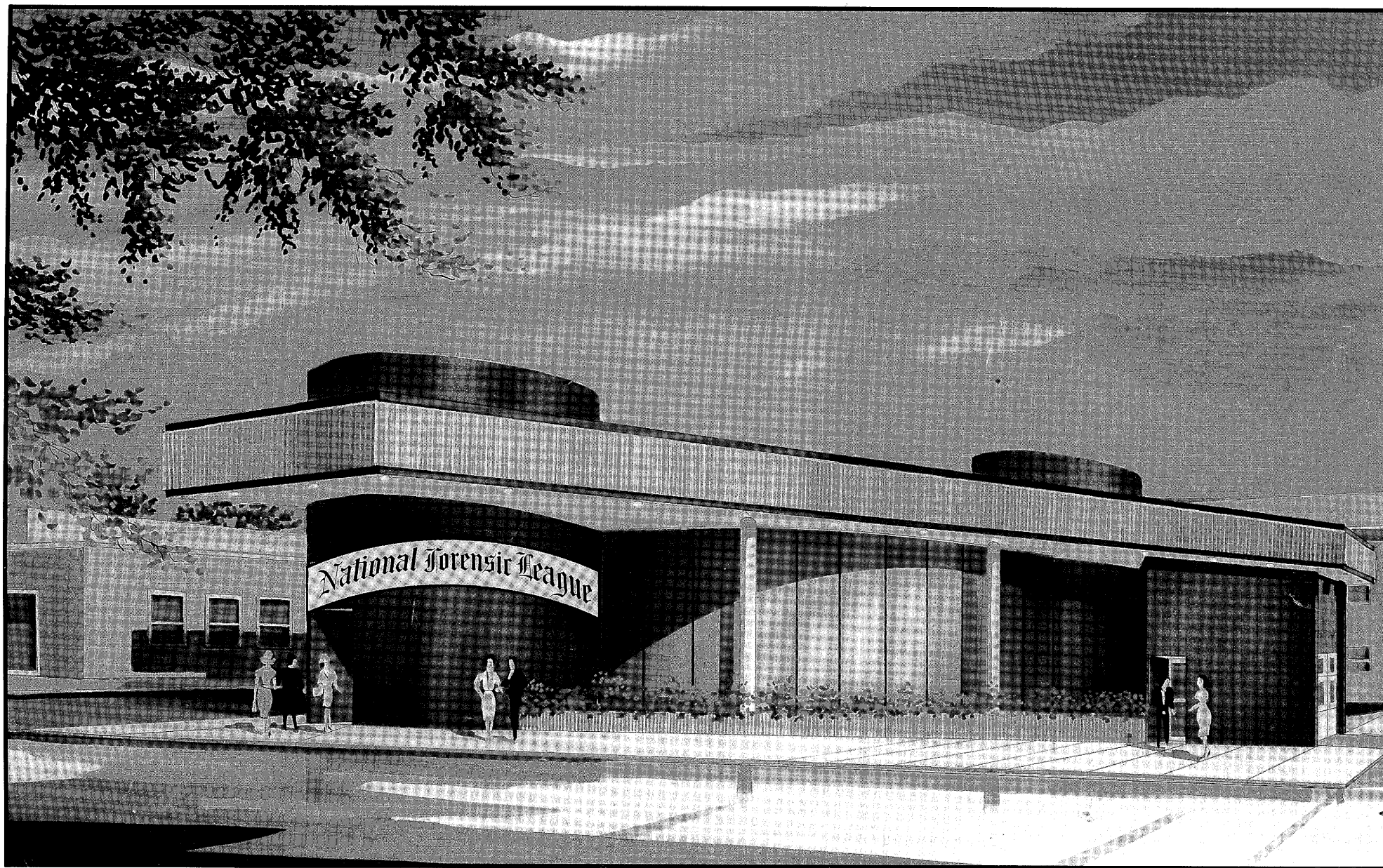


ROSTRUM

Volume 69

Number 5

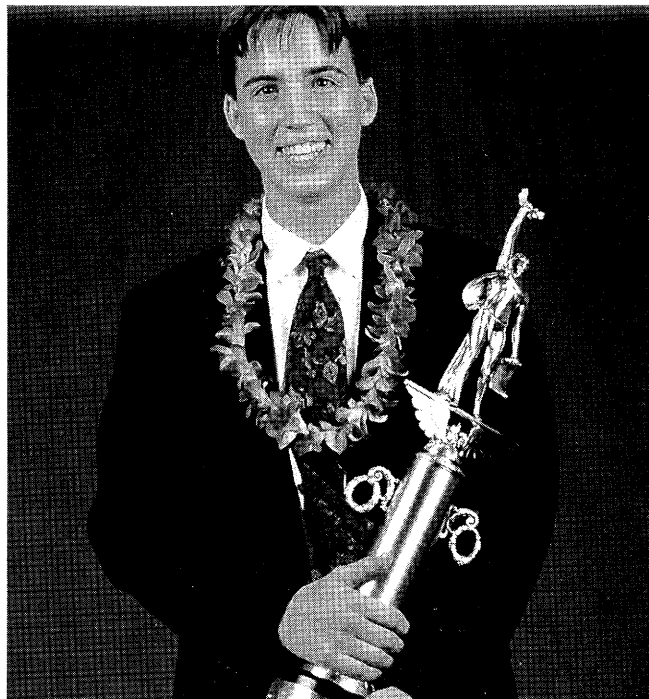
January, 1995



CDE Debate and Extemp Camps?!



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



Winthrop Hayes
CDE Alumni 1993

TEAM DEBATE WORLD CHAMPIONS. Twice.



Ami Arad
CDE 1992

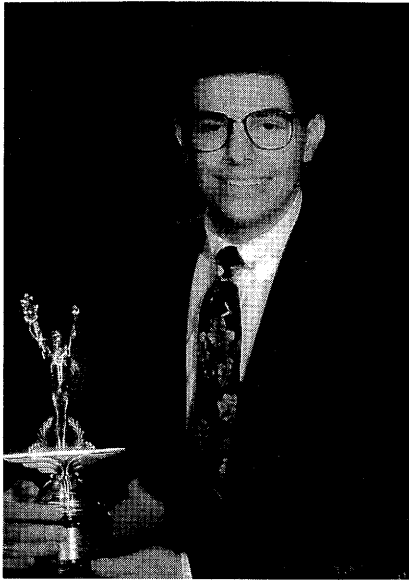
Jennifer Rotman
CDE 1992

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

Lincoln Douglas National Champions

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

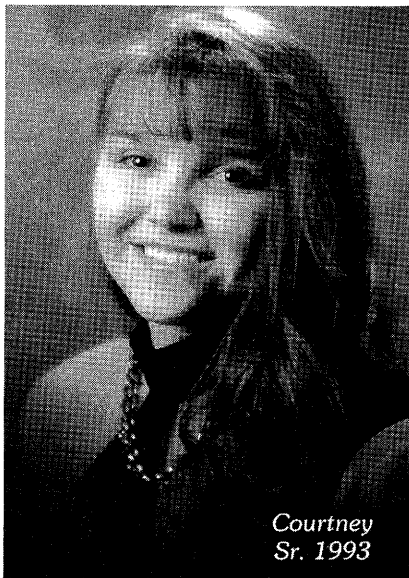
Who needs CDE Debate and Extemp Camp?



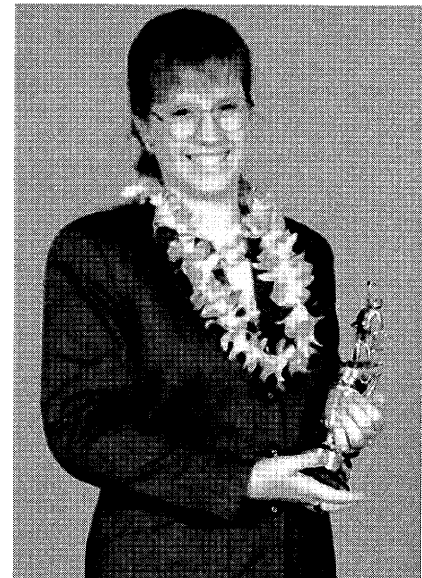
Ted Scutti
1st Extemp, Phi Kappa Delta Nationals 1993
1st N.F.L. Commentary 1992
CDE Alumni 1989-91



Ami Arad
1st Foreign Extemp 1993
CDE Alumni 1992



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



Jill Van Pelt
1st Impromptu 1993
CDE Alumni 1992

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

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

CDE is now accepting applications for its 1995 camps,

LINCOLN DOUGLAS and EXTEMP camp July 6-21, Durango, Colorado, \$925⁰⁰, \$85 application.
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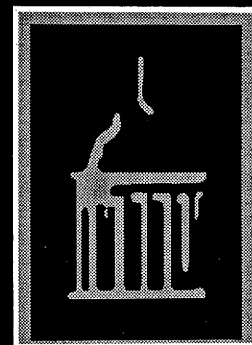
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Next Month: William Bennett on Criteria in LD Debate. Tony Figliola on individual events.

