



California Speech **BULLETIN**

California High School Speech Association

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From the President of CHSSA

May, 2004
Dear Colleagues:

It is an election year; the general election looms on the distant horizon; social concerns have become political issues, economic theories impact social realities, political debates are a cacophony of social and economic arguments. Plus ça change, plus c'est la même chose.

Isn't it wonderful?

There is a certain vibrancy and excitement in American political life which is encouraging - not the least because it is a process, not a product. We seem never to be finished building our "city on a hill"; we are always on the brink of another New Frontier; we have yet to realize our Manifest Destiny because we cannot agree what that destiny manifestly is. What we can be certain of is this: we're not there yet, and we won't get there alone.

For that, we need the kids.

To paraphrase Tip O'Neil, "All politics is the future." And despite the dire predictions of politicians and pundits, the future is in good hands because of the work each of you accomplishes. Your students learn first-hand that the great freedoms of expression of the First Amendment - beginning with freedom of speech, of course - mean nothing if they have nothing of value to say. Your students learn to think critically and to listen carefully - they won't be mindless automatons blindly following some demagogue. Your students learn to speak clearly and confidently - they will be the voices of those who have been silenced by oppression or neglect.

Preparation for full and authentic participation in the political process is not the sole purview of debaters or extempers or even orators. In order for the civitas to become a civilization, the human spirit must also be nurtured and encouraged. Students who engage in oral interpretation of literature have the opportunity to encounter the hopes and fears, the loves and hates which shape who we are as a people. All of our students, whether or not they compete in speech contests or debate tournaments, must be carefully taught that communication is the key to success.

When I hear the complaint that schools are failing, I wonder that the prophets of doom do not visit your classrooms. If they did, they would find successes beyond measure. If they did, they would find teachers who are dedicated, who believe in the democratic principles of mutual respect, equal opportunity, and individual responsibility. They would find teachers who know that ignorance is synonymous with terrorism and intolerance. You do not teach because you have "nothing better to do." You teach because there is nothing better to do.

Socrates taught Plato; Plato taught Aristotle; Aristotle taught Alexander - and the Greeks taught Rome and Rome taught the world. Gautama, Confucius, Lao Tze all taught great civilizations, and their teachings reverberate around the globe. You are teachers, not coaches. Coaches help politicians win elections; teachers help citizens build a future.

And that is why I am excited by the democratic process. It is proof, time and time again, that now is the time for teachers. When you make out a lesson plan or correct an essay or mark a report card, you are filling out a ballot. It doesn't matter who is running for office - it only matters who is voting. And the voters are in your classrooms.

Teach the future; teach it today.

A Letter From the Editor

“A Legacy of Language”

Language allows us to tell stories, raise our voices in order to inspire, and preserve history; it allows us to live lives more richly, and become better human beings. Without the spoken voice we would not be able to easily communicate our ideas to others. Without the craft of speech we would not be able to do this in an effective manner. Those who teach English and speech perhaps understand this better than most.

This year’s theme for the CATE (California Teachers of English) conference was: Today’s Literature, Yesterday’s Language, Tomorrow’s Legacy. We reach into the past to extract that which will contribute to and make the future. We as teachers and coaches help to create the future for our students and for ourselves. The difficulty is making sure our students understand the importance of that with which they have been entrusted; we have given them language and a voice with which to speak that language. We would like our students to love that language and understand the legacy that they can create, are creating, each day. Each year I see that more clearly as I raise new writers and speakers, allowing them to take wing each June. As I was preparing for my presentation at CATE, I tried to find a way to convey that sentiment to my audience.

This experience at CATE made me consider once again how valuable speech is in my classroom, how valuable speech can be for my students. I am speaking not of the delivery aspect this time (we know the value of that), but of the content and text of the speech. I think that we don’t often focus on the text of a speech enough in our English classes, or any other classes that you might teach, since speeches can be used across the curriculum. Speech is an incredibly rich source of language. Now I know that this seems like one of those “No, duh!” kind of statements. However, how many of you use speeches (and I mean the text of a given speech) as a piece of literature in your classroom as a way to examine rhetoric? I don’t think any of my colleagues, except perhaps my partner in crime for AP Comp, use them. Maybe someone uses MLK’s famous “I Have a Dream” when supporting Black History Month, and perhaps history teachers examine the content of some famous speeches such as JFK’s inaugural address or Winston Churchill’s “Battle of Britain” speech. But for the most part, we are missing a great opportunity to teach about the beauty of language when we ignore the spoken word.

Standardized tests, including the Advanced Placement test in Language and Composition, feature non-fiction pieces for students to consider. High schools want our students to be able to analyze ideas, make thoughtful decisions, present and defend arguments. Businesses want articulate, imaginative, and informed individuals. Speeches can offer teachers the tool to teach these processes. I would hope that you consider this as you pass on the legacy of language to your students.

My hat’s off to you for another, what I hope has been challenging yet rewarding, year.

Karen (Glahn) Meredith, 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@lUSD.net) or snail-mail (Lincoln High School, 6844 Alexandria Place, Stockton, CA 95207.

Curriculum Corner

Taking It To The Teachers

By Lynette Williamson

Taking It To The Teachers

In addition to the qualifying tournaments and term papers that traditionally swamp members of the curriculum committee, some of them found the time and generated the effort to conduct workshops for receptive audiences across California this spring. In early February, Rita Prichard, Karen Meredith, Andara MacDonald and Kate Shuster represented CHSAA at the annual CATE conference in San Diego. Their topics ranged from spontaneous debate to rhetorical strategies. Read Kate Shuster or Karen Meredith's articles for a sneak peek at what you missed.

In March, Carondolet High School in Concord invited Gay Brasher, Rita Prichard and myself to inservice their entire faculty and staff on cross-curricular applications of speech and debate. Gay addressed the importance of public speaking and long term benefits of coaxing even the most reluctant speakers to take to the podium; Rita presented a multi-media instructional guide for infusing speech and debate activities across the curriculum, and I distributed rubrics and spoke to the importance of standards-based assessment. The teachers were impressed. As one participant put it: "Finally, a meaningful inservice taught by real teachers!"

In April, John Cardoza traveled to Boston to address the Catholic educators at their annual conference. John's talk focused on the importance of giving students a voice in the classroom through organized discourse. Needless to say, he packed a few CHSSA curriculum materials in his departing suitcase and upon his return, it was filled with compliments and orders for more of our materials.

Speaking Across the Curriculum Just Got Better

The Curriculum Committee's five-year labor of love—those colorful curriculum packets— is being published as you read this article. *Speaking Across the Curriculum*, a 270-page book will be available this summer. Published by IDEA (International Debate Educational Association) the lesson-plan laden text will feature CHSSA-generated

speaking and listening activities as well as assessment tools. Watch for an advertisement on the CHSSA web site linking you to an online purchase of the book.

