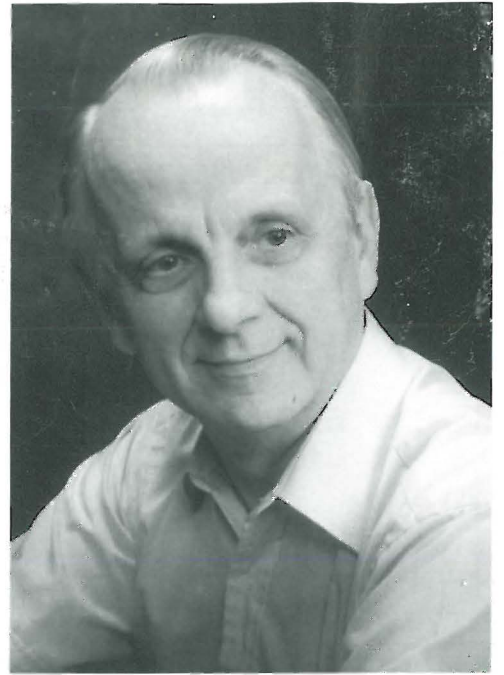
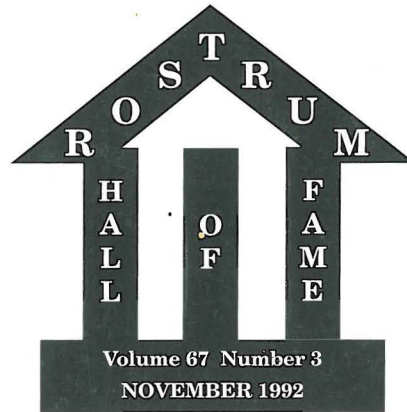


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## SYNOPSIS OF THE PROBLEM AREAS FOR 1993-94

### PROBLEM AREA I: AFRICA

Africa is a continent in crisis. Health and economic issues threaten the very fabric of the continent. While famine ravages the population throughout the region and the AIDS virus continues to sweep across the continent, the population is increasing to potentially devastating levels. At the same time, the governments of Sub-Saharan Africa have been handicapped by the burden of international debt.

Debt restructuring programs imposed by the World Bank and the International Monetary Fund have left countries unable to provide such basic services as education and health care, seriously limiting their ability to compete in the global economy. Africa's lack of political and economic clout has served to push its concerns to the back burner as a matter of U.S. policy concern.

Affirmatives might investigate such areas as health care, food aid, economic development, AIDS research, private investment, or the Peace Corps. Negative ground on this topic might focus on a variety of areas including the cost-effectiveness of economic or food aid, dependency, population explosion theories, the viability of finding a cure for AIDS, or various solvency issues.

### PROBLEM AREA II: CONGRESSIONAL REFORM

The United States Congress, more than any other institution, represents the tradition of democracy and policy making based on free debate. The overwhelming decline in public approval of Congress shows the need for discussion of reform. As future voters and civic leaders, debaters will learn valuable lessons about our government through this area.

The 1992 elections bring many calls for reform. As the 93-94 year progresses we can expect many specific proposals for change. Unfortunately, any change is likely to be slow and piecemeal. The timing for this topic couldn't be better.

Possible affirmative cases include: protection of personal privacy from congressional investigation, reducing the power of Congress with respect to the executive branch, term limitation, federal financing of campaigns, limiting PAC's, limits on individual contributions, restrictions on media, and the role of independent candidates, and congressional ethics. Some areas for negative ground include protecting free speech, protecting the power of political parties, reform from the state level, and the value of Congress to checks and balances.

### PROBLEM AREA III: NATIONAL HEALTH CARE

U. S. citizens are searching for ways to control the escalating costs of health care without jeopardizing health care quality. Employers are searching for ways to reduce health care costs. Businesses are adjusting hiring practices, changing fringe benefits, and adjusting retirement benefits to reduce those costs. Families and individuals are struggling to meet these changes.

The health care topic gives the debate community opportunities to debate national health insurance proposals, the role the free market plays in solving health care financing problems, the role federal regulatory approaches can play, and the impact tax policies have on the access Americans have to quality medical care.

The national health insurance topic could include a variety of approaches to federal programs ranging from proposals that would be conducted exclusively by the federal government to approaches that could include federal - state - private market cooperation. Controlling costs could include a variety of regulatory approaches, tax incentives, or care rationing. The catastrophic topic would be open to any of the mechanisms in the first topic; but would be limited to catastrophic situations.

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Rank the topic areas 1 (best), 2 and 3. The area that receives the lowest total will be the 1993-94 debate topic.

Please do not rank resolutions at this time. Balloting for the favored resolution will be conducted in February.

\_\_\_\_\_ I. AFRICA: What changes should be made in United States foreign policy toward Africa south of the Sahara?

Resolved: That the United States government should substantially increase non-military aid to one or more African countries south of the Sahara.

Resolved: That the United States government should adopt a policy to substantially increase political stability in Africa south of the Sahara.

Resolved: That the United States government should adopt a policy to substantially increase human rights in Africa south of the Sahara.

\_\_\_\_\_ II. CONGRESSIONAL REFORM: What congressional reforms should be made?

Resolved: That the federal government should substantially decrease the investigative powers of the United States Congress.

Resolved: That the federal government should substantially reform United States Congressional election campaigns.

Resolved: That the federal government should substantially restrict lobbying the United States Congress.

\_\_\_\_\_ III. NATIONAL HEALTH CARE: How can the federal government increase access to health care to United States citizens?

Resolved: That the federal government should guarantee comprehensive national health insurance to all United States citizens.

Resolved: That the federal government should control health care costs for all United States citizens.

Resolved: That the federal government should guarantee catastrophic health insurance to all United States citizens.

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# POLITICAL CORRECTNESS IN ACADEMIC DEBATE

by Michael W. Shelton

The issue of Political Correctness – the notion that it is not proper to speak in certain ways – has become an area of increasing concern and controversy in the American educational environment. Many colleges and universities, for example, are struggling with the issue of “hate speech” codes that would regulate and dictate what type of language is appropriate on campus. Unfortunately, the field of academic debate suffers from a type of Political Correctness of its own. Some arguments are simply not acceptable in academic debate. This is a form of Political Correctness more threatening than some might believe.

It has become common practice in academic debate, at both the high school and college levels, for the debate community to impose standards of acceptance upon various types of arguments. It is simply not correct, in the view of many in the field, to make certain types of arguments. This seems particularly true in regard to negative argumentation. Three types of positions – disadvantages, topicality, and counterplans – are virtually the only arguments accepted and considered in the evaluation of most debate rounds.

This essay will examine the issue of Political Correctness in academic debate. A few examples of arguments not generally considered politically correct will be presented. This implications and effects of the situation will be discussed. Finally, a few suggestions for resolving this problem will be offered.

There are an abundant number of arguments that many judges do not consider Politically Correct in academic debate. As noted, most of these are positions that would be considered by negative advocates. This author will examine five – solvency and workability, justification, case “presses,” topicality in the second negative construction, and inherency.

Solvency and workability arguments have largely vanished from contemporary debate. Few judges accept arguments that deny that a given affirmative plan will actually work and solve a problem presented on case. The only correct issue is a comparison of advantages versus disadvantages.

In many debates, however, questions of solvency and workability would be very useful and telling about affirmative plans. For example, on the space exploration resolution there were a number of teams advocating the development and construction of space colonies. These colonies would, supposedly, solve everything from world hunger to nuclear holocaust. Although the entire world, no less the U.S. space program, has never undertaken a project of such dimensions, workability was not a common attack. Questions regarding availability of resources, practical construction difficulties, and many other all-to-real issues were ignored. Negatives knew that most judges would not reject the huge advantages associated with space colonies simply because they may be impossible to obtain.

Another argument often ignored in contemporary debate is the question of justification. Very often it would appear relevant to consider whether or not the particular agent of action or means in the resolution should be employed. The previous discussion of space colonies on the space exploration topic is illustrative. If the benefits of space colonies are global in nature, why should the U.S. government be the sole actor in their development? A well developed argument along those lines was rarely heard. On the homeless topic, the federal government was the agent of action. Although many debates focused on the issues of federalism and state counterplans, virtually no debates hinged upon a well structured justification position. Most judges simply do not “buy” justification, despite the fact that the issue is often relevant, realistic, and makes logical sense.

A catch-all category of arguments that are not considered politically correct can be identified as case “presses.” The case “press” is an unevidenced, logical argument posited against some aspect of an affirmative case. Traditionally, case presses have examined issues such as links, thresholds, significance, and other standard debate concerns. The case press has been almost completely abandoned. Negative debaters rarely directly attack an affirmative case. If arguments are

made on the case they are most often carded mini-disadvantages called “case turns.” Usually the presentation of such arguments means that there simply wasn’t enough evidence to construct a “shell” and extensions for a fully developed disadvantage. Case presses could often do great damage to many affirmatives. Affirmative advocates often claim large impacts, poorly linked to the resolution, with no clear threshold, and often without a fully developed scenario for the “nuke war” or other massive harms. It is Politically Correct to turn a war, but not to question its occurrence.

Although topicality is one of the few negative arguments almost universally accepted in academic debate, there are limits to its strategic employment. Any young debater who has been to a summer workshop has heard the horrors of “2NT” – running a topicality argument in the second negative constructive. Although most debaters can’t clearly articulate why, they do know that this approach is abusive. This author finds all claims of abusiveness in debate to be pleas for help by those who do not know how to effectively deal with a particular argument or strategy. It is usually not clear why topicality arguments in the second negative are any more abusive than any other well developed position. The traditional focus upon the plan in second negative, as well as good strategic sense would seem to warrant presenting topicality arguments at that time. Unfortunately, most judges agree with those affirmative pleas, and will reject topicality in the second negative because it is somehow abusive. Apparently, blatantly rejecting a particular argumentative strategy is not abusive.

One final argument that will be discussed as a victim of Political Correctness in debate is the issue of inherency. Do you remember inherency? Inherency is the concept that we were taught long ago – the present system or status quo could deal with a particular problem, that there really is no need for change. Although some high school teachers make reference to the concept in argumentation and debate courses, there is little use of the issue in academic debate. You

would be hard-pressed to find judges that would vote against an affirmative case on the grounds that it is not inherent. The author heard a team on the space exploration topic argue a case that actually did less for the space station program than did the present system. There was no inherency debate. As the negative debaters admitted after the debate was finished, "no one would vote on inherency."

Each of these specific examples tend to support the claim that there is a type of Political Correctness taking place in academic debate. It is reasonable to conclude that some arguments are simply not acceptable to most of those participating in academic debate.

What does the existence of this rigid, community embraced, Political Correctness mean for academic debate? This author feels that the implications and effects of this system of argument rejection by type, has numerous undesirable consequences.

Academic freedom and free expression are clearly diminished by this form of Political Correctness. Much like the broader concept of Political Correctness in relation to language and behavior the speeches in debate are also restricted. As noted with each example, it is simply not considered proper, correct, or "the right thing to do," to present some arguments. You may be labeled simplistic or abusive if you dare present such arguments. This would certainly seem to chill the free expression of some debaters. Academic freedom is clearly lost when your choice of arguments is imposed by others.

The Political Correctness issue also tends to foster poor analysis. Rather than questioning realistic and plausible issues about an affirmative case, debaters are implicitly told to accept the case and try to defeat it with counterplans and disadvantages. Both logic and inquiry are largely lost from debate. Direct clash and refutation are clearly minimized. These records are especially significant in relation to the opposition to the use of case presses. An affirmative impact scenario may not make good sense, however, it is not appropriate to present analysis suggesting that to be the case. Often ignored, the press may reflect what is best about debate – direct refutation, analysis, logic, and

proof of critical thinking. Those benefits are lost under a regime of Political Correctness.

The acceptance and rejection of certain arguments has clear implications for experimentation and creativity. Why be creative in your analysis if it is only appropriate to read disadvantages? Additionally, why should a debater experiment with arguments and strategies if he or she is to be labeled abusive? The incentive for creativity and argument experimentation is clearly diminished when some positions are rejected on face value. Political Correctness in academic debate has a profoundly negative effect. Arguments at one time acceptable may not even be considered due to the norms of contemporary debate. Additionally, countless new, creative arguments and strategies may not be developed and tested because they might not fit the standards imposed by most judges.

Those concepts that are most often identified as problems with academic debate are entrenched by Political Correctness. For example, many critics complain that debaters often focus on unrealistic disadvantage scenarios. Obviously, one reason for that focus is the greater acceptance of disadvantages over other forms of argument. Other critics complain of the lack of direct clash and refutation in contemporary debate. That problem is also entrenched by Political Correctness, as previously noted. Other factors that are often the target of critics – overuse of evidence, lack of analysis, and so forth – can also be related to Political Correctness. Clearly, Political Correctness plays a part in entrenching many questionable practices in debate.

Since Political Correctness in academic debate is a problem of attitude, it will most likely be difficult to resolve. Although difficult, we should attempt to solve it. The analysis offered previously certainly suggests that some degree of Political Correctness does exist in academic debate, and that there are serious negative implications associated with its existence.