THE ROSTRUM

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NEW RULES

The NFL Executive Council has established these new rules which will be in force for NFL tournaments.

Congress

A district congress attended by 8 - 11 schools and fifty or more congresspersons may qualify 4 congress entrants to nationals. With 8 - 11 schools and less than 50, only 2 qualify.

Judging

Schools which qualify a cross ex debate team to nationals must furnish a cross ex judge.

Interp

Microfilm and Microfiche now are an acceptable way to provide the original source of a cutting. Film or fiche must be of the complete sources.

Extemp and Debate

Printouts from "on line" computer services may be used in the extemp prep room. If quoted in debate rounds, as evidence, complete citation: author, qualifications, source and date must be given. Page numbers are no longer required in debate evidence citations.

CARE: A SECOND LOOK

Beginning with the Summer Conference held during August 1992 in Denver, Colorado, there has emerged a new component within the boundaries of the National Forensic League. During the Indianapolis National Tournament and then continuing during the Kansas City Nationals, the Coaching Attraction, Retention, and Education Committee held discussions and meetings with the direction of creating a way to support the goals of the Phillips 66 Urban and Rural Conference.

A summary of their reports will be sent to district chairpersons and original Phillips Conference participants in hopes that all can see that the generated ideas are alive and means of implementation are being sought.

During those meetings held simultaneously with the

National Tournament in '93 and '94, the C.A.R.E. Committee spent time discussing, creating and refining projects which will offer experienced and new coaches opportunities for training and assistance on the N.F.L. district level.

As an individual coach it is important for you to inquire about some of these opportunities and to watch for details and information in future issues of the Rostrum. It is important for both the local chapter and the district to become aware of the opportunities that this program will offer to coaches and chapters through the help of the National Forensic League and its Phillips Petroleum Company partner.

Bob Stockton
Anaheim Western (CA) HS
Member C.A.R.E.

WORLD TEAM SELECTED

Team USA has been selected for the Seventh World Schools Debate Championship in Cardiff, Wales in February.

Team members:

Travis Johnson, Isidore Newman School (LA)
Robert Kirsch, Raytown South HS, (MO)
Emily Porter, Franklin Pierce HS, (WA)

Brett Watson, Garden City HS, (KS)
William Wilson, Montgomery Bell Academy, (TN)
Head of Delegation Richard B. Sodikow of Bronx H.S. of Science, (NY) and coach Sue Wenzlaff of Austin Peay College, (TN) will accompany the team.
Good luck to Team NFL/USA!

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

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Social, Ethnic and Civil Rights Issues:

- ☐ Crime Victims' Rights, July 1994
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— Johnnie Marguerite Boyd
George Wythe High School, Richmond, VA

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THE NATURALISTIC FALLACY IN VALUE DEBATE

by Martin "Randy" Cox

There has been a tendency in debates of value resolutions to resort to what has been called a "core value." This strategy of debate isolates the concern of a resolution in terms of its implications on single aspect or subject of value orientation.

For example, given the resolution

Resolved: That euthanasia is justified

the focus of a constructive speech would be on a single, or core, value, such as individual liberty, or the "value" of society.

Ethical theorists use the terms "naturalistic fallacy" to refer to this strategy. G. E. Moore discusses the fallacy at length in his *Principia Ethica*, arguing that the property of goodness is not synonymous with the things that possess that property.

The naturalistic fallacy is committed when the boundaries of the debate are shifted from the value implicit in affirmation or negation of a resolutional issue to the value of a separate issue as it is affected, sometimes indirectly, by the resolutional issue. The analysis of the constructive limits itself to a single subject, deemed a value, rather than the comprehensive value of a resolution.

It is important to understand, in dealing with resolutions of value, what "value" means, according to *Webster's II* (1984):

A principle, standard, or quality regarded as worthwhile or desirable. To rate according to relative estimate of worth or desirability.

In other words, a principle or standard is rated as valuable or desirable for determinable reasons. There is something inherently unsatisfiable about reducing the analytical scope or relative value of a resolutional issue to single or core value. In cases of core value debate, the

guilty party has merely replaced the resolutional issue with a single other issue.

However, a resolutional issue is not synonymous with a contingent issue. In other words, "euthanasia" is not synonymous with "individual rights" or "society." Reduction of the affective dimension of a resolutional issue to a single core value is an affront to the comprehensive value of the resolutional issue.

Contingent Value Systems

Values do not exist in a vacuum. To claim a "value" means that one has placed worth in a principle or standard. We "value" things for different reasons in different contexts. We place value in an idea, principle, concept, standard, object, etc., because of complex systems of interests or contingencies. In other words, all of our values are contingent upon the interests of the valuer, which may be affected by different temporal and cultural loci. It is perhaps more appropriate to speak of "value systems."

It is the duty of the value debater to flesh out the value *system* which supports affirmation or negation of the value resolution. A core value is merely one aspect of the system which reasons that we value the principle.

The *core* of a value debate should be in justifying the acceptance or denial of a resolution; i.e. there is greater value in affirmation or negation of the resolution

The following section suggests a strategy for dealing with resolutions as contingent upon value systems. It is the contention of this essay that a unified strategy of analysis would better fulfill the potential range and importance of a resolution than the core value strategy.

Unified Analysis in Value Constructives

The unified approach to analysis has been used in the past in constructing answers to questions in the Extemporaneous Speaking event. The style first answers the topic question definitively, and then provides sound reasons as the body components of the speech, rather than disjointed areas of analysis which often have little to do with the answer to a question.

Value resolutions are similar to topic questions. However, the answer to the potential question is stated in the construction of the resolution. For example, the question *Is capital punishment justified?* becomes *"Resolved: That capital punishment is justified."* A resolution answers a rhetorical question.

The next step in unifying analysis is to provide sound reasons or proofs for an answer or rhetorical statement. The measure of analytical success should be in its persuasive scope. If a resolution can be demonstrated to be justified in great measure, then the value of affirmation of the resolution has also been demonstrated. If a resolution can be shown to be unjustified in great measure, then its negation has been shown to be more valuable than its affirmation.

The following is an example of the potential wording of preview outlining in negation of the aforementioned resolution.

"The negative stands against the resolution. In fact, capital punishment is not justified, because, first, capital punishment destroys life; second, it destroys individual liberty; and finally, capital punishment affirms autocracy."

The foundation for constructive development is now in place. Rhetorical and philo-

sophical proofs can now be offered in support of several contentions, thus extending the scope of the analysis against the resolution.

In addition, the unified approach to value constructives keeps the focus of debate on the resolutional issue by showing the contingencies of a value system in the context of the resolution rather than a single item of value which, in the course of the debate, becomes synonymous with the resolutional issue (the "my value is bigger than your value" approach).

Attacking a Core Value

Because core value debate focuses the context of a constructive speech around a single principle of value articulated by (usually) a single philosopher, core value debate has the potential to leave itself open to a number of problems. LD'ers who are unsatisfied with the core value approach will want to develop a more sophisticated form of analysis, especially those LD'ers who are adept at philosophical inquiry and support.

LD'ers who choose to run core value cases should also be aware of the potential pitfalls of the method. The following suggestions will help in pointing out the flaws in a core value case and in composing effective responses.

