

ROSTRUM

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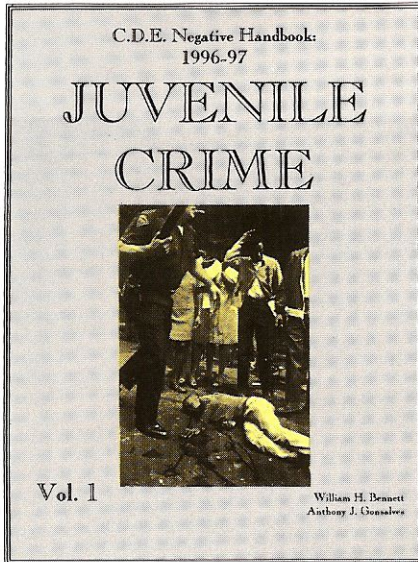


David Boren
Debater, Governor, Senator, University President

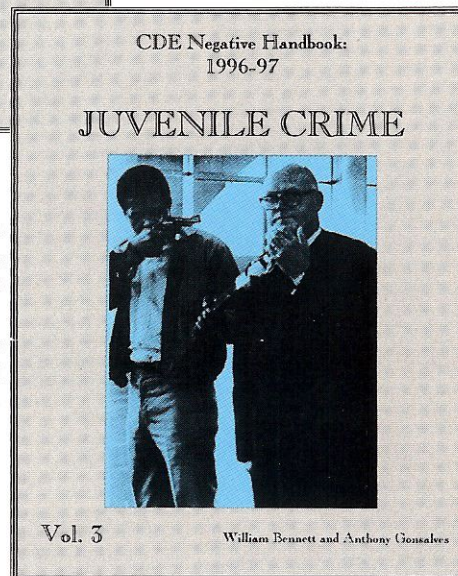
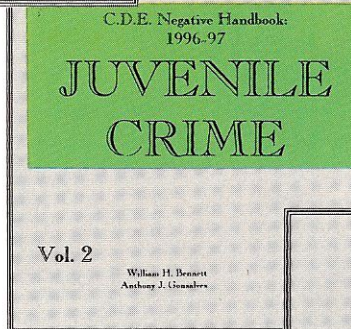
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On the Cover: David Boren: Debater, Governor,
Senator, University President.



Next Month: A magnum opus by Bill Davis,
District Tournament results,
National Tournament information.

THE ROSTRUM

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EXTEMP COMMENTARY

Presidential Election year
Entertainment, 1996
The U.S. Economy
Educational Reforms
The Atlanta Olympics

America on Tour (Places in the U.S.)
American Homespun (U.S. Virtues and Values)
World Trouble Spots
Local Issues
The Rise and Fall of Empires

PATRICK HENRY MEMORIAL FOUNDATION

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PATRICK HENRY MEMORIAL ORATORY COMPETITION

The Woman's Auxiliary of the Patrick Henry Memorial Foundation will again sponsor the Patrick Henry Memorial Oratory Competition at the Phillips 66/NFL National Tournament this year. The sponsorship will include underwriting the cost of the oratory trophies and awards and tournament administration, as well as scholarships of \$1,000, \$500, and \$250 for the top three winners.

The Patrick Henry Memorial Foundation has arranged for a performance by Michael Owen Wells who will appear at the opening assembly as Patrick Henry. Mr. Owens, himself a lawyer like Henry, has appeared as Patrick Henry in a recent A & E "Biography."

NFL SUMMER CONFERENCE INFORMATION: PAGES 47-48

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

NEW NATIONAL TOURNAMENT SCHEDULE

The Phillips 66/NFL National Speech Tournament, in order to maximize participation, yet provide a reasonable time schedule, will conduct the preliminary rounds at two sites, which depending on local room availability, may be separated by several miles. A computer will randomly select half of the contestants in each event to be assigned to a specific site each day. The other half will be as-

signed to the other site. *Double entered students will have both of their events at the same site.* Judges may be assigned to one site each day. Coaches may not be at the same site as their competitors. Students from the same school may be at different sites. *There will be two extemp prep rooms, one at each site.* Extempers should not assume they will be in the same prep room with other extempers from their

school. *Each extemper should have their own materials.*

At the end of the six preliminary rounds qualifiers for round 7 in every main event will be scheduled at one site; supplemental events and impromptu will be scheduled at the other site.

The 1996 time schedule is printed below for your information.

SUNDAY JUNE 22

(All Sunday Meetings at the Charlie Rose Agri-Expo Center)

Registration

Late Registration

First time Coaches Reception

Coaches attending their first National Tournament are invited to meet with the Executive Council and Tournament Officials in an informal social setting. Questions are welcome. First Time School Participation Certificates are presented.

Speech Tab Meeting

Debate Tab Meeting

L/D Tab Meeting

Congress Parliamentarians Meeting

Supplemental Tab Meeting

Impromptu Tab Meeting

District Chair Reception

The Tarheel '96 Nationals Committee, Executive Council and the district chairs are invited.

District Chairpersons Seminar

The National Secretary will meet with all district chairs to discuss district administration. District Chair awards will be presented.

Opening Assembly

A pageant of colors and music. Diamond Awards. Tournament information.

Parties

Separate parties for coaches and students.

Gordon M. Williams Exhibition Hall, 8:00 A.M. - 2:00 P.M.

Holiday Inn Bordeaux Chalet Room, 3:00 P.M. - 10:00 P.M.

Dining Hall, 10:00 A.M.

I.B. Julian Auditorium, 10:30 A.M.

Harris Board Room, 11:00 A.M.

Tony Rand Room, 11:00 A.M.

Sewing Classroom, 11:00 P.M.

Sewing Classroom, 11:30 A.M.

Sewing Classroom, 12:00 P.M.

Dining Hall, 12:15 P.M.

I.B. Julian Auditorium, 1:00 P.M.

CCC Arena 6:00 P.M.

Agri-Expo Center 8:00 P.M.

Monday, June 24	Tuesday, June 25	Wednesday, June 26	Thursday, June 27
7:00 - 7:30 Late Registration-Southview High School Main Office	7:30 Draw Extemp-High School Gym and Middle School Gym	7:30 Draw Extemp-High School Gym	7:30 Draw Extemp
7:30 Draw Extemp-High School Gym and Middle School Gym	8:00 Speech 4	8:00 Speech 7	8:00 Speech 10
8:00 Speech 1	9:30 Draw Extemp	9:30 Draw Extemp	9:00 Debate 10
10:00 Draw Extemp	10:00 Speech 5	10:00 Speech 8	10:30 Draw Extemp
10:30 Speech 2	11:30 Draw Extemp	12:00 Debate 7	11:00 Speech 11
12:00 Draw Extemp	12:00 Speech 6	2:00 Debate 8	12:00 Debate 11
12:30 Speech 3	2:00 Debate 4	3:30 Draw Extemp	1:30 Draw Extemp
2:30 Debate 1	4:00 Debate 5	4:00 Speech 9	2:00 Speech 12
5:00 Debate 2	6:00 Debate 6	6:00 Debate 9	3:00 Debate 12
7:00 Debate 3			6:00 Debate 13
			8:30 Debate 14
	Speech = All Speech (HI, DI, Duo, FX, USX, OO) Debate = All Debate (L/D, Policy)		

WARNING!

There will be two extemp prep rooms at Nationals. Each student must have their own materials. Students from the same school may not be in the same prep room.

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Breaking Down Barriers 1996--Juvenile Crime

This is the *new* Breaking Down Barriers.

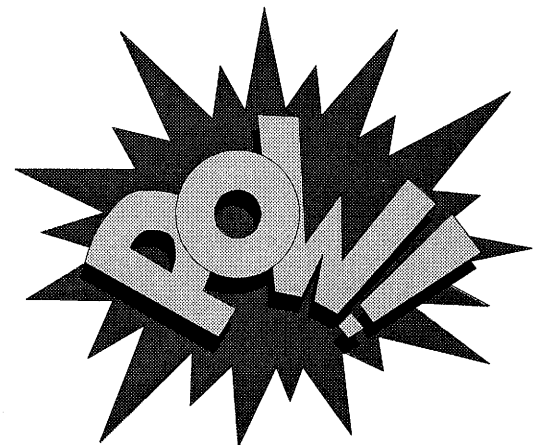
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- **BREAKING DOWN BARRIERS: THE JUVENILE CRIME PREPBOOK**

A great help for getting started on the Juvenile Crime topic because now you have topic specific handouts. Your beginners read the juvenile crime topic overview, bracket short sections of articles, label juvenile crime evidence, use definitions for topicality arguments and practice refutation and rebuttals with real juvenile crime evidence. Students will not just learn how to debate--they actually do debate because they construct their own briefs, case, case responses, disadvantages, and topicality arguments. Then, they actually practice debating on the new juvenile crime topic with their own arguments made from the *Prepbook's* included 100 plus pieces of real evidence, definitions and activities!



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NEGATIVE POLICY HANDBOOK

Over 170 pages including specific and general case takeouts, solvency arguments, and topicality arguments against important cases on the topic. There are also six disadvantages on key issues like spending, federalism, resource diversion plus two counterplans on positions like state action. Read articles by Doyle Srader, Operated the High School List-Serve and Jan Hovden, 1994 CEDA Nationals Quarterfinalist.

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DAVID BOREN: ROOTS AND WINGS

A Conversation with James J. Unger

Unger: Before beginning our conversation this morning, I want to encourage all of our readers to review carefully the enclosed biography of David Boren. We've included it because he represents a figure of authority and complete accomplishment, not merely in American politics, but in American education and for American society. Most importantly, though, if you read that biography it's going to give you the proper

again. When I approached the NFL and told them about this project, teachers, coaches, students, a number of my colleagues in Washington, they all had one piece of advice for me: ask him why did he do it? How could he do it? What made him resign from the Senate? We've got lots of theories. There was a Soonergate scandal, there were electoral troubles, there was some other Washington position. They all added up to

clude four or five educators who crossed my path. One being H.B. Mitchell, who's well known to people in the forensic field, who was my high school debate coach and also the Superintendent of Schools for our school district at the same time. Another was Dr. George Cross, who was President of the University of Oklahoma and while I was here in law school, through his example, demonstrated to me that a president



degree of respect for the opinions, the commentary, the analysis of this great American leader.

Think about it – Yale University, Phi Beta Kappa, Law Review Editor, Rhodes Scholar, Oklahoma Governor, Senator for 16 years, University President – the credentials are obviously awesome, even intimidating. But to start the conversation, Senator, I want to ask you a question I know you've been asked again and

a massive mid-life crisis. Now I hate to ask you again, but would you share with our readers today your reflections upon the major reasons about why you made such a fundamental change.

Boren: I have to blame some of the educators I encountered early in my life because they made such a difference. Thinking back over where the greatest impacts were made, I in-

of a university could have a major impact on an entire generation. In fact, really in his case, he was president for 25 years so you could say in some ways he had an impact on two generations of Oklahoma students because there were some parents and children who came through the university while he was still here.

And really, it was an evolution, something that all my life I thought some day I might want to be a uni-

versity president. Now to be president of the University of Oklahoma was very much a part of that thought because my whole life revolved around the State of Oklahoma. I didn't just have the desire or hope that someday I would be a United States Senator, it was to be United States Senator from Oklahoma. Our roots run very deep here and I feel that in many ways everything that I've ever been able to do in my life was a gift from Oklahoma. I have great family roots in this state, I have pioneer roots in the state and one grandfather came in a covered wagon from Texas over the Red River and brought his family here. Another grandfather came and was founder of a small community where my grandparents lived.

So starting with family roots and then going through incredibly fine teachers and public education in Oklahoma and then having the opportunity to be a Rhodes Scholar from Oklahoma, selected by the Oklahoma Selection Committee. And then coming home and being back in law school and getting elected to the legislature by the people in my home county and then Governor and then Senator. So in many ways my desire to serve has been very much linked to the people from whom I came. I feel such a debt of gratitude to Oklahoma because it's given me so much. I wanted to find a way that I could give back.

I began with a strong interest in education. I kept that interest ten years ago, not as a Senator but in my capacity as a private citizen. I started an organization called the Oklahoma Foundation for Excellence, which has become a very large part of public education in the state. I started it because I felt that really, the most important thing we could do to assure the future of our state was to assure excellence in public education.

The Foundation each year recognizes 100 high school seniors from public schools as *Academic All Staters*. We pick the top 100 students in the state, they receive a \$1,000 prize, then we pick the four most outstanding public educators in elementary education, secondary education, university education and then an administrator in public education. We give them the Oklahoma Medal of Excellence. It's sort of an Oscar and, we call it "Roots and Wings". It's a glass sculpture etched of a Plains

David L. Boren

David L. Boren, who has served Oklahoma as Governor and U.S. Senator, became the thirteenth President of the University of Oklahoma in November 1994.

Boren is widely respected for his academic credentials, his long-time support of education, and for his distinguished political career as a reformer of the American political system.

Boren was elected to Phi Beta Kappa, and selected as a Rhodes Scholar. In 1968, he received a law degree from the University of Oklahoma College of Law, where he was on the *Law Review*, elected to the Order of the Coif, and won the Bledsoe Prize as the outstanding graduate by a vote of the faculty.

As governor from 1975 through 1979, Boren promoted key educational initiatives which have had an enduring impact on Oklahoma.

One of Boren's most far-reaching projects in promoting quality education at all levels is the Oklahoma Foundation for Excellence, which he founded in 1985.

As Oklahoma's Governor, Boren was the youngest in the nation. Known as a reformer, Boren campaigned with a broom as his symbol. During his term, he instituted many progressive programs, including conflict-of-interest rules, campaign financing disclosure, and a stronger open meeting law.

During his time in the U.S. Senate--from 1979 to 1994--Boren served on the Senate Finance and Agriculture Committees and was also the longest-serving chairman of the Senate Select Committee on Intelligence.

As a senator, he was the author of the National Security Education Act in 1992.

For more than 10 years, he led the fight for congressional campaign finance reform and for legislation discouraging administration and congressional staff from cashing in on government experience and contacts by becoming lobbyists.

A native of Seminole, OK, Boren was a champion NFL debater coached by the legendary Hall of Fame coach H.B. Mitchell.

Indian Eagle Dancer. A rabbi once gave me the idea that what we want to give our students, the generation that follows us, is both roots and wings. First, "roots" for a sense of values and belonging and then "wings" with which to spread horizons and to go beyond where we've been.

So, for ten years I've been involved with that Foundation. It also helps to start local foundations to aid public schools and to offer technical assistance. It provides an umbrella organization to share experiences. We now have over 125 cities and towns in Oklahoma. We are number one per capita in the nation that have established local, private foundations to aid their public schools. They build an endowment to give awards to teachers who come forward with new and innovative ideas for academic enrichment and they fund those ideas. We have probably 50,000 people in Oklahoma involved now with local foundations, probably \$100 million of combined endowments, and it's really making a difference.

So, while still serving in the Senate, I was very much drawn back into my interest in education by starting the Oklahoma Foundation for Excellence and getting it off the ground. I still serve as chairman of that organization. Another thing that happened during this period was that I was asked seven or eight years ago to become a trustee of Yale University, my undergraduate alma mater. While serving as a trustee of Yale, I really became fascinated with how higher education presumably touched the lives of the next generation.

More and more I came to feel that if we got all else right in terms of every other policy decision I was making in Washington, but if we failed to pass on our values, if we did not properly educate and mentor the next generation, then we were going to lose everything. I didn't realize it at the time, but founding the Oklahoma Foundation for Excellence, getting so involved with education in Oklahoma, serving as a Yale trustee and reengaging myself in challenges facing higher education in very many ways was just preparation.

I was ready for the invitation. The President of the University resigned and the invitation came and I really did give it very serious thought for several weeks and my wife and I talked about it and I fi-

nally made the decision to do it. You know I had been asked five years earlier, when the last president of the University of Oklahoma resigned, to consider coming in by some of the Regents. At that time I was Chairman of the Senate Intelligence Committee and just now getting an opportunity for my seniority to count in the Congress. That wasn't the right time.

This time when the invitation came I had just finished my chairmanship in the Intelligence Committee. I was getting more and more frustrated by the polarization between the two parties in Washington, the partisanship was becoming more and more vitriolic for the moderates and the centrists to get people to work together. In one of my last speeches I said I wished that I could have moved my desk into the central aisle and literally try to sit there between the two parties and work to bring people together because I was so frustrated at seeing the lack of results, the amount of polarization.

So, in a way it was probably a combination of two things. First, self-frustration with what I saw in Washington. A phase through which we're passing of increased polarization and partisanship so that a moderate bipartisan person has a harder and harder time making a difference. But, second, even more important was the magnet, the opportunity to come home back to Oklahoma, to touch lives more directly and to be involved in investing my life with the next generation.

In fact, some of my colleagues who decided to retire from the Senate since then have called me for advice and some of them I've advised to stay and they said, "Well, how can you say that since you left?" And I reply, "Well, you're talking about staying in Washington, practicing law there and maybe working with a think tank or something else. If my choice had been between staying in the Senate or doing those things, I would have stayed in the Senate. It wasn't that I was that disaffected with the Senate, but I had the opportunity to come home and serve in such a special way that had always been in the back of my mind, that's different. So, unless there's a new avenue of service for you that would be meaningful, if you're a good public servant I'd urge you to stay."

James J. Unger

Director of Forensics at the National Forensics Institute and The American University, and former Director of Forensics at Boston College and Georgetown University, Unger received his B.A. as valedictorian from Boston College and his J.D. from Harvard University Law School. As an intercollegiate debater he reached the semifinals and finals of the National Debate Tournament. During his years as coach at Georgetown his teams reached the final round of every major intercollegiate tournament, including the National Championship, often more than once. His teams were ranked "Number One" in the nation in the National Coaches Poll an unprecedented five times. Unger is a member of the National Federation's Committee on Discussion and Debate, the author of "Second Thoughts" and a Debate Consultant to both NBC and ABC. In every election since 1976, he served as Chairperson of the Associated Press National Presidential Debate Evaluation Panel and has already been reappointed for 1996. In 1992 he also assumed similar duties for United Press International and the New York Daily News, and appeared on more than thirty national media shows. In a recent national poll of leading intercollegiate coaches and debaters he was named both the Outstanding Debate Coach and the Outstanding Debate Judge of the entire decade of the 1970s. In 1982 he received an honorary gold "key" from the Barkley Forum of Emory University. He recently appeared as moderator-host for the distinguished NFL National Forensic Library, a comprehensive instructional videotape series supported by the Bradley Foundation. A substantial component of that series was "Unger and Company," a set of "McLaughlin Group format tapes" in which Dr. Unger led top national collegiate debate coaches in often controversial "debates about debate." He is universally recognized as one of the most distinguished figures in American forensics.

I called Terry Sanford who at that time had gone back to North Carolina. He had been a governor as I had been and he had been a senator as I've been, and the other part of his life of course was serving as president of Duke University. Now it is ironic that when I was teaching political science at Oklahoma Baptist University, which I was doing at the time I ran for Governor, I used one of the books that Terry Sanford had written as a political scientist and so that's how we really came to know each other. He was in a local meeting and he came out to take the call and he said "David, is this a five minute answer or is this a twenty minute answer? I'm in the middle of this meeting, but if it's a five minute or less answer I can answer it now."

So, I said "It's a five minute question. You've been governor, senator, university president. I've been two of the three and I've now been asked to do the third, go home and be president of the University of Oklahoma. What do you think I should do?" And he said, "That's a one minute answer. Accept before they change their minds!" He explained that he had a tremendous sense of satisfaction having served as Governor and Senator. But if you really love a place and you really want to make a difference in the fabric of a place, he said nothing really measures up to the opportunity to invest your life with the generations that will follow you.

I've really found that to be true and as I think back, we've had some great political figures from Oklahoma. We've had a Speaker of the House, we've had people like Senators Kerr and Monroney who reached great positions of power in the Senate. We've had others. But when I think back to two or three educators like Dr. George Cross here at the University of Oklahoma, Dr. Bizzell who was a great president before him, Dr. Bennett at Oklahoma State University who also originated the Point Four program later, I would be hard pressed to say that any political figure left as long lasting an impact on the quality of life in the state as the educators did.

Unger: In looking over some of the previous interviews you gave when you retired and listening to you today, I must say I get the impression now that it was a choice among a number of positive options. At the

same time, I think some of the earlier interviews at least, have focused about the incredible treadmill in Washington, D.C., the difficulty of even just scheduling a meeting to do any public good. This made it seem more negative at that time and I was wondering, have you mellowed since?

Boren: No, I think that depended somewhat on the people doing the interview and somewhat on what they wanted to emphasize. There were definitely those who wanted me to emphasize the downside even in doing "oped" articles, but I tried to make them constructive criticisms ever since. But I would say it was much more a decision of what I wanted, the choice between positives, than it was leaving the negative, being frustrated with the negative. There was certainly an element of that, but I think it was small in comparison with the positive opportunity to come here.

Also, I had come to feel that it wasn't very healthy for a person to be a professional politician all his or her life. It's not necessarily that I think we should artificially impose something like term limits, but I don't think the system is served and I don't think people are serving their own individual lives by holding a public office forever, by having that become a life career. You certainly need some people staying for a longer time, you need historic memory in an institution, you need some continuity. We're fortunate when good Senators stay a long time. We've had the Sam Rayburns and people like that in our history, the Tafts on the Republican side and more recently people like Sam Nunn. A lot of other countries benefited by a long tenure of service by people of the caliber of Howard Baker.

The one thing I came to feel was that there was more vitality—I believe this very strongly—more vitality and creativity at the local level

and in the private sector than there is in Washington at the federal level. I think a lot of that has to do with the fact that Washington is becoming a very closed environment really dominated by professional politicians who make serving in their office a lifetime career. I would go to my Yale board meetings, and we would talk about a problem and gathered around in the Yale Trustees' meeting room there were two or three CEOs of "Fortune 500" companies, there was a New York real estate developer, there was an art historian who's the head of Sotheby's, there was the mayor of a city, there was a writer from New York, there was an educator, a woman who was president of Randolph Macon College, there was a clergyman.



James J. Unger

There was a tremendous variety of people who came from very diverse daily life experiences and as you talked about a problem the CEO would come from one direction, the writer would come from another, the clergyman from another, the educator from another, the real estate developer from another. You had all of this richness of experience and all the different perspectives to bring a way of solving the problem.

