

ROSTRUM

VOLUME 71

NUMBER 7

MARCH 1997



*Roger Brannan, Richard Young
New Sixth Diamond Coaches*

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- * In 1994 CDE graduates were the first U.S. team to ever win the World High School Debate Championships. And at N.F.L. Nationals 5 of the 12 Lincoln Douglas finalists were CDE graduates!
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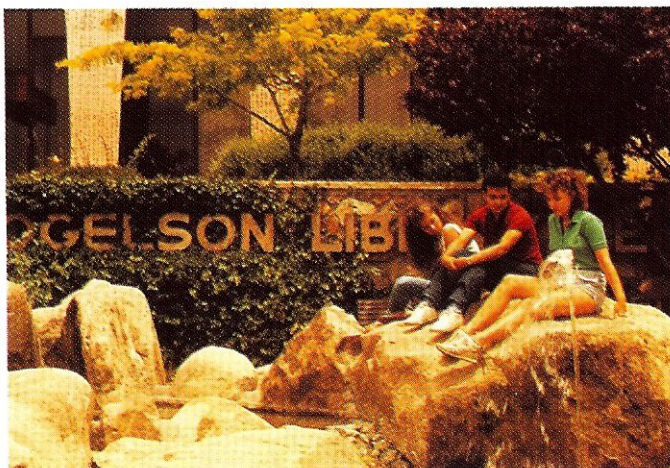
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WHICH CAMP IS REALLY THE "BEST IN THE NATION"?

by William Bennett

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

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

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

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

Fourth is the amount of critiqued practice rounds you receive. WE don't just give you a "tournament" at the end. At CDE you get critiqued nondecision rounds

through the whole camp. If you are in policy debate that means 24 debates before you graduate. In Lincoln Douglas you average 23, in extemp its 24 rounds. And they are all critiqued in constructive ways by successful professionals.

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

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

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

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

THE BEST DEBATE RESOURCES FOR 1997-98

Reducing Fossil Fuel Consumption

An Energy
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United States

A Critical Analysis of the
U.S. Role in Establishing
a Program to Increase
Renewable Energy Use

United States
Policy on
Renewable
Energy Use

An Overview of the Issues
Related to Increasing

The Complete Resource Handbook

Increasing
Renewable Energy
Use in the United
States

"How can the United States
best reduce its fossil fuel
consumption?"

Lynn Goodnight and Nathan Smith

NTC'S "BIG 3" DEBATE TOPIC BOOKS

1. Increasing Renewable Energy Use in the U.S.

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. More than 1,500 resources.

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On the Cover: New Sixth Diamond Coaches:

Richard Young and Roger Brannan. (Profiles on Page 43)

Next Month: Articles by Bob Jones and Jon Judge.

NFL CONSTITUTIONAL AMENDMENT VOTE

Article VII

Section E Initiative, Referendum, [Recall]...

[3. Recall:

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

Recall of officer(s) and/or director(s) may be initiated by the membership at large following the same standards as outlined in initiative and referendum procedures.]
23,838 in favor; 1,364 opposed. Passed.

*** New monthly column for National Circuit and advanced debaters**
Page 38

"The Cutting Edge" by David Hingstman, JD, Coach, University of Iowa

Call for L/D Topics

Deadline for topic submission, April 15, 1997.

Coaches and students who wish to suggest L/D debate topics for the 1997-1998 season should send them to: Mr. Lowell Sharp, Golden High School, 701 24th, Golden, CO 81501.

[Send nominations for new LD Topic Wording Committee members to the NFL office by March 15.]

Hall of Fame Nominations

Hall of Fame nominations are due by April 1. Send them to Jean Boles, 9737 Tappenbeck Dr., Houston, TX 77055.

Only retired coaches OR coaches who have coached in NFL 25 years are eligible.

1997-98 POLICY DEBATE TOPIC

Resolved: that the federal government should establish a policy to substantially increase renewable energy use in the United States.

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

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Brian McBride, Associate Director of Debate
University of Texas

Gordon Mitchell, Director of Debate
University of Pittsburgh

Nate Smith, Associate Director of Debate
University of Michigan

Leslie Wexler, Senior Debater
University of Michigan

Brochures and Applications will be Mailed to all N.F.L. Member Schools
in Mid-February

For Additional Brochures and Applications Contact
The National High School Institute, Northwestern University
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Northwestern University

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Debate Institute

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Chuck Ballingall, Damien High School, Los Angeles, CA

Coach of the 1995-96 University of Redlands Tournament Champions

Bridget Brocken, Indiana University

Two Time National Debate Tournament Elimination Round Qualifier

Jim Hunter, Oak Park and River Forest High School, Oak Park, IL

Coach of the 1996 University of Michigan Juniors' Round Robin Champions

Terry Johnson, Northwestern University

Two Time National Debate Tournament Elimination Round Qualifier

Sean McCaffity, Northwestern University

1994 and 1995 National Debate Tournament Champion

1996 National Debate Tournament Top Speaker

Jody Terry, Northwestern University

1994 and 1995 National Debate Tournament Champion

Aaron Timmons, Greenhill School, Dallas, TX

Coach of the 1996 N.F.L. National Debate Champions

Dana Vavroch, Bettendorf High School, Bettendorf, IA

Director of the Gifted and Talented Program, Bettendorf High School

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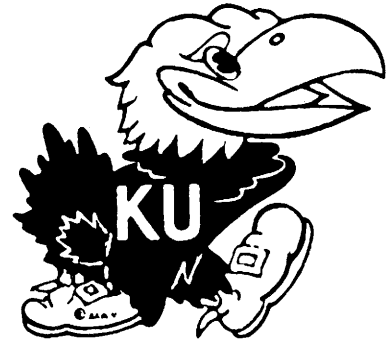
TWO WEEK SESSIONS:

June 15 - June 28, 1997

June 29 - July 12, 1997

INTENSIVE THREE WEEK POLICY SESSION

June 22 - July 12, 1997



Outstanding Faculty: The squad leaders are composed of college debate coaches and exceptional senior debaters from around the nation. 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. Dr. Rowland continues to write an annual textbook over the national topic. Other members of the faculty also contribute articles on the national topic.

Outstanding Resources: The University of Kansas holds over 5 million volumes in its library system. The campus also includes a full Federal Documents depository, science and engineering libraries 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.

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A REVIEW OF THE NATIONAL FORENSIC LIBRARY OF INSTRUCTIONAL VIDEO TAPES, PART II

by Larry Smith

The Rostrum in February 1994 carried my review of the first production of instructional video tapes from the NFL. This review covers the 20 additional tapes that have been produced since then. Jim Copeland asked me to review the second set some time ago, and I finally found another hot August to do so while I hibernated from Fresno's 100+ heat.

Nothing, absolutely nothing, including hosting the gigantic national tournament yearly, is as important as this effort by the NFL to provide usable and effective instruction in forensic events for coaches and students.

Think about it.

Consider the transient rate of turn over in forensic coaches nationwide, the number of new hire English teachers who are told, "By the way, you are in charge of the speech and debate team." Consider the number of coaches who only teach and coach a limited few events they feel comfortable with and who ignore the other events.

The NFL has provided an exceptional set of tapes which will be invaluable to any coach, including those who have been tilting in the forensic wars for years and those rookies who are pressed into teaching something called forensics, a word they previously associated with some kind of horrible dissection of dead bodies.

Without thousands of dedicated, knowledgeable, enthusiastic coaches, the NFL and the national final tournament would not exist.

The tapes act as both an incentive and an insurance that good teaching and coaching will carry on, and the NFL will truly remain the one nationwide organization in education that trains our nation's future leadership.

Enough editorializing.

I'll repeat the caveats from the first review:

1. These tapes are not to be considered baby sitting tapes you might use to keep some students occupied while you work with others. I will note those I think students will watch unattended. Most are "talking heads" either as a lec-

ture or a panel of expert coaches. Some have actual student performances which I believe enhances the attention span of the average 15 year old in a class. For those which are basically lecture or panel discussion, teachers should preview and prepare some sort of questions or some sort of outline for students to utilize as they watch the tape.

2. Some tapes are best utilized in a "stop/start" joint viewing so the coach can clarify or interject commentary or personal philosophy. That means a coach should have previewed the tape prior to using it in the classroom.

3. Many of the tapes are longer than a normal class period unless they are shown in a school that has adopted a block schedule system of classes. As I noted in the previous review, all have an introductory section featuring the eloquence of James Unger. These intros should be watched, but if time is of the essence, you can fast forward to the instructional portion of the tape and skip James for your class. I like to watch Jim not only for his cogent thoughts on the contents of the tape, but also just to admire his wardrobe. I've watched 40 tapes and seen forty different neckties and suits. James is truly a GQ man: classy, stylish, and brilliant.

4. I have tried to refrain from editorializing too much on the format or the performance in my commentary. In all the years I taught I hated buying some sort of instructional materials. . . books, tapes, films. . . without knowing in advance anything more than the glowing advertising blurb I got in the mail or catalog. The commentary I make is towards that end; to let coaches, particularly coaches with limited financial resources, know what instructional value I see in the tape so limited resources can be expended fruitfully.

And remember this, you can borrow and COPY any of these tapes from NFL at no charge. The price on tapes is so low, it hardly seem worth the hassle of sending for tapes, waiting for them to arrive, copying them, and shipping them back. But if that is all a coach

can do, then the effort will be worth it.

5. I chose to mark the tapes:

* a tape that is primarily for coaches and/or very advanced students.

** a tape that is good for coaches (experienced and inexperienced) and for students who have some previous instruction or experience in the event.

*** a tape that is good for coaches (experienced and inexperienced) and for beginning students who are trying to learn the event.

CX 107 (*) Unger and Company
Chapter Two 59 Minutes

CX 108 (*) Unger and Company
Chapter Three 58 Minutes

Professors James Unger, American University; William Southworth, Redlands University; and Dallas Perkins, Harvard University.

Commentary: As debaters like to say, "Group these two together." For advanced debaters and expert debate coaches this panel offers a glimpse into the thinking of five of the most recognized university debate coaches in the country. I doubt that this much knowledge on debate has ever been assembled in one spot before.

As might be expected, there is no universal agreement among these coaches regarding the debate theory issues they discuss. The essence of debate is to argue over issues, and arguments regarding debate theory are certainly relevant to that process. This is a very advanced theory discussion, so coaches are cautioned regarding utilizing it with novices. Learn from the experts, then distill it down for the beginners.

Content CX 107: Discussion on:

Inherency...relevant or not
Structure...prep time, CX, rebuttals, etc.

Generic arguments...good or bad?

Counter plans...how often, how effective?

"Real world" arguments... effective?

Content CX 108: Discussion on:
Presentation...appearance and delivery
Intrinsicness...
Value of debate institutes...
Future directions for policy debate...

CX 109 () Introduction to Debate Analysis 72 Minutes**

Mr. James Copeland, NFL National Executive Secretary

Commentary: Contrary to what new coaches might think, Jim has not been the NFL Executive Secretary (who signs all those certificates) forever. For years he coached with huge successes at Marquette University High School and produced countless national finalists in debate, extemp, and oratory. It is a pleasure to see him in a "teaching mode", a role in which we rarely see Jim anymore. Coaches should do a "start/stop" viewing and add to and clarify for each of the three segments. The 72 minute format really lends itself to two or three class periods.

Content: This tape is for students who have had some beginning instruction in policy debate. The focus is on how students (and their coaches) can approach a new debate topic in order to construct effective affirmative cases.

- I. Five Key Questions to Ask:
 1. Does a new condition exist (in relation to the debate topic)
 2. What are the harms caused by the new condition(s)
 3. Do the harms have broad ranging significance?
 4. What current national policies allow those harms to occur?
 5. Are those policies inherent, that is, do they warrant advocating a change of policy

- II. Affirmative Case Structures
 1. "Traditional" needs-plan cases
 2. Comparative Advantages cases

- III. Affirmative Plans...required elements to be topical

CX 110 (*) Paradigms in Debate 54 Minutes

Professor David Zarefsky, Northwestern University

Commentary: This is "heavy stuff" which will make the most sense to advanced debaters and coaches. The latest fads in debate have been in the area of paradigms, and, more lately, in justification and "kritique" arguments (and whether or not these theoretical issues belong in the high school debate arena.) Each coach will have to adapt to or reject these deep theory arguments according to his/her own philosophy regarding policy debate. Those who want to play with the "biggies" on the national circuit need to get into these issues and understand them. This tape is only on paradigms. Look to back issues of the *Rostrum* for articles on the others.

Content: I took a whole page of notes. I'll condense those to the two major concepts Professor Zarefsky covers. Those who know debate will recognize whether or not the content will be worth viewing.

1. An overview of the meaning of paradigms
2. Paradigms in policy making...a focus on action. What should be done?

Assumptions: Change is inevitable, so we should select the most desirable change (new policy)

Under this paradigm, the affirmative team serves as policy makers.

3. Paradigms in hypothesis testing
Assumption: Since no change will result because of the debate round, the purpose of debate is to determine the probable truth of the resolution.

Under this paradigm the participants in the debate function as critics of current policy and debate the truth of what the resolution says. If the resolution has no significant "truth" then there is no need to adopt the resolution in any way.

I know that distilled version of content is not very adequate, but

space for reviewing all 20 tapes is at a premium. I do not intend to make a whole issue of the *Rostrum* out of this! I hope this brief description will be sufficient for coaches to decide whether or not they want to risk their funds... or take the time to borrow the tape and copy it. Coaches who know advanced debate get the picture.

CX 111 (*) Demonstration Debate and Analysis 122 Minutes**

Mr. Greg Varley, Lakeland High School, NY

Comment: The tape is for all levels, but novices will need a considerable amount of instruction before they watch. ALSO, although the tapes are numbered CX 111 and CX 112, beginning and even some junior varsity debaters need to view CX 112 first, since it is on flow sheeting. Then they can practice while viewing CX 111.

The 122 minutes format requires a two class period showing for most schools, and this is a good "stop and go" tape for additional clarification and instruction. It might serve well for an evening pizza/soda party viewing for a squad so it can be covered all in one time frame.

(The affirmative team members are twin brothers, which proves siblings can co-exist peacefully on a forensic team. The tape comes with a sample flow sheet of one of the issues in the round.)

Content: Varley opens with a discussion of debate settings and how a final round (the 1992 final round) offers some differences from the normal Saturday contests. He then leads the viewers through the debate, stopping after key speeches and cross examinations to explain what has happened and what it might mean in the final result of the debate.

CX 112 (*) Flowing a Debate 36 Minutes**

Mr. Greg Varley, Lakeland High School, NY

Comment: Flowing as a difficult but necessary aspect of debate

1. reasons for flowing
2. who flows what
3. how to flow

The follow up should be some practice flowing of short speeches, and then all should watch a real debate (CX 111 or another) and "get into the flow" of debate.

CX 113 (*) Recruiting Round Table 53 Minutes**

Part I: Wayne Brown, K.C., MO and his students

Part II: Greg Varley, NY; Daryl Fisher, LA; and Vicki Drinnon, AZ

Commentary: Part I is a dramatization by Wayne Brown's class in Kansas City. A young man, obviously interested in one of the female debaters on the team, drops by to see what this forensic business is all about.

The dramatization is well done. Unfortunately it was made in 1984 which leaves a viewing coach having to endure student's commentary on the "weird" hair and clothing styles and the strange debate files. But it still makes the point. It explains what the forensic business is all about.

Part II. Three coaches from three different types of school...public, private, and parochial... explain various methods they utilize to find good students for their forensic programs.

Content: The commentary pretty much explains the content.

EXT 105 (*) Expert Extemp: First Experiences 42 Minutes**

EXT 106 (*) Expert Extemp: Advanced Techniques 45 Minutes**

Lanny Naegelin, Texas (facilitator); Austan Goolsby, Beth Garrett, Christi Cunningham, and David Frederick...all former national final round competitors.

Commentary: I like these tapes! Lanny has assembled four of the all time great extemporaneous competitors into this panel. They are all very articulate, poised, knowledgeable, and successful young adults...the kind we want our children and our students to grow up to be. This is not a dry panel discussion. I would feel safe allowing students to watch it unattended, although a coach might sit in and "hold the hands" of those who may

be reluctant to try extemp because it looks...well, scary and hard. Watching these charming young men and women will provide an excellent set of role models, particularly when students hear them recall their first extemp attempts. Any student who hears them recount how much extemp lead to their future successes will be convinced that extemp is "where it is at..." (to borrow a non-grammatical idiom that drives me crazy)

Content Ext 105: Just the introductory portion and the personal history of each of these young men and women is impressive. The discussion centers around how each was drawn (or coerced) into extemp as a beginning forensic student. Each recalls his or her first attempts and experiences and the moment that each decided that extemp was THE EVENT for them.

Content Ext 106: This is a continuation where the discussion turns to more practical considerations of how each became a very successful extemper.

1. Reading sources...beyond the weekly magazines.
2. Files...a squad file or a personal file?
3. Using prep time effectively
4. Introductions and sources for introductions.
5. Structuring a speech.
6. Personal hints...things each did to have success.

It will strike viewers that there is a considerable similarity and also a considerable dissimilarity to successful extemp approaches. But whatever each did, they did it well. Their competitive records and their "life after high school" proves that.

EXT 107 (*) Expert Extemp: Speech and Critique 43 Minutes**

Same panel as EXT 105, 106

Commentary: The tape may be somewhat intimidating to beginning extempers since the panel listens to what appears to be an effective extemp speech, and then the collective critique shows a considerable number of suggestions for improvements. But if the critique is followed closely, it becomes obvious that all of the comments are

constructive and helpful. Everyone can do anything he does, ...better. We never reach perfection; we only strive towards it.

