dean Arne Selbyg noted: "Augustana College has an outstanding history in debate, and wants to promote the idea that excellence in debate should never need to take a backseat to athlete excellence.... Augustana College is proud to support the National Forensic League's efforts to expand and strengthen the high school forensics community."



Diana Prentice Carlin



David Snowball



# SAVE THE TOURNAMENT DIRECTORS!

## INTRODUCING: THE SPEECH TABULATOR

The Speech Tabulator is a computer program which **handles all functions associated with tabulating a speech tournament**. Used successfully since 1992 for national tournaments—the program can be used for any forensics tournament at any level of competition. Most important, the program leaves the tournament director in control of the tournament: ***you make the decisions, you give the instructions, it does the work—THE WAY YOU WANT IT DONE.***

The Speech Tabulator is a DOS-based program for IBM-compatible computers, and allows you to:

- ◆ Maintain event records for up to **16 speech events in a single tournament**. Twelve of the most common events are pre-defined in the program software, and you may define four others for your particular tournament.
- ◆ Maintain individual speaker records for up to **245 speakers per event**.
- ◆ **Accept and enforce user defined constraints in “laying the rounds” for an event**. You have absolute control over the rules used to bring together speakers and judges in rounds. **The program is flexible enough to properly lay schematics for small, medium and large tournaments.**
- ◆ Enter results from round ballots for each event and **tabulate results INSTANTLY**.
- ◆ Print out **14 standard tournament reports**.

Save yourself, and your trusty staff, hours of tedious record keeping and back-breaking labor.  
**ORDER THE SPEECH TABULATOR TODAY at the special introductory price of \$95!**

**YES, I want to free the tab room slaves, send me The Speech Tabulator immediately.**

The introductory price for the single user version of The Speech Tabulator is \$95.00, plus \$7.50 for shipping and handling (Virginia residents add \$4.28 for state sales tax). Discounts are available for additional copies or multi-user packages--please call (703)-780-6723 for details. PLEASE SHIP:

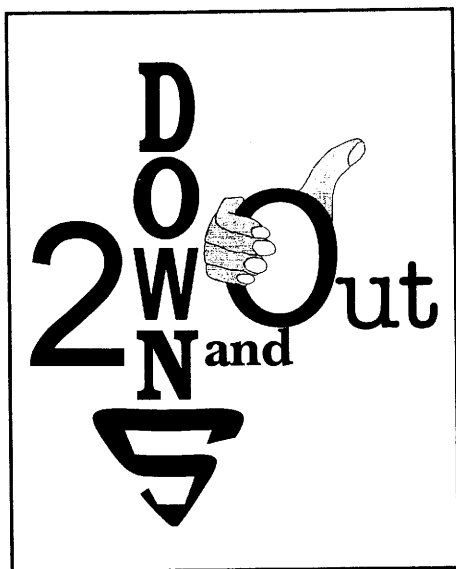
a.	_____ single-user package(s) at \$95.00 each	\$ _____
b.	_____ multi-user package(s) at \$(Call)	\$ _____
	Subtotal:	\$ _____
c.	Virginia Residents Add 4.5% Sales Tax	\$ _____
d.	_____ shipping and handling at \$7.50	\$ _____
	TOTAL AMOUNT:	\$ _____

SHIP TO: NAME: \_\_\_\_\_ DAYTIME PHONE: \_\_\_\_\_  
ORGANIZATION: \_\_\_\_\_  
STREET ADDRESS: \_\_\_\_\_  
CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

Please send total amount by check  
or money order, made payable to:

Brian A. Burdett  
7945 Hammond Street  
Alexandria, Virginia, 22309

R12-4



## A WORD TO THE LOSERS WHO ARE ALMOST ALL OF US, AFTER ALL

WELL, maybe this isn't the place to say it, but I really hate the Big Tournaments.

Some people have the mistaken impression that competitive speech and debate is no big deal, since we players are fortunate to keep our failures out of the newspapers even more often than our successes.

But anybody who ever went into the Big Tournaments with a notion that success lay on the other side of a pack of picky, peppery judges knows that Losing -- which nearly all of the contestants finally accomplish -- is just as much of a personal setback as running the wrong way for a touchdown.

The reason is pretty simple. When you finally lose that last round that kills your dream, what is left is grief. Something died.

Oh sure, everyone tells you that competitive speech is no big deal. Your coach and your colleagues ask you to do something that is frankly impossible and possibly unhealthy. We ask you to work on that oratory, or learn to make that character come alive, or spend hours in the musty library all with a driving dream. And then, when the driving dream runs out of gas, we expect you to shrug your shoulders and say, "Oh well, it's just a game."

But games cause grief, too. And

perhaps it is worse in our game, because there is no scoreboard telling you that you are falling so that you can get prepared, and the axe finally falls outside of the playing field, sometimes in assemblies where there is no place to hide. That long walk back to your seat after taking the third place medal -- there's no way to practice it. And even if you could -- would you want to?

So, let me give you some unwanted advice in lieu of the practice. A few minutes spent reading this might help if you ever lose a dream. Then again, probably not. After all, it's your decision how much this grief affects you. No one else can do it for you.

### A Few Cliches

1. ACKNOWLEDGE THAT THERE WILL BE NO PHYSICAL LOSS. This might be a good focus for meditation during the wait for the assembly. You might not have the focus when the time comes to remember that nobody dies when the results are announced. Fortunately, we don't turn the lions loose when the judges say "thumbs down." Consider -- what happens to the losers in the swine judging at the state fair? And you think you have problems!

2. SEE THE REWARDS. I may be perverse, but this works for me. Frankly, not having to work several more months on this crummy debate topic is an advantage. Letting that character go is like getting a mother-in-law out of the house! And just how many times can you make that oratory sound sincere, buddy? And if it's Nationals you're talking about (All you folks obsessed with nats, turn away -- but then you aren't reading this anyway, are you? You KNOW you can't lose?) um... well... I DO have other things to do with a week in June. Don't you?

3. DIFFERENTIATE. This is a two dollar word that means to not take a ballot personally. In this activity, we have the advantage of performing, more in some events than in others, but still, we are not OURSELVES when we are in front of the judges. Try to remember that the judge could really care less who you are, because it would be too stressful to judge if he/she/it did. Therefore, what the judge is evaluating is you in a different masque. Take off the

masque after the judging and you are still whole.

4. GIVE YOURSELF SOME TIME, THEN WASH YOUR HANDS. After the big tournament, allow yourself some time to feel rotten! Twenty four hours, say. Then, go to a movie, or take a music bath, and bid the dead dream good-bye. It's healthier, easier, and every once in a while, a little self pity feels so bad it's easier to remember to avoid it the next time.

5. AND IF IT REALLY HURTS TOO MUCH, DIVERSIFY. If a couple of days have passed and the whipped dog still appears in the morning mirror, then take the hint. You've got too much of yourself tied up in this activity. By no means am I saying you should quit just because losing hurts. Instead, find some other activities, even competitive ones, that will give you a wider zone of confidence.

Ah, you say, down there in the black hole of despair; I can't do anything else. Pfui, my friend. The fact you could so intensely wish and work for a desired goal proves you have the drive to do other things well, too. I have a friend who, when her efforts fell short of qualifying for nationals by one place THREE YEARS IN A ROW, became a professional storyteller. She says it gives her as much satisfaction as any performance she gave in four years of competition, and what's more, she gets paid for it.