I contrasted that with what would happen in, say, the Senate Finance Committee when we would get in the back room and talk among ourselves about some pending issues of importance and *everybody* in there was a professional politician. No one had run a business or been a

teacher or done anything else for at least 20 or 25 years, they might not have been in the Senate for 20 or 25 years, but they'd been a Governor or a House Member. So everything was how did the interest groups line up, how will it affect the party in the next election, etc. None of this rich, everyday experience that I found so valuable when we were grappling with problems on the Yale board. And so I began to think, I'm not sure it's good for the system that there's not more fresh infusion of a creative spirit and everyday life experience from the grassroots, and I'm not sure it was good for me. In other words, I'm not sure it's good for a person to go spend 30 years—and it was almost 30 years I spent—inside an artificial bubble instead of being really on the front line dealing with life experiences.

I found that it's wonderful being on this campus for a lot of reasons. Probably every other student I pass I know their parents, their grandparents, their cousins, their aunts and uncles, their next door neighbor in the community. I've been in every town in Oklahoma larger than 100 more than once. I figured one day that I'd had a letter from or shaken hands with or had been in a meeting with almost one out of every three people

in the entire state at some point in the last 28 years.

So you really become a part of their life. One day I met a young man who was severely injured and was rushed to the hospital, I found out about it, I was called, and I rushed over. I got there and sadly he did die. His parents were there and a priest was there. When I went in I immediately remembered as I saw the faces who they were, that I had known them before, I even knew the priest. And they asked me to remain there with them during that very personal time with the family and you really felt like you were helping to minister to their needs at that moment.

Now when I came out, the student from the University who had

driven me to the hospital asked if I watched the CSPAN on some issue that was in Congress yesterday, or last night, or this morning. And I said simply I don't have time for that. To me it was the most startling question because I was living life very intensely and being involved in the broader life of the community and the lives of other people and it was almost jarring to be asked this. It suddenly seemed irrelevant to me what had happened on CSPAN today. And, truthfully, I've watched CSPAN once in the 12 months since I returned home and I've only watched Sunday talk shows two times in almost a year! I know that's probably hard for people to believe. Yes, I still do read the *Sunday Times* and things like that; but it's just that I am enjoying and so fully throwing myself into my present challenges, being a real part of the life of this kind of institution that I rarely think about the world "out there."

U n g e r :
You've used this demonstration before about how revitalization of the country, is going to come not from Washington but from the grassroots. I'm interested, though, in the examples that you're offering. Don't you find that this is an indictment of just professional politicians, period. It's in any level, not just in Washington, where they're hyper professionals.

Boren: I think it's gotten worse there because you really have an insurance system in which people look through the revolving door. They remain part of "permanent Washington" either as lawyer or lobbyist and so they never really leave. And people at home find it more and more alienating to them. They feel they can't really penetrate Washington anymore.

Part of that is the way campaigns are financed, the amount of money that flows into campaigns

that they don't have to give. More and more people from Congress are getting more of their money from people who don't even live in their states or districts. I think that that has become something that has really been a feeling on the part of people. But I also think there's a very positive side to this. The same data that shows disaffection with Washington shows that people are spending more time involved in volunteer activities, more hours involved in their community, more hours involved at local government than they ever had before.

But, I don't think Washington gets it yet. It just isn't the center of the universe. When you're there you think that people are focusing upon your every word. But people out in

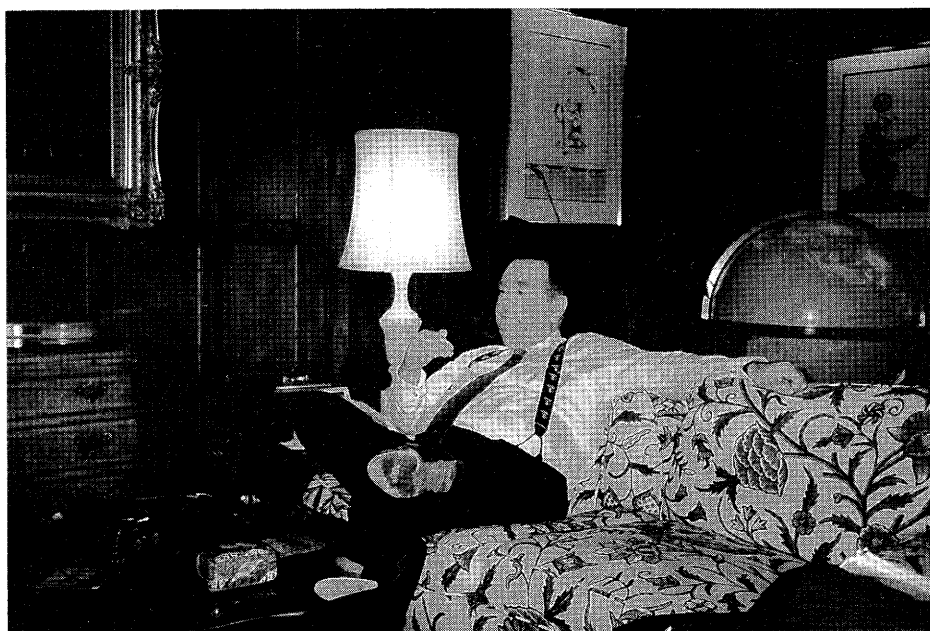
they can't impact it, that they can't really penetrate it. They've also come to feel that Washington is sort of arrogantly outreasoned, that they come forward with these solutions to our social problems in which one size fits all: Centralize it in Washington, tell all you people back at the grassroots and at the state level how to do it.

In fact, in many cases, people at the local level, be it in the private sector or at your private charitable organizations or through local units of government, feel that they have a much better idea about how to solve their own problems and that Washington is out of touch. I think that what's happening is there's going to be more and more of a permanent trend toward devolution of policymaking, at least on social policies and economic policies as opposed to international relations and national security issues, which of course will remain at the national level.

But on educational policy, welfare policy, social policy, criminal justice, many, many other areas, I think more and more of that power is going to shift back to the state and local level. For one

thing, Washington is often out of money. It doesn't have the financial base to continue to make all those decisions and create all those policies. I think we saw it with health care, that's one of the reasons the administration's plan on health care collapsed.

I feel that the country is going to be revitalized from the bottom up because the people are going to demand that and it's a permanent trend in our politics. But I think it's also something that fundamentally we shouldn't have a lot of optimism about. What it says is we care so much about our communities we're not going to wait around waiting for someone else to solve our problems for us. We're not going to wait and



David Boren

the country are really busily leading their own lives and also really trying to solve the problems for themselves. I do think it's hard to say whether the '94 election represented any kind of permanent shift between the parties. That seems problematic when you see the ratings of Congressmen are just about as low now with the Republican Congress as they were with the Democratic Congress before the '94 elections.

I do think what political scientists have been calling "devolution," is not only a phenomenon in our country but worldwide, and it's going to be a more permanent part of American politics. That is that as people have come to feel that they can't really touch Washington, that

say will Washington come down here, give us the money we need, and give us the programs we need to solve our problems. More and more people are taking them into their own hands and saying we'll solve the problem ourselves, we'll solve it more cheaply, we'll solve it a lot more rapidly, and we'll solve it in a way that fits our local needs far better than a policy devised in Washington.

But, that also means there are going to be more policymakers. It means think tanks in Washington, like AEI and Brookings and many others which exert a great influence and in many ways a lot of good ideas. There are going to be many more policymakers and that means there are going to need to be multiple, multiple think tanks, if you want to call them that, spread all across the country.

In many ways the policy-makers who will be more and more at the state and local level running private

"... there are fewer efforts at real bipartisanship. Sam Nunn says 'it's like one hand clapping.'"

nonprofits as well as being involved in local governments, will really be formed and influenced mainly through our great public educational institutions at the state level. I think that universities like the University of Oklahoma and other sister institutions across the country are going to have a far greater role to play in providing information to and training those who will be policymakers.

For example, we are already at this university establishing a center for research to serve state and local units of government so that as state legislators grapple with different issues, we will have our own think tank and our own faculty, a multidisciplinary approach to try and help solve problems.

Unger: About those think tanks, I was interested in your reaction in Washington because often it seems that people are frustrated not necessarily by the politicians but just by the overwhelming mass of data and conflicting predictions and pre-sumptions. I think it was in your recent address before Ross Perot's convention, United We Stand, you said

in Washington in 1950 there were 1,000 lawyers and today there are 63,000, more than any other city per capita. And there is this tremendous expansion, a hyperexpansion as I say, of all of the data. Numbers... Numbers... Numbers. How reliable and how easily accessible did you find the data when you were there? Was it easy to have a sound basis for decision making?

Boren: It isn't easy. I found myself bypassing all of that, by picking up the phone and calling someone back home. This illustrates exactly my thought about how policy ought to be made. I was always most likely to pick up the phone and call a farmer I knew who had a broad view of things, or call a banker or call a small business person or whatever, call a local hospital administrator, and say how would this affect you if we put this particular language into a piece of legislation. I was more apt to do that than I really was to rely very heavily upon the mass of material that came into me from so many different official or public sources.

Our experience pushes the political system to a local level where it's more manageable. There's certainly a distinction between *information* and *knowledge*. I stressed this in my inaugural address. Really, this is something that has stuck with me ever since. I heard Daniel Borstein, before he ever gave public lectures on this subject, discuss it privately. We may have information but it doesn't necessarily we have more knowledge or wisdom!

As Chairman of the Intelligence Committee we so developed our technology, our satellite capability, our ability to technologically bring in even conversations in other places, that we probably went up 100 fold in the amount of material that came in. But the quality of our intelligence, I think, went down, because we so overwhelmed the analysts and those who were making human judgments about what data was important and what data was not important. Finally, the policymaker was given a less focused set of information that truly mattered - more total information but so much information that it wasn't into proper focus. We weren't separating the wheat of knowledge from the chaff of information.

I think that's harder to do if you're trying to run everything through one centralized decision

making point. Look what's happened to private industry. How have we revitalized and regained the productivity in this country after a 20 and 30 year trend of building bigger and bigger conglomerates, run through a traditional chain of command approach where one decision maker sat at the top of the stairway and made decisions all the way down for the conglomerate? Now more and more the large companies have spun off companies or treated parts of their own, monolithic corporate structure as independent subsidiaries. We are encouraging entrepreneurship, breaking big units into smaller units and trying to get a spirit of entrepreneurship in these local entities.

That's what's been happening economically and it has caused the productivity of American business to turn around and start to grow faster, for example, than Japanese productivity. It makes sense that the same

"I don't think Washington gets it yet. They aren't the center of the Universe."

thing will take place in politics and policymaking. I really think we'll see a rejuvenation of policymaking and problem solving in this country by allowing the federal system to "focus". It is a great opportunity for local experimentation, and different approaches.

But there's something more fundamental. You know I insisted if I was going to come back to the University, they had to allow me, as President, to teach; and I chose to teach freshmen because they're often the most overworked and I wanted to send a message to our faculty that it's exceedingly important for the big names on our campus to teach freshmen or undergraduates. They need mentoring and there needs to be a lot of contact early on in the educational experience with some of our best faculty. But I was prepared to teach Rousseau and we were talking about the general will and the fact that for Rousseau's vision of democracy to work there are certain preconditions. You have to make decisions on a level which is literally almost a town meeting kind of format with many shared experi-

ences. You are able to talk face to face and listen to each other with respect so that when it becomes time for the majority to vote the majority is not voting its own interest. The majority is a fair minded majority which has listened carefully to the minority and is not trying to ramrod its views, through. Finally, it is trying to reach what is a fair consensus for everyone.

Our country has become quite diverse. In many ways, and I think alarmingly so. We have seen ourselves split into ethnic, religious and other tribal groups. It is more and more difficult, almost impossible, to form a consensus.

I think this leads us to step back and say, well, let's solve our problems at a more manageable level where we can have enough contact with each other. I think it is just the legitimacy of decisions made in that format where you can form a consensus that makes a lot of sense.

I remember one Sunday the *New York Times* Book Review was almost completely taken up with books about "is democracy in peril." And I think that you come to realize that one of the ways we can revitalize democracy at this time is to leave to the national level only those things that really, truly, have to be nationalized, such as defense policy, international policy, diplomacy. But we must allow many of the other decisions to be made at the local level where you can form a more general consensus.

Strange as it seems, look back at some of the early political philosophers and look at what's happening in private business in this country in order to rejuvenate itself today. I think you will find this trend toward "devolution", if you want to call it that, to a political scientist makes a lot of sense!

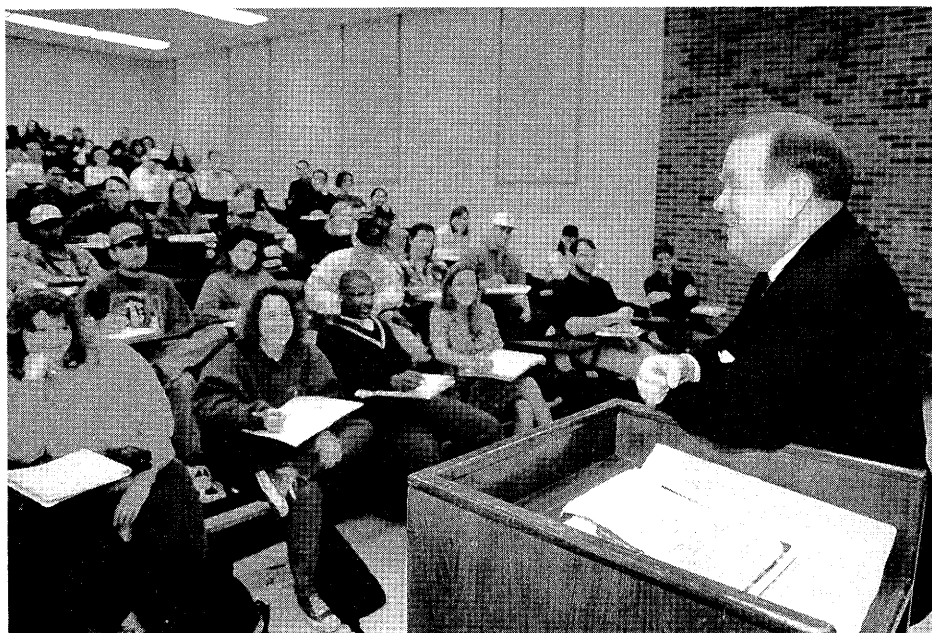
Unger: You raised an issue a moment ago concerning an increasing consciousness among a number of

the political communities about the whole concept that some commentators call "hyphenated Americanism." I would be interested to find out what your thoughts were about whether there is a legitimate, vital role for affirmative action programs on a public policy level? Also do you find them here, here at the University?

Boren: I would say we're in the process of reevaluating our programs here. I would say if I would name the greatest single challenge I face since I came back as the University President, it is the challenge of dealing with the divisions that I already found in place, particularly on the basis of race. There was a very interesting piece in the *New York*

At the time that I was in college we were focused upon desegregation, but particularly integration, breaking down all the barriers, becoming one people. Racial minorities at that time probably were pushing themselves to assimilate, giving up some focus on their own racial heritage. Now we've come full circle. We're in the process of seeing a resegregation and divisions on many campuses reestablished. Part of that is the feeling that we were giving up a lot to become integrated. We were giving up the integrity of our own racial or religious or ethnic heritage, and we take great pride in these. Therefore, we almost have to in some ways separate to maintain our identity - our separate identity and our own integrity and our own culture, our own racial background.

It seems to me that both are extreme positions, that somewhere between the two there's an ultimate goal we should reach. That is to no longer have barriers between people, to allow people in the room to be different and to respect the differences and to have the maturity that values their own racial heritage, or ethnic heritage, while at the same time still being



President Boren teaching his class

Times last week about what's happening on campuses all across the country. If we're having these kind of problems here in Oklahoma, where I think we traditionally have far fewer divisions, I can only imagine how severe they are on many other campuses.

The thing that worries me is why we can't, as I put it, learn how to become one family, while being a diverse family. In any true and successful family siblings don't try to make each other carbon copies of one another. There isn't a standard conformity. A parent loves children who are very different and respects their integrity and their different abilities, their different interests, and their different values.

open to becoming a part of the broader community and a real sense of family. So, that is the most difficult of all problems. Now some of our students believe that to feel secure in their own identity or to take pride in their own heritage, they have to be negative about the prevailing culture in the country or be negative toward others or separate themselves totally. Some become so sensitive that they are almost waiting to be viewed as having been victimized by the prevailing majority culture.

So, I see that all the time. I spend a good deal of time trying to deal with it on our campus, trying to deal with a sense of family. It takes a lot of personal interaction by presidents and deans and the leading fac-

ulty members to try to strike the proper balance. For these reasons I wanted to move back onto the campus and have the historical home of the president, right at the gates of the campus, restored. For these reasons I try to get through and eat in the faculty club or eat down at the student cafeteria or in the student union with students once a week or so. I want to be seen and be very visible and approachable and talk through these problems face to face when they occur.

Every time we've had a problem that had some racial or ethnic component, I've been in the middle of it myself but the broader society also impinges upon every university. Students don't just come here as blank tablets. The minute there's a problem, there are those of greater years in a broader community who come in, insert themselves and tell students what they ought to be doing, too.

So it's very difficult because you can't operate in a monastic sense, separated from the world. You're impacted by it. But I think one of the most important things we can do is to build a real sense of family. It's not integration or assimilation in the original sense that we want to view that and it's certainly not separation either. It is being a family, being a true community. Individuals moving forward to real diversity for pride and identity within various heritages but still coming together as one community.

Affirmative action, when you begin to approach quotas and to say we're going to give significant advantage based upon race particularly, is something that we have to change. For one thing it's not even an accurate way to approach a problem. There are some students who are in racial minorities who have been privileged. Financially they may be from families that are very well off with all sorts of educational and travel opportunities and so forth. To

say that we should base an admission standard or a particular benefit or a hiring practice solely based upon race, I think probably misses the point.

Our goal is to give people who have had fewer opportunities a probationary period to achieve an equal chance. For example, we allow a certain percentage of our students to be admitted *on probation* if we feel that they have not been given an equal chance, or if we feel that something happened in their lives that disrupted what otherwise would have been a good performance – a death in the family or very modest economic background or something similar. Then they can be admitted to the University on a trial basis. Usually they come in a summer program

setting.

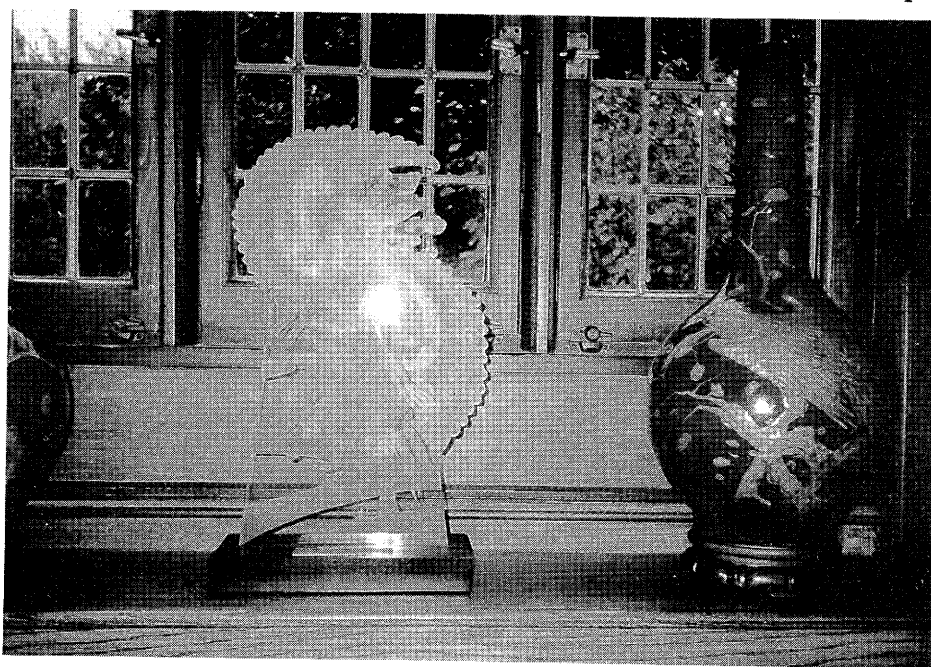
Unger: I wanted to pick up on the theme of the value of communication. Right now, in high school communities across the country, dollars are scarce. Maybe that's part of budget balancing or conservatism or declining economic base. The fact is that high school speech in big and small programs, at a competitive level and at an educational level, are subject to increasing budgetary pressures. Could you give us your reactions to such shutdown and such reductions?

Boren: I can't tell you a more serious mistake that can be made. As I've indicated so many times, when I think about people who have

touched my life and made a difference, always high on the short list I give is H.B. Mitchell, who was my high school speech and debate coach. I don't know how many times my mind has come back to him, whether it has been in a setting in which I was getting ready to make a speech on the Senate floor and think about the fact I'm using tools he helped give

me or whether it was simply persuasion in an informal lobbying setting where you're trying to move three or four colleagues, or sometimes even one on one, in your direction. I've used all the tools of persuasion he helped me develop. Simply put I think that probably my ability to speak and my ability to engage in informal persuasive conversation have been the two most important tools I've used in my careers!

When I look back at it I hope people would say that the ability to speak, the ability to communicate, the ability to translate issues into a language that people could understand and identify with, the ability to be persuasive at a town meeting...



Roots and Wings Sculpture

before the regular freshman come in. If they prove themselves, they're given a probationary admission for another semester. If they prove themselves again then they're fully admitted.

I think that we ought to move more and more of what we might call our affirmative action programs, base them on whether or not a person has demonstrated motivation and ability within an appropriate environment. Today, affirmative action is basically *predictive* based upon arbitrary qualifications. Tomorrow's, should be *productive* with major continuing input based upon demonstrated utilization of relevant tools within a probationary

this probably has been my greatest strength as a public servant and it still is! Just a little while ago I left a meeting with a group of our faculty and staff discussing racial issues on the campus. Again and again being able to communicate clearly and being able to share ideas back and forth was critical. I want to show that we can create a sense of community and family on this campus. How do you do that? Communication, being able to talk things out, is absolutely the most crucial skill!

When I look back on my education from the the secondary level on into college and university but especially in my secondary years the very last two courses I would give up would be: number one, my speech and debate training, and then number two my writing course. Both emphasized English, English composition. Both focused upon the goal of communication. You see, if you're going to provide any kind of leadership in any field you will only be successful professionally because you're going to be relating to people. For example if you are a research scientist you're going to have to be able to communicate your results and to convince people perhaps to invest in your research. You have to be able to communicate anywhere and everywhere!

