



# California Speech **BULLETIN**

*California High School Speech Association*

CHSSA Executive Council / Letter from CHSSA President ..... inside cover

Letter from Editor ..... 1

In Memoriam -- Gertrude Baccus ..... 2

Jim Lehrer News Hours visit State Tourney ..... 2

Webmaster Needed ..... 2

Letter to CHSSA and The Bulletin  
*by Matthew Fraser* ..... 3

Motions from the CHSSA January 2002 Meeting ..... 5

Photos from the State Speech Tournament 2002 ..... 6

Winners from the State Speech Tournament 2002 .....7

Communication Conventions are for Thieves  
*by Lynette Williamson* ..... 10

New Coaches Workshop ..... 10

Speaking Across the Curriculum: Curriculum Materials ..... 11

Another Packet Goes to Press ..... 11

The Pathos, Ethos & Logos of *Other People's Money* ..... 12

Worksheet: Evaluating a Speaker with Classical Elements of Persuasion ..... 13

If You Have to Ask, You'll Never Know  
*by Karen Minick* ..... 14

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# From the President of CHSSA

Dear Colleagues:

State Tournament 2002 is now a memory – and what a great memory! Buchanan High School and the Southern Valley Forensic League were wonderful hosts: the hours and days and weeks and months of preparation were clearly evident during our three days in the Clovis/Fresno area. In addition to the many coaches, parents, community members and students who did so much to make this tournament a success, a very special thanks must go to Ms. Karen Boone, President of the SVFL and Director of Forensics at Buchanan High School. She was tireless in her efforts to provide for our every need. Her endless patience, unbelievable good humor, and gracious hospitality certainly earned her our gratitude and our admiration. She has given an old adage a new spin: “When the going gets tough, the tough keep smiling!” Thank you, Ms. Boone and all your colleagues, for a job well done!

A State Tournament depends on the hard work and cooperation of countless people. To give appropriate recognition and approbation to each of them would fill this Bulletin many times over. I hope that every one of the coaches, community members, parents and students who were part of the preparation and management of State Tournament 2002 understands that a simple “thank you” can never be enough, but it is nonetheless heartfelt and sincere.

However, I would like to single out two people without whom State Tournament 2002 would never have been a reality: Vice President Activities Reed Niemi and his incredibly supportive wife, Sandy Niemi. As Director of the State Tournament, Reed was ultimately responsible for everything that went right – and unfortunately was the target when anything did not proceed as smoothly as possible. His meticulous preparation, attention to detail, and indefatigable good spirits were amazing!

But it is Sandy Niemi who, like so many spouses, was the unsung hero of the Tournament: she had to put up with Reed – and with those of us who demanded his attention. To borrow a line from an old television show: “You’re the greatest!”

Thank you all, for an incredible experience!

**John A. Cardoza**

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## CHSSA MISSION STATEMENT

*The California High School Speech Association will encourage, support and sponsor both curricular and co-curricular oral communication which will empower students to be productive participants in American society and the global community. To accomplish this, we adopt the following goals:*

- 1) Every student will participate in communication activities which promote self-worth and self-esteem.
- 2) Every student will develop the critical and analytical thinking skills necessary for academic success.
- 3) Every student will develop the skills necessary for success in a competitive environment.
- 4) Every student will develop the interpersonal skills necessary for productive employment.
- 5) Every student will develop the oral communication skills necessary for effective public presentations.
- 6) Every student will develop the listening skills necessary for reaching informed decisions.
- 7) Every student will develop skills necessary for the peaceful resolution of conflict.
- 8) Every student will develop interpersonal skills necessary for establishing understanding among members of a diverse society.
- 9) Every student will develop the communication skills necessary for effective & active participation in a democratic society.
- 10) Every student will demonstrate ethical responsibility in the acquisition and practice of communication skills.

# A Letter From the Editor

*“Forensics -- Substance over Flash.”*

A couple of weeks ago, while driving home from a tournament, one of my students said that if she worked in a college admissions office, she would accept anyone who had speech and debate on their application. Mary Anne said it would tell her that they were hard working, willing to make sacrifices and in general better students. “I would want them at my college.” Graduates of colleges who have no speaking experience are finding themselves unprepared for one crucial aspect of almost every job: clear oral articulation of their ideas.

Most jobs require some sort of communication, and a good deal of it is spoken rather than written. It’s too bad that not everyone else knows this. The Jim Lehrer New Hour saw fit to come to the State Championships. My students were so excited at the prospect of meeting people from the show that one made sure she introduced herself and told them how much she liked the show! Reed Neimi made the comment that if Jim Lehrer himself showed up he would be more popular than Brittany Spears! Which I think is a real tribute to what these students get out of forensics—substance over flash. Businesses bemoan the fact that they cannot always hire articulate, intelligent, thinking individuals. So why is it that when the state tests students it ignores this particularly important aspect of our students’ education? I know many of you have heard from former students, as I have, that public speaking was the most important aspect of their high school education; it better prepared them for many aspect of their future that unfortunately a math or history test just won’t. I know that you have heard me expound on this before, but perhaps someone out there will happen to read this and suddenly see the light. I can only hope!

We create articulate young ladies and gentlemen, which I knew already, however there was one aspect that I had not considered. There is a general lack of profanity at speech tournaments. This was brought clearly to my attention this past weekend. I was speaking with Mr. King who was helping with T-shirt sales. He commented that he was happy to be spending a weekend with teenagers and not hearing profanity. He is a teacher as well, and has to constantly hear and then admonish students who use vulgarity in his presence. I had never really thought of this until he said it. I started listening to conversations and the general babble around me for the rest of the weekend. And he was right. I listened again when I got back to school and wished I was back at the tournament!

Every time I return from a tournament and go back to my regular classes, I miss the intellectual atmosphere of the tournament. I agree with Mary Anne; I want to admit all speech students to my classes. At the same time I want to expose my non-speech students to the world of speech. They would gain so much from the experience. So why isn’t speech a required class? I keep asking myself that question and I get a lot of answers, but not one that makes sense.