The bad news—due to copyright agreements, we will no longer be able to offer our packets in PDF files on the CHSSA web site. The good news—the published version of these materials has gone through several editing processes which made them much more accessible and useful. The very good news—the curriculum committee will continue to generate new materials, and these will continue to be available for free on the web site.

Rita Prichard Next Year's VP of Curriculum

It is with great pleasure that I forward my files to next year's VP of curriculum, Rita Prichard. Rita has served the curriculum committee with her tremendous energy for the past several years. I am confident that she will continue to propel the group with her wealth of ideas, her willingness to roll up her sleeves and work up a sweat, and most of all her commitment to education as the principal reason we do speech.

First Informative Speech Outline

The following lesson was extracted from Rita Prichard's recent CATE presentation. It is an excellent first informative speech for any age student. Additionally, it serves as a great jump start for seniors and their the dreaded college application essay and the inevitable letter of recommendation that tends to follow.

“ALL ABOUT ME”

This 4-6 minute speech is an opportunity for students to introduce themselves to any course

CONTENT CONSIDERATIONS

This is a speech about you! It is not just what you know about “you”, but rather what others think about you as well.

To be included in this speech:

- * Birthday, place of birth and places you have lived
- * Family members, including parents’ names, brothers, and sisters
- * Tell us something about your family tree. Is there an ancestor who did something significant or special that you’d like to share?
- * Favorites: food, colors, clothing, pets, hobbies, interests, books, music art. What general things are of interest to you and why are they?

* Travels: Any special trips, close or far away, which you would recommend.

PROCEDURE

1. Tell the students to interview at least two family members, friends, or teachers and ask them what they think of the student and why. What do they think makes him/her “tick”? Tell students to use quotes to support their examples. Students may consider these questions:

- * What is my strongest asset?
- * Why is the world a better place because I’m in it?
- * What is your most vivid memory of my childhood?
- * What is the nicest thing I have ever done for you?
- * What do you see me doing in 10 years?
- * Can you suggest an item that could signify what type of person I am?
- * What motivates me?

2. Let them be creative: Students may use visual aids such as pictures, posters, the family crest, etc. Encourage students to follow an outline format.

3. Speaking notes: Students may use one (1) note card, no larger than 3X5, but they may use both sides of the card. They may not “micro-write” speech onto the card because we want to encourage them to speak from an outline

4. Remind students to use an attention-getter introduction. The conclusion is just as important as the beginning. Start strong and stay strong!

2004 Summer High School Debate Workshop Santa Clara University Debate

August 11- 15, 2004

Santa Clara, California

Santa Clara University Debate will be hosting its Annual Debate Workshop and Speaker Series Wednesday through Saturday, August 11-15, 2004.

Novice and open tracks for Parliamentary Debate, Policy Debate and Lincoln-Douglas Debate. Tournament at the end of the program

Staff includes:

Lisa Kawamura of Cal Poly San Luis Obispo

Shawn Whalen of San Francisco State
Steve Clemmons of Macalester College

Tuition \$150

Dormitory housing also available

Any questions can be directed to **Melan Jaich** at
(408) 554-4693 or **mjaich@scu.edu**

Teaching Middle Grade Debate: CATE 2004

By Kate Shuster

In February this year, I had the honor to present at the 2004 California Teachers of English conference in San Diego. My co-presenter was Anthony Gibson, a Language Arts teacher at Frisbie Middle School in Rialto. Anthony is also a co-president of the Inland Valley Debate League, one of several leagues organized through the Middle School Public Debate Program (MSPDP), which I direct as part of the programs offered by Claremont Colleges Debate Outreach.

For those who are unfamiliar with the Middle School Public Debate Program, it is the flagship program of Claremont Colleges Debate Outreach. The MSPDP is currently in place at more than 70 middle schools in Southern California, and will serve more than 2,500 students this school year. Teachers use MSPDP materials and teaching techniques in classes and at competitions. The Middle School Public Debate Program format is unique in that it was designed by middle school teachers in collaboration with college debate instructors to meet the unique needs of students in the middle grades. The MSPDP format was designed to teach a skill set while maximizing rigor and accessibility. Our CATE workshop was designed to familiarize teachers with the MSPDP and to show its basic components through an interactive presentation.

The title of our session was “Teaching Oral Literacy in the Middle Grades: The Middle School Public Debate Program.” About 35 teachers from all over California attended the 85-minute session. We began the presentation by discussing the need for debate education and practice in the middle grades, and moved quickly to outlining basic debate skills and teaching techniques for these skills. The four basic debate skills we taught were:

- * Making an Argument
- * Answering an Argument
- * Active Listening and Note-taking
- * Public Speaking

I will briefly review the discussion of each skill in this article, and will conclude by offering an assessment of the workshop and ideas for future workshops.

All debate begins with arguments. So to participate in debate, students must learn to make coherent and complete arguments. We showed teachers how to teach the A-R-E model to teach students how to make arguments. This model is a revision of the more traditional Toulmin model, and it shows students that complete arguments have three basic parts: Assertion, Reasoning, and Evidence. Younger (and older!) students have trouble thinking about arguments in these terms. The A-R-E model can be used to reinforce logical argument construction across the curriculum, as

students are trained to offer reasoning for their assertions (“Because...”) and evidence for their reasoning (“For example...”). We handed out the A-R-E chart reproduced at the end of this article to show how the method can be used to reinforce reasoning skills on multiple topics.

Of course, debate is not just about making arguments. Students must also engage with arguments made by others. This allows students to practice and refine their refutation skills and challenge opponents to make the best possible articulation of their side of an issue. We taught teachers the 4-step method of refutation, which is also included in the most recent “Classroom Debate” packet produced by the CHSSA Curriculum Committee (www.cahssa.org). This method helps teachers to train students to supplement the A-R-E construction while practicing constructive response to assertions and arguments. The 4-step method for refutation basically works like this:

1. “They say...” Here, the student briefly summarizes the argument she’s about to refute. This step is important in debates, where multiple arguments are in play, and the student must ensure that the judge or audience is following her line of argument.
2. “But...” In this step, the student makes her counter-claim or counter-argument.
3. “Because...” The student offers reasoning and evidence to support her counter-argument.
4. “Therefore...” To conclude her refutation, the student offers a final statement about why her refutation matters. This might be as simple as “Therefore, their original argument about X is wrong,” or it might be a more complex formulation, where the student says that her counter-argument is more compelling, more evidenced, more reasonable, or more important in the debate.

Students may practice 4-step refutation to learn word economy and skills related to “line-by-line” argument used in all debate formats.