Content: The commentary shows the content.

INT 103 (*) Interpretation of Prose and Poetry 86 Minutes**

Professor Emeritus Ruby (Miss Ruby) Krider, NFL Hall of Fame, deceased

Commentary: I was never fortunate enough to meet Miss Ruby or to take a class from her. I envy those who did. This is a class act by a wonderfully warm and genteel lady. You immediately understand she loves what she teaches.

The tape is lengthy, but it is conveniently broken into three parts, so it can be shown in segments. Part one could easily be used in English classes when teachers are trying to make students understand how writers utilize language choices to make word pictures.

Content:

Part One: "Catch the image..."

Finding "tone color" in words that appeal to sensory experiences

Finding kinetic words, ones that express motion or movement

Finding kinesthetic words, ones that are linked to internal emotions

Recognizing good literature for interpretation.

Part Two: "Chat, chat, chat..."

Analyzing literature to find who, what, when, where, and why

Analysis of the poem *Richard Cory*

Knowing the narrator

Part Three: "Make us believe you..."

Analyzing characters for interpretation

Portraying the physiological, psychological, sociological character

INT 104 (*) Critique of Interpretation (Humorous) 60 Minutes**

Ron Krikac, Bradley University; Rosella Blunk, Sioux Falls, SD; Tony Figliola, Holy Ghost, PA; Mildred Peveto, Newman Smith, TX.

Commentary: This is an especially good tape because it utilizes two performances from national final rounds in humorous interpretation. Tapes of performances of final round interps have been impossible to get because of the copyright laws.

Content: A performance of *Midsummer Night's Dream* followed by a panel critique. Because this is an often done and successful selection it provides an excellent example of what could be classified as "good" or classical material for interpretation.

The second performance is the selection *Three Step Method*, a good example of an often done contemporary piece. Of special interest in this performance is how FEW lines the interper utilizes, instead relying on a considerable amount of physical movement and expression to capture the humor of the piece. It is followed by the critique.

INT 105 (*) Introduction to Poetry Interpretation 57 Minutes**

Ms. Barbara Funke, Chesterton, IN

Commentary: Not all states have poetry reading as an event, but all schools that qualify students to the national tournament have the option of entering contestants in supplemental poetry reading contest. Some states, California for example, do have events where a "read" manuscript must be in the competitor's hands. This tape is a useful instructional guide for not only poetry reading, but also as a guide to how handle a manuscript in presenting a "read" selection.

Content:

- Choosing a poem that is right for the performer
- Putting a five minute program together
- Finding the persona of the poem
- Analyzing the language of the poem
- Interpreting the poem vocally and physically
- Technical aspects of performing
- Coaching poetry reading

GEN 101 (* coaches only?) Ethics in Competition 40 Minutes

Mr. Joe Wycoff, Chesterton, IN

Commentary: I really enjoyed this tape. I discovered why Joe's students always had such success at the national tournament. He is a cornucopia of ideas and wonderful anecdotes when he constructs a message. And what he has to say about ethical behavior is truly an excellent message. The problem I have is how to apply the tape. I anticipated something more pragmatic regarding ethical behavior in competition. Instead I got an inspirational speech on what is required of the individual to become (or remain) ethical. Joe is missing his calling. He could become a very rich man touring around giving inspirational speeches. This is a tape to borrow and copy rather than purchase if funds are in short supply. All coaches need to see it if not for the message, then for the construct of the content as an example of a good speech.

LD 105 (*) How to Prepare for Your LD Rounds 35 Minutes**

Ms. Dale McCall, Wellington HS, West Palm Beach, FL

Commentary: Some coaches may disagree with Dale's comments regarding evidence and the use of evidence, but the practical advice more than offsets any negative reaction. Students need to take notes for follow up discussion.

Content:

Affirmative

- research, the nature of evidence
- definitions of resolutional words
- values premises and how to find them in the resolution
- developing criteria to support the value premise
- using internal summaries and tie backs
- "writing" and LD case

Negative: establishing a negative position

Rebuttals:

- "ball parking and crystallizing" arguments
- focusing on key issues
- underviews and summaries

Added tips for surviving rounds

LD 106 (*) Value Analysis in LD Debate 43 Minutes**

Professor Diana Prentice-Carlin, University of Kansas.

Commentary: This is a very listenable explanation of the concept of the meaning of "values". A basic understanding of that meaning is, of course, intrinsic to learning to do LD debate. Students should take notes.

Content:

- definition of "value"
- four categories of values
- distinction between instrumental and terminal values
- "common American" values
- characteristics of values
- relating values to LD topics and debate
- utilizing value positions in rounds

LD 107 (*) LD Debate: The Moderate Style 55 Minutes**

Ms. Pam Cady, Apple Valley, MN

Commentary: The tape seems to establish an "acceptable: standard for Lincoln Douglas, the "moderate style" as compared to the extremes of "philosophical based" in some areas or "pragmatic approach" in others. (Maybe it is time to draw some clear boundaries regarding what LD is supposed to be. We've been at it since 1979 and still cannot seem to find a consensus nationwide.)

There is an excellent demonstration LD debate on this tape, one that clearly shows the moderate style. (I had considerable trouble getting my copy of the tape to track, but finally did. I hope it was just my copy that was bad. Work with it.)

Content:

- discussion of debate styles: philosophical-moderate-pragmatic
- principles of moderate debate
- demonstration debate
- review of debate with debaters, pointing out moderate style

(Smith to Page 24)

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CONSTRUCTIVE THEORY

by John Durkee

Since the introduction of the argumentative belief which suggested a topicality challenge may only be raised in the first negative constructive, limits upon the nature of arguments permitted in constructive speeches in team debate is practiced by nearly all in the debate community. Today, practice restricts the presentation of all constructive arguments to first affirmative and negative constructives. Restrictions are most noticeable in the judging practice of punishing negatives for placing new disadvantages in the second negative. This essay visits the theory of the constructive and will argue that the nature of a constructive speech permits all constructive arguments in any constructive speech.

Let me begin with the greatest heresy. A topicality argument placed in the last thirty seconds of second negative constructive has the same legitimacy and weight as one placed at the beginning of first negative constructive. Arguments traditionally fall into two major categories, constructive and rebuttal. A constructive argument presents and supports part of the case, and a rebuttal seeks to answer opposing arguments and to reinforce ones own. These definitions come from the 1941 edition of *Discussion and Debate* by Ewbank and Auer, admittedly an old reference by two authors who are not quoted today. Practice and theory are much different from that age in which all four constructives were pre-written canned speeches. Yet, no recent book or article on debate offers a substantially different definition or challenges the validity of these venerable definitions. The theory of the constructive has remained the same for more than the fifty years separating us from that pre-World War Two book. A constructive speech, although its purpose may be to destroy an opponent's argument, presents the evidence and argument supporting one part of his/her team's case. Nevertheless, current practice requires that first constructives are the only proper home to constructive arguments, second constructives and all rebuttals are the home of rebuttal arguments. Why is this so?

The primary arguments for current practice are fairness and burden of proof. First affirmative must fully lay the complete affirmative position into the round. First negative must place all negative arguments of probative validity; topicality, counter positions, and consequences; into this speech for similar reasons of fair debate. In Lincoln-Douglas debating this expectation is a fair division. Affirmative receives two rebuttals to rejoin arguments, while Negative takes all of the Negative rebuttal for rejoinder and rebuttal. In team debate, current practice limits second constructive from building further the affirmative or negative cases except through extension, in spite of the fact that the second speech is called a constructive.

The theory of the constructive has remained the same for more than fifty years...

Constructives should present and support part of the case. These limits on the process and the debaters, limit the range of independent reasons used in decision making, instead of creating constructive growth during the round. If the speeches were renamed, calling second constructives first rejoinders for instance, these speeches would clearly be placed within the beliefs of current practice. But, they have not been renamed. Instead, the name constructive remains attached to a more limited range of argumentative options.

Pity poor first affirmative rebuttal if new arguments of major consequence come back into last constructive, right? Actually, wrong. Recently, a minute was added to each rebuttal speech in order to enable greater depth and breadth of response. First affirmative gained this additional minute at the same time negative was deprived the weight of eight minutes of new constructive arguments in second constructive, a rather unusual response to added time.

This shifting away from con-

structive arguments came at a time when the debate community began to trivialize the consequences of a debate round. The first move in the shift came when the affirmative plan was placed into first affirmative. Soon, what was a tactic inaugurating comparative advantage cases, became the required norm. Teams were punished if they read plans in second constructive, because of the perceived unfairness withholding this information caused the negative. The next major shift came under the guise of *hypothesis testing* and the even later *games playing*. For the first time, debaters freely practiced a debate style leveled as the severest criticism of debating. Debaters, it was charged, care nothing for the search for Truth, they only seek to gain any advantage in order to win. With *hypothesis testing*, debate reached the heights of argument as a search for Truth. Constructive speeches offered no boundaries. Any argument was fair game. Then *games players* introduced the concept that Truth was irrelevant: Popular mock rock and roll style was all. Affirmatives liberally reinvented the round in last rebuttal. Truth yielded to cleverness, while newer and better theory advanced the procedures of the round. Today, belief in the *Critique* and the budding influence of *narrative*, while eliminating any concept of constructive argument, impose a more tightened sense of what is permissible. Theory articles supported all of the evolutionary changes made, but have never challenged the meaning of constructive.

What began as a tactical innovation should not be allowed to fossilize practice. When disadvantages were first introduced into first negative constructive, the tactical advantages of surprise warranted this innovation. Negatives forced the affirmative into a position by provoking responses to the disadvantage thesis before negative had to commit to the exact line of argumentation and consequence of the disadvantage. This ability of the negative placed the affirmative into a difficult argumentative position which was initially answered by flexible affirmative positions.

Like the negative disadvantage, affirmative expansion shifted through the course of the debate. Implementation of interactive positions requires sophistication of argumentative skills. The ability to place selective disadvantages into the first constructive, thereby freezing the affirmative position, and then cementing winning positions in later speeches is difficult. Only mature debaters, or debaters with a coach who purchases or writes debater positions, are capable of sustaining the expansion of the debate from speech to speech; in order that what appears to be the negative (or affirmative) position after first constructive is actually very different from the team position after first rebuttal.

However, many teams do not have the sophistication to extend arguments. For them, the requirement to introduce all new arguments into first constructive means that all later speeches are just a rehash of first constructives. When these debaters try to extend arguments in second constructives, the language they use or the arguments they present convince their inexperienced judge that these are "new" positions. The judge hammers the debaters for being so poor, and they, poor things, end up repeating and rereading arguments for the rest of their debate careers, as a consequence of early humiliation. And of course when these humiliated debaters become judges themselves, they pass on the lessons of their experience.

There are sound arguments that the major premises of the affirmative and negative cases must be presented upon first opportunity. Negatives are disadvantaged if affirmative creates new justifications in second constructive. This is especially abusive if an entirely new affirmative case theory and plan adjustments enter only in second affirmative constructive. Similarly, if negative enters its core or key arguments in the last negative constructive, time constraints limit full affirmative responses. What has distorted the current view of what is permissible to second negative is the weight now given to the disadvantage argument. At the time of the publication of the definitions used in this article, case side arguments carried the round, disadvantages held about the same

weight that inherency holds today. This shift in emphasis necessitates a change in practice, but does not warrant a restriction upon second speaker from presenting part of the case. First negative should present the core element of the negative case, disadvantages, while second negative presents the other important, yet independent, components of the negative case. Second negative could, for instance, present the case objections. Topicality would ideally fit second negative as the topicality argument is rarely seen by judges as important to adjudication. What is fair and what has been practiced in most of the years of debate from the end of World War I is that the core case is defined by first speaker, while independent corollary arguments are presented

**It is not fairness,
but tactical gain
masquerading as
fairness which
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upon the use of
the constructive.**

by the second speaker. Both constructives constitute that team's case.

The greatest need for new argument creation in second constructive is in early season rounds while the topic is evolving, where a better position occurs to the negative team only once second affirmative constructive clarifies the affirmative case. In these debates, debaters should introduce arguments based upon this new understanding. Only by allowing second negative the opportunity for constructive arguments can topic discussion deepen. Many debaters make "generic" arguments when confronted with a case which may take some time to understand and respond to adequately. Unfortunately, many judges encourage bland responses in preference to allowing negative to reflect and then develop positions in later constructives.

Practical concerns do not deny the validity of what ought to be constructive arguments. Two-thirds of the debating time is intended for case creation, one-third given to rebuttal. Contemporary practice reverses this time allotment, eight minutes of constructive against

eighteen minutes of responses. But, of course, current practice reestablishes the balance by "shelling" affirmative and negative arguments so that clever debaters do create new positions in second constructives adapted to opposing argumentation. Our dishonesty does not acknowledge this practice as abusive. Instead, we sham outrage at the teams which directly and honestly present new advantages in second affirmative or disadvantage or topicality in second negative; applauding the skillful who trap the opposition into error before shell exploding responses.

It is not fairness, but tactical gain masquerading as fairness which imposes limits upon the use of the constructive. Practitioners took the language of fairness and combined it with the pseudo-erudition of the valueless post-modernist and imposed a rigid doctrine upon hapless debaters. While maintaining no standard or values apply, because there is no truth, these denizens of the new age punish those who fall outside their narrow vision of fairness. Policy making can not be subsumed into a world of hypothetical truth on the one hand, while maintaining the firm certainty of rules violations.

What is meant here? If the high school debate community accepts that team debate is no longer a question of comparative policies, where balanced advocacy forms the core of our norms of practice, then to impose any rules upon the obligations of the debaters is counterproductive to the operative argumentative theory. For instance, if the affirmative chooses to use narrative as its organizational structure, how can a disadvantage raised even in rebuttal be outside the scope of the discussion? After all, it is merely negative narrative. It is the negative story. A judge disturbs the validity of narrative by telling the debater that s/he can not tell the negative story in the negative manner. Just as no *chic* judge would ever think of dissembling against an up-to-date affirmative, faddish judges should not presume an authority in the round, if recent practice has any truth to it. The judge, intervening, violates the precepts which the judge pretends to practice.

If there are no accepted standards, then what do students need

to learn in order to practice debate as it ought to be done? A choice over who establishes the boundaries of debate in a world of self-defining rules needs to be made. These are the choices we have: The debate community, The judge in the round, The debaters, Nobody, our current method.

Probably, it ought to be the debate community who decides what constitutes good debate, but we may never know exactly who composes this group of rule making decision creators. Sometimes small groups of this community gather, make up some rule, make fun of those who believe in different rules, and such, but we never all join in willing response as a total community. Even when a national convention is invoked, significant parts of the debate community are absent; whether consequent absences stem from important conflicts or moments of pique does not matter, for even in advance of decision creation, some parts of our community prejudice with scorn any subsequent convention recommendations. What matters is that the debate community has no authoritative forum to undertake the task of reaching mutually agreed upon standards. Authors, debate authors that is, no longer hold authority. Even textbooks sold this year as new do but skate the edge of precedence demanded from imperious ever innovating judges. The rest of us fight battles two decades old, slow or fast - communication or argument - tomorrow or yesterday. But, nobody cares. The old battles are not relevant to contemporary practice, we have gone so far.

Previously, I have argued the boundary definer ought to be the judge, if by judge we mean an impartial arbitrator who comes to the round with few prescriptive methods of making decisions. If we trusted reasonable citizens with making an informed decision, we could return to the real world model of decision making which I formerly advocated. Being in the minority on this issue in a community of debate coaches who think judges ought to know something before becoming capable of making decisions, I have moved to a different position. A position which is well supported by the traditions of debate and by current practice.

Personally, I favor allowing

the debaters to establish and debate this very question of fair use of constructives. The debaters should decide in the round what ought to be practiced. Coaches should provide a range of decision making options in lessons and student practice. Students will take the responsibility of making arguments in regard to their opponent's theory of case and theory of the use of constructives. Judges will render decision upon what is argued in the round, and not based upon methods practiced as former debaters.

Allowing debaters to make these decisions has three practical benefits. 1. Debate theory will continue to evolve as a question of practice. 2. All students will be armed with the tools to take control of their own theory. No sub-community will dictate practice to others

Debaters must be given a rule which allows them to protest the decision ...

though the beliefs of their judges. 3. As a larger community, we will move closer to mending the divisions which sometime rock our small world.

This necessitates the potential of a new practice. Debaters must be given a rule which allows them to protest the decision of a round where the judge used his/her own preconceptions of what the debaters ought to have done rather than deciding upon what actually occurred. The rule would be simple, if debaters believe judges have intervened in establishing the criteria of theory resolution, and can prove with verbal statements or written statements from the judge that such was the case, the judge's decision is rendered void and the judge is expelled from further judging at sanctioned tournaments.

At first, implementation of this new rule will be ugly. District committees and the National Council will need to sit in long hearings testing each debater's protest. Rounds will be re-run. Judge shortages will abound as harassed judges realize how easy it is to get out of judging further rounds. Time schedules will balloon for a year or two, at most a decade, until the current

crop of young judges are replaced by debaters who have grown up in the practice of letting the debaters set the terms. When that day comes, soon, debate will be restored to a place where practice and theory are once more in accord. Only what is consistent with the affirmative or negative theory will enter the room.

A great shame is that the possibilities for innovation have been severely restricted by contemporary practice. When Emory switched the disadvantages into first constructive, this radical shift caused wonder, discussion as to desirability, and imitation, but it still left open other innovations, which have happened. Today, that window of innovation is tightly limited. Not only do new practices not arise from high school debate, but the imitative practices imported from college circles model only shallowness. Imitation is not flattery. Innovation degenerates. With only eight minutes of constructive argument little more can be expected.

