

ROSTERUM

Volume 70

Number 7

March, 1996



“Focus on Lincoln Douglas and Policy Debate”

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

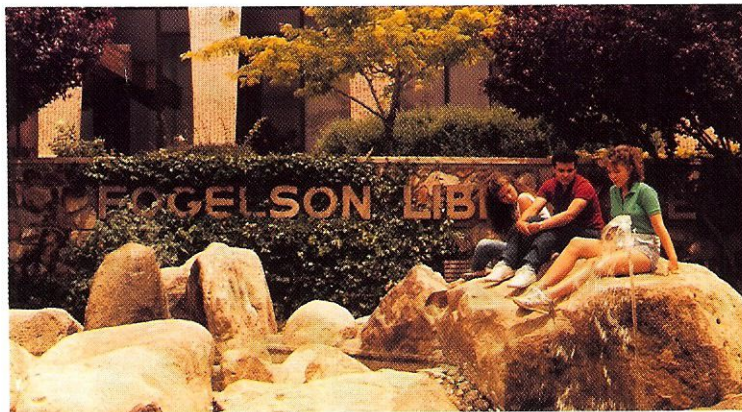
- * In 1986 86% of CDE alumni qualified for Nationals.
- * In 1989 28 CDE alumni "broke" to late rounds at Nationals. And 8 earned final round trophies.
- * In 1990 became the first U.S. debaters to win the World College Debate Championship.
- * In 1991 CDE graduates won two events at Nationals plus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

This year YOU are invited to join us.

Lincoln Douglas and Extemp Camps: July 6-July 21, 1996. \$995
(held in Durango, Colorado)

Team Debate Camp: July 18-August 7, 1996. \$1080
(held at University of Utah, Salt Lake City)

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



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

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

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

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



☐ Team Debate

Name _____

☐ Lincoln Douglas

Mailing Address _____

☐ Foreign Extemp

☐ Domestic Extemp

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



NATION'S BEST LINCOLN DOUGLAS INSTITUTE

The easiest way to determine the best Lincoln Douglas camp in the United States is to compare what their students have done or accomplished after graduation. Only C.D.E.'s Institute can claim all the following accomplishments:

- * Alumni from the same school closing out Final round of Lincoln Douglas at N.F.L. Nationals.

- * Seeing 87% of its graduates qualify for Nationals

- * Having 5 of the final 12 students at Nationals be CDE alumni.

- * Having two CDE alumni on the first (and only) United States debate team to win the International High School Debate Championship.

- * Win the Tournament of Champions, and the N . F . L . National Championship in both Lincoln Douglas and extemp.

- * Produced 17 National Champions since 1983.

- * Produced 5 National point leaders since 1984.

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

First is the quality of the

staff. No other institute offers you Bob Jones (Oregon coach of National Champion and trophyists), Ted Scutti and Michael Shumsky (both current National Champions), Catherine Bennett (coach of 3 National Champions, including the first two to ever "close out" L.D. finals at Nationals), Carol Anderson (coach of Tournament of Champions L.D. winner), Jenny Cooke (Minnesota coach of National Champions), and William Bennett (author/editor of 8 texts, coach of National Champions in L.D., extemp, team debate).

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

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

Fourth is the amount of critiqued practice rounds you receive. WE don't just give you a "tournament" at the end. At CDE you get critiqued nondecision rounds through the whole camp. If you are in policy

debate that means 24 debates before you graduate. In Lincoln Douglas you average 23, in extemp it's 24 rounds. And they are all critiqued in constructive ways by successful professionals.

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

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

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

THE BEST DEBATE RESOURCES FOR 1996-97

Reducing Juvenile Crime

NTC's "BIG 3" DEBATE TOPIC BOOKS

1. Reducing Juvenile Crime in the United States

The Complete Resource Handbook

Analyzes the problems, outlines the issues, and offers supporting evidence for this year's topic. Also provides names and addresses of organizations publishing relevant material.

Softbound, #EL5406-1.....\$20.95

2. U.S. Policy on Reducing Juvenile Crime

Issues Relating to Reducing Juvenile Crime in the United States

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

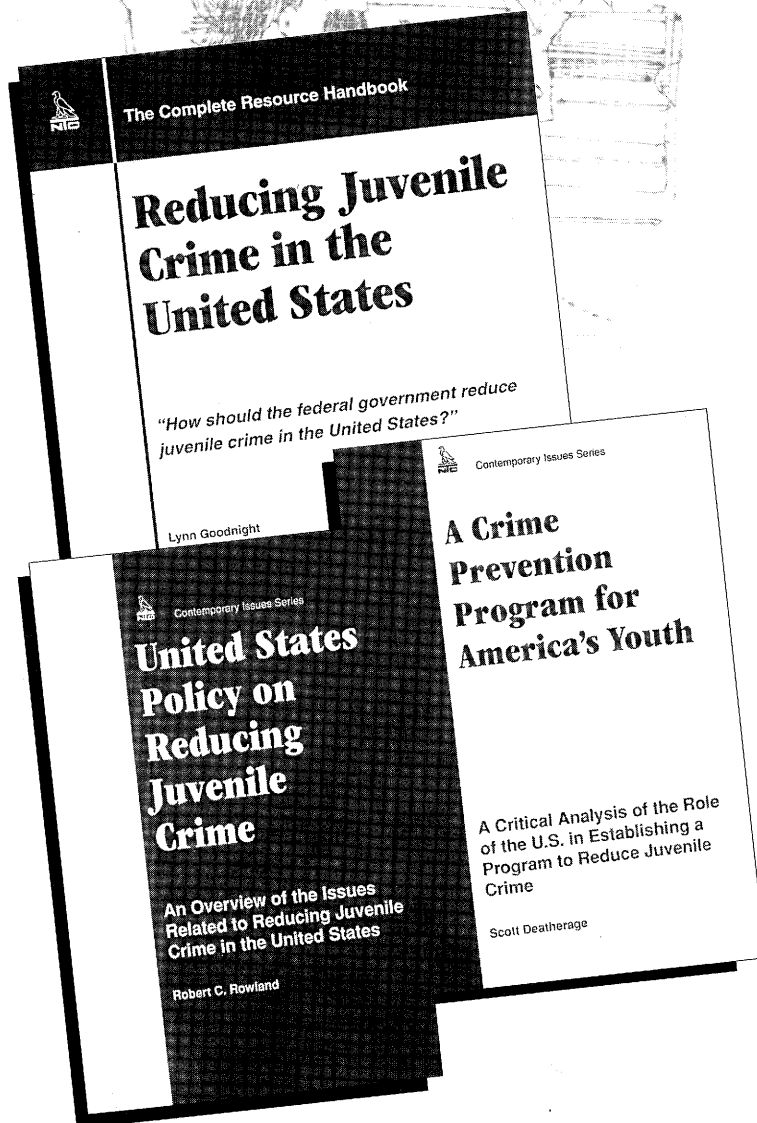
Softbound, #EL5409-6.....\$18.95

3. A Crime Prevention Program for America's Youth

Federal Government's Role in Establishing a Policy to Reduce Juvenile Crime in the United States

This collection of critical essays and arguments is written by recognized experts. Many of the selections have appeared in specialized journals and other scholarly publications generally not available in libraries used by high school debaters.

Softbound, #EL5408-8.....\$18.95



ORDER TODAY!
CALL 1-800-323-4900



National Textbook Company

a division of NTC Publishing Group

4255 West Touhy Avenue • Lincolnwood, IL 60466-1975 • 1-800-323-4900 or 1-847-679-5500 • FAX: 1-847-679-2494 • E-mail: NTC PUB2@AOL.COM

On the Cover: Ami Arad (U.S.) debating in the finals of the 1994 World Debates in Wellington, New Zealand.



This publication is made possible by the Phillips Petroleum Company



Next Month: Articles by Bill Bennett and Harold Keller. Information about the 1996 Tarheel Nationals.

THE ROSTRUM

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

Donus D. Roberts, President
William Woods Tate, Vice President
James M. Copeland
Editor and Publisher
P.O. Box 38
Ripon, Wisconsin 54971
(414) 748-6206

The Rostrum (471-180) is published monthly, except July and August each school year by the National Forensic League, 125 Watson St., Ripon, Wisconsin 54971. Second-class postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to THE Rostrum, P.O. Box 38, Ripon, Wisconsin 54971.

SUBSCRIPTION PRICES

Individuals: \$10 one year; \$15 two years. Member Schools \$250 each additional sub.

DEBATE JUDGING SURVEY

The NFL Executive Council Debate Judging Committee: Glenda Ferguson (c), Frank Sferra, Don Crabtree, Billy Tate respectfully request your answers before March 29, 1996 by mail or fax.

- Which of the following systems do you prefer in policy (team) debate at the National Tournament:
_____ a. Two judges in each round. Count ballots to see which teams advance. All teams with eight (8) ballots will advance.
_____ b. One judge in each round. All teams with a 4-2 record will advance.
_____ c. The present system of three judges in each round. Top 60 teams advance.
- Would you be in favor of a two-tier system in policy (team) debate that would allow you to enter teams either in a "slower" or "faster" division at the National Tournament?
- Should all debate judges judging at the National Tournament be required to have judged at least twenty (20) rounds on the current debate topic?
- 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?
- What is your idea of a "qualified" debate judge? (please use an additional sheet of paper)
- What do you think can be done to encourage more debate judges to judge at Nationals?
- Should L/D decisions be given in the room after both flights have been completed beginning with round 7?

Send your answers to the NFL Office

Mail: Box 38, 54971

Fax (414) 748-9478

Executive Council Candidates' Electoral Statements - Pages 18, 19
Ballots will be sent out March 20 and are due before May 2.

Submit District Bills for the John C. Stennis National Student Congress to Congress Director:
Harold Keller, 2035 Lillie Ave., Davenport, IA 52804, by April 1!

Point Recording

Record all rounds of speech and debate beginning September 1, 1995. The 4 round, 24 point per day rule has been repealed for speech and debate rounds only. Limits are still in effect for Congress, Group Speaking, Service Speaking, Student Judging. New chapter manual pages will be sent this month.

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.

Editorials On File®

- Full-text editorials from 150 newspapers twice a month focusing on 10 topics in the news.
- Skillfully written, reasoned arguments pro and con on the most important issues of our day: domestic and foreign, economic, social, political, educational
- 200 editorials per issue — 5,000 a year — selected to span the full political spectrum and represent all regions of the U.S. and Canada.
- Easy-to-use cumulative indexes that give quick access to editorials by subject, names and the newspapers in which they appeared
- Concise news summaries that give background for editorial opinion
- Sturdy three-post binder to house issues and indexes
- Each August, a special 32-page issue devoted to the year's national high school debate topic

EDITORIALS ON FILE®

THE PERFECT PORTABLE TOOL FOR EXTEMPORANEOUS SPEAKING

EDITORIALS ON FILE:

- 24 issues per year, more than 1,500 pages in total
- 64 pages per issue (printed on acid-free paper to ensure durability)
- 12 indexes, cumulative to the quarter
- Special issue each August devoted to the national high school debate topic
- Quick access index on the back page of each issue
- Back-opening, three-post binder to store issues and indexes
- Complete guarantee of satisfaction

\$410 per year, plus \$10 postage.

Order your subscription by March 31 and receive as a **free bonus**: *Great Events, Great Debates: A Quarter Century of Editorial Opinion*. Editorials, exactly as they originally appeared, on the most important events and issues of the past quarter century — Watergate, the Vietnam War, *Roe v. Wade*, Mao dies, Reagan elected president, Chernobyl, *Challenger*, Berlin Wall falls, Desert Storm,

To Order:

Call toll-free: 1-800-322-8755

Fax toll-free: 1-800-678-3633

Facts On File Inc., 11 Penn Plaza, New York, New York 10001-2006

RUBRICS AS A TOOL OF REFORM

by John Durkee

Rubrics as a measure of performance outcomes are nothing new to speech teachers. Evaluation of a clearly defined standard on a scale of descriptive criteria, which is then used to drive instruction, is the norm for the speech classroom. Kind of like with paradigms, the speech community has been quietly using performance rubrics apart from the frenzy of educational reform. However, the use of rubrics as a tool for instructional and institutional reform may be a new use of an old tool.

Rubrics, as a tool of analysis, can be drawn from two evaluative perspectives—from the desired performance or from observed performance. Either the ideal or the actual is appropriate for descriptive criteria. Rubrics are intended to measure whether students have learned what we want them to know and can do what we want them to do. Comparative judgments are useful to examine questions of instructional reform. It is useful to start with the ideal, what we would like students to be able to do, and then to examine actual performances. The difference will yield a target for improvement.

This article is not really about rubrics, but rather about how by using this tool of classroom reform competitive debate can be examined, putting its ideal against our contemporary practice. A rubric from an ideal of expectations for competitive debate might look like this:

Rubric 1

4-Student relates well to the judge using skills of content and delivery appropriate to the occasion and topic. Specifically, uses research organized into an argument and presentation skills to deliver the argument to an audience. Adapts the form, content of the material, and the student's own abilities to the unique demands of a particular competitive environment.

3-Student presents well using content and delivery skills appropriate to the event. Incorporates research in an organized fashion

and shows evidence of practiced delivery. Models techniques of good debate.

2-Presents adequately in accepted formats using information which is understood and reasonably applied. Follows conventional forms.

1-Is disorganized. May use evidence, but with poor attribution and clarity. Attempts to mimic better speakers without understanding the use of style.

In order to target the needed reform in our pedagogical delivery a comparison with current practice follows. This is an observed rubric, from a slightly biased perspective:

Rubric 2

4-Student displays skills imitative of collegiate debaters. Uses verbal and non-verbal tokens such as appropriate college stickers, airline travel tags, and affiliation comments to indicate superiority. Especially prized, you are disdaining opponents who don't know the magic words of debate ritual. Impresses the judge by reading post-modernist scenarios, improvising deconstructive vapidness in answering.

3-Student presents the ideas purchased from reputable firms retaining the originally published structure. Student demonstrate cleverness, using arrogant assertion or debate cliché, obviating the need to acknowledge argumentative presses of opponents. Enters coach's name as an ethos enhancing structure for the judge.

2-Student presents reasonably original argumentation constructed from original research, avoiding generic ideas and forms. Stands while speaking directly to the judge. Answers own questions in cross-examination.

1-Presents arguments which offend the judge for the simplicity of their ordered clarity, avoiding the clever or conventional struc-

tures. Presents a polished style which shows evidence of practice. Uses original analysis with supporting evidence to refute opponent's position.

If the rubrics had been fairly drawn, the difference between the rubrics would then clarify targets for changes in the way in which debate is taught and practiced. Each observer may well prefer different ideal rubrics or to construct different observational rubrics; nevertheless, follow the conclusions of the comparisons of these two rubrics drawn more from observation than caprice. Rubrics call for the observer to make an accurate judgment call, trusting one's own judgment rather than the wisdom of normative precedent. What accounts for the difference in the rubrics presented?

Debate is no longer a persuasive activity, only an argumentative one. The audience, as public, has been forgotten. Debaters only perform for a closed circuit of similarly biased individuals. Except for the pharaohs, royalty shunned familial marriage. Inbreeding has brought the anemic or imbecilic end of classical dynasties. Debate, as advocacy, approaches extinction.

We demand judges trained in our arcane art. Judges are now often required to speak their philosophy before debaters will advocate an argument, limiting in round adaption to judge feedback to preconceptions. Our desire to know the quality and competency of the critic has been carried to the point that at some tournaments we even rate the perceived quality of judges before they render a decision, rather than after the ballot has gone against us. The national tournament uses a judge information form, which even now is out of step with the trends of debating as any formalization must be in a dynamic activity, yet it is used by debaters and coaches to assess the quality of their judges. No longer do most tournaments use lay judges. We explain away the lack of audience adaptation in debate by claiming a superior knowledge and superior skill

the general public can not understand. After all, it would be unfair to allow debaters to be evaluated by somebody who does not understand all the accepted practices we have developed. In an attempt to improve the quality of the pool of judges, local tournaments began requiring attending schools to provide judges as a condition of participation. Student debaters, consequently, see the same critic week after week, marginally experiencing a variety of audience expectations. But, these few judges are experienced critics.

Some judges no longer enjoy practicing the role of teacher of debate, a duty many coach judges feel is the heart of competition. Instead they find themselves merely the recipient of precanned verbiage or faced with debaters grown contemptuous of judges who may actually be interested in listening to new answers to an evidentiary

Debate as practiced is no longer a persuasive activity, only an argumentative one.

question. The NFL found it necessary to require a judge bond to insure coaches meet their obligations at the national tournament. So onerous has judging become, this year a new rule requires coaches of debate teams to provide a debate judge. This may merely be a manifestation of a change in the national tournament schedule, coaches want to spend time with their own orators and interpers rather than watching rounds of debate. More likely, this is a manifestation of the transformation of debate into a cult activity shunned by those who are not compelled by ever more regulations to judge. Judging debate used to be such a joy that coaches were lined five deep at the judge assignment table of the national tournament in order to take ballots not claimed in time by the original assignee. Now, coercion is required to cover the necessary rounds and some rounds still wait a half hour or more until a judge can be found. My suggestion is that we have reached this state because the impartial critic is no longer necessary to the activity. Judges seem to be valued for their partiality, inside

knowledge, and willingness to go along with trends set by our cultural elites.

The language of debate has always been a specialized knowledge. Discovery of the key to the meaning of these terms made the debater heir to the power of the word organized for persuasive effect: Knowledge to speak to others. This language now resembles a private code, designed to exclude the uninitiated, limiting discourse to the privileged few. Classic orators divined a similar problem in the difference between Oratorical structures designed for public benefit and sophistry, divorcing form from sense. In this earlier day and age the excess manifested in moving an audience with the arts of delivery devoid of purposeful content. Sophistry has ever since been a word of disdain. Our contemporary failure has been to remove content from purposeful delivery. Debaters argue well, wittily, and with continual adaptation to the evolving expectations of the critics, whose memories, unfortunately, only flow from the forms of an immediate yesterday. Critics, with increasing willingness, verbally intervene, turning critique into criticism. Debaters want to win and will adapt.

The rubric was initially prompted because of my surprise that a judge at the national tournament would publicly berate a team for initiating disadvantages in the second negative speech. This judge, perhaps, didn't realize that all except for the very newest debate writings recommend a course opposite the judge's imperatives. He was probably trained by a budding intellect, undoubtedly clever, casually contemptuous of the unfamiliar. The debaters in that round could not argue with the youthful arrogance of the judge, he was too beligerently verbose. Fortunately, the coach rescued the hapless debaters from the unwonted attack, though was not sustained in an appeal to the tournament staff to have such an abusive judge disbarred. It seems a judge shortage existed, and a trained, yet abusive, critic was better than one untrained. It is easy to excuse youthful excess.

At one time, reformers bent upon correcting the abuses they perceived in debate advocated the Punishment Paradigm. If you don't like a practice, punish it. This judge's interpretation of punishment went beyond voting a loss on

the ballot, replacing that humane form with a public and humiliating chastisement. We've given judges too much latitude, no longer requiring reflective thought, only emotional response. Judges are so rare, we need to pamper them. A young coach at the national tournament exemplified for me the difference in attitudes between coaches who view their role as a teacher of debate and those who see themselves as masters of the universe of debate. Just before a late round on Thursday, she approached a key tournament official with the complaint that the opposing team had a half-hour to prepare, while her team had only moments. Her complaint was that her team was denied valuable blocking time because they had prepared for the wrong side against the team they knew they would meet. The other team had notified the tab room of a

The audience, or public, has been forgotten ... Debate as advocacy, approaches extinction.

posting error indicating which team would defend which side of the topic. Her team received the news as they entered the room. When assured that there was no tournament violation, only a strategic error on her part, she proceeded to explain how the posting problem didn't matter anyway, because her team could think well on their feet. The tournament official asked her if she had just contradicted her complaint. Apparently not understanding, she continued saying she really wanted someone to know she was very unhappy. Later, the tournament official commented on the entitlement attitude she communicated to him. The rage of that young coach at unfairness is likely what she communicates to her debaters, not the debaters obligations to the judge. I suspect she punishes teams for practices she dislikes. Others are not entitled. Perhaps it is no wonder that debate is no longer a pleasure.

This essay does not seek a revolution in practice, many acceptable styles of debate exist. Truly, there are no rules except for time and topic. Yet, when we presume rules (*Durkee to Page 38*)

The University of Michigan 1996 Summer Debate Institutes

The Lincoln
Douglas Institute

July 21 - August 3

The Michigan National
Debate Institute

June 23 - July 13

MNDI Extension Week

July 14 - July 20

The Michigan *Classic*

July 14 - August 10

Classic Head
Start Program

July 7 - July 13

The Seminar for
High School Coaches

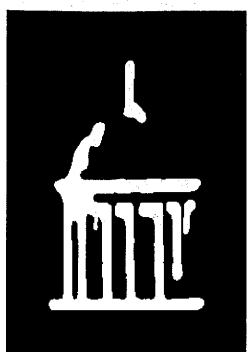
July 14 - July 20

Every policy debater to win the NFL National Championship in the
1990s attended a Michigan Institute. Every one.

Complete brochures and application materials are now available.

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

debate.institute@umich.edu
<http://www.umich.edu/~debate>



IOWA

POLICY DEBATE
June 29 - July 18

• LINCOLN-DOUGLAS DEBATE
July 1 - July 13

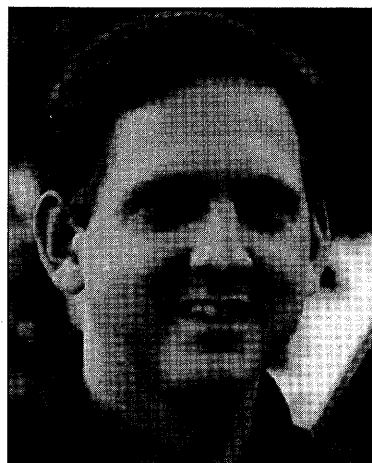
• TEACHERS' INSTITUTE
July 1 - July 18

Iowa's National Summer Institute brings together some of the most talented and accomplished teachers and coaches of forensics in the nation. Their students include dozens of national champions from coast-to-coast. NFL National Council and Hall of Fame members, Key Coaches of the Barkley Forum, and NFL Diamonds describe many of them. All have extensive experience, and collectively have won every national forensics award in the country.