What is most satisfactory is that our activity spins off success in many different ways, much more than a mere sport can. Reflect on this:

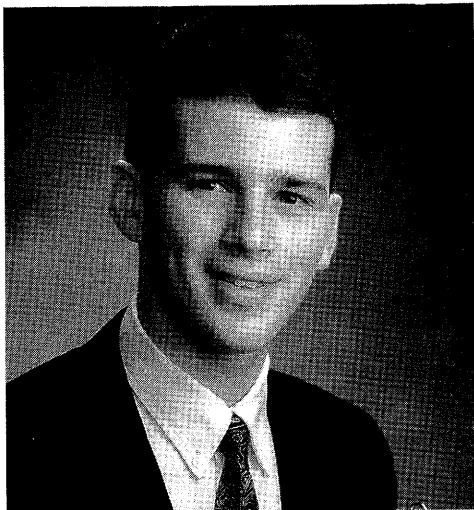
In your long pursuit in quest of perfection in the spoken word, what have you learned about poetry of words and phrases? That alone may be enough to open up another episode of your life.

6. AND IF ALL ELSE FAILS, GO DANCING. 'Nuff said.

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



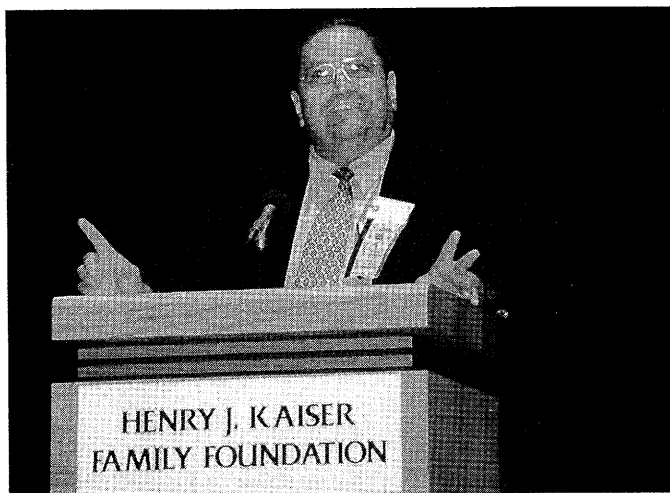
# NFL IN PICTURES



*Colin O'Brien, Massillon (OH) Jackson HS, set an all time record by earning 161 points at the National Student Congress, including a perfect score of 45 in Session I.*



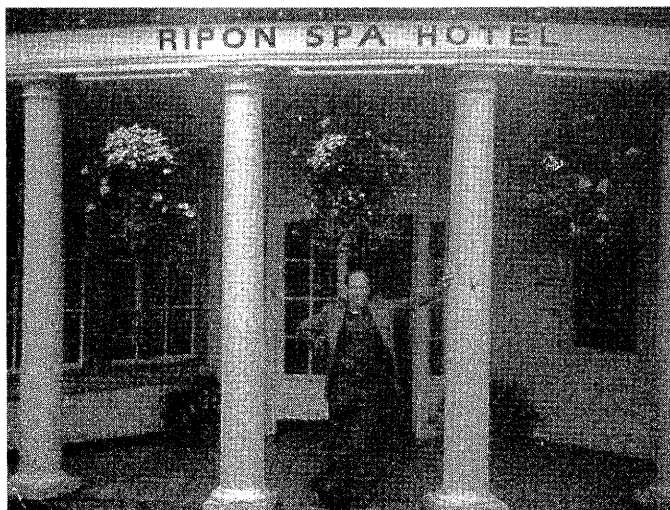
*Laura Ann Fernandez, Academy of Holy Names (FL) was elected President of Girls Nation, sponsored by the American Legion Auxiliary. She is also an NFL All American.*



*Frank Sferra induces the National Championship debate which was later broadcast by C-SPAN.*



*Dr. Judith Trent, former NFL coach, recently elected SCA second vice president (president elect).*

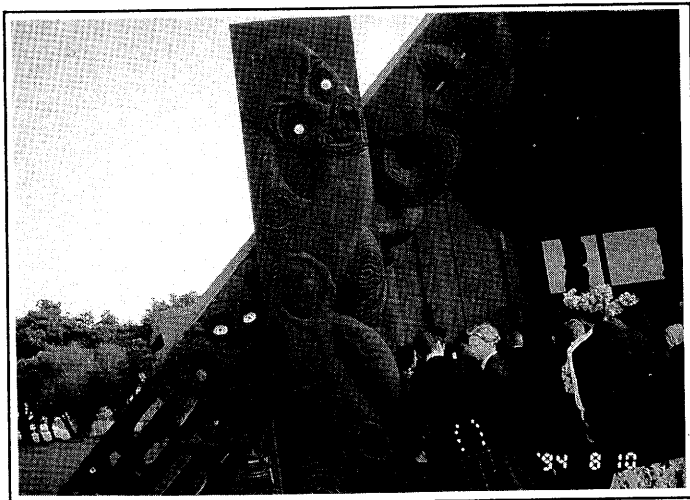
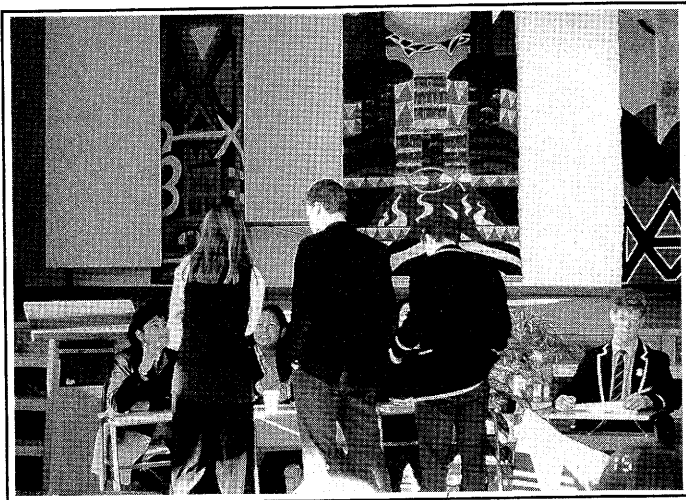
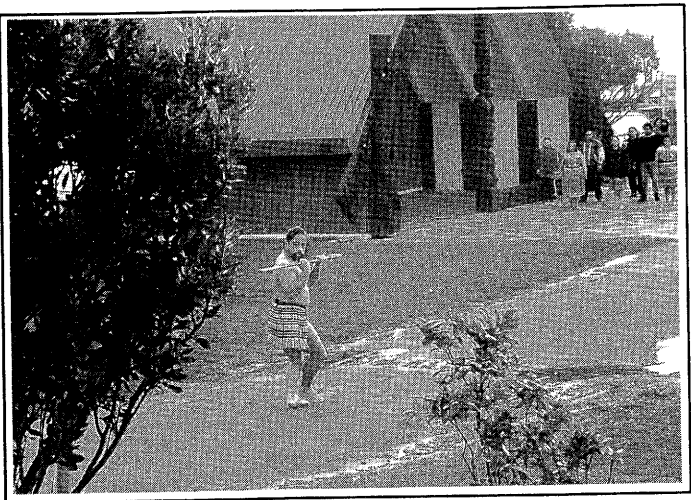
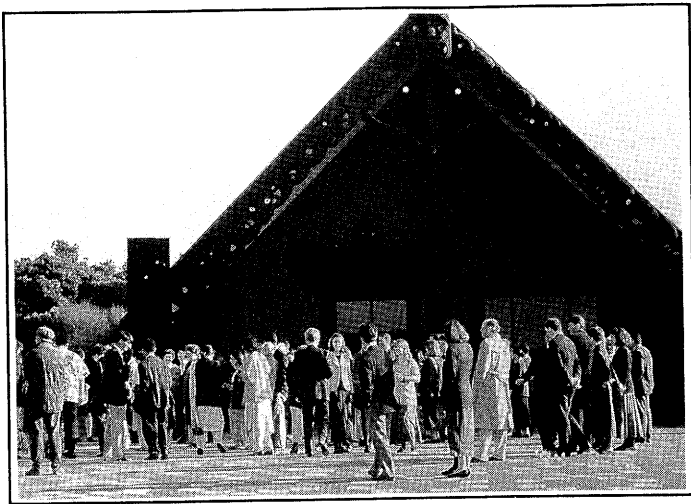