In rounds, debaters may prove that the theory of the constructive advocated in this essay is unwarranted. That will be fine. At least they will not have imposed upon their innocent practice arbitrary rules from an all-powerful judge. However, debaters will find reasons for constructive arguments in the third and forth speeches and successfully argue that equal constructives are the core of advocacy. The debaters will want to build. When they are released from the artificial constraints of today, and once again use second constructive to advocate their own cases, argument and advocacy will return to the center of policy debate.

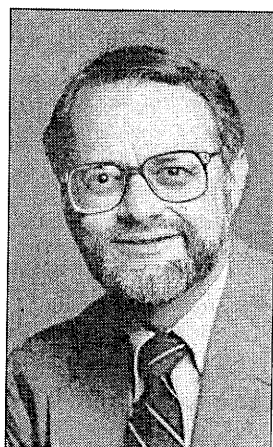
Don't limit debaters with the artificial constraints of your own beliefs, instead allow them to explore the dimensions of constructive thought, even if that means voting on an argument raised in the last thirty seconds of second negative constructive; or find the book which overturns the timeless 1941 definition which requires each constructive to present and support part of the team's total case.

(John Durkee coaches at Laramie (WY) HS.)



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DAVID CHESHER,

Director, Policy Debate

David 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. Professor 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.



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 junior, Rice University; former LD debater with numerous national championship awards and round robin honors including the 1994 NFL National Championship.

Kandi King
 Teacher and director of forensics, Tom C. Clark High School, San Antonio, TX; B.A., Incarnate Word College; Texas speech teacher of the year; state officer of Texas Forensic Association for the past 12 years and current president.

Cindi Timmons
 Teacher and director of forensics, Colleyville Heritage High School, Colleyville, TX; B.A., M.Ed., University of North Texas; 2 NFL Diamonds; former president, Texas Forensic Association; five NFL national champions, 11 state champions, two national sweepstakes awards.

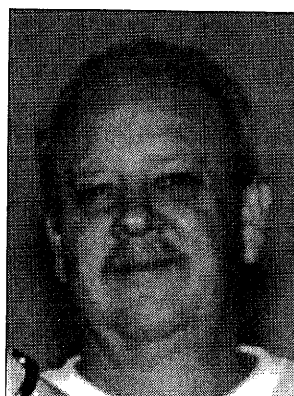
Comments from 1994-95 National Champions

"I attribute a large part of my success to the two summers I spent at The University of Iowa Forensics Institute. The one-on-one attention I received from my lab leaders allowed me to recognize weaknesses in my technique and make the necessary changes. Since I went home with a clear concept of what I needed to do during the year to continue my improvement, the benefits of Iowa lasted long after the two weeks were over."

—Claire Carman, Rice University

"Having attended Iowa twice, I know first-hand the quality of instruction at the University of Iowa's debate institute. Because of highly individualized attention in a small lab setting, the first-rate instructors communicate the basics of Lincoln-Douglas debate to a novice as skillfully as they explain very advanced techniques to an experienced debater. I highly recommend Iowa for a debater of any skill level."

—Justin Osofsky, Harvard University



John Woollen
 Teacher and director of forensics, Enloe High School, Enloe, NC; A.B., Wesleyan College; M.Ed. Social Studies, UNC at Greensboro, Ed.D., International Studies; certificates in curriculum and instruction and social sciences education; NFL Double Diamond Coach Award; Key Coach of the Barkley Forum; 69 students to NFL nationals; 91 Barkley Forum champions.

Robert Levinson
 Associate director of forensics, Bronx High School of Science, New York City; B.A., University of Pennsylvania; paralegal, Foerster & Morrison; numerous national qualifiers.



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Iowa is **the** premier LD institute. We are privileged to have teaching this year Hetal Doishi, Brian Fletcher, and Caleb McDaniel, three of the best high school LD debaters in the country. Previous Iowa institute participants, they will now work beside other former champions who consistently return to Iowa after living, enjoying, and learning from the Iowa experience.

Selected 1995 Tournament Results

Wake Forest: 21 of 32 teams clearing to elims and 7 of 8 teams in quarters were from Iowa.

Bronx Round Robin: 10 of 11 invited teams were from Iowa

Bronx High School Tournament: All four teams in semifinals were from Iowa.

Glenbrook Round Robin: 10 of 11 invited teams were from Iowa, 7 of 8 teams in quarters and all four in Semis from Iowa.

Montgomery Bell Academy: 9 of 12 invited teams were from Iowa.

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 12 International Center, The University of Iowa, Iowa City, IA 52242-1802

IOWA



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Paul Bellus

Paul Bellus is a professor and coach at Samford University. He has coached teams to the finals or semifinals at the TOC, NFL, CFL and state championships. He has been presented the Walter Ulrich Award, St. Mark's Acolyte Award and the Nebraska Coach of the Year Award.

Heidi Hamilton is a professor and coach at Augustana College, IL.

She is a former University of Iowa assistant coach. While at Iowa, she coached teams to the finals and semifinals of the NDT. An outstanding debater while at Augustana South Dakota, she is a highly respected teacher and debate coach.

David Hingstman is a professor and coach at the University of Iowa. In his eight years as Iowa's head coach, he has qualified 18 teams to the NDT; eleven were first-round-at-larges. He coached the 1996 second place NDT team and the 1992 first-place speaker. He coached at Baylor and Northwestern before coming to Iowa. He has



David Hingstman

Sheryl Kaczmarek teaches and coaches at Newburgh Free Academy. As a Double Diamond Coach, she was recently named Northeastern Coach of the Year. She has coached numerous teams to late elimination round performances. Last year, her

teams swept the New York State Debate Tournament, winning first place in all three divisions. She has been a concerned debate educator for many years.

Dave O'Connor

teaches and coaches at Iowa City West High School. His teams have consistently been winners and runners-up at major national tournaments.

This year alone, his teams have won the Greenhill and St. Mark's tournaments; and have participated in the Pace, Harvard, Glenbrook, and Greenhill round robins. He has been awarded the Ulrich Award, as well as St. Mark's Acolyte Award.

Matthew Whipple teaches and coaches at Glenbrook South High School. He has coached numerous teams to success at the national, state, and local level. A highly requested instructor, he



Heidi Hamilton



Matthew Whipple, Dave O'Connor

has worked at Iowa for more than a decade. Matthew strives to create opportunities for learning and achievement.

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- PAUL BELLUS**, Assistant professor, debate coach, Samford University, Birmingham, AL; B.A., University of Nebraska, Lincoln.
- OMAR GUEVARA**, Ph.D. candidate at Wayne State University, Detroit, MI; B.A., The University of Iowa; M.A., Miami University, Oxford, Ohio.
- 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**, Assistant professor and director of forensics, Augustana College, Rock Island, IL; B.A., Augustana College, SD; M.A., University of North Carolina; Ph.D., The University of Iowa.
- DAVID HINGSTMAN**, Assistant professor and director of debate, The 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.
- MONTE JOHNSON**, Ph.D. candidate at the University of New Mexico; assistant debate coach at Albuquerque Academy.
- SHERYL KACZMAREK**, Teacher, director of forensics, Newburgh Free Academy, Newburgh, NY; B.S., Carroll College; M.S., University of Illinois.
- BRIAN LAIN**, Debate coach at The University of Iowa; B.A., Wake Forest University; M.A., Wayne State University.
- TIM McRAE**, Graduate student, Georgetown University; B.A., Georgetown University; has taught English abroad on a fellowship for last two years; outstanding debater while at Georgetown.
- DAVID O'CONNOR**, Instructor, assistant debate coach, West High School, Iowa City, IA.
- COREY RAYBURN**, Senior, The University of Iowa; top speaker at four national intercollegiate debate tournaments 1996-1997; second place 1996 NDT.
- KAREN SCOTT**, Junior, The University of Iowa; former debater Oak Park and River Forest High School; semi-finalist, Long Beach, CA; quarter-finalist, sixth speaker Baylor University Tournament.
- WARREN SPROUSE**, Teacher and director of forensics, Washington High School, Cedar Rapids, IA; B.A., Oberlin College, Oberlin, OH; M.A., Columbia University, New York, NY.
- BILL TRAPANI**, Assistant coach, graduate student, The University of Iowa, Iowa City, IA; B.A., M.A., Baylor University, Waco, TX.
- MATTHEW WHIPPLE**, Teacher and director of forensics, Glenbrook South High School, Glenview, IL; B.A., Northwestern University; M.A. Roosevelt University, Chicago, IL.

LINCOLN-DOUGLAS

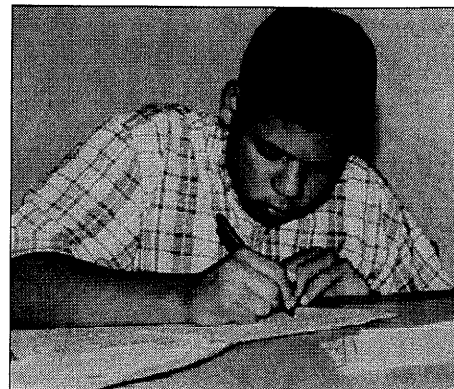
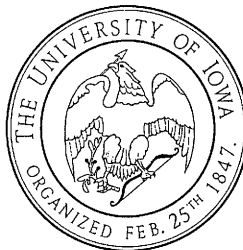
- PATRICIA BAILEY**, Former director of forensics, Homewood High School, Birmingham, AL; B.A., Huntington College; M.A., Montevallo College.
- DAVID BALL**, Teacher and debate coach, Montgomery Academy, Montgomery, AL; B.A., Princeton University; M.A., Duke University.
- ERIC BEERBOHM**, Junior, Stanford University.
- CLAIRE CARMAN**, Junior, Rice University.
- MICHELE COODY**, Teacher, director of forensics, St. James School, Montgomery, AL; B.S., Spring Hill; M.A., Auburn.
- HETAL J. DOSHI**, Former debater and graduate of Vestavia Hills High School.
- MARILEE DUKES**, Teacher and director of forensics, Vestavia Hills High School; B.S., University of Southern Mississippi; M.S., North Texas State University.
- BRIAN FLETCHER**, Graduate of West Des Moines Valley High School, Des Moines, IA.
- KANDI KING**, Teacher and director of forensics, Tom C. Clark High School, San Antonio, TX; B.A., Incarnate Word College.
- ROBERT LEVINSON**, Associate director of forensics, Bronx High School of Science, New York City; B.A., University of Pennsylvania.
- JAMES MALLIOS**, Law student, Furman Law School, Greenville, SC.
- CALEB MCDANIEL**, Graduate, Tom C. Clark High School, San Antonio, TX.
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- ALISON SNOW**, First-year student, University of Alabama, Montgomery, AL.
- CINDI TIMMONS**, Teacher and director of forensics, Colleyville Heritage High School, Colleyville, TX; B.A., M.Ed., University of North Texas.
- JOHN WOOLLEN**, Teacher and director of forensics, Enloe High School, Enloe, NC; A.B., Wesleyan College; M.Ed. Social Studies, UNC at Greensboro, Ed.D., International Studies.
- DANIEL YAVERBAUM**, Former teacher and LD Coach, Isidore Newman High School, New Orleans, LA; B.A., Magna Cum Laude, Amherst.

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Is this Heaven?
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IN DEFENSE OF HANDBOOKS!

by Marty Ludlum

I read with some dismay the article by Jason Baldwin in the November, 1996 issue of the *Rostrum*. I feel it important to respond to his attack because we, as an activity, must come to terms with the purpose of our activity. Mr. Baldwin's major arguments:

1. To quote Mr. Baldwin directly: "Perhaps the most compelling reason to avoid mail-order evidence is that it is a bastardization of anything good that debate may represent." (page 14) Marketers of quotes are described as "ignorant yahoos" who "are not teachers in any normal sense of the term and cheat students out of the most educationally valuable aspects of a forensics background." (page 14) "In sum, mail-order evidence and cases are antithetical to the value of education and the integrity of competition; they are often of dubious origin; and they are, at best, a complete liability. If enough teams quit buying them, perhaps they'll shrivel up and disappear." (page 15)

2. The quality of some handbooks is poor.

3. Students should research on their own.

4. No one needs the stuff, because Jason Baldwin succeeded without it.

5. There is no answer for teams without access to libraries.

As for his issue #1, personally, I have to wonder what makes a 19 year old so bitter about a business which he does not understand. The depth of his lack of understanding will be shown later, as the discussion intensifies, but for now suffice it to say that debate handbooks allow newcomers to join the activity, an activity that has become too exclusive, too elitist, and too competitive, as Mr. Baldwin's comments prove.

As for his issue #2, I must surrender. Debate handbooks, like every other consumer product, from car tires to toothpaste to fast-food, have some high quality and some low quality vendors, and usually price indicates the quality. The only problem with this, specific to

debate handbooks, is that many debaters and debate coaches are buying the products without knowledge of them, and then are surprised with the quality of the product. My best suggestion for that is to stick with a familiar product/established company and they cannot go wrong. Buying something sight-unseen from an unknown company is a risk.

His issue #3 is where the divergence in our ideals becomes obvious. My view, from participating in debate in high school, college, and coaching and teaching in college, is that debate is an activity for everyone, with or without formal (tournament style) competition, and that

**Try to remember
your first debate
experience. . .
Debate is a difficult
activity to
acquire.**

debate handbooks help the new people to the activity. Mr. Baldwin's view, not unlike many involved (a.k.a. obsessed) with the activity, is that debate exists only to the extent of competition (getting a trophy) and the public affairs functions of debates (public debates at school, debates in class, etc.) exist only to justify a teacher's salary.

If put in real terms, I agree with #3, but the real understanding of Mr. Baldwin's statement escapes even Mr. Baldwin. All knowledge should be acquired directly. Read the books yourself. Study for yourself. You do not need debate handbooks, as Mr. Baldwin would say. This position, if valid, extends beyond debate handbooks, but to all knowledge. A student who reads the classics, is self taught, learns a foreign language via immersion, will always have knowledge superior to a person who is spoon-fed information, via a school format.

Understanding this, why do most people (Mr. Baldwin included) attend school rather than search for knowledge for one's self? Because it is easier, and because some-

times it is better to rely on the knowledge of others rather than your own guesses. The same rationale supports debate handbooks.

If Mr. Baldwin is to condemn students who use handbooks, I say he should evenly blame students who read debate textbooks, rather than the original academic articles on which they are based. He should condemn all football players who gain insight from watching films of other teams, rather than playing against them to acquire the knowledge first hand. He should condemn all teachers who buy a teacher's edition of a textbook, rather than spending countless hours reading the student text and developing their own. He should condemn all who attend "schools" and prefer those who search out an academic mentor and tutor under this person for their education. But he does not. In fact, Mr. Baldwin, and all people similarly critical of debate handbooks, condemn debate handbooks for the same reason which they use to justify their own behaviors in other areas.

As for issue #4, my primary comment would be that debate briefs are not designed to buy your way to success. But this ignores a major issue which Mr. Baldwin assumes is carved into stone. Is debate an activity designed solely for competition? Is a debater who only takes the course, and speaks during one in-class debate really gaining anything out of the activity? Mr. Baldwin would say "no," or at least to be consistent with his line of thinking he should say "no". Mr. Baldwin assumes that what is important in debate is competitive success (I won without the handbooks, as you can too!). Mr. Baldwin ignores what I feel is the primary purpose of debate, to train people to speak with an audience on a controversial subject. Notice, you can fulfill my purpose of debate without any concern of competitive success (trophy hunting), and I think if you really read the debate textbooks of the past 50 years, they will emphasize this.

What has occurred alarmingly in the last decade is an attitude of

"winning is everything" to debate. Competition is not a means to an end (such as enlightenment, or confidence in public speaking), competition is the end. Getting a trophy is the ultimate goal. Confidence or understanding are simply road-bumps which must be traversed in order to gain the trophies. In accordance with this view, anything which allows a person to "short-cut" in competition is harmful, since it would allow someone "unworthy" to gain a trophy. Or so would say Mr. Baldwin.

It may be true that Mr. Baldwin never touched a handbook, as he promised in his article. Personally, and from my experience as a criminal defense attorney, I am especially skeptical when someone "confesses" to being hard-working and morally pure in thought. But I assume that Mr. Baldwin is telling

Telling a student new to the activity to "go to the library and find the information for yourself" will not work.

the truth when he states that he succeeded without handbooks because he did the work himself. This is only further evidence of the problem. How pathetic our activity has become when it appears that its only purpose is to dole out trophies, and then, only to those as morally pure as Mr. Baldwin? Mr. Baldwin is not the problem, and it is wrong to blame him personally. However, Mr. Baldwin, and his comments are certainly a symptom of the problem. The problem is rampant elitism and compulsive emphasis on competitive success.

Why are debate handbooks needed? Two reasons, one of which Mr. Baldwin has already granted. The first reason debate handbooks are needed is that many schools are without access to a library, and buying evidence is their only way to effectively participate in the competitive part of the activity.

I own Power Punch Publications, one of the companies which I assume Mr. Baldwin wishes to go into bankruptcy. As a project this

year, I set up a national map in my office marking each school which purchased our materials. I noticed how few of the towns I could identify. Certainly, I had some cities easy to identify, but the overwhelming majority of customers were from towns I had never heard of.

In conducting my traveling camps, I had the chance to attend many of these small towns. Towns where the public library and the high school library are one in the same, and consist of one set of bookshelves. Since I believe that the value of debate comes from the public speaking, these students benefit from the activity, a way which would be lacking in the absence of debate handbooks.