Iowa is an intensive learning environment that is fun and productive for students, but also well supervised and safe. We attend to the little details because we understand that students and teachers are more likely to reach their full potential when they feel comfortable and know exactly what to expect. We also understand that parents have serious concerns about safety and supervision.

Iowa delivers full value. We are not-for-profit, and were among the first major institutes to *cancel* charges for copying collaboratively produced research materials. There are no lab fees, no hidden costs. We produce results. Most of the best policy debaters competing today got started at Iowa and our Lincoln-Douglas participants dominate round robins and national tournaments.

Iowa does more than just help students reach their competitive goals. Iowa is an important resource for coaches. Every year, the 30 reserved places for *teachers* fill quickly because so many have shared their positive experience with colleagues. And based on our commitment to serve gifted students from all backgrounds, Iowa receives support from the National Forensic League's Phillips Petroleum grant and the University's Opportunity at Iowa program, enabling a quarter of our students to receive financial aid.



DAVID CHESHIER,
Director, Policy Debate

Doctor Cheshier is Division Coordinator, Assistant Professor and Director of Debate at Georgia State University in Atlanta, B.A., Wake Forest, M.A., Ph.D., Iowa; former director, Georgetown, veteran lab leader at Iowa and Dartmouth institutes.

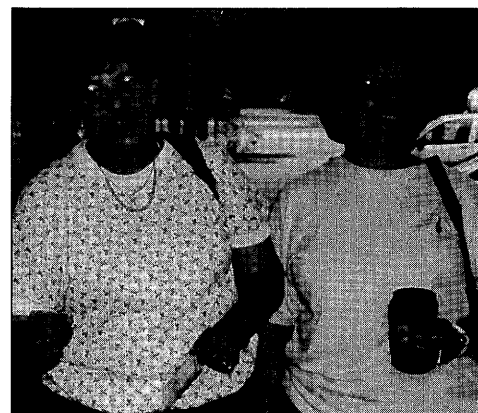
Mr. Cheshier is regarded

as one of the most outstanding debate lab leaders in the nation. He has taught and lectured to thousands of students at dozens of summer programs over the last 15 years.

PATRICIA BAILEY

MARILEE DUKES, Co-directors, Lincoln-Douglas Debate

Ms. Bailey and Ms. Dukes are recognized for excellence in and out of the classroom. At Iowa, they have built what many regard as the "only summer program" for Lincoln-Douglas debaters. Their standards, expectations and performance are nothing short of remarkable, and they demand and get the best from their very able staff. Their curriculum is organized, thorough and challenging to the very best students. They have found the right mix of theory and practice, and year after year, students come back for more.



1996 IOWA FACULTY

POLICY DEBATE

HEATHER ALDRIDGE, professor, director of forensics, Augustana College, Sioux Falls, SD; B.A., Augustana College, M.A., Ph.D., University of Kansas

BYRON ARTHUR, teacher, director of forensics, Jesuit High School, New Orleans, LA; B.A., Loyola University

CHUCK BALLINGALL, teacher, director of forensics, Damien High School, LaVerne, CA; B.A., University of Redlands

PAUL BELLUS, Assistant Professor, Debate Coach, Samford University, Birmingham, AL; B.A., University of Nebraska, Lincoln

DAVID M. CHESHER, Division Coordinator, Assistant Professor and Director of Debate at Georgia State University in Atlanta, B.A., Wake Forest, M.A., Ph.D., Iowa

REBECCA GRAY, teacher, director of forensics, Elk Grove High School, Elk Grove, IL; B.A., Wheaton College

FATHER RAYMOND HAHN, headmaster, director of forensics, Cathedral Prep, Erie, PA; B.A., St. Mary's Seminary College, M.Div., School of Theology, St. Mary's University

HEIDI HAMILTON, doctoral candidate, debate coach, University of Iowa, Iowa City, IA; B.A., Augustana College, M.A., North Carolina

DAVID HINGSTMAN, Assistant Professor and Director of Debate, University of Iowa, Iowa City, IA; A.B., Princeton, J.D., Harvard, Ph.D., Northwestern

MICHAEL JANAS, professor, director of debate, Samford University, B.A., Boston College, M.A., University of Georgia, Ph.D., University of Iowa

SHERYL KACZMAREK, teacher, director of forensics, Newburgh Free Academy, Newburgh, NY; B.S., Carroll College, M.S., University of Illinois

JEFF KUETER, B.A., University of Iowa, M.A., George Washington University

TIM McRAE, B.A., Georgetown University

DAVID O'CONNOR, instructor, assistant debate coach, West High School, Iowa City, IA

G. DAVID RICHARDSON, teacher, director of forensics, Westside High School, Omaha, NE; B.S., M.A., University of Nebraska

BILL RUSSELL, instructor, assistant debate coach, Dartmouth College; B.A., University of Iowa

DANA VAVROCH, teacher, debate coach, Bettendorf High School, Bettendorf, IA; B.A., University of Iowa

MATTHEW WHIPPLE, teacher and director of forensics, Glenbrook South High School, Glenview, IL; B.A., Northwestern University; M.A. Roosevelt University, Chicago

LOGIC SEMINAR & GUEST LECTURER

DAVID ZAREFSKY, Dean of the School of Speech, Northwestern; B.A., M.A., Ph.D., Northwestern University

LINCOLN-DOUGLAS

PATRICIA BAILEY, Former director of forensics, Homewood High School, Birmingham, AL; B.A., Huntington College, M.A., Montevallo College

ERIC BEERBOHM, Sophomore, Stanford University

PAM CADY, director of forensics, Apple Valley High School, Apple Valley, Minnesota; B.S., Southwest State University, M.A., Mankato State University

CLAIRE CARMAN, Junior, Rice University

MICHELE COODY, teacher, director of forensics, St. James School, Montgomery, AL; B.S., Spring Hill, M.A., Auburn

MARILEE DUKES, Teacher, director of forensics, Vestavia Hills High School, AL; B.A., University of Southern Mississippi, M.A., North Texas

RENARD FRANCOIS, law student, George Washington University; B.A., University of Pennsylvania

GREG GOLDFARB, first year, Harvard University

SETH HALVORSON, senior, Macalester College, St. Paul, MN

KANDI KING, teacher, director of forensics, Tom C. Clark High School, San Antonio, TX; B.A., Incarnate Word College, San Antonio, TX

CINDI LA MENDOLA, teacher, co-director of forensics, Grapevine High School, Grapevine, TX; B.A., M.A., North Texas State University

ROBERT LEVINSON, associate director of forensics, Bronx High School of Science, New York, NY; B.A., University of Pennsylvania

ROSE MCCOY, teacher, director of forensics, Muscatine High School, Muscatine, IA; B.A., Upper Iowa University

ANOOP MISHRA, teacher, Janas College, Hungary; B.S., Birmingham Southern

SHALINI RAMANATHAN, graduate student, Yale University; B.A., University of Texas

LIZ ROGERS, University of Pennsylvania; LD championships at Glenbrook and Emory's Barkley Forum; numerous awards

JOHN WOOLLEN, teacher, director of forensics, Enloe High School, Raleigh, NC; A.B., Wesleyan, M.Ed., Ed.D, University of North Carolina at Greensboro

DANIEL YAVERBAUM, physics teacher, Isidore Newman, New Orleans, LA; B.A. in philosophy and physics, Amherst

TEACHERS' INSTITUTE FACULTY

RICHARD B. SODIKOW, Teacher, director of forensics, Bronx High School of Science, Bronx, NY; B.A., M.A., New York University

MELISSA BEALL, Professor, University of Northern Iowa, Cedar Falls, IA; B.A., M.A., Ph.D., University of Nebraska at Lincoln

ALEX PRITCHARD, Teacher and Director of Forensics, The Greenhill School, Dallas, TX; B.A., Northern Iowa, M.A., Baylor

JOHN STROPE, Professor, chair, Administration and Higher Education, University of Louisville, Louisville, KY; B.S., M.Ed., J.D., Ph.D., University of Nebraska

SPECIAL SEMINARS

RICHARD EDWARDS, Professor, Baylor University, Waco, TX; B.A., M.A., Ph.D., University of Iowa

GARY PADGETT, Attorney, seminarian, St. Meinrad School of Theology, St. Meinrad, IN; B.A., Morehead State University, J.D., University of Louisville

For an enrollment packet or additional information, contact:
Paul Slappey
319-335-0621 or 319-335-2111 (fax)

National Summer Institute in Forensics
12 International Center
The University of Iowa
Iowa City, Iowa 52242-1802



Is this Heaven?
No, It's **IOWA!**

—A Field of Dreams

THE BIG PICTURE

by Renard C. Francois

After reflecting on the generalities in approximately 175 L/D debate rounds I judged last year, I have come to some conclusions about the style of Lincoln Douglas debating that is seemingly pervasive in not just national circuit debate but also in the local tournaments. I shall touch on a number of subjects and issues in the following article. The veracity of these comments should be determined by the individual coaches and the debaters according to their interpretations of L/D debate, and if, in fact, you conclude that I am wrong then at least the article has caused you to think about the manner in which this relatively young event ought to be debated *vis-a-vis* the present manner of debating.

Considerably, the most striking aspect that I notice in today's debate rounds is the lack of examination of the issues in the refutation or, even, the rebuilding of an issue. All too often I am subjected to extrapolating information from one line sentences that are not applied to why the resolution is true or false. Too many times in rounds I hear that "because of the protection of rights we must affirm the resolution". This may, indeed, be a fine and winning argument, but I have no way of knowing the analytical acuity of the argument. The real question is *why* is this happening and I think I have a few sources for the problem.

Nearly all of the debates, that I have judged or heard, suffer from "issue interference". "Issue interference" identifies debaters who, with a great deal of cocksure ostentation, make several arguments on an opponent's point, many of which are asserted sentences; and, whatever the opponent fails to address becomes unfortunately and predictably the main voting issue of the round. The opponent and the judge feel obligated that *all* of the points must be given significant weight and attention. The ensuing breathless one-line responses are the product of this perfunctory strategy. It amazes me when debaters drop good analysis in their case for the sake arguing about baseless and superficial argumentation.

This method of debate which some debaters, in Gump-like bliss, call strategy, only serves to make the clash that is necessary for meaningful debate effete.

However, this run-and-shoot style of debate allows many debaters to lose focus on another important part of debate—the art of elocution. The fundamental part of Lincoln Douglas debate is to persuade people to believe that your interpretation of a value conflict is correct. Often, the rhetorical skill is considered a waste of time and not what the big boys on the national circuit do. To describe this skill as no more than a woeful attempt at pity would be a gross oversimplification and lose sight of one of the most important tie-breakers in close rounds. Elocution is being able to use few words to express

The fundamental part of L/D debate is to persuade people to believe that your interpretation of a value conflict is correct.

points, knowing how to allocate time, listening to the *opponent's* analysis and refuting it, and showing that there is a great deal of thought involved. In short, the skill involves debating with a sense of purpose and effervescence that is genuine while at the same time subtle. The great debaters speak with an elegance that is impressive, and at times, when done well, awe inspiring. However, I find that chimeras have little to contribute in the way of grace, elegance or beauty in the activity. Debaters must realize that in an activity where there is no correct or incorrect answer the only way for a judge to be persuaded is if you convey a sense of believability.

Of course, I do think there are times when speed is necessary; it should be done only by those who are persuasive, articulate and lucid

in quick thought and discussion. The 1AR is the only justifiable situation for a debater to proceed rapidly. By the 1AR, the dissemination of the major issues is beginning, but, by no means concluded, and the four minutes is prohibitively short for a debater to present the ideas in a manner befitting a fireside chat. Because of a lack of confidence in the ability to extend ideas or in the truth of the ideas presented, many students draw comfort from having more arguments on the flow, which often are the same ideas continually reworded. There is still ample time for the debater to rebuild and to refute, but strategy and preparation are essential elements in making the 1AR efficacious.

Just to say the phrase "in L/D we are to debate values" is far too simplistic to encourage people to change. I shall refer to this old wives tale—the purpose of each idea is to prove the resolution true or false, on face value. Take the time when refuting the argument to prove why the opponents idea is false or how it would harm society or show how your idea would accrue better results. If your opponent does not bother to apply an idea to the truth or falsity of the resolution, be not afraid to tell the judge(s) why the point is irrelevant and what needs to be done to make it relevant. I would rather hear an opponent debate the major issues than to hear them try to keep up with the unanalyzed and inapplicable sentences that are slung back and forth.

For your own arguments take the time to extend the main arguments, which are the ideas that *de facto* prove the resolution true or false. I think that it is fine to make the opponent debate the issues and not let him/her run away from an issues oriented debate by spewing throughout their speech. If the opponent fails to grasp the point of your idea, then take the time to explain how the issue wins the resolution; do not waste time on the arguments which are applied to a misanalyzed issue. However, this does not mean that you are expected to say, "my opponent (Francois to Page 38)

1996 Bates Summer Debate Institutes

National Policy Institute: June 23 - July 13

Lincoln-Douglas Workshop: June 23 - July 6

- ✓ Student-faculty ratio carefully limited to 6:1
- ✓ All lab groups led by senior staff, and each student works with each faculty member
- ✓ Alumni of the Bates Institute include members of the 1987 and 1988 NFL and the 1992 NCLF championship debate teams
- ✓ Daily supervised library research
- ✓ Numerous critiqued practice rounds
- ✓ Bates ensures that all instructional groups are led by professional debate coaches with years of teaching experience. Each group is assisted by an outstanding college debater. The 1996 faculty will include many of these past faculty members:

Paula Nettles, Director: Director of Forensics, Woodward Academy, Atlanta, GA; NFL Diamond Key Coach; Barkley Forum Key Coach; high school debate coach for twenty years

Mark Kelsey: Debate Coach, Lexington High School, Lexington, MA

Gregory Myberg: Debate Coach, The Westminster Schools, Atlanta, GA; Coach of the 1991 and 1988 NFL Cross-x Debate Champs

Chris Wheatley: Debate Coach, Pace Academy, Atlanta, GA

Ed Williams: Debate Coach, Charlotte Latin School, Charlotte, NC

- ✓ Students live in double rooms in one of the college's modern dormitories, supervised by adult members of the faculty. The 109-acre campus, located in Lewiston, Maine, is about 140 miles northeast of Boston and within half an hour's drive to the coast. All meals, including a lobster feast on the July, 4 are included in the comprehensive fee.
- ✓ Comprehensive institute fees include tuition, handbook, copies of the institute briefs, room and board. Policy Debate Institute \$1,035; Lincoln- Douglas Debate Workshop, \$690. Need-based financial aid and payment plans are available to qualified applicants.

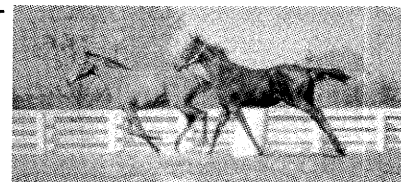
For further information:

Bates Debate Institutes, Office of Summer Programs
Bates College, Lewiston, ME 04240
(207) 786-6077, email: summer@bates.edu
<http://www.bates.edu/>

UNIVERSITY OF KENTUCKY

Home of The National Tournament of Champions

1996 POLICY INSTITUTES



Three Week Institute

June 21-July 14, 1996
Tuition -- \$440
Housing -- \$260

One Week Institute

June 21-June 30, 1996
Tuition -- \$275
Housing -- \$150

Seminar: Transitional Debate

June 15-22, 1996 Tuition -- \$240 Housing -- \$150
(Designed for those making the transition from Novice to Varsity and from Regional to the National Circuit.)
Jason Patil, Paul Skiermont, and Paul Derby, Instructors

1996 INSTITUTE FELLOWS

1996 INSTITUTE FELLOWS

1996 INSTITUTE STAFF

(All are definite unless starred, others to be added--see April *Rostrum*)

JOHN DAY: Currently Assistant Director of Debate and former Champion debater at the University of Southern California. Staff member at Northwestern University Seniors Institute in 1995.

PAUL DERBY: Champion debater from Redlands University. Currently Assistant Coach, University of Southern California.

PETER GRAHAM: Former coach, Harvard School, LA; PHD candidate, Stanford University.

DAVID HEIDT: Senior Champion debater at Emory University. Instructor for the summers of 1994 and 1995 at the Emory Institute.

JAY FINCH: Former UK Champion debater. Currently UK Assistant Coach.

CHRIS LUNDBERG: Senior Champion debater at Redlands University; Instructor at American University Institute, 1995.

MASON MILLER: Champion senior debater at Northwestern University capturing numerous first places at major NDT tournaments this year. Taught at Northwestern Institute in summer, 1995.

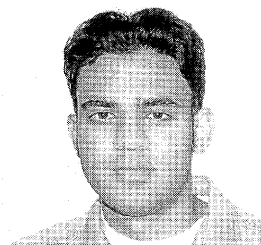
ANJAN SAHNI: Junior debater, Emory University; winner of numerous high school tournaments and the 1995 NDT Novice Nationals.

PAUL SKIERMONT: 1991 winner of Kentucky's National Tournament of Champions; former debater at UK; winner of eleven college top speaker awards including the 1994 and 1995 NDT.

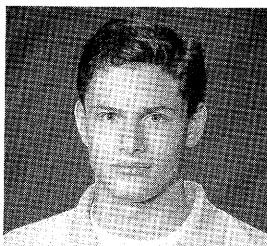
***JASON PATIL:** former debater at UK; 1991 winner of Kentucky's National Tournament of Champions; winner of the 1994 NDT Copeland Award and the 1994 NDT fifth speaker. Currently Chicago Law School.

Guest Lecturer:

DR. DAVID HINGSTMAN: University of Iowa, Guest Lecturer.



Rashad Hussain
Greenhill



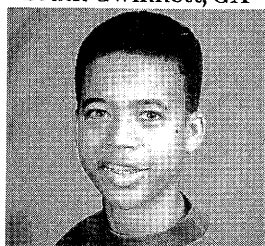
David Harkin
Grapevine, Texas



Emily Wynes
Iowa City West



Misti Hewatt
South Gwinnett, GA

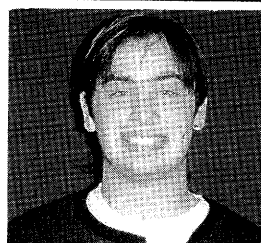


Steve Bailey
Isidore Newman

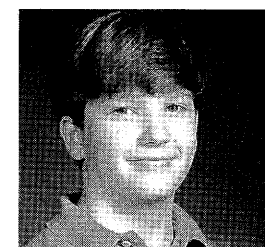


Kamal Ghali
Caddo Magnet, LA

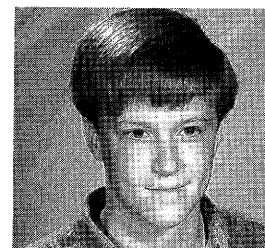
David Enrich
Lexington, MA
(picture unavailable)



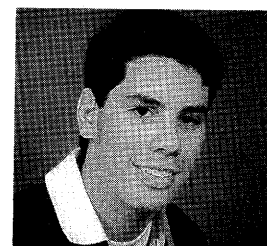
Trace Johnson
Westminster



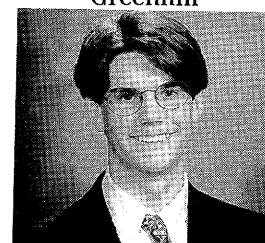
Andy Ryan
Caddo Magnet, LA



Josh Friess
Brookfield, WI



Josh Goldberg
Greenhill



Michael Risen
Montgomery Bell Academy

For an application to Institute and scholarship information, write to:

Dr. J. W. Patterson, Director of Debate
437 Patterson Office Tower, Box 74
University of Kentucky
Lexington, Kentucky 40506-0027
(606) 257-6523

UNIVERSITY OF KENTUCKY

Home of
The National Tournament of Champions

1996 Lincoln-Douglas Institutes

Three Week Institute

June 21-July 14, 1996

Tuition -- \$440

Housing -- \$260

Two Week Institute

June 21-July 7, 1996

Tuition -- \$340

Housing -- \$200

1996 INSTITUTE STAFF

(More to be added--see April Rostrum)

ERIC BROWN

- Ph.D. candidate in philosophy at the University of Chicago.
- Had a successful four year L-D career at Sylvania Southview High School, Ohio.
- Enjoyed a very successful parliamentary debate career at U.C.
- Has taught at eight institutes, including 1989, 1990, 1991, 1992, and 1993 at UK. His students have won or placed at virtually every national tournament including TOC and NFL.

NANCY KHALEK

- Sophomore, Philosophy major, Princeton Univ.
- Champion LD debater, Stuyvesant High School

ROB ALCALA

- Junior Philosophy major, Williams College;
- Former Champion debater, Regis High School.
- 1995 staff member, Wake Forest Institute

CARLOS GONZALEZ

- Junior at Emory University with academic interest in philosophy.
- 1992 Kentucky TOC final round, Christopher Columbus High School, Miami, FL
- Assistant Coach for LD Westminster, Atlanta
- Instructor, Emory University Workshop, 1994
- CEDA Champion debater, Emory University

Guest Lecturer

JULIE SHEINMAN: Director of Debate, Stuyvesant High School, with fifteen years teaching experience with the American University Institute.

