

ROSTRUM

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NUMBER 6

FEBRUARY 96



Donus D. Roberts
NFL's First Seventh Diamond Coach

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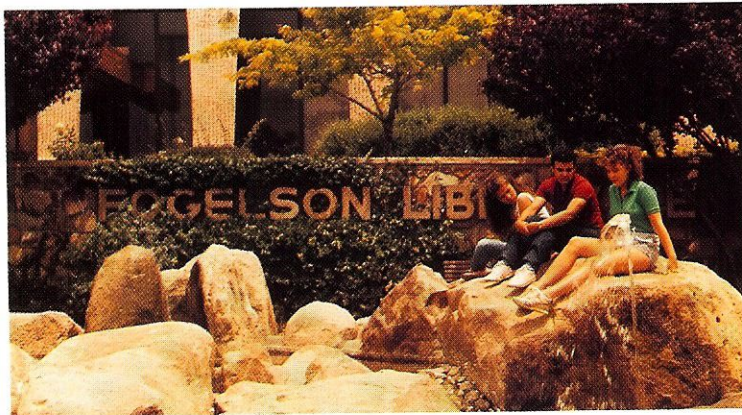
- * In 1986 86% of CDE alumni qualified for Nationals.
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- * In 1990 became the first U.S. debaters to win the World College Debate Championship.
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- * **In 1994 CDE graduates were the first U.S. team 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!**

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CDE 1992

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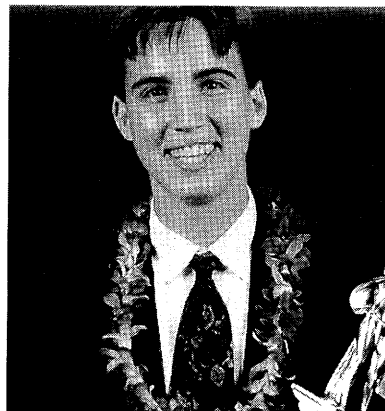
In 1994 the U.S. won the world high school championships for the first time. In 1990 CDE alumni were the first college team to win the world for the U.S.



Michael Shumsky
1st Extemp, NFL Nationals 1995
CDE Alumni 1994



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



Winthrop Hayes
CDE Alumni 1993

NOT PICTURED

1. Robert Holmes. 1st at CFL Nationals, 1995. 2nd at NFL Nat'ls, 1995. CDE alumni '94.
2. Sarah Riley, 1st at CDE Round Robin, 1995. CDE alumni 1995.
3. Ami Arad. 1st at Nationals, 1993.
4. Jill Van Pelt. 1st at Nat'ls, 1993.
5. Ted Scutti, 1st at College Nationals 1993, 1st at NFL Nationals, 1992.
6. Courtney Meyer, 2nd at Nat'ls 1993.
7. Stephen Wray, 2nd at Nat'ls 1993.

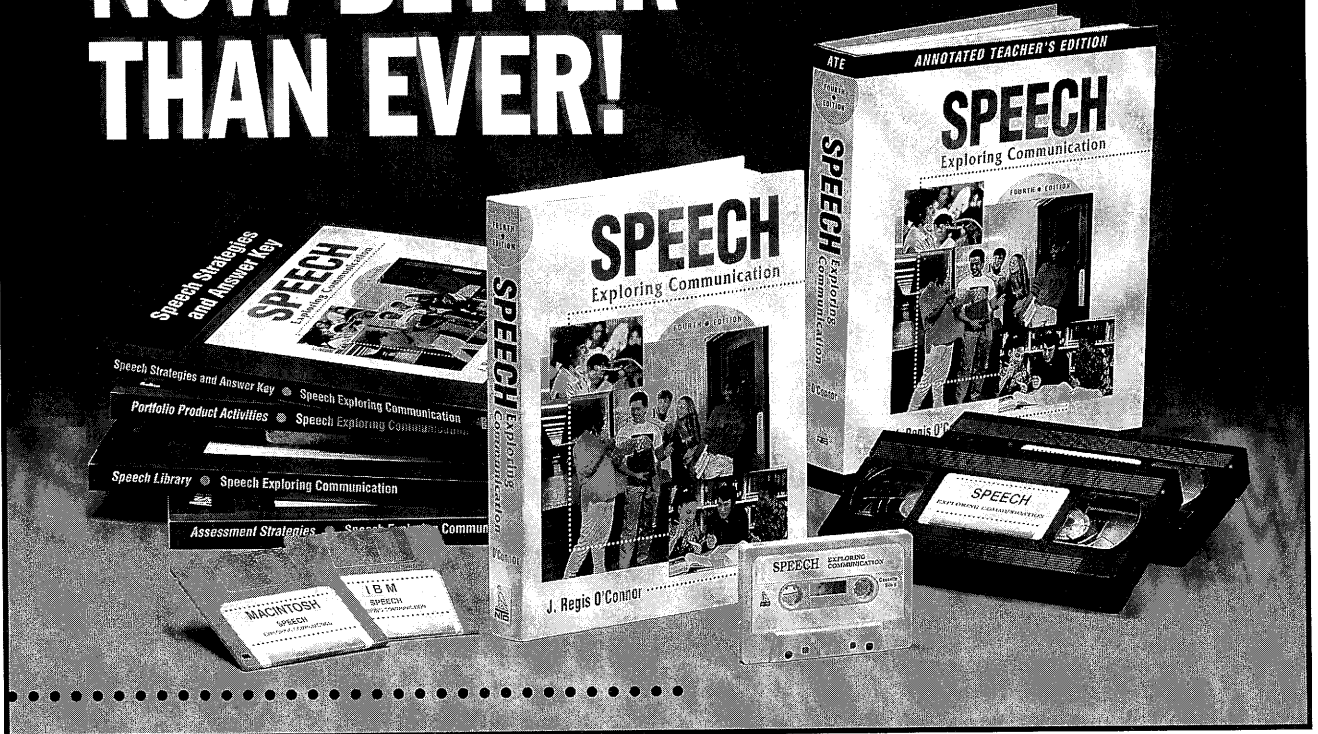
13 of the last 16 years at least one of the extemp events at Nationals has been won by a CDE alumni.

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On the Cover: NFL's First Seven Diamond Coach, Donus D. Roberts.



This publication is made possible by the Phillips Petroleum Company



Next Month: Articles by Renard Francois and Mark Weber. Council Candidates Statements.

DONUS ROBERTS AWARDED NFL'S FIRST SEVENTH DIAMOND

Seven is a mystical number held in awe by cultures (the Seven Samurai), religions (The Seven Deadly Sins), geography (The Seven Wonders of the World), mythology (The Seven Against Thebes), and Literature (The Seven Pillars of Wisdom). Seven is the universal "lucky number". Yet in the seven decades since the founding of NFL only one coach has possessed the skills and stamina to reach what was heretofore regarded as the unreachable goal: the seventh NFL coaching diamond! And what a magnificent, difficult feat that is: seven diamonds equal no less than 35 years coaching and no less than 19,000 coaching points - 190,000 student points!

Bruno E. Jacob selected the diamond as a symbol of coaching excellence because its beauty symbolized brilliance and its hardness symbolized devotion to duty. Indeed the multifaceted diamond reflects the multifaceted demands and successes faced and achieved by successful NFL coaches.

Donus D. Roberts, coach at Watertown High School, President of the NFL, member of the NFL Hall of Fame, and first NFL seven diamond coach has experienced a brilliant and multifaceted career. Beginning his coaching career in 1961 Mr. Roberts established a dynasty at Watertown, South Dakota: 9 Leading Chapter Awards (a record), 10 times the leading public school chapter in the nation in members and degrees (24 other times in the top ten), winner of both the Bruno E. Jacob National Championship Trophy (twice) and the Senator Karl E. Mundt National Championship Congress Trophy, 158 entries qualified for the national tournament and 22 for national congress, a national championship, and two national point leaders!

Such national records flow from district dominance: 44 times the largest chapter and 38 years district leader in new degrees, the Watertown Chapter boasted the district high point student 21 times, while 23 years the Arrows won the tournament sweepstakes plaque and 6 times the District sweepstakes trophy. Watertown also copped 21 district debate championships. No chapter has achieved more members and degrees over the seven decade life of the NFL than Watertown High School.

Mr. Roberts has long served the NFL community. He chaired the NFL National Conferences on the "State of Debate", "NFL Goals: 2000," and "Rural and Urban Speech Education." Donus has been an NFL Councilor since 1980, Vice-President from 1990 to 1994 and currently serves as NFL president. He has been awarded the Distinguished Service Key and Plaque.

Donus is very proud of the Watertown assistant coaches: Tricia Koob, Scott Walker, Judith Pederson, Lewis Feuerstein who earned NFL coaching points and assistant coaches who have earned diamonds: Jack Holmquist (3); Cathy Zubke (2), Bill Zubke (2), Rich Mittelstedt, and Scott Shephard.

NFL's motto "Training Youth for Leadership" has for 35 years been accomplished by word and deed by Donus Roberts. At Watertown High School, in South Dakota, at the National Tournament and nationwide in the speech community, Donus Roberts has himself led by example and by articulation of vision. No greater honor has NFL to bestow than the seventh diamond. There is no more worthy recipient than Donus D. Roberts.

THE ROSTRUM

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Individuals: \$10 one year; \$15 two years. Member Schools \$2.50 each additional sub.

1996-97 Policy Debate Topic

Resolved: That the federal government should establish a program to substantially reduce juvenile crime in the United States.

March April Lincoln Life Lincoln Douglas Debate Topic

Resolved: When in conflict, American cultural unity ought to be valued above cultural diversity.

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DUO TECHNIQUES

by Tony Figliola

CUTTINGS

Use one continuous scene (OR) smoothly and uninterruptedly connect a series of scenes (OR) link scenes together that logically lead into each other but do not form a continuous whole. In duo, to accommodate this last type of cutting, I suggest the following: (1) pause/freeze after scene one; (2) have each character clearly alter focal angles (maybe a tiny bit inward to a major swing outward depending on what is happening in the next scene, and the location of the action); (3) have each character alter body position (maybe in this scene one has grown tired while the other has become tense). These three noticeable alterations should clearly clue the judge into the fact that a scene leap has been made.