Although there is no detailed proposal that can automatically remove Political Correctness from academic debate, there are a few simple moves that we can pursue to help resolve the problem. Such actions will require

concerted effort on the part of teachers, coaches, judges, and debaters.

As instructors of argumentation and debate, we should use the classroom as a tool to enhance argument diversity, experimentation, and understanding. Debate teachers can provide their students with information and explanations about arguments that are not commonly accepted. Teachers can encourage students to diversify their argument and to experiment with various forms of arguments and strategies. The provision of information about diverse arguments and strategies can help provide students with a foundation to build a challenge to Political Correctness in academic debate.

We can do much more as active coaches of debate. Debate coaches can go beyond presenting information. Coaches can actively encourage students to present less popular arguments when they apply. Coaches can also help students develop these arguments in detail and to make them more acceptable in the debate community.

Debate judges can do much to reduce Political Correctness in debate. Unfortunately, some of the rigid Political Correctness that exists is associated with judge intervention and entrenchment of certain standards. When we tell debaters we do not like certain arguments, we are certainly enforcing a form of Political Correctness. Perhaps the only realistic way to combat this problem is to address the issue of judge intervention. Learning to vote on what is argued in a debate, and not what you like to hear argued is a concept that must be stressed over time.

Finally, student debaters can also work to overcome the problem of Political Correctness. If debaters "buck the system" and experiment with argument diversity, they may be able to force a change in overall community standards. It is often too easy to do what is popular. It is a challenge fitting for debaters to do what they think is right.

*(Michael W. Shelton is an Instructor and Assistant Director of Forensics in the Department of Communication at Weber State University, Utah.)*

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# REALIZING LINCOLN-DOUGLAS DEBATE

by Eric Brown

Even as Lincoln-Douglas (L-D) debate is growing in popularity throughout the country, there remains great confusion about how best to do, coach, and judge L-D. Much of the confusion seems to be the result of regional differences of style and emphasis: in some places, for example, L-Ders speak more quickly and cite more published evidence than in other places. Some more of the confusion seems to be the product of a lack of good, experienced L-D coaches and judges relative to the number of participants. If nothing else, the event's youth puts it at a disadvantage to two-person debate or extemporaneous speaking for experienced coaches and judges. Finally, still more of the confusion seems to stem from a relative lack of reliable textbooks and essays about L-D. The rookie two-person debate coach can be referred to standard text and standard styles, but no such standard things exist for L-D. For all of the different opinions about what L-D is and should be, there are very few well-articulated examples of these differences in any written literature. All of this confusion, I suggest, makes for some frustration in competing, coaching, and judging L-D.

With this essay, I hope to make a small contribution in the fight against all of this confusion. I intend to offer some suggestions based on my eight years of experience competing, coaching, and judging. These suggestions, I am sure, will strike the reader as, at times, obvious and, at other times, highly subjective. Hence, I offer them as suggestions. To overcome the confusion, we need not to pontificate dogmatically, but to build consensus. My motivation throughout this essay will be to suggest directions to a consensus supporting a valuable, educational activity of well-spoken, well-thought arguments. I will proceed in three general sections. First, I will attempt to find an undogmatic, minimal definition of L-D, and I will discuss some of what such a definition means. Second, I will deal with a few specific controversies in L-D theory which divide various coaches and debaters, and I will suggest ways of approaching these controversies from the mini-

mal definition proposed. Third, I will make suggestions about how to be and coach a good L-Der.

## A Minimal Definition

To find a consensus definition of L-D, an undogmatic conception, I begin by trying to coax a basic definition of L-D out of the activity itself. The structure of the activity seems relatively unremarkable: one-on-one debate composed of a set of speeches and cross-examinations of established time limits. But the content of the activity tells us more, for L-Ders are debating a resolution. Unlike two-person debaters in the National Forensic League, L-Ders are not proposing a policy based on or within the resolution itself, with its particular character. This basic distinction parallels something we find in the U.S. Congress. Congressional legislators,

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## The whole content of L-D ... is ... the particular resolution at hand.

---

when they feel like doing their jobs, pass bills and resolutions. The bills are enactments of policy, and the resolutions are statements of commendation and approbation and the like. With this distinction, we can describe two-person debaters as arguing about bills and describe L-Ders as arguing about resolutions. To be undogmatic, I wish to claim nothing more than this distinction to illuminate the content of L-D. The whole content of L-D, I suggest, is nothing more and nothing less than the particular resolution at hand.

What, then, does it mean to say that L-D has the content of nothing more and nothing less than the particular resolution at hand, debated within a certain structure? It means, among other things, that the judge has no standard from on high by which to determine who wins the debate. The judge must only consider who better debated the resolution. What makes a

better debater? This is where the subjectivities and confusion rush in. Clearly, it must be some combination of style and substance, of speaking and reasoning abilities. But to demand anything more definite than this is to subject the activity and the debaters to limitations and confusions: to go further is to run into dogma and parochialism. Thus, I suggest, anything more definite than this should be left for the debaters to define for the judge in each round. Let the debaters speak as clearly and as interestingly as they can, and let them define what is most important in weighing the arguments.

This suggestion involves four immediate ramifications – ramifications which serve as justifications for this kind of a “hands-off” definition of L-D. First, the debaters have to think for themselves about which of their arguments are persuasive and important in each debate. They set the criteria, leaving them the room to be creative, and they have to become self-reflective, forcing them to be critical. There is great educational value in this, I suggest. Second, each successive round could (should?) conceivably focus on entirely different issues, keeping the debates interesting and more broadly educational. Third, rounds are decided by bad judging only in three cases: one, the judge has made up her mind on a resolution or on “what L-D really should be” before the round; two, the judge is biased for or against a particular debater or a particular debater's school; and three, the judge refuses to keep himself awake or attentive. With these exceptions aside, it is the debaters' responsibility to reach the judge, not the judge's responsibility to sort out the rhetoric and arguments by some miraculously farsighted system both debaters would hypothetically agree upon. A proper understanding of this makes for better debaters and fewer demands on judges. Finally, debaters should realize that not all human beings, not even all judges, are persuaded by the same kinds of arguments appealed to in the same way. Hence, no debater can expect to win every close round. If debaters would think about this point more often, they would (theoretically)

place less emphasis on the competitive results and find less frustration in these results when they happen not to be trophy-laden.

These ramifications amount to another important point: some “confusion” is inherent in something as subjective as L-D debate. Realizing that some confusing subjectivity must remain in L-D is a first step to eliminating the broader confusion about what L-D is and should be. If we give up individual projects to determine what fixed criteria should be applied in every L-D round and left the definition of the activity more openly flexible, L-D and L-Ders would both benefit. **Let the debaters define the debate**, round-to-round, and let the rest of us encourage them to do this, by rewarding creativity, an understanding of the criteria for the debate, and persuasiveness about the criteria for the debate.

Some might suspect that this “hands-off” definition of the activity necessarily entails not just some subjectivity, but chaos. But in fact, many definite suggestions about “good L-D” do follow from this undogmatic, minimalist approach.

## II Specific Controversies

I will try now to draw out some of those suggestions, by addressing four questions which seem to find many different answers according to the **regional differences** I alluded to above.

A. First, does the L-Der need to use a values premise and values criteria, as some assert? Many coaches teach the importance of a values premise and values criteria for an L-D case. The premise is the foundation of the case, the most important value underlying all of the arguments. The criterion or criteria create a measuring stick to hold the arguments up to. With these tools, the debaters can ask, do the arguments fulfill requirements x, y, and z (the criteria) stemming from A, the premise, and thus effectively support (or argue against) the resolution? Based on how I have defined L-D here, these organizational tactics are obviously **not** in any formal sense **required**. But I do think them to be **very conducive** to good debate. First, the premise gives the debater’s case a sense of unity, and a theme to harken to rhetorically. Second, the criteria offer an organizing strategy to keep the arguments clear: each argument

can respond to a specific criterion or, if only one criterion is used, each argument can focus on a facet of that criterion. Third, the premise and criteria establish in the constructives the principles with which the debater can persuasively define the terms of the debate in the rebuttals. If there is no universal criteria that an L-Der must meet in every round – as I suggest there are not, or should not be – then each debater would benefit by making explicit her own premise and criteria in each round.

B. Next, should a “**dropped**” argument, one not mentioned by one of the debaters in one of his speeches, be a **defining issue** for who wins the round? The answer to this is **up to the debaters** to define in the round, and up to the judge to respond on the ballot. If we keep to the minimal definition of L-D, we cannot say that a dropped argument is definitely a defining issue. We must say that it **depends** on the **importance** of the **other** arguments, as established again by the

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### Nothing is more valuable to a debater than ... brainstorming sessions.

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debaters. Again, as I said above, this leads to some fuzziness, but such fuzziness is inherent in a continually self-defining activity. Fuzziness is the price we pay to keep the activity open. Good debaters, I suggest, will be those who reduce the fuzziness best, and most often: a good debater will clearly give the judge reasons x, y, and z why she has won the round.

C. Third, **do examples prove?** Can an L-Der effectively support his case with only a set of examples? Again, because of my professed minimalism, I cannot respond absolutely, “No.” I happen to think that, L-D resolutions being generalizations, **no debater** can, in the space of an L-D round, **offer enough representative examples to avoid making a hasty generalization** to support (or argue against) the resolution. Thus, I think that a debater would be ill-advised to work with only examples, for her opponent could persuasively point out the fallaciously hasty nature of her reasoning. But

this, of course, does not eliminate examples from the round. The debaters themselves will determine how much they wish to use examples, how much as illustrations of argued principles, how much as “proof” of argued principles, etc. Nothing here is written in stone, and these decisions should not be dictated before the round begins.

D. Finally, how much **formal philosophy** should be used in a good L-D case? I would suggest, “as much as the debater is comfortable with and can use persuasively.” For some, this will be a lot of formal philosophy; for some, it will be no formal philosophy. Formal philosophy offers us a wealth of arguments for the various ethical, political, and social viewpoints which can illuminate many L-D resolutions. If the student is interested in checking out this source of arguments, considering these arguments, and making them work persuasively for the resolution at hand, then he should jump into some philosophical texts. Of course, there is nothing which privileges the argument which mentions **Kant** over the one which mentions only the debater’s **grandmother**. But the debater who can, with clarity and subtlety, apply an insight of Kant’s to the resolution and can argue the application well is likely to be very persuasive to many judges. But, again, there is no set of requirements, and different debaters should employ the different approaches they feel comfortable with.

Other particular questions about what L-D is and should be can be treated in a way very similar to the way I just dealt with those four questions.

### Suggestions for Improvement

Now I would like to address briefly some considerations of what an L-Der can do to improve, what I think a “well-coached” L-Der would do. These considerations take their bearings on two key points: one, as just stated, different debaters should employ different approaches; and two, given the variety of approaches, every debater should be prepared for as much as possible. Before proceeding, I must say that nothing beats experience. The more rounds debated, as long as the debating is spirited and not formulaic, as some intrasquad practice rounds tend to be, the better. Buy

beyond actual debate-round experiences, there are four remarks about preparation I would like to make.

First, as for style, each debater must practice and define her own style. There is no formula for persuasive rhetoric and great oratory, and a detached, TV-anchorperson style just looks silly from a high school debater. To be most persuasive, the debater must have conviction. Conviction requires at least the two following things: first, the debater's case and ideas must be his own – no one is really persuasive with other people's ideas (and thus I think that a team case for all the debaters on the team inevitably short-changes at least some of the debaters); and second, the debater should be comfortable with her own style. Of course, there remains much to be done in practice: fluency drills, eliminating "umms" and stutters, and eliminating annoying habits like shiftiness or pacing. There is no reason not to make the debater comfortable with a more appealing style, but there is no reason to take the personality and conviction out of the debater's own style, either.

As for the thinking that is at the heart of debate, the best method to preparing for different approaches and coming up with tested arguments is brainstorming. Nothing is more valuable to a debater than numerous, anything-goes, play-out-every-idea brainstorming sessions. Gather around and choose a topic. Take an argument, respond on one level, and let the conflict play itself out, back and forth and back and forth continually. Respond on other levels, doing the same. Take a different initial argument and start over. Look for connections among the various arguments and responses. Obviously, larger teams are at an advantage. But two or three creative people can brainstorm well. And one creative, experienced debater can really brainstorm internally, arguing with himself ad infinitum on a range of arguments. This last kind of person is likely to be a very capable debater, rarely caught off-guard by the unexpected, and rarely backed into a corner of unfruitful arguments. Hence, I would suggest that debaters brainstorm constantly, on all matters of topics, so as to train themselves to brainstorm internally more effectively. If anything does, brainstorming leads to the

"quick on the feet" ability that good debaters have.