I hope you have a restful and happy summer and my hat’s off to you and your students for your hard work and dedication for another year!

*Karen Glahn*, Editor

## **A CALL FOR SUBMISSIONS**

*The Bulletin will gladly accept articles from coaches, teachers, former competitors. We are looking for articles that address such issues as curriculum, competition, what’s happening in your league, how has speech changed your life, texts for the classroom (reviews), etc. The Bulletin will be published three times during the course of the academic year. Deadlines are Sept. 1, Dec. 1 and March 1. Items may be submitted to Karen Glahn by e-mail (kglahn@LINCOLNMAIL.SJCOE.NET) or snail-mail (Lincoln High School, 6844 Alexandria Place, Stockton, CA 95207.*

# In Memoriam — Gertrude Baccus

(1908-2001)

*Editor's note: Recently California lost one of its foremost educators in speech. The following is excerpted from the local Redlands newspaper.*

Gertrude Baccus, who taught speech and English at Redlands High School from 1949 to 1973 and was elected to the Hall of Fame of the California High School Speech Association, died Wednesday, October 10, 2001, at Plymouth Village retirement community, after a long illness. She was 93.

Her efforts to teach students to use the spoken word for clear thinking and understanding influenced at least two generations of Redlands High School students, including many who continued personal and professional correspondence with her.

Her list of students who credited her speech teaching as a significant influence in their achievements includes 12 teachers; 13 lawyers; five writers; four physicians; three clergy; one rabbi; six in government positions; six in the arts, film, and music; and 19 in business.

Popular speaker Larry Burgess, a former student who is now director of the A.K. Smiley Public Library, said, "She not only taught you the art of speaking, but she taught and weighed heavily on the responsibility of speaking. She would say to the class, the voice and logic you apply behind it can be a weapon or can be an agent for good."

Born April 16, 1908, in Loveland, Colo., Baccus had lived in Redlands since 1930. She studied drama and English at the University of Nebraska and Hastings College in Nebraska and received her bachelor's degree from Doane College in Crete, Nebraska. She earned her master's degree in speech from Northwestern University in Evanston, Ill.

She said that she and her husband had shared an interest in the needs and achievements of students and that together they had "talked, talked, talked about oral communication for almost 53 years."

During her 24 years teaching speech and English at Redlands High School, her students won honors in district, state and national forensic tournaments, including winning two national championships.

Baccus served as president of the Citrus Belt Region when the league had 29 schools participating in speech tournaments from Indio to Pomona and Lancaster to Barstow. She also completed a three-year term on the California High School Speech Council, chairing the five-county Area IV including about 80 schools with competitive speech programs. In 1987 she was elected to the CHSSA Hall of Fame as one of the association's 10 founders.

Baccus was awarded a number of honors for her achievements as a teacher and speech coach. The Cal State San Bernadino speech communication department established an annual high school invitational speech tournament and named the traveling trophy "The Baccus Quality Sweepstake Trophy" in honor of Baccus and her husband. She also received honors from AAUW, Cal Poly Pomona, the NFL, and CAPTA and CTA.

## Jim Lehrer News Hour visits CHSSA State Tournament

Oral communication education is one of the best-kept secrets of California schools — but not for long. With the help of the Lehrer News Hour, our successes both in the classroom and in academic competition will be broadcast to the nation.

During State Tournament 2002, a production crew from the Lehrer News Hour headed by Ms. Joanne Elgart interviewed students and coaches, documented the "between-rounds" activities on campus, and filmed competition in International Extemporaneous, Dramatic Interpretation, Duo Interpretation, and Congress. We are grateful to Mr. Tommie Lindsey who directed the Lehrer News Hour to the State Tournament, and to all coaches and students who so graciously assisted in this important public relations event. As soon as we learn the dates and times when Ms. Elgart's article will be aired on PBS stations, we will let all Area Chairs and League Presidents know so that they may pass the information to their member schools.

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## WEBMASTER NEEDED

CHSSA is in need of a webmaster! We would like to be able to have current information regarding our organization readily available to anyone who can point and click. We are looking to be able to have a site that will include State Tournament forms, curriculum materials, minutes of CHSSA meetings, the constitution, links to other sites, etc. **PLEASE SUBMIT ALL BIDS BY JULY 1, 2002.**

### California High School Speech Association Formal Bid Request

Type: Bid for set up and hosting of Internet site  
for state organization

Requirements:

1. Knowledge of the organization and its activities
2. Willingness to customize an Internet site to fit organization's needs
3. Willing to enter a long-term contract with organization
4. Billing at an hourly rate for time used only
5. Use of 50 mega-byte space
6. Start up cost \$2000 or less
7. Year to year cost \$600 or less
8. Ability to update from a number of different platforms
9. Ability to download to a number of different platforms
10. E-mail accounts for members
11. Site up and running by Sept. 1, 2002

If you are interested in submitting a proposal for consideration, please send the proposal to Andara Macdonald, Chairperson CHSSA webmaster committee at PO Box 192, Holtville, CA 92250 or e-mail [andaramc@icoe.k12.ca.us](mailto:andaramc@icoe.k12.ca.us) by **JULY 1 2002**. The selection will be made by July 10<sup>th</sup> and all bidders will be notified of the selection.

# Letter to the debate coaches in CHSSA and the California Speech Bulletin

I would like to address the issue of oral critiques by judges as raised by Neil Barembaum in his recent, California Speech Bulletin article, “Critiquing Critiques” (January 2002). I’m sure not everyone read this very carefully, but I would like to address a few outtakes from this commentary, and add a bit of commentary of my own that I ask you to please consider if you are one who takes an interest in these matters.