The main things that every LD'er needs to remember are: 1) NOT A SINGLE philosopher in the history of normative ethics ever claimed that a single concept was the "end-all-be-all" of value discussion. Every philosophical position is dependent upon contingent circumstances and a very particular world-view. 2) NOT A SINGLE philosopher (yes, including Rawls), ever even insinuated that the major subject of their works should be the subject of every debate of value. 3) NOT A SINGLE philosopher ever articulated a formal criteria which indicated that, having fulfilled the criteria, any contin-

gent principle would have absolute value. The notion that all a debater would have to do is to uphold justice according to Rawls' definition to win the round is absolutely ludicrous, and an affront to the very nature of value debate and the use of philosophical principles. 4) In addition, no resolution can be simplified or reduced to a single value, because resolutions deal with a multitude of value systems, some of which support, others of which deny, and others of which have little to do with the jurisdiction of the resolution.

Criteria

The criteria for fulfillment of a value is NOT the same as a criteria for the debate. The voting criteria lies in who best defends the affirmation or negation of the resolution. As any judge will attest, the ballot for Lincoln-Douglas Debate does not claim *anywhere* that a debater must establish a core value. An LD ballot asks the judge to determine who has done the best debating, according to the judging criteria of case and analysis, support through evidence and reasoning, and organization and delivery. Any debater who claims that you must have a core value to win the debate is lying. Core value is a *style* of debate, and certainly not the only style.

Values

Values are principles or ideas which we value for specific reasons. It is not enough to assume that these principles or ideas have intrinsic value. There is not such thing. "Democracy," "liberty," and "justice" are not values, they are principles which we value according to a particular world-view. If the debater is going to use these concepts as the basis for a case, then he or she must demonstrate why these concepts are valued and why they should be the focus of attention when we have already been given a focus of attention

(the topic of the resolution). By the same token, principles or ideas which we disvalue, we do for logical reasons. It is not enough to say "elitism," one must demonstrate why elitism is bad.

Questions

Often, LD'ers will be asked and should ask the following questions when debating a core value debater:

1) "What is your value?"

Why asked: this is question asked by core value debaters hoping to pin down a debate to a single subject separate from the resolution. *Appropriate response:* "If you are referring to the style of debate which chooses a single value, that would be a gross understatement of my case. If I had to choose a 'core' value, it would be the benefit/harm of the subject of the resolution.

2) "What is your criteria?"

Why asked: This question is asked in order to claim some kind of neutral criteria by which two core values can be compared. *Appropriate response:* "The criteria for this debate is who best affirms or denies the resolution."

3) "What does your criteria do?" *Why asked:* this question should be asked of core value debaters. Remember, there is a difference between the criteria for fulfillment of a principle of value, and a criteria for the decision in the round. Also remember that it is up to the judge to decide who best proves or negates the resolution.

4) "Who says your criteria is right?" *Why asked:* The designers of LD didn't sit down and say, "Hey, let's make it so that if they fulfill some abstract criteria, they win the round." Who designed the criteria? Does it make any sense? What is the logical basis for this criteria? Did the philosopher say that this was so?

5) "Where did your philosopher establish this criteria?" *Why asked:* Forces the core (Cox to page 15)

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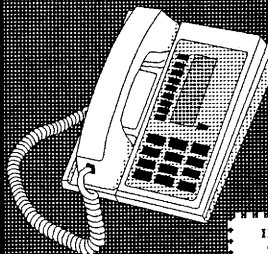
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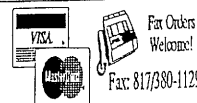


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WHY NOT TRY DUO?

by Tony Figliola

duo

About a decade ago, I was asked to be on a committee that would draft the ballot and constitutional guidelines for Duo Interp, an event the NCFL had tried on an experimental basis, and one that, due to its popularity, begged for permanent status. Since that time, Duo has become a favorite among contestants, judges, and observers at local tournaments as well as at the NCFL Grand Tournament. Without question, it has many built-in advantages, both theoretical and pragmatic:

(1) It provides the reticent speaker with a partner to lean on until confidence is sufficiently built.

(2) It affords each performer the chance to respond to the genuine emotions and rhythms of another.

(3) It enables the audience to experience the nonverbals of the listening character.

(4) It permits the genuine overlapping nature of conversation that solo dramatic/humorous precludes.

(5) It invites the actor to immerse him/herself totally into a character, sustaining a unique physical, intellectual, and emotional makeup, and taking it through a scene's development.

(6) It, as well, affords more students the opportunity to experience national competition.

(7) It encourages students to join our activity. When my duo teams perform for my speech classes or for our entire student body, tens of kids want to learn more about forensics.

(8) It allows, through use of manuscript and off-stage focus, the scene to be created in the minds of the listeners. Removing from the performers the burden of lugging around props, donning costumes by way of quick change, and blocking in-

tricate movements in unpredictable spaces.

Perhaps the NFL will reconsider the adoption of this event. In the meantime, I offer these tips to those who would like to try NCFL style duo.

Choice of literature

The literature can be humorous, serious, or a combination of both.

Selections can be from plays, stories, or poems. Most, however, are from plays.

Each actor in the Duo can play only one character; however, if the duo has narration, each actor may narrate in addition to playing one character role.

Character creation and vision

Each actor must portray a character. Each character must have a distinct

--OUTSIDE (stance, body carriage, manner of gesturing, look, voice)

--INSIDE (personal history; emotional, social, intellectual, psychological, moral makeup, and the like)

It is the actor's responsibility to transform into another unique self, fully equipped with clearly defined outer and inner existences, and be able to render them consistently and potently.

Character reaction

The dialogue between characters must seem *real*, and not rehearsed or mechanical. The actors-as-characters must *listen* to each other and *react* to each other. The result should be a *genuine sense of conversation*.

Sometimes the verbal exchange should be quick-paced, with characters almost overlapping their lines. Sometimes the verbal exchange will be slow-paced, with lots of pauses

thought--time, before their lines. Evaluate if the tempo and pace, the rhythms, of the dialogue exchange are appropriate given the specific characters and situations.

As well, the actors should *physically respond* to each other. While Joe is talking, Jim is reacting (his face is angry, his torso is tense, he occasionally looks away because he cannot believe what his former friend is saying) with his entire body.

Note also, that some easily employed choreography is permitted. If Jim belts Joe in the mouth, Joe should feel the blow--the force of it, and the pain and blood resulting from it. Characters must react to non-verbal cues.

Development of character and conflict

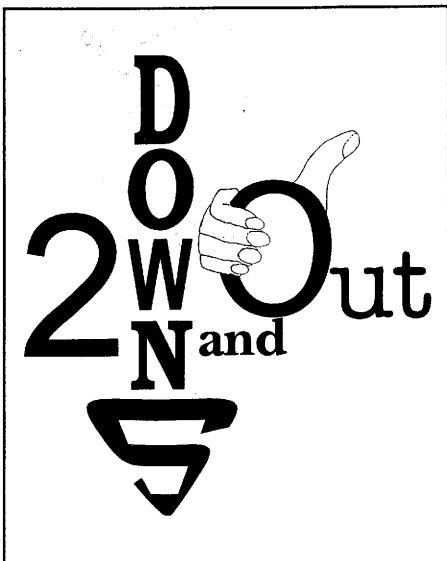
Good scenes have interesting conflicts. Characters cordially or not so cordially "butt heads" over people, situations, things.

Both actors in the duo pair should demonstrate that their *scene-relationship-is developing* toward a subtle or overt climax.

The characters should somehow *affect each other* as the scene progresses. One might undergo a major change in attitude; one might change in minor ways; one might not change at all, and remain even more obdurate.

Focus and locus

When looking straight ahead, character Jim sees character Joe, eye to eye. But he also sees Joe's frame. By looking down, he sees Joe's feet, by raising his eyes from the feet to the waist, he sees Joe's belt. The actor/character must convince the audience that s/he sees the (Figliola to page 15)



NATTY BUMPPO'S DEBATE ADVICE

And now, Natty Bumpo's advice for the debate-lorn.

Dear Nat--

That's Mr. Bumpo to you.

Yeah. Right. I'm the first negative and the first affirmative, see? And I get the lower ratings every single time. And -- like-- it's no fair because I tell the jerk everything to say! But because he goes last, and gets to blow up the world, or save the world, or flip the judge's stomach, he gets all the credit. What can I do?

Signed, Low-ranked in Lubbock.