Hand-in-hand with brainstorming, good debaters familiarize themselves with a range of possible arguments on a subject by extensive reading. In the end, *Bartlett's Quotations* just does not give anything but window dressing: general knowledge in social and political philosophy, (especially current) history, and legal theory is very helpful in L-D. Some general program of reading can and should be employed to move toward this end. Concretely, the debater can read the newspaper daily and a news magazine weekly; read an introduction to social and political philosophy and perhaps begin to read some classic texts in the field, e.g., J.S. Mill's *On Liberty*; and read an introduction to legal and political theory, especially one which discusses comparative forms and constitutional issues. Further, good L-D preparation should entail some extensive topic-specific research in the best local library avail-

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### ...Practice Cross-Examination without time limits.

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able. Again, taking on such a reading and research program is not necessary according to some set of L-D laws or conventions, but nothing but benefit could come of it, competitively and educationally.

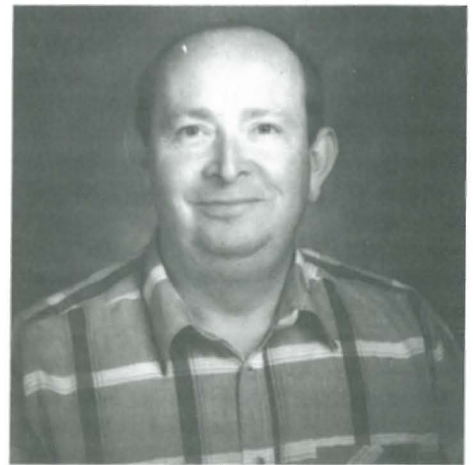
Finally, I think that there is one additional specific activity which every squad of L-Ders should do very often: practice cross-examination without time limits. Have a debater give a case, and let the rest of the team successively cross-examine her, with each cross-examiner being allowed as much time as he wants. A range of arguments and styles will appear this way, and the debaters' abilities to avoid self-incrimination gracefully and to pin the opponent to some smoking gun will quickly develop. In competitive rounds, only the cross-examination periods allow the debaters truly to go head-to-head, and debaters always manage to show their true colors during cross-examination. With sufficient practice, debaters can

develop their cross-examination "instincts" to find the crucial arguments, the best phrasings for questions, and the most effective answers. With the practice, too, debaters can learn to balance toughness with friendliness so as to be effective without being obnoxious. This form of practice is extremely valuable, I suggest.

These suggestions, then, describe how I see the realization of L-D. I hope that many readers find my suggestions boringly obvious, for the more that agree, the closer we already are to consensus. And I hope that those who disagree with some of my suggestions will offer some justification for the disagreement. Is there some alternative vision, conducive to consensus, which makes L-D a more fair, productive, and educational activity of well-spoken, well-thought argumentation? Finally, I hope that those who are new to L-D will find something to take to heart in my suggestions and will enjoy the activity as much as I have.

*(Eric Brown competed for four years as a Lincoln-Douglas debater for Sylvania (Ohio) Southview High School, 1984-1988. He enjoyed 27 rounds at three NFL national tournaments. He has since represented the University of Chicago in numerous college parliamentary debate tournaments, and he has taught at numerous summer institutes for Lincoln-Douglas debate. He is currently a graduate student in philosophy at the University of Chicago, and he teaches at the University of Kentucky's National Debate Institute in the summer.)*

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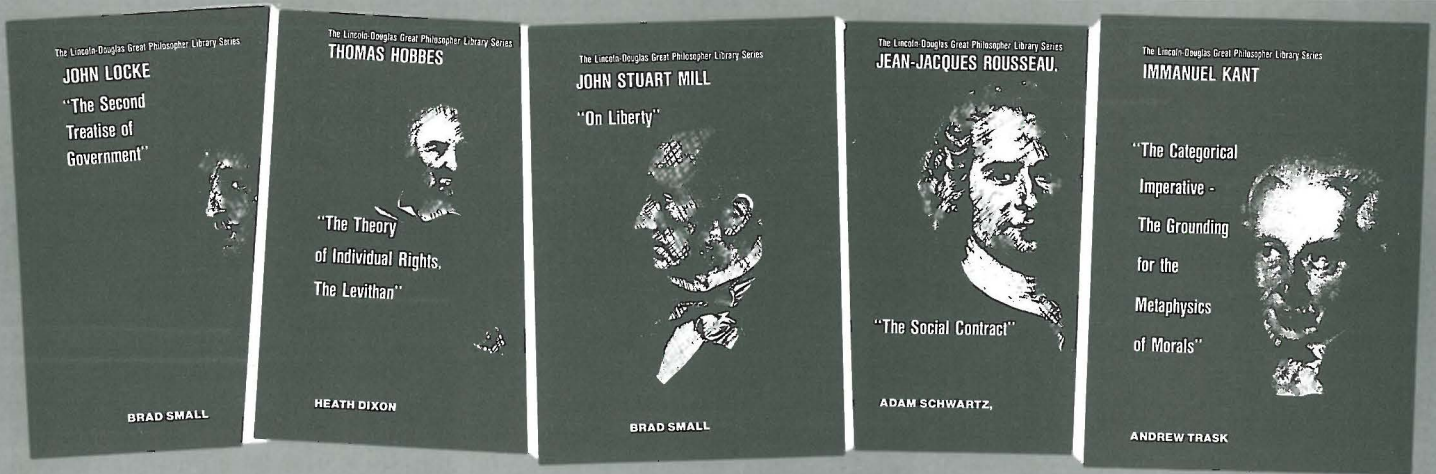
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# AVOIDING A HIGH-SPEED, POLLUTION PILE-UP

The new global trade/aid/pollution topic, though challenging, gives high school speech and debate an excellent opportunity to show its strengths. What other high school activity encourages students to launch themselves into the study of:

- \* *geography* – pinpointing countries around the world with pollution problems.
- \* *economics* – grappling with the complexities of trade and foreign aid policies,
- \* *atmospheric sciences* – poring over the intricate debates and computer models of climate and cloud dynamics.
- \* *biology and ecology* – gradually absorbing the workings and interrelationships of earth’s various plants and animals.

Even “fast-track” or “gifted and talented” courses that try to lead students through these complex environmental subjects will lack the real-world ingredients that competitive speech and debate can add. Anyone can come up with phantasmagorical proposals for world environmental reform (and judging from the fare at local book stores, anyone has). But how many “gifted and talented” programs take their plans, proposals and projects into the real-world forge of live debate competition – where bright well-informed students come face to face with the energized skepticism of other bright well-informed students? (And every student is bright or “gifted and talented” on subjects they are keenly interested in.)

Maybe, just maybe, there will be enough substance in the global pollution topic to dissuade students and instructors at summer debate camps from indulging in the bizarre, time-consuming, make-believe cases and counterplans that seem to consume so much energy in high school debate. Weird and convoluted arguments are enormously costly for students and for high school speech and debate. For students, odd-ball cases have a high *opportunity cost* – they take time away from important and valuable real world issues and debates. Off-the-wall debate can still develop thinking skills, and the debate-circuit crowd insists there is some communications philosophy or other involved – but all such arguments are swept away by the unavoidable opportunity costs of anything-goes “spread” debate. Reading, thinking about, and repeating

any argument has a cost, an opportunity cost measurable in terms of what is given up. There are only so many hours in the day, and every hour spent in off-the-wall worlds is an hour lost to understanding the real world.

The cost of “speed-and-spread” debate for the high school speech community is also high. Instead of participating in an intellectual event deserving and receiving acclaim from parents, school administrators, the media, and the local community, high school debate is generally ignored – except when, from time to time, it is ridiculed in articles in – *The New Republic* or the *New York Times*. Important outside authorities, often past debaters, who could help achieve better recognition for high school debate, depart high-speed debate rounds just shaking their heads. The recent comments of Judge Levinson in the *Rostrum* are an example of the disquiet former debate enthusiasts feel about today’s debate technique.

Consider that high schools are awash with elaborate efforts to teach geography, environmentalism, and economics. The National Geographic Society, for example, is pouring millions into geography course work. Junior Achievement and dozens of other organizations invest millions into teaching economic principles. And environmental groups are abuzz with high school outreach programs. Debate coaches, with a bit more support, could provide students with a broader and more comprehensive understanding of each of these subjects by mixing in the magic learning ingredients that speech and debate add to education.

Debate guides students through their own research and development, rather than lecturing to them about what they *ought* to know and think. Personal enthusiasm and initiative fuel debate research, and leading speech and debate teachers learn to just get out of the way, yelling advice from the sidelines, once they have revved-up students’ learning engines.

But for the coming year, let’s try to avoid a high-speed chase and information-processing pile-up with the new global pollution topic.

*(Gregory F. Rehmke is famous for his excellent seminars on economics and debate. This article originally appeared in Econ Up Date.)*



by Gregory F. Rehmke

# POLICY DEBATE IN AN L-D FORMAT?

## The Collegiate National Forensic Association Rules!

### THE PHILOSOPHICAL UNDERPINNINGS OF NFA LINCOLN-DOUGLAS DEBATE

NFA Lincoln-Douglas Debate is a one person, persuasive, policy debate on traditional stock issues. It is a communication event, by which we mean the philosophy of the activity is consistent with that which governs other individual events. Competitors in NFA Lincoln-Douglas debate will be evaluated on their analysis, use of evidence and ability to effectively and persuasively organize, deliver and refute arguments. Rapid fire delivery, commonly called "spread delivery" is considered antithetical to the purpose and intent of this event.

### PARADIGM FOR JUDGING

All affirmative proposals must fit within the jurisdiction established by the NFA L-D resolution. The negative may challenge the topicality of the affirmative proposal during the negative constructive. If, at the end of the debate, the negative has convinced the judge that the affirmative proposal has violated the parameters set by the resolution, then the decision in that debate should be awarded to the negative. Topicality is a voting issue.

The plan presented by the affirmative must be within the parameters set by the terms of the resolution. However, the plan does not need to deal with all the possible problem areas suggested by the resolution.

The official decision making paradigm of NFA L-D is that of Stock Issues: Harm (Advantages or Goals), Inherency and Solvency. The affirmative is required to meet three initial burdens. The affirmative must prove the harm of the present system or that a comparative advantage or goal can be achieved over the present system, the inherency which prevents solving those harms or achieving those advantages or goals, and the proposed plan's ability to solve the harm or achieve the advantage or goal claimed by the affirmative. The negative may attack any of these issues but need only win one to win the debate. The negative may also challenge the jurisdiction (topicality) of the affirmative proposal or argue that disadvantages to the proposal outweigh its benefits.

The affirmative must present a plan of action to solve the harms or produce the advantages or goals it claims. The plan need not be detailed, but should be sufficient to prove a propensity to solve the problem area. The affirmative need only prove that the resolution SHOULD be adopted. Solvency is to be a function of the plan's ability to work after the adoption of the policy by the agent/agents of change.

Definitions of terms in the affirmative constructive are optional, and are not required until challenges to topicality are made by the negative.

The negative may present one counterproposal specific to the affirmative problem area. By this we mean that the counterproposal must deal with the problem area as defined by the affirmative, not the form of government, economic system or need for further study.

Counterproposals are plans offered by the negative as a policy option distinct from the affirmative's options. Counterproposals should be used to demonstrate that a reasonable alternative plan would be better policy than either the status quo or the affirmative plan. Counterproposals should be logically consistent with all other negative arguments constructed during the debate. If inconsistencies arise, and the affirmative points them out, the judge should reject the arguments inconsistent with the counterproposal. Counterproposals must be non-topical and are subject to the same burdens of solvency as are required for affirmative plans.

Rebuttals are to be used to respond to the opposition's lines of argument and to extend arguments made in constructive speeches. No new lines of argument may be presented in rebuttals. By new lines of argument we mean those which are not clarifications or responses to arguments made in constructives, but those which are completely new and unrelated to previous argumentation. New evidence to extend or clarify constructive arguments is permitted in rebuttals.

Speeches should be pleasant, comprehensible, and persuasive in tone especially since not all judges will have traditional debate experience. Speed of delivery and quantity of evidence should not be excessive. Students speaking so as to be unintelligible (including but not limited to excessive speed) should be aware that judges are instructed to lower speaker points or give the offending debater a loss, if deemed appropriate.

*(The NFA L-D Committee is Roger Aden, Tom Glauner, Clark Olsen, Kevin Minch, and Christina Reynolds.)*

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# LINCOLN-DOUGLAS DEBATE – WHAT IS IT?

by Marilee Dukes

Lincoln-Douglas debate is creating some confusion and frustration over content and style. Considering the cause for introduction of Lincoln-Douglas debate by NFL, the usual defined purpose of Lincoln-Douglas event should help clarify the content and style. First, Lincoln-Douglas debate has been introduced as a response to the current style of debate – rapid delivery and extensive use of evidence. Lincoln-Douglas debate is an attempt to offer a debate event without extensive use of evidence and rapid delivery. Second, usually, Lincoln-Douglas debate is defined as audience oriented debate, meaning people should be able to follow the clash of ideas without taking a flowsheet. Third, Lincoln-Douglas debate is using propositions of value, thus the focus of issues and material used must be directed toward concepts or standards of good.