I want to say how much I really do enjoy the company of many of my fellow coaches who are officials in the CHSSA. Please don’t take offense at these comments I have made. I admire and respect the dedication of the great number of coaches in this state who on top of coaching their own teams, offer up so much time to help organize events for others. As I reread what I have just written, it seems to me that it could be taken as mean spirited, or anti-California. On the contrary, I take the time to write this because I care so deeply about the activity of debate, and of debate in California. I also think there are some of you who may be undecided on these issues, and maybe even a few who start from a different point of view, but just might be willing to reconsider. I have devoted more than 20 years of my time to competitive debate, and I think a little actual clarification and competition of ideas can only be to the general good. Please excuse me if I poke fun a bit much. In short, I hope I do not offend too much!

Among his many assertions, Mr. Barembaum says, “I would think that very few teacher-judges engage in oral critique.” Now really, this is an argument because? If “teacher-judges” do engage in the practice of providing oral critiques, you will accept ergo that oral critiques are good? I expect not, but here I go anyway:

First, very few “teacher-judges” exist in the state of California. I participated in high school debate in Tacoma, Washington, competing with Matt Taylor, whom many of you now know as the recent host of the CHSSA tournament (CSU Long Beach 2001). Most of our judges were “teacher-judges”. The majority of rounds at the majority of tournaments were judged by coaches involved in, and interested in, the activity. I can tell you that by comparison, California has virtually none, as in, close to zero. I have had students who have gone through a whole year debating at league tournaments, league championships, NFL quals, and regional tournaments, and not had a single “teacher-judge” during the entire year. Not a single coach judge in a competitive year of maybe a dozen tournaments. So to claim that “very few teacher-judges engage in oral critique” is not only a terrible fallacy (of false precision), a red herring (as in the Reagan administration saying that the death rate in East Timor was declining, which it was, but only because most were already dead!), but is also just plain wrong. I can think of a handful of “teacher-judges” who do, on occasion, judge in our area, or down in Southern California. To a person every single one of these, myself included, provide oral critiques to students at the end of a round if the students seem to wish it, or explicitly request it. I’m

sure there are some who I do not know, and who do not provide OC’s. But to suggest that there is a consensus on this issue is so wrong that it makes me doubt that there is any common ground based on truth or reason that can be found between our two perceptions of reality.

Second, this comment about the lack of “teacher-judges” gets to the real essence of the problem with team debate in California, which you seem overlook – the regulators. The problem with team debate is that we try to solve our perceived difficulties with the activity by coercion and regulation. Good luck, for fortunately (from my point of view), the wouldbe overseers of team debate in this state in fact have mercifully few teeth with which to attack their prey. If you think there should be no oral critiques, then I have an easy way to guarantee that at least a few more rounds at each tournament will have no oral critique – how about judging some rounds? Radical, I know, and not nearly as fun as sitting on the margins of the activity and hurling potshots at the people on the front lines. I proposed about 15 years ago in a letter to CHSSA (1985, I think), as a second year coach at Richmond Kennedy High School, working for the famous David Dansky, that if coaches in California want to have their voice heard (or oddly enough in this case, not), then all they need do is judge a little more. Where are we, almost 20 years later? I would say we are down from less than a dozen “teacher-judges,” who judge regularly in the State of California, to less than half a dozen. If I am off in my numbers, it is not by much, not if the requirement of regularity of judging is held to any meaningful standard. So, regulate away; but I maintain, and history validates this for me every year, that the only way to effect change in this activity is from within through our judging and participating, and not by the passage of rules from the observer class of coach.

One final note on this point. I was amused by the author’s comment that the solution is to have students “refuse to hear oral critiques.” Not that he would judge more and not give OC’s when judging, not that he would try to bring judges who would not critique, but that students should be encouraged to refuse to hear the judge’s comments. For someone who thinks he is as rule-bound as Mr. Barembaum claims, this is a very odd object lesson for him to be giving his students. This statement shows the very same mentality of “defy rules you do not like” that he spends two pages denouncing. Dare I say “performative contradiction”?

As I read through the remainder of his comments on this issue, I see that it would take a work of biblical proportions to challenge all of the misstatements of reality that are made. I feel as though at the end of each sentence of Mr. Barembaum’s comment one could easily justify, and would probably be right, to answer by saying, “actually, the opposite is true. Consider the evidence.”

I will address one more point Mr. Barembaum makes, however: “That oral critique is neither safe nor effective has been recognized. Many tournaments (including our own [California] State Tournament) now prohibit the giving of oral critiques.”

Yikes! Are we living in the same state??? Perhaps there is a Kalifornya with which I am confusing my home state. I gather that by this you mean recognized by you. Some evidence to the

contrary: the four largest invitational in the state, all of which also receive by far the most out of state entrants, and are the only Tournament of Champion qualifier tournaments in the state, are in rough order of size based upon total team debate entry: Berkeley (220+), Stanford (180+), USC (160+), Redlands (100+). Every single one of these allows, in fact, even encourages, oral critiques. They prioritize judges who flow, who call for cards at the end of a round or at least carefully weigh the evidence as presented, who think through their decision carefully, who have experience in the event, and who oral critique. I assume these are not the “many” tournaments Mr. Barembaum speaks of. Four out of four, the four most well attended, encouraging oral critiques.

Now, the State Tournament. Hmm. Let me just make these points: this is the state which had for more than a decade the “no-flow” rule. As in, the judge can’t take notes. I kid you not. My first experience with our state tournament back in 1984 was being told I couldn’t flow, only take notes on my ballot. So, I did. Really, really small writing, but using the front and back of all three sheets; no problem, I had what some might loosely call a flow. I was promptly removed from the judging pool when the rule had been followed to the letter with my little fine-point pen trick, but with an outcome which was not to the Commandant’s liking.

This is the state that kept the similarly dictatorial “no prompting” rule, even after the NFL council admitted their poor judgement in passing the rule in the first place and overturned the rule the year after initial passage. Who cares if a team loses a round after preparing for an entire year for saying one audible word during a partner’s speech? Zero tolerance for Turrets syndrome victims who debate in the state of California, and for students who are used to prompting, and have one slip of the tongue! Remember as well, this is also the three strikes and life imprisonment state. At least one cannot accuse CHSSA of being out of stride with the political climate.