For an application and Institute and scholarship information, write to:

Dr. J. W. Patterson, Director of Debate
473 Patterson Office Tower, Box 74,
University of Kentucky
Lexington, Kentucky 40506-0027
(606) 257-6523

Institute Philosophy and Aims

The staff believes that fixed approaches to what is best for L-D are counter-productive: we believe that a variety of strategies and arguments, with varying levels of justification are possible. We therefore encourage the participants to think of the justifications for their strategies and arguments before, during and after debating. In order to emphasize this thoughtful justificatory approach to debate, we last year offered, over the course of three weeks:

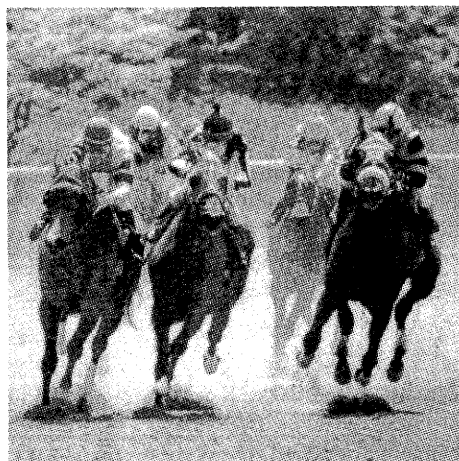
- advanced philosophy lectures and discussions on Kant, utilitarianism, virtue ethics, social contract theories, and alternatives to social contract theories
- lectures, panel discussions, demonstrations, and extensive question-and-answer sessions on strategy
- small-group brainstorming sessions on over ten possible L-D resolutions
- library research
- ten seminars to discuss relevant philosophical essays read by all participants
- over two days of critiqued cross-examination practice in time-unlimited situations, and
- thirteen practice rounds, on two different resolutions, with extensive oral critiques by the faculty.

Quite simply, we aim to teach clear, thoughtful, reasonable argumentation.

Institute Options

The Two-Week Institute: Lectures and Discussions, with minimal practice rounds.

The Three-Week Institute: A third week of practice rounds; advanced, small-group sessions; and even more individual attention.



Florida Forensic Institute

Special Programs for
STUDENTS, COACHES and TEACHERS

July 26 through August 9

The FFI is now the nation's **LARGEST COMPREHENSIVE INSTITUTE**, and offers instruction in ALL EVENTS, including:
Team Debate, Lincoln-Douglas Debate & Student Congress--WITH SEPARATE NOVICE, VARSITY, & TEACHER LABS!!
PLUS All Individual Events: OO, DI, HI, EX, OI, & DUO

Core Staff

The Institute will be taught by coaches from across the nation. Committed to working at the 1996 Florida Forensic Institute:

Dale McCall--Wellington HS--L-D & Teacher's Wkshp.
Merle Ulery--N. Miami Beach HS--Extemp
Tony Figliola--Holy Ghost Prep, Philadelphia--Interp
Peter Pober--University of Texas--Interp
Tucker Curtis--Albuquerque Academy--Lincoln-Douglas
Bob Marks--Albuquerque Academy--Oratory & Interp
Casey Garcia--University of Texas--Interp

Fr. John Sawicki--Holy Ghost Prep--Extemp & Oratory
Debbie Simon--Milton Academy--Interp
Lisa Miller--South Plantation HS--Lincoln-Douglas
Carmen Adkins--Sandalwood HS--JV & Varsity Team Debate
James Talley--Topeka, Kansas--Student Congress
Heather Wellinghurst--University of Texas--Interp
Brent & Kristin Pesola--University School, FL--Institute Directors

The Philosophy of the Florida Forensic Institute

The FFI not only offers a staff that rivals any institute, but also an alternative time: students return to school in the fall *fresh from the institute* and ready to compete! There won't be that lull between the end of institute and the start of school. The 180+ students at last year's FFI found that this increased their productivity and performance level. More importantly, the FFI focuses on *instruction first*, then competition. Ironically, students have found that by taking a more "academic" approach during institute, they not only gain a more comprehensive understanding of the activity, **THEY DO IN FACT WIN!** This is supported by the fact that last year's FFI alumni have advanced to the Final Rounds at literally every major tournament in the country. Future ads will document their success.

Tuition & Room and Board

Tuition for the expanded FFI will be \$495, which includes all materials. Day students may also purchase a lunch plan.

"Pay Dormitory Prices but live at a Country Club!"

That's right! Students will be housed in a secluded section of the Rolling Hills Resort, a full-service hotel that offers all the amenities imaginable--including the Atlantic Ocean--just a short distance away. And there's no need to bring towels and linens--students will receive daily maid service! The Quad Rooms include a color TV, telephone, and private bathroom. Triple rooms are available for an additional fee. Most importantly, our "dormitory" fees rival the on-campus institutes. Resident students will be charged \$495 (plus tuition), which includes 14 nights: Friday, July 26 through Thursday, August 8th. This fee includes lunch and dinner on week nights, recreation, transportation, beach outings, and full use of the resort--including a swimming pool and recreation center. You can be *guaranteed* that the FFI has the most ideal housing plan in the country.

LAW LIBRARY ON CAMPUS: LEXIS-NEXIS, CD ROM, Philosophy, & More!!!

Nova Southeastern University's state-of-the-art Shepperd Law School has a full-service law library on campus. FFI students will have unlimited access to all components, including those listed above. In addition, two other major libraries are available for use.

FULLY ACCREDITED TEACHER WORKSHOP

By popular demand, the FFI now offers an organized **TEACHER/NEW COACH WORKSHOP**. Dale McCall and Tucker Curtis will instruct and supervise a comprehensive workshop for coaches at all levels of experience. It will cover ALL ASPECTS of directing a Forensics Program: teaching, coaching, fundraising, administration, etc. The **TEACHER WORKSHOP** will offer unsurpassed professional development. Whether you've just been "handed the Debate job," or you wish to enhance your coaching repertoire, the FFI **TEACHER WORKSHOP** will meet your needs. Personally designed lesson plans will allow coaches to either survey all Forensics events or focus on chosen areas. **TEACHERS WILL ACCUMULATE ENOUGH MATERIALS, HANDOUTS, AND KNOWLEDGE TO TEACH AN ENTIRE YEAR!** In addition, the workshop will provide all necessary documentation for school districts, including a grade if necessary. Over 120 hours of instruction will be accrued. **NOTE:** NSU Graduate credit may also be earned. Additional tuition fees--at the regular NSU graduate credit fees--will apply. The fees for the **TEACHER WORKSHOP** are very often covered by schools. The FFI will provide all the necessary invoices to meet your specific administrative requirements. If you have questions, contact the FFI for more information about the **TEACHER WORKSHOP**.

TO ENROLL IN EITHER THE STUDENT INSTITUTE OR THE TEACHER WORKSHOP

Send a \$100 application fee (checks made out to Nova Southeastern University -- FFI) to:

Florida Forensic Institute

3301 College Ave. -- Sonken Bldg.

Ft. Lauderdale, FL 33314

PH 800-458-8724 or 954-475-7660 FAX 954-452-5547

BALANCE NEGATIVES: A REPLY

by Mark Weber

When Jason Baldwin was debating on the circuit he certainly was one of the best debaters I had ever seen. So, it makes me wonder why he would attack the "balance negative" position and those who debate it with an article that is so full of logical fallacies and incorrect assumptions. I offer this article as a direct refutation to Jason's dismissal of the "balance negative" as an unfair way of fulfilling the negative burden in Lincoln/Douglas debate. I think, as Jason says, this is a very important issue to be discussed. However, in discussing this matter, I think it is very important also to put away the ideas of Lincoln/Douglas debate that we have been indoctrinated into believing and look at things from an open, logical perspective. It will not serve to merely assume; one must also prove their assumptions.

The first thing that Jason assumes is that to allow a "balance negative" would only serve to blunt the conflict of the debate. This assumption may appear to be logical to someone who does not analyze the inner workings of L/D debate. However, when you have watched hundreds of debates on each topic come down to who wins one or two issues you begin to realize that it might not hurt to have more than one approach to the resolution of the value conflict that we are given to debate. I think that allowing the "balance negative" allows us to give the debate more depth by increasing the approaches and requiring affirmative debaters to be prepared for more than one strategy.

While the above argument only discusses why it might be better to allow for "balance negatives," this next argument proves why it is legitimate to use the "balance negative."

When one says that to examine values in conflict devoids holding things in a balance, they are then arguing that it is not possible to settle a conflict by compromise. Many times a compromise is the best way to resolve a conflict. To analyze this further we must look at Jason's assumption that to value things equally always gives the negative debater the advantage because they get the best of both worlds. This is a huge assumption that can easily be disproven. First of

When one says that to examine values in conflict devoids holding things in a balance, they are then arguing that it is not possible to settle a conflict by compromise.

all, I agree with Jason that some resolutions are framed in a way that a balance is not a possible approach to the resolution. I would also go so far as to agree that when a resolution says "When in conflict..." it makes it very difficult to run the balance negative but I am not ready to concede that it may never be done as I have explained in my analysis above regarding "compromise." However, when the wording of the resolution does not preclude a "balance negative" it is not always to the benefit of the negative to advocate the balance. When the affirmative in a policy debate permutes a counterplan it is not always net beneficial in comparison to the plan alone. To exemplify this concept in terms of a value debate (so the so-called L/D traditionalists will understand and not dismiss this idea on the ba-

sis that it is "a policy argument.") let's look at the resolution that Jason gives as an example. Resolved: *When in conflict, the spirit of the law ought to take priority over the letter of the law.* If the affirmative can win the argument that the law should always strive to reflect it's original intent, which seems to be a reasonable argument, then it would not be net beneficial in the end to balance the letter of the law when it is in conflict (as denoted by the resolution) with the spirit of the law because it would dilute the effect of the intent of the law. Thus, the affirmative should be able to prove that it is always best to give priority to the spirit of the law. Even if there is no guarantee that the affirmative would win the argument of "original intent," the fact that this argument can be won shows that it would not always benefit the negative to hold these two things in equal value. This in my opinion proves that the affirmative would not automatically lose to a debater who tried to reap the benefits of both objects of evaluation in the resolution.

The next assumption that Jason makes is the most serious mistake that opponents of the "balance negative" make and is, to me, the crux of the discussion as to whether the "balance negative" is a feasible approach to the negative strategy. Jason says, "While the speeches in L/D are structured differently for each side, both sides have equal time, and their burdens are roughly equal." Get real, Jason! There is a reason that the affirmative gets to speak first and last in the debate and Jason merely dismisses this by saying that they each have equal time. The equal time claim is true enough but why don't we just give the affirmative one rebuttal that consists of seven min-

utes? The reason that the affirmative speaks first and last is because they alone have the active "burden of proof" which is supposed to give them an unfair disadvantage. The affirmative asserts the resolution to be true, therefore, they have the "burden of proof." To compensate for this extra burden the affirmative is given the opportunity to speak first and last because they must overcome the "presumption" of the resolution. This is the other concept that opponents of the balance negative have a hard time accepting, that there is "presumption" in an L/D debate. However, if there is no "presumption" (ie. we presume the resolution to be false before the debate begins) then there is no "burden of proof" (ie. proving the resolution statement to be true) If there is no "burden of proof" then there is no debate or else we could have a "tie" decision in debates where both debaters upheld their burden of proof in nonopposing cases and did not adequately refute their opponents case. The negative only has the "burden of rejoinder" or the "burden of clash." In other words, the negative doesn't even need to present a case. If they can adequately refute the affirmative arguments they should be awarded the ballot because they have fulfilled their "burden of clash." If they did have "roughly equal burdens," as Jason proposes, then the affirmative would have the advantage in the debate because s/he gets to speak first and last. The negative would be at a disadvantage because they would have the burden of clash, the burden of proof and not get to speak first or last. The implication of the above analysis explains why it is fair for the affirmative alone to have the "burden of proof." This is to say that strategically the negative may not employ the tactic of proving the inverse of the resolution but that they simply do not have to.

The next issue that Jason addresses is that he is "subordinating the truth" for the sake of what he considers to be a more fair debate. In fact, he insists that the search for the truth is antithetical to the education of those who debate. Jason's impact to this argument is merely an ad-hominem attack that debaters will become "mushy moral relativists" if they believe that they are in a search for the truth. First of all, this argument appears to be so ludicrous the Rostrum didn't even put this quote in context when they inserted the abstract using this quote within the article, but as I have said we cannot really accept ad-hominem argumentation so I will use this argument that Jason forwards to further prove the legitimacy of the "balance negative." When we examine this argument more closely it serves as a wonderful example how sometimes it is better to hold two things in equal value. For example, I would agree with Jason that it is important to have a balanced and fair debate, however, I don't understand why that precludes a search for "the truth" or "some truth." Why are these two concepts mutually exclusive? It seems to me that it would be best for debate to try to do both. Even if it means that we must subordinate each to a certain degree to get the best result. Now if we were having this argument in the real context of a debate, it would be up to Jason to argue that subordinating both to a certain extent (which still hasn't been proven necessary) is not as great of value as having the fullest benefit of what Jason seems to think is the "most fair debate." Even if he could prove this argument, he would then have to address my earlier argument as to why there shouldn't be the advantage of "presumption" for the negative in light of the fact that there is a reason (as mentioned above) as to why the affirmative gets

the first and last speech in the debate.

The final thing that I would like to take issue with is the attack that Jason makes against judges and debaters who support or will at least listen to the balance negative position. I take great offense at Jason's remarks that most "experienced judges" know to vote against the balance negative and that most debaters who run the "balance negative" lose because they are inexperienced. He even goes so far as to say that he has never seen one win first at a major tournament as if he were the authority of what should and shouldn't be debated on the national circuit. It is this type of irresponsible arrogance that promotes generic argumentation and judge intervention. I think Jason has gained enough from this very valuable activity that he has a greater responsibility than to make such statements. I hope that he will be open-minded enough to reconsider these issues.

At any rate, I'm sure that there are many different opinions on this and several other issues that are central to the evolution and survival of Lincoln/Douglas debate. I hope that we are experiencing a beginning of the discussion of these issues. I have asked and been granted a time slot at Emory's Barkley Forum in which to have an open-forum discussion regarding L/D debate. I think an excellent beginning to the discussion could be "how should the NFL framing committee word the debate topics." I think this question will help us understand how to promote better argumentation and education through L/D debate.

(Mark Weber, a member of the L/D Topic Wording Committee, coaches at Houston-Memorial (HS) TX. Jason Baldwin's article appeared in the November Rostrum.)

Samford University's 22nd Summer Forensics Institute

28 July-10 August 1996

Samford University is pleased to announce the dates and staff for our twenty-second annual summer forensics institute. We are very proud of the growing national reputation of our institute and our college NDT debate program. Last year more than 140 students from 22 states came to Birmingham, AL for the Samford Summer Forensics Institute. This year we plan continue the process of improving the quality of our Lincoln-Douglas, Policy, and Individual Events offerings.

At Samford University we are firmly committed to offering students the greatest value for their money. We carefully maintain a 7:1 student-faculty ratio. All of our staff are seasoned professional coaches with national reputations. Our curriculum is carefully planned and supervised so that no moment is wasted. Every student gets the individual attention and direction they need to meet their goals and fulfill their potential in a secure and supportive environment. Our program for novice debaters is widely considered one of the best in the nation. Where other institutes have come and gone over the years, the Samford University Institute continues to prosper.

We already have commitments from the following staff for the 1996 Institute:

Co-Director
William Tate
MA
Director of Debate, Montgomery Bell Academy of Nashville, TN; Director, Samford Summer Institute, '87-96; U. Iowa Inst. '86-96

Co-Director
Michael Janas
Ph.D.
Director of Forensics, Samford U.; Fmr. Coach, U. Georgia and Iowa; U. of Iowa Inst. '89-96; Longwood College Inst. '89-93; Samford Summer Inst. '94-96.

Paul Bellus
MA
U. Iowa Inst.; U. Kentucky Inst.; Northwestern Inst.; Coach, Samford University; '91 NFL runner-up, Omaha Westside High, NB.

Skip Coulter
MA
Samford Forensics Inst., '92, '94-96
Coach, Mountainbrook Jr. High, AL; former Director of Debate, Samford U., '77-87; Samford Forensics Inst., '77-96.

Heidi Hamilton
Ph.D.
Coach, U. Iowa; Fmr. Coach U. North Carolina; Iowa Forensic Inst. '92-96; Samford Institute '95-96; Champion Debater, Augustana College

Michael Jordan
BA
Cumberland School of Law; Champion Debater, Charles Henderson High, AL and Samford U.; Coach, Mountainbrook High, AL; Samford Forensics Inst. '89-95

John McClellan
BA
Champion Debater, Mercer U.; Coach, Warner Robins High, GA; Samford Debate Inst. '87-95

Gordon Hull
MA
Asst. Coach, Montgomery Bell Academy; Wake Forest Institute '92-95; Samford Debate Institute '92-95; Champion Debater, Wake Forest University

Matthew Whipple
MA
Coach, Glenbrook South High School; Champion Debater, Northwestern University; Northwestern Iowa, Samford Institutes

Co-Director
L-D
Renard Francois
BA
George Washington Law School (D.C.); L-D Debate Director at Montgomery Bell Academy; Samford Forensics Inst. '89-96; U. Iowa Inst. '89-96.

Co-Director
L-D
Claire Carman
1993 NFL L-D Champion; U. Iowa Inst. '94-96; Samford Forensics Inst. '94-96; Rice University

Jason Baldwin
Lecturer
1992 TOC L-D Finalist; 1993 TOC L-D Champion; Northwestern University; Samford Forensics Inst. '92-95.

Director, I.E.
Gloria Robison
Champion Coach, St. James School (AL); Battleground Academy (TN); U. Iowa Inst. 88-93

Dan Mangis
Extemp
NFL Finalist, Extemp, 1993; National Champion, Student Congress; University of Alabama I.E. Team; DSR-TKA Finalist.; U. Iowa Inst. 92-93

The goal of the Samford Summer Debate Institute is to provide expert instruction at a reasonable cost. We do not fund any part of Samford Debate through the institute. Fees for the institute cover all essential expenses for students during the two week period. Supervised housing is provided in air-conditioned dormitories. All meals will be covered for students who stay on campus. It is our firm intent to offer high quality at the lowest possible cost to the student. Commuter fees include no meals or housing.

L-D, Policy, and Individual Events	\$720.00 on
	campus
	\$475.00
	commuter

For more information about Samford University or the Samford University Summer Forensics Institute write or call:

Dr. Michael Janas	Mr. William Tate
or	Montgomery Bell
Dir. of Debate	Academy
Samford University	4001 Harding Rd.
Birmingham, AL 35229	Nashville, TN 37205
(205) 870-2509	(615) 269-3959



COUNCIL CANDIDATES

SEVEN SEEK COUNCIL SEATS

The biannual election which will choose four directors to the NFL Executive Council, elect a council alternate, and establish an order for other alternates, will take place in April of this year. The four elected directors will each serve a four year term.

All seats are not up for election. Councilors Glenda Ferguson, Harold Keller and Don Crabtree were elected in 1994 to four year terms and their seats will require election in 1998. Alternate Ted Belch replaced Cat Horner Bennett who resigned and will serve until 1998.

Ballots will be mailed to chapters on March 20. Chapters not receiving a ballot by April 10 should contact the national office. The deadline for returning ballots is May 1 (postmark). The number of votes a chapter may cast is based upon total members and degrees on record as of May 1. The count will again be done by Dr. James Hecht of Credentialing Services and all ballots will be mailed directly to him. No ballots should be sent to the national office nor will national office personnel or candidates see any ballots.

The order that candidates appear in this March **Rostrum** and the order that candidates appear on the ballot were determined in separate drawings conducted by NFL Comptroller Carol Zanto. Statements and pictures in this **Rostrum** were furnished by the candidates.

For more information consult the NFL Constitution [Article VII B] and the NFL Chapter Manual [XI: NFL Elections, Pp 15, 16]



Billy Tate

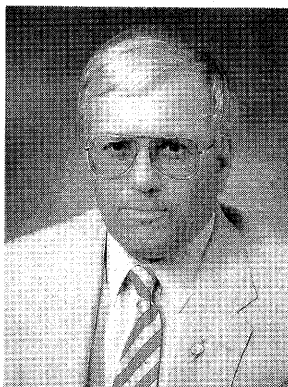
Billy Tate

Serving NFL since 1990, first as a Council member, and then Vice President, I believe it is vital to the future of the NFL that Executive Council decisions be based upon responsible and responsive professionalism at all times. Certainly not all decisions are easy ones, most are not. As always, I will listen to all points of view and try to act in the best interests of the NFL. Wise Council decisions, I feel, are best reached in a setting of cooperation, rather than in an adversarial one.

Having had the privilege and honor to have served as your host at two National Tournaments, remain committed to improving the National Tournament. As a longtime promoter of junior school forensics, I am excited about the potential of the new NJFL to augment future membership in NFL. I am genuinely hopeful about the prospect of future national tournament participation funded through corporate and foundation grants.

Having directed a small forensics program in a disadvantaged school district for many years, as well as a large program, I feel I am in a unique position to understand problems and concerns of diverse programs. Clearly, the direction taken by NFL in recent years has reflected a strong student-oriented foundation and definite steps to add new chapters and affiliates.

Future efforts should continue to focus on promoting NFL to the public and to the business community. Tangible benefits would be realized by NFL in terms of student scholarships like those offered by Lincoln Life and the Stennis Center. As a council member I have honestly enjoyed serving forensic coaches from all parts of the country and look forward to representing new friends in the years to come. I pledge my work to achieve your goals.



Mike Burton

Mike Burton

As a forensic educator for twenty-seven years, I have seen the movement from recipe boxes to team debate to five or six tubs of information. Lincoln-Douglas debate has entered the fray and speech events have gone from four basic events to numerous types at numerous tournaments that teams fly in from around the United States. Are all these changes good? Clearly that will be answered by how successful both the National Forensic League and the National Federation of High Schools are in keeping speech and debate programs going in ALL high schools and junior highs. My goal as a member of the executive council would be to work with both of these organizations to continue our activity in inner city, suburban and large "blue collar" public schools throughout the United States. National level competition is a viable activity, but clearly from the articles in the **Rostrum** over the last few years, and especially the last few months, we see a growing concern from some coaches and administrators about national competition, with the cost and time out of school, vs. local competition.