Dear Lowball. Yours is a common problem. It is primarily the fault of human nature, namely that whoever goes last is in the judge's mind when it comes to ballot signing time. It also is human nature to believe that your contributions outweigh your partner. In other words, maybe he IS better than you are.

But, you wanted advice, not criticism. Some thoughts on the first negative rebuttal:

1. Remember this speech is critical for two people in the room. One is the judge. The other is your colleague. She may be a bum, but even a bum needs to understand an argument before she can give it. So,

2. Signpost diligently. Your beloved pard has just sat down after eleven minutes on her feet. She will be less than fresh. To say "go to three" doesn't make much sense in the best of times, and this ain't one.

3. Impact slowly. Your 2NR should be able to flow it, too.

4. Pick and choose arguments. If you try to pull everything, you are

merely postponing the decision of what to drop for the 2NR, and that person is not as committed to the arguments as you are.

You probably didn't understand that, because you are too committed to the spread 'em technique of overburdening the 1AR. I realize it's the fashion, but it's also the reason you are getting the lousy ranks. You aren't playing a critical role in the debate -- why should you get better ranks than the one who is?

Dear Mr. Bump. I ran up against a killer bee affirmative at my last debate. I tried to run logical argument against the case, but all the judge would allow me to say was topicality without evidence. Has debate sunk so low?

Signed -- Evidenceless in Evansville.

Frankly, Ev, one of the real irritations of judging high school policy rounds is the failure of INC's to run anything but what he/she/it is programmed to run. Once again, that may be the current style, or strategy, but a friend of the 1N it is not.

So, how about this?

INC observation on quality of evidence.

A. A critical dimension of debate is the quality, specifically the relevance, of evidence read into a round.

1. A policymaker would never choose a new policy based on irrelevant events.

2. The theory of prima facie insists that an affirmative be supported with critical evidence before it can be evaluated.

3. The test of a piece of evidence is whether it is specifically related to the claim.

B. This affirmative's evidence is incredible, in every sense of the word.

1. The solvency evidence is irrelevant to the plan.

2. Without solvency evidence, no affirmative should be debated.

C. Reject the affirmative as not prima facie. As soon as they try to read solvency evidence, realize that it is a tacit admission that the case was not prima facie, and vote!

D. Even if you don't believe this, please apply the standard as soon as the affirmative begins attacking our lack of evidence, as they must agree with the test.

Then, run some logical argument, and bait the affirmative into the no evidence response. Notice that the argument insists that a policymaker pay attention to it. Notice further that it can be adapted to a tabula rasa or a storytelling paradigm.

Will a judge like it? Well, you have nothing to lose but the loss.

Dear Gnat. I love cross-ex, but some judges go out and smoke during it. This somewhat dampens my enthusiasm. What should I do?

Signed, Second Hand in Seattle.

Dear Sex. Well, that all depends on whether you want to win the debate or not. Here's what I'd say as the next speech starts. But then, I don't have to win any debates anymore.

Observation: You should disqualify yourself as an incompetent judge.

A. Debate is a rational activity. It's roots are Platonic, and it's effects are widespread and lasting, such as your decision to stop smoking and come back in to listen to it.

B. You are irrational.

1. You walked out on the most critical part of the debate.

A. Cross ex is critical to understanding argument. (read ev.)

B. Cross ex is a source of stasis, which identifies the positions of each team. (read ev.)

2. Further, you walked out to smoke, which is not only irrational, but disgusting. (see the Surgeon General)

C. You have only two options.

1. Resign, and we'll go get a competent judge.

2. Vote for US, in recognition of the error of your ways.

D. Pre-empt. Unless the other side reads evidence denying the critical nature of cross ex, any decision in their favor is active proof of your incompetence. NO paradigm possibly allows any other decision.

Matt, you jerk. I smoke. I know where you live!

Signed, Arnold in Atlanta.

That's all the time we have for now. Au revoir. And send my mail courtesy of the Witness Protection Program.

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

Debate Coaches:

Are you tired of juggling tournament schedules, multi-discipline class schedules, after-school practice sessions, **AND** developing debate handouts, tests, quizzes, assignments, and practice sheets?

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Alexandra Nolan has a master's degree in communications. She taught public speaking and English at the college level, and speech and debate at Kingwood High School in Texas. Kandi King, debate instructor at Clark High School in San Antonio, served as editor.



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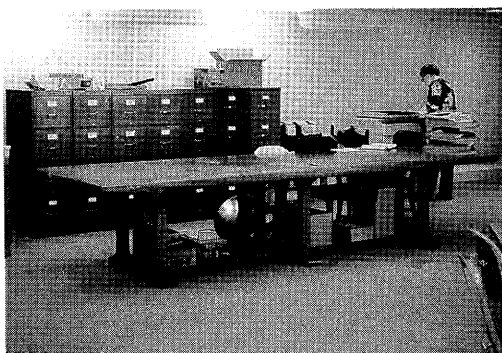
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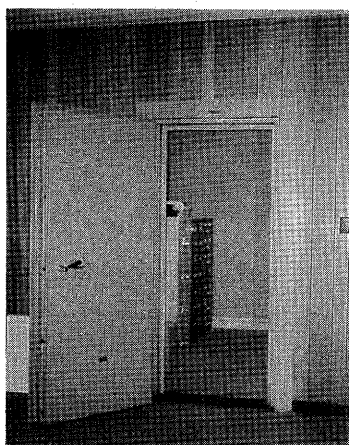
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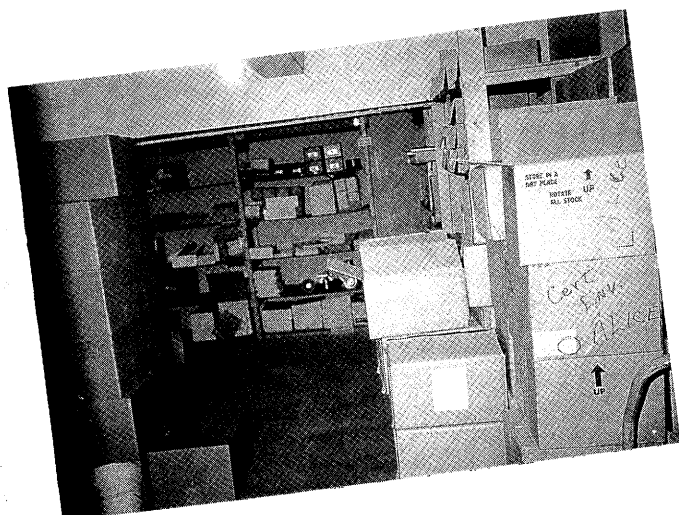
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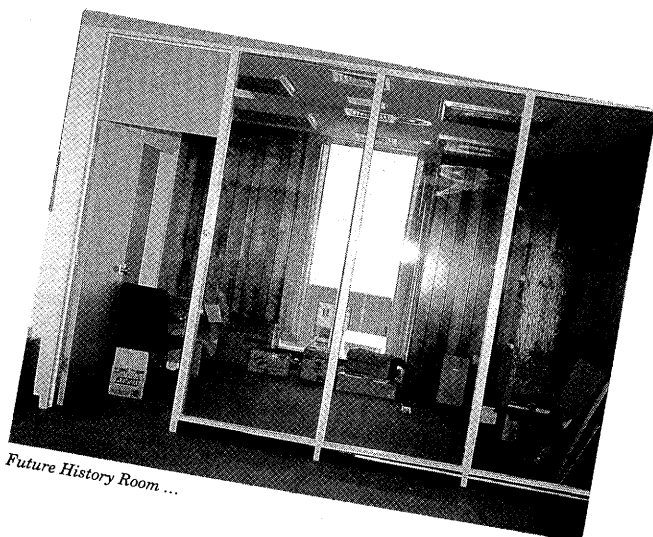
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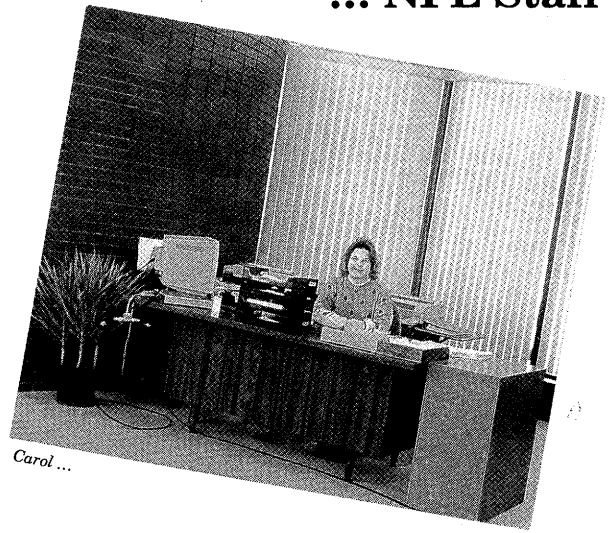