Remember as well that California is the state that has often had people running the judging room who have regularly over the years refused to panel judges because they flow, or themselves debated. Again, no kidding. I’ve seen it, and overheard some of the whispered conversations, followed by the pulled judging cards. Surprisingly, all things considered, there is no rule barring such “over prepared” judges from late elimination rounds of the CA state tournament, but in the few years I have been present for the event they have been oddly scarce in late elimination rounds none the less. So much for strict adherence to the rules, and only the rules, at the CA State Tournament.

My students, a pretty academically strong lot, have usually refused to go to the state tournament as juniors or seniors. I encourage them to go, but the horror stories they hear from previous attendees from our school, and their own experiences as freshman and sophomores, are usually enough to deter any further thought of going more than once in their career.

So, you may be right. That the California State Tournament (which has more than once been ridiculed in other parts of the country for being backward and anti-intellectual in its handling of team debate) has taken a stand against oral critiques cannot be

denied. However, please consider the source. I hope you don’t mind if I find a different group of lemmings to blindly follow, given the regulatory and legislative history of the CHSSA.

One last general point, Mr. Barembaum. Oral critique is good. In the same issue of the Bulletin your comments are noted in, CHSSA President Mr. Cardoza says, “Those who volunteer to judge at our tournaments are interested in education. To assume otherwise would question their decisions and disrespect their integrity. The “highest qualities” any judge can bring to a tournament are to listen attentively and to decide fairly. I am convinced that by these standards, our judges are indeed qualified.”

When you say, “the main reason judges do oral critiques is the ego of the judge,” you finish your project of losing me completely. Speak for yourself, Mr. Barembaum. Does not Mr. Cardoza’s request apply here as well? I know that we tend to believe of others what we know as fact about ourselves. Perhaps “ego” is why you teach. I don’t think that is true of most of my colleagues. You speak of debaters sighing with relief when you are noble enough as to refuse to OC, but I know many a judge who themselves give a sigh before launching into their OC of a debate round. They are tired, they would rather get some coffee, have a smoke, stop thinking so much for a few minutes. I would suggest they are much more common than the overzealous ideologue you describe with odd familiarity. But, because these judges of whom you speak believe in the activity, its amazing benefits, its goals and purposes, they plunge in, and critique again.

Oral critique is good in so many ways, Mr. Barembaum. OC’s are what educational researchers call a “prime learning moment”, where the learning and retention can be many times what it would be at any other time. OC’s allow so much more depth than a few sentences on a ballot. This already has taken me more than an hour to write – I’m sure I could have made the same point orally in a few minutes. Do I really have to justify to a speech and debate coach why oral communication has unique benefits over writing? I’ve heard of sophistry from dogmatic ideology before, but this is over the top. Why not just have the debaters write out the debate, if you really think ballots are just as effective a tool? Try this experiment – write as much as you can for 5 minutes, even typing (not readily available when filling out ballots, I would think), and then say as much as you can for 5 minutes. 5 times, 7 times, 10 times as much material in the oral presentation? OC’s allow interaction, clarification, the resolution of misunderstandings, and so much more. In a word, oral critiques are educational.

Finally, I ask you to consider that from an oral critique, as with so much else in life, you get out what you put in, and from the attitude with which you approach. You say that you know from your own students how much they hate oral critiques. Consider my experience with a student with tremendous star potential a few years ago. Total star – top speaker at the TOC or Nationals, maybe. His level of enthusiasm was so boundless after his first couple of rounds, it was a joy to watch. Then, his father stepped in. Told him how stupid debate was. What a waste of time it was. And minute by minute, the student’s enthusiasm waned, until shortly, and irretrievably, none was left. Are you sure the students

you interact with don't reject OC's because of the extreme negativity with which you portray them? My students, most of them, take notes the entire time they talk with a judge after rounds. I tell them this is the best opportunity for free coaching they will ever get. Make the most of it, I suggest! I tell the story of a little team from Washington State with only a moderator in charge of the program, and how they made it to finals at Berkeley, semis at nationals, and cleared at every national tournament their senior year. With no coaching at their school. The secret, they told me; OC's, and all the free coaching they got just by asking. State champions, late outbounds at national tournaments, semi's at NFL Nationals. Not bad for kids with only what little free coaching they could squeeze out of those nefarious OC'ing judges, eh?

So go ahead, teach your students to walk out on oral critiques. At the same time, why don't you convince them to keep their case a secret, and try to win by surprise. Tell them to come to you if the judge lets the other team speak too fast for them to follow, so that you can complain to the tournament director. Tell them to refuse to share evidence in cross-examination, and when compelled to give it up, to insist on getting it back as soon as possible. Tell them to look for any sign of prompting, and then run to you after the debate so that you can lodge a protest. And if there are observers, make sure your kids do all they can to make sure they are not allowed to take notes on what is said because it might be used, after all, to prepare!! Does this all sound a little familiar to you, Mr. Barembaum?

Again, you'll excuse me if I teach my students the opposite. After due consideration, I think instead I'll suggest to my students the following:

- Have no fear of disclosing your arguments, for it will only make the debate better and your arguments stronger, and ultimately, teach you to think with greater depth.
- If the other team speaks faster than you, speak smarter than they, since increment for increment smarter almost always beats faster.
- Freely let the judge, your opponents, heck, even the audience, see your cards, because openness breeds better thought, better justice, and better government.
- Ignore prompting and other small distractions; these things usually hurt the other team more than they help, and if a little prompting costs us a debate, suspect we weren't doing too well anyway.
- Observers? Come one, come all. It's a debate. Is it really true that the only closed debates in the US are among Enron officers, the Security Council, and at high school debate tournaments in California?
- Observers, take notes – if yours aren't good enough, copy ours! They're free, but please don't complain about our pitiful handwriting.