Students must practice active listening and note-taking in order to meaningfully participate in debates in class and competitions. At our CATE session, we encouraged teachers to integrate basic “flowing” techniques into their existing debate instruction. We explained that the practice of using a flowsheet to take notes in debates is not a technique whose usefulness is limited to debate participation. We suggested that students (and teachers!) might use flowing to take notes in any speaking situation where more than one speaker participates. Using a flowsheet projected on a screen, we showed how the visual representation it provides can help students make sense of the give and take of multiple arguments that occurs in debates. We empha-

sized that the use of relational notation and active listening practice through note-taking can, over time, help students to make sense of complex arguments and discussions in public and private settings.

The final core debate skill is, of course, public speaking. It may seem odd to save this until the end. In any instructional approach geared to teach debate, public speaking must be taught throughout to have maximum effect. However, as we pointed out to the teachers at our CATE session, there are many more resources available for teaching public speaking across the curriculum than there are for teaching debate across the curriculum. For students who are speech-averse, it may actually be more useful to focus on content initially, as having something to say can often make it easier for them to speak in front of an audience.

After we reviewed these basic debate skills with the teachers, we went on to discuss the MSPDP model at length, explaining how interested teachers could get involved and have competitive and classroom debating programs at their middle school. We distributed sample videotapes and instructional handouts to all teachers. One of the most popular handouts was a list of social studies debate topics for the 6-8 Social Sciences Content Standards. This list is appended below, and we hope it will inspire other teachers to submit their own topics for in-class debates on history and social studies concepts.

We encouraged teachers to use the MSPDP debate format in class and competition. The format is 3 on 3, with 6 speeches and points of information. Teachers and students choose topics in advance of competitions, and integrate research and preparation on topics into their class and club curricula. The format, which borrows heavily from parliamentary debate, has been refined and tested for the age group and has proven to be both rigorous and accessible. We also discussed debate formats to engage the whole class, including a modified form of Student Congress, Philosophical Chairs, and a Town Hall Meeting lesson plan.

The workshop was a success. Many teachers who attended the workshop have subsequently contacted me to share their successes in implementing the teaching techniques and debate formats discussed at the conference. We hope that other teachers interested in debate education in the middle grades will consider participating in the MSPDP, and we certainly will apply to present at CATE 2005 with even more tips and tricks for debate instruction.

Kate Shuster

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Sample A-R-E Chart

In the chart below, you will find assertions, reasoning, and evidence - each row represents a complete argument. Some arguments are missing one or more of their parts. Your assignment is to fill in the missing parts. Try to be as specific as you can be.

Assertion -- Reasoning -- Evidence

1. The minimum driving age should be raised to 18.
Raising the driving age will save lives by reducing accidents. 16-year-old drivers have three times as many crashes as drivers aged 18 and 19.
2. Television is a bad influence. Television shows too much violence.
3. The United States should not have the death penalty.
Since 1973, 108 people in 25 states have been released from death row because they were found innocent.
4. Eating junk food is bad for your health.
Junk foods are high in fat and sugar. Too much fat and sugar puts you at risk for diabetes and heart disease.
5. Allowing younger people to vote would increase their involvement in politics and society.
6. Incidents of school violence have shown that students use their cellular phones to notify police and parents.
7. Schools should not use animal dissection in classes.

Sample Topics for the 6-8

Social Science Content Standards

This House would remain loyal to King George the III.
For securing individual rights, the central government is better than local governments.

This House would support U.S. isolationism.

An enlightened monarch is preferable to a chaotic legislature.

This House would not sign the Articles of Confederation.

Political compromise undermined the ideals of the American Revolution.

Westward state expansion in America was justified.

The principal of judicial review established in Marbury v. Madison has gone too far.

Majority rule does not protect the rights of minorities.

This House would join Shay's Rebellion.

This House regrets the Monroe Doctrine.

The United States government should not support privateering.

The spoils system is necessary for government.

This House would not have war with Mexico.

In this case, the United States should break a treaty.

This House would not vote for Andrew Jackson.

This House would choose gold over silver.
Texas should remain an independent nation.
The North should have let the South secede.
The cotton gin has done more harm than good.
Conscription is immoral.
The Draft Riots were justified.
The South should supervise its own reconstruction.
A war crimes court should be established for civil war veterans.
Laissez-faire economics do more harm than good.
Urbanization produces misery.
Mesopotamia was a greater influence on world history than Egypt.
This House would follow Hammurabi's code.
Athenian democracy is better than representative democracy.
The advancement of civilization through empire did more good than harm.
The caste system was good for Indian society.
When in conflict, Confucianism is better than Taoism.
The invention of gunpowder did more good than harm.
This House regrets the rise of Julius Caesar.
Barbarian invasions caused the fall of Rome.
This House would side with Carthage.
In medieval Europe, the failure to separate church and state did more harm than good.
Feudalism is an effective form of government.
The Crusades were morally justified.
Cortez was guilty of crimes against humanity.
Power should be given based on birthright.
Luther's rebellion was justified.
Joan of Arc was a heretic.
The Renaissance was not a Golden Age.
The printing press has done more harm than good.
Marco Polo misrepresented his achievements.
European exploration has done more good than harm.
Economic trade positively influenced democracy.

How To Use Speech As A Tool For Analyzing Rhetoric in any English Class from Advanced Placement Language and Composition to English 9

by Karen Meredith

This is a very short explanation of the use of speech for rhetorical analysis. You can expand and create your own lesson plans around speeches of your choice. My main objective here is to make sure that one doesn't overlook the use of speeches for analysis in the Advanced Placement or any other English classroom.

This past February I had the good fortune to be able to present at the CATE conference in San Diego. I presented a segment that showed how to use speeches for rhetorical analysis. I currently teach Advanced Placement Language and Composition. The class is focused on analyzing writing and argument, as well as elevating the students' own writing abilities; speeches lend themselves quite well to such objectives. Speech writers must engage their audiences as well as persuade. Besides offering argument and current events, a variety of rhetorical devices are contained in most speeches. A good speech will have all of the basic elements needed for style analysis: audience, purpose, tone, diction, syntax, etc., and are often an engaging beginning for your AP class. I also use speeches with my sophomore English class as well when I want to teach about the power of words (connotation, denotation, etc.). Martin Luther King's "I Have Dream" speech is a good starting point for them. The beauty of using speeches for style analysis and argument is that they are easy to find cover a wide range of topics and speakers, and provide the elements you desire in a compact format. (At the end of this article you will find a list of several reputable speech sites on the Internet.)

I use speeches to help students understand style. I begin by teaching about audience and purpose. We discuss why each of these is important and how the rhetoric changes as a result of changes in audience and purpose. I teach about tone and diction. We look at why each of these is important and how they then relate to audience and purpose. I use a speech to show each of these elements. Recently, one example I have been using is President Bush's speech from March 2003 ("Address to the Nation"-war with Iraq) simply because I like to use current events. Other good speeches are FDR's 4th Inaugural Address (used in some AP prep materials), Anne Richards' address at the 1988 Democratic National Convention, or Isabel Allende's "The

Seeking Bulletin Items

Please submit articles, pictures, items of interest to the Bulletin. I am looking for: curriculum articles— share interesting, engaging, cross-curricular speech activities you do in the classroom; articles that share what is going on in your league; articles that share good fundraising ideas; articles that share what current and former students are doing as a result of speech training; anything that you feel might be of interest to your colleagues. I know you have a lot of good ideas, I would like you to share them with others. It's not as hard as you might think to write a short piece and submit it for publication!