INTRODUCTIONS

Interesting possibilities open up because two people now must participate in it.

- (1) Each partner alternates the delivery of sentences.
- (2) One partner adds important words into the sentences spoken by the other.
- (3) One partner might interrupt/challenge/comment upon the words spoken by the other.
- (4) One person may be performing a part of the play as the other interweaves the written introduction.
- (5) One partner might sing (or do something physically interesting that is intrinsic to the script and consonant with tone and the character) while the other delivers the intro.

While not being too gimmicky and while keeping consistent to the tone and intent of the script, take advantage of the engrossing theatrical possibilities. Or don't.

FOCAL POINTS

When both characters look straight ahead they are looking at each other.

When both characters are angled inward, they are looking at each other (perhaps more intimately so; or perhaps they are tending to a prop, a baby-some entity between them.)

When both characters turn outward (at perhaps a 45 degree angle) they are addressing each other but not making direct eye contact with each other--perhaps one cooks while the other eats.

When one character faces front and the other faces sideways, they are not looking

at each other--one is obviously attending to something else or may be in another part of the room. The character facing to the side may turn in--face front--to make direct eye contact with the other.

When one character is out of the scene or picture, s/he usually is turned around; when entering the scene or the other character's focus, s/he will turn inward 180 degrees.

CHEATING WITH FOCUS

Staring ahead, both performers are looking at each other.

Scenario: one slaps the other. Question: How should the other's head move? Well, most would say that if (A) slaps forward with the right hand, (B) should move the head left. No cheating here.

Scenario: someone walks by (A) and (B). Question: If both were following the passer-by passing by, would (A) look left and (B) look right? Tricky. Most allow the cheat: that is, both (A) and (B) would follow the person from L. to R.

Scenario: (A) and (B) are having a wheelchair race--they are paralyzed vets, drunk as skunks, ready to tear into life. Question: In what direction would each face? Again, most would allow the cheat: that is, both would be racing straight ahead. You see, an accurate staging would look awkward, be impossible or ruin the illusion, whereas "the cheat" is generally accepted as the most convenient option. (Not all subscribe to this philosophy, but most reasonable folks tend to.)

DISTANCING

(A) and (B), by looking straight ahead are looking at each other. The expert duo performer, however, will play a clever proxemics (The study of cultural, behavioral, and sociological aspects of spacial distances between individuals -- *American Heritage Dictionary of the English Language, Third Edition*), game with his/her partner. If (A) has emotional reason to encroach physically on (B)'s space--let's say s/he thrusts forward with the face--(B) must respond physically as well. If (B) is the craven sort, then (B) might slightly pull back the head and avert with the eyes; if (B) is angered by the advance, then (B) might meet the challenge head on, and thrust the face forward as well, a response that would cause (A) to make a move of one kind or another.

The bottom line: heads, bodies, and eyes are always responding to the advances and retreats of others. This proxemics dance/game does much to establish the realistic physicality of human interaction.

VISUALIZATION

Although (A) sees (B) while looking straight ahead, (A) should not stare incessantly and unflaggingly at the point/person. As in real human interaction, people often avert direct eye contact--to think, remember, cower, tease, etc.--only to bring it directly back again when a thought is found or courage is mustered, and so on.

As well, (A) sees the totality of (B)'s physical being--(B)'s face is straight ahead, but her broach is lower to the left, her belt is lower, looped left about the hip, and the boots run from foot to thigh.

Similarly, the two people are in a definable space--a living room, a basketball court, a car, etc.--so it is incumbent upon the duo partners to lay out the area precisely--the windows are here, the court and rim are there-- and to see the physical objects, when referred to, of course, but also as off focus points of reference when (A) is thinking away from (B)--when (A) thinks, for example, his attention seems to be drawn out the window in the direction of the basketball court.

TEMPO/RHYTHM

Tempo is speed; rhythm is intensity. Each can be rated from 1 to 10 (max). A person doing dishes at a 10 tempo but a 2 intensity wants to get them done but feels no great pressure or urgency to do so. A mother who suddenly sees her baby fall into the pool will no doubt leap into the water with a 10 tempo and a 10 intensity--her reaction must be quicker than lightening as she is most urgently motivated to save her child. And so on.

Each character has a normal T/R. The performer should find it, based upon character analysis.

Each character, put through various levels of conflict and confronted by others with varying T/R numbers, will be forced to alter his/her T/R.

Capturing a character's unique T/R and allowing it to confront another's during a script's rising action and climax create an appropriately interesting and arresting effect on the audience.

INTERACTION

With two performers, interaction can--and must--be genuine during all types of sequences, be they slow and low-keyed, slow and intense, fast and furious or fast and empty-minded.

Responses--cue pick ups--will vary. Sometimes, (B) will vocally respond to (A) immediately; sometimes, (B) will vocally respond to (A) after a pause; sometimes, (B) will overlap (A). Duo performance allows for all types of rhythmic interactions.

LISTENING

On stage, characters, in some way or another, attend to each other. In duo interp, each character must listen while the other is speaking. The silent character must not "turn off"--that is, s/he must maintain his/her unique personality and physical portrayal, must continue to exist in the defined space, must remember to acknowledge the presence of another.

One listens with ears, eyes, face, and body. One may not appear to be listening but really is.

One may be determined not to take heed, but actually is.

However way one character attends to the other, the bottom line is this: duo performers must be sure to have their characters listening to each other.

RESPONSES

The words of one character will affect the physiological/psychological states of the other. Therefore, the listening character must show that what s/he is hearing is having an effect on him/her, an effect that is obvious even as s/he is listening.

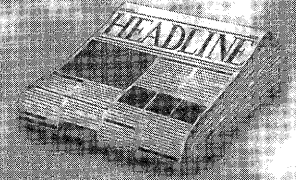
CONSISTENCY

In single dramatic/humorous, we see only one character rendered at a time. In duo, two characters are present for the full duration of allotted time. Both characters must be physically, vocally, and emotionally consistent throughout. Sometimes, the listening character tends to forget that s/he is still "on stage," resulting in an erroneous shift in body carriage, stance, shoulder/head/face adjustment. Be careful.

PHYSICAL REALIZATION

Some folks, in single performance, (especially in humorous,) are content to have a recognizable pose for each character, and will rarely move within the character's chosen (*Figliola to Page 8*)

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(Figliola from Page 6)

body carriage. While many feel that this is a questionable choice even in DI/HI, it is certainly an ill-advised one in duo. In Duo, characters must have physical existences justified by the text and kept consistent throughout the performance. But physicality in duo is not a pose; rather, it is a three dimensional body that moves within the initially framed "body picture," all the while remaining consistent and true to the psycho-physical state justified by character biography. It responds in realistic and "easy" ways.

Additionally, actors in duo should be free to physicalize events and actions, provided that the choices are true to reality.

At college nationals, last year, two young men, even with binders in their hands, convinced me that they were racing their wheelchairs at top speed. I saw them spin their wheels (the wheels kept their size, shape, texture, resistance) and I saw their arms, initially pumped with adrenaline and coursing blood, gradually tense up and weaken as they began to tire, despite a determination not to do so.

My high school students, again even with binders, have staged sword fights, mountain climbing, wrestling, executions, and the like. Be inventive, but be real and thorough.

THE BASICS OF ACTING

As when performing single interp, the actor engaging in duo must (1) read and re-read the play; (2) cut it for consistent and plausible plot build and character development; (3) comb the text for clues to the character's inner (intellectual, psychological, social, spiritual, emotional, ethical, personal-historical, and the like) and outer (body carriage, stance, tempo/rhythm, way of gesturing, facial expression and expressiveness, vocal distinctiveness and expressiveness, idiosyncratic movements, etc.) makeups; decide what the main goals in the scene are for each character; divide the scene into smaller units or beats and decide what the characters want in each of these beats, keeping in mind their general goals; do a subtextual analysis of each line, trying to figure out what the character really wants, what the character

is thinking and feeling, what the character is remembering, and what the character is experiencing with the senses. Explore and appropriately vary interaction possibilities with partners; practice and add nuances.

MOVEMENT

From 1970 to 1993, college duo actors moved little during performances, pivoting to indicate exits and entrances, perhaps moderately shuffling the feet if characters in the script were skating or sword-fighting. On rare occasions, partners switched sides as when a husband and wife were exchanging sides of their marriage bed. In the last several years, college duo actors have begun to shake, rattle, and roll, leaping and dancing all over the room, sometimes banging into walls, moving the performance into the audience's space, pawing each other during potent sex scenes, or playing leap frog during poignant nostalgic moments. MY ADVICE--because NFL Duo is new and needs time to grow and breathe; because illusion is best served via suggested and limited movement of the non touching sort; because it's truer to the type of performance we appreciate in NFL--should off-focus performance BE so extravagantly blocked?; because it's easier on the judge to rank duos that are similarly "contained"; because those high school judges accustomed to script duo--there are many--are likely to downrank the excessively blocked performance, while the novice judge is likely to be dazzled by an adequately acted duo "dance," and bored by a beautifully acted scene with only pivot movement; because, because, because... ISTO COACH NARROW. It took college forensics nearly a quarter of a century to experiment with monumental changes in movement; we can wait a few years. Don't you think?

The aforementioned techniques are by no means exhaustive, but they are a fine and fair start. And since I'm sure that many students, new and not so new to forensics, will want to participate in the event, these hints will hopefully help you manage the numbers and insure a modicum of fun and success.

(Tony Figliola coach at Holy Ghost Prep. (PA) has coached high school (NCFL) and college champions in duo interp.)

