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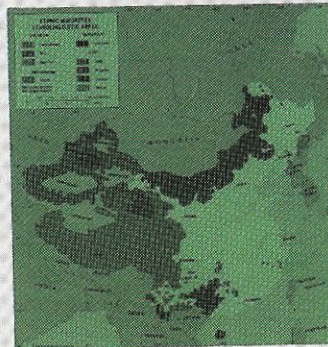
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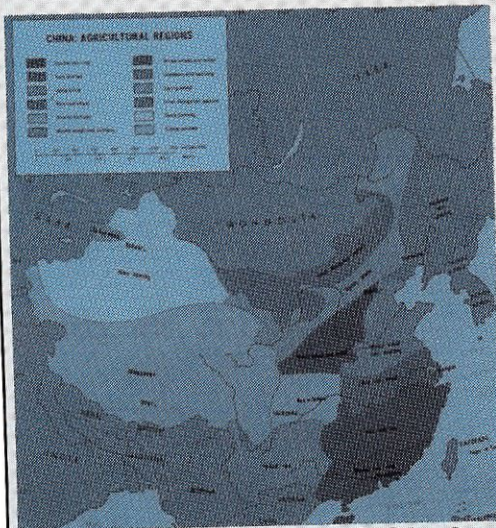
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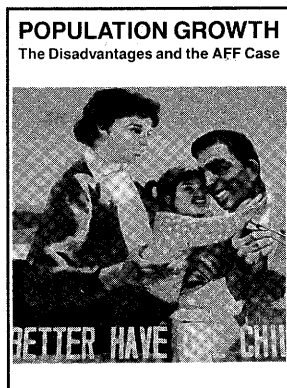
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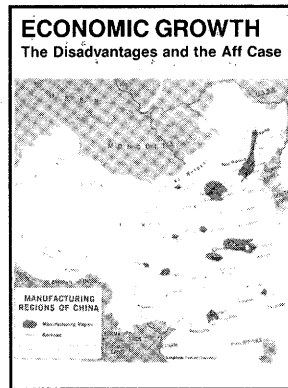
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On the Cover: John C. Stennis (D, MS) former dean of the US Senate.



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Next Month: A conversation with Brian Lamb by Dr. James J. Unger; PER sponsors USX; introducing a new sponsor for FX; Tournament results.

THE ROSTRUM

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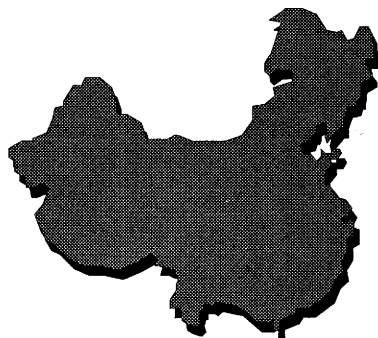
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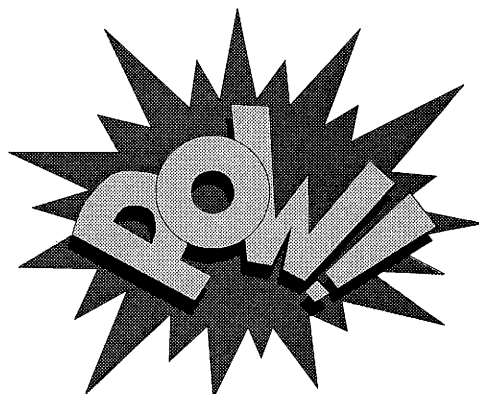
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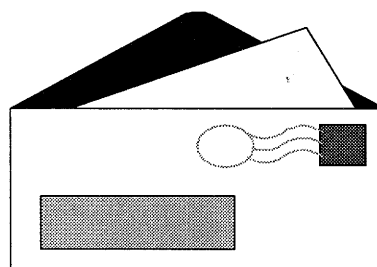
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93rd congress, First Session

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At every point of his service John Stennis was true to his goal: "I want to plow a straight furrow, right down to the end of my row"

As a student at Mississippi A&M, now Mississippi State University, he was voted most popular and earned his Phi Beta Kappa key. In Law School at the University of Virginia he memorized the constitution and made

the Law Review. Elected to the Mississippi legislature, he gained the experience that would make him a master legislator. As a crusading district attorney he was told by one juror "I hope to God you never take out after me." When a circuit judge Stennis presided over the trial of Cameron Wesley, a Choctaw chief, one of the most famous cases of the day. In 1947 he ran for the Senate "on a hope with a little prayer...virtually no money" and was elected.

Stennis was acclaimed throughout his Senate service as one of the most knowledgeable authorities on military matters. A nuclear-powered aircraft carrier has recently been commissioned in his name.

Stennis was an original supporter of the space program and the Apollo 16 astronauts honored him.

Chair of the Select Committee on Standards and Conduct, "Mr. Integrity" had earlier stood up to Senator Joseph McCarthy.

The motto of John C. Stennis was "look ahead" and for 60 years in public service he did just that.

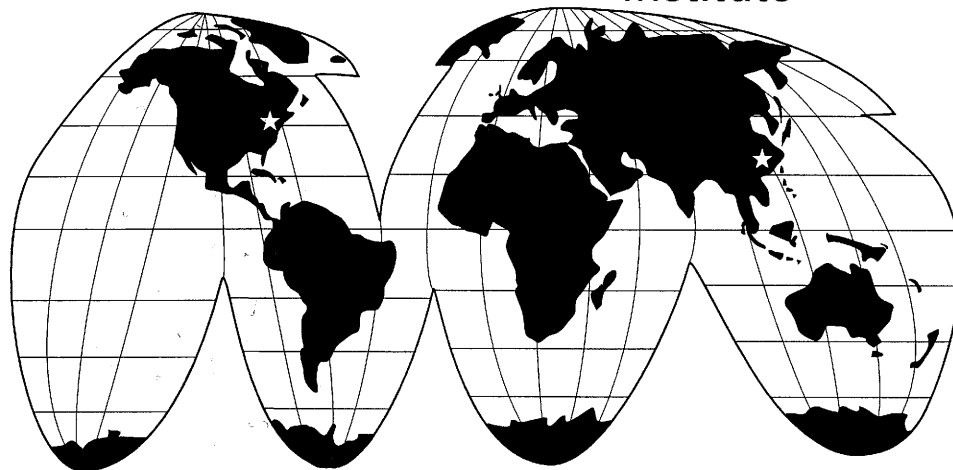
Whether promoting forestry conservation or sponsoring youth 4-H programs, Senator Stennis looked ahead.

Whether proposing rural roads to "get the farmer out of the mud" or sponsoring a program to propel men into space Senator Stennis looked ahead.

Whether ensuring a strong national defense or demanding that integrity rule the Senate, John C. Stennis looked ahead.

Sometime in the 21st century after the young men and women of NFL become adults, they may say when looking at a strong, free America "Wouldn't Senator Stennis like to see this now." Well, John C. Stennis did see it! He "looked ahead" and "plowed to the end of his row." And all America benefited.

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PATRICK HENRY

AN ORNAMENT AND AN HONOR TO HIS PROFESSION

by David Robinson

IT IS A RAW day, this Thursday the 23rd of March, and there will probably be snow by the morrow. Richmond is but a dirt path rural village in this Year of Our Lord 1775. It holds some 600 residents, and it has a couple of taverns, a few tobacco warehouses, and a courthouse. But there is no building big enough to hold the Second Virginia Convention as the delegates ponder the tyranny of King and Parliament and wrangle over what to do.

Williamsburg has space aplenty, for it is the colony's capital and site of an ample House of Burgesses. But it is also the seat of John Murray, the Earl of Dunmore and the King's own Governor of Virginia. More than once has His Lordship intervened when the climate of formal debate or taproom muttering turned ominous. Many of these delegates have served long as burgesses, and well do they remember the rump sessions they have held in the Raleigh Tavern after the displeased Royal Governor dissolved their legislature.

He is again in surly humor, and his warships nod at anchor in the James River close by. So forget Williamsburg; better to wrangle 50 miles up the James, well out of His Lordship's earshot.

The latest intelligence to come to the delegates from London is in the *Virginia Gazette* of March 18, 1775—a report datelined December 14, 1774. The news has gone stale these three months, but it seems to suggest that the King and Parliament have received the colonists' late petitions and might relent a bit. Should the colonists forswear their stiffnecked resistance, as the Loyalists have been urging for three days now? Or gird for rebellion, as the firebrands will surely de-

mand? There goes one of them.

Tall, angular, riveting in his gaze but otherwise unimpressive, Patrick Henry joins the exodus from the village, across Shockoe's Creek and up the steep hill to Henrico Parish Church. There spectators crowd window and doorway as the delegates elected by Virginia's counties wedge themselves into pew and alcove. From Fairfax County, Colonel George Washington. From Albemarle, Thomas Jefferson. Presiding, Peyton Randolph, Speaker of the House of Burgesses and a prominent member of Virginia's Tidewater planter aristocracy. And from Hanover County, Patrick Henry, 38 years of age, son of a land speculator, and something of an upstart among so many men of wealth and prominence and family.

*Remembered rather
than recorded,
his ringing oratory
inspired the patriots'
cause*

Not that he's lowborn; far from it. Patrick Henry was born on May 29, 1736, about ten miles from here—frontier country, to be sure, but not lacking a rough-hewn aristocracy of its own. Schooled until he was about ten, young Patrick was tutored a while longer by his father, John Henry, a prosperous Scottish immigrant and land speculator whose first venture was to marry Sarah Syme, a comely young widow with a farmhouse, a few slaves, and several hundred acres of land. The hundreds grew to thousands as Patrick, his elder brother William, and a kite-tail of sisters grew to adulthood. Patrick is one among nine and

will beget 17 of his own. By the time Patrick Henry, attorney-at-law, hung out his shingle, it seemed as if half the judges in this neck of the woods were related to him.

The proceedings begin. It is the fourth day of the convention, and Patrick Henry rises to introduce a set of resolutions. They borrow heavily from resolutions already adopted in Maryland and some of the other colonies, for their goal is the same—in Henry's words, "That this colony be immediately put into a posture of defence...."

Delegate Thomas Jefferson rises to voice his support. Others nod as the tall young redhead seats himself again. But in fact, the process they approve has already begun. Last November, Delegate Henry organized a volunteer militia in his home county, and many other counties have done likewise. No wonder the Royal Governor is in high dudgeon. "Every County, besides, is now Arming a Company of Men," grouched Dunmore, "...to be employed against Government if occasion require."

Not all the delegates agree with Mr. Henry. Several take the floor to counsel patience until further word comes from London. But Patrick Henry has had enough of patience.

He rises again to his feet. For several minutes he reasons calmly with his colleagues. He reminds them that "it is natural to man to indulge in the illusions of Hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. Is this the part of wise men...?"

Gradually the great orator's passion kindles as he rails against the British military buildup, "those warlike preparations

which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? ...Let us not deceive ourselves, sir. These are the implements of war and subjugation... sent over to bind and rivet upon us those chains which the British ministry have been so long forging."

And now the fire burns hot and bright. "Our chains are forged," he thunders. "Their clanking may be heard on the plains of Boston. The war is inevitable. And let it come! I repeat it, sir, let it come!"

One cannot read Patrick Henry's words and gain more than a pale inkling of their power. Nor is it enough to listen. One must also watch.

Watch him now. His whole body slumps into the beaten slouch of a manacled prisoner. "Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?"

He pauses. He flings his arms heavenward, and you can almost hear the clatter of the iron bonds that still clamp his crossed wrists. "Forbid it, Almighty God!" he explodes.

Slowly, he slumps again. "I know not what course others may take," growls the doomed and fettered captive. Moments taut as bowstrings tick by as his steely blue eyes bore into the squirming Loyalists from beneath his dark and bushy brows.

Suddenly his body jerks bolt upright and strains against the bonds. "But as for me" hisses through his clenched teeth; "give me liberty" resounds like a trumpet fanfare. Look! His manacles are shattered, his arms flung wide and high, his face proud and defiant and free.

Like a statue he stands. Abruptly his left arm goes limp and drops to his side. His right hand curls around the grip of a dagger, its burnished steel glinting in every mind's eye. "Or give me"--the blade hovers above his breast--"death!" And stabs deep into the heart of a patriot, a

dumbstruck audience, and ultimately a nation.

In the hush that followed the dagger's plunge, said Edmund Randolph,, "the imagination had no difficulty to conceive...that the British King was lying prostrate from the thunder of heaven." One Edward Carrington it's said, slid to the ground from his ring-side seat at a window and blurted, "let me be buried at this spot." (In 1810, he was.)

ALAS, IT IS ONE of history's little pranks that we shall never know whether Patrick Henry actually said what tradition says he said. By all accounts he was young America's greatest speaker, yet none of his great speeches was written down at the time and passed on to posterity. Not even the clerks of the legislatures and conventions that Patrick Henry addressed have left us transcriptions of what he said.

Nor did he leave us scripts of his own. For it is one of the keys to his power as a speaker that he did not compose and polish his speeches ahead of time. Instead he spoke from rough notes or none at all, gauging his audience's reactions as he went along.

Take, for example, the chains-and-slavery, the liberty-or-death. Henry knew that many in his audience that day were well educated men. In a play by the famed essayist Joseph Addison these erudite men had met the Roman sage Cato and heard him warn his compatriots

It is not now a time to talk of

But chains, or conquest; liberty or death.

What better words to speak while plunging the dagger into his own breast, as a noble Roman would have done? This was not plagiarism; it was simply Patrick Henry playing his audience to the hilt.

As his listeners warmed to his words he would fan the spark to a blaze and sear his message

into their memories so indelibly that, decades later, they could still recall the power of his ringing phrases, if not the verbatim text. We can splice together their memories and get an approximation of what he said. But as for their impact--well, you had to be there. One of the first to gather such memories was biographer William Wirt. He soon found there was precious little to gather. In 1815 Wirt threw up his hands in frustration that "from 1763 to 1789 . . . not one of his speeches lives in print, writing or memory."

The man's whole life was pocked with blanks, Wirt complained. "He was a blank military commander, a blank governor, and a blank politician. ... In short, it is, verily, as hopeless a subject as man could well desire."

In 1752 young Patrick began his career as a storekeeper, and on that chapter of his life the record is far from blank: he was a flop. John Henry had set up his two sons with a country store on their own. A year later it folded. The Henry boys had had no trouble selling their goods; the hard part was collecting the money.

Within a year, Patrick was a married man. Sarah Shelton was only 16, but she came with six slaves and a 300-acre farm called Pine Slash. The farm produced little, and when the house burned to the ground, Sarah and Patrick moved in with her folks.

Again Patrick opened a store. Again it failed. Barefoot and threadbare, he repaid his father-in-law's hospitality by working in John Shelton's tavern in Hanover County--another blank, though some recalled that he tended bar and amused the guests with his ready wit and violin.

In the spring of 1760 he strode in his rough frontiersman's clothes down the manicured avenues of Williamsburg. This perennial ne'er-do-well had come to get a new lease on life: a license to practice law. Men usually studied a year for that in colleges such as William and Mary, and much

longer in the hoary universities of England. Patrick Henry had studied on his own for perhaps six weeks. And now he would face an accreditation panel of four distinguished barristers among the bluest bloods of Virginia.

One of the panelists flatly refused to sign the license. Two others had grave misgivings. The fourth took the brash youngster into his law office for a scolding—"You have never seen these books, nor this principle of the law..." But Patrick wheedled, cajoled, and even promised to study some more. And as he pleaded his case, the examiners began to glimpse what the whole colony and ultimately the entire nation would soon see shining bright: The man was a natural genius.

"I will never trust to appearances again," said John Randolph, Virginia's attorney general and the man who had just administered the scolding. "Mr. Henry, if your industry be only half equal to your genius, I augur that you will do well, and become an ornament and an honor to your profession." Randolph signed the license. Patrick Henry strode out of Williamsburg a lawyer.

John Randolph could not have augured more rightly. In law, Patrick Henry found his calling. From an office in the tavern where he had fiddled and tended bar, he threw himself into his new profession with a will. And a damage suit. And a contract. And a creditor's claim. And even a slander suit by a cousin who'd been called a stealer of hogs. Small potatoes, most of it, but his caseload doubled and doubled again—with his income trailing far behind. Apparently he was no better at collecting fees than he had been at getting store customers to pay their bills. No matter; law paid better than shopkeeping, and the Henry family was solvent at last.

DROUGHT meant disaster in colonial Virginia, for tobacco was money and was used to pay for almost anything—

including the services of the Anglican clergy, who by royal dictum collected salaries of 16,000 pounds of tobacco from the colonial taxpayers. When dry weather wilted the crop, Virginia passed the Two Penny Act in 1758. For that year alone, it said, the parsons could be paid in currency, instead of tobacco, at the rate of two cents a pound. But tobacco had been selling at *four* cents a pound. In righteous indignation, the parsons cried foul. The wrangle that followed became known as the Parsons' Cause.

One of them, the Reverend Mr. John Camm, sailed to London to sway the Privy Council. After all, the Crown held veto power over any revenue measures the colonies might wish to enact, drought or no drought. The Two Penny Act, he argued, was a sin against both British rule and the parsons' rights.

His Majesty's Government agreed, and scolded Virginia's governor for letting the affront slip past him. But by then the year was up, and the Act had served its purpose and expired. Undaunted, the parsons began to sue for back pay.

The first won a small judgment, the second none at all. The colonial courts had little sympathy for either England's edicts or its clergymen. Then the case of the Reverend Mr. James Maury came to trial—in Patrick Henry's backyard, Hanover County. And who was the judge? Colonel John Henry, Patrick's father and a devout Anglican whose brother, Patrick's uncle, was also a preacher suing for his due. And the verdict? Pay the good Parson Maury.

All that remained was for a petit jury to decide the amount of damages. The losing lawyer saw no point in hanging around for that, so he handed the case to Patrick Henry. And with it he handed Henry his destiny.

The court convened on December 1, 1793. A crowd had come, expecting fireworks. And Patrick Henry, seizing his first

opportunity to spellbind a large group, did not disappoint them. "... Tears flowed from pity," recalled one of the witnesses to the great speechmaker's debut, "and their cheeks flushed with indignation; that when it was over, they felt as if they had just been awakened from some ecstatic dream..."

Parson Maury was considerably less ecstatic. Henry, he told Camm, had dared suggest that "a King, by disallowing Acts of this salutary nature, from being the father of his people, degenerates into a Tyrant, and forfeits all right to his subjects' obedience." There it was: treason.

"The more sober part of the audience were struck with Horror," gasped Maury—referring, perhaps, to the gaggle of beet-faced clerics who stalked out in the middle of Henry's "harangue." Henry had indeed strayed far from the purpose of the hearing. But none stopped him as he berated "these rapacious harpies" of the clergy who would "snatch from the hearth of their honest parishioner his last hoecake."

With such words he touched a responsive chord in a populace growing ever more restive under the rule of a distant monarch and his entrenched establishment. The jury pondered for about five minutes and awarded the Reverend Mr. Maury exactly one penny. The crowd—"the vulgar Herd," Maury branded them—swept Henry to their shoulders and bore him off to the taproom to celebrate. Two years later, the groundswell would sweep him into the House of Burgesses.

The youngest of the burgesses at 29, the newest with a week and a half in office, and the greenest with none of the usual prior apprenticeship as a justice of the peace, this upstart with the slight stoop stunned his bewigged colleagues in Williamsburg on his 30th birthday by presenting to them, on May 29, 1765, a set of resolutions condemning the Crown's latest tax squeeze: the widely loathed Stamp Act. Seeing that "no person was likely to step

forth," he later recalled, "I determined to venture, and alone, unadvised, and unassisted, on a blank leaf of an old law book, wrote" the ringing protest known as the Stamp Act Resolves. "...Violent debates ensued," he noted. "Many threats were uttered, and much abuse cast on me..." But, Mr. Henry, what did *you* say?

Early published accounts fill in the blank: "Tarquin and Caesar had each his Brutus, Charles the First his Cromwell, and George the Third--"

"Treason! Treason!" blurted John Robinson, Speaker of the House. "Treason!" echoed the burghesses.

Quick as a cat, Henry landed on his feet. "--may profit by their example!" he finished. "If this be treason, make the most of it!"

Out in the hallway stood Thomas Jefferson. Four decades later, Jefferson recalled "the cry of treason, the pause of Mr. Henry at the name of George III, and the presence of mind with which he closed the sentence and baffled the charge vociferated."