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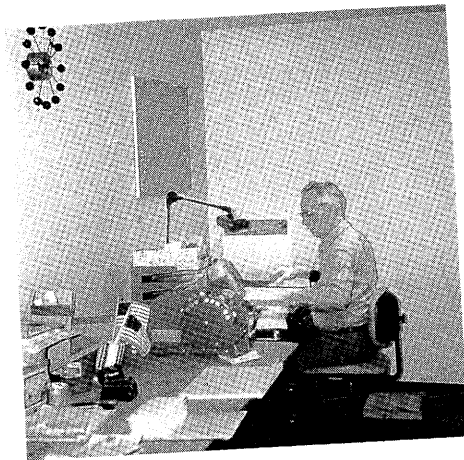
... NFL Staff



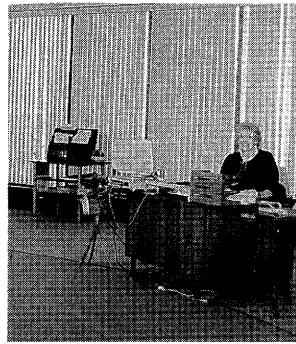
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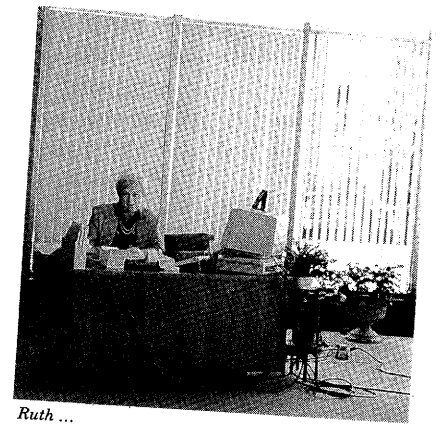
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Darwin ...



Joyce ...



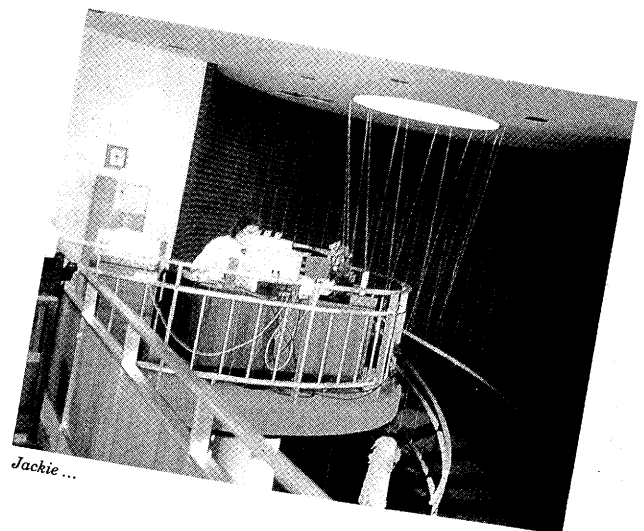
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Alice and Rhonda ...

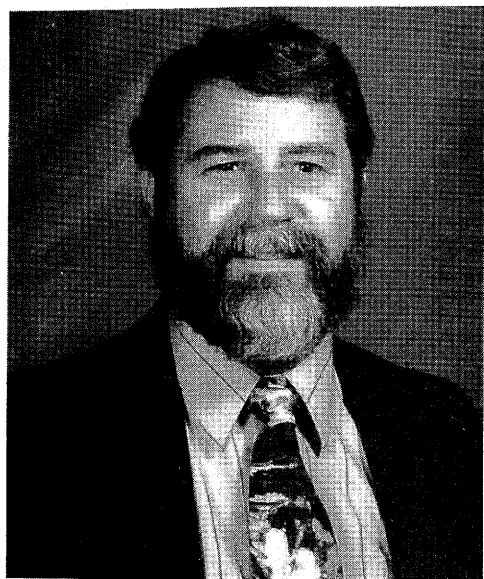


Diane ...



Jackie ...

TRIPLE DIAMOND COACHES



*****Ed Trimmer**
Winfield HS, Kansas

May 2, 1994

6007 points

For 20 years Ed Trimmer has compiled a distinguished record at Winfield HS (KS), a school of 750 students. A coach of debate and student congress exclusively (no I.E.), Ed was active in the founding of the South Kansas District. Earlier he served as chair of the West Kansas District and was awarded the NFL Gold Award. Mr. Trimmer has qualified five debate teams to the National Tournament and five delegates to the National Congress, including two presiding officers. Ed is proud that every debate qualifier has had a winning record at nationals. And his debaters have placed first or second nine times at state.

NFL is proud of Ed Trimmer, a solid NFL citizen and now triple diamond coach #191.

*****Darrel Harbaugh**
Field Kindley HS, Kansas

March 16, 1994

6,152 points

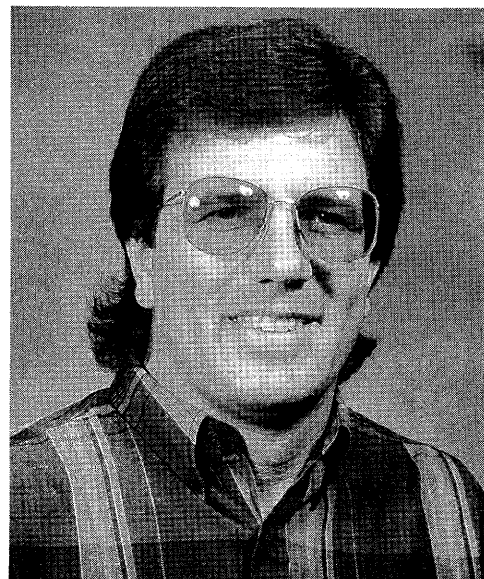
A dynamic young coach with a superb record is Darrel Harbaugh. Coach at Field Kindley HS (KS) he has qualified students to 8 Nationals in every event except HI. Especially strong in Congress his students have five times reached the Super congress including 1st, 2nd and 6th place. Darrel has also coached three NFL All Americans. His debate team won the Kansas State Debate Championship in 1987.

Mr. Harbaugh has been honored with the KSCA Teacher of the Year Award, two NFL District Chair Gold Awards, and the NFL Distinguished Service Key and Plaque.

Field Kindley has won the district tournament plaque and trophy, has twice been the largest chapter in South Kansas and in 1993 won the Leading Chapter Award.

Darrel is proud that both his children Erin and Jacob are on his squad. Wife Annette is very supportive of her "NFL family."

NFL salutes Darrel Harbaugh, 3rd diamond #187.



*****W. E. Schuetz**
Gregory-Portland HS, Texas

May 31, 1994

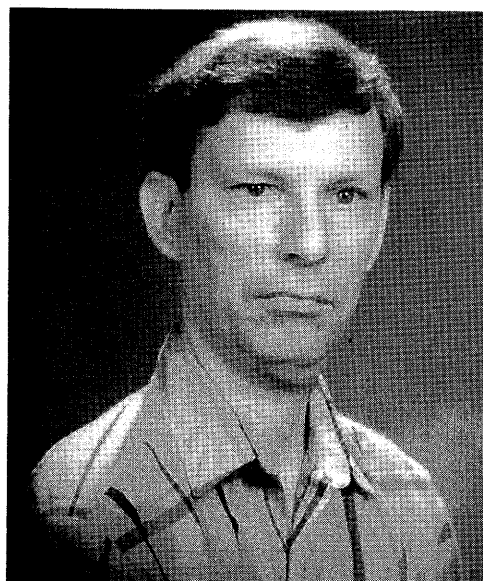
7569 points

Chosen as "Best New District Chair" in 1991 for his work especially starting the Gulf Coast district in Southern Texas, Bill Schuetz is a rising star among NFL coaches. Teamed with the legendary interp coach Charlotte Brown at Gregory-Portland HS (TX), Bill coaches the forensic events and debate, while Charlotte coaches interp and drama.