I see myself as a bridge between these two groups. As the director of one of the largest programs in the state of Washington at Auburn Senior High School with one hundred students competing locally and yet still traveling nationally six to seven times a year. We need to bring the two groups together and resolve concerns on both sides. If we do not the administrators will resolve it for us.

My background takes in twenty-seven years of coaching both at small schools and large schools from a small program of twelve to a program of one hundred. I am active in the NFL as district chairperson and serving at nationals as chair of oratory. I also have been active in the National Federation both in speech and debate and as board member for the Federation of Officials. My strength is in negotiation and dealing with conflict; I feel these strengths are needed on the executive council at this time. Vote for somebody from the Pacific Northwest who will work to bring people and groups together. Vote for Mike Burton, Auburn Senior High School, Auburn, Washington.



Roger Brannan

Roger Brannan

My school district has accepted the statement that our students will be "effective communicators, self-directed learners, complex thinkers, quality producers, collaborative workers, and community contributors." What struck me early in the change process to "Outcomes Based Education" is that NFL has promoted these goals for many years. NFL prepared me to meet those changes. NFL has been a strong guiding force in the direction of my school's debate/speech program and my career. NFL has provided reasonable milestones for both my students and me. This is why I want to return something to the organization. NFL has made great efforts to accommodate a variety of interests.

I have been an active coach for 32 years and a teacher for 34 years. I have served NFL as a District Chairman for nine years and a committee member for nineteen years in three different districts. I have assisted at the National Tournament in the tab room and judges' committee. I have also participated in the NFL Goals 2000 Conference held in Minneapolis and the NFL Conference held in Denver.

If elected to the council, I will be open to new ideas and carefully evaluate them as to their workability. I am a strong supporter of opportunities for students and committed to encouragement and assistance to coaches. NFL means much to me, and I would welcome your support for the Council.

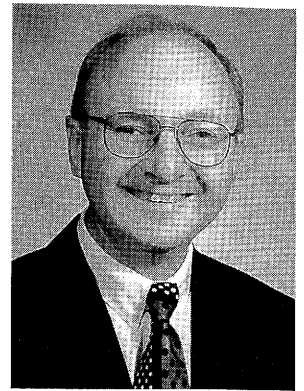
COUNCIL CANDIDATES

Donus Roberts

As the U.S. readies for a new century, forensic competition remains unparalleled as a vehicle to teach vital skills to students. When the hours of coaching become dark (long days, nights and weekends, blizzards and ice storms, lost luggage and gut-wrenching losses) we must remember that the educational rewards warrant the frustrations along the way.

NFL is a solid organization, but we must not rest upon our past. To remain viable in the 21st century, we must be pioneers, always in search of new ideas. My concept of council leadership has always been to encourage an open forum of ideas. The students and coaches are a grass-roots congress. On the local and regional level, ideas are generated, discussed and debated and then submitted for national consideration. To accelerate this process, I have been a strong advocate of national conferences. Three have been held (1985 in Kansas City; 1988 in Minneapolis; 1992 in Denver) and a fourth is planned for Denver this coming August. Details and forms for application will be in the April *Rostrum*. This coming conference will be an important forum for the future of NFL. The agenda will focus on "improving and defining" all of our national events, plus evaluating how the information highway impacts forensics, particularly research and rules of evidence.

The NFL should be an umbrella for many forensic constituencies and organizations. Each group should fervently advocate its causes but respect the opinions of others. Although 2500 schools are members of the NFL, we are very small among 260 million Americans; we need unity for political clout, grants and professional growth. My leadership style is to listen carefully, to treat people professionally, to be fair in decision-making, and to enhance the NFL as an educational leader.



Donus Roberts

Lanny D. Naegelin

Another election, and so another request – yes, I would appreciate your support in the Council Election! As in the past, I can tell you that I sincerely care about the National Forensic League – about the students, the coaches, the tournaments, the special projects, the activity itself. I've spent my past thirty years as a teacher and coach at two high schools and as speech, debate, and theatre arts program coordinator for five. Along the way I've served as district chair, tab room worker, tournament director, committee member, workshop teacher, judge, and convention presenter, sharing my time, my energy, my ideas, and my belief in forensics. I'm a hard worker, a caring listener, and a strong advocate for speech education. My strong desire is to serve, and I have tried to do that with integrity and conviction. My reward has been the people I have gotten to know through the work. Nothing has been more fulfilling than meeting and working with outstanding students and coaches.

Current projects for NFL that are especially important to me include a reexamination and clarification National Council governance policies; development of specific guidelines for NFL national committees; the examination and refinement of duo-interpretation as a possible NFL event; continued exploration of ways to provide current curriculum materials and educational videos to member schools; a reassessment of format as well as judging procedures and requirements at the national tournament in an attempt to improve the overall quality of Nationals; and expanding NFL's promotion of speech education and forensics on a national scale.

NFL as a national organization is continuing to evolve, and as needs change, the organization must adapt, always becoming more responsive to all the membership. It is not enough just to continue business as usual. I pledge my time, energy, and talents to keep NFL growing and changing to serve all the students and teachers who provide reason for its existence. Thanks for your consideration!

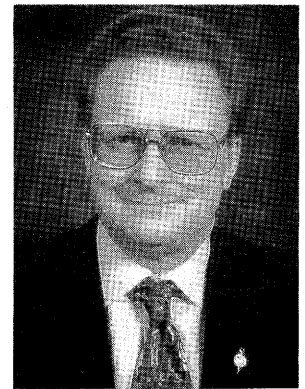


Lanny D. Naegelin

Gregg Cullen

As the National Forensic League approaches the year 2000, I believe there should be a new vision for speech education in the 21st Century. The number one priority item should deal with the revamping of Curriculum. First, we should focus on cross-cultural learning experiences for our NFL coaches and students. By encouraging our speakers to research and write speeches dealing with minority problems across the board, we will help them understand and deal with cross-cultural problems that most assuredly will occur during their life times. Second, we must integrate the speech curriculum with other disciplines. Cross curriculum is the future of all education and the NFL. The National Forensic League did not become what it is educationally without contributions from many sources. Therefore, we need to develop strategies and philosophies that will place within the same time frame our great speeches, great works of art and great masterpieces of music with significant political philosophies, social upheavals and memorable events in history. Quite an adventure, but it must be done for us to survive in the 21st Century. Finally, we must help our coaches and students by developing curriculum which focuses on successful teaching methods such as peer tutoring, cooperative learning and modeling. If we can help our new coaches to get off to a successful start in forensics and teach our experienced coaches a few new strategies that will improve their teaching skills, then we will do far more for ourselves than all the accolades that are heaped on us after a successful speech tournament.

By having NFL vision such as I have just described for the 21st Century, we will not only help ourselves from within, but we will gain respect and support from other groups such as us. They will recognize NFL as a leader in the education of our students which provides lasting and life long experiences because of cultural awareness, cross curriculum and strategy development, as opposed to being recognized as a self serving elite group.



Gregg Cullen

Frank Sferra

It is important that we prepare the National Forensic League for the Twenty-First Century. This organization will be ready to serve a whole new generation of kids and coaches only if we make wise decisions now. The NFL must remain a kid-centered organization. The NFL must remain accessible to all students and schools. We have an incredible activity that offers training for a lifetime. Speech is not a basic, it is THE basic. The CARE committee has begun to address the problem of retaining and recruiting coaches. More must be done to insure that there will be coaches for the kids of the 21st Century. We need to address the questions that face us today with an eye on tomorrow. We are the keepers of the flame.



Frank Sferra

WHEN A PODIUM ISN'T A PODIUM

by David Mezzera

Back in the "good old days" when I taught Public Speaking to ninth graders, I would occasionally encounter minor discipline problems (and who wouldn't?) which would call for minor disciplinary action. For example, if a student interrupted a classmate's speech, I would ask the offending student to complete a written assignment that required some level of research; thus, the punishment would hopefully become a learning experience for the transgressing student. Typically, I would assign the student a list of words or terms which were related to public speaking or forensics and would require the student to investigate the meaning and significance of the terms.

Tops on my list of assigned terms was debate-related vocabulary or jargon such as: *status quo*, *prima facie*, *fiat*, *quasi*, *analogy*, *fallacy*, *inherency*, or *solvency*. I also had a list of politically-related lingo which I could assign: *parliamentary procedure*, *parliamentary "second"*, *unicameral*, *becameral*, *agenda*, *filibuster*, *cloture*, or *gerrymander*. But the glossary I most enjoyed assigning for students to investigate was the following list of seemingly synonymous terms: *podium*, *lectern*, *rostrum*, *ambo*, *pulpit* and *dais*. I especially liked to befuddle students with this list because of the universal misuse of the term *podium*; plus (as an NFL coach) I had a special place in my heart for the concept of the *rostrum*—coincidentally, the official magazine of the NFL! Before you read on, try *your* hand at differentiating the meanings of the above six terms. When is a *podium* not what you thought a *podium* ought to be?

How many times have I heard debaters -- not to mention debate coaches -- erroneously refer to "standing behind the *podium*" or "speaking from the *podium*"? The reality is that the word *podium* comes from a Greek root ("podos") meaning "foot," thus making a *podium* a foot stand or raised platform upon which the conductor of an orchestra would stand while directing. Another context of the word signifies a low wall serving as a ped-

estal or foundation serving to separate the seats from the arena in an amphitheater. In a traditional classroom setting, a teacher's desk would be placed upon a podium, thus raising the teacher further above the level of the students desks. Thus, a speaker could be seen and heard standing *upon* a podium -- but never *behind* one!

The actual object upon which a speaker would place notes (and hide behind?) is a *lectern*, a word of Latin derivation from the origin "lectus," past participle of "legere" ("to read"). A *lectern* is thus a reading stand or desk upon which notes are placed to allow one to read. Typically in a library, a dictionary would be placed on a lectern for passersby to peruse and read. To this day, I insist on using the parlance "speak at -- or from -- the *lectern*" rather than "speak from behind the *podium*."

... podium, lectern, rostrum, ambo, pulpit and dais. I especially liked to befuddle students with this list...

I especially enjoy the word *rostrum* due to its historical significance: The prows of ancient fighting ships had curved, beaklike projections used for ramming enemy vessels. When the Romans would capture such an enemy war galley, the "*rostrum*" (Latin for "beak") of the boat would be ravaged and returned to Rome as a war prize. These *rostra* from vanquished ships were used to decorate around the speakers' platforms in the Roman Forum. When a returning naval hero would be honored in the Forum, he would receive his accolades and would orate in view of the spoils of his triumph -- the beak of the conquered ship. A raised speaker's platform (what we might now call a *pulpit*) thus came to be associated with a *rostrum* or speaker's ornate delivery location. In the vernacular, *rostrum* also refers to "public speakers collec-

tively," and thus, *Rostrum* is a name well-chosen for this very publication!

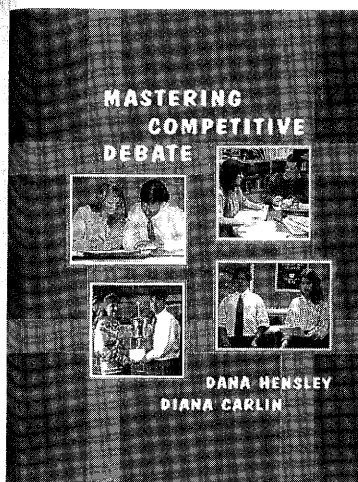
Ambo might be the least frequently used term of the six. In Greek, the word originally referred to a platform or stage, but now applies almost exclusively to a church fixture serving as a reading stand or *pulpit* (there's that word again) used to preach and proclaim during a religious service.

So what is a *pulpit*? From an old French word ("pulpite") meaning a stage or scaffold, a *pulpit* is a raised platform -- sometimes mounted by a ladder or stairs -- from which a clergyman preaches in a church. It even refers collectively to preachers or to preaching in general. Thus, one could "take to the *pulpit*" as one would "take to the soapbox" to proclaim or lecture.

And never a "Friars' Club Roast" would go-by without referring to the guest of honor as being seated at the *dais*. The origin of this term can be traced easily to a middle English word ("deis") meaning a high table in a castle's hall. And that's exactly what a *dais* is: a table or platform raised above the floor at one end of a hall or room such as a banquet room or a classroom ... and now we're back again to *podium*! I hope you've enjoyed my fanciful "tour of terminology," and I hope you may have gotten a new idea for an assignment or two. But most of all, I hope you will never, ever again tell a debater to "get out from behind the *podium*" when he or she speaks!!

(David Mezzera teaches at St. Ignatius College Prep in San Francisco (CA). All lexicon references are taken from Webster's New World Dictionary, College Edition, 1960.)

Announcing the NJFL
The National Junior Forensic
League for Grades 6, 7, 8.
For Information write:
NFL, Box 38
Ripon, WI 54974
FAX: (414) 748-9478



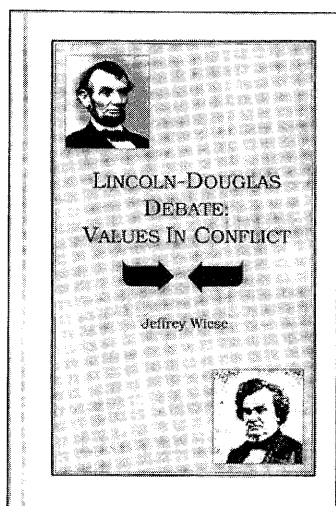
**Mastering
Competitive Debate**
New 4th Edition
Dana Hensley and Diana Carlin

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. The teacher's manual includes coaching and tournament management advice as well as a thorough bibliography and resource list.

*"Mastering Competitive Debate"
Adopted In TEXAS!*

Features

- *New chapters on debate history, argumentation, L-D, Student Congress, and mock trials.*

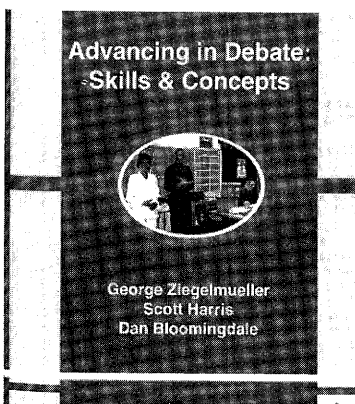


**Lincoln-Douglas Debate:
Values In Conflict**
Jeffrey Wiese
(Published in collaboration with
Hutchinson Research Association)

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.*
- *Understanding values.*
- *Choosing the values to debate.*
- *Researching values topics.*
- *Preparing cases.*
- *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.*
- *Story telling and its use in focusing critical arguments for the judge.*
- *Judging paradigms and their implications.*
- *Permutations, agent counterplans, international fiat, and theoretical issues related to counterplans.*

**There Is Only One
Number To Call For...**

**The Most
Comprehensive,
Authoritative Texts,
Covering Debate,
Speech,
and Drama...**

1-800-845-1916

Clark

Publishing
Since 1948

Developing Communication Skills

**Callers outside the U.S.
can dial 1-913-862-0218**

National Champions Coach at Bradley University!

July 14-27, 1996

Be a Part of the Winning Team at Bradley's Two Week Summer Forensics Institute

Events:

- | | |
|---------------------------|-----------------------------|
| ❖ Dramatic Interp | ❖ Humorous Interp |
| ❖ Prose Interp | ❖ Poetry/Verse Interp |
| ❖ Extemporaneous Speaking | ❖ Oratory |
| ❖ Original Comedy | ❖ Special Occasion Speaking |

- * Gain practical insights into the basic principles of forensics competition!
- * Receive customized coaching by winning high school and college coaches and members of the nationally recognized Bradley University Speech Team!
- * Have a tournament-ready event of your choice adapted to your state rules by the end of two weeks.

For Brochures and More Information

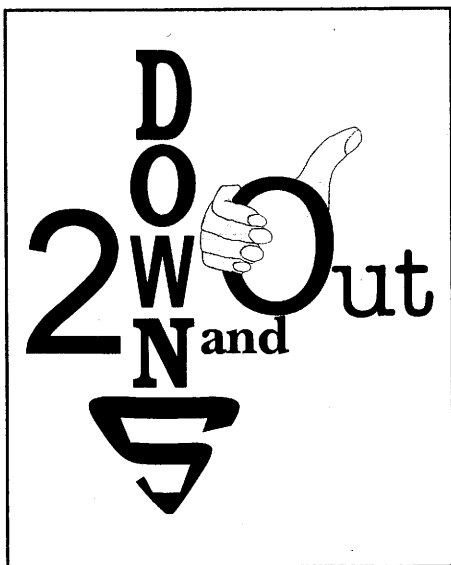
Contact the Division of Continuing
Education and Professional Development
(309) 677-2377 or (800) 552-1697

Fees:

Summer Forensics Institute

Tuition and Meals: \$525

Tuition, Room & Board: \$725



FUNDAMENTALS OF THE ARGUMENTATIVE EVENTS OR YOUR BABY IS JUST AN EYEBALL, AND WHAT'S MORE, IT'S BLIND!

I am right and you are wrong.
That's reasonable, isn't it?

This brings us, very quickly, to the fundamentals of the argumentative events - policy, L/D, extemp and oratory.

There is only one that applies to all these events, but it is a necessary for any other step.

Viewpoint.

You learn viewpoint, and all the rest of it is just learning how to better express that viewpoint to the judges.

This simple idea, however, deserves a long explanation.

Below is an Disembodied Eyeball (sincere apologies to Emerson). I know it doesn't much look like one, but that's YOUR viewpoint.

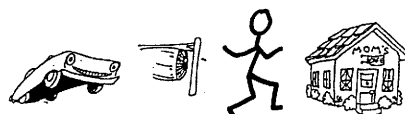


Notice that the Eyeball is seeing. This is difficult for a Disembodied Eyeball not attached to a brain, but we aren't here to be anal about it. The Eyeball sees some things, and not others. It sees the gorgeous stick figure on the street, and not the speeding car headed right at it. Perhaps the driver is distracted at seeing a lustful Eyeball.

Here is the problem. We've got reality, or The Truth if you will. But the limitations of being a simple individual in a complex world mean that we only see part of reality, and not all of it. We rely upon others to tell us what we do not know.

Those who see MORE of reality are at a great advantage over those who see less. If the Disembodied Eyeball can see both the gorgeous stick figure and the speeding car, then its chances of living to lust another day after abstract art are greatly increased.

Now, we will give the Disembodied Eyeball some shades. The scenery is still the same, but it LOOKS different.



Now, a well prepared Disembodied Eyeball can see as much as it did before, but perhaps the meaning of what is seen is perhaps somewhat different. The Eyeball feels cool: Travoltaesque. It's baaaad. Therefore, the speeding car is no longer a problem. The Eyeball merely gives a "drop dead" glare and the car glides to a stop, merely nudging the plastic frames.

There is a point to this, I promise.

Now, write down the most important fact about life that you have discovered. You can make a joke of it, though perhaps it will lose some impact. Perhaps it is "Never eat at a cafe called 'Mom's'" or "Never play cards with a guy named 'Doc'". Now put these as the lenses of your Disembodied Eyeball. The Eyeball will interpret reality - the Truth - through these lenses. Therefore, the DE will not stride confidently into the cafe, expecting a good meal. Disaster is avoided. Guys named Doc look elsewhere for their pigeons.

I hope now we can agree that this is a fairly accurate description of how we approach the world. It works, or it had better, or we suffer and die before our time.

Now, I approach the Disembodied Eyeball and request it's view of the world it sees. The eyeball, lacking a mouth, communicates with me "there is a car. There is a woman. There is a cafe." Stupid eyeball. I want to know what the Eyeball thinks about its environment. I know what I see. I even have a pretty good idea what Eyeball sees, but what I want is to know what Eyeball thinks about it.

Instead, to learn more about Truth, I want the DE to tell me about the lousy food at Mom's, and that the guy at the door named Doc is a card sharp. It's what I cannot see from my own viewpoint, my own filters, that I want desperately to see.

We read fiction to see a different viewpoint from our own. Great literature affects us deeply because it gives us a different side of reality, or of Truth, than we knew before.

Have I convinced you that a Viewpoint is critical in understanding the Truth? Assuming that no one in the world except Lush Rimshot has a corner on the Truth, we are most convinced of another's argument when it comes from a coherent viewpoint.

I'm sorry, but I've got to go back to my DE for a moment. If the Eyeball has blank spots (glaucoma?) then I am less likely to rely upon it to give a view that I can trust. I also, in judging a debate, an oration, or an extemp, recognize that the performer is wearing his shades - that even though everything that may be seen is indeed being seen, the performer is reporting only that which fits the viewpoint - the cool shades, if you will. The judge not only takes into account the shades, but is shocked when the performer has the courage to remove them. Taking off the shades and still being cool - that's STAR quality.

As you probably figured out several paragraphs before, the debater is the Disembodied Eyeball for the judge. The judge asks the Debater Eyeball to give her a view of what the debater sees. The better job the debater does in presenting that viewpoint, the more persuasive the position. The shades are the filters that the debater uses to report the "reality" of what is real - the Truth. The truly outstanding debater doesn't even seem

to wear shades at all.

The same applies to all the "argumentative" events, including oratory and extemp. The judge often reacts to the blind spots of the argument - the "aw c'mon kid, don't you know this?" comment that contestants often mistake for bias. It is actually a completely legitimate protest from a person who is unwilling to be led by a person she considers "blind". Wouldn't you?

Let's take an example from each genre. In policy debate, a negative looks for a viewpoint to express the negative view of the world.

Example I. Policy

In the China topic, the viewpoint of the Reasonable Chinese Leader is many times the strongest, most believable view.