Next to Jefferson stood a visitor from France. His name is lost, but not the account he jotted in his diary that day. "The speaker of the House rose," jotted the traveler, "and said, he, the last that had stood up had spoken treason... Upon which the same member stood up again (his name is henery) and said that if he had affronted the Speaker, or the house, he was ready to ask pardon, and he would shew his loyalty to his majesty, King G the third, at the Expenditure of the last Drop of his blood... the heat of passion might have lead him to have said something more than he intended."

The firebrand of the Revolution backed down? The voice of liberty apologized? Which do we believe, Jefferson or the Frenchman?

Probably both. In those times, one might act treasonably, but one did not *speak* so. "Radicals and conservatives alike," notes historian David John Mays,

"continued to render lip service to His Majesty, and to drink to him the first toast, even while they fingered naked swords." Thus could Patrick Henry retract an oral affront to the King, even while nudging his compatriots toward rebellion with his mastery of persuasion, a sword far sharper than steel.

WE CATCH the sword's bright glint again and again as Patrick Henry ascends to the First Continental Congress in 1774, the governorship of Virginia in 1776, and the Constitutional Convention in 1786. By then he too is bewigged, his pate a hairless blank so embarrassing to his vanity that he covers it perpetually with a wig in public and a cap in private.

But suddenly he surprises us, jolts us awake as he so often did his audiences: the old fire-breather who toppled the first domino of revolution voted *against* the Constitution and fought to keep Virginia from ratifying it! It enslaved the states, he argued, to a powerful central government not unlike the one they had just beaten off. That "apostasy" didn't endear him to Jefferson, who at one point labeled him "avaricious & rotten hearted." But Henry persisted, promising friend and foe that he would abide by the law if he lost though "My head, my hand, my heart shall be at liberty to retrieve the loss of liberty, and to remove the defects of that system in a constitutional way." He didn't lose; he won a set of safeguards now embodied in the Bill of Rights.

In 1794 Patrick Henry retired. But his voice didn't. From his house at Red Hill he would bellow orders to his workers down in the flats a half mile away. "During this elocutionary morning exercise," reported a great-grandson, "his enunciation was clear and distinct enough to be heard over an area which ten thousand people could not have

filled; and the tones of his voice were melodious as the notes of an Alpine horn." A few years ago, archaeologists at Red Hill, now the Patrick Henry National Memorial, unearthed the remains of a kind of watchtower--perhaps the parapet from which Henry shouted.

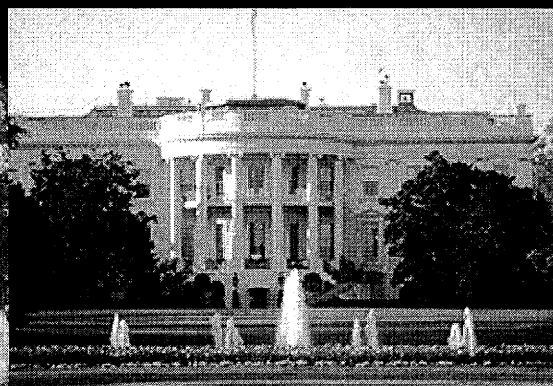
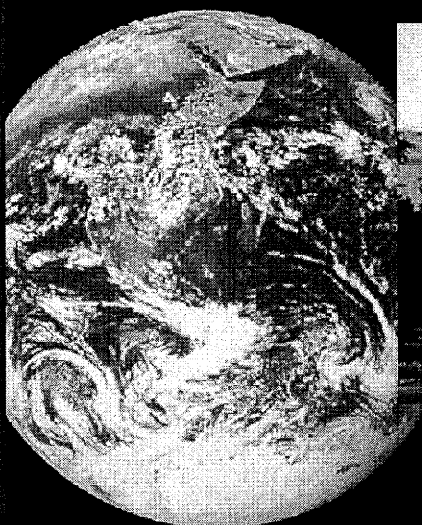
On June 6, 1799, the voice that had summoned a nation fell silent. By then, political parties had coalesced in the Virginia legislature, and the Republicans held a majority. The Federalists suggested a monument to commemorate the "unrivalled eloquence and superior talents" of the man who was the voice of the Revolution. On December 13 the measure was defeated.

Patrick Henry left a substantial estate to his children and his second wife, Dorothea. Did his audience know, on that gray Thursday when he cried for liberty or death, that death had just claimed his first wife, Sarah? Through the blanks we can glimpse her vague shadow as she sinks slowly into insanity, shut in the Henrys' basement to keep her under control. Even the date of her passing is blank. And so was her name in the Henry household; after her death in early 1775 he never mentioned her again.

Two centuries have passed away, but the honest old wood-frame building where the delegates met still stands on Church Hill, in Richmond. For most of those years it has worn the name it wears today: St. John's Church. And as clearly as Patrick Henry's listeners saw the manacles on his wrists and the dagger in his hand, the modern visitor can yet hear in the old sanctum's hush an echo of the thunderbolt hurled on that distant gray Thursday by an orator whose like we shall not hear again.

(David Robinson—who once muffed his lines "Give me death or...!" in a 4th-of-July pageant—wrote this article for Colonial Williamsburg quarterly. It is used with permission.)

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1995 COON-HARDY STAFF:

Director: Scott Deatherage, Director of Debate and Assistant Professor of Communication, Northwestern University. Scott has coached three national championship teams, including the defending champions, 1994 National Debate Tournament winners Sean McCaffity and Jody Terry. Scott has taught more than 25 groups at debate workshops around the country, including those at American University, Baylor University, Georgetown University, the Michigan National Debate Institute and the Michigan Classic. This is Scott's fifth year to direct the Northwestern Debate Society and his fourth year to direct the Debate Divisions of the National High School Institute.

COON-HARDY DEBATE PROGRAM NORTHWESTERN UNIVERSITY

Faculty:

The following individuals have joined the faculty for the 1995 Coon-Hardy Debate Program for Seniors:

Greg Blankenship, Associate Director of Debate, University of North Carolina.

Paul Derby, Associate Director of Debate, University of Redlands.

Erik Doxtader, Lecturer in Rhetoric at the University of California, Berkeley; former Associate Director of Debate, Northwestern University.

Tiffany Earl, Senior Debater, University of Iowa.

Brian McBride, Associate Instructor of Debating, University of Texas.

Gordon Mitchell, Associate Director of Debate, Northwestern University.

Cate Palczewski, Director of Debate, University of Northern Iowa.

Nate Smith, Associate Director of Debate, Northwestern University.

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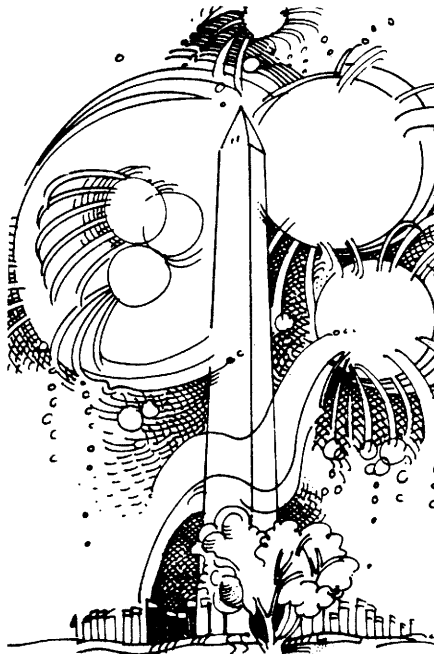
Core Individual Events Workshop Faculty

Lanny Naegelin, *Texas School System*
Lydia Esslinger, *Syosset*

Julie Sheinman, *Stuyvesant*
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THE NATIONAL FORENSIC LEAGUE: IN NEED OF A JUNIOR

by Dr. Carolyn Baker

For the past ten years, I have worked with younger students (grades 5-8) in the area of forensics. Having been in the classroom for over 18 years and being involved in numerous junior high/middle school activities, I found forensics to have been most beneficial to these young people. Having personally witnessed children gain self-confidence and improve speaking skills, I see the National Forensic League enhanced by creating a National Junior Forensic League.

My enthusiasm for forensics in the middle school was so strong that as I worked on my Doctorate in Education, I decided to focus my dissertation in this area. Although my "Evaluation of a Middle School Forensic Program" suggests further research, I would like to share the results of one aspect of the study--the parent/guardian phone interview.

Before discussing the interview, some background information regarding the forensic program being evaluated will be helpful. The Catholic Middle school league began in the school year 1990 - 91. Although the league's focus centers around its four yearly tournaments, from the beginning coaches are urged to focus on the self-esteem of the child. Inspiring students to do their best is encouraged over winning; watching them improve is even more gratifying. To help foster motivation, the league staples "you're a winner" ribbons on all critique sheets of those students who place in each round. From its inception, the Catholic middle school forensic program has been based on helping students feel good about themselves while enjoying the thrill of competition.

The participants in my doctoral study were students who had joined their school's forensic team and had participated in three required competitions. To be a member of their school's forensic team, students had to be in grades 5, 6, 7, or 8. After the first tournament, there were approximately 90 students in the study. After the third tournament, 52 students remained who had competed in all three league tournaments. These 52 students came from four Catholic schools (the league had 7 active schools in the first year; currently, there are 10 schools active in the league). Tournaments included debate and individual events.

The parent/guardian interview (this was one measure out of three used in this evaluation) was an evaluation measure that revealed strong support for the forensic program. Fifty-two

phone interviews were completed by an interviewer who was experienced in research but not familiar with the forensic program (this was done to avoid researcher bias). I reviewed the interview process with the interviewer in detail. We discussed the guide, including explanation of the wording on the guide, allowable probes, and coding procedures. Before the interviews began, six pilot interviews were conducted. After revisions were made, the interviewer then practiced with me for feedback to the interviewer's understanding of the correct interview process. The interview was developed to evaluate the forensic program on the basis of improving public speaking skills and promoting self-esteem.

Of the 52 students involved in this aspect of the study, all 52 phone interviews were completed. The 100% success rate was possibly due to notes that were sent home prior to the interviews to remind parents/guardians that a phone interview would be forthcoming. There were a total of eleven questions on the interview. The key question was open-ended: "How has the forensic program affected your child?" Of the 52 respondents, 45 commented that their child was affected positively in some area of public speaking skills (see Table 5). The public speaking skill most often mentioned in the interview was the ability to speak in front of other people (see Table 6). Some parents mentioned that their children had never spoken in front of people and that forensics had helped them. Their children used to be hesitant to speak out but now had confidence in speaking with people.

Table 5

Summary of Responses to Question 6: How has the Forensic Program Affected Your Child?

Overall responses	Percentage of Respondents
Improved Speaking Skills	86%
Improved Self-Confidence/Self-Esteem	71%
Overall Positive Comments	33%
Positive Aspect of Competition	19%
Positive Academic Results	17%
No Noticeable Improvements in Speaking Skills/Already Competent	12%

Table 6

Public Speaking Skill Responses to Question: How has the Forensic Program Affected Your Child?

Public Speaking Skills Gained from Forensics -- Responses to Question 6	Percentage of Respondents
Ability to Speak in Front of Others	37%
Improved Articulation/Diction	25%
More Vocal Variety	23%
Better Enunciation	15%
Uses Appropriate Volume	15%
Improved Dialogue With Others	13%
Facial Expression When Speaking Improved	13%
Helped with Oral Reading	12%
No Mention of Speaking Skill Improvement	12%
Has Become a Performer/dramatic	10%
Speaking Rate Improved	10%
More Poise	8%
Improved Intonation	6%
Improved Organization of Oral Presentation	4%
Uses More Gestures in Speaking	4%
Explored Range of Emotion With Speaking Style	2%
Oral Communication Skills Enhanced	2%

Of the 52 respondents, 37 mentioned that their child's self-confidence or self-esteem had been positively affected as a result of being in the forensic program. Several respondents had mentioned that as a result of the program their children felt good about themselves. One parent commented about her daughter, "Her performance gives her a great deal of confidence and, naturally, any recognition for that performance is an added plus." Another comment, "I think anytime a child has a chance to present (himself/herself) to an audience, they see the fruits of their labor, they'll feel good about themselves. That's like a snowball: the more it grows, the better you feel."

Perhaps the three most favorable responses concerning positive self-confidence/self-esteem effects from a forensic program were:

She (daughter) has tended to be introverted, public speaking has given her the opportunity to be recognized and given her respect, recognition, and approval.

She (daughter) feels very confident that she can do anything. It (forensics) has encouraged in that aspect. Even though she has not won any great awards, she feels she has accomplished something.

He's small, couldn't find anything he was good in--he didn't say much positive about school. He was looking for something and he said, "I like forensics, I'm good at it," and from this confidence, he's been able to say it (being good in a specific area) about other areas, even school.

Question nine on the interview guide asked, "What do you like best about the program?" All 52 parents/guardians responded positively to this question (see Table 7). The highest percentage of responses (37%) involved the positive aspects found in tournament competition and increased ability to speak in front of others.

Table 7

Summary of Responses to Question 9: What Do You Like Best About the Program?

Overall Responses to Question 9	Percentage of Respondents
Positive Effects of Tournament Competition	37%
Increased Ability to Speak in Front of Others	37%
Team/School Spirit	29%
Improved Self-Esteem	27%
Educational Aspects	21%
Overall Positive Effects	21%
Alternative to Sports	17%
Development of Life-long Skills	13%

Parents liked the tournaments because they offer the opportunity for students to watch other students compete and then compete themselves. They learn to mix with other students from other schools. Parents are impressed that a tournament can involve so many children that are willing to give up their Saturdays. Parents also mention the fact that tournaments offer such a diversity of content. There is such a broad range of events in which to compete and so many categories that fit each child. The tournaments also help students learn how to win and lose. If a school wins a sweepstakes trophy, everyone is excited. The increased ability of students to speak in front of others tied with the highest percentage of responses (37%). As one parent stated, "These people can now just get up and speak."

The final question asked parents to rate the program, "On a scale from 1 to 5 with 1 being the lowest and 5 being the highest, how would you rate the forensic program at your school?" Of the 52 respondents, 92% gave the program the highest two ratings of a 4 or 5 (the rating of 5 had 63% and the rating of 4 had 29%). The rating of 3 had 6% of the responses, the rating of 2 had 2% of the responses, and the rating of 1 had no responses.

Obviously, this study was intended to evaluate this particular forensic program and not any other population; however, there are implications that might be beneficial for the National Forensic League to note. The information suggests that, according to parents, a forensic program in the middle school can be beneficial. Besides positive responses concerning public speaking skills and self-confidence, parents' response included positive effects of tournament competition, educa-

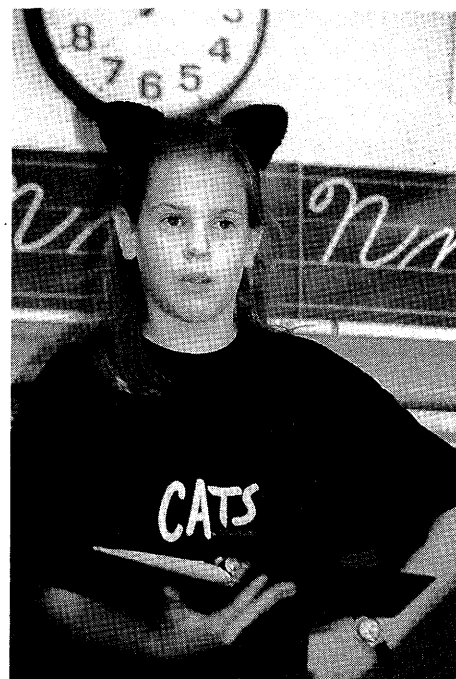
JUNIOR HIGH/MIDDLE SCHOOL PERFORMERS



8th grader Haley Rumore is practicing her dramatic interpretation of *The Little Match Girl*. Haley is the 1993-94 Captain of her team of 57 members (grades 5-8).



Current forensic team member, 7th grader Myra Daddario performs her humorous interpretation selection for the school's open house.



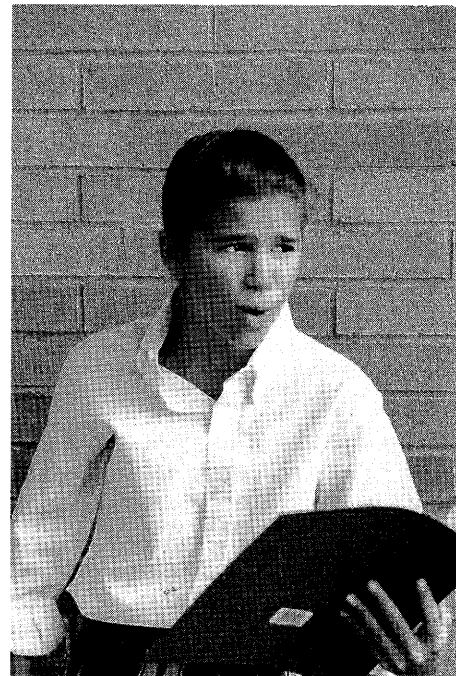
5th grader, Paige Anderson, is performing in a Readers' Theatre group of 7 students. The selection consists of 3 poems about cats by T.S. Elliot.



This duet acting team were 8th graders. Both now are juniors at St. Cecilia Academy. Stephanie Eads (left) has been involved in school plays and the forensic team. Hallie Daddario (right) has taken district and state honors in forensics.



These pictures were taken when Rob Hancock was in 6th grade. He was using his talented voice to tell the story *Follow the Drinking Gourd* by Jeanette Winter. Rob, a sophomore at MBA, has had the leads in several school plays.



Kate Philbinis practicing her poetry selections by Judith Viorst. She was in 5th grade in this picture. Kate is currently a freshman at Fr. Ryan High School. She was named Outstanding Freshman at the YMCA Youth Legislature.

tive effects of tournament competition, educational aspects of the program, the team or school spirit that was fostered, and the development of skills that can last a life-time.

I personally encourage the National Forensic League to give recognition to junior high students involved in forensics by creating a National Junior Forensic League. Just as the National Junior Honor Society increases desire in students to go on and become a members of the National Honor Society in high school, the National Junior Forensic League could do the same (our high school forensic's coach likes the aspect that she does not have to go over the basics with students who have been in a middle school forensic program--they come to here ready to learn even more). The students could earn recognition (points) by being involved in speaking events, with no special emphasis on competition. I envision students wanting to read to the "extended care" students or to the elderly to gain points and thereby being involved in service learning. The "tapping" ceremony could be similar to the National Junior Honor Society, if schools choose this way to recognize NJFL students.

To those NFL members who are hesitant to begin a National Junior Forensic League because they will "burn out", please reconsider. Certainly this is a possibility, but I assure you, (and I am sure there are others out there who would agree with me) the positive effects of a NJFL far outweigh the negatives. A NJFL would be a building type of program which can lead to a smooth transition into a high school forensic program. It is simply not a "mini-clone" of a high school forensic program. I feel the NJFL might also bring about a networking system of interested forensic coaches in the middle school arena who could come together occasionally to share ideas and initiate growth in the different aspects of forensics. Just think how refreshing it would be it the first thing that comes to mind to a student when you say NFL is NOT the National Football League.

(Carolyn Baker received her Doctorate in Education in August 1992, from George Peabody College of Vanderbilt University. She found the Nashville Catholic Middle School Forensic League (the 1994-95 school year will mark 5 years of service to the Diocese) which includes all schools in the Diocese of Nashville, Tennessee. Carolyn is employed as Enrichment Coordinator and Forensic Coach for Overbrook School in Nashville, is an adjunct faculty member of Aquinas College, and is a forensic consultant for the Nashville Catholic Schools.)

[The NFL Executive Council, at the Spring Council Meeting, authorized the creation of an NJFL beginning the 1995-6 school year.]