Following is a list of characteristics associated with propositions of policy and with propositions of value:

## PROPOSITION OF POLICY

1. emphasis on the specific terms of stock issues
2. use of evidence giving specific data which is necessary as support of basic contentions
3. all of content is structured and signposted in delivery
4. policy propositions call for decisions based upon evaluation of arguments supported by specific data

## PROPOSITION OF VALUE

1. emphasis on abstract reasoning – stock issues may not apply at all
2. evidence is of less importance – evidence handled as information would be in an oration or extemp speech
3. only general or major positions are signposted
4. value propositions call for decisions based upon a system of values

Lincoln-Douglas debate seems to require giving up the usual concepts of debate. Pointed evidence is not the key to persuasion, clarifying values is the key. Stock issues may be turned around or not relevant and the usual concept of advantages with a concrete impact must be translated into philosophical value positions.

Since students participating in Lincoln-Douglas type debating are usually speaking to an audience, they should be encouraged to develop a direct and communicative delivery. EMPHASIS is necessarily placed upon the issues involved, rather than upon strategy in developing the case. The statement of the topic is a resolution of value rather than of policy. This results in emphasizing logic, theory, and philosophy while eliminating “plan” arguments.

*(Marilee Dukes coached the winning policy debate team at the 1992 Northern Lights Nationals, Vestavia Hills, AL.)*

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# LD EVOLUTION

by Jim Paterno

As the debate process evolves, theories and techniques evolve. These changes develop in aims of improving the quality of debate and the debaters chances of success. But theories and techniques are not the only elements of debate that are susceptible to change. The newest area of change is that of time. To deal with the pressures of covering numerous arguments at a quality level, rebuttals in Cross Examination debate are now moving to five minutes as opposed to four. While this seems to be a positive step in equipping students with at least the means of developing quality rebuttals (it is still feasible this extra-minute will be used to just spew out more arguments and not necessarily better arguments), it seems that such a time change reflects a new attitude toward quality argumentation. Perhaps this time change presents a lesson that can be transferred to Lincoln-Douglas debate.

One of the greatest frustrations in Lincoln-Douglas debate is the lack of time the Affirmative has to truly provide quality argumentation against the negative. Solid strategy for the negative is to spend (three minutes presenting an off-case and the next four minutes tearing down the affirmative. The affirmative is then given only four minutes to respond in her first rebuttal. Four minutes is an inadequate amount of time to truly develop quality argumentation and cover important issues in the round. Complicating this is the fact that the negative is then given another six minutes to rebuild the negative off-case and refute the affirmative position. At this point, the flow is usually covered with negative argumentation and a few feeble attempts by the affirmative to condense arguments into manageable units. Finally the affirmative concludes the debate with a three-minute rebuttal (which does little justice for quality argumentation) to salvage case and respond to the negative's off-case arguments.

Although the Affirmative may have two rebuttals, I would suggest a four-minute and a three-minute rebuttal is not ample time to respond to the number of arguments presented nor at the level of some of that argumen-

tation. Much of the substance of the arguments is lost in the grouping and condensing of arguments. This is not to say that grouping and condensing is a poor strategy, but when a debater reduces arguments presented in two or three minutes into a one sentence category, something is bound to get lost. Argument depth at this point is a fantasy and the judge is forced to intervene in the round – making applications and drawing conclusions not made by the debaters, especially the affirmative. The most unfortunate aspect of this latter technique is most judges unspokingly justify such a decision by accepting this type of debate is “only LD debate” and the ballot should be awarded to the speaker who is the most “touchy-feely.”

In response to this, and the desire for better quality argumentation, I would suggest the times of Lincoln-Douglas take a lesson from the rebuttal time change in Cross Examination debate. No, I do not think “adding” time is the answer, just reallocating time. Hence, the rebuttal times of the affirmative be combined into the first affirmative, making the actual debate times: 6-3-7-3-7-6. By changing the affirmative rebuttal times, the affirmative has more time to better respond to the negative off-case and better rebuild the affirmative position. This is especially important given the value and importance being placed on the negative off-case is gaining in LD debate. The Affirmative can still group arguments, extend arguments and even utilize a bit more evidence. More evidence does not mean the CX approach (eight ox-boxes of ev and a hand-truck), but the total disregard for evidence needs to be curtailed. Dueling oratories does not make for a “good debate.” Changing the rebuttal times will increase clash and provide for ballots which reflect who won the debate and not just who the judge feels won the debate.

Several arguments against this time change exist. One such argument against the time change would be the negative ends the debate and the judge will remember those arguments more. Maybe. However, I would contend that any judge who truly cares will look over his or her flow and render a

decision considering both sides presented in the debate and not just the person who spoke last. In addition, with the present times, most 2 ARs spend at least two minutes doing “he-said, she-said” argumentation with little analysis. And if the 2 AR does try to give analysis in the current time sequence, he or she drops arguments and the negative wins. A second argument against is the idea of presumption. Although some argue that presumption sides with the negative, this is not always true in Lincoln-Douglas debate. The position of presumption, if and when it does exist in LD, shifts between the affirmative and negative depending on the resolution. The negative is not automatically granted presumption.

The present time structure in Lincoln-Douglas debate truly puts the affirmative at a tremendous disadvantage before the round even begins. Combing the affirmative rebuttal times at least provides debaters with a tool, a means of improving the quality and depth of the arguments. And just like with the CX rebuttal times change, there is no guarantee for improvement. But it is important to evolve and develop new ways of improving the debate process.

*(Jim Paterno teaches and coaches at Puyallup H.S. (WA). He is the author of Building Cathedrals a text for coaches.)*

## SECOND DIAMOND



**\*\*Diane Smith**

**North Posey HS, IN**

**October 7, 1991**

**3049 points**

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## HALL OF FAME

### **David Johnson** **Houston-Bellaire HS, Texas**

David has earned the Fourth Diamond and is a member of the National Executive Council.

While at Bellaire David has compiled a most impressive record on the NFL District, Texas State, and National levels. Under his direction the school earned the Bruno E. Jacob Memorial National Trophy in 1975 and 1985. He was Coach of the Year in 1984 and placed 2nd in the Sweepstakes in 1975 and 1980.

David has coached a National Champion in Debate, 1979 and Dramatic Interp, 1972 and a semi-finalist debate team, 1985. Nine of his students reached the finals of individual events with two second place winners in Girls Extemp and Boys Extemp.

Under his direction Bellaire received the Leading Chapter Award in 1978 and 1985. The District Sweepstakes Plaque was won by the school 19 times and the District Trophy four times.

He has served as District Chair four years. Bellaire High School has been consistently among the largest chapters in size and enrollment in the NFL District and has ranked nationally 9 times.

Welcome to the National Forensic League Hall of Fame, David Johnson.

### **Richard Young** **Hutchinson HS, Kansas**

Richard has earned the rare Fifth Diamond. During his coaching career at Hutchinson he has compiled a most impressive speech and debate record on the NFL District, Kansas State and National Tournament levels.

His NFL record has been compiled while coaching at Highland Park HS, Great Bend HS and currently at Hutchinson. Richard qualified students to the National Tournament from all three schools in which his students have competed in over 500 rounds of National Participation. He has coached two students who reached the final round in Foreign Extemp. Richard has coached two National Champions in National Student Congress. His son, Brad, was Most Outstanding Representative in 1984 and repeated as Most Outstanding Senator in 1985. His son, Todd, was named Outstanding Senator and President in 1981. Such family participation was a key factor in Hutchinson's winning the National Student Congress Trophy in 1991. Richard has coached 4 State Champions in Debate and 5 in Individual Events.

At District NFL the Hutchinson squad has won the Sweepstakes Plaque 8 times and the Tournament Trophy 3 times. Richard's programs have consistently been among the largest chapters in size and enrollment of new members and degrees in their NFL District and nation and produced leading point students three times. Under his direction the Leading Chapter Award has been earned by Great Bend and Hutchinson. He has served as District Chair and has been awarded the Distinguished Service Plaque—Third Honors. Richard has been twice named as Outstanding High School Teacher by the Kansas Speech Communication Association.

Welcome to the National Forensic League Hall of Fame, Richard Young.

### **Joseph R. Wycoff** **Chesterton HS, Indiana**

Under the direction of Joseph Wycoff Chesterton High School, Indiana has achieved an amazing record in speech activities on the NFL District, Indiana State, and National levels.

Joe has been coaching for twenty years and during that time Chesterton High School won fifteen Indiana Open State Championships in Speech. He has had seventeen students reach the NFL National Final Round in Original Oratory, Dramatic and Humorous Interp. Five have won National Championships. Three were in Original Oratory and one each in Dramatic and Humorous Interpretation. His son, also a Joseph, was a double winner in Original Oratory and Humorous Interp in 1987. Nationally his students have had three second places and three have placed third.

While Director of Speech and Debate he was instrumental in leading Chesterton High School to three National Team Sweepstakes in 1989, 1990, and 1991. The participation of his students on the National level led to the winning of the Bruno E. Jacob National Memorial Trophy in 1987 and the Senator Karl E. Mundt National Student Congress Trophy in 1989.

Chesterton High School has received the Leading Chapter Award in 1979 and 1987. The school has won the District Sweepstakes Plaque thirteen times and the District Trophy three times.

Joe is currently conducting workshops on competitive speaking, leadership, and ethics in competitive speaking. He has appeared at such workshops in more than twenty states.

Welcome Joe, to the National Forensic League Hall of Fame.

### **Ron Underwood** **Modesto-Beyer HS, California**

Ron earned student membership and his first Diamond at Modesto-Downey. He established the NFL Chapter at Beyer and earned the rare fifth Diamond.

Ron has coached sixty-three students to the National Tournament from the two high schools in all events. They have participated in over 300 rounds of National competition. His students have been most active in the National Student Congress. Six students were named Superior Representatives and one as Most Outstanding Representative. Several others were elected Presiding Officers. Beyer HS earned the Senator Karl E. Mundt National Student Congress Trophy in 1990.

Under his direction schools have received the Leading Chapter Award four times; once at Downey and three times at Beyer. Beyer HS has won the District Sweepstakes Plaque twelve times and the District Trophy in 1981, 1986, and 1990. The school has been the largest chapter sixteen times and largest in enrollment of new members and degrees eleven times. Ron has served as District Chair and received the District Chair Gold Award for Service. Ron promotes what NFL stands for: Training Youth for Leadership.

Welcome to the National Forensic League Hall of Fame, Ron Underwood.

# NFL HALL OF FAME DINNER



Sandra Silvers, Georgia District Chair, admires the portrait of her mentor, Glenn Pelham.



Portraits of Bruno Jacob and Glenn Pelham overlook the head table where Vice President and Mrs. Donus Roberts and Harold Keller dine with Joan Keston of PER.



Ron Underwood welcomed to the Hall by Carm Fernandes.



Hall of Fame Plaques and the Pelham Award.



Banquet hosts Billy Tate and Gloria Robinson with portrait of Bruno E. Jacob.



New member David Johnson with fellow Texan L.D. Naegelin.



Roger Brannan awards Hall of Fame pin to fellow Kansan Richard Young.

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## DOUBLE FOUR TO MISSOURI



**\*\*\*\*Richard Rice**  
**Kansas City-Oak Park HS, Missouri**  
**Fourth Diamond #38**

Richard taught at Marshall High School in Missouri, where he earned his first diamond, before accepting the position of Director of Speech and Debate at Oak Park High School in Kansas City, Missouri. He is now an administrator at the school.

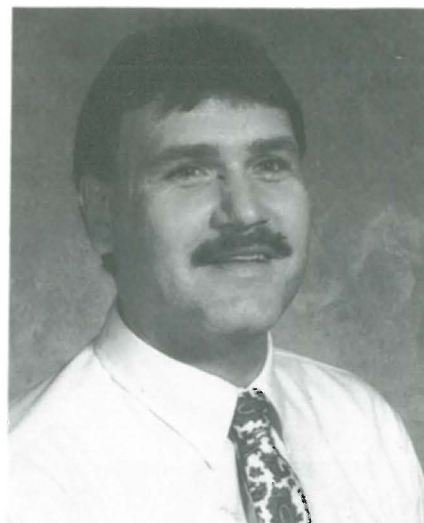
Mr. Rice has coached fifty students to sixteen National Tournaments. Students from Marshall and Oak Park have participated in over 300 rounds of national competition. Four have reached the finals in individual events. His students have been active in the National Student Congress. Six have been named Superior Representative or Senator. Participation in Congress has earned the school 58 congress points making it a contender for the National Student Congress Trophy.

Under his direction Oak Park High School has consistently been one of the largest chapters in the enrollment of new members and degrees in the Heart of America District and the nation. This enrollment of members and degrees earned Oak Park the Leading Chapter Award in 1980 and 1988. Mr. Rice's team has garnered the District Sweepstakes Plaque three times and the District Tournament Trophy twice. Richard served as NFL District Chair nine years and has received the District Chair Gold Award three times. He has also earned the Distinguished Service Key and Plaque.

Richard Rice was Co-Host of the 1983 National Tournament in Kansas City, Missouri and named the Missouri Speech Teacher of the Year in 1987.