Affirmative Case	Negative Position
	A reasonable Chinese leader MUST react violently-- NOW!
I. Taiwan is oppressed by the One China Policy	This is the solemn word of US gov't
II Taiwan will eventually attempt to break-away, with or without U.S. help, the result being world war! BOOM!	Any perceived favoritism of Taiwan requires a preemptive response, a la Pearl Harbor. If you want war, remember we will be struck first
Plan: recognize Taiwan now!	
Solvency - the weak PRC will have to accept Taiwan's independence	The weak PRC will fight a war to the death-guaranteed

Example II Lincoln Douglas

Aff. case on Resolved: that the rights of the accused are more important than the rights of the victim. Here I will take the viewpoint of the prosecutor.

	Negative position-society is bound together with ties of confidence. Without the view that we are secure against desertion by society that we consent to be governed
I. The presumption of innocence is the basis of justice. It is the most important right of the accused	The conviction is the most important result of the criminal justice system. The greatest blows to confidence in government have been the failure convict.
II. Without presumption of innocence the government will be too powerful.	The government is already bound by powerful shackles of tight budgets and limited resources.
III. Ultimately, we will all be victims in a sys-	A system that is publicly foiled in protecting its

tem that ignores the presumption of innocence.

law-abiding citizens cannot stand.

Implications for debaters

1. The deadliest mistake for any debater is the contradiction. Look for them, and create them as issues. By the analogy above, no judge will be willing to follow an advocate who does not see clearly.

2. Affirmatives must establish a clear viewpoint early in the 1AC, and justify this viewpoint as superior. The opening observation should establish it, perhaps as a decision rule.

3. Rebuttals are all about viewpoints. Entire sets of arguments may be rejected simply by showing the viewpoints that create them are somehow contradictory, untrue, severely limited or unethical.

4. Any debate strategy that ultimately limits viewpoint is going to be counterproductive. The viewpoint is only as good as the consistency it expresses. Viewpoint should never be anonymous ("Ehrlich in '95"). Viewpoint should never be hard to understand, else a deadly blind spot remains.

Implications for Orators

1. How about using your introduction to clearly indicate viewpoint. A common introduction is the story. The wise orator would use the same viewpoint throughout the speech.

2. Early in the speech, time must be wisely used to establish the clarity of the viewpoint, even to the extent of convincing the judge that the viewpoint is in some way clearly superior than any other. Only then can the judge relax into the flow of the speech and enjoy the argument. Speaking of viewpoint, make yourself take the viewpoint of the judge. Is doing any less showing respect to the occasion?

Implications for Extempers

1. The trend towards multiple citations can be either a boon or a blessing. When an extemper does the "two sides of this issue" approach, and then ends with a mugwump response (O.K., how about wishy-washy) then the judge truly has not gained anything.

2. But a completely biased approach possibly offends more than the same in any other event. The extemper should not have an investment in an answer, and a too narrow answer is not appropriate. Look, Lush would not get good rankings in extemp rounds, purely because of his virulent viewpoint.

3. Bias of sources is very important in extemp. Many of the citations come from very biased sources, and some judges do realize that *Insight on the News* is published by the Moonies. This is a definite blank spot in the Eyeball. I suggest an extemper should comment on the bias of his sources, because that fact certainly affects the judge.

It may seem that I have gone a long way to make an apparently simple point, except that failure to develop viewpoint is the primary reason why you are failing to impress your judges. Next month, we will consider how to deliver this viewpoint most effectively in debate.

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

Presenting the

National Forensic Consortium

1996 Summer Debate and Events Institutes

- **CALIFORNIA NATIONAL FORENSIC INSTITUTE**

Located at Univ. of CA, Berkeley

Dates: June 16 - June 29

Policy & LD Debate: \$1,075

One-week camp, June 22 - June 29: \$595

- **STANFORD NATIONAL FORENSIC INSTITUTE**

Located at Stanford University

Policy Debate, July 28 - August 15: \$1,350

LD & IE, August 2 - August 15: \$1,075

- **AUSTIN NATIONAL DEBATE INSTITUTE**

Located adjacent to UT Austin

Policy Debate, July 6 - July 22: \$850

LD Debate, July 6 - 19: \$695

One-week camp, July 15 - 22: \$465

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

Located at Catholic University, D.C.

Policy Debate, July 6 - July 22: \$1,075

Policy 30-round technique session: \$1,295

LD Debate, July 6 - July 19: \$850

All of the above listed prices include tuition, housing, and meals. Note our value-priced, national caliber programs in Austin & Washington, D.C.

Commuter plans and one-week topic preparation and/or technique sessions, as well as other options, are offered at some camps and are described in detail in the program brochures. An additional \$75 non-refundable fee is required upon application.

Reasons to Choose an NFC Summer Camp

• Tried and True Programs. Last year nearly 500 students from throughout the nation chose NFC summer camps over other options. Over the last two years NFC students have participated in late elimination rounds of such tournaments as: Wake Forest, Bronx, the Glenbrooks, Greenhill, St. Mark's, Loyola, Redlands, Emory, the Tournament of Champions, NFL Nationals and virtually every other major national circuit tournament. We encourage you to seek out former NFC participants and discover for yourself why NFC camps are superior. You can get the same quality experience!

• Staff/Student Ratio. Attend a program where you will get access to personalized debate and events instruction. Last year's NFC camps averaged staff to student ratios of 1:7. *This is based on primary instructors only, and does not even include access to supplemental staff.*

• Experienced, National Caliber Instructors. Our staff is composed of instructors who have achieved the pinnacle of success in every important aspect of the forensic community, including collegiate and high school coaches who have led their students to final rounds at most major national tournaments and former competitors who have attained similar success, including NFL and TOC final round participants. Our staff is hand-picked for their ability to teach their successful techniques to students of every level of experience.

• Unique Combination of Value & Quality. The NFC understands that at the end of the summer you would like to have enough money remaining to attend tournaments and use your new skills. We also realize that you don't want to sacrifice high quality for low cost. NFC camps provide an optimal combination of quality instruction, individualized attention, and value.

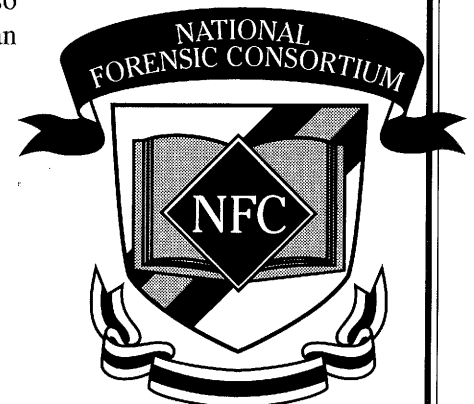
For free brochures and applications,
and financial aid forms on request
(brochures available late February):

National Forensic Consortium

1678 Shattuck Avenue, Suite 305

Berkeley, California 94709

or call: (510) 548-4800



Austin National LD Debate Institute

Regular LD Session: July 6-19

One-Week LD Session: July 12-19

The Austin National LD Institute offers a national-caliber program with great instructors at a cost comparable to local camps. The camp has a variety of outstanding features, and has a history of preparing students for all levels of competition: local, regional, and national circuit.

The initially confirmed staff for the 1996 program are:

Priya Aiyar - (B.A., Harvard University) was one of the most successful high school LD debaters of the last decade. She placed first at the Glenbrook Round-Robin, and placed third at NFL national's as a sophomore. She was recently selected to be a Rhodes Scholar, and will be attending Oxford University next year.

Michael Erickson - attends UT Austin and also had a tremendously successful high school debating career, including a 1st place finish in LD at the Kentucky Tournament of Champions.

And here are what some of last year's ANDI LD camp participants thought:

"I would recommend this camp to other students because it was tons of fun and I learned a lot. The work was hard, and the intensity was high, but wasn't overwhelming... The staff did a good job explaining things and made it easy to ask questions. The quality of instruction, level of intensity, and student to staff ratio were all a '10'..."

Alison Campbell, 1995 program participant

"I learned a lot and feel I've improved tremendously. I liked the emphasis on research... I felt the best features of this camp were the friendliness of the staff, their dedication to our intellectual and spiritual growth, and the free bumper stickers! The level of preparation of my lab leaders, their knowledge and skill level, and their commitment to providing a quality experience were all 10 out of 10..."

Will Orloff, 1995 program participant

"I would recommend this camp to others because it definitely helped my skills. This camp expanded my knowledge of philosophy, and there were lots of practice debates. I had a high level of satisfaction with my instructors..."

J.R. Holland, 1995 program participant

"I will recommend this camp to others because it is a good learning atmosphere, with diverse instructors who try to make debate an exciting experience. The intensity was high, but I'm glad we did so much work because I learned a lot..."

Haady Taslin, 1995 program participant

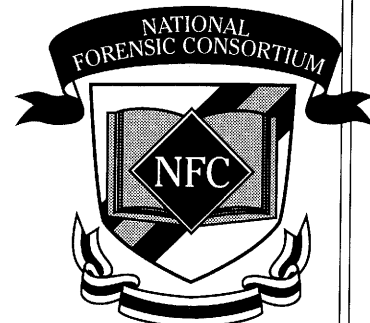
"I would recommend this camp because it's affordable with the same qualities as more expensive camps. I really enjoyed the counselors. ...the instructors were experienced, but were also people that students could relate to..."

Viviana Gonzalez, 1995 program participant

For a brochure contact:
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

NFC ANDI LD Camp Fees :
\$465 for the one-week, or
\$695 for the full program,
plus a \$75 application fee.

Listed fees include tuition, room and a full board package.



Austin National Debate Institute

CX Main Session: July 6 - July 22

LD Main Session: July 6 - July 19

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

Fabulous Learning Environment

- **Great location.** The ANDI is located in fabulous Austin, unique in Texas for its moderate summer climate, quality libraries and document depositories. Students are housed in a secure facility which is one of the finest residence halls in Austin. Housing is of the highest quality, with comfortable, climate controlled double rooms, many of which have a separate living area and kitchen facilities. Rooms are modern and tastefully furnished.
- **Educational emphasis.** The ANDI programs focus on the teaching of debate skills and techniques in combination with a proper emphasis on preparation and original research. The program is designed to accommodate students at the beginning and advanced levels, with separate labs and primary instructors for beginners. All essential camp evidence and materials, including over a thousand pages of briefs produced at the camp by policy debate students, are included absolutely free of additional charges. Policy students will graduate prepared to tackle the 1996 policy topic, while the L-D students will be prepared to debate a myriad of possible and likely national topics.
- **Numerous special program features.** These include enrollment caps to ensure student access to ALL the top faculty; an incredible faculty-student ratio of around 1:7; special theory seminars, lectures and guest lecturers; multiple critiqued debates; rebuttal reworks and strategy training; and much more! The program as a whole emphasizes learning through doing, with all students working with a variety of faculty on basic and advanced aspects of skills such as argument preparation, strategizing, extension of positions, and foundational theories of debating and delivery. Policy debate students will also receive access to the best evidence produced at the other three NFC camps!
- **Top quality national-circuit faculty.** The ANDI faculty is composed of many of the finest coaches and debaters in the nation. Students will have the opportunity to learn from a supportive and experienced staff which collectively has dozens of sessions of institute teaching experience. A glance at the qualifications of the ANDI staff will reveal the depth and quality of what is every summer debate program's most important asset, its teaching staff. ANDI compares favorably with any other program in this and every regard!

Carefully Structured Schedules

SAMPLE CX SCHEDULE

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

SAMPLE LDSCHEDULE

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



Fees : \$850 for CX,
\$695 for LD,
\$465 one-week
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

Presenting the

NATIONAL LD DEBATE INSTITUTE, D.C.

July 6-19 at the Catholic University of America in Washington, D.C.

The National LD Debate Institute, D.C., held at the Catholic University of America, offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. The camp is non-denominational, and offers some of the finest LD instructors available anywhere.

The program features include:

- **NATIONALLY RENOWNED FACULTY**
- **TARGETED LEARNING**
- **RIGOROUS CURRICULUM**
- **ACCELERATED LEARNING ENVIRONMENT**
- **SUPERIOR FACILITIES, LOCATION AND RESOURCES**

Students have access to the vast educational resources of the nation's capital, its abundance of libraries and think-tanks, and get to experience the city's cultural and entertainment attractions while on fully-supervised excursions. Program pricing includes lunch and dinner throughout the program, and all topic preparation materials produced at the camp for LD debaters! Remember to compare complete costs when pricing other camps.

Initially confirmed staff members are:

NICHOLAS J. COBURN-PALO, B.A., coaches debate at Weber State College, and is the LD curriculum director for the NDI-D.C. He twice finished fifth place or higher at the Collegiate National Championships (CEDA). One of the most versatile collegiate debaters ever, Mr. Coburn-Palo placed in the top ten speakers in NDT debate at both the Harvard and Northwestern tournaments.

ALLISON GROVES attends Reed College, and debated LD at Apple Valley High School in Minnesota. Her string of successes included 1st at Bronx, 1st at the MBA Round-Robin two years running, and 2nd at Emory, the Bronx Round-Robin, and the Glenbrook Round-Robin.

Here are how NFC students who worked with these staff last year felt about their experience:

"She was dedicated, listens to students, is very patient, and makes lab fun. She was very supportive and I learned a lot from her in terms of real world experience. I learned more in 2 weeks than I thought possible."

Natalie Huddleston, 1995 NFC participant

"Mr. Coburn-Palo has an excellent knowledge of philosophy, and of debate. He was very friendly, and I was very satisfied with my experience. The learning experience was incredible."

Jack Fitzgerald, 1995 NFC participant

"My satisfaction with Nick was great. He gave great critiques, was friendly, and he was always willing to help me with debate."

Danny Schoenfel, 1995 NFC participant

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

Two Week LD Program

\$850 (rm, board, tuition)

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

For more
information
contact:

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



Presenting the

NATIONAL DEBATE INSTITUTE, D.C.

at the Catholic University of America in Washington, D.C.

CX (all programs): July 6 - 22

LD: July 6 - 19

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

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

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

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

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

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

- **INTENSIVE 30-ROUND POLICY DEBATE OPTION.** For students who feel they need a camp experience heavily weighted toward practice and technique instruction. Students in this special focus lab will spend a portion of each day learning theory, cutting originals, and putting together positions, and then will debate an average of two rounds a day (fully critiqued with reworks) for the duration of the camp. The primary instructor for this lab is Matthew Fraser, director of debate at the Head-Royce School and Stanford University, and the debates will be critiqued by Mr. Fraser and a special staff of nationally renowned former high school debaters and current coaches.

- **EXPERIENCED PROGRAM DIRECTION.** The director is Ryan Mills, debate coach at College Prep and director at UC Berkeley, whose teams this year alone have cleared at many of the nation's best tournaments, including Stanford, Loyola, and Redlands.

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

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

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

For more
information
contact:

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



The National Forensic Consortium presents the 7th annual

California National Forensic Institute

Policy and LD programs: June 16 - June 29, 1996

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

POLICY and LD DEBATE

The policy and LD programs offer intensive instruction for students of all levels of experience and skill. The instructors will include accomplished collegiate and high school debate coaches, as well as current collegiate debaters who are former NFL Nationals and TOC final-round participants. In addition to topic and theory lectures, students will receive numerous critiqued debates with rebuttal reworks, free materials from the central evidence files, and personalized seminar instruction. All policy and LD materials are included in the program cost, with no additional fees charged for evidence distributed by the camp. Students also receive access to the best evidence researched at each of the other three NFC summer camps. LD students will participate in a unique curriculum designed to maximize individual improvement through philosophy lectures, technique practicums, and theory seminars. Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

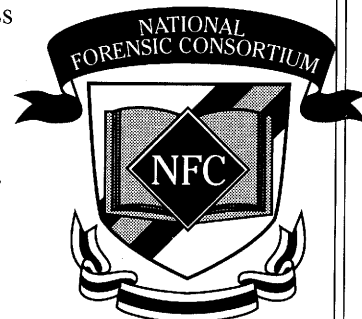
MATT FRASER, STANFORD	RYAN MILLS, COLLEGE PREP	ROBERT THOMAS, EMORY
ABE NEWMAN, STANFORD	MOLLY STEPHENS, STANFORD	DAN MULLER, EMORY LAW
JONAS MARSON, HARVARD	JUDY BUTLER, EMORY	CHRIS HERSEY, HRS
GERARD GRIGSBY, HRS	HEATHER GOUGH, OREGON	JON HERSEY, UCLA LAW
PRIYA AIYAR, HARVARD (LD)	NICK COBURN-PALO, WEBER (LD)	

PROSPECTUS and COSTS

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

Costs for the full resident program for both team debate and LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,075. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$495. One-week programs are also available, for an approximate cost of \$595. There is an additional \$75 non-refundable application fee. Students not accepted will have their application fee returned.

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



The National Forensic Consortium presents the 7th annual

California National Forensic Institute

LD program: June 16 - June 29, 1996

THE STRENGTH OF ANY DEBATE CAMP LIES IN THE STRENGTH OF ITS STAFF. AND TO BE GREAT, A DEBATE CAMP STAFF NEEDS TO BE SUPERBLY QUALIFIED, AND ENTHUSIASTIC ENOUGH ABOUT TEACHING TO BE FULLY INVOLVED IN EVERY STEP OF EACH STUDENTS LEARNING EXPERIENCE.

STUDENTS WHO HAVE WORKED WITH THE CNFI LD STAFF ARE THE ONES MOST ABLE TO GIVE AN UNBIASED ASSESSMENT OF THESE GREAT EDUCATORS:

"I strongly recommend this camp to other students because it helps you not only with basic technique, but also teaches extremely advanced varsity level philosophy and strategic tactics. I loved all of the lectures, particularly the ones on philosophy and logic. And the student to staff ratio was great!"

Munish Puri, 1995 CNFI camp participant

"The lectures were very informative, and I especially liked the detailed philosophy discussions. I would recommend this camp to kids from anywhere because even though I come from a very different part of the country, I found the camp to be very good. I also felt that the emphasis on research was just right."

Chrissy Stear, 1995 CNFI camp participant

"The CNFI staff was easy to approach, and really friendly. The stop and go critiques of debates were very helpful, and I liked the intensity level of the camp because it really kept me on my toes. I would recommend this camp to others not only because you learn a lot, but also because of the comfortable environment."

Amber Veldkamp, 1995 camp participant

ACADEMICALLY, AND ON PAPER, THESE FACULTY ARE INCOMPARABLE:

PRIYA AIYAR, A RECENT GRADUATE OF HARVARD UNIVERSITY, HAS ALSO BEEN SELECTED AS A RHODES SCHOLAR. FINISHED FIRST AT THE GLENBROOK LD ROUND-ROBIN IN HIGH SCHOOL, 3RD AT NFL NAT'S.

NICK COBURN-PALO OF WEBER STATE IS A COLLEGIATE DEBATE COACH WITH OVER A DECADE OF EXPERIENCE TEACHING PHILOSOPHY AND INSTRUCTING STUDENTS OF ALL LEVELS IN THE ART OF LD DEBATE .

PROSPECTUS and COSTS

Costs for the full resident program for LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,075. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$495. One-week programs are also available, for an approximate cost of \$595. There is an additional \$75 non-refundable application fee. Students not accepted will have their application fee returned.

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



STANFORD NATIONAL LINCOLN-DOUGLAS DEBATE INSTITUTE

August 2 - 15, 1996

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

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

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

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

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

ERIC BROWN, Ph.D., is renowned as one of the best instructors currently teaching L-D debate. A Ph.D. candidate at the University of Chicago, Mr. Brown specializes in ethical and political philosophy. He will be teaching seminars on advanced theory and L-D technique. He previously directed the L-D camp program at the U of Kentucky.

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

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

JUSTIN OSOFSKY attends Harvard University and was one of the most successful high school L-D debaters of the 1990's. His first place finishes included the 1995 NFL nationals, the Stanford National Invitational, the Stanford Round-Robin, the Glenbrooks, and the Vestavia High School Invitational. He was also first speaker at the Bronx HS of Science tournament.

ALLISON GROVES attends Reed College, and debated L-D at Apple Valley High School in Minnesota. Her string of successes included 1st at Bronx, 1st at the MBA Round-Robin two years running, and 2nd at Emory, the Bronx Round-Robin, and the Glenbrook Round-Robin.

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

There is an additional application fee of \$75.

For additional information contact the NFC at:

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

or call: 510-548-4800

Presenting the

Stanford National Forensic Institute

CX Program: July 28 - August 15, 1996

LD / Events: August 2 -15, 1996

**SUPERIOR
PROGRAM:**

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

**SUPERIOR
FACULTY:**

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

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

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

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

**SUPERIOR
SETTING:**

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

**REASONABLE
COST:**

Policy Debate

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

LD and Events

\$1,075 resident plan
\$550 commuter plan

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

TO APPLY

&/or INQUIRE:

or call: (510) 548-4800

Stanford Debate - SNFI

1678 Shattuck Ave, Suite 305

Berkeley, CA 94709

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

A SIMPLE LESSON IN FORENSICS

by Jacqueline Foote

One of the first lessons I teach my speech students is this:

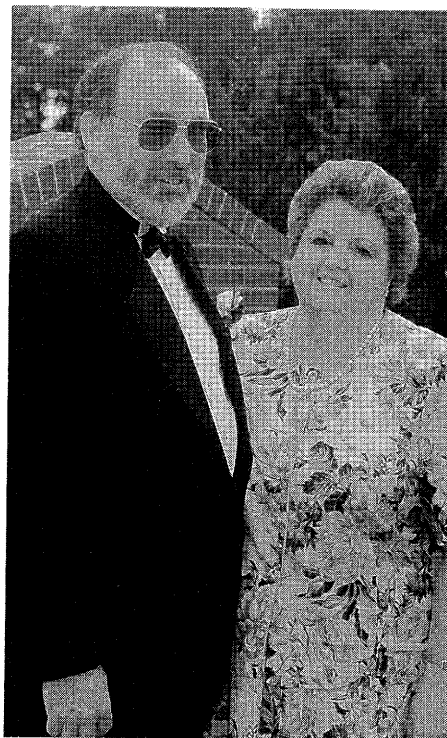
"Hearing is with the ear. Listening is with the heart. Good deeds are accomplished through the wisdom of the soul."