Power of Art.” However, any good speech will work. Once students have a grasp of basic ideas, you can move on to other elements of style, such as syntax and imagery. Again, many contemporary and classic speeches contain these elements and are not hard to obtain. This is also an excellent way to teach students how to write their own speeches. Analyzing others’ speeches will help them to better understand what they need to include in their own writings for oratory, advocacy or expository speeches. This will also help students write better essays. I spend a semester on style analysis and use other pieces of literature as well. I would just hope that teachers don’t forget about the spoken word as a powerful tool in this arena.

Second semester is focused on argument; again speeches are a useful tool in this area. I have successfully used the “Other People’s Money Ethos, Pathos, Logos” activity developed by Lynette Williamson (Analy HS). (This can be found in the CHSSA curriculum Multi-Media packet, the May 2002 issue of the Bulletin, and I have included versions of these handouts at the end of this article.) This is a very accessible activity for a variety of levels. My AP students are expected to know what ethos, pathos, and logos are when they take the AP test, but so also should all students understand appeals that are made both in speeches and other writings. And those that are planning on writing and delivering speeches absolutely must understand these concepts. Other People’s Money uses two speeches, one by Danny Devito and the other by Gregory Peck, as examples for students to examine for appeals and logical arguments. Students don’t need to see the entire film to be able to use this activity effectively. I do tell my students a brief synopsis of the story, and after we have watched the clip, analyzed the speeches, decided with whom they would side, they of course want to know what happened in the movie! [Which I tell them, and they are disappointed that it wasn’t a Hollywood outcome to the debate.] The activity is easy to do in a class period and clearly delineates the concepts you are trying to teach them. It is an easy jump from the movie examples to speeches delivered by real people for further analysis of argument. I also have used speeches to teach logical fallacies, another aspect of AP that students are expected to know. Both contemporary and classic speeches are excellent teaching tools. They also often generate discussion and debate of the issues contained within them.

Presidential addresses, commencement speeches, inspirational presentations are just a few that can be used to analyze rhetorical effectiveness and argumentation. Many an AP prompt has asked students to analyze a speech for its rhetorical effectiveness. AP students are asked to understand and make arguments. We also ask all of our students to be effective writers and communicators. Speeches help to do all of this. With speeches you can travel across the decades, examine the issues and read outstanding lan-

guage. The craft of writing and speaking comes together in a nice package to serve your needs.

The following five websites (compiled by Dr. Andara Macdonald) are very good sources to find both historical and modern texts. Some of the sites have real audio that will play the actual speaker delivering the speech.

American Rhetoric, Online Speech Bank

<http://www.americanrhetoric.com/speechbank.htm>

This site features audio, information about rhetoric, current (as in next day) speeches as well as archived speeches. This also includes film speeches, information on rhetoric, etc.—what any teacher would want to plan lessons. This site also regularly and conscientiously checks for accuracy in the speech to make sure that it is faithful to the original as delivered. This is the best of the five.

Gifts of Speech, Women’s Speeches from Around the World

<http://www.giftsofspeech.org>

Great American Speeches

<http://www.pbs.org/greatspeeches/timeline/>

This site includes a number of extras that would help any teacher create a lesson plan. There are even items like a “wordsmith challenge” and “American history challenge.”

History and Politics OUT LOUD

www.hpol.org

“This site has a searchable archive of politically significant audio materials.”

History Channel

<http://www.historychannel.com/speeches/>

CHSSA Curriculum Committee and IDEA publishers

present

Speaking Across the Curriculum

A compilation of cross-curricular speaking and listening activities aligned with California’s English Language Arts Standards
Ordering information available
this July at **www.cahssa.org**

The Pathos, Ethos and Logos of Other People's Money

An Exercise in Analysis

PROCEDURES

- Give an overview of the three classical elements of persuasion, coined by the ancient Greeks: Ethos, Pathos and Logos
- 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 activity 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.

EVALUATION

Whether written or oral, student responses should be specific to the rhetorical strategies contained within the speeches and the appeals used by the speakers.

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

Evaluating a Speaker With Classical Elements of Persuasion worksheet

Speaker

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 the speaker's performance was dominated by ETHOS, PATHOS, or LOGOS?

(After watching and commenting on both speakers):
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

Graduation or Nationals? There's a way to have both

By Derek Yuill, Gabrielino H.S.

Each year, many high school seniors in California miss their high school graduation ceremony in order to attend the National Speech & Debate Tournament. It doesn't mean they still can't have some kind of graduation ceremony.

This is not an article of boasting, but instead, of hope, so that many of you may be able to convince your administration to give your students the same alternative graduation memories our school has given to our students.

In The Rostrum last February, I talked about one of the keys to the growth and success of our team is due, in part, to a supportive administration and school board. I wasn't blowin' sunshine around.

Every year, the seniors on our team that qualify for the National Tournament are forced to miss their high school graduation. Every year, our school administration has a special ceremony at the Senior Awards Night for those seniors. They have them dress in cap and gown and do a five to ten minute ceremony. Parents and family get to take pictures and they make a big deal about these students representing the school at the National Tournament. All of this is done in front of their classmates and their parents. It is a wonderful ceremony. Our administration also makes sure to mention them during the actual graduation ceremony and gives an explanation of why they are not at graduation.

This past June, four of our seniors that qualified for Nationals were not able to make the special ceremony at Senior Awards Night or graduation. In yet another generous attempt to give our students a graduation, they put a special ten-minute ceremony in the middle of a school board meeting. The students were in cap and gown, pomp and circumstance was played on the stereo system, our Principal gave a shortened version of his graduation speech, the students turned the tassels and were presented, individually, with all the awards they would have received earlier had they been able to make it to Senior Awards Night. After that, they had a fifteen-minute recess, where cake was served for the students and pictures were taken and everyone there rejoiced in the students' success. I've been to a lot of board meetings from multiple districts, and I can tell you I was really moved and amazed by the entire presentation.

I'm sure some of you are thinking, "Our school would never do that." Well, the reason I wrote this up for the bulletin is so that you can take this to your principals and show them that indeed other schools do this for their students and that they need to give the same "memory" to

their students who qualify for Nationals.

It is incredible to see administrators and school board members realize that the high school experience is more than exit exams, ADA money and SAT 9 scores. I am not a big fan of awards given out by our State Department of Education. A California Distinguished School plaque hangs outside the front of our school, which is nice. But when the members of our school community go above and beyond the call of duty and really show they care about the young people in our district, it is only then that our school truly becomes "Distinguished."