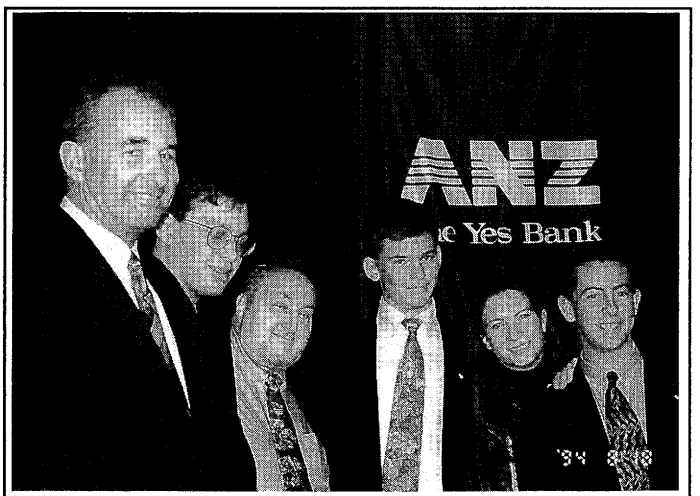
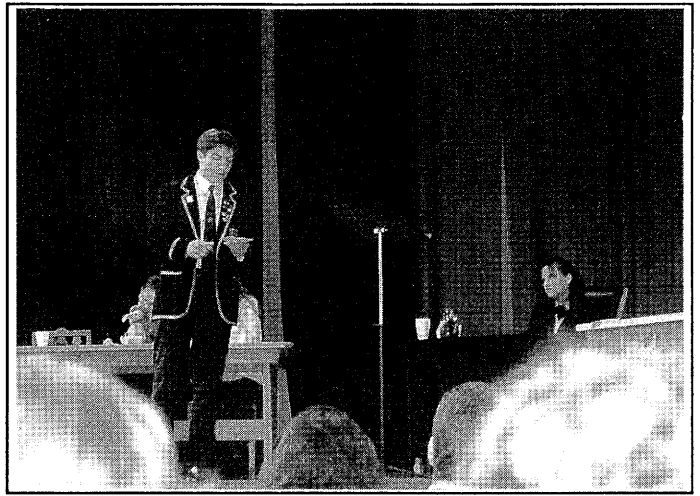
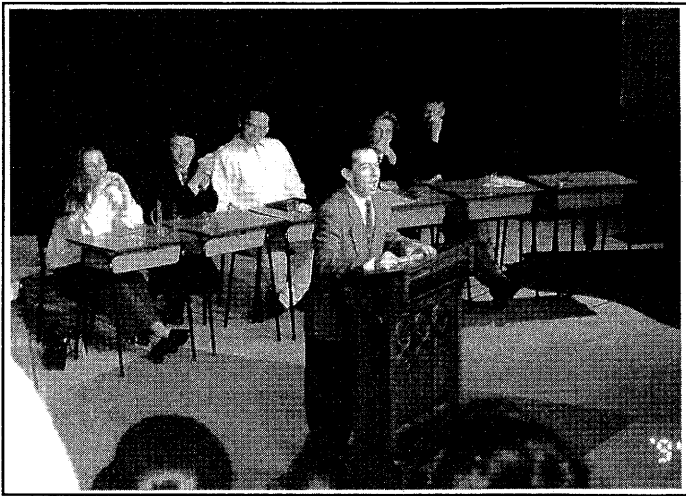
*Fr. Sean Ogle coach at Cathedral Prep Seminary (NY), recently visited Ripon.... England!*



*Hall of Fame Coach David Johnson toasts Hall of Fame Coach Margaret Meridith at a reception in her honor*

CANDID TEAM USA ....







# HOW TO WIN AT LINCOLN DOUGLAS

From Wake Forest to NFL Nationals Lincoln Douglas usually follows the same format:

Introduction quote, resolution, definitions, Value Premise, observations, contentions.

This list provides the basis of the style I practice. Of course, small changes are always present. I must warn you though, that I can not guarantee that you WILL win, just that you OUGHT to win.

### Definitions are vitally important?

Definitions are the basis of our understanding. All of our ideas are based on the definition we assign them. If we lose the value, the definition, of words then the words themselves become empty. Empty words are just that - empty. They are valueless. Let me explain using a previous topic, Freedom of Speech versus Political Correctness. What is your definition of Freedom of Speech? It is limitless? How about Political Correctness? The Affirmative should say that Political Correctness is, "Language used to appease a minority group." The Negative should disagree, offering "Non-abusive language." See the difference? The affirmative with their definition could use Majority Rule and appeal to the American Way. But, the negative could talk about the American Way with their definition. American Way appeals to the judge. The key in the Negative argument is the word abusive. We as a society have decided through our laws that abuse is wrong, so equating Political Correctness with avoiding abuse is a strong advantage.

### Ok, so it is important....how do I win the argument?

If you can find the definition you want from a well known source then all the better. Black's Law Dictionary is perhaps the most famous, but dig a little deeper, and bother the Extempers for their file on the subject. News magazines are also a source for they often define terms that they use. Next on the hierarchy of sources is professors, Congressmen, and people with lots of letters after their name. If you can use any of these then by all means take advantage of your resources.

If you decide to make up your own definition, have analysis to support it. Lastly, state that your definition is more reasonable then your adversary's. Remind the judge that reasonable means it derived from reason; here is where your analysis is crucial. If you win the reasonableness argument, then you have won the definition advantage.

### So what if I win it? How does that help me?

Winning the definition argument forces all observations, values, and contentions to be subject to your definition. If this invalidates the opponent's entire case, well... too bad for them. In essence, it limits the debate to what you want to talk about, shutting out your opponent.

### Sounds like Team to me....

Well, they use this technique also, but can you blame them? Lincoln-Douglas has its share of squirrel cases. If you let a squirrel definition pass, it will come back to haunt you. Anyway, most of these topics aren't pure philosophy, but instead philosophical questions on actions happening today.