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Rhonda Walker of the NFL office is displaying the honor cords

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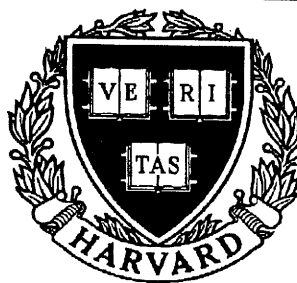
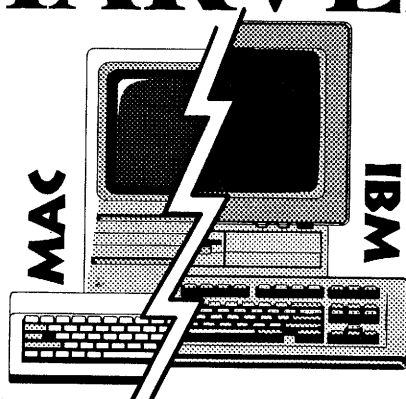
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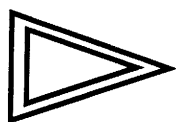
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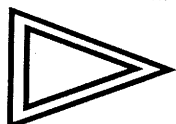
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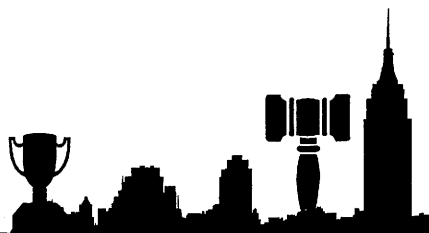
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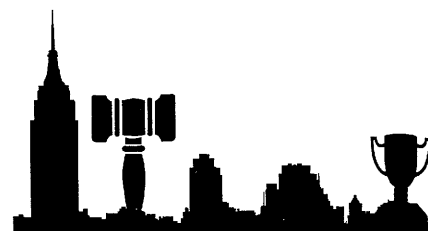
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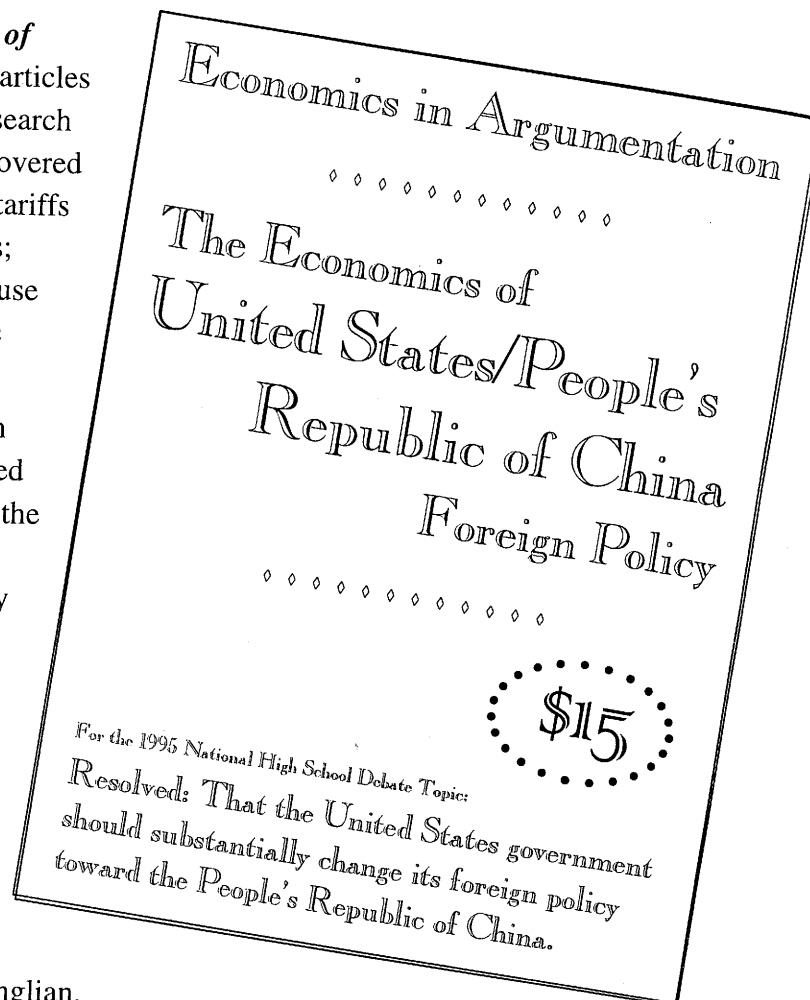
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Evidence in the form of arguments, in-depth topic analysis and discussion of economics-based cases will be provided by Philip Michelbach of the Economics in Argumentation staff. Mr. Michelbach is a former debater at the University of Kansas.

In addition, *The Economics of US/PRC Foreign Policy* will include policy studies from a major economic and foreign policy conference held in Beijing in April 1995. Economics in Argumentation Director Gregory F. Rehmke will attend the conference. Leading Chinese development and policy experts will give presentations at the conference, including Wu Jinglian, Dong Furen, Qiu Xiaohua and experts from nine major Chinese economic research and consultancy bodies.

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EXTEMP MATERIALS AT NATIONALS

by Bob Jones & Judith McMasters

"Can I use this material?"

"What do you mean I can't have this in my files! It was okay at my state tournament."

In the Extemp Prep Room at the national speech tournament we hear the same complaints year after year.

The reason for rules or guidelines is to establish an even playing field for competition -- one on which everyone competes knowing what's accepted and what isn't. We believe it is important to review the rules for evidence files and explain some recent interpretations.

One of the most asked about concerns is electronically retrieved information such as from On-Line America, Prodigy, wire service hookups, or the internet. The rules now state (Extemp Speaking Rules, TN-6) "No electronic retrieval devices may be used, but printed material from 'on-line' computer services may be used." As more and more of this information has become available and easily accessible, we've accepted the material as legitimate if it has the copyright code. In the credits at the beginning of a computer retrieved article is the copyright symbol which indicates a computer copy of an original article.

A second concern is the cutting of material for files. Extemp Speaking Rule 5B states that the original article must be "intact or uncut." With news articles it is important to keep the whole article together. If speakers could cut and paste without regard to original format, a speaker could cut and paste article parts into prepared speeches. This would clearly violate the fair playing field concept. The problem, though, is what to do about quotations and cartoons -- popular extemp

materials. Quotation books, intact and uncut, are certainly acceptable, but so are personal compilations of quotations. For instance, one speaker had created his own "dictionary of quotations" from typed and cut and paste quotations. This was ruled legal because the finished product resembled an original and gained the speaker no special advantage. On the other hand, a card file of factual and literary quotations was disqualified because the speaker could lay out her "quote cards" into a quick speech outline. Definitely, an unfair advantage. Similarly, pages grouping political cartoons around a topic -- creating a dictionary of cartoons -- is acceptable. But adding commentary with the cartoons would not be legal. That would constitute annotation and is in violation of rule 5D.

Rule 5D says, "D. Topical index without annotation may be present." The most important question here is what constitutes annotation? *Webster's International Dictionary* defines annotation as "a note added by way of comment or explanation." So, it is legal to have a card index file or a computer index file (hard copy) of article titles as long as no "comment or explanation" accompanies the file. In other words, the prep room committee would reject files which included entries like the following:

"Ending Welfare as We Know It," *USA Today Magazine*, March, 1995, pp. 16-20. Good article suggesting the welfare system can't be reformed and therefore we stop throwing money

away on a system which will never work.

The article title, magazine, date, and page are all acceptable -- it is the commentary that would get this file in trouble.

Besides being complete and filed correctly, speakers need to also be aware of how they mark articles. The Extemp Speaking Rules read, "Underlining or highlighting in materials will be allowed if done in only one color on each article or copy." This rule restricts someone from highlighting in different colors or mixing underlining and highlighting in such a way as to pre-outline a speech. Again, to keep the playing ground fair, restrictions need to be observed. And although there should be no notes written on the articles (that would be annotation), it is acceptable to have file names on the article to help in refiling.

These suggestions do not exhaust the possibilities for questions and interpretations of the rules for materials in extemp prep. If you have questions or concerns about your files at nationals, be sure to ask the prep room staff. If there's something they can't answer right away, they'll be glad to check with headquarters.

At every nationals there will be whines of "I didn't know that was the rule." But with a little reading and a little effort, any speaker can be prepared to compete well on the fair field of competition at NFL Nationals.

(Bob Jones coaches at Canby (OR) and Judith McMasters at Seminole (OK). Both supervise the national extemp prep room.)

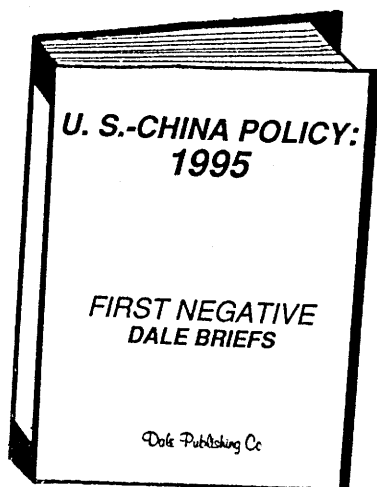
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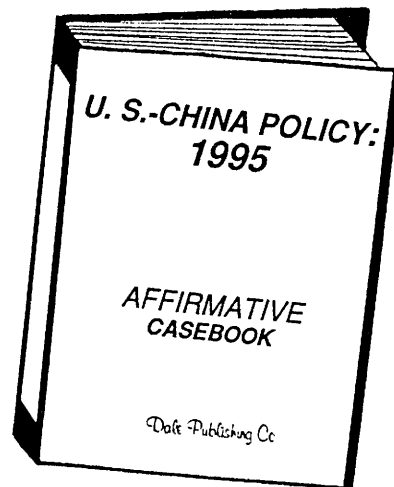
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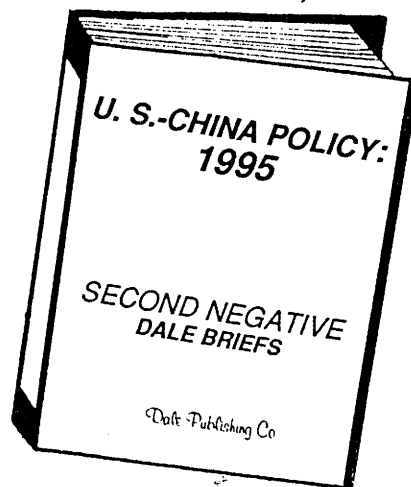
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THE INTEGRATION OF ACADEMIC COMPETITION SKILLS INTO THE COMMUNICATION ARTS CURRICULUM

by Barbara A. Miller

Perhaps the most under utilized resource in many schools is the academic competition program. Competition in speech and debate, moot court, and mock trial all promote the kind of critical thinking and communication skills that are embedded in most school districts' educational goals. However, since most of these activities are thought of as extracurricular rather than as an integral part of the general curriculum, their usefulness is limited to those students who are enrolled in high school forensics courses or who choose to participate on an extracurricular level. It is important that the methodology involved in teaching research, reasoning, organizational, and communication skills that are such an essential part of forensics and other activities involving academic competition be made available to all teachers.

In our school district, Charlotte-Mecklenburg Schools, speech and debate has been almost exclusively limited to high school programs. These programs offer special training in debate events, speech events, oral interpretation events, and special events (like mock trial).

In looking at the developmental characteristics and instructional implications contained in the *Charlotte-Mecklenburg Schools Performance Standards* for communication arts, it appears that at least some of the forensics activities are appropriate for each grade level from grades three through grade twelve.

A few of the high schools have experimented with cross-level activities. For example, Providence High School foren-

sics students have tutored speech and debate students at South Charlotte Middle School students. South Mecklenburg students have done the same with students at both Carmel Middle School and Pineville Elementary. The middle school students were very responsive; the elementary school students were wildly enthusiastic.

Most of the elementary students were second and third-graders. The format used by South Meck was storytelling. The children were attentive and discussed the stories after each performance. In one of the classes, however, students asked if they could try the activity. Each of the student volunteers chose a character, and an impromptu character analysis by the student preceded the interpretive reading. In retrospect, it is significant to note that this activity included the following instructional implications:

- * Praise and encouragement from adults to increase motivation.
- * Wise guidance and channeling of interests and enthusiasms.
- * Enrichment opportunities.
- * Emphasis on analyzing and explaining data, including cause/effect relationships.
- * Opportunities to explain thoughts.
- * Classroom environment planned to promote time on task.
- * Active learning experiences.
- * Student choice within teacher controlled parameters.

The developmental characteristic of intermediate students, however, suggest that other forensics activities could be incorporated into the cre-

ative intermediate classroom. Impromptu speaking, for example, if practiced in a supportive environment, provides students with a effective way to explain their thoughts.

On the middle and high school levels, all of the forensics activities can be used in English classes, as well as in science and social studies. For example, policy resolutions include a number of socio-political and economic issues. Simple modifications to any of the debate formats would make each of them valuable as enrichment activities.

At South Meck, English and African-American studies students have used student congress to examine issues peculiar to a particular period of time. Values debate has also been used to examine the philosophical/pragmatic implications in such widely diverse works as Thoreau's "Civil Disobedience" and Hawthorne's moral stance in *The Scarlet Letter*.

While programs that feature academic competition have much to offer in the way of curriculum enrichment, coaches are sometimes considered interlopers who take students away from the "real learning" that occurs in the classroom. In making both educators and students aware that these activities are complements to the learning that takes place in the classroom and that such activities can benefit all students, not just those students whose talents and interests are best served by competition, we can provide increased enrichment of our students while promoting real understanding among colleagues.

(Barbara A. Miller coaches at South Mecklenburg (NC) HS.)

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LD \$795

Note our value-priced, national caliber programs in Austin & Washington, D.C.

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

Reasons to Choose an NFC Summer Camp

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

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

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

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

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

National Forensic Consortium

1678 Shattuck Avenue, Suite 305

Berkeley, California 94709

or call: (510) 548-4800



STANFORD NATIONAL LINCOLN-DOUGLAS DEBATE INSTITUTE

August 5- 18, 1995

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

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

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

NICHOLAS J. COBURN-PALO is currently a college debater at Weber State College in Utah, and was formerly the Director of Debate at the Pinewood College Preparatory School, and Debate Coach at San Francisco State University. He has also served as a full-time high school public speaking and argumentation teacher and serves on the National Tournament of Champions Advisory Committee. Mr. Coburn-Palo has twice finished fifth place or higher at the Collegiate National Championships (CEDA). In addition, he has taught at the Berkeley L-D Institute and the Austin National L-D Institute. One of the most versatile collegiate debaters ever, Mr. Coburn-Palo placed in the top ten speakers in NDT debate at both the Harvard and Northwestern tournaments this past year. He teaches exclusively at NFC summer debate camps, and is the Co-Director of Curriculum for the Stanford LD program.

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

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

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

These outstanding associate faculty serve a key role at the Institute. They serve as instructors under the guidance of senior faculty. We invite you to compare the qualifications of our assistant instructors with those of primary instructors at other institutes.

STEVEN C. CLEMMONS is currently a BA candidate at Weber State College in Utah, where he is double-majoring in Speech and Communication Studies and Philosophy. He was the 1990 Collegiate National Lincoln-Douglas Debate Champion and placed fifth at the Collegiate National Championships (CEDA) in 1991. He has previously served as the debate coach at the Sacred Heart School.

MICHAEL ERICKSON debated for four years at La Cueva High School in New Mexico. In addition to late elimination round finishes at virtually every major tournament in the nation, Mr. Erickson placed 1st at the 1992 National TOC. He is currently a student at UT Austin, where he is completing his BA.

ANDREW WILMAR currently debates at Yale University. In addition to clearing to late elimination rounds at many of the nation's finest LD tournaments, Mr. Wilmar placed 1st at the Stanford Round-Robin. He has previously taught at the Stanford Institute.

For additional information contact the NFC at:
1678 Shattuck Avenue, Suite 305, Berkeley, CA, 94709
or call: 510-548-4800

Presenting the

Stanford National Forensic Institute

CX Program: July 31 - August 18, 1995

LD / Events: August 5-18, 1995

SUPERIOR PROGRAM: The **Stanford National Forensics 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 previously attended an institute of sufficient rigor may apply for acceptance into the program's "swing lab," designed for students desiring a 5 week comprehensive program.

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

Judy Butler, Spelman	Paul Skiermont, Kentucky	Ryan Goodman, UT Austin
Robert Thomas, Emory	Matthew Fraser, Stanford	Anjan Sahni, Emory
Jon Hersey, UCLA Law	Ryan Mills, Pinewood School	Abe Newman, Stanford
Chris Decker, Harvard	Kate Schuster, Emory	Jenna Jordan, UC Berkeley
Li-Cheng Wang, Stanford	Chris Hersey, Head-Royce	Mark Pedretti, Bellarmine
Dan Muller, Emory Law	Bill McKinney, Vista	MaryBeth Maloney, Columbia
Jonas Marson, Harvard	Ann Marie Todd, Emory	Naomi Murakawa, Columbia
Molly Stephens, Stanford	Minh A. Luong, Purdue	Andrew Wilmar, Yale
Eric Brown, U of Chicago	Priya Aiyar, Harvard	Michael Erikson, UT Austin
Nick Coburn-Palo, Weber	Steve Clemmons, Weber	Spencer Chandler, UCLA

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

\$1,295 resident plan
\$650 commuter plan

LD and Events

\$995 resident plan
\$525 commuter plan

Given the nature and quality of the 1995 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 offers this program at such low cost by limiting unnecessary frills such as glitzy advertising, and instead spends 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:**

Stanford Debate - SNFI
1678 Shattuck Ave, Suite 305
OR CALL: (510) 548-4800

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

Austin National Debate Institute

CX Main Session: July 6 - July 22

LD Main Session: July 9 - July 22

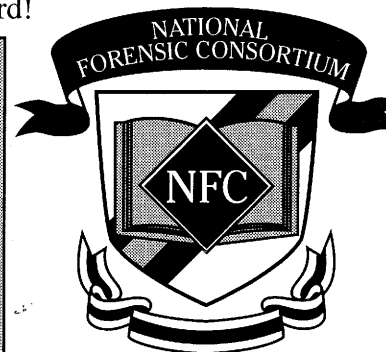
The Austin National Debate Institute seeks to provide students access to a national-caliber faculty at an incomparably low cost. The ANDI is an independent program which offers **both Policy and Lincoln-Douglas debate**, taught by some of the finest and most respected forensics educators in the country.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

Fabulous Learning Environment

- **Great location.** The ANDI is located in fabulous Austin, unique in Texas for its moderate summer climate, quality libraries and document depositories. Students are housed in a secure facility which is one of the finest residence halls in Austin. Housing is of the highest quality, with comfortable, climate controlled double rooms, many of which have a separate living area and kitchen facilities. Rooms are modern and tastefully furnished.
- **Educational emphasis.** The ANDI programs focus on the teaching of debate skills and techniques in combination with a proper emphasis on preparation and original research. The program is designed to accommodate students at the beginning and advanced levels, with separate labs and primary instructors for beginners. Several hundred pages of the central evidence file are included free of additional charge for team debaters, and all essential materials are included for Lincoln-Douglas students. Policy students will graduate prepared to tackle the 1995 policy topic, while L-D students will be prepared to debate a myriad of possible and likely national topics.
- **Numerous special program features.** These include enrollment caps to ensure student access to ALL the top faculty; an incredible faculty-student ratio of around 1:7; special theory seminars, lectures and guest lecturers; multiple critiqued debates; rebuttal reworks and strategy training; and much more! The program as a whole emphasizes learning through doing, with all students working with a variety of faculty on basic and advanced aspects of skills such as argument preparation, strategizing, extension of positions, and foundational theories of debating and delivery. Policy debate students will also receive access to the best evidence produced at the other three NFC camps!
- **Top quality national-circuit faculty.** The ANDI faculty is composed of many of the finest coaches and debaters in the nation. Students will have the opportunity to learn from a supportive and experienced staff which collectively has dozens of sessions of institute teaching experience. A glance at the qualifications of the ANDI staff will reveal the depth and quality of what is every summer debate program's most important asset, its teaching staff. ANDI compares favorably with any other program in this and every regard!

Carefully Structured Schedules

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



Fees : \$795 for CX,
\$650 for LD,
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

California National Forensic Institute

Policy and LD programs: June 17 - June 30, 1995

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

POLICY and LD DEBATE

The policy and LD programs offer intensive instruction for students of all levels of experience and skill. The instructors will include accomplished collegiate and high school debate coaches, as well as current collegiate debaters who are former NFL Nationals and TOC final-round participants. In addition to topic and theory lectures, students will receive numerous critiqued debates with rebuttal reworks, free materials from the central evidence files, and personalized seminar instruction. Students also receive access to the best evidence researched at each of the other three NFC summer camps. LD students will participate in a unique curriculum designed to maximize individual improvement through philosophy lectures, technique practicums, and theory seminars. Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

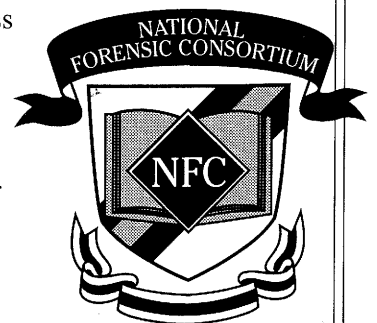
Matthew Fraser, Stanford	Ryan Mills, Pinewood	Robert Thomas, Emory
Abe Newman, Stanford	Molly Stephens, Stanford	Dan Muller, Emory Law
Jonas Marson, Harvard	Jenna Jordan, UC Berkeley	Chris Hersey, Head-Royce
Anjan Sahni, Emory	Gerard Grigsby, Head-Royce	MaryBeth Maloney, Columbia
Naomi Murakawa, Columbia	Shauna Olson, Claremont	Jon Hersey, UCLA Law
Priya Aiyar, Harvard (LD)	Nick Coburn-Palo, Weber (LD)	Andrew Wilmar, Yale (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 \$975. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$475. One-week programs are also available. 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.

at Catholic University in Washington, D.C.