He is a Charter Member of the National Debate Coaches Association, serves on the Board of Directors of the Speech and Theater Association of Missouri and is also on the Editorial Board of the National Federation of High School Activities Associations.

Richard most assuredly has earned the Fourth Diamond through his dedicated coaching, service, and loyalty to NFL. Training Youth for Leadership has been uppermost in his teaching career.



**\*\*\*\*Donald Crabtree**  
**Kansas City-Park Hill HS, Missouri**  
**Fourth Diamond #39**

Don began his coaching career at Bishop LeBlond High School in St. Joseph, Missouri, where he was the founder of that Chapter. He is currently Director of Forensics at Kansas City-Park Hill High School, Missouri.

Mr. Crabtree was National Co-Host of the 1983 Kansas City, Missouri National Tournament and has served on the National Executive Council. His service to NFL also includes terms as Co-Chair of the Speech Tab Room and as Speech Tab Room Advisor. He has coached twenty-one students to twelve National Tournaments. Among these students is a National Dramatic Interp Champion in 1986. Also, he has coached finalists and semi-finalists in Dramatic Interp, Extemp, and Poetry Reading.

The Park Hill NFL Chapter has consistently been one of the largest chapters in the enrollment of new members and degrees. Under his direction the school has earned the Leading Chapter Award in 1979, 1986, and 1991. The school has won the NFL District Sweepstakes Plaque three times and the District Trophy twice.

Don served as District Chair for the Heart of America NFL District five years and earned the District Chair Gold Award. Among his many NFL honors are The Distinguished Service Key and the Distinguished Service Plaque – third honors.

He was selected as the Outstanding Speech Educator in 1979 by the Speech and Theater Association of Missouri. Don is an active member of the Missouri High School Activities Association Speech Advisory Board and has served on the National Federation Debate Topic Selection Committee. He has authored numerous articles for the Rostrum. Mr. Crabtree is also a staff member at the Iowa Forensic Institute. Don will serve as National Host for the 1994 National Tournament in Kansas City.

Don has firmly established the NFL Motto of Training Youth for Leadership in his program at Park Hill. Congratulations on attaining the Fourth Diamond.

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## TRIPLE DIAMOND COACHES



**\*\*\*Wayne Gessford**  
**Gressham-Barlow HS, Oregon**

**March 6, 1991**

**6164 points**

His students have qualified for fourteen National Tournaments. He coached the Most Outstanding Representative in 1976. Other honors include a fourth Best Debate Speaker and a finalist in Prose Reading. His students have participated in 197 rounds of National competition and have been active in the National Student Congress.

The School has received the Leading Chapter Award and earned the Tournament Trophy two times and the Sweepstakes Plaque twice. Wayne has served as District Chair for six years.

He was named High School Coaches Association Educator of the Year in 1989. He is Past President of Oregon Speech Communication Association and Oregon High School Speech League Coaches Association and has served on the National Debate Topic Selection Committee and the NFL Lincoln-Douglas Topic Selection Committee. He is currently serving on the Oregon School Activities Association Advisory Committee.

The National Forensic League congratulates the 145th coach to receive the Triple Diamond, Wayne Gessford.

**\*\*\*David Jack**  
**Turlock HS, California**

**December 3, 1991**

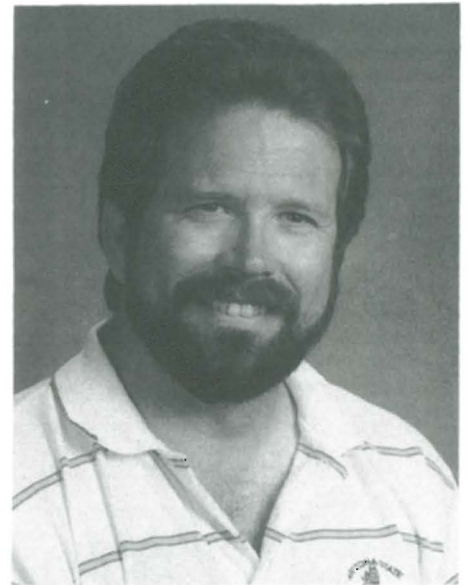
**7189 points**

David has coached students to ten National Tournaments. Two of his students were elected Superior Representatives at the National Student Congress. Two other students reached the finals in Original Oratory and Expository Speaking.

Under his direction the school has added over 2100 new members and degrees and earned the Leading Chapter Award three times. Turlock High School has consistently been one of the largest Chapters in new members and degrees in its NFL District and the State of California.

Turlock has earned the District Trophy twice. David has served as a member of the District Committee many years and served as the District Chair two years.

The National Forensic League congratulates David Jack who has earned Triple Diamond number 155.



**\*\*\*Alexandra Hoecherl**  
**Appleton-East HS, Wisconsin**

**January 15, 1992**

**6232 points**

Mrs. Hoecherl (Sandy) has coached 34 students to twelve National Tournaments. They have participated in 226 rounds and been active in Student Congress. Two of her congress delegates have been elected Superior Representatives and participated in the Super Congress.

Under her direction Appleton East High School has earned the Leading Chapter Award two times, the District Sweepstakes Plaque twice and also The District Trophy twice. The school is also active in Mock trial and has attended the National Tournament in that event. Appleton-East has been the Largest Chapter in Northern Wisconsin ten times and is a consistent leader in the enrollment of new members and degrees.

Sandy has served as a member of the NFL District Committee for several years and three years as a National Tournament Official.

She sponsors the Appleton-East Challenge Debate Tournament which attracts competitors from several states and is known as the outstanding Wisconsin Invitational. We welcome Sandy as the 158th Triple Diamond recipient.



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- L-D Debate Elimination Rounds begin at Full or Partial Double-Octafinals
- Planned Individual Events include:
  - Extemporaneous Speaking
  - Impromptu
  - Humorous Interpretation
  - Dramatic Interpretation
  - Thematic Interpretation
  - Original Oratory
  - Expository
  - Spontaneous Argumentation
- Student Congress

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Tournament Director - Matthew Fraser  
Stanford Debate, P.O. Box 2333  
Stanford, CA 94309  
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# DIAMOND KEY COACHES

(Points on record September 14, 1992)

*****	Donus D. Roberts	21,442	Richard Hunsaker	9,929	S. L. Chandler	6,962
	Watertown, SD		Belleville-West, IL		San Fran-Washington, CA	
	James F. Hawker	17,195	Rhoda Radow	9,789	Ronald Steinhorst	6,941
	West Lafayette, IN		Nova, FL		New London, WI	
*****	Ron Underwood	21,751	Harold M. McQueen	9,732	R. Lynn Rhodes	6,929
	Modesto-Beyer, CA		Ben Davis, IN		Louisville, OH	
	Ralph E. Bender	14,900	T. W. Oglesby	9,395	G. F. Ashen	6,921
	Centerville, OH		Wabash-Southwood, IN		Shawnee Mission-South, KS	
	Richard Young	14,882	Howard G. Hudson	9,247	James Robbins	6,909
	Hutchinson, KS		Picher-Cardin, OK		Chrysler, IN	
	Roger Brannan	14,840	Bro. George Zehnle, SM	9,130	Nancy S. Smith	6,901
	Manhattan, KS		Chaminade, NY		Salt Lake City-East, UT	
	Donald Lee Smith	14,609	Stephen Dable	9,036	Robert Stevens	6,898
	Salt Lake City-East, UT		Gig Harbor, WA		Sioux Falls-Washington, SD	
	Carmendale Fernandes	14,328	Albert J. Higgins	9,011	James R. Chase	6,888
	Fremont, CA		Thomas More Prep-Marian, KS		Overland, CO	
	Lawrence C. Brown	13,876	James Menchinger	8,719	E. L. Williamson	6,879
	Shawnee Mission East, KS		Portage-Northern, MI		Katy, TX	
	A. C. Eley	13,220	Natalie Weber	8,501	Ted W. Belch	6,866
	Shawnee Mission North, KS		Homestead, CA		Glenbrook-South, IL	
	Richard L. Beers	13,185	Lowell Sharp	8,442	Bob J. Siefert	6,863
	Fresno-Bullard, CA		Golden, CO		Logansport, IN	
	Jane Eldridge	13,056	Larry Smith	8,356	Robert C. Fleischacker	6,856
	Hunters Lane, TN		Fresno-Hoover, CA		Lynbrook, NY	
****	Ron Carr	16,469	Don Queener	8,328	Jan Benjamin	6,847
	Sarasota-Riverview, FL		Concord, IN		Thornridge, IL	
	Henry Wolf	15,647	Vernon Metz	8,301	Robert L. Jones	6,697
	Hays, KS		North Hills, PA		Fresno, CA	
	Donald Crabtree	15,328	Robert Beisch	8,207	Larry England	6,641
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	Richard B. Sodikow	15,257	Kenneth A. Carano	8,188	Thomas B. McClain	6,636
	Bronx HS of Science, NY		Austintown-Fitch, OH		New Trier, IL	
	Richard L. Rice	14,907	Carl F. Grecco	8,182	Marlin Spangrud	6,613
	Kansas City-Oak Park, MO		Truman, PA		Mankato-East, MN	
	Larry Highbaugh	13,284	Ann Cierley	8,174	Lee D. Alto	6,612
	Ben Davis, IN		Bakersfield-West, CA		Grand Rapids, MN	
	Donovan Cummings	12,609	Harlan M. Shuck	8,161	Alexandra Hoecherl	6,593
	Edison, CA		Moorhead, MN		Appleton-East, WI	
	Wayne E. Brown	11,978	Gary G. Harmon	8,130	Lois Gorne	6,489
	Kansas City-Center, MO		Salina-Central, KS		Federal Way, WA	
	Frank Sferra	11,917	Helen Engstrom	8,129	Wayne Gessford	6,462
	Mullen, CO		Munster, IN		Gresham-Barlow, OR	
	David Johnson	11,657	Mary D. Ross	8,102	Lee J. Turner	6,425
	Houston-Bellaire, TX		Parkway Central, MO		Pine Crest Prep, FL	
	Bro. Gregory Rene Sterner, FSC	11,622	Georgia Brady	8,097	R. M. Duesterbeck	6,406
	La Salle College, PA		Blue Springs, MO		Durand, WI	
	Dale McCall	11,513	Lois Paddor	8,066	Weston G. Henrie	6,404
	Wellington, FL		Gardena, CA		Logan, UT	
	Gregory J. Cullen	11,390	Leora K. Hansen	7,875	Sally Shipley	6,392
	Alhambra, CA		Blackfoot, ID		Shawnee Mission-West, KS	
	William S. Hicks	11,164	Donald N. Belanger	7,762	Thomas D. Castle Sr.	6,390
	Brebeuf Prep, IN		Caddo Magnet, LA		Bettendorf, IA	
	Bob Bilyeu	11,042	James Harville	7,694	David Fruits	6,353
	Missouri		Bellarmine College Prep, CA		Ind'pls-North Central, IN	
	Harold C. Keller	10,914	David P. Jack	7,593	Richard H. Cross	6,352
	Davenport-West, IA		Turlock, CA		Norfolk, NE	
	Louie Mattachione	10,857	Ronald Fisher	7,591	Bill Davis	6,323
	Perry, OH		Billings West, MT		Blue Valley, KS	
	Steve Davis	10,613	Jeffre J. Hufford	7,552	John N. Revezzo	6,232
	Vestavia Hills, AL		Rushville Consolidated, IN		Niles-McKinley, OH	
***	Dennis R. Edmonds	12,458	Lydia Esslinger	7,339	Alan B. Rubinstein	6,146
	Bingham, UT		Syosset, NY		Canton-McKinley, OH	
	Randy Pierce	12,240	Shirley Keller-Firestone	7,272	Robert Brittain	6,130
	Pattonville, MO		Lynbrook, CA		Columbia City, IN	
	John M. Hires	10,865	William Woods Tate, Jr.	7,251	**	
	Downers Grove-South, IL		Montgomery Bell Academy, TN		Francine Berger	13,884
	Gary Addington	10,864	Edwin M. Kelly	7,147	Miami-Palmetto, FL	
	Cherry Creek, CO		Pennsbury, PA		Sr. Mary Patricia Plumb	9,623
			Janet Robb	7,092	Academy of the Holy Names, FL	
			McKeesport Area, PA		Pamela K. McComas	9,508
			Larry G. Weise	7,026	Topeka, KS	
			Harrison, IN		Wayne Avery	8,235
			Emerson Turner	7,011	Wichita-Southeast, KS	
			Clear Lake, TX		Cheryl V. Ryne	7,906
			Anne M. Sullivan	7,010	Friendswood, TX	
			Bozeman, MT			

## DIAMOND KEY COACHES

(Points on record September 14, 1992)