### I guess you're going to tell me how to win the VP?

Sure, but first let me show what winning the Value Premise does in the debate. All contentions are built upon your VP. If the building block is destroyed, then all contentions are deemed to be invalid. Here is an example:

On the highest level, math merges with philosophy. So equate the structure of your argument with a math problem. If you divide by zero at any point in a problem, what happens? The entire problem AFTER that division is null and void. If you lose your VP, then everything AFTER the Value Premise that relies on the VP is declared null and void. I don't care about Contention 283, subpoint S.

### But how do I win the VP?

First, you must relate your value to the topic. This is why definitions are so important. If you are talking about Aesthetics and it has nothing to do with the topic, you lose. Draw a DIRECT LINK FROM THE TOPIC TO YOUR VALUE. You

might hear this referred to as a "causal link." Make sure you avoid the *post hoc ergo propter hoc* error. That is, x follows y so y caused x.

Next, remember you assert that your value is of more importance than your opponent's. This does NOT assert that your opponent's value is empty, or even not important. You are saying that it may be important and great, BUT your value is OF MORE IMPORTANCE. This is of paramount importance. If it is Life versus Quality of Life, and you are the negative, say, "Life is important, granted, but the Quality of that Life is of more importance."

Have pages of analysis. Be careful of introducing complex theories; you have limited time. Sophisize.

### Should I have contentions then?

That is for policy. Use "areas of justification," instead of any policy words. For your answer: Yes. Why? If both sides are using the same VP then it comes down to which is related to the topic and the areas of justification better. Make them concise. I would not suggest having more than three. Three is the maximum number you can convey completely while maintaining a decent pace. I do NOT suggest spreading. Spreading is something started in Team and shouldn't even be there.

### What about Cross Examination?

Ask closed end type questions. Ask clarification questions first; finish your flow. If you don't understand a case, you can not defeat it. That's simple.

If your opponent twists your words, state as much. Do not argue, just answer, "you are twisting my answer." Put yourself above petty bickering.

### Anything else?

I'd like to thank my coach Dale McCall, Mother of Lincoln-Douglas; my parents for letting me live this long; my brother for always being there to disagree with.

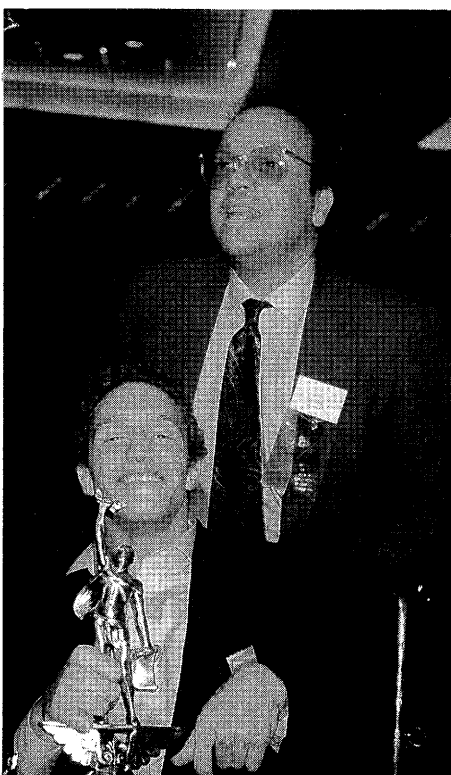
*(Grant Gottfried is an L/D Debater at Wellington (FL) HS and is coached by Dale McCall.)*

## BEN PTAK, NATIONAL FINALIST HIS ORATION IS FROM THE HEART by Vincent Borelli, Coach

It was fitting for Ben Ptak to be a National Finalist in Oratory in Indianapolis in 1993. Ben's speech, "If It Bothers You, Please Leave the Room" focused on the plight of the disabled. In the speech he highlights the fight that people with disabilities have to overcome. The speech does not scold, preach, or seek to illicit pity but presents a forthright view of the subject. Ben was the only disabled speaker among nearly 200 orators. Remarkably, Ben's positive attitude, humorous personality, and common sense made a lasting impression on his fellow competitors and judges from across the nation. Ben's speech did more than win a top award at a National competition. The speech has been the motto and slogan for many organizations which fight for the rights of the disabled. Through his skillful efforts, Ben has spread the word, applying his forensic prowess to many causes through his speech. "If It Bothers You, Please Leave the Room" has caused many organizations in his area of New Jersey to reconsider their views about the disabled person. Most recently, Ben presented his talk at the New Jersey Governor's Awards for Arts in Education program in Trenton. New Jersey's leaders were impressed with his poise, words, and diligence. He received a standing ovation for his presentation. He also presented his speech at the Middlesex County Convention for Special Education impressing those educators as well. Ben learned much through the art of forensics. He is applying his knowledge every day beyond tournament and contest forums. He's reaching all in the community and truly making a difference through this very valid art form.

The speech took two years to write. Ben's involvement with forensics started when he was a freshman at Long Branch (NJ) High School. He enrolled in speech and theatre, and continued his work in courses such as Acting, Forensics, Children's Theatre, Drama Performance Workshop, and Ad-

vanced Performance. His speech was the "cherry on top" of a brilliant career in speech and theatre. He has won numerous awards for his oratory and poetry performances. He won a Very Special Arts Award of New Jersey for theatre in 1991. During his senior year, 1992 - 1993, he began his forensic ascent reaching the zenith at the New Jersey District Competition in March when he earned the right to represent New Jersey at the Indianapolis Nationals in 1993. Fortunately, Mrs. Ptak saw Ben place first at a local New Jersey competition. She passed away suddenly the following week. Ben persevered and made his mother proud—he continued the "fight" she had supported, for the disabled! Interestingly, Ben was born in Indianapolis and returned there to place fifth in the nation in Oratory.



5TH PLACE WINNER Ben Ptak  
with coach Vincent Borelli of  
Long Branch (NJ) HS

### IF IT BOTHERS YOU, PLEASE LEAVE THE ROOM

by Ben Ptak

*There is a Chinese proverb that goes: give a man a fish and he will eat for a day; teach him how to fish and he will eat for the rest of his life. Rehabilitation and access are necessary for a disabled person to be able to move from dependence to independence. Our society feels that because handicap is a disease -- like condition, we should treat the disabled person as a "sick person", one who poses no threat but requires mature tolerance and pity, a vice masqueraded as virtue. Following the disease model, a handicapped person is seen as a deviant if he stays sick for too long. He receives disapproval, even contempt, for his failure to fulfill the sick or deviant role obligation -- that is, to get well.*

*The first hazard many disabled children face is demoralization, that can result from having one's competence as an individual constantly challenged while growing up. Not because one actually is incompetent but because the able-bodied think one is. Strangers are apt to talk loudly and slowly to us, pat our heads or address our companion, "What would he like to eat?", assuming that the wheelchair has rendered us deaf, mute, and incapable of coherent thought. This misperception has until recently been reinforced by the media which tended to portray the severely retarded individual, in a sense a perpetual child, as typical of all handicapped people. It is clear that societal prejudice always bears more impact on the handicapped than does the biological condition. Society must learn to regard the disabled as members of an oppressed minority rather than as a patient or a social deviant.*

