

Donovan Cummings

Larry Highbaugh



Dale McCall

David Johnson

ROSTRUM

Volume 69

Number 6

February 1995

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

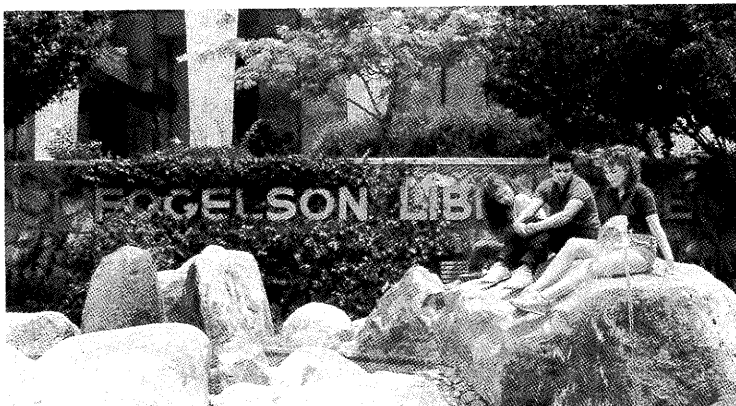
- * In 1986 86% of CDE alumni qualified for Nationals.
- * In 1989 28 CDE alumni "broke" to late rounds at Nationals. And 8 earned final round trophies.
- * In 1990 became the first U.S. debaters to win the World College Debate Championship.
- * In 1991 CDE graduates won two events at Nationals plus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

This year YOU are invited to join us.

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

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

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



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

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

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



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



☐ Team Debate

Name _____

☐ Lincoln Douglas

Mailing Address _____

☐ Foreign Extemp

☐ Domestic Extemp

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

WHICH CAMP IS REALLY THE "BEST IN THE NATION"?

by William Bennett

The next few months you will see numerous ads, flyers, and other sources proclaim that their camp is a "great" camp, maybe even the "best in the United States." But, as you well know, only one camp can TRUTHFULLY make the claim. The thing you need to know to be sure to select the best camp for you is which one is telling the truth. And the answer is CDE. And there are six reasons why that is true.

First is the quality of the staff. No other institute offers you Catherine Bennett (coach of three national extemp champions and the ONLY coach whose students "closed out" final round at Nationals in Lincoln Douglas), and a staff of 27 more who between them have produced top debate speaker, two national championship debate teams, three firsts in L.D. at Nationals, and seven National champions in extemp.

Second is the work commitment of the staff. Our people do NOT come in to give the occasional "guest lecture." We all work ten to fourteen hours a day to be sure that you get your money's worth.

Third is our record of empirical success. It is in your best interest to compare what percentage of CDE graduates qualify for Nationals compared to the other camp(s) you are considering. At CDE as many as 87% of our graduates in any given year make it to Nationals. No other camp has this success rate. Only CDE graduates have won both the high school and college level international debate championships for the United States (Scotland, 1990 and New Zealand, 1994).

Fourth is the amount of critiqued practice rounds you receive. WE don't just give you a "tournament" at the end. At CDE you get critiqued nondecision rounds through the whole camp. If you are in policy debate that means 24 debates before you graduate. In Lincoln Douglas you average 23, in extemp its 24 rounds. And they are all critiqued in constructive ways by successful professionals.

Fifth is the class structure you will enjoy. It is hard work for you but it assures learning and growth. And it is different from other camps because we do not assign you to "labs" for most of your time; too often "labs" are a name for subjecting you to the erratic vagueries of an individual coach or two. At CDE you follow a class, practice, and research format perfected since 1969. Hour-by-hour you move through a learning plan that exposes you to different teachers who excel at the subject they are helping you with. And this happens to you 7 days a week, from the day you arrive until the day you leave. You are exposed to every teacher on our staff, you are helped and prodded and even eat some of your meals with staff members to assure that your individual needs are met.

Sixth is cost. Unlike many other camps CDE figures the cost of all your meals into the price we quote to you. And unlike many other camps we figure in the cost of ALL debate blocks or L.D. blocks and extemp materials in the price we quote you. CDE's price tells you the truth.

Only one camp is the BEST in the nation. And that camp is CDE. We accept the first 60 students who apply.

CDE students also do well after they get to Nationals. Since 1983 CDE has produced more National Champions than any other camp. I hope you'll join us this upcoming summer.

The 63rd

NATIONAL SUMMER INSTITUTE IN FORENSICS

THE UNIVERSITY OF IOWA

Iowa City, Iowa

POLICY DEBATE

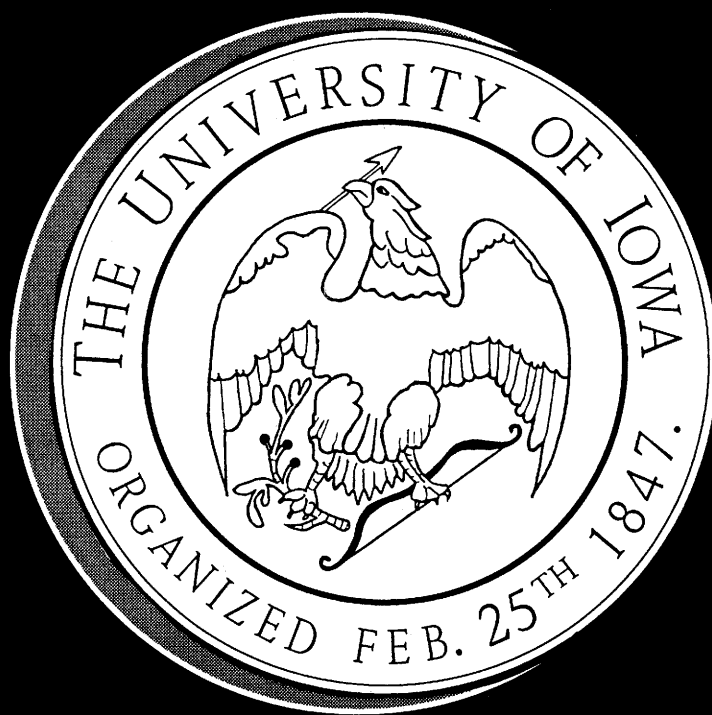
June 26 - July 15

LINCOLN-DOUGLAS DEBATE

June 26 - July 8

TEACHERS' INSTITUTE

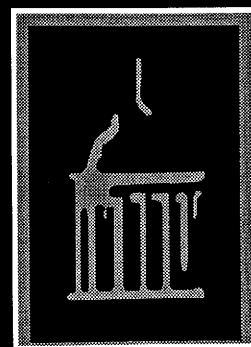
June 26 - July 15



Paul Slappey
A. Craig Baird Debate Forum
12 International Center
University of Iowa
Iowa City, Iowa 52242-1802

319/335-0621 • FAX 319/335-2111

Application materials available February 28



On the Cover: New Five Diamond Coaches:
Donovan Cummings, Larry
Highbaugh, David Johnson, and
Dale McCall. (Story on page 10)



This publication is
made possible
by the Phillips
Petroleum Company



Next Month: Special L/D edition with articles
from William Bennett, Dale McCall,
and other L/D experts.

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, 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 \$250 each
additional sub.

NATIONAL FORENSIC LEAGUE BALLOT FOR TOPIC SELECTION

Proposed Resolutions for 1995 - 96

Rank the topic areas 1 (favored), 2 (less favored). The lowest total will
determine the 1995 - 96 policy debate topic.

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.

Mail your vote to NFL, Box 38, Ripon, WI 54971
Deadline for receiving ballots is March 8, 1995

March - April Lincoln Douglas Debate Topic

Resolved: On balance, institutional censorship of academic material is
harmful to the educational development of students.

L/D TOPIC LINE: (414) 748-LD4U

*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.*

Presenting the

National Forensic Consortium

1995 Summer Debate and Events Institutes

- **CALIFORNIA NATIONAL FORENSIC INSTITUTE**

Located at Univ. of CA, Berkeley

Dates: June 17 - June 30

Policy and LD Debate

Room, board, tuition: \$975

- **STANFORD NATIONAL FORENSIC INSTITUTE**

Located at Stanford University

Dates: July 31 - August 17, Policy

August 5 - August 17, LD and IE's

Room, board, tuition: CX \$1,295
LD/IE \$995

- **AUSTIN NATIONAL DEBATE INSTITUTE**

Located adjacent to UT Austin

Policy Debate: July 6 - July 22

LD Debate: July 9 - 22

Room, board, tuition: CX \$795

LD \$650

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

Located at Catholic University, D.C.

Dates: July 5 - July 22, Policy

July 5 - July 18, LD

Room, board, tuition: CX \$995
LD \$795

Note our value-priced, national caliber programs in Austin & Washington, D.C.

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



ORAL INTERPRETATION OF LITERATURE: PROSE AND POETRY READING

by Tony Figliola

The Introduction

Each student should have an introduction to his/her presentation. The intro should include a combination of the following:

- It should provide necessary background info such as character, situation, setting.

- It should set up expectations that are then fulfilled in the presentation. The result is listener satisfaction, because if the student performed the material correctly, s/he delivered what was promised. Consider a segment of an intro for the play *The Foreigner*: "Although initially shy and reticent, Charlie finds that he has what it takes to be the life of the party and the hero he'd always wished he were."

- It should advance the argument—the moral, social, philosophical point—of the literature, justifying its importance/significance. Consider a segment of an intro for the play *Someone Who'll Watch Over Me*: "By employing their vivid imaginations to help them cope with their imprisonment, the two political captives demonstrate how the human spirit can triumph over the most insurmountable odds." Note: this approach places the interp within a rhetorical mode, justifying it as a "forensic" demonstration.

- It must name author and title.

It is not uncommon for students to begin with a part of the selection before they offer the audience the intro they composed. The use of such a "TEASER" is appropriate but not necessary.

Type of Literature

Decide if the literature is meant to be humorous—witty, slapstick, sarcastic, ribald, nice—or serious—melancholy, angry, mysterious, bitter, unpleasant—or a mixture of both. Then lis-

ten to the literature and decide if the performer is accurately capturing its tone and mood. DO THE PERFORMER'S TONE, ATTITUDE AND VOCAL VARIETY ELICIT THE EMOTIONS AND IDEAS SUGGESTED BY THE MATERIAL?

The Prose Narrator

1. The PN should have a distinct personality that remains constant and consistent throughout the performance. The PN should not be wooden or aloof, but should have genuine feelings and opinions.

2. The PN should be played as the script requires: loud-mouthed or soft, effusive or reticent, friendly or obnoxious, clever or dim-witted, articulate or inarticulate, educated or uneducated, easy-going or hyper, sincere or sinister, and so on.

3. The PN should employ vocal variety whenever possible, but only if changes in pitch, volume, rate, stress, quality, phrasing, and the like are appropriate to and consistent with the narrator's personality and probable development.

- A third person narrator (a PN who is not identified by name and who is telling about the lives of others) can be given the most expressive vocal range because we do not know anything about his/her background. (Still, however, remember that the reader must endow this narrator with a personality and with the ability to express, in a personal and conversational way, the events that transpire in the script.)