Steven Wood Lawrence, KS	7,551	Douglas Tschetter Milbank, SD	5,364	Sr. Rosemary Floersch Omaha-Mercy, NE	4,791
Timothy R. Gore Nevada, MO	7,364	Rosemarie C. McCoy Muscatine, IA	5,317	Susan Stolen Duluth East, MN	4,762
Merle D. Ulery North Miami Beach, FL	7,283	Robert D. Nordyke Wichita-Campus, KS	5,315	Janis B. Myers Spencer, IA	4,761
Daniel Tyree Plymouth, IN	6,964	Jack Stafford Del Norte County, CA	5,290	Larry B. Stuber Valparaiso, IN	4,745
Cheryl J. Bramlette Lee's Summit, MO	6,853	Diane Edginton Clackamas, OR	5,286	Robert W. Bishop Box Elder, UT	4,731
Sandra Starke Miramonte, CA	6,710	Don Vettel Bakersfield-West, CA	5,268	R. D. Riggelman Denison, IA	4,729
W. E. Schuetz Gregory-Portland, TX	6,677	David S. Smith Salt Lake City-Highland, UT	5,266	Douglas R. Springer Pekin Comm, IL	4,729
Richard Ochoa Alta, UT	6,595	Jacqueline Reedy Troy, CA	5,261	Gregory P. Dawson The Blake School, MN	4,692
Robert Brumley Evansville-Reitz, IN	6,442	Sandra E. Bird San Fran-Lowell, CA	5,257	Susan B. Davis-McLain Glencoe, OR	4,685
Mark Harris Parsons, KS	6,176	Robert H. Ihrig Mankato-West, MN	5,227	Gerry Nagel DeKalb, IN	4,682
Bill Jordan Springfield-Glendale, MO	6,013	Michelle Leblanc St. Thomas More, LA	5,205	Veva K. Bissonnette Saratoga, CA	4,659
Randall McCutcheon Albuquerque Academy, NM	5,982	Linda Bloemker Lawrence Central, IN	5,177	Terry Peterson Millard-North, NE	4,650
William B. Vaill Norton, OH	5,976	Charlene Bradt Alva, OK	5,160	Richard Johnson Lakewood, CO	4,636
Bro. Anthony K. Cavet CFC Catholic Memorial, MA	5,921	Tom Gist Springfield-Central, MO	5,150	Kandi King San Antonio-Clark, TX	4,606
James Thompson Carbon, UT	5,884	Lincoln Record Fort Wayne-Northrop, IN	5,147	Mark Etherton Murray, KY	4,567
Pam Cady Apple Valley, MN	5,866	Marilee Dukes Vestavia Hills, AL	5,110	Charles A. Tichy Ralston, NE	4,558
John S. Tredway Ashland, OR	5,863	Noel Trujillo Los Alamos, NM	5,105	Peggy Ann Madden North Hills, PA	4,551
Ray Schaefer S O Center Enriched Studies, CA	5,859	Paul Haywood Homewood-Flossmoor, IL	5,102	Terry D. Stephens Abilene, KS	4,532
Keith R. Rogers Tulsa-Washington, OK	5,828	Jack Cody Los Gatos, CA	5,091	Barbara Smith Miami, OK	4,529
Gregory Varley Lakeland, NY	5,788	Sr. Mary Raimonde St. Joseph Hill Academy, NY	5,078	Patricia A. Bailey Homewood, AL	4,521
Teresa E. Sparkman Kickapoo, MO	5,735	Mary Beth McCarthy Hayden, KS	5,068	Marilyn Reaser Simi Valley, CA	4,505
Pamela Timoshenko Modesto-Downey, CA	5,689	Ed Trimmer Winfield, KS	5,064	Chuck Ballingall Damien, CA	4,504
Mahlon Coop Shawnee Mission-West, KS	5,686	Joe Dunbar Kokomo-So. Campus, IN	5,021	W. Lee Wright Sanders-Valley, AZ	4,477
Glenn R. Cavanaugh Derry, PA	5,685	Lawrence Havens Arvada-West, CO	5,014	Sandra Oliveras Cypress, CA	4,474
Mark V. Kapfer Shawnee Heights, KS	5,566	Judith Vasconcelos Reno, NV	5,011	Tom Montgomery Lodi, CA	4,470
Paul Gieringer Marshall, MO	5,554	Ronald R. Stefancic Youngstown-Boardman, OH	4,995	Robert L. Jones Canby Union, OR	4,452
Darrel Harbaugh Field Kindley, KS	5,542	Eugene Gillam Long Beach Poly, CA	4,991	Gary D. Roney Joplin, MO	4,417
P. Eric Brannen, Jr. Westminster, GA	5,538	Skip Altig North Platte, NE	4,985	Douglas Johnson Brainerd, MN	4,414
Rebecca Pierce Parkway South, MO	5,526	Cynthia Bateman Independence-Chrisman, MO	4,980	James M. Denekas Le Mars Community, IA	4,399
Betty A. Sabo Bonanza, NV	5,515	King Stuart San Marino, CA	4,946	Judy Hadley Lafayette, LA	4,386
Sr. Diane Weifenbach St. Ignatius College Prep., IL	5,464	Judy Kroll Brookings, SD	4,936	Sandra Silvers Calhoun, GA	4,379
Randall Keillor St. Francis, MN	5,463	Wayne F. Brinton Apple Valley, MN	4,934	Barry A. Kautz Wheaton Central, IL	4,371
Don Oberti Clovis-West, CA	5,462	Harry B. Davis Hunter, UT	4,929	James R. Carlson Bishop Heelan Catholic, IA	4,363
Jeffrey B. Larson Cedar Rapids-Washington, IA	5,442	Timothy C. Averill Manchester, MA	4,920	Michael A. Hicks Houston-Jesuit, TX	4,351
Kenny Barfield Mars Hill Bible School, AL	5,415	Eleanor R. Langan Scranton, PA	4,895	Judith McMasters Seminole, OK	4,349
Robert M. Leet Sheboygan-South, WI	5,407	Charles L. Johnson San Diego-Patrick Henry, CA	4,873	Mildred A. Peveto Newman Smith, TX	4,319
Diane Mastro-Nard Youngstown-Mooney, OH	5,406	Evelyn Kearns Niwtot, CO	4,870	G. David Richardson Omaha-Westside, NE	4,313
Thane Hascall Atlantic, IA	5,379	Larry B. Ross Humble, TX	4,837	Linda M. Schlak Des Moines-Lincoln, IA	4,311

# DIAMOND KEY COACHES

(Points on record September 14, 1992)

Michael Gonzalez St. Vincent, CA	4,302	Linda Wilson Henry County, TN	3,721	William L. Hudson Ledford, NC	3,338
Joseph A. Dionisio Widefield, CO	4,254	Billy M. Pullen Memphis-Harding Academy, TN	3,714	Donna Frenzel Wisconsin Rapids-Lincoln, WI	3,338
Thomas Isenhardt Parkersburg South, WV	4,244	Virginia O'Keefe West Potomac, VA	3,714	Bonnie Gailey Cottonwood, UT	3,282
Joseph B. Gerace Wheaton Central, IL	4,229	Barbara Elliott Bullitt Central, KY	3,689	Susan Segelstrom St. Croix Falls, WI	3,280
Jim Long Plano, TX	4,226	Cat Horner Bennett Taos, NM	3,684	Kitty Peck Riverton, WY	3,280
Allen Janovec Norfolk, NE	4,155	Cheryl Gilmore Lafayette-Acadiana, LA	3,672	Toni C. Rausch Gresham-Barlow, OR	3,275
Donald Ramsey Kansas City-Rockhurst, MO	4,154	Marilyn O. Olin Terry Parker, FL	3,663	Gay Brasher Leland, CA	3,271
Richard Chunat St. Edward, OH	4,130	Barbara Kersten Roseville Area, MN	3,657	Diane Smith North Posey, IN	3,269
Conrad Jestmore Wichita-South, KS	4,110	Karen Miyakado Radford, HI	3,643	Patty Edwards The Kinkaid School, TX	3,265
Maridell Fryar Midland-Lee, TX	4,093	Ryan McKeithan Topeka-Seaman, KS	3,623	Arthur Voisin Southfield-Lathrup, MI	3,263
L. D. Naegelin San Antonio-Churchill, TX	4,055	Randall R. Shaver High Point-Andrews, NC	3,615	Carol Shepard Sioux City-North, IA	3,249
Anthony Stokes Kiski School, PA	4,044	Anne Raines Houston-Memorial, TX	3,605	Norman A. Leistikow Bloomington-Jefferson, MN	3,244
Rev. Raymond Hahn Cathedral Prep. School, PA	4,017	Michael Remick Eagle Point, OR	3,588	Betty H. May North Fremont, ID	3,242
Nick Nelsen West Des Moines-Valley, IA	4,016	Mary L. Lindquist Mercer Island, WA	3,588	Jack Anderson San Fran-Lowell, CA	3,228
Gloria Wasilewski Riverside, PA	3,991	Daniel C. Roskom Hartford, WI	3,583	Drucilla Munson Brookfield Central, WI	3,221
Gloria Robison Saint James School, AL	3,987	Carl F. Lehmann South St. Paul, MN	3,565	James W. Ehrenburg Monta Vista, CA	3,204
Dennis B. Hadley Ogden-Weber, UT	3,948	Paul Lewellan Bettendorf, IA	3,562	John Durkee Laramie, WY	3,200
Dale Deletis Milton Academy, MA	3,947	Deborah E. Simon Milton Academy, MA	3,561	Lawrence Campbell West Carrollton, OH	3,193
Valleri D. Speer Clear Creek, TX	3,935	Jeanne D'Villiers Sapulpa, OK	3,559	Steve D. Marsh Plymouth Centennial Educ. Park, MI	3,187
Peggy Dersch Parkway West, MO	3,928	Rhoda Hansen Fargo North, ND	3,543	James Barsotti Big Sandy, MT	3,176
Gary Walker San Gorgonio, CA	3,917	Hugh Ringer Mercer Area, PA	3,528	Jerald T. Eiler Rossville, IN	3,162
Bruce Gevartzman La Mirada, CA	3,908	Catherine Berman El Cerrito, CA	3,514	Daniel G. Robertson Reynolds, OR	3,157
Elizabeth L. Ballard Norman, OK	3,904	Jerry Crenshaw Russell, KS	3,500	David A. Giese Mason City, IA	3,139
Peggy Fleming Eldorado, NM	3,902	Edgar J. March Canton-Glenoak, OH	3,493	Rev. Alfred Naucke, SJ Loyola, CA	3,138
Gregg C. Hartney Charles Page, OK	3,888	Laura Baxter South Garland, TX	3,476	Nelson L. Warren Remington, KS	3,134
Doris J. Sexton West Bend East, WI	3,877	Jody Gaiser Gahanna-Lincoln, OH	3,466	Stanley C. Day Wheaton, MD	3,120
Virginia Sutherland East Mecklenburg, NC	3,877	John Steinbach West Bend West, WI	3,459	Anthony F. Figliola Holy Ghost Prep, PA	3,114
John C. Triplett Junction City, KS	3,866	Roger C. Paldauf Dundee-Crown, IL	3,455	Leslie Kuhns Topeka-West, KS	3,113
Mary Ann Yoskey-Berty Trinity, PA	3,853	David St. Germain Chaska, MN	3,454	Alex L. Pritchard The Greenhill School, TX	3,112
Lois Pierson Valley Center, KS	3,838	Gloria Henry Ruskin, MO	3,449	Sandra Lucaa Dallas-Skyline, TX	3,095
Elaine Coughlin Beaverton, OR	3,835	Sharon Stender Hot Springs County, WY	3,427	Gabriel R. Santo Rocky River, OH	3,069
Arnold Weintraub Los Alamitos, CA	3,829	Dewain R. Lien Mt. Rainier, WA	3,420	Leonard F. Augustine, Jr. St. Augustine, LA	3,064
Kathleen Viscardi Shrewsbury, MA	3,820	Ann Shofner Amarillo-Tascosa, TX	3,404	Robert Pacilio Mt. Carmel, CA	3,059
David S. Jenkins Ballwin-Lafayette, MO	3,793	Yvonne Sutter Grandview, MO	3,404	Glenda Ferguson Okla City-Heritage Hall, OK	3,057
A. Jane Berry-Eddings Sprague, OR	3,789	Jane Tunseth Rosemount, MN	3,403	Jody Heaps American Fork, UT	3,044
Peggy A. Oliver Idaho Falls-Bonneville, ID	3,783	Kenneth Adair Modest-Davis, CA	3,383	Cathy C. McNamara Shawnee Mission-South, KS	3,037
Luanne Pendorf Standley Lake, CO	3,763	Judy Indest Stratford, TX	3,362	Paul A. Harens Yankton, SD	3,036
John Parker Richfield Springs Central, NY	3,742	Daryl Fisher Newman School, LA	3,343	William C. Robinson, Jr. Shawnee Mission-South, KS	3,029

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*(Points on record September 14, 1992)*