CATE Presentation

February 6-8 - San Diego

In February, Kate Shuster (Director of Debate Outreach at Claremont McKenna College) and Rita Prichard (English teacher and Speech/Debate Coach at Granite Bay High School) presented a workshop at CATE. Entitled SPAR - Spontaneous Argumentation - Debate Across the Curriculum, they offered "hands-on" assignments that use argumentation to enhance learning. The workshop was well received and attended.

Included in the workshop was a demonstration by students from a local home-schooling organization who participated in a debate, using the materials that were presented during the session. The demonstration showed how easily "Spontaneous Argumentation" (SPAR) could be explained and utilized. Additionally, participants received materials on how to construct an argument (suitable for teaching the argumentative essay) and using higher-level questioning strategies (suitable for enhancing class discussions).

Cross-curricular application was stressed and specific assignments in "Class Congress", "Classroom Debate", and "Philosophical Chairs" were available to all in the form of a packet. Rubrics, in line with state standards, were discussed and shared, as well as suggestions on how to modify assessment strategies for content area requirements and student learning styles.

The number of teachers who attended the workshop indicates how key oral language has become to enhancing learning across the curriculum. Additional materials presented at the CATE workshop can be attained at rprichard@rjuhsd.k12.ca.us. The assignment entitled "Classroom Debate" is attached (and follows on the next page of this issue of the CHSSA Bulletin).

Rita Prichard, *Granite Bay High School*

THE EDUCATIONAL DEBATE

THE EDUCATIONAL DEBATE

Debates provide a competitive challenge and an opportunity to examine issues in a thorough and logical manner. The issues to be debated in our class are designed to help you synthesize the historical and philosophical dilemmas you have studied in history and English. They will give you an opportunity to research, write, and argue issues that emerged in America during the Progressive Period 1865-1900.

KEY TERMS IN DEBATE

Affirmative: Argues in support of the proposition.

Blocks: Short speech segments that are prepared prior to the debate to refute negative attacks and to extend affirmative arguments.

Burden of Proof: In debate, the obligation is on the affirmative to prove the case.

Debate: The seeking of a reasoned judgment on a proposition.

Evidence: Facts, opinions of experts and objects that are used to generate proof.

Issues: Claims with answers that directly prove or disprove the proposition.

Negative: Argues against the proposition.

Prima Facie Case: The argument presented by the affirmative to establish good and sufficient reason for adopting a proposition.

Proposition: A statement of judgment that identifies the issues in controversy.

Rebuttal: To overcome opposing evidence and reasoning by introducing other evidence that will destroy the effect of the original argument.

PRE-DEBATE

Certain rules apply to every debate. Both sides must have an equal number of speakers; both sides must have an equal amount of time, and the affirmative must always speak first and last. Before a debate can be held, the proposition to be debated must be identified to the participants. An example of a proposition is: "If Lincoln would have lived, civil rights would have been protected and guaranteed." The proposition must always contain controversy, one central idea, neutral terms and a precise statement of the affirmative's desired decision. Once the proposition has been defined, the debaters start to do research by reading, researching and analyzing the proposition and its larger meaning. While researching, you should be structuring your arguments and anticipating what arguments will be used against you. A good debate will hone writing skills, thinking skills, speaking skills and research skills.

You will work with a partner. One of you will present a formal "case" on your side of the issue. The other will take

care of cross examination of the opponent, attacking the opponent's case and protecting your own case by strengthening your position and dealing with the opponent's arguments. Both partners must actively take notes during the debate and plan strategies together. You will receive a team grade and an individual grade.

THE DEBATE BEGINS

Introducing the Issues - The affirmative has the responsibility of opening the debate with an introduction of the issues that he/she plans to use to prove support of the proposition. The negative must defeat at least ONE issue in order to win. (There are usually 3-4 issues per debate). In order to have a well-organized meaningful debate, the affirmative must clearly define the terms included in the proposition. Terms that might be brought up repeatedly should also be defined. For example, in the debate dealing with Lincoln's assassination, "civil rights", "protected", and "guaranteed" should be clearly defined at the onset of the debate.

The Affirmative Case - The main objective of the FIRST affirmative speaker is to present a prima facie case in order to win the debate. He/she must provide evidence to support each statement made on the issues. All evidence must be quoted and be from well-known, published sources, for which credit is given.

The objective of the SECOND affirmative (rebuttal) speaker is to present two speeches. In the first: the speaker directly attacks the negative case. Every point must be attacked at this time. No new arguments may be directed in the final speech of the debate. If time permits, this speaker must also defend the case his partner has presented. In the second speech: the speaker must review the entire debate and point out to the judges which issues have been won by the affirmative and which negative issues are the weakest.

The Negative Case - The FIRST negative speaker has the responsibility to refute the issues that the affirmative introduces and to provide a prepared argument against the statement of proposition. The negative must be flexible because, up until the debate, he or she will not know what issues the affirmative will choose to concentrate on or what evidence will be introduced to back up those issues.

The SECOND negative speaker must push all of his/her efforts toward destroying the affirmative position. Preparing BLOCKS can destroy many of the potential arguments prior to the debate. Although one speaker is presenting the arguments, both should be preparing the attack throughout the pre-debate days of research. The second speaker must also protect the negative case position.

The Rebuttal Phase - Opposition and rebuttal must always exist in debate. The burden of rebuttal initially falls



CHSSA MISSION STATEMENT

on the negative. Debating involves understanding both sides of an issue well enough to be able to speak on the advantages or disadvantages on either side. Anticipate the opponent's arguments and prepare issues that counter the opposition.

Cross-Examination - Each speaker in the debate gets a chance to question and be questioned. Some of the questions must be constructed during the debate, as issues are revealed to you. Many others should be written as a team, before anything begins. Construct questions that will reveal how much your opponent knows or does not understand about the proposition, without being too picky. Use your time. Not using all of your direct questioning time is usually an indication to the judges that you do not know the topic very well.

TIME STRUCTURE

1st Affirmative	5 min.
Neg. cross-examination	3 min.
1st Negative	6 min.
Aff. cross-examination	3 min.

1st Aff. Rebuttal	3 min.
Neg. cross-examination	3 min.
Neg. Rebuttal	5 min.
Aff. cross-examination	3 min.
2nd Aff. Rebuttal	3 min.

PREPARATION TIME

In any debate it is necessary to have time to plot strategy with your partner. Preparation is like calling a timeout. It has to be used carefully, because it is limited. Each team has a total of 5 minutes of prep time that CANNOT be used prior to cross-examination.

TOPICS

The following topics will be debated in the following order. A full class period is set aside for each debate. Every effort will be made for outside observers to judge the debates. You will receive a 15-point bonus for winning the debate.