Unger: We touched on this before and I gather to be a good speaker you have to have good listeners. In that regard, do you feel with the growth of technology, the growth of sound bite communicology, that the American people are really good listeners? I'm fascinated by the concept of the Sunday talk shows, the ten seconds of instant wisdom. You have suggested a reform to go back to more Lincoln-Douglas debates. Would people be willing to listen? Is the present system of brevity driven by the media or is it responding to people's pressure when they say don't bore me with all of this, I'll get it quickly?

Boren: Maybe I'm an optimist here, but I think that people are still willing to listen when confronted with ideas that are intelligent and stimulating and deserve understanding. I think in many ways this is an attempt to avoid responsibility on the part of the mass media and other experts to argue that they themselves do not shape attitudes as to what the marketplace of public opinion de-

sires. Again, I go back to something like the McNeill-Lehrer News Hour. There's a definite market niche for it. I'm sure if you looked at income level, number of years of education and the rest of it, that the audience is heavily weighted, maybe the highest per capita number of years of education among the viewers of any news program, but underestimation of the general level of intelligence and interest in the future of our country on the part of the American people. That, in a way, is kind of an arrogance in itself. I talk to people in Washington sometimes and they say, how can we trust educational policy

"... the Oklahoma Medal of Excellence. It's sort of an Oscar and we call it 'Roots and Wings.' 'Roots' for a sense of values and belonging and then 'Wings' with which to spread horizons and to go beyond where we've been."

to people at the grassroots, with some feeling that the average citizen doesn't really care about equal rights, equal opportunities, civil rights and the rest of it. That's really not true! I think such an attitude seriously underestimates the desire of people to adopt all these programs themselves.

So, a lot of it is a matter of exposure. When the mass media expose people, puts on nine second sound bites, that's what people get used to having as standard operating procedure. If you expose people to something more in depth, regularly, people will find a good response. There may be some sort of lag time, but overall that's an evasion of responsibility, really, on the part of the mass media, a failure, to set higher standards of discussion.

Unger: You recently wrote an editorial piece, for the Atlantic Monthly with the title "The Party's Over." You began by saying the next ten years are likely to produce more political change in this country than has occurred since the Civil War.

Would you share with us what precisely you had in mind? Washington, of course, was is abuzz with the idea of a Colin Powell candidacy, a third party, a fourth party candidacy. Do you see that as some of the directions?

Boren: It's possible that will happen. I think that the possibility has never been so high as in the next ten years, in the next two to three presidential elections, we could have a president elected who is not a member of either one of the existing two major parties. Now that could really happen because the level of discontent is so high. You can't sustain the 79% distrust of government figure, which is where we are now. I went back and checked the figures and when I was in college we had a 76% positive trust factor in government according to the polls instead of a 79% distrust factor. This shows the level of rising discontent is way beyond any historic norms.

Finally the American people are going to say - and 62% say it now - that they don't like the current two parties, the choices. I certainly can understand that as a moderate and a centrist. Very often you feel disenfranchised, you don't feel at home in your own party and you're not made to feel at home in the other party either.

If you look at retirement ranks in the last four years in Congress, you find probably 90% at those leaving voluntarily are moderates in both parties. The vast number are Democrats who have chosen not to run and are moderates. And the same is true of the Republicans, many of them who are quitting are moderates. So, what happens is that the congressional parties then become more polar extremes, further to the right and left.

The activist groups, those who control internal party policies, on the Republican side, may well be a minority of the total votes. But they're more to the right, more aligned with the religious right and others who have become very much activists. The same is true in that social activist groups in the Democratic Party have a disproportionate number of party officials, precinct workers and so on compared to the mainstream.

So in the two parties, everything seems to be dividing apart and there are fewer and fewer efforts in bipartisanship. So one thing, if

you're a moderate, you're never quite at home in your own party. Whether you're a Democrat or a Republican, if you do have a lot of internal bipartisan coalitions then you still have a role to play. But when there's no bipartisan negotiating going on, you do not feel at home in your own party. There's certainly no one in the other party for you who is even willing to bargain with you because things are so polarized. Simply put, you don't have a role! Sam Nunn says, "it's like one hand clapping." Not very many people will follow me because I'm to the right or center in my own party and because the people in the Republican Party become so polarized. Someone like a Bob Dole who is trying to shore up his right in order to get a nomination, doesn't want to be seen talking to a Democrat, even a Sam Nunn Democrat. So you're sort of left out there.

So the dynamics all seem to be pushing us toward more partisanship, more polarization and less a government of national unity. Centrists feel disenfranchised. One of these days, if that continues, we're going to say, "no more am I going to be satisfied with the lesser of two evils, I'm going to demand a real choice." I think that Republicans have been more in line with the American people as to *methods*; that is, that they will oppose the idea that everything be done from Washington, big government programs, highly centralized bureaucratic solutions. The Democrats in some ways are still, as far as the *goals* are concerned, perhaps more in sync with the American people. I think the American people still believe in public education, they believe in civil rights, they believe in helping people who are genuinely not able to help themselves. And to some degree people are rather skeptical as to whether in their hearts the Republican Party is really committed to many of these things.

So when it comes to *both* goals and methods, neither party is fully in sync with the American people. What could change that, what could

save the two party system? Well, if you had nominated and elected as president a member of one of the two existing parties who is willing to take on the extremists in their own party, successfully did so and pulled the party to the center, that party could really establish itself for a long time as a majority party in the country and also save the two party system.

Will that happen? Nobody knows. If a Colin Powell were to run as a Republican, if he were to get the nomination, if he were to really pull the party to the center, he could change history. Or even if a Bob Dole, with all his political experience and record were to say, "I've reached the pinnacle, now I'm President, I'm going to be willing to take on some of

party system. Now I hope they will. Because let me tell you I worry about further fragmentation into the three and four and five party systems. I think a two party system is by far the most stable available. But candidly its future hangs in a perilous balance!

Unger: Given that balance, given it hanging there, you mentioned Colin Powell, you mentioned Bob Dole. But in the future can we still see a different "presidency" for David Boren? Let me just read a couple of comments that I brought with me. One was from your TV address in 1993. You said "I agree with President Kennedy's assessment. Service to our nation and our community should be a

lifelong commitment for all of us. However, that does not mean that we should serve in exactly the same way throughout our lives." Second, doing the research for this project I discovered an interesting historical fact. Since 1968, as I calculate it at least, the University of Oklahoma has had five presidents and they each served about an average of five years. For you that puts us right there to the election year 2000.

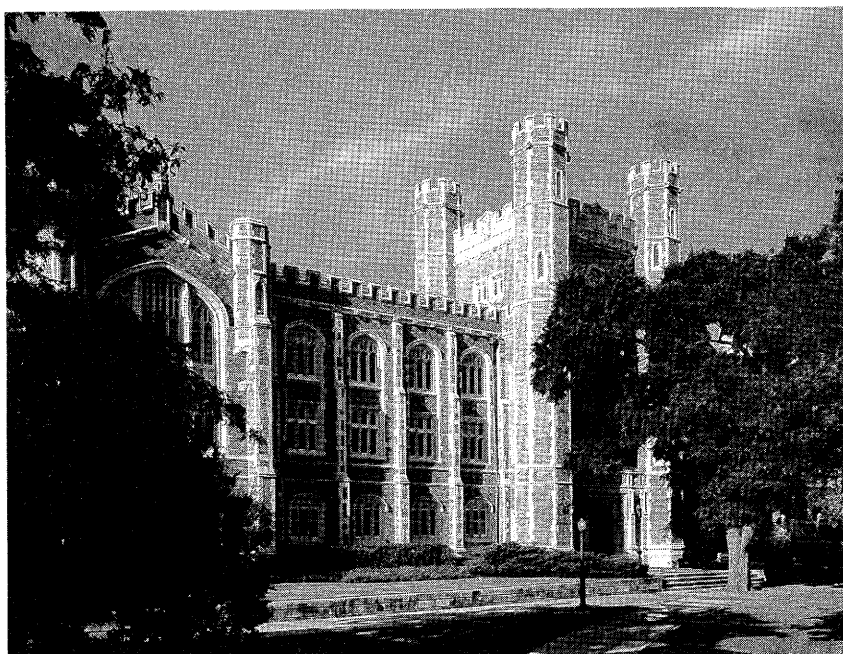
Third, Bill Safire from the New

York Times wrote, "I called Senator Boren to see if he would be running as an Independent. He answered carefully, 'Not in 1996.'" And finally, our audience should be aware that you are, a very, very young man who stresses public service as a concept of where one can do the most good.

Boren: Right, I agree.

Unger: Well, do you see sometime in the future that you might be able to do that kind of "good" by returning to the national political scene?

Boren: I would never rule it out. I wouldn't rule it in either because I think that what you should do is ren-



University of Oklahoma

the extremists among the party and recast the party in a new way," he could make a big difference.

I'm convinced that one of the reasons Clinton got elected is a lot of people felt here is a *new* Democrat. He's going to take on some of the entrenched people in the Democratic Party on the left and move the party to the center. But it didn't happen. Of course, this limits his ability to do it in the future. Just from a credibility point of view, even if he would want to, he is viewed now as having had his chance. People say, "you didn't do it when you had your chance."

In short, it's not too late for one man or woman or a small group to make a difference and save the two

der the most service you can render at the time at hand. My father always said, do whatever task you're assigned as well as you can possibly do it and the future will take care of itself. If you look over your shoulder in the past or look beyond where you are to something else in the future you won't do what you're doing well right now.

Unger: In this context many of our readers might not realize that you come from a "public service" family in terms shaped by your father.

Boren: Right. My father was both a teacher and a Congressman. In many ways he combined the same two careers as I have. In fact, he was teaching in a small rural school when he ran for Congress the first time. But I think that to be "open" about "the big question," I would doubt that I would return to the national stage. My inclination is to come here and stay here, certainly as long as I feel I'm doing any good. I think that my inclination is to want to stay here for longer than five years, for sure, if I possibly can, because short terms have been one of the problems that the University has had. I look back to the years of Dr. Cross who was my mentor in this role. He spent 25 years of his life here. The University benefited tremendously from that continuity. And he didn't use the institution as a "stepping stone" to something else.

When it was announced I was coming here, I said that I thought this institution was worthy to being loved for itself and it was worthy at investing one's life in it. I truly mean that. I feel very strongly as an Oklahoman that we're determined to do some things here which will be a role model for public higher education in the whole country. We not only want to be outstanding within Oklahoma. We want to develop, for example, an honors program so you can match an Ivy League education within the boundaries of a large public institution, have much more diversity and do it at a lower cost because all residents, whether they can afford an Ivy League education or not, deserve that kind of intense educational experience.

We're going to internationalize our curriculum. I'd like to encourage our students to minor in an area study -- maybe that's Spanish and

Latin American studies, maybe that's Chinese and Asian studies. Virtually all of them are going to be living in an international environment, unlike the "provincial" environment we've been living in. American higher education has not stepped up to this challenge to prepare students of the next generation to live in an atmosphere that's going to be far more international. I'd like to show there's a state university out here that can do that.

So, there are a lot of reasons why I would like to stay here as long as I can. In fact, if it happens this way, this could be where I would conclude my career of public service. If I stay here until old age overtakes me, I would be very, very happy and content.

"Now when they offered me the Presidency at the University of Oklahoma I got on the phone to my friend Terry Sanford and asked 'What do you think I should do?' He said, 'Accept before they change their minds.'"

Unger: I flew out here to Oklahoma City, got in a taxi and the taxi driver asked me where I was going. I said out to the University and I mentioned the fact that I was going to interview the president. He said, "Oh, David Boren, he's very well thought of in Oklahoma." Then he paused for a minute and he said, "Boy, I'll bet he's found it was easy in Washington compared to back home. "Give us some of your initial comparative reflections now that you've taken over the University."

Boren: Yes, I will. But first, let me finish this one last point on the U.S. presidency. I also have a strong feeling that this is something no one should "run for"... no one should actively seek the office out of ambition. Maybe that's an unusual attitude for a practicing politician to have, but I

think this is definitely the one political job where in essence the circumstances and the times should fit the person. You should never seek the U.S. Presidency unless you feel that your own personal qualities match the times. Then you have an *obligation* to do so. I think these are the only circumstances which would ever draw me back. But who knows, these are factors beyond my control. Will the times ever be right? Will they ever demand the qualities I have as opposed to the qualities other candidates have? Who knows. Those are different at different times. For example, when I came back here, we had already had two or three presidents who really had no ties to Oklahoma. Now some people were beginning to wonder if the University really belonged to Oklahoma. Previous presidents had been here a short ten years, they hadn't stayed; and people were longing for someone who would love it like Dr. Cross did and invest his life here.

So, it was in a way the right time, I was needed here. If I had not been a native Oklahoman, if I had not had the deep ties to the state, if I had not had lengthy identity with people here, I probably would not have been the right person to have come here at this time. Of course, there may be other times when someone with my background would *not* be the right president for the University of Oklahoma. For example, following a president who's been here 20 years, who's been a native Oklahoman, who's built the University up to a high stature -- that's the time you go out of state and get a traditional academic, a traditional scholar with a distinguished national reputation. Then, maybe, that's the time you want to get a full surprise, bring in an unknown with revolutionary views.

So different times demand different people. And I felt that having watched this university it was the right time for someone whom everyone viewed as being an Oklahoman down to his toes - which I am - to come back and be a vital part of the university community. Even more than traditional academic credentials it was a time which needed different kinds of leadership abilities, drawing people together, changing some cultures. And so I thought it was the right time for me to come to the right place.

In reacting to the job itself, first

of all I'd say I'm not disappointed. I've found, here without overstating it, the most rewarding year I've ever had in a professional capacity or any life's work capacity — even more rewarding than my first year as Governor and my first year as Senator. It's given me a greater sense of satisfaction and a greater sense of accomplishing something worthwhile. Now that's because in the political process, especially today, so many things are never resolved. In Washington you argue about the same things year after year after year. At the end of the day here if you recruit an outstanding new member of the faculty to start a new program in a certain direction you have progress. For example, we recently brought in an outstanding woman, a nationally ranked scholar, we have her in our Native American studies program. And now we will see that take off. You can make decisions at the end of the day and you realize that you've really impacted things. You see a change. You are a mover and a shaker!

For me the opportunity to deal firsthand with the students is great! You know the two days a week I teach the freshman government class -- Tuesday and Thursday between 9 and 10:30am I'm in my best mood all week because I just truly enjoy that personal interchange with the students. I think there's nothing more special than the relationship existing between teacher and student, the intellectual energy from the two generations coming together. I think I gain every bit as much from it as the students do, perhaps more. I try to share my experience, but I get back from them the energy, enthusiasm and idealism that comes from them seeing things through new eyes.

So, it's really exciting to be a part of that process. But the thing that has surprised me the most has been how difficult it is to schedule my time. Today I'm working harder

physically than I ever have. I'm working more hours than I've ever worked—and I worked 14 and 16 hour days as Governor and Senator. I really didn't think that I would ever work harder than that. Usually at least I had my Sundays off and maybe even part of my Saturdays. Now I'm really working those kind of hours seven days a week. On Sunday, I'm in Tulsa speaking at a school dinner, a banquet fund-raiser for a school in Tulsa. Saturdays, your alumni flood in for football and basketball games and your potential contributors and parents come to check on the students. So there's a whole round of meetings and activities on the weekends too. There are tremendous demands on your time.



I guess the taxi driver was right!

Unger: But wouldn't you describe that as a "treadmill," too?

Boren: No, I really don't because I think that at the end of all of it you're really seeing things happen as a result. I'm either helping raise money for the University to do some good in the long run, or I'm recruiting good students for the next year, or I'm giving alumni a sense of identity with the institution so important to its continuity, or I'm encouraging, our athletes or our student actors and their dramatic productions. Whatever it is you feel like you are playing a role within a family and it's very rewarding.

But the greatest frustration has been that I have no more of the spare time to read, write and reflect which I had in the Senator's and the Governor's office. Of course, administering a large university, is very complex. Now, I already knew it was complex by being a trustee and having been involved in education extensively. It is perhaps the most complex institution in modern America because you have so many different constituencies. Among just the students themselves, whether it's ethnic or by interest or by discipline or whatever you have tremendous different constituencies. You have various constituencies among faculties where you have all the tension between teaching and scholarship.

You have the alumni. You have the state institutions such as the state legislature, the state media, which focuses on public institutions in a way it does not on private institutions. Just as a comment, I would imagine that there have been more inches of press written about me since I've been President of the University of Oklahoma and more day to day press oversight as to what I'm doing

than there ever was when I was a Senator. There, I got on an issue and selected the way the press would come and cover what I was doing. Here, they cover everything I do everyday. You have trustees, which you don't have as a Senator. You have thousands of support staff as well as faculty. You are running hospitals which are very complex institutions in these days. You're running museums. You have your own police department, you have your own food service, your own hotel system in a sense. You have all of that and yet you don't have a number of the tools that, say, a corporate CEO in the private sector would have. You don't have the same kind of authority. You lead by persuasion and cooperation.

You can't order the faculty to follow you, you can't order the students to agree with you in a way that a corporate CEO can make a decision and say here's our decision and here's what XYZ corporation is going to do this next year. It has to be much more of a community decision and many more people have a say in it.

So, what does it all mean? I knew it would be a challenge. It's an even greater challenge than I anticipated. Today, I have tremendous respect for those who are trying to lead our educational institutions everywhere. I think also it's part of what's happening in our society – the pressures on university presidents are reflected in the pressures on the leaders of all institutions in our society. I confess, I'm sure in our day and time it's much more difficult and not as much fun to be a Senator compared to the way it was say 30 years ago. I saw that change even in the 15 years that I was there.

To be a leader of a church is much more difficult. Popes weren't written about 25 years ago the way they're written about now. The Supreme Court Justices were not written about 25 years ago and were not put under the same pressures the way they are now. The leaders of all institutions are just subject to many more pressures, many more doubts. I think that the period in which we live is more questioning of authority of all kinds. We have as part of a baggage system we have rejected, a lot of old ideas without yet putting together a new system of values, pulling together a system of new values to take its place. And the institutions like the church, the university, the government, are sort of there as the flash points of frustration on the general population.

So, anyone who tries to lead an institution and becomes accountable as its leader to all the rest of society is a target until a new set of values fully emerges. So it's a challenging time to try to lead any institution. But particularly in an educational executive sense I would say this: I don't believe there's any more institution more challenging, not private corporations, not even government. I think probably only the President of the United States has a tougher job than a college or a university president!

Unger: I know back in your acceptance speech, you set out your own goal for the University to be-

come and I quote, "an engine of economic growth... a flagship for education in our entire region... a national role model in American public higher education." Did you have some specific programs in mind, some specific ideas to turn this rhetoric into reality?

Boren: Yes, I think we're doing a better job constantly. As I talk of devolution, we're going to really be training a larger percentage of the policymakers and the leaders in the future. This year the University crossed the \$100 million mark in externally funded research and training grants. The first time that's ever happened. In our program *Reach for Excellence*, we're creating a research and development corporation – which we should have done a long time ago – to spin off some of these areas of research into commercial enterprises which will produce direct economic growth in the state.

For example, the first one will be working together in a joint venture with some investors to market a sun tanning cream which was developed by physicians, researchers in our medical school. We are also working right now with an airline because our weather service has developed computer programs which can narrow down a location of two or three mile radius, to predict fronts such as when hailstorms and things like that will hit. They've run it through and they found that one airline alone would have saved \$28 million if they had it in place when the Dallas-Fort Worth hailstorm hit and damaged all the aircraft. This could be a really big joint venture, because that first airline might sell the service to others. There are all sorts of things like that. We're also working on electric engines with an automotive manufacturing company that might end up selling its product to major car manufacturers.

We also continue to track incredibly highly gifted students. We're "Number One" in the nation in the number of national merit scholars per capita in our student body. That's in all public universities and number five among all universities in total numbers. This year almost one out of every twelve of my freshmen was a national scholar, achievement scholar or a national merit scholar. I think only the president of Harvard could say that with certainty!

What we're intent on doing now is creating classes for students of 22 or less with our best faculty. We're also in the process of trying now with our international campaign to endow this program so that we can provide a core faculty for the honors program and reimburse departments which lend us their best faculty and will teach these courses at a higher rate. I want to produce the intense learning experience you would receive in a small, highly endowed private university but do it in the means and manner of a big school, a public university with all its diversities.

Every semester we allow more students to join. Even if you're a late bloomer, once you get a 3.7 average in your sophomore year, your junior year, even the first semester of your senior year, you can be admitted to honors courses in the field in which you've established that kind of academic record.

So, it's like a chance to get in an Ivy League school. But a new chance every semester. Many of our students who do come in from public high schools are late bloomers. They didn't necessarily want to be known as "students" in a high school. But they come here, they blossom, they bump up against very bright students from all over the country who were coming here and they complete.

Two more things. One would be we want to be a role model in international education, in the honors program, to show that public higher education can provide just as intense and intellectual experiences as private education can. And second we want to interact and use the resources of the University to help our state legislators, mayors and other public officials to use our center that we're developing, a research center in state and local government. It may be a scientific issue they're working on, so we use the center – for example political scientists will use the center to bring a physicist in to talk about some piece of legislation with a scientific component.

The last thing is we're really trying to rebuild a sense of family and community, restore the values of teaching and mentoring outside of the classroom. Higher education has done that in scholarly research and we shouldn't stop. But we should not undervalue great teaching and mentoring because that's so important. That's one of the reasons I'm

teaching a class myself. We have brought back 50 retired full professors since I got here this past year to teach first and second year students. They're marvelous! Many of them retired too young, they have all these talents, they're not under pressure to publish anymore or to do scholarship anymore. They have time to be mentors, spend *extra* time with young students.

In our residence halls each floor has now "adopted" a professor for that floor and periodically the professor who agrees to be adopted will come and have dinner in the dining hall, spend time in their "home away from home." We're restoring the old president's home at the edge of the campus so that Molly and I can live here and be very visible right on the campus. Then I can walk to work because that always gives people a chance to talk to you and intercept you and you're approachable.

I think one of the reasons why people now don't have the same kind of sentimental attachment to their universities and a strong sense of wanting to give back is that 20-30 years ago there was always that special professor, teacher, mentor; they had a personal relationship. Not today. But I've said I don't want any student to ever graduate from here who doesn't have at least one or two faculty members who knew them by name but knew a lot more than that about them, knew their hopes, their dreams, their aspirations, helped encourage them. There should never be someone who leaves here without that kind of personal attachment that really makes a difference for the rest of their lives! No one should leave here who doesn't

want to come back!