Mr. Baldwin implies that one can debate without evidence. This is true only in some limited debater-nonsense way of defining "debate". One of the three methods of persuasion (remember, ethos, pathos, logos) is ethos, the appeal to credibility. [A note for *Rostrum* readers, I was self-taught in the communication classics, as you can tell from my educational background. I jumped in communication studies at the Master's level, and had to teach myself the undergraduate communication studies, including the classics.] Mr. Baldwin himself appealed to ethos, citing several quotes in his article. Ethos is an important communication skill, and one which can be acquired through debate, but only if there is some evidence to cite during the speech.

Can one compete at all without debate handbooks? Well, not tournament-style competition without evidence. Mr. Baldwin is being less than sincere when he implies that a student armed with little if any evidence, but good common sense, can succeed in the competitive aspect of the activity. Surely in his high school experience he competed against students prepared as he indicated. Do these students win the trophies? Look to the students at Nationals. Are these students with little evidence, but a great deal of common sense? The problem I have noticed even in novice ranks is that to have a competitive tournament, you need a building with elevators so the students can haul all of their evidence in it. Encouraging students to enter the competi-

tive part of the activity without evidence is academically dishonest.

The second reason that debate handbooks are vital, and which explains why many schools, even those with access to fine libraries still purchase them, is that novices cannot participate effectively without them (novice teachers and students). I was surprised to find that many of my customers were new teachers, reading the handbook for information on the topic, not just purchasing it for the evidence to give to the students, an issue which Mr. Baldwin and those of similar thinking ignore.

Try to remember your first debate experience. New jargon, a new art of note-taking, and, of course, the tremendous fear of public speaking all combine to make the activity difficult for the beginner. I have seen numerous people at the

... many schools are without access to a library, and buying evidence is their only way to effectively participate.

high school and college level enter debate class with a thought of competing, and leave after the first attempt, never to return. Debate is a difficult activity to acquire. We cannot ignore that.

How do debate handbooks help? They provide the evidence, a bibliography of other research to find, and narrative descriptions of outlines to cases (like Power Punch uses) or in some instances, complete cases written out. Telling a student new to the activity to "go to the library and find the information for yourself" will not work. The new student will not know what to look for. They are asked to bake a cake, having never seen one before. They can find magazine articles, but cutting and tagging and organizing evidence are not innate skills in humans. They are all taught, and taught in debate classes. New students to the activity cannot do their own research, and even those with adequate research and organizational skills have many other mat-

ters to learn. One must learn speaker duties, speaker order, time limits, ethical rules, how to respond in a coherent fashion, signposting, and is expected to do all of these while speaking in public, most Americans' biggest fear.

I would analogize being new to debate to learning how to dance while being suspended on a rope bridge over a pool of live crocodiles. Mr. Baldwin would comment that "real men can learn to do this while blind-folded." Maybe so, but I doubt it. Debate handbooks allow newcomers into the activity. Newcomers who are discouraged by the dedication the activity takes, and the attitude of Mr. Baldwin, and others, that "since I walked to school up-hill (both ways) in the snow, barefoot" that all students should. Let everyone participate, say I, and if Power Punch goes bankrupt, so be it. Do not worry about me, because my legal career is doing fine (and, in fact, subsidizing Power Punch to keep the prices down).

Mr. Baldwin comments that handbooks harm the competitive nature of the activity. I do not think that Mr. Baldwin has anything to worry about. Being beaten by a novice debater armed with only a handbook is a very small risk. A much greater risk is dying in a bus crash on the way home from the tournament. I do not think that it is much of a concern that a person who is self-taught (in the limited way described by Mr. Baldwin) would lose to a person who is reading from a handbook. And if losing a trophy is the only thing which he values, he has already lost sight of what is important in the activity.

I'll give two examples of how I have used handbooks in my own college teaching to expose debate to new people. I use the handbooks as sources of material for students in the basic speech class. When they approach me, stating that "I can't find anything in the library to do my speech" I direct them right to a pile of handbooks, and give one to them. Regardless of the topic, a person can always find a good informative or persuasive speech topic from the handbooks. I did not think of this myself, I must confess. I had several college professors who bought the high school debate handbooks. I questioned them why they would need them, and they told me

of this use for the books. It has worked numerous times, always successfully.

A second example of the use of debate handbooks outside of debate was when I taught an Insurance class at Cameron University. Yes, I said an Insurance class. In that semester, health care insurance reform had sparked lively discussions in class numerous times. I took some of the handbooks on the old health care topic (1992-1993, if I remember right), and distributed them to the students. I told them each person was to find research supporting their position in the handbooks and prepare a five minute speech. I then had them indicate to me their position and topics, and paired them up pro/con. Some issues had three or four speakers, some just two. Then I had each person respond to the arguments of the opposing side. Basic debate.

No fancy issues of fiat, minute discrepancies of the wording of the topic, discussions over the need to be 100% topical and the effects thereof, just plain debate. Controversy, conflict, response. Now, none of them were debate competitors. In fact, only one person even wanted to do the activity. Most indicated that they would rather be publicly beaten than to have to speak in class. And their performances were nothing spectacular. In fact, by competitive debate standards, they were terrible. Not one person got or deserved a trophy. But they did participate. They were exposed to public speaking on controversial issues, they understood the importance of appeals to authority. For beginners, they did fine. And, isn't that the real purpose behind debate?

Has our activity been so polluted, so blinded by the thirst for competitive success, that we would close the activity to newcomers to ensure the moral purity of the competitors at present? I should hope not. But the comments of Mr. Baldwin, which I have heard countless times from others, make me worry.

(Marty Ludlum is the owner of Power Punch Publications, Inc.)

(Smith from Page 10)

LD 108 (**) Rebuttal Preparation 55 Minutes

Ms. Carol Biel, Chesterton HS,
IN

Commentary: The lesson is considerably less structured than all the other tapes. There is a lot of chat and happy talk. Beginning debaters would find it hard to follow, but advanced debaters can glean some real nuggets of preparatory gold from the experiences of the three young men and Carol. Good example of how a squad could sit down to brainstorm a topic.

Content:

- random discussion of strategies
- utilizing research files in preparation for topics
- brainstorming session
- practical tips from LD debaters on how to survive in a round

Some might think it would be an ordeal to sit down and watch (over a period of several days) 20 instructional tapes, particularly if you were not required to do so. I was not required to do so. I'm retired. No one can "require" me to do anything (excepting my wife).

It truly was not an ordeal. This series of tapes, as I noted at the outset of the review, are helpful to coaches and students, experienced and inexperienced. The effort by the NFL to produce these tapes remains in my mind the single most important effort that has been made to retain competitive speech and debate as the most valuable educational experience a high school student can have.

Buy the tapes. Borrow the tapes. Get them any way you can, coaches. They will make your teaching much easier and much better.

(Larry Smith coached at Fresno-Hoover (CA) HS. He is the recipient of the Ralph E. Carey Award for Distinguished Service as a District Chair and was elected to both the California and NFL Halls of Fame.)

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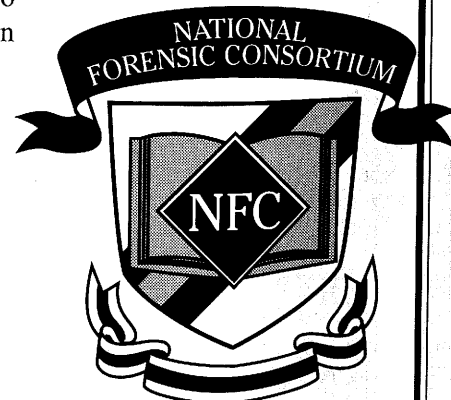
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POLICY and LD DEBATE

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- A scholars program, new to the CNFI, will be run to insure a variety of top quality debaters will be in attendance. This program will be co-ordinated by Paul Skiermont.

Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

JOANNA BURDETTE, EMORY CHERYL BURDETTE, VESTAVIA RACHEL CHANIN, STANFORD

MATT FRASER, STANFORD RYAN MILLS, CPS ROBERT THOMAS, EMORY

PAUL FREEDMAN, CHICAGO JUDY BUTLER, EMORY PAUL SKIERMONT, LOUISVILLE

ALLISON GROVES (LD)

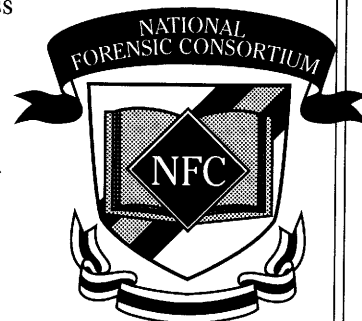
ACE PADIAN (LD)

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 \$1,125. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$525. 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



Presenting the

NATIONAL DEBATE INSTITUTE, D.C.

CX (all programs): July 5- 21

LD: July 5 -18

The National Debate Institute, D.C. 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 Paul Skiermont of the University of Louisville, two-time top speaker at college nationals. The debates will be critiqued by Mr. Skiermont and a 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.

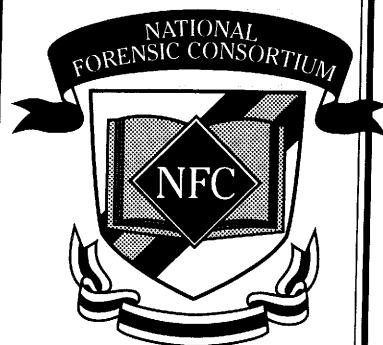
Costs (which includes housing, lunch and dinner throughout the program, and all program materials/briefs and evidence):

<u>Three Week CX Program</u>	<u>30-round plus CX program</u>	<u>Two Week LD Program</u>
\$1,095 (rm, board, tuition)	\$1,350 (rm, board, tuition)	\$895 (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

Stanford National Forensic Institute

CX Program: July 26 - August 14, 1997

LD / Events: August 1 -14, 1997

**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. Initially confirmed faculty include:

Judy Butler, Emory
Robert Thomas, Emory
Jon Hersey, UCLA Law
Cheryl Burdette, Vestavia
Rachel Chanin, Stanford
Anne Marie Todd, Emory
Michael Major, College Prep
Michael Edwards, Princeton
Hedel Doshi, Vestavia
Sasha Peterson, CPS

Paul Skiermont, Louisville
Matthew Fraser, Stanford
Ryan Mills, College Prep
Byrdie Renik, Columbia
Dave Arnett, Louisville
Bill McKinney, Vista
Minh A. Luong, Purdue
Dan Ho, U of Chicago
Jessica Dean, Boston U
J. Kanan Sawyer, Pinewood

Hajir Ardibili, Kansas
Joanna Burdette, Emory
Abe Newman, Stanford
George Kouros, Emory
Andrea Rufo, Emory
Jon Sharp, Emory
Eric Beerbohm, Stanford
Allison Groves, Reed
A.C. Padian, Yale
Brian Householder, HRS

**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
\$1,450 resident plan
\$695 commuter plan

LD and Events
\$1,095 resident plan
\$575 commuter plan

Given the nature and quality of the 1997 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.**

The National Forensic Consortium presents

THE STANFORD NATIONAL SWING LAB PROGRAM

JULY 26 - AUGUST 14, 1997

The Stanford Swing Lab Program is the finest academic preparatory program for policy debate students. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 1997. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include former national champions, the curriculum is rigorous and carefully executed, and students receive more debates that are expertly critiqued than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1995 and 1996 graduates "cleared" at most national circuit tournaments, including Greenhill, Wake Forest, Bronx, the Bronx round-robin, the Glenbrooks, Redlands, Loyola, Lexington, Berkeley, Stanford, and Emory.

THE PROGRAM

Expertly Critiqued Debates. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates.

Research, Evidence and Topic Inquiry. The Swing Lab program provides intensive instruction in research, argument construction, and advanced level technique. Students will gain expertise in the 1997-98 policy debate topic. The kernels of arguments which are produced by other institutes will be used as a starting point. These argumentative seeds will be used by program participants to construct entire detailed positions which will include second and third level extension blocks, modular topic arguments, and major theoretical positions with micro and macro analytical support blocks.

Advanced Theory. Swing Lab Scholars are assumed to have mastered the basics of debate theory. This foundation will be used to construct sophisticated and comprehensive positions. Scholars will be immersed in advanced theory through special seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, justification, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

THE PRIMARY FACULTY

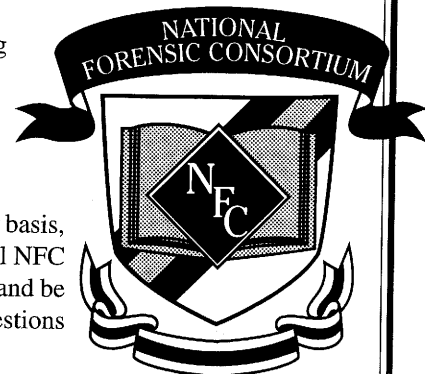
Paul Skiermont attended the University of Kentucky, and currently coaches at the University of Louisville. He was the top speaker at collegiate National Debate Tournament in 1994 and 1995, and was ranked #1 in the country by the annual coaches' poll going into the NDT. While debating he won the award for top speaker at every tournament he attended but two, including the top speaker award at Northwestern and Wake Forest, the two largest NDT invitationals in the nation. In his last two years debating he cleared as the top seed at several of the nation's toughest college tournaments, including the NDT, and he won Northern Iowa and Baylor. In high school he debated at Omaha-Westside where he placed 1st at the national Tournament of Champions and 2nd at NFL nationals, making him one of the most successful high school competitors of the last decade.

Jon Sharp is a debate coach at West Georgia College, and was an NDT debater at Emory University. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth round-robin. He and his partner were ranked #3 in the nation going into the 1994 National Debate Tournament. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his ninth year of teaching summer debate institutes.

Guest Swing Lab instructors will include NFC summer program directors **Jon Hersey, Ryan Mills, Robert Thomas,** and **Matthew Fraser**, as well as some of the SNFI senior staff, including former champion of the Barkley forum tournament **Abe Newman**.

APPLICATION AND ENROLLMENT

Students desiring to attend the Swing Lab Scholars Program will be admitted on an application-only basis, and are required to attend at least one rigorous debate institute prior to attendance at the SNFI. All NFC camps qualify; other camps will be considered. Complete and send in the NFC application form, and be sure to circle "Policy" and "Swing Lab" as indicated. Call (510) 548-4800 if you have specific questions about the program, or wish to obtain copies of the program application.



Stanford National Lincoln-Douglas Debate Institute

August 1-14, August 14-21

Outstanding features of the 1997 institute:

1) **14 fully critiqued practice rounds:** most camps offer a practice tournament at the end of the camp which may offer only four rounds of total experience. At SNFI, your students will **not** be sent home with a pile of notes on philosophy and a stack of student researched evidence with minimal visible improvement in their debate skills. Your students will receive practice rounds built into the daily schedule. Their progress is monitored so that their development is assured!

2) **Incomparable staff:** The following staff members are **confirmed**:

Program Director: Michael J. Major, College Prep

Academic Coordinator: Minh A. Luong, Purdue University

Lab Instructors:

Hedel Doshi, Vestavia Hills

Eric Beerbohm, Stanford

Allison Groves, Reed College

Michael Edwards, Princeton

Dan Ho, University of Chicago Law

Jessica Dean, Boston University

A.C. Padian, Yale

3) **New in '97: Third Week Option:** The outstanding highlight of this option will be an extra 20 fully critiqued practice rounds. Students attending other camps during the summer can avail themselves of this one week experience or students in the regular camp can extend their stay for a total of **34** practice rounds!
A full year of competitive LD debate experience in 3 weeks!

Important Information

	Dates:	Cost:
Stanford LD Institute:	August 1-14, 1997	\$1095.00*
Commuter program:	August 1-14, 1997	\$1095.00*
Third week Option:	August 14-21, 1997	\$ 675.00*
(* includes room and board)		

For additional information and applications contact the NFC at:
1678 Shattuck Ave., Suite 305, Berkeley, Ca., 94709
(510) 548-4800 FAX: (510) 548-0212

Stanford National Forensic Institute

Individual Events Program August 1-14, 1997

**Dramatic Interpretation...Humorous Interpretation
Oratory...Extemporaneous Speaking...Impromptu
Thematic Interpretation...Prose...Poetry...Duo Interpretation**

The Stanford Individual Events Institute offers a comprehensive program which accounts for regional variances in style, content, and judging. Students will have the opportunity to work with coaches and national champions from across the country as well as meet and learn with students of all levels of experience. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere. The setting is Stanford University, a great place to spend your summer!

Unique Curriculum Opportunities!

New Two Track System allows advanced students to focus on specific events at an accelerated pace, while also giving the beginning to intermediate level students a "survey" approach that allows students to participate and learn about a variety of different events. This ensures that upper level competitors leave camp prepared to immediately step into high level tournament competition. Seminars are designed to cater directly to areas of student interest. Workshops are provided to instruct new competitors in basic speaking techniques, and novice workshops meet the needs of both new competitors and those solely interested in improving general speaking skills without the intention of later competition.

New Program and "Self-Coaching" Instruction teaches students of all levels how to coach themselves during the course of the year to maximize their competitive experience, and provides students who are involved in a recently formed Forensics team basic techniques on student coaching. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a script library. Institute staff has on hand hundreds of scripts both to assist students, and to serve as example material. Resource packets are provided specifically for this group.

Custom Coaching Seminars - new to the SNFI events camp this year! The Institute's large staff, including a full Debate staff at the same location, allows us access to an enormous resource pool.