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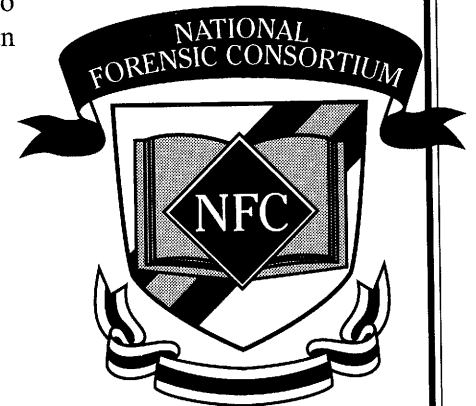
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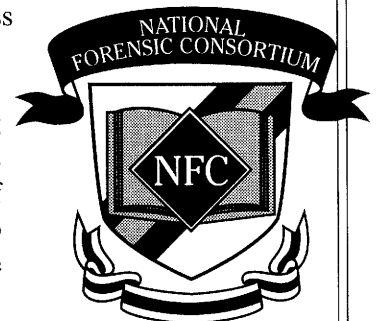
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CX Program: July 28 - August 15, 1996

LD / Events: August 2 -15, 1996

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

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

Judy Butler, Emory
Robert Thomas, Emory
Jon Hersey, UCLA Law
Sonja Starr, Harvard
Sarah Eisenstein, Stanford
Dan Muller, Emory Law
Erica Sommers, USC
Molly Stephens, Stanford
Eric Brown, U of Chicago
Nick Coburn-Palo, Weber

Paul Skiermont, Kentucky
Matthew Fraser, Stanford
Ryan Mills, College Prep
Ronna Landy, Emory
Chris Hersey, Head-Royce
Bill McKinney, Vista
Ann Marie Todd, Emory
Minh A. Luong, Purdue
Priya Aiyar, Harvard
J. Kanon Sawyer, Pinewood

Hajir Ardibili, Kansas
Anthony Ventura, USC Law
Abe Newman, Stanford
Liz Slagle, Emory
Mark Pedretti, Bellarmine
MaryBeth Maloney, Columbia
Jon Sharp, Emory
Eric Beerbohm, Stanford
Michael Major, College Prep
Ami Arad, Berkeley

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
\$1,350 resident plan
\$675 commuter plan

LD and Events
\$1,075 resident plan
\$550 commuter plan

Given the nature and quality of the 1996 program the cost is quite low. This program, both in faculty composition and in structure compares favorably with programs costing nearly twice as much. The SNFI maximizes program quality by spending funds on obtaining superior facilities and faculty. The resident plan includes housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. The commuter plan includes tuition and all required materials. An additional \$75 application fee is required upon application to the SNFI. Enrollment will be limited.

TO APPLY &/or INQUIRE:
or call: (510) 548-4800

Stanford Debate - SNFI
1678 Shattuck Ave, Suite 305
Berkeley, CA 94709

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

Austin National Debate Institute

CX Main Session: July 6 - July 22

LD Main Session: July 6 - July 19

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 accommodate students at the beginning and advanced levels, with separate labs and primary instructors for beginners. All essential camp evidence and materials, including over a thousand pages of briefs produced at the camp by policy debate students, are included absolutely free of additional charges. Policy students will graduate prepared to tackle the 1996 policy topic, while the L-D students will be prepared to debate a myriad of possible and likely national topics.
- **Numerous special program features.** These include enrollment caps to ensure student access to ALL the top faculty; an incredible faculty-student ratio of around 1:7; special theory seminars, lectures and guest lecturers; multiple critiqued debates; rebuttal reworks and strategy training; and much more! The program as a whole emphasizes learning through doing, with all students working with a variety of faculty on basic and advanced aspects of skills such as argument preparation, strategizing, extension of positions, and foundational theories of debating and delivery. 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

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



Fees : \$850 for CX,
\$695 for LD,
\$465 one-week
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 the Catholic University of America in Washington, D.C.

CX (all programs): July 6 - 22

LD: July 6 -19

The National Debate Institute, D.C., held at the Catholic University of America, offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. Students 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/collegiate level, and top-flight current and former collegiate competitors.
- **RIGOROUS CURRICULUM.** A carefully crafted schedule developed and refined over the years at NFC camps. Classes are intensive, designed for the dedicated student of debate who wishes to maximize personal improvement.
- **SUPERIOR FACILITIES, LOCATION AND RESOURCES.** Students have access to the vast educational resources of the nation's capital, its abundance of libraries and think-tanks, and get to experience the city's cultural and entertainment attractions while on fully-supervised excursions. Program pricing includes lunch and dinner throughout the program, and all evidence produced at the camp for policy debaters! Remember to compare complete costs when pricing other camps.
- **TARGETED LEARNING** for both national circuit debaters and regional competitors. Classes utilize a variety of mutually reinforcing techniques, including fast-paced lectures, affirmative and negative labs, theory and practicum seminars, and individualized consultations. LD emphasizes philosophy, technique, and theory.
- **ACCELERATED LEARNING ENVIRONMENT.** Includes over a dozen critiqued debates in the standard program as well as repeated argument drills and rebuttal rework exercises, all designed to teach mastery of superior technique at all levels, for both policy and LD debate.
- **INTENSIVE 30-ROUND POLICY DEBATE OPTION.** For students who feel they need a camp experience heavily weighted toward practice and technique instruction. Students in this special focus lab will spend a portion of each day learning theory, cutting originals, and putting together positions, and then will debate an average of two rounds a day (fully critiqued with reworks) for the duration of the camp. The primary instructor for this lab is Matthew Fraser, director of debate at the Head-Royce School and Stanford University, and the debates will be critiqued by Mr. Fraser and a special staff of nationally renowned former high school debaters and current coaches.
- **EXPERIENCED PROGRAM DIRECTION.** The director is Ryan Mills, debate coach at College Prep and director at UC Berkeley, whose teams this year alone have cleared at many of the nation's best tournaments, including Stanford, Loyola, and Redlands.

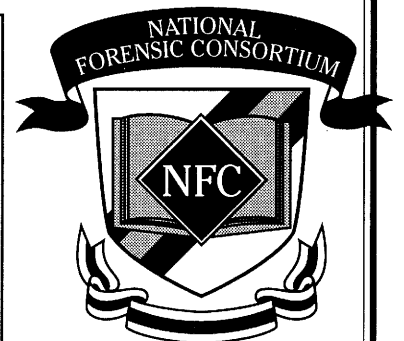
Costs (which includes housing, lunch and dinner throughout the program, and all program materials/briefs and evidence):

<u>Three Week CX Program</u>	<u>30-round plus CX program</u>	<u>Two Week LD Program</u>
\$1,075 (rm, board, tuition)	\$1,295 (rm, board, tuition)	\$850 (rm, board, tuition)

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

For more
information
contact:

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



STANFORD NATIONAL LINCOLN-DOUGLAS DEBATE INSTITUTE

August 2 - 15, 1996

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

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

MICHAEL MAJOR is the program director at the College Preparatory School of California, and will be acting as the Director and Academic Dean of the LD program at Stanford this summer. Under his leadership, the Stanford LD summer program will have a renewed emphasis on fully critiqued practice rounds, drills, and practical application of theory and philosophical argumentation in LD debate. In addition to placing students into late elimination rounds of all of the nation's best tournaments, including St. Mark's, the Glenbrooks, Stanford, UC Berkeley, and Emory, Mr. Major has produced one of the deepest LD squads in the country. This year, for example, College Prep expects to qualify as many as a half-dozen students for the National Tournament of Champions in Kentucky. Mr. Major also serves on the TOC LD advisory committee, and directs the Stanford LD Round-Robin.

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

NICHOLAS J. COBURN-PALO is currently a college debate coach at Weber State College in Utah, and was formerly the Director of Debate at the Pinewood College Preparatory School, and Debate Coach at San Francisco State University. Mr. Coburn-Palo has twice finished fifth place or higher at the Collegiate National Championships (CEDA). In addition, he has taught at the Berkeley L-D Institute and the Austin National L-D Institute. One of the most versatile collegiate debaters ever, Mr. Coburn-Palo placed in the top ten speakers in NDT debate at both the Harvard and Northwestern tournaments this past year. During the summer, Mr. Coburn-Palo teaches exclusively at NFC camps.

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

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

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

ERIC BEERBOHM attends Stanford University, and in high school competed at the Bellarmine College Preparatory School where he was one of the most successful LD debaters in the nation. To list just a few of his accomplishments; Mr. Beerbohm placed among the top 8 at LD nationals his senior year, placed 1st at the Stanford Tournament and Stanford Round-Robin, and placed among the top 8 at many of the nation's toughest tournaments. He has also taught at the Iowa Lincoln-Douglas camp.

Resident cost: \$1,075 / Commuter cost: \$550

There is an additional application fee of \$75.

For additional information contact the NFC at:

1678 Shattuck Avenue, Suite 305, Berkeley, CA, 94709

or call: 510-548-4800

THE STATE OF EXTEMP (OR JUST THE EXTEMP OF STATE?)

by Lexy Green

I used to think that I knew what Extemporaneous Speaking was all about. I did, that is, until I judged the final round of National Extemp at the California State Championship a couple of years ago. Back in the 1970's my coach (Stevan Kalmon) told me that extemporaneous speeches are delivered extemporaneously (or, more accurately, after a 30 minute preparation period). He also told me that extemporaneous speeches answer questions about current events. I must have been pretty gullible back then, because I believed him.

On the off chance that you, too, suffer from similar delusions regarding this event, I offer a description of the round that was "the best our state had to offer" that year. During the course of the final round we were treated to the wisdom of Alexis de Tocqueville (mispronounced), Thomas Jefferson, and William Shakespeare. We got zingers from G. K. Chesterton, LBJ, and Jay Leno. We learned about the tough realities of running for office in high school and making business trips in prop planes. We even had the benefit of a five minute precis of the plot of *The Wizard of Oz*. The audience laughed so hard that there wasn't a dry seat in the house -- and this may not even have been the funnier of the two extemp finals. Finals of International Extemp actually featured two speakers using the same introduction!

I felt like the character in Quantum Leap who, at the close of each episode, is plopped down in totally alien surroundings. One minute I was staring at my ballot in the final round of National Extemp, and the next moment I found myself mysteriously confronted by seven humorous interpers. Why couldn't I just sit back and enjoy what was being offered? Isn't it a bit perverse to complain that a round was too enjoyable? Am I nuts? Sheer orneriness. Yes. Probably. But what I'm nuts about is extemporaneous speaking, and I'll be as ornery as necessary to ensure that it remains extemporaneous speaking.