William Zubke Watertown, SD	3,025	Jeannine Smee-Pendleton Arroyo Grande, CA	3,479	Steven L. Marques Kentridge, WA	2,899
Bro. Robert Wilsbach, FSC West Catholic, PA	3,022	Marsha W. Forsgren Uintah, UT	3,445	James R. (Dick) Morse Sacramento-Kennedy, CA	2,893
David M. Montera Pueblo-Centennial, CO	3,006	David W. Loos Algoma, WI	3,401	Betty S. Gunn Mountain Brook, AL	2,887
Jayne Greco Royal Oak-Kimball, MI	3,001	Carol Strickland Emporia, KS	3,400	Sally M. Finley Belle Vernon Area, PA	2,883
Dorothy J. Sunne Forest Lake, MN	3,000	Richard Bracknell Carrollton, GA	3,396	Gay Hollis Kingwood, TX	2,880
*		Cynthia A. Burgett Washburn Rural, KS	3,347	Ann Tornberg Beresford, SD	2,873
Eric Di Michele Regis, NY	8,691	Doug Galvin Rock Springs, WY	3,309	Diana Prentice Topeka, KS	2,873
Leslie Phillips Lexington, MA	6,981	Mary Cathyrne Coe Pocatello, ID	3,300	Sharon Prefontaine Monta Vista, CA	2,872
Michael W. Burton Auburn, WA	6,910	Gladys Robertson T. L. Hanna, SC	3,296	Carol A. Sheppard Nova, FL	2,860
Deborah S. Glenn Shawnee Mission Northwest, KS	6,526	R. Zane Harwell Odessa-Permian, TX	3,289	Pauline J. Carochi Canon City, CO	2,859
Martha L. Kennedy Redlands, CA	6,154	Ruth B. McAllister Riverside, SC	3,264	Bruce Rogers Northside, GA	2,856
Mike Jeffers Independence-Truman, MO	5,798	C. Frederick Snook Crestwood, OH	3,227	Douglas S. Jones Kent-Meridian, WA	2,825
Julie Sheinman Stuyvesant, NY	4,711	Mel Olson Dobson, AZ	3,185	Thomas L. Riordan Thornton Fractional-South, IL	2,821
Cynthia Lamendola San Antonio-Lee, TX	4,616	Ellen K. Langford Decatur, AL	3,174	Mechelle Sexton Bryson Grand Prairie, TX	2,817
Linda M. Abel Wichita Heights, KS	4,476	Ora Jean Henry Pine View School, FL	3,136	King Schofield Harvard-Westlake, CA	2,816
Deana Butcher Springfield-Hillcrest, MO	4,427	Linda Crockford St. Brendan, FL	3,118	Margaret A. Emelson Uniontown Area, PA	2,803
Gayle Hyde Fargo North, ND	4,295	Christine Wortman Great Falls-Russell, MT	3,118	Gail Naylor Silver Lake, KS	2,801
Penny Johnston Mead, WA	4,167	James F. Graupner Stillwater, MN	3,108	Maylin K. Olson Mitchell, SD	2,800
Don M. Heinsohn Arroyo Grande, CA	4,166	Cheryl (Chasteen) Johns Cypress Creek, TX	3,102	Frankie Liston Mountain View, UT	2,798
Clydene Reep Houston-Spring Woods, TX	4,142	Sally McAfee Albuquerque Academy, NM	3,045	Michael Murr Simley, MN	2,781
David Dunne Marion, IN	4,075	Mike William Beattie Waynesville, MO	3,040	Thomas S. McClary, Jr. Miami-Southridge, FL	2,774
James Butch Kettering-Fairmont, OH	4,005	Steve Neill Sumner Academy, KS	3,013	Roy L. Nicholson Twin Falls, ID	2,773
Ronda Nielson Salt Lake City-Skyline, UT	4,000	Catherine Smith Olathe-South, KS	2,994	Wanda V. Manther Rosemount, MN	2,766
Roberta Grenfell Klein, TX	3,968	Paula Nettles Woodward Academy, GA	2,984	Glad Corbell Loyola College Prep, LA	2,757
Sandra Boldway San Dieguito, CA	3,939	Jeffrey Holt Sheboygan-North, WI	2,972	Charles J. Lovejoy Klein Forest, TX	2,752
Jeanie Robson-McCoy Idaho Falls, ID	3,913	Paulinda Krug Trinity, TX	2,970	Frances Schoolcraft Wheeling Park, WV	2,746
Clifton Morton Hortonville, WI	3,875	Carl Adkins Hays, TX	2,969	Charles H. Nicholas Jr. Bob Jones Academy, SC	2,745
Lynda Melanson Hanks, TX	3,869	Ruth Kostadelos Chaparral, NV	2,950	James Cavallo Chesterton, IN	2,744
Ron Jackson North Kansas City, MO	3,805	Wade Pogany Roosevelt, SD	2,942	Gail Sarff Wayzata, MN	2,739
Russell E. Brock Monett, MO	3,794	Jack L. Armstrong Duluth-Central, MN	2,939	Robert T. Hansen Delta, UT	2,738
Harley Liebensohn Winston Churchill, MD	3,780	Stanley Lewis Olathe-North, KS	2,937	Kathleen O'Halloran Norwin, PA	2,737
Michael Marks Hattiesburg, MS	3,767	Joseph Gains Wadsworth, OH	2,932	Peter K. Redmond St. Louis Park, MN	2,734
Daniel H. Durbin Evansville-Reitz, IN	3,765	Edward M. Morris Whitman, MD	2,921	Janet L. Peterson Salem, VA	2,727
Barbara Tucker Garner Duncanville, TX	3,762	Shelby McNutt Garden City, KS	2,916	Sidney Richison Arroyo Grande, CA	2,718
Barbara Weiss Newburgh Free Academy, NY	3,735	Linda C. Dencker Howell North, MO	2,910	Nanette D. Stark Horizon, AZ	2,716
Doug Campbell San Gabriel, CA	3,667	Carol Purrington Marshall, MN	2,907	Robert J. Tindel Pittsburg, KS	2,714
Deborah Bendix Forest Lake, MN	3,624	R. Lawrence Culver Albany, NY	2,902	Judith Fitzgerald St. Andrews Parish, SC	2,708
Kim R. Maass Sioux Falls-Lincoln, SD	3,583	Linda S. Box Horton Watkins, MO	2,899	Claryn M. Myers Fort Wayne-Northside, IN	2,694

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*(Points on record September 14, 1992)*

Andara MacDonald Holtville, CA	2,693	Glenda Ward Cassville, MO	2,579	Connie J. Link Heyworth, IL	2,349
Janice E. Rains Corpus Christi-Carroll, TX	2,691	Sandra Laborde Broussard Comeaux, LA	2,576	Tricia Bartolomei La Reina, CA	2,346
Harriet L. Medlin Brentwood, TN	2,690	Greg Schultz Mead, WA	2,572	Grant Hansen Roy, UT	2,344
Thomas H. De Yarman Pueblo-East, CO	2,685	Sharon Summers Arapahoe, CO	2,565	Dalvin R. Yager Derby, KS	2,342
Gary Blair North Medford, OR	2,684	David B. Moulton Perry Meridian, IN	2,564	Pam Hummel Taft, TX	2,336
Susan Clark Lakeville, MN	2,682	Rebecca S. Wiley Duval, WV	2,553	Ira L. Evers Alamo Heights, TX	2,335
Paul L. Johnson Chippewa Falls, WI	2,677	Karen Colton Aurora, MO	2,534	Betty C. Carlson Olympia, WA	2,332
John A. Cardoza Stockton-St. Mary's, CA	2,676	Deborah Middleton Glenbrook-North, IL	2,516	Robert S. Deutsch West Lafayette, IN	2,331
Jacqueline F. Foote South View, NC	2,676	Harriet Marriner Gompers Secondary School, CA	2,505	Robert Levinson Bronx HS of Science, NY	2,327
Fred Monberg Hammond, IN	2,674	Jan Cook Cherokee-Washington, IA	2,491	David Trippe Nixa R-2 Schools, MO	2,327
Patricia M. Stricklin Longmont, CO	2,673	Sally L. Hofmeister Poland, OH	2,490	Joseph Buzzelli St. Ignatius, OH	2,312
David Baumeister, Jr. Sioux Falls-O'Gorman, SD	2,672	Kim-Michelle Pullan Carbon, UT	2,489	Jane J. Goodrich Alamogordo, NM	2,311
Linda Patton Oologah, OK	2,671	Rebecca Lomax Bainbridge Island, WA	2,489	Suzanne Whitaker New Iberia, LA	2,309
Kristi A. Sanromani North Eugene, OR	2,670	Michael Harris San Joaquin Memorial, CA	2,487	Robert J. Hoy Brunswick, ME	2,293
Ellora Kleven Dassel-Cokato, MN	2,667	Linda Smithson-Kovach McCullough, TX	2,480	Raymond D. Arnold Olympia, WA	2,290
Scott Milliken Millard-North, NE	2,667	Delose Conner Layton, UT	2,461	Carol W. Poole Hanahan, SC	2,285
Martha L. Carr Robinson Secondary, VA	2,667	Michael Patterson Guymon, OK	2,458	Harry L. Steinmetz San Diego-Madison, CA	2,281
Peter Bogdanoff Bellevue, WA	2,659	David J. Brunner North Canton-Hoover, OH	2,457	Louis W. Cockerham Claremont, CA	2,279
Brent A. Farrand Science, NJ	2,656	Sharen Althoff Wooster, OH	2,457	Sheryl Kaczmarek Glenbrook-North, IL	2,273
Debby Warstler Perry, OH	2,649	Vickie Fellers Goddard, KS	2,454	Robert Lane Shawnee Mission-West, KS	2,270
Pamela Schultz-Taccona Glenbrook-South, IL	2,648	Sherry Whitcomb Kokomo-So. Campus, IN	2,437	Jan L. Mrachek Gulfport, MS	2,268
Deanne Vandever North Valley, OR	2,643	Margaret Kendrick Sharpstown, TX	2,436	Diane M. Ritzdorf Arapahoe, CO	2,263
P. R. Slappey Cedar Rapids-Washington, IA	2,640	Melanie (Matheny) Ralston Topeka-West, KS	2,409	Carolyn Williamson Denver-Manual, CO	2,262
Theodore Carter Mary Persons, GA	2,639	Sandra S. Sage Hobbs, NM	2,403	Jan Mitchell Marshalltown, IA	2,258
Bill R. Bland Tulsa-Washington, OK	2,638	Myrna B. Goodwin Mount Miguel, CA	2,403	Tom Prill Lafayette-Jefferson, IN	2,258
Jill I. Grimes Moffat County, CO	2,637	Carol J. Leshock Greensburg Salem, PA	2,400	Darcey Butrimas Lake Highland Prep, FL	2,249
Debbie Brantley Ladis Plano, TX	2,632	Glenn M. Nelson Salina-South, KS	2,396	Bob Jolliff Clovis-West, CA	2,249
Allene Miller Diamond, MO	2,629	Thomas K. Biddle Bear Creek, CO	2,390	Jean Ann Hardy Topeka, KS	2,245
Donald J. Tantillo Wheeling, IL	2,624	Martha B. Ebeling Dayton-Oakwood, OH	2,387	Richard J. Young Nicolet, WI	2,238
Caroline Wolfe Estancia, CA	2,622	Terry Quinn Campbell County, WY	2,386	Timothy M. Miller Fox Senior, MO	2,237
Max H. Brown Blue Valley North, KS	2,619	Linda Webb Goddard, KS	2,382	Karen Baker Clear Lake, TX	2,236
John R. Woollen Enloe, NC	2,616	John J. Fitzpatrick Hewlett, NY	2,374	Barbara Shaheen Birmingham-Groves, MI	2,229
Linda Oddo New Trier, IL	2,616	Marcine Solarez Newbury Park, CA	2,370	James R. Hill Mustang, OK	2,220
Margaret Riley Academy of the Holy Names, NY	2,611	Kurt Earnest 71st, NC	2,365	Linda D. Douglas Wichita-North, KS	2,218
Thomas W. Huber Oak Hill, IN	2,599	Bobbie Kircher Winter Park, FL	2,362	David Baker St. Mark's School, TX	2,212
Del Holz Bloomington-Jefferson, MN	2,598	Pamela Deutsch West Lafayette, IN	2,357	Kelli Hopkins Webb City, MO	2,208
Susan J. Odom Sheridan, WY	2,593	Sr. Isabella Trinidad-Catholic, CO	2,352	Marilyn C. Childs Chelsea, VT	2,204
Barry Crossland Reeds Spring, MO	2,585	Shawn Crain-Mena Eastwood, TX	2,350	Elizabeth White San Antonio-Churchill, TX	2,203

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*(Points on record September 14, 1992)*