CX: July 5 - 22

LD: July 5-18

The National Debate Institute, D.C., at Catholic University offers an exciting opportunity for students to attend a national caliber debate institute. 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 and collegiate level, as well as 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! 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 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.

- **EXPERIENCED PROGRAM DIRECTION.** The co-directors are:

Jon Hersey of UCLA Law School and former coach at UC Berkeley and Matthew Fraser, director of forensics at Stanford & the Head-Royce School.

Costs (which include lunch and dinner throughout the program):

Three Week CX Program

Two Week LD Program

\$995 (rm, board, tuition)

\$795 (rm, board, tuition)

An additional \$75 fee is required upon application.

For more
information
contact:

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



NATIONAL FORENSIC CONSORTIUM

1995 Summer Program Schedule and Application

Berkeley, CA

CX: JUNE 17- JUNE 30
RES: \$975, COM: \$495

LD: JUNE 17- JUNE 30
RES: \$975, COM: \$495

1 WEEK CX OR LD:
JUNE 23 - JUNE 30
RES: \$565, COM: \$295

Washington, D.C.

CX: JULY 5 - JULY 22
RES: \$995, COM: \$595

LD: JULY 5 - JULY 18
RES: \$795, COM: \$495

1 WEEK PROGRAMS ARE
NOT AVAILABLE AT THIS
LOCATION.

Austin, TX

CX: JULY 6 - JULY 22
RES: \$795, COM: \$450

LD: JULY 9 - JULY 22
RES: \$650, COM: \$395

1 WEEK CX OR LD
JULY 15 - JULY 22
RES: \$425, COM: \$225

Stanford, CA

CX: JULY 31 - AUGUST 18
RES: \$1295, COM: \$650

LD/IE: AUG 5 - AUG 18
RES: \$995, COM: \$525

1 WEEK PROGRAMS ARE
NOT AVAILABLE AT THIS
LOCATION.

FOLLOW THESE INSTRUCTIONS: Circle or highlight the following three items from the selections above. 1) The campus location 2) The division you are selecting (CX, LD, IE) and appropriate dates 3) Select "RES" fees for resident, or "COM" fees for commuter. You may only apply to *one* program per application.

Name: _____

(last, first, middle)

Address: _____

(residence #, street, apt #)

(city, state & zip)

Parent's name: _____

Phone #: (____) _____

Coach's name: _____

Phone #: (____) _____

High School: _____

HS Address: _____

Circle one on each line

Enroll me in:	Policy	L-D	Events
Enroll me as a:	Resident		Commuter
Class (next year):	Fr	Soph	Jr
Years experience:	1	2	3
Gender:	Male		Female
Competitive level:	Novice	Intermediate	Varsity
Special program for debate:	Communication/persuasion lab		Swing Lab
(circle only if appropriate)	(NDI-D.C., ANDI and SNFI only)		(SNFI only)
List 2 desired events:			
(SNFI IE students only)	(primary)		(secondary)

Additional info: On the back of this form experienced students should list: tournaments they have attended, their scores or win/loss record, and division and placement at each. Priority enrollment deadline is June 1, but late applicants will be accepted as space permits. Applicants who pay-in-full upon application by the deadline are guaranteed admission. Express mail after June 1. Limited need-based financial aid for tuition only may be available for students who can demonstrate both need and talent. Resident fees include room, board, and tuition. Commuter fees include tuition only, with an optional commuter meal plan available for an additional charge at most locations. To assure enrollment send the completed application and a \$75 non-refundable enrollment fee (which is additional and refundable only in the event that the applicant is not accepted into the program) with a check made payable to "NFC" to:

National Forensic Consortium
1678 Shattuck Avenue, Suite 305
Berkeley, California 94709

or call the NFC director,
Matthew Fraser,
at (510) 548-4800

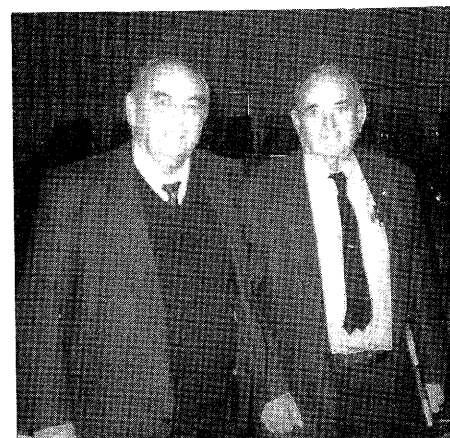
PICTURES FROM ALL OVER



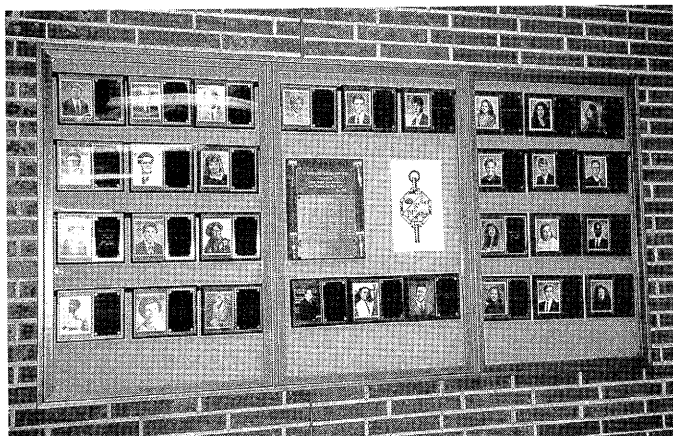
Great Coach: Michigan's Margaret Miller, now retired.



NFL CARE Committee: Graupner, Bennett, Link, Cummings, Phillips, Sunne, Stockton.



Look alike: Californians John Hufford and Chuck Johnson!



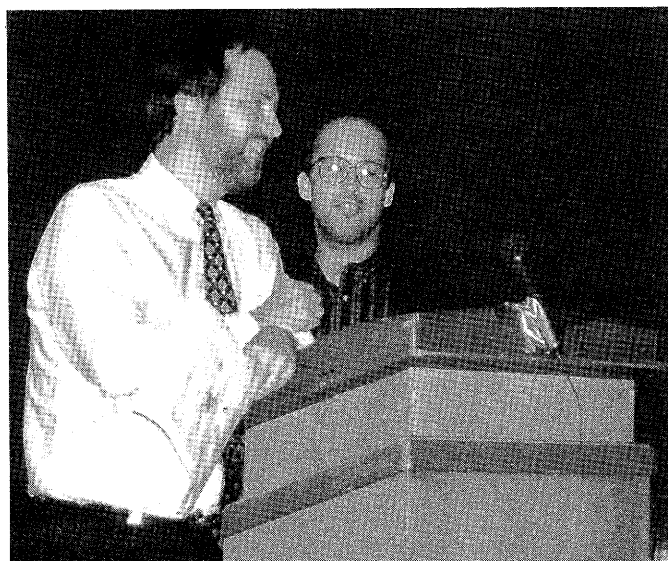
Wall of Fame: State winners and National Qualifiers at Ft. Wayne (IN) Northrup HS coached by Linc Record.



Cut the cakes: President Donus Roberts with B.J. and L.D. Naegelin in South Dakota on the Naegelin's Anniversary.



Blast from the Past: 1958 photo of NFL Founder Bruno E. Jacob presenting the Leading Chapter Award to Pittsburgh Sacred Heart (PA) HS and coach Sr. Mary Zoe, SC, NCFL founder.



Coaches Debate: Texan Alex Pritchard cross examines Iowan Dave O'Conner in a coaches Sample Debate held at Valley (IA) HS. Argumentation terrific! Decision unknown!



Y'all Come!

The Heart of Texas Invitational Debate and Speech Tournament

October 20-21, 1995

(arrive Thursday evening, October 19--Depart anytime Sunday, October 22)

The St. Mark's School of Texas

Dallas • Texas

Here be our Bonafides:

Last Year the Tournament was Attended by 120 Schools from 23 States

6 Preliminary Rounds of Varsity Debate (Team and L.D.) Leading to a 32 Team/Person Elimination Bracket

6 Speech/Drama Events (DI, HI, OO, FX, US, Duet) With 3 Preliminary Rounds Leading to Quarterfinals

The College Forensic Preview Program for Seniors

(Last year attended by representatives from Baylor, Texas, Harvard, Northwestern, Dartmouth, Iowa, Kentucky, North Texas, Wayne State, and Webber State)

The Forum on Women in Debate Sponsored by the National Debate Coaches Association and Directed by Sherry Hall of Harvard University

The Acolyte Award--Presented at the Opening Assembly to the Outstanding Assistant Coach in the Nation (ballots are sent to all attending schools)

Lots of Tournament Logo Goodies

The Best BBQ on Planet Earth

If your school did not receive an invitation last year, please contact:

David Baker

St. Mark's School of Texas

10600 Preston Road

Dallas, Texas 75230

214-363-6491 ext. 141

FAX: 214-373-0691

Invitations will be mailed in early August. You may reserve entries at any time (including all summer) by leaving a message on voice mail at St. Mark's. **You must, however, get oral confirmation of your entry prior to making travel arrangements.** Voice mail will be checked every day during the summer, and oral confirmation should be possible within 48 hours. This process should allow schools to take advantage of air fare wars that may happen between now and when the invitations are mailed. Due to the demand for entries, there are strict entry limits: Five entries in any single speech/drama event. Two entries in Lincoln-Douglas. One team in Team Debate--Second teams by application only. Students may only enter one division of debate. Students entered in the Speech/Drama Tournament may not enter the Debate Tournament, but may enter as many as three speech events, subject to pattern conflicts.

The Harvey Hotel of Addison Texas will be the host hotel. All Speech/Drama contests will be held at the hotel, and the Debate Tournament will move to the hotel on Saturday afternoon. Please indicate that you are with the St. Mark's Tournament when making reservations. The Harvey Hotel of Addison: 214-980-8877

Florida Forensic Institute

Special Programs for STUDENTS, COACHES and TEACHERS

With 3 Additional Days! July 28 through August 11

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

Core Staff

The Institute will be taught by coaches from across the nation. Committed to working at the 1995 Florida Forensic Institute:

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

Fr. John Sawicki--Holy Ghost Prep--Extemp & Oratory
John Schultz--Florida State University--Voice & Movement
Lisa Miller--South Plantation HS--Lincoln-Douglas
Carmen Adkins--Sandalwood HS--JV & Varsity Team Debate
Fran Berger--Miami Palmetto HS--Novice Team Debate
Brent Pesola--University School, Florida--Institute Director

The Philosophy of the Florida Forensic Institute

The FFI not only offers a staff that rivals any institute, but also an alternative time: enrollees return to school in the fall *fresh from the institute and ready to compete!* There won't be that lull between the end of institute and the start of school. The 140+ students at last year's FFI found that this increased their productivity and performance level. More importantly, the FFI focuses on *instruction first*, then competition. Ironically, students have found that by taking a more "academic" approach during institute, they not only gain a more comprehensive understanding of the activity, **THEY DO IN FACT WIN!** This is supported by the fact that last year's FFI alumni have advanced to the Final Rounds at literally every major tournament in the country. Future ads will document their success.

Tuition & Room and Board

Tuition for the expanded FFI will be \$425, which includes all materials. Day students may also purchase a lunch plan.

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

That's right! Students will be housed in a secluded section of the Rolling Hills Resort, a full-service hotel that offers all the amenities imaginable--including the Atlantic Ocean--just a short distance away. And there's no need to bring towels and linens--students will receive daily maid service! The Quad Rooms include a color TV, telephone, and private bathroom. Most importantly, our "dormitory" fees rival the on-campus institutes. Resident students will be charged \$475 (plus tuition), which includes 14 nights: Friday, July 28 through Thursday, August 10th. This fee includes lunch and dinner on week nights, recreation, transportation, beach outings, and full use of the resort--including a swimming pool and recreation center. A detailed packet of housing information will be mailed upon receipt of resident students' registration materials. Before applying for housing, be aware that any violation of housing rules results in *immediate dismissal* from the FFI. Also, be *guaranteed* that the FFI has the most ideal housing plan in the country.

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

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

BRAND NEW, FULLY ACCREDITED TEACHER WORKSHOP

By popular demand, the FFI now offers an organized **TEACHER/NEW COACH WORKSHOP**. Dale McCall, the "inventor" of Lincoln-Douglas Debate and renowned coach of all Forensic events, will instruct and supervise a comprehensive workshop for coaches at all levels of experience. It will cover **ALL ASPECTS** of directing a Forensics Program: teaching, coaching, fundraising, administration, etc. The **TEACHER WORKSHOP** will offer unsurpassed professional development. Whether you've just been "handed the Debate job," or you wish to enhance your coaching repertoire, the FFI **TEACHER WORKSHOP** will meet your needs. Personally designed lesson plans will allow coaches to either survey all Forensics events or focus on chosen areas. **TEACHERS WILL ACCUMULATE ENOUGH MATERIALS, HANDOUTS, AND KNOWLEDGE TO TEACH AN ENTIRE YEAR!** In addition, the workshop will provide all necessary documentation for school districts, including a grade if necessary. Over 120 hours of instruction will be accrued. **NOTE:** The fees for the **TEACHER WORKSHOP**, which are very often covered by schools, will be \$100 LESS than the student fees. The FFI will provide all the necessary invoices to meet your specific administrative requirements. If you have questions, contact the FFI for more information about the **TEACHER WORKSHOP**.

TO ENROLL IN EITHER THE STUDENT INSTITUTE OR THE TEACHER WORKSHOP

Send a \$50 application fee (checks made out to Nova Southeastern University -- FFI) to:

Florida Forensic Institute
3301 College Ave. -- Sonken Bldg.
Ft. Lauderdale, FL 33314

PH 800-458-8724 or 305-475-7660 FAX 305-452-5547

SEE NEXT PAGE FOR APPLICATION FORM & MORE INFORMATION----->

FFI ADDS STUDENT CONGRESS AND DOUBLE EVENTING

By popular demand, the 1995 Florida Forensic Institute presents TWO new program offerings effective this year.

Student Congress

A lab in **STUDENT CONGRESS**, taught by several nationally recognized SC experts, will be offered as a primary OR secondary event. IF YOU ARE INTERESTED IN ENROLLING IN CONGRESS, SIMPLY LIST IT AS THE "PRIMARY FORENSIC CATEGORY" ON THE APPLICATION FORM.

Double Eventing

For an additional fee of \$125, students will be permitted to enter a SECONDARY category for LIMITED TRAINING at the FFI. Please note the following parameters that apply to double eventing:

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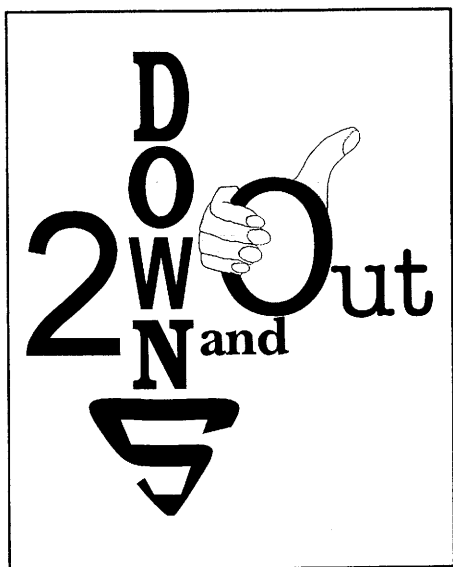
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I LOVE TO TELL THE STORIES

O. K., students, it's Storytime.

Amy, get your head off the floor. Kevin, put back the computer.

Once upon a time, there was a beautiful but tragic damsel named Harm. She lived in a Border town with her many children, Significance. It was a hard life, filled with longing. She was oppressed by a dastardly villain, Inherency, who loved to torture Harm, and made his nefarious presence known by many structures, attitudes, and gaps (in his teeth).

But one day, a handsome Solvency rode into town. He had a plan to free Harm and her children from the odious clutches of Inherency.

Of course, Inherency would not leave town without a fight. He spread all sorts of nasty lies, Disadvantages, about Solvency. But Harm saw the true beauty of Solvency, and they chased Inherency out of town.

I love happy endings. Zach, stop that spray painting. I have another story. Just listen.

Once upon a time there lived in a small border town, a soiled dove named Inherency. She had lived a somewhat dissolute life, carrying on with politicians and other such loose folk. However, she was much more clever than people would give her credit for being, and it was through her clever reasoning that the town was basically prosperous. Her best friend, Harm, saw her true beauty, and even though the children of the town, all named Significance, were somewhat rowdy and liked to complain, they loved Inherency, too.

But then, a newspaper editor named Solvency moved to town. She spread all sorts of lies about Inherency, mostly playing to the ignorance of the populace. Solvency wanted to take over the town, and made all sorts of wild promises that nobody, particularly a sleaze like Solvency, could deliver. Inherency, of course, saw through all the cheap tactics, and saw the horrible Disadvantages that would occur if Solvency took over the town.

Standing up at the town meeting, Inherency presented the damaging knowledge of what she had discovered about Solvency, in a clear coherent speech, and Solvency was run out of town on a rail.

(Sigh.) Very sweet. Ben, please don't play with explosives. Can you tell me what these stories mean?

Yes, Georgia, it is very easy for novices to understand. The first story refers to the affirmative, and the second a narrative that the negative should tell. But, there are lessons in these stories even for the fourth year debaters.

Have you heard about storytelling? Of course, it's the new fad on the circuit, right? Everyone talks about storytelling, and no one agrees what it means.

Storytelling in debate should have the same elements as a story by Dr. Seuss. There should be a hero, a villain, both suitably motivated; there should be conflict, and the action should happen in sequence.

Affirmatives do this, sometimes by default, as they develop the IAC. Unfortunately, as the trend continues for the negative to ignore case structure and to drag the affirmative off its ground with counterplans and critiques, affirmatives are dropping the narratives from opening presentations.

The above mentioned trend by the negative, however, is the sign of the resurgence of storytelling on that side of the topic. For years, the claim of comparative advantage in the final rebuttal has punished negatives enough so that they have realized that the line by line responses alone no longer are effective.

But negatives, in what stories they do tell, have fallen into a weak strategic position. The story now largely consist of minor claim, (a disadvantage) which becomes developed in a War and Peace style epic. This strategy succeeds as long as the affirmative plays the game. But if

the affirmative refuses to be dragged with the attack, and continues to push advantages, the final rebuttal remains critical. Naturally, when the negative gets the ballot back with an L, the judge is stupid.

(Sigh!) Craig, keep your hands to yourself. Please remember the stories I told you above. Yes, I realize that it contains the dreaded "I" word, but it's not going to bite.

Consider a case that the affirmative will often propose - exclusion of HIV infected immigrants. Let's consider what story the affirmative is likely to tell.

Who is Harm? Death.

Who are her children? Significance. Oh, probably the entire human race, if the affirmative is up to the usual.

Who is Inherency? Affirmatives claim that there is no policy to actively search for HIV, therefore a test needs to be applied to all immigrants.

What is Solvency? The affirmative believes that an HIV test can adequately identify and exclude dastardly diseases.

I'm sorry, but that is shallow analysis. It's a weak story, based on scare tactics and the testimony of the Terminally Alarmed. Now, what will the negative story be?

What is Inherency? Inherency refuses to sacrifice individual liberty to the AIDS scare. Harm is not nearly as alarming as Solvency makes her out to be. Treatments are being discovered, and a cure perhaps. But what is most important is the refusal of Inherency to violate rights, and the further refusal to insult foreign governments by declaring their citizens persona non grata.

Further, Inherency recognizes that the affirmative increases the incentive towards illegal immigration, where the true dangers of infectious spread lie. Inherency recognizes alternate causalities of immigration, such as the desire to escape persecution, make it worth nearly any price to make it to the Golden Shores. Therefore, increased restriction leads to bigger disadvantages.