4. The PN should have an opinion or "ATTITUDE" about characters, actions, situations, places, things. This attitude or "SUBTEXT" should color or underpin the words the PN uses. For example, if the PN is telling the tale of how a very nice fellow (Jim) is ruined by a devious acquaintance (Bob,) the PN

would likely favor Jim and dislike Bob. Therefore, the PN would probably

- say Bob's name with distaste (because Bob is bad);

- describe the unfortunate event that befalls Jim with a great deal of compassion (because Jim is a good guy);

- describe Bob's gloating over his nefarious deed with a certain anger or regret (because Bob deserves to be punished for what he did);

- describe Jim's attempt to bounce back from his defeat with hope and pride (because Jim is a good man who deserves a second chance and who should right a wrong).

To use another example: if the PN is relaying Hal's fascination with guns, the PN might sound enthusiastic (if Hal is rightly fascinated,) disdainful (if Hal's obsession is foolish,) or ironic (if Hal will accidentally blow his brains out.)

5. The PN should communicate, in a very personal way, with the audience, taking them by the hand through the story, making sure they understand all the subtle clues that point to the personalities of characters and the development of plot. The PN gives the audience an "up front and personal insider's view."

6. Eye contact with each audience member should be meaningful and somewhat lengthy. Eye interest and expression should be used to send messages from the performer to the listener.

- One emotional phrase should be said to one person only. Careless bobbing of the head from script to audience as well as the bouncing of the head from person to person only undercuts the direst potent effect that each emotional statement can have. Consider this analogy: when a boxer throws a punch he winds up and follows through;

were his fist to veer, the punch would not be fully felt by anyone. So to maximize the "punch" of an emotional phrase, play each to one person's eyes, and let it lie for a second; then, either drop eyes to the script and immediately read or move eyes to another and immediately talk. This technique allows lines to be felt to the max.

7. The PN should VISUALIZE salient imagery. In order for the audience to appreciate an image or anything that has sensory appeal (a breathtaking mountain-top, a horrendous car crash, a blinding sun,) the PN must verbalize it (of course) and visualize it, that is, SEE what is described or remembered. For example, if the PN is describing the blinding sun that caused the glare that caused his accident, the PN should SEE the glaring sun (locate it again in our presence) and REACT to it with eyes and face (the way the PN reacted to it in the past when the accident happened or the way the PN would react, perhaps, if time has created an emotional distance—in the second case, the PN would relive it less); then, the PN should attempt to BRING THE AUDIENCE TO IT, directing their eyes to the image, checking to see if they are experiencing it. If the PN sees, the audience also sees, and will therefore have a more immediately richer experience. Some visualization, however, should not be solaid out. During intense moments of recall, a performer's face may freeze as his past run through his/her mind's eyes. In this case, the visualized truth is created through the use of subtle eye movement that sees, perhaps again, a tragic event that only the mind and not the body can display.

In Summary

The Prose Narrator Should:

1. Be a real person;
2. Have a definite and appropriate personality that is consistently maintained throughout the performance;

3. Make use of appropriate vocal variety.

4. Have consistent sub-textual attitudes about what happens to whom;

5. Communicate meaningfully and intimately with the audience, highlighting, for listener benefit, all important details and developments;

6. Utilize direct and intense eye contact with individual audience members, sending out messages with subtle eye expressions;

7. Visualize imagery, reliving with eyes and face the experiences that have left indelible impressions or painting new ones that are vibrant and ever-present.

8. BE THINKING. Something is going on inside the PN's head as s/he tells the tale. Subtle movement of eyes and face and coloring of voice should indicate this.

Characters in a Prose Reading

Characters within a story should be VOCALLY DISTINCT from each other and from the narrator. More specifically, each should have a unique and distinguishable

- PERSONALITY
- ATTITUDE
- SOUND
- LOOK

all of which are CONSISTENTLY RENDERED throughout the performance. Be sure that the traits assigned to a character are JUSTIFIED in the text: if the author paints the character as shy, then play her shy, but do not play her loud simply to distinguish her from a vulgar-acting character who needs to be portrayed.

SWITCHES from character to character or from character to narrator SHOULD BE CLEAN AND CRISP. For example, Joe is talking to Jane. Joe has a distinct personality, attitude, sound and look. When Jane responds to him, the interpreter must instantly switch into Jane's personality, attitude, sound and

look. The change must be total and immediate.

Eye Contact and Character Focus/Locus

The interpreter should use the script, but more importantly s/he must CONVEY THE SCRIPT, BRING IT TO LIFE; to this end, eye contact with the audience is most important. Thus, expect that the performer will look at the audience than at the script.

When reading, the interpreter must continue to employ facial expression, must SEE THE STORY COME TO LIFE ON THE PAGE. The bottom line is this: the interpreter's face must always react and respond—express—whether it be looking at the text, looking at the audience, or visualizing an event.

When rendering characters, the interpreter is expected to employ "focal points" or "focal frames." How?

—BY ESTABLISHING FOCAL POINTS. When portraying the character Joe, the interpreter will look at a definite point either just above the listeners' heads or at one particular audience member—the first choice is by far the better one.

—BY KEEPING FOCUS CONSISTENT. Whenever rendering Joe, the interpreter will always look at the same point/person.

—BY ESTABLISHING LOCATION. Joe is talking to someone. The interpreter must convince the audience that Joe SEES the person with whom he is conversing. Joe should be able to see Jane's eyes, hair, shoes, belt, briefcase. In this sense, the interpreter, while portraying Joe seeing the totality of another person, is establishing a location within a FOCAL FRAME.

When rendering Jane, the interpreter will look at another definite point, either just above the listeners' heads or at another particular audience member. Whenever rendering Jane, the interpreter will always look at the same point/person. Finally, remember that when Jane

speaks, she sees the person with whom she is conversing; she is not looking at an empty point in space. (If the interpreter envisions what each character looks like and is wearing, it is easier for him/her to have the characters PICTURE each other during dialogue.)

CAUTIONS: (1) The switching of focus and locus also involves the switching of a character body, look, attitude, and voice. Simply looking at a different point will not create the "reality" of each distinct person. (2) When employing focal points, the actor should not have a character stare incessantly and blankly at a designated spot. As in a real conversation, the character must respond facially to the dynamics of the exchange and must address another realistically—staring unflaggingly at the eyes of another when directness is called for; averting direct contact while thinking or when emotions make a face-to-face encounter difficult.

Regarding Poetry

All the Prose Techniques also apply to the Poetry Performance. So what's the difference: Well, consider these items.

— A poem brimming with imagery must be read with special attention to every single detail, even if it means coloring—varying, emphasizing—every word in some way. The interpreter must carefully paint the images in the minds of the listeners; s/he must give them time to picture and think about what the poet has written. THE BEST POETRY READER ALLOWS THE AUDIENCE TO UNDERSTAND AND EXPERIENCE EVERYTHING—EVERY MEANING, EVERY SOUND, EVERY FEELING, EVERY RHYTHM, EVERY IMAGE.

—Contemporary poetry employs variety of RHYTHMS. If you took one musical line from The Tango, a Swing Song, Acid Rock, and Madonna Music, respectively,

and shaped these lines into a poetic stanza, there would be a multiplicity of rhythms—musical beat formations—that need to be surfaced. Remember, however, that rhythmic changes must be justified by the ideas and emotions in the literature. Don't arbitrarily endow a funeral dirge with a chitty chitty bang bang beat.

—Much quality contemporary poetry is written in conversational, narrative free-verse form. A close analysis of such poetry would reveal many poetic techniques that may escape the listener on first hearing; therefore, the listener should accept this form as poetry and not dismiss it as prose.

—Most traditional poetry employs rhyme and predictable rhythm patterns. This is a valid type to interpret in competition. Note, however, that the performance of this poetry should exhibit on the interpreter's part the ability to accentuate the rhyme when appropriate (usually in humorous literature) and to avoid it when not (most often in serious literature.)

—Remember: poetry programs will many times consist of several poems that are thematically related (see the example program entitled "Speak Like Rain") and will many times consist of one longer poem. Both types are legitimate, and one should not be preferred over the other.

Transitions in the Poetry Program

If a student has a multiple selection program, s/he must provide internal segues that show how each poem is logically linked to the next. Suppose, for example, that someone wants to present a poetry program on LOVE—specifically, how love has evolved from romance to finance to free-lance lust.

S/he might begin with a teaser—a portion of the well-known "How Do I Love Thee".

S/he then would name the title and author of the teaser verse, and begin to establish the argument of the program: how love has evolved, if not dissolved, throughout the ages.

S/he then would introduce the concept of ROMANCE, leading the description into the title and author of the poem about old-fashioned romance.

S/he then will READ the ROMANCE poem.

S/he then will provide an internal transition—a segue—connecting ROMANCE to the next stage, FINANCE, explaining that this stage entails arranged marriages and relationships based on convenience and fiscal security, and introducing the title and author of the FINANCE poem.

S/he then will READ the FINANCE poem.

S/he then will provide an internal transition—a segue—connecting FINANCE to the next stage of FREE-LANCE LUST, explaining that this stage entails sexual relations both free and bought and introducing the title and author of the FREE-LANCE LUST poem.

S/he then will READ the FREE-LANCE LUST poem.

S/he may close his binder after s/he finishes this last poem, or may conclude with a final comment on the theme that points to the degeneration of love into lust.

Use of Binders

It is customary for students to have their binders closed during all introductory and transitional comments, and to open them only during the performances of the poems. It is also preferable to use small binders, as large, floppy ones call attention to themselves and inhibit the audience's view of the performance as well as the performer's ability to communicate physically and flexibly.

(Tony Figliola has established a legendary speech program at Holy Ghost Prep (PA).)

The National Forensic Consortium presents the 6th annual

California National Forensic Institute

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

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

POLICY and LD DEBATE

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

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

PROSPECTUS and COSTS

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

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

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



Presenting the

Stanford National Forensic Institute

CX Program: July 31 - August 17, 1995

LD / Events: August 5-17, 1995

**SUPERIOR
PROGRAM:**

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

**SUPERIOR
FACULTY:**

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

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

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

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

**SUPERIOR
SETTING:**

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

**REASONABLE
COST:**

Policy Debate

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

LD and Events

\$995 resident plan
\$525 commuter plan

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

**TO APPLY
&/or INQUIRE:**

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

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

Four Achieve Fifth Diamonds

Donovan Cummings

There is no finer educator in NFL than Donovan Cummings. Twice President of his state league -- CHSSA -- and currently vice-president for curriculum, Donovan has supported major NFL educational efforts by co-chairing the Educational Video Tapes Committee and serving on the C.A.R.E. Committee.

A student NFL member of great re-nown, Donovan was the last triple qualifier allowed at the NFL nationals. In 1952 he finished 3rd in debate and competed in Oratory and Boys Extemp.