*The disabled have a rather low visibility in society and do not form a distinct cultural community, although the oppression we face bears a strong resemblance to that faced in another decade by the proponents of racial equality. When looking at affirmative action, what has always been applied to color, must now be applied to the disabled. When buildings designed for public use are inaccessible to the handicapped, it is the same as if there were a sign outside saying NO CRIPPLES ALLOWED. Can you imagine what would happen today if a sign said NO BLACKS ALLOWED?*

*In 1963 Dr. Martin Luther King referred metaphorically to the "costs" confronting black people, costs that disabled people encounter literally. In his "I Have a Dream" speech, Dr. King said, "When the architects of our republic wrote the words of the Constitution and the Declaration of Independence they were signing a promissory note to which every American was to fall heir. So we have come to cash this check -- a check that will give us the riches of freedom and the security of justice."*

*It is only by increasing our investment in rehabilitation, barrier*

*removal, and technology that we can make a meaningful dent in the huge costs incurred by keeping the disabled dependent. The economist Sylvia Porter has pointed out that America is spending \$10 on dependence for every dollar it expends on programs to enable the handicapped to become independent, tax-paying, visible, citizens. For every dollar spent on rehab, barrier removal, technology, \$9 are returned.*

*The new Americans with Disabilities Act promises to be "a clear and comprehensive prohibition of discrimination" if it is conscientiously enforced. I don't care where I have to sit on the bus just as long as I am enabled to get on it. Freedom from barriers benefits not only those who use wheelchairs but also mothers with baby carriages and our increasingly large elderly population who have trouble with stairs. So even if a store, theater, or hotel owner isn't too crazy about the handicapped, it is pretty hard to knock mothers and old people. And besides, it's the law.*

*One of the more distinguishing characteristics of the disabled population is that it is an open one. Anyone may join it at any time. And disability doesn't discriminate about age, sex, race, or economic sta-*

*tus. This past Fall while I was in rehab at the Dupont Institute following surgery, I met Rocky, a college basketball scholarship winner, Joey, a football player, and Robyn, a soccer team and cheerleader captain. They each had sustained spinal cord injury and could barely move from the neck down. We talked a lot about the future with both high expectation and fear. Our therapists' theme song could well have been taken from Mick Jagger's lyrics "Ain't gonna cry for you if you're lazy." We worked hard and received great encouragement for our efforts. We know that we are not responsible for being handicapped, but we do have the responsibility to overcome by joining in partnership with the temporarily able-bodied to remove barriers that cost all of us too much.*

*We are talking about a future that may become your own or someone close to you, as well as the 43 million Americans who are already disabled. Our problems will not be solved without forever altering the ways society perceives people who are disabled. Years have been added to life; now we must add life to years.*

---

## POSTER IDEAS NEEDED!!!

The members of C.A.R.E. committee believe the National Forensic League needs greater publicity. One way to advertise the importance and value of the product our training has to offer youth and society is through posters.

We would like to have six posters ready for distribution by the 1995 Nationals. We know there are NFL coaches and students who are creative. **YOUR ORIGINAL IDEAS AND ARTISTRY ARE NEEDED.**

1. If you're creative artistically, submit a poster design with a slogan. (If you do, please accompany the poster design with a signed statement releasing the idea to the NFL).
2. If you are not design oriented, submit slogans you feel would attract attention to the values of forensics.
3. The creators of winning slogans and/or poster designs will be given credit the *Rostrum*, recognized at Nationals, and awarded a special gift.

**DEADLINE DATE FOR SUBMITTING: MARCH 1, 1995.**

**SEND SUGGESTIONS TO:  
DONOVAN CUMMINGS  
1719 MONTE DIABLO AVE.  
STOCKTON, CA 95203**



## TWO EARN FOURTH DIAMONDS



**\*\*\*\*Bro. George Zehnle S.M.**  
Chaminade HS, New York  
Fourth Diamond #44

One of the forensic world's major figures is Brother George Zehnle, S.M. Teacher of English and speech coach for almost three decades at Chaminade High School on Long Island, New York, Brother Zehnle has distinguished himself as a leader in speech, education and religious life.

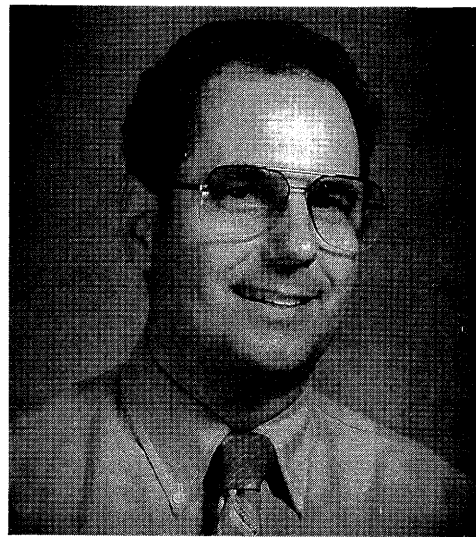
Brother George is a past President of the National Catholic Forensic League and coached an NCFL National Champion at the Milwaukee NCFL Grand Tournament in 1979.

Now in his fourth term as New York City NFL district chair, he served on the district committee over a decade, and received the NFL chair bronze award.

Brother George has qualified 38 students to nationals including a runner-up in Humor, a finalist in Drama, and a 4th place finalist in the Super House. He coached Chaminade to the Karl E. Mundt Congress Trophy at the Fargo Nationals in 1992. Brother George led Chaminade to the Leading Chapter Award in 1977 and 1988, and the district trophy in 1978, 1985 and 1992. In five different years Brother's students were the leading NFL point students in the New York City District, one an All American. Brother Zehnle has also coached seven New York State champions.

Chair of the English Department and speech coach during the school year, Brother George serves his order as a carpenter during summer months.

A perennial national tournament official, few coaches devote as much of themselves to forensic service as Brother George Zehnle, S.M., now NFL Fourth Diamond coach #44. No person is more modest, more selfless, and more deserving.



**\*\*\*\*James Menchinger**  
Portage-Northern HS, Michigan  
Fourth Diamond #45

As Richard Sodikow will attest, when one calls someone a "mensch", they mean a "good person".

James Menchinger, five time Michigan District Chair, is most certainly called "Mench" - his nickname; but he is also a "Mensch" - a person doing great work!

Now beginning his 33rd year as Director of Forensics at Portage Northern (MI) HS, his record is legendary: 4 state team championships, 32 individual state champions, 25 yearly qualifiers to the state varsity debate tournament and 19 qualifiers to the state novice debate meet, including last year's state champions. In invitational sweepstakes competition Northern was unbeaten between 1984 and 1992! "Mench" also coached 5 state and one international service club contest winners.

In NFL District competition Jim's team have won 4 District Trophies and five Sweepstakes Plaques. Nine students have been Michigan NFL point leaders including 2 All Americans.

Mr. Menchinger has qualified 49 students to nationals with finalists in Congress, Prose and Poetry and semifinalists in Oratory, Extemp, and Humor. He coached his son to nationals in Humor.

An outstanding forensic administrator, Jim has served as President of the Michigan Speech Coaches Association, President of MASC - Michigan Association of Speech Communication, and as council member of MIFA - Michigan Interscholastic Forensic Association.