I still have "special" teachers. My first grade teacher who I lost two or three years ago was someone I talked to every month of my life. All the time I was in the Senate I called her, "How am I doing?", I would ask and believe me Ms. Robbins would tell me. Her picture is right up there, the very first picture nearest my door next to Dr. Cross. My high school English teacher was another. Of course, Mr. Mitchell as long as he was alive, had constant communication. I was blessed to have those kind of relationships that were so meaningful to me and I'm determined that we

cational institutions is going to happen.

Basically we have kind of lost our soul and I think we have to struggle to get it back. And I hope the University of Oklahoma can be a place that demonstrates how to do that. It's not an overnight process, but it's something I hope we can do.

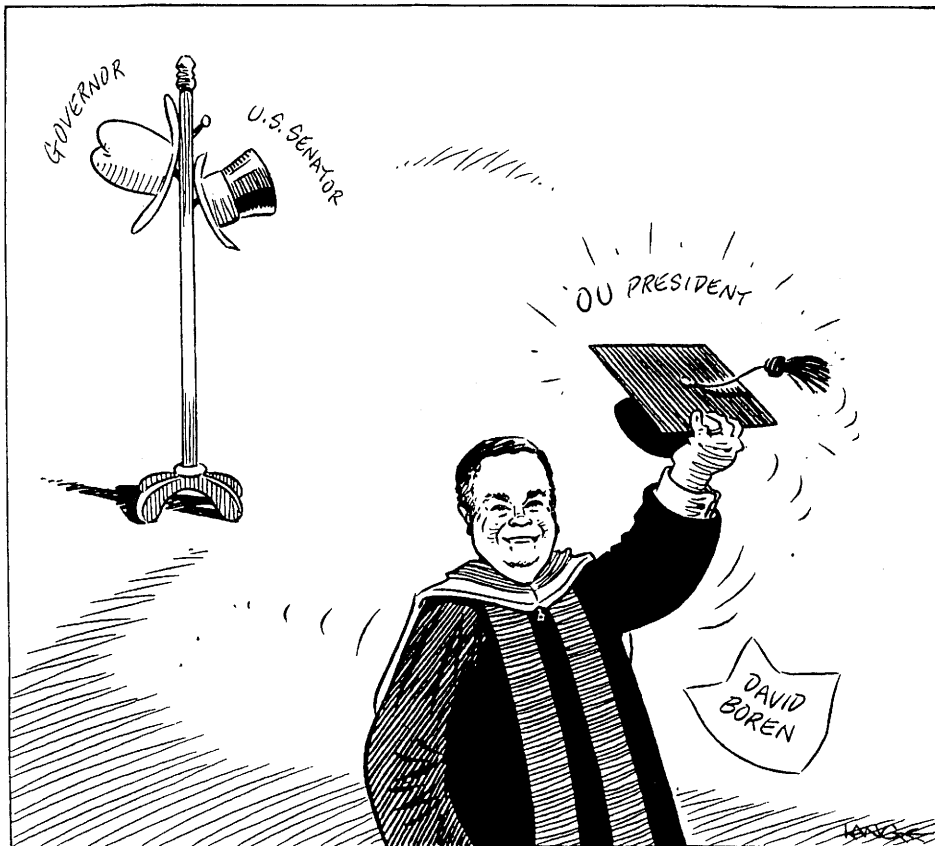
Unger: Personally, my own sense is that if the University of Oklahoma can't do it with President Boren, then they will never do it. Earlier you mentioned the tremendous difficulties you now face in obtaining and budgeting "time." I want to pick up on that to thank you for making the time for us, for the NFL. I don't have any doubt, after this personal conversation, to hear you out, to hear your ideas, that "13" is going to be a very lucky number for the University of Oklahoma!

Boren: Well, I wanted to spend this time in this case because in a way I'm "paying back" H.B. Mitchell. If any high school student reads this interview and is encouraged to enroll in a speech or debate class, then that's enough. If any school board member reads this, and positively decides to budget funds for high school forensic programs, to teach speech, debate and

communication, then that's enough. If I can make a difference with any one of them maybe in a fraction of a tiny, inadequate way, I will have paid back H.B. Mitchell, my own teacher, for everything that he gave me and will pay back the forensic program for everything it gave me. Even today it still means so much.

Unger: That's one thing our readers should have no doubt about: David Boren you have made a difference!

You Ain't Seen Nothin' Yet!



try to create an atmosphere here which gives other young people those kinds of relationships.

So, personally, be a leader. That may be the most important thing of all. Because in higher education in the country, from the best of intention, under great pressure, there's more and more information available to scholars in your own discipline there's more and more to know. In this context we've succumbed to pressure to give up the time, the one on one time with students, that is just critically important if what's supposed to happen in the higher edu-

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

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

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

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

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

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

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

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

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

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

For more
information
contact:

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



NATIONAL DEBATE INSTITUTE, D.C. 30-ROUND LD LAB

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

The National Debate Institute, D.C. 30-round LD lab is built around one important premise: for many students of debate, practice rounds with in-depth critiques by quality instructors are the single most efficient path to improving as quickly as possible. The normal quota of rounds at three-week national caliber camps tends to be 10 to 16 rounds by the time a camp is done. While this provides a solid introduction to the topic, and a chance to practice many of the skills you are being taught, it is simply not enough practice to create real mastery of new techniques. The NDI-D.C. 30-round LD lab solves this problem by providing an incredible 1 to 5 ratio of staff to students. Students will average five debates every two days for the duration of the camp, while still receiving access to theory seminars, lectures, research sessions, and topic analysis discussions. This cutting edge program features:

- **NATIONALLY RENOWNED FACULTY.** Outstanding coaches with proven track-records of success at both the high school/collegiate level, and top-flight current and former collegiate competitors. Faculty includes Michael Major (PhD Candidate) of the College Preparatory School in the only lab he will be personally conducting the entire summer; Rita Lin (incoming Harvard University student), multiple NFL nationals qualifier and elimination round participant at tournaments such as Stanford and New Orleans Jesuit; Ace Padian (incoming Yale University student), 1st place at Stanford and 3rd at New Orleans Jesuit; and Conn Carroll (incoming George Washington University student), who broke at tournaments such as the Glenbrooks, Berkeley, Stanford and New Orleans Jesuit as a high school LD competitor.

- **RIGOROUS SCHEDULE.** Most days will follow this basic format (with breaks for lunch and dinner):

8:30 AM - 11:45 AM	Lectures, seminars, topic prep
1:15 PM - 2:30 PM	Research, theory sessions
2:30 PM - 5:15 PM	Practice debate with rebuttal reworks and in-depth critiques
6:30 PM - 9:30 PM	Practice debate with rebuttal reworks and in-depth critiques

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

- **ACCELERATED LEARNING ENVIRONMENT.** Includes over 30 critiqued debates in this exclusive program to help students get the equivalent of a semester or more of debate experience and actual improvement during the course of the camp. The program also features repeated argument drills and rebuttal rework exercises, all designed to teach mastery of superior technique at all levels.

- **EXPERIENCED PROGRAM DIRECTION.** The NDI-D.C. 30-round LD lab director is Michael Major, director of forensics at the College Preparatory School. He has qualified a half-dozen LD students to this year's TOC, and had students place 1st and 2nd in LD at both this year's NFL national qualifying district tournament and at the Stanford National Round-Robin. This is the only lab this summer Mr. Major will personally oversee and instruct.

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

30-round LD program \$1,125 (rm, board, tuition)

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



NATIONAL DEBATE INSTITUTE, D.C. 30-ROUND CX LAB

at the Catholic University of America in Washington, D.C. July 6 - 22

The National Debate Institute, D.C. 30-round CX lab is built around one important premise: for many students of debate, practice rounds with in-depth critiques by quality instructors are the single most efficient path to improving as quickly as possible. The normal quota of rounds at three-week national caliber camps tends to be 10 to 16 rounds by the time a camp is done. While this provides a solid introduction to the topic, and a chance to practice many of the skills you are being taught, it is simply not enough practice to create real mastery of new techniques. The NDI-D.C. 30-round CX lab solves this problem by providing an incredible 1 to 5 ratio of staff to students. Students will average two debates a day for the duration of the camp, while still receiving access to theory seminars, lectures, research sessions, and topic analysis discussions. This cutting edge program features:

- **NATIONALLY RENOWNED FACULTY.** Outstanding coaches with proven track-records of success at both the high school/collegiate level, and top-flight current and former collegiate competitors. Faculty includes Matthew Fraser of Stanford University in the only lab he will be teaching this summer, Ryan Mills of UC Berkeley and the College Preparatory School, Rachel Chanin of Stanford University, Byrdie Renik of Columbia University, and Paul Freedman of the College Preparatory School.

- **RIGOROUS SCHEDULE.** Most days will follow this basic format (with breaks for lunch and dinner):

8:30 AM - 11:45 AM	Lectures, seminars, topic prep
1:15 PM - 2:30 PM	Research, theory sessions
2:30 PM - 5:15 PM	Practice debate with rebuttal reworks and in-depth critiques
6:30 PM - 9:30 PM	Practice debate with rebuttal reworks and in-depth critiques

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

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

- **ACCELERATED LEARNING ENVIRONMENT.** Includes over 30 critiqued debates in this exclusive program to help students get the equivalent of a semester or more of debate experience and actual improvement during the course of the camp. The program also features repeated argument drills and rebuttal rework exercises, all designed to teach mastery of superior technique at all levels.

- **EXPERIENCED PROGRAM DIRECTION.** The NDI-D.C. 30-round CX lab director is Matthew Fraser, director of forensics at the Head-Royce School and at Stanford University. His high school teams have cleared to elimination rounds at the TOC for the last two years, have closed out their NFL district tournament in team debate for five of the last ten years, and have cleared at tournaments such as Greenhill, St. Mark's, Wake Forest, the Glenbrooks, Redlands, Loyola, Berkeley, and Stanford for the last several years. He has taught at over 30 workshop sessions.

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

30-round CX program

\$1,295 (rm, board, tuition)

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



The National Forensic Consortium presents the 7th annual

California National Forensic Institute

LD program: June 16 - June 29, 1996

THE STRENGTH OF ANY DEBATE CAMP LIES IN THE STRENGTH OF ITS STAFF. AND TO BE GREAT, A DEBATE CAMP STAFF NEEDS TO BE SUPERBLY QUALIFIED, AND ENTHUSIASTIC ENOUGH ABOUT TEACHING TO BE FULLY INVOLVED IN EVERY STEP OF EACH STUDENTS LEARNING EXPERIENCE. STUDENTS WHO HAVE WORKED WITH THE CNFI LD STAFF ARE THE ONES MOST ABLE TO GIVE AN UNBIASED ASSESSMENT OF THESE GREAT EDUCATORS:

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

Munish Puri, 1995 CNFI camp participant

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

Chrissy Stear, 1995 CNFI camp participant

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

Amber Veldkamp, 1995 camp participant

ACADEMICALLY, AND ON PAPER, THESE FACULTY ARE INCOMPARABLE:
PRIYA AIYAR, A RECENT GRADUATE OF HARVARD UNIVERSITY, HAS ALSO BEEN SELECTED AS A RHODES SCHOLAR. FINISHED FIRST AT THE GLENBROOK LD ROUND-ROBIN IN HIGH SCHOOL, 3RD AT NFL NAT'S. NICK COBURN-PALO OF WEBER STATE IS A COLLEGIATE DEBATE COACH WITH OVER A DECADE OF EXPERIENCE TEACHING PHILOSOPHY AND INSTRUCTING STUDENTS OF ALL LEVELS IN THE ART OF LD DEBATE .

PROSPECTUS and COSTS

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

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



The National Forensic Consortium presents the 7th annual

California National Forensic Institute

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

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

POLICY and LD DEBATE

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

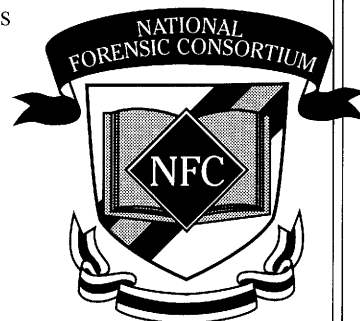
MATT FRASER, STANFORD	RYAN MILLS, COLLEGE PREP	ROBERT THOMAS, EMORY
ABE NEWMAN, STANFORD	MOLLY STEPHENS, STANFORD	DAN MULLER, EMORY LAW
JONAS MARSON, HARVARD	JUDY BUTLER, EMORY	CHRIS HERSEY, HRS
GERARD GRIGSBY, HRS	HEATHER GOUGH, OREGON	JON HERSEY, UCLA LAW
PRIYA AIYAR, HARVARD (LD)	NICK COBURN-PALO,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

PROSPECTUS and COSTS

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

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

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



The National Forensic Consortium presents the

Austin National LD Debate Institute

Regular LD Session: July 6-19

One-Week LD Session: July 12-19

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

The initially confirmed staff for the 1996 program are:

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

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

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

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

Alison Campbell, 1995 program participant

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

Will Orloff, 1995 program participant

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

J.R. Holland, 1995 program participant

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

Haady Taslin, 1995 program participant

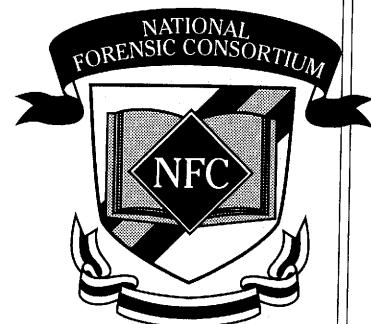
"I would recommend this camp because it's affordable with the same qualities as more expensive camps. I really enjoyed the counselors. ...the instructors were experienced, but were also people that students could relate to..."

Viviana Gonzalez, 1995 program participant

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

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

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



Austin National Debate Institute

CX Main Session: July 6 - July 22

LD Main Session: July 6 - July 19

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

Fabulous Learning Environment

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

Carefully Structured Schedules

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

STANFORD NATIONAL LINCOLN-DOUGLAS DEBATE INSTITUTE

August 2 - 15, 1996

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

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

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

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

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

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

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

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

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

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

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

There is an additional application fee of \$75.

For additional information contact the NFC at:

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

or call: 510-548-4800

Stanford National Forensic Institute

CX Program: July 28 - August 15, 1996

LD / Events: August 2 -15, 1996

**SUPERIOR
PROGRAM:**

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

**SUPERIOR
FACULTY:**

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

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

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

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

**SUPERIOR
SETTING:**

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

**REASONABLE
COST:**

Policy Debate

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

LD and Events

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

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

**TO APPLY
&/or INQUIRE:
or call: (510) 548-4800**

**Stanford Debate - SNFI
1678 Shattuck Ave, Suite 305
Berkeley, CA 94709**

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

THE STANFORD NATIONAL SWING LAB PROGRAM

JULY 28 - AUGUST 15, 1996

The Stanford Swing Lab Program is the finest academic preparatory program available for advanced policy debate students. The program is designed to provide a continuation of the participants' prior camp experience, with an advanced peer group and the finest instructors. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 1996. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include former national champions and the curriculum is rigorous and carefully executed. The Swing Lab Program has a phenomenal track record: the 1994 and 1995 graduates "cleared" at most national circuit tournaments, including Greenhill, Wake Forest, Bronx, the Bronx round-robin, the Glenbrooks, Redlands, Loyola, Lexington, Berkeley, Stanford, and Emory, and a former swing lab participant won 1st place and top speaker at the 1995 Tournament of Champions.

THE PROGRAM

Expertly Critiqued Debates. Swing Lab Scholars will participate in a rigorous series of over 15 expertly critiqued practice debates beginning on the second day of the camp, with an emphasis on stop-and-go rounds and rebuttal rework debates.

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

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

THE PRIMARY FACULTY

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

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

Guest Swing Lab instructors will include NFC summer program directors **Jon Hersey, Ryan Mills, Robert Thomas, and Matthew Fraser**, as well as some of the SNFI senior staff, including former champion of the Barkley Forum tournament **Abe Newman** and winner and top speaker of the 1995 Tournament of Champions **George Kouros**.

APPLICATION AND ENROLLMENT

Students desiring to attend the Swing Lab Scholars Program will be admitted on an application-only basis, and are required to attend at least one rigorous debate institute (during the summer of 1996) prior to attendance at the SNFI. All NFC camps qualify; other camps will be considered. Complete and send in the NFC application form, and be sure to circle "Policy" and "Swing Lab" as indicated.

CALL (510) 548 - 4800 IF YOU HAVE SPECIFIC QUESTIONS ABOUT THE PROGRAM.

PATRICK HENRY'S LAST YEARS

by Patrick Daily

The decade of the 1790s was for Patrick Henry his golden years. During this period, Henry crowned his brilliant legal career with magnificent oratory in the British Debts Case, fueling the legendary status that had already encompassed him. In addition, it was a period when Patrick Henry, former Continental Congressman and Revolutionary War Governor, was accorded some of the highest public accolades and attention bestowed upon any U.S. citizen of his time.

Yet that very fame, which Patrick Henry neither sought nor desired, proved detrimental to his memory. It magnified every word Henry spoke or wrote which, when interpreted by friend and adversaries, led to long-term misrepresentations of his true feelings about the state of American government, politics, and society in the 1790s.

Patrick Henry's so-called "retirement" was not a state of idleness or simple recreation. This country's foremost defender of our freedom and liberty never rested. As a private citizen later in life, Henry was deeply involved in educational, social, political, economical, and religious activities having an impact on countless numbers of Americans and, indeed, all Virginians.

Convinced that the importance of Patrick Henry's life cannot be judged without the knowledge and understanding of his twilight years, I wrote *Patrick Henry, the Last Years (1789-1799)*. The extraordinary influence he had on people did not diminish in the 1790s. Henry's ability to inspire and motivate listeners was displayed again and again up to his death. Moreover, he never lost the respect of the nation's leaders and his countrymen.

In 1786, following his fifth term as governor, Patrick Henry and his family moved to Prince Edward County, Virginia. Financial difficulties caused by the war, the economic strains of public service, and a growing family had

caused his personal finances to suffer. A 1,690-acre estate called Pleasant Grove at a cut-rate price looked most attractive. Although Henry was active politically, the Prince Edward County years (1786-1792) were a time when he felt an obligation to be "very industrious" to "clear myself of debt." Despite bouts of ill health, he ultimately succeeded.

The first few years were difficult. Production on Henry's farm was down, and his law practice was slow to develop due to his legislative commitments. Ultimately a house with one fireplace and no outhouse proved inadequate for a family of eight children, a nephew, and six grandchildren. In October 1792 they moved to Long Island in Campbell County, an estate with more spacious quarters.

Long Island, with a total of 3,522 acres, derived its name from a 600-acre island in the Staunton River, which was part of the plantation. The two-story, eight-room house overlooking the river valley and beyond was a welcome change. Not all was pleasant initially. In 1793 an infant son died, and a ship carrying Henry's first Long Island tobacco crop to England was hijacked to France. Fortunately it was insured. Eventually, by 1797, the plantation yielded over 17,000 pounds of tobacco, not to mention quantities of corn, wheat, rye, and oats.

Hand in hand with the family's move to Southside Virginia came another chapter in Patrick Henry's life—the successful revival of his law practice. This aspect of his last years ranks with the important achievements of his life.

Henry's mastery of criminal and civil law, combined with his fine-tuned oratory, made his cases virtually insurmountable. Small county court-houses were consistently packed with curious onlookers who wanted to catch a glimpse of the man whose reputation as a mesmerizing speaker had preceded him. Sometimes Henry participated in great

civil cases involving leading citizens, such as Carter vs. Carter in 1789. At other times he successfully defended prominent individuals against criminal accusations, such as the sensational Randolph murder trial of 1793. In the midst of "riding the circuit" from 1789-1794, managing his vast land holdings, providing a comfortable living for his large family, and public service as a legislator, Patrick Henry still had time to prepare for and argue one of the most significant cases of international law in American judicial history, the British Debts Case of 1799-1796.

Described by one historian as "genial, folksy, a fiddle-player, and a jester," Patrick Henry's friendly personality helped him to obtain clients. His courtroom success can be credited to his generous endowments of sympathy, imagination, tact, and eloquence, which nearly always swayed both judge and jury. In some of the cases during Henry's later years, his clients were required to hire other counsel for pleadings and, with minimal preparation, Henry would arrive on the scene simply to argue the case. Being an "orator of nature," and understanding the psychology of juries, this was usually enough. Emphasis here on style should not be misunderstood. When the situation warranted, he would diligently prepare written arguments.

In 1792, the same year as his purchase of Long Island, Henry acquired a tract of land from Joseph Fuqua on the Staunton River in Charlotte County. In March 1794, he purchased Red Hill, the neighboring estate of Richard and Elizabeth Booker and combined the two properties as one.

Closer to Richmond and yet about the same distance as Long Island from Lynchburg, Red Hill was more accessible to the outside world than his other Staunton River plantation. Booker's Road and Cole's Ferry Road, main north-south thoroughfares of the time, passed by Red Hill, allowing for more social contact —

much to the delight of the Henry family. In a September 8, 1794 letter from Long Island to his daughter, Elizabeth, Patrick Henry wrote: "I wish you were here with us to enjoy the agreeable society of your sisters at this place, which is very retired; indeed so much as to disgust Dolly and Sally. But as we go to Red Hill in August for five weeks, they will be relieved from this Solitude, as that is a more public place."

Red Hill's fertile low grounds were extraordinarily productive. In one year alone, 1798, the plantation produced over 20,000 pounds of tobacco. Its paid overseers and sixty-six slaves also tended hundreds of cattle, horses, hogs, and sheep. The main house and accompanying outbuildings were situated on a ridge overlooking the Staunton River valley, as the river flowed out of sight between the hills of Charlotte and Halifax Counties. From Red Hill the Staunton headed south for about three miles, then pursued a south easterly course through North Carolina and finally into the Atlantic Ocean. To the west could be seen the Blue Ridge Mountains and its lofty Peaks of Otter, about sixty miles away. Flat-bottomed boats, called bateaux, and other vessels could navigate upriver as far as Red Hill, thus adding to the plantation's value for commerce and trading purposes. While Henry sent much of his Red Hill tobacco by wagon to market in Lynchburg, it is also believed that some was now shipped by boat to

present-day Boydton and then overland to Richmond and Petersburg where prices for the crop were significantly higher.