Don qualified for Nationals in 1950 in debate and in Dramatic in 1951.

Mr. Cummings coaches at both Edison and Stagg High Schools in Stockton, California. Thirty seven Edison and 11 Stagg students have qualified for nationals. Two Edison students have won DI at Nationals two Stagg students have reached the semi finals. Don's students have also made the finals in Impromptu and Oratory.

Cummings served as District Chair 8 terms, winning the Gold Award. His schools have earned 3 Leading Chapter Awards. In 1988 Donovan was elected to the NFL Hall of Fame. Congratulations to a great educator, on achieving NFL fifth diamond #15.

Larry Highbaugh

A great host, a great administrator, a great coach is Larry Highbaugh.

Twice Larry conducted outstanding NFL National Tournaments at Ben Davis HS, (IN): the initial in 1973 and the reprise in 1993. Each event was perfectly planned and beautifully carried out.

Equally outstanding was Larry's work as district administrator. He served 6 terms as district chair, four as leader of the nation's largest district, and received four Gold Awards. In 1976 he received the NFL Distinguished Service Key and in 1979 the Distinguished Service Plaque. Larry was IHSFA State President and is member of the Indiana Speech Hall of Fame. In 1991 he was elected to the NFL Hall of Fame.

Larry and colleague Max McQueen have built a dynasty at Ben Davis. Sixteen times the largest chapter in the district, Ben Davis won the Leading Chapter Award in 1972, 1981, 1987, and 1992. The chapter led in new enrollments 20 different years. The Ben Davis chapter made the national top 10 twenty-three times including two firsts and four seconds.

Six of Larry's debate teams qualified two for nationals out of one of the nations toughest districts. Ben Davis has also been strong in the National Congress.

Most of all, Larry's years of labor have been for kids. Larry says "Do it for your students -- they will make all your other dreams realities." A most fitting sentiment from NFL five diamond coach #16.

David Johnson

One of the most successful NFL coaches of all time is Hall of Fame member David Johnson at Bellaire High School in Houston, Texas.

At Nationals David's debate teams have twice reached the final round, winning in 1979. Bellaire won the National Sweepstakes in 1984 and finished second three times, David's squad won the Bruno E. Jacob/PKD Trophy in 1975 and 1985. Mr. Johnson's students won DI in 1972 and have appeared in 10 final rounds.

Bellaire debaters have won the state TFA and UIL Debate State Tournaments and countless invitationals. Johnson's teams have dominated the South Texas District by winning 22 yearly sweepstakes plaques and four cumulative trophies. Bellaire was the leading

chapter in 1978, 1985 and 1993. Ten times Bellaire has been the largest chapter and nine times led the district in new enrollees, ranking in the nation's top 10 five times. Five of Johnson's students have led the district in NFL points.

A former NDT debate finalist who originally coached in Oklahoma, David Johnson directs one of the nation's largest invitationals, the Bellaire Forensic Tournament. He has served several terms as district chair and a term on the NFL Executive Council. David is currently writing a debate text.

He is very popular with his students and former students who join us in congratulating fifth diamond # 17, David Johnson.

Dale McCall

One of the most creative innovators in speech education, Dale McCall has defined Lincoln Douglas Debate from its inception to the present.

A coach of champions in debate and extemp, including a national champion in 1978, Dale's main focus recently has been L/D. She twice chaired the L/D Topic Wording Committee, she led the L/D Subcommittee at the NFL Goals 2000 Conference in 1988 and she has published and lectured widely about L/D.

For many years the coach at Twin Lakes HS, Dale now coaches at Wellington HS, in West Palm Beach, Florida. At Wellington 10 students have qualified for nationals, at Twin Lakes 15. Mrs. McCall earned three

Leading Chapter Awards and in 1994 Wellington was the largest chapter in the Florida Manatee District. Dale has served as District Chair 4 terms and received the NFL Bronze Award.

Her influence a modern L/D debate can not be overemphasized. She drafted the NFL L/D Guidelines published in the NFL Tournament Manual and produced an important educational video tape on value argumentation.

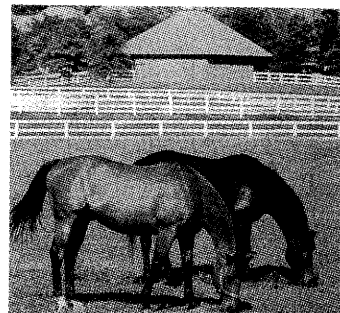
In 1993 Dale was elected the NFL Hall of Fame.

All hail the "Queen" of L/D debate, now fifth diamond #19, Dale McCall.

UNIVERSITY OF KENTUCKY

Home of The National Tournament of Champions

THE 1995 KENTUCKY INSTITUTES



Two-Person Debate

Regular Three Week Institute
June 23 - July 16, 1995

One Week Institute
June 23 - July 2, 1995

Lincoln-Douglas Debate

Three Week Institute
June 23 - July 16, 1995

Two Week Institute
June 23 - July 9, 1995

Seminar: Transitional Debate

Two Person Debate
June 17 - 24, 1995
Paul Skiermont, Jason Patil and
Charlie Henn

1995 TWO PERSON STAFF

(Those listed are definite, others are returning)

Steve Andrews
Paul Derby
Nita Farahany
Peter Graham
Charlie Henn
Fred Karem
Jason Patil

Anjan Sahni
Paul Skiermont
Josh Zive

Harvard University
University of Redlands
Dartmouth College
University of Arizona
Emory University
Harvard University
Stanford University and
University of Kentucky
Emory University
University of Kentucky
University of Kansas

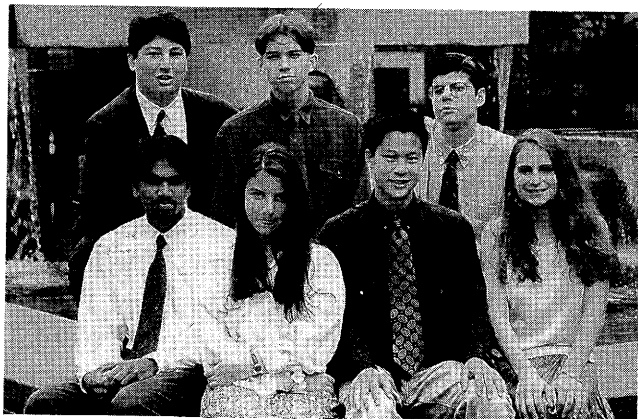
1995 L-D STAFF

(Others will be added)

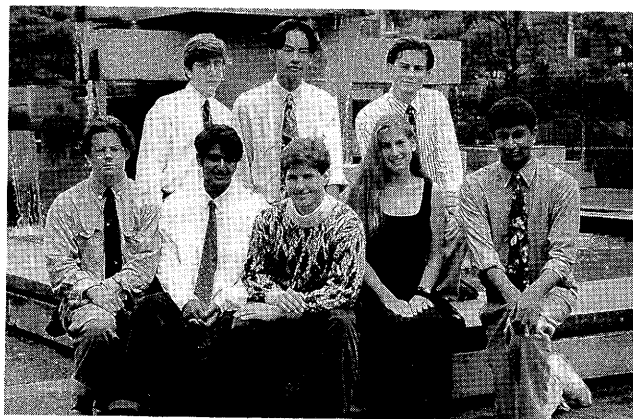
ERIC BROWN, Director, University of Chicago
ROB BERRY, NFL National Champion, Washington
University Law School
BILL HARRINGTON, Yale University

1995 INSTITUTE FELLOWS

The Institute Director is currently recruiting eight to ten of the nation's top 1994-95 high school juniors as Institute Fellows. Nominations are encouraged. Those chosen will be dispersed among the various Institute labs, and will be announced in the March *ROSTRUM*.



1994 Institute Fellows were: Back row, **Jeremy Goldberg**, Greenhill H.S.; **Steve Donald**, Broken Arrow H.S.; **George Kouros**, Niles West H.S.; Front row, **Praveen Kambam**, Montgomery Bell Academy; **Vanessa Marti**, Stuyvesant H.S.; **Ryan Tu**, Head-Royce H.S.; **Joanna Burdette**, Vestavia Hills H.S.



Other 1994 Fellows were: Back row: **Michael Verderame**, New Orleans-Jesuit; **Dale Ho**, Bellarmine Prep.; **Clay Risen**, Montgomery Bell Academy; Front row: **Chris McIntosh**, Westminster; **Roshan Pujari**, Heritage Hall H.S.; **Paul Veillon**, Oak Harbor H.S.; **Natalie Horowitz**, T.A. Edison H.S.; **Srinu Reddy**, Appleton East H.S.

CONTACT: Dr. J. W. Patterson, Intercollegiate Debate, Patterson Office Tower 473, Box 74,
University of Kentucky, Lexington, Kentucky 40506 - Phone: (606) 257-6523

"TRADITIONS OF EXCELLENCE CONTINUE"

DISTRICT TOURNAMENT NEWS

HOW DISTRICT TOURNAMENT POINTS ARE RECORDED FOR STUDENTS AND COACHES

The NFL office would like to clarify how student and coach points are recorded after the district tournament.

Only when a district has held every event: Debate, I.E., and Congress is a tournament report sent to the NFL office which lists: Students' names, the categories in which they participated, ranks or win/loss for each round, and the name of their school. (It is very important that participating students' names be the same as listed on the students' membership cards so the computer will recognize them. And please print or type the names so that the students may be correctly identified.) As we receive each tournament report, points are counted and then entered into our computer. A report is then sent to each school.

Coaches receive coaching credit points (1/10 of points earned by their students participating in a district tournament). When schools have more than one coach: the coach with the most coaching points receives credit for all student district points. If schools which carry more than one coach on record wish a certain person to receive the credit points for certain students, NFL must be notified PRIOR to the district tournament which coach should be assigned points for which student. (Please note: The person written in green at the bottom of the district report, is the coach who received the coaching points for the district tournament.)

We do NOT record the district points until ALL Debate, I.E., and Congress events have been completed and we have received the tournament reports. We also

do not send back the school report until all three (Debate, I.E., and Congress) have been recorded on the computer. If your district does not hold a congress, reports are sent after Debate and I.E.)

NFL credit point sheets no longer have the section *NFL District or National Tournament Debates ... Contests ... Congress ... listed on the bottom of the credit point sheets. Once each school has received the district tournament report add those points to the student totals. (Do not record district points on the credit point sheets since NFL has already added them to the students record.) When the district and national points are added into the student computer file it automatically updates the student points to include the district points, or national points The district tournament report is the only thing that you will receive from the NFL office indicating the district points students have earned.

The national points are recorded in the same way as the district points. NFL should be notified of split coaching points. If there is an error on the district or national tournament reports send us a letter indicating the error and enclose the district tournament report sheet for correction. If the wrong coach receives credit on the district tournament report, please return the district report noting which coach is to receive credit for which students.

We, at the National office, want everyone who participates in the district and national tournament to receive their correct points. Following the instructions above will insure your points are correct.