Bill has qualified five debate teams, seven congress delegates, and 10 speakers to Nationals, including a third place orator. His chapter has twice been the largest in the Gulf district, twice led the district in yearly enrollments and won the Leading Chapter Award in 1991. Three of Bill's students were yearly district leaders in NFL points.

Gregory-Portland has won the district tournament sweepstakes plaque twice and the district trophy in 1989 and 1994.

Bill has served as district chair in South Texas and Gulf Coast five terms and received the Bronze Award. A fine chairman and fine coach is third diamond #192, W. E. Schuetz.



(Cox from page 6)

value debater to pinpoint the source of a criterial argument if proposed by the philosopher. Enables you to check your references to check the validity of the value criteria. If the debater can not answer, ask for the context of the criteria; e.g. what led up to the establishment of this criteria?

6) "Is that criteria absolute?" "Is that value absolute?" "Under what conditions might your criteria or value be non-absolute?" *Why asked:* Forces the debater to admit to absolute values, against which you may have prepared some relativism arguments. Otherwise, it forces the debater to admit conditions for limitation, which can set up your case and refutation.

7) "Does this mean that the resolution is limited to considerations of only this value?" *Why asked:* You need to determine whether the core value debater is putting an unnecessary limitation on the resolution. Usually, a core value criteria does not appropriately coincide with the full jurisdiction of the resolution.

8) "Is there a difference between value criteria and voting criteria?" *Why asked:* Sets up the distinction between criteria for fulfillment of a valued principle and the criteria for affirmation or negation of the resolution.

9) "Is a core value the basis for debate a merely a method of application?" *Why asked:* Forces the debater to distinguish. If the core value debater answers, "The basis," you need to respond with, "According to who?"

10) "Are you claiming that your value should be the basis for all discussions of any value resolution?" *Why asked:* Forces the opposing debater to tone down an extremist position. If the extreme position is maintained, be prepared with arguments of relativism.

For additional support, refer to the following excerpts. These are from value theorists,

not just some run-of-the-mill Lincoln-Douglas Debate writer:

But it seems arbitrary to insist that all particular valuations must either promote or instantiate an abstract value. I can see no reason to accept the claim that one can explain a specific and/or relatively unimportant attitude only by showing that it flows from one's central and important ones. Nothing in attitude theory suggests it must be so. Intuitively, it seems more the mark of a fanatic to let one's abstract or general commitments determine all one's attitudes. It certainly strikes me as implausible to insist that, if I value a smile from my infant daughter, the full exposition of this valuing must, necessarily, turn on the claim that it promotes or instantiates an abstract value such as "being loved by my children," "happiness in babies," or whatever. (Gaus, Gerald F. *Value and Justification: The Foundations of Liberal Theory*, Cambridge: Cambridge Univ. Press, 1990.)

Justifying any statement of value is a process of deducing it from one or more premises. All justifying is deducing. The converse is not true. All deducing is not justification. Only if the premises of the reasoning are acceptable does the deduction justify the conclusion. (Wellman, Carl. *Challenge and Response: Justification in Ethics*, Carbondale: Southern Illinois Univ. Press, 1971.)

(Martin "Randy" Cox is the Co-director of Forensics at Milton Academy in Milton, MA, and also co-directed the 1994 AFA National Championship program in individual events at the University of Texas. Randy is affiliated with the Lincoln-Douglas Debate Divisions of the University of Texas National Institute in Forensics and the Northwestern University National High School Institute.)

(Figliola from page 9)

other actor/character, that s/he sees the other actor/character's expressions, verbal and nonverbal.

Joe should not always stare intensely at Jim--at the focal point. Most normal folks never stare incessantly, eye to eye, at another with whom they are conversing. When thinking, for example, Joe might look down, his eyes trying to remember something, and then look back toward Jim, the focal point, as he recalls the answer he was looking for.

The actors should consult the script, but expect that they will be attending much more to each other than to the pages in their binders.

Incidentally, it is customary for both actors to turn pages at the same time.

Cuttings

A cutting from a play may be continuous, without pauses or breaks.

A cutting from a play may also be episodic, consisting of several scenes, the former ones leading logically into the later ones. At the end of each scene it is customary for the actors to freeze and to turn their pages, both indicating that a new scene is beginning. As well, to designate scene shifts, actors sometimes slightly alter their off focus angles, sometimes playing them more inward, sometimes playing them more outward.

Both types of cuttings are acceptable.

Movement

Present NCFL rules only permit pivoting to designate entrances, exits, and aversions. Within this guideline, the actors may have their characters use their bodies fully, from feet to foreheads.

(Tony Figliola has established a legendary speech program at Holy Ghost Prep (PA). His high school duo teams have won 6 NCFL Championships.)

DEBATESPEAK: A GUIDE FOR BEGINNERS

by Mark W. Podvia

A separate language has developed among high school debaters. This unique language has its own distinct vocal sounds, words and word combinations that confuse and baffle the uninitiated: Debatespeak.

The following is intended to guide the novice debater, judge or innocent bystander through the Debatespeak maze. The novice should be warned that Debatespeak can be very habit forming. The only known cure is immediate reassignment to poetry or prose events.

AC Affirmative constructive speech. One of the two eight-minute constructive speeches presented by the affirmative team during a debate round. AC is normally preceded by the number one (1) or two (2) to indicate first affirmative or second affirmative constructive. *"As I told you in my 1AC..."*

AR Affirmative rebuttal. One of the two four-minute rebuttals presented by the affirmative team during a debate round. AR is normally preceded by the number one (1) or (2). *"In her 1AR my partner said..."*

Card Any piece of debate evidence, regardless of format. Cards generally take the form of books or briefs. In extremely rare instances, actual file cards may be used. *"Let's look at the negative team's cards."*

CX Cross-Examination. The period of questioning following each constructive speech. *"The 1AC admitted in CX..."*

Disad Disadvantage. A negative argument that problems within the affirmative plan make the adoption of that plan undesirable. *"I'll prove two disads to the affirmative case."*

Flip Turn an argument by the opposing team in your favor. *"This card flips the 1NC Disad."*

Grace The 30-second period immediately following the time allotted for each constructive and rebuttal in which the debater continues speaking. This period is called **grace** because judges use these 30 seconds to offer a silent prayer asking that God will cause the debater to shut up and sit down.

NC Negative constructive speech. One of the two eight-minute constructive speeches presented by the negative team during a debate round. NC is normally preceded by the number one (1) or two (2) to indicate first negative constructive or second negative constructive. *"In her 2NC she said..."*

NR Negative rebuttal. One of the two four-minute rebuttals presented by the negative team during a debate round. As with NC, NR is normally preceded by the number one (1) or (2).

NucWar Nuclear warfare. A negative team will almost always contend that any plan presented by an affirmative team will result in NucWar. *"The plan in 1AC will cause NucWar."*

PMN Plan meets need. A negative argument that the affirmative plan will not solve the problem. *"I would like to bring up the following PMN."*

Prep Preparation time. The time allotted to each team to be used to prepare speeches. *"How much prep time do I have left?"*

Pull Follow an argument throughout the debate, generally by use of the flow chart. *"Pull this across the flow."*

Signpost An outline presented by a debater prior to a speech indicating what attacks are planned and in what order they will be made. In novice debate, signposting may take longer than the actual speech.

Squirrel A case dealing with an obscure, irrelevant or highly unusual area of the topic. Such plans are designed to avoid negative attacks because no rational person would expect such a plan would be offered.

Squirrel Killer Evidence prepared for use against squirrel plans.

Spread A peculiar dialect of Debatespeak wherein the debater speaks in an extremely rapid and often unintelligible manner, ignoring proper grammar, punctuation and the need to breathe. Judges who are faced with a spread round should have an oxygen tank nearby in case of emergency. Many debaters who speak in this dialect find that they are unable to perform any useful role in society. Instead they go on to become members of the United States Congress.