At its best, competitive debate is learning, and competition, and

fun, all rolled up into one; effective in a way that nothing else our educational system has ever devised is, or has even come close to rivaling. And at the end of a debate, when the judge is so kind as to share her/his time and offer to critique, and your team walks out, we won't protest. We'll just listen, and take notes, and learn, and probably feel a little sorry for your team that they are missing out on so much.

Matthew Fraser

Director of Debate, The Head-Royce School  
Director of Debate, Stanford Debate Society  
Executive Director, Education Unlimited

=====  
Responses should be sent to [mfraser@educationunlimited.com](mailto:mfraser@educationunlimited.com)

# Motions

*from the January 2002 CHSSA Meeting*

Motion 01-09-G [deadline for State drops]

**b. MOTION:** Underwood, 2<sup>nd</sup> voce – to replace “seven days” with “twenty-four hours”. **PASSED:** voce, 2 dissent.

**d. MOTION:** Niemi, 2<sup>nd</sup> voce – to replace “twenty-four hours prior to the first day of State tournament” with “8:00pm on the Wednesday preceding the State tournament.” **PASSED:** unanimous.

**MOTION:** Willford, 2<sup>nd</sup> Macdonald – to add the following language at the end of the first paragraph of the motion: “An alternate must be determined and notified no later than 11pm the day prior to the State tournament.”

**PASSED:** voce, R. Niemi dissent

**MOTION to Revise By-Laws 01-09-G:** Two deadlines established. 1) Area Chairs must notify the VP Activities of all entries to be dropped from the State Tournament no later than 8pm the Wednesday before State, and 2) All alternates must be determined and notified no later than 11pm the day prior to the tournament. **PASSED:** 19-7.



# Photos from the State Speech Tournament 2002



**Our host, Karen Boone**



**Rita Prichard: Hall of Fame Inductee**



**"Where's the food?"**



**Larry Smith comes out of retirement**



**The hard-working I.E. Tab Staff**



**More of the hard-working I.E. Tab Staff**



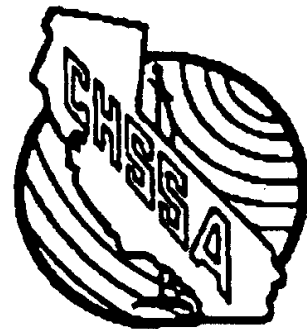
# State Speech Tournament 2002

# WINNERS

		School	Coach	(Title of Selection)
<b>ADVOCACY:</b>				
Jenna	Hamerling	1 Miramonte	Sandra Maguire	High School Hazing
Ronni	Chahal	2 Bellarmine	K Jones	Gay Rights
Dani	Saba	3 Redlands	Martha Kennedy	The Modern Slavery
James	Rapore	4 Brentwood School	Martha Kerott	The Interactive Educational Tool
Zoe	Silverman	5 Cleveland HS	Jacqueline Young	Heights
Annmarie	Ursini	6 Beyer	Ron Underwood	Free Press
Ivette	Ale	7 Kennedy	Lee Seals	Christian Doctrine and Government

## CONGRESS:

Andrea	Searby	1 Miramonte	Sandra Maguire
Carlos	Mejia	2 Kennedy	Lee Seals
George	Komsky	3 Monte Vista Danville	David Mately
Rose	Doty	4 Monte Vista Danville	David Mately
Justin	Glavis-Bloom	5 La Jolla	Rhonda Zawadzki
Stefanie	Baker	6 Johansen	RLandes
Sheyna	Sears-Roberts	7 Carondelet	John A. Cardoza
Elaine	Lin	8 Miramonte	Sandra Maguire
Chris	Hogan	9 Mission Viejo	Barbara Hogan
Richard	Ludlow	10 Johansen	RLandes
Chad	Fite	11 Miramonte	Sandra Maguire
Riva	Litman	12 Monte Vista Danville	David Mately
Sean	Kennedy	13 Don Bosco Tech nst	J Thopson
James	Chang	14 Pacifica	Ken arks



## DRAMATIC INTERPRETATION

Juan	Pagan	1 James Logan	Tommie Lindsey	Jason
Michelle	Guest	2 Miramonte	Sandra Maguire	Inside Out, Upside Down
Taranika	Echols	3 Fontana	Elane Fakatouat	What Looks Like Crazy in an Ordinary Day
Mike	Smith	4 Roosevelt	GBundy	Glass/Nails/Floor
Adrian	Zaw	5 Gabrielino HS	Derek Yuill	Here Lies Henry
Andy	Gerges	6 La Mirada HS	Nermin Kamel	John Doe Fire!
Robert	Hawkins	7 James Logan	Tommie Lindsey	Nocturne

## DUO INTERPRETATION

Cannon	Bogh	1 Redlands	Martha Kennedy	Fiddler on the Roof
Miller	Turner	2 James Logan	Tommie Lindsey	Blues for Alabama Sky
Yoshihashi	Fernandez	3 Gabrielino HS	Derek Yuill	Culture Clash
Ai	Gu	4 Cypress	Guy Brown	Chinamen
Rosas	Rahimi	5 Gabrielino HS	Derek Yuill	History of Television
Anderson	Jonas	6 Cleveland HS	Jacqueline Young	Westside Story
Clark	Johnson	7 James Logan	Tommie Lindsey	Home

## EXPOSITORY

Sarah	Clark	1 Redlands	Martha Kennedy	Survival of the Sexiest
Lauren	Tang	2 North Hollywood HS	John Bernabe	Demystifying Art
William	Wang	3 James Logan	Tommie Lindsey	Illusions
Aaron	Gannon	4 Bellarmine	K Jones	Dirt
Abe	Epperson	5 Bellarmine	K Jones	The Circle
Chris	Watters	6 Miramonte	Sandra Maguire	Dating
Avery	Drost	7 Redlands	Martha Kennedy	Fruit Bats