WAKE FOREST UNIVERSITY

announces

The Summer Debate Workshop, June 18th to July 7th, 1995

The nation's longest running three week workshop, leading the way in the combination of practice, theory, and evidence. Staffed by nationally successful high school and college coaches and a select group of intercollegiate debaters with substantial previous teaching experience. Every student participates in at least twelve debates, and contributes focussed, high-quality research assignments to a three thousand page set of institute-wide arguments. Open to all levels of students.

The Lincoln-Douglas Workshop, July 2nd to July 21st, 1995

New this year, Noel Selegzi of The Collegiate School and Hunter College High School will direct a three week workshop along with other prominent high school coaches and a select group of nationally successful former Lincoln-Douglas debaters. An 8:1 student-teacher ratio will be maintained. Open to all levels of students.

The Policy Project, July 9th to August 4th, 1995

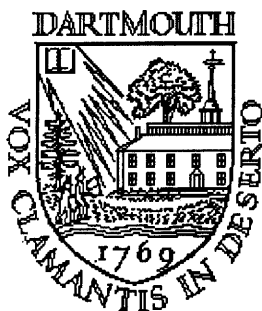
For years, Wake Forest has led the way in institute curricular design and as a crucible of debate coaching at the highest level. The Policy Project will train advanced debaters in cutting-edge debate theory and practice, and promote an ethic of high quality policy debate (including special lectures and discussion with former debaters who are now real-world policy makers and policy analysts). Due to limited enrollment, applicants will be selected on a competitive basis, maintaining a firm maximum of an 8:1 student-to-staff ratio. The faculty represent many years of experience at every major national institute: Adrienne Brovero, *Senior Debater, Wake Forest University*, Alan Coverstone, *Debate Coach, Princeton High School*, Steve Griesinger, *Director of Debate, Princeton High School*, John Katsulas, *Director of Debate, Boston College*, Judd Kimball, *Assistant Debate Coach, University of Louisville*, Dan Lingel, *Director of Debate, Dallas Jesuit High School*, Tim O'Donnell, *Assistant Debate Coach, Wake Forest University*, Ross Smith, *Head Debate Coach, Wake Forest University*.

All Wake Forest Workshops feature. . .

Air conditioned dorms, air-conditioned lab and classroom facilities, a full meal plan, unrestricted access to all libraries (including law, business, and medical), a handbook, a complete set of all workshop evidence produced by all labs, and a safe, supervised learning and living environment..

Wake Forest Debate, Box 7324 Reynolda Station, Winston-Salem, NC 27109

Phone: 910-759-5621 Fax: 910-759-4691 E-mail: smithr@wfu.edu



DARTMOUTH DEBATE INSTITUTE

JULY 19 - AUGUST 16, 1995

FOR YEARS, MOST OF THE NATION'S TOP HIGH SCHOOL DEBATERS HAVE ATTENDED THE DARTMOUTH DEBATE INSTITUTE. THAT CONTINUES, AS IS CLEAR FROM THE PERFORMANCE OF OUR 1994 STUDENTS AT MAJOR TOURNAMENTS IN THE FALL. FOR EXAMPLE:

- GREENHILL: 21 of the 24 teams clearing to partial double octos; all of the teams in semis; 7 of the top 10 speakers
- WAKE FOREST: 19 of the teams in double octos; all of the teams in semis
- CHARLOTTE LATIN: all the teams clearing and all the top speakers
- ST. MARK'S: 23 of the teams in double octos; all of the teams in semis; 8 of the top 10 speakers
- GLENBROOKS: 46 of the 64 teams clearing; all of the teams in semis; 15 of the top 20 speakers
- REDLANDS: 12 of the teams in octos; 3 of the teams in semis

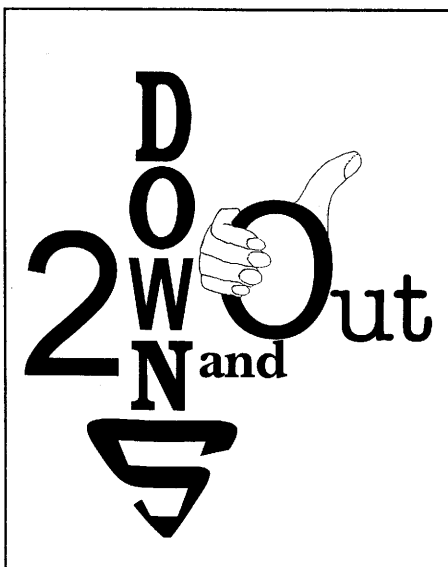
BE WITH THE BEST

BE AT DARTMOUTH THIS SUMMER

FOR APPLICATION AND SCHOLARSHIP FORMS

WRITE: Dartmouth Debate Institute
6145 Dartmouth College
Hanover, NH 03755

OR CALL: 603-646-3877



OFF THE SUBJECT

"Don't touch me! Don't try to stop me!"

"Whassa matter kid? You look upset."

"Good clue, Sherlock! I'm standing here on this 50 foot billboard over the Santa Monica Freeway, and you think I'm upset. Of course I'm upset."

"Don't get so upset, kid, Whassa problem?"

"Why should I tell you: And who are you anyway?"

"I work here, kid. I'm a billboard artiste."

"What did you say? Billboard teacher?"

"Artiste! Agent provocateur of the advertising world!"

"Alright, don't get so upset. What are you, um, painting now?"

"Cindy Crawford. Look close, right on the mole above her lip."

"Wow! Does it really say that?"

"Dunno, kid. I want to know someday. I'll have to get it in gere."

"Ahhh! I'll jump!"

"No, kid. Can't you take a little artiste humor? You were going to tell me your problem."

"No, I wasn't. Why should I? You won't understand, anyway. It's about oratory."

"Hey! Oratory! My favorite event!"

"Huh? You're kidding."

"No, I'm Frank. And I used to be a top flight competitor in the sacred halls of oratory. I had one of my oratories reprinted once."

"Wow, in a textbook?"

"No, in a videotape. It was on subliminal advertising and they just flashed it for a fraction of a second. Hey, wait!"

"I told you. Anymore bad jokes and I'd jump!"

"Look. Whassa problem with your oratory? Poor delivery? Too many ums and uhs? Stage fright? You run out of Depends at a tourney? What?"

"No. I can't even get to a tournament. I can't get a decent idea."

"What! How about subliminal advertising?"

"Nix on that! You have to offer a solution. Then you get some judge who just got out of an impact debate round, and he lists six DA's on the ballot and gives you the eight."

"Hmm. How about a warm fuzzy? Like 'don't be afraid to be yourself'?"

"No wonder you've got this job. Those went out with the selfish eighties. They'll beat out the problem - solution oratories, but they're just fluff. Get in the final round and everyone makes fun of it. I saw a final round when a girl gave a speech on 'Reach out and touch someone' and five guys got sued for harassment."

"So what's left, kid?"

"How should I know? My coach says that a winning oratory has to provoke thought. Thought! I haven't had one of those in months"

"Go ahead. Jump!"

"What?"

"First you barge in on my studio. Then you insult my sense of humor. You put down my vocation. And now you refuse to think! Jump!"

"I thought -"

"Ah! You can! Just on a primeval level! Kid, there are millions of thought provoking subjects. Just open your mind and feel."

"Where! Where!"

"Here look at this."

"Harper's! My grandmother read this!"

"Maybe that's why she lived longer than you will. There are, Oh, maybe two hundred fabulous oratory subjects in this magazine, dated December, 1994. Look at it!"

"Don't be pushy! Um, strike that. But where do I look?"

"Take a highlighter -- Here, use my purple one. Now, highlight every topic sentence you see. Assuming you know one when you see one. Here, let me do one for you."

"In the Temple of Pain" by Paul West, Harper's, December 1994, P. 29-30.

*1. To (the doctor) I was just an item in a long chain of cases, rather like an author to a literature student, reading a survey volume.
2. What both groups (of doctors, good and bad) had in common was almost a total ignorance of the fact that a sick patient was not someone to spar and argue with. (Preposition in the original)*

3. Doctors should realize that patients - those who suffer - come from a different dimension, where in vainglorious optimism they hope to prosper without medical aid.

4. Why do doctors think pain is good for people?

5. The trouble with medicine is that it sees itself as a religion.

"Ok, kid. See any oratory there?"

"Good heavens. They all could be oratory subjects! Either five or one!"

Yep. Now you do one. I'll make it easy -- do the cover article.

"Life As We Know It" by Michael Berube, Harper's, December 1994, P. 41-51

1. Looking over the fossil

record, I really don't see any compelling logic behind human's existence on the planet.

2. Rut what's odd about Down's is how extraordinarily subtle it can be.

3. There has never been a better time than now to be born with Down Syndrome.

4. There really is a difference between calling someone a "Mongoloid idiot" and calling him or her "A person with Down Syndrome".

5. It's impossible to say how deeply we're indebted to those parents, children, teachers, and medical personnel who insisted on treating people with Down's as if they could learn, as if they could lead "meaningful" lives.

6. And yet there is something very seductive about the notion that Down Syndrome wouldn't have been so prevalent in humans for so long without good reason.

"I see only one, admittedly incredible, subject."

"You're right. You don't think. Look again."

"Ahhh. I see an oratory on human differences. I see a defense of political correctness. And there is a speech on the value of human life."

"Good job, kid. I thought you could do it. And at that next tournament, when you're up there on that platform in that final round, say hi to Mr. Lincoln and Mr. Douglas for me."