My problem with the extemp

round I saw at State can be summed up in one word -- content. I was disturbed by both the content that was lacking and the content that was offered. There was little analysis and less information. A grand total of two speakers cited sources for any of their information. Points of analysis (Oh God, spare us the cliché) appeared to have been chosen completely at random, having little to no relation to the speaker's thesis. The only items in abundant supply were corny jokes, trite anecdotes and "clever" quotations. This bizarre imbalance created a round that was high on yucks, but hopelessly deficient in all of the areas that I associate with extemp.

We should not allow our students to see their audiences as stupid housepets drooling at the sound of a canned opening.

When instructing first-time extemp judges I always tell them that in extemp our primary concern is content. We want the speaker to answer the question asked. We want the speaker to have persuasive information and analysis to support her thesis. We want the speech to be organized in a manner that is conducive to our understanding both how the speaker has answered the question, and why the speaker has come to this conclusion.

Upon hearing this advice these novice judges always ask me, "But, what about delivery?" I explain that while good delivery is important, it is not the most important element of extemp. Good delivery will always be rewarded because it makes the speaker's content appear to be better than it is. If good delivery were our primary focus in extemp, there would be no reason to assign speakers questions on current events. We could do just fine with impromptu topics. Extemp is different from every other indi-

vidual event because it requires the speaker to answer a question, rather than merely talk about (or around) a subject.

I agree that it doesn't hurt to speak well. I'll even grant that a clever introduction and a few zingers can really improve a speech. What I will not agree with is an approach that treats the introduction and zingers as the speech. A good introduction will catch the listener's attention and *underscore the thesis of the speech*. It should serve the thesis, not dominate or obscure it. I don't care how funny the story is, if it doesn't help us to understand the topic it should not be used. A related rule of thumb is that it should never take more than two sentences to get from the introduction to the topic. If it does, chances are it's a bad introduction, or the speaker is really having to stretch things to make it fit.

This focus on *answering the question* should also affect the structure of the speech. These are proven with arguments, not "areas (or the dreaded points) of analysis." Extemporaneous speeches should not be divided into areas left over from impromptu rounds ("I'll look at this question first from the Republican perspective, then from the Democratic point of view, and then I'll answer the question."). Extemporaneous speeches should be divided into arguments supporting their theses. Here is an example:

Topic: Will ending affirmative action promote fairness?

Thesis: No, ending affirmative action will merely replace one form of discrimination with another.

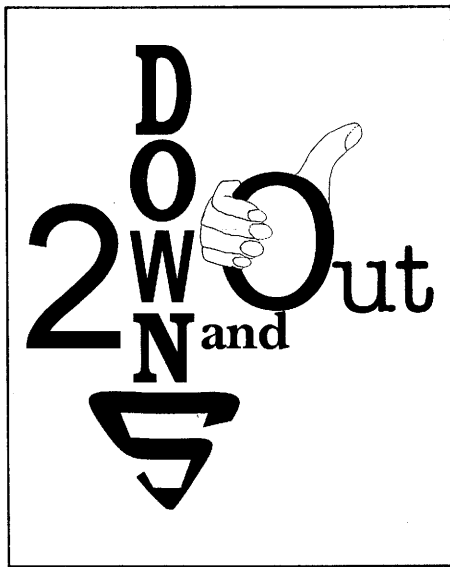
Background: History and purpose of affirmative action.

I. Affirmative action is not the only kind of preferential treatment.

II. Advocates of "colorblind" selection processes wrongly assume that there are objective, "colorblind" criteria available for identifying the best candidates.

This method of organizing the speech ensures that the extemporaneous speaker focuses on the question at hand. It also helps under

(Green to Page 30)



THE FUNDAMENTALS OF INTERP OR GOLF AND 'NIGHT, MOTHER

It all started with my friend, who has a duckhook.

No, he is not physically challenged. He can't seem to hit a golf ball without it making an extreme left turn. No turn signals, just straight for twenty yards and then whoosh, out of bounds.

And he tried to solve this by tinkering with his swing. He would concentrate on the address of the ball, and the takeaway, and the teachings of martial arts specialists in Thailand. Nothing worked.

Last weekend, he gave up, and went to the golf equivalent of the Betty Ford Clinic. They broke his swing apart and put it back together again. He is supposed to practice on the range every day for a month before he sets a limb back on the course again. He's crazy enough about golf, he might do it, too.

I found myself nodding my head as he told me about the approach that his pro had taken on his Lost Weekend. I almost went to sleep, before I suddenly realized with a jerk (no, he's not that bad) that the Aristotelian approach that the pro had used was very much like my own.

Aristotelean, in the distorted sense that I learned it, would be to break an act into its fundamental parts, and then put it back together again, completely corrected, step by step, until you approached perfection. It may not be everyone's philosophy, but it's mine, and I have some evidence for its efficacy.

No doubt you have suffered from blank ballot syndrome. This is a slump where you seem to be doing everything right, and you still can't grab any hardware. In Interp, it's a 3-3-5. In L/D, it's 2-2. In extemp, it's a 2-3-6. You get the idea.

So you grab the ballots to see what you are doing "wrong". And there's no answer. The ballots rave about your analysis, or your eyecontact, or even your tie, and send you off with the three. What's the matter with these judges?

Nothing, buddy. You are in Mediocrity Land, and what the judge is trying to tell you is the equivalent of your ex-girlfriend saying "you're nice, and I still want us to be friends."

So after nearly two decades of living on the public dole, I decided to set off in quest of the Fundamentals. The Right Stuff. The Answer to the Blank Ballot. And when we're done, in a couple of months, I hope we're still friends.

Interp- the Fundamentals

There are four: Face, Body, Voice, and Purpose.

1. Face

I had a college theater prof who used to get so disgusted with our amateurish faces that he would scream "work your face! At least wink, or something! You afraid your cheeks will crack?" It is often the same with you, my friend.

A. Your face should be different with every character. The eyes, especially, should show the different light that dwells within. The mouth should show the tension of each character. The eyebrows should move from character to character, and should move within the character's speech. As a test, observe yourself in the mirror only watching your eyes and eyebrows. What do you see?

B. In pauses, it is your face that carries the scene. In any pause in interp, the reason for the pause is for something to happen. That something is mainly expressed by the face.

C. The transition between characters on the face should be swift and not alarming. If you are becoming the Elephant Man in less than a tenth of a second, it is not surprising that the judge is distracted by your gyrations. What is "big" is not necessarily effective. Less exaggeration might be better.

2. Body

A. If a ruler could balance on your shoulder in the transition between characters, you are probably boring.

B. If the judge can look at your belly button and never have to move her eyes, you are probably boring. You should also buy some appropriate clothes.

C. If the judge can dot an i and still see your character change, you are too slow.

D. If your gestures resemble chopping bread, you should try debate.

E. Your gestures should fit the mood of the moment, and fit the character. This seems obvious, but equally obvious is the fact that most interpers are not in control of their gestures. Every character has the same gestures!? This is unlikely in real life, don't you think?

3. Voice

Personally, I am more impressed with a well controlled voice than with a magnificent use of body and face. Maybe it's my five years in radio, but I find that most characters I see in are very flat in voice. Women doing males always make their voices artificially deep and out of control. Men portraying females make them high and whiny - extremely irritating! Yes, there are women who sound like that, but to think every woman does is mesogyny (oh, go ahead and look it up).

A. It doesn't matter how high or low the character's voice may be - it's consistency that counts.

B. Very few voices should speak in social tones - the characters in DI or HI are usually in situations that are far beyond that. It rings false when a character suddenly screams when previously talking in a social tone, no matter how loud.

C. Never chose a voice that you cannot express the full range of emotion - even if the character does not require it. You've chosen a "freak" voice, and the judge will listen to the voice, not the character.

D. Ideally, after tape recording your performance, a listener should not recognize any voice on the tape excepting one. That is the ideal. But a harsher test, and more a test of success, is that the listener becomes caught up in the story and forgets the which voice is the interper's.

(Davis to Page 17)



MICHIGAN

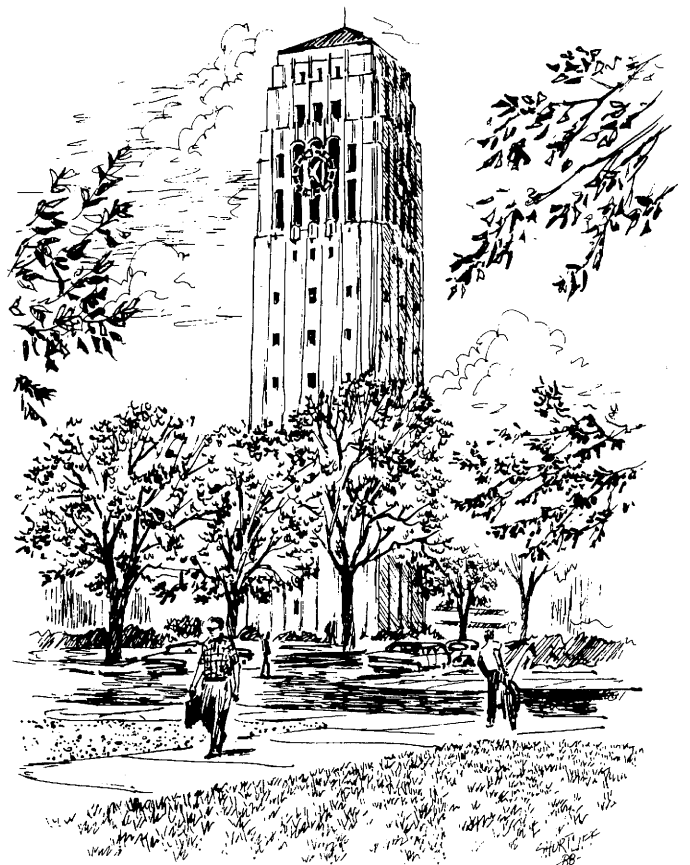
1996

Michigan National
Debate Institute
June 23 - July 13

Michigan *Classic*
July 14 - August 10

Lincoln-Douglas
Institute
July 21 - August 3

Seminar for High
School Coaches
July 14 - July 20



Why should *you* attend a Michigan Debate Institute?