T Topicality. T, as it is used in Debatespeak, should not be confused with tea (See: The Sound of Music), tee (See: Dorf on Golf). *"I will first attack T."*

Vicious Circle An argument that the affirmative plan will spiral out of control, thereby causing some cataclysmic event. Vicious Circles generally end with NucWar.

(Mark W. Podvia is assistant librarian and archivist at the Dickinson School of Law in Philadelphia.)

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TRIPLE DIAMOND COACHES



*****Lincoln Record**
Fort Wayne-Northrop HS, Indiana

April 18, 1994

6470 points

One of NFL's most dedicated and hard working coaches, Linc has coached 17 students to nationals, and ten times coached members of the Northrop High School (IN) squad to a "Top 10" finish at State.

Lincoln's chapter accomplishments include 8 district solo sweepstakes, a district cumulative trophy, and 3 district congress sweepstakes. Northrop has made the 200 club 3 times and was the Leading Chapter in 1990. Linc was a popular choice for the Indiana Speech Hall of Fame.

Mr. Record established the DeKalb, (IN) chapter prior to his move to Fort Wayne. An associate faculty member at Indiana-Purdue University at Fort Wayne, Linc has designed curricula in English, speech, and media. He is active in NEA, little theater, and city government.

A practitioner of his pedagogy, Linc was a radio news director for 10 years. He has prepared and published over 300 articles and news releases regarding speech activities for both print and electronic media.

His philosophy: "the program is for the students and, together we make it work." Congratulations triple diamond, #190, Lincoln Record.

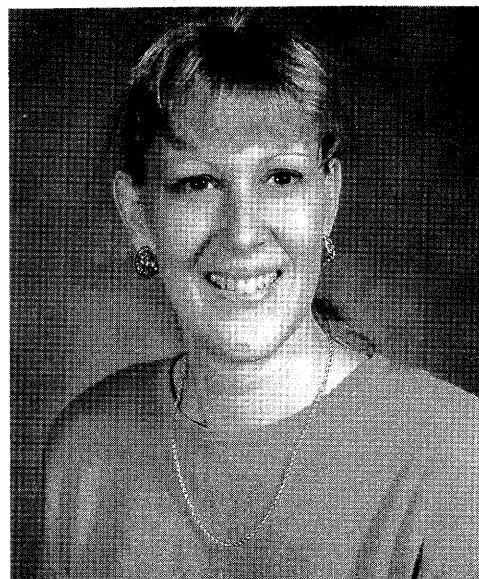
*****Rebecca B. Pierce**
Parkway South HS, Missouri

February 9, 1994

6129 points

Rebecca B. Pierce has been responsible for chartering two forensic programs in the St. Louis area and is a past recipient of the Outstanding Speech and Theatre Teacher award of Missouri. In the last fourteen years, she has qualified nearly fifty students to Nationals, with contestants in all of the categories. Parkway South has had state champions in oratory and humorous interpretation. At Nationals Rebecca has coached finalists in poetry and extemporaneous commentary. She was honored to have her first All-American student in 1994 and a district NFL high point student in 1991.

Rebecca has served on the East Missouri District Committee and has been on the Board of Directors for the Greater St. Louis Speech Association for twelve years. Although she enjoys teaching and coaching forensics, she finds her most challenging and rewarding job to be raising two very verbal daughters with her "co-director" and husband, Randy Pierce! NFL is very proud of third diamond coach #183 Rebecca Pierce!



*****Daryl Olson**
Park HS, Minnesota

July 6, 1994

6374 points

For almost three decades Daryl Olson promoted speech in Minnesota. As coach at Park High School for 29 years, Olson built an enviable record. In the 1970's his teams won sixty trophies in a row at one stretch and ninety-one team firsts out of 120 contests. Park attended during the decade. Over Olson's career, his teams have won 220 trophies (team) in 285 contests attended, including 124 firsts, 48 seconds, 34 thirds, six fourths, six fifths, and two sixths. Park has been blanked only 65 times in 29 years at team sweepstakes trophy contests. In addition, Olson's individual speakers have won 1040 trophies during his brilliant coaching career.

Daryl has hosted 54 speech contests in the last three decades. He estimates that more than 24,000 students have participated.

Now retired, Olson has always promoted contest speech as an educational activity. "I've had over one hundred team members over the years who never scored a point for us in contests, but they were good team members who grew morally, socially, and artistically from the process." NFL congratulates Daryl Olson, NFL 3rd Diamond #194.



QUAD RUBY STUDENTS

(AS OF 11/30/94)

9

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Colton HS
Kamran Y. Malik
Huntington Beach
Ethan Baumfeld
Yucaipa HS
David Chu
Modesto-Beyer HS
Mark Hansen
Suneel Sundar
Clovis-West HS
Aaron Easterly

COLORADO

Bear Creek HS
Billy Herman

FLORIDA

Academy of the Holy Names
Andrea Booher

IOWA

Council Bluffs-Lincoln HS
Jennifer Ridgway
Shelly DeWitt

INDIANA

Fort Wayne-Northside HS
Laura Helmke
Chrysler HS
Rachael Hopseker

KANSAS

McPherson HS
Lisa VanMeter
Scott Ferree
Derby HS
Andrew Halverson
Garden City HS
Elizabeth Alsop
Wichita Heights HS
Michael McHugh
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Chris Rose
Phil Woodbury
Washburn Rural
Jason Linenberger
Max Leichtman

LOUISIANA

Lafayette HS
Erin Delahoussaye

MISSOURI

Springfield-Glendale HS
Brandon Barr
Raytown-South HS
Ryan Murdock
Lee's Summit HS
Matt Good
Seneca HS
Karina Keith

OHIO

Canton-Glenoak HS
Ryan E. Smith
Crestwood HS
Erin Kruis

OREGON

Ashland HS
Andrew Tredway
Clackamas HS
Allison Carter

SOUTH DAKOTA

Mitchell HS
Ryland Deinert

Yankton HS
Casie Collignon
John Wright

TENNESSEE

Hunters Lane HS
Daniel Crews

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Klein HS
Winthrop Hayes
Hayes HS
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SIXTH ANNUAL FEDERAL COURTS 200 INVITATIONAL DEBATE TOURNAMENT

Philadelphia, Pennsylvania

Sponsored by Temple University and the Young Lawyers Division
of the Philadelphia Bar Association

Saturday and Sunday April 22 and 23, 1995 (Our original weekend!)

Cross-Examination Debate and Lincoln-Douglas Debate

Six preliminary rounds to Quarters
or Octa-Finals (depending on tournament size)

Preliminary Rounds to be held at Temple University. Elimination rounds to be held at the
U.S. Federal Courthouse, Independence Square, Philadelphia. Final Round in Lincoln-
Douglas will be judged by a three-judge panel of U. S. federal court judges.

1994 Winners: Governor Thomas Johnson (MD) (Cross-EX)
Sacred Heart Academy (NY)
1993 Winners: Detroit Central Catholic (MI) (Cross-EX)
Canfield (OH) (L/D)

1992 Winners: Scranton Prep (PA) (Cross-EX)
Parkland (TX) (L/D)
1991 Winners: Catonsville (MD) (Cross-EX)
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For further information contact:

Arthur J. Kyriazis, Esq. (800) 219-4137 or (610) 623-9660 (anytime)
Catherine C. Olanich, Esq. (215) 587-1606 (9 a.m. - 5 p.m. EST)
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VOLUME I

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

Instructor: Diana Prentice Carlin, University of Kansas

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

• CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland High School, NY

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

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

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

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

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

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

• CX 104 Cross Examination—Theory and Techniques

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

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

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

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

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

• CX 106 "Unger and Company," Chapter 1

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

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

• LD 101 Debating Affirmative Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

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

• LD 102 Debating Negative in Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

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

• LD 103 Cross Examination in Lincoln / Douglas Debate

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

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

• LD 104 A. What are Values?