Yet even now we are not finished. Solvency lied when she claimed she can detect HIV with a single test. Solvency lied when she asserted that fraud would pay no role in the test. And the presence of false positives makes the tragedy of her lies clearer.

Now THAT, Josh, is a story.
Say what? How do you run this in a round? You say you'll sound silly talking about heroes and villains? Well, if that bothers you (it doesn't me), find the appropriate terminology. But here is where the argumentation is applied -

First negative constructive
Aff case: negative story (argument)

significance/harm: Solvency misanalyzed.
alternate causality
diminish significance
diminish harm
or depending on the story, grant it!

inherency: why Inherency does what she does
case specific d/a's
generic d/a's

solvency: solvency lied
plan meet advantage
workability

Second negative constructive
significance/harm: answer responses, develop impact

inherency: answer responses,

balloon
solvency: impact the solvency argument

Add to the story with d/a's and solvency, if you choose.

First negative rebuttal, Second negative rebuttal

Tell the story in full as developed by end of constructives.

Pull through what the affirmative has dropped. Ignore those parts of the affirmative that do not threaten your story. It is critical to keep and emphasize the narrative form. Challenge the affirmative to answer the story. Point how comparative advantage is NOT an appropriate response.

Now, what about the affirmative?

1. 1AC should emphasize the narrative. A thesis should appear early in the speech to make the major characters clear. An explanation of how the plan works and compares with Inherency is critical.

2. Transitions should emphasize the narrative. Substructure should make narrative clear. I think it is a rare set of evidence, combined with a rare speaker, which can make

a story clear without some rhetoric.

3. If the negative tries to drag you away from your story, refuse to abandon your version. Find the weakness in the negative story, and concentrate on taking it out. The more complicated your responses become, the thicker the fog that obscures your strengths.

And cross-ex?

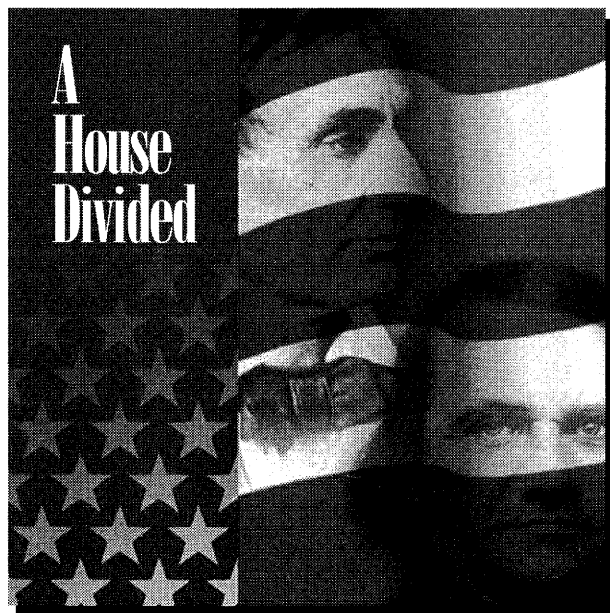
1. Use cross-ex to declare the major players in the narrative. Examine critical testimony in the light of the story the evidence must therefore tell. Find out how the expert witnesses do not agree with the story told by the opposition.

2. Establish a value system that reinforces Harm of Disadvantages in your story. (I never to see this; maybe because it requires teamwork?)

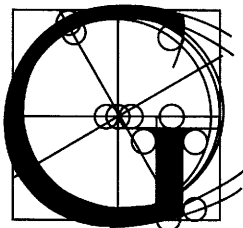
Yes, Megan? Topicality? That's who tells the story!

Now, I will read you my personal favorite, *Where the Wild Things Are*.

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



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A REPLY TO COX

I recently finished reading the article in the January edition of the *Rostrum* by Randy Cox (The Naturalistic Fallacy in Value Debate.) I was very interested to see that Mr. Cox, with all of his debate experience, was willing to dismiss the entire premise we currently use to evaluate Lincoln/Douglas debate. I would have thought that someone with his experience would have offered this as merely another way to approach value debate, which is very legitimate if it can be proven to be an effective way to evaluate a value debate. Actually, many of Mr. Cox's claims are either misconstrued or absolutely untrue. In fact it appears that Mr. Cox is very "out of touch" with what really happens or should be happening in a debate round. Many of the examples that he gives are examples of bad core-value debate and should not be used to dejustify this type of L/D debate. Since I do not have Mr. Cox's experience, I am going to have to use logic to explain my position.

The first thing that I would like to take issue with is the first concept that Mr. Cox addresses in his article. He assumes that we are evaluating the "object/s of evaluation/s" by comparing them to some random value. This is probably the biggest and most fallacious argument that Mr. Cox uses against the core-value approach. It is my understanding that in a value debate we decide upon the value criterion for the debate round based upon the "evaluative term" given in the resolution. For example in the sample resolution that is given in the beginning of his article, "Resolved: That euthanasia is justified", he assumes that we would just begin evaluating the value of "euthanasia" as it pertained to some value that is unrelated to the resolution. If this were the case, then we would be

committing what he refers to as "naturalistic fallacy." However, when we use our value to modify the word "justified," the evaluative term, we are then using a value that is very much related to the resolution. In other words, I would be using a value such as "quality of life" to determine what is "justified," because I would argue that whatever best allows for "quality of life" is what is "justified." It is then up to the negative to prove that "quality of life" is not a good way to measure what is "justified" or that not allowing euthanasia would better provide for "quality of life." In light of this idea alone, Mr. Cox's assertions opposing a core-value case have little, if any validity,

**We decide upon
the value criterion... based
upon the "evaluative term"
given in the
resolution**

because we can now see the correlation of the value as it pertains to the resolution. However, we should also take a look at some of the other theory arguments that Mr. Cox tries to use.

The second claim that Mr. Cox makes is that a core value case looks at "values in a vacuum." This is derived from the oversimplification of the way that core-values are argued. He asserts that to present a core-value case asks us to only look at the superficial element of that value. I'm not sure how many rounds of L/D debate Mr. Cox has judged, but in the rounds that I have seen, this does not occur except in really bad debates (which is not a sufficient dejustification to core-value debate.) In most of the value debates that I have judged, I have

seen debaters argue that their value "subsumes" the other value or that one value is essential for the existence of the other value. Sometimes they even argue that both values have the same intent so whoever best meets the common criterion would win the debate. None of these approaches lends any credibility to Mr. Cox's notion that core value looks at values in a vacuum. In fact, it seems to prove that value debaters understand and use "value systems" (as I understand them in regards to Mr. Cox's article) very effectively. It would be absolutely impossible to establish value hierarchy in a round by only considering values in a vacuum. You would essentially wind up with two cases and no clash. Speaking of "no clash," let's move to the next problem Mr. Cox's analysis runs into with his presentation of the premises of the "unified analysis" case.

First of all, I'm not quite sure how the "unified analysis" case is any different than the "multiple valued" cases that are used frequently. The main difference is that Mr. Cox seems to think that a criterion is not necessary for determining the winner of the debate even though he does agree that we should still use values as the main thrust of our arguments. He argues that because the ballot contains nothing pertaining to the criterion that it should not have any determination of who wins the round. I hope that this is not the way that he believes a policy debate round should be evaluated. If so, then we would still be debating "stock issues." In fact, if you look to the issues that he does state are on top of the ballot to determine the winner in an L/D debate, the whole course becomes very ambiguous. I would also have a very difficult time bringing myself to vote on "organization" and "delivery" (while I would agree that they ultimately

have some impact on the outcome of the "real" issues.) This is the most ludicrous of all of Mr. Cox's suggestions for evaluating a value debate round. We have to remember that we are dealing with a "value" debate. This requires the assessment of objects as they relate to values. I cannot clarify my value position unless I assign a criterion to this value. For example, if I use "Justice" as my value, I must clarify through my criterion exactly what I mean by Justice. Mr. Cox adamantly claims in his article, "there are no absolutes," therefore I must give a criterion that determines and measures what I consider to be just. Aristotle did not have the same sense of justice as Adolph Hitler, so, it really doesn't matter if you claim fifty values. If you have no way of proving that your position fulfills (i.e. the criterion) these values, you cannot win.

The next issue that needs to be addressed, by those who claim unified analysis to be the answer to value debate, is the issue of conflicting values. Mr. Cox never explains what would happen to the unified analysis case if a debater could prove that in the circumstances of the resolution, that two of your values come into conflict. For example, in the capital punishment example Mr. Cox gives, I think it would be very easy to prove that of his three values he establishes: life, individual liberty, and affirmation of autocracy (which is not really a value), that at least two would come into conflict. For example, if I proved that not allowing capital punishment has a greater impact on the liberty of the victims and individuals in society and because of this your values of life and individual liberty are in conflict. How do I evaluate this negative position now? If you support one value, you decrease the other. Which value does the judge vote for? This very situation forces you into the position of establishing a value hierarchy, and in this case you would be forced to defend a core-value to have any

chance of winning your position. Also, what would happen if I proved that my position best upheld the value of life but your position best upholds the other two value positions? Do you win simply because you have two values and I only have one? (Who is arguing "my value is bigger than yours" now?) Couldn't I prove that the value of life is more important than the two values that you are supporting? If this is the case, am I not arguing the same thing that I would be arguing in a core-value case? Or would you argue that because you showed that it was justified in at least one instance you should win the round, regardless of the fact that

What would happen to the unified analysis case if... two of your values came into conflict?

I showed that it was unjustified in several other instances? This is a question that must be answered before the unified analysis can be considered the "end-all and be-all" of L/D debate. The terminology that Mr. Cox uses to indicate the criterion for a unified analysis includes phrases such as "provide sound reasons or proofs," "persuasive scope," and "demonstrated to be justified in great measure." These terms could mean anything to different judges.

The final thing that must be addressed is the ideas that seem to be promoted through the acceptance of using unified analysis to justify or dejustify your position in debate. The first thing is that Mr. Cox's uses analysis that is appropriate for taking a position of opinion in extemp to show "burden of proof" in a debate round without ever explaining why this would fulfill the burden of proof. The thing that I dislike about this idea is that it deduces debate to

what many people call "dueling oratories." This is a definite indicator of a lack of respect and knowledge regarding this very valuable activity. The second assumption that I take issue with regarding the unified analysis debate as a whole, is that it allows for debates to try to fulfill their burden of proof by exemplifying their position through random isolated examples (parametric cases) that merely have value attached to them. This will definitely harm the amount of clash that we see in L/D debate. I also feel that you cannot fairly qualify or disqualify the validity of value of an object in a resolution without looking at the topic in general. I think all value debaters who choose to run a unified analysis case should ask and give answers to these questions before running this type of case.

These are my views regarding Lincoln/Douglas debate. They are not meant to be taken as the ONLY way to conduct L/D debate, but as a viable way to conduct L/D debate. They are and should be open for discussion. Many theories of L/D debate should be discussed openly so that we all may learn. Hopefully we can become a bit more informed and realize a new respect for Lincoln/Douglas debate through these discussions. In fact the next issue I would like to see addressed is, why so many people feel that the valuing of the negative side of the debate "equally" is not a valid refutation of a resolution that asks the affirmative to prove that something is "value greater." Why is it assumed that the negative has an inverse burden of proof? I look forward to this and many more discussions.

(Mark Webber is debate coach at Houston (TX) Memorial HS.)

[The *Rostrum*, taking its cue from United Nations rules, allows the right of reply to those who wish to take issue with *Rostrum* articles.]

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SITTING ON THE STOEP

by J. M. Hirsch

Under normal conditions (read as never), I love long road trips. At your fingertips, you have command of a half ton or so of steel and plastic capable of unnecessarily high velocities with endless miles of road stretching out before you, awaiting exploration. Sadly, my quasi-Star Trek cum-Kerouac fantasies usually lack the romanticism I describe them with.

These days, my trips are mostly taken with my debate team -- and one simply has not lived without having spent long hours trapped in a small, moving vehicle with a group high school students whose hormonal systems are set on permanent overdrive. It would seem that the gas station attendant who sold them the latest swimsuit issue clearly had no understanding of the difficulties involved in getting this age group to concentrate on philosophical arguments under ideal conditions, never mind those involving scantily clad women.

This most recent journey found me forging Vermont mountain ranges in a rented sub-subcompact on route to Albany, New York. I first recognized the signs of trouble when Matte failed to locate any radio station not blasting bible banging epithets at the hordes of heathens infiltrating our government. Though this served to amuse the team for a short while, I knew trouble was brewing. I rely heavily on the sedative effect hard rock has on teens. It seems to hold the most promise for my sanity on these long treks and I knew all hope was lost without it.

Our vehicle, we named it Sartre due to the existential nature of mountain climbing in a Hyundai Excel, was a rather in-

hospitable little shoe box, lacking both seat belts and functioning windshield wipers -- neither of which led to the relaxing sort of road trip I always envision these experiences to be. Sartre didn't care for hills, regardless of which direction we were headed on them. During the upward trip, he groaned and threatened to burst gaskets with every foot we climbed. On the downward slide, and I mean slide in the graphic sense, most relevant control features, such as steering and breaks, deadened and retained all the sensitivity of an old Atari arcade game.

By far, the high point of this trip came when I could tolerate driving blindly no longer. As the dirt and road mush spitting up onto my windshield had formed into a thick caking no amount of "windshield juice" could penetrate I found driving a slight challenge. Pulling off to the side of the road, we frantically searched for a suitable windshield rag. Due to our keen survival instincts and brilliant foresight, we had nothing. When this became apparent, I began asking the team for extraneous articles of clothing, forgetting of course that they were decked out in their best business suits and were unwilling to explain to their parents why they let their coach clean a car with their silk ties and Armani sport coats. Becoming desperate, I did what any rational individual would in a time of crisis -- I ordered one of my students to go into the woods and remove his underwear -- that being the most expendable and least expensive item of clothing I could think of.

As one might expect, Matte had a bit of a problem following this order and I can forgive him

for questioning my judgement. Thankfully, there were no other people present to witness this odd exchange.

"Matte, go into the woods and remove your underwear. We need them," ordered the exhausted and strangely embarrassed coach.

"Remove my what?" asked the equally embarrassed and rightfully exasperated student.

"It's dark, cold, snow is coming, and we are stranded with a Matchbox car in the middle of Vermont! Now give me your underwear!"

I think you get the idea. You might be interested to know that the underwear did a mighty fine job at cleaning the window. I dare say, I have never seen a car window look quite so clear. Visibility for the remainder of the trip was fantastic. I'm not sure what all this means, but it frightens me.

Lest you think all my road trips involve me demanding that high school students wash cars with their underwear, I feel compelled to assure you this was my first undergarment/road trip related experience. I assure you any item of clothing would have sufficed. I would have happily settled for Brion's Mickey Mouse socks, but he would not surrender them.

I guess the moral of this odd tirade is to never travel through Vermont mountains without a spare pair of underpants. Now if you'll excuse me, I feel an unexplainable urge to send some money to the Arch-Christians for Pure government and Saving the World from Heinous Heathens fund.

(J. M. Hirsch coaches at Sandwich HS (MA) and writes a newspaper column.)

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C. A. R. E.

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JUST FOR FUN

by Kesten Blake

What does a Competition Speech and Debate Class do for finals? Present their selections again? Debate against each other one more time? As finals approached, I asked my class what they wanted to do for their final. They quickly decided that they would like to host a meet that would be fun. At first I was resistant; it would be too much work for me; and no one would want to come to another meet, especially one that involved events no one had ever heard of before.

They argued with me that they would do the work and that the speakers in our area of Orange County, California wanted an opportunity to spend some stress free time together. (How can speech competition be stress free? Wait and see what they did.) Because this particular group of speakers is so bright and dedicated, I came to the following compromise. They could plan the meet, create the events, write the topics, and create an invitation. Once that was done, I would talk to coaches in the area to see if they would agree to bring their teams.

Planning

In class the students worked as a whole group to define the events which, in their opinion, had to require no advance preparation on the part of the competitors. They wanted everyone to do something as a team; so the entry requirement was that every competitor had to participate in their team's Reader's Theater. The individual events were Impromptu, Impromptu Story-telling, Spontaneous Argumentation (impromptu debate), Team Spon-

taneous Argumentation, Impromptu Congress, Impromptu Interpretation (cold reading), Impromptu Expository Speaking, and Mime. Half of these events were created by my students.

Coaches said they probably could find one or two students willing to come to our campus after school on a Thursday to compete in our meet; so the invitations were finalized and mailed or faxed. Word of our meet was spread at a large invitational meet the weekend before our "Just for Fun" meet. Much to my pleasure, many there, including the coach of the sponsoring university, expressed their delight in the concept of a fun gathering. Suddenly the meet which I had feared would not have even a dozen entrants from two schools (not enough to grant NFL points) grew to a collection of more than 40 students from six schools. There were enough entrants for all eight of the individual events.

Class members put in all of class time for two weeks plus two extended class days (staying for three hours beyond our normal class time) meeting campus requirements for facilities use, creating awards, designing ballots, writing topics, and scheduling the events. We charged no entry fees; so the students made "Laurel" wreaths to give as awards. When the supplies were brought in, the laurel turned out to be eucalyptus, but the wreaths were made and decorated with colored ribbon nonetheless. Special awards were "paper plate awards" which were really paper plates with the award titles written on them. Special awards were given

for the most glib, the best use of a bad analogy, most abusive, biggest kiss up, and others of that ilk.

Fun Meet

The meet itself was a total success. Students were busy, happy, and well mannered. The meet left very little down time, and the plans the students made covered most of the possible problems. They offered a "money back guarantee" if anyone was dissatisfied, but no one even asked for the refund. As I walked the halls during rounds, I was truly amazed at how well everything was going. My students acted as hosts, directors, and judges for all the events. There was not even one complaint from teachers whose rooms were used after hours.

The awards assembly, like all other public aspects of the event, was managed entirely by the students. The students "knighted" each award winner and placed a wreath on their heads. The competitors accepted the awards with just as much gravity and pride as they accept trophies at serious meets. We were finished by 7:30 pm.

I was right when I figured this would mean some extra work on my part, but it wasn't that much more work than other finals I have given. I oversaw the students work to develop this activity, assisting with problem solving and suggesting possible problems to be solved. I paneled all the events (the night before), copied all the paperwork, contacted teachers whose rooms were to be used, and tabulated all the events.

These students created for themselves a final exam which was valuable. They exercised and demonstrated their command of the world of competition speech and debate while doing meaningful work. They participated in cooperative learning, higher level thinking, (problem solving), communication skills (both with each other and with people outside the speech world), and leadership. The results were an event which they (and others in our area) will remember for a long time. Their hard work and fore thought produced a wonderful experience for all involved in the tournament.

Advice

In order for this kind of after school mini-contest to work I think the following things are necessary. Planning must be thorough so that events can begin immediately upon arrival of competitors. Numbers must be kept small. More than one or two panels of each event result in too much information to be tabulated in the short time available (although, enough members in a tab room might make this less important). Number of rounds must be kept to two. At mini-congress meets which we host we have two rounds of congress; at this meet it was two patterns of events, each one run once. Schools invited must be in geographical proximity so they can arrive at the host campus before 4 pm.

We chose to charge no entry fees and to provide hot dogs at the break between rounds; this cost the team about \$50.00. If hosts wanted to break even, all they would have to do would be to charge for food. If they wanted to offer trophies for awards and/or raise some funds, entry fees could be charged.

(Kesten Blake coaches at La Habra (CA) HS.)

IN PRINT

THE OTHER NFL

by Craig Klugman, Editor

I judged a speech meet last weekend. For those of you who have done that, you know where I'm headed:

Judging isn't easy, but it's fun. If you haven't done it, try it. If you despair of the future of our young people, you will return relieved. If you worry that teachers aren't so dedicated or caring as they were when we were young, you will find your worries are ill-founded.

The meet was at DeKalb High School. Some 300 students from 17 high schools and 50 judges took part. About a dozen other persons showed up -- not because they were judges or teachers, but simply because they were interested. That ratio, of spectators to players, is almost exactly the reverse of most high school basketball games.

As the day wore on, I judged prose interpretation, radio broadcasts, a discussion about nuclear proliferation and, what I found most interesting for reasons I'll explain later, impromptu.

The students take meets seriously, and it shows. Before they do battle with words, they hear a pep talk from their coach. Some teams have sweatshirts to wear at the awards ceremony. Teams stand up and cheer for colleagues who win.