"Ahhh

Hhhhhh

Hhhhhh

Hhhhhh

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

POTENTIAL ALL AMERICANS: CURRENT HIGH POINT STUDENTS

Laura A. Fernandez	Academy of the Holy Names, FL	1514
J. V. Reed	Alva HS, OK	1493
J. Robert Willard, Jr.	Kansas City-Center HS, MO	1455
Zach Rieken	Kickapoo HS, MO	1436
Ben Johnson	Springfield-Parkview HS, MO	1430
Sam Halabi	El Dorado HS, KS	1409
Emily Porter	Franklin Pierce HS, WA	1399
Monika Gehlawat	Bakersfield-West HS, CA	1379
Germaine Hunter	Denver-Washington HS, CO	1375
Bradley D. Harmon	Ozark HS, MO	1357
Roger Flores	Field Kindley HS, KS	1326
Anita Kishore	Parsons HS, KS	1324
Kristy Kalanges	Gresham HS, OR	1318
Nathan R. Mather	Muscataine HS, IA	1311
Robbie Kirsch	Raytown-South HS, MO	1307
Kari Oudenhoven	Fargo North HS, ND	1287
Chris Paul	Wichita-East HS, KS	1269
Calvin Christopher	Klein Forest HS, TX	1252
Brett Watson	Garden City HS, KS	1245
Prem Kumar	Syosset HS, NY	1245
Jeffrey Reifengerger	Harrison HS, IN	1241
Jerramy Pankratz	Wichita Heights HS, KS	1241
Alecia McKay-Jones	Duluth East HS, MN	1239
J. Earen Rast	Parsons HS, KS	1238
Dawn Dziuba	Pattonville HS, MO	1235
Alex Wong	Bellarmine College Prep, CA	1234
Jessica Hodge	San Antonio-Lee HS, TX	1232
Sarah Stucky	Gonzaga Prep HS, WA	1225
Kristi Morioka	Sacramento-Kennedy HS, CA	1219
Jacob Sappington	Springfield-Parkview HS, MO	1217
Lanhee Chen	Rowland HS, CA	1217
Maureen McGinn	Howell North HS, MO	1202
Stacy Hoffman	San Antonio-Lee HS, TX	1195
Ben Tremonte	Byram Attendance Center, MS	1194
Paul W. Hughes	Arroyo Grande HS, CA	1190
Jonathan Carr	Saint James School, AL	1190
Eric Trader	Hastings Senior HS, NE	1187
Allison G. Groves	Apple Valley HS, MN	1187
Richard M. Mendoza	Colton HS, CA	1184
Andrew Toftey	The Marshall School, MN	1184
Jaynie Treat	Bartlesville HS, OK	1180
Darren Noy	Thousand Oaks HS, CA	1179
Lourdes Mendez	Academy of the Holy Names, FL	1176
Daris C. Almond	Ritenour HS, MO	1176
Julio Gonzalez	Nikki Rowe HS, TX	1171
Megan O'Neil	Alva HS, OK	1169
Jill Wallach	Mead HS, WA	1168
Jennifer Leahy	Horton Watkins HS, MO	1166
John Voight	Mead HS, WA	1165
Nichole Post	Modesto-Beyer HS, CA	1164
Joseph Cutler	Mead HS, WA	1164
John Wright	Yankton HS, SD	1163
Pei Yuan Chung	Marcus HS, TX	1155
Jason Akers	Licking HS, MO	1154

Statement of Ownership, Management and Circulation (Required by 39 U.S.C. 3685)		
1. Title of Publication ROSTRUM	2. Issue Date Oct. 1994	3. Date of Filing Oct. 1994
4. Frequency of Issue Ten issues - September through June	5. Issue Period 10	6. Annual Subscription Price \$10.00
7. Complete Mailing Address of Known Office of Publication (Street, City, County, State and ZIP+4 Code) (Do not print)		
National Forensic League P.O. Box 38, 125 Watson Street, Ripon, Fond du Lac County, Wisconsin 54971		
8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Do not print)		
National Forensic League P.O. Box 38, 125 Watson Street, Ripon, WI 54971		
9. Full names and complete mailing addresses of Publisher, Editor, and Managing Editor (This box must be filled in by the Publisher)		
Publisher: James M. Copeland - address as above Editor: James M. Copeland - address as above Managing Editor: James M. Copeland - address as above		
10. Full names and complete mailing addresses of all owners (This box must be filled in by the Publisher)		
James M. Copeland - address as above James M. Copeland - address as above James M. Copeland - address as above James M. Copeland - address as above James M. Copeland - address as above James M. Copeland - address as above James M. Copeland - address as above James M. Copeland - address as above James M. Copeland - address as above James M. Copeland - address as above		

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages or Other Securities (If there are none, so state)		12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates (Section 501(c)(3) only)	
Full Name		Complete Mailing Address	
NONE		NONE	
13. For completion by nonprofit organizations authorized to mail at nonprofit rates (Section 501(c)(3) only)		14. For completion by nonprofit organizations authorized to mail at nonprofit rates (Section 501(c)(3) only)	
a. Total No. Copies (Net Press Run)		b. Total No. Copies (Net Press Run)	
11,871		12,956	
c. Total No. Copies (Net Press Run)		d. Total No. Copies (Net Press Run)	
10,800		11,226	
e. Total No. Copies (Net Press Run)		f. Total No. Copies (Net Press Run)	
10,800		11,226	
g. Total No. Copies (Net Press Run)		h. Total No. Copies (Net Press Run)	
249		282	
i. Total Distribution (Sum of c and d)		j. Total Distribution (Sum of c and d)	
11,049		11,578	
k. Copies Not Distributed		l. Copies Not Distributed	
822		1,378	
m. Return from News Agents		n. Return from News Agents	
NONE		NONE	
15. TOTAL (Sum of k, l, m and n) (Do not print net press run above in d)		16. TOTAL (Sum of k, l, m and n) (Do not print net press run above in d)	
11,871		12,956	
17. Signature and Title of Editor, Publisher, Business Manager, or Owner		18. Signature and Title of Editor, Publisher, Business Manager, or Owner	
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MICHIGAN

1995

The Michigan National
Debate Institute
June 25 - July 15

The Michigan *Classic*
July 16 - August 12

The Seminar for
High School Coaches
June 25 - July 1

The University of Michigan's Intercollegiate Debating Team is pleased to announce its summer 1995 workshops for high school students and coaches. Thousands of students from all 50 states and hundreds of high school debate programs have benefited from our workshops over the past ten years. Last year three of the four participants in the final round of both the NFL National Tournament and the NDT college championship had been participants in our programs.

Each of our debate workshops offers complete access to the extensive resources of the University of Michigan Library and Computer systems, which are among the finest in the world. Every student also receives special instructional classes in electronic research and index use.

The Michigan National Debate Institute

June 25 - July 15

- The MNDI is a three-week workshop designed for debaters of all experience levels -- including top varsity and novice. Since 1985 the MNDI has offered an outstanding instructional faculty comprised of the nation's leading high school and college debate coaches and most successful college debaters.

- The MNDI emphasizes individualized instruction through our unique package of elective classes. These classes cover the subject matter of the new topic, issues and applications of debate theory, and technique theory. Students may select up to ten classes from the dozens offered to tailor their curriculum to suit their specific needs.

- The MNDI also offers a uniquely cooperative and constructive format due to the absence of a workshop tournament. We have found that this format fundamentally alters the orientation of both students and faculty in ways that emphasizes sound argument development.

The MNDI Extension Week

July 16 - July 22

- This workshop will be limited to 48 students who participate in the MNDI. The goal of this program is to offer highly focused instruction in debating skills and techniques for students who already have a detailed understanding of the new topic. The 48 students will be instructed on a 4 to 1 ratio for this week, working intensively on technique theory, practice debates and rebuttal style.

The Seminar For High School Coaches

June 25 - July 1

- The Seminar for High School Coaches is a workshop directed by the faculty of the MNDI. The primary goal of the Seminar is to help high school debate coaches prepare to teach the new policy topic. It's Co-Directors are Greg Varley, Lakeland High School, New York; Daryl Fisher, The Newman School, New Orleans; and Steve Mancuso, University of Michigan. The Seminar curriculum emphasizes observation of survey and theory lectures and small class discussions on the new topic.

The Michigan *Classic*

July 16 - August 12

- The Michigan *Classic* is a four-week workshop conducted exclusively for varsity level debaters. It offers an intensive and innovative curriculum format which is implemented through a wide variety of lectures, small classes, and lab groups of 16 students. 80 students, primarily seniors, will be selected to participate in the 1995 *Classic*.

- The *Classic* faculty is comprised of the most successful and experienced college coaches and institute teachers from the nation's leading debate programs. Students at the *Classic* receive instruction from each of the members of the faculty.

The *Classic* Head Start Week

July 9 - July 15

- This program is available to any student who has been accepted to one of the Michigan *Classic* workshops. The Head Start Week, which will be directed by members of the *Classic* faculty, will concentrate on the development and research of affirmative cases and specific responses to disadvantages and counterplans.

The *Classic* for Juniors The *Classic* for Sophomores

July 16 - August 12

- 48 rising juniors and 32 rising sophomores will be selected to participate in these new workshops. The *Classic* for Juniors and *Classic* for Sophomores workshops will utilize an intensive specially-designed four-week curriculum which will combine many of the features of the Michigan *Classic* including attendance at appropriate *Classic* lectures, with instructional programs tailored for juniors and sophomores.

Brochure and Application Materials

The full brochure for all of our workshops will be available by January 15. To receive this information concerning curriculum and application materials write to:

Michigan National Debate Institutes
University of Michigan
530 South Street
Ann Arbor, MI 48109

The reasons why you should make this a *Michigan Summer*

1. The 1995 Faculty. The ultimate measure of an institute's quality is its entire faculty. The primary strength of the 1995 Michigan Workshops is our faculty. The faculty includes the coaches of the 1993 and 1994 NFL Champions, coach of the 1993 TOC Champions, coaches of the 1991, 1992, 1993 and 1994 NDT Top Speakers, the 1993 NDT Top Speaker, and the 1994 NDT National Champions. The following individuals are confirmed faculty members for the MNDI and/or the Michigan *Classic* :

Tim Alderete	<i>New Trier High School</i>	Steve Mancuso	<i>University of Michigan</i>
Heather Aldridge	<i>Augustana College</i>	Sean McCaffity	<i>Northwestern University</i>
Tim Barouch	<i>University of Redlands</i>	Paul Newman	<i>The Kinkaid School</i>
John Bart	<i>Augustana College</i>	Jason Patil	<i>Stanford University</i>
Anne Davis	<i>Edison High School</i>	Dallas Perkins	<i>Harvard University</i>
Marie Dzuris	<i>Centerville High School</i>	Will Repko	<i>East Lansing High School</i>
Daryl Fisher	<i>The Newman School</i>	Mike Ridge	<i>Wake Forest University</i>
Sherry Hall	<i>Harvard University</i>	Matt Shors	<i>University of Michigan</i>
Scott Harris	<i>University of Kansas</i>	Roger Solt	<i>University of Kentucky</i>
Charlie Henn	<i>Emory University</i>	Jody Terry	<i>Northwestern University</i>
David Hingstman	<i>University of Iowa</i>	Eric Truett	<i>Edison High School</i>
Andre Hylton	<i>Dartmouth College</i>	Rebecca Tushnet	<i>Harvard University</i>
Colin Kahl	<i>University of Michigan</i>	Greg Varley	<i>Lakeland High School</i>
J. P. Lacy	<i>Wake Forest University</i>	Sue Wenzlaff	<i>Austin Peay University</i>

2. Library and Computer Resources. Library research is fundamental to the learning process of competitive debate. To this end the Michigan Workshops offer debaters tremendous, if not unparalleled, resources for the research of the national policy topic.

- The University of Michigan Library system is among the finest in the world. Michigan workshop students have access to these facilities. Over 25 libraries, with over 5 million volumes, cover fields such as business and economics, foreign affairs, government documents, and law.
- The Michigan Workshop staff assembles a special reserve collection of topic-related books and documents from all U of M libraries. The Michigan Workshop staff also compiles the "In-House Library" which is an extensive collection of hundreds of articles and books on the national topic. The In-House Library is available to students in the Residence Hall at all times.
- The Michigan Workshop staff supplements the University's government document collection with publications collected from Washington D.C. public and private agencies; offering a convenient method to acquire this material.
- Michigan Workshop students receive special instructional classes which teach basic and advanced computer based research strategies. The University of Michigan houses one of the nation's most extensive university-based personal computer systems from which students can access additional data bases and Gopher systems. Additionally, a new index "Legislate" allows keyword, author and subject searches of government documents.