**Look
forward
to.....**

- * Tournament Competition * Individualized Coaching * Frequent Performance Review
- * Day Trips * Access to Instructors before and after camp * Outstanding Staff
- * Advanced Training * Two Weeks of Instruction and Performance * Great Setting

"I had never competed before the Institute and now I am taking home First Place awards!

I learned a lot while making friends for life. I'll be back!!"

- Loan Pham, 1996 SNFI events camp participant

**Resident cost: \$1,095 / Commuter cost \$575
An additional application fee of \$75 is required
For additional information: call (510) 548-5800**



SNFI Events Program, 1678 Shattuck Avenue, Suite 305, Berkeley, CA 94709

The National Forensic Consortium presents the

Austin National Debate Institute

CX Main Session: July 5 - July 21

LD Main Session: July 5 - July 18

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

Fabulous Learning Environment

- **Great location.** The ANDI is located in fabulous Austin, unique in Texas for its moderate summer climate, quality libraries and document depositories. Students are housed in a secure facility which is one of the finest residence halls in Austin. Housing is of the highest quality, with comfortable, climate controlled double rooms, many of which have a separate living area and kitchen facilities. Rooms are modern and tastefully furnished.
- **Educational emphasis.** The ANDI programs focus on the teaching of debate skills and techniques in combination with a proper emphasis on preparation and original research. The program is designed to accomodate students at the beginning and advanced levels, with separate labs and primary instructors for beginners. All essential camp evidence and materials, including over a thouand 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 1997 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 : \$875 for CX,
\$725 for LD,
\$475 one-week
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

ALUMS

THIS SAME PASSION

by Jennifer Jerrue Bradley

Four years ago, when my speech team was preparing to attend our first national tournament I received the following note:

"Enclosed is a check to help you on your way to Nationals. I doubt if you know it but I was the first female to ever win extemporaneous speaking at the national tournament in 1938.

Sincerely, Reba June Green."

I immediately called Mrs. Green who lived not fifteen miles from my home to thank her and to express my delight at her accomplishment.

Recently I read of Charles "Pop" Grady's inclusion in the NFL Hall of Fame and noted that he had coached at Oklahoma City-Classen during the years Mrs. Green had attended there. I called her and asked if I could bring her the article and interview her. I had no idea such an amazing woman lived right in my own back yard. Mrs. Green has lived in Bristol, Tennessee for much of her adult life. She greeted me at the door with warmth and made me feel right at home doing an interview. I already knew who she was because I had grown up listening to her talk show on the radio for thirty years. She laughs now when anyone refers to her as inventing talk radio saying, "I hope not! It's completely out of hand."

Mrs. Green represented her high school at the national level in Extemporaneous Speaking for three years. During her senior year in high school, she won the national championship. She was also a powerful debater. When asked what had attracted her to forensics, she smiled and said, "Well, in seventh grade we had to take an elective and I couldn't do art and I couldn't sing, but I sure could talk. So, I took speech. It was a natural for me." I showed her the article with "Pop" Grady's picture in it and for a moment she just held it, her eyes reflecting the many memories it evoked. "He was such a good man. He encouraged us to be friendly, to be sincere. He gave advice that

would carry us through life. On the road, he would play word games using the dictionary. He was always looking for ways to keep developing ourselves."

When we discussed the way our extemporaneous rounds are currently run, Mrs. Green explained that in the 1930's it was very different. "We had no audience. We went in one by one and no one watched except the judges. It would be nice to have an audience to interact with. Yes, I like that. Topics could be from either foreign or domestic and sometimes they were of ques-



1938 Champion Reba June Long

tionable taste. One [topic] that I remember from either nationals or college was 'Is there an Ethiopian in the international woodpile?'"

In terms of sources, Mrs. Green recalls carrying a briefcase with material she thought useful, but certainly never the tubs of evidence that we regularly see carted around at tourneys. That there were few women competing in Extemporaneous, in no way hampered Mrs. Green, who was then Reba June Long. What was the advantage that clutched the 1938 championship? "That's a good question." A thoughtful pause. "You know, this isn't bragging, but I think it was personality if you come right down to it. The judges at that level know.

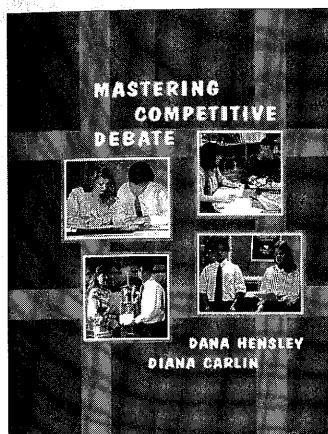
They can tell a fake or a phony." [Don't you love it when someone else expresses what you try to tell students all the time?]

Mrs. Green graduated from Oklahoma City-Classen High School and was wooed to Virginia Intermont College in Bristol, in spite of being offered a wonderful scholarship at the University of Southern California. Coach Roy C. Brown carefully recruited for his nationally known Virginia Intermont team. Mrs. Green explained that he literally lured her to V.I. with a scholarship that was too good to turn down. During her career as a speech major at V.I., Mrs. Green debated in a very special debate that gained international attention. Two debaters from Oxford had been chosen to come to the States and hold a series of debates in an attempt to draw the U.S. into the war. They debated at Harvard and Princeton and, finally, at Virginia Intermont. Mrs. Green debated against Phillip Street, who would later give his life for his country, and her teammate debated with Edward Heath, a future Prime Minister of England. At this time, the United States did not anticipate entering World War II.

Mrs. Green recalled with an ironic smile and a glow in her eye; "I even recall in an extemp round during those pre-war years that I won a round concerning whether the Japanese were to be feared in terms of attacking the U.S. I emphatically answered 'no,' only to be soon proven 100% wrong."

After graduating *magna cum laude* she worked for a time for David O. Selznick in publicity. "Oh, I auditioned for NBC all right, but this was a time when women were simply not being considered for any television broadcasting. They said 'Don't call us, we'll call you.'" She grins, shaking her head; "They never did".

Trading her career for marriage she moved to Bristol with her husband, Ralph Brummit, attorney and former Wake Forest debater. Three children later, she found herself divorced and seeking a good (Bradley to Page 43)



Mastering Competitive Debate

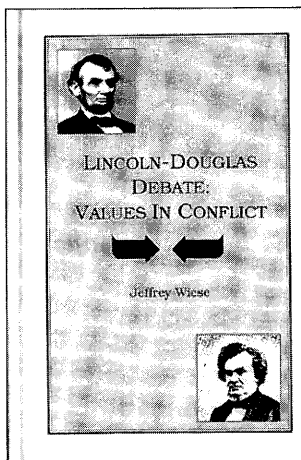
New 4th Edition

Dana Hensley and Diana Carlin

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

Features

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



Lincoln-Douglas Debate: Values In Conflict

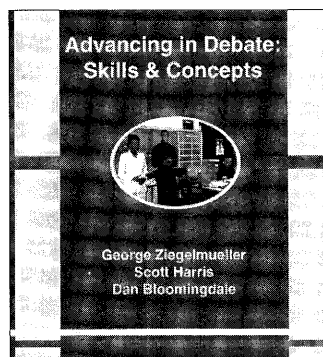
Jeffrey Wiese

(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

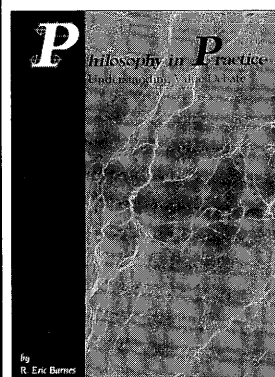
George Ziegelmüller

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.*



Philosophy in Practice: Understanding Value Debate

R. Eric Barnes

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

Features

- *Provides real insights into the strengths and weaknesses of each theory, as well as practical strategies for attacking and defending these theories.*
- *Material is presented in an easy to use outline format, and is identified as either novice, intermediate, or advanced.*

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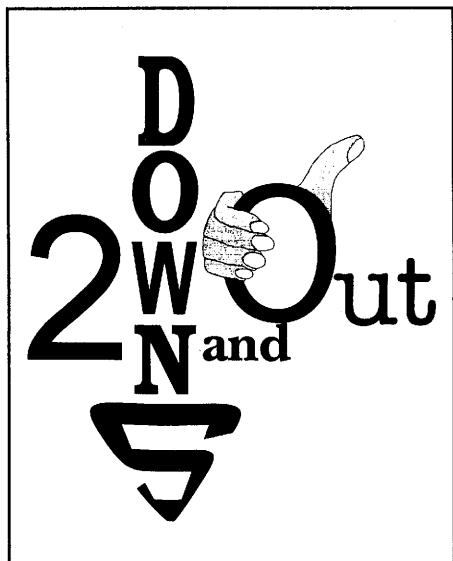
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PROCEDURAL OFF THE CLIFF

Ah yes. It is time to judge a debate. Great opportunity to see the best that Generation X has to offer.

The affirmative rises. Straight forward case on community services.

First negative begins- "I'll have two T's, a critique/kritik, and if I have time, I'll look at case".

And of course, he doesn't.

Affirmative rises. "The INC uses the work 'juvenile'. This is agist. Here are six lines of analysis why agism is bad."

Maybe, if I'm in search of Generation X, I should watch Beavis and Butthead?

It's time for the Fourth Rule for debate.

Of course, as you know, there are currently only Three Rules.

Rule the First - there are two sides in a debate, called affirmative (for something) and negative (which must provide some variety of clash).

Rule the Second - there is a speaking order, and its time limits cannot be exceeded or changed.

And

Rule the Third - the judge must vote for one side or the other. No ties.

All the rest of what people claim as Rules is purely convention - what people like or (usually) don't like to hear. There is no Rule of Debate that you must read evidence to prove a point. There is no Rule of Debate on the burdens of a counterplan. It's not even a Rule that

you must twirl your pen to be in champ division.

No, the Rules are very simple, and they've been all we need. Great debaters have been proving this to hapless opponents for decades, when they cut through the tunnel vision of argument, response and flow sheet, and dazzle us with their brilliance. That, after all, is the reason for the Rules - without them, beautiful debate would be impossible.

Alas, now we need a Fourth Rule, because a current debate practice is stifling any attempt at beauty. Nothing beautiful and worthwhile can survive in front of the tired "magic bullets."

Of course, you know what I mean - the arguments that if the challenging side wins them, the debate is over. The magic bullets include topicality (yawn), critiques/kritiks (groan), and prima facie (what?). The magic bullets generally favor the negative, but affirmatives now regularly use c/k's for the same purposes.

Procedurals are unquestionably dull, lifeless, boring, unoriginal, uninspired, counterproductive educationally and they are the offspring of venomous lizards. Other than that, they're fine.

The worst indictment of a debate argument is that it is not even understood by the debater who presents it. I've never heard a coherent topicality argument that someone hadn't handed over to the kid. I never heard a c/k that originated in the mind of a high school debater. Some college debater dreamed it up, and sold it downriver to us po' folk. And if I did meet such an original high school debater, I would tell the little demon that if he/she/it is so smart, why not win the debate on the substantive issues with your stunning creativity?

And I know the answer. The procedural is the short cut, no risk way to win a debate round. A good procedural is worth dozens of hours of library research, and it never ages - you just trot it out every year. Heck, you can bequeath it to your kids in your last will and testament.

Procedurals are debate's version of cheating on tests.

It's time for the Fourth Rule:

Each side may, once, at the beginning of a speech, make a motion for the judge to immedi-

ately vote for that side on the grounds of "irrelevance" or "incompetence". This will be immediately ruled upon by the judge, without discussion. IF the judge rules for the motion, the debate is over, without discussion and appeal. No procedural issue may ever otherwise be the basis of a decision.

The term procedural issue is defined: any argument that carries the penalty of an automatic loss, with no corresponding risk to the challenger of losing the argument.

Example - the affirmative on the juvenile crime topic proposes to ban mozzarella cheese, since pizzas get stolen so much, generally by hoodlums in their first budding attempts at crime. The negative rises and moves that the affirmative case is irrelevant to discussion. Judge votes yea or nay. End of whining - let's debate.

Or, a debater rises and makes a rude sexual comment to the timekeeper. Opponent makes a motion of incompetence at their first opportunity. Finis.

Let's try to anticipate your objections (you in italics).

1. *You say judges might abuse this power, which is intervention in all its naked glory. Look at all those lay judges who think that a debate is something between Lincoln and Douglas MacArthur. No telling what they'll do with this.* Yes. Your point?

2. *But-intervention is bad.* Yes. I agree. Magic bullet arguments are calls for intervention, aren't they? Since the whole controversy centers around debaters demanding intervention, the solution has no choice but to be intervention in some form. Therefore, judges will intervene, just as they do now.

3. *But-you admit your own proposal is bad.* Yes, but it's much better than what we have now; canned topicality arguments cribbed from handbooks on cases that are intentionally squirrely so that equally canned arguments can respond to the canned topicality arguments. Yes, it's bad, but it's better than a c/k argument that teams can run on both sides of the topic, and is so absurd that rational discussion of it is impossible. The end result is the same - under Rule Four, judges would be asked to intervene before the end of the debate. Now, we ask the judge to sit there to the end of the debate

before he intervenes on magic bullets that reduce every other argument in the debate to irrelevance. There are much better things for judges to do - we're older and have less time left to enjoy ourselves.

4. *What's this "incompetence" motion?* You know the nauseating "an argument is like an egg" argument. That's a procedural issue. It's asking for the judge to accept the False Fourth Rule - "once an argument is dropped, you can't pick it up again." Who says?

Now, we can get this out of the way. If 1 AR drops half the flow, negative leaps up and moves to end the debate by incompetence. Judge says yo or no. If no, then negative better do a great job of 2NR, because the last rebuttal is wide open. But the warning is clear that a ballot on dropped arguments is possible isn't it. Under current practice, who knows?

5. *Aw, c'mon, you old fossil, let the kids debate.* Yes! Exactly. The kids ain't debatin' now, bubba. They are more canned than Campbell's. Why do the kids choose the procedurals - because they are fun to debate. Pfui. They like procedurals because they promise an easy win - the equivalent of a True-False quiz vs. an essay exam. Let's force negatives to come to grips with every case that is close enough to the topic that a judge refuses to toss it out for irrelevance.

6. *But every affirmative would run non-topical cases.* Affirmatives under Rule Four would live in terror of the crazy judge that demands that an affirmative doesn't relate to the topic after hearing the 1AC. Maybe we could actually debate juvenile crime. (Well, do we want to?)

7. *But, debate has lived through crises before, and soon will come the counter tactic to the magic bullet arguments. Let the kids figure it out.* Oh, if this were only true. The pages of the Rostrum have contained pleas to cease the use of packaged evidence, right next door to the advertisements for the handbooks under attack. Few debates are being waged by high school debaters, but instead by the authors of handbooks and college camps - by proxy. The claim by camps that debaters from their camp win all the big tournaments each year is horrifying.

But you know what? There's nothing wrong with buying handbooks and sweating through camps if the evidence you get is on the topic. In fact, handbooks are great levelers in terms of access to data. If I have a handbook with great evidence on mozzarella cheese, well, so "can" you. If a debate camp counselor in August cooks up a stolen pizza argument and it's still winning in March, then -the debaters must be doing a great job of debating. And if you've done your own research, and I sit back and let my handbooks be

my shield, then you're gonna beat me for sure. And you will deserve to win.

But the magic bullets are different, because if I don't have YOUR handbook, or if I don't go to your camp, I lose. Chances are I will not even understand your c/k the first three times I hear it. And your responses to my questions about it will not illuminate it because high school debaters, especially the ones running the magic bullets, do not understand college arguments. (Surprise! It would be a serious indictment of college debate if they did!) And even if I have your handbook and go to your camp, and I beat your c/k or topicality argument, you don't lose as a consequence. We're just tied. That's wrong. It's bad debate. It certainly is not beautiful.

And finally, who is running the mad house here? Who are the adults in the room? The Founding Mamas and Papas saw the need for Rules One, Two and Three, and it worked well for many years.

Now, instead, when the Powers That Be see the wisdom of this proposal, we can cut through the procedural fog and maybe talk a little about juvenile crime. Hehhehheh. Yeah.

(Bill Davis coaches at Blue Valley, (KS) and writes this regular Rostrum column. His new book "A Fool For Forensics" is published by Clark Publishing Co.)

T.L.C. -- TENDER LOVING CARE

by Cat Bennett and Connie Link

Again this year, the NFL C.A.R.E. Committee will be offering fellowships to nationals in Minneapolis. This is a great deal for coaches who have never been to nationals and for new coaches who want to learn firsthand just what goes on at the national tournament. Therefore, we will be offering \$600.00 fellowships to help deserving coaches attend.

To qualify for these fellowships, a coach must get a form from his/her district chair. All forms must be turned in with complete information by April 15, 1997. Fellowships will be awarded by the first week of May. Applicants will be chosen by the number of years one has coached in NFL and not qualified a student to nationals. If you qualify a student in 1997, you would be ineligible for the grant.

The fellowships for nationals are intended to serve experienced coaches and to continue their growth as NFL coaches. Coaches who win the fellowships will be expected to judge ten rounds from Monday through Wednesday with a payment of ten dollars a round. Participants will also be expected to attend the new coaches' reception and to meet with members of the C.A.R.E. Committee during the tournament.

District chairs should be especially diligent about identifying coaches in their districts who could benefit from this fellowship and be sure that their coaches receive the application forms. Fellows from the past have been very complimentary about the opportunity to visit the national tournament and to be a part of the proceedings.