Most of all, you can tell they take this seriously just by looking at them sitting in the classroom or standing outside the room pacing, wearing their best clothes, concentrating on what they have to do, staring at their notes, their speech or straight ahead.

"It was the first speech meet this year where I haven't seen a kid get sick," said Jeff Malcolm, the DeKalb teacher who ran the meet. "And we were relieved, because we had only one janitor

for the entire building."

Malcolm, 31, teaches U.S. history and is DeKalb's speech coach. He takes note of how bright and talented the students are, which should come as a surprise only if you're utterly convinced that all young people are in a headfirst lunge to perdition and are taking the rest of us with them.

"We're part of the National Forensic League, or NFL, and whenever we say that, people immediately think of the National Football League," Malcolm said. "Consistently, there are kids going to nationals from this (northeast Indiana) area. Ten years from now, they're the kids whose names will be in the paper as business leaders and so on."

That is evident. The students spoke with poise, didn't sprinkle their conversations with "likes" and "you knows," used rhetorical devices and displayed enthusiasm for solutions to seemingly intractable problems, like nuclear proliferation.

And they shared some of their elders' views. As I said, impromptu was most interesting to me personally. In this event, the student comes into the room, the judge says what the topic is, and the student has 30 seconds before giving a speech of up to five minutes. The judges don't know what the topic is until the first student comes in.

The topic this time: "Is the media fair?"

As far as I can tell, none of the students knew I worked for a newspaper. And every one of them said the answer was, to one degree or another, no. They're bright young people, and I'll take that to heart.

(This editorial appeared in the Ft. Wayne Journal Gazette.)



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Claire Miller, Grady

Michael Pettenato, Westminster

Plaque -- Westminster

Trophy -- Westminster

East Iowa

DEBATE --

April Rathe & Mark Langgin, Ottumwa
Chirag Shah & Andrew Peterson, Ottumwa

OO --

Mario Dixon, Davenport Central

Alison Bell, Iowa City West

U.S. Extemp --

Nathan R. Mather, Muscatine

Elizabeth Jordan, Cedar Falls

Foreign Extemp --

John N. Conlon, Muscatine

Jared E. Greenwalt, Davenport West

DI --

Tyler Schnoebelen, Iowa City

Aaron Nuss, Marshalltown

HI --

Nathan J. Knoernschild, Muscatine

Polly Folkins, Iowa City West

L/D --

Nathan R. Mather, Muscatine

Craig Rice, Iowa City West

Plaque -- Iowa City West

Trophy -- Marshalltown

Georgia Southern Peach

DEBATE --

Amanda M. Bone & Ira J. Teagle, Warner Robins
Bo Roberts & Geoff Carroll, Carrollton

OO --

Adam Borenstein, Woodward Academy

Jo A. Cranford, Woodward Academy

U.S. Extemp --

Mindy Newman, Woodward Academy

Maurice Ingram, Therrell

Foreign Extemp --

Vasile Stanescu, Northside

Geoff Carroll, Carrollton

DI --

Michelle Mason, Pike County

Jemeka McCaskill, Thomas County Central

HI --

William K. Harrison, Pike County

W. Edsel Echols, Thomas County Central

L/D --

Mindy Newman, Woodward Academy

Rhea Smith, Therrell

Plaque -- Carrollton

Trophy -- Carrollton

Western Ohio

DEBATE --

Ben Runkle & Matt Runkle, Dayton Oakwood
John Kim & Elizabeth Garofalo, Centerville

OO --

Ashley B. Sustae, Findlay

Ami Shah, Centerville

U.S. Extemp --

Ajay Goel, Centerville

Bruce Clayton, Dayton Oakwood

Foreign Extemp --

Kate Berenson, Centerville

Richard Bullock, Dayton Oakwood

DI --

Marion Campbell, Dayton Oakwood

Amit Pandya, Lancaster

HI --

Chris Salamone, Dayton Oakwood

Amy Yeung, Centerville

L/D --

Nathan Fuschetto, West Carrollton

Jeff Houser, Centerville

Plaque -- Centerville

Trophy -- Centerville

Western Washington

DEBATE --

Erin Mayberry & Evan Berry, Vashon
Liam Christopher & Isaac Patterson, Vashon

OO --

David Rubino, Central Kitsap

Paul Ridguard, Decatur

U.S. Extemp --

Matthew L. Case, Federal Way

Emily Porter, Franklin Pierce

Foreign Extemp --

Mike Stevens, Gig Harbor

Angela K. Hung, Federal Way

DI --

Mandi Wickline, Gig Harbor

Brittany Krolick, Elma

HI --

Noah P. Down, Federal Way

David Martin, Gig Harbor

L/D --

Matthew L. Case, Federal Way

Aaron R. Fossum, Auburn

Plaque -- Auburn

Trophy -- Auburn

West Virginia

DEBATE --

Crystal Lee Cooper & Steven R. Ruby, Duval

OO --

Jami J. Tucker, Point Pleasant

U.S. Extemp --

Steven R. Ruby, Duval

Foreign Extemp --

Sherri L. McClung, Duval

DI --

Karrah L. Pennington, Duval

HI --

Joshua A. Saul, Duval

Plaque

Nebraska-South**DEBATE --**

Andrew Weitz & Nicole Runyan, Omaha Westside
 Matt England & Rob Hoffman, Lincoln South-east
 OO --
 Melissa Rinehart, Lincoln East
 Angela Smith, Papillion
 U.S. Extemp --
 Alicia Hancock, Lincoln East
 John D. Dunn, Bellevue East
 Foreign Extemp --
 Hal Hanson, Lincoln
 Nate Austin, Lincoln
 DI --
 Eric Trader, Hastings
 Takilya Hill, Bellevue West
 HI --
 Jeff Schroetlin, Lincoln East
 Michael Buttry, Papillion
 L/D --
 Daniel Rosen, Omaha Westside
 Nate Austin, Lincoln
 Eric Trader, Hastings
 Plaque -- Omaha Westside
 Trophy -- Hastings

South Carolina**DEBATE --**

Perry McBrayer & Erin Hunter, Lexington
 Patrick Wachter & John A. Hern, Dreher
 OO --
 Chadwick Boleman, T.L. Hanna
 Angelique Kinard, T.L. Hanna
 U.S. Extemp --
 Derek P. Alexander, Riverside
 Michael Roessler, Wando
 Foreign Extemp --
 Hani Nathan, Southside
 Robert Holland, Bob Jones
 DI --
 Eric Abrams, Sumter
 Haley Speer, Mauldin
 Michael Dechane, Hillcrest
 HI --
 Daniel K. Brown, Riverside
 Michael Tolar, T.L. Hanna
 L/D --
 Malini Mithal, Riverside
 Edward A. Weathers, Riverside
 Plaque -- Riverside
 Trophy -- T. L. Hanna

Carver-Truman**DEBATE --**

Timothy Parrish & Joe Day, Webb City
 Athena Clay & Sarah Hammond, Aurora
 Adam Henley & Sara Copeland, Nevada
 OO --
 Thomas M. Poole, Neosho
 Angela Moore, Neosho
 U.S. Extemp --
 Athena Clay, Aurora
 Daniel Hoyt, Monett
 Foreign Extemp --
 Morgan Vandagriff, Monett
 Carey Moore, Neosho
 DI --
 Amy Burnett, Neosho
 Andrea Browning, Neosho
 HI --
 Jesse Meredith, Seneca
 Mike Patrick, McDonald County
 L/D --
 Carey Moore, Neosho
 Greg Patterson, Joplin
 Scott Wylie, Neosho
 Plaque -- Neosho
 Trophy -- Aurora

Nebraska**DEBATE --**

Trevor Foster & Josh O'Donnell, Millard North
 Curt Sund & Jon Pappas, Fremont
 OO --
 Dora Lin, Millard North
 Eric Koester, Creighton Prep.
 U.S. Extemp --
 Mike Sigmond, Omaha Central
 Claire Boyle, Fremont
 Foreign Extemp --
 Kelly Scott, Norfolk
 Shawn Petri, Raymond Central
 DI --
 Jenny Thompson, Nebraska City
 Sarah Williams, Millard North
 HI --
 Trisha Helligso, Millard North
 Dana Rezac, Raymond Central
 L/D --
 Sara Shadbolt, Fremont
 Joe Fitzpatrick, Millard North
 Plaque -- Millard North
 Trophy -- Fremont

Western Iowa**DEBATE --**

Anthony Bateza & Mehul Madia, Des Moines Lincoln
 John Ohle & Heather Short, West Des Moines Valley
 OO --
 Sarah Horvath, West Des Moines Valley
 Jessie Morris, Council Bluffs Lincoln
 U.S. Extemp --
 Brian Fletcher, West Des Moines Valley
 Michael Graefe, Roosevelt
 Foreign Extemp --
 Courtney Balentine, West Des Moines Valley
 Shelly DeWitt, Council Bluffs Lincoln
 DI --
 Christine Ingraham, Okoboji Community
 Avanti Pradhan, West Des Moines Valley
 HI --
 Valerie Kruger, West Des Moines Valley
 Paul Tevis, Roosevelt
 L/D --
 Paul Tevis, Roosevelt
 Bryce Pashier, West Des Moines Valley
 Cassidy Blair, Cherokee-Washington
 Plaque -- West Des Moines Valley
 Trophy -- Spencer

South Oregon**DEBATE --**

Marshall Kirkpatrick & Michael Sutherland, Sheldon
 Sarah Betts & Rachel Kalms, Willamette
 OO --
 Wade McCollum, Ashland
 Amee Moir, Eagle Point
 U.S. Extemp --
 Maija Cirulis, North Bend
 Laura K. Reed, North Eugene
 Foreign Extemp --
 Jason Lynch, North Medford
 Erin Wilson, Grants Pass
 DI --
 Wade McCollum, Ashland
 Tara Sakraida, North Medford
 HI --
 Karen Jorgensen, Ashland
 Michael Breathwaite, Ashland
 L/D --
 Jonah Henderson, Sheldon
 Kathleen Simpson, Sheldon
 Plaque -- Ashland
 Trophy -- Ashland

Pittsburgh**DEBATE --**

Anthony Nicalo & Andrew Schmidt, Cathedral Prep
 Kelli Zappas & Ellen Galaray, North Hills
 OO --
 Sandy Martin, Mercer
 Chris Masson, Mercer
 U.S. Extemp --
 Michael Hennessy, Canevin
 L. Arthi Krishnaswami, Upper St. Clair
 Foreign Extemp --
 Amy Burke, Bethel Park
 Holly Tate, North Catholic
 DI --
 Heather Stein, Mercer
 Heidi Zenz, Bethel Park
 HI --
 Carli Bozick, Canevin Catholic
 Wilson Durisko, Mercer
 L/D --
 Andrew Raymond, Upper St. Clair
 Colleen Brannan, Baldwin
 Plaque -- Cathedral Prep
 Trophy -- Baldwin

Wind River**DEBATE --**

Amy Delap & Karen Schropfer, Natrona County-Casper
 Andrew Arnold & Paul Johnson, Laramie
 OO --
 Jessica Menke, Greybull
 Adam Beaver, Casper-Kelly Walsh
 U.S. Extemp --
 Nic Delgado, Laramie
 Ryan Graham, Rock Springs
 Foreign Extemp --
 Corey Tolliver, Rock Springs
 Lucas Stricker, Worland
 DI --
 Christi Marsico, Powell
 Kevin Schneider, Worland
 Kate Bailey, Casper-Natrona County
 HI --
 Alexis A. Everett, Riverton
 Carolyn Jones, Evanston
 Luke Johnson, Jackson
 L/D --
 Ryan Heyborne, Rock Springs
 Nic Delgado, Laramie

Plaque -- Casper-Natrona County**Trophy -- Riverton****Greater Illinois****DEBATE --**

Harry Wilson & Bryan Daley, Belleville West
 Adam Ingles & Troy Van Hoven, Pontiac Township
 OO --
 Suzanne Lerch, Granite City
 Sarah Meinen, Pekin Community
 U.S. Extemp --
 Jeremy Kelley, Heyworth
 Chris Jensen, O'Fallon
 Foreign Extemp --
 Karrah Sipes, Pekin Community
 Christopher Olson, Heyworth
 DI --
 Dana Trunnell, Heyworth
 Ben Grice, Paxton-Buckley-Loda
 HI --
 Ryan Mellske, Heyworth
 Sarah Meinen, Pekin Community
 L/D --
 Trevor Lutz, Pekin Community
 Jason Mathes, Granite City
 Plaque -- Belleville West
 Trophy -- Pekin Community

New Jersey**DEBATE --**

Glinys Caceres & Jose Russa, Science
 Amar Contractor & Randy Mitchell, Bergenfield
 OO --
 Josh Blank, Ocean Twp
 Shalini Mimani, Montville
 U.S. Extemp --
 Jennifer Iorio, Bridgewater-Raritan
 Cindy Chen, Montville
 Foreign Extemp --
 Chetan Gulati, Governor Livingston
 Seth Birnbaum, Montville
 DI --
 Dean Imperial, Randolph
 Deidre Deane, Montville
 Aliza Z. Freedman, Elizabeth
 HI --
 Tania Branquinho, Elizabeth
 Jody Mascartito, Randolph
 L/D --
 Daniel Grossberg, Teaneck
 Nurelle Hillman-Harrigan, Teaneck
 Plaque -- Montville
 Trophy -- Randolph

New York State**DEBATE --**

Michael Cole & Christopher Fenton, Lakeland
 Caroline Rieger & Michael Bayer, Newburgh Free Academy
 OO --
 Kelly Bolen, Pleasantville
 Danielle Routt, Shenendehowa
 U.S. Extemp --
 Geoffrey Sledge, Pleasantville
 Robert Hughes, Pleasantville
 Foreign Extemp --
 Sean Carmody, Pleasantville
 Sheyna Horowitz, Albany
 DI --
 Marian H. Fiske, Albany
 Jessica Racioppo, Pleasantville
 HI --
 Gregory Heller, Pleasantville
 Bobby Hermes, Hendrick Hudson
 L/D --
 Kata Gellen Scarsdale
 Dena Varah, Albany
 Plaque -- Newburgh Free Academy
 Trophy -- Shenendehowa

Iroquois**DEBATE --**

Kevin Hogan & Michael Blinn, Bishop Kearney
 OO --
 Meihua Chen, Webster
 Eric Shoen, Madrid Waddington
 U.S. Extemp --
 Debra Lewis, Sayre, PA
 Anthony Chang, Webster
 Foreign Extemp --
 Damien DeLaney, McQuaid Jesuit
 Julia Brauer, Webster
 DI --
 Jared VanAlstyne, Webster
 Caitlin Keegan, Troy, PA
 HI --
 Peter Collins, Webster
 Valerie Voorhees, Troy, PA
 L/D --
 John Morrison, McQuaid Jesuit
 Erin Criswell, Webster
 Plaque -- McQuaid Jesuit
 Trophy -- Richfield Springs

Kentucky**DEBATE --**

Jared Halpin & Ali Javaheri, Covington Latin
 OO --
 Sid Van Ness, Beechwood
 Lori Cook, Murray
 Maria Franzini, Rowan County
 U.S. Extemp --
 Andy Rose, Calloway County
 Lindsay Wolfgang, Danville
 Foreign Extemp --
 Katie McNeary, Murray
 Andeas Rexin, Calloway County
 DI --
 Elizabeth Kidd, Lafayette
 Erin McAnnallen, Pikeville
 HI --
 Lori Cook, Murray
 Matt Harris, Murray
 L/D --
 Jon Westbrook, South Oldham
 Vanessa Varble, Russellville
 Plaque -- Murry
 Trophy -- Rowan County

East Los Angeles**DEBATE --**

John Miller & Shuman Sohm, Damien
 Tyson Wetzel & Jon Uybocho, Damien
 OO --
 Edward Hsu, Rowland
 Rowel Manasan, Rowland
 U.S. Extemp --
 Matt Spence, San Marino
 Jason Black, San Gabriel
 Foreign Extemp --
 Lanhee Chen, Rowland
 David Green, San Gabriel
 DI --
 Rowel Manasan, Rowland
 Adriana Alonso, Rowland
 HI --
 Linda Wang, San Gabriel
 Steven Cisneros, La Mirada
 L/D --
 Nermin Kamel, La Mirada
 Lanhee Chen, Rowland
 Plaque -- Rowland
 Trophy -- San Gabriel

North East Indiana**DEBATE --**

Jason Godfrey & Ajani Smith, Chesterton
 Chad Walters & Brian Showers, Chesterton
 OO --
 Mathias Fleck, Chesterton
 Amber Zimmerman, Canterbury
 U.S. Extemp --
 Brian Showers, Chesterton
 Dan Crosby, Fort Wayne Northrop
 Foreign Extemp --
 Doug Tannas, Columbia City
 Richard Markwart, Chesterton
 DI --
 Maggie Fleck, Chesterton
 Bree Bristow, Fort Wayne North Side
 Susan Szadkowski, Fort Wayne Snider
 HI --
 Bradley Cavallo, Chesterton
 Jeremy Chavez, Chesterton
 L/D --
 Jason Burge, Chesterton
 Eric Jimenez, Chesterton
 Plaque -- Chesterton
 Trophy -- Fort Wayne North Side

Tarheel East**DEBATE --**

Jenny Breeden & Andrew Cohen, Chapel Hill
 Jennifer Flynn & Edward McBryde, Pine Forest
 OO --
 Joey Riddle, South View
 Ayodele Carroo, Enloe
 Yakedra McKinnon, Seventy-First
 U.S. Extemp --
 Jim Nicks, Enloe
 Gerry Andrady, Enloe
 Foreign Extemp --
 Lora Blackburn, Enloe
 Gabe Talton, Enloe
 DI --
 Melissa Johnson, E. E. Smith
 Joey Riddle, South View
 HI --
 Bjorn Kasper, Seventy-First
 Beth McKee, Seventy-First
 L/D --
 Tyson Baber, Enloe
 Lora Blackburn, Enloe
 Plaque -- Pine Forest
 Trophy -- Pine Forest

Northern South Dakota**DEBATE --**

Ann Fishback & Amber Hofer, Brookings
John Hurney & Nick Reisch, Watertown
Meg Bailey & Andrew Janke, Aberdeen Central

OO --

David Wake, Brookings
Meg Bailey, Aberdeen Central
U.S. Extemp --
Amber Hofer, Brookings
Andrew Janke, Aberdeen Central

Foreign Extemp --

Ann Fishback, Brookings
Jessie Chapin, Watertown

DI --

T. J. Hockett, Mitchell
Marwa Hassoun, Brookings

HI --

Mindy Brunmaier, Aberdeen Central
John Funcheon, Brookings

L/D --

Brian Sappington, Huron
T. J. Hockett, Mitchell

Plaque -- Brookings**Trophy -- Mitchell****Mississippi****OO --**

Natalie Eckford, Clinton
Neal Hartzog, Byram Attendance Center

U.S. Extemp --

Ben Tremonte, Byram Attendance Center
Brett Harvey, Byram Attendance Center

Foreign Extemp --

Will Shumate, Clinton
Elizabeth White, Jackson Preparatory

DI --

Sheretha Jones, Watkins
Neal Hartzog, Byram Attendance Center

HI --

Demetrius Fountain, Collins
Neil Wolgamott, Watkins

L/D --

Will Shumate, Clinton
Steven Pate, Jackson Preparatory

Plaque -- Byram Attendance Center**Trophy -- Jackson Preparatory****Sundance****DEBATE --**

David Anthony & J. J. Lewis, Mountain View
Andrea Jacobsen & Laura Hansen, Jordan
Shawn Anderson & Eric Gustavson, Alta

OO --

James M. Baird, Wasatch Academy
Andrea Bringham, Carbon

U.S. Extemp --

Sheldon Kirkham, Carbon
Toni Nielson, Mountain View
Dawnell Somerville, West Jordan

Foreign Extemp --

Chris Winstead, Alta
Jessica Wells, Uintah

DI --

MandiCae Hunting, Uintah
Marissa Young, Hillcrest

HI --

Patrizia Peterson, Hillcrest
Angela Forsgren, Uintah

L/D --

Chris Winstead, Alta
Neal Hamilton, Alta

Sheldon Kirkham, Carbon**Plaque -- Alta****Trophy -- Bingham****New York City****DEBATE --**

Robert Frost & Mark Molle', Bronx HS of Science
Vanessa Marti & Jon P. Lupo, Stuyvesant