Red Hill's setting could be described as a "garden spot" compared to Henry's previous residences. Nevertheless, the main house, a modest one and one-half

to have revived. He was described as "fond of entertaining himself and his family with his violin and flute and often improvising the music. With no formal welcoming ceremony at Red Hill visitors "have not infrequently caught him lying on the floor with a group of little ones climbing over him in every direction, or dancing around him ... to the tune of his violin while the only contest seemed to be who could make the most noise."

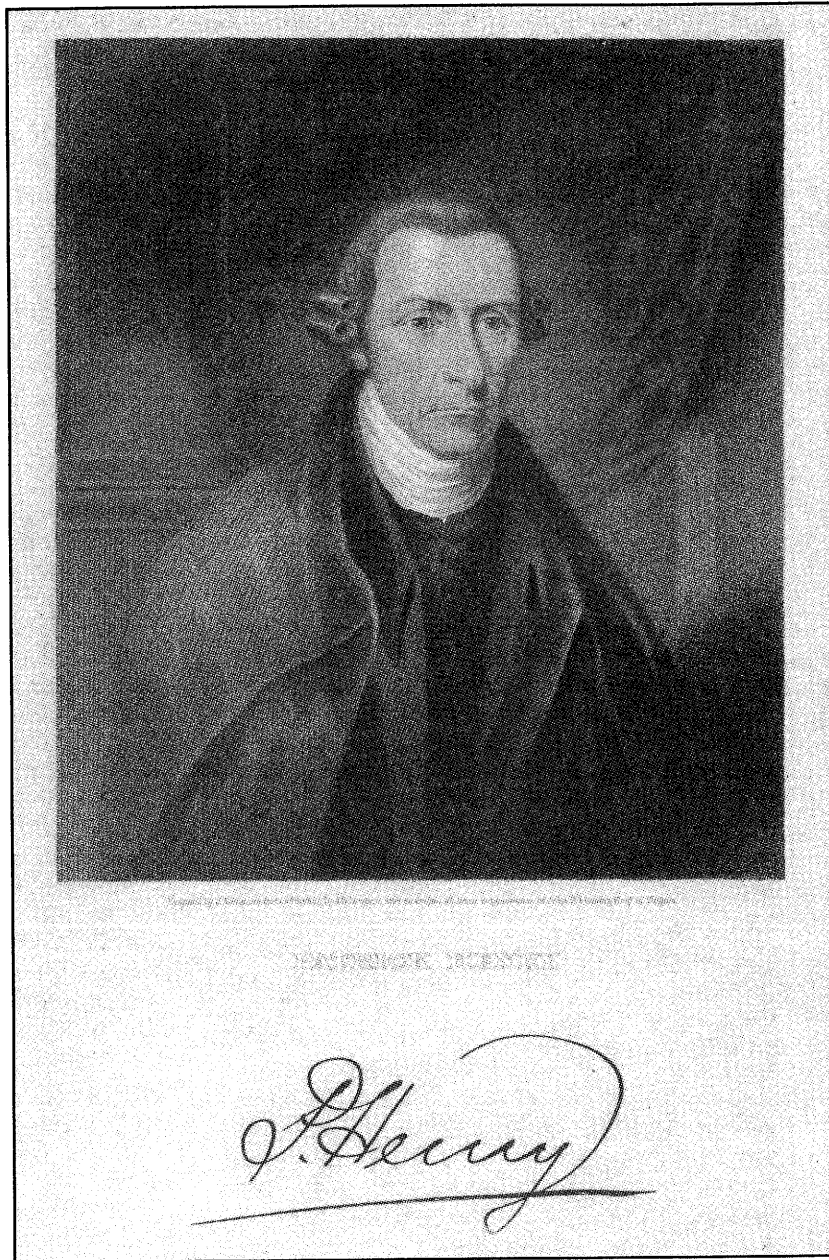
Family musical talent

were not limited to Patrick Henry. His wife Dorothea and their daughters were skilled players on the lute and fortepiano (piano). Red Hill was the site of at least two weddings during the Patrick Henry year. On June 3, 1799, daughter Dorothea Spotswood Henry married George Dabney Winston, and on July 17, 1799, daughter Martha Catherina Henry married Edward Henry, a cousin.

A devoutly religious man, Patrick Henry read several theological works and re-read the old family Bible during the Red Hill years. Works on the tenets of Christianity by such Church of England divines as Archbishop Tillotson, Bishop Butler, and the Reverend Sherlock were among the volumes

in Henry's library. On Sunday evenings he would read one of Sherlock's sermons to his family gathered about him, "after which they all joined in sacred music while he accompanied them on the violin."

Education was of prime importance to Patrick Henry. He was actively involved



story frame structure, was undoubtedly crowded for the Henry family.

Entertainment in the Henry household quite naturally revolved around the family's members. According to a grandson, William Wirt Henry, Patrick Henry's love of music seems

elementary and higher education in Virginia during the latter third of his life. To some schools he extended material aid, and once he introduced an assessment bill in the state legislation which gave taxpayers an option of diverting their taxes toward a new system of public education. Originally a charter member of Hampden-Sydney College, he became active as a trustee from 1789-1792 and donated books to help establish the college's library.

When they came of age, Henry saw to it that his children were properly tutored. At one point Henry arranged for the poet Thomas Campbell to come to America from Scotland but the arrangement fell through. Their actual teacher turned out to be Henry himself. According to three daughters and a grandson, he "wrote poetry beautifully, and often composed with much facility little sonnets adapted to old Scotch songs which he admired for his daughters to sing and play." Sons Patrick and Edward and daughters Elizabeth, Dorothea, Martha Caterina, and Sarah all composed excellent poetry. Their work survives to this day.

To study law under Patrick Henry was indeed a rare privilege. Not only were those select few privately tutored by an extremely accomplished lawyer, but those of his students who were members of Henry's legal defense team were also treated to unforgettable displays of his oratory. Henry also taught law to his sons William and Edward, his nephews John Christian and Nathaniel West Dandridge, and his grandson Patrick Henry Fontaine. Of these only Edward, who qualified in Virginia as a practicing attorney in 1793, followed Patrick in his profession.

Patrick Henry was a landowner, trader, and speculator of the highest order. His involvement in land investments and plantation acquisitions spanned a period of 32 years from 1768-1799. His purchases were always made with acute business savvy and discrimination. While some of Henry's friends and fellow patriots fell prey to the risks of speculation, Henry's land deals helped him to accomplish at least three goals: (1) to clear himself of debt late in life, (2) to establish a

successful plantation farm system, and (3) to provide and inheritance for his children.

Historian Jackson Turner Main studied Virginia tax records for 1787 and 1788 and ranked Patrick Henry among the one hundred wealthiest landowners in Virginia. Turner did not even include Henry's property in North Carolina and Georgia. Indeed, throughout his life Patrick Henry owned at one time or another about 100,000 acres and from 1789 to 1795 was a partner in a western land investment company that claimed and estimated fifteen and one-half million acres.

Patrick Henry's public activities and political philosophy during the last decade of his life were shaped by his concerns over the United States Constitution. During the debate over its ratification in Virginia in 1788, Henry attempted to convince proponents that the document conferred too much power on a federal government at the expense of the sovereign rights of the states and the rights and privileges of American citizens. Overruled, Henry returned to the General Assembly, using his influence to ensure election of officials who would press for constitutional amendments and to protect Virginia's state's rights, which he accurately predicted would be infringed upon.

In 1792, Patrick Henry declined reelection to the General Assembly and became an elder statesman, consulted by national leaders, and remaining a dominant figure in Virginia politics until his death in 1799. With the rise of national political parties, Federalists and Republicans attempted to woo Henry's support, either through offers of high position or through intrigue. He remained aloof from such factionalism while continuing to serve as a public watchdog, speaking out against intrusions on American liberties as well as domestic and foreign threats.

Some modern biographers, attempting to explain Patrick Henry's political philosophy during his last years and the course he steered in view of national and international events, suggest that Henry "retired" in 1791, be-

came inactive when his objectives failed, and that his purported "opposition to the government" slackened. Moreover, they have categorized Henry as an anti-Federalist whose political opinions changed at some undetermined point and in the end became a Federalist. Such analyses ignore Patrick Henry's own words, leave too many unanswered questions, and rely too much on information tainted by the intense political partisanship of that era.

In the decade following the ratification of the Constitution of the United States in 1788, Patrick Henry maintained that the old confederation of states had been changed into a consolidated government. He had fought the Constitution in Richmond and lost. Rather than show bitterness, "escape" to the frontier, or become anti-Union, Henry accepted the verdict and worked within the law to achieve amendments in republican fashion. He was forever concerned with civil liberties under the law, and had even predicted the very abuses carried on under the Constitution. But in order to preserve Liberty there had to be law and order. If each state could nullify laws of Congress at pleasure -- as implied by resolutions passed by the legislatures of both Virginia and Kentucky in 1799 -- no union or common defense was assured. Liberty would then be threatened by either anarchy or foreign tyranny.

Patrick Henry's death on June 6, 1799, at Red Hill was a tremendous loss for Virginia and the new nation. He should be remembered not only for his matchless oratory, but for his ceaseless efforts on behalf of individual rights.

(PATRICK DAILY was the executive director of the Red Hill Patrick Henry Memorial from 1977-1988 and is author of Patrick Henry: The Last Years 1789-1799, published by the Descendants' Branch of the Patrick Henry Memorial Foundation. He is presently executive director of the Hickory (N.C.) Landmarks Society.)

[Picture of Henry donated to NFL by coach Philip Wertz (GA).]

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INTERNET DEBATE

by Barbara & Jay Busse

Debate on the Internet presents an inviting supplement to normal methods for acquiring materials, exchanging ideas, assessing instruction and engaging in competition. This new approach to debate may provide a means for overcoming some of the obstacles which prevent students, coaches, and judges from participating in debate.

Team policy debate is now attempted by an ever-diminishing population at both the high school and college level. According to information provided by the NFL, less than 20% of all member schools currently participate in team debate. This is a dramatic reduction from participation levels of the past. Some of the primary barriers to participation include: the time required to acquire the materials needed to be competitive; the cost of acquiring materials through institutes, handbooks, data bases and traditional primary sources; the cost of participation at major tournaments and institutes; increasing demands on the coaching population; the lack of available credit or adequate compensation for coaches; and the lack of a venue in which experimental changes can be easily tested. The object in this article is to address these problems briefly and explain how the LMU Debate Net and other debate internet sites may represent partial solutions.

FIRST, PARTICIPATION IN DEBATE NET SITES COULD SAVE STUDENTS SIGNIFICANT AMOUNTS OF TIME. The problem of finding the time to be competitive has become a significant obstacle for many students. The amount of information available has increased exponentially during the past several decades. To be competitive students need access to thousands of pages of briefs before the year even begins. To demonstrate how much information is required by a successful team program, we secured a basic set of briefs from one of the nation's top high school programs at the beginning of the academic year. The set of briefs did not include the top affirmative positions, or the backup evidence for those cases.

The briefs represented a synthesis of materials collected during the spring and at various summer debate institutes. Even with significant amounts of material excluded, there were over 5,000 pages of materials. More than a dozen varsity debaters had participated in screening and blocking for this one school. Materials had been collected from more than half a dozen top institutes. This program is consistently among the top teams in the country and has regularly had teams reach elimination rounds at national invitationals and are predictably participating in state and national championships. How can most schools ever hope to compete with such a "debate machine"?

Through the debate net, students and programs unable to purchase materials, attend multiple summer institutes, or have responsibilities shared by a large number of experienced squad members, can share the work effort with students in similar circumstances. Fifty students researching in a coordinated fashion could easily generate a data base that would allow them to feel prepared and be competitive. At LMU, we have begun to experiment with this new model of shared distant learning. We encourage others to experiment with technologically innovative approaches to research. Given the huge amount of information now available to students, learning how to manage research effectively will be key to learning in the 21st century.

One of the benefits of shared research is to make the best materials available to students who would not be exposed to the information otherwise. These data bases may be especially useful to some inner city students lacking access to transportation and funds to acquire materials or to students in rural areas without ready access to library facilities.

Additionally, sharing research responsibilities may lessen the time required to secure excellent information on the current debate topic. Students participating in debate research through the net may not be faced with choosing between competing in debate, doing well in other academic work, or having a

full social life. Those with limited time or resources will now find it easier to try debate or continue their participation.

SECOND, PARTICIPATION ON THE LMU DEBATE NET AND AT OTHER SITES MAY REDUCE FINANCIAL BARRIERS TO THE ACQUISITION OF MATERIALS. To purchase all the handbooks and files that are published annually on the high school topic would cost several thousand dollars; to attend a major institute and copy files generated on site could cost several thousand additional dollars per student. Students and teachers who already have access to the Internet can participate for free or for a nominal charge. LMU Debate net software is available for free via the Internet.

Our program illustrates what can be accomplished. We are still experimenting with ways to broaden access and share responsibilities. With internet capabilities, students can download whatever evidence they want on the China topic, or on the Cultural Identity LD topic. Students and coaches will be able to post lists of cases and positions that they feel need researching. Students will be able to examine existing files before deciding to take on an assignment or they may simply choose to research an area that has already been assigned. In the first month of operation at LMU despite a variety of technical obstacles more than 2000 quotations on the China topic were uploaded. Clearly, the LMU Debate Net and other Internet debate sites will work to reduce some of the barriers to participation. This technological support is not designed to replace individual research but rather to focus it and make it more manageable.

THIRD, THE LMU DEBATE NET AND OTHER SITES CAN BE DESIGNED TO PROVIDE FREE INSTRUCTION FOR STUDENTS THROUGH EDUCATIONAL TEXT FILES, CHAT ROOMS, AND WITH LIVE AND TAPED LECTURES AND DEMONSTRATIONS THAT STUDENTS AND COACHES CAN PLAY THROUGH SOUND CARDS.

Students or coaches may ask questions in real time or they may play lectures for groups or individual students at their convenience. At LMU, free lectures and day long workshops will be scheduled in the fall on the upcoming team policy and L.D. topics. One goal for the LMU Debate Net is to offer an electronic institute this summer, with lectures in real time or available on a recorded basis. An electronic institute could provide the opportunity to have debates with other participants from around the country in real time, to listen to critiques in real time or at a lagged time convenient to one's work or school schedule. Our goal is to have audio and video debates through the Internet.

An internet tournament would eliminate travel costs, hotel bills, car rentals, and some opportunity costs since students with academic or work conflicts could have rounds scheduled at their convenience. Rounds could take place both in real time and on a lagged time basis. Speakers would have the choice to run speeches concurrently, or to have them recorded on the computer and have a lagged round where individual speeches would be given and judged at everyone's convenience. The computer can be programmed so that speakers would be limited to a single playing of a speech and then the computer would allocate time for each subsequent speech. A debate could conceivably be spread out over several days or a week. The judge could then hear the entire debate at his or her convenience. This new technology is not designed to replace tournaments and traditional institute participation but rather to provide a supplementary vehicle for improvement of debate skills. These programs may be especially valuable for those who cannot afford to participate in national competition. For students in areas in which travel is prohibitively expensive or made difficult by distance and weather conditions, additional electronic opportunities to compete may increase student skill levels.

FOURTH, THE LMU DEBATE NET AND OTHER SIMILAR PROGRAMS, MAY BE ABLE TO REDUCE SOME OF THE BURDENS THAT COACHES FIND SO DAUNTING. Some coaches complain that

they feel overwhelmed by the amount and variety of research materials generated in team debate. Without the time or the resources to attend summer institutes some coaches have expressed reservations about the state of their knowledge at the start of a new year. These concerns can be relieved by instructional workshops on the internet, the ability to participate in chat rooms with lab leaders and their coaching peers, and access to a library of lectures, practice rounds and demonstration debates. The opportunity to have practice rounds with other schools without spending time transporting and organizing trips will save coaches' time. Students at programs without coaches could secure coaching through the Net.

Finally, it may be easier to secure judges and retain coaches if their hard work could be made easier. If they could listen to some practice and tournament rounds at their convenience, they would be more productive and spend less time to accomplish their forensic objectives. The opportunity to catch one's spouse or children could lengthen the tenure of at least some coaches. Simplifying debaters' work will moderate coach workload as well. Providing more opportunities for debaters may not require additional coaching time, a real boon for a coach with significant work-related or personal responsibilities. There are many ways to realize these benefits. The potential to have practice debates with students from other parts of the country may make it easier to schedule practice rounds and insure student participation. Without the physical limitations of a normal tournament, it would be possible to have all of one's teams participate in an electronic tournament. A tournament with 1,000 or more teams participating in real time or on a lagged basis over several weeks would be sure to generate some excitement among students normally limited to only local competition. Much of this work could be engaged with modest coach support.

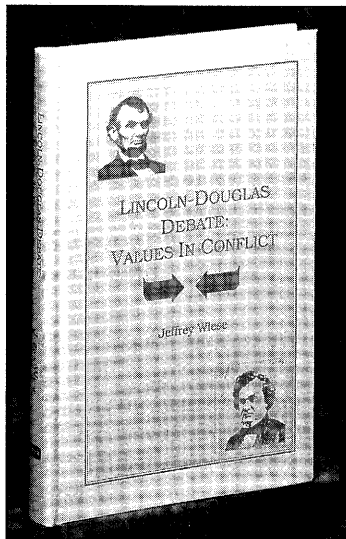
FIFTH, THE LMU DEBATE NET WILL BEGIN TO OFFER CLASSES FOR STUDENTS, COACHES AND POTENTIAL COACHES IN THE SUMMER OF 1996. In the past such coursework

was only available in traditional classrooms. New approaches to distance learning may dramatically increase access to coursework for professional development. Some lectures, demonstrations, and classroom participation will be available for free. If someone were interested in securing professional development or academic credits tests will be administered, a fee assessed by the University and credited awarded upon successful completion of scheduled work and examinations. Similar courses have been offered in recent semesters here at LMU in the traditional format and accepted by the Los Angeles Unified School District for credit towards professional development. New technologies may make such professional development available simply and inexpensively to a much broader audience. College credit will be made available for student participation in the electronic institute this summer.

SIXTH, THE LMU DEBATE NET AND OTHER SITES MAY PROVIDE FOR EXCITING OPPORTUNITIES FOR INCREASED EXPERIMENTATION WITH DEBATE. Changes in the format may include Lincoln-Douglas debate on the Policy/team topic. There may be an opportunity to try parliamentary debate, the most rapidly growing type of debate at the collegiate level. Another opportunity may include more student judges (varsity level competitors), a judging practice which is almost universal in some types of college debate. There may be opportunities to require detailed judging philosophies from all potential critics and keep these in electronic data bases. Through very large tournaments, it may be possible to diversify the judging pool and require students to adapt to a wide variety of judging philosophies and styles of presentation. Since participation costs would be minimal, the barriers or resistance to experimentation may also be reduced. Providing experimental divisions might mean more students may be attracted to participation in some type of debate. The LMU Debate Net and other sites on the net hold out that promise.

We hope that we have tempted you to investigate further the ways in which technology may make it
(Continued to Page 70)

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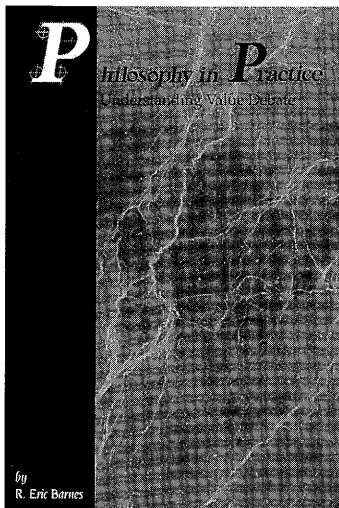
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Dr. Zarefsky gave major attention to the importance of competitive debate in his keynote address to the International Communication Association in Amsterdam last summer. Dr. Zarefsky's "Paradigms" lectures and "Logic" seminars have been enjoyed by Iowa participants for more than a decade. Professor Zarefsky may well have given more lectures to high school students on debate than any person living. None would disagree that any lecture by Dr. Zarefsky is expertly delivered. Students particularly enjoy the opportunity to ask questions after the lectures and sessions. Dr. Zarefsky is available to speak personally with teachers and students at Rienow Hall on the last night of his visit. It is a singular honor to have him returning in 1996.

RICHARD B. SODIKOW, Division Coordinator

Teacher, Director of Forensics, Bronx High School of Science, Bronx, NY

B.A., M.A., New York University; Key Coach, Barkley Forum, NFL council, NYC Teacher of the Year; his students have won numerous championships at every major tournament in the nation.

MELISSA BEALL, Lincoln-Douglas Debate

Professor, University of Northern Iowa, Cedar Falls, IA

B.A., M.A., Ph.D., University of Nebraska at Lincoln; 12 NFL National LD qualifiers as a high school coach; publications include Journal of the American Forensic Association; Past President, Central States Speech.

MIKE EDMONDS

Dean of Students, The Colorado College, Colorado Springs, CO; B.A., M.A., Ph.D., University of Mississippi; 1984 Hall of Fame Graduate, University of Mississippi, several national individual events champions and finalists, Board of Directors, William Faulkner Debate Tournament.

ALEX PRITCHARD, Policy Debate

Teacher and Director of Forensics, The Greenhill School, Dallas, TX; B.A., Northern Iowa, M.A., Baylor; Key Coach of the Barkley Forum, Tournament of Champions Hall of Fame, 1994 team won Harvard round robin, numerous national tournament wins.

JOHN STROPE, Educational Law

Professor, Chair, Administration and Higher Education, University of Louisville, Louisville, KY; B.S., M.Ed., J.D., Ph.D., University of Nebraska; expert in education law, frequent lecturer for seminars conducted by the National Association of Secondary School Principals.

RICHARD EDWARDS, Computer Instructor

Professor, Baylor University, Waco, TX; B.A., M.A., Ph.D., University of Iowa; designed and perfected the Tab Room on the Mac program that has revolutionized tournament management; long time member of the Wording Committee for the National High School Topic; editor and author of dozens of articles and publications on debate for high school teachers and students.

GARY PADGETT, Policy Debate

Attorney, Seminarian, St. Meinrad School of Theology, St. Meinrad, IN

B.A., Morehead State University, J.D., University of Louisville; served at Iowa and Northwestern institutes; former assistant coach at Kentucky and Louisville, his teams were consistently in the elims of the NDT.