The University of Michigan Library System is among the finest in the world. The library system houses over 6.4 million volumes and subscribes to thousands of periodicals. Michigan Debate Institute students have nearly full access to these facilities. **The University of Michigan's nationally recognized Law Library** is also available for debate student use. It contains over 750,000 volumes and law reviews indexed through the UM-Lexcalibur system, which can be searched at the Library or remotely. All University libraries, including the Law Library, are located conveniently on the University of Michigan campus. The Michigan Debate Institute staff constructs a special reserve collection of topic-related books and documents from all University of Michigan libraries.

In the decade of the 1990s, every student who has won the NFL Policy Debate National Championship has attended a Michigan Debate Institute. Period. Without exception.

The 1995 college NDT, ADA, CEDA, and Novice National Champions attended a Michigan Debate Institute.

That's three years in a row for the NDT.

Technological innovation has revolutionized library and information systems, opening a whole new world of research possibilities for debate students. Students at the Michigan Debate Institutes can take advantage of the special resources of the University of Michigan, one of the nation's leaders in **integrating computing technology with education and research**. This access is coupled with a special curriculum designed to help students with both beginning and advanced computing experience develop and apply their skills. Classes are designed by University of Michigan librarians and our faculty, specifically for Debate Institute students' needs. Debate Institute participants have complete access to the **largest University-based personal computer system in the United States**.

Students receive a special lecture and hands-on classes designed to teach them how to use these unique resources. All library terminals as well as all computers in the computing sites offer **complete access to the resources available on the World Wide Web**. Available on the World Wide Web are updated Congressional documents and the Congressional Record, a full-text searchable database of Supreme Court decisions, newswire service publications, and information published by interest groups. Also now available is a new index called "Legislate" that allows keyword, author and subject searches of government documents. Students with Lexis-Nexis accounts may access them from the computing centers.

The most important measure of an institute's quality is its faculty since its members are the primary influence over the educational experience of the students. **Roger Solt, University of Kentucky** The Michigan Debate Institutes remain committed to providing a strong and deep faculty comprised of the nation's most accomplished college and high school debate coaches. **Dallas Perkins and Sherry Hall, Harvard** We also hire outstanding college debaters from all parts of the United States. **Steve Mancuso, University of Michigan** The 1996 MNDI faculty includes the coaches of the 1993 and 1994 NFL Champions and the coaches of the 1993, 1994, and 1995 NDT Top Speakers. **Paul Newman, The Kinkaid School** Our faculty has coached more than a dozen national champion teams at both the high school and collegiate level. **Scott Harris, University of Kansas** Michigan Debate Institute students have access to each of these faculty members through the integrated curriculum. **Daryl Fisher, Isidore Newman School** We urge you to compare our faculty to any other.

Students from 40 states, and the District of Columbia, representing over 200 high schools, attended the 1995 Michigan Debate Institutes.

Let us answer our own question.

We have a great faculty, fantastic libraries, unbelievable computing facilities and a proven curriculum.

Given the number of high school and college national champions who have attended Michigan Debate Institutes, don't you think you should come and experience it yourself?

Michigan National Debate Institute

June 23 to July 13, 1996

The MNDI is a three-week summer workshop with programs designed for high school debaters of every experience level from top varsity to novice. Students at the MNDI have full access to the library system and a nationally renowned faculty. Our proven curriculum is based upon four main elements: detailed **topic analysis**; instruction on **speaking skills**, including speaking drills, extensive style and persuasion coaching, and Intensive Speaking Clinics; hands-on and detailed instruction relating to **argument construction** and the production of high-quality blocks; and a solid foundation of basic and advanced **debate theory analysis**.

MNDI students also have the option of staying for the MNDI Extension Week, a week-long program immediately following the MNDI in which debaters conduct extensive speaking and debating drills in a student to faculty ratio of 4 to 1, the lowest ratio students are likely to find at a debate workshop.

The Michigan Classic

July 14 to August 10, 1996

The Michigan *Classic* is a four-week workshop conducted exclusively for debaters who plan on competing at advanced levels in the following year. It offers an intensive and innovative curriculum format which is implemented through a wide variety of **lectures and small discussion classes** which focus on the national topic and **lab groups**, made up of two instructors and 16 students, in which argument generation and debating preparation and practice take place.

There are three Divisions at the *Classic*, one each for rising Seniors, Juniors, and Sophomores. Eighty qualified students are selected to participate in the Senior Division, 64 students are selected for the Junior Division and 32 students are selected for the Sophomore Division.

Classic students have the option of attending the *Classic* Head Start Program. The Head Start Program, which runs from July 7 to July 13, the week preceding the *Classic*, features an emphasis on the affirmative side of the national resolution. Students devote their attention for the entire week to developing, researching, and writing an affirmative case. They also work on specific answers to disadvantages and counterplans.

The Lincoln-Douglas Institute

July 21 to August 3, 1996

This two-week institute is designed to instruct students of every experience level in the technique and theory of Lincoln-Douglas debating. The Michigan Lincoln-Douglas Institute curriculum stresses three main components: a **comprehensive lecture series**, which covers theoretical analysis, specific analysis of the 1996-1997 NFL Lincoln-Douglas topic areas, major modern political philosophy, and judge adaptation; a **lab group** which analyzes and researches topic-specific arguments and political philosophies and applies lecture content to specific debate arguments; and the development of an effective **speaking style** through an intensive series of practice debates and speaking drills.

Enrollment at the LD Institute is limited to 48 students who work with faculty members in a ratio of 8 to 1, not including additional lecturers and speaking instructors. The Michigan LD Institute is directed by Candi King, director of forensics at Thomas C. Clark High School in San Antonio, Texas, who has qualified 7 LD debaters to the NFL National tournament, including the 1995 4th Place Overall debater. In addition to the faculty, which is composed of some of the most successful LD coaches and debaters in the country, students have access to senior lecturers Marilee Dukes, coach of Vestavia Hills and the 1994 LD National Champion, and Daryl Fisher, coach of Isidore Newman and the 1995 NFL LD National Champion.

Seminar for High School Coaches

June 23 to July 13, 1996

The Seminar for High School Coaches is sponsored and directed by the faculty of the Michigan Debate Institutes. The primary goal of the Seminar is to help high school policy debate coaches prepare to teach the new policy topic. In past three summers over 40 coaches from more than 15 states have attended the Seminar for High School Coaches.

The curriculum of the Seminar is designed to be flexible so that coaches of all backgrounds, including pure beginners and long-time directors, can benefit. Ultimately much of the specific curriculum and class schedule is selected by the participating coaches themselves. The major elements include: **lectures by members of the Michigan Classic faculty**, offering a comprehensive introduction to the national policy topic and research strategies and techniques; **daily attendance at lab meetings**, directed by the faculty members of the Michigan Classic, which cover various topics including argument development, theory issues, research strategies, and speaking skills; **presentations of core arguments** by Classic faculty members in a team-teaching format, outlining in great detail the major negative argument strategies, along with research strategies and responses; **daily classes** held exclusively for Seminar participants, in a small group discussion format, taught by MNDI and Classic faculty members; and observation of **debate and rebuttal rework sessions**, directed by MNDI faculty members as part of the MNDI Extension Week Program. Participants also have full access to the U of M Library System.

The directors of the Seminar for High School Coaches are longtime directors of successful debating programs from across the country. Daryl Fisher of the Isidore Newman School in New Orleans, Rebecca Knack of East Grand Rapids High School in Michigan, Steve Mancuso of The University of Michigan, and Greg Varley of Lakeland High School in New York bring a wide diversity of experience and commitment to the direction of the Seminar.

We couldn't fit everything we have to say in four pages, so if you'd like a complete brochure, send us your name and address and we'll mail you one. Our brochure is also available on-line at the URL listed below.

Michigan Debate Institutes
The University of Michigan
530 South State Street Box #382
Ann Arbor, MI 48109-1349

email: debate.institute@umich.edu
world wide web: <http://www.umich.edu/~debate>

THE UNLUCKY THIRTEEN

Adapted by L. D. Naegelin

1. Playing "Beat the Clock" -- Making the cutting too long -- trying to include too much

2. Thinking it's time for "Melrose Place" -- Milking the emotions

3. Doing the "Hokey-Pokey" -- Moving for the sake of moving without motivation*

4. Believing Sylvester the Cat and Tweetie Bird should play Macbeth and Lady Macbeth -- Playing cartoons and stereotypes rather than creating believable characters

5. Thinking: "If only we'd been the playwright!" -- Forcing an interpretation on to a selection rather than allowing the script speak for itself

6. Falling into the "Well, . . . maybe, . . . perhaps . . ." trap -- Failing to make definite choices, not realizing that even a wrong choice can be better than no choice at all

7. Getting lost in "Forensics-land" -- Failing to give the interpretation a context or a setting,

as if the characters existed in a vacuum

8. Convincing yourselves that hand-wringing is a required element -- Putting on an attitude or an emotion rather than playing objectives and being honest with character

9. Practicing a disappearing act -- Dropping the ends of phrases and sentences rather than shaping them through strong vocal control

10. Playing "punching bag" with the dialogue -- Emphasizing the wrong words, punching rather the carefully coloring

11. Becoming "The Screamers!!!!!!!" -- Believing that loud equals intensity, as if volume were a substitute for honest feeling

12. Imitating Max Headroom -- Playing the interper just from your neck up instead of involving the total body in creating your characters

13. Rushing the final curtain -- Hurrying the ending of the

scene/selection rather than allowing the moment to achieve full impact

*NFL has no specific rule regarding movement or walking in the interpretation events other than the statement in "Appendix III NFL Ballots" that "Although gestures and pantomimes are not barred, they should be used with restraint." Waling, or taking steps, or always keeping one foot stationary, or remaining within a two foot square -- nothing about such movement appears in the NFL guidelines, though by tradition, perhaps, performers have generally exercised reasoned control. The key with all movement is to see that it flows from and is appropriate to and supportive of the text.

(L. D. Naegelin is a member of the NFL Hall of Fame and the NFL Executive Council. Mr. Naegelin has coached national champions in Extemp, L/D, Drama and Humor. He thanks Michael Kirch of Illinois State University for his original authorship.)