1. Native Americans were conquered due to their refusal to assimilate and their non-compromising Chiefs who knowingly led their people to slaughter.
2. Immigration laws passed from 1934 to 1965 are discriminatory and unnecessary.
3. Unions endangered workers, rather than protected them.
4. Women were included in the Constitution at an appropriate time in relationship to their contribution to the country.
5. The Electoral College provides for fair election of the president.

POINT VALUE

The debate is worth 150 points. Each side must provide a bound copy of their case arguments, including a Works Cited OR photocopies of all research, all to be graded for content and quality of thought and planning.

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.

Historian's note: Since the inception of the National Forensic League Hall of Fame in 1978 and the CHSSA Hall of Fame in 1987, eleven Californians have been elected to both "halls." Two of the eleven are deceased: L. Day Hanks (NFL 1978; CHSSA 1987); Ted Woods (CHSSA 1990; NFL 1991) Autobiographies by the remaining nine were written in 2003 or are being completed in 2004. Two or three of these autobiographies will appear in the CHSSA Bulletin, beginning with this issue.

Hall of Fame Autobiographies

Larry Smith Autobiography

CHSSA Hall of Fame Inductee 1988

NFL Hall of Fame Inductee 1996

I find it somehow difficult to comply with a request for autobiographical information that may appear in a special edition of the Bulletin featuring those of us who had the good fortune (or just hung around long enough) to gain membership in the CHSSA and the NFL Halls of Fame.

My initial reaction was, Who in the hell would want to read that?

I comply with Donovan's request simply because it came from Donovan Cummings who, in my mind, is the penultimate example of a lifetime of dedication to competitive speech. So here you have it. You may stop reading anytime this becomes boring or irrelevant or you find a more amusing diversion. Shouldn't be too hard to do that.

I was born and raised in Chadron, Nebraska, a small ranching community that also has a state college as its major "industry." I am an only child, my mother a school teacher and my father a salesman of various products throughout his life. Actually my mother's story about her early teaching years is far more interesting than my career. She started teaching in a one room school house, grades K-8 in Eastern Nebraska when she was 18 years old, just a year out of high school. Her stories regarding teaching are far more interesting to me. But that digression only serves to indicate why I ended up in education rather than becoming a brain surgeon or riverboat gambler or some such. My future must have been genetically ingrained.

In high school I managed to play football, poorly. But the school was so small nearly every able bodied male had to go out for the team to produce a team. So at all of 135 pounds, I warmed the bench considerably, seeing most of my playing time relegated to a few junior varsity games a season. (My graduating class had 37 students, fewer than I taught in many single classes in later years.)

I got interested in speech by taking a couple of years of speech classes from an excellent teacher, and I dabbled in the annual junior and senior plays with small parts. I also served in various capacities for four years on the production staff of the yearbook. There was no debate team.

Mostly, however, I seemed to spend an inordinate amount of time explaining to the principal that it wasn't me (or my friends) who had pulled some stunt or another that seemed to generate wrath rather than mirth from the school staff.

The statute of limitations has probably run out by now, but I will refuse to comment specifically on just what those shenanigans were in case there is still an active search regarding how the pig got on the third floor of the school and other such incidents.

I started college at Chardon State College in 1954, and did not adapt well to the discipline of college study. I did, however, develop an insatiable love for playing bridge in the student union. Thinking I needed to find something else in life, and maybe see some of the world beyond the wilds of western Nebraska, I entered the army in the spring of 1955.

Big mistake. I was not cut out for military service because I too frequently asked "why?" instead of just doing as ordered. Not that I spent any time in the stockade or anything, I just didn't like the military way of life. See the world? I saw Arkansas, Texas and Louisiana. Had the Russians invaded during my two years of service I would have surrendered, gone home and let them have Louisiana.

While home on leave in June of 1965 I proposed to my high school sweetheart and was pleasantly surprised to have the proposal accepted. She spent the last seven months of my service time sharing the miseries of Louisiana, which did make that time much more tolerable.

We returned to Chadron, and I again enrolled at the college. This time I did bend my efforts considerably towards my class work and became interested in the theater department which was, ironically, headed by my ex-high school speech teacher.

Part time jobs were scarce in a town of 4,500 with 2,000 college students, and we were living mostly on my bride's meager salary. An old friend from high school came home from California during spring break and invited us to come to Fresno where he assured us he could find both of us jobs so I could continue my education.

On Memorial Day of 1957 we arrived in Fresno with everything we owned in the back seat and trunk of a 1950 Ford convertible and a \$100 bill in our pocket. My wife, Judy, worked at secretarial and accounting jobs for the next four years while I attended classes and worked at a considerable number of jobs including driving a school bus, cleaning swimming pools, working a cannery in the summer, selling furniture, and working for Hertz car rental. Those were pretty lean years, financially, but we look back on them with fondness and wonder that we survived, often not knowing how we would buy groceries the last few days

before each payday.

In college I became a speech-theater major with an English minor, working towards a teaching credential. I can claim no honors or awards, although I did every theater production over four years either acting a role or doing technical theater work. I received my BA degree in 1960 and teaching credential in 1961. After ten years of on again, off again research work I finished my MA in speech in 1971. The thesis was a history of the Barton Opera House in Fresno, 1896-1916. It took a lot of reading of old newspaper archives to finish it.

After graduation I could not find a teaching job I wanted and ended up doing a year as a salesman for General Foods. That involved way too much travel on fog shrouded highways in central California in the winter, and I began interviewing again for a teaching position. Our first daughter, Delia, was born in January 1962.

My first teaching job was drama and English at Mt. Whitney High School in Visalia. Ironically I took the job vacated by Shirley Keller-Firestone who also went on to become a CHSSA and NFL Hall of Fame member. Of interest to young, beginning teachers: My contract in 1962-63 was for \$5,250 per year with \$100 extra for directing two plays per year. Our second daughter, Leslie, was born in December of 1963 in Visalia.

I moved to Fresno Unified and taught three years in a middle school: English, speech, journalism. Then I transferred to Hoover High School in 1967 where I remained until 1996. At Hoover I became friends with the best poetry teacher in California who was also the reluctant forensic coach. In the middle of the first year at Hoover he said, "next year you will be the assistant forensic coach, and the year following the head coach."

To which I replied, "The what?"

I was very fortunate in the kind of students I had in my forensic classes. I think some of the experienced ones taught me much more than I taught them about the various competitive events. Those who were mine, that is, new to the program each year the first two or three years, were intellectually curious and arrogantly aggressive in their quest for forensic greatness. I learned with them. They learned in spite of my efforts, I think.

The buffet of event choices was somewhat different in 1968. Policy debate and congress along with dramatic, humorous, and oratorical interp existed. As did boys impromptu and girls impromptu (bimp and gimp, don't you love the acronyms?) and girls oratory (goo) and unlimited oratory (uoo). There were also boys and girls divisions of extemp and an event called oratorical analysis. Title IX forced the gender designated events into oblivion, and over the years other events such as LD, thematic interp, advocacy, expository and duo interp were added. Oratorical interp went away and came back. Oratorical analysis went

away (no loss). Extempers became gender neutral experts in foreign or national topics. And of course, there are more recent additions dictated by whim or the NFL.