OO --

Greg Epstein, Stuyvesant
Nancy Kim, Syosset

U.S. Extemp --

Lauren Visco, St. Joseph Hill Academy
Jacob Studley, Bronx HS of Science

Foreign Extemp --

Prem Kumar, Syosset
Daniel Habib, Regis

DI --

Leah Elalouf, Syosset
Kristin Savarese, St. Joseph Hill Academy

HI --

Kenneth Lin, Syosset
Jamil Ellis, Stuyvesant

L/D --

Andrew Pak, Bronx HS of Science
Nancy Khalek, Stuyvesant

Plaque -- Stuyvesant**Trophy -- Sacred Heart Academy****Northern Ohio****DEBATE --**

Sepanta Jalali & Megan Vutech, Austintown Fitch

OO --

Stacy Karabatsos, Canfield
Michael Anders, Howland

U.S. Extemp --

Michael Dunn, Cardinal Mooney
Thomas Macabobby, Cardinal Mooney

Foreign Extemp --

Kerri Corriston, Austintown Fitch
Jon Varner, Austintown Fitch

DI --

Chad Krispinsky, Cardinal Mooney
Derrick Jones, Chaney

Christine Tarbet, Youngstown-Boardman**HI --**

Justin Mokrovich, Youngstown-Boardman
Gina Virgallito, Cardinal Mooney

Mark Snyder, Warren Kennedy**L/D --**

Danielle Hohos, Austintown Fitch
Rich Vagas, Ursuline

Plaque -- Austintown Fitch**Trophy -- Austintown Fitch****East Missouri****DEBATE --**

Andrew Elders & Richard Glatz, Parkway South

Mike Clayton & David Weil, Parkway Central
Daris C. Almond & Bryan K. Blackford, Ritenour

OO --

Jennifer Leahy, Horton Watkins
Dawn Williams, Oakville

Klaryouna Oats, Oakville**U.S. Extemp --**

Jessica M. Dean, Ritenour
Maureen McGinn, Howell North

Daris C. Almond, Ritenour**Foreign Extemp --**

Brian Barnes, Lafayette
Bryan K. Blackford, Ritenour

DI --

Sarah Morice, Horton Watkins
Betsy Capes, Clayton

HI --

Ryan Keller, Pattonville
Benton Kelly, Clayton

L/D --

Jessica M. Dean, Ritenour
Drew Brown, Poplar Bluff

Brian Barnes, Lafayette**Plaque -- Ritenour****Trophy -- Parkway Central****Valley Forge****DEBATE --**

Gregory Mast & Steve Jasionowski, Pennsbury

Jerome Bushnell & Matt Adams, Catonsville**OO --**

Michael Zecca, Holy Ghost Prep
Joseph Jones, Holy Ghost Prep

U.S. Extemp --

Andrew Shulman, Lower Merion
Timothy Flocco, Holy Ghost Prep

Foreign Extemp --

Mattias Geise, Shikellamy
Robert Holmes, Holy Ghost Prep

DI --

Rebecca Marshall, Scranton HS
John Branigan, Holy Ghost Prep

HI --

Mark Buettler, Holy Ghost Prep
Anthony Naccarato, Holy Ghost Prep

L/D --

Charles White, Holy Ghost Prep
Mattias Geise, Shikellamy

Plaque -- Holy Ghost Prep**Trophy -- Truman****Show Me****DEBATE --**

Toji Calabro & Nick Seacord, Lee's Summit
Robbie Kirsch & Ryan Murdoch, Raytown South

Angela Lovelace & Michaela Hammond, Blue Springs South**OO --**

Lori K. Kays, Raytown South
Maureen Woods, Raytown South

U.S. Extemp --

Ruth E. Smalley, Kansas City-Center
Matt Good, Lee's Summit

Foreign Extemp --

J. Robert Willard, Jr., Kansas City-Center
Robbie Kirsch, Raytown South

DI --

Lindsay Lamb, Raytown South
Katherine Turnbull, Barstow

Azure Macklin, Hickman Mills**HI --**

Erin Aitkens, Lee's Summit
Roger Barbieri, Kansas City-Rockhurst

L/D --

Carli Howard, Lee's Summit
Christopher Mohart, Kansas City-Rockhurst

Marc Scivo, Kansas City-Rockhurst**Plaque -- Lee's Summit****Trophy -- Belton****Northern Illinois****DEBATE --**

George Kouros & Armands Revelins, Niles West

Kristin Langwell & Rachel Gressel, Niles West
Danielle Sered & Sarah Carter, Evanston

OO --

Jane Eccleston, Glenbrook West
Stacie Emmerich, Glenbrook North

U.S. Extemp --

Amar William, Wheaton North
Douglas Fleming, Fenwick

Foreign Extemp --

Emma Salustro, Glenbard West
Daniel Belasich, Wheaton North

DI --

Amanda Kreiss, Glenbrook North
Danielle Taddei, Regina Dominican

HI --

Joel Dodson, Wheaton North
Dave Terry, Wheaton North

L/D --

Boris Rapoport, Glenbrook South
Christopher Nybo, Fenwick

Plaque -- Glenbrook North**Trophy -- New Trier****East Texas****DEBATE --**

Justin Green & Jeffrey McNabb, Taylor
Michelle Gajda & Jeremy Ladle, McCullough

Matt Powers & Cindy Hogwood, Houston-Memorial**OO --**

Rosilyn Crowder, Alief Hastings
Maya Burykovsky, The Kinkaid

David Johnson, Klein**U.S. Extemp --**

Calvin Christopher, Klein Forest
Brian Gathright, Humble

Winthrop Hayes, Klein**Foreign Extemp --**

Steven Huang, Klein
Shawn Rabin, Klein

DI --

Sue Cerreta, Klein
Uche Amaeche, The Kinkaid

Ty Mayberry, Deer Park**HI --**

Bob Hay, The Kinkaid
Rosilyn Crowder, Alief Hastings

Kelli Roosth, The Kinkaid**L/D --**

Winthrop Hayes, Klein
Siby Moonnakal, Dulles

Calvin Christopher, Klein Forest**Plaque -- Klein****Trophy -- Spring****Heart of America****DEBATE --**

Kelli Carroll & Erin Merriott, Independence-Truman

Andrew Zellers & Ted Moore, Independence-Truman

Jerome Patience & Kelle Smith, Independence-Truman

OO --

Abram Oliver, Kansas City Central
Amanda C. Buttler, Independence-Chrisman

Jenny Davis, Kansas City Oak Park**U.S. Extemp --**

Jerome Patience, Independence-Truman
Japa Pallikkathayil, North Kansas City

Kelle Smith, Independence-Truman**Foreign Extemp --**

Dustin Jensen, Kansas City-Park Hill
James R. Bramble, North Kansas City

DI --

Jennifer Cessor, Independence-Truman
Lily Berkley, North Kansas City

Shane Dorsett, Kansas City-Park Hill**HI --**

Emily Humphreys, Independence-Truman
Christopher Stigall, Kansas City-Oak Park

Jennifer Wood, North Kansas City**L/D --**

Japa Pallikkathayil, North Kansas City
Dustin Jensen, Kansas City-Park Hill

Plaque -- Independence-Truman**Trophy -- Independence-Chrisman****Utah Wasatch****DEBATE --**

Aaron Muranaka & Tony Hayward, Layton
Phil Bott & Catherine Thomas, Bountiful

OO --

Janica Southwick, Northridge
Dolly Pratt, Ogden-Ben Lomond

U.S. Extemp --

Greg Moesinger, Ogden
Mandy Seamons, Roy

Foreign Extemp --

Richard Gurgel, Ogden
Jessica Abbott, Sky View

DI --

Elizabeth Lester, Box Elder
Amanda Phillips, Davis

HI --

Janica Southwick, Northridge
Joshua Wouden, Box Elder

L/D --

Matthew Klag, Sky View
Jonathan Donigan, Logan

Plaque -- Layton**Trophy -- Layton****Carolina West****DEBATE --**

R. Kent Insley & Jason H. Cowley, Charlotte Latin

David M. Brenizer & Joseph A. Ansaldo, Charlotte Latin

David Douglas & Wendi Wright, South Mecklenburg

OO --

Beverly G. Stephens, Myers Park
David L. Wagner, Myers Park

U.S. Extemp --

Alissa Whitehead, Providence
Ryan T. Rhodenhiser, High Point Central

Foreign Extemp --

Kecia Prokay, Myers Park
Sasie Sealy, Harding University

DI --

Will Culp, West Charlotte
Darren Moore, T.W. Andrews

HI --

John Hoogenakker, South Mecklenburg
Jeremy Bales, Providence

L/D --

Mary-Catherine Bond, Ledford
Phillip Reese, McDowell

Plaque -- South Mecklenburg**Trophy -- Myers Park****Northern Oregon****DEBATE --**

Alex Morrow & Darrell Tibbles, Clackamas
Darren B. Eckstein & Colleen Gross, Gresham-Barlow

OO --

Brenda E. Cooke, Gresham Barlow
Tania Zyryanoff, Canby

U.S. Extemp --

Nick Weller, Glencoe
Michael Schmierbach, Lincoln

Foreign Extemp --

Jacob Weigler, Lincoln
Darren B. Eckstein, Gresham Barlow

DI --

Mitra Anoushiravani, Rex Putnam
Kimberly Bartholomew, Tigard

HI --

Daniel Pollack-Pelzner, Lincoln
Ari Shapiro, Beaverton

L/D --

Jerome Robinson, Glencoe
Justin Kistner, Oregon City

Plaque -- Gresham Barlow**Trophy -- Sprague****Northern Lights****DEBATE --**

Julie Herdegen & Jesse Eiyneck, Grand Rapids
Amy Candy & Andy Boitus, Grand Rapids

OO --

Renee Sanford, Walker
Angie Reno, Dilworth-Glyndon-Felton

U.S. Extemp --

Alecia McKay-Jones, Duluth East
Grant Cravens, Walker

Foreign Extemp --

Andrew Toffey, Duluth-Marshall
Brian Tang, Dilworth-Glyndon-Felton

DI --

Seth Sams, Staples-Motley
Candace Hauge, International Falls

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Tim Mangan, Freeport HS (IL)

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Congress Honors

Valley Forge

- Senate**
 *O Chris Kristofco, Calvert Hall
 *S Stephen Tolbert, Lower Merion
 P Noah Borun, Lower Merion
- House 1**
 *O Andy Siegel, Pennsbury
 S Christopher Trumbore, LaSalle College
 P Joseph L. McGlynn, II, St. Joseph Prep
- House 2**
 *O Kelly Gable, Truman
 S Thomas M. McGlaughlin, Jr., St. Joseph Prep
 P Thomas M. McGlaughlin, Jr., St. Joseph Prep

Pennsylvania

- Senate**
 *O Kevin Mirarchi, Franklin Regional
 *S Philip Denbleyker, V, Rockwood
 P Christopher Tosh, Kiski School
- House 1**
 *O Matt Moffa, Ligonier Valley
 S Ann Johnston, Greater Latrobe
 P Allison MacMullen, Greensburg Central
- House 2**
 *O Matthew Zambias, Kiski School
 S Matt Newcamp, Greensburg-Salem
 P Marla Perry, Greater Latrobe

Florida Sunshine

- Senate 1**
 *O Mark Ticola, Riverview
 S Kanna Azank, Academy of the Holy Names
 P Sara Davis, Southeast
- Senate 2**
 *O Jeff Jones, Riverview
 S Laura A. Fernandez, Academy of the Holy Names
 P Tracey Sticco, Riverview
- House 1**
 O Emily Courey, Academy of the Holy Names
 S Tellina Corral, Academy of the Holy Names
 P Erin Thomas, Riverview
- House 2**
 O Peggy Lim, Hillsborough
 S Sarah Fox, Riverview
 P Katherine Hingtgen, Riverview

Montana

- Senate**
 *O Casey Wagner, Bozeman
 *S Margaret McShane, Havre
- House**
 *O Matt Jackson, Bozeman
 *S Stewart Bishop, Flathead

North Dakota Roughrider

- Senate**
 *O Patricia Shaefer, Fargo North
 *S Pete Johnson, Jamestown
- House**
 *O Brent Cusher, Fargo South
 *S Leslie Leistriz, Fargo North

Hoosier Central

- Senate**
 *O Kristin Kasting, Logansport
 *S Patrick Price, Brebeuf Prep
 P Ming Chang, Brebeuf Prep
- House 1**
 *O Ben Peled, Indpls-North Central
 *S Tammy Bowman, Logansport
 P Samir Kulkarni, Brebeuf Prep
- House 2**
 O Jeremy Wallace, Brebeuf Prep
 S Greg Erhardt, Brebeuf Prep
 P Greg Erhardt, Brebeuf Prep

Northern Lights

- Senate**
 *O Odin Erickson, Grand Rapids
 S Charity Przepiora, Dilworth-Glyndon-Felton
 P Robert Baker, Duluth East
 * Kjersten Reich, The Marshall School
- House 1**
 *O Ray Privett, The Marshall School
 S Mike Wojcik, Hibbing
 P Julie Herdegen, Grand Rapids
 * Brian Tang, Dilworth-Glyndon-Felton
- House 2**
 O Nate Anderson, Grand Rapids
 S Nic Netzel, Duluth East
 P Jessica Arbour, Duluth East

Hole in the Wall

- Senate**
 *O Corey Engesser, Spearfish
 *S Jesse Rios, Buffalo

House

- *O Matt Edwards, Cheyenne East
 *S Cary Graham, Sturgis, SD

Utah Sundance

- Senate**
 *O Jared H. Franz, Hillcrest
 *S Chet M. Robinson, Mountain View
 P Dan Smedley, Granger
- House 1**
 *O Kara M. Rodriguez, Alta
 S Shannon Bills, Bingham
 P Bryan Calder, Uintah
- House 2**
 *O Kenley Grover, Mountain View
 S Shauntel Wasden, Alta

North East Indiana

- Senate**
 *O Elizabeth Couch, New Haven
 *S Gavin West, East Noble
 P Rusty Papsdoff, Angola
- House 1**
 *O Dan Crosby, Northrop
 *S Erika Tarnowski, Chesterton
 P Kory Twigg, Columbia City
- House 2**
 O Molly Deuberry, Chesterton
 S Marinda Darnell, Chesterton
 P Amanda Oliver, Chesterton

Wind River

- Senate 1**
 P Rita Herkel, Riverton
- Senate 2**
 P Eric Cubin, Natrona County
- House 1**
 P Alan Harper, Rock Springs
- House 2**
 P John Scheline, Natrona County

Idaho

- Senate**
 *O Brant Olson, Meridian
 *S Kristen Duggan, Hillcrest
 P Staci Pappas, Pocatello
- House**
 *O Rick Ault, Meridian
 *S Katherine Lovan, Meridian
 P Larry Parnell, Meridian

Colorado

- Senate 1**
 *O Chad Grell, Highlands Ranch
 S Josh Jennison, Mullen
 P Adam R. Bock, Ponderosa
 P David Lin, Cherry Creek
- Senate 2**
 *O Casey A. L. Smith, Ponderosa
 S Jared L. Hutchings, Gateway
 P Casey A. L. Smith, Ponderosa
 P Jared L. Hutchings, Gateway
- House 1**
 *O David Spector, Overland
 S Nathan E. Barrett, Gateway
 P Kevin Copher, Rangeview
 P David Spector, Overland
- House 2**
 *O Dave Suss, Overland
 S Rachel Eichenbaum, Columbine
 P Sarah McGonigle, Mullen
 P Rachel Eichenbaum, Columbine

Mississippi

- Senate**
 * Eric Graham, Brandon
 * Everett Watts, McComb
 O Ben Tremonte, Byram Attendance Center
 S Will Shumate, Clinton
 P Will Shumate, Clinton
- House 1**
 *O Ursula Price, Clinton
 S Neal Hartzog, Byram Attendance Center
 P Brian Lucas, Petal
- House 2**
 O Brett Harvey, Byram Attendance Center
 *S Chris Smith, Petal
 P Matt Taylor, Clinton

East Iowa

- Senate**
 *O Zachary Robertson, Burlington
 *S Gabriel L. Vasquez, Davenport West
 P Nathan R. Mather, Muscatine
- House 1**
 *O Matthew Atkinson, Bettendorf
 S Jarrett Mitchell, Keokuk
 P Dan Boscaljon, Marshalltown

House 2

- *O Tuyet Nguyen, Iowa City West
 S Robin Mitchell, Marshalltown
 P Tuyet Nguyen, Iowa City West

House 3

- O Charlie Kelly, Marshalltown
 S Amy Swope, Marshalltown
 P John N. Conlon, Muscatine

Utah Wasatch

- Senate**
 *O Ken Safsten, Bountiful
 *S Cory L. D. Thompson, Roy
 P Alan Bott, Bountiful
- House 1**
 *O Matthew Klag, Sky View
 S Jed Jones, Ben Lomond
 P Matthew Klag, Sky View
- House 2**
 *O Mike Nercesian, Ben Lomond
 S Rhett Hadley, Northridge
 P Rhett Hadley, Northridge

Northern Illinois

- Senate**
 *O James Faber, Dundee Crown
 *S Anne Dunton, St. Charles
 P Kelly Twomey, Rolling Meadows
- House 1**
 *O David Smiley, Highland Park
 S Dan Rose, Rolling Meadows
 P Elissa Hobfoll, New Trier
- House 2**
 *O Michael Masters, New Trier
 S Adam C. Ellison, New Trier
 P Solomon Lieb, Jacobs

East Missouri

- Senate**
 *O Dawn Dziuba, Pattonville
 *S Theo Pifiti, Clayton
 P Dawn Dziuba, Pattonville
- House 1**
 *O Allison Badger, Parkway South
 S Raj Kunda, Parkway Central
 P Allison Badger, Parkway South
- House 2**
 *O David Steketee, Parkway West
 S Mark Adelsberger, Pattonville
 P David Steketee, Parkway West

South Carolina

- Senate 1**
 *O Michael King, Mauldin
 S Williams Green, Spring Valley
 P Williams Green, Spring Valley
- Senate 2**
 *O Ananth N. Shenoy, Riverside
 S Matt Holson, Spring Valley
 P Ananth N. Shenoy, Riverside
- House 1**
 *O Christine Toes, Southside
 S Yun Lee, Spring Valley
 P Christine Toes, Southside
- House 2**
 *O Susan Miller, Southside
 S Jason Booker, Mauldin
 P Jason Booker, Mauldin

Western Iowa

- Senate**
 *O Brian Simmons, Spirit Lake
 *S Eric Anderson, Denison
 P Matthew Miller, Okoboji
- House 1**
 *O Chris Pallanch, Bishop Heelan Catholic
 S Chad Augustine, Bishop Heelan Catholic
 P Stephen Christman, Des Moines Lincoln
- House 2**
 *O Jennifer Ridgway, Council Bluffs Lincoln
 S Patrick James, Okoboji
 P Kimberly Reitsma, Cherokee-Washington

North Georgia Mountain

- Senate**
 *O Heath Brooks, Calhoun
 S Dao Huynh, Gainesville
 P Mike Shumaker, Snellville-Brookwood
- House**
 *O Adam Hardigree, Snellville-Brookwood
 S Mackenzie R. Johnson, Gainesville
 P Adam Hardigree, Snellville-Brookwood

Greater Illinois

- Senate**
 *O Kelsey Neustel, Normal Community
 *S Karrah Sipes, Pekin
 P Christopher Olson, Heyworth

House 1

- *O Jason Hogan, Heyworth
 *S Liz Megli, Normal Community
 P Jason Spoor, Crystal Lake South

House 2

- O Ryan Meillske, Heyworth
 S Christopher Downing, Freeport
 P Kyle Gurney, Belleville West

Heart of America

- Senate**
 *O Larry Pitman, North Kansas City
 *S Sarah Zapp, Carrollton
 P Abraham T. Dyer, Independence-Chrisman
- House 1**
 *O Jason Heldenbrand, Maryville
 S Stacy Tucker, Marshall
 P Christie Tialino, Independence-Chrisman
- House 2**
 *O Amber S. Wise, Independence-Chrisman
 S Ryan Garrett, Marshall
 P Megan Fuller, North Kansas City

Carolina West

- Senate**
 *O Ryan S. Tomberlin, North Mecklenburg
 *S Nicole Miller, Providence
 P Ryan S. Tomberlin, North Mecklenburg
- House**
 *O Bridgette Turnipseed, South Mecklenburg
 S Emily M. Smoot, Trinity
 P Bridgette Turnipseed, South Mecklenburg