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MARILEE DUKES, Co-Directors, Lincoln-Douglas Debate

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Director, Policy Debate

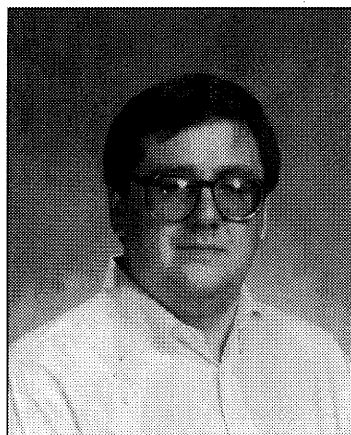
David Cheshier is Division Coordinator, Assistant Professor, and Director of Debate at Georgia State University in Atlanta, B.A., Wake Forest, M.A., Ph.D., Iowa; former director, Georgetown, veteran lab leader at Iowa and Dartmouth institutes. Professor

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





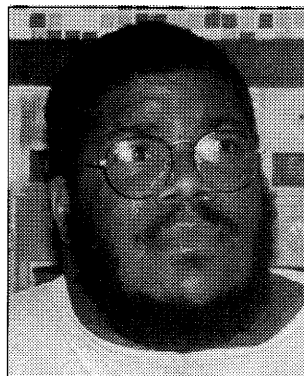
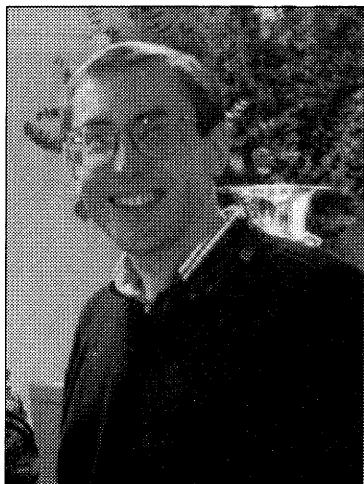
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Chuck Ballingall
teaches and coaches at Damien of California. Mr. Ballingall is the youngest coach to receive two NFL Diamonds and is one of America's most successful high school directors. His teams have won or been in the late elimination rounds of every major national tournament. As a college debater for

Redlands, Chuck placed in the elimination rounds at every national tournament with two appearances at the NDT.

David Hingstman
teaches and coaches at the University of Iowa. In his seven years as Iowa head coach, he has qualified 16 teams to the NDT; eight were first-round-at-larges. He coached at Baylor and Northwestern before coming to Iowa. He has taught at the Michigan Classic, Dartmouth Debate Institute, and has frequently been a lecturer to the Fellows at Kentucky.



Byron Arthur
teaches and coaches at New Orleans Jesuit. His debate teams have been among the best in the nation over the last decade, winning numerous back-to-back NFL District Sweepstakes Awards and qualifying teams to NFL Nationals year after year.

Mr. Arthur is a Key Coach of the Barkley Forum, evidence of his devotion to students and professional service.

Dana Vavroch

teaches and coaches debate at Bettendorf High School. She was an outstanding high school debater at West Des Moines Valley and an inter-collegiate debater at Iowa. She is a member of the National Debate Coaches Association and Women

in Debate and she was named the '95 acolyte at St. Marks. Student evaluations consistently praise Dana for her teaching, sensitivity and dedication. She regularly judges late elimination rounds at major national tournaments.



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CLAIRE CARMAN 1994 Lincoln-Douglas National Champion

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

RENARD FRANCOIS

law student, George Washington University; B.A., University of Pennsylvania; former debater, numerous honors; coached students in national tournaments and round robins

Comments from 1994-95 National Champions

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

—Claire Carman, Rice University

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

—Justin Osofsky, Harvard University

SETH HALVORSON

senior, Macalester College, St. Paul, MN; former high school debater, winner of numerous major tournaments and round robins

KANDI KING

teacher, director of forensics, Tom C. Clark High School, San Antonio, TX; B.A., Incarnate Word College, San Antonio, TX; Diamond Key Coach, numerous students to NFL Nationals and other prestigious national events



CINDI LA MENDOLA

teacher, co-director of forensics, Grapevine High School, Grapevine, TX; B.A., M.A., North Texas State University; coached five NFL National Champions and 13 Texas State Champions; Double Diamond NFL Coach

ROBERT LEVINSON

associate director of forensics, Bronx High School of Science, New York, NY; B.A., University of Pennsylvania; paralegal, Morrison & Foerster; numerous national qualifiers; a veteran of summer programs and high school Lincoln-Douglas tournaments

JUSTIN OSOFSKY

1995 Lincoln-Douglas National Champion

freshman, Harvard University, Cambridge, MA; 1995 Lincoln-Life Lincoln-Douglas National Debate Champion, 1995 Glenbrook Champion, 1995 Stanford University Tournament Champion, 1995 Stanford Round Robin Champion and 1st Place Speaker

Selected 1995 Tournament Results

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

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

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

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

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

**For More Information: National Summer Institute in Forensics
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1996 IOWA FACULTY

POLICY DEBATE

- BYRON ARTHUR**, teacher, director of forensics, Jesuit High School, New Orleans, LA; B.A., Loyola University
- CHUCK BALLINGALL**, teacher, director of forensics, Damien High School, LaVerne, CA; B.A., University of Redlands
- PAUL BELLUS**, assistant professor, debate coach, Samford University, Birmingham, AL; B.A., University of Nebraska, Lincoln
- DAVID M. CHESHER**, division coordinator, assistant professor and director of debate at Georgia State University in Atlanta, B.A., Wake Forest, M.A., Ph.D., Iowa
- FATHER RAYMOND HAHN**, headmaster, director of forensics, Cathedral Prep, Erie, PA; B.A., St. Mary's Seminary College, M.Div., School of Theology, St. Mary's University
- HEIDI HAMILTON**, doctoral candidate, debate coach, University of Iowa, Iowa City, IA; B.A., Augustana College, M.A., North Carolina
- DAVID HINGSTMAN**, assistant professor and director of debate, University of Iowa, Iowa City, IA; A.B., Princeton, J.D., Harvard, Ph.D., Northwestern
- MICHAEL JANAS**, professor, director of debate, Samford University, B.A., Boston College, M.A., University of Georgia, Ph.D., University of Iowa
- SHERYL KACZMAREK**, teacher, director of forensics, Newburgh Free Academy, Newburgh, NY; B.S., Carroll College, M.S., University of Illinois
- MARK KELSEY**, former debater, NDT participant; B.A., Emory University
- TIM McRAE**, B.A., Georgetown University
- DAVID O'CONNOR**, instructor, assistant debate coach, West High School, Iowa City, IA
- COREY RAYBURN**, 2-time NDT participant
- G. DAVID RICHARDSON**, teacher, director of forensics, Westside High School, Omaha, NE; B.S., M.A., University of Nebraska
- BILL RUSSELL**, instructor, assistant debate coach, Dartmouth College; B.A., University of Iowa
- DANA VAVROCH**, teacher, debate coach, Bettendorf High School, Bettendorf, IA; B.A., University of Iowa
- ERNEST WAGNER**, former debater, 3-time NDT participant; B.A. University of Iowa
- MATTHEW WHIPPLE**, teacher and director of forensics, Glenbrook South High School, Glenview, IL; B.A., Northwestern University; M.A. Roosevelt University, Chicago

LINCOLN-DOUGLAS

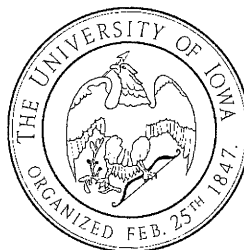
- PATRICIA BAILEY**, former director of forensics, Homewood High School, Birmingham, AL; B.A., Huntington College, M.A., Montevallo College
- ERIC BEERBOHM**, sophomore, Stanford University
- PAM CADY**, director of forensics, Apple Valley High School, Apple Valley, Minnesota; B.S., Southwest State University, M.A., Mankato State University
- CLAIRE CARMAN**, junior, Rice University
- MICHELE COODY**, teacher, director of forensics, St. James School, Montgomery, AL; B.S., Spring Hill, M.A., Auburn
- MARILEE DUKES**, teacher, director of forensics, Vestavia Hills High School, AL; B.A., University of Southern Mississippi, M.A., North Texas
- RENARD FRANCOIS**, law student, George Washington University; B.A., University of Pennsylvania
- GREG GOLDFARB**, freshman, Harvard University
- SETH HALVORSON**, senior, Macalester College, St. Paul, MN
- KANDI KING**, teacher, director of forensics, Tom C. Clark High School, San Antonio, TX; B.A., Incarnate Word College, San Antonio, TX
- JAMES MALLIOS**, senior, Cornell University
- CINDI LA MENDOLA**, teacher, co-director of forensics, Grapevine High School, Grapevine, TX; B.A., M.A., North Texas State University
- ROBERT LEVINSON**, associate director of forensics, Bronx High School of Science, New York, NY; B.A., University of Pennsylvania
- ROSE McCOY**, teacher, director of forensics, Muscatine High School, Muscatine, IA; B.A., Upper Iowa University
- JUSTIN OSOFSKY**, freshman, Harvard University
- LIZ ROGERS**, University of Pennsylvania; LD championships at Glenbrook and Emory's Barkley Forum; numerous awards
- JOHN WOOLLEN**, teacher, director of forensics, Enloe High School, Raleigh, NC; A.B., Wesleyan, M.Ed., Ed.D., University of North Carolina at Greensboro
- DANIEL YAVERBAUM**, physics teacher, Isidore Newman, New Orleans, LA; B.A. in philosophy and physics, Amherst

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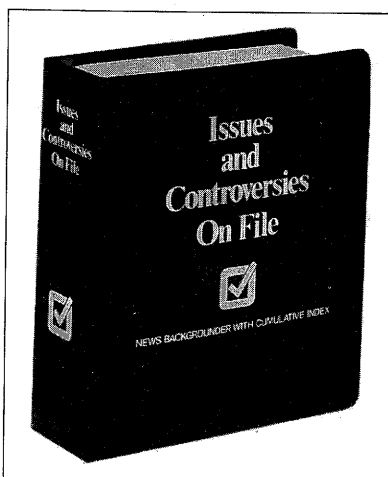
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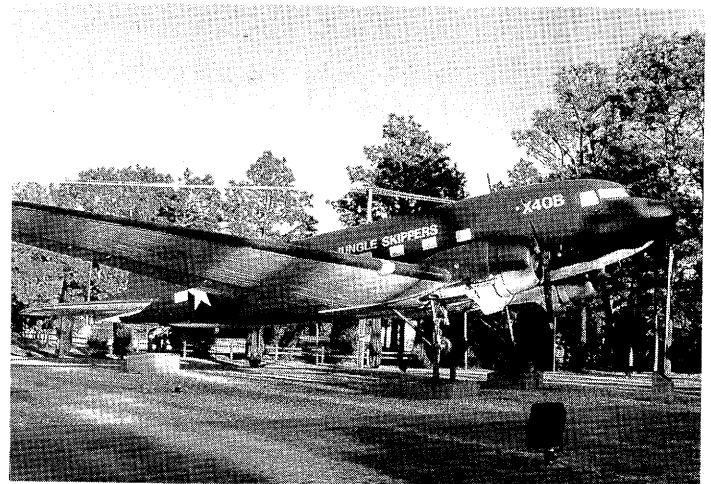
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Museum aircraft displayed at Pope Air Force Base.

'96 TARHEEL NATIONALS: THE MILITARY CONNECTION

by Gerald Paul Alexander

On June 23rd, a guided tour of Fort Bragg, the world's largest military post, will be conducted for National Tournament Participants.

In consideration of this, it seems appropriate to tell our guests something of the its history, composition and mission.

Fort Bragg

For more than half a century, Fort Bragg has had a proud heritage of being home to our nation's finest fighting forces. Known as the "Home of the Airborne," and one of the largest military complexes in the world, Fort Bragg is home to the Army's only airborne corps, elite Special Operation forces, the Army's largest support command and the 82nd Airborne Division. Fort Bragg soldiers are on the move as part of a total Army force. Even now, Fort Bragg soldiers are serving all over the world in such places as Bosnia, the Sinai Desert, and Haiti.

Much like a large city, Fort Bragg has its own elementary and middle schools, shopping malls, medical facilities, housing, and churches. Almost every type of recreation and athletics is available. Golf courses, pools, lakes, bowling lanes, hunting fields, craft shops and more are all located on the military reservation.

Military Units

XVIII Airborne Corps: Today, the corps not only exercises control over the 82nd Airborne Division, 1st Corps Support Command and other corps artillery, signal, intelligence, medical, and support units at Fort Bragg, but it also controls three other divisions, an armored cavalry regiment and an air defense artillery brigade at Fort Drum, New York; Fort Stewart, Georgia; and Fort Polk, Louisiana.

82nd Airborne Division: As the largest parachute force in the free world, the "All-Americans" are trained to deploy anywhere, at any time, to fight upon arrival and to win.

The 82nd began in World War I without parachutes as an infantry division. At the beginning of World War II the division was designated an airborne division and conducted four combat parachute jumps. From cook to computer operator, from infantryman to engineer, every soldier in the 82nd is parachute qualified. Almost

every piece of divisional combat equipment can be dropped by parachute onto the field of battle.

Since World War II, elements of the 82nd have served in the Dominican Republic, Vietnam, Grenada, Panama, Iraq, Somalia, the Sinai Desert, Haiti, and now Bosnia. It is appropriate that the multi-laned freeway that runs through Fort Bragg and Fayetteville is named the All-American Expressway.

1st Corps Support Command: Fort Bragg's second largest command, and the Army's only contingency support command, can provide essential combat service support for a single division or an entire corps of more than 90,000 soldiers plus the equipment.

U.S. Army Parachute Team: Fort Bragg is the home of the world-famous Golden Knights, winners of more national and international honors than any other team, military or civilian, in the history of parachuting.

In addition to their accomplishments in competition, the Golden Knights have presented more than 7,000 live free-fall parachuting demonstrations since their organization in 1959.

U.S. Army Special Operations Command: USASOC is the Army component of the United States Special Operations Command, a unified command out of MacDill Air Force Base, Florida. The special operations forces controlled by USASOC are all active and reserve Special Forces (Green Berets), Rangers, Special Operations Aviation, Civil Affairs and Psychological Operations.

John F. Kennedy Special Warfare Center and School: This school has the responsibility for training all special operations soldiers in their unique skills. In addition to the development of Special Forces, Civil Affairs and Psychological Operations personnel, the school also provides training in military free-fall parachuting, underwater operations and international studies. I had the privilege of teaching persuasive communications at this school and its predecessor, the Institute For Military Assistance, for a number of years.

Museums

As you tour this military reservation of over 200 square miles you will see the 82nd Airborne Museum containing memorabilia from World War

II to the present. You will also see the John F. Kennedy Special Warfare Museum, containing items and displays tracing the entire spectrum of unconventional warfare from Roger's Rangers in the 18th century to the present day. You will see the Special Operations Memorial Plaza with the renowned statue of the Green Beret soldier, affectionately called "Bronze Bruce" by those who know him well. The statue honors special operations soldiers, past and present. I remember that shortly after the statue was dedicated, the Army authorized the wearing of the red beret for all airborne assigned soldiers other than Special Forces who, of course, wore the green beret. The morning after the authorization, the duty officer awoke to discover that "Bronze Bruce" was sporting a painted red beret. A work detail immediately scrubbed the paint from the statue. However, to this day, no one knows the names of the vandals.

Pope Air Force Base

Pope has played a leading role in the development of U.S. air power. Pope's mission ranges from providing airlift and close air support to American armed forces to supporting humanitarian missions worldwide. The 23rd Composite Wing consists of A-10, C-130, and F-16 aircraft designed to support the rapid deployment of ready reaction forces such as the 82nd Airborne Division. Pope Air Force Base is contiguous to Fort Bragg.

Acknowledgment

Rich in tradition, honor and support, Fort Bragg and Pope Air Force Base will always share a special place in our hearts and be valuable partners for the future.

The support and materials provided by the Fort Bragg/XVIII Airborne Corps Public Affairs Office is gratefully acknowledged.

(Mr. Alexander is a retired Lieutenant Colonel from the U.S. Army, a retired civilian employee of Fort Bragg, and the retired speech and debate coach from Fayetteville's Westover High School.)

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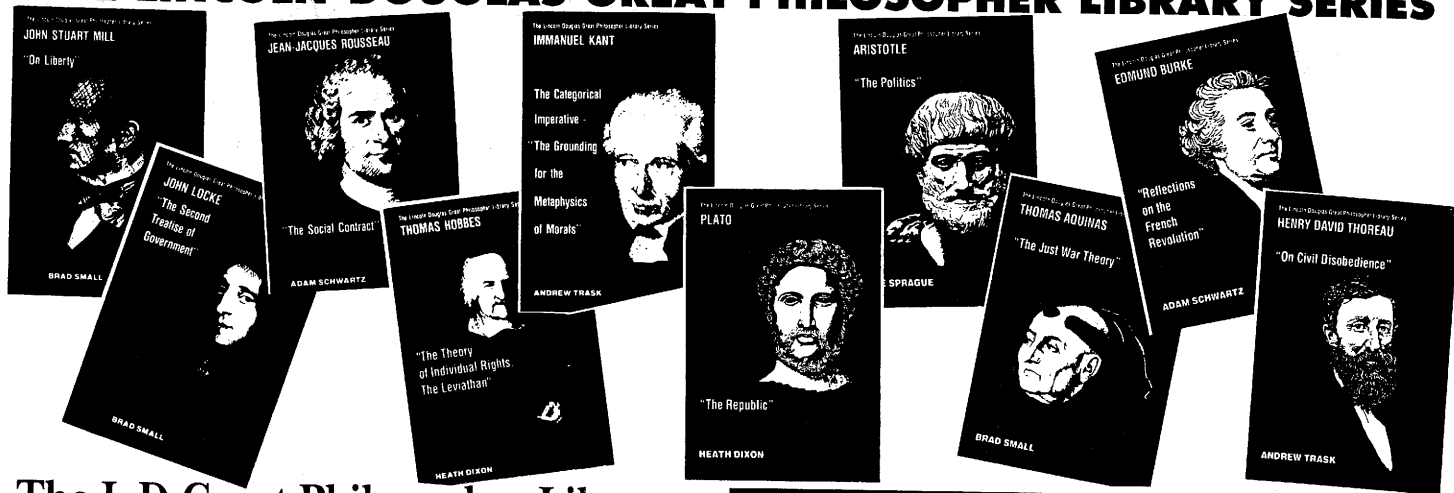
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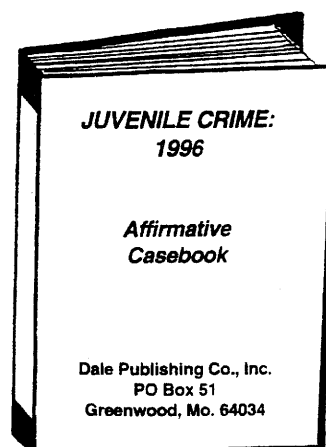
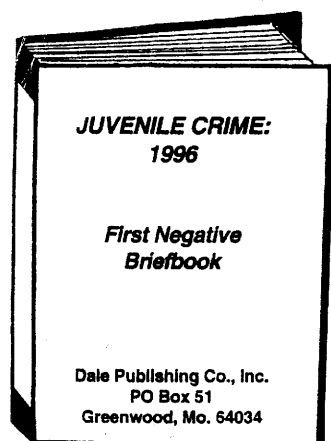
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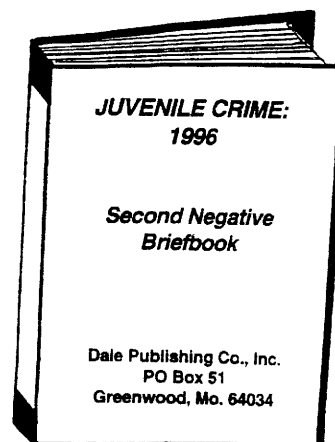
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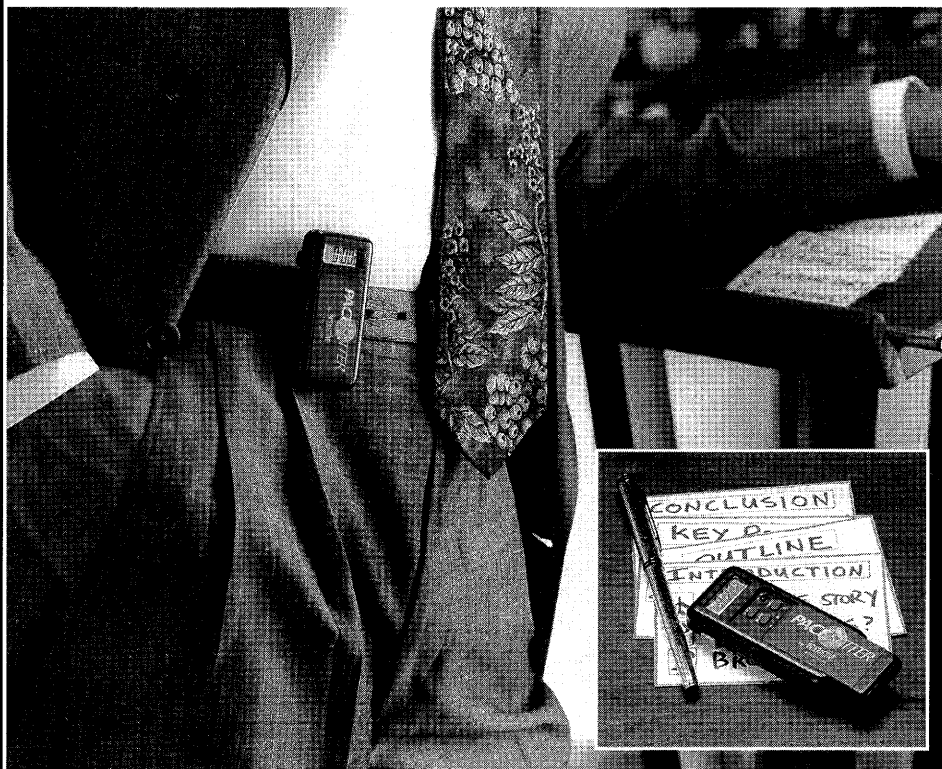
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 Jon Reilly & Travis Bruner, Bozeman
 Duo Interp --
 James Homer & Jason Lindeman, Great Falls-
 Russell
 Rob Agostinelli & Glenna Stanger, Billings
 West
 OO --
 Andrea Booth, Billings Senior
 Cody Evans, Great Falls-Russell
 U.S. Extemp --
 Quinn Emmett, Great Falls
 Andrea Irey, Bozeman
 Foreign Extemp --
 Brandon Whearty, Helena
 Terrill Paterson, Bozeman
 DI --
 Leah Stabio, Skyview
 Erin Connolly, Skyview
 HI --
 Andrew Brucker, Great Falls-Russell
 Samantha Dunn, Skyview
 L/D --
 Zach Pincus, Bozeman
 Keera Allendorf, Missoula Hellgate
 Megan Jennings, Bozeman
 Plaque - Bozeman
 Trophy - Billings West