His NFL chapter won the Leading Chapter Award in 1978, 1984, and 1991. His expertise makes Jim a popu-

## NFL HOT LINE

WANT THE L/D TOPIC 24 HOURS A DAY?  
(414) 748 - LD4U

# FALL EXECUTIVE COUNCIL MEETING MINUTES

Executive Council Meeting  
September 30, October 1, 1994  
San Diego, CA

Present: Donus Roberts, President, Billy Tate, Vice President, Cat Horner Bennett, Don Crabtree, Glenda Ferguson, Harold Keller, L. D. Naegelin, Frank Sferra, Bro. Rene Sterner, FSC, alternate Ted Belch and National Secretary James M. Copeland.

## International Debate Team

Moved by Donus Roberts, seconded by L. D. Naegelin, that the Council express appreciation for the young men and women and coaches who represented NFL and the USA at the World Debate Tournament. Unanimous.

## NFL National Headquarters Building

In regard to sale of present NFL building at 104 West Jackson, Council directed the National Secretary to send out all options for sale along with his recommendation to the Council so they can vote on them.

NFL will be moving into the former Central Federal Savings & Loan Building on October 21 which NFL will rent (with the option to buy until December 31, 1995).

Moved by Frank Sferra, seconded by Harold Keller that we table discussion regarding purchase of building in Ripon until the spring meeting. Carried unanimously.

Moved by Frank Sferra, seconded by Harold Keller, that Mr. Copeland defer sending out information re building inquiries to district chairmen until after the spring meeting. Carried unanimously.

## Financial

Moved by Frank Sferra, seconded by L. D. Naegelin, to accept proposed budget. Carried unanimously. Requested by Frank Sferra that the Secretary make available at the spring meeting the budget information for possible addendums.

## National Tournament

Moved by Frank Sferra, seconded by L. D. Naegelin, to send a survey to NFL members for opinions about holding part of the national tournament in one building and the other part of the tournament in a second building. Carried unanimously.

Moved by L. D. Naegelin, seconded by Cat Bennett, to abolish blind draw in National Tournament speech semi finals and final round and follow procedures used in rounds 7, 8, 9, 10. Carried. Ayes: Roberts, Sterner, Naegelin, Keller, Ferguson, Bennett, Crabtree. Noes: Tate, Sferra.

Moved by Keller, seconded by Naegelin, that NFL abolish the national tournament yearly sweepstakes award. Carried. Ayes: Tate, Bennett, Crabtree, Keller, Naegelin, Sterner, Roberts. Nays: Belch, Ferguson. (Mr. Sferra was ill and out of room at time of vote).

[This action was demanded by Dr. Harold Lane, chair, and the Committee on Contests and Activities of the National Association of Secondary School Principals].

Moved by Belch, seconded by Naegelin, that each school that qualifies a cross-examination debate team to the national tournament must be represented in the judging pool by a qualified debate judge. Carried unanimously. (Mr. Tate absent from meeting during discussion and vote on above).

## Congress

Moved by Keller, seconded by Sferra, that section SCM-7 of the Congress Manual be as follows:  
National Congress Qualification.

1. At the district congress, if 12 or more schools are represented, the district is entitled to send four members to the National Student Congress. If there are between 8 and 11 schools at the district congress, and fewer than 50 student congress persons, the district may send two members to the National Congress, one Senator and one Representative. If there is between 8 and 11 schools and 50 or more student congresspersons members, the district may send 4 members to the National Student Congress, two Senators and two Representatives. If there are fewer than 8 schools at the District Congress, no student from that District may attend the National Congress.

Carried Unanimously.

## Debate

Moved by Ferguson that evidence citations in CX debate only has to be available, not to be read. Motion fails for lack of second.

## Hall of Fame

Moved by Tate, seconded by Naegelin, that the National Secretary notify persons elected to the NFL Hall of Fame one month in advance of the national tournament. Carried unanimously.

Moved by Keller, seconded by Naegelin, to make the Hall of Fame election general information in the June Rostrum (cover and stories about Hall of Fame election). Carried unanimously.

## Grants

Moved by Sferra, seconded by Crabtree, to approve Phillips Petroleum Company grant funds to the following urban projects:

\$5000	Los Angeles Inner City Debate League (Hankey)
\$5000	Atlanta Urban Debate League (Wade)
\$ 500	San Francisco ESL - (Chandler)
\$2000	Philadelphia Urban Debate League (PJBA)
\$ 500	Nashville, Tennessee (Woods)

Carried unanimously.

## Elections

Moved by Sferra, seconded by Keller, that a constitutional amendment be sent to members: "Beginning in the election in 1998, anyone elected from 1998 on will be allowed to serve only two terms or eight years on the National Council". Defeated. Ayes: Sferra, Ferguson, Naegelin. Noes: Tate, Bennett, Crabtree, Keller, Rene, Roberts.

Moved by Ferguson that preferential vote for district election be abolished and that it be done by popular vote. Motion failed for lack of second.

## District Tournament

Moved by Tate, seconded by Naegelin, that an affiliate chapter may send up to 4 entries (if eligible by district chart) to the district tournament and may send 4 members to the district congress. Defeated: Ayes: Tate, Crabtree, Keller. Nays: Bennett, Sferra, Ferguson, Naegelin, Sterner, Roberts.

## Personnel

Moved by Harold Keller, seconded by Lanny Naegelin, that personnel report be accepted. Carried unanimously.

## Spring Meeting

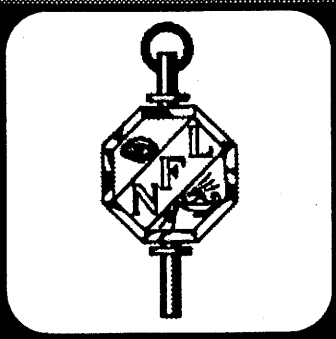
The Spring meeting will be at Fort Lauderdale, FL Sunday, April 2 and Monday, April 3. Council may fly in either Friday or Saturday and leave Monday after 3 PM.

## Committees

Council standing committees will meet at 9 AM Sunday, April 2.  
Junior High School: Tate (c), Roberts, Belch, Naegelin  
Elections: Sterner (c), Naegelin, Bennett  
Grant Committee: Vacant (c), Roberts, Keller.  
President Roberts requests a rotation system for all administrative committees.

Meeting adjourned.





# C.A.R.E.

Coaching Attraction, Retention, and Education

## Outreach / Mentorship

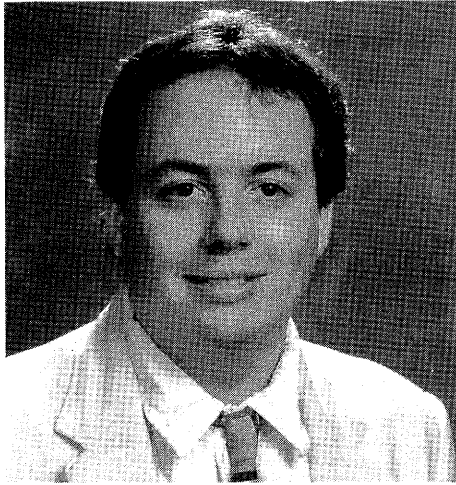
With the expectation to attract, retain, and educate speech and debate teachers/coaches and to attract non-member schools into the National Forensic League, the NFL encourages its Districts and Affiliates to establish outreach/mentoring programs.

Mentorship arrangements match experienced forensic instructors with new teacher/coaches to provide on-going assistance and support. To facilitate creation of a wide range of mentoring experiences, the C.A.R.E. Committee has awarded \$300 grants to the following districts on the basis of their mentorship plan for this season.

