

ROSTRUM

VOLUME 70

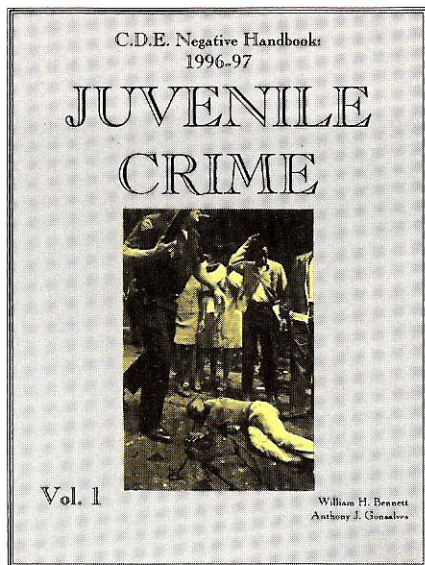
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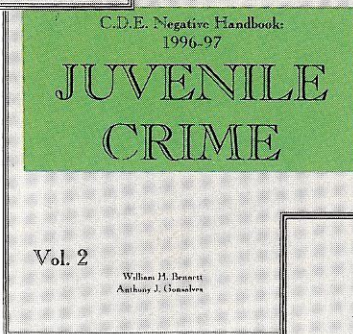


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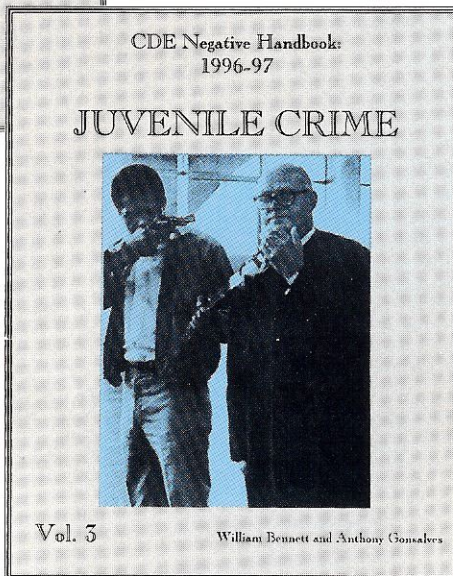
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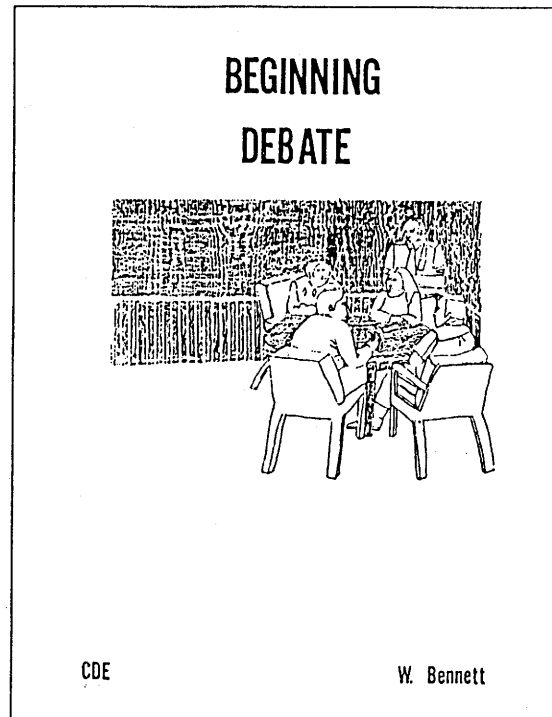
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DISTRICT COMMITTEES PAGES 42, 43
COUNCIL MINUTES and ELECTION PAGES 40,41
NEW HALL OF FAME MEMBERS PAGE 37

THE ROSTRUM

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Marilyn joined NFL in January, 1965. Her early work was in point recording and correspondence. In 1970 she was named officer manager and ran the NFL office for secretary Lester Tucker. In 1986 she was promoted to Associate Secretary. Her duties included managing the NFL office of twelve employees, running the entire NFL Honor Society (members, degrees, points), coordinating all National Tournament entries, handling school correspondence, protests and petitions, acting as Executive Council recording secretary, and

managing the payroll and taxes. She also trains new personnel

At the National Tournament Marilyn oversees registration and for many years worked nights on judge assignments.

Always a complete professional, Marilyn is the "voice of NFL". Each year she answered thousands of phone calls about a wide variety of questions, problems, and requests. Many coaches were so deeply impressed by her cheery manner and her willingness to help that in 1988 NFL coaches elected Marilyn Hageman, the only non-speech coach member, to the NFL Hall of Fame.

It is impossible to think of NFL without Marilyn Hageman. NFL will forever be in her debt. We wish her all the best of life in retirement.

James Copeland

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The some one million active and retired public (mostly federal government) employees in the 37 associations making up the Public Employees

Roundtable are acutely aware that few Americans know very much about government workers and their contributions to society. In addition to the mail delivery of the U.S. Postal Service, the tax collection of the Internal Revenue Service, and the check distribution of the Social Security Administration—most people do know that the National Park Service and the U.S. Forest Service offer government careers.

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For the 8th year, PER President Joan Keston and Paul Lorentzen have spearheaded the development of topics for the Final U.S. and Foreign Extemp debates—and are greatly looking forward to attending the Nationals and serving as judges in Fayetteville on June 28. We hope to see you there.

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

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THE A HA EXPERIENCE OR A SEARCH FOR GEOFF GOODMAN

by Bill Davis

As the split in the forensics community widens, it is always interesting, if you can overcome the depression, to sit quietly and listen to the judges complain.

They complain about a lot of symptoms—rudeness and speed and that debate when they were around, why, that was when giants walked the earth. Meanwhile, the young coaches roll their eyes.

But the symptoms are a sign of sickness. And the complaining about the symptoms is not going to solve the disease. Here is one person's diagnosis — the entire community, and all the events, not merely policy debate, suffer from *poor argumentation*.

Argumentation is the expression of the message—the structure and aim of the message itself. If you can accept the premise that the purpose of the community is communication, the study of the structure of the message itself should be a major component of our study. Yet I know that in my yea, so many years of teaching, until recently I was pretty ignorant of the ingredients of an argument. This is scary, since I was supposed to be teaching it.

So, I went back to my own debating days (cue the rolling eyes) to the debater that I remembered best as the source of tremendous argument. And I decided, as I studied what a good argument should be, and how it applied to all the forensic events, that my idol could maybe tell me how he discovered great arguments and how to present them.

One problem—I had no idea where Geoff Goodman was, here in the late twentieth century, searching for a good argument.

Chapter One—Why Iz Evryboddy Always Pickin' On Me?

- A. An inflammatory essay
- B. Why you can't answer it.
- C. Exercise — rationale
- D. Exercise I.
- E. You're copping out.
- F. You're still copping out
- G. Definitions
- H. Johari window
- I. Exercise II.
- J. You can't catch me.
- K. Why people can't stand you.
- L. Homework
- M. Alternate event homework.

He's gonna get caught. Just you wait and see.

Why is everybody always pickin' on me?"

—It's a rock classic, kid. Grab some cultural literacy.

A. Being an essay on Truth in Debate

Nobody much likes us out there.

Oh, sure, we have our good reasons why we think they don't like debaters. We're smarter than the average bear, and we speak our minds, and nobody likes that much, particularly when we are right and they are wrong.

Yea. Right. The fact is that people don't like us for the same reasons that they don't like lawyers (ouch!). They don't believe in the very premise that our passionate love is based upon — namely, that in a clash of ideas, the truth will be revealed. We consider ourselves seekers after beauty, (*"no matter to whom she may be married at the time—" George Herman, A Company of Wayward Saints*). No one else seems to see that

in us.

And the real problem is, deep in our desperate souls, we know that the principle really IS flawed. We can see in major trials that the focus is not on the truth, but on the attorneys. (OJ who?). It is very clear that neither side in a trial is interested in the truth if it gets in the way of winning.

Winning is the source of all distortion in debate, too. Look at our strategies: generic disads, squirrel cases, and critiques. Do any of these methods of winning move us any closer to the truth, except by accident? In fact, if you have ever had the pleasure of running a case with a high truth value, you probably have had the displeasure of being attacked for taking away the negative's ground.

Let's take the Ultimate Topic; Resolved: that the Status Quo should be changed. (I'll use this topic, hereafter called the UT, for my debate examples). If we ever decided to debate the UT, I'm sure every negative would lead off the INC with Topicality.

An example. I, the affirmative on the UT, propose that the space program should be discontinued. It is a waste of money, it creates an environment filled with falling space junk, and it removes the focus from the protection of Mankind to the brave new world.

How can you beat my affirmative? Well, I think you might run a T argument, that the Status Quo is all we have now, and therefore to change the Status Quo you must change everything within it.

And then, you would decide to run a Patriarchy Critique, since I had the ignorance to use the exclusive word "mankind". The risk of running either argument being zero, since if you lose them it doesn't hurt you, you say, why not? No matter what the T argument wants the judge to ignore a debate on substantive issues and at the same time set the precedent of voting against every other affirmative case, since no case could meet the demand.

And look at the hypocrisy of the other cheap weapon, the critique. The purpose of running the critique is not Outrage, as the language critique would have you believe. If so, the last point of the critique would not be "This is a voter". Nay, it would be— "I'm so angry, I can't go on. C'mon and I'll buy you a Coke so I can settle down."

Maybe, after five minutes of procedurals to try to win the quick cheap ballot, maybe we could get to the issue at hand. I doubt it. There's gotta be a generic d/a in here someplace.

Several years ago, a student of mine attended a national workshop. A college debater literally got into his face for claiming that an argument was "the truth".

"This isn't about truth," he sprayed in his victim's eyes, "This is about debate."

No wonder we are so misunderstood.

B. That Hurt? That Make you MAD?

Gosh, I hope so. If I did my job properly, you are of two minds — do I deserve to be shot as a traitor, or will holding my head into the toilet and flushing a couple of times bring me to my senses?

I just applied the end product of this course to you, in an essay form. You may have the self confidence (some might call it conceit, but not we debaters) to think you can deny this argument easily. I remain confident that, if you are a high school debater, no matter how successful you may be, that you cannot beat my argument, BECAUSE YOU HAVE ABSOLUTELY NO TRAINING IN DOING SO. No one has EVER shown you how to attack an argument that has been prepared with the expectation that ignorant (ouch!) novice (that's a fightin' word buddy!) thinkers would attack it. It's this simple. I know some-

thing that you don't, and until you do, you don't have a prayer defeating me.

Now that's braggin' only if I can't back it up. And I'm going to let you prove it for me.

C. Exercises? What is this, math class?

Yes. Logic is math.

Friend, you can pass on the exercises if you like. But you will miss out on an incredible experience.

You ever had an A-Ha! experience? If you haven't, I mean a moment of breakthrough, where something incredibly important suddenly reveals itself in all its awesome splendor.

If you do the exercises, I promise you one. It may not leave you gasping for air like a beached fish, but it is better than sex. (All right, maybe not- just checkin' you for a pulse.)

D. Exercise the First. Right here, sucker. Right on the chin.

Write down every argument you can think of to destroy the essay above. Don't cheat yourself. Think. If your response to me is "But how do I do that?" You have had your first A-HA!

E. More! That's a puny list, and you're not thinking a critical thought - namely what is Truth? Pilate thought it important enough of a question that he kept a mob waiting while he asked it. Look, I'm no Geoff Goodman. All you are keeping waiting is an old Dinosaur with dandruff.

F. No you're not ready for me yet. Let's begin to analyze what you've missed.

G. The Parts of an Argument #1 - Definitions.

I asked you to ask for a definition of truth. If you allow me to leave that definition as nebulous as the talent of the artist formerly known as Prince, you will never be able to pin me down long enough to do any damage.

This is obvious to anyone who has ever griped about school. I daresay that includes you. Whenever you say that something is a waste of time, without defining what IS worthwhile, you employ the same slimy approach as I, except your slime is not as well hidden as mine.

All arguments require definitions before they can be attacked. If you have ever watched an L/D round perform the "Two ships passing in the night" act, the responsibility generally rests here, on a lack of a definition.

H. So, I'll define truth. Truth is reality, encompassing not only what is perceived by humans, but all of what is. In fact, I am taking the same philosophical approach as the Johari Window. Have you ever seen one?

Known to self	Known only by others
Known to others	
Known only by self	Known by no one

To be brief, the window says that the truth must be larger than any one or all of us.

Understanding all of the implications of the Window is not important, though it sure is fun to argue. What is important is that I must believe that A. The Truth exists and that B. No human can ever know it.

I. Exercise the Second. A taste of blood? Go ahead. Make my day. Write down why my argument must fail, now that I have stupidly defined Truth in this manner. But don't cheat. You have to be good and ready before you go on.

J. I did it to you again! You can't pin me down with that definition -- I'll just smile enigmatically until you give up. Lookie -- if we don't know truth and can NEVER know the truth, then debate remains corrupt and contemptible. I will still win my argument, because the attackable premise is NOT anything about the Truth, but about debate and the truth.

K. Well, if you haven't torn up this paper in disgust by now,

you just had an A-Ha! experience. Or I will give you one now - that the slippery technique I used on you in (J) is why people can't stand debaters. I'm playing a game with you, even to the point of including trash talk to make you play stupid. What I want to teach you is analysis- of argument, or character, or speech, and then I want to teach you lateral thinking, a technique to improve your creativity in any event. In you will carefully stick with me, we'll do just that.

L. Homework before we meet again. (For both policy debaters and L/Drs) Think of five important conflicts that you have in your life. Number them Alpha, Omega, Epsilon, Greek, and Yo Mama. And place your attacks against the essay on the back burner; I promise you that by the end of the course, you will be just as convinced that my essay was trash as you are now. Except you will know why.

M. Homework for other events

1. Oratory - take a well written essay, and attempt to make an outline refuting it. If the essayist was the speaker in front of you in a round, what could you say to defeat his/her thesis? Or, you can do the debate exercise above

2. Interps- yes, this is for you. From your scripts, find three conflicts between characters. Or, you can do the debate exercise above.

3. Extempers. President Clinton faces choices all the time. Identify five of them. Or, you can do the debate exercise above. Do I hear an echo?

What was so great about Geoff Goodman?

Well, he had plenty of success -- he won the NFL National Tournament, and in college he made it to the semifinals of the National Debate Tournament, where he gave way to another team from Southern California. But there have been plenty of successful debaters, and I fear I must say that not all of them were great thinkers.

Chapter Two -- Playin' In the Sun With My Reverse Barometer

A. Custer died for your arguments

B. Exclusions

C. Exclusions as cross-ex

D. A dialogue on truth

E. Exercise 1

F. Good Arguments

G. The basic map

H. The issue

I. Issues as questions

J. Exercise 2

K. Exercise 3

L. A-Ha!

M. The conclusion

N. The dangers of anything lose

O. The reasons

P. The evidence

Q. Evidence is not reason

R. Evidence must be specific

S. Braces on braces

T. Homework

U. Alternate homework

I will do exactly the opposite of what this man tells me to do.

It's obvious what his game is. He wants to lead me away from his Indian friends. He is the perfect reverse barometer.

Isn't that right, Lieutenant?

Gen. Custer in *Little Big Man*, right before You Know When

A. Yesterday, we began our analysis of an argument with definitions. We then apparently destroyed the value of the definitions by showing how an argument could still be effective without them. Thus, we need to encounter the second part of an argument, that serves the function of a reverse barometer to definitions.

Hopefully, using this tool we will end up a bit better off than Custer.

B. The second part of an argument—Exclusions. A definition is intended to show what is going to be argued. To be effective, a definition should clearly hint that there are boundaries. What is NOT going to be discussed are the exclusions.

Take yesterday's essay. It is pretty obvious that I am speaking of policy debate, but wandering in are references that could mean that I am talking also about Lincoln-Douglas debate. Am I? Who cares?

The person arguing against the essay must, else she is again attacking a ghost. It is conceivable that I could even wiggle from talking about policy debate, since I never specifically say that policy suffers from this problem. All my examples are from policy, but never do I declare myself unequivocally. Yes, this is slimy. I'm sure you never do it. Pfui.

C. One of the miracles of cross-examination is that it allows the advocate to clearly demonstrate what the opponent is not talking about. This is not only important in policy debate, because everything that is excluded can no longer be claimed as significance or impact, but it is critical in Lincoln-Douglas because... well, you need to figure that out for yourself.

D. Let's enter into a dialogue about the essay. This is a tool that you can use to prepare yourself for advocating an argument or for attacking one. You play both roles, switching back and forth, doing the absolute best you can to represent both sides. Forget about being funny, or witty. Just be both advocates.

Idiot (I): Let's begin with this concept of truth. Tell me what truth is NOT.

Moron (M): Not Truth is lies.

I: And lies are intentional?

M: Not always. I could lie because I don't know any better.

I: Then everything is a lie. Take a look at the Johari window. Since we never can know all the truth, then there would be a lie in everything we said.

M: Oops. O.K., let me try again. Not Truth is anything that does not lead directly to truth.

I: Huh? Give me an example.

M: Simple. If I intend to show you truth to the limits of my miserable abilities to perceive and communicate it, then that is Truth.

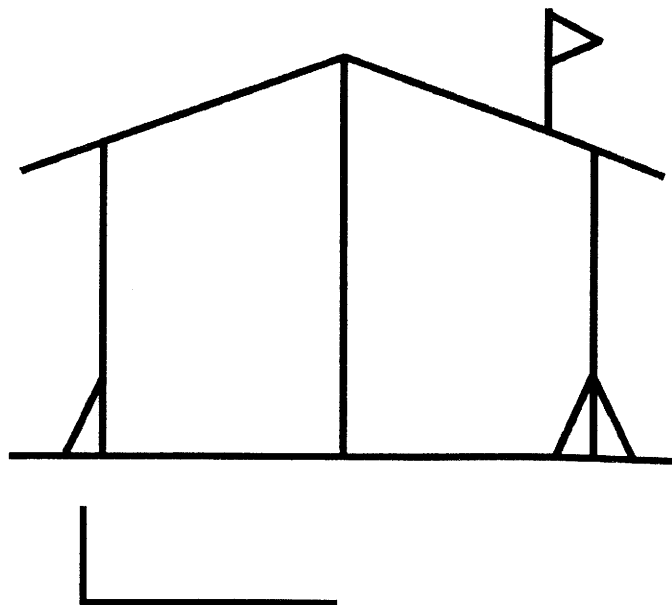
I: Truth seeking is equivalent to truth itself.

M: In this argument, yes. Don't roll your eyes. Even if we don't know what truth is, we DO know when we are intentionally attempting to walk away from it. And debaters do this with a grin, because it's all part of the game.

E. Exercise the First. Write a dialogue about the Alpha problem you have discovered. Try to clearly define and exclude. Again, do not try to WIN the dialogue. It's with yourself, for crying' out loud!

F. And now, argument mapping we go. When you are done with this course, immediately go buy *Good Arguments* by C.A. Missimer. Prentice-Hall is mighty proud of this book, if you catch my meaning, but it is revolutionary for us stupid people who have meditated on Toulmin and returned home spiritually ravaged. (Yes, that was a major overstatement. I learned a lot studying Toulmin. I just never could figure out how to TEACH it. The very first time I presented *Good Arguments* to my debaters, they were furious with me for never presenting it before.) Buy it and give it to your coaches — do it a nonny mouse if you think you want to — after all some coaches are as conceited as their debaters and think they know it all. I know that is hard to believe....

G. The basic concept is that an argument is like a house. I will show you what appears in the model that debaters can easily use, as a preview to what will come.



H. Parts of an argument — third part: the issue — the foundation of the argument. The issue is precisely what we are arguing. This can only be discovered after the process of definition and exclusion is completed: don't think that because definition and exclusion don't appear on the map that they aren't important. As a student told me, Definition and Exclusion are like real estate agents; they find where the house can be built and try to sell you the land, taking a percentage of the price, etc. etc, ad nauseum. He's a great student, but he gets carried away sometimes.

I. Issues are always expressed as questions. Statements cannot lead to conclusions — they are conclusions. Therefore, the viewpoint of the issue is a critical factor. If I inquire "What is the best pizza?", am I asking as a consumer, a businessman, or as a teacher giving a folksy example to try to impress students as being a regular guy?

Consumer — Well, the best pizza is one that tastes good, is affordable, and is served in a setting that doesn't invoke Italy too much.

Businessman — Money? Profit? Money?

Teacher — The best pizza is Tony's Frozen Pizza, because that's all I can afford.

J. Exercise the Second. Take the consumer viewpoint, and for a moment let's grant that the criteria mentioned are valid. You realize, I hope, that if you never allow an argument to get to the building state, that most judges will think you are the Johnny Cochrane of the debate circuit — love his taste in suits, but picky, picky, picky!

A moment's reflection should show you the difficulty of the exact wording of the issue. There are frightful consequences on either side: should you pick the Scylla of "best" as vital to your issue and then watch your opponent run amok? Or do you pick Charybdis, and get specific, paying the price of very little flexibility?

Again, my fanciful debaters returned to the model of a building for this comparison; do you build a fancy basement and spend your time constructing something many people will never see? Or do you slap your argument down on a slab of concrete, only to watch your opponent tunnel under it?

K. Exercise the Third. Carefully word the issues of each of the five problems you devised. If you don't mind making them public, then allow somebody to try to challenge them. Note your reactions as they seem to get more unreasonable than ever — don't they want to argue? Isn't that the reason for even having an issue in the first place?

L. Now you may have had a A-Ha! experience as to why people can't stand lawyers and their cousins, namely us. The perception that we try to pick a ground that will avoid any significant discussion is justified. It is why few judges really WANT to vote on topicality, and why generic arguments are treated by so many with contempt.

M. Parts of an argument, fourth part – the conclusion. The roof of the building, and therefore all that separates a house from being a ruin, is the conclusion of the argument. Often the conclusion is as simple as yes or no, or it may be a sentence fragment, or heck, I'm feelin' generous, it could be a sentence. But if your conclusion has to be longer than a sentence, you've misunderstood what you're trying to prove, and the responsibility lies within the issue to discuss. Your teachers will tell you that the biggest fault with your reasoning powers is that they start off proving that Nixon should have gone to China, and end up convicting him for Watergate.

N. The biggest danger that awaits the conclusion is the same as that within the issue – loose wording. Go take a look again at (H) and (I).

O. The parts of an argument, fifth part – the reasons. These are the walls, that hold up the ceiling of the conclusion. It doesn't take much to recognize that the reasons are critical. The model clearly shows the danger of an assertion. Responding to your argument with "bleah" is not sufficient to justify my own.

Further it shows that one reason, no matter how well developed, is a shaky excuse for a house. In Kansas, our department of parks fell in love with concrete toadstool picnic shelters. If you go to one of our state parks, there they are. There are even ironic postcards about them "Kansas Morels". Most of us do not want funny postcards made out of our arguments.

P. The parts of an argument, sixth part – the evidence. This is the first place where Ms. Missimer proceeded to blow my mind – yes! That is exactly what evidence does – it braces up the reasons. This may not seem like an earth shaker to you, but consider--

Q. Evidence is NOT a reason. Facts, and quotes are neutral, and their existence do not create a reason for a ballot in and of themselves. Have you ever seen a debater wave a stack of evidence, and claim that is a reason to vote? Not you, right? Bah.

R. Evidence must prove the reason specifically. One or two connections are not enough. The effect of taking down a clumsy brace usually brings the wall down with it (Bob Vila, where were you when we needed you?)

S. Bracing a brace is a lousy way to build a house. A chain of evidence to prove a reason is just as weak. Consider the multiple difficulties of the generic argument. It is really a chain of arguments, and the fall of any part of any argument collapses the argument. If any quote falls, so does the chain. Pardon me, but I must say this – the only reason why generics are successful is because the debaters have accepted them, not the judges.

T. Homework – map the following arguments.

1. China poses the biggest threat of any nation to world peace. It possesses nuclear weapons, and the heartfelt belief that of all nations, it alone can survive a nuclear war. President Li Peng demonstrated this when he said to the Congress of Deputies "No one may attack the People's Republic of China, because they know they cannot defeat us."

2. Overpopulation will cause nuclear war. First, X tells us that overpop is critical to political instability. Second, Y screams that political instability is always a pretext for war. And finally Z whines that in a nuclear age, the incentive for

any power that holds nuclear capabilities is to use them.

3. The US must stay out of Chinese internal affairs. History teaches us that the Chinese regard American foreign policy as a reverse barometer – whatever they want us to do, why I shall do the opposite. Isn't that right, lieutenant?!! Duck your head! Ouch, he got the point.

U. Homework for the other events

1. Interpers – Take the three conflicts from the scripts you chose yesterday. Map those conflict.

2. Orators – Map the arguments from the essay you chose yesterday.

3. L/Drs – Map the argument "Justice is the pre-eminent human value."

4. Extempers – you are President Clinton, discovering that not only does Iran have the nuclear bomb, but one is planted in the U.S. Senate. Map the argument to justify your decision.

I didn't see Geoff Goodman in high school while he was winning NFL in the late 60's. Instead I was a regular victim when he was debating for USC. Thanks to Mr. Goodman, I have never had the necessity of visiting a proctologist in order to view my posterior.

He seemed tall—at least I remember him as tall, and he had a perfect "natural" – a 'fro for white guys. It added to his height. And when he started to speak, it would bob and move as if it had a life of its own. My deaf girl friend, who watched one of Dr. Goodman's operations on my ego (while I was wishing for sixty minutes I too could be deaf), said he had "the mane of a snake charmer."

He also had a taste for theater. He liked to keep his audiences waiting – I believe that we have prep time in part as a response to Geoff Goodman.

But he could think. I never saw him run a predictable argument. For a couple of decades since, I have tried to figure out where he found those arguments. At times I wanted to just ascribe it to talent, as if certain thinking could never be taught. I never gave up the idea that I could figure out his secret, because he had to have one. I kept the flowsheets, and transcripts of some of the final round debates where he appeared, and once in a while I dug them out and studied them for The Secret. No luck.

Chapter Three: Assume Nothing

A. The assumption

B. Examples of assumptions

C. Comparing the homework

D. Assumptions of the homework

E. Exercise 4

F. The answers - well, sorta

G. Your assumptions arguments

H. My assumptions arguments

I. Assumptions in your arguments

J. Homework

K. Alternate event homework

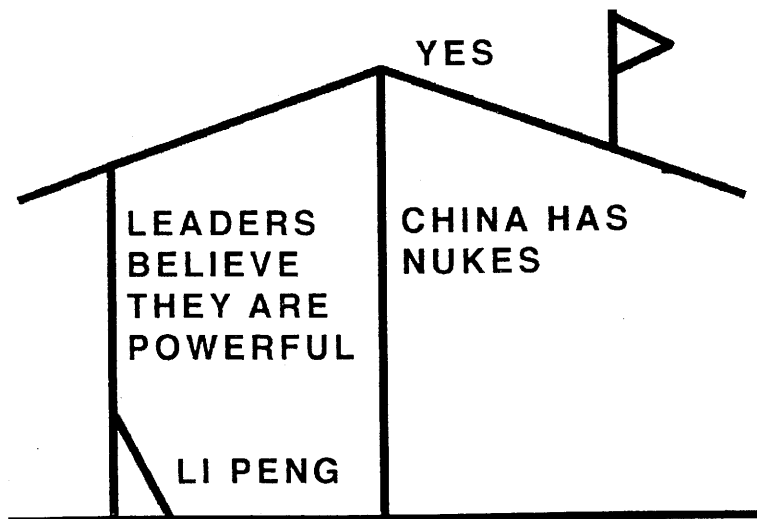
"Children today are arrogant, gobble their food, and show no respect to their teachers."

—Socrates

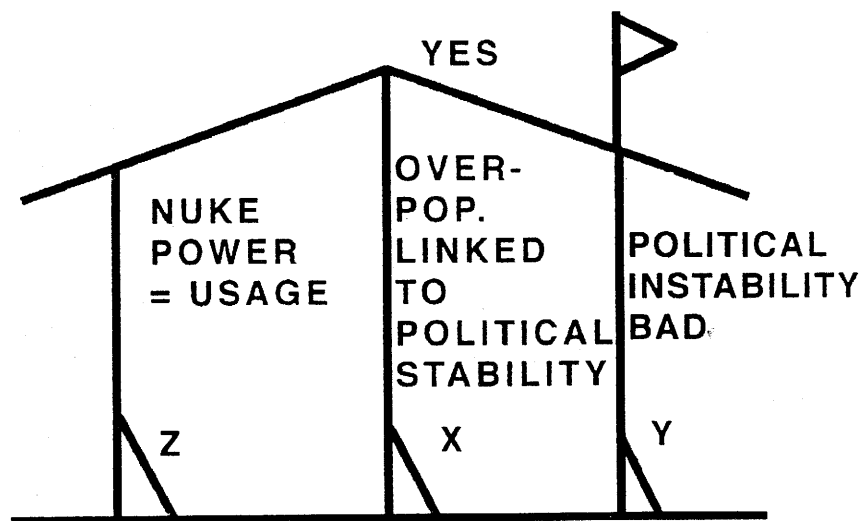
A. The parts of an argument-seven-the assumptions. Up to this point, the argument model isn't too startling. In fact, it looks a whole heck of a lot like a flow sheet; the conclusion is the advantage, the reasons the subpoints, the evidence the, um, evidence, and the issue the resolution in question form. But now we enter the dirty little secret of arguments – what it is like underneath the foundation, where the Good Arguments Are.

Assumptions are what must be true for the argument to be true. If the assumption is not true, then the argument must be faulty.

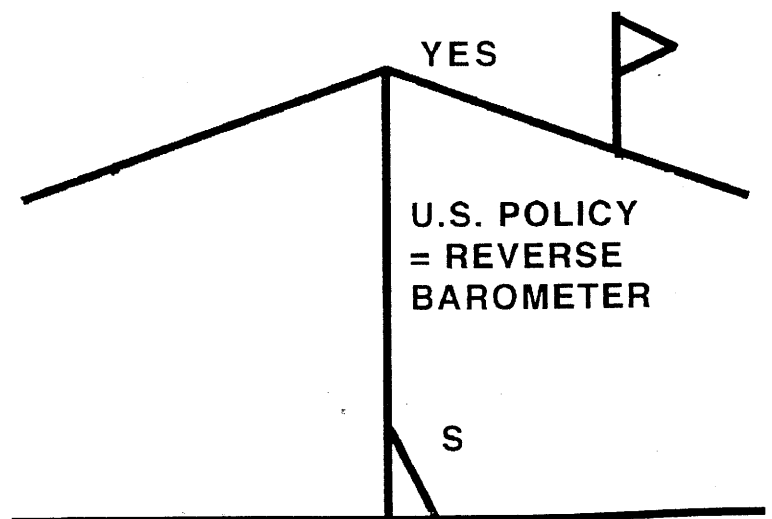
= NUKE WAR



IS CHINA A THREAT TO WORLD PEACE



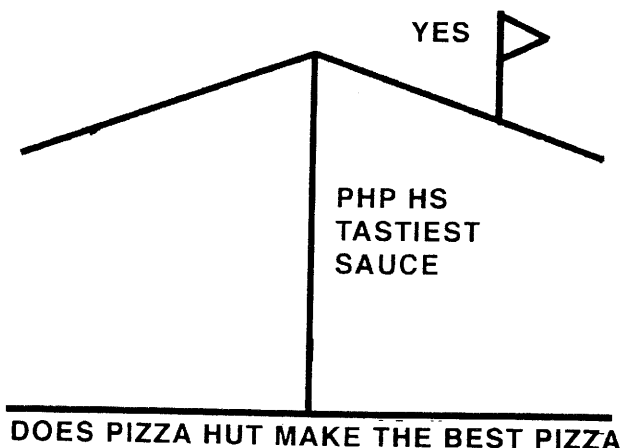
DOES OVERPOPLULATION = NUKE WAR



SHOULD THE U.S. STAY OUT OF CHINESE AFFAIRS

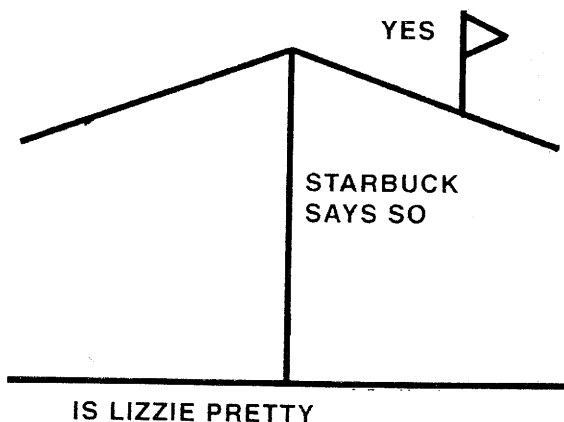
ARGUMENT MAPS FOR T., CHAPTER 2

B. A couple of examples. I tell you that Pizza Hut makes the best pizza (note to self—call Pizza Hut and see if they will subsidize this blatant commercial reference) When you ask why, I tell you that PHP has the tastiest sauce. The assumption is that tasty sauce equals the best pizza.