K. Bruce Florence Harrison County, KY	2,202	Janet E. Dizenzo Radnor, PA	2,069	Max Griffith Elgin, OH	1,942
Jeffrey A. Wortman Glenbrook-North, IL	2,198	Dave Gordon Duluth-Denfeld, MN	2,069	Fred Robertson Fremont, NE	1,937
Michael Sanders Thornton Township, IL	2,194	Barbara Rinnetti Burbank, CA	2,055	Mike Speer Dallas-Jesuit, TX	1,936
Zona L. Ludlum Hillsboro, MO	2,191	Bob Latta Torrington, WY	2,051	Barbara Muhlbach Massillon Washington, OH	1,934
Larry E. Eakin Bayside, VA	2,184	Stan Magee Dulles, TX	2,050	Susan Moore Scott County, KY	1,930
James Cassey Grand Island, NE	2,183	Kathleen Williams Fremont, CA	2,048	Dorene Nelson Groton, SD	1,924
Gail Davenport Roslyn, NY	2,178	Christine Adams Prost Kansas City-Oak Park, MO	2,042	Max Hoke McCutcheon, IN	1,923
Philip M. Wertz Thomas County Central, GA	2,176	Alice Joyce Ursin Bethel Park, PA	2,036	Paulette Reikowski Eagan, MN	1,920
Dianne Johnson Houston-Bellaire, TX	2,174	Ronald Pennell Granite City, IL	2,026	Barbara Ochoa Alta, UT	1,918
James Mellott, Jr. Leavenworth, KS	2,172	Charles J. Beckman Walker, MN	2,022	N. J. Pond Murray, UT	1,917
Carol S. Anderson La Cueva, NM	2,169	Debbie Lueders Carrollton, MO	2,022	Vincent Borelli Long Branch, NJ	1,911
Kathryn A. Waner Columbia-Hickman, MO	2,164	Betsy Walson Martin County, FL	2,021	Grady Franklin Chase, NC	1,909
Kathleen D. Hamm Iowa City-West, IA	2,158	William Spieth Bellevue-Newport, WA	2,018	Kevin Caster Iowa City, IA	1,905
C. Clare Odum Tampa-Jesuit, FL	2,148	Janna Young Kingfisher, OK	2,018	Carolann Biel Chesterton, IN	1,900
Frank Catanzarite Elkhart Memorial, IN	2,143	William D. Telford, Jr. San Antonio-MacArthur, TX	2,010	Robert F. Hamm (Bob) Pueblo-Centennial, CO	1,899
Scott M. Benner Wenatchee, WA	2,133	Kathleen L. Hewston Hempfield Area, PA	2,008	W. Mark Ferguson Glenbrook-South, IL	1,896
Eugene Burnett Pontiac Township, IL	2,127	Ronald Dodson Westlake, TX	2,007	Joyce A. Sinn Fort Scott, KS	1,896
Morgia Belcher Franklin Pierce, WA	2,126	Beth Goldman Taravella, FL	2,004	Mitch Gaffer Huron, SD	1,893
Martin Lamansky Steamboat Springs, CO	2,125	Debra Dehlinger San Antonio-Jefferson, TX	2,000	Gail A. Riddle Byrd, NC	1,892
Bonnie Hobbs Woods Cross, UT	2,125	Jeff Borst Sierra, CO	1,999	Lexy Green Pinole Valley, CA	1,887
J. Barry Moss The Kinkaid School, TX	2,124	Betty Whitlock Clinton, MS	1,998	Cynthia K. Ollendyke Peters Twp., PA	1,885
Edith Y. Miller Deerfield, IL	2,124	William McGoff Tyler, TX	1,997	J. W. Butcher Fontana, CA	1,874
Theresa A. Manchey James Wood, VA	2,122	Wayne Wagner Rolling Meadows, IL	1,995	Frederick B. Kimball Lakeside, WA	1,874
Curtis M. Garrett Denver-North, CO	2,120	Jana McKee Riggins Kaufman, TX	1,994	Patrick M. Keenan Wellington, FL	1,871
Jay Schuschke Capital, ID	2,107	Richard Ramey Attica, IN	1,988	James Fountain McClintock, AZ	1,864
Beth Young North Catholic, PA	2,107	Duane S. Carr St. John's College, DC	1,979	Jodi L. Shorma Wahpeton, ND	1,864
Jane Terrell L.B.J., TX	2,101	Andrea T. Morgan Silverton Union, OR	1,974	Shirley L. Doherty Oak Ridge, TX	1,862
Michael H. Suvall Gallup, NM	2,092	Vivian E. Zabel Luther, OK	1,970	Dale Knowlton Hickman Mills, MO	1,859
Anne D. Duke Glynn Academy, GA	2,090	Nancy Walker Hockaday School, TX	1,968	Wayne Ervin Brunswick, GA	1,855
Mark D. Onstott Eaglecrest School, CO	2,088	Stephanie Moore Warren East, KY	1,961	Linda Miller Fairborn, OH	1,849
William M. Vogel Lakeland, NY	2,084	Jay Stubbs Highland Park, KS	1,960	Ivonne J. Cook Mullen, CO	1,845
Daniel Matheny Findlay, OH	2,084	Carl Wangsvick Rocky Mountain, CO	1,959	Lyle A. Jackson Sunnyside, WA	1,844
Sheri Cole Edmond-Memorial, OK	2,082	Mark Quinlan Circle Pines-Centennial, MN	1,957	Ann Christine Stepp Kokomo-So. Campus, IN	1,843
Vicki Russell Robert Service, AK	2,081	Joy Robbins Chrysler, IN	1,950	Henry McIntosh Liberty, CO	1,843
Walter Daumler Delavan-Darien, WI	2,080	Kathy Mulay Portage Central, MI	1,949	Miriam Fujimoto Castle, HI	1,841
Michael A. Colletti, Sr. Gordon Technical, IL	2,074	Jennifer Albritton Tampa-Robinson, FL	1,947	Susan L. Novak Forest Lake, MN	1,838
Rebecca Gray Vestavia Hills, AL	2,073	Thomas J. McCoy Muscatine, IA	1,946	J. D. Barnes Wasson, CO	1,837
Marilyn Schiel Stevens Point, WI	2,070	Robert Marks West Des Moines-Valley, IA	1,944	Rod Carr Shawnee Mission East, KS	1,835



## DIAMOND KEY COACHES

*(Points on record September 14, 1992)*

Karen S. Mitchell-English Lyons Twp., IL	1,830	Kieran Larkin Mary Louis Academy, NY	1,692	George Sendon Missoula-Big Sky, MT	1,598
Deni Johnson Kaukauna, WI	1,826	George Edwards St. George's School, WA	1,689	James E. Casey Como Park, MN	1,596
Cornell A. Loschen Worland, WY	1,823	Donald C. Rima Bethel, VA	1,686	Deborah H. Silber Gahr, CA	1,594
Linda Kelso Hicks Portage, IN	1,819	James O. Payne Blue Valley, KS	1,686	Pat Morgan John Jay, TX	1,583
Duaine C. Bosin Appleton-West, WI	1,814	Richard Mullen Cape Elizabeth, ME	1,685	Alice Sibel Ivan Independence-Fort Osage, MO	1,583
George Sparks Ferris, WA	1,811	Anne Shapiro Bronx HS of Science, NY	1,681	Kenneth D. Lyon Bellevue-Sammanish, WA	1,582
Larry H. Banks Hawken School, OH	1,805	Robert E. Degroff Colton, CA	1,680	Lorraine Strand Lebanon Union, OR	1,582
Dianne B. Moeller Longmont-Skyline, CO	1,805	Jeanie Astbury Parsons, KS	1,677	Andrea L. Stewart Hume-Fogg Magnet, TN	1,580
William Campbell University, TN	1,793	James F. X. Lyness, Jr. Loyola School, NY	1,673	Nick Bollas Canton-Glenoak, OH	1,579
Mike Harrison Klein, TX	1,789	Leslie S. Watkins Snellville-Brookwood, GA	1,673	Paul M. Evans Benton, MO	1,578
Cindy Bomboske Monacan, VA	1,788	Eugene Kail Central Catholic, PA	1,671	Kathy Faulkenberry Caney Valley, KS	1,575
David A. Wendt Keokuk, IA	1,788	Patricia Foley St. Francis, MN	1,671	Donna Brown Putnam City, OK	1,569
Brit McCabe Bishop McGuinness, OK	1,787	Gail L. Nicholas Bob Jones Academy, SC	1,666	Mina S. Stecklein Holmes, TX	1,568
Charlotte Boteilho Baldwin, HI	1,785	J. Garland Blair Larue County, KY	1,666	Rosella Blunk Sioux Falls-Lincoln, SD	1,562
David McKenzie Northfield, IN	1,784	Barbara Reed Papillion-La Vista, NE	1,665	Joseph B. Siren Allendale-Fairfax, SC	1,558
John F. Scheeler Magic City Campus, ND	1,779	Don Blankenship Trinity, TX	1,663	Lois A. Askew Huffman, AL	1,558
Larry Arnhold Deer Park, TX	1,778	Sanford Berman El Cerrito, CA	1,662	Arcella Hall Port Angeles, WA	1,555
Dick Marr Tabor Academy, MA	1,773	Joe Willis San Angelo Central, TX	1,660	Susan Nordquist International Falls, MN	1,553
L. Franklin Sharp Jr. Catonsville, MD	1,771	Larry Whitesell Shadow Mountain, AZ	1,653	Duane Daily Manhattan, KS	1,551
Robin Knoepke Doherty, CO	1,770	Nelda D. Chapman Rangeview, CO	1,652	David Williams Lincoln-Southeast, NE	1,545
Jean A. Streiff Oakland-Catholic, PA	1,767	Sandra D. Schneider Clemens, TX	1,649	Louis C. Price Battle Creek Central, MI	1,544
Sarah Thomas Topeka-West, KS	1,765	Rhonda G. Sharp Alves Hays, TX	1,649	James F. Holt Janesville-Craig, WI	1,542
Carol W. Molloy El Paso-Del Valle, TX	1,764	Robert Kelly Chesterton, IN	1,640	Ronald A. Ingle Thomas Jefferson, CO	1,539
Ray Soderholm Minnetonka, MN	1,751	Nancy W. Sprowls Brunswick, OH	1,638	Sue B. Chanson Porter-Gaud, SC	1,535
John A. Pagin Howe Military School, IN	1,751	Betsy Sexton Hickman Mills, MO	1,637	Margaret Gagnon Jackson Hole, WY	1,534
Mike Kolodziej Glenbard-West, IL	1,748	Bernice M. Zerr Kentwood, WA	1,636	William Czarnecki Chaminade, MO	1,532
Barbara Funke Chesterton, IN	1,745	David Gale Otter Valley Union, VT	1,630	Paula M. Reed Columbine, CO	1,531
Kathy Martin Glyndon-Felton, MN	1,744	William Horsch Sheboygan-North, WI	1,628	Lee Ellen Beach Clarksville Northeast, TN	1,527
John A. Lawson Birmingham-Groves, MI	1,737	Thomas A. Smith Reavis, IL	1,628	Maxine Atherton Whittell, NV	1,527
Susan Welch McClintock, AZ	1,715	Carol Phillips Maryville, TN	1,627	Fred Vogt Pekin Comm, IL	1,519
Lynda Luce Waupaca, WI	1,713	Trudy K. Kinman Maryville R-II, MO	1,626	Barbara Miller South Mecklenburg, NC	1,518
James R. Gunderson Casper-Kelly Walsh, WY	1,713	Rhea Hoppes Maconaquah, IN	1,616	James Rosenberg Crystal Lake-South, IL	1,514
J. A. Vidal Evergreen, CO	1,707	Mike Guilkey Howland, OH	1,613	Kathy Athey Stockton-Lincoln, CA	1,513
Janet Doyle Pharr-San Juan-Alamo, TX	1,704	Sandra Bias Linn Huntington East, WV	1,607	Melissa L. Beall Cedar Falls, IA	1,509
Twinkle Johnson Deer Park, TX	1,700	Gail A. Chastain San Fran-Mercy, CA	1,606	Roy A. Simmons Whitman, MD	1,509
Royce A. Rice North Hills, PA	1,699	Michael P. Stedillie Casper-Kelly Walsh, WY	1,606	Dennis De Young Montgomery Bell Academy, TN	1,505
Thomas Joe Pabst Snider, IN	1,699	Carl E. Dillon Waverly-Shell Rock, IA	1,604	Vickie Wiginton Lawton, OK	1,504
Teresa Sersland-Reichardt Wichita Northwest, KS	1,699	Michael Nailor Shikellamy, PA	1,599		

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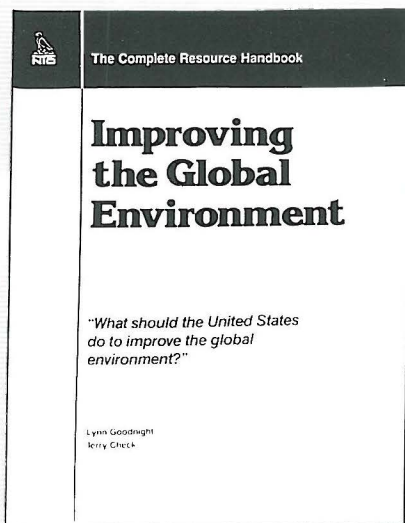


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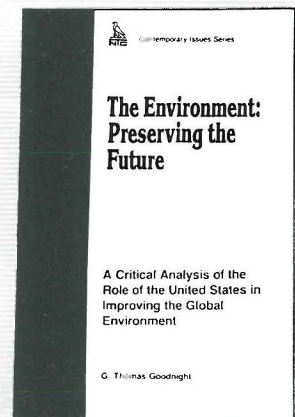
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