Maine, Greater Illinois, Western Ohio, Pittsburgh, Eastern Washington, New Mexico, Southern Minnesota, Central Minnesota, Northern Lights, Mississippi, Ohio North Coast, Gulf Coast, Eastern Iowa, Western Washington, Central Texas, and Wyoming



## DOUBLE DIAMOND COACHES



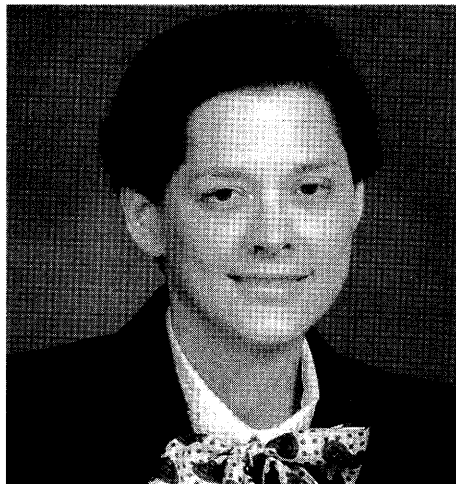
**\*\*Ron Jackson**  
North Kansas City HS, MO  
April 11, 1994 5288 points



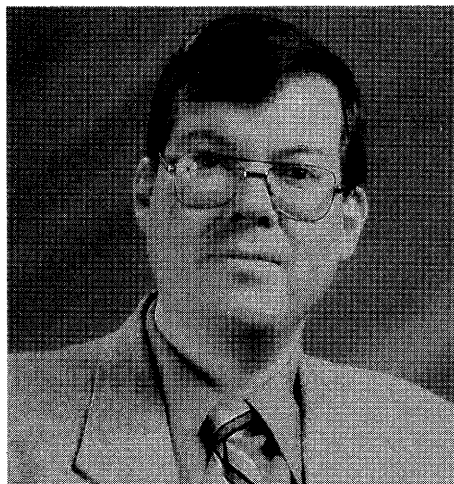
**\*\*Christine Wortman**  
Great Falls-Russell HS, MT  
January 31, 1994 3584 points



**\*\*Frances Schoolcraft**  
Wheeling Park, WV  
March 31, 1994 3013 points



**\*\*Sally M. Finley**  
Belle Vernon Area HS, PA  
April 13, 1994 3836 points



**\*\*David Moulton**  
Perry Meridian HS, IN  
April 18, 1994 3260 points



**\*\*Karen Colton-Millsap**  
Aurora HS, MO  
April 18, 1994 3096 points



**\*\*Rebecca Wiley**  
Duval HS, WV  
April 21, 1994 3019 points



**\*\*Allene Miller**  
Diamond HS, MO  
April 22, 1994 3011 points



**\*\*Penny Johnston**  
Mead HS, WA  
May 11, 1994 6127 points

# NATIONAL FORENSIC LEAGUE INSIGNIA



As you improve your communication skills, reward your efforts with a hand-crafted key or keypin. Each colored stone, emerald, sapphire or ruby, represents progression towards your commitment to being one of our "Nation's Future Leaders."

## NFL Order Form

Quantity	Price	Description	Indicate Quantity of each item									Total
			Plain	Emerald add \$2.00	Sapphire add \$2.00	Ruby add \$2.00	Double Ruby add \$4.00	Triple Ruby add \$6.00	Quad Ruby add \$8.00	Each Diamond add \$18.00		
	<b>Note:</b>	Pin = pin to clothing      Key = Loop to put on a chain										
	\$ 8.00	Medium Pins, Silver Plate										
	\$ 9.00	Large Pins, Silver Plate										
	\$ 7.00	Medium Keys, Silver Plate										
	\$ 8.00	Large Keys, Silver Plate										
	\$ 7.00	"NFL" Monogram Pin, Silver Plate										
	\$ 6.00	"NFL" Monogram Tie-Tac, Silver Plate										
INSTRUCTORS ONLY	\$16.00	Medium Pin, Gold Electroplate										
	\$18.00	Large Pin, Gold Electroplate										
	\$18.00	Special Key, Gold Electroplate										
	\$ 8.00	Monogram Pin, Gold Electroplate										
	\$ 7.00	Monogram Tie-Tac, Gold Electroplate										
Shipping and Handling											\$3.00	
Make checks payable to NFL      Amount Due												

### Please ship to:

Name: \_\_\_\_\_  
 School: \_\_\_\_\_  
 School Address: \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Fax: \_\_\_\_\_

All orders *must* be *prepaid* and sent to:

National Forensic League  
 P.O. Box 38  
 Ripon, WI 54971  
 Phone 414-748-6206  
 Fax 414-748-9478

**N.F.L.** ... The national leader in recognizing talented students in the field of communication.

# DISTRICT STANDINGS

(October 31, 1993)