TASTY SAUCE = BEST PIZZA

Starbuck says to Lizzie in The Rainmaker: Lizzie-look at me. Look at me. When you said you were pretty, you were.



STARBUCK IS A GOOD JUDGE OF BEAUTY

C. Take a look at the arguments that you mapped for today. Compare them with mine. The exact wording is not usually crucial (though it can be). If you and I disagree on what is the issue, or the conclusion, or the reasons, or most critically, what is evidence, then you need to take a step back and review.

D. Now, let's look at the assumptions of the argument. Some of the arguments have just one assumption, and some have many more. But all have this in common—it is an unstated warrant (as Toulmin would have loosely put it) that must be accepted before the argument can be taken seriously.

E. Exercises the First. Map the following arguments, including the assumptions. I apologize that these examples come from an Old Debate Topic, but they still work well for the UT. Take your time — you won't get anything if you skip on to my answers.

All quotes for this exercise are from Donald and Constance Shanor, *China Today*, 1995.

1. The greatest risk to the Chinese Communist Party leadership in pursuing the nascent free-enterprise system it has labeled the socialist market system is the loss of its own power and control. China's leaders have wholeheartedly embraced Western technology and welcomed the

foreign investment that has been crucial for industrial modernization, but the reforms and the opening to the world have led inevitably to a relaxation of the total government control that once permeated daily life in China (p.9)

2. The most favorable course is one derided by both the conservatives and the current liberals, which is to accept the plea the dissident Wei Jingsheng made in 1979 and paid for with fourteen years of political prison: Modernize the political system as you modernize the economy. Rule through sharing power, not dictatorship. (p.13)

3. The pragmatism and flexibility Beijing has shown in the past to further economic reforms might be stretched to encompass limited political liberalization. If the pressure from below or within the party is strong enough, the post Deng leaders may see the writing on the wall and find a face saving but satisfactory way to allow diverse voices to chart the future, using those most Chinese of desired Chinese characteristics — harmony, stability and unity. (p.248)

4. Human rights in China touches a whole series of raw points in the Sino-American relationship, beginning, as always with history. To the Chinese, American members of Congress or human rights activists speaking on the subject bring back memories of the American missionaries preaching about salvation early in the century. China is an old and proud country, but also one that has been very weak. Any perception of interference in China's internal affairs brings out not only understandable nationalistic reactions but also fears rooted in history. (p.30)

F. Let's compare.

G. Now let's see what the assumptions we have identified will do for us. You go first. As long as you have correctly identified the assumptions, a wide range of alternatives are available. Again, do this first, then go to what I think.

H. Here are the arguments I see. Each is set up easily by cross-ex questions, which the other side had BETTER answer the way the assumptions demand they should. What should I argue if the opponent denies the assumption, or, more stupidly, refuses to answer?

I. Now, go back to the five arguments that you began clear back on Piece One. Map the argument, and meditate upon the assumptions, and draw them in also. Don't forget the evidence!

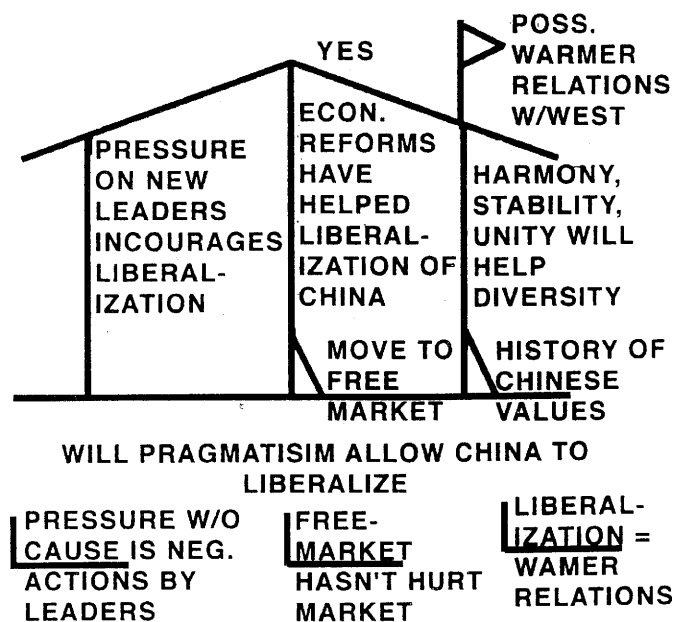
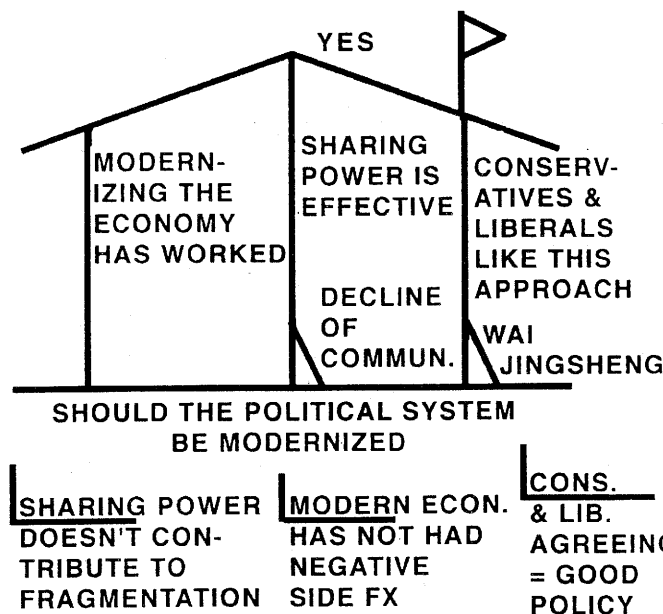
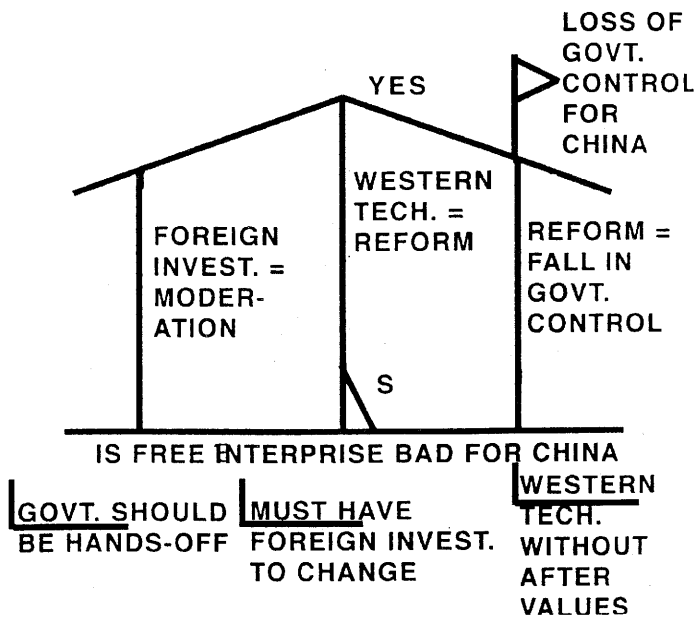
Alpha

Omega

Epsilon

Greek

Yo Mama



ARGUMENT MAPS FOR E., CHAPTER 3



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J. Now, practical application.

Taking a possible case on the UT, the affirmative claims that the teaching of evolution should be halted in the public schools. Analyze the quotes below, and attack! (from I.L. Cohen Archeological Institute of America, *Darwin was Wrong*, 1984)

A cell has no capacity to decide by its own wit, to change its own DNA sequence and create a different alignment of 50,000,000 other nucleotides. Then and only then, would we have obtained a new species, and even then, if the sequence was not purposefully constructed, no viable species would ensue. (p.207)

I wrote this book also because I am troubled – troubled with the rigid dogmatic position taken by a number of evolutionists. They imply that they – and they alone – know the truth. As such any further questioning is to be considered superfluous. There is little difference between the certainty expressed by such modern posers that be, and those who imprisoned Galileo and threatened him with torture for writing that the Earth was circling around the Sun. Then, too, the authorities knew exactly what the "truth" was – or so they thought. (p.6-7)

Now map the argument. Here is a good example of assumptions necessary not only to the reason to be true, but assumptions necessary for the evidence to be accepted.

Be ready to deliver this argument tomorrow. Make sure you include necessary cross-ex questions.

K. 1. Orators – what are the assumptions of the essayist you have used in the previous homework?

2. Interpers – The concept of assumptions is much the same as the concept of subtext. Have you encountered that idea? It is critical, go explore it immediately. If you understand subtext, then on the maps of the conflicts from your scripts, draw in the assumptions.

3. L/Drs – map this argument, loosely adapted from *How to Argue and Win Every Time* by Gerry Spence

God only exists because we give power to Him. If we kept all the power that we grant to God – creation, morality, control over Nature- we would not need Him.

4. Extempers – go back to your homework on the bomb under the Senate. What are the assumptions of your argument? Are they humane? Do they involve the use of power that the President does not have?

I decide that I must find Geoff Goodman. I don't have the money to hire a private detective. But I have seen the name of the colleague of Goodman, King Schofield, still a high school coach in Southern California and a debate deity. Here is my key, but where in Southern California?

NFL should know.

NFL thinks it knows. Westlake. Phone number unknown.

Westlake High School has never heard of a King Schofield. I admit that it is a name that would stand out in any faculty. The person who answered the phone sounds somewhat harried. Perhaps it is because there is someone screaming in the background.

Back to NFL. Marilyn knows. Of course, Marilyn knows! Knows is her last name.

-Try Harvard School.

-What's the number?

-Try directory assistance.

-Yes, I know a King Schofield, but he teaches at the middle school.

-Yes, he's here. I'll transfer you.

Deep breathing exercises – I couldn't be more nervous if I was waiting for Kevin Costner to get on the line.

Chapter Four- In Which The Author Becomes Rather Kinky

A. Debating the average house plant

B. The implications

C. Implications for interp

D. Exercise 5

E. Comparing results

F. Implications spin-offs

G. Use of cross-ex in implications

H. Cross-ex in L/D

I. Exercise 6

J. Engulf and devour

K. What is 'engulf'

L. What is 'devour'

M. Exercise 7

N. What your moher did to you

O. Homework

P. Alternate event homework

"Feed me, Seymour, feed me!"

– a certain house plant

(You haven't heard of this? Shame on thy head)

A. Have you debated such a house plant before? I've had a few on my debate squad. They enjoy twisting arguments, and claiming that you are somehow "feeding their argument".

Of course, most of the time, it's a lie, or a product of overheated minds - kind of the debate equivalent to "Melrose Place". However, you are now ready to truly learn what "Feed Me" really means.

B. The parts of an argument - eight - the implications

This means the end result of the argument. We don't usually bother to present arguments that have no end result - the reason why we make them in the first place is to move on to something that we think eventually will win the debate (or the desired ranking) for us. The implications- what the argument, if accepted, asks us to DO is shown by a weather vane on the top of the house. In debate terms, this is really what we mean when we jargon (jar-gone, v: to speak as an attorney, and educator, or a debater) that an argument has *impact*. More on this later.

Take this argument. I prove to you, or at least you will assume that I do, that evolution is called a theory because it is not proven. What will be your response? It had better not be "Oh, nutting". Just a burp. No, there is an agenda behind this argument. The poser of the argument wants us to accept it so he/she/it can force us to grant an impact, potentially killing us all ten times over.

The implication of this argument is that if evolution is merely a theory, then there is no justification in presenting it in a public school with tax dollars without presenting, without refutation, the theory of creationism. If I have won that implication, by your default, then I have easily won the UT.

C. Every speech by a character in an interp has implications. Else, why would the speech be included in the script, anyway? The power of a scene rests in its conflict – and the implications are the expression of that conflict.

D. Exercise the Here- I'm lazy- use the ones from (3) E of Lesson Three. (you will soon see that we all are lazy) Map the impact of each of these argument.

E. I'll show you mine if... never mind

1. Implication (IM) – a market economy move will eventually cause a lack of control in China

2. (IM) Action must be taken to bring about modernizing of the political system.

3. (IM) Political liberalization should be a desired outcome for the Chinese.

4. (IM) Never twist the tail of a dragon.

Yes, there are many more implications, I just grabbed ahold of a couple.

F. Arguments that spin off implications are very profitable, because they immediately put your opponent at a disadvantage. On the one hand, she has to win the implication (impact)

in order to outweigh the consequences (good old policy maker paradigm). But, if the argument really HAS impact, the implications of the argument almost never match the plan.

An example: on the UT, the affirmative wishes to paint the walls of every public classroom a deep, relaxing green. The affirmative proves that school is very stressful, and therefore any tool possible to relieve that tool should be used.

Now, don't go after the assumptions, though admittedly they are very weak. The implication is that we should do anything to relieve stress, therefore, I propose the ultimate solution- abolish school! Stop cheering.

G. Cross ex plays the critical role in setting up implication arguments. The first question is to confirm that the opponent agrees that the argument indeed has that implication. The second question commits him to following the implication to the bitter end.

Take the example above.

Cross-ex Q. So, you are arguing that school is stressful, right?

A. Extremely. I'm on 2000 cc of Maalox a day.

Q. So anything can be done to relieve stress is a good thing?

Here is the rock and hard place. If the answer is yes, then killing bad teachers is justified. If the answer is no, then all the affirmative work is for naught- they have given no decision rule at all.

H. Of course, in Lincoln/Douglas cross is even more important, because it not only sets up a value but it also avoids the ships in the night syndrome. L/D's take note. You need more cross-ex practice than you do speaking practice. There are lots of good exercises in cross-examination manuals for budding young attorneys. Just ignore the advice how to cross-ex in the manuals. Most are worthless for high school competition. [Ed note: the landmark text is James Copeland's *Cross Examination in Debate*, NTC]

I. Exercise the Now-draw up arguments based on the implications of the four arguments. Make sure you list the cross ex questions that MUST be answered correctly by the opponent for the argument to have impact.

J. Well, I think you are old enough to learn the most valuable tool of debate argument. It only took me until my forties to deserve to learn it, and I really resent you don't have to go through the pain and agony that I had to endure to learn it (are you crying for me yet? Is this a big enuf buildup yet?)

The tool is called Engulf and Devour.

I was told about this tool by one of the great masters of thinking, Chris Riffer. Prof. Riffer calls it "even if". I meditated upon it, and upon encountering (E&D) in *Good Arguments* everything fell into place.

The tool states: the initial stage in any argument is to decide whether or not simply to go ahead and grant the opponent's argument. If you do, then you have two options:

K. Engulf- to grant the opponent's argument, but to show your own outweighs it, or, to show that the limits of the opponent's argument, when compared to the limits of your own, show the argument as weak.

The simplest example is that my opponent argues on the UT that juvenile murderers should be executed in front of their school's student body. I grant that executions would scare students into a life of law abiding. But the time missed in class for the assemblies will cause them to miss so much knowledge that the United States will be weakened unto the Third World nation, leading to imperialist adventures and a nuclear war! Whew! You already call this "outweighs".

L. Devour- the opponent's argument is not only granted, but that it feeds my argument.

Example (on an old debate topic) - the opponent claims that a strong foreign policy on human rights gains the respect of the Chinese. I devour the argument by showing that the Chinese respond to measures that they respect with fear, and

when they fear opponents, the Chinese have historically gone to war with that opponent.

Sometimes, you can do both.

M. Exercise the Immediate-Take your five critical arguments that you mapped on 3(I). Draw in the implications, and then engulf and devour. If your arguments are not a secret, compare your engulfing and devouring with others.

N. Think of Engulf and Devour this way; your mother did this to you someplace in every argument you ever had with her. And the reason it was so infuriating is that it gave your argument exactly no credit at all!

O. Homework- Take a complete article on the debate topic. Identify five separate arguments within the article, map them, and then attack their assumptions, implications, and then attempt to Engulf and Devour them. Take your time, and work hard. It will be well worth the effort. If you haven't yet had the A-Ha! response, this exercise will bring it.

P. Alternate event homework

1. Extemp- You are in a cross-ex extemp final round. You are questioning a joker who has just suggested your argument on the bomb in the U.S. Senate. Devise a question to Engulf and Devour.

2. Orators - we have all encountered the judge who argues with your oratory. You are giving an oratory on the subject of the death of love in relationships. The judge scowls at your argument (whichever way it is going - you get to say) Engulf and Devour him.

3. L/D're- take an article on philosophy, and do the exercise above.

4. Interpers- Take one of the conflicts from the scripts- one of your favorites. In the conflict-argument phase between the two characters, intervene in the script. One of the characters attempts to engulf and devour the other. Rewrite the script from that moment on.

King Schofield is on the line! I blurt

-Uh, um, I'm doing an article on thinking and Geoff Goodman.

A long silence. Not surprisingly. Thank goodness it's southern California, so Mr. Schofield is probably used to nuts on his phone. He talks me down.

-A process? Like a formal pattern? No, not really.

Samson has lost his hair, but he's still tugging at those columns of my imaginary temple.

- We spent a lot of time getting ready for certain cases. We

talked a lot. On the information gathering topic, I generally set up the inherency position because it traded off the solvency. Geoff listened, and took it from there.

-Did you know what he was going to say?

-Exactly? Of course not. I didn't need to know.

I knew a few teams who worked on a need-to-know basis. But surely not my heroes!

-Did you ever reach a point where you could predict what he would say?

-Oh, once in awhile. But not when he was really being brilliant. It wouldn't have been as much fun.

Mr. Schofield agrees to give me Mr. Goodman's phone number. I let it rest on my desk for a couple of days, getting nervous. It is time for Mohammed to go to the mountain, Dorothy to go to Oz, and for the Loser to go ask the Winner - How.

Chapter Five- Where The Good Arguments Are

A. Back to our personality quirks

B. The brain is lazy

C. Stephen King, *The Birds* and *Listen to Me*

D. Sample Ultimate Topic affirmative

E. Exercise 9

F. Vertical thinking

G. Criteria/pre-empt

H. Forcing a position

I. Agreeing with the criteria

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Michael Jordan BA	Cumberland School of Law; Champion Debater, Charles Henderson High, AL and Samford U.; Coach, Mountainbrook High, AL; Samford Forensics Inst. '89-96	Extemp Dan Mangis BA	NFL Finalist, Extemp, 1993; National Chamion, Student Congress; University of Alabama I.E. Team; DSR-TKA Finalist.; U. Iowa Inst. '92-94; Samford Forensics Inst. '95-96		
John McClellan BA	Champion Debater, Mercer U.; Coach, Warner Robins High, GA; Samford Forensics Inst. '87-96	Interp. John Birdnow BA	AFA Dramatic Duo Finalist '95; University of Alabama chamion I.E. team; DSR-TKA Finalist; Samford Forensics Institute '95-96		
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Matthew Whipple MA	Coach, Glenbrook South High School; Champion Debater, Northwestern University; Iowa Debate Inst. '89-96; , Samford Forensics Inst '95-96	<table border="1"><tr><td>L-D, Policy, and Individual Events</td><td>\$720.00 on campus \$475.00 commuter</td></tr></table>		L-D, Policy, and Individual Events	\$720.00 on campus \$475.00 commuter
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Co-Director L-D Renard Francois BA	George Washington Law School; L-D Debate Director at Montgomery Bell Academy; Samford Forensics Inst. '89-96; U. Iowa Inst. '89-96.	For more information about Samford University or the Samford University Summer Forensics Institute write or call:			
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- J. Trying to attack the criteria
- K. The persistence of vertical thinking
 - L. Lateral thinking
 - M. Homework and the PMI
 - N. Alternate events homework

"She went over the flowsheet and around a minute and under rebuttals and through the constructives 'til she came to where The Good Arguments Are -slightly revised version of a children's classic

A. You may remember, we started out on the premise that debaters are a tad difficult to get along with, but that's YOUR problem, buddy. The study of argument reveals why debaters are such jerks. Read on if you have courage, or if your girlfriend is an interper. If you don't know, don't ask.

B. In order to understand the debater, we have to first understand thinking. And thinking, according to Edward de Bono, begins with the premise that the brain hates to think.

Yes, I know that the opposite is the common theme that teachers, parents, cops and insurance agents have been preaching to you since babehood. But the fact remains, you worked harder at thinking in babehood than you do now. Your education, beginning with the cradle and continuing into your So-called Life now, has been a process of learning comfortable patterns for your thinking to follow. It has been the rare experience that shocks you out of your automatic approach to life and into a new insightful experience.

C. As I write this, outside my kitchen window stupid cardinals have built a nest for the fourth straight year in the honeysuckle vines are only three feet off the ground! Not a single cardinal has ever survived that fatal nursery; if it were a setting for a Stephen King novel, it would be *The Shining*.

The cardinals are, of course, doing what comes naturally. They are following a pattern that is dictated by something, I don't dare enter the controversy about what that is. And policy and L/D debaters who march in with their same generics and same tired blow up the world theatrics are stupid cardinals - birdbrains, if you will. (Sorry, I had to. No, I didn't tell the whole story just to get that lame punch line.) In the same way, interpers who take the usual route are boring the judge right out of the next, and orators and L/Dr's who ignore the fact that the other competitor might I have done more thinking than they have is asking to be eaten (I dunno. You think I flogged that metaphor to death yet?)

Observation: Slugs threaten world peace

Scenario one: World leaders, sitting nervously in conference, are revolted by a slug crawling onto the conference table. As each vie for the pleasure of grabbing the salt shaker and watching the demise of the disguising thing, a dispute breaks out. Nuclear War!

Scenario two: As we all know, young students are doing poorly in school, threatening the security of all present and future generations. Old research believed that these students were merely dreaming about dinosaurs. Nay! It is fear of suddenly having a slug crawl out of the ear of their teacher that is causing those vacant stares and falling grades.

Plan: A world wide program to sprinkle salt on slugs will begin immediately.

Advantage: removal of slugs will be feasible, fun and impossible for the negative to find evidence about, until we change this case to copperhead snakes next weeks!

Underview: Anything that increases world security should be adopted.

E. Exercise the Nine. Map the case above.

F. Now, assuming you are a well trained, a.k.a. brainwashed debater, you already think you have the arguments that will, er, nuke this case. You are thinking "T" or "J" or "B.S. De Bono calls your thinking about this case *vertical thinking*. Vertical thinking is evaluative thinking; it takes an idea and

subjects it to criticism until it stands approved or defeated. It is thinking the usual, predictable way; it's reaching for the generics and the counterplan, because by golly, we did it fifteen times already and it's never lost yet.

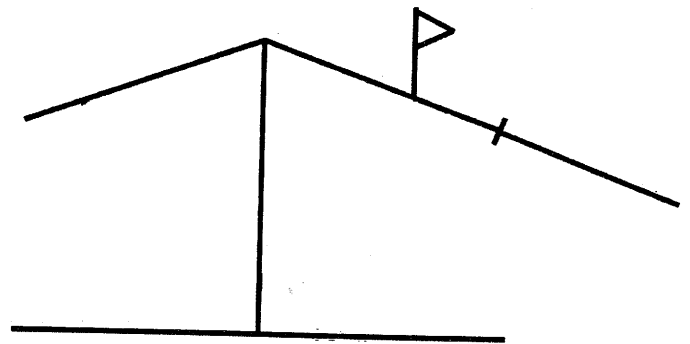
Vertical thinking is the bread and butter of most forensic events. That huge file box of yours is an altar to the glory of vertical thinking. Here, says the ox-box, is the Ark of the Covenant. Buy this handbook, attend this camp, and thee shalt never toil with thy brain again.

Yeah? You're my meat.

The beauty of this "weak" case is that it is impervious to the usual argument. Of course, being brainwashed, you don't understand that this case has already been buttressed against the usual generic disad attack.

G. The parts of an argument, Part eight- the criteria/pre-empt

An argument, as you will remember, is like a house. Of course, if you want a cold draft house, you build it on a hill. But if you want a snug, warm home, free from those chilly Malthus d/a's, you need a buttress.



H. The buttress forces the other side into a position. Unfortunately for the attacker, to coin a phrase, the choices are Dumb and Dumber. In the example above, the attacker must either agree with the criteria, or specifically attack it.

I. Dumb. If the attacker agrees with the underview, or just doesn't get to it in the INC because he is too busy with a three minute topicality spew, the affirmative has the debate cold. Time element is on the affirmative side, and the "we blow up the world first" argument usually beats the "yeah, but we blew it up seven times" argument. Once the decision rule underview is adopted, all that remains in mopping up.

J. Dumber. Attacking the criteria straight up places the attacker on the strongest affirmative ground. "Nuke war is good" is a ridiculous argument that only wins when the affirmative is Dumbest. This is a shaky proposition as the presence of a criteria should be your fair warning that you don't have two bozos on the other team.

So, you say, counter-plan. Also, fine with me. The presence of the criteria has made competitiveness very difficult to prove.

K. Are you still arguing with me? Are you still saying - but I have evidence that says-!? I repeat - you're my meat. All I have to do is hear that argument once, and recognize it as your only defense. You are a cardinal, returning to the Bates honeysuckle Motel. Avoid the shower, please.

L. The opposite of vertical thinking is lateral thinking. Lateral thinking is not evaluative. Lateral thinking is an idea generation machine that eventually produces the seeds for argument that, when run through the vertical thinking mill, produces a devastating argument. In truth, all the great generic d/a's began with lateral thinking. Some debaters sat around in rooms filled with hallucinogens and tried to come up with something "they'll never think of." And they did -- I was in on the development of one of the first "growth" d/a's. These arguments were extremely successful. Then, they became scripture, and they entered vertical thinking hell. Now, the only way you can win a growth disad is if your opponents don't have the money to buy the handbooks.

M. Homework- Here is an opening technique. I want you to spend at least a half hour employing to come up with a list of arguments to attack the slug case. DeBono calls it the PMI.

PMI stands for Positives, Negatives, and Interesting. I'll start you with an opening statement,

Slugs are disgusting.

N. Alternate homework for other events

1. Extempers, do a PMI on

The Presidency is an outdated institution in the late twentieth century.

2. Orators and L/Ders, do a PMI on

Honesty as a virtue is dead.

3. Interpers, do a PMI on

The face is more powerful than the voice.

O. Don't cheat yourself. Do it right. It was a short lesson I asked you to learn today, but the results of your homework should bring a jolt to your heart and an evil smile to your lips. And then you'll know what Geoff Goodman knew back in the seventies.

Or did he?

I punched up Mr. Goodman's home number. A woman answered. Panic! Hang up! No, go ahead and talk, you idji!

-No, Geoff's not here. He's an assistant district attorney here in Sacramento. He has a trial and he is overpreparing, as usual.

Geoff Goodman has to prepare? It must be true what my students say- you must get stupider as you get older.

-Er, does he still have, well, great big hair?

-No, he's a prosecutor now. But it's still very curly.

-Oh.

-Look, give me your number and I'll have him call you.

-Oh, no, don't do that. I'm the one wanting to bother him, so-

-No, it's all right. Give me your number.

You ever just sat around waiting for Einstein to call?

Chapter Six- Po' Li'L Me

A. Examining the homework

B. Vertical versus lateral thinking revealed.

C. Arguments off lateral thinking

D. Arguments off both sides of an Interesting idea.

E. The Dominant Idea

F. Exercise 10

G. The Critical Factor

H. The best alternative

I. The Dominant Ideas of events

J. Po

K. Exercise 11

L. Mr. Schofield reveals the process

M. The Dominant Idea on the Old China Topic

N. The follow up question

O. Vertical thinking redux

P. Homework

Q. Analysis of your current topic

R. A P. S. 4 L/D

"There may not be a reason for saying something until after it has been said"

-Edward de Bono, *de Bono's Thinking Course*

A. You should have two sets of homework that we haven't examined yet. 4-O,P and 5-M,N. Get those out and review them. If you didn't do them, welcome to the ignorant late twentieth century. I can't help you. Go play vertically for a while. It's all you do well. ("Here's a quarter. Go call your mother and tell here you'll never be a thinker." Ooooh, I always wanted to say that)

B. For you, hard worker, what do you see? If you absorbed Chapter five, you can see that your arguments against the slug case are vertical thinking; the case says X, and you say not X. Even when you Engulf and Devour, it's in a predictable manner. After all, the ultimate vertical thinking is "case outweighs." There is nothing ravenous about that.

C. Now, take a look at the list of ideas you generated on "slugs are disgusting". This list of concepts is the outgrowth of lateral thinking. There has to be the germ of them. Even more incredible, consider what your arguments could be like after you practice lateral thinking and develop more mental muscle. Now we should begin to map your best ideas and develop them vertically. Let's take an example, just to open a few vistas.

D. In my list of interesting ideas, appears this -- who says that slugs are disgusting? I wager it is the shallow, the uninformed, the *sans-culottes* of the nature world! To give in to this speciesism is exactly the wrong solution!

E. Let's explore lateral thinking much more, beginning with what hampers competitors from using it. The first limitation is called the Dominant Idea.

The Dominant Idea is what gives the vertical thinking pattern its rigidity.

Take your parents (please! Thank you, Henny!). For many of us martyrs who find ourselves parents at advanced ages, the dominant idea is that the parent Knows and the child Does Not Know. Therefore, whenever the Dominant Idea is present, alternatives that can be considered against it will be scarce, even when I am being "open minded". This is bad, because if I am considering this as a problem, it is probably the Dominant Idea which is either the source of the difficulty, or the reason why I cannot solve it.

This is such an important concept let me tell you of a problem at my high school. On Prom Night, a couple of dozen kids rented a school bus as their limo. (Cute idea!) The problem was they installed a cooler of booze on the bus. You might think this is also a cool idea, but there we must part company.

Now my school has a black eye, because the incident hit the newspapers. We look like a bunch of ... enough. But the discussions of solutions are dominated by a polarity- those who think stronger measures are needed to avoid more incidents, and those who argue that limitations do not punish the guilty, but the innocent (most on the bus were seniors).

F. Exercise the Now -- discover the Dominant Idea of the Prom.

G. Sometimes the Dominant Idea is difficult to discover. The formulation of the Dominant Idea into definable terms is critical, because otherwise we will still be unable to escape it. Therefore, we look for the glue which holds the Dominant Idea together, (the second inhibitor of lateral thinking) and that is called the Critical Factor.

Though like a competent detective I'm sure you have discovered the Dominant idea of the Prom, let's assume we are still stumped in putting it into words. Therefore, we look for the Critical Factor of the Prom. What is it that makes the Prom such a huge emotional, rebellious event, and therefore such a source of conflict I can suggest to you many less than critical factors -- the high expectation, the money that has been swept away in formal wear and other artificial expenses and more. But the Critical Factor that strikes me is this -- the Prom is

"playing sophisticated adult". Maybe you disagree with me, but the test is this -- if the Critical Factor is removed, does the Dominant Idea become clear or even irrelevant? I think it does; therefore the Dominant Idea of the Prom is Rite of Passage. Margaret Mead would nod in agreement -- in a world of artificial growing up, and with a desperate lack of rites of passage of substance for teenagers, America has substituted the Prom.

H. What's the point, Old man, besides the fact that you had a couple of lousy prom dates, and you're bitter? We can now proceed to use lateral thinking to find a solution to our problem of drinking at the Prom. If the Dominant Idea is so critical that a successful Prom MUST be a rite of passage, then we can begin with a PMI on the statement "The Rite of Passage must be of worth". If we want to remove the Dominant Idea, we can begin with a PMI on "The Rite of Passage concept is irrelevant to the prom".

Until we have removed the gagging restrictions of vertical thinking, even the ideas upon which the vertical thinking is based, we will never find the best alternative.

Now, if you please, solve our problem of the Prom and drinking. I think that you will find some solutions that will startle you -- "I came up with that?"

I. Now let's turn our attention back to the events that brought you to the dance (sorry!). What Dominant Ideas limit us in considering these events in a new light?

1. What limits extemp? What makes it increasingly the same? The dominant idea of extemp has become the quotation. If we are looking to make a breakthrough in extemp, let's explore what the event would be like without that Dominant Idea.