In 1971 we managed to qualify a debate team to the national final tournament at Stanford University. The previous two years we had qualified students to the state tournament, and even managed to bring home some hardware. The national qualification was tough, since the NFL District at that time included schools from Bakersfield through Stockton, and there were many outstanding coaches and teams in the District and only first place in the events advanced to the national tournament.

One of my debaters, Larry Artenian, also had a very good oratory. Unfortunately it had taken second place in the district tournament and second at state, neither of which would qualify for nationals. (At that time first place in the State qualified.) At Stanford, as a very green coach, I watched in amazement as the team compiled a pretty respectable record of wins before being eliminated. I was even more amazed to find that Larry had qualified for the final round in oratory, the first "optional second event" entry to ever do so. And he WON. I was elated and dumbfounded simultaneously.

I became serendipitously involved with the hierarchy of CHSSA at the state tournament at the University of San Francisco in 1972. I was buried in trying to assign judges (the most difficult and thankless job at the state tournament) when Norm Murray, Larry Mendes, and Bob Jones came and informed me I had been elected by the Area II league presidents to the position of Area Chairman.

To which I replied in characteristic fashion, "The what?"

I served two years in that capacity, advanced to the position of Vice President Activities for three years, President for three years, 1977-80, and treasures until after my retirement in 1996. I finally left my coveted position as senior curmudgeon on the state speech council in 1998. It was an interesting experience...often gratifying, often frustrating, but always amusing, at least to me. I could go on considerably about some of the things that occurred during my tenure on the state council, but most have been covered in past articles in the Bulletin or the history organization...or are better left unsaid.

I think the single most important advancement made on the CSC during all those years was a focus on what I thought was important when I was president. We began to seriously develop curriculum and curriculum materials instead of focusing on twiddling the rules for state tournament events. Nothing in all that time on the council was more gratifying, and the outstanding coaches who have contributed to that effort over the years are the most deserving Hall of Famers in my opinion. Nothing has come close to "legitimizing" speech as an academic discipline in schools as those curriculum development efforts.

Coaching forensics was always a joy. Being on the state council was gratifying and fulfilling. Thirteen years as District Chairperson was an interesting adventure. But working with those bright and articulate students was what made it all worthwhile. Discount the thousands of miles, the thousands of hours at tournaments, the thousands of hours spent in working on debate cases and speeches, and you are left with kids who made life in education a joy.

In the mid 70's I developed my "philosophy" regarding forensics. (I had matured enough as a coach to do so by then.) I came to the conclusion that what I was teaching was valuable not just in a quest for plastic trophies, but instead as a foundation of learning, thinking, and communication skills that would carry my students through college and life. To that end I focused on debate (no LD then) and began to require every student in the program to participate in debate. Later it was either policy or Lincoln Douglas.

I did not take that direction because I wanted Hoover to become a debate powerhouse. I just saw the educational value in learning the activity and practicing it in competitions. I describe myself thereafter as a teacher first and a coach second. Winning rounds is nice, and we won more than our share. Learning lifelong usable skills is better and that was the whole point. Even my interp queens admitted they enjoyed their toils in debate as much as emoting and crying through dramatic interp rounds. And it probably did them much more good in later life.

Famous students? Well, none that I know of just now. I did manage to track forty of them who finished law school and one who spent time in prison for attempted murder of her husband. I've never been sure which is better...or worse. At least I should get some pro bono legal work if I ever need it. We participated in 28 state tournaments and seventeen national tournaments. Forensic grads went on to every major university you can name, and I was gratified that many of them wrote or dropped in later to say their forensic experience, and debate in particular, helped them through university work and in life.

What more could a teacher ask?

My mind has lost the exact counts of qualifiers to state and national finals. At state we always seemed to come home with some sort of hardware most years. At nationals, the aforementioned national champion in oratory, seventh twice in oratory, seventh in boys extemp, eleventh in national extemp, tenth in Lincoln Douglas. Interestingly the following year the same girl met the same opponent in the final of LD and they reversed the finish, my student placing second. Over the years we amassed a considerable number of 2-14ths. Lots of plastic from state tournaments. Even a sweepstakes trophy or two, but never a first. My team was never big enough, or we did not have enough entries to wrest first away from the biggies.

My major "awards"? I was an Eagle Scout in high

school. (Believe that? There were eleven Eagle scouts on our football team one year. We didn't win many games, but we were honorable, truthful (mostly), kind, etc., etc.) I managed to accrue enough points in the NFL to earn a third diamond. I was Teacher of the Year in Fresno Unified in 1996. I was awarded the NFL Ralph Carey District Chair national award in 1996 and was inducted into the NFL Hall of Fame in 1996. I was inducted into the CHSSA Hall of Fame in 1988.

Retirement suits me well. I have worked since 1973 as a union stagehand, although not frequently when I was teaching. Since retirement I probably take too many calls to work, but the nice thing is I can say no to a call to work if I wish. Couldn't do that with teaching.

Both daughters graduated from college, the elder an elementary school principal and the younger in property management. We have four grandchildren to spoil. We recently spent a delightful week in Maui celebrating our 47th wedding anniversary. What more could one ask?

Was 28 years on the forensic tournament trail worth it? You bet. But I'm happy to relinquish the reins to younger folk. Just remember, what you are doing is providing the skills and confidence those students need to survive in life. Teach them first. Coach them second. Winning plastic trophies massages the ego. Seeing future success because of what you taught provides the satisfaction that you did your job properly and well.

You read this far? I am amazed. Heed the last paragraph. That is only important one.

Natalie Webber Autobiography

CHSSA Hall of Fame Inductee 1988

NFL Hall of Fame Inductee 1989

How I happened to become involved in the whole speech /communication field is undoubtedly because of my mother. As the youngest child and only daughter in a close family of five, I have wonderful recollections of sitting quietly in the living room while my mother practiced one of her many play recordings which she presented frequently for women's clubs and similar groups throughout suburban Chicago. She had been active in little theatre groups throughout her life and was devoted to drama and dramatic literature. Listening to her, I memorized whole passages from plays such as Pygmalion and Cryano de Bergerac.

Evanston, Illinois where I was born and grew up, is the home of Northwestern University-known nationally for its outstanding speech and drama programs. I must have attended every children's theater production the University presented from the time I was three. The university also staffed all the local elementary schools with teachers of creative dramatics, so drama was part of our regular weekly

class work. My friends and I staged our own plays at home for our families.