New coaches and coaches with five or fewer years of experience should watch the next Rostrum for information on the coaching workshops that will be offered this summer in several sites. Phillips 66 and NFL have provided the funds to C.A.R.E. so that we can offer these workshops to our younger and less experienced coaches. The workshops have grant monies for attendees, and the ones held two summers ago were considered to be quite successful by those who participated.

Remember, the C.A.R.E. Committee is looking for fundraising ideas for a fundraising booklet that will be published later this spring. Send all ideas to:

Connie J. Link
Heyworth High School
Heyworth, IL 61745

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Coaches' Workshop

THE D CUTTING E

David Hingstman, J.D.
University of Iowa

Welcome to "The Cutting Edge", a new monthly column that reviews recent trends in policy debate.

My debaters recently returned from judging at the prestigious Omaha-Westside High School tournament. They were surprised how often they heard "critique" arguments in their debates, and from both negative and affirmative teams. The propensity of both sides to initiate critique-style arguments has become more common this year in college debate as well. What are these arguments and what should you do about them?

For those who want more background on the concept, I would recommend reading last April's *Rostrum* article by William Bennett, "An Introduction to 'The Kritik'". My colleague, Brian Lain, also has an excellent article and bibliography in the 1996 *Wake Forest Debater's Research Guide*, and Roger Solt's *Anti-Kritik Handbook* from Paradigm Research is a very useful source of information.

I think Brian sums it up pretty well in describing much critiquing, *as the advocacy of a process of deciding who or what to believe in order to finish a debate*. More traditionally in policy debate, debaters have asked the judge to accept or reject a plan of action because certain stock issues (inherency, solvency, harm, lack of disadvantages, topicality) have or have not been proven sufficiently or because the net benefits of implementing the plan exceed or fall short of the net benefits of alternative competing actions. What kritiks do in a debate round is to offer the judge another process for deciding who has done the better job of debating, one that may not involve assessing the proof of stock issues or imagining that the

plan or any alternative competing actions might be implemented in the real world. That is how you might read a claim made in a kritik that "fiat is an illusion."

What can be confusing about kritiks is that advocates often rely on analogies to criticisms of traditional philosophical agendas and problems by postmodern academics and read these criticisms as "evidence," which makes it difficult for the opponent to figure out whether the evidence's credentials matter for resolving the argument. Thus the first step for dealing with kritiks is to use cross-examination to determine what the kritik is asking the judge to do in the specific context of your debate.

Is the kritik a hidden claim about the ability or inability of the plan to gain an advantage, in which the quality of the evidence does matter to the resolution of the claim? Or does the kritik argue that the decision process or rules assumed by the opponent are objectionable, in which case testimonial "authority" is irrelevant because it is only an analogy to the process of debate? Or does the kritik indict the way opponents use language or reasoning, in which case the judge must determine whether the abuse warrants a decision? Or is it some combination of the above? Deciphering the kritik's implications for the decision opens up the argument for contestation in the round.

Here is a brief list of some of the more popular kritiks on the juvenile justice topic heard at Omaha-Westside. The scapegoating and ageism kritiks ask the judge not to treat juvenile crime as a special social problem (decision process challenge) and not to believe that juvenile justice reform can reduce juvenile crime (solvency attack) because it stigmatizes juveniles, masks adult crime, and becomes a self-fulfilling prophecy. Kritiks of power (Foucault, net widening, blurring) often ask the judge not to allow the debate to be decided by the agendas and expertise of social welfare agencies (decision process challenge). The opposing policy, which may seem more humane, is just a sugar-coated means of further surveillance and control over juveniles whose implications for autonomy should be resisted and rethought. Race kritiks often ask the judge to punish opponents for

using racist language or stereotyped reasoning practices (abuse argument) or not to imagine that juvenile crime problems can be solved if underlying currents of racism in the criminal justice system and in society as a whole are not addressed (solvency attack).

What is new on the horizon this year is the use of kritiks by the affirmative to render certain kinds of negative arguments irrelevant. Again, this is primarily a challenge to the way negatives ask the judge to engage in the decision process. The silencing kritik often asks the judge to ignore disadvantages that are grounded in the secondary consequences of the plan (political costs, economic efficiency costs) because the interests of marginalized groups or peoples (such as racially or gendered others) are at stake. The kritik of political thought that sometimes accompanies drug legalization cases asks the judge to ignore the political consequences of the plan because they are excuses used by repressive forces within the present system to mask the lies of those who profit from drug scarcity and phony morality. In this formation, the kritik does the work of the older "deontological" decision rules, which claimed that the judge has a moral obligation to decide in favor of one side over the other.

Once you have figured out the implications of a kritik, it becomes a lot easier either to defend or attack it because you know how it implicates what you want a judge to do at the end of the debate. If the judge is being asked to assess the likelihood of solvency, then your solvency evidence needs to be weighed and explained against the assumptions of the kritik so that an overall judgement on that issue can be made. Or if the judge is being asked to punish unacceptable language or reasoning, that debater must defend those practices or minimize the perceived abuse.

Finally, if the judge is being asked to use a different decision process than you have provided, then you need to defend the value of your proposed process or indict your opponent's process. Some judges can be persuaded according to how well a decision process fits their views of the educational purposes of debate (comparing policies, *(Hingstman to Page 52)*)

B A Y L O R

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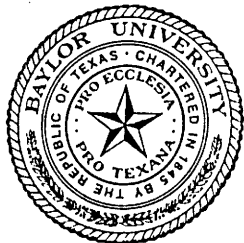
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For more information write to: (or call 817-755-1621)
Dr. Karla Leeper
Dept. of Communication Studies
P.O. Box 97368
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The FFI offers instruction in **all** of the interpretation events, and we have one of the premiere programs for those interested in Duo Interp--NFL *and/or* CFL style. FFI instructors collectively have coached more than **10 national finalists** in this event, including several NATIONAL CHAMPIONS! Come alone or with your partner to learn from the best! *Featuring Tony Figliola.*

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NFL IN PICTURES



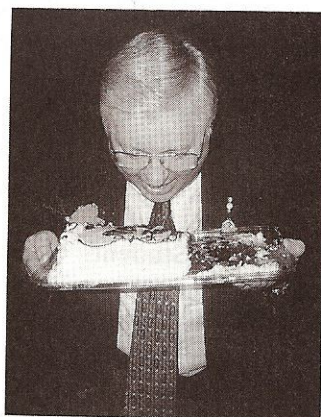
Richard Young displays 6th \Diamond celebration cake.



Secretary Copeland, Roger and Doris Brannan, and Richard Young at 6th \Diamond award party, sponsored by the West Kansas District.



Brannan and Young calmly (?) discuss District Debate results as Copeland cuts the cake.



Brannan "snarfs" cake at reception in honor of his 6th \Diamond .



Two legendary coaches, fellow Kansans and good friends, now both sixth \Diamond coaches.

* THE *ROSTRUM* REGRETS TWO PICTURES IN THE DECEMBER *ROSTRUM* WERE MISIDENTIFIED. *



Linda Box and Jeff Kopolow coaches at Ladue Horton Watkins HS, (MO). It is indeed rare a school would win all three NFL major awards in a single year.



Winners in the Emory University/Atlanta Urban Debate League. Phillips Petroleum grant funds help sponsor this outstanding project.

SIXTH DIAMONDS TO KANSANS YOUNG AND BRANNAN

National Forensic League Executive Secretary James Copeland presented rare NFL 6th diamond awards to Roger Brannan, Manhattan, KS and to Richard Young, Hutchinson, KS at the West Kansas NFL District Debate Tournament Friday, December 13, in Manhattan, KS. These 6th diamond awards are only the 4th and 5th in the 70 year history of NFL.

***** Richard Young
Hutchinson HS, Kansas
Sixth Diamond #4

Congratulations to Richard Young; a superb organizer; a bright, original thinker; an outstanding coach.

Richard coached in Kansas at Highland Park HS, Great Bend HS, and is now at Hutchinson HS. He has coached two National Champions in Student Congress. His son Brad won in the House in 1984, and in the Senate in 1985. Son Todd served as President of the Senate in 1981. Such family participation was a key factor in Hutchinson winning the National Student Congress Trophy in 1991, yet Richard Young's students excel in all events. His qualifiers from the 3 schools have participated in over 500 rounds at Nationals.

At the NFL District Tournament the Hutchinson squad has won the Sweepstakes Plaque 10 times and the Tournament Trophy 4 times. Richard Young's programs have consistently been among the largest chapters in size and enrollment of new members and degrees in both Kansas and *nationally* and produced leading point students four times. Under Richard's direction the Leading Chapter Award was earned by Great Bend HS and by Hutchinson High School, twice.

This year at NFL district Richard qualified 3 debate teams to the 1997 National Tournament. Only one other school, Watertown, SD, coached by 7 diamond coach Donus D. Roberts, has qualified three debate teams to nationals in a single year.

Mr. Young has served as District Chair and has been awarded the Distinguished Service Plaque, 3rd Honors. He is CEO of Hutchinson Research Associates, and was elected to the NFL Hall of Fame in 1992.

(Cover photo by Douglas Smith. Elegant sunflowers background painted by Pol Mauck and David Hartnett, students of Trish Kaweck at Manhattan HS.)

***** Roger Brannan
Manhattan HS, Kansas
Sixth Diamond #5

Dubbed the "Apex of Argumentation" by the Manhattan (KS) Mercury, Roger Brannan is a forensic educator of national renown; a coach with a superior record.

Roger was inducted into the National Forensic League Hall of Fame in 1990. He has coached more than 50 students to 26 National Tournaments. His students have won three National Championships: Girls Extemp in 1979, Most Outstanding Senator in 1983, and Poetry Reading in 1986. The school earned the National Student Congress Trophy in 1983. Students from Manhattan High School have participated in 343 rounds at the National Tournament.

Under Roger's direction Manhattan HS has earned the Leading Chapter Award in 1972, 1981, and 1990. Roger has earned the District Chair Gold Award three times - 1973, 1976, and 1983. He has also earned the Distinguished Service Key and the Distinguished Service Plaque, 3rd Honors. Roger serves as alternate on the National Executive Council.

His teams have won the NFL District Sweepstakes Plaque 8 times and the District Trophy 3 times.

Manhattan High School has frequently led either the Flint Hills or West Kansas NFL Districts in being the largest chapter and also in the enrollment of new members and degrees. Fourteen times Roger's chapter has been ranked in the top 10 *nationally* in one of these categories.

Service and duty are synonymous with the name of Roger Brannan - service and duty to his students, to his school, to his NFL District, to the State of Kansas, and to the National Tournament. Roger stated, "I'm thrilled I was able to endure this long". NFL is too!

(Bradley from Page 33)

income to give her family. Someone suggested radio and what began as a fifteen minute show three times a week for WOPI grew to be a thirty year act of love between Mrs. Green and her community. What's more her community grew also. She began taping in three different locales-Bristol, Bluefield, West Virginia and Charleston, West Virginia. The Reba June Show on WFHG captured its listeners attention with its good advice and insightful interviews. "Persuasion is a very powerful part of speech. It's a key word for a judge, a politician or an audience. They have to buy what you sell."

After marrying Pete Green she gave up her radio show. The break wasn't quite complete because her daughter now broadcasts the show. It just seemed right that Barbara McFadden would follow her mom's footsteps. In addition to her own daughter's achievements in the performing arts, Patricia Green, her stepdaughter, has won Emmys for production of *Cagney and Lacey*, *L.A. Law*, and is currently working with *Chi-*

cago Hope. What part did forensics play in all this? "It was essential. It builds confidence to the extent that you can rise above adversity. My children took speech though our schools were not active in forensics."

Today Mrs. Green arranges travel for groups all over the world and then goes along as a guide! When she's not working, she's playing! "Whether it's doubles tennis, golf, duplicate bridge or mah-jongg," she says, "I'm having a wonderful time, and I don't get bored."

As the interview drew to a close, she took me to her den where her medals and other tournament memorabilia are kept. I showed her my mother's 1931 extemp pendant from the Kentucky state championship that I wear. I must admit I felt a bond with this remarkable woman who spoke with such love for forensics. "I loved it with a passion."

With this same passion she has lived her life.

(Jennifer Jerrue Bradley coaches at Abingdon (VA) HS)

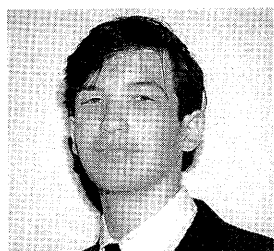
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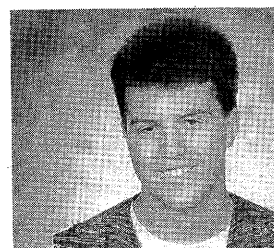
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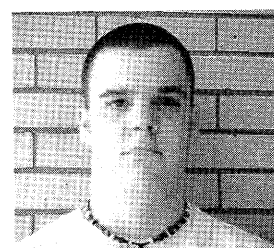
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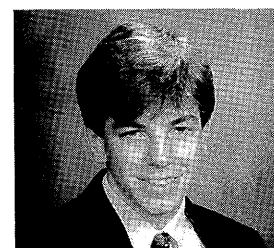
Eric Zampol
Woodward Academy, GA



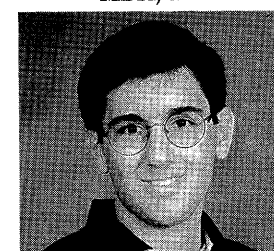
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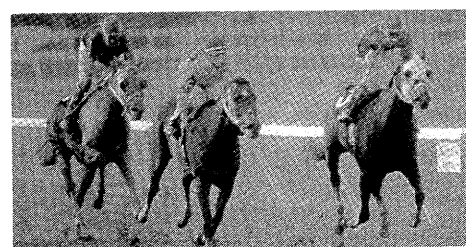
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1997 INSTITUTE FELLOWS

1997 INSTITUTE STAFF

(Others to be added--see April *Rostrum*)

DANIEL DAVIS: Senior Champion debater, University of Georgia; first place USC, Navy; semi-finals, Harvard; Institute Instructor, Texas and Emory.

PAUL DERBY: Champion debater, Redlands University; currently Debate Coach, USC, CA; Instructor, Northwestern and Kentucky Institutes, 1996.

DAN FITZMIER: Senior champion debater, Emory University; Institute Fellow, 1993; Kentucky and Emory Institute staff, 1996.

DAVID GENCO: Assistant Coach, UMKC; 1994 CEDA National Champion and CEDA Academic All-American Team.

DAVID HEIDT: NDT Champion, Emory, 1996; Instructor, Emory Institute, 1994, 95, 96; Kentucky 1996.

JOSH HOE: Debate Coach, Arizona State; CEDA National Champion debater, CSU, OK.

GEORGE KOUROS: Junior champion debater, Emory; Institute Fellow, 1994; Institute Staff, Emory, 1996.

LESLIE WADE: Sophomore champion debater, Emory; Institute Fellow, 1995; Kentucky and Emory Institute staff, 1996.

Guest Lecturer:

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

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

Attending, but not pictured:

Eric Tucker
Iowa City West, IA

Carrie Reilly
Stuyvesant, NY

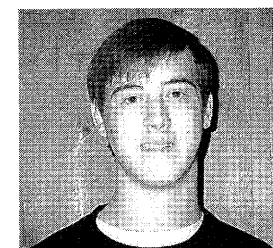
Anand Singh
Georgetown Day, DC



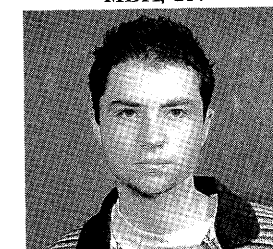
Arthur Broadwater
Damien, CA



Geoff Lundeen
East Grand Rapids, MI



Nathan Sabel
MBA, TN



J. T. Sherman
Heritage Hall, OK

UNIVERSITY OF KENTUCKY

Home of
The National Tournament of Champions

1997 Lincoln-Douglas Institutes

Three Week Institute

June 20-July 13, 1997
Tuition -- \$540
Housing -- \$260

Two Week Institute

June 20-July 6, 1997
Tuition -- \$440
Housing -- \$200

1997 INSTITUTE STAFF

(More to be added--see April Rostrum)

JASON BALDWIN

- 1997 Graduate in Philosophy at Wheaton College, Illinois.
- LD debater, Vestavia Hills, Alabama; first place LD wins: Kentucky TOC; two times at Glenbrooks and Glenbrooks Round Robin; St. Mark's; Barkley Forum; Wake Forest and Bronx Round Robin.
- Has taught or lectured at five institutes including Kentucky, Iowa, Samford, Emory, and Wisconsin.

NANCY KHALEK (negotiations pending)

- Junior Philosophy major, Princeton University
- Champion LD debater, Stuyvesant High School

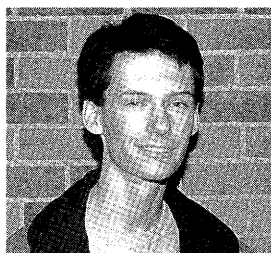
SCOTT ROBINSON

- 1997 Graduate in Political Philosophy, University of Texas, Dallas.
- 1994-1997 Lincoln Douglas Coach, Newman Smith H.S., Dallas
- Coached debaters to elimination rounds this year at various national tournaments including semi-finals at Emory and Isidore Newman.
- 1996-Present, contributing writer to Paradigm Research, Inc., on NFL-LD topics with emphasis on applying political philosophy.

Attending, but not pictured:

Louise Sandberg
Palmetto, FL

Alex Gomez
Palmetto, FL



Andrew Vaden
Newman Smith, TX

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 possible L-D resolutions
- library research
- seminars to discuss relevant philosophical essays read by all participants
- practice rounds on possible NFL 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.