2. What is the Dominant Idea of the Interps? I think I can easily identify a Critical factor in Interp -- every DI is an emotional rollercoaster but not very dramatic, and every HI is frantic, noisy and usually not very funny. I'm sorry to seem the cynic, but you ought to have to judge the interps once in a while. Often it is not a pleasant experience at all, even in elims. Why is that? Must it be that way?

3. The Dominant Idea in Oratory? Could a Critical Factor be only a fool takes chances with the mindset of the judge?

4. Why is L/D the most unpredictable of all the events? Is it a case of an event without a Dominant Idea.

J. To remove a Dominant Idea so as to begin lateral thinking, use the concept which DeBono calls "po". Po stands for Provocative Operation, and when used it describes a concept that runs against reality for the main purpose of releasing the mind for lateral thinking. A student came to me moaning about his lack of success with the opposite sex. It proved too much to discuss why "Jack is a loser with women." But the po concept leads us to "Po Jacks are successful with women." After some lateral thinking and a couple of PMI's, we had an interesting idea or sixteen. I tore up the Minuses and gave him the lists of the Positives and Interesting. The result was a list of ideas where Jack could cease being a Neanderthal and begin concrete operations at the Cro-Magnon stage. He still doesn't have a girlfriend, but at least they've stopped burning him in effigy.

Some po examples from our area of discussion;

Po slugs are cute and cuddly.

Po Interps are quiet and intimate.

Po Oratories and deep philosophical treatises.

Po tournaments are relaxed and non-competitive.

Now, describe what qualities these Po objects have, and explore reasons why.

K. Exercise the Absolutely Now

1. Po extemp is not an exercise in memorization. What is it instead?

2. Po interp is described by theatre buffs as 'powerful actor's training'. How does it gain this reputation?

3. Po oratory is often published by newspapers as editorial. Why?

4. Po L/D is now used as the format in presidential campaign debates. Why do thoughtful citizens endorse it?

5. Po policy debate doesn't use flow sheets. In fact, all note taking is banned. Why?

L. Remember my conversation with King Schofield? This is how Mr. Schofield described the approach that they used on most affirmative cases.

"We like to run inherency in the INC. This forced the affirmative to declare why things are structured the way they are. When they responded, Geoff would show why those answers would still destroy the solvency of the affirmative plan.

"We like to run it on the East Coast teams with Midwest judges. Of course, it probably wouldn't work anymore, since judges won't buy inherency as a voting issue anymore."

Now you can give a name to what Mr. Goodman and Mr. Schofield did. Do you agree that it won't work anymore? Of course, many teams today try to trade-off disads in both directions, but that is a vertical approach that gives no flexibility to your argument. Run the trade-off disads long enough, and the entire circuit gets wise. Then you have to buy a new set of handbooks. (remember Clinton good-Clinton bad?) That isn't debating -- that's avoidance.

But running inherency is not the only way to make an affirmative commit to a Dominant Idea. Mr. Goodman and Mr. Schofield didn't have cross-ex back when dinosaurs ruled the Earth, so they had to run the inherency arguments to get the affirmative to commit. Now, a few well placed questions, the best one of which is 'why?', will do the job for you.

M. Removing the Dominant Idea on China. An old topic, but a good one to demonstrate this concept. Let's say you meet one of the those teams who take advantage of the college judge (c/j). They refuse to give an inherency argument, because they know that the c/j is unlikely to vote on it. Then they refuse to answer questions in c/x, since the c/j is out getting lung cancer anyway. (Yes, I'm being unfair. Almost all college judges view a debate with an open mind. But that mind usually follows an absolute vertical pattern -- to run certain arguments is not only ineffective, but you may lose merely because you run them. Every person in the United States should judge debates. No judge is ever better than another. But I think that a restricted style of debate is unfair to the debaters and it's bad for the future of high school debate- what little it has left. Thank you, I feel better now.)

So, the time has arrived to play the advantage against itself. Let's say the affirmative claims that U.S. pressure on the spread of nuclear technology will stop China from selling necessary equipment to build the bomb to renegade nations.

In c/x, ask "I'm confused. Tell me how the solvency mechanism works." The affirmative, with a smile on her lips, and a sneer in her heart, will tell you. In essence, she will claim that the U.S. has great influence over China.

N. Follow up: "Did your evidence give that analysis?"

Answer- Yes. That's fine, the affirmative has now committed itself to inherency as clearly as if they had run it themselves. Now, if you run your arguments based on that mechanism, the affirmative can't deny it as proven. To read more evidence would be redundant.

Other answer- No. This is more fun. Ask the affirmative if you can stipulate (that is, both sides agree as fact) the solvency mechanism. The affirmative had better say yes. Then run your arguments. When the affirmative says "no evidence", shake your head in amazement -- the affirmative already agreed to it but if cross-ex is not binding, then the affirmative immediately must read a quote proving the analysis of the solvency mechanism, else they lose.

What are the arguments? I ask you. Don't you just hate having to think?

Last thought- get the affirmative to stipulate that the Chinese are reasonable. Obviously, if the Chinese are bankers, trying to manipulate them is useless. But if they are reasonable, I would argue all you have to do is find the reasonable alternative, and the Chinese will take it. There is no need for

evidence – the affirmative has granted it.

O. You say that affirmatives don't have to do that? You old vertical thinker you. That's precisely the reason why high school policy debates end with both sides telling each other what they don't have to do. The judge then winds up making a decision on what he is told he cannot do. Has that happened to you? Then make sure you do the next exercise carefully.

P. Exercise the Future (for all but policy debate)- what do the Po's tell you about why events have evolved to their present status? What ideas do you have to escape the problems that these Dominant Ideas have given each event? Why would an escape from the dominant idea be a refreshing change?

Q. Policy debate exercise- Take your current topic and determine the Dominant Idea. Apply this to five affirmative case areas. Chortle how this will amaze and depress your opponents.

R. A postscript for L/Dr's, you probably know that your event was created in reaction to the Dominant Idea of policy debate. What impact has this fact had on the development of a Dominant Idea for Lincoln-Douglas?

-Hello, is this Bill Davis? I'm Geoff Goodman.

-Be still my beating heart! (What a stupid thing to say!) Mr. Goodman talks me through my problem.

-A process? No, just lots of advance preparation. We'd talk about what the case might be, and where the arguments came from?

-The germ of them was in the advance preparation. Then the arguments were just there.

-But -- did you ever go dry?

-Oh, yes. Lots of times.

But if Geoff Goodman didn't know how he did it, how those fresh sparkling arguments arrived and spilled persuasively into the round, well then... ah, maybe it's just talent. Some things you just can't explain.

It wasn't until hours later that I realized that he had told me the secret very precisely.

Chapter Seven: More Exercises than Jane Fonda

A. Hard work awaits

B. Exercise 12

C. Exercise 13

D. Exercise 14

E. Attacking yourself – the source of true paranoia

F. The origin of arguments

G. Ideas on the other events

H. Homework

I. For advanced learners

"The imagination may be compared to Adam's dream- he awoke and found it truth."

-Keats

A. To find the truth, I'm gonna work you to death. By the time you're done with this lesson, the exercises should prove to you that you can be a better debater, extemper, interper or orator by using argument mapping and/or lateral thinking.

B. Exercise Twelve (for everyone)- Go back and re-read the essay that began Chapter One.

1. Map it. All of it.

2. Discover the Dominant Idea.

3. Attack the essay, using every tool you have learned.

Write it all down. Don't fool yourself by nodding your head and forgetting what you have discovered. You must see it to be able to claim it.

C. Exercise Thirteen (should I skip this number?) – for each event

1. Policy debate-- I have run against you an affirma-

tive that subjects all juvenile offenders to shock treatments. Map it. Discover the Dominant Idea. Use lateral thinking to discover a competing idea, and use it to destroy the affirmative.

2. Extempers, L/Dr's and orators-- "TV causes violence in children." Create the argument, then map it, discover the Dominant Idea, and prepare a speech attacking the statement.

3. Interpers-- go dig up the balcony scene from *Romeo and Juliet*. Map Juliet's "arguments". Discover the Dominant Idea. Now, re-examine the scene with a new Dominant Idea inserted.

D. Exercise Fourteen-- Back to the Truth. If you haven't done Exercise One yet, stop and go do it.

It would be stupid for me to say I can give you "the answers" to Exercise One. There are so many potential arguments that I couldn't ever begin to cover them. Also, the arguments that you discovered using lateral thinking are unique to you; I could never come up with them without your help.

But what I can do is give you a list of arguments that I discovered. You try to identify how I came up with those arguments. Then, below, I have listed the areas of the argument map(s) that created the arguments, and the Interesting Ideas that spawned them after I have done three PMIs

E. Schizophrenia-attacking my own argument.

1. The essay never defines Truth. If Truth lies only in reality, and not within the individual, then the reading of evidence is all that is necessary to move toward it. What the individual debater believes is not only irrelevant, it gets in the way of the Truth.

But if Truth lies within the individual, then all the essay can attack is that debaters run arguments that the author believes are insincere. This is none of the author's business. Further, if Truth lies within the individual, it is up to the judge to suspend her views of the Truth so that she can evaluate the arguments of the debaters.

2. The essay attacks debaters because they do not do what the format does not allow them to do. The author does not present any evidence that failing to find the Truth is a) possible in a debate format, no matter what the intents of the debater or b) desirable. If the Truth is discoverable within a debate, then the side which is granted the Truth by the side of the topic they happen to be assigned would win the debate by default. Therefore, to attack the lack of Truth in a debate is like executing the doctor because the patient died of an incurable disease.

3. The essay never proves that cases with high truth values actually are more successful than those based on wild flights of fancy. The fact that three affirmative cases did well on the immigration topic is a testimony to the skills of the debaters, not to the affirmative cases.

4. But let us assume that the author is correct, and the purpose of debate is to discover Truth. There is no guarantee that this will make debaters more lovable. I seem to remember a few martyrs in history who died for telling the Truth.

5. And if the author truly believes in his argument, he must change the concept of judging debate from one of attempting to be precise and therefore fair (i.e. the policy maker paradigm) to judging based on a nebulous concept that cannot be defined except when the judge claims she sees it. (I can't define pornography, but I can tell you when I see it). This is not progress.

6. The author throws out the baby with the bathwater. Great debates occur all the time. Just because he saw a few bad ones does not mean that the activity is worthless without his wisdom.

F. Here's where my arguments originated in the argument map and in the interesting columns of the PMIs

Argument number	Argument map definitions assumptions	Interesting idea
1.		What is Truth? Where is it?
2.		Does the format all search for T?
3.	evidence	What affects a debate most-- the arguments or the debaters?
4.	Engulf and	

5. Devour implications Is T necessarily a good thing? Is T practical as a basis for judging?
6. assumptions Dominant idea is debate is ill.

G. The other exercises:

1. Policy debate-some attacks. Please compare to your own, and identify where I found each of them.

A. The Dominant Idea of the affirmative on shock treatment of juveniles claims that crime is a mental disorder. This not only isn't true, but has scary implications if it would be. We must give all criminals shock treatment. To only shock the young would somehow make their acts different than that of adults, and the Dominant Idea is that crime is deviant.

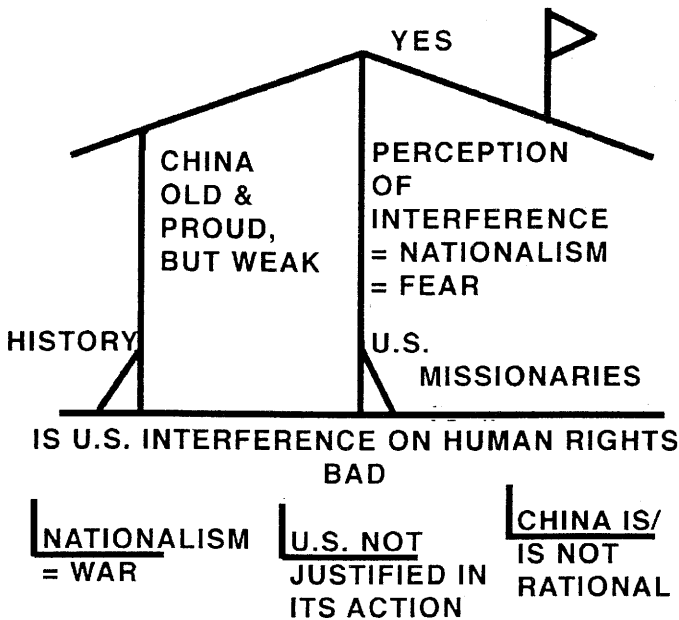
B. Where is the line of deviancy in crime? Murder is pretty deviant, but what about drug abuse? Speeding? Jaywalking? Tearing the tags off mattresses?

C. If crime is mental, what event causes the criminal to veer off the straight and narrow? If there is one, shouldn't we work to remove that event? Or, if it's genetic, how will a jolt of juice change the behavior?

D. Final implication, for the grins. Whoever loses this debate should get zapped, since to lose a debate is to say you lied, and that's deviant.

2. Extempers, L/Dr's and Orators- My argument map in favor of the argument.

My map against the argument.



Now here is the critical step, and why argument mapping is so useful for the speaking events. This is now my thesis.

For the issue; TV fosters violence in children by showing them violence, not only in regular programming, but in cartoons as well.

Against the issue: Not only is TV not the source of violence in children, as the widespread violence in society in general shows, but TV may actually reduce violence due to its cathartic effect.

3. Interpers - the Dominant Idea of the balcony scene on first reading seems to be true love discovered. But what if you had a different Dominant Idea? Franco Zefferelli's idea in his famous movie was sexual - both R & J wanted it and the only thing stopping them was their youth and fear of getting caught. How about the balcony scene as teenage rebellion? Look how that would change the delivery (interpretation) of the lines.

For a feminist perspective, try the Dominant Idea as manipulation of women by men.

Next look at the assumptions of Juliet's lines. From my male perspective, they pretty clearly show that sweet Juliet is a tease. A more forgiving female friend says that the assumptions show Juliet's pure innocence. Either interpretation works, and both can be moving.

H. Is for Homework. Go back to the Alpha etc. arguments from Lesson two. Review them. PMI them. Discover the Dominant Idea and the Critical Factors. Meditate for a while on how far you have come. Next we will discover how to better construct arguments. One more to go-hang in there!

I. If you really think you understand the lessons, rewrite the essay on debate and truth to pre-empt the arguments that you have devised against it. Or, if you really think you're tough, write the argument in favor of the best course of action to deal with drinking at the Prom.

-Well, is there anything that you have learned from practicing law that you wish you'd known while you were debating?

-Hmm. No, not really. The law has taught me always to focus on what's important. Do everything to emphasize your thesis, and avoid what detracts. But I knew that when I was debating.

-How did you know that?

-I learned it (the old fashioned way?).

Chapter Eight- Building the Perfect Beast

A. Offense over defense?

B. Exercise 15

C. The debate technique learned from mapping.

D. Advice for other speaking events

E. Argument maps and interp.

F. A return to the truth

G. The dialectic

H. L/Drs- eager learners in the dialectic

I. Oratory and the dialectic

J. Is the theory of the dialectic true?

K. Exercise 16

L. Interp and the dialectic

M. Extemp and the dialectic

N. Debate, the Truth, and the Future

O. Homework?

"Love Truth, but pardon Error"

-Voltaire

A. We have developed an approach that can be extremely effective in shaping a successful approach to forensics. But the problem is, as with war, that any breakthrough in offensive weapons must be mirrored by the defense, else the balance of power is destroyed. Therefore, we need to determine how to build better arguments so that an opponent will have to beware of traps.

B. Exercise Fifteen- review what you learned about argument mapping. What do the techniques prove are unwise approaches to take in building an argument?

C. Here are my answers.

1. Simplicity rules. A case with too many reasons will have too many assumptions. An LD case with two values, or three criteria, suffers from the same. If argument maps prove anything, it is that each new reason for an argument creates a whole new set of baggage.

2. Evidence is the safest part of an argument. When assumptions or implications fall, so does the argument. When reasons fall, the argument gets shaky. But falling evidence normally does not spell doom for an argument - unless it is really bad. Therefore, for a stronger argument, claim less reasons, read more evidence.

3. Overclaiming is death on an argument. A wise opponent

allows the overclaim, and then Engulfs and Devours you. Fight the rush to blow up the world- a few million babies are harm enough to claim a ballot. Even a value advantage in the absence of any disadvantage clearly wins the debate.

4. Policy debaters should run criteria for evaluating decisions, just as L/Dr's do. Some already do so, and call them decision rules. However, I use criteria as a means of protecting the argument - there are many attacks that can be deflected just by the criteria itself.

5. ALWAYS force the opposition to support an argument also. This allows you to Engulf and Devour him, which is the best offensive strategy invented. If the opposition refuses to endorse a position ("all we have to do is attack the affirmative") de facto end the debate by pointing out that only the affirmative can meet the criteria that the judge should use to decide the debate. This usually gets the opponent pretty stirred up right quick.

D. Of course, extempers and orators will tell you that arguments spread too thin lose judges also. In each of those events, a single reason that reacts negatively on the judge will result in the loss of several ranks. Therefore, follow this advice, if you please.

1. Evidence everything. The best evidence is often a story. Tell many.

2. Expose the assumptions of your argument, and then defend them.

3. The most common "silent objection" that judges have are on the implications of your argument. Anticipate and answer.

4. Argument maps provide superior thesis statements.

E. Interpers also have much to learn from argument maps. The spoken lines of the character are the reasons, and the subtext provides the assumptions. The key is to sense this tension and sell it with the character.

F. But now we end where we began - the Truth. Even now, I must argue with you that the best arguments will reflect reality as closely as possible. The Johari Window tells us, of course, that we can never see all the Truth. But it also clearly shows that by discovering as many different viewpoints as possible, we can get, we will be closer to the Truth than the person who stops when she finds a view that she believes will "win."

G. The process of coming closer to the Truth is called the dialectic. Hegel, the philosopher, theorized that to each thesis arises its opponent, the antithesis. These two clash and out of the ruins comes a new synthesis, which is the combination of the best parts of both its progenitors. Once established, the synthesis is transformed into the thesis, and a new antithesis arises. Though the dialectic may never bring us with whole Truth, it inevitably moves us closer, and the antithesis takes longer to arise, and arguing in favor of it comes increasingly difficult.

H. Of course, L/Dr's are familiar with the dialectic - it is the process of this event, after all. But the other events often forget the dialectic, as if they have reached truth and could not become more "realistic". The result is a boring performance.

I. Example- oratory. Take the touchy/feely warm fuzzy be-a-better-you oratory of the eighties. We have largely left this behind in the early break rounds- the subjects sound selfish and trite to our ears. This is not to say we have discovered the Truth in the nineties- all it takes is a round full of sterile oratory to convince you of that. But what oratory awaits is a new antithesis-- a challenge to the established order. (Here is a thought - could that antithesis be a style that combines oratory with interp?)

J. But, you say (don't call me by my wife's pet names) how do we know we are coming closer to the truth and not further away? For example, you may attempt to hoist me upon my

own petard, and say my views are from a thesis of the seventies, like the origin of my hero. And your criticism is valid - only to extent that when your antithesis meets my thesis, that you defeat me utterly. And, though that may someday happen, I believe in open discussion that my thesis will do very well, thank you; though it's not the Truth, it contains much of it.

Critics of Hegel show the age of Adolf Hitler as proof of the falsity of the dialectic. After all, if history is one giant stride after another towards the Truth, how could Hitler, the monster of evil, have seemed to portray the Truth to so many?

The possible answer may be that the antithesis posed by the Nazi belief was necessary to demonstrate the necessary destruction of hatred on basis of race or religion. This is not to say that this synthesis is obvious to all in the world, because the common genocides continue. But many millions now see this necessary point than understood it before the cataclysm we call the Holocaust.

K. Exercise Sixteen (the last)- Map J. and attack it.

L. Example - interps are the best when they "tell the truth". There was an essay, actually a rave review in the *New Yorker* about the new production of *Hamlet* starring Ralph Fiennes. The review said that Fiennes portrayed the "truest" Hamlet yet, because he had learned his lessons from Olivier, Barrymore and (gulp!) Gibson. The Fiennes Hamlet was an interpretation that truly combined all of the famous predecessors into one. And certainly, concluded the critic, Fiennes was certainly closer than anyone who had refused to try anything new.

Oh, yes, if you accept the theory of the dialectic, it applies to you in any event you choose. And the best way to discover the truth is by unlimited alternatives, then analysis of their strengths and weaknesses.

You now have the tools to do it.

M. Extempers, the dialectic is your key to avoiding the devastating ranking that proves you have done something to anger the judge. As a person who has suffered quite a few ignorant speeches, the Rush Limbaughs of the extemp genre, I can assure you that the dialectic is the key to excellent extemp. By finding and adopting the synthesis, the judge who may hold to the thesis or antithesis will find something in your work to please her, regardless of her beliefs.

Therefore, "to thine Truth be True" sayeth this Polonius (and I'll stay away from wall tapestries).

N. And last and never least, debate, sweet argument, my love. I would like to think that all of us who follow your muse would practice your virtues. But we don't, it's obvious. Perhaps we will never be able to reconcile a desire for victory with a synthesis that brings all of us closer to the truth. But I can testify that the search for synthesis has been a strategy that has served my debaters well, and possibly that is all that is needed to create a new dialectic.

O. Homework. Practice. Perform well. And avoid the cheap win. A thought for a PMI: Po Victory loves honor.

Someday we'll discuss it. Laterally, of course.

Epilogue

- But when will you enter politics?

- I worked for the legislature for awhile, but I don't have any political ambitions. My wife is the politician with the family.

- Really?

- Yeah. She's on the school board.

And it fits. It really does. My debate archetype continues to do what he did even then - prepare, think, and surprise anyone who has the temerity to try to predict him.

No matter what else my faults, I pick my heroes well.

[Bill Davis, one of NFL's finest writers and original thinkers, coaches at Blue Valley, (KS) HS]

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DEBATE SURVEY RESULTS

by Glenda Ferguson

A special thanks to those of you who took the time to fill out and return the Debate Judging Survey. We were especially appreciative of those of you who took the time to write comments.

Let me give you some background as to why this survey was generated in the first place.

Every year at Nationals people complain about judging. As I am usually working in debate tab, I hear more debate complaints than anything else.

The Council, in considering these complaints, basically agreed that we can not and indeed SHOULD NOT, try to dictate to anyone how debate should be practiced. We represent a wide range of debate philosophies. However, we did believe that we could find some common ground and try to improve the quality of judging at Nationals. We can't really do a good job without your input.

Thus, the "survey". [71 surveys were returned]

These questions represented concerns or ideas that had been voiced by some NFL coaches many times and we wanted to get membership response.

I am going to discuss these questions out of order since some of them do not require lengthy responses.

#2 "Would you be in favor of a two-tier system in policy debate that would allow you to enter teams either in a slower or faster division at the Nationals?"

This question resulted in a resounding "No" from both camps for the same reasons.

The "national" debate coaches believed that Nationals was unique, this system would take away from this uniqueness, and they didn't want to be branded as "elitists" any more than usual.

The "regional" debate coach believed that Nationals was unique, this system would take away from that uniqueness and they didn't want to be branded as "slow" debate.

#7 "Should Lincoln Douglas decisions be given in the room after both flights have been completed beginning with round 7?"

The majority did want the results announced at the END of both flights to reduce the possibility of mistakes in posting and also be consistent with team debate. The Council voted to put this system in effect in Fayetteville.

#4 "Should judges who either coach or debate in college be allowed to judge at the National Tournament, even though s/he has not judged the current high school debate topic?"

99% of people responding said "yes".

#3 "Should all debate judges judging at the National Tournament be required to have judged at least 20 rounds of the current topic?"

99% responding agreed that a debate judge should have experience—either as debate coach or judge.

The system is set up so that only people who fill out the debate judging card are put into the debate judging pool. However, NFL can't run a tournament with-

out bodies. There are penalties for those people who do not take their judging responsibilities seriously, but it doesn't seem to matter. We can either increase those penalties or go to another system.

The Council did vote to only use judges who had a combination of 30 on numbers of rounds judged and/or years coached beginning with rounds 7 through 12. These rounds would still be assigned by the computer.

#1 "How many judges do you want in the rounds - 1, 2, or 3?"

The majority of responses favored keeping 3 judges in the round. Several favored two judges. Some people voting for 3 stated that while 3 judges were preferable, they would accept 2 if we were having trouble getting 3 *qualified* people.

The reasons for keeping 3: Debaters get a clear decision, easier to adjust to 3 judges; tradition.

The reason for 2: Easier to find judges who want to be there and who had some experience.

#5 "What is your idea of a "qualified" debate judge?"

Believe it or not there was a great deal of agreement on this issue from both camps. The majority of coaches agreed that the qualified judge is one who:

1. wants to be there
2. has knowledge of debate theory
3. will listen
4. has some debate judging experience
5. keeps an open mind
6. overcomes preconceived notions about who will win
7. realizes these are kids doing their best and does not punish them for going to debate institutes or not going to debate institutes.

#6 "What do you think can be done to encourage more debate judges to judge at Nationals?"

Not many answers here. Some suggested that we should pay more for the outrounds. No action was taken on that suggestion. During the Council discussion we heard a lot of war stories about how some judges were verbally attacked by the debaters and in some instances by debate coaches. People don't like to be put in uncomfortable situations. We would like to encourage rather than punish. However, if people don't start judging, we may not be able to keep the three-person panels.

So, this will be a start. I honestly believe that the Council as a whole would like to improve the judging at Nationals, but people have to meet judging responsibilities.

We are all participating in a tournament that represents a lot of different styles and ideas and trying to provide a positive educational experience for hard working young people.

(Council member Glenda Ferguson is chair of the NFL Debate Judge Committee.)

NFL MEMBERS INVITED TO BE A PART OF THE 1996 PRESIDENTIAL DEBATES

The 1996 presidential debates provide an excellent opportunity for NFL students and coaches to apply their understanding of current events and their communication skills to a project that is designed to increase citizen participation in elections and give citizens an active role in the process.

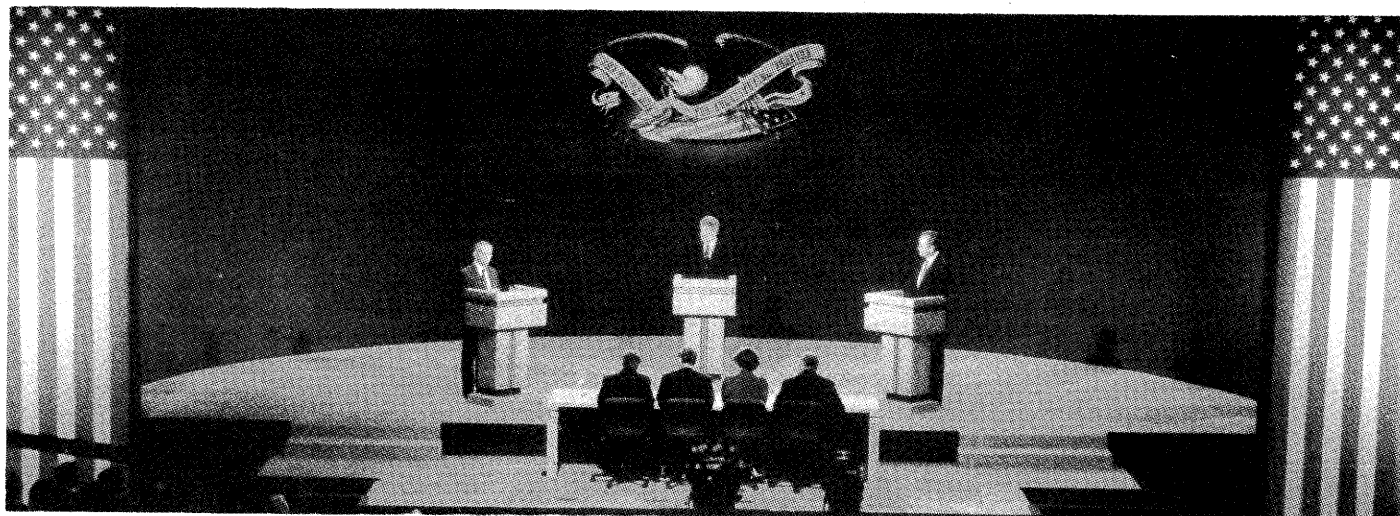
In 1996 the Commission on Presidential Debates will sponsor a major new voter education project, DebateWatch '96, which is the direct result of research conducted by Speech Communication Association members during the 1992 presidential debates. Debate Watch '96 will encourage voters to watch the debates in groups and conduct discussions afterwards using guides prepared by SCA members.

A 1992 focus group study of

discussing debates in 1996. Focus group facilitators reported that participants said they learned more about the candidates and issues from the discussion than they would have from only viewing the debates. They also learned they could disagree without being disagreeable and reached a comfort level with candidates they didn't support as a result of listening to opposing viewpoints. A final benefit of focus group participation was a contribution to community building as individuals unfamiliar with one another prior to the debates learned about and from each other. DebateWatch '96 will encourage voters to gather in homes, schools, community centers, libraries, union halls, religious institutions, or broadcast studios.

mission was founded in 1987 as a result of recommendations made by the 1985 Commission on National Elections and the 1986 Twentieth Century Fund study of debates. Both studies note a need for a non-partisan organization whose sole purpose is to sponsor general election debates and conduct voter education projects.

Since 1988 the Commission has hosted symposia on debate formats, published transcript of the debates, published a guide and video on organizing political debates, published an SCA-prepared viewers' guide to watching political debates, toured the podiums from the 1992 debates as part of a series of public issue debates hosted on college campuses, and involved hundreds of students on university campuses as



voters' reactions to the presidential debates was conducted through a grant from the Commission on Presidential Debates. The research was designed by Diana Carlin at the University of Kansas and was organized by Carlin and Mitchell McKinney, a graduate assistant at Kansas who is now on the faculty at the University of Oklahoma. Sixty focus groups involving 625 participants in 15 states took place. The result were reported in *The 1992 Presidential Debates in Focus* (Praeger, 1994) edited by Carlin and McKinney.

One of the findings from the study was the desire among many focus group participants to have an organized system for viewing and

The NFL has been a voter education partner with the Commission on Presidential Debates since 1987. NFL students and coaches are logical leaders to organize and facilitate groups. Anyone interested in participating will receive a DebateWatch '96 packet by calling 1-800-340-8109 or requesting the packet via e-mail at presdeb@falcon.cc.ukans.edu. The packet can also be downloaded from the Commission's home page at <http://park.org/fair/Events/Debates>.

The nonpartisan, nonprofit Commission on Presidential Debates sponsored the 1988 and 1992 general election presidential and vice presidential debates. The Com-

missioners in producing the debates. DebateWatch '96 is the Commission's most ambitious voter education project to date, and assistance from voter education partners such as NFL is vital to a successful effort.

The 1996 debates are scheduled for September 25 at Washington University in St. Louis; October 2 in Hartford, CT (vice-presidential), October 9 in St. Petersburg, FL, and October 16 at the University of San Diego.

Anyone desiring information about the Commission or the 1996 debates should contact Janet Brown, Executive Director, 601 13th Street, N.W., Suite 300, Washington, DC 20005 (202-872-1020).



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and their coaches

to the

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LINCOLN LIFE HONORS LINCOLN-DOUGLAS

Lincoln Life, national sponsor of the Lincoln-Douglas Debates, continues its tradition of honoring Lincoln-Douglas Debaters with Good Luck Receptions at eleven locations this spring.

"The Good Luck Receptions are a way for our local marketing offices to convey the best wishes of Lincoln Life to students who will compete in Lincoln-Douglas Debate at the National Speech Tournament," said Lincoln Life spokesperson Amy Haycox.