As I reflect on the journey which has taken place in preparation for the '96 Tarheel Nationals, I realize that we as a family of coaches have personified the simple lesson which I strive to teach my speech students.

The first path demanded that we hear with our ears. I remember so vividly meeting Virginia Sutherland for the first time in December of 1980. Dr. Jack Britt, then Superintendent of Cumberland County Schools, invited Mrs. Sutherland and some of her students to conduct a forensic workshop. The purpose was to educate teachers in the art of forensics and plant the seed for an academic program. As I sat next to Gail Riddle, asking questions as I listened attentively to Mrs. Sutherland and the students, little did I realize the importance of the path I was about to travel. Later that month, all those who sat under Mrs. Sutherland's instruction journeyed to T. W. Andrews in High Point to observe a real tournament. Randy Shaver was so kind as he welcomed the Cumberland County crew of novice forensic educators. Mrs. Sutherland, Gail Riddle, and Randy Shaver made a tremendous impact on me. They did not preach the message of forensic education. They lived it, thus becoming solid role models for me. I remember coming home on the bus from High Point, praying, "Lord, be a part of my academic experience. Please mold me to be an effective coach like those who have set an example before me." I travelled the first path and heard the message of forensics with my ears.

The second path demands that we listen with our heart. During the years I served as coach, I realized that the forensic macro map was bigger than my little world in Hope Mills, North Carolina. Other forensic friends challenged me to see the global picture of forensics. I was intrigued as I heard John

Woollen speak of his students competing in out-of-state tournaments. Coaches Sheila May, Willie Jordan, and Doug Dewey spoke in a strange vernacular using vocabulary which included terms like plan, counterplan, cross-X, and case. As I read the NFL *Rostrum*, I thought of how wonderful it would be for my students to qualify to Nationals. It would be June of 1989 before the National dream became a reality. Finally, I was headed to Golden, Colorado with two student congressmen and airplane tickets for



Jackie and Ralph Foote

my first flight. I listened with my heart at the Golden, Colorado Nationals and realized that forensics was bigger than Hope Mills and the state of North Carolina. This academic art form transcended state borders and added new forensic family members to my limited experience.

At the Golden, Colorado Nationals I realized for the first time that we as forensic educators need to repay the larger group a debt of gratitude for the opportunities our students and coaches are afforded.

In 1991 I continued to listen with my heart as Mrs. Sutherland

and Randy Shaver explored the feasibility of hosting nationals. Through the study and planning, all of those who served on the feasibility committee realized that the task at hand would be huge and tiring, but filled with rewards.

In November of 1993 word came that North Carolina had been granted the bid for the 1996 NFL Nationals. This announcement leads to the third point. "Good deeds are accomplished through the wisdom of the soul." A foundation was laid in the geographical area of the host site. After the community was educated concerning the huge event, the North Carolina family of educators came on board to help carry the task of making nationals a Tarheel reality. Each coach across our fair state has been willing to be a part of the grand event. To date all buildings have been reserved. Special events have been planned. The community has been educated. Committees are in place to carry out the mission. Other host sites have provided the NFL national experience. Now the baton is passed to the Tarheel State. It is with grace and dignity that we tackle the job before us. We have an academic debt to pay, a professional example to set forth, bonds of friendship to strengthen, and a nation of fellow coaches and qualifying students who are depending on us to accomplish forensic deeds through the wisdom of our Tarheel souls. My heartstrings are playing a beautiful chord because you, my dear friends, are orchestrating the music which will make the altruistic endeavor of hosting nationals a success. I am blessed to be a part of a family of forensic educators who truly make a difference for young people. By your example and sincerity it is evident that a simple lesson in forensics has been learned.

"Hearing is with the ear. Listening is with the heart. Good deeds are accomplished through the wisdom of the soul."

Jackie Foote is Host Director of the Tarheel '96 Nationals and coaches at Southview (NC) HS. The April Rostrum will have full tournament information)

The LMU Debate Net!

THE FUTURE OF DEBATE

Congratulations

Your school has been selected to participate in the launch of an online service which we believe will change the future of competitive debate. Thanks to the generous support of Loyola Marymount University, we have developed a next-generation computer network dedicated exclusively to nurturing competitive debate.

The motivation behind our plan was simple, to create a virtual environment in which debaters world wide could interact. In an activity where success or failure hinges on access to the best evidence available without regard for geographic or economic considerations, these fundamental stumbling blocks are enough to keep some talented people from achieving the success they deserve.

HOW TO SIGN UP

Setting up the software is easy, just insert **DISK 1** into your floppy drive, and run the program **Install.exe**. By default, the software will set up a dial-up connection allowing you to call the Debate Net through the phone system. After the setup is complete, simply double click on the **World Group Manager** icon in Windows to start the program. If you need to set special options like dialing 9 for an outside line, click once on the **DEB8NET** icon in the World Group Manager, then select **File, Properties**. You will see the options screen and be able to edit the phone number.

If you have SLIP or PPP access to the Internet, that is, if you can run Netscape from your computer, then you can connect to the Debate Net through the Internet. To setup your internet connection, follow the procedure for changing your phone number until you see the settings screen. Select the **Telnet** option and fill in our address: **Debate.LMU.edu**. (Note, your SLIP connection must be active to connect).



FEATURES AVAILABLE

The LMU Debate Net offers a wide variety of features not found on any other network. Highlights of our content include the following:

Personal E-mail

Every account has a unique Internet e-mail address

File Libraries

Covering all of the mega-issues and current resolutions.

Custom Forums

Discuss everything from institutes to theory

Live Teleconference

Talk to friends all over the country without paying a dime! Find out what's being run this weekend.

Coming Soon

Live Lectures

Listen to lectures in real-time with your Sound Blaster compatible card.

Q&A With Top Coaches & Debaters

Log on to ask questions and get tips from the best in the field.

Live Voice Debates!

DON'T HAVE A COMPUTER?

For a limited time, we will be able to distribute, absolutely free of charge, several 386 Computers. If your school has severe budget constraints, if you have attended an LMU Debate Institute, or if you regularly attend our tournament, we may be able to assist. Applications for free computer hardware may be made by contacting Jay Busse at (310) 338-7427. You may also send e-mail to the Sysop on the Debate Net, or through the Internet to Gatsby@lainer.com.

HARDWARE REQUIREMENTS

At a minimum, the following are required to access the Debate Net:

- IBM Compatible SX 15mhz or Macintosh w/ soft Windows
- 2 Mb RAM
- 1200 baud modem
- ASCII Emulation Terminal Software

We suggest the following for optimal performance:

- IBM Compatible 486 30mhz or Power Mac
- 4 Mb RAM
- 256k Color VGA
- 14.4 baud modem
- Sound Blaster Compatible sound card
- Unidirectional Microphone
- Pre-Configured Worldgroup Software

TECHNICAL SUPPORT

For additional assistance, you can phone (310) 338-5182 during normal business hours (Pacific Time). You can also send internet e-mail to Gatsby@lainer.com, or log on to the system and page the Sysop.

1996 UMKC SUMMER DEBATE and Individual Event Institutes

Policy Debate Phase I, July 8-21 - \$620

Policy Debate Phase II, July 8-28 - \$1,020

Lincoln/Douglas Debate, July 8-21 - \$620

Individual Events, July 8-21 - \$600



Institute Directors:

Linda M. Collier
Director of Policy Debate

Under Collier's direction, UMKC's Debate Squad has ranked in the top 10 of the Cross Examination Debate Association rankings for the past seven consecutive years. The UMKC squad won CEDA Nationals in 1994 and was first in the national rankings in 1995. UMKC debaters have won tournaments at the University of Southern California, University of South Carolina, University of Utah and Cornell University, among others.

Don Crabtree
Director of Individual Events

Mr. Crabtree is the director of Forensics at Park Hill High School in Kansas City, Mo. As a Four Diamond Coach, he has hosted NFL Nationals twice; is a member of the NFL Executive Council and has coached National Champions, finalists and semi-finalists. Mr. Crabtree has been on the faculty at the Iowa Institute, American University's National Forensic Institute and Ripon College.

Other Confirmed Faculty:

Mike Edmonds, dean of students at Colorado College, has coached collegiate champions and taught at Iowa Institute and other institutes.

Harold C. Keller, "Mr. Congress," is a member of the NFL Hall of Fame and the Executive Council. He is currently at Davenport West High School, Davenport, Iowa.

Lea Farstveit, former CEDA National Tournament Quarter-Finalist and top speaker at the DSR/TKA National tournament, has been a successful coach at UMKC and Southern Illinois University.

Brian Johnston, assistant coach at UMKC, was the winner of the 1994 CEDA National Debate Tournament.

• **UMKC has one of the best college debate programs in the United States.** The UMKC Debate Squad has won three national championships and has been in the National Top Ten for the past seven consecutive years.

• **Individual Events Offered:** Dramatic and Humorous Interp; Original Oratory; Extemporaneous Speaking; Student Congress; Duo Interp and Duet Acting; and Lincoln/Douglas Debate.

1996 UMKC SUMMER DEBATE and Individual Event Institutes

- **Affordable tuition** includes air-conditioned dormitory housing (double occupancy), a flexible meal plan, instruction and a complete set of camp evidence for debaters. All of the UMKC classroom and library facilities are air conditioned. A non-residential option for all institutes allows local residents to forgo paying dormitory and/or meal costs.

- **Policy Debate Phase I** — Evidence production is shared between labs, and debaters are taught research skills along with debating skills. **Policy and Lincoln/Douglas evidence photocopy costs are included in the price of the institute.** There is an eight-round, concluding policy debate tournament and a minimum of four additional practice rounds included in the two-week general session schedule.

- **Policy Debate Phase II** - Exceptional team debaters are invited to apply for an additional week of study. During that third week, the student-faculty ratio will be 2-1. Special emphasis will be given to refining speaking skills

and developing competitive strategies. Participants in Phase II will complete two video-taped practice rounds each day along with speaking drills. Phase II is limited to 16 students.

- Up to 3 hours of **college credit** is available to **all students** for \$35 per credit hour.

- **Kansas City is centrally located** and easy to reach at reasonable prices by air or car.

- After individualized tutorials by national and local experts, participants in the Individual Events Institute will participate in a concluding **showcase** and have opportunities for video-taped performance reviews.

- **Limited need-based scholarships** are available upon application.



UMKC 1996 SUMMER POLICY DEBATE AND INDIVIDUAL EVENTS INSTITUTE APPLICATION FORM

Circle One

Policy Debate Phase I
July 8-21

Policy Debate Phase II
July 8-28

Lincoln/Douglas Debate
July 8-21

Individual Events
July 8-21

DEPOSIT DEADLINE IS JUNE 15, 1996. REGISTRATION MUST BE COMPLETED BY JULY 5, 1996. COMPLETE PAYMENT IS DUE ON OR BEFORE JULY 8, 1996.

Name _____

Address _____

City, State, Zip _____

Social Security Number _____

Phone Number _____ (day) _____ (evenings)

Parent's Name _____

Parent's Signature _____

You will receive detailed registration forms and information upon receipt of your application and fee.

RETURN FORM AND \$50 DEPOSIT (non-refundable) TO:



LINDA M. COLLIER, DIRECTOR
UNIVERSITY OF MISSOURI-KANSAS CITY
5100 ROCKHILL ROAD
KANSAS CITY, MO 64110-2499

Fax 816/235-5539; e-mail to:
LMCOLLIER@cctr.UMKC.edu
(Watch for our Web Site)

(Durkee from Page 6)

of practice, humiliating and punishing debaters for not meeting our own private standards, it may be time to return debate to a more impartial audience, who do not carry a bias for either form or reputation into the round. For better or worse, even the court system still retains lay jurors. Even with a winning case, the advocate must appeal to this jury, and it is never an ideal one. The goals of the first rubric would certainly be easier to reach if we eliminated artificial norms.

College debate has selected Parliamentary Debate as an alternative to thoughtful reform, eliminating the substance of debate in order to preserve the form. High School debate has proposed to place duet as a premier event at the National Tournament, perhaps as a lure for speech programs discouraged with debate to continue investing in the national tournament with team revenues. Another suggestion was to make debate a single elimination event, maybe because debate at nationals is no longer a plum. Duet has merit, of course, yet debate as advocacy is the heart of Forensics. NFL sponsored conferences have focused upon some of the important issues, yet in spite of thoughtful dialogue, debate continues to drift further away from public utility. It may be, as some have proposed, that we will soon have two national leagues in place of the NFL; one for the hot shots and one for the bumpkins. That would be the road from NDT to CEDA to Parli; and would be successful as a temporary rear guard, common public schools and more elite schools could sustain their differing predilections for a time. High School debate should be able to avoid this pratfall. We are closer to a debater's beginnings than college programs, and thus less invested in debate as an elite activity and more in debate as an educational activity. Sometimes in the rush of tournament success, we forget to ask the question, what is this activity for? To what end? Rubrics help to ask. They can define what is at the heart of our instruction.

Does this article make claims beyond the rubrics offered? Of course. Don't take the rubrics here offered unexamined. Construct your own rubrics explicating the difference between your ideals for debate and what you observe in cur-

rent practice. You may find your ideal and actual rubrics match, in which case you only need to find a better cudgel to coerce judges into rounds. You may reach a conclusion which does not call for lay judges, as I do, viewing lay critics as a simple expedient which can accomplish much. Non-paid critics might be a better answer, the range of age and experience would widen, we would avoid using only young judges eager for token payments with little tradition in forensic debate, and debaters would add adaptation to their repertory of skills. Whatever other rubrics define, you will discover, it is past time for complacency.

(John Durkee coaches at Laramie (WY) H.S.)

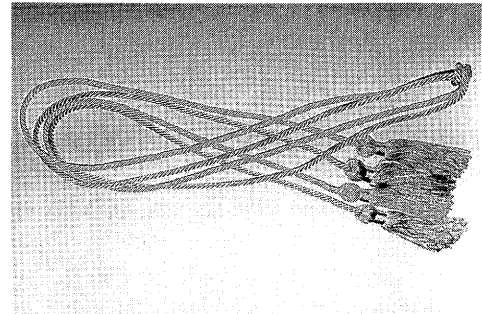
(Francois from Page 10)

dropped my second point, therefore I win"; tell me why the issue is damaging to the opponent's position and how the issue is vital to the affirmation or negation of the resolution. If you cannot illustrate how this idea proves the resolution true or false then do not waste time making it a major issue because it is not.

In order to have meaningful debate of ideas it is imperative that debaters comprehensively explore the ideas and take the time and care to build the foundations of their case ideas, so that the issue(s) is clear, concise and logical. The work for making L/D the intellectual exploration of ideas must be done at home. I think that it all begins with case writing and the willingness to use only the best ideas and not all of the general ideas that have had a modicum of success. L/Ders have to realize that in this activity, more is not better; and, the activity is an alternative to policy debate for a reason, not because it is better, but because it allows students to explore fewer issues at a slower pace so that ideas could be communicated and judged by all people, regardless of their exposure to high school debate. The only way to do justice to the activity, the educational aspect, and to win many rounds is to build your style on the presentation and the refutation of ideas and issues and not tag-lines.

(Renard C. Francois represented Montgomery Bell Academy (TN) on the national L/D circuit.)

HONOR CORDS



Where allowed, these silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify the graduate has earned NFL membership. Silver is the color of the student key and Ruby the color of NFL's highest degree. New silver and ruby colors will not conflict with cord colors of the National Honor Society.

Call or Fax

Phone: 414-748-6206

Fax: 414-748-9478

or send a check with your name and address to:

National Forensic League

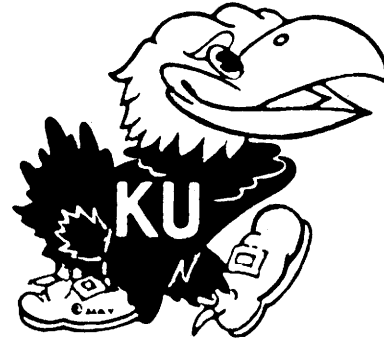
P.O. Box 38

Ripon, WI 54971

*Graduation Honor Cords
\$11.00 each plus \$3.00 shipping
and handling.*

THE UNIVERSITY OF KANSAS

DEBATE INSTITUTE



TWO TWO -WEEK SESSIONS:

June 23 - July 6, 1996

July 7 - July 20, 1996

INTENSIVE THREE WEEK POLICY SESSION

June 30 - July 20, 1996

Outstanding Faculty: The squad leaders are composed of college debate coaches and select senior debaters. This year the Institute will be headed by Dr. Scott Harris, KU's Director of Forensics. Many of the topic and theory lectures will be given by Dr. Robin Rowland, KU's former Director of Forensics. Several of the faculty members contribute to articles on the current high school topic.

Outstanding Resources: The University of Kansas holds over 2 million volumes in its library system. The campus also includes a full Government Documents Depository and the University of Kansas Law School.

Outstanding Value: Over the last 3 years the Kansas Debate Institute has maintained an 8 to 1 faculty to staff ratio. Students who attend have a chance to work with a variety of college coaches. Our students leave Lawrence prepared to debate a variety of positions that can be used on both local and national circuits.

Classes Include:

Instruction in intermediate and advanced policy debate
(first and second session)

Lincoln-Douglas division (second session only)

Three week Jayhawk Intensive Preparation Session

Special guest lectures on the national topic and debate theory

Low cost: \$725.00 for either two week session and \$975 for the special three week session. These fees include all tuition room and board.

For more information contact: Rod Phares
3090 Wescoe Hall
The University of Kansas
Lawrence, KS 66045

BARKLEY FORUM
EMORY NATIONAL DEBATE INSTITUTE
Lincoln-Douglas Division
Under the Direction of Melissa Maxcy Wade
June 9-22, 1996
Emory University, Atlanta, Georgia

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-four years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and value debate theory and an emphasis on current debate practice, makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs.

Features of the Emory National Debate Institute

Experienced staff: Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Kentucky, University of Iowa, Loyola of Los Angeles, University of Michigan, Northwestern University, Samford University, and Stanford University. Students will have access to all faculty. Senior faculty will teach at least one session for all students.

Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 14 students.

Library access: The Institute offers debaters access to the Woodruff library system; including the main library with over two million volumes, the Gambrell law library, the Woodruff medical library, and a large government document collection. In addition, an in-house dormitory library makes hundreds of articles and documents easily available. We find the dormitory library especially helpful for the beginning student.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience. Each student is tracked into theory and practicum classes appropriate to their needs. Video-taping of all students augments instruction.

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Back for her third year, the head dormitory counselor's sole duty will be supervision of the dormitory.

Inexpensive: The Institute charges tuition and room fees of \$535. Additionally, an optional meal plan can be purchased for \$125. NFL/Phillips Scholarships are available for students and teachers with demonstrated financial need.

For an application, write or call:

Melissa Maxcy Wade
P.O. Drawer U,
Emory University
Atlanta, GA 30322

(404) 727-6189; email: lobrien@emory.edu; FAX: (404) 727-5367

BARKLEY FORUM
EMORY NATIONAL DEBATE INSTITUTE, Policy Division
Under the Direction of Melissa Maxcy Wade
June 9-22, 1996
Emory University, Atlanta, Georgia

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-four years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and debate theory and an emphasis on current debate practice, makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs. **A new division for junior high students is being added this year for commuters.**

Features of the Emory National Debate Institute

Experienced staff: Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Samford University, and Stanford University. Students will have access to all faculty. Senior faculty will teach at least one session for all students.

Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 14 students.

Material access: The Institute offers debaters access to the Woodruff library system, including the main library with over two million volumes, the Gambrell law library, the Woodruff medical library, and a large government document collection. In addition, an in-house dormitory library makes hundreds of articles and documents easily available. We find the dormitory library especially helpful for the beginning student. We will add special materials specific to the juvenile crime topic area from the Carter Center of Emory University.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience. Each student is tracked into theory and practicum classes appropriate to their needs.

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Back for her third year, the head dormitory counselor's sole duty will be supervision of the dormitory.

Coaches workshop: An in-depth coaches workshop is conducted. Topics will include administration, organization, and coaching strategies. A full set of lectures appropriate for the classroom will be developed.

Inexpensive: The Institute charges tuition and room fees of \$535; \$250 for the commuter Junior High Program. Lab fees for photocopying briefs are included. Additionally, an optional meal plan can be purchased for \$125. NFL/Phillips Scholarships are available for students and teachers with demonstrable financial need.

For an application, write or call:

Melissa Maxcy Wade
P.O. Drawer U
Emory University
Atlanta, GA 30322

(404) 727-6189; email: lobrien@emory.edu; FAX: (404)727-5367

SITTING ON THE STOEP

by J M Hirsch

I once believed myself to have a life. I was fresh from graduate school and the world seemed to be awaiting my command. Sadly, I exchanged my liberty of destiny for weekly enslavement: cramped and musty hotels, near starvation rations, and migraines that could fuel the next space shuttle. What both saddens and frightens me is that I willingly entered into this profane arrangement.

For some unknown, unethical reason, I accepted the position of debate coach at a high school in Massachusetts and in the process delayed a planned post-graduate research trip to South Africa. I did not intend to become a coach (not that anyone does) and certainly did not labour at university for so many years just to have people repeatedly and dubiously ask me, "You do what?" Given the abnormality of my job, it is only appropriate that I found my team not through application, but rather in much the same way a boy brings home a lost puppy.

This is how it happened. Tim Averill, knowing I was happily retired from both competition and coaching, called in an old favour and coerced me into judging at his October '94 tournament. I should have known it would be easier to retrieve my soul from the Devil than escape this activity. It was my "luck" during that weekend to run across a group of coachless youngsters attending their first debate. My error was in offering to help them. I arrogantly admired their determination and pluck and decided to give them a few pointers.

To my surprise, I suddenly found myself in possession of four hormonally supercharged high school males. One tournament became another and another, and I soon found myself once again traveling every weekend to innumerable high schools around the country. But our story was never so simple... my team rapidly earned a reputation for its creative, if occasionally costly, manner of conducting business.