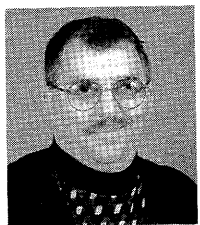
TALES OF NFL

Numbers...

Marching toward NFL member 1,000,000... Melissa Anne Feery, La Cueva (NM) HS is member 903,000... Rosemary Bardi, Academy of the Holy Names (FL) HS, 904,000... Jeremy Todd, Johnston (TX) HS, 905,000... Alexandria Lanai, McKinley (HI) HS, 906,000... Jennifer Van Zandt, Muldrow (OK) HS, 907,000... Kenny Mayfield, Kansas City-Center (MO) HS, 908,000... Benjamin Donsky, Lake Mary (FL) HS, 909,000.

Top Teacher...

Debate coach Jim Wakefield recently named teacher of the year at Ft. Lauderdale (FL) HS. His proud squad asked the Rostrum to note his achievement. Jim attended NFL Nationals as a student in extemp in 1972 and college nationals in 1976. He has coached in Tennessee, South Carolina (district chair), and now Florida.



Hall of Fame Notes...

One of the most successful NFL coaches, Charline Burton will tour Europe with granddaughter, Melissa in May... Hip replacement last year for popular Nan Weber. Result: Super! Nan now hiking the San Jacinto Mountains!... Karl Boyle, NFL Extemp Topic Author, is ill and in a nursing home...

Alums...

Peter Alan Weissman former Miami Beach (FL) member now intern in the White House Press Office... Winona La Duke, Ashland (OR) NFL alum ran as Ralph Nader's Vice-Presidential Candidate. The ticket finished fourth with over 1,000,000 votes. Winona sent a campaign poster to former coach John Tredway.

Kudos...

Robert Beisch of Ottumwa (IA) HS was awarded the 2nd David Kanellis Award for outstanding contributions to Iowa High School forensics at the Iowa City West David Kanellis Invitational on November 8. Last year's inaugural

winner Paul Slappey was the presenter... Morris Snively, Belleville East (IL) HS received the Marcella E. Oberle Award for Outstanding K-12 teaching from SCA. The citation read: "In 27 years of teaching high school speech, drama, and debate, Morris coached students to the Illinois State Debate Championship, and directed over 30 drama events including 15 musical productions. He has held 10 leadership positions & 16 important committee memberships. He found time to author or edit 12 publications and present 32 programs to many organizations. Morris has been honored six times, including Distinguished Service to the Illinois High School Association and the National Outstanding Speech Teacher Award."

In memoriam...

Gary Reed former coach at Troy (CA) HS, died December 31 after surgery... Mary Roslyn Brown, former Lebanon (IN) coach... Rev. Gerald A. Streeter, former Brebeuf Prep (IN) speech and drama teacher... Mother and Sister of Eastern Oklahoma Chair Jeanne DeVilliers... Joe Kulda, former coach at Fairmont-West HS in Kettering, OH... Adeline M. Nall, coach of actor James Dean at Fairmont (IN) HS...

Pluck...

Jessica Rutherford, debater for Nevada Union (CA) HS was hit by a truck while attending the Golden West Debate Tournament at Redlands University. After missing a round to be patched up in the hospital she returned to debate... Mechanicsburg Area Senior High (PA) NFL member Jay Jennings convinced the school board to add Latin III against strong opposition.

More Hall of Fame...

Debate and model train maven David Dansky donated \$150 to again purchase a *large* cake for the coaches lounge at Nationals. Billy Tate will oversee its selection (by taste testing?)... Jane Eldridge is amused by David Letterman's "Stupid Pet Tricks", but says her dog Sophie can catch and throw a ball, count to six, and do simple math... Jean Boles, Hall of Fame Secretary, broke her foot in October...

Well Connected...

Jenifer Conger, teaching at Heritage Hall (OK) is the grand daughter of former Phillips 66 Prexy Bill Martin.

TV Stars...

The "SPEAK OUT!" television debate program in Southwest Washington State is expanding. After three years and 86 debates which were "produced" in an Aberdeen TV studio, the operation has moved to its new "state-of-the-art" facilities in Olympia. "SPEAK OUT!" is now aired on public access television in Thurston County as well as Grays Harbor. The speech squads under the direction of Brent Kabat at Olympia High School and Annor Benson at Capital High School will produce a new and improved series of weekly debates.

Trials of Tony...

Tony Figliola reports: "During my last day at FFI, my auto was broken into & my wallet - with credit cards, Social Security Card, License, Birth Certificate, etc. - was stolen. This extended my stay for 3 days. [The culprit, at least, had the taste to rob Lord & Taylor blind - personnel in their jewelry dept. do not check signatures.] Recently I got stuck in NYC. My brakes locked at midnight (my 96 Civic was recalled for LOCKING BRAKES). Found a hotel rm. for \$125.00. Found a Honda dealer. Spent the day site-seeing. Picked up the car. Saw a play. At 11:00 PM I checked my messages: "Don't drive car, said Honda, we gave you the car before we fixed it." Incredible. Spent another night. The room had no phone but the waterbugs in the bathroom more than compensated. All this for \$60.00 (only cash payments were acceptable)."

Judge Not...

Mike Feinsilber, who coordinated the Associated Press Presidential Debate Evaluation panel wrote to panel member NFL Secretary Jim Copeland that he received a letter from a high school debater demanding Copeland be replaced as judge by the student's coach, since the student's coach was a better judge than Jim...

Samford University's 23rd Summer Forensics Institute

20 July-2 August 1997

Samford University is pleased to announce the dates and staff for our twenty-second annual summer forensics institute. This year we plan to continue to improve 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. The staff of the 1997 Institute includes:

Co-Director William Tate MA	Director of Debate, Montgomery Bell Academy of Nashville, TN; Director, U. Iowa Inst. '86-97; Samford Summer Institute, '87-97
Co-Director Michael Janas Ph.D.	Director of Forensics, Samford U.; Fmr. Coach, U. Georgia and Iowa; U. of Iowa Inst. '89-97; Longwood College Inst. '89-93; Samford Summer Inst. '94-97
Skip Coulter MA	Coach, Mountainbrook Jr. High, AL; former Director of Debate, Samford U., '77-87; Samford Summer Inst., '77-97
Heidi Hamilton Ph.D.	Coach, Augustana College, IL; fmr coach U. Iowa; fmr. coach U. North Carolina; Iowa Forensic Inst. '92-97; Samford Summer Institute '95-97
Michael Jordan BA	Coach, Montgomery Academy, AL; Champion Debater, Charles Henderson High, AL and Samford U.; fmr. coach, Mountainbrook High, AL; Samford Summer Inst. '89-97
John McClellan BA	Champion Debater, Mercer U.; Coach, Warner Robins High, GA; Samford Forensics Inst. '87-97
David O'Connor BA	Champion debate coach at Iowa City West High School; Des Moines Roosevelt; Des Moines Dowling High School. He has had teams to the national finals of most national tournaments. Iowa Debate Inst. '86-97; Samford Summer Inst. '93-97
Matthew Whipple MA	Coach, Glenbrook South High School; fmr. coach, Churchill H.S., TX; Iowa Debate Inst. '89-97; , Samford Summer Inst '95-97
Director L-D Claire Carman	1993 NFL L-D Champion; U. Iowa Inst. '94-97; Samford Summer Inst. '94-97; Rice University
Director, I.E. Gloria Robison	Champion Coach, Texas Military Inst.; fmr. coach, St. James School (AL); Battleground Academy (TN); U. Iowa Inst. '88-94; Samford Summer Inst. '95-97
Extemp Dan Mangis BA	Coach, U. Alabama; NFL Finalist, Extemp, 1993; National Champion, Student Congress; University of Alabama I.E. Team; DSR-TKA Finalist.; U. Iowa Inst. '92-94; Samford Forensics Inst. '95-97
Interp. John Birdnow BA	AFA Dramatic Duo Finalist '95; University of Alabama champion I.E. team; DSR-TKA Finalist; Samford Forensics Institute '95-97

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	\$775.00 on campus
---------------------------------------	--------------------

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

Dr. Michael Janas or
Dir. of Debate
Samford University
Birmingham, AL 35229
(205) 870-2509
mjjanas@samford.edu

Mr. William Tate
Montgomery Bell Academy
4001 Harding Rd.
Nashville, TN 37205
(615) 269-3959

Samford University is an Equal Opportunity Institution and welcomes applications for employment and educational programs from all individuals regardless of race, color, sex, handicap, or national or ethnic origin



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Best time to reach (day, evening, etc.): _____

What is your role during the 1997-98 Debate Season? (check all that apply)

☐ Debate Participant

☐ Novice (1st year)

☐ Junior Varsity (2nd year)

☐ Varsity (3rd/4th year)

☐ Coach

☐ Teacher

☐ Other (describe)

HCI Publications is a leading publisher of magazines, newsletters, and information products in the energy field. The 1997-98 Renewable Energy Information Resource Kit will give you access to many useful and worthwhile resources for the new debate season.

QUAD RUBY STUDENTS

(AS OF 1/10/97)

ALABAMA

Mars Hill Bible School
Steven Hovater
Vestavia Hills HS
Allison Snow
Decatur HS
Emily Baggett

ARIZONA

Sunnyslope HS
Jeff Fields
Flagstaff HS
Gregory Pickett
Dobson HS
Derick Kurdy
Peoria HS
Sarah Shows
McClintock HS
Albert Cho
John Houshmand-Parsi

CALIFORNIA

Torrey Pines HS
William Silverman
Bakersfield HS
Michelle Nixon
Sam R. See
Alhambra HS
Huong Kim Luu
Viera D. Juarez
Lodi HS
Rebecca Gray
Bellarmine College Prep
Ed Luchessi
Steve Wilson
Colton HS
Jeff A. Patrick
Melissa A. Lowe
Susan Marie Weber
Ryan Treff
Redlands HS
Jordan Becker
Rebecca Lingafelter
San Gabriel HS
Mark Mao
Fresno-Bullard HS
Amanda Moran
Arakel Arisian
Scott Christiansen
Cupertino HS
Vanessa Schlueter
Edison HS
Matthew Harris
Bishop Montgomery HS
Jeff Higbie
Sanger HS
Susan Phan
Huntington Beach HS
Ernest Luk
Monta Vista HS
Kaushik Mukherjee
Bakersfield-West HS
Nicole Reed
Modesto-Beyer HS
Carly Crooker
George Gianulias
Heather Torvend
Ian Barker
Joshua Wilkerson
Lambert Shiu
Tracey Auerbach
Danville-Monte Vista HS
Steve Pei
Candice Tam
San Dieguito HS
Josh Yellen
Steve Hori
Leland HS
David Z. Maze
Saurabh Prakash
Del Norte County HS
Nancy Wang
La Reina HS
Mary Lewinski

Miramonte HS
Jon Schochet
Noah Schubert
Peter Anderson
California HS
Y. Dinah Burmeister
Arroyo Grande HS
Jennifer Hall
S O Center Enriched Studies
Murville Douglas
Elizabeth Barge
Sacramento-Kennedy HS
Erin Brooks
Galt HS
Jacob White
James Logan HS
Candice Petty
Jerri Kay
Mike Alvelais-Ruttenburg
Sheetal Patel
Tony Mucker
Alex Waters
Andrew Lopez
Melinda Chow
Clovis-West HS
Danny Meyers
Bonita Vista HS
Mythily Sivarajah

COLORADO

Denver-Washington HS
Anne Berry
Dane Ward
Bear Creek HS
Brian Ray
Jonathan Buck
Golden HS
Sarah McGuane
Durango HS
Eric St. Gemme
Columbine HS
Leigh Brown
Evergreen HS
Jeffrey Magnani
Moffat County HS
Amanda Leiker
Rebecca Chenoweth
Ponderosa HS
Cassandra Crites
Woodland Park HS
Robin Higham
Highlands Ranch HS
Chad Grell
Longmont HS
Anthony Hesselius

FLORIDA

Academy of the Holy Names
Jeannine Butler
Marie Marteli
Sarasota-Riverview HS
Tracey Sticco
Miami-Killian HS
Michael Eber
Martin County HS
James E. Watson
South Plantation HS
David Hirschberg
University School
Ashley Keller
Suncoast HS
Scott Penner
Pine Crest School
Alex Hochberger
Pensacola HS
Caitrin Muldoon
North Miami Beach HS
Robert Luck

GEORGIA

Thomas County Central HS
Kimberly Cooney
Snellville-Brookwood HS
Adam Hardigree
Gainesville HS
Lee Ann Watts

IOWA

Burlington Community HS
Zachary Robertson
Muscatine HS
James R. Austgen
Jill M. Maw
Kyle T. McDonald
West Des Moines-Valley HS
Brian Fletcher
Bishop Heelan HS
Chris Pallanch

IDAHO

Blackfoot HS
Philip Scarborough
Centennial HS
Brant Olson
David Eastwood

ILLINOIS

Pekin Comm. HS
Sarah Meinen
Glenbrook-North HS
Lawrence Heftman
Heyworth HS
Jeremy Kelley
Dundee-Crown HS
Andy Dicken

INDIANA

Ben Davis HS
Jason Collins
Evansville-Reitz HS
Chris Josey
Jessica Corbett
John Parker
Robert Henson
Sarah Hahn
Munster HS
Marius Hentea
Chesterton HS
Shaun Appelman
Candice Kenney
Northfield HS
Anthony Weaver
Sheryl Thrush
Plymouth HS
Adam Krupp
Becky Ladd
Jennifer Mayronne
Melissa Hayes
Sara LaBuda
Brian Amones
Lafayette Central Catholic HS
Brooke L. Fusiek
Carrie J. Muehl
Hamilton Heights HS
Dustin Drake
Amy Shepard
Evansville Central HS
Ravi Bhatt

KANSAS

Lansing Sr. HS
Caleb Church
Wichita-East HS
Almas Sayeed
Salina-Central HS
Eric Goble
Joe Sanders
Mark Anderson
Monica Balser
Tammy Bassett
Tonya Hernandez
Wesley Siebert
Topeka HS
Amanda E. Boatright
Keith A. Ulmer
Ryan J. Gigos
Shawnee Mission North HS
Scott Gootee
Lawrence HS
Matthew Hochstetler
Thomas P. Seymour
Fort Scott HS
Angie Brown
Jason A. Stoughton

Hutchinson HS
Aaron Dechant
Casey Thompson
Courtney Nunns
Michael Siegrist
Natalie Foster
Patrick Thiessen
Tom Fowler
Haven HS
Matt Thornton
Ryan Hodges
Fredonia HS
Tara Kemp
Shawnee Mission East HS
Chris Clatterbuck
Emporia HS
Robert Gilligan
Wichita-Southeast HS
Chris McClemore
Davi Johnson
Jill Ho
Moundridge HS
Edward L. Robinson
Wichita-South HS
Kyle Barker
Garden City HS
Jeff Watson
Jon Chase
Mandy Chapman
Molly Welch
Parsons HS
John C. Fowler
Joshua L. Dillon
Trenton K. Gorman
Topeka-West HS
Holly Rohr
Keith Henderson
Topeka-Seaman HS
Chris Olsen
Jeremy Snyder
Jerrod Bohn
Marcus Dunavan
Scott Sexton
Manhattan HS
Kevin J. Zollman
Shawnee Mission-South HS
Ryan Nelson
Scott Kaiser
Wichita Heights HS
Cheryl Befort
Corrinne Hickman
Lynnette Womack
Hays HS
Mark Cooper
Bryan Dreiling
Matt Rathbun
Pratt HS
Allen Byerly
Shawnee Mission Northwest HS
Cara Haughney
Kristiane Gray
Kyle Handley
Sheila Dale
Wichita-Campus HS
David I. Weigant
Spring Hill HS
Michelle Thornbury
Field Kindley HS
Brook Balentine
Melissa D. Jones
Kyle A. Wilson
Sumner Academy
Megan Uzzell
Nicole Kirby
Yasmine R. Siddiqui
Buhler HS
Gena Johnson
Silver Lake HS
Jennifer Bell
Richard L. Miller
Bishop Miege HS
Andrew Leroy
G. Andrew Marino
Jane Stoeve
Scott Gayley
Pittsburg-Colgan HS
Jacob McElwee

Thomas More Prep-Marian
Julie Moeder
Derby HS
Michael Chacey
El Dorado HS
Jessica Marshall
Rakhi Patel
Remington HS
Krista J. Hull

KENTUCKY

Rowan County Sr. HS
Jennifer Scott

LOUISIANA

Holy Cross HS
Ron Evans, Jr.
Caddo Magnet HS
Jonathon Huber
St. Thomas More HS
Brandon Pitre
Harry Barton

MARYLAND

Whitman HS
Ben Tievsky

MICHIGAN

Portage-Northern HS
Alex Kuo

MINNESOTA

Grand Rapids HS
Amy Candy
Andy Boltus
Brandon Lussier
Nate Anderson
Duluth East HS
Sarah Vokes
Anoka HS
Mike Bomier
The Blake School
Adam C. Garen
John M. Simensen
International Falls HS
Kristine Kuffenkam
Walker HS
Grant Cravens
Apple Valley HS
David Singh
Joey Edward
Rosemount Sr. HS
Matt Mittlestadt
St. Francis HS
Renee Kraft
Forest Lake HS
Heather Nelson
Mounds Park Academy
David Kaplan
Eagan HS
Katie Mozer
Mason Jurchisin
Benilde-St. Margaret's School
Dan Vukelich
Jessica Rosenberg
The Marshall School
Ben Shannon