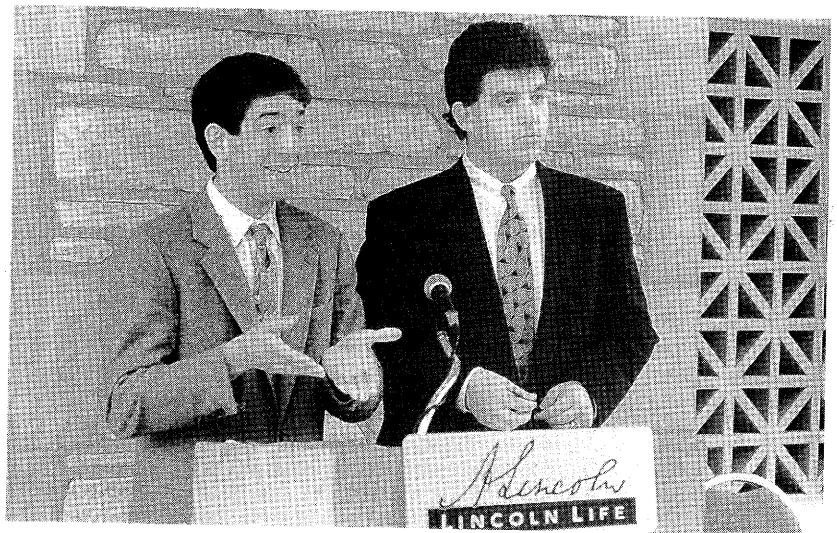
The receptions are being hosted by marketing offices in Atlanta, Boca Raton, FL, Charlotte, NC, Chicago, Denver, Fort Wayne, IN, Los Angeles, Nashville, Philadelphia, St. Louis, and San Antonio, TX.

"This year, we're hosting receptions at venues that have intrinsic interest to the students and coaches," said Amy Haycox. Receptions are being held at locations such as Sea World in San Antonio, The Hollywood Athletic Club in Los Angeles, and the Chicago Historical Society, where reception attendees were able to view the Society's temporary exhibit, *The Last Best Hope of Earth: Abraham Lincoln and the Promise of America*.

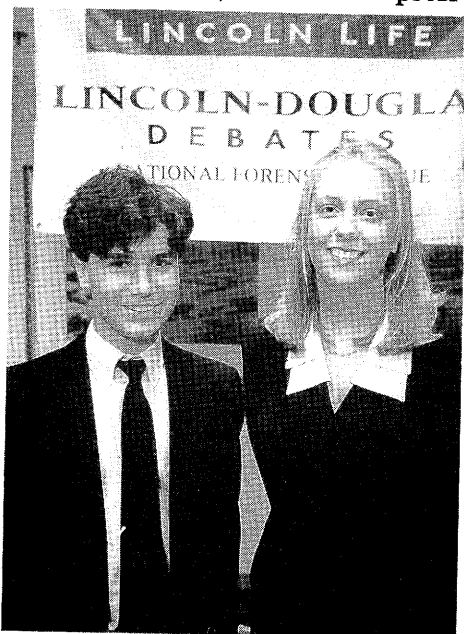
At the '96 Tarheel Nationals in Fayetteville, NC, Lincoln Life presi-



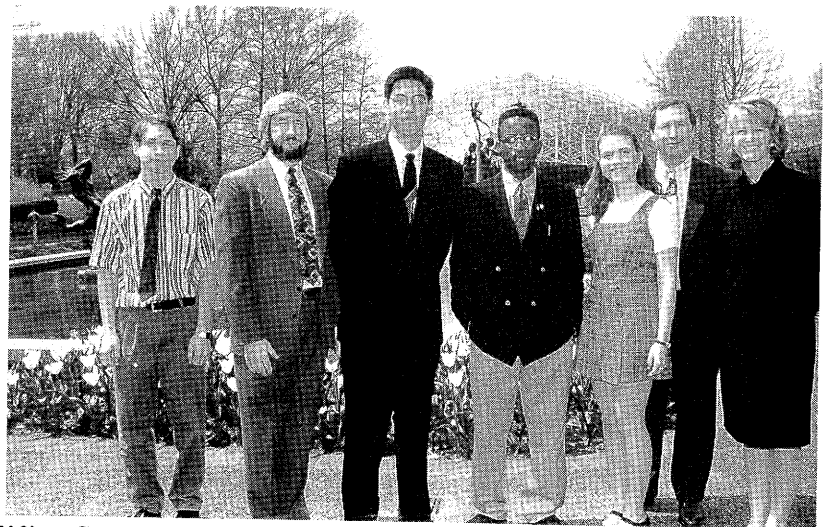
Lincoln Life's Atlanta regional CEO David Burch hosted North Georgia students Haley Berryman and Michael Pettenato at the historic Randolph-Lucas house on April 4.



Adam Loewy and Joe Altepeter give a model debate at a luncheon honoring three students from the Eastern Missouri district.

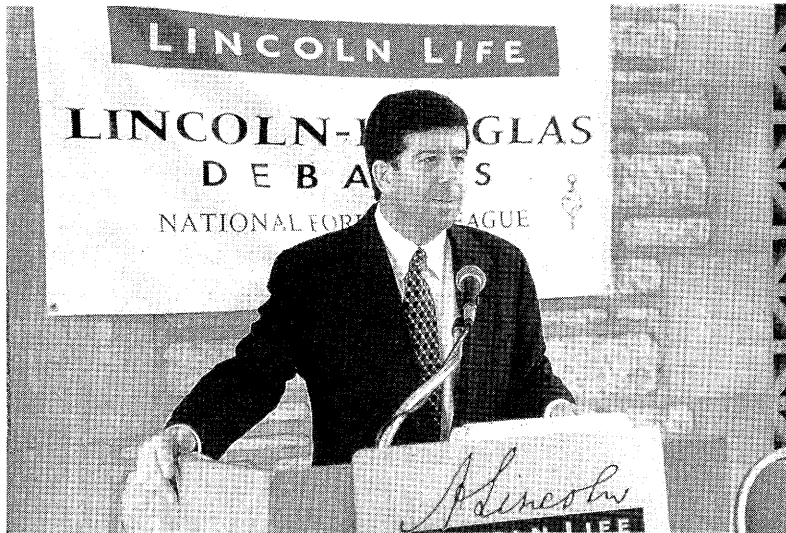


David Armillei and Angela Hoover will represent the Tennessee district at the National Speech Tournament. David and Angela were honored at a Good Luck Reception at Loews Vanderbilt Plaza Hotel in Nashville on March 28.



Qualifier Gary Chyi, Nationals 1998 host Randy Pierce and others visit the Missouri Botanical Gardens in St. Louis.

DEBATERS AT 11 LOCATIONS THIS YEAR



Dan McDonald, regional CEO of Lincoln Life's St. Louis marketing office offers words of encouragement to Loewy, Altepeter and Chyi.



Haley and Michael spar in their model debate.

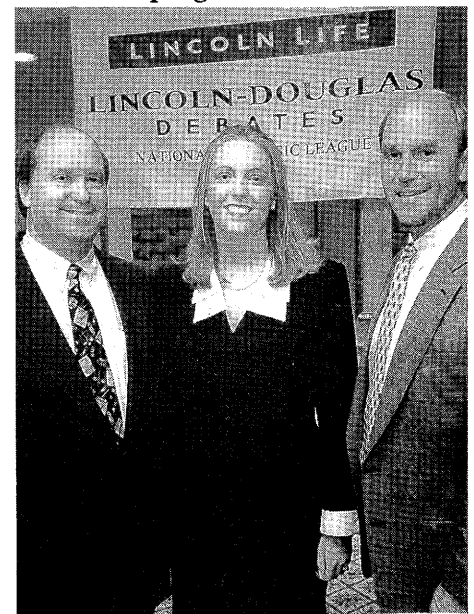


David Armillei gave a persuasive argument in the debate in Nashville.

dent Jon Boscia will award college scholarships to the students who finish first through fourth in Lincoln Life Lincoln-Douglas Debate, \$8,000 for first place, \$6,000 for second place, \$4,000 for third place and \$2,000 for fourth place.

In addition, the company will unveil a surprise at the national tournament. "We'll announce a new opportunity for Lincoln-Douglas Debaters, a method for students to extend the real-world training that debating affords them," said Boscia. At the 1995 National Speech Tournament in Fort Lauderdale, FL, Boscia surprised participants and attendees when he announced that the company was doubling its scholarships from the previously announced amounts of \$4,000, \$3,000, \$2,000 and \$1,000.

Lincoln Life was formed in 1905 in Fort Wayne, IN. The company was granted permission from Robert Todd Lincoln to use the name and likeness of the 16th president and strives to exemplify Abraham Lincoln's values of honesty, integrity and straight-talk in all its operations. The company offers retirement plans such as 401 (k) plans and variable annuities, as well as life insurance, business continuation plans, salary continuation plans and other insurance and investment programs.



Left to right are Lonnie Hoover, Angela Hoover and Lincoln Life Nashville regional CEO Tom Coffey. Lonnie Hoover is not only Angela's coach—he's her father!

Call for nominations!

1997

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Urgent — deadline is July 31, 1996.

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LINCOLN LIFE

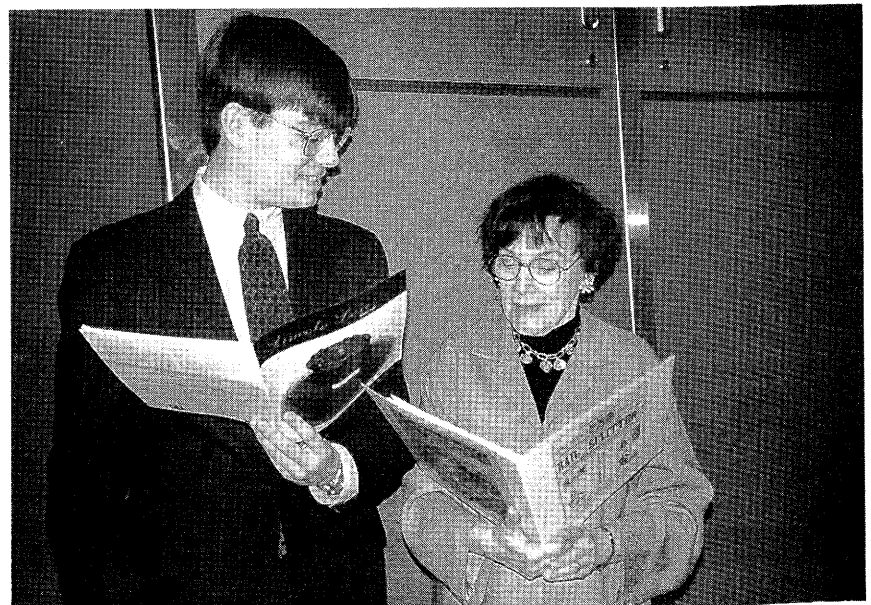
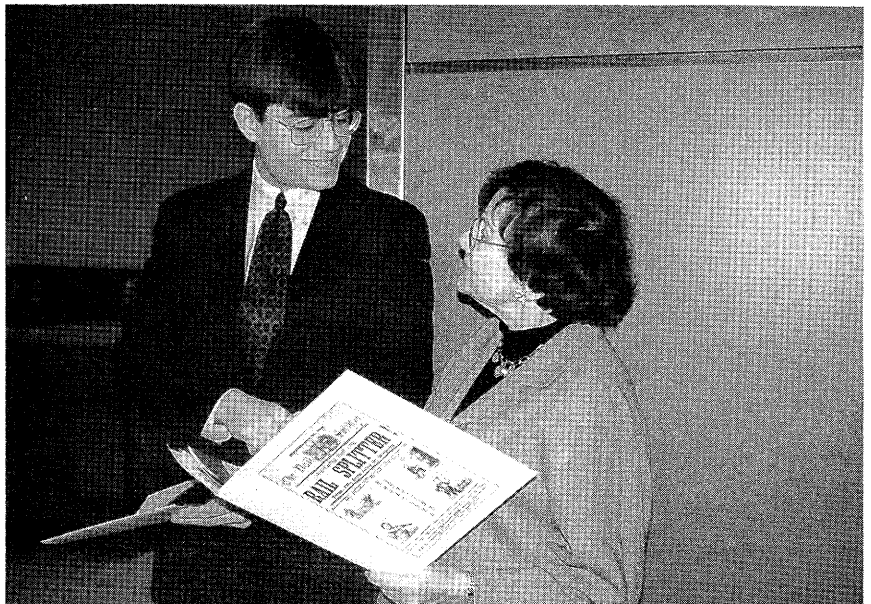
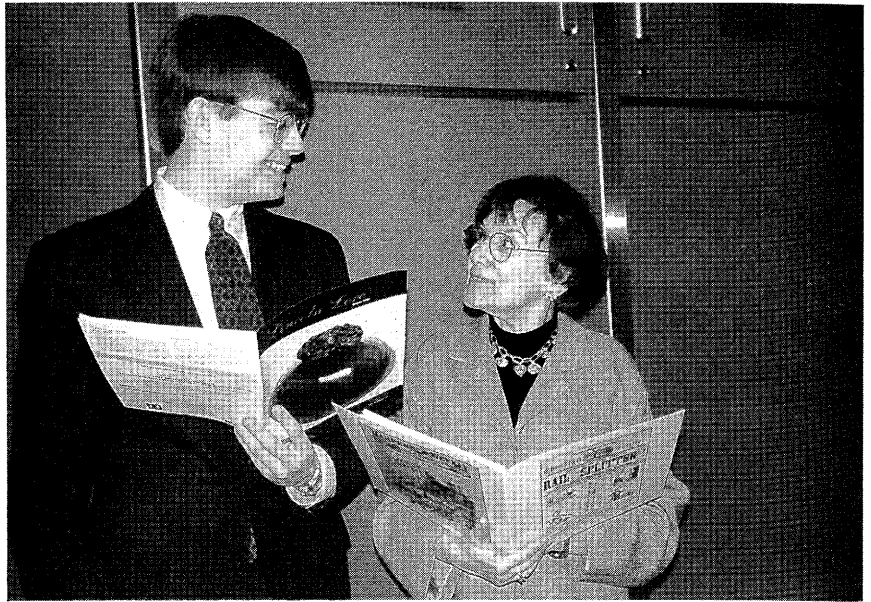
PEGGY CHARREN "SPIRIT OF LINCOLN" WINNER

Children's television advocate Peggy Charren was selected as the 1996 Spirit of Lincoln Award winner, and received her award—\$5,000 and a Lincoln top hat replica—at The Lincoln Museum in Ft. Wayne, Indiana, on February 12, Lincoln's birthday. A model Lincoln-Douglas debate was conducted at the event, following a proclamation by the Ft. Wayne Mayor. Children from a local elementary class were recruited to sing Happy Birthday to the president after the award presentation. The children pre-taped a morning greeting for *The Today Show*.

Justin Osofsky, winner of the 1995 Lincoln Life Lincoln-Douglas Debate Tournament in Florida, took part in the 1996 Spirit of Lincoln Award Ceremonies. He debated local high school junior Melissa Hayes in a model competition and was introduced to Peggy Charren, this year's Spirit of Lincoln Award honoree and the founder of Action for Children's Television. Justin says he found the meeting extremely meaningful.

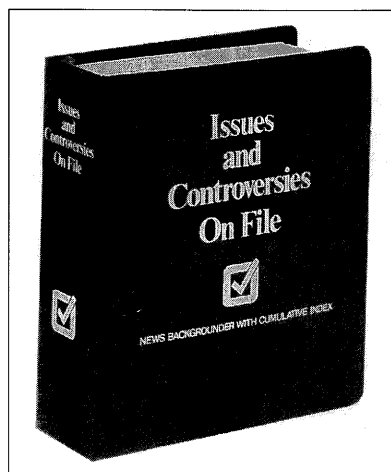
"Meeting Peggy was a very special honor for me, because my mom (a Psychologist) has done a lot of work on the effects of violence on children. Peggy was at the forefront of trying to give kids another option when it comes to TV programming, and to be able to hear and meet her was very special. I think her message really resounded with the audience. I believe that the V-chip discussion right now is a sign that Peggy Charren's work and the country are moving in the right direction."

Although he doesn't yet have next year's winner in mind, Justin thinks Lincoln Life is on the right track when it comes to honoring individuals who've used their communication skills for the benefit of society. "I'd like to see someone a little more out of the limelight," he adds, "a prominent high school debate coach or someone who hasn't received any publicity already, receive the Award. People like Colin Powell, Bill Clinton and Pat Buchanan, despite what you think of their political ideologies, are all great communicators, but they don't contribute to the art of communication. Someone like Peggy Charren took a very political and grassroots effort and created a responsible forum for our country's children, and that's important."



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SOME CAREER OPTIONS AND REWARDS FOR STUDENTS CHOOSING PUBLIC SERVICE CAREERS

by Linda C. McNish, Ph.D.

Often when we think of Public Service, we have a one-dimensional view. It may be that we think of politicians who run for office and then serve as elected officials, such as the President and Members of Congress. Perhaps we think of appointed officials, such as Judges or Cabinet Officers who are appointed by the President. Or, we may think of officials in International, National, State or Local government. All of these persons may be called "Public Servants." They represent a wide range of careers where one might serve the public.

Federal Government Career Options

The Federal Government is in many ways a microcosm of private industry. There are the same career occupations ranging from messenger to research scientist. Some are listed below:

- Medical Doctor or Nurse
- Research Scientist
- Computer Specialist/Programmer
- Epidemiology Intelligence Service Officer
- Foreign Service Officer
- Bureau of Alcohol, Tobacco and Firearms Officer
- FBI Agent
- Accountant
- Personnel Generalist
- Building Management Officer
- Teacher
- Elected Official
- Peace Corps Volunteer
- President of the United States
- Budget specialist
- Travel clerk
- Park Ranger

The Centers for Disease Control and Prevention (CDC), one agency within the Department of Health and Human Services of the Federal Government, employs approximately 6,500 persons in 170 occupations with facilities from Anchorage, Alaska to Atlanta, Georgia.

EIS Officers

CDC's Epidemic Intelligence Service (EIS) Officers are Federal employees who are called upon to determine the cause(s) of mysterious illnesses, such as the one that was eventually named Legionnaire's Disease because it broke out at a convention of the American Legion in Philadelphia. When State and local officials could not determine the cause, CDC was called in and the EIS Officers proceeded to investigate the illness and look for possible causes. After much work, they did identify the cause.

A recent news story told about a second outbreak of the Ebola virus in Alice, Texas. This is the same virus that struck a Reston, Virginia laboratory a few years ago and inspired the book *Hot Zone* and the movie "Outbreak." The CDC EIS was called in and determined that this strain of the virus is not the same as the one which caused so many deaths in Zaire last year. However, they did discover that it was caused by monkeys shipped into Texas by the same source as those causing the two previous outbreaks in Reston and Texas. CDC EIS Officers were also sent to Zaire to assist in controlling that outbreak.

When there was an outbreak of an undetermined illness in the Four Corners area of the Southwest, CDC EIS Officers were called in. The mysterious disease was identified as Hantavirus.

CDC EIS Officers are called on whenever there is an outbreak of a known infectious disease or one that is potentially infectious anywhere in the world.

The movie "Outbreak" showed CDC Officers wearing space suits to handle live virus and performing experiments to try to find a vaccine. Some real-life CDC employees do, in fact, work in a secure container building and wear space suits for their everyday job. This is an exciting career with the potential for great rewards and great danger.

CDC is headquartered in Atlanta, Georgia and as a result, CDC health officers will be staffing the emergency clinics for the Olympics in July.

Other examples of Careers in public service

The Federal Emergency Management Agency responds to the sites of earthquakes, hurricanes, tornadoes and other natural disasters. It sends workers to help with relief efforts and to assist local governments and citizens in receiving monetary and other assistance.

Computer research performed at the National Institutes of Health resulted in the development of an interactive computer system for the doctors to use in caring for patients. The doctor enters the symptoms and the computer gives him a diagnosis. This artificial intelligence application can think. Will it replace medical practice as we know it? Perhaps. This illustrates two career options--Medical Doctor and Computer Scientist.

Something more mundane--procurement officer or building manager--may not be so run-of-the-mill, either. In Oklahoma City, persons in both of these professions suddenly had to deal with extraordinary decisions and circumstances.

When the Cold war first began to "thaw," a group of our senior scientists went to the USSR to make presentations on their work and to learn of the work being carried out there. One was a physicist specializing in extraterrestrial magnetism. They were all public servants working for such Government agencies as the National Bureau of Standards, now the National Institute of Standards and Technology in the Commerce Department.

What is different about public service as a career from the same occupation in the private sector?

The primary difference may be the profit motive. Private industry needs to make a profit; Government has a higher purpose—the intrinsic value of the work (e.g., research) itself and whether it will benefit our citizenry. The work itself requires the same skills and level of competence; but the motivation is different.

The priorities of drug manufacturers are quite different from those of scientists at NIH; but both are trying to find cures for such diseases as AIDS. The drug manufacturers want a wonder drug in order to sell it and make a fortune; NIH scientists want a cure for a dread disease. The manufacturers want to be the first ones on the market with the new drug; the Food and Drug Administration scientists want the drug to be safe before it is released for general use.

The remuneration for careers in private industry is probably higher than for the same careers in public service; but the rewards are every bit as satisfying.

What are the rewards of public service?

Some career public servants win Nobel prizes for research in medicine, or physics, or peace. Others work diligently at their jobs and only become well-known when some event occurs which thrusts them into the limelight. Such a person was Charge d'affaires L. Bruce Laingen, the top American diplomat in Iran at the takeover of the U. S. Embassy in Teheran. Another was retired Ambassador Frank Devine who was in El Salvador when the U. S. Embassy in El Salvador was besieged by rebels.

Ex-president Jimmy Carter in his current career works with the Habitat for Humanity project and occasionally goes on *ad hoc* diplomatic missions for the country. One only has to look at him to see that he derives great satisfaction from his current role in public service.

The National Center for Health Statistics has been conducting its National Health and Nutrition Examination Survey (NHANES) for many years now. In the past, Government employees, and more recently contractors, performed physical examinations on statistically selected populations in order to gather such information as average height and weight, health status

indicators, nutritional habits, etc. The selected persons are given a free physical examination (they are even paid a small amount) and the results are made available to them for use by their personal physicians if they so desire.

How is the information gathered used? Airline companies use it to determine how wide to make airplane seats; medical schools use the information in teaching; and one NHANES resulted in legislation being passed to take the lead out of gasoline. Statisticians, nutritionists, Medical Doctors, Registered Nurses, office workers—all of these and more were involved. These are careers available to those in public service.

The reward they received was primarily satisfaction in knowing that they accomplished a change that affected positively the health of the entire nation. They did not receive greater monetary rewards—just their regular salary. However, the reward was great!

When someone says to you, "I'm a public servant" or "I'm a civil servant," what type of person do you visualize? Perhaps you'd say, "A bureaucrat" or "a little person who sits at a desk all day and does nothing" or "someone who creates red tape and makes life difficult for the average person." Current Congressional rhetoric would lead you to think that; yet in Government today (as in the past) there is a sense of dedication to social well-being—the good of all vs. the good of one.

As in the past when government workers were very highly esteemed, today's Government workforce is comprised, for the most part, of highly-educated, dedicated individuals with a sense of mission—to serve the public interest and to carry out the laws of the Nation for the betterment of the citizenry.

Thus public service is still a viable option for anyone looking for an exciting, rewarding career. The opportunities are there.

[Dr. Linda C. McNish chairs the National Campaign for public service sponsored by ASPA—The American Society for Public Administration. ASPA is a sponsor of Foreign Extemp]

(Executive Council minutes from page 40)

Removal from Office

Moved by Naegelin, seconded by Belch to adopt the report on removal from office which is section that says 5 members of council and a vote by majority of eligible voters be required.

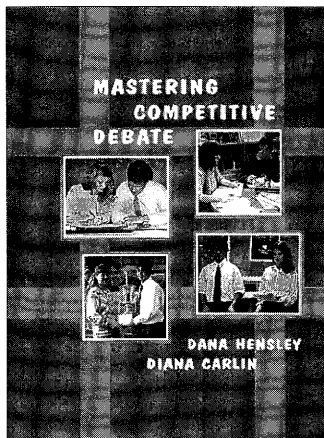
Carried unanimous.

Move by Naegelin, seconded by Tate, that we submit to the electors the additional recall section to be included in the constitution with referendum.

Carried. Unanimous.

Personnel

Contract of James Copeland as Executive Secretary extended to 2001. Unanimous.



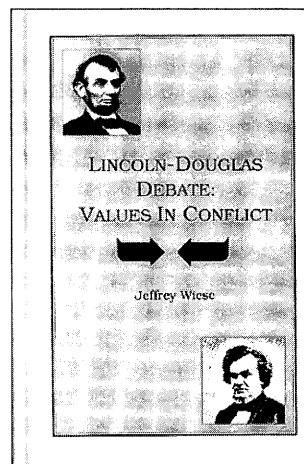
Mastering Competitive Debate

New 4th Edition
Dana Hensley and Diana Carlin

This comprehensive and practical introduction to debate is better than ever. It has been reorganized, updated, and expanded. Examples and illustrations help beginners understand theory and how to apply it. Activities in the text and teacher's manual help polish skills.

Features

- New chapters on debate history, argumentation, L-D, Student Congress, and mock trials.
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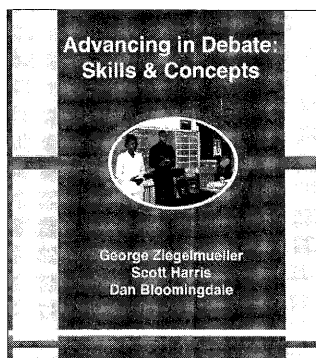
Lincoln-Douglas Debate: Values In Conflict

Jeffrey Wiese
(Published in collaboration with Hutchinson
Research Association)

The most complete L-D textbook available. A detailed appendix presents an outline of arguments applicable to many L-D topics. A separate teacher's manual features objectives, activities, additional L-D topics, bibliography, ballots, quizzes, and answer keys.

Features

- Understanding L-D theories.
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- Developing rebuttal strategies.
- Improving delivery skills.



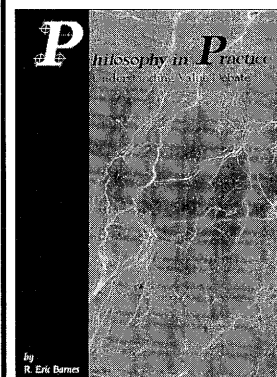
Advancing In Debate: Skills & Concepts

George Ziegelmüller
Scott L. Harris • Dan Bloomingdale

A complete textbook for advanced debaters from three highly respected college debate coaches. Recent debate theories and their practical applications for high school debate are covered.

Features

- Critique strategy and arguments for and against its use.
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- Permutations, agent counterplans, international fiat, and theoretical issues related to counterplans.



Philosophy in Practice: Understanding Value Debate

R. Eric Barnes

Written by a college philosophy instructor, *Philosophy in Practice* explains the major philosophical theories and concepts of L-D debate in terms that are understandable to students at all levels, while remaining true to legitimate philosophical interpretations.

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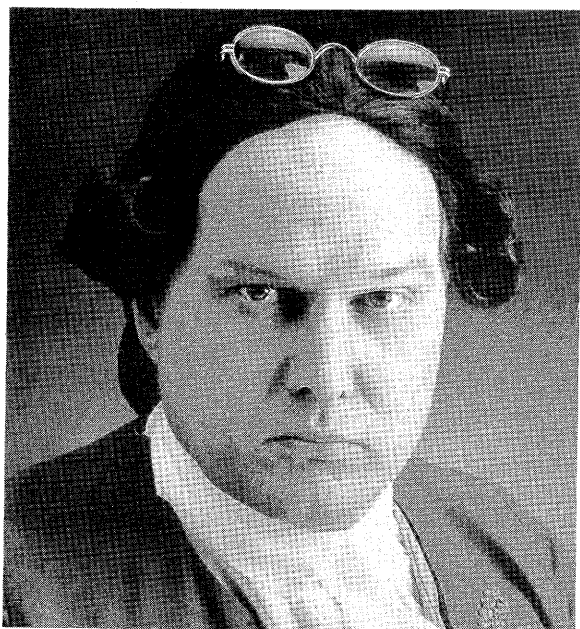
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NFL AND NJFL IN PICTURES



Michael Owen Wells will appear as Patrick Henry at the Tarheel '96 Nationals.



The NFL Cafe plans a '50's celebration of food and song at the Tarheel '96 Nationals.



Carmendale Fernandes presents the Ralph Carey trophy for career service to Larry Smith, chair of the Sierra District.



Muldrow (MS) NJFL members Coy and Jordan Morgan display speech trophies earned at Cameron University Summer Speech Camp.



St. Clement's Episcopal, El Paso (TX) members Rachel Lee, Nikki Bacchus, and Frank Rivera



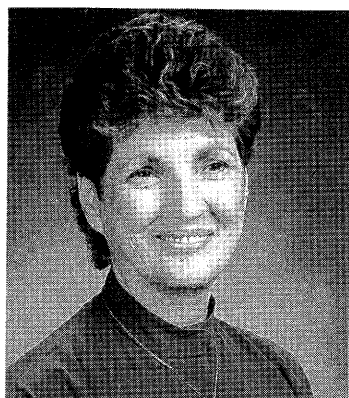
Coach Niki Anderson at Muldrow Middle (MS) wrestles with Jordan Morgan for sweepstakes trophy

HALL OF FAME CLASS OF 1996

Charles E. "Pop" Grady was one of NFJ's most successful coaches in the 1930's. His teams at Oklahoma City-Glassen HS won debate at Nationals in 1937, 1939, 1941. "Pop" also coached national winners in Extemp, Oratory, Drama, and Poetry. Twice winner of the FKA (now PKD) Bruno E. Jacob trophy Mr. Grady hosted nationals in 1936 in Oklahoma.



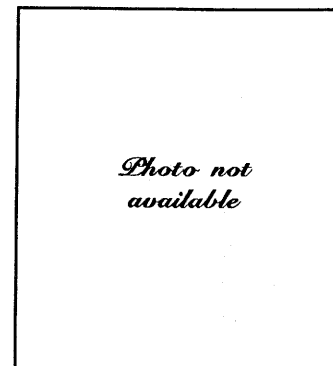
"Pop" Grady



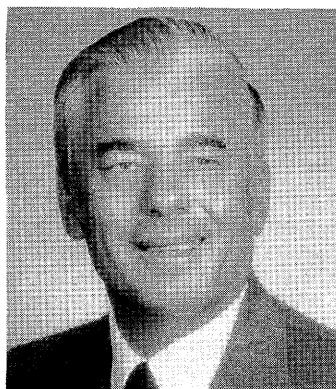
Shirley Keller-Firestone

Shirley Keller-Firestone of Lynbrook HS (CA) is a four diamond coach who has distinguished herself by hosting the 1990 nationals and serving as the California Coast District Chair for 28 years, where she has earned 3 Gold Awards. Shirley has coached two national champions in Student Congress, and qualified students to 20 national tournaments.

Karen Miyakado has coached students to twenty national tournaments. Co-Founder of the Hawaiian NFJ District, she has served ten years as chair and won the NFJ Gold Award. Karen has been honored in Hawaii as Communicator of the Year and presented the Governor's Award. Karen presents the wonderful Hawaiian flowered leis to the national winners each year.



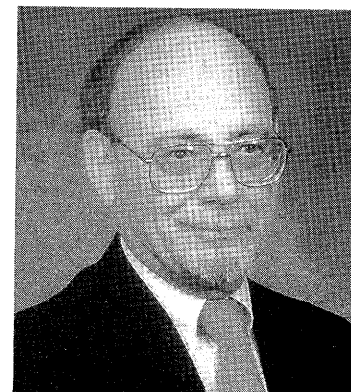
Karen Miyakado



Lowell Sharp

Lowell Sharp is a four diamond coach who hosted the 1989 Nationals in Colorado. Coach at Golden HS, Lowell has served 18 years as district chair, winning two Gold Awards and the Ralph Carey Trophy for distinguished career service in 1995. Mr. Sharp is co-chair of the Lincoln-Douglas Topic Wording Committee and has qualified students to 14 nationals.

Larry Smith, the 1996 Ralph E. Carey Trophy recipient for distinguished career service as a district chair has served 16 years as chair of the Sierra-Nevada and Sierra districts, winning the NFJ Gold Award twice. Larry has earned three diamonds and qualified 32 students to 17 National tournaments including the 1971 Oratory Champion.