(Davis from Page 16)

4. Purpose

For a much better and extensive dissertation, consult the first six lessons of *Acting One* by Robert Cohen. The four components of Purpose go by the acronym VOTE. It is a magnificent system because anytime in the interper the character can be analyzed as to his/her VOTE. If the interper can't tell the vote, then the performance must by definition be flat.

A. Every character must have a goal towards which he/she is struggling. Every speech must reflect this "Victory". If a speech does not, then it's worse than irrelevant - it bores and distracts.

B. Every character must have

a clearly recognized "Obstacle" that he/she sees as getting in the way of "Victory". When that character appears, his/her obstacle should clearly be seen in his eyes, and body and voice.

C. Every character has a plan to follow in overcoming the "Obstacle" and achieving "Victory". This is a conscious decision called "Tactics" - here is how I will win. Then every speech is moving towards winning. This gives an urgency to the character that makes the scene move.

D. Every character has an "Expectation" of how the "Tactics" will work. The character either believes he/she will succeed, or believes that the effort will probably

be futile. This colors the lines in a way that makes the scene come alive. A correct choice of "Expectations" creates reality. A bad choice makes the scene ring false, and gives you that magnificent three ranking.

Consider this as your goal - if you do all the above well, you CAN NOT fail at making an impression on the judge. And at the least, the critic will be able to tell you exactly why you received the ranking you did. And then, if the ballot is blank, you can assume the worst; "if you can't say anything nice, don't say anything at all."

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

WAKE FOREST

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announces

The Summer Debate Workshop, June 16th to July 5th, 1996

The nation's premier 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 7th to July 26th, 1996

New last year, a three week workshop taught by prominent high school coaches, former debaters pursuing advanced degrees in philosophy, and a select group of nationally successful former Lincoln-Douglas debaters. Three weeks gives time for analysis of different kinds of topics and more than twenty practice debates. An 8:1 student-teacher ratio will be maintained. Open to all levels of students.

The Policy Project, July 7th to August 2nd, 1996

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.

New: Policy Analysis and Strategy Seminar, June 28-July 6

A fifth week for a select group of Policy Project participants, led by Ross Smith and Alan Coverstone. This group will do directed reading and discussion on core topic issues, analyze the arguments produced by handbooks and the first workshops, and discuss high-level strategy, theory, and tactics of special interest. Conveniently timed for those attending the NFL tournament in North Carolina.

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

Phone: 910-759-4946 Fax: 910-759-4691 E-mail: redmos4@wfu.edu

WAKE FOREST

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advantages

only Wake Forest offers *all* of these advantages

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Wake Forest's debate program enjoys a century of tradition and success. Our commitment to excellence in debate is reflected in all facets of our undertakings. In the past eight years we have had fourteen teams ranked in the nation's top sixteen, last year earning the number-one ranking both for our top team and in the national point standings for squad-wide success. Our publication, *The Debater's Research Guide* is widely regarded as the best of its kind. Our tournaments, both for high school and college are among the nation's most prominent. We have been holding summer workshops for over forty years. Wake alumni are now coaching at more than a dozen of the nation's most successful high school and college debate programs. Our summer workshops are an ongoing extension of our program's overall success.

Great Staff

The only problem with our staff is that we don't have a job for all of the first-rate instructors who want to work at Wake. In fact, it's hard to read the brochures of prominent workshops without finding the words, Wake Forest, in the staff qualifications. Last year's staff averaged over ten previous workshops of experience. Every one of our instructors had teams qualified for the TOC, in elims at the NDT, or were themselves top-ten NDT debaters. Most importantly, our staff is first-rate top to bottom.

Class size and Curricular Design

Wake Forest maintains student/teacher ratios at the lowest feasible levels. Our workshops are designed from the start to emphasize individualized instruction, with a minimum of mass lectures, and a variety of seminars, research groups, and practice sessions that allow students to work closely with a variety of different instructors. Lab sizes typically consist of two instructors and sixteen students.

The Best Library Access: Complete and Uncomplicated

Wake Forest's complete library resources are fully available to all workshop students. That includes the Law and Business libraries on campus and the Medical library at the Bowman Gray medical center, in addition to the million-plus volume Z. Smith Reynolds Library on campus. All sections of all libraries are open to all debaters at all times. Period

Unrivalled Facilities

All buildings are comfortably air-conditioned. Labs are held in air-conditioned classrooms equipped with the tables, computer access, and computer and video projection equipment needed to allow students to work comfortably and efficiently. Dorm, libraries, dining, and classrooms are all within a one minute walk. Photocopying, computers, classrooms, and debate offices are all in the same building.

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CX DEBATE PLAN II WORKSHOP*:	JULY 23 - AUGUST 12
INDIVIDUAL EVENTS WORKSHOP:	JUNE 30 - JULY 15
LD DEBATE WORKSHOP:	JUNE 30 - JULY 15
PHILOSOPHY & ASSUMPTIONS OF THE RESOLUTION**:	JULY 6 - JULY 16

* *Limited, competitive enrollment and early application deadline.*

** *An alternative approach to summer debate preparation: uncover the topic assumptions, learn their underlying philosophies and prepare topic-specific arguments—This workshop supplements subsequent topic work.*

The University of Texas at Austin has won the American Forensic Association National Debate Tournament—National Individual Events Tournament Overall Championship for the last three years in a row. The UT Individual Events Program has won First Place at AFA Nationals for the last two years.

THE UTNIF is the only Austin Institute that: (1) is sanctioned by the University of Texas, (2) provides authorized access to the University of Texas library system, (3) provides all proceeds to student travel or to the Justin Wilson Scholarship Fund.

For more information and a brochure when available, contact Peter Pober, Dept. of Speech Communication, Jesse H. Jones Communication Center, CMA 7.114, Austin, TX 78712 (office) 512 471 1957 (fax) 512 471 3504 or e-mail Joel Rollins at jd.rollins@mail.utexas.edu

**AN ANECDOTE FROM
EXTEMP PREP
by Ed Brower**

I guess I could be accused of coaching in the prep room. Before we called the kids to order for round 2 or 3, I was sitting on the edge of the stage talking with several of the contestants. I, as is one of my habits, told a joke. After round 5, one of those listening came back and said, "Mr. Brower, I just used your joke in my last speech." He went on to say that he had to pause several seconds to let the judges all laugh! Well, as fate would have it this contestant kept advancing and advancing. He stayed in the same Holiday Inn as we did, and was so excited that Friday morning to tell us all at breakfast that he had made the Final Round. He not only made the Finals, he went on to be the National Champion in U.S. Extemp!

Now to the joke I gave him (as well as to all the others who were listening). I said to them that if I ever had a topic on politics, I would tell about the old time politician who said to his voters, "and furthermore, if I am elected to this office I will promote more institution, more constitution, and more pros. . . parity!" He told me he used it saying that this was now Bob Dole's new slogan.

Just thought all should know that I helped coach a National Champion!!!

(Ed Brower coached at Dallas Jesuit (TX). He is a former NFL Assistant Secretary and Vice President. Ed is a member of the NFL Hall of Fame and co-chairs extemp prep at Nationals with Dr. Jane Eldridge.)

INTERP? CALL THE COPS

by Byron Arthur

While tournament travel is always eventful (often harrowing), the St. Mark's Tournament provided the team from New Orleans—Jesuit with one of its most unique tournament experiences.

After a five hour flight (the trip from New Orleans to Dallas is normally one hour), a lost rental car reservation, and an oversold hotel, the group finally settled at the Homewood Suites Hotel. With dinner and meetings taken care of, coach Byron Arthur was readying himself for bed when a knock came upon the door. "Surely Turner and Michael have no questions at this late hour", he thought, so he inquisitively asked "Who is it?". The response was "The Addison Police". The text of the dialogue follows.

Police: Are you Byron Arthur?

Arthur: Yes I am, may I help you with something?

Police: We have received complaints of a disturbance coming from this room. The lines that were heard were. "OK!, OK! I really did kill all of those people". The person who called is on vacation with his family and is concerned about the activities in this unit.

Arthur: (Laughs)

Police: What is funny sir?

Arthur: I am here with my students for the Heart of Texas Invitational and that was one of my students, Patrick Quigley, practicing his Humorous Interp, a selection entitled "Coming Attractions". This particular scene involves a Hollywood talent agent who meets a serial killer and makes him a star.

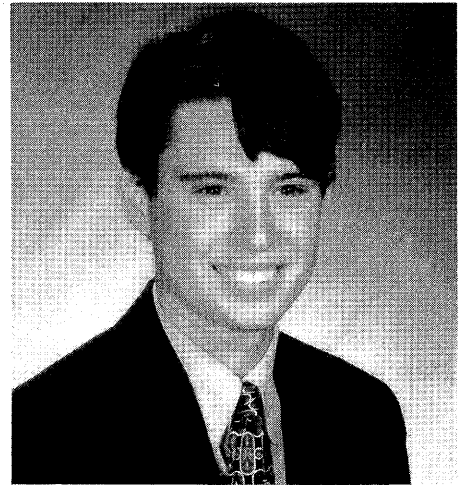
Police: (Now laughing) Well, we had checked out where you were from and thought that it might be something like that but you can't take any chances.

Arthur: I can awaken Patrick in his room if you like, in fact anything to prevent myself from going to jail.

Police: That won't be necessary, but tell him that he must be pretty good because he had convinced the neighbors that he was the real thing. They're pretty scared right now. Wish him luck in the competition.

Patrick later qualified for NFL Nationals. His coach is happy to report that there have been no more run-ins with the authorities.

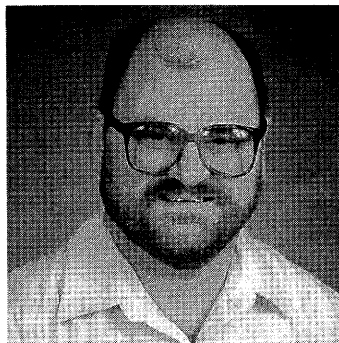
(Byron Arthur coaches at New Orleans--Jesuit HS)



Patrick Quigley

(Patrick later performed "Coming Attractions" in elimination rounds at St. Mark's, The Glenbrooks, and Emory, and qualified for NFL Nationals. His coach is happy to report that there have been no more run-ins with the authorities.)