B. Applying Value Standards to L / D Debate

Instructor: Dale McCall, Wellington High School, FL

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

• INT 101 A. An Overview of Interpretation

B. The Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

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

• INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

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

• OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison High School, CA

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

• OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison High School, CA

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

• OO 103 Oratory Overview

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

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

• OO 104 Oratory Introductions and Conclusions

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

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

• OO 105 Oratory Content

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

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

• EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

• EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

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

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

• EXT 104 Championship Extemp: Part 2—Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

NEW! Volume II

VOLUME II

• CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

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

• CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

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

• CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

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

MORE TAPES, NEXT PAGE

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

VOLUME II (Continued from previous page)

• CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University

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

• CX 111 Demonstration Debate and Analysis

Instructor: Greg Varley, Lakeland High School, NY

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

• CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland High School, NY

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

• CX 113 Recruiting Roundtable

Moderator: Greg Varley, Lakeland High School, NY

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

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

Instructor: Dale McCall, Wellington High School, FL

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

• LD 106 Value Analysis in L / D Debate

Instructor: Diana Prentice Carlin, University of Kansas

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

• LD 107 L / D Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley High School, MN

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

• LD 108 Rebuttal Preparation

Instructor: Carol Biel, Chesterton High School, IN

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

• INT 103 Interpretation of Poetry and Prose

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

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

• INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL

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

• INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton High School, IN

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

• INT 106 Characterization in Interpretation

Instructors: Pam Cady, Apple Valley High School, MN

Joe Wycoff, Chesterton High School, IN

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

• INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA

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

• GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton High School, IN

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

• EXT 105 First Experiences

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

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

• EXT 106 Expert Extemp: Advanced Techniques

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

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

• EXT 107 Expert Extemp: Speech and Critique

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

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

• EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL

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



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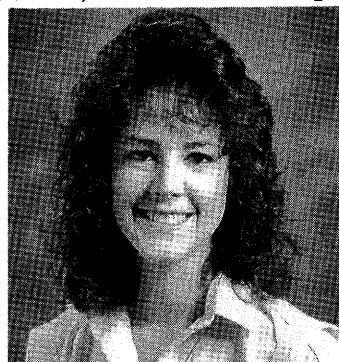
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Grapevine HS, TX
January 10, 1994 1541 points



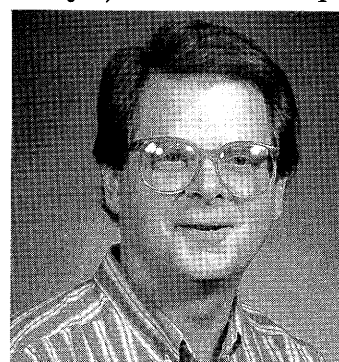
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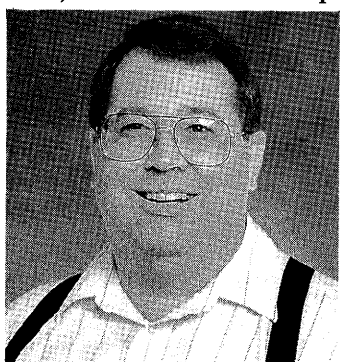
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DISTRICT STANDINGS

(December 1, 1994)

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Rank	Change	District	Ave. No. Degrees	Second Largest Chapter	Degrees
1.	-	Kansas Flint-Hills	116.41	Topeka	260
2.	-	Northern South Dakota	114.22	Milbank	168
3.	+1	Show Me (Missouri)	94.33	Raytown-South	172
4.	+1	West Kansas	92.18	Garden City	199
5.	-2	Rushmore	91.00	Sioux Falls-O'Gorman	145
6.	-	Heart of America (Missouri)	89.41	Independence-Truman	221
7.	-	South Kansas	86.82	Wichita Heights	191
8.	+2	Hoosier South	85.25	Ben Davis	221
9.	+3	Sierra	81.05	Bakersfield-West	269
10.	+5	East Kansas	79.65	Shawnee Mission-West	264
11.	-3	Northern Ohio	76.33	Niles-McKinley	88
12.	-1	Central Minnesota	75.20	Forest Lake	197
13.	-4	Nebraska	74.83	Norfolk	191
14.	-1	Illini	71.29	Homewood-Flossmoor	152
15.	+5	Southern Minnesota	69.31	Rosemount Sr	171
16.	+21	New York City	68.50	Regis	196
17.	-3	Eastern Ohio	68.25	Carrollton	160
18.	+7	Hoosier Central	67.47	Attica	162
19.	-1	San Fran Bay	63.89	James Logan	175
20.	+3	Eastern Missouri	63.78	Parkway West	103
21.	-5	Ozark	63.77	Kickapoo	128
22.	+7	Rocky Mountain-South	62.50	Bear Creek	143
23.	-2	East Iowa	61.89	Muscatine	145
24.	-5	Calif. Coast	61.20	Lynbrook	204
25.	-3	North East Indiana	60.70	Fort Wayne-Northrop	172
26.	-9	Carver-Truman	60.05	Joplin	124
27.	+1	Florida Manatee	59.10	Martin County	174
28.	+5	Northern Lights	56.60	Moorhead	127
29.	+1	Big Valley	56.36	Turlock	99
30.	+1	Nebraska South	56.14	Lincoln-East	108
31.	-5	South Florida	54.92	North Miami Beach	135
32.	-8	Northern Illinois	54.72	New Trier	138
33.	-1	Northern Wisconsin	54.16	Waupaca	117
34.	-7	South Oregon	53.53	Eagle Point	97
35.	+1	Great Salt Lake	52.07	Salt Lake City-Skyline	107
36.	+17	Sundance	51.42	Alta	118
37.	+3	West Iowa	51.10	Des Moines-Lincoln	101
38.	+3	Nevada	50.71	Chaparral	98
39.	+8	East Texas	50.67	Klein	145
40.	-6	New York State	49.46	Lakeland	104
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52.	+19	Florida Sunshine	44.61	Sarasota-Riverview	184
53.	-5	New Mexico	43.50	Taos	123
53.	-3	Tall Cotton	43.50	Amarillo	110
55.	-10	West Virginia	43.28	Parkersburg South	79
56.	+19	West Oklahoma	43.15	Putnam City	126
57.	+5	Eastern Washington	42.92	Mead	174
58.	-7	Utah-Wasatch	42.68	Ogden	139
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64.	-2	Central Texas	40.50	San Antonio-Churchill	177
66.	+3	Lone Star	39.76	Plano	189
67.	-9	Valley Forge	39.00	Holy Ghost Prep.	109
68.	-7	Tennessee	38.56	Montgomery Bell Academy	141
69.	-10	Idaho	38.54	Centennial	114
70.	-10	Mississippi	38.37	Hattiesburg	180
71.	-1	Western Ohio	37.29	Centerville	187
72.	+6	Gulf Coast	36.63	Gregory-Portland	194
73.	+4	Southern Colorado	34.50	Air Academy	103
73.	+1	Montana	34.50	Great Falls	117
75.	-19	Georgia Northern Mountain	34.28	Westminster Schools	150
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88.	-3	Southern Wisconsin	28.47	West Bend East	122
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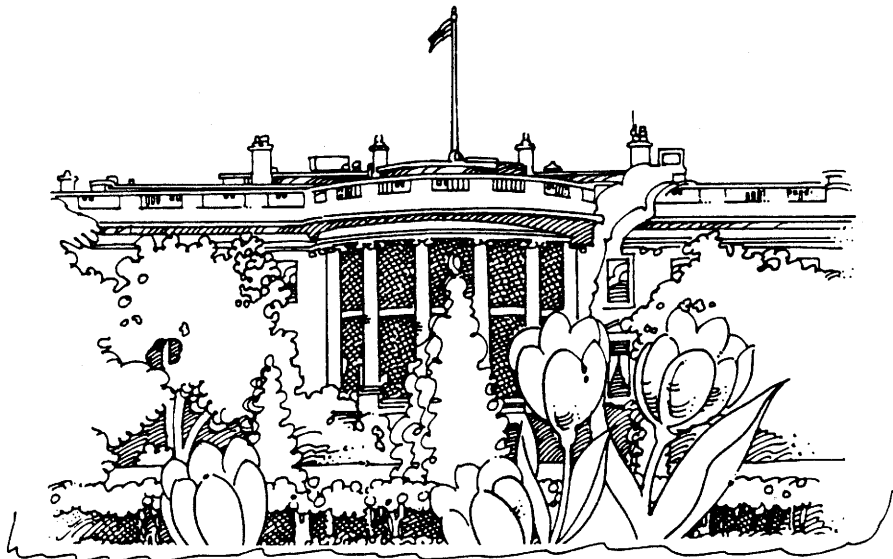
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