Larry Smith

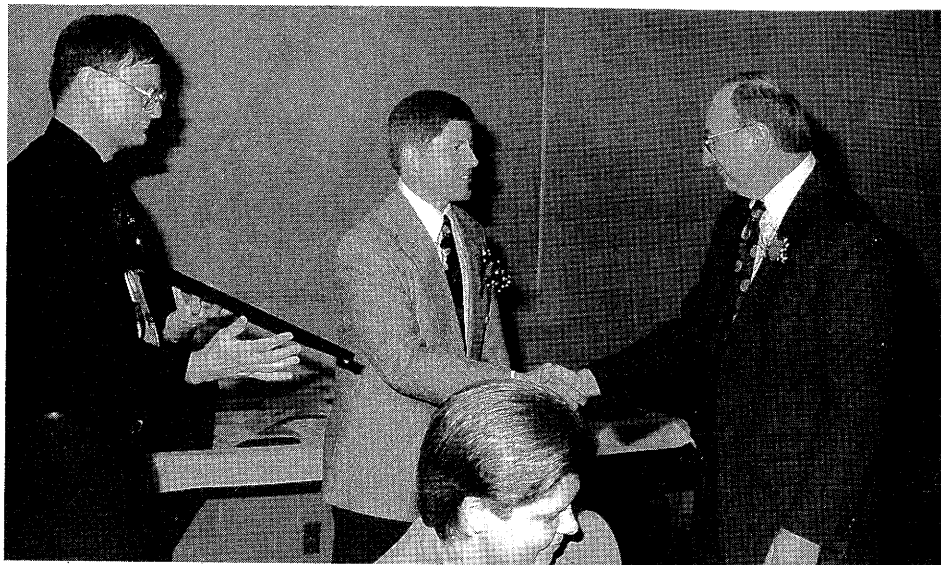
FIRST NJFL CHAPTER INDUCTED

April 28, 1996, was a very special night for 18 students from St. Anthony Middle School in Fargo, North Dakota, as they became charter members of Chapter *J0001 of the National Junior Forensic League. NFL President Donus Roberts and his wife, Lovila, were at the Annual Fargo Catholic Schools Network Forensic Awards Banquet to present the first charter of the National Junior Forensic League to St. Anthony Middle School. Mr. Robert Dignan, Principal of St. Anthony Middle School accepted the charter with volunteer coach and NJFL promoter Dr. Robert Littlefield also present.

The evening began with a student recital, where selected students presented speeches and interpretations in several classrooms. A rotating schedule enabled the nearly 100 parents and supporters to move between rooms to hear many of the presentations. Following the recital, a brief reception enabled those present to meet Mr. and Mrs. Roberts, as well as keynote speaker for the evening, Dr. Pam Joraanstad who returned from Glendale (AZ) Community College for the event. Dr. Joraanstad and her husband Mark were co-directors of the Shanley (ND) Forensic Program from 1980-89 and coached over 40 students to the NFL National Tournament during their tenure.

A delicious catered meal was served, which was followed by the keynote speech presented by Dr. Joraanstad. Entitled, "Developing Courage," the speech focused on the importance of developing communication skills, and a challenge to the young students to continue their involvement in forensics.

Following the keynote, Donus Roberts proceeded to share his reflections on the event, as well as to commend the Fargo Catholic Schools Network for the high quality of their forensic programs. Assisted by Robert Littlefield, Mr. Roberts presented the charter to Robert Dignan and called the new NJFL members forward for recognition. The students, coaches, their parents, and other administrators and teachers who were present recognized the significance of the event and the applause seemed thunderous. Following recognition of the St. Anthony chapter, Mr. Roberts also presented charter *J0066 to Marti Simmons, head coach of the West Fargo Middle School forensic program, who accepted it on behalf of her students and school.



DEVELOPING COURAGE

Speech prepared for St. Anthony Middle School's Induction into the NJFL
by Pamela J. Joraanstad, Ph.D.

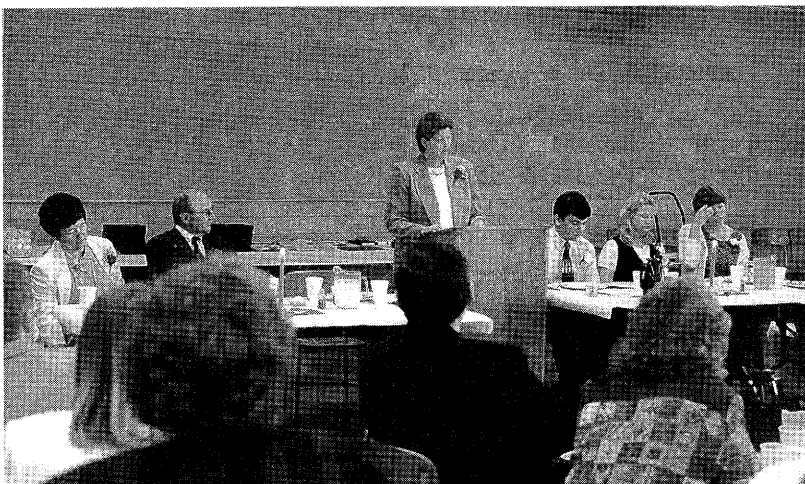
... This is a night of firsts. For tonight, St. Anthony's students and parents have made a commitment to developing skills that go far beyond the trophies and trips to tournaments. This activity, we call forensics, develops skills for life. The skills to succeed. You are doing what Fortune 500 CEOs describe as their worst fear--Speaking, more feared than nuclear holocausts or death. You are developing speech skills that employers say they want. You have had the courage to make a decision that will benefit you for the rest of your lives.

It is on this theme, courage, that I would like to expound upon tonight. For as Claire Boothe Luce once stated, "Courage is the ladder on which all other virtues mount." You have demonstrated your courage by making a commitment to Forensics Community, by choosing to be a part of the St. Anthony's program, and most importantly, by choosing to prepare yourself to be educated.

So you ask, why is it courageous to make a commitment to the Forensics Community? You have made a commitment to the community of forensicators--no matter where you go or what you do this network of friends will be with you forever. In no other arena, do "friends" debate to the best of their abilities and then socialize as friends. All the van rides, the conversations, the attempts to improve the world, will stay with you. Thus, it is true what famous UCLA basketball coach John Wooden told his players before every game, "Don't wait for somebody else to decide your life for you, go and get it." Your parents, your teachers, and your community have given you the skills to begin. Now it's time for you to step out on the court with courage, to play ball.

Second, you have had the courage to be a part of St. Anthony's Fo-

rensics Program, to surround yourself with some of the brightest and most gifted, to accept diversity, to make a commitment to deadlines and to being prepared. Now you must accept the challenges of learning in new environments and be willing to take risks--dare to and be willing to fail. An anonymous author said it best, "If you're not failing occasionally, then you're not reaching out as far as you can." I found myself in this very situation this semester. You would think that after earning a Ph.D. that my edu-



cation would be complete. But as comedian Will Rogers once stated, "Everybody is ignorant, only on different subjects." And believe me, I'm ignorant. I envy those of you who can communicate in more than one language. I envy the richness of the culture and the diversity of opportunity that speaking another language allows. So, I'm taking Spanish, 16 years after taking my first Spanish course. I have reversed my roles and am now a student once again. Let me tell you, I much prefer to give the tests than take them. It's been tough not knowing, to rely on others for knowledge, to fail time and time again. But we can't move on without pushing ourselves to the verge of failure.

Finally, you have had the courage to be educated. Economically, this is a wise decision. Recent studies have concluded that the only salaries increasing in the United

States today are those jobs which require college degrees. But more importantly, you have made a decision to be prepared for life. Let me tell you what I mean. Gone are the days when careers begin and end in the same place. The buggy makers of the 19th century became the auto workers of the 20th century, who will become what in the 21st century? In fact, we not only can expect to change jobs three to four times in our lifetimes but careers. So you say to yourself, how can I prepare for these career changes,

for careers in the future which maybe are unknown in the present? The answer is simple. You have chosen to be educated. You have chosen to develop your communication skills. You have chosen to study those who have preceded you and to contribute to the development of the knowledge of mankind. You have chosen to take on the process of learning.

It is this that allows

one to respond to the changes around us, to survive the knowledge explosion, to be able to change careers four times in your lifetime. My grandma was born in 1899. In her lifetime, she experienced the horse and buggy to the space shuttle. What will I experience? From Sputnik to what?, and for you, the space shuttle to...

Remember the words of an anonymous sage, "You can't control the length of your life--but you can control its width and depth. You can't control the contour of your face--but you can control its expression. You can't control the weather--but you can control the atmosphere of your mind."

I congratulate St. Anthony Middle School for your monumental accomplishment. Remember to continue to make courageous choices, to be willing to risk failure, and to control the one thing that can be controlled--your mind.

Executive Council Minutes March 31, April 1, 1996 Fayetteville, North Carolina

Present: President Donus D. Roberts, Vice President Billy Tate, Don Crabtree, Glenda Ferguson, Harold Keller, Lanny Naegelin, Frank Sferra, Bro. Rene Sterner FSC, Ted Belch, Alternate Roger Brannan.

National Tournament Judging

Moved by Sferra, seconded by Keller, to give the national tournament director discretion on the number of judges in all rounds at the national tournament. Unanimous. Belch abstained. [Alternate Brannan voted for Sterner, absent.]

Moved by Keller, seconded by Ferguson that a judge be eligible to judge round 7 and beyond in policy debate if total years coaching and judging debate and the total of policy debate rounds judged this year is 30 or greater.

Carried Ayes: Roberts, Ferguson, Sferra, Naegelin, Keller, Crabtree. Noes: Tate, Belch. Abstaining: Brannan for Sterner.

Moved by Belch, seconded by Sferra that the Executive Secretary be directed to inform, by whatever format he deems appropriate, district chairs and all qualified schools, of the problem in placing three judges in policy debate rounds at nationals. This information should include, but not be limited to, the placement of fewer than 3 judges in any given round of competition, with the number of judges equal for all competitors in that round.

Moved by Keller, seconded by Naegelin to delete "policy debate".

Amendment carried: unanimous (Brannan for Sterner).

Motion as amended carried: Unanimous (Brannan for Sterner).

Moved by Sferra, seconded by Naegelin, that in order to keep the tournament on time, no oral critique should be given following rounds at the national tournament until after the ballot has been returned.

Carried: Ayes: Roberts, Ferguson, Sferra, Naegelin, Keller, Crabtree, Brannan (for Sterner). Noes: Tate, Belch.

Moved by Tate, seconded by Sferra, that a bonus of \$5.00 per round for debate judging beyond the 6th round judged in policy debate be paid.

Carried. Unanimous.

National Tournament Tabulation

Adopt the proposal of Donovan Cummings of California for using a "rolling rank of 5" for national tabulation and to adopt Mr. Cummings' formula for tie breaking (Published in the new NFL National Tournament manual).

Unanimous.

Moved by Sferra, seconded by Naegelin, to take off the table: "Moved by Naegelin, seconded by Tate that if a tab room error at the national tournament results in an announcement at the awards assembly of an incorrect placement in a final round, no contestant's rank will be lowered from the announcement. Contestants whose ranks move up will be awarded the higher rank."

Carried unanimously.

District Protests

Moved by Sferra, seconded by Keller that the Council accept the ruling by the Executive Secretary regarding the Lincoln-Douglas protest in the East Iowa NFL District.

Carried. Unanimous.

NFL Headquarters

Moved by Sferra, seconded by Tate, that NFL buy the present building it is in. To use the option to buy that is available before September.

7-1-1

All ayes except Belch voted no, Ferguson abstained.

Committees

Unanimously agreed by council members that a committee of 3 on Lincoln Douglas be appointed that would study formation of the LD Topic Wording Committee: how chair is appointed; how the composition of the committee is appointed; the rotation on and off the committee and geographical representation on the committee. This council committee would report in the fall.

President Roberts appointed Frank Sferra, Harold Keller and Glenda Ferguson. Frank Sferra will chair the committee. Mr. Sferra suggested the Committee meet Friday, June 21 prior to nationals. He also asked for any suggestions from the Council be given to a committee member before that date.

Glenda Ferguson, Chair of the Debate Committee gave a report on the policy debate survey and on the meeting of the Debate Committee. [See article in this June's Rostrum for survey results]

Report of Election Committee

The terms of both the President and Vice President of the National Forensic League shall be for two years.

The election of the President and Vice President by the Executive Council from among its members shall occur as the final item of business at the June meeting of the Council in even numbered years.

Nomination and candidates accepting nominations will be voted on by secret ballot. The Executive Council to be seated on August 1 shall conduct the election for President and Vice President whose terms will also begin on August 1.

Members whose service concludes on July 30 shall not vote in the election. The nominee receiving a majority of votes will be declared elected.

For malfeasance or professional misconduct in office an officer or director of the Executive Council may be removed from office for cause upon motion by five (5) members of the Executive Council and a majority vote of the active members voting.

Recall of officers and/or directors may be initiated by the membership at large following the same standards as outlined in initiative and referendum procedures.

Bro. Rene Sterner, Chair

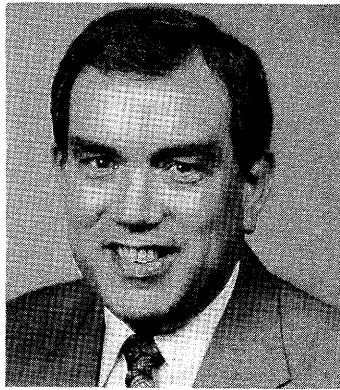
Elections

Agreed that Council election would be last item of business at June meeting at tournament and that newly elected members to the Council would have to be at that meeting to vote for new officers.

Moved by Naegelin, seconded by Belch that Council adopt the recommended election process as outlined by Bro. Rene Sterner.

Carried unanimous, Brannan, alternate for Sterner. (*Executive Council minutes to page 34*)

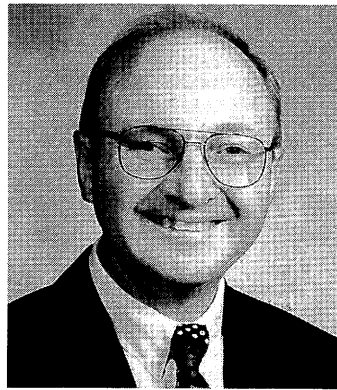
FOUR RE-ELECTED TO EXECUTIVE COUNCIL



L. D. Naegelin



Frank Sferra



Donus D. Roberts

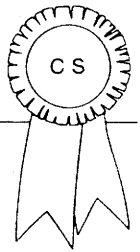


Billy Tate

[Roger Brannan elected as Executive Council alternate]

Credentialing Services, Inc.

P.O. Box 1498, Galesburg, Illinois 61402-1498 • Phone 309/343-1202



The results of the 1996 NFL Executive Council Election are shown below

Candidate:	Votes:	Candidate:	Votes:
L. D. Naegelin	53,461	Roger Brannan	34,908
Frank Sferra	52,020	Mike Burton	23,332
Donus Roberts	46,837	Greg Cullen	13,257
Billy Tate	39,862		

Sincerely yours,

James T. Hecht, Ph.D., M.P.H.
President

TEACHING VACANCIES AT SOUTH PASADENA HIGH SCHOOL SOUTH PASADENA, CALIFORNIA

English/Speech--(one vacancy) English/Journalism--(one vacancy) Librarian--(one vacancy)

Responsibilities: Teaching 5 academic periods, a study hall assignment, and a conference period.

The school is very interested in having the speech position build a speech/forensics program that involves additional time and commitment beyond the school day.

The Journalism position is also responsible for the student newspaper and yearbook publications.

Salary Range: Teacher's Salary Schedule: \$26,524 - 51,096 There is an additional stipend available for the additional work beyond the school day for the English positions only.

Requirements: Possession of or ability to obtain a California Teaching Credential authorizing service in the position.

Contact: Dr. William V. Loose, Personnel Administrator
South Pasadena Unified School District
1020 El Centro St.
South Pasadena, CA 91030

Phone: (818) 441-5709

DISTRICT COMMITTEES

Deep South

Marilee Dukes
James W. Rye, III
Michele K. Coody
Jane-Marie Gray
Laura L. Butler

Arizona

Mel Olson
James Fountain
Diane L. Bykowski
Mary A. Williams
Mary M. Howell

Big Orange

Kesten L. Blake
Gregg Munsell
Suzanne S. Munsell
Lori Brown
Robert Stockton

Big Valley

Donovan Cummings
Ron Underwood
Tom Montgomery
Karen Glahn
Barbara Ann Ferreira

California Coast

Shirley Keller-Firestone
James Harville
Sharon Prefontaine
Karen Skahill
Kathryn G. O'Keefe

Capitol Valley

Rita Prichard
Jack Stafford
Roseann Kerby
Linda A. Darling
Carl V. Adams

East Los Angeles

Gregory J. Cullen
Chuck Ballingall
Doug Campbell
Christopher Medina

San Francisco Bay

Catherine Berman
Michael Gonzalez
Tommie Lindsey
Sandra E. Bird
Lexy Green

Sierra

Craig A. Austin
Don Oberti
Eric Beckman
James Tripp
Maurine Taylor

Southern California

Martha L. Kennedy
Gary Walker
Robert E. DeGroff
Michael C. Grove
Bonnie Mitchell

West Los Angeles

Jacob (Chuck) Vogler
Ali Taylor
Neil Barembaum
Tracy Moscoe
Beth Cocroft

Colorado

Frank Sferra
James R. Chase
Timothy J. Thornton
Jan P. Hart
Therese V. Rich

Rocky Mountain North

Martin Lamansky
Carl Wangsvick
Anne Wallin
Dianne B. Moeller
Greg Brown

Rocky Mountain South

Lowell Sharp
Jill I. Grimes
Carolyn Williamson
Mark D. Onstott
Gregory N. Davis

Southern Colorado

Pauline J. Carochi
Carolyn Martinez
Anthony E. Myers
Lucinda Reed
Thomas H. De Yarman

Florida Manatee

Betsy Walson
Dale McCall
John Day
Eric Boberg
Beth Goldman

Florida Sunshine

Ron Carr
Sr. Mary Patricia Plumb
Bill Gibron
Richard Herder

South Florida

Fran Berger
Rick Adams
James T. LaCoste
Carlos Guerra
Lee Myers

Georgia Northern Mountain

David Philler
Gail L. Ingram
P. Eric Brannen, Jr.
Barbara B. Wilson
Leslie S. Watkins

Georgia Southern Peach

Richard Bracknell
Theodore Carter
Donald E. Rhodes
Paula Nettles
John McClellan

Hawaii

Karen Miyakado
Walter Kahumoku, III
Abraham K. Mokunui, Jr.
Charlotte Boteilho
Beatrice M. Lockwood

Idaho

Peggy A. Oliver
Leora K. Hansen
Susan McInerney
Amy Walker
Jason S. LeForgee

Greater Illinois

Connie J. Link
Lauren Morgan
Eugene Burnett
Carol Robert Harms
Fred Vogt

Illini

John M. Hires
Paul Haywood
Joseph B. Gerace
Cheryl Kozlow
Jan Heiteen

Northern Illinois

Ted Belch
Linda Oddo
Deborah Middleton
Matthew Whipple
Michael A. Colletti, Sr.

Hoosier Central

William S. Hicks
Susan Richey
Robert S. Deutsch
Pamela Deutsch
Ann Christine Stepp

Hoosier South

Daniel H. Durbin
Bryan Waltz
Kimberly D Giesting
Elizabeth S. Wells
John Hall

North East Indiana

Robert Brittain
Claryn M. Myers
Lincoln Record
Thomas Joe Pabst
James Cavallo

Northwest Indiana

Daniel Tyree
David McKenzie
Donald Fortner
Mary A. Fridh
David Dutton

East Iowa

Kerri Dole
Sandra Bullock
Connie Hoekstra
Carol A. Patterson
Kilby Evans

West Iowa

David Huston
Gregory R. Stevens
James R. Carlson
Robert Galligan
Jan Cook

East Kansas

Cathy C. McNamara
Melissa Reynolds
A.C. Eley
Cindy R. Lyne
Helen Sue Bryant

Kanas Flint Hills

Pamela K. McComas
Steven Wood
Cynthia Burgett
Gail Naylor
Leslie Kuhns

South Kansas

Darrel Harbaugh
Mark Harris
Linda M. Henry
Dalvin Yager
Kevin Meyer

West Kansas

Robert A. Chalender
Greg Graffman
Roger Brannan
Barbara Watson
Shelby McNutt

Kentucky

Mark Etherton
Virginia Landreth
Steven A. Smith
Stephanie A. Smith
Susan Moore

Louisiana

Cheryl Gilmore
Daryl Fisher
Judy Hadley
Jimmy Cox
Diana E. Gassie

Maine

Jane McClarie Laughlin
Robert J. Hoy
Kathleen Schulz
Joan M. Macri
Mary L. Loemker

Michigan

Louis C. Price
Joe L. Kitzman
Richard Shane Stafford
Kathy Mulay
James Menchinger

Mid Atlantic

Archie Painter
Karen S. Finch
Judy L. Seward
Edward M. Morris
Curtis W. Somers

Patrick Henry

Larry E. Eakin
Monica Wheaton
Mary Sue A. Crommelin
Kevin Johnson
Janet L. Peterson

Central Minnesota

Deborah Bendix
Robyn Roberts
Pam Cady
Michael Murr
Peter Thurgood

Northern Lights

Lee D. Alto
Kathy Martin
Charles J. Beckman
Douglas Johnson
Adam Burnside

Southern Minnesota

Robert H. Ihrig
Joni Hanson Anker
Randall Keillor
Wanda V. Manther
Gregory P. Dawson

Mississippi

Michael Marks
Doris Compere
Donna Miller
Opal Croke
Betty Whitlock

Carver Truman

Karen Colton-Millsap
David L. Watkins
Russell E. Brock
Elwin C. Roe
Sean Nicewaner

East Missouri

Peggy Dersch
Randy Pierce
Linda C. Dencker
Sarah Yancey
Linda S. Box

Heart of America

Paul Gieringer
Lindsey Cummings
Dana Hale
Ken Paden
Don Crabtree

DISTRICT COMMITTEES

Ozark

Teresa E. Sparkman
Bill Jordan
Deana Reynolds Butcher
LeAnn Brazeal
Mike William Beattie

Show Me

Sherri L. Shumaker
Georgia Brady
Yvonne Sutter
Donald Ramsey
James R. Morrill

Montana

Anne M. Sullivan
Tom Cabbage
Kelly Jorgenson
Mark Moe
Greg Adkins

Nebraska

Sandra K. Peterson
Fred Robertson
Terry Peterson
Janet Rose
Dan Johnson

Nebraska South

J. S. Foral
Charles A. Tichy
Sr. Rosemary Floersch
John Kindler

Nevada

Kimberly Hutchens
Martin A. Cronin
Scott Ginger
Scott Teachenor
Sherwin E. Bennes

New England

Randy Cox
Leslie Phillips
Timothy C. Averill
Deborah E. Simon
Michael J. Davis

New Jersey

William Barthelme
Mary T. Gormley
Paula Mittleman
Eileen Waite
Robert L. Greet

New Mexico

Noel Trujillo
Gloria O'Shields
Randall McCutcheon
Carol S. Anderson
Cat Horner Bennett

Iroquois

Thomas J. Downs
Jack Smith
George W. Whitton
Joann Hamm
John Parker

New York City

Bro. George Zehnle, SM
Richard B. Sodikow
Lydia Esslinger
James F. X. Lyness, Jr.
Gail Davenport

New York State

Gregory Varley
Rose M. Joyce
Sheryl Kaczmarek
Peter L. Ruscitti
Theresa Agliardo

Carolina West

Randal R. Shaver
J. Alan Trivett
Joanna Smith

Andrew West
Barbara Miller

Tarheel East

Jacqueline F. Foote
Dr. John Woollen
Catherine D. Johnston
Michelle Lourcey
Charles A. Newell, Jr.

North Dakota Roughrider

Cheryl A. Watkins
Dr. Robert Littlefield
Susan L. Anderson
Tracy M. Steiner
Dan Vainonen

Eastern Ohio

Diane Swink
Sharen Althoff
Debby Warstler
Suzanne E. Theisen
Todd Casper

North Coast

Robert White
Gay Janis
Joseph Buzzelli
C. Frederick Snook
Bonnie O'Leary

Northern Ohio

John N. Revezzo
Kenneth A. Carano
Diane Mastro-Nard
Thomas Williams
Regina Reynolds

Western Ohio

Marjorie Brenizer
Daniel Matheny
Lynne Moehring Bustle
Elaine M. Daly
Linda Miller

East Oklahoma

Jeanne D'Villiers
Judith McMasters
Gregg C. Hartney
Bill R. Bland
Todd Murray

West Oklahoma

Glenda Ferguson
Elizabeth Ballard
Michael Patterson
Brit McCabe
Sheri Cole

North Oregon

Wayne Gessford
Susan B. Davis-McLain
A. Jane Berry-Eddings
Robert L. Jones
Dayna Wallmark

South Oregon

John S. Tredway
Kristi A. Sanromani
Andrew Gottesman
Donald W. Lochridge
Celia Foster

Pennsylvania

Glenn R. Cavanaugh
Janet Robb
Sally M. Finley
MaryAnn Yoskey-Berty
Kathleen O'Halloran

Pittsburgh

Peggy Ann Madden
Beth Young
Alice Joyce Ursin
Rev. Raymond Hahn
Sharon Givens

Valley Forge

Edwin M. Kelly
W. Michael Nailor
Carl F. Grecco
Eleanor R. Langan
Bro. Rene Sterner, FSC

South Carolina

Debra Barron
Stan Whittle
Lynda Rothwell
Ruth B. McAllister
Kathy McDaniel

Northern South Dakota

Judy Kroll
Douglas Tschetter
Richard Mittelstedt
Mitch Gaffer
Jennifer Bergan

Rushmore

Ann Tornberg
Kim R. Maass
Steve O'Brien
David Baumeister, Jr.
Rosella Blunk

Tennessee

Charles Oakes
William Woods Tate, Jr.
Dr. Jane Eldridge
Lee Ellen Beach
Harriet L. Medlin

Central Texas

L. D. Naegelin
Kandi King
Elizabeth White
Thomas Ray
Larry W. McCarty

East Texas

Roberta Grenfell
Sammy Green
Michael B. Thompson
Ken Ogden
Cindy Stoker

Gulf Coast

W.E. Schuetz
Terri Robinson
R. Scott Allen
Mark Vanberg
Rachel G. Torres

Lone Star

Barbara Tucker Garner
Lisa Barnett
Jacqueline D. Borders
Gina Wilkinson
Becky Hodges

North Texas Longhorns

Shona Bratton
Linda Shasberger
David Baker
Mechelle Sexton Bryson
Sandra L. Shelton

South Texas

David Johnson
Kaye Magill
Connie Aufdembrink
Cheryl V. Ryne
Valleri D. Speer

Tall Cotton

Barbara McCain
Ann Shofner
Connie McKee
Becky Bell
Sandra Sage

West Texas

Mario B. Maldonado
Dan Flores
Teresa M. Candelaria
James R. Osborne
Billye Lucas

Great Salt Lake

Frank A. Langheinrich
Harry B. Davis
David S. Smith
Bonnie Gailey
Robert E. McDaniel

Sundance

Frankie Liston
Karl R. Packer
Dennis R. Edmonds
Laurie A. Blake
Amy Hewitt

Utah Wasatch

R. Kent Hyer
Jennifer Nielsen
Lori Lee
Betty Klinglesmith
Carol Gruski

Eastern Washington

Terry Peters
N. Andre' Cossette
Penny Johnston
Susan Dolan
Randal S. Carasco

Puget Sound

Dewain R. Lien
Steven Helman
Lyle A. Jackson
Christine Corbley
Brian Schuessler

Western Washington

Michael W. Burton
Lois Gorne
James P. Dorsey
John Seaton
Carolyn Freudenstein

West Virginia

Rebecca S. Wiley
Sandra Bias Linn
Opal Morse
Frances Schoolcraft
Thomas Isenhardt

Northern Wisconsin

Ronald Steinhorst
Michael Traas
David W. Loos
William K. McBride
James Berger

Southern Wisconsin

Doris J. Sexton
Carol Hardtke
Steve Sexton
Jeanne Wilson
Michael Sass

Hole in the Wall

Michael E. Starks
Skip Altig
Gwen Walz
Nick Panopoulos
Randy Lewandowski

Wind River

John Durkee
Margaret Gagnon
Ted W. Menke
Michael L. Cummings
John Forsyth

District Tournament Results

Wind River

DEBATE --
Ben Billings & Ryea Jordan, Casper-Natrona County
Andrew Sopko & Sarah E. Talbott, Worland
Duo Interp --
Joe Plambeck & Kevin Wood, Cody
Jerry Hunt & Charles Musgrove, Greybull
OO --
Becca Long, Cody
Heather Key, Rock Springs
U.S. Extemp --
Jennifer McDowell, Casper-Natrona County
Ryea Jordan, Casper-Natrona County
Foreign Extemp --
Olaf Malachowski, Jackson Hole
Melissa Shade, Laramie
DI --
Kevin Schneider, Worland
Michael Lehrer, Casper-Natrona County
Amy Soriano, Worland
HI --
Jason Kirkmeyer, Casper-Natrona County
Matthew Maya, Worland
L/D --
Michael McGee, Hot Springs
Trevor Houser, Jackson Hole
Briana Marrah, Casper-Kelly Walsh
Plaque -- Casper-Natrona County
Trophy -- Casper-Kelly Walsh

Idaho

DEBATE --
Dustin Mondell & Spencer Gilbert, Bonneville
Ben maughan & Randy McUne, Bonneville
David Eastwood & Brant Olson, Centennial
Duo Interp --
David Eastwood & Corina Berrera, Centennial
Sarah Rutan & Brant Olson, Centennial
OO --
Kaylyn Lyon, Pocatello
Jason Layton, Shelley
U.S. Extemp --
Matthew J. Hong, Blackfoot
Jennifer Waddoups, Hillcrest
Foreign Extemp --
Blaine D. Hone, Blackfoot
Philip Scarborough, Blackfoot
DI --
Ami Shah, Hillcrest
William W. Bullock, Blackfoot
HI --
Kristopher F. Grows, South Fremont
Daniel L. Murphy, Blackfoot
L/D --
Sarah Jennings, Idaho Falls
Matthew J. Hong, Blackfoot
Scott Hammond, North Fremont
Plaque -- Centennial
Trophy -- Bonneville

North East Indiana

DEBATE --
Jim Banks & Jason Klingaman, Columbia City
Joe Halter & Nathan Wilkinson, Columbia City
Duo Interp --
Nick Vickrey & Scott Myers, Huntington North
Luke Hancock & Beth Doswell, Fort Wayne South Side
OO --
Carrie Gick, Snider
Kate Brooks, Chesterton
U.S. Extemp --
Brian Showers, Chesterton
Jenni Gregg, Fort Wayne Northrop
Foreign Extemp --
Patricia Yeh, Snider
Candice Kenney, Chesterton
DI --
Carrie Gick, Snider
Susan Szadkowski, Snider
HI --
Zachary Ebner, Chesterton
Maggie Fleck, Chesterton
L/D --
Eric Jimenez, Chesterton
Jason Burge, Chesterton
Plaque -- Chesterton
Trophy -- Snider

Puget Sound

DEBATE --
Ho-Yin Lin & Johnny Zhu, Mercer Island
Aaron Moburg-Jones & Brad Headridge, Oak Harbor
Katy Dunn & Peter Shorett, Bainbridge

Duo Interp --
Roslynn Tellvik & Jenny Riffle, Mount Vernon
OO --
Mary Raschko, Mount Vernon
Joanna Pierce, Foster
U.S. --
Nicholas Thomas, Sunnyside
Scott Bailey, Mount Rainier
Foreign Extemp --
Juliana Balinbin, Mercer Island
DI --
Marcus Turner, Thomas Jefferson
HI --
Caroline Park, Thomas Jefferson
Jessica Cap, Thomas Jefferson
L/D --
Mary Raschko, Mount Vernon
Jamal Whitehead, Eastlake
Plaque -- Mercer Island
Trophy -- Mount Rainier

Louisiana

DEBATE --
Justin Chen & Chad Guice, Ruston
Hal Jackson & Jonathon Huber, Caddo Magnet
Duo Interp --
Mike Hoag & Steven Landry, St. Thomas More
Chris Garner & Lisa Maniatakes, Lafayette
OO --
Adam Swensek, Riverdale
Michael Miley, St. Thomas More
U.S. Extemp --
Harry Barton, St. Thomas More
Peter Kennedy, Holy Cross
Foreign Extemp --
Olita Magee, Lafayette
Jonathon Huber, Caddo Magnet
DI --
Katie Keefe, St. Thomas More
Jarnie Swartz, Comeaux
HI --
Colin Trahan, Covington
Patrick Quigley, New Orleans-Jesuit
L/D --
Justin Massa, New Orleans-Jesuit
Harry Barton, St. Thomas More
Plaque -- St. Thomas More
Trophy -- St. Thomas More