Western Ohio

DEBATE --
 Matt Runkle & Ben Runkle, Dayton Oakwood
 Brian Loh & Phil Miller, Sylvania Northview
 Duo Interp --
 Gretchen Neidert & Asma Rafeeq, Notre Dame
 Academy
 Tara Gall & Benji Denlinger, Brookville
 OO --
 Ashley B. Sustae, Findlay
 Kate Lowry, Centerville

U.S. Extemp --

Jeff Moe, Brookville
 Martha Tzou, Centerville
 Foreign Extemp --
 David Simon, Centerville
 Jason Miller, Dayton Oakwood
 DI --
 Rachna Mahambrey, Centerville
 Ashley B. Sustae, Findlay
 HI --
 Chris Salamone, Dayton Oakwood
 Ryan Cutlip, Centerville
 L/D --
 Sharif Jacob, Toledo Central Catholic
 Jeff Houser, Centerville
 Plaque - Centerville
 Trophy - Sylvania Southview

Georgia Southern Peach

DEBATE --
 Glen Payne & Geoff Carroll, Carrollton
 Stephen Wicks & Vasile Stanesco, Northside
 Cylene Covey & Eric Zampol, Woodward
 Academy
 Duo Interp --
 Stephanie Maegar & John Ball, Glynn Acad-
 emy
 Jenny Newell & Megan McCann, Jordan
 OO --
 Adam Borenstein, Woodward Academy
 Frank Glover, Woodward Academy
 U.S. Extemp --
 Mindy Newman, Woodward Academy
 Larissa Warner, Carrollton
 Foreign Extemp --
 Geoff Carroll, Carrollton
 Mi Lee, Woodward Academy
 DI --
 Larissa Warner, Carrollton
 Michelle Mason, Pike County
 HI --
 Michael Gay, Thomas County Central
 Kimberly Cooney, Thomas County Central
 L/D --
 Mindy Newman, Woodward Academy
 James R. Nipper, Coffee County
 Plaque - Woodward Academy
 Trophy - Lee County

Rushmore

DEBATE --
 Andy Lapp & Pat Munson, Sioux Falls Lincoln
 Craig Hunter & Jason Nord, Rapid City Stevens
 Robert Hodgson & Paul Leistra, Sioux Falls
 Washington
 Duo Interp --
 Jennifer Dempster & Scott Aberson, Sioux
 Falls Lincoln
 Lamont Brown & Jacqueline Garry, Sioux Falls
 O'Gorman
 OO --
 Marie Tornberg, Beresford
 Taryn Koball, Sioux Falls Roosevelt
 U.S. Extemp --
 Craig Hunter, Rapid City Stevens
 Andy Lapp, Sioux Falls Lincoln
 Foreign Extemp --
 Robert Hodgson, Sioux Falls Washington
 Marie Tornberg, Beresford
 DI --
 Heather Coburn, Rapid City Stevens
 Jeremy Stansbury, Sioux Falls Washington
 HI --
 Tony Kutayli, Sioux Falls O'Gorman
 Matt Stolp, Sioux Falls Lincoln
 L/D --
 Joslyn Snow, Sioux Falls Roosevelt
 Jeremy Pokela, Sioux Falls Lincoln
 Plaque - Sioux Falls Lincoln
 Trophy - Rapid City Central

North Georgia Mountain

DEBATE --
 Kristen Looney & Meredith Stein, Snellville-
 Brookwood
 J. R. Richertson & Paschall Brooks, West-
 minster
 Brian Connerat & Misti Hewatt, South Gwinnett
 Duo Interp --
 Maggie Gallant & Matthew Guard, West-
 minster
 OO --
 Alisha Bryan, Grady
 Adam Hardigree, Brookwood
 U.S. Extemp --
 Whitney Cook, Milton
 Frank Martin, Grady
 Foreign Extemp --
 Tom Howe, Westminster

Hank Willson, Grady

DI --
 Carrie Jedlicka, South Gwinnett
 Mary Carmichael, Gainesville
 HI --
 Adam Hardigree, Brookwood
 Becky Matthews, Ridgeland
 L/D --
 Michael Pettenato, Westminster
 Haley Berryman, Central Gwinnett
 Plaque -- Westminster
 Trophy -- Snellville-Brookwood

Eastern Ohio

DEBATE --
 Katie Lavelle & Bina Venkataraman, Wooster
 Andrew Lonsway & Yod Sawamiphakdi, Jack-
 son
 Ryon Allen & Olivia Paris, Central Catholic
 Duo Interp --
 Julie Stitzel & Rick Baker, Wadsworth
 Brad Rhodes & Joseph Zoller, Wooster
 OO --
 Duane Young, Copley
 Joe Lamancusa, North Canton-Hoover
 U.S. Extemp --
 Joshua Boak, Canton GlenOak
 Dan Hungerman, Copley
 Foreign Extemp --
 Carolyn Welshhans, Wooster
 Greg Siegfried, Canton-GlenOak
 DI --
 Todd Cooper, Perry
 Kevin Miller, Carrollton
 Jamie Kershner, Canton-GlenOak
 HI --
 John Tisevich, Perry
 Ayler Balsat, Wooster
 L/D --
 Preston Haley, Stow-Munroe Falls
 Thom Cantey, Wooster
 Crystal Patterson, Perry
 Plaque -- Wooster
 Trophy -- Louisville

Western Washington

DEBATE --
 Steven Kurlie & Paul Jensen, Auburn Sr.
 Sean Culver & Zach Anderson, Puyallup
 Duo Interp --
 Therese M. Tucker & Christine M. Pyne, Fed-
 eral Way
 OO --
 Lora E. Park, Federal Way
 Jennie Park, Federal Way
 U.S. Extemp --
 Matthew L. Case, Federal Way
 Shaun Halder, Federal Way
 Foreign Extemp --
 Jennifer Pohl, Franklin Pierce
 Angela M. Chung, Federal Way
 DI --
 Naria D. Kim, Federal Way
 HI --
 Martin Balcaitis, John Rogers
 David Martin, Gig Harbor
 L/D --
 Matthew L. Case, Federal Way
 Michael P. Madden Auburn Sr.
 Plaque -- John Rogers
 Trophy -- Franklin Pierce

Utah Sundance

DEBATE --
 Michelle Salisbury & Eric Taylor, Mountain
 View
 Ryan Teeples & Jennifer Seegmiller, Orem
 Jeffrey Merchant & Emily MacDonald, Jordan
 Duo Interp --
 T. J. Tranchell & Heather Peterson, Payson
 OO --
 McKenzie Reid, Alta
 Annie Trotter, Mountain View
 U.S. Extemp --
 Corey Christiansen, Alta
 Michelle Salisbury, Mountain View
 Foreign Extemp --
 Adam Bevis, Alta
 John Morley, Jordan
 DI --
 Abranda Mudd, Bingham
 HI --
 Eric Armstrong, Hillcrest
 L/D --
 Rosemary S. Gray, Alta
 Adam Darowski, Mountain View
 Regan Calder, Alta
 Plaque -- Alta
 Trophy -- Hillcrest

New York City

DEBATE --
 Jon P. Lupo & Philip Kerpen, Stuyvesant
 Seth Andrew & Nora Creedon, Bronx HS of
 Science
 Duo Interp --
 Jacklyn Brot & Kenneth Lin, Syosset
 Alex Meyer & John Gugliuzza, Regis
 OO --
 Kevin Cooney, Chaminade
 Kayan Clarke, Bronx HS of Science
 U.S. Extemp --
 Peter Moskowitz, Roslyn
 Lauren Visco, St. Joseph Hill
 Sergio Villegas, Regis
 Foreign Extemp --
 Daniel Habib, Regis
 Jeffrey Dorfman, Syosset
 DI --
 Heather Simon, Syosset
 Matthew Gnolfo, Regis
 HI --
 Kristin Savarese, St. Joseph Hill
 Lucia Darino, Stuyvesant
 L/D --
 Matthew Larsen, Regis
 David Azoulay, Stuyvesant
 Plaque -- Regis
 Trophy -- Stuyvesant

West Virginia

Duo Interp --
 Olivia A. Hope & Emily M. Jones, Point Pleas-
 ant
 OO --
 Beth A. Stewart, Point Pleasant
 U.S. Extemp --
 Steven R. Ruby, Duval
 Foreign Extemp --
 Paula M. Taylor, Duval
 DI --
 Vanessa N. Williamson, Point Pleasant
 HI --
 Noah J. Absten, Point Pleasant
 L/D --
 Steven R. Ruby, Duval
 Plaque -- Point Pleasant
 Trophy -- Huntington East

Mississippi

DEBATE --
 Katie Saliba & Kristin Zippie, Hattiesburg
 Duo Interp --
 Rashad Naylor & Veronica Lockett, Hattiesburg
 Rebecca Harvey & Quincy Jackson, Byram
 Attendance Center
 OO --
 Brett Harvey, Byram Attendance Center
 Cara Rhodes, Hattiesburg
 U.S. Extemp --
 Christine Varnado, Hattiesburg
 Sarah Mullis, Watkins
 Foreign Extemp --
 Ursula Price, Clinton
 Susan Zimmerman, Hattiesburg
 DI --
 Sheretha Jones, Watkins
 Mary E. Ellis, Watkins
 HI --
 Sarah Hyde, Hattiesburg
 Sara Gardner, Hattiesburg
 L/D --
 Christiana Sugg, Hattiesburg
 Ursula Price, Clinton
 Plaque -- Hattiesburg
 Trophy -- Hattiesburg

Pennsylvania

DEBATE --
 Steven Millward & Joshua Sekoski, Belle
 Vernon Area
 Cecilia Dickson & Gretchen Dickson, Greater
 Latrobe
 Duo Interp --
 Matthew Leckman & Jessica Sturkie, McKeesport Area
 Jennifer Apicella & William Chisnell, Uniontown
 Area
 OO --
 Bethany Dulis, Trinity
 J. R. Malena, Belle Vernon Area
 U.S. Extemp --
 Brian Nagy, Belle Vernon Area
 Steven Millward, Belle Vernon Area
 Foreign Extemp --
 Andrew Brown, Franklin Regional
 Geoffrey Baron, Belle Vernon Area

DI --
Mandi Livengood, Uniontown Area
Tony Aloise, Greensburg Salem

HI --
Nathan Rossi, Uniontown Area
Margaret Georgiana, Uniontown Area

L/D --
Jolene Rothrauff, Norwin
Lynze Fox, Norwin

Plaque -- Belle Vernon Area
Trophy -- Greater Latrobe

Western Iowa
DEBATE --
Chris Pallanch & Chad Augustine, Bishop Heelan
Jennifer Rowe & Debby Sundquist, Bishop Heelan

Duo Interp --
Valerie Krugler & Avanti Pradhan, West Des Moines Valley

OO --
Sarah Horvath, West Des Moines Valley
Karl Miller, West Des Moines Valley

U.S. Extemp --
Brian Fletcher, West Des Moines Valley
Ariel Simon, West Des Moines Valley

Foreign Extemp --
Courtney Baletine, West Des Moines Valley

DI --
Colette Johnson, Council Bluffs Lincoln
Shawna Becker, Council Bluffs Lincoln

HI --
Karl Miller, West Des Moines Valley
D. J. Marks, West Des Moines Valley

L/D --
Paul Tevis, Roosevelt
Matthew Kilby, Kuemper

Plaque -- Bishop Heelan
Trophy -- Council Bluffs Lincoln

Utah Wasatch
DEBATE --
Jaclyn Thomas & Jared Fields, Bountiful
Jason Steorts & Alisa Cox, Bountiful

Duo Interp --
Dolly Pratt & Amy Bailey, Ogden Ben Lomond

OO --
Christopher W. Wood, Northridge
Bryon Conner, Layton

U.S. Extemp --
Jason Steorts, Bountiful
Daniel Simpson, Layton

Foreign Extemp --
Karin Bennett, Clearfield
Kami Schvaneveldt, Bountiful

DI --
Chante Wouden, Box Elder
Genesis E. Speer, Bear River

HI --
David Dick, Bountiful
Linda Jensen, Roy

L/D --
Sam Dixon, Layton
Bryan Hickman, Layton

Plaque -- Bountiful
Trophy -- Skyview

Tennessee
DEBATE --
T. Eddie Sisk & Michael Risen, Montgomery Bell Academy
Robert Ross & Jack Troutt, Montgomery Bell Academy

Duo Interp --
Preetha Mani & Ginger Finney, Dickson Co
Leigh Caudill & Erin Partin, Farragut

OO --
Kun Tae Park, McCallie
Preetha Mani, Dickson Co

U.S. Extemp --
David Armillei, Battle Ground Academy
Lauren Grayson, Collierville

Foreign Extemp --
Jennifer E. Pugh, McGavock
Lee Hampton, Montgomery Bell Academy

DI --
Alicia Haymer, Overton
Keith Tomlin, Gallatin
Maggie Hammond, St. Cecilia Academy

HI --
Jason M. Beach, Collierville
Mike Abbott, Morristown West

L/D --
David Armillei, Battle Ground Academy
Angela Hoover, Franklin

Plaque -- Montgomery Bell Academy
Trophy -- Battle Ground Academy

Deep South
DEBATE --
Rick Wedell & Tucker Brown, Mountain Brook
David Vinson & Enslen Lamberth, Mountain

Brook

Duo Interp --
John McWilliams & Chris Fiumara, Montgomery Academy
Joe S. Borden & Stacy Dacheux, Vestavia Hills

OO --
Kate Gorman, Decatur
Leslie Neeland, Montgomery Academy

U.S. Extemp --
Emily Baggett, Decatur
Nathan Foy, St. James

Foreign Extemp --
Jonathan Carr, St. James
Lori Calvasina, Montgomery Academy

DI --
Jamey Boozer, Hillcrest
Paige White, Sidney Lanier

HI --
Bert Steindorff, Montgomery Academy
Amanda Beshears, St. James

L/D --
Lori Calvasina, Montgomery Academy
Jonathan Carr, St. James
Michelle Myers, Vestavia Hill

Plaque -- Mountain Brook
Trophy -- St. James

Northern South Dakota
DEBATE --
John Hurney & Nick Reisch, Watertown
Ann Fishback & Tim Carlson, Brookings
Bobby Saxena & John Funchion, Brookings

Duo Interp --
Kristin Wilde & Travis Stanton, Watertown

OO --
David Wake, Brookings
John Hurney, Watertown

U.S. Extemp --
Rebecca White, Madison
Steve Noess, Mitchell

Foreign Extemp --
Ann Fishback, Brookings
Mike Glover, Watertown

DI --
Marwa Hassoun, Brookings
Mitch Hess, Watertown

HI --
Mindy Brunmaier, Aberdeen
Mike Raabe, Watertown

L/D --
Joshua Knight, Deuel
Stac A. Bare, Brookings

Plaque -- Brookings
Trophy -- Brookings

Show Me
DEBATE --
Troy Payne & Wes Langford, Raytown
Matt Good & Todd Kennedy, Lee's Summit
Andy Atkins & Justin Stanley, Blue Springs

Duo Interp --
Kristy Thomas & Tony Wheeler, Hickman Mills
Maggie Bower & Neil Hatton, Blue Springs South

OO --
Lori K. Kays, Raytown South
Todd Kennedy, Lee's Summit

U.S. Extemp --
Matt Good, Lee's Summit
Chris Elders, Raytown South

Foreign Extemp --
Kellie Branson, Raytown
Adam Fisk, Lee's Summit

DI --
Andre Byers, Hickman Mills
Tim Fendler, Rockhurst

HI --
Roger Barbieri, Rockhurst
John John, Lee's Summit

L/D --
Chris Elders, Raytown South
Kathryn Brown, Lee's Summit

Plaque -- Lee's Summit
Trophy -- Raytown South

Nebraska South
DEBATE --
Matt England & Jennifer Erickson, Lincoln Southeast
David Kush & Liz Quinlan, Omaha Westside

Duo Interp --
Jonathan C. Miller & Melanie Lampe, Papillion-LaVista
Ryan Syrek & Tony Manna, Millard South

OO --
Angela Smith, Papillion-LaVista
Rebecca Dankleff, Elmwood-Murdock

U.S. Extemp --
Alicia Hancock, Lincoln East
John D. Dunn, Bellevue East

Foreign Extemp --
Hal Hanson, Lincoln
Apu Chakraborty, Lincoln East

DI --
Jody Christopherson, Millard South
Megan Coulter, Lincoln East

HI --
Ryan Marple, Lincoln East
Allison Breed, Lincoln East

L/D --
Emily Bennett, Hastings Sr.
John D. Dunn, Bellevue East
Julie Grohmann, Millard South

Plaque -- Omaha Westside
Trophy -- Lincoln Southeast

West Texas
DEBATE --
Ann D. Cohen & Daniela Dwyer, Loretto Academy
Nelia Padilla & Adrian J. Rodriguez, Eastwood

Duo Interp --
Morgan Aboud & Christopher Prentice, El Paso-Coronado

OO --
Freddie Nevarez, El Paso-Del Valle
Natasha Porterfield, Hanks

U.S. Extemp --
Luis O. Figueroa, El Paso-Cathedral
Gabriel Vasquez, Parkland

Foreign Extemp --
Eddie Gutierrez, El Paso-Del Valle
Nelia Padilla, Eastwood

DI --
Natasha Porterfield, Hanks
Laura Braden, Loretto Academy

HI --
Ashley Lucas, Loretto Academy
Nick Johnson, St. Clement Episcopal

L/D --
Luis O. Figueroa, El Paso-Cathedral
Alvaro D. Soria, El Paso-Cathedral

Plaque -- El Paso-Cathedral
Trophy -- Hanks

Eastern Oklahoma
DEBATE --
Richard Glover & Shawn Watts, Charles Page
Chris Jones & Matt Wetmore, Tulsa-Union

Duo Interp --
Neal Bandyopadhyay & Michael Thambuswamy, Jenks
Melissa Enochs & Samantha Sierkowski, Tulsa-Washington

OO --
Derrick Thomas, Tulsa-Washington
Amanda Oliveros, Sapulpa
Peter Story, Jenks

U.S. Extemp --
George T. Bynum, Cascia Hall
Ajay Gupta, Jenks
Charles Sexson, Jenks

Foreign Extemp --
Kevin Gray, Tulsa-Washington
Ben Geffen, Tulsa-Washington
John Lomax, Miami

DI --
Victor Latimer, Tulsa-Washington
Derrick Thomas, Tulsa-Washington
Sariah Fair, Muldrow

HI --
Ren-Janette Lee, Muskogee
Melanie Eubanks, Stilwell
Max L. McKenzie, Pawhuska

L/D --
Charles Sexson, Jenks
Sloan Callen, Jenks
Ajay Gupta, Jenks

Plaque -- Jenks
Trophy -- Seminole

East Texas
DEBATE --
Kim Sikora & Jeffrey McNabb, Taylor
Arif Mawji & Brian Rosenthal, The Kinkaid School
Soham Naik & Hyder Kazimi, Dulles

Duo Interp --
Kelly Cooper & Kelli Roosth, The Kinkaid School
Lindsey Trott & Daniel Desimore, McCullough

OO --
Maya Burykovsky, The Kinkaid School
Kelly Cooper, The Kinkaid School
Anjan Choudhury, Taylor

U.S. Extemp --
Winthrop Hayes, Klein
Jim Hawkins, Dulles
Robert Gratzler, Taylor

Foreign Extemp --
Anjan Choudhury, Taylor
Shawn Rabin, Klein
Vik Kalra, Alief Hastings

DI --
Rosalind Rolls, The Kinkaid School
Maya Burykovsky, The Kinkaid School

Brandon Brunson, Spring

HI --
Eric Ladin, The Kinkaid School
Emily Frankovich, Klein

L/D --
Winthrop Hayes, Klein
Shawn Rabin, Klein
Stephen Myers, Klein

Plaque -- Klein
Trophy -- Alief Hastings

East Missouri
DEBATE --
Melinda Williams & Susan Manuel, Parkway South
Bryan K. Blackford & Laura Beamer, Ritenour
Matt Oglander & Nick Admussen, Clayton

Duo Interp --
Eleanore Gutwein & John M. Hobson, Claytor
Angie Feldman & John Metz, Horton Watkins

OO --
Stephanie Lewandowski, Parkway West
Susan Manuel, Parkway South

U.S. Extemp --
Laura Beamer, Ritenour
Kendra Thomas, Jefferson City
Bryan K. Blackford, Ritenour

Foreign Extemp --
Gary Chyl, Pattonville
Joe Altepeter, Oakville

DI --
Vanessa Willetts, Marquette
Margaux Page, Pattonville

HI --
Richard Glatz, Parkway South
Emily Neiman, Clayton

L/D --
Joe Altepeter, Oakville
Gary Chyl, Pattonville
Adam Loewy, Horton Watkins

Plaque -- Horton Watkins
Trophy -- Horton Watkins

Northern Illinois
DEBATE --
Raj Ghoshal & Kathy Konieczny, Maine East
Michael Kramer & Ari S. Meltzer, Glenbrook North
Lawrence Heftman & Adam Hurder, Glenbrook North

Duo Interp --
Jaime Hara & Meg Griffiths, Glenbrook South
Laura Shepherd & Lauren Golanaty, New Trier

OO --
Stephanie Sideman, Glenbrook North
Catherine Calhoun, Woodlands

U.S. Extemp --
Dustin Burke, Glenbard West
Laurel Felt, Glenbrook South

Foreign Extemp --
Catherine Potter, Glenbrook North
Robert Fredona, Fenwick

DI --
Sherrie Palkovic, Glenbard West
Jonathan Risk, Glenbrook North

HI --
Eli Schmidt, Glenbrook South
Paul Dome, Glenbard West

L/D --
Stephanie Kaplan, Wheeling
Bennett Nason, Barrington
Catherine Spector, New Trier

Plaque -- New Trier
Trophy -- Glenbrook North

South Oregon
DEBATE --
Jennifer Scott & Phoebe Seligman, Ashland
Maija Cirulis & Kelsey Kent, North Bend

Duo Interp --
Karen Jorgensen & Michael Breathwaite, Ashland
Ruth Berger & Emily Eismann, Ashland

OO --
Noel Chavez, North Valley
Sarah Drescher, Ashland

U.S. Extemp --
Paul Bruch, North Medford
Maija Cirulis, North Bend

Foreign Extemp --
Mat Marr, Ashland
Erin Wilson, Grants Pass

DI --
Christer Ward, Ashland
Rachel Romberg, Ashland

HI --
Tara Sakraida, North Medford
Diana Hickman, Mountain View

L/D --
Jonah Henderson, Sheldon
Sage Weil, Ashland

Plaque -- Ashland
Trophy -- Eagle Point

B A Y L O R

60TH ANNUAL SUMMER DEBATERS' WORKSHOP

2 Sessions: June 16-June 29, 1996 and July 21-August 3, 1996

Outstanding Tradition: Baylor's outstanding debate reputation included winning the National Debate Tournament twice in the past eight years, in another of those eight years, Baylor finished second.