**HUMOROUS INTERPRETATION**

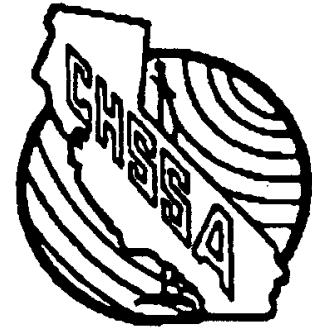
Marc	Engberg	1	Miramonte	Sandra Maguire	The Three-Step Method
Johnathan	Lovelady	2	Oceanside	Sharon Strong	Freak
Michael	Ngyyen	3	San Gabriel HS	Doug Campbell	Wizard of Oz
Jeanette	Suelto	4	Bear Creek	Knck	Speech Judges Nightmare
Patrick	Heil	5	Bellarmino	K Jones	OO8
Amy	Chang	6	El Cerrito	Barbara Ktagawa	Stinky Cheese Man
Stephan	Cedars	7	Miramonte	Sandra Maguire	Snow Sort of White

**IMPROMPTU**

Kyle	Kimball	1	Arroyo Grande HS	Sean Perce
Andrew	Braver	2	Cleveland HS	Jacqueline Young
Omar	Shakir	3	Leland	Gay Brasher
Cristobal	McKinney	4	St. Ignatius CP	Erik Castro
Adam	Wang-Levine	5	Leland	Gay Brasher
Georgina	Jones	6	St Ignatius CP	Erik Castro
Vikrum	Aiyer	7	Mission San Jose	Ellen Nesper

**INTERNATIONAL EXTEMPORANEOUS**

Georgios	Theophanous	1	Miramonte	Sandra Maguire
Raghav	Thapar	2	Leland	Gay Brasher
Faris	Mohuiddin	3	Leland	Gay Brasher
James	Lin	4	Gabrielino HS	Derek Yuill
Lisa	Mueller	5	Monte Vista Danville	David Mately
David	Kuei	6	James Logan	Tommie Lindsey
Simon	Berring	7	Miramonte	Sandra Maguire



**NATIONAL EXTEMPORANEOUS**

Christos	Theophanous	1	Miramonte	Sandra Maguire
Alexander	Captain	2	Miramonte	Sandra Maguire
Ashley	Hobb	3	Beyer	Ron Underwood
Imran	Haque	4	Bellarmino	K Jones
Becky	Brewer	5	West Bak	L Whipple
Eliot	Danner	6	Athenian	Reed Niemi
Scott	Lichtenstein	7	Clovis:West	D. Oberti

**ORATORICAL INTERPRETATION**

Anjanette	McKinney	1	Oceanside	Sharon Strong	What Is Poverty
Richard	Hackman	2	Janes Logan	Tommie Lindsey	Million Dollar Roundtable
Tiffany	Johnson	3	Bear Creek	Knck	Left Handed Address
Edward	Perez	4	Gabrielino HS	Derek Yuill	Hunger
Noah	Bonneville	5	Miramonte	Sandra Maguire	The Most Magnificent
Nii	Ahene	6	James Logan	Tommie Lindsey	Common Ground
Ying	Vuong	7	Gabrielino HS	Derek Yuill	Mercy For Leopold

**ORIGINAL ORATORY**

Alexander	Aguila	1	James Monroe HS	Kathy Graber	Consumed by Consumption
Ragini	Srinivasan	2	Presentation	R	Fens
Tinyun	Ho	3	Bellarmino	K Jones	Love
Chad	Callaghan	4	Bellarmino	K Jones	Thanks A Lot
Mark	Halling	5	Miramonte	Sandra Maguire	Leadership
Tiffany	Hsu	6	Monte Vista Danville	David Mately	Heroes
Aruna	Bharathi	7	Harker	Dr.M.Brandstetter	The Price of Happiness

**ORIGINAL PROSE/POETRY**

Peter	Javidpour	1	Arcadia HS	Ashley Novak	Allegory of the Knave
Rachel	Braswell-Trig	2	James Logan	Tommie Lindsey	God Bless The Child
Carmen	Medina	3	Redlands East Valley	Catherne Obregon	All for Love
Randy	Seidman	4	Rancho Bernardo	Ken Montgomery	Star-Crossed Holocaust
Russell	Fike	5	Long Beach Poly HS	Brett Alexander	The Waiting Room
Sheryl	Hoang	6	Gabrielino HS	Derek Yuill	What If's
Jacob	Cribbs	7	Arroyo Grande HS	Sean Perce	Racs

**THEMATIC INTERPRETATION**

Shana	Rappaport	1	Miramonte	Sandra Maguire	Miscommunication
Jeff	Rogers	2	James Logan	Tommie Lindsey	Smoking
Anna-Lyn	Terre	3	John Marshall HS	Kevin Moran	American Dream
Teresa	Lee	4	James Logan	Tommie Lindsey	Voices of the Atom Bomb
Karen	Shi	5	Leland	Gay Brasher	Art of Dating
Priya	Purohit	6	Leland	Gay Brasher	Revenge
Aarti	Rao	7	Leland	Gay Brasher	The American Dream

**TEAM DEBATE**

Singh	Chien	1	Leland	Gay Brasher
Fragar	Rocklin	2	Homestead	Jerry Firestone

**LINCOLN-DOUGLAS DEBATE**

Mukerjee	1	Leland	Gay Brasher
Jimmy Green	2	Rancho Buena Vsta	Andrea Miller

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# Great Memories from the 2002 State Speech Tournament



Enjoying a little down time at the 2002 California State Speech Tournament.



Can we help you?



Debate Master Chuck Ballingall

# Communication Conventions are for Thieves

By Lynette Williamson, CHSSA VP Curriculum

March 2 CHSSA's curriculum committee joined forces with CSCA's Taskforce on Teaching Oral Communication in High Schools and attended the WSCA annual convention in Long Beach. Their program entitled: "Bridging the Gap: A High School-College Partnership in Teaching, Speaking, and Listening" included presenters from DeAnza College, West Valley College, Mission College, and San Jose State. Approximately 15 participants attended the series of workshops, among them, CHSSA's very own Andara MacDonald and Bob Stockton.