East Los Angeles

DEBATE --
John Miller & Tyson Wetzel, Damien
Mike Lynch & Vineet Pathak, Damien
Duo Interp --
Cyndi H. Vuong & Linh Hang, Mark Keppel
Julie T. Tran & Evangelina Gonzalez, San Gabriel
OO --
Chrisopher Arehart, St. Paul
Felicia McCrossin, Schurr
U.S. Extemp --
Matt Spence, San Marino
Jason Black, San Gabriel
Foreign Extemp --
David Green, San Gabriel
Viera D. Juarez, Alhambra
DI --
Michael M. Williams, San Gariel
Jennifer D. Sellers, San Gabriel
HI --
Claire Morales, Rowland
Paul Atigapramoj, Rowland
L/D --
Matt Spence, San Marino
Edison Hwang, Polytechnic
Plaque -- San Gabriel
Trophy -- Mark Keppel

Patrick Henry

DEBATE --
Megan Phifer & John D. Taliaferro, Essex
Sareit Hess & Scott Ackiss Bayside
Duo Interp --
Jill Miller & Joey Paravati, Clover Hill
OO --
Katherine Crommelin, First Colonial
Kendra Todd, First Colonial
U.S. Extemp --
John Ross, Cox
Foreign Extemp --
Jennifer Dziura, Cox
DI --
Christine Sak, Clover Hill
Stephanie A. Cordell, Poquoson
HI --
Dreagn D. Foltz, Northampton
R. Wess Todd, Clover Hill
L/D --
Tillman Breckenridge, Tallwood

Jennifer Dziura, Cox
Plaque -- Clover Hill & Cox - Tie
Trophy -- Essex

Southern Wisconsin

DEBATE --
Evan Moffic & Steve Lederman, Nicolet
Jason Deeken & Joshua Friess, Brookfield Central
Duo Interp --
Nick Ferraro & Pat Fennelly, Marquette University
OO --
John Vasudevan, Marquette University
Laurel Jahn, Greendale
U.S. Extemp --
Bob Jones, Marquette University
Wendy Siewert, Sussex-Hamilton
Foreign Extemp --
Sean Waldheim, Marquette University
Mere Smith, Cedarburg
DI --
Sarah McGath, West Bend East
Kate Bezella, Cedarburg
HI --
Christian Weigert, Marquette University
Ben Schneider, Marquette University
L/D --
Karl Krause, West Bend West
John Shefchik, Marquette University
Plaque -- Marquette University
Trophy -- Nicolet

Big Valley

DEBATE --
Sam Eccleston & Todd Smith, Stockton-St. Mary's
Lambert Shiu & Ian Barker, Modesto-Beyer
Duo --
Morgan Grunerud & Alicia Wallace, Johansen
Katie & Molly O'Cealligh, Lodi
OO --
Jonathan Mam, Stockton-Edison
Zeest Khan, Lodi
U.S. Extemp --
Sarah Burdge, Modesto-Beyer
Avinash Raina, Stockton-Stagg
Foreign Extemp --
Sean Lawson, Turlock
Heather Torvend, Modesto-Beyer
DI --
Trent Diehl, Lodi
Kyle Moore, Stockton-Edison
HI --
Matthew Harris, Stockton-Edison
Grace Malvar, Stockton-Edison
L/D --
Joshua Wilkerson, Modesto-Beyer
Rebecca Gray, Lodi
Plaque -- Modesto-Beyer
Trophy -- Stockton-Lincoln

Ozark

DEBATE --
Drey Cooley & Rachel Toth, Kickapoo
Jason Morrow & Ryan Witt, Kickapoo
Justin Jefferies & Emily Bell, Kickapoo
Duo Interp --
Matt Edwards & Amanda Uffmann, Springfield-Parkview
Christina Lyon & Stephanie Ashley, Willard
OO --
James Rone, Springfield-Glendale
Mendie Giles, Springfield-Hillcrest
U.S. Extemp --
Jennifer Marsh, Springfield-Glendale
Kris Barefield, Springfield-Hillcrest
Foreign Extemp --
Josh Douglas, Springfield-Parkview
Cory Stricklin, Houston
DI --
Daria M. Robbins, Licking
Angie Gardner, Springfield-Parkview
HI --
Tim Gagnon, Springfield-Hillcrest
Angie Dorrough, Kickapoo
L/D --
Lacey Evans, Kickapoo
James Rone, Springfield-Glendale
Michael Hartsock, Logan-Rogersville
Plaque -- Kickapoo
Trophy -- Springfield-Hillcrest

Florida Sunshine

DEBATE --
Andre Perez & John R. Cayangyang, Sandalwood
Jason Fernandez & Andrew Schultz, Tampa-Jesuit

Duo Interp --
Eric Vina & Thomas Riddle, Lely
Wesley Morgan & Amy Boyle, Pine View
OO --
Thomas Riddle, Lely
Matthew Koshy, Pine View
U.S. Extemp --
Joshua M. Koenig, Riverview
Tracey Sticco, Riverview
Foreign Extemp --
Karina Azank, Academy of the Holy Names
Megan Beck, Lely
DI --
Melinda Hohmann, Gaither
Jason D. Sechrest, Riverview
HI --
Carl Shephard, Hillsborough
Victor Campos, Tampa-Jesuit
L/D --
Maggie Ticola, Riverview
Michael Ledford, Hillsborough
Plaque -- Riverview
Trophy -- Riverview

Great Salt Lake

DEBATE --
Bradley R. Sidle & Thomas D. Bevan, Salt Lake City-Highland
Christopher J. Rogers & Chris Bradley, Salt Lake City-Highland
Duo Interp --
Jason Rhead & Spencer Burnside, Cottonwood
OO --
Elizabeth Brinton, Salt Lake City-Skyline
Brad Gibson, Kearns
U.S. Extemp --
Neeta Bidwai, Rowland Hall-St. Mark's
Amy Robison, Hunter
Foreign Extemp --
Anthony Gill, Rowland Hall-St. Mark's
Lukas Staks, Salt Lake City-Skyline
DI --
Blake Barlow, Salt Lake City-Skyline
Wendy Wasson, Salt Lake City-Skyline
HI --
Peter Steenblik, Salt Lake City-Skyline
L/D --
Wendy Wasson, Salt Lake City-Skyline
Daniel S. McConkie, Salt Lake City-East
Plaque -- Salt Lake City - Skyline & Highland
Trophy -- Brighton

Northern Wisconsin

DEBATE --
Caryn Murphy & Molly Norton, Stevens Point
June Pineda & Tim Hoppa, Appleton West
Duo Interp --
John Turner & Micha Rademacher, Waupaca
Erick Eiting & Jad Goodwiler, Appleton East
OO --
Becky Bunkert, Appleton East
Michael Hsu, Appleton East
U.S. Extemp --
Sridhar Reddy, Spgleton East
Ryan Billings, Sheboygan South
Foreign Extemp --
Sridhar Reddy, Appleton East
Kelly Landis, Waupaca
DI --
Michelle Seipel, Appleton East
Bina Ahmad, Appleton East
HI --
Jennifer Theiss, Appleton East
Dan Jessup, Appleton East
L/D --
Michael Smithback, New London
Molly Martin, Hortonville
Plaque -- Appleton East
Trophy -- Kaukauna

Eastern Washington

DEBATE --
Andrea Schmitt & Adrian Hunsinger, Lake City
Casey Kelly & Dan Brezczinski, Lake City
Duo Interp --
Mike Gill & Ted Carroll, Gonzaga Prep
OO --
Meena Nandagopal, Mead
Carolyn Salina, Gonzaga Prep
U.S. Extemp --
Beth Wierman, Gonzaga Prep
Jeffery Hubbard, Mead
Foreign Extemp --
Jesse R. Driscoll, Mead
Benjamin F. Voight, Mead
DI --
Dmitri Arbacauskas, Central Valley
Liberty Harris, Lake City

HI --
Shawn A. Hummel, Mead
Darren Meekin, Gonzaga Prep
L/D --
Melody Crick, Central Valley
Sara Eger, Lake City
Plaque -- Lake City
Trophy -- Gonzaga Prep

Hole in the Wall
DEBATE --
Rob Spaulding & Jon Patchen, Campbell Co.
Tom Mueller & Steven Lunsford, Cheyenne East
Brooklin Trover & Jeremy Masiak, Campbell Co.
Duo Interp --
Kittie Grace & Hope Pierucci, Campbell Co.
Damon Mitteldeier & Deb Pohl, Chadron, NE
OO --
Jared Dixon, Cheyenne East
Christie Pridgeon, Campbell Co.
Charrie Reiling, Alliance, NE
U.S. Extemp --
Rob Spaulding, Campbell Co.
Jacob Dell, Spearfish, SD
Foreign Extemp --
Jessica Mellinger, Sheridan
Jon Patchen, Campbell Co.
DI --
Ashley Landen, Cheyenne East
Chris Higgs, Cheyenne East
HI --
Richelle Grevesen, Sheridan
Aaron Odom, Sheridan
L/D --
John Hansen, Newcastle
Adrienne G. Perry, Cheyenne Central
Plaque -- Campbell County
Trophy -- Campbell County

Valley Forge
DEBATE --
Thomas Peff & John Willemin, Jenkintown
Brian Wesoloski & Michael Wilbur, Scranton Prep
Duo Interp --
Sean Toczydlowski & Francesco Caruso, Holy Ghost Prep
Joshua Anderson & James Frawley, Holy Ghost Prep
OO --
Joseph Jones, Holy Ghost Prep
Michael Zecca, Holy Ghost Prep
U.S. Extemp --
Robert Holmes, Holy Ghost Prep
Thomas M. McGlaughlin, Jr., St. Joseph Prep
Foreign Extemp --
Joseph Jones, Holy Ghost Prep
Wm Ryan Webster, St Joseph Prep
DI --
Joseph Pargola, Holy Ghost Prep
Michael Zecca, Holy Ghost Prep
HI --
Christopher Wilgos, Holy Ghost Prep
Kent Beaverson, Dallastown
L/D --
Stephen McElroy, LaSalle College
Gregory M. Eirich, St Joseph Prep
Plaque -- Holy Ghost Prep
Trophy -- Holy Ghost Prep

Hoosier Central
DEBATE --
Greg Erhardt & Patrick Price, Brebeuf Prep.
Stan Chen & Jeremy Wallace, Brebeuf Prep.
Duo Interp --
Ryan A. Fischer & Jessika Partridge, Logansport
Amy Shepard & Dustin Drake, Hamilton Heights
OO --
Spike Wilson, Kokomo
Jennifer Leis, Ben Davis
Jessika Partridge, Logansport
U.S. Extemp --
Brian Scott, West Lafayette Harrison
Jejo Koola, West Lafayette
Samantha McCandless, Ben Davis
Foreign Extemp --
Michael Konopka, West Lafayette Harrison
Christopher Roberts
DI --
Spike Wilson, Kokomo
Leah Hoffman, West Lafayette
HI --
Jason Edwards, Kokomo
Peter Ramsey, Rossville
L/D --
Samantha McCandless, Ben Davis
Jejo Koola, West Lafayette
Plaque -- Logansport
Trophy -- West Lafayette Harrison

Rocky Mountain South
DEBATE --
Dustin Kitson & Brian Ray, Bear Creek
Sean Walsh & Jonathan Buck, Bear Creek
Duo Interp --
Max Anderson & Peter Nestor, Lakewood
Polly Gates & Brandi Lippman, Lakewood
OO --
Tel Cary-Sadler, Denver East
Sarah Furman, Moffat County
U.S. Extemp --
Miguel Suarez, Eaglecrest
Anne Berry, Denver Washington
Foreign Extemp --
Dane Ward, Denver Washington
Ben Pressley, Moffat County
DI --
Matthew Smith, Bear Creek
Jennifer Strate, Bear Creek
HI --
Victoria Dreier, Wheatridge
Katie Laes, Wheatridge
L/D --
Renee Gerni, Golden
Sarah McGuane, Golden
Plaque -- Golden
Trophy -- Lakewood

Arizona
DEBATE --
Mark Loewen & Jeremy Babendure, Chaparral
Jacob D. Deaton & John Kircher, Mountain View
Duo Interp --
Kenny Busch & Tamara Wallace, Dobson
Michael A. Graupmann & Julie Milne, Mountain View
OO --
Anastasia Ching, McClintock
William Self, Mountain View
U.S. Extemp --
Michael Whiteman, Mountain View
William Self, Mountain View
Foreign Extemp --
Derick Kurdy, Dobson
John Houshmand-Parsi, McClintock
DI --
Sean Clifford, Dobson
Ruth E. Morris, Flagstaff
Sarah Dyrhaug, McClintock
HI --
Daniel Schultz, Dobson
Andrew Alexander, McClintock
Summer Smith, Mountain View
L/D --
Krystal Zell, Corona Del Sol
Matthew A. Johnson, Flagstaff
Gregory Pickett, Flagstaff
Plaque -- Mountain View
Trophy -- Dobson

Southern California
DEBATE --
Margaret Stambaugh & Tamlin Pavelsky, San Dieguito
Brody Smith & Justin Rubinstein, San Dieguito
Duo Interp --
Esther Ciannmachilli & Aaron Kissinger, Oceanside
Ruffy Landayan & Terrence Snodgrass, San Geronio
OO --
Nicholas Paxton, Redlands
Jason Hone, Redlands
U.S. Extemp --
Josh Yellen, San Dieguito
Jeremy Reitz, Hesperia
Foreign Extemp --
Jeff A. Patrick, Colton
Jordan Becker, Redlands
DI --
Carmen S. Flores, Mt. Carmel
Wendiann Nichols, Mount Miguel
HI --
Jonathan Carr, Mount Miguel
Neal Thibedeau, Redlands
L/D --
William Silverman, Torrey Pines
Alana Cherlin, Torrey Pines
Plaque -- Redlands
Trophy -- Colton

Southern Colorado
DEBATE --
Kristin Prouty & Jennifer Montoya, Doherty
Jeremiah Fritz & James Halter, Grand Junction
Duo Interp --
Joshua L. Bates & Marcus Bilyeu, Sierra
Seth Maisel & Sean Briggs, Pueblo Centennial

OO --
Danny McDonnell, Lamar
Nathan Bartel, Woodland Park
U. S. Extemp --
Josh Levine Durango
Timothy Wieland, Rampart
Foreign Extemp --
Jennifer Cross, Montrose
Jason Brucker, Rampart
DI --
Brad Balof, Mitchell
James Miller, LaJunta
Juliet Duffy, Rampart
HI --
Cory Moosman, LaJunta
Jade Day, Lamar
Josh Langlois, Liberty
L/D --
Joshua L. Wallick, Rampart
Gary VanDenBerg, Durango
Plaque -- LaJunta
Trophy -- Pueblo Centennial

North West Indiana
DEBATE --
Kunal Shah & Marius Hentea, Munster
Christopher Boudi & David Weck, Munster
Duo Interp --
Adam Krupp & Grant Holm, Plymouth
Sam Carter & Al Barber, Merrillville
OO --
Kavita Chowdary, Munster
Elizabeth Kenny, Plymouth
U.S. Extemp --
Dan Vialard, Plymouth
Marius Hentea, Munster
Foreign Extemp --
David Weck, Munster
Kunal Shah, Munster
DI --
Jordan Heet, Plymouth
Kathleen Brown, Munster
HI --
Bob Hostetler, Plymouth
Katie Schramm, Plymouth
L/D --
Jennifer Smosna, Munster
Melissa Hayes, Plymouth
Plaque -- Munster
Trophy -- Valparaiso

Big Orange
DEBATE --
Amina Abdul & Shane Thoney, Buena Park
Michael Stephens & Nicholas Yoong, Esperanza
Duo Interp --
Matthew Hurtado & Jennifer Wong, Anaheim-Western
OO --
Beth Hampson, Brea Olinda
Michelle Engelhardt, Cypress
U.S. Extemp --
Kelvin Yu, Esperanza
Donny Chia, Esperanza
Foreign Extemp --
Ariel N. Lavinbuk, Irvine
Shane Thoney, Buena Park
DI --
Sophia Kim, Cypress
Karen Kim, Cypress
HI --
Ryan Knowles, La Habra
L/D --
Ryan Knowles, La Habra
Eric Shen, Brea Olinda
Plaque -- Esperanza
Trophy -- Esperanza

South Florida
DEBATE --
Michael Eber & Jason Rockman, Miami-Killian
Katie Matt & Jennifer Spooner, Miami-Palmetto Sr.
Duo Interp --
Marisa Kurland & Sachin Parikh, Miami-Palmetto Sr.
Alexander Torra & Robert Garcia-Tunon, Belen Jesuit
OO --
Emily Levy, North Miami Beach
Susan Israel, North Maimi Beach
U.S. Extemp --
Robert Luck, North Maimi Beach
Julio Garcia, Columbus
Foreign Extemp --
Alex Gomez, Miami-Palmetto Sr.
Seth Kleinman, North Maimi Beach
DI --
Bradley E. Horenstein, Miami-Palmetto Sr.
Nicole Neustein, North Miami Beach

HI --
Jaclyn Overstreet, Southwest
Chris Ramirez, Southwest
L/D --
Barbara Llanes, Lourdes
John D. Counel, Columbus
Plaque -- Miami-Palmetto Sr.
Trophy -- Miami-Killian

Maine
DEBATE --
Bryan Cook & Julie Norris, Oxford Hills
Duo Interp --
Sarah E. Minott & Lincoln Hughes, Scarborough
OO --
Ilana Berman, Cape Elizabeth
Alex Ortolani, Cape Elizabeth
U.S. Extemp --
Melissa K. Yates, Brunswick
Zachary Hornby, Cape Elizabeth
Foreign Extemp --
Daniel Acheson, Bangor
Tara E. Baird, Maranacook
DI --
Jennifer Connell, Cape Elizabeth
Devon McFarland, Cape Elizabeth
HI --
James Kittredge, Cape Elizabeth
Paul Ruopp, Monmouth
L/D --
Nicholas C. Grant, Brunswick
Rachel Efron, Cape Elizabeth
Plaque -- Cape Elizabeth & Brunswick
Trophy -- Cape Elizabeth

West Los Angeles
DEBATE --
Chris Ryan & Jennifer Hall, Arroyo Grande
Duo Interp --
Adrian Herrera & Benjamin Zaiten, Cleveland
OO --
Erin Eisenberg, Harvard Westlake
Stacy Endman, Cleveland
U.S. Extemp --
Jennifer Stein, Harvard Westlake
Jasmine C. Marshall, Arroyo Grande
Foreign Extemp --
Andy Lifszyc, S. O. Center Enriched Studies
DI --
Pauline Yasuda, Cleveland
Zina Zaflov, Cleveland
HI --
Megwynn White, Cleveland
Alan Loyaza, Cleveland
L/D --
Andy Lifszyc, S. O. Center Enriched Studies
Jasmine C. Marshall, Arroyo Grande
Plaque -- S. O. Center Enriched Studies
Trophy -- Newbury Park

Nebraska
DEBATE --
Trevor Foster & Josh O'Donnell, Millard North
Curt Sund & Jon Pappas, Fremont
Duo Interp --
Joey Lampert & Andrew Faltin, Millard North
Adam M. Carr & Rebecca McAndrew, Millard North
OO --
Dora Lin, Millard North
Jennifer Parker, Millard North
U.S. Extemp --
Beth Barry, Raymond Central
John Sautter, Raymond Central
Foreign Extemp --
Shawn Petri, Raymond Central
Kristin Dickey, Millard North
DI --
Elizabeth Goodbrake, Millard North
Greg Ludvik, Raymond Central
HI --
Karen Trvdy, Raymond Central
John Sautter, Raymond Central
L/D --
Susie Lammers, Fremont
Chris Begeman, Norfolk
Plaque -- Millard North
Trophy -- Millard North

Flint Hills
DEBATE --
Rebecca A. Ihrie & Bradley P. Armstrong, Topeka
Keith Henderson & Brandon Reinhart, Topeka West
Adam B. Clark & John Magnuson, Lawrence
Duo Interp --
Mindi Kohake & Matt Enderle, Silver Lake
Stephani Gwin & Brett Naylor, Silver Lake
OO --
Jennifer Bell, Silver Lake
Amanda E. Boatright, Topeka

- U.S. --
Bradley P. Armstrong, Topeka
Rebecca A. Ihrie, Topeka
Foreign Extemp --
Ben S. Lemer, Topeka
Keith A. Ulmer, Topeka
DI --
Stacy J. Magerkurth, Topeka
John C. VanSickle, Topeka
HI --
Christopher E. Sisby, Topeka
David E. DeBrot, Topeka
L/D --
Ben S. Lemer, Topeka
Keith A. Ulmer, Topeka
Plaque -- Topeka
Trophy -- Washburn Rural
- Rocky Mountain North**
DEBATE --
Dan Giersdorf & Justin Hutchinson, Longmont
Matt Kunze & Todd Brown, Ft. Collins
Duo Interp --
Nick Bode & Trey Bator, Greeley Central
Richard Barker & Jennifer Crenshaw, Niwot
OO --
Larry Ulibarri, Greeley West
Susan Ruther, Niwot
U.S. Extemp --
Anthony Hesselius, Longmont
Eric Weiser, Skyline
Foreign Extemp --
Jeffrey Busby, Standley Lake
Adriene Larrarte, Ft. Collins
DI --
Angela Lapre, Niwot
Kelly Leger, Standley Lake
HI --
Kristin Schaal, Skyline
Kevin Johnston, Greeley Central
L/D --
Zachary Westerfield, Standley Lake
Steven Giedras, Ft. Collins
Plaque -- Ft. Collins
Trophy -- Greeley Central
- California Coast**
DEBATE --
Carlo Espinas & George Xanthopoulos, Bellarmine
Helena Ju & Sameer Samat, Leland
Duo Interp --
Peter Allen & Andrew Farotte, Bellarmine
Robert Rogoyksi & Keef Hamm, Westmont
OO --
Charlie Wang, Bellarmine
Yvette Albarran, Leland
U.S. Extemp --
Adam Lauridsen, Bellarmine
Saurabh Prakash, Leland
Foreign Extemp --
Steve Wilson, Bellarmine
Chingwin Pei, Lynbrook
DI --
Jesus Celedon, Leland
Dave Mount, Bellarmine
HI --
Ankur S. Bhatt, Leland
Sarah Williams, Leland
L/D --
Adam Lauridsen, Bellarmine
Rollin Hu, Leland
Plaque -- Leland
Trophy -- Bellarmine
- West Kansas**
DEBATE --
Joshua J. Longbottom & Laura Reagan, Manhattan
Ben Walker & Courtney Nunns, Hutchinson
Jason Thompson & Michael Siegrist, Hutchinson
Duo Interp --
Andrea Schumacher & Amanda Jones, Hays
William Hester & Gina Holsopple, Hutchinson
OO --
Jennifer Kehler, El Dorado
Doug Miller, Concordia
Edward L. Robinson, Moundridge
U.S. Extemp --
Doug Miller, Concordia
Joel Robben, McPherson
Foreign Extemp --
Ben Walker, Hutchinson
Justin Hattan, Concordia
DI --
Lindsey Fortmeyer, El Dorado
Megan Koppenhaver, El Dorado
Ryan McClintock, Maize
HI --
Michael Lane, El Dorado
Chance Mullen, Garden City
Katie Banks, El Dorado
- L/D --
David Ricke, Great Bend
Nicole Skalla, Salina South
Plaque -- Hutchinson
Trophy -- Garden City
- North Dakota Roughrider**
DEBATE --
Melissa Marek & Tyler Anderson, Fargo South
Michelle Eaton & Sarah Nathan, Fargo Shanley
Duo Interp --
Christine M. Brunner & Shanara Yunker, Washburn
Karen Junk & Chris Campbell, Grand Forks Central
OO --
Jefferson Vargas, West Fargo
Lindsay Littlefield, Fargo Shanley
Jennifer Sorenson, Grand Forks Central
U.S. Extemp --
James Fleming, Fargo Shanley
Larry Villella, Fargo South
Foreign Extemp --
Tony Saylor, St. Mary's Central
Jeremy Schue, Fargo Shanley
DI --
Kana Dinkins, Beulah
Terry Hinnenkamp, Fargo North
Jason Lord, Mandan
HI --
Jason Spencer, Fargo North
Jason M. Hess, Linton
Denita Linnertz, West Fargo
L/D --
Jessica Bowen, Grand Forks Central
James Fleming, Fargo Shanley
Plaque -- Grand Forks Central & Fargo Shanley
Trophy Red River
- South Kansas**
DEBATE --
Davi Johnson & Jill Ho, Wichita Southeast
John C. Fowler & Trenton K. Gorman, Parsons
Kyle Barker & Jerry McDonald, Wichita South
Duo Interp --
Erin D. Harbaugh & Zachary A. Morris, Field Kindley
Keiv Daniel Spare & Taryn E. Chubb, Parsons
OO --
Alan D. Wilkinson, Parsons
Sarah Bahr, Caney Valley
U.S. Extemp --
Jason M. Bolt, Parsons
Davi Johnson, Wichita Southeast
Foreign Extemp --
John C. Fowler, Parsons
Jennifer E. Niedenthal, Field Kindley
DI --
Anitra Evans, Wichita Heights
Ebony Clemons, Wichita Southeast
HI --
Chris McClellmore, Wichita Southeast
Jane S. Lava, Parsons
L/D --
Lynnette Womack, Wichita Heights
Jennifer E. Bumgamer, Field Kindley
Plaque -- Parsons & Wichita Southeast
Trophy -- Derby
- Nevada**
DEBATE --
Mike Laxague & Eric Nystrom, Douglas
Jonathan Cornell & Rebekah Johnson, Reno
Duo Interp --
Nathan Allbee & Ashley Callahan, Reno
Amy Marble & Scott Hernandez, Reed
OO --
Jeff Sherman, Clark
Miriam Warren, Advanced Technologies Academy
U.S. Extemp --
David Sommer, Green Valley
Rory Diamond, Reno
Foreign Extemp --
Jonathan Cornell, Reno
Ajeet Pai, Clark
DI --
Andy Mauer, Clark
Frederick Steinmann, Reed
HI --
Kimberly A. Steinforth, Green Valley
Joel D. Blazek, Chaparral
L/D --
Ajeet Pai, Clark
John Tang, Clark
Daniel Paletz, Reno
Plaque -- Clark
Trophy -- Las Vegas-Valley
- New Mexico**
DEBATE --
Kenneth Anderson & Beth Brown, Albuquerque Academy
- Brendan Sanchez & Lauren Ristvet, Albuquerque Academy
Duo Interp --
Guenevere Collins & Aaron Van Devender, Albuquerque Academy
Todd Webster & Becky Gibel, Albuquerque Academy
OO --
Reah Johnson, Albuquerque Academy
Susan Bohannon, Albuquerque Academy
U.S. Extemp --
Guenevere Collins, Albuquerque Academy
Sheila Berry, Albuquerque Academy
Foreign Extemp --
Tom Parr, Albuquerque Academy
Henry Huang, Los Alamos
DI --
Ryan Smith, Portales
Durga Roy, Albuquerque Academy
HI --
Rani Waterman, Albuquerque Academy
Susan Bohannon, Albuquerque Academy
L/D --
Matt Kutny, Albuquerque Academy
Andrea Gunderson, Valley
Jeremiah Ambabo, Highland
Plaque -- Albuquerque Academy
Trophy -- Farmington
- Colorado**
DEBATE --
David T. Garland IV & Cassandra Crites, Ponderosa
James O'Reilly & Matt Slaby, Douglas County
Duo Interp --
Mark Pergola & Preston Britton, Chatfield
Tim Horning & Jessica Brody, Ponderosa
OO --
Brian Cleveland, Highlands Ranch
Carolyn Kamau, Overland
U.S. Extemp --
Kim Victor, Cherry Creek
Christina Von Stroh, Highlands Ranch
Foreign Extemp --
Robbie Buckingham, Overland
Aleks Udris, Highlands Ranch
DI --
Genevieve Dulan, Cherry Creek
Elizabeth Neptune, Overland
HI --
Allison Twardziak, Overland
Dan Conway, Gateway
L/D --
Mia Freis, Cherry Creek
Adam Buckstein, Cherry Creek
Plaque -- Cherry Creek
Trophy -- Cherry Creek
- Hoosier South**
DEBATE --
Casey Howard & Matt Bender, Evansville
Reitz
Christine Berkery & Becky Birchler, Evansville North
Duo Interp --
Jamie Williams & Mike DeVoy, Evansville Reitz
Matt Gerbig & Sarah Hahn, Evansville Reitz
OO --
Mark Palmenter, Reitz Memorial
Annisa Luking, Connersville
U.S. Extemp --
Matt Lasher, Evansville Central
Bao Huynh, Evansville Reitz
Foreign Extemp --
Casey Howard, Evansville Reitz
Matt Bender, Evansville Reitz
DI --
Jessica Corbett, Evansville Reitz
Jennifer Richardt, Evansville Mater Dei
HI --
Jake Perego, Evansville Reitz
Nancy Giesman, Evansville Reitz
L/D --
Matt Lasher, Evansville Central
Jessica Avery, Evansville Reitz
- Sierra**
DEBATE --
Ambar T. Carlisle & Melissa M. Hawkins, Centennial
Kris Willis & Jenny Henry, West Bakersfield
Michelle Nixon & Sam R. See, Bakersfield
Duo Interp --
Joshua DeButts & Brandon Weis, Clovis
Karen J. Bennett & Micah J. Souers, Centennial
OO --
Sheila J. Howard, Bakersfield
Jamal R. Watkins, Bakersfield
U.S. Extemp --
Gretchen Hoff, Bullard Fresno
Patrick Hinds, Centennial
- Foreign Extemp --
David Rosengard, East Bakersfield
Nathaniel Hansen, Clovis West
DI --
Sam R. See, Bakersfield
Vyshnavi A. Chandrasekaran, Garces
HI --
David Tuck, Fresno
Justin Red, Clovis West
L/D --
Jamal R. Watkins, Bakersfield
Ashlee N. Brown, Centennial
Megan Carpenter, Edison-Fresno
Plaque -- West Bakersfield
Trophy -- Sanger
- Central Minnesota**
DEBATE --
Andrew Cheyne & Heather Nelson, Forest Lake
Sherene Judeh & Lindsay Francis, South St. Paul
Keely Blumentritt & Katie Squires, Winona
Duo Interp --
Nathan Koering & John Halbach, Apple Valley
Andrew J. Nelson & Benjamin Moreno, Forest Lake
OO --
Rob Lindgren, Apple Valley
Carissa Wright, Forest Lake
U.S. Extemp --
David Singh, Apple Valley
Megan Peterson, Forest Lake
Foreign Extemp --
Andrew Cheyne, Forest Lake
Cherian Koshy, Apple Valley
DI --
Caroline Nerhus, Forest Lake
Kyle Davies, Apple Valley
HI --
Seth Hammond, Apple Valley
Jeremy Rewey, Anoka
L/D --
David Singh, Apple Valley
Joey Edward, Apple Valley
Plaque -- Forest Lake
Trophy -- South St. Paul
- Iroquois**
DEBATE --
Maxwell Denler & Jessica Sutherland, Bishop Kearney
Duo Interp --
Valerie Voorhees & Eric Weis, Troy, PA
Mark Witinski & Joseph Schneggenburger, Webster
OO --
Tina Drobek, Webster
Andrew Stage, Williamson, PA
U.S. Extemp --
Yuri Pawluk, Bishop Kearney
Foreign Extemp --
Julia Brauer, Webster
Sean Cook, Bishop Kearney
DI --
Caitlin Keegan, Troy, PA
HI --
Peter Collins, Webster
Kevin Wilber, Athens, PA
L/D --
Adam Lisy, Webster
John Morrison, McQuaid
Plaque -- Webster
Trophy -- Bishop Kearney
- Southern Minnesota**
DEBATE --
Zachary K. Garen & John M. Simensen, The Blake School
Douglas Keillor & Renee Kraft, St. Francis
Sarah Fellows & Charles Vander Aarde, Eagan
Duo Interp --
Josh Mitchell & Jennifer Smith, Eagan
Ian Saltmarsh & James Bencivenga, Eagan
OO --
Christy Kolle, Rosemount
Michael Nardi, Eagan
U.S. Extemp --
Katie Mozer, Eagan
Adam C. Garen, The Blake School
Foreign Extemp --
Paven Malhotra, Bloomington Jefferson
Shannon Goyette, Stillwater
DI --
Megan Smith, Eagan
Marsha Smirnov, Eagan
Jennifer Nou, Eden Prairie
HI --
Jaime Walls, Eagan
April Hanson, Marshall
L/D --
Jessica Rosenberg, Benilde St. Margaret
Dan Vukelich, Benilde St. Margaret