West Kansas

- Senate**
 *O Ryan VanMeter, McPherson
 *S Kevin Heath, Salina Central
 P Kevin J. Zollman, Manhattan
 P Micah Shaw, Salina Central
- House 1**
 *O Dede Seibel, McPherson
 S Joshua Kaufman, McPherson
 P Joshua Kaufman, McPherson
 P Ben Walker, Hutchinson
- House 2**
 *O Lisa VanMeter, McPherson
 S Jon Chase, Garden City
 P Jon Riekenberg, McPherson
 P Carol Gregg, Salina Central

New Jersey

- Senate**
 *O David Ackerman, Randolph
 *S Eric Rosenthal, Randolph
 P Chetan Gulati, Governor Livingston
- House**
 *O Irvin Pan, Montville
 S Aadil Ginwala, Moorestown
 P Cindy Chen, Montville

New York State

- Senate**
 *O Greg David, Shenendehowa
 *S Austin Campriello, Pleasantville
 P Daniel Friedman, Hendrick Hudson
- House**
 *O Nicholas DeCicco, Iona Preparatory
 *S Harry Tormanides, Newburgh Free Acad.
 P Marian H. Fiske, Albany

Pittsburgh

- Senate 1**
 *O Patty Byrnes, North Hills
 S Jocelyn Benson, Peters Township
 P Michael Hennessy, Canevin
- Senate 2**
 *O Sarah Davitt, North Catholic
 S Nicole Cook, Mt. Lebanon
 P Albert Ju, Bethel Park
- House 1**
 *O Brett Weinheimer, Bethel Park
 S John Hill, Pittsburgh Central Catholic
 P Brian Stagno, Pittsburgh Central Catholic
- House 2**
 *O Jason Owen, Cathedral Preparatory
 S Christina Greenwell, Upper St. Clair
 P Jonathan Trueblood, Baldwin-Whitehall

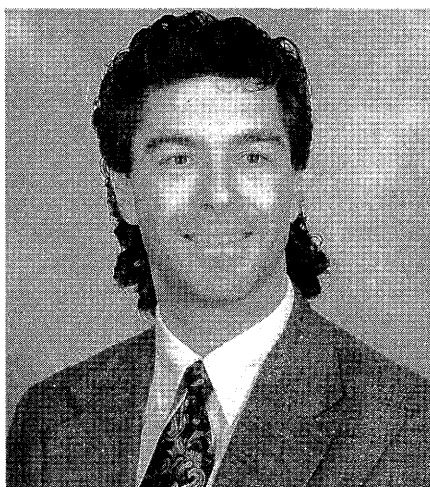
Kentucky

- Senate**
 *O Caleb Brown, Calloway County
 *S Jacob Wilkins, LaRue County
 P Jeff Fugate, Warren East
- House**
 *O Emily Korfhage, Bullitt Central
 *S Roy Cornett, Scott County
 P Andy Rose, Calloway County

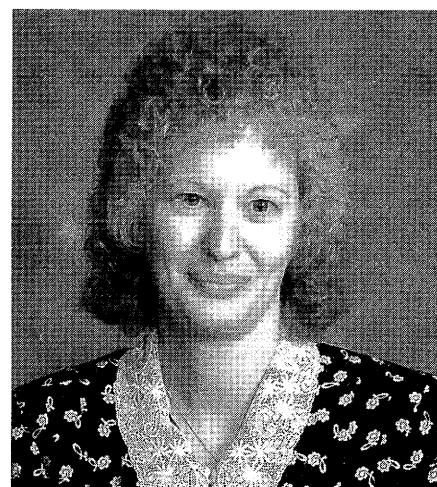
DOUBLE DIAMOND COACHES



****Linda Kovach**
McCullough HS, TX
August 29, 1994 3003 points



****Joseph A. Buzzelli**
St. Ignatius HS, OH
October 31, 1994 3125 points



****Vickie Fellers**
Goddard HS, KS
December 12, 1994 3212 points



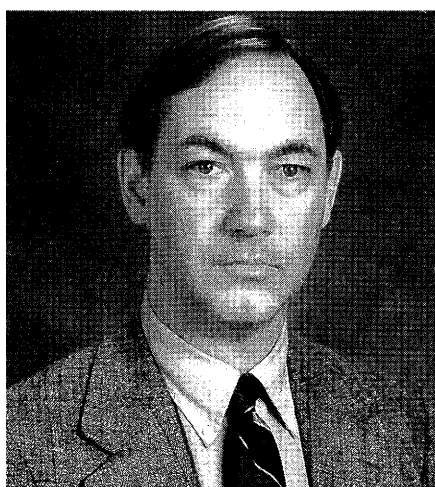
****Cheryl Johns**
Cypress Falls HS, TX
December 12, 1994 3367 points



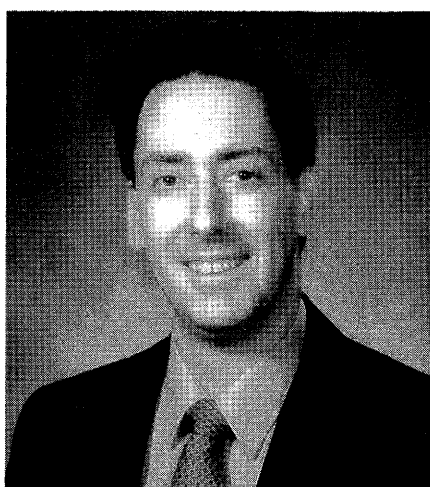
****Ruth McAllister**
Riverside HS, SC
January 17, 1995 5187 points



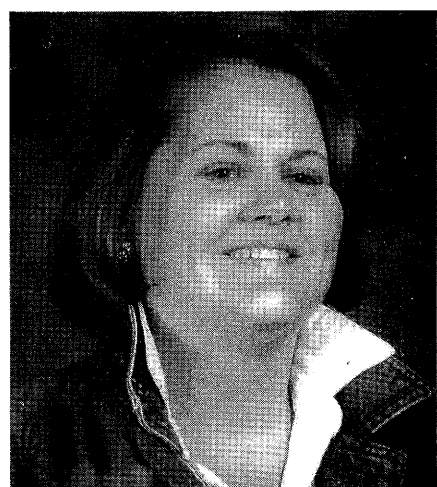
****Jill Grimes**
Moffat County HS, CO
January 30, 1995 3311 points



****Philip Wertz**
Thomas County Central HS, GA
February 1, 1995 3012 points
May 1995



****David Baumeister, Jr.**
Sioux Falls-O'Gorman HS, SD
February 6, 1995 3798 points



****Susan Baker**
Sheridan HS, WY
February 7, 1995 3358 pooints

DIAMOND KEY COACHES

(No picture provided)

*****Rosemarie C. McCoy**
Muscatine HS, IA
December 10, 1993 6223 points

*****Randall Keillor**
St. Francis HS, MN
January 11, 1994 6073 points

*****Judy Kroll**
Brookings HS, SD
February 17, 1994 6024 points

*****Diane Mastro-Nard**
Youngstown-Mooney HS, OH
April 15, 1994 6628 points

*****Bill Davis**
Blue Valley HS, KS
July 5, 1994 7145 points

****Steve Neill**
Sumner Academy, KS
November 15, 1993 3336 points

****Gladys Robertson**
T. L. Hanna HS, SC
December 16, 1993 4082 points

****Gail Sarff**
Wayzata HS, MN
December 22, 1993 3159 points

****Linda Oddo**
New Trier HS, IL
January 4, 1994 3202 points

****Gail Naylor**
Silver Lake HS, KS
January 26, 1994 3591 points

****Brent Farrand**
Science HS, NJ
February 2, 1994 3116 points

****Gayle Hyde**
Fargo-North HS, ND
February 3, 1994 4666 points

****Joseph Gains**
Wadsworth HS, OH
February 7, 1994 3301 points

****Andara MacDonald**
Holtville HS, CA
February 7, 1994 3001 points

****Eric Di Michele**
Regis HS, NY
February 9, 1994 9807 points

****Margaret A. Emelson**
Uniontown Area HS, PA
February 15, 1994 3179 pts

****Deana Butcher**
Springfield-Hillcrest HS, MO
February 21, 1994 6058 points

****Debbie Brantley Ladis**
Plano HS, TX
February 21, 1994 3189 points

****Claryn M. Myers**
Fort Wayne-Northside HS, IN
February 28, 1994 3034 points

****John A. Cardoza**
Stockton- St. Mary's HS, CA
March 3, 1994 3107 points

****Ellora Kleven**
Dassel-Cokato HS, MN
March 19, 1994 3230 points

****Linda Crockford**
St. Brendan HS, FL
April 20, 1994 3424 points

****Carl Adkins**
Hays HS, TX
April 29, 1994 3031 points

****Fred Monberg**
Hammond HS, IN
April 28, 1994 3010 points

****Connie J. Link**
Heyworth HS, IL
July 11, 1994 3017 points

***Sue Bach**
Billings-West HS, MT
September 13, 1993 1511 points

***John Seftas**
Pine-Richland HS, PA
October 18, 1993 1579 points

***Karen Glahn**
Stockton-Lincoln HS, CA
November 1, 1993 1693 points

***Dawna B. Edmonds**
Topeka-Seaman HS, KS
November 15, 1993 1562 points

***Terri Robinson**
Mission HS, TX
December 28, 1993 1542 points

***Ann Sayas**
Newman School, LA
January 3, 1994 1505 points

***Steve O'Brien**
Sioux Falls-Washington HS, SD
January 4, 1994 2172 points

***Kris O'Brien**
Sioux Falls-Washington HS, SD
January 4, 1994 1534 points

***Charles Oakes**
Battle Ground Academy, TN
January 4, 1994 1641 points

***Nancy K. Loucks**
Tolleson HS, AZ
January 4, 1994 1541 points

***Margaret Hollies**
Carmel HS, IN
January 12, 1994 1502 points

***David Philler**
Grady HS, GA
January 25, 1994 1501 points

***Maryanne B. Lenning**
Glenbard-South HS, IL
February 2, 1994 1514 points

***Marie Dzuris**
Centerville HS, OH
February 7, 1994 1670 points

***John Malloy**
Thornton Township HS, IL
February 7, 1994 1556 points

***Neil Hollands**
Hillcrest HS, UT
February 10, 1994 1739 points

***Sue Wenzlaff**
St. Francis De Sales HS, OH
February 11, 1994 1503 points

***Brent Pesola**
University School, FL
February 14, 1994 1862 points

***Randy Ellis**
Spring HS, TX
February 21, 1994 1582 points

***Chester Thacker**
Fort Dorchester HS, SC
February 23, 1994 1516 points

***James O'Connor**
Lehi HS, UT
February 23, 1994 1619 points

***Michael Bacon**
Newburgh Free Academy, NY
February 24, 1994 1677 points

***Sammy Green**
Spring HS, TX
February 24, 1994 1624 points

***Ellen K. Tillotson**
Marcus HS, TX
February 24, 1994 2030 points

***Morris Snively**
Belleville-East HS, IL
March 1, 1994 1598 points

***Jane Yelton**
Providence HS, NC
March 1, 1994 1907 points

***Joel B. Short**
Belton HS, MO
March 2, 1994 1529 points

***Paula Mittleman**
Bridgewater-Raritan Reg HS, NJ
March 8, 1994 1540 points

***Dayna Wallmark**
Portland-Lincoln HS, OR
March 8, 1994 1569 points

***Jill Lofald**
Duluth-Denfeld HS, MN
March 10, 1994 1619 points

***Richard Dempsey**
Evanston Twp HS, IL
March 16, 1994 2047 points

***Byron Arthur**
New Orleans-Jesuit HS, LA
March 17, 1994 1626 points

Coaching/Teaching Positions

The five high schools in the North East School District in San Antonio, Texas -- Winston Churchill, Robert E. Lee, Douglas MacArthur, James Madison, Theodore Roosevelt -- now require all students to take a minimum of one semester of speech to graduate. As a result, the forensics programs are growing, and the district is looking for additional coaches to work with competitive speech activities. If you are interested in teaching and coaching oral interpretation, Lincoln-Douglas debate, extemporaneous speaking, and/or cross-examination debate in a North East School, Please contact:

L. D. Naegelin
Speech/Theatre Program Coordinator
North East Education Center
8961 Tesoro Drive
San Antonio, TX 78217

210-804-7142 (W)

210-344-8902 (H)

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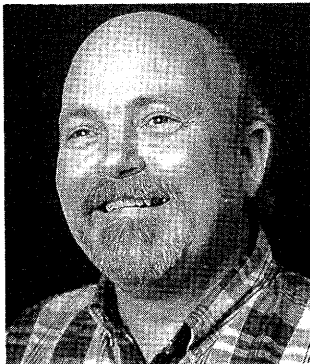
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Dayton Oakwood High School
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Dayton, Ohio 45419
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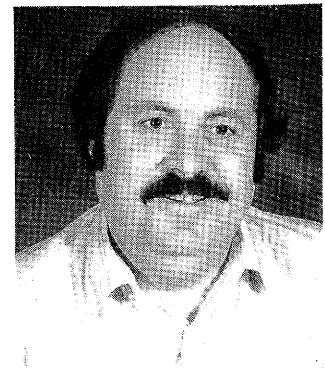
ERRATA

THE *ROSTRUM* APOLOGIZES FOR MISIDENTIFYING GREG BUNDY
AND NICK PANOPOULOS IN THE APRIL ISSUE.



Greg Bundy

FIRST DIAMONDS



Nick Panopoulos

38 BASIC SPEECH EXPERIENCES

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(March 31, 1995)

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1.	-	Northern South Dakota	177.00	Brookings	502
2.	-	Heart of America	153.11	Kansas City-Oak Park	520
3.	-	Northern Ohio	146.22	Youngstown-Mooney	290
4.	-	Rushmore	145.70	Sioux Falls-Washington	582
5.	-	Show Me	140.60	Kansas City-Center	359
6.	-	Kansas Flint-Hills	137.11	Topeka	542
7.	-	East Kansas	133.95	Shawnee Mission-West	502
8.	+2	West Kansas	126.60	Hutchinson	457
9.	-	Hoosier South	125.68	Evansville-Reitz	436
10.	+10	Illini	116.64	Downers Grove South	578
11.	-3	Eastern Ohio	114.42	Wooster	399
12.	-1	Great Salt Lake	114.07	Salt Lake City East	251
13.	-1	Sierra	111.68	Bakersfield	353
14.	-1	South Kansas	110.52	Wichita-Southeast	238
15.	+4	San Fran Bay	108.59	College Prep.	388
16.	+1	Central Minnesota	107.13	Apple Valley	526
17.	-3	Sundance	104.00	Bingham	282
18.	-3	Nebraska	103.38	Omaha-Creighton Prep.	555
19.	-3	Northern Illinois	97.55	New Trier	434
20.	+32	Big Valley	96.45	Modesto-Beyer	401
21.	-3	New York City	96.08	Regis	494
22.	+5	Hoosier Central	94.94	Logansport	300
22.	+7	Ozark	94.94	Springfield-Parkview	616
24.	+6	Rocky Mountain-South	94.53	Lakewood	346
25.	-3	Carver-Truman	94.29	Nevada	360
26.	-3	Southern Minnesota	94.22	Blake School	253
27.	-6	Eastern Missouri	93.73	Parkway West	318
28.	-4	East Texas	92.16	Houston-Kinkaid	514
29.	-4	Montana	88.82	Billings-West	366
30.	-4	North East Indiana	88.55	Columbia City	212
31.	+9	Northern Wisconsin	88.50	Appleton-East	381
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50.	+6	Eastern Washington	74.00	Mead	396
51.	+15	Tall Cotton	73.93	Lubbock-Coronado	173
52.	-7	Utah-Wasatch	73.29	Bountiful	252
53.	+4	East Los Angeles	73.07	La Mirada	379
54.	+5	New Mexico	71.88	Albuquerque Academy	593
55.	-6	South Texas	71.66	Houston-Bellaire	392
56.	-13	East Oklahoma	70.96	Tulsa-Washington	348
57.	+1	Pittsburgh	70.60	Central Catholic	300
58.	+2	Greater Illinois	70.46	Pekin	525
59.	-8	Pennsylvania	69.14	McKeesport	234
60.	+4	Rocky Mountain-North	68.61	Niwot	263
61.	+1	Louisiana	65.91	St. Thomas More	344
62.	-8	Deep South	65.63	Vestavia Hills	313
63.	+10	Tarheel East	65.33	Enloe	207
64.	-1	Lone Star	65.32	Plano	464
65.	+11	North Dakota Roughrider	65.16	Fargo Shanley	290
66.	-11	North Coast	63.85	St. Ignatius	209
67.	+4	Central Texas	62.27	Churchill & Lee	487
68.	+4	Southern Wisconsin	61.11	Marquette Univ.	635
69.	+18	Arizona	60.89	Phoenix-Brophy	319
70.	-2	West Virginia	60.42	Duval	195
71.	-10	Georgia Northern Mountain	60.25	Westminster	500
72.	-7	Valley Forge	60.18	Holy Ghost Prep.	458
73.	-3	West Oklahoma	59.70	Putnam City	478
74.	+9	Carolina West	58.85	High Point Central	320
75.	-8	Western Ohio	56.79	Centerville	624
76.	+6	New England	56.35	Milton Academy	634
77.	+4	West Los Angeles	55.92	Harvard-Westlake Upper	564
78.	+6	Gulf Coast	55.00	Gregory-Portland	295
79.	-5	Florida Sunshine	53.94	Tampa-Jesuit	146
80.	+6	North Texas Longhorns	53.85	Newman Smith	619
81.	-3	Southern Colorado	53.64	Pueblo-Centennial	199
82.	+3	North Oregon	53.56	Beaverton-Sunset	242
83.	-8	Capitol Valley	53.33	Sacramento Kennedy	56
84.	-15	Iroquois	52.72	Webster	142
85.	-8	Tennessee	52.62	Montgomery Bell Academy	478
86.	-7	Georgia Southern Peach	51.22	Carrollton	94
87.	+4	Maine	50.92	Cape Elizabeth	160
88.	-	New Jersey	50.08	Montville	312
89.	-9	Mississippi	49.76	Hattiesburg	289
90.	+4	Big Orange	47.73	Cypress	139
91.	+1	Mid-Atlantic	44.64	Whitman, MD	185
92.	-3	Kentucky	43.66	Calloway County	343
93.	-3	West Texas	43.53	Eastwood	233
94.	+3	Puget Sound	39.63	Bellevue-Interlake	194
95.	-2	Alaska	35.00	West Anchorage	50
96.	-1	Michigan	34.60	Portage Northern	203
97.	-1	Patrick Henry	31.31	First Colonial	104
98.	-	Hawaii	23.79	Punahou	177
99.	-	Guam	17.50	St. John's School	60

What do these people have in common?

Sean McCaffity <i>Northwestern University</i>	1995 and 1994 NDT National Champion, 2nd Speaker
Jody Terry <i>Northwestern University</i>	1995 and 1994 NDT National Champion, 6th Speaker
Steven Andrews <i>Harvard University</i>	1995 and 1994 NDT National Finalist, 8th Speaker
Adrienne Brovero <i>Wake Forest University</i>	1995 NDT #1 First Round At Large Winner, 10th Speaker
Mike Dickler <i>University of Michigan</i>	1995 ADA Nationals Top Speaker and National Champion
Scott Hessell <i>University of Michigan</i>	1995 ADA National Champion
Charlie Henn <i>Emory University</i>	1995 NDT 3rd Speaker
Tiffany Earl <i>University of Iowa</i>	1995 NDT 4th Speaker
Biza Repko <i>Michigan State University</i>	1995 CEDA National Champion, 1994 National Finalist
Blake Diaz <i>Gonzaga University</i>	1995 CEDA Nationals Top Speaker and National Finalist
Ian McLaughlin <i>Gonzaga University</i>	1995 CEDA Nationals Finalist
Bill Lawrence <i>Liberty University</i>	1995 Novice Nationals Top Speaker and Semi-Finalist
Anjan Sahni <i>Emory University</i>	1995 Novice Nationals Champion
Corey Stoughton <i>University of Michigan</i>	1995 Novice Nationals Finalist
Matt Rice <i>University of Michigan</i>	1995 Novice Nationals Finalist
Roslynn Rhee <i>Centerville High School</i>	1994 NFL National Champion
Brian Ralston <i>Centerville High School</i>	1994 NFL National Champion

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