"SILVER" GOLDEN WEST DEBATE TOURNAMENT



An historical meeting. Redland's Debate Director Bill Southworth presents West Bakersfield NFL Coach Don Vettel with special service award.

"December, 1994." A chapter in debate history comes alive with the "Twenty-fifth Annual Golden West Tournament of Champions" at the University of Redlands in California. In fact, ever since that distant date of December, 1970 the "Golden West" has been synonymous with intensive, nationally diverse high school competition in a competently administered, participant friendly tournament setting.

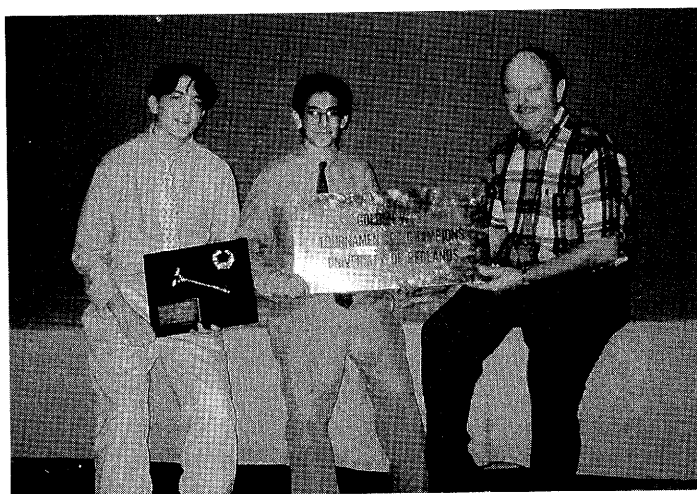
But for two especially distinguished members of the American forensic community, this year's tournament was truly a "silver anniversary" event. Who were these "living legends"? Well, of the countless NFL coaches and teachers who have brought their students and ballots to the Redlands campus only one has done so all twenty five times. Professor Don Vettel, Director of Debate at West Bakersfield HS in California has provided NFL students with just the right combination of competitive success and educational achievement. Redlands appropriately saluted Don and the West Bakersfield program with the presentation of a special silver plaque which read: "For 25 Consecutive Years of Outstanding Participation, 1970-1994."

On the college level, only Redlands current Director of

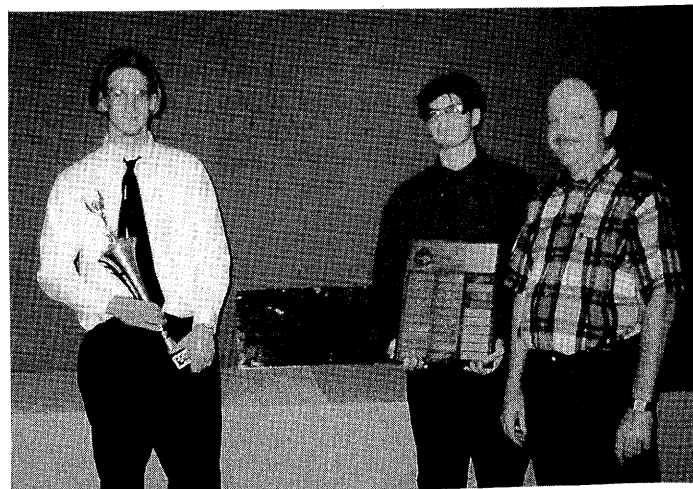
Forensics, Professor William Southworth, could match Don's quarter century record. True, for the first few years he was just a member of the "control room" staff, but ever since then Redlands has been "home" to Bill's debate wit and wisdom as one of the country's leading NDT coaches. NFL provided a fitting recognition for this "living legend" when National Secretary, Jim Copeland visited the tournament Awards Assembly on Tuesday night to present Bill with a one ounce, solid silver, special "flipping coin" engraved on one side with the Scales of Justice and an American Eagle on the other. Of course, a debate immediately broke out as to which would be designated "heads" and which "tails."

"25 years is a long, long time to keep at anything," Southworth said. "Sure we've all gotten a little older. But with innovations like the Golden West Swing Award, the Side Equalization Formula in elimination rounds, brand new university facilities, and much more, I like to think we've gotten a lot better too. We live up to our name."

NFL agrees. In 2019, we expect NFL will present Bill with a special "gold coin" to commemorate the "golden" Golden West. Until then, silver it is, and a very "Happy Twenty-Fifth."



Swing Award Winners. Adam Hurder and Larry Heftman from Glenbrook North (IL) HS receive the Golden West Swing Award from Professor Southworth. GBN had the best prelim record at LMU and Redlands combined.
February 1995



Tournament Winners. Armands Revelins and George Kouros of Niles West (IL) High School won both of the West Coast Swing Tournaments. Niles West defeated Glenbrook North at LMU and closed out Redlands.

Austin National Debate Institute

CX Main Session: July 6 - July 22

LD Main Session: July 9 - July 22

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

Fabulous Learning Environment

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

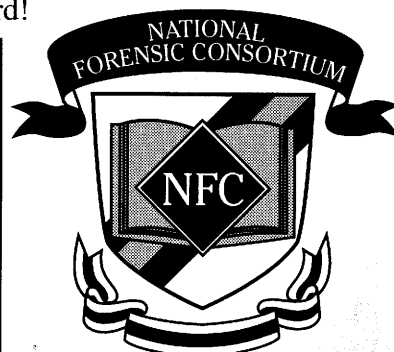
Carefully Structured Schedules

SAMPLE CX SCHEDULE

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

SAMPLE LDSCHEDULE

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



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

Presenting the

NATIONAL DEBATE INSTITUTE, D.C.

at Catholic University in Washington, D.C.

CX: July 5 - 22

LD: July 5-18

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

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

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

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

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

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

- **EXPERIENCED PROGRAM DIRECTION.** The co-directors are:

Jon Hersey of UCLA Law School and former coach at UC Berkeley and

Matthew Fraser, director of forensics at Stanford & the Head-Royce School.

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

Three Week CX Program

\$995 (rm, board, tuition)

Two Week LD Program

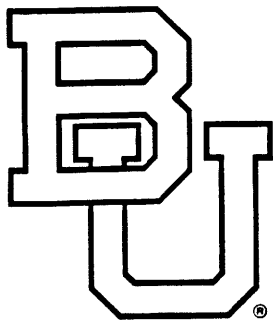
\$795 (rm, board, tuition)

An additional \$75 fee is required upon application.

For more
information
contact:

National Forensic Consortium
1678 Shattuck Avenue, Suite 305
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BAYLOR UNIVERSITY

59TH ANNUAL SUMMER DEBATERS' WORKSHOP 2 Sessions: June 18-June 30, 1995 and July 23-August 4, 1995

Outstanding Tradition: Baylor's outstanding debate reputation includes winning the National Debate Tournament twice in the past seven year, in another of those seven years, Baylor finished second.

Outstanding Resources: Baylor's library resources on this year's topic are the best you will find. We have purchased hundreds of 1995 books directly from the publishers.

Outstanding Faculty: Baylor's nationally prominent faculty includes Karla Leeper, Lee Polk, William English, Josh Zive, Bill Trapani, John Fritch, Rod Phares, Heath Dixon, Jay Hudkins and many other champion debaters and coaches.

Outstanding Curriculum: The **policy debate workshop** emphasizes skills of refutation, extensive analysis of the topic and contemporary debate theory, briefs specific to the 1994-95 topic, and numerous practice debates and speeches. Classes are offered at the championship, experienced and novice levels. The **Lincoln-Douglas workshop** includes lectures by the top L/D theorists, superior instruction in the techniques of L/D debate and in analyzing values and value propositions, lectures by leading professors of philosophy, briefs on a variety of values and value propositions, and many practice debates.

Outstanding Opportunity: Again this summer in both the Lincoln-Douglas and Policy Workshops is a special opportunity for students who have extensive varsity L/D or policy experience. Enrollment in these sections is limited and by application only.

Outstanding Value: Our low cost of \$ 725 includes ALL costs of tuition, room and board in air-conditioned dorms, photocopying briefs, and a variety of handbooks.

Outstanding Teachers' Program: Our Teachers' Workshop provides 3 hours of graduate or undergraduate level credit and credit for advanced academic training and provides teachers with valuable information and tools to use in building and managing a complete forensics program. NOTE: A limited number of full scholarships will be available to new debate coaches from the National Forensic League's Phillips Petroleum Grant.

For more information write to: (or call 817-755-1621)
Dr. Karla Leeper
Dept. of Communication Studies
P.O. Box 97368
Baylor University
Waco, TX 76798-7368



MY ON-GOING LETTER OF RESIGNATION

by Terry Hansen

Every year or two, when I get discouraged, I update my letter of resignation. It is addressed to my principal and it goes something like this:

Dear Sir,

I hereby request that, as you begin hiring for next year, you find someone who can coach forensics. I request being relieved of my duties of coaching forensics at the end of this school year for the following reasons:

I am tired of the constant battle to win support for the forensic program. You indicate you support debate but actions speak louder than words. I cannot get a budget of \$2000 yet the school district is willing to build a multimillion dollar sports facility for our high school. You indicate support, yet I have never, in all my years of coaching, had an administrator either come to a yearly awards dinner for my program or go on a tournament trip with us.

I am tired of having little recognition of the quality of this great program. You do find time for every home football game (and many of them that are away), most of the wrestling matches, many basketball games and a majority of the spring ball games and track meets.

I'm tired of coaching in a small school that, because of the emphasis on sports, always has small forensic squads. I have just earned my second NFL diamond while those coaches who began the same time I did have 4th and 5th diamonds. This is because of the size of my school squads.

I am tired of my getting approximately 1/3 of the stipend that the majority of coaches in my state get for handling a forensics program.

I am tired of not being allowed to go to out-of-state tournaments. In this state, a majority of schools with strong, active programs attend such tournaments.

I am tired of the Saturdays. We leave at 5 A.M. and return near midnight. I am weary of the overnight tournaments where I get little sleep because I have to control a bunch of kids who are away from home and want to enjoy their perception of the relative freedom of a motel on a Friday night.

I am tired of the kids who care less about debate than I do, who want to travel but don't want to pay the price in terms of time and effort to be winners.

I am tired of the students who refuse to be coached, who have the attitude that because they have won a few tournaments that they know more than I know. I'm tired of the kids who refuse to do what I would like them to do because they selfishly don't or won't care for the team effort.

I would like time to spend with my wife, my family. I would like to have time to travel other than to debate tournaments or to forensic workshops during the summer (last summer I spent a month away from home by going to two of these).

I'm tired of spending thousands of dollars of my own money (over the years) and for attending summer clinics, and

for buying manuals and materials out of my own pocket because my school budget won't afford it.

I want to be able to spend more time to prepare for my English and history classes. As you know, the majority of my teaching load is in these areas yet I am forced to spend such a great deal of time in forensics in order to have a successful program.