- Maya Mikhailov, Hopkins
Plaque -- Eagan
Trophy -- Rosemount
- Michigan**
Duo Interp --
Emily Whyte & Andy Schreuder, Portage Central
OO --
Sarah Mangla, Portage Central
Rupa Patel, Plymouth-Canton Education
U.S. Extemp --
Karen Krajewski, Portage Northern
Foreign Extemp --
Mahesh Joshi, Portage Central
DI --
Leslie Maston, Portage Central
Justin Miller, Battle Creek Central
HI --
Adam Weiner, Portage Northern
L/D --
Ajaz Syed, Portage Northern
Plaque -- Portage Northern
Trophy -- Portage Central
- Tall Cotton**
DEBATE --
Tanya Eustace & Reagan Butts, Midland Lee
Lindsay Leever & Casey Low, Odessa
Duo Interp --
April Kling & Kim Trowbridge, San Angelo - Central
OO --
Chad Thompson, Amarillo-Tascosa
Bao Nguyen, Hereford
U.S. Extemp --
Erin Kenyon, Amarillo-Tascosa
Craig Stanfield, Abilene-Cooper
Marty Kang, Midland Lee
Foreign Extemp --
Nicole Boyle, Midland Lee
Wayne Moore, Amarillo-Tascosa
DI --
Amber Hanson, Midland Lee
Kelsey Altom, San Angelo-Central
HI --
Matt Scott, San Angelo-Central
Shaun Skipper, Midland Lee
L/D --
Nicole Boyle, Midland Lee
Sloan Franklin, Amarillo
Plaque -- Midland Lee
Trophy -- Amarillo
- Longhorn**
DEBATE --
Leslie Johnson & Emily Chung, Newman Smith
Stephen Kovats & Chase Hoffman, Dallas-Jesuit
Duo Interp --
Ashlea D. Beach & Michael Brown, James Martin
OO --
Michael Brown, James Martin
Joey Reske, Plano East
U.S. Extemp --
Joey Reske, Plano East
Leslie Johnson, Newman Smith
Foreign Extemp --
Gene Bixler, Lewisville
Drew Smith, Plano East
DI --
Jared Coseglia, Newman Smith
Zack Snider, Newman Smith
HI --
Adron Ming, Newman Smith
Zack Menendez, Newman Smith
L/D --
Andrew Vaden, Newman Smith
Sonia Ansari, Newman Smith
Plaque -- Newman Smith
Trophy -- Newman Smith
- Hawaii**
DEBATE --
Kevin Ishioka & Kristen Kawachi, Iolani
Albert Im & David Walfish, Punahou School
Duo Interp --
Crystal Glendon & Nicole Lim, Kamehameha Schools
Kawehi Shiroma & Harvey Tomaselli, Kamehameha Schools
OO --
Andrew Hongo, Punahou School
Gary Quiming, Damien Memorial
U.S. Extemp --
Christian Balazs, University Lab School
Foreign Extemp --
David Shapiro, Punahou School
DI --
Jocelyn Chong, University Lab School
Raymond Lambert, Radford
- HI --
Kinohi Nishikawa, Kamehameha Schools
Colleen Smith, Kaiser
L/D --
Christian Balazs, University Lab School
Tracy Hresko, Punahou School
Plaque -- Iolani
Trophy -- Punahou School
- New England**
DEBATE --
Megan Phelan & Sara Tunstall, Hampshire Regional
Brook Hopkins & Robin Hopkins, Otter Valley
Duo Interp --
Heather McGhee & Nick Burchfield, Milton Academy
James Carrigan & Russell D. Grankewicz, Catholic Memorial
OO --
Sandy Cohan, Milton Academy
Michael Silverstein, Milton Academy
U.S. Extemp --
Chetan Hertzog, Lexington
Joshua Stein, Needham
Foreign Extemp --
Erick Tseng, Milton Academy
Chris Palmer, Milton Academy
DI --
Sprague E. Grayden, Manchester
Cassim Shepard, Milton Academy
HI --
Ben Forkner, Milton Academy
Aaron Raphael, Milton Academy
L/D --
Keryn M. Kwedor, Manchester
Nathan J. Everett, Manchester
Plaque -- Manchester
Trophy -- Lexington
- Illini**
DEBATE --
Jennifer Muzzo & Shannon Bauer, Homewood-Flossmoor
Duo Interp --
Heather Mack & Nelson Ellis, Thornridge
Valerie Garcia & Josie Yousef, Downers Grove South
OO --
Metra Gilliard, Thornridge
Sarah Huen, Downers Grove South
U.S. Extemp --
Jennifer Schulp, Homewood-Flossmoor
James Dunleavy, Sandburg
Foreign Extemp --
Allison De Marzo, Wheaton Warrenville South
Manisha Shetty, Downers Grove South
DI --
Katie Killackey, Downers Grove South
Metra Gilliard, Thornridge
HI --
Katie Rich, Sandburg
Tony Fleming, Downers Grove South
L/D --
Jennifer Moyer, Homewood-Flossmoor
Plaque -- Downers Grove
Trophy -- Thornridge
- Gulf Coast**
DEBATE --
Joel De La Garza & John Castilleja, Rowe
J.R. Quintanilla & Orlando Mata, Premont
Duo Interp --
Chris Carter & Leah Chaney, Gregory-Portland
Lucas Guerra & Amanda Becker, Gregory-Portland
OO --
Clinton Cargill, Hharlingen South
Cris Alonzo, Pharr-San Juan-Alamo
U.S. Extemp --
Lori Villarreal, Bishop
Jimmy Mardis, Harlingen South
Foreign Extemp --
Andrew Dahm, Harlingen South
Aaron Bigbee, Bishop
DI --
Monica Asencio, Pharr-San Juan-Alamo North
Gregory-Portland
HI --
Clinton Cargill, Harlingen South
Cesar Ozuna, Donna
L/D --
Mark Menendez, McAllen
Charlene Scott, Flour Bluff
Plaque -- Harlingen South
Trophy -- Corpus Christi-Carroll
- South Texas**
DEBATE --
Brian Dupre & Alice Wang, Houston-Bellaire
- Tammy Shoham & Ted Weiman, Houston-Bellaire
Duo Interp --
Sonya Green & Luis Lira, B. F. Terry
David Head & Annessa Nelson, Lamar Consolidated
OO --
Adam Rosenbloom, Houston-Bellaire
Joshua Broward, B.F. Terry
U.S. Extemp --
Daniel Knight, Friendswood
David Salinas, Aldine
Foreign Extemp --
Joy Brennan, Aldine
Kevin Gordon, Houston-Bellaire
DI --
Ashley Masters, Westfield
Jennie Hoelscher, A & M Consolidated
HI --
Kevin Held, Friendswood
Jeff Cusimano, B.F. Terry
L/D --
Elizabeth Durham, Klein Oak
Jennifer Warford, Baytown Sterling
Plaque -- Houston-Bellaire
Trophy -- Bellaire
- Central Texas
DEBATE --
Matthew Tiffie & Chosei Kiyuna, Hays
Sarah Snip & Blake Eno, Clark
Shafeeqa Watkins & Zachary Montz, L. B. Johnson
Duo Interp --
Andrew Morris & Chris Cardenas, Madison
Leann Reynolds & Sean Hall, Madison
OO --
Malcolm Wardlaw, Churchill
Charles Peters, Clark
U.S. Extemp --
Ryan Cunningham, Lee
Shavonne Smith, Clark
Chosei Kiyuna, Hays
Foreign Extemp --
Caleb McDaniel, Clark
Leigh Mayo, Taft
DI --
Vanessa Lozano, Madison
Kelly Hamilton, Westlake
HI --
Ben Stoller, Churchill
Regan Arevalos, Madison
L/D --
Shavonne Smith, Clark
Caleb McDaniel, Clark
Anna Kaminska, Clark
Plaque -- Clark
Trophy -- Churchill
- Western Oklahoma**
DEBATE --
Brad Buchanan & Josh Burns, Edmond Memorial
Jason Stewart & Jeremy Dillingham, Edmond North
John Hestand & Jonathan McVay, Edmond North
Duo Interp --
Jace Larsen & Joe Jacobson, Guymon
OO --
Scott Major, Alva
Jennifer Short, Norman
U.S. Extemp --
Marie Doezeema, Norman
Stephanie Troyer, Norman
Foreign Extemp --
Neelesh Nerurkar, Edmond North
David West, Norman
DI --
Christopher Todd, Putnam City North
John Dulaney, Turpin
HI --
Marshall Vogts, Alva
Dresden Leebron, Edmond North
L/D --
Stephanie Troyer, Norman
Neelesh Nerurkar, Edmond North
Marie Doezeema, Norman
Plaque -- Edmond North
Trophy -- Kingfish
- Capital Valley**
DEBATE --
Michael LeFevre & June Han, Sacramento-Kennedy
Jimmy Condrey & Jim Leger, Marysville
Duo Interp --
John Prichard & Danielle Corey, Galt
OO --
Mike Downey, Galt
Danielle Corey, Galt
- U.S. Extemp --
Sarah M. Smith, Del Norte
Amy Kimura, Sacramento-Kennedy
Foreign Extemp --
Caryn Adams, Yuba City
DI --
Jude Mikal, Galt
Maieha Freidenfelt, Del Norte
HI --
Philip DuPont, Sacramento-Kennedy
L/D --
Michael Y. Lee, Rio Americano
Jacob White, Galt
Plaque -- Sacramento-Kennedy
Trophy -- Del Norte
- San Francisco Bay**
DEBATE --
Noah Rosenthal & Byrdie Renik, Head Royce School
Jonathan Richey & Condy Creek, Head Royce School
Duo Interp --
Andrew Henry & Greg Snyder, El Cerrito
Alphonso Thompson & Cory Randolph, James Logan
OO --
Peter Anderson, Miramonte
Miriam Nalumansi, James Logan
Mary Dabiza, San Francisco-Lowell
U.S. Extemp --
Jerrit Kay, James Logan
Lance Schlaifer, College Preparatory
Candice Tam, Danville-Monte Vista
Foreign Extemp --
Jean Kuei, James Logan
Rita Lin, College Preparatory
DI --
Tafari Walston, James Logan
Mishua Lockheart, James Logan
Paul C. Williams, James Logan
HI --
Alexis Camins, James Logan
Manejoy Mendoza, San Francisco-Lowell
Kristen Hiscocks, Miramonte
L/D --
Dashiell Shapiro, College Preparatory
A. C. Padian, College Preparatory
Candice Petty, James Logan
Plaque -- College Preparatory
Trophy -- College Preparatory
- East Kansas**
DEBATE --
Grant McKeethan & Ryan Nelson, Shawnee Mission South
Cara Haughney & Kristiane Gray, Shawnee Mission Northwest
Ryan Hudson & Ben Lyons, Fort Scott
Duo Interp --
Anne Bosilevac & Joe Boothe, Shawnee Mission South
Rachel Douglass & Joshua R. Meyer, Blue Valley
OO --
Sarah Millin, Blue Valley Northwest
Sheila Dale, Shawnee Mission Northwest
U.S. Extemp --
Grant McKeethan, Shawnee Mission South
G. Andrew Marino, Bishop Miege
Foreign Extemp --
Nathaniel Stankard, Shawnee Mission West
Kyle Handley, Shawnee Mission Northwest
DI --
Erik Wetz, Bishop Miege
Ateshia Taylor, Lansing
HI --
Anu Yadav, Shawnee Mission South
Greg Cleaver, Shawnee Mission West
L/D --
Heather Yates, Olathe South
Alex Knapp, Olathe South
Plaque -- Shawnee Mission South
Trophy -- Shawnee Mission West
- Lone Star**
DEBATE --
Dustin Marshall & Lindsay Harrison, Greenhill
Josh Goldberg & Rashad Hussain, Greenhill
Duo Interp --
Erica Aguilar & Lacy Coil, Ryan
Cliff Fraser & Colleen Clinkenbeard, Grapevine Sr.
OO --
Brian Pracht, Plano Sr.
Andrew Buck, Arlington
U.S. Extemp --
Ramya Vivenkanandan, Garland
Katie Hatzivramidis, Turner
Foreign Extemp --
Tejal Shah, Grapevine Sr.
Lea Alhailai, Turner

Congress Honors

New England

Senate
 *O Jay Haverty, Milton Academy
 *S Haady Taslim, Needham
 P Joshua Stein, Needham

House
 *O Shannah Varon, Needham
 *S Maria Spinola, Boston Latin
 P Shannah Varon, Needham

Western Ohio

Senate
 *O Nathan Fuschetto, West Carrollton
 *S Nathaniel M. Stulman, Findlay
 P Phil Miller, Sylvania Northview

House
 *O Holly Fistler, Dayton Oakwood
 *S Brian H. Fiske, Findlay
 P Holly Fistler, Dayton Oakwood

Puget Sound

Senate
 *O Chris Morris, Kamiak
 S Robert M. Smith, Snohomish
 P Sophia Ansari, Kamiak

House
 *O Jesson Mata, Mt. Rainier
 S Mike Spear, Mt. Rainier
 P Christine West, Kamiak

Eastern Washington

Senate
 * Chris Cael, Shadle Park
 * Patty Waite, Shadle Park
 P Randy Cooper, Lake City

House
 * Dan Williams, Gonzaga Prep
 P Sarah Westergren, Mead

House 2
 * Katy J. Zadra, Mead
 P Bill Schroeder, Gonzaga Prep

Northern Ohio

Senate
 *O Rich Vagas, Youngstown-Ursuline
 *S Michael Anders, Howland
 P Todd Le Clair, Canfield

House
 *O Matt Thomas, Howland
 *S Brian Sinchak, Youngstown-Boardman
 P Brian Sinchak, Youngstown-Boardman

Southern Wisconsin

Senate
 *O Chris Wisniewski, Marquette University
 *S Deborah Schwartz, West Bend East
 P Chris Wisniewski, Marquette University

House
 *O Bryan Metrish, West Bend East
 *S Jason Chapman, Nicolet
 P Ali Nikseresh, Nicolet

Show Me

Senate
 *O Bradley Cordes, Raytown South
 *S Chris Wilt, Raytown
 P Ben Morris, Lee's Summit

Senate 2
 *O Laurie Stites, Lee's Summit
 S Peter F. Wilson, Kansas City-Rockhurst
 P Laurie Stites, Lee's Summit

House
 *O Michaela Hammond, Blue Springs South
 *S Vinita Kumar, Raytown
 P Justin Kalwei, Raytown South

House 2
 O Ben Grasso, Lee's Summit
 S Chris Leake, Kansas City-Rockhurst
 P Amy DeWeese, Blue Springs South

Maine

Senate
 *O Anna Vaillancourt, Thornton Academy
 *S Dan Pincus, Bangor
 P John Poulin, Lewiston

House
 *O Austin Primiano, Lewiston
 *S David Cote, Bangor
 P Jeffrey Saucier, Lewiston

Ohio North Coast

Senate
 Anna Pinchak, Gilmour
 *S Bernard Bunye, Midpark
 P Bernard Bunye, Midpark

House
 *O Clarence Fluker, Shaw
 *S Heather Brack, Solon
 P John Brickel, Gilmour

California Coast

Senate
 *O Kaushik Mukherjee, Monta Vista
 *S David Applegate, Bellarmine
 P Esther Kim, Lynbrook

House
 *O Ken Chen, Homestead
 S Maureen Pettibone, Lynbrook
 P Maureen Pettibone, Lynbrook

House 2
 *O Jim Simmons, Bellarmine
 S Neil Malhotra, Bellarmine
 P David Z. Maze, Leland

Carver-Truman

Senate
 *O Morgan Vandagriff, Monett
 *S David Bailey, McDonald County
 P Morgan Vandagriff, Monett

House
 *O Jason Shaver, Neosho
 S Scott Wylie, Neosho
 P Scott Wylie, Neosho

House 2
 *O Jason Beckerdite, Neosho
 S Eric Flattem, Monett
 P Eric Flattem, Monett

New York City

Senate
 *O Matthew Monteverde, Chaminade
 *S Bradford Short, Loyola

House
 *O Adam Zirkin, Syosset
 *S Kevin Schwartz, Roslyn

Iroquois

Senate
 *O Fred Sinclair, Mount Markham
 *S Karen Ferguson, Madrid-Waddington
 P Fred Sinclair, Mount Markham

Senate 2
 *O Fred Sinclair, Mount Markham
 S Brad Balthaser, Troy, PA
 P Elizabeth Dunn, Mount Markham

Northern Wisconsin

Senate
 *O Wendy Riemann, Sheboygan South
 *S Eric Evans, Appleton East
 P David VanGroll, Little Chute

House
 *O Steve Hyden, Appleton East
 *S Alger Olson, Algoma
 P Aaron Johnson, Sheboygan North

Big Orange

Senate
 *O Daniel Catone, Sonora
 *S Caitlin Mitchel, Brea Olinda

House
 *O Donny Chia, Esperanza

House 2
 *O Ernest Luk, Huntington Beach

Valley Forge

Senate
 *O John Eckert, LaSalle College
 *S Kim Palladino, Pennsbury
 P Vincenzo La Ruffa, LaSalle College

House
 *O Tom Gushue, Truman
 S Shane F. Bristow, Lower Merion
 P Mendel Schmiedekamp, LaSalle College

House 2
 *O Adrian Loder, Danville
 S Pauline Tannenbaum, Gwynedd Mercy Academy
 P Pauline Tannenbaum, Gwynedd Mercy Academy

East Los Angeles

Senate
 *O Peter Dong, Schurr
 *S Huang Kim Luu, Alhambra
 P Viera D. Juarez, Alhambra

House
 *O David Green, San Gabriel
 *S Mark Mao, San Gabriel
 P Alex Ou, Polytechnic

Ozark

Senate
 *O Jocelyn Hudson, Nixa
 *S Emily Monroe, Springfield-Glendale
 P Josh Douglas, Springfield-Parkview

House
 *O Cynthia Phillips, Kickapoo
 *S Gary Bills, Springfield-Glendale

P Ryan Witt, Kickapoo

Nebraska South

Senate
 *O Shane Mecham, Lincoln Southeast
 *S Ann Devlin, Omaha-Mercy
 P Matt Johns, Ralston

House
 *O Paul Hasty, Lincoln
 S Christopher B. Branch, Papillion-LaVista
 P Chris Bourke, Hastings

House 2
 *O Adam Astley, Bellevue East
 S Erik German, Lincoln
 P Lea Kalamaja, Omaha-Mercy

Arizona

Senate
 *O Daniel Schultz, Dobson
 *S Michael Whiteman, Mountain View
 P Daniel Schultz, Dobson
 P Katherine Reid, Sunnyslope

House
 *O Muri Smith, McClintock
 S Roxanne Wilson, Dobson
 P Muri Smith, McClintock
 P Roxanne Wilson, Dobson

House 2
 *O Derick Kurdy, Dobson
 S Ben Keari, Corona Del Sol
 P Jeff Fields, Sunnyslope
 P Derick Kurdy, Dobson

Northern South Dakota

Senate
 *O Joel VocKrodt, Watertown
 *S Mark Hines, Deuel
 P Ann Fishback, Brookings

House
 *O Jeff VocKrodt, Watertown
 S Brandon Warrick, Watertown
 P Stac A. Bare, Brookings

House 2
 *O Joshua Moore, Aberdeen Central
 S Mike Redlinger, Watertown
 P Mike Glover, Watertown

Lone Star

Senate
 *O Atisha Patel, Plano Sr.
 *S Tejal Shah, Grapevine Sr.
 P Atisha Patel, Plano Sr.
 P Eric Melin, Grapevine Sr.

House
 *O Tracey L. Sowards, Plano Sr.
 S Danny Dinneen, Grapevine Sr.
 P Tracey L. Sowards, Plano Sr.
 P Danny Dinneen, Grapevine Sr.

House 2
 *O Hilary Smith, Plano Sr.
 S Clark Good, Grapevine Sr.
 P Clark Good, Grapevine Sr.
 P Eugene Yost, Trinity

Rushmore

Senate (Day 1)
 *O Mike Muilenberg, Sioux Falls Roosevelt
 S Amanda Eckhoff, Sioux Falls Lincoln
 P Craig Hunter, Rapid City Stevens

Senate (Day 2)
 *O Mike Muilenberg, Sioux Falls Roosevelt
 *S Christopher Soukup, Sioux Falls O'Gorman
 P Craig Hunter, Rapid City Stevens

House 1 (Day 1)
 *O Leslie Medema, Sioux Falls Washington
 S Joslyn Snow, Sioux Falls Roosevelt
 P Paul Leistra, Sioux Falls Washington

House 1 (Day 2)
 O Kristen Knudson, Sioux Falls Lincoln
 *S Leslie Medema, Sioux Falls Washington
 P Paul Leistra, Sioux Falls Washington

House 2 (Day 1)
 O Crystal Kozel, Sioux Falls Washington
 *S Kevin Wrotenbery, Sioux Falls Lincoln
 P Pat Munson, Sioux Falls Lincoln

House 2 (Day 2)
 *S Kevin Wrotenbery, Sioux Falls Lincoln
 S Josh Swannstrom, Beresford
 P Pat Munson, Sioux Falls Lincoln

Rocky Mountain South

Senate 1 PM
 *O Zephariah Snapp, Lakewood
 S Mario Suarez, Eagle Crest
 P Ben Pressley, Moffat County

Senate 1 AM
 *O Jeffrey Magnani, Evergreen
 S Shon Bogar, Arvada

P Anne Berry, Denver-Washington

Senate 2 PM
 O Amanda Leiker, Moffat County
 S Eric Mosier, Lakewood
 P Dane Ward, Denver-Washington

Senate 2 AM
 O Michelle Lesh, Arvada West
 S Todd Houston, Eaglecrest
 P Katherine Nonas, Lakewood

Senate 3 PM
 O Ren Bucholz, Golden
 S Gina Jacobs, Moffat County
 P Jonathan Buck, Bear Creek

Senate 3 AM
 O Dustin Kitson, Bear Creek
 S Jason Reinking, Eaglecrest
 P Tara Linton, Moffat County

House 1 PM
 O Dan Lusk, Eaglecrest
 S Jason Reinking, Eaglecrest
 P Tara Linton, Moffat County

House 1 AM
 O Amber Lindgren, Eaglecrest
 S Marshall A. Jung, Denver-Washington
 P Christopher Moore, Evergreen

House 2 PM
 *O Michelin Massey, Eaglecrest
 S Dan Willman, Golden
 P Brian Ray, Bear Creek

House 2 AM
 O Laura Grahma, Denver-Washington
 S Andrea Lanterman, Golden
 P Sean Walsh, Bear Creek

House 3 PM
 O Kris Bennett, Eaglecrest
 *S Joe Cascio, Golden
 P John Meyer, Lakewood

House 3 AM
 O Corine Norman, Eaglecrest
 S Kelly Rudman, Lakewood
 P Shane Turner, Golden

Hoosier South

Senate
 *O Ravi Bhatt, Evansville Central
 *S Chris Josey, Evansville Reitz
 P James Sargent, Connersville

House
 *O Stephen Schaefer, Evansville Mater Dei
 S Sam Stephens, Evansville Mater Dei
 P Jessica Avery, Evansville Reitz

House 2
 *O Jeremy D. Villines, Evansville Reitz
 S Nicholas Stadtmiller, Perry-Meridian
 P John Parker, Evansville Reitz

Capital Valley

Senate
 *O Erin Brooks, Sacramento-Kennedy

House
 *O Theo Black, Nevada Union

Nebraska

Senate
 *O Heath Stewart Norfolk
 *S Tamy Burnett, Columbus
 P Jennifer Parker, Millard North

House
 *O Ryan Hansen, Millard North
 S Samuel Kruger, Omaha Central
 P Nick Detsch, Kearney

House 2
 *O Andria M. Jones, Millard North
 S Melissa Sutton, Skutt Catholic
 P Josh Samis, Millard North

Rocky Mountain North

Senate 1 (Day 1)
 O Jenny Ellison, Steamboat Springs
 S Stephanie Dabkowski, Skyline
 P Justin Rangel, Greeley Central

Senate 2 (Day 1)
 *O Nicole Itano, Fairview
 S Angela Thorsted, Longmont
 P Michael Zahler, Standley Lake

House 1 (Day 1)
 O Dan Giersdorf, Longmont
 S Jarrod Gavito, Standley Lake
 P Kelly Brady, Greeley Central

House 2 (Day 1)
 *O Eric Weiser, Skyline
 S Lisa Nutting, Fairview
 P Elisabeth Ciancio, Standley Lake

House 3 (Day 1)
 O Nick Bode, Greeley Central
 S Christina Cabbage, Fairview
 P Anthony Hesselius, Longmont

Senate 1 (Day 2)

O Jennifer Hull, Fairview
 *S Zachary Westerfield, Standley Lake
 P Lonni Clark, Centarus

Senate 2 (Day 2)
 O Bill Kendall, Steamboat Springs
 S Richard Hallquist, Greeley Central
 P Jeffrey Busby, Standley Lake

House 1 (Day 2)
 O Paul Coville, Fairview
 S Brett Phillips, Fairview
 P Richard Barker, Niwot
 House 2 (Day 2)
 O Teri Ham, Niwot
 S Christina Gabel, Greeley Central
 P Christopher Greulich, Steamboat Springs

House 3 (Day 2)
 O Susan Lindahl, Fairview
 S Alexa Shoning, Niwot
 P David Cannode, Standley Lake

Patrick Henry
 Senate
 *O Vince Lowery, Essex
 P James P. Long, Princess Anne
 House
 *O Jessica Krechel, Cox
 P Jessica Krechel, Cox

East Texas
 Senate
 *O Jason Taylor, Pasadena
 House 1
 O Alecia Brinkerhoff, Spring
 House 2
 *O Jason C. Sykes, Nacogdoches

North Georgia Mountain
 Senate
 *O Zach McEntyre, Calhoun
 *S Eric Graham, Etowah
 P Zach McEntyre, Calhoun
 House
 *O Dao Huynh, Gainesville
 S Adam Hardigree, Snellville-Brookwood
 P Adam Hardigree, Snellville-Brookwood

Northern Oregon
 Senate
 *O Laura Brown, Lakeridge
 *S Justin Kistner, Oregon City
 P Sarah Riley, Canby
 House 1
 *O Jared Hager, Gresham-Barlow
 S Jason Miller, Canby
 P Dustin E. Buehler, Gresham-Barlow
 House 2
 *O Owen Zahorcak, Tualatin
 S Joe Shapiro, Beaverton
 P Brian Prue, Canby

South Oregon
 Senate
 *O Yvonne Padilla, Eagle Point
 *S Eagle Jones, Ashland
 P Yvonne Padilla, Eagle Point
 House 1
 *O Heather Collins, North Medford
 S Harry J. Schneider, Eagle Point
 P James Banks, Roseburg
 House 2
 *O Joel Morrison, Roseburg
 S Kryss Harris-McCants, Ashland
 P Aimee Sands, Eagle Point

North Texas Longhorn
 Senate
 *O Drew Smith, Plano East
 *S Veena Iyer, James Martin
 P Drew Smith, Plano East
 P Gene Bixler, Lewisville
 House
 *O Joey Reske, Plano East
 *S Elizabeth Hong, James Martin
 P Joey Reske, Plano East

Big Valley
 Senate
 *O Peter Stone, Johansen
 *S Monique Carson, Modesto-Downey
 P Avinash Raina, Stockton-Stagg
 House
 *O Nick Papas, Stockton-Lincoln
 *S Stacey Lopaz, Modesto-Beyer
 P Sarah Burdge, Modesto-Beyer

Tennessee
 Senate
 *O Travis Jones, Brentwood
 *S Elizabeth Okoreeh-Baah, Hume Fogg
 P Michael Hillard, Antioch

House
 *O Joshua Campsey, Franklin
 *S Mark Robinette, Antioch
 P Mark Robinette, Antioch

San Francisco Bay
 Senate
 *O Robert Lundin, Miramonte
 *S Amy Rice, Miramonte
 House
 *O Hugo Delgado, San Fran-St. Ignatius
 *S Noah Schubert, Miramonte

Hoosier Central
 Senate
 *O Jason Collins, Ben Davis
 S Matt Luzadder, Carmel
 P Robert D. Spomer, Brebeuf Prep.
 House 1
 *O Anna M. Huffman, Brebeuf Prep.
 *S Carole Tolbert, Ben Davis
 P Jeremy Wallace, Brebeuf Prep.
 House 2
 O Christian Bartholomew, Oak Hill
 S Jennifer Bex, Ben Davis
 P Michael Konopka, Harrison

South Florida
 Senate 1
 *O Jared Fisher, Miami Palmetto Sr.
 S Phillip A. Gold, Miami Palmetto Sr.
 P Jared Fisher, Miami Palmetto Sr.
 Senate 2
 *O Mark Adler, North Miami Beach
 S Gerald Williams, Carol City
 P Mark Adler, North Miami Beach

House 1
 *O Rebecca Toonkel, North Miami Beach
 S Carol Rozenblad, North Miami
 P Robert Luck, North Miami Beach
 House 2
 *O Louise Sandberg, Miami Palmetto Sr.
 S Haiwen Chu, North Miami
 P Adrian Felix, Miami Palmetto Sr.