SINGLE DIAMONDS



***Craig Austin**
Bakersfield HS, CA
October 5, 1994 3662 points



***David A. Johnson**
Butte HS, MT
December 12, 1994 1519 points



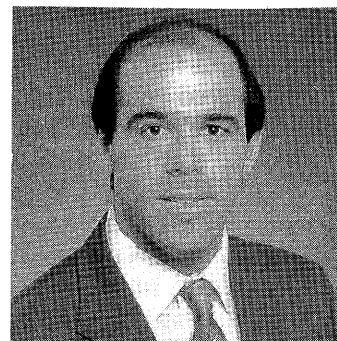
***Rita Yunker**
Canevin HS, PA
February 15, 1995 1502 points



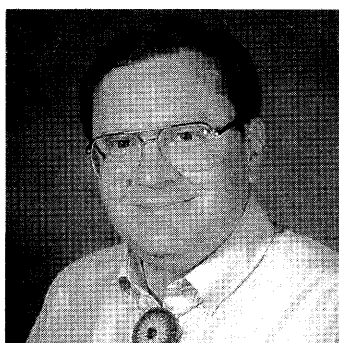
***Frank Langheinrich**
Rowland Hall-St Mark's HS, UT
February 15, 1995 2088 points



***Dan Johnson**
Raymond Central HS, NE
February 24, 1995 1586 points



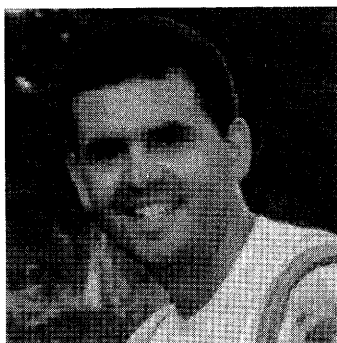
***Jeffrey Minches**
Miami Beach HS, FL
March 6, 1995 1697 points



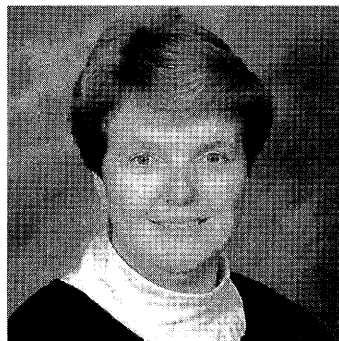
***Mike Cummings**
Star Valley HS, WY
March 13, 1995 1847 points



***Ellen M. Bray**
Northeastern HS, NC
March 14, 1995 1500 points



***Robert Speirs**
Spearfish HS, SD
March 21, 1995 1638 points



***Donna Crane**
Osage City HS, KS
April 3, 1995 1537 points



***Donna Kupper**
Trinity HS, KY
April 13, 1995 1521 points



***Therese Rich**
Ponderosa HS, CO
April 19, 1995 1524 points

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TOURNAMENT TALES

Letters to the Editor
Ft. Lauderdale Sun Sentinel
200 E. Los Olas Blvd.
Ft. Lauderdale, FL 33301

Dear Editor:

From June 16-24, 1995, Ft. Lauderdale was host to the National Forensic League's national tournament. Over three thousand students and teachers from each state participated in some way in this contest. My three students and I were merely a tiny part of that representation. Since the rain found its way to wherever we happened to be, my extemporaneous speaking student had ample opportunity to prepare for his contest rather than lounge away on the beaches. I can't say for certain if he used the time for study or relaxation, though. Fortunately, he advanced to the final round of competition on Friday, June 23, 1995. He had finished speaking and we had approximately two hours to leave the Center for the Performing Arts, eat dinner, and return for the evening's long-awaited awards ceremony. Only then would we learn who had won the national championship, and in what order the final six speakers ranked. We drove to Houston's, ate, and then ventured--once again--into driving rain on streets we found very confusing. After eight days of getting lost virtually any time we started our rental van, the jokes were becoming predictable!

We had 15 minutes to get back to the Center for the Performing Arts, and if we hadn't made that wrong turn on Andrews Street and if the rain hadn't been almost impossible to see through, we wouldn't have driven into that manhole missing its cover at the corner of Broward Blvd. and US1! Call us surprised at the very least to discover that we were unwitting

victims of a 4' X 6' hole! Remember that my student and I had to be at the awards ceremony because he was assured of the very least, a national sixth place finish. His look of worry at this point had no witty edge, this time. In fact, the look I saw on his face was more akin to fear.

I took my umbrella in hand and began to walk to the Mobil station I saw in the distance. I would see 1) where we were, 2) determine if we could walk to the awards ceremony, or 3) call a taxi to get us there. Time was short; now the ceremony was slated to start in five minutes. I came to the end of the median and had to stop walking to wait for the traffic signal. I looked to my right and saw a nice-looking gentleman in a black sports vehicle. I thought maybe he could tell me where we were. I also thought back to each and every daily newscast reporting the latest in the trial of the man accused of killing the Florida tourist as her son watched.

Nonetheless, I tapped on his window. He shot me a quick glance and returned his stare at the red light. He lowered his window an inch or so. I told him that I was from Texas with my students competing at a national speech tournament and we had no idea where we were. I continued with quick details of what had happened to our van, and asked him if he could at least tell me where the Center for the Performing Arts was located. He continued to stare at the red light. I must have been a sight: dressed for an awards ceremony, standing in the rain, talking to a window! I told him that I knew it was dangerous to talk to strangers and that he probably had no reason to help

me. Right then he turned to me and said, "Where did you say you were from?" I replied, "Texas." He said, "Get in."

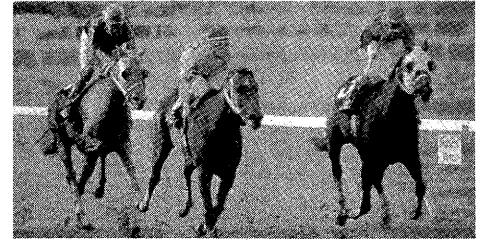
I ran to the passenger side, not knowing what this man had in store for me, and he said, "I was stationed in Texas for four years with the Army. You're all good people. Where are your students?" I took him to our stranded van, loaded his car with our charges, and he gladly delivered us to the ceremony--dry, safe, and on time! I told him that we would be happy to pay him anything and he said, "I could tell you were okay. All I'd really like for you to do is let others know that there are some good, non-violent people who live in southern Florida."

So, to Mr. Tom Ellison of Ft. Lauderdale, I offer another sincere thank you for your help. To the citizens of Ft. Lauderdale, I challenge you to follow Mr. Ellison's lead and take an opportunity to help a visitor--make sure safety is on your side, of course, but reach out when you can. Mr. Ellison also needs to know that my student was announced the national champion in foreign extemporaneous speaking only minutes after we arrived at our destination. The rest of our adventure included a taxi driver driving his cab into the same hole even after I warned him of the impending danger and me spending more than two hours getting the van rescued, but the helpfulness of Mr. Ellison is the highlight of our trip. Thank you again, Ft. Lauderdale.

(Sally Tate coaches at Lewisville HS (TX). Her student won FX at the 1995 Nova Nationals.)

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Two Person Debate
June 15 - 22, 1996
Paul Skiermont, Jason Patil and
Paul Derby

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Paul Derby
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Peter Graham
Chris Lundberg
Mason Miller
Anjan Sahni
Paul Skiermont

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Southern Cal University
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Northwestern University
Emory University
University of Kentucky

Pending

Steve Andrews
David Heidt
Charlie Henn
Fred Karem
Jason Patil

University of Chicago Law
Emory University
North Carolina Law
Stanford University Law
University of Chicago Law

1996 L/D STAFF

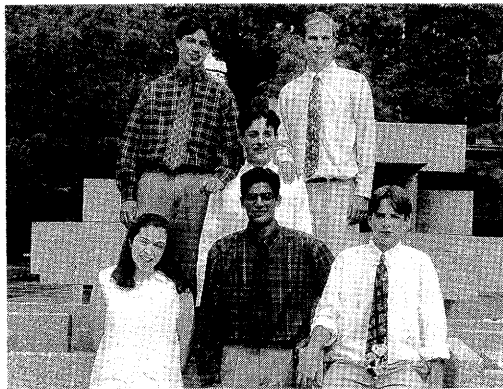
(Others will be added)

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

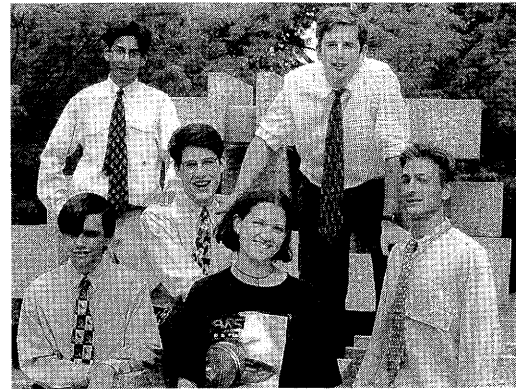
Division limited to 40 students with 5
instructors.

1996 INSTITUTE FELLOWS

The Institute Director is currently recruiting eight to ten of the nation's top 1995-96 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*.



1995 Institute Fellow were (from left to right): Back Row: Roger Stetson, (Valley); Adam Hurder, (Glenbrook North); Jeff McNabb, (Taylor); Front row: Leslie Wade, (Milton); Sameer Samat, (LeLand); Alex Roetter, (Lexington).



Other 1995 Fellows were (from left to right): Back row: Larry Heftman, (Glenbrook North); Dustin Marshall, (Greenhill); Front Row: Russ Falconer, (Highland Park); Brian Leach, (Westminster); Regan Ilgenfritz, (Caddo Magnet); John Miller, (Damien).

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"

B A Y L O R

60TH ANNUAL SUMMER DEBATERS' WORKSHOP 2 Sessions: June 16-June 29, 1996 and July 21-August 3, 1996

Outstanding Tradition: Baylor's outstanding debate reputation included winning the National Debate Tournament twice in the past eight years, in another of those eight 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 1996 books directly from the publishers.