For now, however, please laugh at an all too accurate account of a recent trip to New York. Keep

in mind that this same team later tackled the European and African continents.

Thursday

6:00 am -- Coach receives a phone call from team to remind him he needs to get up in two hours.

11:00 am -- Coach arrives at high school, is mistaken for a student and sent to the principal's office for not having a hall pass.

11:30 am -- Coach plea bargains out of detention and successfully herds team into two automobiles

6:30 pm -- Team arrives in Deadtown, New York and checks into oddly fashionable Bates Inn.

7:30 pm -- Team is "starving" and orders \$150 worth of room service, including twelve bottles of beer. Beer is promptly returned to irate waiter by equally irate coach.

Friday

12:30 am -- After an evening of pillow fighting, the team finally begins practicing and passes out fifteen minutes later.

6:00 am -- Coach gets his revenge and awakens the team to appreciate the sunrise.

8:00 am -- Shaving cream war to end all wars ensues, much to the delight of Josephina, the cleaning lady.

12:00 pm -- Coach finally gets team dressed in suits, though only after tying four ties, ironing three shirts, buckling two pants, and rescuing the hotel mascot (Pete the Partridge) from taking a bath in the toilet.

1:30 pm -- Team arrives at tournament and begins a long day of debating deep issues, including which Mighty Morphin Power Ranger is "coolest" and whether Dagwood's dog could beat up Garfield. At some point (coach is still unsure when), team actually debates the philosophical topic intended for the competition.

11:00 pm -- Team returns to the hotel and promptly passes out, only to be awakened by odd noises in the room next door. Team provides analysis of possible human actions that could create said noises.

Saturday

6:00 am -- Coach again relishes awakening the teenagers.

8:00 am -- Coach violates countless driving laws to reach tournament in time. Tardiness is due to Jeph needing to apply a fifth layer of gel to his already chemically hazardous hair.

4:00 pm -- Competition ends, but team doesn't notice. Coach foolishly agrees to spend final night in New York City.

6:00 pm -- On route to Manhattan, team gets lost in Bronx. Matte exclaims "Neat!" at seeing two gangs doing their rendition of World War II; Coach begins to cry.

7:00 pm -- Coach has yet to locate hotel, but successfully loses second car of students somewhere on Broadway.

8:30 pm -- Hotel is finally found. Second car of students has already arrived and checked in... to the \$700 a night Liberty Suite! Coach pops several blood vessels and is revived when team splashes him with a mysterious wine. Coach drinks remaining wine.

10:30 pm -- Team tries to order escorts and coach attempts to convince them that a taxi ride around the city would be just as fun.

Sunday

3:30 am -- Team collapses back at suite; coach does shots of Pepto Bismal.

9:00 am -- Team begins long, sedate journey home while trying to remember purpose for traveling to New York.

(J. M. Hirsch coaches at Sandwich (MA) HS.)

1995 CEDA NATIONAL CHAMPIONS



S PARTAN D EBATE I NSTITUTES

1
9
9
6

FOR DETAILED INFORMATION ABOUT SDI, PLEASE VISIT
OUR NEW WEB SITE: <http://www.acm.cps.msu.edu/~wyattgeo/sdi/>
OR E-MAIL US AT: sdi@cyberspace.org

WHY SDI? After all, there are many summer institutes from which to choose. The SDI offers the following distinct advantages:

A COMMITMENT TO PRACTICE ROUNDS - By providing entering students with an affirmative case and several negative positions, SDI can begin practice rounds almost instantly, with some students debating as early as the second day of the camp. Although SDI produces large amounts of high quality evidence, we believe the only way to improve your debating skills is by providing many opportunities to debate in front of knowledgeable critics. *In addition, both '96 sessions will conclude with judged tournaments, relaxed, yet structured, opportunities for students to validate the education received during their stay.*

CURRICULUM DIVERSITY - Staff members and lab placements exist for all skill levels, ranging from novice groups to those choosing to polish varsity skills. In addition, the SDI administration is committed to a curriculum emphasizing the diversity of ideologies in the debate community, enabling graduates to succeed before a variety of judging audiences.

COACHES' WORKSHOP - SDI offers a unique opportunity for coaches to gain familiarity with both the topic and theoretical issues of their choice. College credit is available, as are flexible attendance options. Contact Prof. Roper for further information.

SDI SCHOLARSHIP PROGRAM - SDI can provide limited need-based financial assistance.

COMPETITIVE PRICES/ FLEXIBLE OPTIONS - SDI is committed to offering outstanding debate institutes at affordable prices, which include tuition, room and board and copying of lab evidence.

3 WEEK INSTITUTE: July 21 - August 9, 1996 - \$995

2 WEEK INSTITUTE: July 21 - August 2, 1996 - \$695

**FOR FURTHER DETAILS AND FREE APPLICATIONS, PLEASE CONTACT US ELECTRONICALLY (SEE ABOVE),
OR WRITE THE INSTITUTE DIRECTOR:**

Prof. James Roper, Philosophy Dept., 503 South Kedzie Hall, Michigan State University, East Lansing, MI 48824

OR CALL ANY OF OUR DIRECTORIAL STAFF, AT ANY TIME:

Prof. James Roper
517-337-9589

Will Repko
517-332-0125

Mr. John Lawson
810-433-8735

AROUND NFL

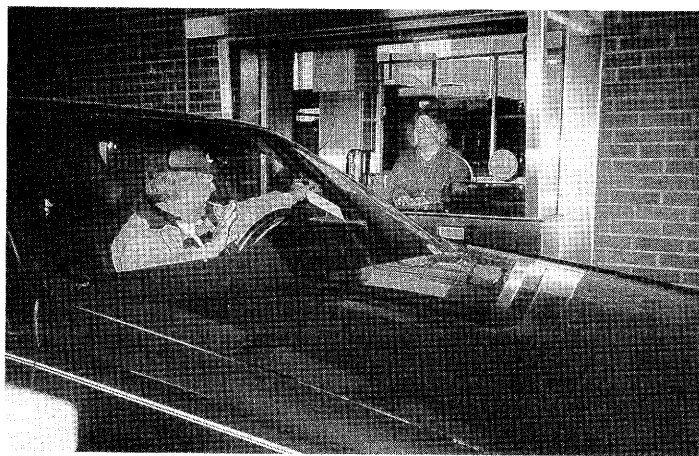
BRO. RENE' "DRIVES THRU" TO DELIVER NFL POINTS

The current NFL building was formerly the Central Federal Savings and Loan. Like most banks, it had a drive thru.

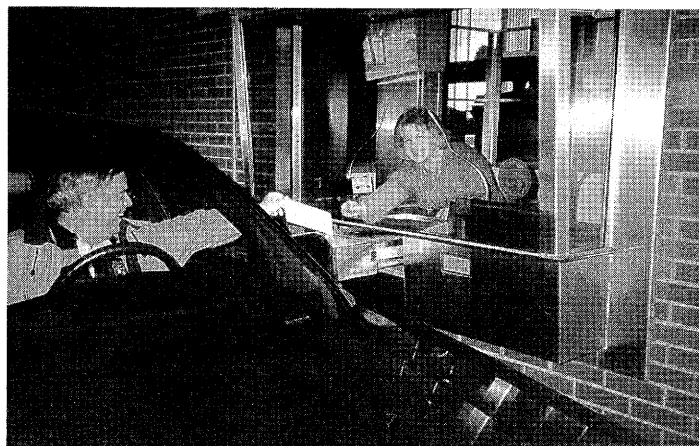
Recently Executive Council administrator representative and La Salle College High School (PA) President and coach Brother Rene' Sterner FSC became the first coach to use the drive thru to "deliver" his NFL points to NFL Comptroller Carol Zanto.



Rene' enters drive thru



Rene' greets Carol



Rene' delivers points

NATIONAL JUNIOR FORENSIC LEAGUE LAUNCHED



The National Forensic League has announced the formation of a speech honorary society for middle and junior high schools students -- the National Junior Forensic League. The organization, open to students in grades 6, 7, and 8 was approved by the Executive Council at its Fall Meeting. Since that time the Council's Junior League Committee chaired by Billy Tate and consisting of San Antonio speech consultant L. D. Naegelin and speech coach Harold Keller, have been hard at work developing the league logo, the organization pin, introductory materials, and fine tuning the NJFL Constitution, developed by college coach and Pi Kappa Delta official, Dr. Robert Littlefield.

The need for a junior school program was evident. Students are introduced to activities in junior and middle school and often pursue them in high school. To strengthen NFL in high school, introductory work needs to be done in lower grades. Moreover, there is no current system to encourage, motivate and reward student speakers in the middle grades. A National Junior Forensic League will now take its place next to the National Junior Honor Society and Junior Thespians as a service to junior youth.

The league stresses participation in speech projects and performance in speech activities. The main way to earn NJFL points and degrees is through classroom speech projects, school performances, and community speaking. Although participation in middle and junior school festivals and contests will earn points, competitive activities are at the option of local educational authorities. Ten NJFL points are required to earn membership. Additional degrees are earned at 25, 50, 75 and 100 points. The highest degree, Outstanding Achievement, may only be earned in eighth grade. Students earn one point for speech participation (i.e. school announcements, leading the pledge) and 2 points for speech performance (i.e. oral reports, speeches). Contest rounds each yield 2 points. A limit of 6 points per day may be earned.

In 1925 Bruno Jacob founded NFL when he received a letter from Ray Cecil Carter. By 1995 over 200 requests had been sent urging formation of an NJFL. Now NJFL is here!

Beginners and experienced veterans alike are invited
to kick off their 1996-97 competition year at the



1996 RED HAWK FORENSICS INSTITUTE



★ Sunday, July 21 to Saturday, July 27, 1996 ★
Ripon College, Ripon, Wisconsin

Institute Highlights:

- ★ Research techniques taught by research librarians
- ★ Interpretation skills: characterization, cutting and blocking
- ★ Organization and argumentation in public speaking and limited prep
- ★ Time-management for good students who compete to win
- ★ Individual coaching sessions in YOUR events

The Red Hawks Institute Staff will be led by directors Benedicte O'Neill Bradford and Jody Roy

- ★ Bradford is the head coach of individual events at Ripon College, having coached previously in Kentucky, Arkansas and California. She brings a strong background in all events to the institute, but her extensive professional training as an actress will provide you with great insight into characterization in interpretation and delivery techniques.
- ★ Roy is director of forensics and chair of the department of speech at Ripon College. Before coming to Ripon in 1992, she was director of forensics and head coach of NDT debate at Indiana University. Her background in argumentation and research will be put to work for your prepared and limited preparation public speaking events.

***Bradford and Roy will be assisted by a full complement of assistant coaches and counselors
with experience in all genres of competition***

- ★ Commuter tuition only \$345
 - ★ Resident tuition \$345
 - ★ Room and Board \$180
- \$50 deposit due by June 15, 1996, to secure space.
Make check payable to Ripon College Speech Department.

- ★ Ripon College is proud to be one of the founding chapters of Pi Kappa Delta, the National Collegiate Honor Society for Debate and Forensics. Ripon is also the home of the Pi Kappa Delta Hall of Fame Collection.

***The number of participants will be limited
to maintain a low student-coach ratio, so apply early!***

FOR MORE INFORMATION CALL 414-748-8712

Please fill in the information requested below and send this portion to:
Ripon College Speech Department, Attn.: Jody Roy, P.O. Box 248, Ripon, WI 54971

Name: _____ Phone No.: _____

Address: _____ State: _____ Zip: _____

High School: _____ Year (96-97): _____ Coach: _____

List events and years of experience in each: _____

BOOK REVIEW

Advanced Lincoln Douglas Debate and Beginning Debate by William H. Bennett

Whether used by the most experienced debater or the rawest novice, *Advanced Lincoln Douglas Debate* and its policy debate counterpart *Beginning Debate* by William H. Bennett (CDE, Taos, NM) serve as integral tools in the development of any high school debater competing in either policy debate or Lincoln-Douglas debate. Any teacher or coach looking for a text to accompany and augment their normal teaching and training methods should look at both texts.

In *Advanced Lincoln Douglas Debate*, Bennett has served to create an anthology of seminal debate theory by collecting essays and articles by over 40 prominent debate and argumentation theorists as well as contributing a healthy amount of original scholarship. The text is over 280 pages and is filled from cover to cover with articles and sections covering all possible aspects of Lincoln Douglas debate. The book itself is divided into fourteen sections which makes it easy to use for the beginning debater or coach yet challenging enough in its discussion of more advanced theory and practice for the seasoned debater or coach.

The first section of the text, Coaching and Judging, contains essays on various philosophical systems which are used as paradigms for adjudication in the L.D. debate round. Essays here include discussions on various considerations for debating propositions of value, uses of narrative in Academic Debate, and various judging approaches. This section would serve both the debater and coach/critic. The debater would gain greater insight as to how judges judge which should (at least in a Utopian society) serve to cause the debaters to reflect on how they debate. New coaches and judges would especially gain from this section as they would be indoctrinated to philosophical and pragmatic ideas that may help the less experienced critic in the process of "inventing" their judging paradigm.

This text has served to take new spins on the traditional literature (for example, the sections on negative strategies, criteria and hierarchies, the use of logic and analysis, and of course, the Value

versus the Policy debate) and has served to present the material in such a manner that not only can a reader read the "foundational" essays, but they can also read essays that serve to build upon that foundation and provide even more depth and insight than the average L.D. text.

The reviewers were pleased to find sections on such a wide variety of topics including intercultural approaches to value debate, the role of nonverbal communication in L.D. debate, and debating about Rights and the Law. Theoretical issues such as Justification, Presumption, and Parametrics, usually given only a small part of one chapter in the average debate text, were given their own sections totaling ten essays.

If you are a beginning debater looking for a strong foundation in L.D. debate or if you are an experienced Varsity debater looking to expand your horizons in the forum of academic debate, this book is a must for your collection. Also, if you are a beginning coach looking to gain fundamental insight into L.D. debate or if you are an experienced coach looking to keep up with the cutting edge of L.D. debate theory, you really should look at this book.

Whereas many debate texts are predicated upon normative assumptions about possible intrinsic knowledge of the debate activity by beginners, *Beginning Debate* provides for a true debate foundation for the Novice debater. The aspect of this text that makes it truly unique however is most Varsity debaters will find enough valuable information to enhance their own debate knowledge and performance. The teacher's guide to *Beginning Debate* is a useful resource that does not come along with most texts of this nature. The teacher's guide contains excellent testing material which can be used to help any coach or teacher gain a better understanding as to what students are and are not grasping. The test questions and accompanying answers, the homework questions, as well as all of the additional material make this text much more "teacher friendly" than most debate texts.

The Bennett text is predicated

upon the belief that there are three things that go into making someone a successful debater. Those three things are debate theory knowledge, topic knowledge, and a positive attitude. There are chapters on basic rules and speaker duties, writing blocks, writing affirmative cases, flowsheeting and Counterplans. All of these chapters introduce these areas of debate in such a way that the beginning debater should grasp these concepts quite easily. What truly sets this apart from other debate texts are the chapters that deal extensively with learning to research, delivery and ethics, and the purpose of practices and tournament competition. These chapters in particular address what Bennett considers the second and third criteria to training a successful debater. The chapter on research provides students with knowledge that transcends what most other texts do by introducing to students hints and tips for doing research in an effective manner. The chapters on delivery and ethics and practice tournaments highlight salient issues more germane to the personal development of the debater as opposed to dealing solely with the theories of debate (as many texts do). It is my belief that as educators responsible for the development and well-being of our students, that we need to take active roles in the personal and social development of our squad members and not just focus our concern on competitive success and win-loss records.

Beginning Debate never loses sight of the fact that our students are more than just competitors. They are first and foremost adolescent human beings who need coaches and teachers to be more than just instructors in a classroom. Students will not only be better debaters after using the Bennett text, but they will also be better people as well.

(Reviewed by Professor Frank Irizarry, Director of Forensics for the Syracuse University Debate Team and Michael K. Davis, Assistant Director of Forensics at Syracuse University.)

Duo-Interpretation: An Introduction

Are you puzzled about Duo Interp? The 1996 NFL National Tournament will feature a new event--Duo Interpretation. Prepare your students for NFL competition with our newest instructional video. Featuring:



Two full-length, public-domain student performances.



Critiques of student performances with specific pointers.



NFL Duo-interp Committee Members Don Crabtree and Lanny Naegelin discuss NFL rules for Duo Interpretation.

Video available March 1, 1996
Duo-Interpretation: An Introduction \$44.95

Dale Publishing Order Form

■ Name _____
■ Street _____
■ City _____ State _____ Zip _____

Duo Interpretation: An Introduction \$44.95

Orders shipped Library Rate.--Rush delivery available!

Shipping and handling 10%

■ Credit only on school Purchase Orders.

■ Make Checks Payable to:

Dale Publishing Co.

P.O. Box 51

Greenwood, MO. 64034

"Quality materials since 1935"

**16th ANNUAL
MIDWEST DEBATE INSTITUTE
July 15 - 26, 1996**

Best People

- * Staff members are high school coaches with a recognized commitment to excellence
- * Our philosophy is "High School students achieve most when taught by outstanding high school coaches."

Best Program

- * Specializing in traditional paradigm instruction
- * Emphasis on original research, analysis and case development
- * A student-faculty ratio of at least 8:1
- * Midwest participants have consistently been successful in national competition

Best Place

- * Conveniently located in the "Heartland of America" - Kansas City, Missouri
- * Rockhurst campus located just two blocks south of the historic Plaza Shopping District
- * Outstanding research opportunities with walking distance of three major university libraries with regional government documents depository and the nationally recognized Lynda Hall Library of Science and Technology

Best Price

- * Tuition for two weeks -- \$345
- * Dormitory/meal package -- \$255
- * 1/2 Tuition scholarships available
- * Dormitory housing based on double occupancy
- * Deposit of \$100.00 required to guarantee enrollment

Lincoln-Douglas Camp

- * July 22 - 27, 1996
- * Outstanding Instruction
- * Tuition -- \$195
- * Dormitory/meal package -- \$195
- * Deposit of \$75.00 required to guarantee enrollment



FOR FURTHER INFORMATION

CONTACT:

Carla L. Brown
P. O. Box 51
Greenwood, MO 64034
(816) 537-6702

NEWS OF THE LEAGUE

HOW DISTRICT TOURNAMENT POINTS ARE RECORDED FOR STUDENTS AND COACHES

The NFL would like to clarify how student and coach points are recorded after the district tournament. *Only* when a district has held *every* event: Debate, I.E., and Congress is a tournament report sent to the NFL office which lists: Students names, the categories in which they participated, ranks or win/loss for each round, and the name of their school. (It is very important that participating students' names be the same as listed on the students' membership cards so the computer will recognize them. And please print or type the names so that the students may be correctly identified.) As we receive each tournament report, points are assigned and then entered into the NFL computer. A report is then sent to each school. Coaches receive coaching credit points, 1/10 of points earned by their students participating in a district tournament. When schools have more than one coach they may specify which coaches receive which points. On the yellow tournament report form which lists all student district results there is now a section where different students or different events may be assigned to different coaches for coach point credit. Please note that NFL does *NOT* record the district points until *ALL* Debate, I.E., and Congress events have been completed and we have received the tournament reports. We also do not send back the school report until all three (Debate, I.E., and Congress) have been recorded on the computer. If your district does not hold a congress, reports are sent after Debate and Individual Events.

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

The national points are recorded in the same way as the district points. NFL should be notified of split coaching points. The coach to receive a particular student's points should be listed as that student's coach on the official entry form. If there is an error on the district or national tournament reports send us a letter indicating the error and enclose the district tournament report sheet for correction. If the wrong coach receives credit on the district tournament report, please return the district report noting which coach is to receive credit for which students. We, at the National office, want everyone who participates in the district and national tournament to receive their correct points. Following these instructions will insure your points are correct.

KEY AND PIN BARGAINS: CLOSEOUT ITEMS FOR STUDENTS AND COACHES

The NFL is closing out the small size of pins and keys for students and coaches. These pins are approx. 1/2 inch in size and they too small for triple and quad stones. The quantity of some stones are limited, so order now at these special closeout prices. The NFL will not stock small pins and keys in the future.