Southern Colorado
 Senate 1
 *O Eric St. Gemme, Durango
 S Jason Oraker, Palmer
 P Nathan Bartel, Woodland Park
 P Timothy Wieland, Rampart
 Senate 2
 *O Jason Wilkinson, Rampart
 S Gary VanDenBerg, Durango
 P Jason Brucker, Rampart
 P Jason Wilkinson, Rampart
 House 1
 *O Peter G. Fischer, Rampart
 S Jennifer Hays, Rampart
 P Peter G. Fischer, Rampart
 P Erin Braatz, Woodland Park
 House 2
 *O Ryan Cameron, Rampart
 S Joshua L. Wallick, Ramart
 P Benjamin A. Johnson, Sierra
 P Robin Higham, Woodland Park

Southern California
 Senate
 *O Richard M. Mendoza, Colton
 *S Rambod Amirnovin, San Dieguito
 P Brody Smith, San Dieguito
 House 1
 *O Eugene Kim, Redlands
 S Steve Hori, San Dieguito
 P Angel Hossain, Redlands
 House 2
 *O Kamran Y. Malik, Colton
 S Michael E. Vines, Redlands
 P Jessica Lewis, San Dieguito
 House 3
 O Melissa A. Lowe, Colton
 S Gautam Sood, San Dieguito
 P Jeff A. Patrick, Colton

Pittsburgh
 Senate 1
 *O Brett Weinheimer, Bethel Park
 S Neal Kernkar, Peters Township
 Senate 2
 *O Kirsten Gray, Upper St. Clair
 S Albert Ju, Bethel Park
 P Grant Hutchings, Bethel Park
 House 1
 *O Jennifer Stoltz, North Hills
 S Steve Valdes, Canevine
 P Steve Valdes, Canevine
 House 2
 *O Jason Owen, Cathedral Prep
 S Jenine Peirce, Peters Township
 P Charles Strauss, Bethel Park

Great Salt Lake
 Senate
 *O Christopher Von Maack, Rowland Hall-St. Mark's
 *S Davis Strong, Kearns
 P Louisa McMurray, Salt Lake City-Skyline
 House 1
 *O David Hunt, Hunter
 *S Jennifer Jensen, Salt Lake City-Skyline
 P Nathan Shand, Salt Lake City-Skyline
 House 2
 O Ruth A. Romney, Salt Lake City-Skyline
 S Blake Smith, Hunter
 P Blake Smith, Hunter
 House 3
 O Amy Robison, Hunter
 S Nicole Tattersall, Kearns
 P Amy Robison, Hunter
 House 4
 O Audrey Smith, Salt Lake City-Skyline
 S Nicole Chase, Hunter
 P Nicole Dehart, Kearns

Florida Manatee
 Senate
 *O Ashley Keller, University
 *S Sean Weiner, Nova
 House 1
 *O Candice Aloisi, Nova
 S Michael Gillespie, Martin County
 House 2
 *O Ed Smith, Nova
 S Seth Green, Taravella

Nevada
 Senate
 O Frederick Steinmann, Reed
 S Andres Ramirez, Las Vegas-Valley
 P Daniel Jenkins, McQueen
 House 1
 O Kristi Vanderbeek, Reed
 S Justin Shiroff, Chaparral
 P Kristi Vanderbeek, Reed
 House 2
 O Ashley Huffaker, Green Valley
 S Aaron Sanchez, Douglas
 P Michelle Sambo, Douglas

New Mexico
 Senate
 *O Damon Kalcich, Farmington
 *S Gabriel Scannapieco, Los Alamos
 P Damon Kalcich, Farmington
 House 1
 *O Brian Smith, Manzano
 S Laura Hochla, Albuquerque Academy
 P Sophie Peterson, Taos
 House 2
 *O Anwar Kaelin, Taos
 S Matthew Sullivan, Highland
 P Richard J. Thomas, Farmington

Colorado
 Senate 1
 *O Isaac Rutenberg, Overland
 *S Melina Coates, Highlands Ranch
 P Leigh Brown, Columbine
 P Brett Turre, Mullen
 Senate 2
 *O Carolyn Kamau, Overland
 *S Brian Cleveland, Highlands Ranch
 P Alison Chase, Mullen
 P Jason Freedman, Cherry Creek
 House 1
 *O Chad Grell, Highlands Ranch
 *S Brooke Okland, Chatfield
 P Robbie Buckingham, Overland
 P Ben Goldstein, Columbine
 House 2
 *O James Karbach, Rangeview
 *S Jack D. Patten, III, Columbine
 P Josh St. Romain, Chatfield
 P James Karbach, Rangeview

Flint Hills
 Senate 1
 *O Matthew Hochstetler, Lawrence
 *S Robert Gilligan, Emporia
 P Keith Henderson, Topeka West
 Senate 2
 O Alex S. Garrett, Washburn Rural
 S Adam J. Obley, Topeka
 P Edward K. Sebelius, Topeka
 P Adam J. Obley, Topeka
 House 1
 *O Jerrod Bohn, Topeka-Seaman
 S Ryan J. Gigous, Topeka
 P Bradley P. Armstrong, Topeka
 House 2
 *O Brian Lilley, Silver Lake
 S Matthew Jansen, Lawrence
 P Rebecca A. Ihrie, Topeka

P Craig M. Maddux, Silver Lake

Central Minnesota
 Senate
 *O David Kaplan, Mounds Park Academy
 *S Margaret Luger, Forest Lake
 P David Kaplan, Mounds Park Academy
 House
 *O Tammy Johnson, Anoka
 *S Andrew Oberg, Apple Valley
 P Tammy Johnson, Anoka

Mid-Atlantic
 Senate
 *O Catherine Bernard, Blacksburg
 *S Ben Tievsky, Walt Whitman
 P Nicola J. Mrazek, Walt Whitman
 House
 *O Mathu Subramanian, Walt Whitman
 *S Jeremy A. Shure, Walt Whitman
 P Sarah Richardson, Walt Whitman

Southern Minnesota
 Senate
 *O Christopher Deufel, Austin
 *S Andy Abruzzese, Hopkins
 House 1
 *O Adam Waldbaum, Hopkins
 S Heidi Weinzettl, Eagan
 House 2
 *O Bradley Davis, Rochester Mayo
 S Douglas Wardlow, Eagan

Sierra
 Senate
 *O Alex Spjute, Buchanan
 *S Kelly Miller, West Bakersfield
 P Che Johnson, Fresno
 House 1
 *O Jason Bosch, East Bakersfield
 S Mark Hatch, Buchanan
 P Justin Vinnard, Fresno-Bullard
 House 2
 *O Adam Meredith, Buchanan
 S Robert S. Pair, Bakersfield
 P Adam Meredith, Buchanan

Tall Cotton
 Senate
 O John Messer, Hereford
 *S Niraj Khandelwal, Midland-Lee
 P Michael Wilt, Amarillo
 House 1
 *O Erin Kenyon, Amarillo-Tascosa
 S Michael Howell, Amarillo
 P Erin Kenyon, Amarillo
 House 2
 *O Craig Stanfield, Cooper
 S Allison Harvey, Odessa-Pemian
 P Ann Buijger, Odessa

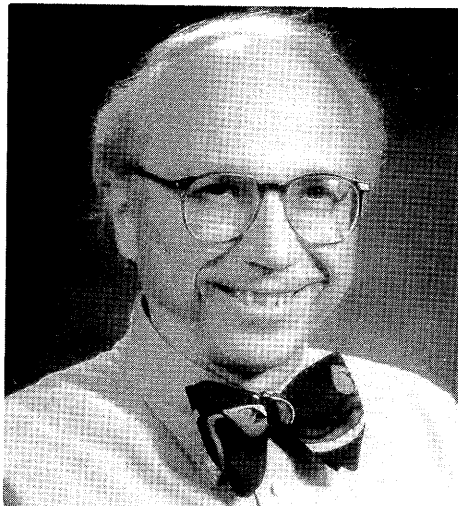
Central Texas
 Senate
 *O David Goldberger, Westlake
 *S Shavonne Smith, Clark
 P Martin Priest, Madison
 House 1
 *O Aaron Powers, Madison
 S Caleb McDaniel, Clark
 P Hector Bove, Taft
 House 2
 *O Nick Marshall, Lee
 S Leigh Mayo, Taft
 P Shafeeqa Watkins, L. B. J.

West Los Angeles
 Senate
 * Micah Lapidus, Cleveland
 House
 * Michael Leviton, Cleveland

East Oklahoma
 Senate
 *O Judd Campbell, Jenks
 *S Shawn Blankenship, Seminole
 P George T. Bynum, Cascia
 P Judd Campbell, Jenks
 House 1
 *O Jessica Parker, Sapulpa
 P Megan E. Brannan, Bartlesville
 P Craig Dillard, Cascia Hall
 House 2
 *O Katie Edwards, Sapulpa
 P Sloan Callen, Jenks
 P Bryan Nowlin, Cascia Hall

South Kansas
 Senate
 *O Jennifer M. Malone, Field Kindley
 *S Almas Sayeed, Wichita East
 P Erin D. Harbaugh, Field Kindley
 P Alan D. Wilkinson, Parsons

DOUBLE DIAMOND COACHES



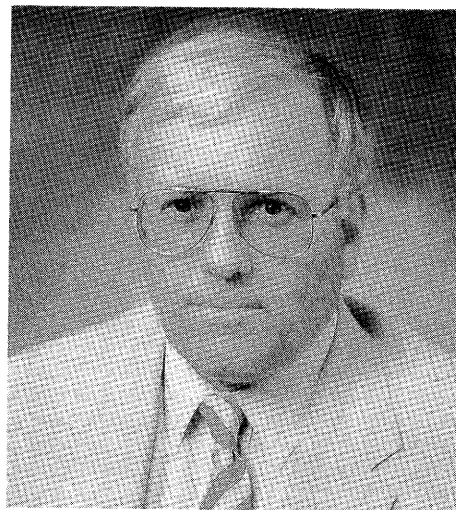
****Robert J. Hoy**
Brunswick HS, ME
November 28, 1995 3047 points



****Martha B. Ebeling**
Dayton Oakwood, OH
January 2, 1996 3756 points



****Thomas K. Biddle**
Bear Creek Co. HS, CO
January 15, 1996 4165 points



Michael W. Burton
Auburn HS, WA
January 29, 1996 10810 points



****Morgia Belcher**
Franklin Pierce HS, WA
January 30, 1996 3045 points

Congress Honors

South Kansas

House 1

- *O Brook Balentine, Field Kindley
- *S Cheryl Befort, Wichita Heights
- P Jenifer E. Niedenthal, Field Kindley
- P Josh Baska, Wichita East

House 2

- O Dion Allard, Wichita Heights
- S Kyle A. Wilson, Field Kindley
- P Kyle A. Wilson, Field Kindley
- P Sudee Mirsafian, Wichita East

Gulf Coast

Senate

- * Roland Ducote, Corpus Christi King
- * Clifton Strickler, Corpus Christi King

House

- * Matt Jolley, Gregory-Portland
- * Jon Pepper, Gregory-Portland

South Texas

Senate

- *O David Ninh, Sharpstown
- *S Brian Lowenberg, Houston-Bellaire

House

- *O David Yeh, Lamar Consolidated
- *S Ben Stroup, Westfield

East Kansas

Senate

- *O Nathaniel Stankard, Shawnee Mission-West
- *S Megan Uzzell, Sumner
- P Nicole Kirby, Sumner

House 1

- *O Scott Kaiser, Shawnee Mission-South
- S Scott Gayley, Bishop Miege
- P Jeff Simms, Shawnee Mission-Northwest

House 2

- O Paul William, Shawnee Mission-South
- S Kyle Handley, Shawnee Mission-Northwest
- P Grant McKeehan, Shawnee Mission-South

Western Oklahoma

Senate

- * Yvonne D. Splinter, Bishop McGuinness
- * Thad A. Danner, Edmond Memorial

House

- * Josh Coffman, Norman
- * Brad Watson, Edmond Memorial

Louisiana

Senate

- *O Peter Kennedy, Holy Cross
- *S Olita Magee, Lafayette
- P Peter Kennedy, Holy Cross

House 1

- *O Brandon Pitre, St. Thomas More
- S Jeremy Morrow, St. Thomas More
- P Daune Pitre, New Iberia

House 2

- *O Philip Boudreaux, St. Thomas More
- S Eric Triche, Comeaux
- P Patrick Thibodeaux, New Iberia

District Tournament Results

Lone Star

DI --

- Ikeita Cantu, South Grand Prairie
- Lauren Webster, Duncanville

HI --

- Michael Washington, Plano Sr.
- Summer Mayr, Arlington

L/D --

- Katie Hatzivramidis, Turner
- Eric Melin, Grapevine Sr.
- Sacha Jamal, Turner

Plaque -- Turner

Trophy -- Plano Sr.

Mid-Atlantic

DEBATE --

- Patrick Garrick & Beney Lee, Edison

Duo Interp --

- Arthur Rosenberg & Bryan Pray, James Madison
- Noah McLaughlin & Phillip Jenkins,

Sherando

OO --

- Andrew Wesbecher, Flint Hill
- Nathan Cook, Abingdon

U.S. Extemp --

- Scott Malzahn, Edison
- Jeremy A. Shure, Walt Whitman

Foreign Extemp --

- Michael Shumsky, Blacksburg
- James Langley, Edison

DI --

- Maggie Kettering, James Madison
- Erin McCool, Abingdon

HI --

- Will Smith, Abingdon
- Stephan Ringer, James Madison

L/D --

- Derek Smith, Churchill
- James Langley, Edison

Plaque -- Edison

Trophy -- Walt Whitman



Hope Mills Township

and

Cecil Dunn
CEO of Fantasy Lake

extend a Tarheel invitation
to NFL Students and Coaches
to visit

Fantasy Lake

as often as desired at no charge

the week of

'96 Tarheel Nationals

RSVP by picking up free tickets at registration

A festive border surrounds the entire text area, featuring a repeating pattern of five-pointed stars and balloons with wavy streamers.

The City of Fayetteville

invites the
National Forensic League

to enjoy its
Southern Hospitality

at

City Celebration

Wednesday, June 26

Rowan Park

6:30 - 10 p.m.

Don't miss the fun!

Bands

Volleyball

Big Boxing

Bungee Racing

Human Bowling

and

much more

**It's
Free**

METHODIST COLLEGE WELCOMES TARHEEL '96 NATIONALS

Methodist College is a liberal arts college of 1,800 students located six miles north of Fayetteville. The college graduated its first class in 1964.

Methodist is housing judges for the Tarheel Nationals and is sponsoring one event. The college has fielded intercollegiate policy debate teams since the 1960's, and has had great success over the last three years, with its novices defeating teams from the U.S. Naval Academy, James Madison University, and Wake Forest University in ADA-sanctioned tournaments.

Based on its performance in 1994-95 tournaments, Methodist's Debate Team was ranked 28th among 78 college teams by the American Debate Association. Last spring the team finished first in the Novice Division of the ADA National Championship at Boston College. The team of Alexis Parmenter and David Staiti began Spring '96 competition with an upset victory over Wake Forest in the George Mason University Debate Tournament.

Methodist College's academic and athletic programs are nationally recognized. The business and teacher education programs are nationally accredited, while the social work and physician assistant programs are currently being considered for accreditation. The college offers bachelor's degrees in 44 fields of study and requires that all students complete a core curriculum in liberal arts.

The college's innovative business administration majors with concentrations in either golf management, tennis management or health care administration are at-

tracting large numbers of students. The criminal justice and social work programs are also growing.

In 1995, the Methodist College Monarchs won national championships in men's and women's golf and finished second in NCAA Division III in baseball, men's soccer, and women's soccer. The college offers nine intercollegiate sports for men

range, a nature trail, and an amphitheatre. A 34-man force maintains a secure campus for students, staff, and visitors.

Methodist College enrolled a record 1,919 students in Fall '95. Of the 1,265 enrolled in the day program, approximately half were living on campus. Another 654 students attended Evening College.

The student body includes persons of all ages and nationalities, representing 48 states and 27 foreign countries.

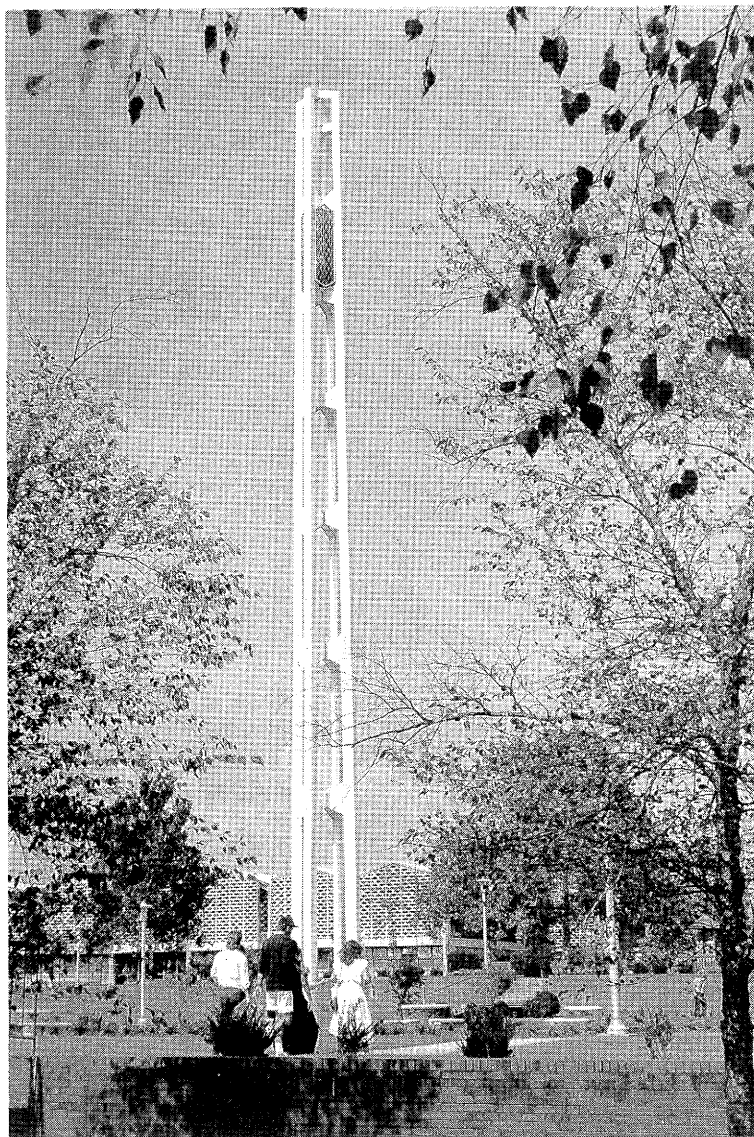
Methodist strives to provide a "nurturing environment" with small classes and a strong support system: that system includes a campus minister, a physician assistant, a clinical psychologist/counselor, peer counselors, two mentor/tutors, an international student advisor, and a placement director.

The college offers Incentive Scholarships worth \$2,500 - \$7,000, as well as grants, loans, and campus work. Eighty-three percent of the current students receive financial aid.

Methodist College is currently expanding its facilities. Projects under way or planned in the next two years include: the Richard L. Player Golf and Tennis Learning Center, a second nine holes for the college golf course, an Enrollment Services Building, and Allied Health Building/Family Medicine Clinic, a

Math and Computer Science Annex, an annex to Davis Library and a new classroom building.

For admission information, and current day and evening class schedules, phone 1-800-448-7110, or write: Office of Admissions, Methodist College, 5400 Ramsey Street, Fayetteville, NC 28311.



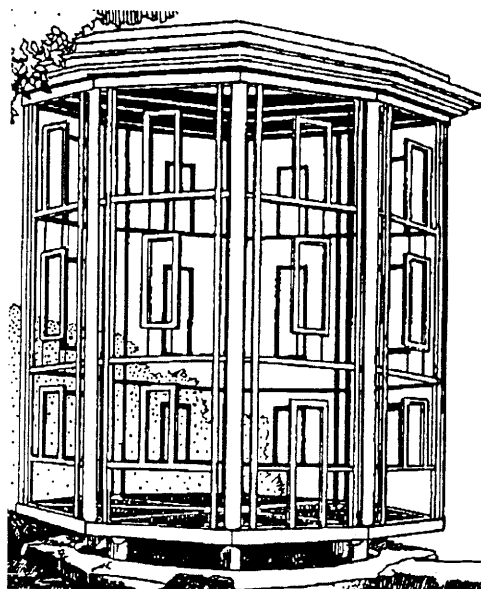
and nine sports for women. Football was added in 1989.

Methodist's 577-acre campus, located between U.S. 401 North (Ramsey Street) and the Cape Fear River, is noted for its modern architectural design by Stevens and Wilkinson of Atlanta. Special features include: a golf course/driving

Journey through history!

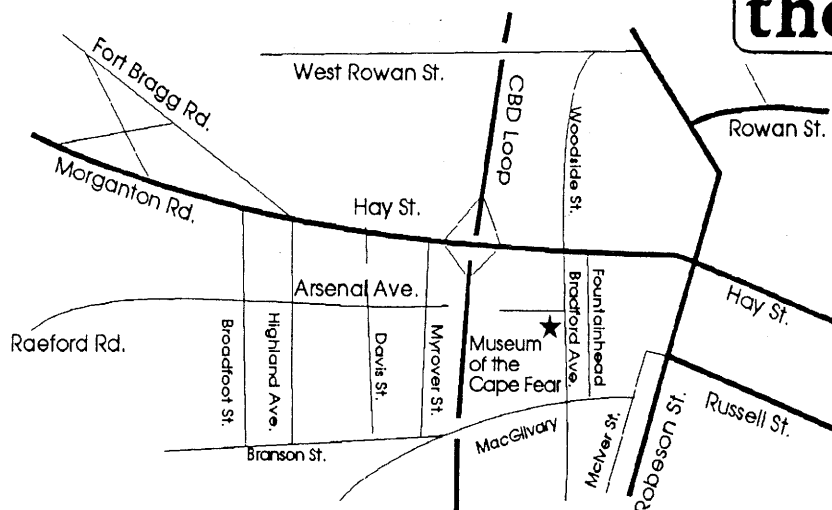
Visit the Museum of the Cape Fear

- Stop by and see the "ghost" tower.



- Explore how Native Americans lived.

- Step on board a steamboat.



The Museum of the Cape Fear is located at 801 Arsenal Ave. Hours of operation are Tues.-Sat. 10-5; Sun. 1-5. Admission is free. For more information, please call (910) 486-1330.

MUSEUM OF THE CAPE FEAR: EXPERIENCE REGIONAL HISTORY

Why was water important to Native Americans? What in the world are naval stores? What was it like to work in the early textile mills? These questions and more are answered at the Museum of the Cape Fear, a branch of the North Carolina Museum of History.

The museum features permanent exhibits on Native Americans, early settlement, the antebellum period, the Civil War, the textiles industry, pottery and a 1920's general store. Adjacent to the museum is Arsenal Park. The park contains extant building foundations from the nineteenth-century United States Arsenal. The arsenal served both Federal and Confederate governments and was destroyed by General William T. Sherman.

The Museum of the Cape Fear, like many history museums, is more than a building housing static displays. The past has relevance and meaning to each and every one of us. History is more than names and dates, facts and figures. Using the philosophy that history did not happen in a textbook, the museum's education unit designs programs that create an understanding of previous eras and that help the visitor realize the worth of his/her own life.

Each year, some 6,000 school children from the Cape Fear region avail themselves of the museum's formal educational services. Guided tours of the galleries, which provide an overview of the region's past, are the most popular activity. However, special-emphasis tours, which concentrate on particular topics and offer hands-on opportunities for participants, fre-

quently are used by teachers. Native Americans, the Revolutionary War and naval stores are examples of special-emphasis topics.

Life also is breathed into history through programs appropriate for young and old alike. The family-favorite Cape Fear Folk Festival showcases 18th and 19th-century music and crafts. Visitors can watch a steam engine power a saw

Wednesday Afternoon Discovery is another highly acclaimed youth program. Part of the museum's Educational Initiatives Project, Wednesday Afternoon Discovery provides cultural enrichment for underserved youngsters in the museum's immediate neighborhood. Participants have learned research methods, compiled family histories and taken field trips to other museums. The program has broadened the world and the understanding of it.

Interpretive exhibits are the equivalent of time travel. Beginning with the Native American gallery, visitors can touch projectile points and view a 1500-year-old dugout canoe. The journey includes a stop at a working grist mill and a walk on the reconstructed deck of a steamboat. The Fayetteville Rifles are the centerpiece of the Civil War area. The "trek" ends with the sights and sounds of McLaurin's general store. It is a fascinating encounter with one of North Carolina's most historic sections.

The Museum of the Cape Fear is pleased to share southeastern North Carolina's history with the National Forensic League qualifying students and coaches. The institution wishes all participants much success in the tournament and encourages them to visit the museum in their spare time.

The Museum of the Cape Fear is located at 801 Arsenal Avenue. Hours of operation are Tuesday through Saturday, 10:00 A.M. to 5:00 P.M.; Sunday 1:00 P.M. to 5:00 P.M. Admission is free. Please call (910) 486-1331 for more information.

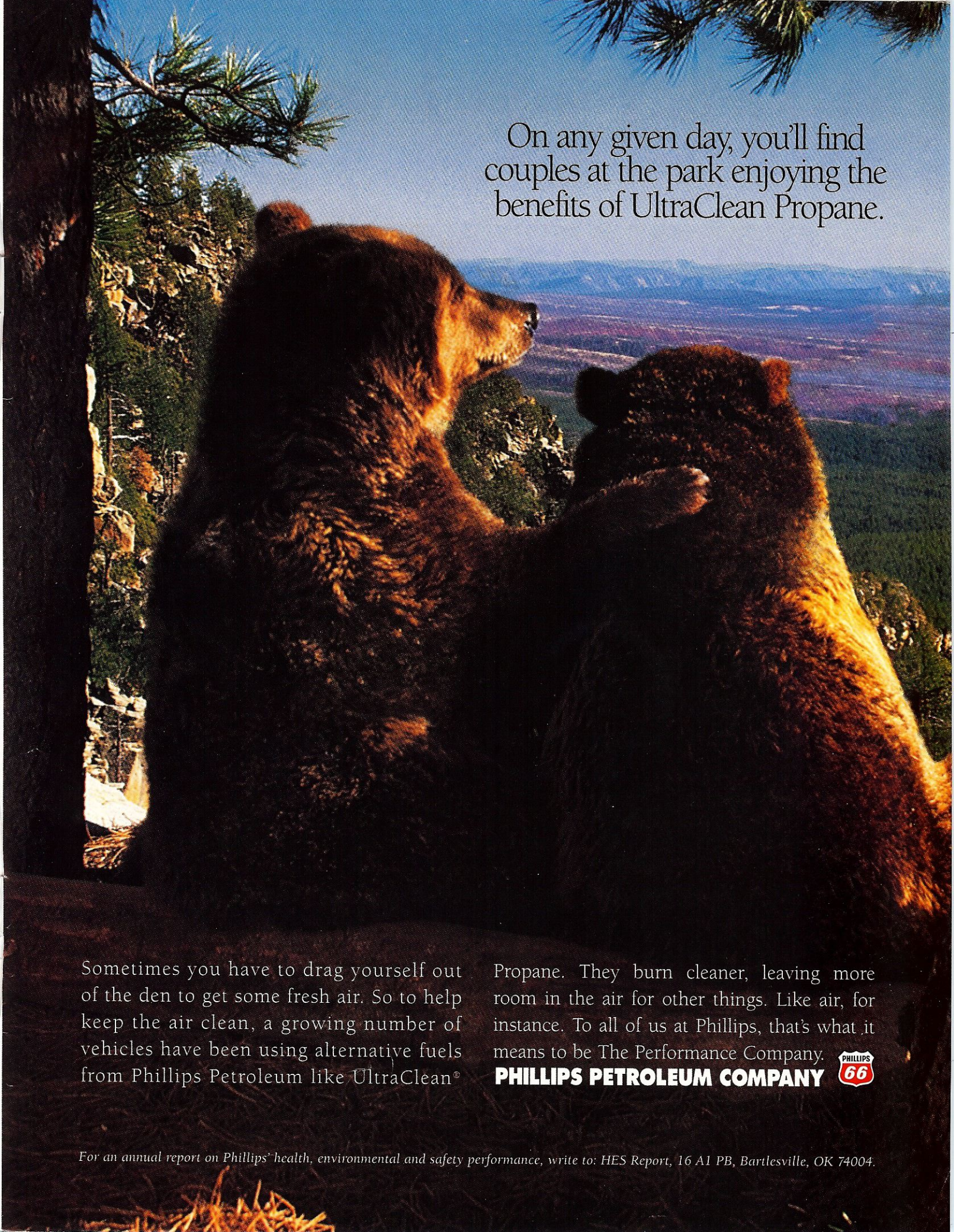


cutting shingles, feel the heat associated with the blacksmith's forge and sip apple juice from a 1910 cider press. The Quarterly History Series features demonstrations of the region's musical and folk traditions. History Harvest lets children get into history by dipping candles, making soap, and weaving baskets.

DISTRICT STANDINGS

(May 1, 1996)

Rank	Change	District	Ave. No. Degrees	Karl E. Mundt Congress Trophy	Points
1.	-	Northern South Dakota	199.11	Brookings	29
2.	-	Rushmore	163.90	Sioux Falls-Washington	54
3.	-	Northern Ohio	158.20	Niles-McKinley	77
4.	+1	Kansas Flint-Hills	153.06	Topeka	67
5.	-1	Heart of America	149.23	Kansas City-Oak Park	78
6.	-	East Kansas	146.95	Shawnee Mission-West	74
7.	-	San Francisco Bay	140.31	San Francisco-Lowell	32
8.	-	West Kansas	136.91	Salina Central	43
9.	+3	Central Minnesota	134.35	Apple Valley	51
10.	-1	Show Me	130.93	Kansas City-Rockhurst & Raytown	53
11.	-1	Illini	129.37	St. Ignatius	44
12.	-1	Hoosier South	122.20	Evansville-Reitz	61
13.	+4	Sierra	121.77	Fresno-Bullard	62
14.	+6	Western Washington	121.45	Puyallup	59
15.	+6	Southern Minnesota	117.95	The Blake School	44
16.	-3	New York City	117.05	Bronx HS of Science	60
17.	-3	Northern Illinois	114.52	Highland Park	77
18.	-2	South Kansas	113.61	Parsons	68
19.	-4	Eastern Ohio	112.38	Jackson	52
20.	-2	Great Salt Lake	110.16	Salt Lake City-East	57
21.	+3	Northwest Indiana	107.37	LaPorte	53
22.	+3	Nebraska	106.25	Millard-North	25
23.	-4	Montana	105.68	Bozeman	59
24.	-1	Hole in the Wall	105.17	Cheyenne Central	34
25.	-3	Big Valley	101.63	Modesto-Downey	58
26.	+22	South Texas	101.29	Houston-Bellaire	39
27.	-	Hoosier Central	100.00	Brebeuf Prep.	67
28.	+5	Sundance	96.86	Hillcrest	50
29.	-1	Florida Manatee	95.95	Nova	39
30.	-4	Nebraska South	95.86	Lincoln	31
31.	-2	Eastern Missouri	95.75	Pattonville	82
32.	-	East Texas	95.50	Houston-Memorial	43
33.	-2	Ozark	95.05	Kickapoo & Springfield-Parkview	58
34.	+5	Rocky Mountain-South	93.33	Golden	59
35.	-	North East Indiana	93.00	Fort Wayne-Northside	49
36.	-	California Coast	92.94	Bellarmine Prep.	73
37.	-7	New York State	92.50	Albany	37
38.	-4	South Florida	91.64	North Miami Beach	60
39.	-2	North Coast	90.81	St. Ignatius	41
40.	+4	Tall Cotton	89.00	Amarillo	28
41.	+5	Colorado	88.22	Mullen	64
42.	-2	Northern Wisconsin	88.20	Sheboygan-South	60
43.	-2	Carver-Truman	88.05	Monett	44
44.	+1	Florida Sunshine	87.92	Tampa Jesuit	60
45.	-3	Wind River	85.00	Rock Springs	61
46.	+4	Eastern Washington	84.45	Mead	37
47.	-9	Nevada	84.11	Chaparral & McQueen	21
48.	-5	East Los Angeles	83.83	Alhambra	73
49.	+4	New Mexico	82.47	Taos	29
50.	-3	South Oregon	81.00	Ashland & Eagle Point	33
51.	-2	Northern Lights	80.31	Grand Rapids	77
52.	-2	Idaho	79.50	Idaho Falls	36
53.	+5	Southern Wisconsin	79.26	Marquette Univ.	46
54.	-2	West Iowa	77.70	West Des Moines-Valley	42
55.	+10	Central Texas	76.62	San Antonio-Lee	71
56.	+7	Southern California	75.95	Redlands	86
57.	-2	Pittsburgh	75.47	North Hills	70
57.	-3	South Carolina	75.47	Riverside	43
59.	+10	North Dakota Roughrider	74.84	Fargo-North	65
60.	-4	East Oklahoma	74.03	Miami	57
61.	-	Western Ohio	71.72	Centerville	72
62.	-5	Tarheel East	71.53	Enloe	37
63.	+12	Tennessee	71.37	Nashville-Overton	57
64.	+6	Rocky Mountain-North	70.66	Skyline	45
65.	+7	Lone Star	70.41	Plano	69
66.	+17	West Oklahoma	69.24	Edmond Memorial	53
67.	-8	Greater Illinois	68.92	Belleville-West	48
68.	-8	Louisiana	68.69	St. Thomas More	68
69.	-2	Southern Colorado	67.46	Doherty	54
70.	-8	Utah-Wasatch	67.43	Ogden	40
71.	-7	Pennsylvania	67.21	McKeesport Area	53
72.	+5	Arizona	66.75	McClintock	32
73.	+20	Michigan	64.81	Portage Northern	71
74.	-7	West Virginia	64.66		
75.	-9	West Texas	63.57	El Paso Cathedral	21
76.	-5	Deep South	63.27	Homewood	37
77.	-4	East Iowa	63.09	Davenport-West	69
78.	+2	North Oregon	61.95	Glencoe	41
79.	-3	Georgia Northern Mountain	61.68	Calhoun	59
80.	-2	West Los Angeles	61.60	Harvard Westlake	75
81.	-7	Georgia Southern Peach	61.57	Carrollton	25
82.	-	Capitol Valley	60.30	Sacramento Kennedy	21
83.	+11	Mid-Atlantic	60.20	Winston Churchill, MD	40
84.	-5	Carolina West	59.52	High Point-Central	66
85.	+2	Gulf Coast	59.39	Corpus Christi-King	57
86.	-6	Maine	59.09	Lewiston & Maranacook Comm.	14
87.	-2	North Texas Longhorns	58.21	Plano East	77
88.	-4	New Jersey	55.86	Bridgewater-Raritan-East	35
89.	-3	Valley Froge	54.45	Truman	51
90.	-2	Big Orange	53.15	La Habra	34
91.	-1	Kentucky	52.60	Bullitt Central	47
92.	-3	New England	51.40	Shrewsbury	53
93.	-2	Puget Sound	50.11	Bellevue-Newport & Mercer Island	26
94.	-2	Iroquois	46.45	New Hartford-Central	11
95.	-	Mississippi	45.16	Hattiesburg	39
96.	-	Patrick Henry	43.82	First Colonial	27
97.	-	Hawaii	33.08		
98.	-	Alaska	30.00		
99.	-	Guam	14.75		



On any given day, you'll find couples at the park enjoying the benefits of UltraClean Propane.

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