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

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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 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)
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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

NEW • NEW • NEW • NEW • NEW • NEW • NEW • NEW • NEW

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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AROUND THE NFL

Jennifer Alme Cited



Due to a computer error Jennifer Alme, outstanding competitor at Boomington-Jefferson (MN) HS was left out of the list of NFL All American students published in the September Rostrum. Miss Alme qualified for three national tournaments, twice in debate. She completed her NFL career with 1,654 points, 4th place on the 1994 - 5 All American list and 14th place on the All Time list of NFL High Point Students. She now attends and debates for Macalaster College (MN) and assists coaching the Roseville (MN) HS debate squad.

Dan Durbin Indiana Teacher of Year

Hoosier South District Chair and Evansville Reitz (IN) HS coach Dan Durbin was named Indiana Teacher of the year, 1996. Suellen Reed, Indiana State School Superintendent presented the award to Durbin who last season coached Reitz to the Indiana State Speech Championship, and coached his 2nd NFL National Champion in June. Durbin was chosen from 294 nominees and received a \$1,000 award. Durbin's chapter at Reitz is the largest in the NFL. Durbin is one of four finalists for National Teacher of the Year.



Sandra Silvers Gives NFL \$30,000

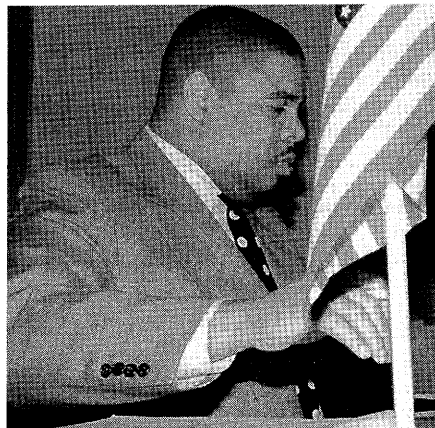


Longtime Georgia District Chair and coach at Calhoun High School Sandra Silvers gave more than \$30,000 to the National Forensic League under terms of her will.

Mrs. Silvers, who died in September, 1994, was one of the most honored citizens in the NFL: Hall of Fame, Ralph E. Carey Award, Glenn Pelham Commendation (first honoree), Barkley Forum Gold Key, NFL Gold Award and two NFL Diamonds. Sandra founded the Georgia district in 1980 and led it to be largest in the nation. NFL deeply appreciates her magnificent gift.

Michael Marks Wins Disney Award

Hattiesburg (MS) High School speech and drama teacher Michael Marks was chosen as the nation's top performing arts teacher and one of twelve finalists for Teacher of the Year by the Walt Disney Company. Twenty of Michael's students performed on a live telecast, The American Teacher Awards, shown on the Disney Channel. A teacher for eighteen years Marks has coached national speech champions, nationally acclaimed actors



and a Miss America. In 1994 Michael was honored with a Milken National Educator Award. The Disney Award was \$2,500 for Marks and \$2,500 for his school. Marks has stated: "With both parents, a brother, three aunts, an uncle, and eight cousins as educators, I didn't have a prayer of becoming anything but a teacher! I chose teaching not just because I believe it to be the noblest of professions but because it is what I was born to do."

(Green from Page 15)

score for the listener that she has answered the question, rather than simply talking about it.

Now I am faced with the tough question. Whom do I blame for this extemp *cum* H.I. round I saw? I don't blame the kids. Their speeches were, sadly, very well designed for the audience to whom they spoke in the final round. Their judging pool consisted of myself, three community college students,

and an interp coach who was screaming to be given "anything but extemp!" (Needless to say, the consensus favorite among the judges took the seventh on my ballot.)

I place the blame for the sad state of extemp on us, the coaches. I don't care that we know that it works, we should not teach our students to have contempt for their listeners. We should not allow our students to see their audiences as stupid housepets drooling at the sound

of a canned opening. We should insist that our extemporaneous speakers give speeches with content. The judges will laugh less, but they will learn more. More importantly, so will our students.

(Lexy Green, a champion NFL extemper from California who competed in the 1981 Nationals, now coaches at Pinole Valley, CA)



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(January 2, 1996)

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1.	-	Northern South Dakota	128.33	Aberdeen Central	538
2.	+5	East Kansas	116.52	Shawnee Mission-West	677
3.	-	Kansas Flint-Hills	112.25	Washburn Rural	615
4.	-	Rushmore	110.20	Rapid City-Central	512
5.	-3	Heart of America	108.23	Maryville	485
6.	-1	West Kansas	103.56	Garden City	785
7.	-1	Northern Ohio	102.11	Youngstown-Ursuline	567
8.	-	New York City	95.50	Roslyn	515
9.	-	Show Me	92.37	Raytown-South	696
10.	+1	San Fran Bay	91.05	College Prep.	443
11.	-1	Central Minnesota	84.14	South St. Paul	411
12.	+1	Southern Minnesota	83.21	Chaska & Stillwater	421
13.	-1	South Kansas	82.50	Derby	618
14.	+2	Great Salt Lake	81.08	Brighton	464
15.	+10	Eastern Ohio	80.23	Louisville	602
16.	+1	Sierra	77.83	Sanger	437
17.	-2	Big Valley	77.50	Stockton-Lincoln	575
18.	+1	Northern Illinois	76.70	Niles-West	398
19.	-5	Hoosier South	75.66	Lawrence-Central	548
20.	-	Florida Manatee	74.85	Wellington	401
21.	-3	Illini	71.25	Glenbard-South	406
22.	+5	North East Indiana	67.88	Snider	369
23.	-1	South Texas	66.64	Houston-Bellaire	434
24.	+14	Hoosier Central	66.28	Harrison	620
25.	-2	Eastern Missouri	66.26	Horton Watkins	542
26.	+5	Northern Wisconsin	65.17	Kaukauna	451
27.	-3	New Mexico	65.07	Farmington	527
28.	-	Florida Sunshine	64.78	Tampa Prep.	285
29.	-3	Carver-Truman	64.76	Carthage & Republic	669
30.	+2	Western Washington	64.23	Franklin Pierce	341
31.	+2	Nebraska	64.16	Millard-North	734
32.	+16	Hole in the Wall	63.41	Campbell County	520
33.	+2	Nebraska South	62.61	Lincoln-Southeast	508
34.	+7	West Iowa	61.95	Des Moines-Roosevelt	387
35.	-6	Rocky Mountain-South	61.85	Lakewood	437
36.	+3	New York State	61.54	Hendrick Hudson	275
37.	-4	California Coast	61.44	Monta Vista	300
38.	+4	Ozark	61.42	Springfield-Hillcrest	533
39.	-18	Northern Lights	60.90	Walker	533
40.	-10	East Texas	60.86	Klein-Forest	668
41.	+29	Sundance	59.53	Hillcrest	545
42.	-5	Pittsburgh	57.94	Oakland-Catholic	369
43.	-	Western Ohio	56.75	Sylvania-Southview	441
44.	+8	South Oregon	56.60	North Bend	296
45.	+19	Colorado	56.38	Heritage	471
46.	-6	Northwest Indiana	54.41	Hammond-Morton	400
47.	-1	North Coast	53.90	Hawken School	556
48.	-4	Central Texas	53.46	San Antonio-Churchill	479
49.	+4	Southern Wisconsin	52.68	Nicolet	281
50.	-3	South Carolina	52.60	Greenville-Southside	365
51.	-6	Montana	52.59	Billings-West	567
52.	+3	Lone Star	52.56	Plano	555
53.	+8	East Oklahoma	51.64	Seminole	541
54.	-18	South Florida	50.80	Miami-Killian	379
55.	+2	Tennessee	49.26	Hume-Fogg Magnet	301
56.	-2	Pennsylvania	49.23	Greater Latrobe	342
57.	-7	North Dakota Roughrider	48.68	Wahpeton	402
58.	-7	East Iowa	48.57	Iowa City-West	525
59.	+6	Idaho	47.86	Idaho Falls-Bonneville	550
60.	+3	Rocky Mountain-North	47.77	Greeley Central	651
61.	-2	West Virginia	47.16	Huntington-East	70
62.	+4	Eastern Washington	47.07	Gonzaga Prep.	266
63.	-1	Southern California	46.52	Mt. Carmel	355
64.	+5	Deep South	46.47	Holt	281
65.	-5	Louisiana	45.81	Loyola College Prep.	403
66.	-17	Tall Cotton	45.33	Amarillo	338
67.	-	East Los Angeles	45.16	Mark Keppel	351
68.	-	Tarheel East	43.76	Byrd	374
69.	+3	Georgia Northern Mountain	43.57	Snellville-Brookwood	360
70.	-14	Nevada	42.91	Las Vegas-Valley	378
71.	-13	Wind River	42.76	Casper Kelly Walsh	532
72.	+3	Valley Forge	42.71	Holy Ghost Prep.	302
73.	+5	West Oklahoma	41.91	Kingfisher	448
74.	+3	Southern Colorado	41.52	Pueblo-Centennial	429
75.	-2	West Los Angeles	39.90	Camarillo	404
76.	+8	Michigan	39.66	Portage Central	97
77.	+12	Capitol Valley	39.28	Galt	220
78.	-7	Greater Illinois	39.21	Heyworth	287
79.	-5	Arizona	38.78	Dobson	493
80.	+7	North Texas Longhorns	37.63	Shepton	421
81.	+5	Utah-Wasatch	37.37	Skyview	319
82.	+2	Georgia Southern Peach	36.85	Lee County	339
82.	-2	New England	36.85	Lexington, MA	349
84.	-1	Iroquois	36.45	Madrid-Waddington	108
85.	-4	New Jersey	35.45	Long Branch	347
86.	-7	Carolina West	35.36	University, TN	378
87.	+3	North Oregon	35.33	Beaverton	509
88.	-6	Mid-Atlantic	35.24	Whitman, MD	260
89.	-13	Gulf Coast	34.18	Corpus Christi-Carroll	366
90.	+2	West Texas	33.66	Hanks	313
91.	-3	Mississippi	33.20	Watkins	169
92.	-1	Maine	31.18	Cape Elizabeth	184
93.	+3	Puget Sound	25.73	Mt. Rainier	277
94.	-	Kentucky	24.85	LaRue	410
95.	-	Big Orange	23.16	Buena Park	201
96.	-3	Patrick Henry	21.94	Salem	164
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