Outstanding Resources: Baylor's library resources on this year's topic are the best you will find. We have purchased hundreds of 1996 books directly from the publishers.

Outstanding Faculty: Baylor's nationally prominent faculty includes Karla Leeper, Jon Bruschke, Lee Polk, William English, Josh Zive, Bill Trapani, Ryan Galloway, John Fritch, Rod Phares, Heath Dixon, Jay Hudkins and many other champion debaters and coaches.

Outstanding Curriculum: The policy debate workshop emphasizes skills of refutation, extensive analysis of the topic and contemporary debate theory, briefs specific to the 1996-97 topic, and numerous practice debates and speeches. Classes are offered at the championship, experienced and novice levels. The Lincoln-Douglas workshop includes lectures by the top L/D theorists, superior instruction in the techniques of L/D debate and in analyzing values and value propositions, lectures by leading professors of philosophy, briefs on a variety of values and value propositions, and many practice debates.

Outstanding Opportunity: Again this summer in both the Lincoln-Douglas and Policy Workshops is a special opportunity for students who have extensive varsity L/D or policy experience. Enrollment in these sections is limited and by application only.

Outstanding Value: Our low cost includes ALL costs of tuition, room and board in air-conditioned dorms, photocopying briefs, and a variety of handbooks.

Outstanding Teachers' Program: Our Teachers' Workshop provides 3 hours of graduate or undergraduate level credit and credit for advanced academic training and provides teachers with valuable information and tools to use in building and managing a complete forensics program. NOTE: A limited number of full scholarships will be available to new debate coaches from the National Forensic League's Phillips Petroleum Grant.



For more information write to: (or call 817-755-1621)

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Dept. of Communication Studies

P.O. Box 97368

Baylor University

Waco, TX 76798-7368

Presenting the 1996

NATIONAL COACHING INSTITUTE

As trends continue to evolve and change, numerous coaches from across the country have realized the need for a **NATIONAL COACHING INSTITUTE**.

The premise is simple: bring together some of the finest Speech and Debate coaches in the nation to promote "the greatest amount of good for the greatest number of people" on the Forensics circuit. This not-for-profit workshop will offer training seminars in the following events:

Workshop I. **Lincoln-Douglas Debate** -- taught by Tucker Curtis and Dale McCall

Workshop II. **Interpretation** -- taught by Tony Figliola
Extemporaneous -- taught by Fr. John Sawicki, CSSp
Oratory -- taught by Figliola & Sawicki

The Director of the NCI will be Tucker Curtis.

Coaches must enroll in either Workshop I or Workshop II; however, crossover training within Workshop II is possible and encouraged (at no extra charge). A limited amount of crossover between I & II is also possible for experienced coaches who are looking to refine their skills and/or add to their existing coaching repertoire. *Each workshop will provide coaches with the knowledge they need to effectively teach students the art of Speech and Debate, in either the area of Lincoln-Douglas Debate or in the Individual Events.*

Location, Fees, and other Pragmatics

The National Coaching Institute will be held on the campus of Nova Southeastern University (home of the Florida Forensic Institute). It will be part of the newly formed "Super-Nova Summer Programs," a grant-based series of events designed to enhance the arts and sciences for high school students and teachers. The dates of the institute will be Monday, July 22 to Friday, July 26. Classes will run from 9AM to 5PM, with some evening classes at the hotel at the instructors discretion.

Graduate credit is available for teachers working toward certification (additional tuition fees apply). Those not seeking graduate credit will receive any documentation necessary to fulfill local school district requirements for advancement, e.g., in-service hours, in-field course-work, etc.

Tuition for the NCI will be **\$250**. It includes all NCI materials and supplies (too numerous to list!). Those students who wish to enroll in the NSU course will, in addition, pay the standard NSU Graduate hour fee of \$165 per credit hour (from 1 to 6 hours are available).

Room and "limited board" will be provided by the Rolling Hills Conference Center & Country Club. The double occupancy room and board plan will cost **\$195**. Lunch will be provided each day; however, breakfast and dinner will be each individual's responsibility. (There are several options available). All roommate requests will be honored. Single rooms are available for an addition charge of \$125. **PLEASE REALIZE THAT YOU WILL BE STAYING AT A FULL SERVICE HOTEL.** Color cable TV, telephones, in-room movies, and daily maid service will be provided. In addition, all the facility's amenities are available, including 36 hole golf course, tennis courts, swimming pool, etc.

**For more information regarding the NCI, please feel free to contact
Brent or Kristin Pesola at 1-800-458-8724 or 954-475-7660**

The 1996

Florida Forensic Institute

A Few Highlights

*From the Largest & Fastest Growing
All-Events Institute in the United States*

Lincoln-Douglas Debate

The L-D workshop at the FFI continues to grow each year in numbers, just as the students leaving the institute have grown in their knowledge of debate. Our highly qualified staff of teachers and lab assistants work with students of all skill levels to enable them to reach their full potential as debaters. Students learn the foundations of philosophy, effective speaking skills and countless debate strategies that continuously place FFI alumni in the final rounds of national tournaments. *Featuring Tucker Curtis, Dale McCall, Lisa Miller, Duane Carr, Jeremy Mallory, and more.*

Duo Interpretation

The FFI offers instruction in **all** of the interpretation events, and we have one of the premiere programs for those interested in Duo Interp--NFL and/or CFL style. FFI instructors collectively have coached more than **10 national finalists** in this event, including several **NATIONAL CHAMPIONS!** Come alone or with your partner to learn from the best! *Featuring Tony Figliola.*

Student Congress

The FFI is one of the few institutes to offer Student Congress as a separate lab. Instructors work with students who are new to the event, as well as highly seasoned competitors who wish to refine their skills. The lab focuses on the essentials of Student Congress theory and practice: ethics, drafting and critiquing legislation, brainstorming, speech writing, parliamentary procedure, congressional argumentation, and, of course, ethical politicking. No one will ever call Congress a "secondary event" again. Additionally, please note that every student in last year's SC lab has qualified for NFL and/or CFL nationals! *Featuring former national champion James Tally.*

Teacher Workshop & National Coaching Institute

These workshops for teachers offer the opportunity for new coaches as well as experienced coaches to enhance their coaching skills. The FFI presents three options; an intensive one-week institute for coaches **only**, a two-week session which runs in conjunction with the FFI, or a combination of the two. Accredited University credit is available. *Featuring top notch staff from the Florida Forensic Institute.*

THE FFI ALSO OFFERS THE FINEST INSTRUCTORS IN THE COUNTRY FOR:

- **Extemporaneous Speaking** (*Featuring Fr. John Sawicki & Mr. Merle Ulery*)
- **Original Oratory** (*Featuring Mr. Bob Marks*)
- **Team Debate** (*Novice & Varsity Labs, with Carmen Adkins, Eric Boberg & Jeff Tompkins*)
- **All Interpretation Events** (*With Tony Figliola, Peter Pober, Casey Garcia, Heather Wellinghusrt, Debbie Simon, David Risley, and more.*)

JOIN THE MOST EXCITING, INTENSIVE, AND REWARDING INSTITUTE IN THE COUNTRY!

Held on the campus of Nova Southeastern University in Ft. Lauderdale, FL

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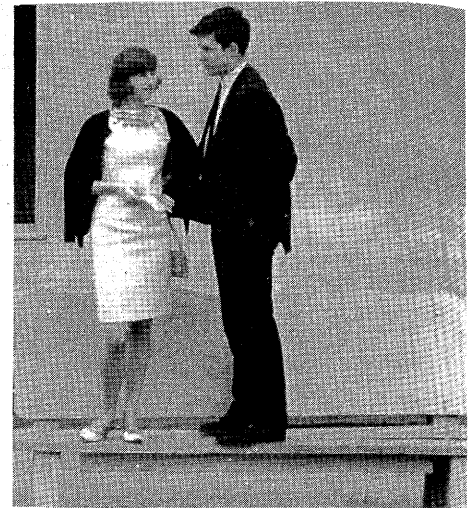
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EMPORIA STATE UNIVERSITY SUMMER DEBATE WORKSHOP June 17 TO July 3, 1996

PURPOSE: To provide high school debaters an opportunity to develop an understanding of the theories and techniques of academic debate and to research thoroughly the 1996/97 national high school debate topic on juvenile crime in the United States.

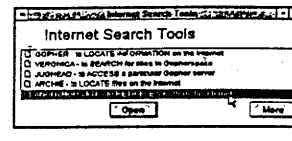
TANGIBLES:

1. Lecture sessions on the 1996/97 debate topic on Juvenile Crime.
2. Comprehensive lecture sessions on debate theories.
3. Individualized work on affirmative and negative case positions.
4. Individualized instruction for advanced and novice debaters.
5. A minimum of six practice debates on the national topic.
6. An eight round tournament on the national topic.
7. Individualized assistance in research on the national topic.
8. Each debater will receive a copy of NDT AFFIRMATIVES and NDT NEGATIVES.
9. Three hours of college course credit.
10. Supervised access to debate office copier.
11. Supervised access to Lexis-Nexis online database.
12. Comprehensive instruction on researching Internet databases.
13. In depth instruction on Kritik & counterplans.

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One, two or three hours of advanced credit.
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Negative case construction on all topic areas
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Special additional focus on Kritik & Counterplans
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Emporia, KS 66801

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I will be in the _____ grade next year.

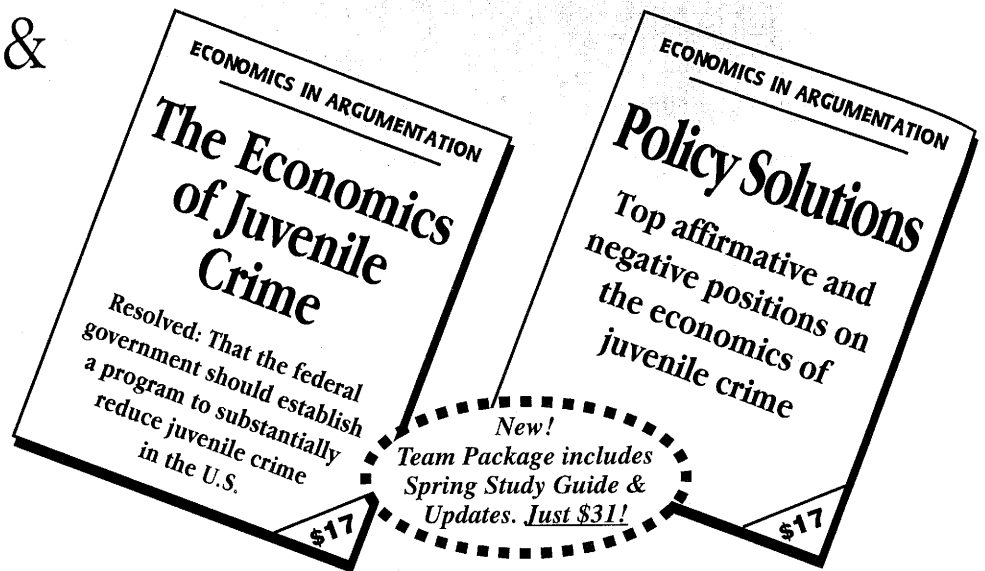
I attend _____ high school

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- ➔ **What Everyone Should Know About Economics & Prosperity** by James Gwartney & Richard Stroup. Included with this 117 page overview of key economic concepts is David Beers' booklet *What Every Debater Should Know About Economics & Prosperity* which shows debaters how to use this book to strengthen their analysis and identify opponents' weaknesses. This edition co-published in 1996 by the Free Enterprise Institute (original edition published in 1993). **Just \$5.**
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22nd Annual Speech Workshop SPEECH – DEBATE – BROADCAST CAMP HIGH SCHOOL – JUNIOR HIGH July 7 –12, 1996

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Division II:	ADVANCED INDIVIDUAL EVENTS	Division VII:	INTERMEDIATE TEAM CX DEBATE
Division III:	BEGINNING LD DEBATE	Division VIII:	ADVANCED TEAM CX DEBATE
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Students can pay a \$45.00 nonrefundable deposit to reserve space in the camp.	

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Gregg Hartney	Charles Page – Tulsa	Intermediate CX Coordinator
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Charlene Bradt	Alva	Janis McNutt	Latta-Ada
Marvin Buben	Duncan	Katrina (Fisher) Mitchell	Houston, MO
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Susan Crabtree	Bartlesville	Sue Moore	Cheyenne
Keith Denslow	Comanche	Joy Morton	Friona, TX
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Randy Hemphill	Norman	Jeanie Wilson	Springtown, TX
Randy Jackson	Maple Park--Kansas City, MO	Doyle Wood	Wichita Falls, TX
Shane Jones	Washington Univ Law School	Sandra Wood	University of Central Oklahoma
James Lester	Talihina	Cosette Wymer	Fairview
Jayne Lynch	Checotah	Vera Yirsa	Grove

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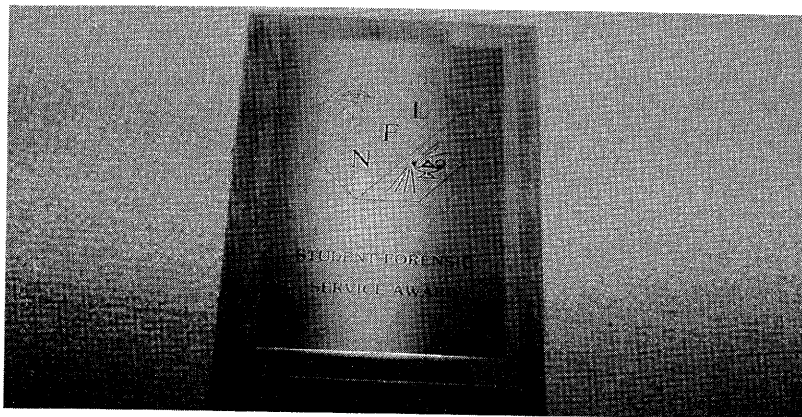
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Steve Adams	Cameron	Shelby McNutt	Garden City, KS

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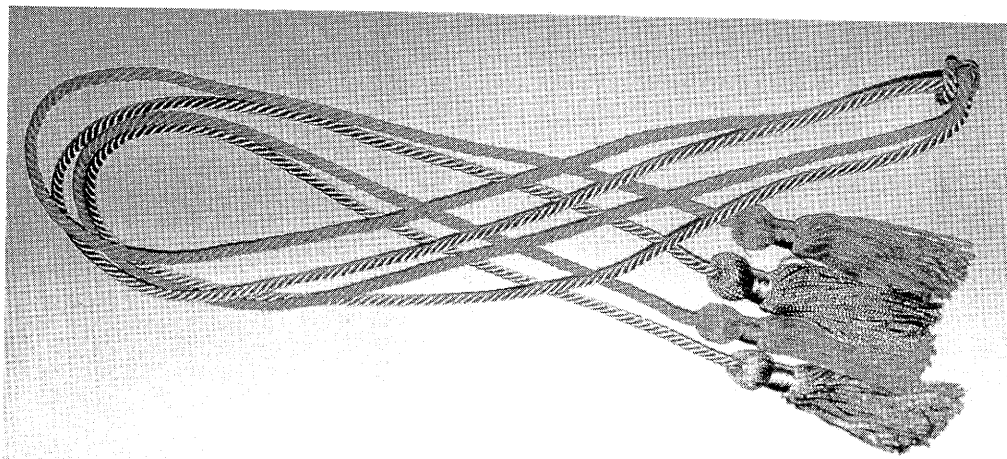


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SINGLE DIAMONDS



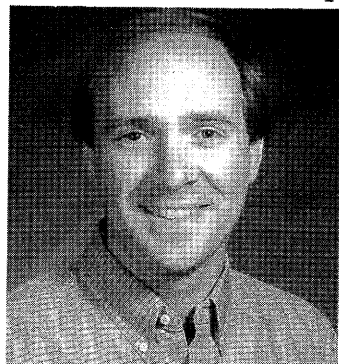
***Robert Galligan**
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***Helen P. Kelley**
Oregon City HS, OR
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***Judith Speer**
Regina Dominican HS, IL
December 27, 1995 1628 points



***Jon Kachelmacher**
Rosemount HS, MN
January 4, 1996 1500 points



***Darlene Dunning**
Republic HS, MO
January 23, 1996 1596 points



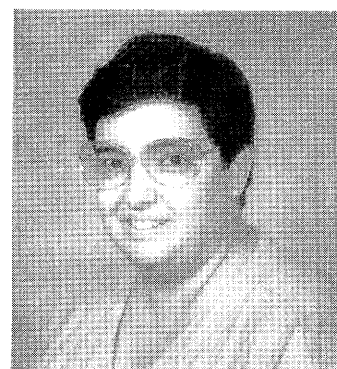
***Sandra Martineau**
Bonita Vista HS, CA
January 23, 1996 1527 points



***Judith Javersak**
Sturges HS, SD
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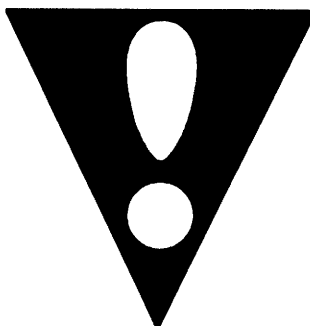
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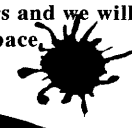
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71.	-10	Deep South	61.88	Vestavia Hills	313
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Samford University's 22nd Summer Forensics Institute 28 July-10 August 1996

Samford University is pleased to announce the dates and staff for our twenty-second annual summer forensics institute. This year we plan to continue to improve the quality of our Lincoln-Douglas, Policy, and Individual Events offerings.

At Samford University we are firmly committed to offering students the greatest value for their money. We carefully maintain a **7:1 student-faculty ratio**. All of our staff are seasoned **professional coaches** with national reputations. Our curriculum is carefully **planned** and **supervised** so that no moment is wasted. Every student gets the individual attention and direction they need to meet their goals and fulfill their potential in a **secure and supportive** environment. Our program for novice debaters is widely considered one of the best in the nation. Where other institutes have come and gone over the years, the Samford University Institute continues to prosper. The staff of the 1996 Institute includes:

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

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

Paul Bellus
MA
U. Iowa Inst.; U. Kentucky Inst.; Northwestern Inst.; Coach, Samford University; '91 NFL runner-up, Omaha Westside High, NE; Samford Forensics Inst., '92, '94-96

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

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

Michael Jordan
BA
Cumberland School of Law; Champion Debater, Charles Henderson High, AL and Samford U.; Coach, Mountainbrook High, AL; Samford Forensics Inst. '89-96

John McClellan
BA
Champion Debater, Mercer U.; Coach, Warner Robins High, GA; Samford Forensics Inst. '87-96

David O'Connor
BA
Champion debate coach at Iowa City West High School; Des Moines Roosevelt; W. Des Moines Dowling High School. He has had teams to the national finals of most national tournaments. Iowa Debate Inst. '86-96; Samford Forensics Inst. '93-95

Matthew Whipple
MA
Coach, Glenbrook South High School; Champion Debater, Northwestern University; Iowa Debate Inst. '89-96; Samford Forensics Inst. '95-96

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

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

Greg Goldfarb
Champion High School Debater for Miami Palmetto High School; winner of the Barkley Forum '95; Glenbrook RR '94; TOC Finalist '94

Bryce Pashler
Champion Debater, West Des Moines Valley; 3rd place NFL '94; Qtrs: St. Marks '94; Glenbrook '94

Dan Yaverbaum
BA
Debate Coach, Isidore Newman High School; Champion High School Debater; U. Iowa Inst. '93-96

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

Director, I.E.
Gloria Robison
Champion Coach, St. James School (AL); Battleground Academy (TN); U. Iowa Inst. '88-94; Samford Forensics Inst. '95-96

Extemp
Dan Mangis
BA
NFL Finalist, Extemp, 1993; National Chamion, Student Congress; University of Alabama I.E. Team; DSR-TKA Finalist.; U. Iowa Inst. '92-94; Samford Forensics Inst. '95-96

Interp.
John Birdnow
BA
AFA Dramatic Duo Finalist '95; University of Alabama chamion I.E. team; DSR-TKA Finalist; Samford Forensics Institute '95-96

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

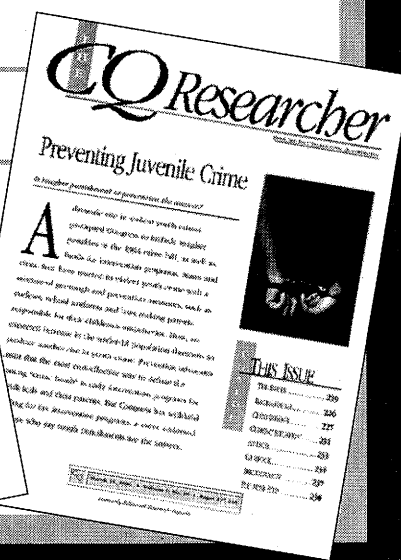
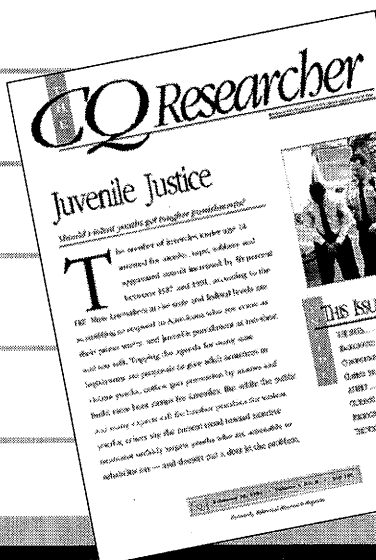
L-D, Policy, and Individual Events	\$720.00 on campus \$475.00 commuter
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For more information about Samford University or the Samford University Summer Forensics Institute write or call:

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

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

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George Wythe High School, Richmond, VA

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