I would like to spend my time and effort taking some courses such as a summer history course or a Writer's Digest course in short story writing or poetry writing.

I want the time to write for publication.

I would like the time to more fully take care of my church and adult scouting leadership responsibilities and so many other things.

I would therefore request that as you begin hiring new teachers next year, you hire someone with a forensics background.

Yours Truly,

This is the letter I rewrite with current upgrading every couple of years.

And then I get a letter, or former team members come in, or one of my really active, appreciative debaters drops a few comments and I reconsider.

I'll get a letter from Joel, who is the only person ever to graduate from college from his family and who is in his final year at law school, telling me how he is working with the local county legal defenders of-

fice writing briefs for the practicing attorneys. "The only difference between what I'm doing now and what I did then," he writes, "is the gravity of losing. Thanks for everything. You have done more for me than you'll ever know."

Then Rosa will come in and tell me how she's getting A's in English in college because she writes oratories as her weekly assigned essays. Rosa was a "specialized" student, a "resource" kid who only won one trophy during three years of competition, who, as her mother widely proclaims, "won a full four year college scholarship because of debate." This young lady, because she worked harder than anyone else on the team, won the respect of all and was elected President of our chapter her senior year. She is also one of four to go to Girls' State from our high school at the beginning of her senior year, because of her skills learned in forensics. She is the only person in her family ever to go to college.

Caleb was a major financial supporter for his family as he worked the family farm during his high school years. His father, unable to work, relied heavily

on him, and now, on younger siblings. Because of debate successes, (and I confirmed this with the chairman of the scholarship committee) Caleb was awarded a college scholarship wherein his grade point average (3.6) was not really high enough for such awards at his chosen University. What a quality young man! (All these kids are.)

Darin (as do may others) proclaims he won his four year, full ride scholarship to college (even though that college doesn't currently have a debate program) because of debate and the skills he learned in this activity. His parents confirm that bit of information.

Michelle will come in and ask me about scholarships a year from now. She's one of the most hard working, enthusiastic members of my current team and one of those I feel will accomplish great things because she's willing to pay that price of effort. I want to make that effort for her to accomplish her goals and dreams. I know her folks can't afford to send her to college. (Then there are Brent and Cami and ...).

Then there are those kids who really don't fit into much

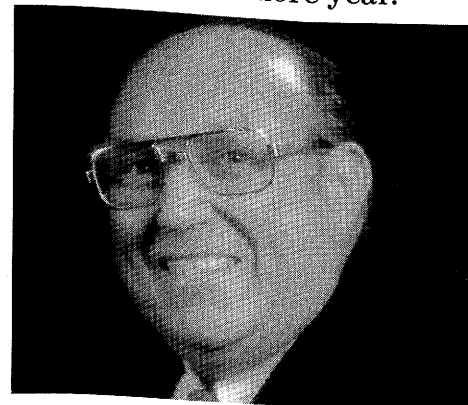
else but have found a niche in this program and I see growth in their development and attitudes. Over the years there are a lot of these kids.

Then I'll go to tournaments and get the positive interaction with a bunch of great colleagues or I'll call nationals and hear that friendly, supportive voice of Jim Copeland. I appreciate their friendship. It makes a difference.

And then there are my own children. I look at what forensics did for them. I guess the positives outweigh the negatives.

This really is a program that defines mixed emotions.

"Well," I think to myself, "maybe for one more year."



(Terry Hansen, 2nd diamond key coach, coaches at Delta High School, Utah.)

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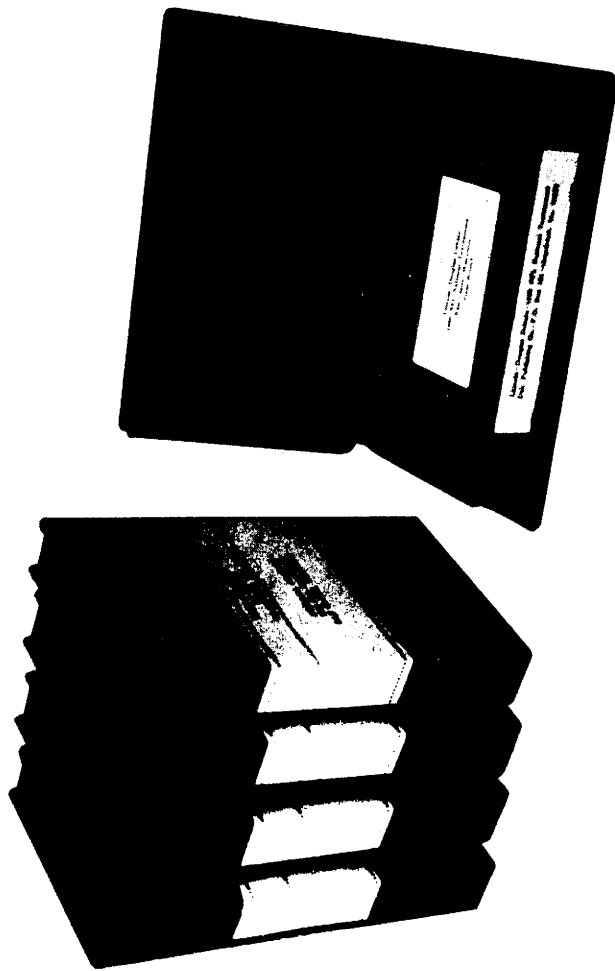
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VOLUME I

• CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

Addresses several key points in The Negative Position—reasons for use, ways to construct, how to use in a round, risks involved. *Length: 53:00*

• CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland High School, NY

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution, building a successful affirmative case. *Length: 45:00*

• CX 103 A. Speaker Duties: The Conventions of Debate

Instructor: Bill Davis, Blue Valley, High School, KS

For novice debaters—outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

For novice debaters—gives background and applications of significance, inherency, solvency, and topicality. *Length: 61:00*

• CX 104 Cross Examination—Theory and Techniques

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

An in-depth study of the finer points of cross-examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence and reasoning, and preparing stock questions. *Length: 48:00*

• CX 105 Advocacy—How to Improve Your Communication in the Context of Debate

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

Recommendations for improving your speaking style. *Length: 56:00*

• CX 106 “Unger and Company,” Chapter 1

Moderator: Dr. James Unger, Georgetown University, Washington D.C.

Top collegiate debate coaches “debate about debate” in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. *Length: 60:00*

• LD 101 Debating Affirmative Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

Topics include designing affirmative strategy—considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications, and duties of 1AR and 2AR. *Length: 56:00*

• LD 102 Debating Negative in Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

Topics include organizing the negative constructive and strategies and rules governing the negative rebuttal. *Length: 58:00*

• LD 103 Cross Examination in Lincoln / Douglas Debate

Instructor: Aaron Timmons, Newman-Smith High School, TX

Tips in conducting successful cross examination with student demonstrations and critique. *Length: 48:00*

• LD 104 A. What are Values?

B. Applying Value Standards to L / D Debate

Instructor: Dale McCall, Wellington High School, FL

Detailed examination of value standards as they apply to L / D Debate. *Length: 52:00*

• INT 101 A. An Overview of Interpretation

B. The Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. *Length: 49:00*

• INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. *Length: 35:00*

• OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison High School, CA

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. *Length: 49:45*

• OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison High School, CA

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. *Length: 35:00*

• OO 103 Oratory Overview

Instructor: L. D. Naeglin, San Antonio, TX

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. *Length: 1:25:00*

• OO 104 Oratory Introductions and Conclusions

Instructor: L. D. Naeglin, San Antonio, TX

A continuation of OO103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. *Length: 59:25*

• OO 105 Oratory Content

Instructor: L. D. Naeglin, San Antonio, TX

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. *Length: 56:20*

• EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. *Length: 43:00*

• EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Continuation of EXT 102. Topics covered include organizing the speech body, use of sources, humor, use of canned or generic introductions. *Length: 48:00*

• EXT 103 Championship Extemp: Part 1—U.S. Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two U.S. Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

• EXT 104 Championship Extemp: Part 2—Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two Foreign Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

NEW! Volume II

VOLUME II

• CX 107 “Unger and Company,” Chapter 2

Moderator: James J. Unger, The American University

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, Real World Arguments. *Length: 59:00*

• CX 108 “Unger and Company,” Chapter 3

Moderator: James J. Unger, The American University

This third chapter of “Unger and Company” contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. *Length: 58:00*

• CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

A clear and precise introduction to affirmative case and plan writing for novice debaters. *Length: 1 hour 12 min.*

MORE TAPES, NEXT PAGE

Your students will see and hear winning tips from the finest coaches in the nation

VOLUME II (Continued from previous page)

• CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University

Nationally renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious students of debate. *Length: 54:10*

• CX 111 Demonstration Debate and Analysis

Instructor: Greg Varley, Lakeland High School, NY

Provides detailed explanation of each step of a cross examination debate, from opening arguments to closing rebuttals. Using as his model the final round debate from the 1992 National Tournament in Fargo, Coach Varley has produced a "winning" tape for both novices and experienced debaters. *Length: 2 hours*

• CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland High School, NY

Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. A sample flow sheet is included with each tape. *Length: 35:25*

• CX 113 Recruiting Roundtable

Moderator: Greg Varley, Lakeland High School, NY

Three outstanding coaches with very different debate programs offer insight and suggestions on recruiting new members. The discussion follows an excellent film that can be used as a recruiting tool. *Length: 53:10*

• LD 105 How to Prepare for your L / D Rounds

Instructor: Dale McCall, Wellington High School, FL

A comprehensive discussion about the preparation steps students need to undertake to compete confidently in Lincoln-Douglas Debate. *Length: 35:00*

• LD 106 Value Analysis in L / D Debate

Instructor: Diana Prentice Carlin, University of Kansas

An examination of value analysis by an outstanding debate coach. *Length: 35*

• LD 107 L / D Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley High School, MN

Coach Cady provides invaluable advice on developing a moderate debate style. Her points are demonstrated by two outstanding student debaters. *Length: 53:00*

• LD 108 Rebuttal Preparation

Instructor: Carol Biel, Chesterton High School, IN

Coach Biel moderates a group discussion with outstanding young high school debaters in this examination of rebuttal preparation. *Length: 55:00*

• INT 103 Interpretation of Poetry and Prose

Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY

Imagery, narration, and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image, Chat Chat Chat, and Make Us Believe You. *Length: 1 hour 25 min.*

• INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL

What works and what doesn't work in dramatic and humorous interpretation? Three esteemed coaches analyze and critique performances in humorous and dramatic using examples drawn from national final rounds. *Length: 59:25*

• INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton High School, IN

One of the nation's best interpretation coaches teaches a detailed and honest approach to poetry. Coach Funke provides insight into how to choose a poem and how to establish commitments as a performer. A practical and enlightening tape for all participants in individual events. *Length: 56:20*