As usual, we were on the look out for good ideas to steal and share. Some of the newly gleaned strategies for teaching oral communication will be added to our forthcoming instructional packets. Some of them were too good to wait for. With permission from Lucinda Browning from Mission College, I'm re-printing her idea for use in your classroom:

## Apprehension Affirmation

An exercise designed to identify and lessen signs of public speaking anxiety

## SUBJECT MATTER APPLICATION

This activity can be used across the curriculum in any class where students are nervous about getting up to speak

## PROCEDURES

- Ask students how they feel when they get up in front of an audience to speak and list the signs of speaker apprehension on the board: butterflies in stomach, sweaty palms, shaky knees, pounding heart, etc.
- Then ask students to brainstorm for "good" situations when these same symptoms might surface.  
e.g. prom night, before a blind date, receiving an award ...
- Discuss how both positive and negative experiences can generate the same physiological responses. Point out that perhaps it's up to how we frame that fear that matters.
- Ask students to individually list three physical manifestations of their fear of speaking  
e.g. stuttering, sweating, shaky knees.
- Ask them to write each manifestation as a prediction that generates fear: e.g. I will stutter. I will sweat. My knees will shake.

- Have the students re-write each fear using the three P's of affirmation—personal, present tense, and positive.  
e.g. I am speaking clearly. I am cool and collected. I am standing firm.
- Students can then be asked to recite, repeat, or copy their affirming statements before their next speaking engagement.

## TIPS FOR THE TASKMASTER

- While this may not cure all that ails your students it may get them to see that apprehension can be viewed as either a negative experience or a positive experience, and that ultimately the choice is theirs.

## EVALUATION

- Students could be asked to write a reflection on how this exercise changed or didn't change their apprehension.
- Following their next speech, students could write a self-assessment of their ability to control their anxiety.

# New Coaches Workshop

***When: Saturday August 24***

***Time: 9 A.M. to 6 P.M.***

***Where: UC Berkeley***

What: We are excited to offer training to new coaches and coaches who want to brush up their skills. CHSSA and the Bay Area Urban Debate Program have joined forces to offer this valuable training.

**Cost: Approximately \$30.00 (cheap!)**

If you are interested in registering or have more questions, please contact:

**Sandy Niemi**  
**925-609-9475**

**rskniemi@astound.net**

Or

**Mary Corey**  
**805-783-1511**

**mcorey@atas.k12.ca.us**

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# ANOTHER PACKET GOES TO PRESS

Our most recent endeavors on the curriculum committee have produced a working draft of a Multi-Media Packet. With the help of Gay Brasher's brain and the stamina of the committee, we will have a new packet to distribute at the May CHSSA meeting. What follows are two activities culled from the pages of the Multi-Media Packet. ("Movie Trailer" and "The Pathos, Ethos and Logos of *Other People's Money*")

## THE MOVIE TRAILER

Subject Matter Application:

This activity could be used in English, social science, science, multimedia, and health.

Materials:

- \* Each group of students will need a video camera to tape their trailer presentation.
- \* The instructor will need to provide illustrations of movie trailers demonstrating different techniques and content.

Procedure:

- \* Play the trailer examples for the class.
- \* Have the groups discuss and list the various techniques.
- \* Each group is assigned to make a 45 second to a minute and a half movie trailer.

Tips for the Taskmaster:

- \* Depending upon the subject matter of the class, the trailer may be based on books already studied in the class or give each group a different type of text (science, math, social science, health, etc.). Other examples include teaching topics you have covered in class i.e. math equations, diseases, history eras, physical laws, cell structures, etc.
- \* Have students design a storyboard which will then be approved by the instructor before taping begins.
- \* Make sure the focus doesn't become a summary but instead creates a wonder about the subject.

Evaluation:

- \* The students complete the storyboard worksheet.
- \* The instructor will complete the trailer rubric.

### Movie Trailer Storyboard

Rubric for Movie Trailer

Name \_\_\_\_\_  
Unacceptable    OK    Good

Sequence

Dialogue

Setting

Comments:

# The Pathos, Ethos and Logos of *Other People's Money* An exercise in analysis

## SUBJECT MATTER APPLICATION:

This activity can be used across the curriculum in any class where students are expected to use or analyze persuasive techniques.

- English: when writing/analyzing persuasive essays/speeches (e.g. Julius Caesar)
- Social Studies: when evaluating primary source material.
- Economics: creating/analyzing marketing strategies

## PROCEDURES

- Give an overview of the three classical elements of persuasion, coined by the ancient Greeks: Ethos, Pathos and Logos [see handout #1]
- Ask students which of the three elements appeals to them when someone is trying to persuade them.
- Cue up the film *Other People's Money* to the scene featuring back to back speeches being made by Gregory Peck and Danny Devito. Students need not have any prior knowledge of the film only that both speakers are trying to persuade an audience to buy their ideas.
- After Gregory Peck is finished with his speech, pause the film to discuss which specific elements of persuasion he employed.
- Resume playing the film. When Danny Devito is finished with his speech, stop the video and ask the students to analyze his performance in light of the three elements of persuasion.
- Ask the students which speaker they found to be the most persuasive and why?
- You may also want students to consider whether the order of the speakers influenced their persuasive impact. (If two classes will be engaging in the assignment, you may want to show the classes the speeches in reverse order and debrief on the effects)

## TIPS FOR THE TASKMASTER

- You may want to run this purely as a group discussion
- You may chose to have students react in writing to the film, using the accompanying worksheet.