Rank	Change	District	Ave. No. Degrees	Largest Chapter	Degrees
1.	+2	Kansas Flint-Hills	90.29	Washburn Rural	291
2.	-1	Northern South Dakota	87.88	Watertown	304
3.	+28	Rushmore	87.20	Sioux Falls-Lincoln	178
4.	+34	Show Me (Missouri)	82.40	Lee's Summit	226
5.	+10	West Kansas	78.77	El Dorado	182
6.	+5	Heart of America (Missouri)	78.70	Independence-Truman	221
7.	-5	South Kansas	77.64	Field Kindley	167
8.	+4	Northern Ohio	76.33	Austintown-Fitch	165
9.	-1	Nebraska	71.33	Millard-North	212
10.	+14	Hoosier South	69.93	Evansville-Reitz	371
11.	-5	Central Minnesota	69.62	Apple Valley	263
12.	-7	Sierra	67.61	Bakersfield	261
13.	+13	Illini	65.70	Downers Grove-South	422
14.	+2	Eastern Ohio	65.60	Carrollton	160
15.	-8	East Kansas	62.34	Shawnee Mission-West	264
16.	+1	Ozark	61.72	Springfield-Glendale	144
17.	-13	Carver-Truman	61.35	Neosho	185
18.	-9	San Fran Bay	60.68	Miramonte	180
19.	-	Calif. Coast	59.46	Bellarmine College Prep.	263
20.	-7	Southern Minnesota	59.45	Eagan	221
21.	+23	East Iowa	59.11	Bettendorf	176
22.	-12	North East Indiana	58.52	Chesterton	225
23.	+11	Eastern Missouri	58.42	Pattonville	173
24.	+5	Northern Illinois	55.83	Glenbrook-North	148
25.	-11	Hoosier Central	54.73	Attica	149
26.	-1	South Florida	54.50	Miami-Palmetto	340
27.	+8	South Oregon	54.00	Ashland	201
28.	-1	Florida Manatee	53.95	Nova	175
29.	+1	Rocky Mountain-South	53.86	Golden	162
30.	+25	Big Valley	53.63	Modesto-Beyer	199
31.	-13	Nebraska South	53.28	Hastings Senior	116
32.	-9	Northern Wisconsin	50.56	Appleton-East	212
33.	-11	Northern Lights	48.45	Grand Rapids	137
34.	+9	New York State	48.00	Newburgh Free Academy	124
35.	+2	Western Washington	47.26	Auburn Sr	148
36.	-3	Great Salt Lake	46.69	Kearns	126
37.	+26	New York City	46.50	Regis	196
38.	+2	Louisiana	45.17	Caddo Magnet	182
39.	-19	East Oklahoma	45.00	Broken Arrow	196
40.	-19	West Iowa	44.94	West Des Moines-Valley	148
41.	+1	Nevada	44.57	Douglas	112
42.	+48	Southern Calif.	44.10	Redlands	185
43.	+26	Pennsylvania	43.92	Belle Vernon Area	88
44.	+20	Northwest Indiana	43.50	Plymouth	180
45.	-	West Virginia	41.57	Parkersburg South	79
46.	-14	Colorado	41.55	Cherry Creek	148
47.	-8	East Texas	40.38	McCullough	165
48.	-20	New Mexico	40.27	Albuquerque Academy	183
49.	+26	Georgia Southern Peach	39.00	Carrollton	81
50.	-3	Tall Cotton	38.93	Amarillo	110
51.	-1	Utah-Wasatch	38.88	Ogden	117
51.	+14	Hole in the Wall	38.88	Sheridan	157
53.	-17	Sundance	38.68	Bingham	151
54.	+5	Rocky Mountain-North	38.46	Standley Lake	73
55.	-7	Deep South	38.31	Saint James School	155
56.	+27	Georgia Northern Mountain	37.78	Westminster Schools	150
57.	-1	North Dakota Roughrider	37.29	Magic City Campus	80
58.	+3	Valley Forge	37.04	Holy Ghost Prep.	109
59.	+19	Idaho	36.77	Centennial	114
60.	-19	Mississippi	36.50	Hattiesburg	180
61.	-7	Tennessee	36.35	Montgomery Bell Academy	141
62.	+4	Central Texas	36.07	San Antonio-Churchill	168
62.	-16	Eastern Washington	36.07	Mead	174
64.	+12	Wind River	36.05	Casper-Natrona County	89
65.	-16	East Los Angeles	36.00	Damien	145
66.	+8	Tarheel East	35.93	Enloe	103
67.	-9	New England	35.88	Lexington, MA	239
68.	+4	Greater Illinois	35.57	Heyworth	95
69.	+1	Lone Star	35.48	Plano	195
70.	-10	Western Ohio	35.25	Centerville	187
71.	+8	Florida Sunshine	35.15	Academy of the Holy Names	239
72.	-10	South Texas	34.47	Westfield	100
73.	-6	North Coast (Ohio)	33.61	Crestwood	78
74.	-17	Montana	33.59	Great Falls	117
75.	-23	West Oklahoma	33.11	Alva	111
76.	-3	Pittsburgh	31.90	Cathedral Prep.	127
77.	-9	Southern Colorado	31.07	Air Academy	103
78.	-7	Gulf Coast	30.95	Gregory-Portland	173
79.	-26	Kentucky	30.71	Boone County	93
80.	+5	Arizona	30.26	Dobson	92
81.	-30	South Carolina	29.83	Riverside	144
82.	-	North Texas Longhorns	28.16	Newman Smith	131
83.	+4	West Los Angeles	27.92	Arroyo Grande	168
84.	-7	Iroquois	26.00	Bishop Kearney	74
85.	+1	Southern Wisconsin	25.64	West Bend East	108
86.	-6	Mid-Atlantic	25.48	Blacksburg, VA	109
87.	+1	North Oregon	25.47	Clackamas	98
88.	+4	Alaska	24.50	Petersburg	26
89.	-8	Michigan	23.80	Portage Central	112
90.	+1	Carolina West	23.68	High Point-Andrews	80
91.	+3	New Jersey	22.30	Bergenfield	92
92.	-3	Patrick Henry	21.05	Kempsville	77
93.	-9	Maine	20.00	Cape Elizabeth	123
94.	+1	West Texas	18.86	Montwood	120
95.	+3	Capitol Valley (California)	17.50	Sacramento-Kennedy	74
96.	+2	Big Orange	16.85	Esperanza	92
97.	-1	Puget Sound	15.44	Mt. Rainier	87
98.	-5	Hawaii	14.20	Punahou School	79
99.	-2	Guam	5.50	St. John's School	32



**NORTHWESTERN  
UNIVERSITY  
School of Speech**



WRITE TODAY  
for further information and  
application materials:

**School of Speech  
Summer Fellows Program  
Annie May Swift Hall - 202  
Northwestern University  
Evanston, IL 60208-2260**

**10 SUMMER FELLOWSHIPS for  
SECONDARY TEACHERS of  
SPEECH, THEATRE and MEDIA**

Spend this summer at Northwestern University as a School of Speech Fellow. FULL TUITION and ROOM. Study in the Summer Session with the regular faculty; explore Chicago's summer cultural events.

**Course work in your specialty:**

THEATRE  
PERFORMANCE STUDIES  
RADIO/TV/FILM  
COMMUNICATION STUDIES

This program is designed for career teachers of speech, theatre or media. Criteria for selection include: five years teaching experience in speech, theatre or media; professional involvement beyond the classroom; and a career commitment to communication or arts education. Applications are due February 24. Awards will be announced March 31. Summer program June 19-July 29, 1995.

**Call for Papers**

**SCA 1995 Convention**

November 18 - 21, 1995

San Antonio, Texas

The National Federation Interscholastic Speech and Debate Association  
announces its call for papers and programs for the  
1995 Speech Communication Association.

Papers and programs should focus on speech and debate at the K-12 level.

Paper and program proposals must be submitted by February 1, 1995 to:

Lynn Goodnight  
National High School Institute  
Northwestern University  
2299 North Campus Drive, Evanston, IL 60208

If you have questions or need additional information please call  
**1-800-662-6474**

THE BEST DEBATE RESOURCES FOR 1994-95

# Immigration

## NTC's "BIG 3" DEBATE TOPIC BOOKS

### 1. Changing the Immigration Policy of the United States

*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. The most essential source for high school debaters.

Softbound, #EL5835-0 .....\$19.95

### 2. United States Policy on Immigration

*An Overview of the Issues Affecting the Immigration Policy of the United States*

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

Softbound, #EL5837-7 .....\$17.95

### 3. Immigration: New Directions for the Future

*A Critical Analysis of the Federal Government's Role in Changing Immigration Policy*

Many of these essays and articles have appeared in specialized journals and other scholarly publications not found in libraries generally used by high school debaters. Give your students the edge with the arguments presented in this winning resource.

Softbound, #EL5836-9 .....\$17.95

### SAVE on convenient topic sets!

Save \$25 on TEAM SPECIAL

Set of 9 books (3 of each title), #EL5835-X ..\$142.55

Save \$8 on TOPIC SPECIAL

Set of 3 books (1 of each title), #EL5836-X ....\$47.85

**ORDER  
TOLL-FREE TODAY:  
1-800-323-4900**



## National Textbook Company

a division of NTC Publishing Group

4255 West Touhy Avenue • Lincolnwood, IL 60646-1975 • 1-800-323-4900 or 1-708-679-5500 • FAX: 1-708-679-2494

AD0632

**Phillips Petroleum is the National Sponsor of  
the National Forensic League.**



**This publication is made possible by the Phillips Petroleum Company.**