• INT 106 Characterization in Interpretation

Instructors: Pam Cady, Apple Valley High School, MN

Joe Wycoff, Chesterton High School, IN

Outstanding national coaches Cady and Wycoff team up to share their expertise in the area of characterization. Cady takes on vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 National Tournament are used throughout the presentation. *Length: 54 min.*

• INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA

A terrific tape for beginning and advanced classes in drama and speech. How does one go about putting students at ease in a performance environment? Coach Blunk and her students provide several fun and easy activities that will make your students glad to be in class. *Length: 34:25*

• GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton High School, IN

Hall-of-Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. *Length: 40 min.*

• EXT 105 First Experiences

Moderator: L.D. Naegelin, San Antonio, TX

Members of this panel of former high school extemp speakers discuss how they got started in extemp and share advice they found invaluable. *Length: 42*

• EXT 106 Expert Extemp: Advanced Techniques

Moderator: L.D. Naegelin, San Antonio, TX

On this program the panelists detail the skills and techniques they've learned on their way to becoming advanced extempers and champions. *Length: 44:30*

• EXT 107 Expert Extemp: Speech and Critique

Moderator: L.D. Naegelin, San Antonio, TX

The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. *Length: 42:30*

• EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL

A practical tape for competitors which covers the basics of research, file building, and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection, and attention factors. *Length: 1 hour 23 min.*



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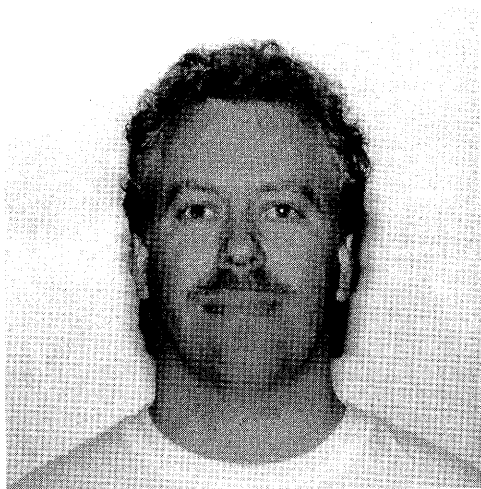
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TRIPLE DIAMOND COACHES



*****Paul Gieringer**
Marshall HS, Missouri

November 7, 1994

7972 points

Paul Gieringer is known for his enthusiasm and the caring attitude he has with his students. Although Marshall is not a large school and in a rural area Northeast of Kansas City, Paul has consistently fielded large squads of enthusiastic and well trained students. His nearly 8,000 points is far above the 6,000 needed to earn the 3rd diamond key award. Marshall had a wonderful record in the 1930's as a major NFL chapter and Mr. Gieringer has restored the lustre. Paul has qualified 2 L/D debaters and a Senator to nationals and Marshall has won the District Sweepstakes Trophy. Mr. Gieringer was awarded the NFL Distinguished Service Key for his cheerful willingness to serve others. Paul built school and community support for his large program and certainly deserves triple diamond #195.

*****Diane Edginton**
Clackamas HS, Oregon

March 23, 1994

6119 points

An outstanding coach at Clackamas HS in Milwaukie, Oregon, Diane Edginton has qualified 19 students to 8 national tournaments in every event but Foreign Extemp. Her work in the interp field is paramount: Six qualifiers in Humorous and three in Dramatic. Clackamas is an excellent chapter which has been awarded the Leading Chapter Award in 1982 and 1994. Twice Diane's chapter led the district in NFL yearly enrollment and in 1993 Clackamas was the largest chapter in the Northern Oregon District. In 1990 Ms. Edginton's squad won the district sweepstakes trophy.

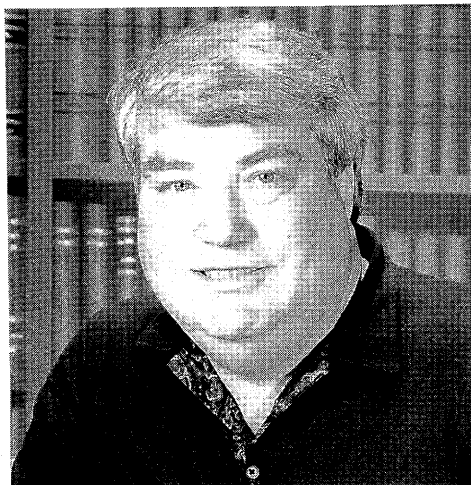
NFL congratulates third diamond #188 Diane Edginton.



*****Jack Stafford**
Del Norte Co. HS, California

November 28, 1994

6043 points



A major figure in California forensics is Jack Stafford, one of the finest Presidents of the California High School Speech Association (CHSSA) in the league's history. The standing ovation he received after his emotion filled speech at the state tournament at Sacramento demonstrated the esteem Californians have for him.

Coach at Del Norte High School in Crescent City, a Northern California town near the Oregon border, Jack has built large squads of eager competitors by generating school and community support.

Seven students have qualified for nationals including a quarter finalist in L/D. The school won the District Trophy in 1984 and was the Leading Chapter in 1986.

The Del Norte Tournament is one of the premier events in the Northwest.

Jack Stafford is a real educator of students, a hard working leader in his state association, and now third diamond coach #196.

DISTRICT STANDINGS

(December 29, 1994)

Rank	Change	District	Ave. No. Degrees	District Trophy Contender	Rounds
1.	+1	Northern South Dakota	130.00	Mitchell	581
2.	-1	Kansas Flint-Hills	120.70	Topeka	504
3.	-	Show Me	107.26	Belton	732
4.	-	West Kansas	105.59	Hutchinson	751
5.	+1	Heart of America	105.23	Independence-Chrisman	514
6.	-1	Rushmore	101.80	Rapid City-Central	470
7.	+3	East Kansas	100.00	Bishop Miege	651
8.	-1	South Kansas	96.23	Parsons	642
9.	-	Sierra	91.22	Sanger	407
10.	+2	Central Minnesota	88.80	South St. Paul	385
11.	-3	Hoosier South	88.50	Ind'pls-Ben Davis	505
12.	+7	San Fran Bay	86.60	James Logan	463
13.	+2	Southern Minnesota	79.86	Chaska	404
14.	-1	Nebraska	79.75	Fremont	675
15.	+2	Eastern Ohio	77.15	Canton -Glenoak - Norton, Tie	512
16.	-5	Northern Ohio	77.00	Austintown-Fitch	635
17.	+5	Rocky Mountain-South	74.92	Golden	500
18.	+8	Carver-Truman	73.76	Aurora	647
19.	-5	Illini	72.94	Homewood-Floosmoor	444
20.	+1	Ozark	71.05	Buffalo	520
21.	-3	Hoosier Central	70.84	Harrison	576
22.	-6	New York City	69.72	Sacred Heart Academy	492
23.	+1	Calif. Coast	69.46	Campbell-Westmont	279
24.	-4	Eastern Missouri	68.68	Parkway-Central	483
25.	+7	Northern Illinois	68.05	Niles-West	354
26.	+5	South Florida	65.64	Miami-Palmetto	420
27.	+15	South Texas	65.00	Clear Creek	380
28.	-3	North East Indiana	64.77	Fort Wayne-Northside	384
29.	-2	Florida Manatee	64.35	Wellington	365
30.	-7	East Iowa	64.00	Marshalltown	541
31.	+3	South Oregon	63.61	Ashland	290
32.	+3	Great Salt Lake	61.23	Salt Lake City-Skyline	495
33.	+4	West Iowa	59.63	Spencer	357
34.	-5	Big Valley	59.36	Modesto-Davis	541
35.	-7	Northern Lights	59.15	Walker	453
36.	-	Sundance	58.85	Bingham	492
37.	-4	Northern Wisconsin	58.54	Kaukauna	451
38.	13	Western Washington	57.33	Franklin Pierce	310
39.	+7	Hole in the Wall	56.88	Newcastle	570
40.	-1	East Texas	56.87	Spring	745
41.	-11	Nebraska South	56.14	Bellevue-East	470
42.	+1	Northwest Indiana	55.77	Munster	330
43.	-5	Nevada	54.85	Sparks	437
44.	+6	East Los Angeles	52.46	San Gabriel	382
44.	4	New York State	52.46	Shenendehowa	308
46.	+2	Pennsylvania	51.50	McKeesport	314
47.	-6	East Oklahoma	51.26	Oologah	584
48.	+1	Colorado	51.10	Ponderosa	464
49.	-5	Southern Calif.	50.55	Mt. Miguel	325
50.	-5	Louisiana	50.17	New Orleans-Jesuit	393
51.	-4	South Carolina	49.66	Hanna	372
52.	+11	Deep South	49.31	Holt	277
53.	+5	Utah-Wasatch	48.93	Roy	282
54.	+3	Eastern Washington	48.92	Central Valley	263
55.	+7	Rocky Mountain-North	48.56	Niwot	642
56.	-3	Tall Cotton	46.06	Lubbock-Monterey	272
57.	-4	New Mexico	45.88	La Cueva	463
58.	+11	Idaho	45.27	Meridian	482
59.	-	Pittsburgh	45.25	Baldwin-Whitehall	347
60.	-8	Florida Sunshine	45.22	Academy of the Holy Names	258
61.	-6	West Virginia	44.71	Point Pleasant	57
62.	-1	New England	44.50	Manchester, MA	314
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65.	-9	West Oklahoma	43.37	Comanche	477
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67.	-1	Lone Star	42.64	Plano	475
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68.	+2	Mississippi	42.00	Jackson Prep.	193
70.	-2	Tennessee	41.87	Hume-Fogg Magnet	301
71.	+15	North Oregon	40.81	Sprague	540
72.	-8	North Dakota Roughrider	40.50	Fargo-South	380
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76.	-4	Gulf Coast	39.77	Corpus Christi-Ray	430
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80.	-	Wind River	38.16	Riverton	538
81.	+1	Iroquois	37.90	Richfield Springs	166
82.	-6	Greater Illinois	36.78	Pontiac Twp	240
83.	-2	North Texas Longhorns	36.70	Dallas-Jesuit	460
84.	-11	Southern Colorado	35.61	Air Academy	427
85.	+4	Capitol Valley (California)	35.40	Galt	166
86.	+2	Southern Wisconsin	34.35	Muskego	269
87.	+8	West Texas	33.33	El Paso-Coronada	305
88.	-5	Carolina West	31.85	Myers Parks	371
89.	-2	Mid-Atlantic	31.28	St. John's College, DC	288
90.	-5	Kentucky	31.19	Paducah-Tilghman	394
91.	+3	Maine	28.92	Monmouth Academy	167
92.	-2	Michigan	28.46	East Grand Rapids	116
93.	-2	New Jersey	27.56	Long Branch	308
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95.	-3	Patrick Henry	25.26	Great Bridge	213
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♦ **PETER POBER** (Director of Individual Events at UT); Mr. Pober is the recipient of the 1991 Texas Forensics Educator of the year award and his teams have produced numerous National Champions and finalists at the AFA National Tournament. Last year the UT Team won The AFA Individual Events National Championship!

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