- You may want to discuss the validity or reliability of the elements of persuasion OR the validity of inductive vs. deductive reasoning.
- For homework, you could ask students to analyze a TV courtroom drama or another scene from a movie or play, such as the speeches of Brutus and Anthony from Julius Caesar. Here's an abbreviated list of some of the titles that have worked in the past: *Erin Brockovich*, *A Time To Kill*, *Good Will Hunting*, *Wall Street*, *Mrs. Doubtfire*, & *Office Space*.

## EVALUATION

Whether written or oral, student responses should be specific—referring to terminology, e.g. parallelism, tone, etc.

### Handout #1

#### Three Classical Elements of Persuasion

## ETHOS

Ethical Appeal: The credibility of the speaker, writer, or source

## PATHOS

Emotional Appeal:

As conveyed through :

the language of the speaker

diction

syntax

connotative words

repetition

parallelism

analogies

the appearance of the speaker

dress, hair, etc.

movement

tone of voice

the emotional state of the audience

prejudices

occasion

## LOGOS

Logical Appeal:

Inductive reasoning—specific to general

evidence/assertion/conclusion

sample:

evidence: Org ate the red plant and died that night

Ugh ate the red plant and died that night

Ick ate the red plant and died that night

assertion: The red plant killed them

conclusion: The red plant is deadly

Deductive reasoning—general to specific

major premise/minor premise/conclusion

sample syllogism:

major premise: The red plant is deadly

minor premise: Ur ate the red plant

conclusion: Ur will die



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# Worksheet for Evaluating a Speaker With Classical Elements of Persuasion

**Speaker #1** \_\_\_\_\_

Comment on his/her ETHOS—how credible did you think he/she was and why?

Comment on the PATHOS of the speaker—

How did his/her appearance influence you?

How did his/her tone of voice and bodily movement affect you?

Comment on the speaker's use of language (consider diction, syntax, connotative words, repetition, parallelism, analogies)

How did the emotional state of the audience affect the speaker's message.

Comment on the LOGOS of the speaker—

Did he/she primarily use inductive or deductive reasoning?

Overall, would you say that ETHOS, PATHOS, or LOGOS dominated the speaker's performance?

**Speaker #2** \_\_\_\_\_

Comment on his/her ETHOS—how credible did you think he/she was and why?

Comment on the PATHOS of the speaker—

How did his/her appearance influence you?

How did his/her tone of voice and bodily movement affect you?

Comment on the speaker's use of language (consider diction, syntax, connotative words, repetition, parallelism, analogies)

How did the emotional state of the audience affect the speaker's message.

Comment on the LOGOS of the speaker—

Did he/she primarily use inductive or deductive reasoning?

Overall, would you say that ETHOS, PATHOS, or LOGOS dominated the speaker's performance?

Which of the preceding speakers did you find most persuasive? Why?

Do you think that the order in which they spoke had any bearing on their persuasive impact? Explain

# If you have to ask, you'll never know

## "WHY do we do it?"

by Karen Minick, Bear Creek High School

Another early Saturday morning getting dressed in the dark. (Are these black or navy hosiery?) A sleepy roll call and late phone calls. Another cold bus ride, watching the sun rise, into the anticipation of the day. And yet another weekend away from my understanding family who knows I need to do what I love. And I do so love coaching Speech and Debate...

It's crazy, I know. But you do it. I do it. We've all wondered what is often asked aloud. WHY do we do it? The days are long and the compensation a mere pittance at best. If only the answers were as simple as the questions. When you can articulate it to them, a few people (who know and love you) really understand, but most listen with the polite confusion of a lost tourist. (You can see it in their eyes!) While the specifics may differ, there are undoubtedly many underlying commonalities that drive us all.

Every tournament morning holds dreams in the making. Any given day, it's truly anybody's game. Herein lies the magic. Is today the day they'll take home their first medal? Qualify to Nationals? Or maybe it's just a moral victory of supporting a team-mate, scoring their first "1" or NOT scoring another "5." These mysteries unfold as the day and rounds continue and you're an integral part of it. The anticipation and excitement of tournaments is addicting. It brings out the best in people, not necessarily because they want to win (although they do), but because people, especially kids, still really strive to be the very best they can be. It is the affirmation of unending hope in this world that keeps us young.

Academia and higher thinking are alive and well here at a tournament, both in and outside of the events. It's politics and semantics, strategy and dramatics. It reaffirms the very reason why most of us coaches are teachers. Knowledge is empowering. Learning never ends. Coaches and competitors alike learn from each other every time we meet. Whether it's league rules, miscellaneous trivia or practical knowledge, it's being shared and it unites us. We

are better, stronger people for being a part of it all.

The relationships forged here are unlike any others. Kids and coaches alike make friendships that rise above and survive the competitions, often lasting a lifetime. The relationship between my students and I is different, too. You are able to experience a special side of them that you would never get to otherwise. It is a relationship based on trust and untapped potential; it is making sure they've rehearsed, dressed, eaten and finally gotten to their round on time. In the end, you celebrate with them when they win and wipe away their tears when they don't. Since tournament competition relies on such a subjective judging system, the emotional rollercoaster ride we experience is unique and challenges even the most seasoned veteran.

Despite all of the inconveniences and challenges, we still continue to play this spoken

game. Deep within each coach lies the heart and soul of a communicator extraordinaire. Words are our way of navigating the world. Because we are all performers and debaters, we understand the value and power that words hold for us. We know the importance of imparting this most valuable and human skill to our future. It is especially meaningful to share our intrinsic knowledge with young people whose own words are often so poignant and alive with passion.

Another round is over; another tournament awards ceremony comes to a close. Another speech & debate tournament, where some dreams were lost while others come true, ends. Knowledge is gained and friendships made. Validation of the human spirit endures. The reason why we do this, however unexplainable, silently stands in our heart more clearly tonight as we say our good-byes and see everyone safely home. Now, there's the always-too-long drive home and the inevitable wind down from the day's adrenaline tonight's exhaustion..... while my understanding family patiently listens as I try to explain my crazy day.





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