<u>Student Pins (Pin back)</u>	<u>Qty</u>	<u>Price</u>
Small silver plate pin emerald	_____	\$3.00
Small silver plate pin ruby	_____	\$3.00
Small silver plate pin 2-ruby	_____	\$4.00

Student Keys (No pin)

Small silver plate key sapphire	_____	\$3.00
---------------------------------	-------	--------

Amount Due: _____

Shipping and Handling _____

Total _____

Please Ship to:

Name: _____

School: _____

Address: _____

City: _____

State: _____ Zip Code: _____

Phone: _____ Fax: _____

<u>Coaches Pins (Pin back)</u>	<u>Qty</u>	<u>Price</u>
Small gold plate pin plain	_____	\$8.00
Small gold plate pin emerald	_____	\$8.00
Small gold plate pin sapphire	_____	\$8.00
Small gold plate pin ruby	_____	\$8.00
Small gold plate pin 2-ruby	_____	\$9.00

Diamond Coaches Pin

Small gold pin 1-diamond	_____	\$20.00
--------------------------	-------	---------

\$1.00 per pin or \$3.00
for 10 or more pins for
Shipping and Handling



Actual Size

Send Orders Prepaid to:
National Forensic League
P. O. Box 38
Ripon, WI 54971
Phone: 414-748-6206
Fax: 414-748-9478

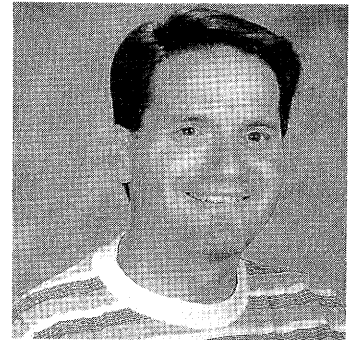
SINGLE DIAMONDS



***Ann Beller Collins**
Van Nuys-Birmingham HS, CA
August 30, 1994 1586 pts



***Anthony Nemecek, Jr.**
Cleveland Heights HS, OH
February 10, 1995 1514 pts



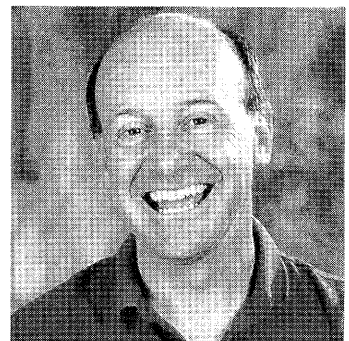
***Bradley Campbell**
Rampart HS, CO
April 18, 1995 1553 pts



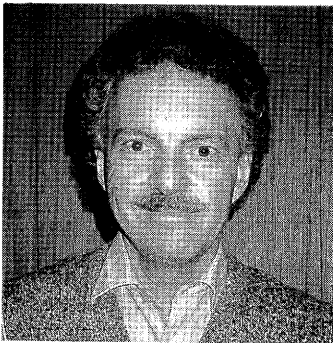
***Meta Lale**
Sonoma Valley HS, CA
May 15, 1995 1506 pts



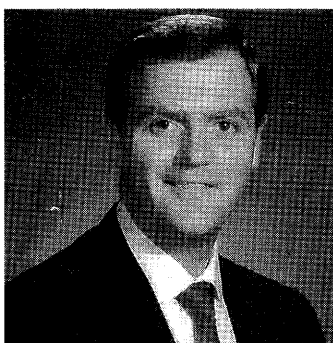
***Mary Green**
Pasadena HS, TX
June 8, 1995 1526 pts



***Thomas Vavra**
Loyola HS, CA
July 5, 1995 1527 pts



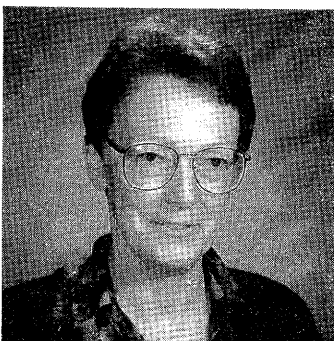
***Dr. Carl Graves**
Pembroke Hill, MO
July 11, 1995 1508 pts



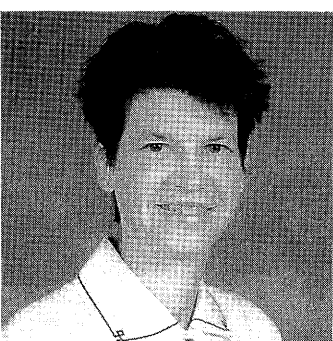
***John Murphy**
Pleasantville HS, NY
July 13, 1995 1518 pts



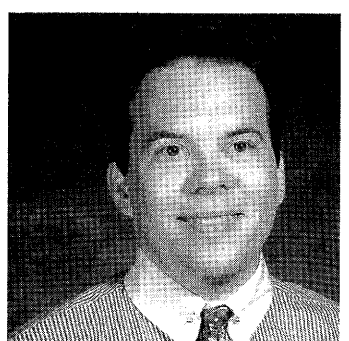
***Truman Humbert**
Southside HS, SC
September 28, 1995 3780 pts



***Beverly Jorland**
Walker HS, MN
October 5, 1995 1525 pts



***Trudi Nelson**
Madison HS, SD
January 8, 1996 2044 pts



***Jeffrey Haney**
Kansas City-Washington HS, KS
January 18, 1996 1723 pts

DEBATE RESEARCH ASSOCIATES

BASIC RESOURCES:

Brief Books: Both affirmative and negative references featuring fully developed positions.

The Affirmative Briefbook will include fully developed cases with first affirmatives, extensions and 2nd Affirmative briefs. These cases will not be the typical mass produced cases found in current handbooks. DRA guarantees a fresh approach to the topic.

The Negative Briefbook will include fully developed disadvantages, topicality, counterplans and more. These disadvantages will not be the generic positions that are impossible to defend. DRA guarantees case specific links and unique impacts.

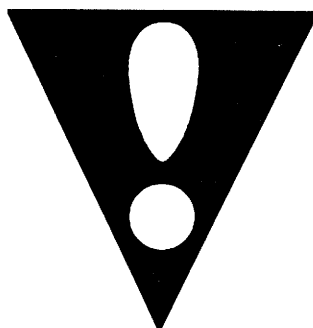
The Core Issues Briefbook examines the broader issues that underline the topic. Unlike others, we will not waste your time with irrelevant statistical minutiae. DRA covers in depth the core issues of the topic, like rehabilitation versus retribution.

Briefbook prices are \$23.50 each or \$65.00 in standard set of three.

Exotic Theories will explore resolutional kritiks and theoretical justification arguments; these are not for the meek. Available at \$30.00. Available accompanying the standard set at \$89.50.

The Novice Briefbook will do the coaching for you. This book is formatted to suit the special needs of the novice. More practical analysis that better serves their abilities than the "one size fits all" approach of many books available. Available at \$45.00 or \$99.50 for the novice set.

"A Debate Resource for the 21st Century"



DRA RESOURCES FEATURES:

-Experienced researchers, with a minimum of 10 years of Debate research background each.

-DRA evidence focuses on topic specific sources first and foremost.

-DRA refuses to give you evidence without a full analysis of our positions and the topic.

-DRA handbooks will not contain duplicate evidence, each book will add to your resources.

-DRA 96' will be researched at the 2nd largest Criminal Justice (CJ) library in the nation.

-DRA is fully tied to the net (ordc@flex.net). We are always available for your questions. -DRA is your source for net access. We bring to you resources that is timely and unique from cyberspace.

-DRA guarantees to make resources available in whatever manner is most convenient to you.

INTERNET

EQUALIZERS:

Someday every school will be on the net, but for now the only ones with access are your competitors. You can level the playing field with these services:

Debaters: Internet specific updates. We will surf the net each month and send you the resources specific to the topic each month Sept thru April. Subscription cost: \$42.50 or \$7.00 for one month trial.

Extempers: We will access recent speeches by public officials as well as electronic news digests and E-journals covering contemporary issues. Mailed the first of each month, Sept thru April. Subscription cost: \$49.50 or \$7.00 for one month trial. More productive for your budget dollar than most media sources.

On the net but only recently wired?

Our Debaters Guide to the Internet will give you the benefit of our experience. We'll help you weave your way through the web to win after win. This guide will give you introduction on how to access the internet, search for resources, and offer an extensive list and description of internet cites that will be beneficial for the 96' topic and beyond.

DRA is your resource to take you to the 21st century. Do not get left behind, join DRA internet subscribers and we will take you to cyberspace.



SCHOOL _____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Send orders to:

Debate Research Associates
PO BOX 6020-148
Spring Texas 77371

DRA RESOURCES ORDER FORM

___ Copies of Core Issues - \$23.50	___ Copies of Debater's Guide to Net-23.50
___ Copies of Affirmative Briefs - \$23.50	___ Copies of Monthly Net Trial
___ Copies of Negative Briefs - \$23.50	___ Domestic Extemp - \$7.00
___ Copies of Standard Set - \$65.00	___ Foreign Extemp - \$7.00
___ Copies of Exotic Theories - \$30.00	___ Juvenile Crime - \$7.00
___ Copies of Advanced Set - \$89.50	___ Copies Monthly Juv. Crime Net - \$42.50
___ Copies of Novice Briefs - \$45.00	___ Copies Monthly Extemp/Dom - \$49.50
___ Copies of Novice Set - \$99.50	___ Copies Monthly Extemp/For - \$49.50

Subtotal _____

S & H _____

Discount _____

Taxes _____

Total Due _____

___ Hard copies ___ Disk ___ Mac ___ IBM ___ 3.5 ___ 5.25

*Shipping and Handling is \$3 for the first book and \$1 for each additional book, \$0 for net info.

*Tax rate is simplified at 8% or send tax exemption information

*Discount for prepayment (with order) - 8%

The National Forensic Library



An Instructional Videotape Series produced by NFL with a grant from the Lynde and Harry Bradley Foundation

VOLUME I

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

Instructor: Diana Prentice Carlin, University of Kansas

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

• CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland High School, NY

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

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

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

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

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

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

• CX 104 Cross Examination—Theory and Techniques

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

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

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

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

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

• CX 106 "Unger and Company," Chapter 1

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

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

• LD 101 Debating Affirmative Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

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

• LD 102 Debating Negative in Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

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

• LD 103 Cross Examination in Lincoln / Douglas Debate

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

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

• LD 104 A. What are Values?

B. Applying Value Standards to L / D Debate

Instructor: Dale McCall, Wellington High School, FL

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

• INT 101 A. An Overview of Interpretation

B. The Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

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

• INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

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

• OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison High School, CA

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

• OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison High School, CA

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

• OO 103 Oratory Overview

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

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

• OO 104 Oratory Introductions and Conclusions

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

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

• OO 105 Oratory Content

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

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

• EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

• EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

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

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

• EXT 104 Championship Extemp: Part 2—Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

NEW! Volume II

VOLUME II

• CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

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

• CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

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

• CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

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

MORE TAPES, NEXT PAGE

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

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

VOLUME II (Continued from previous page)

• CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University

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

• CX 111 Demonstration Debate and Analysis

Instructor: Greg Varley, Lakeland High School, NY

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

• CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland High School, NY

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

• CX 113 Recruiting Roundtable

Moderator: Greg Varley, Lakeland High School, NY

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

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

Instructor: Dale McCall, Wellington High School, FL

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

• LD 106 Value Analysis in L / D Debate

Instructor: Diana Prentice Carlin, University of Kansas

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

• LD 107 L / D Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley High School, MN

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

• LD 108 Rebuttal Preparation

Instructor: Carol Biel, Chesterton High School, IN

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

• INT 103 Interpretation of Poetry and Prose

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

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

• INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL

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

• INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton High School, IN

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

• INT 106 Characterization in Interpretation

Instructors: Pam Cady, Apple Valley High School, MN

Joe Wycoff, Chesterton High School, IN

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

• INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA

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

• GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton High School, IN

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

• EXT 105 First Experiences

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

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

• EXT 106 Expert Extemp: Advanced Techniques

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

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

• EXT 107 Expert Extemp: Speech and Critique

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

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

• EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL

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



National Forensic Library Order Form

\$17.99 per tape (includes shipping)

\$357 special package price for all 21 tapes

Add \$2 if invoicing is required

Make checks payable to:

Tape Distribution Center

P.O. Box 51

Greenwood, MO 64034

Special Package Price!

Item No.	Title/Description	Qty.	Price
Vol. I	Special Package Price	21 tapes	\$357.00
Vol. II NEW!	Special Package Price	21 tapes	\$357.00
	Invoicing (if required)		(\$ 2.00)
Send order to:		Total:	
Shipping Address:			
Name _____			
Address _____			
		City, State, Zip _____	

From the People Who Brought You **The Little Non-Red Thumbbook**....Free of Lexis oversaturation and bad DAs, but not of charge:

The 1996 (\$19.96) **YOUNG GUNS THUMBOOK**

(a.k.a. The Cookie Jar Delinquents' Guide to Jailbreaking)

Brought to you in the spirit of the original **Thumbbook**, the ONLY Policy Debate Handbook with a detailed analysis of the assumptions behind the 1996-97 juvenile crime resolution. What other handbooks covering the China topic had pre-written topicality violations, ready-to-run Disad shells with extensions, and detailed inquiries into the representations of China as the Other? NONE! It's time to investigate the way the Criminal Justice System investigates you.

FREE DELIVERY SPECIAL for all orders received before April 20 (Deliveries accepted all year, of course--simply add \$1.42 per thumbbook). Send away your order forms **NOW** (Remember, these orders are tax deductible for school programs).

NAME:
(or institution)

PHONE #:

ADDRESS:

of **THUMBOOKS**: _____

Mode & Amount of Payment: _____
(money orders or checks)

SEND ORDER TO:

Thumbbooks Consolidated
Kevin Kuswa
2500 Leon St. Suite B
Austin, TX 78705

\$19.96 (\$20.00)
(make checks payable to Kevin Kuswa.)

NFL SWEATSHIRTS



Luxuriant! This heavyweight 100% cotton French terry sweatshirt is 15% oversized so it can "shrink to fit". An NFL logo shows your style.

Available in Navy or White (M, L, XL)

NFL Sweatshirt \$32.00 each plus \$3.00 shipping and handling

Call or Fax

Phone: 414 748-6206

Fax: 414 748-9478

or send a check with the name of your school to:

National Forensic League

P. O. Box 38

125 Watson Street

Ripon, WI 54971

DISTRICT STANDINGS

(Feb. 1, 1996)

Rank	Change	District	Ave. No. Degrees	Second Largest Chapter	Degrees
1.	-	Northern South Dakota	164.33	Milbank	234
2.	+5	Northern Ohio	148.60	Youngstown-Mooney	216
3.	+1	Rushmore	134.90	Sioux Falls-Washington	189
4.	-2	East Kansas	119.43	Shawnee Mission Northwest	404
5.	-	Heart of America	116.17	Independence-Truman	219
6.	-3	Kansas Flint-Hills	113.81	Topeka	299
7.	-1	West Kansas	107.34	Garden City	230
8.	-	New York City	106.05	Regis	233
9.	-	Show Me	103.37	Raytown-South	213
10.	+1	Central Minnesota	97.85	Forest Lake	214
11.	-1	San Fran Bay	93.73	Miramonte	264
12.	-	Southern Minnesota	92.43	Rosemount Sr.	216
13.	+2	Eastern Ohio	92.09	Wooster	204
14.	+2	Sierra	90.38	Bakersfield	167
15.	-2	South Kansas	88.11	Field Kindley	163
16.	+2	Northern Illinois	88.00	Glenbrook-South	207
17.	+2	Hoosier South	85.73	Chrysler	109
18.	-4	Great Salt Lake	83.50	Salt Lake City-Skyline	157
19.	+27	Northwest Indiana	82.18	Munster	253
20.	-3	Big Valley	80.70	Turlock	114
21.	-	Illini	78.62	Homewood-Flossmoor	160
22.	-2	Florida Manatee	78.61	Suncoast	208
23.	+1	Hoosier Central	78.09	Brebeuf Prep.	152
24.	+6	Western Washington	77.46	Gov. John Rogers	162
25.	+26	Montana	75.34	Great Falls-Russell	178
26.	-1	Eastern Missouri	75.10	Horton Watkins	148
27.	+4	Nebraska	73.58	Norfolk	200
28.	-6	North East Indiana	72.83	Fort Wayne-Northrop	161
29.	+3	Hole in the Wall	72.64	Sheridan	183
30.	+5	Rocky Mountain-South	72.00	Bear Creek	149
31.	+14	Colorado	71.83	Columbine	162
32.	+1	Nebraska South	71.61	Lincoln-East	118
33.	+5	Ozark	71.52	Springfield-Hillcrest	148
34.	-11	South Texas	71.23	Westfield	166
35.	-9	Northern Wisconsin	69.34	Sheboygan-South	129
36.	+5	Sundance	69.33	Jordan	153
37.	+3	East Texas	68.40	Klein	168
38.	-9	Carver-Truman	68.23	Nevada	146
39.	-11	Florida Sunshine	67.42	Sarasota-Riverview	216
40.	-6	West Iowa	66.95	Bishop Heelan	174
41.	-4	California Coast	66.11	Lynbrook	229
42.	+5	North Coast	65.09	St. Ignatius	93
43.	-4	Northern Lights	64.33	Walker	146
44.	+22	Tall Cotton	63.92	Amarillo	125
45.	-1	South Oregon	63.80	Roseburg Sr.	139
46.	-10	New York State	63.27	Lakeland	118
47.	-20	New Mexico	63.12	Taos	111
48.	+19	East Los Angeles	60.25	San Gabriel	147
49.	-7	Pittsburgh	59.66	North Hills	110
50.	-	South Carolina	59.00	T. L. Hanna	180
51.	-2	Southern Wisconsin	58.00	West Bend East	134
52.	+10	Eastern Washington	56.75	Gonzaga Prep.	215
53.	+7	Rocky Mountain-North	56.05	Skyline	107
54.	+4	East Iowa	55.71	Bettendorf	133
55.	-12	Western Ohio	55.61	Dayton-Oakwood	174
56.	-8	Central Texas	55.18	San Antonio-Lee	155
57.	-5	Lone Star	55.00	Grapevine	136
58.	-5	East Oklahoma	54.48	Jenks	144
59.	+12	Wind River	54.41	Worland	105
60.	-6	South Florida	53.46	North Miami Beach	123
61.	-4	North Dakota Roughrider	52.89	Fargo Shanley	103
62.	+8	Nevada	51.91	Reno	125
63.	-4	Idaho	51.68	Blackfoot	116
64.	-8	Pennsylvania	51.23	Franklin Regional	68
65.	-10	Tennessee	50.73	Montgomery Bell Academy	177
66.	+3	Georgia Northern Mountain	50.42	Snellville-Brookwood	114
67.	-3	Deep South	49.83	Montgomery Academy	149
68.	-	Tarheel East	49.30	South View Sr.	89
69.	-6	Southern California	49.15	Redlands	157
70.	-5	Louisiana	48.77	Newman	96
71.	-10	West Virginia	48.16	Pt. Pleasant Sr.	60
72.	+2	Southern Colorado	47.32	Lamar	88
73.	-	West Oklahoma	46.70	Norman	124
74.	-2	Valley Forge	45.50	Holy Ghost Prep.	127
75.	+3	Greater Illinois	44.64	Pekin Comm.	85
76.	+5	Utah-Wasatch	44.62	Bountiful	86
77.	-1	Michigan	43.91	Portage-Northern	106
78.	+4	Georgia Southern Peach	43.42	Lee County	98
79.	-2	Capitol Valley	43.28	Del Norte County	84
80.	+10	West Texas	42.58	Hanks	107
81.	-2	Arizona	42.32	McClintock	96
82.	+2	Iroquois	41.45	Webster Sr.	87
83.	-3	North Texas Longhorns	40.94	Vines	94
84.	+2	Carolina West	40.78	Providence	101
85.	-10	West Los Angeles	40.05	Arroyo Grande	149
86.	+1	North Oregon	39.38	Portland-Lincoln	118
87.	-5	New England	38.85	Lexington	158
88.	-	Mid-Atlantic	37.04	James Madison, VA	125
89.	-	Gulf Coast	36.56	Pharr-San Juan-Alamo North	81
90.	-5	New Jersey	35.00	Long Branch	91
91.	-	Mississippi	32.83	Watkins	84
92.	-	Maine	31.72	Monmouth Academy	62
93.	+2	Big Orange	28.75	Esperanza	55
94.	-1	Puget Sound	28.43	Oak Harbor	53
95.	+1	Patrick Henry	28.38	Kempsville	73
96.	-2	Kentucky	26.80	LaRue County	67
97.	+1	Alaska	22.00	Petersburg	7
98.	-1	Hawaii	21.65	Kamehameha Schools	54
99.	-	Guam	9.75	John F. Kennedy	23

THE 1996 UNIVERSITY OF TEXAS NATIONAL INSTITUTE IN FORENSICS

Our staff is the most comprehensive in the country, offering National Championship coaches and competitors in **EVERY AREA** of instruction. We believe our commitment to excellence in an well-rounded Forensics program is unmatched. Anticipated staff includes:

Sarah Braun, Asolo Conservatory
Anne Davis, George Mason U.
Eric Emerson, Texas
Monte Johnson, Dartmouth, Iowa
Ronna Landy, Emory
Bill Shanahan, Texas
Sonja Starr, Harvard
Elizabeth White, Churchill HS

David Breshears, UNT, Texas
Daniel Davis, West Georgia
Tony Figliola, Holy Ghost Prep
David Kraft, Chicago
Brian McBride, Texas
Kate Shuster, Emory
Jay Unick, Baylor, College Prep
Matthew Whitley, Texas

Randy Cox, Milton Academy
Mike Erickson, Texas
Meg Howell, Mountain View HS
Kevin Kuswa, Texas, Georgetown
Ken Ogden, McCullough HS
Deborah Simon, Milton Academy
Lesley Wexler, Michigan

CX DEBATE WORKSHOP	JUNE 29 - JULY 16	\$999
CX DEBATE PLAN II WORKSHOP*	JULY 23 - AUGUST 12	\$1099
INDIVIDUAL EVENTS WORKSHOP	JUNE 30 - JULY 15	\$899
LD DEBATE WORKSHOP	JUNE 30 - JULY 15	\$899
PHILOSOPHY & ASSUMPTIONS OF THE RESOLUTION**	JULY 6 - JULY 16	\$749

costs do not include \$60 non-refundable application fee before May 15, \$85 after May 15

** Limited, competitive enrollment--Program designed for more competitive debaters.*

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

- air-conditioned suites ·instruction in all NFL, CFL, TFA, & UIL forensic events
- all lab leaders college graduates ·3 meals a day weekdays, 2 on weekends
- commuter and coach rates available ·need based tuition reductions
- low cost and high quality staff ·lots of free copies ·US's 6th largest public library
- curriculum designed to address all sides of theoretical controversies

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

THE UTNIF is the only Austin Institute that: (1) is sanctioned by the University of Texas, (2) provides authorized access to the University of Texas library, (3) is not for profit.

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

For years, Phillips Petroleum has sponsored Project Wild, Project Learning Tree and Project Wet. These unique programs help kids learn about the environment today so they will make responsible decisions about

it tomorrow. And that's one class assignment that just won't fit under a refrigerator magnet. At Phillips, that's what it means to be The Performance Company.

PHILLIPS PETROLEUM COMPANY 

Imagine a class where
the homework includes
saving the planet.



For an annual report on Phillips' health, environmental and safety performance, write to: FIES Report, 16 A1 PB, Bartlesville, OK 74004.



Phillips Petroleum
Is the National Sponsor of the
National Forensic League.

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