MISSOURI

Independence-Chrisman HS
Christina V. Jensen
Monett HS
Jason Rauch
Kansas City-Rockhurst HS
Roger Barbieri
Peter F. Wilson
North Kansas City HS
Noha Mohammad
Curtis Mason
Louie Petit
Stacey Cline
Excelsior Springs HS
Ryan Kennedy
Neosho HS
Daniel Keaton
Ryan Chapman
Scott Wylie

Springfield-Hillcrest HS
Kris Barefield
Robyn Wolfe
Independence-Fort Osage HS
Harley Winfrey
Jefferson City HS
Kendra Thomas
Springfield-Glendale HS
James Rone
Michelle Hoffman
Independence-Truman HS
Nicole Wilson
Nikki Hininger
Rachel Cianciolo
Kansas City-Oak Park HS
Erika Horton
Raytown HS
Chris Wilt
Kellie Branson
Nathan Taylor
Parkway West HS
Stephanie Lewandowski
Raytown-South HS
Chris Elders
Bradley Cordes
Lee's Summit HS
Adam Fisk
Todd Kennedy
Ladue Horton Watkins HS
Heidi Padawer
Jasmine Huda
Milind Shah
Ravi Rao
Parkway Central HS
Max Wolf
Webb City HS
Brent Thompson
Sam Cook
Timothy Parrish
Waynesville HS
Robert Anspaugh
Timothy A. Peacock
Parkway South HS
Scott Maiura
Nixa R-2 Schools
Aaron Beatty
Houston HS
Cory Stricklin
Logan-Rogersville HS
Michael Hartsock
Ritenour HS
Addie Jean Schwartz
Laura Beamer
Blue Springs South HS
Michaela Hammond
Amy Deweese
Oakville Sr. HS
David Lojkovic
Liberty HS
Zach Ager
Marshall HS
Nick Bryan
Park Hill HS
Melissa McMurdo
Licking HS
Georgia Merrick

NORTH CAROLINA

Enloe HS
Peter Gilbert

NORTH DAKOTA

Fargo Shanley HS
Jeremy Schue
Sarah Nathan
Lindsay Littlefield
Richardton-Taylor HS
Jeremy Anderson
Bismarck Public Schools
Lorine Bidgood

NEBRASKA

Kearney Sr. HS
Bobbi Zapp
Liza Holtmeier
Ryan Curtis
Norfolk HS
Chris Begeman
Rachel Wieman

Fremont HS
Jon Pappas
Bellevue-East HS
John D. Dunn
Omaha-Bryan HS
Jamara J. Snipe
Millard-North HS
Jennifer Parker

NEW JERSEY

Teaneck HS
Daniel Grossberg
Montville HS
Hannah Choi

NEW MEXICO

Albuquerque-Highland HS
Matthew Sullivan
Eldorado HS
Mike Delclos
Albuquerque Academy
Beth Brown
Durga Roy

NEVADA

Reed HS
Shantel Pleasants
Reno HS
Daniel Paletz
Jonathan Cornell
Chaparral HS
Joel D. Blazek
Michael Webster
Douglas HS
Eric Nystrom
Green Valley HS
Alisa Nave
Clark HS
Joe Cox
John Tang

NEW YORK

Chaminade HS
Shawn Daley
Regis HS
Daniel Habib
Sergio Villegas
St. Joseph Hill Academy
Lauren Visco
Syosset HS
Adam Zirklin
Roslyn HS
Peter Moskowitz
Immaculate Heart Central HS
Brian Rich

OHIO

Canton-Glenoak HS
Christopher Ricker
Gilmour Academy
Anna Pinchak

OKLAHOMA

Miami HS
John Lomax
Suzanne Haws
Marietta HS
Thomas Faulkenberry
Tulsa-Washington HS
Kevin Gray
Norman HS
Marie Doezeema
Stephanie Troyer
Jenks HS
Ajay Gupta
Charles Sexson
Alva HS
Michael Clark
Scott Major
Brennan Stice
Ruth Hawkins
Cascia Hall Prep.
Brian Jenkins
George T. Bynum
Muldraw HS
Amanda Woodard
Donald Childers
Seminole HS
Shawn Blankenship

OREGON

Roseburg Sr. HS
Sharon Ferguson
Ashland HS
Eagle Jones
Phoebe Seligman
Gresham HS
Laura Cadiz
Clackamas HS
Chad Chaney
Gresham-Barlow HS
Dustin E. Buehler
Oregon City HS
Justin Kistner
Glencoe HS
Chris Barron
Portland-Lincoln HS
Sarah Teich
Canby HS
Brian Prue
Rogue River HS
Augustus Garcia

PENNSYLVANIA

Perkiomen Valley HS
Brandon Geist
Derry HS
Daniel Schall
North Catholic HS
Brendan Delaney
Norwin HS
Jolene Rothrauff
Bethel Park HS
Brett Weinheimer
Belle Vernon Area HS
Brian Nagy
Geoffrey Baron
Nathaniel Clay
Joshua Sekoski
Kiski School
Matthew Zambias
Pennsbury HS
Michele Sacks
Steve Jasionowski
Holy Ghost Prep.
Joseph Jones
St. Joseph's Prep. School
Gregory M. Eirich
Cathedral Prep School
Michael Cerulo
La Salle College HS
Seth Scanlon
Stephen McElroy
Vincenzo La Ruffa

SOUTH CAROLINA

Bob Jones Academy
Andrew Miller

SOUTH DAKOTA

Watertown HS
Brandon Warrick
Joel Vockrodt
Jon Reyerson
Mike Redlinger
Sioux Falls-Washington HS
Paul Leistra
Mitchell HS
Kimberly Juffer
Steve Noess
Brookings HS
Denise Malo
Milbank HS
Sena Schweer
Kari Hammer
Rachel Oslund
Shawn Hermans
Alex Gulick
Sioux Falls- Lincoln HS
Andy Lapp
Kristen Knudson
Rapid City-Stevens HS
Jason Nord
Deuel School
Carmen Toft
Joshua Knight
Mark Hines
Yankton HS
Angela Aman

Beresford HS
Shannon Lambert

TENNESSEE

Antioch HS
Mark Robinette
Hamblen HS West
Mike Abbott
Sarah Grooms
Franklin HS
Angela Hoover

TEXAS

Johnston HS
Michele Olivier
Garland HS
Ramya Vivenkanandan
San Antonio-Lee HS
Ryan Cunningham
Deer Park HS
Jennifer Carlquist
Amarillo-Tascosa HS
Wayne Moore
Lamar Consolidated HS
Liz Murdock
Midland-Lee HS
Nicole Boyle
Marty Kang
Turner HS
Lea Alhilai
Tara Larson
Plano HS
Michael Washington
Premont HS
J. R. Quintanilla
Orlando Mata
Alief Hastings HS
Neil Rajan
Vik Kalra
David Hampton
Dipesh Patel
Hays HS
Chosei Kiyuna
Dulles HS
Hyder Kazimi
Soham Naik
Westlake HS
David Goldberger
Cypress Creek HS
Ashley Saukel
Hereford HS
John Messer
San Antonio-Clark HS
Caleb McDaniel
John Pittard
Sarah Snip
Hanks HS
Natasha Porterfield
Taft HS
Leigh Mayo
Odessa-Permian HS
Veronica Valdez
Bishop HS
Aaron Bigbee
Flour Bluff HS
Charlene Scott
Tom Moore HS
Dylan Percy
Odessa Sr. HS
Casey Low
Harlingen HS-South
Andrew Dahm
Jimmy Mardis
Cedar Hill HS
Katie Pollock
Elsik HS
Vairavan Subramanian
Arlington HS
Andrew Buck
Klein HS
Stephen Myers
Newman Smith HS
Emily Chung
El Paso-Cathedral HS
Alvaro D. Soria
Martin Anthony
Montwood HS
Meril Anthes
L. D. Bell HS
Kyle Gabhart

UTAH

Ogden HS
Greg Moesinger
Salt Lake City-Skyline HS
Wendy Wasson
Kearns HS
Brad Gibson
Amy Jensen
Sky View HS
Sam Dufner
Hunter HS
Elizabeth Moore
Mountain View HS
Michelle Salisbury

VIRGINIA

Centreville HS
Nick Pamperin
Sherando HS
Bryan Nuri

WASHINGTON

Puyallup HS
Zach Anderson
Central Kitsap HS
David Rubino
Rebecca Dirks
Federal Way HS
Jennie Park
Marc D. Reyhner
Sunnyside HS
Nicholas Thomas
Mead HS
Jesse R. Driscoll
Katy J. Zadra
Kirsten Erickson
Meena Nandagopal
Shawn A. Hummell
Gig Harbor HS
David Martin
Josh Wentlandt
Auburn Sr. HS
Kyle Stillings
Stefan Kamola
Gonzaga Prep. HS
Beth Wierman
Mike Gill
Mt. Rainier HS
Scott Bailey

WISCONSIN

Sheboygan-South HS
Ryan Billings
Marquette Univ. HS
Bob Jones
Chris Wisniewski
West Bend East HS
Bryan Metrish
Robert Hemaue
Appleton-East HS
Sridhar Reddy
Steve Hyden
Tim Scheffler
St. Croix Falls HS
Matt Hoag
New London HS
Michael Smithback
Waupaca HS
Kelly Landis

WEST VIRGINIA

Duval HS
Steven R. Ruby

WYOMING

Cheyenne-Central HS
Parwaiz E. Yahya
Jennifer R. Thomson
Casper-Natrona County HS
Ryea Jordan
Sheridan HS
Tiffany Leuty
Campbell County HS
Rob Spaulding

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SPARTAN DEBATE INSTITUTES

1
9
9
7

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(Hingstman from Page 38)

discussing controversial social issues, etc.). Others may choose a decision process that seems to minimize their collusion as educators with what they perceive as oppressive practices in society (advocacy of racist or gendered juvenile justice policies). To influence this choice, you should either distance the judge from blame (debate judging is part of a game, not a lifestyle) or persuade the judge that your decision process holds the best prom-

ise of reducing oppression in the long run.

How do you invent new kritiks or approaches to answering kritiks? One good idea is to review your own experiences in value debating or talk with your friends or debate squad members who have done value debating. The philosophical sophistication that value debate develops is an excellent source of ideas for new kritiks. Another suggestion is to read books on the philosophy of criminal justice and pun-

ishment. Finally, question your own assumptions about life. Often we don't reflect very much about why we believe what we do. Going through a thorough examination of assumptions behind arguments not only makes you more creative, but fulfills one reason why we debate—that the unexamined life may not be worth living!

(Dr. Hingstman coaches NDT debate at the University of Iowa.)

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NFL'S TOP 50 DISTRICTS

(February 3, 1997)

Rank	Change	District	Ave. No. Degrees	Second Largest Chapter	Degrees
1.	--	Northern South Dakota	149.11	Milbank HS	205
2.	--	Kansas Flint Hills	138.76	Lawrence HS	326
3.	+1	Rushmore	138.11	Sioux Falls-Washington HS	176
4.	+1	Northern Ohio	128.90	Youngstown-Boardman HS	195
5.	-2	East Kansas	127.18	Blue Valley Northwest HS	339
6.	+4	Northwest Indiana	122.08	Munster HS	250
7.	-1	Heart of America	119.88	Independence Truman HS	266
8.	-1	San Fran Bay	115.94	Danville-Monte Vista HS	283
9.	-1	West Kansas	109.09	Hutchinson HS	228
10.	+37	Montana	106.13	Bozeman HS	242
11.	-2	South Kansas	100.61	Wichita-Campus HS	181
12.	+7	Central Minnesota	99.85	Forest Lake HS	224
13.	-2	Show Me	99.06	Kansas City-Rockhurst HS	217
14.	-2	Western Washington	94.90	Puyallup HS	181
15.	+3	Eastern Ohio	94.72	Carrollton HS	233
16.	-2	New York City	91.84	Regis HS	221
17.	-4	Northern Illinois	90.85	Glenbrook-North HS	250
18.	-2	Sierra	90.72	Sanger HS	203
19.	-4	Great Salt Lake	87.66	Salt Lake City-Skyline HS	193
20.	-3	Florida Sunshine	82.38	Sarasota-Riverview HS	245
21.	--	Hole in the Wall	82.17	Sheridan HS	200
22.	--	Florida Manatee	81.47	Taravella HS	236
23.	+2	Southern Minnesota	80.21	St. Francis HS	180
24.	+3	East Texas	78.29	Taylor HS	212
25.	-5	Illini	77.81	Homewood-Flossmoor HS	110
26.	-3	Big Valley	77.00	Lodi HS	119
27.	+2	Nebraska	75.08	Norfolk HS	124
28.	+26	Sundance	74.86	Jordan HS	232
29.	-3	Ozark	74.47	Springfield-Glendale HS	164
30.	+3	Eastern Missouri	74.40	Ladue Horton Watkins HS	183
31.	-7	California Coast	74.00	Leland HS	245
32.	--	Carver-Truman	73.81	Nevada HS	163
33.	+6	Colorado	73.16	Mullen HS	156
34.	+3	North Coast	72.66	Crestwood HS	105
35.	+5	West Iowa	72.10	West Des Moines-Valley HS	149
36.	+2	Rocky Mountain-South	71.06	Eaglecrest School	127
37.	-7	Hoosier South	70.93	Chrysler HS	102
38.	-10	South Florida	70.07	North Miami Beach HS	186
39.	+5	Eastern Washington	68.36	Gonzaga Prep. HS	205
40.	-4	Sagebrush (Nevada)	68.14	Reno HS	121
41.	-6	North East Indiana	68.00	Fort Wayne-Northrop HS	153
42.	-8	Hoosier Central	67.14	Brebeuf Jesuit	140
42.	+8	Southern Wisconsin	67.14	Marquette University HS	149
44.	+18	Rocky Mountain-North	64.75	Skyline HS	127
45.	-14	New York State	64.71	Iona Prep. School	144
46.	+3	Northern Lights	64.00	Duluth East HS	150
47.	+14	Tall Cotton	63.30	Odessa Sr. HS	124
48.	-5	Northern Wisconsin	63.28	Appleton-West HS	133
49.	-4	South Oregon	62.38	Rogue River HS	98
50.	-9	New England	62.23	Manchester HS	188

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Second Largest Chapter	Degrees
51.	-5	Nebraska South	62.12	Hastings Sr. HS	118
52.	+1	Pittsburgh	61.11	North Hills HS	134
53.	-5	Heart of Texas	60.00	Round Rock HS	128
54.	-3	East Los Angeles	59.91	Damien HS	128
55.	-13	South Texas	59.83	Lamar Consolidated HS	124
56.	-4	Lone Star	58.69	Grapevine HS	121
57.	+2	South Carolina	56.04	T. L. Hanna HS	179
58.	-1	Tennessee	54.78	Mars Hill Bible School	150
59.	+9	Wind River	54.73	Worland HS	124
60.	+6	Valley Forge	54.71	La Salle College HS	158
61.	-6	Georgia Northern Mountain	54.69	Grady HS	98
62.	-6	New Mexico	54.43	Taos HS	123
63.	+9	North Dakota Roughrider	54.26	Beulah HS	117
64.	+1	East Oklahoma	53.90	Tulsa-Washington HS	152
65.	-3	Southern Colorado	53.69	Palisade HS	121
66.	-8	Southern California	53.35	Colton HS	134
67.	-7	Louisiana	52.86	St. Thomas More HS	152
68.	+7	Southern Nevada	52.77	Chaparral HS	77
69.	+2	Idaho	51.09	Blackfoot HS	123
70.	-3	Central Texas	50.55	San Antonio-Lee HS	123
71.	-9	West Virginia	50.50	Pt. Pleasant Sr. HS	62
72.	+1	Western Ohio	50.10	Centerville HS	160
73.	-4	Deep South	49.05	The Montgomery Academy	183
74.	-4	Greater Illinois	48.38	Belleville-East HS	82
75.	+10	North Texas Longhorns	47.50	Vines HS	136
76.	+8	Tarheel East	45.91	Chapel Hill HS	72
77.	-3	Pennsylvania	45.42	McKeesport Area HS	71
78.	+5	Capitol Valley	44.40	Nevada Union HS	79
79.	+16	East Iowa	43.85	Muscatine HS	91
80.	+9	Michigan	43.75	Portage Central HS	115
81.	-4	Arizona	43.25	River Valley High	120
82.	-3	Utah-Wasatch	43.13	Davis HS	94
83.	-7	West Oklahoma	43.07	Edmond North HS	100
84.	+2	New Jersey	41.47	Montville HS	88
85.	-3	North Oregon	41.44	Gresham-Barlow HS	89
86.	+1	Georgia Southern Peach	41.36	Lee County HS	78
87.	-7	Gulf Coast	40.75	Pharr-San Juan-Alamo North HS	92
88.	-10	Mid-Atlantic	39.86	Blacksburg HS	109
89.	-8	West Texas	38.93	El Paso-Cathedral HS	95
90.	-3	Kentucky	38.31	Boone County HS	93
91.	-1	West Los Angeles	35.16	Bishop Montgomery HS	72
92.	--	Maine	34.88	Bangor HS	82
93.	-2	Iroquois	33.66	Webster Sr. HS	48
94.	--	Mississippi	32.72	R. H. Watkins HS	112
95.	-2	Carolina West	32.23	Providence HS	74
96.	--	Big Orange	27.23	Sonora HS	46
97.	--	Patrick Henry	26.82	Princess Anne HS	62
98.	+2	Puget Sound	24.66	Kamiak HS	94
99.	-1	Alaska	22.50	Petersburg HS	3
100.	-1	Hawaii	20.20	Kamehameha Schools	66
101.	--	Guam	8.00	St. John's School	24

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