In my freshman year at Evanston High School I enrolled in a course entitled Stage Craft taught by Clarence Miller, who later became Drama Department Chair at San Francisco State University. I remember the challenge of providing the props for the school's production of Thornton Wilder's *The Skin of Our Teeth*. The summer after my junior year, I was accepted into Northwestern's National High School Institute in Drama. Involved in the "cherub" program, I heard from other students about drama festivals and competitive speech that existed throughout the state and country.

At that time the only interscholastic competitions our school entered were boys' sports, but my senior year, with a new administration and a new speech teacher, Wanda Mitchell, we were introduced to competitive speech. That year I had the role of Emily in a production of Wilder's drama *Our Town*, and at the suggestion of Miss Mitchell, cut it and entered the Illinois eliminations. By the time I reached the state finals in Champaign, I was totally hooked. Although today Evanston High School has many NFL winners, that first year we were not members of the National Forensic League and knew very little about it.

Northwestern affected my whole family. Both of my brothers were students there, one, studying Television-then in its infancy. Both my parents had graduated from NU. My mother was working in the activities office and my father had taught statistics there before he became a vice president of the A. C. Nielson Co. So, after high school I enrolled in Northwestern's School of Speech, now called School of Communication. My intended major was drama and I found myself doing scenes with classmates many of whom become well known years later (including Robert Reed and Carol Lawrence). While taking the regular English, Math, History, Science and basic Speech courses of every undergraduate, I also managed to take the required basic education courses if I ever decided to teach. I completed the Illinois requirement for student teaching at New Trier High School in Wilmette, Illinois, and graduated with departmental honors.

After college, which was a mere six blocks from my home, my parents offered to finance a year of graduate work if I wanted to have that away-from-home experience. Not having ever been west of the Mississippi River, I chose Stanford.

That fall I started out at Stanford intending to major in drama but discovered right away that my completed course work was far beyond what Stanford offered. The University was wonderful and tailor made a Master's plan for me through the Education Department. I was able to get credit for all the ed courses I'd taken in Illinois and then fill my schedule with electives and those extra things that Califor-

nia requires. I even managed to direct a play for one of the junior high schools. I received my Masters Degree in June.

The baby boom had hit the high school level in 1955, and for my first teaching job, I had my choice of districts throughout the region and state. I chose the Fremont Union High School District in Sunnyvale, a small community in the beautiful pastoral setting of the Santa Clara Valley and only forty-five minutes from San Francisco. At the last minute the opening day of school was postponed for a full week because the apricot harvest had come in and the students were needed to "cut cots." The Fremont District was opening Sunnyvale High School starting with 9th and 10th graders and I was to be the Speech and Drama teacher for this new school and new faculty.

New buildings never seem to be completed on schedule, and Sunnyvale High was no exception. I had heard about my cross-town colleague, Carmendale Fernandes of Fremont High School, and her involvement with the National Forensic League, but I had not met her until I discovered that I was to share her classroom at the "mother" school until our school was completed. We shared the same room for three periods of an extended day, and since there was almost nowhere else to go, we frequently audited one another's classes and became friends. Through Carmendale, I started my students in NFL and a competitive program like the one I had enjoyed in high school. Needless to say, at the beginning interpretation events were my specialty, but at the insistence of my students I learned how to coach debate from multiple texts on debate-without ever having debated myself. I tell myself that at least that way one never learns any bad habits.

In those early years our tournaments included all of the northern part of California. That meant for me many weekend hours of travelling on busses to Merced and other valley schools and long hours of rehearsals at the end of the school day. There was no extra stipend and when the school became large enough for another speech and drama teacher, I chose the speech route and left the drama to the newcomer.

After seven years at Sunnyvale, a new school in our district, called Homestead was being opened in Cupertino. I transferred there and started over with 9th, 10th, and 11th grades-teaching one speech/English class, two public speaking classes and two speech and debate classes. We were finally convincing the district that ALL students should receive instruction in speech-communication as a basic part of the curriculum. Parents really supported us, and I started inviting them to attend my classes' oral finals which were quite impressive.

As far as memorable events are concerned, during the third year at Homestead, we qualified a debate team and four individual event students for the state finals. I drove

down to Santa Barbara with the team; a parent was to follow in a car later with the others who would be competing the following day. While at the motel in Santa Barbara, I received word that their car had gone off the road, rolled over three times, and that three of the girls were thrown from the car and were severely injured. Miraculously, there was no permanent damage for any one of them, but it certainly was every coach's nightmare. The best part was that the following year, all of these same students qualified again for the state tournament, and along with several others, won the 1966 California State Tournament Sweepstakes Award.

I still had roots back in Illinois and returned there, teaching at the National High School Institute seven summers. I was in charge of the interpretation sections and performances and also taught public speaking classes. At the same time I finished all the course work necessary for a doctorate in communication, but decided I really preferred high school to college teaching. As an Assistant Professor, I did teach evening courses at San Jose State University and a graduate course at Cal State, Hayward, and supervised countless Stanford interns and San Jose State student teachers, but I felt I accomplished far more at the Secondary Level and planned to stay there.

I had become more and more involved in curriculum development and became active in WSCA, the Western Speech Communication Association, an organization which includes almost all university, college and junior college teachers of speech communication in the thirteen western states. I became the oral interpretation councilor for this organization and later vice-president. For several years I represented the State of California in selecting the national debate topic for the succeeding year through the NUEA, the National University Extension Association. I was also a panelist for many National Communication Association conference programs as well as programs for CATE, the California Association for Teachers of English. As the California High School Speech Association came into being, I became a curriculum representative for our area now known as Silicone Valley. More and more high schools were being built, and the population increases made it possible for us to divide up the state competition and cut down on our extended travel.

CHSSA took a leadership position in the early 70's to promote curricular speech in the schools of California. The Criteria Based Instruction committee took shape and after considerable effort we came up with our first real publication: Framework For Speech Communication. In 1974 and 1975 as CHSSA's curriculum vice-president, I was named to the committee to revise the State Framework in English, and were able to introduce our Framework to the Department of Education for adoption. My biggest disappointment is that the state board had a change of personnel at that time and we virtually had to start all over

again. In 1980 I was appointed as speech advisor to the Curriculum Framework Commission of the California State Department of Education. As a member of the Task Force Committee for the K-12 California course of Study, I worked extensively for the inclusion of speech throughout the curriculum. I also served on many state accreditation committees for Bay Area schools.

In the 60's, 70's and 80's, multiple strong programs in my district, under the guidance of Carmendale Fernandes, Shirley Keller-Firestone, Sharon Prefontaine and others, led to a district-wide required speech course for graduation and multiple speech communication electives including Oral Interpretation. In 1985 our schools received WSCA's Model K-12 Program Award for the whole district. Although I chaired our English Department, all of my classes were in the speech-communication field.

At the same time I was involved in many co-curricular speech activities. My students entered all the Optimist, Lions, Native Sons, Invest in America, and other special group speaking events and won some rather nice awards and scholarships. In 1976 I was the sectional chairperson for the Bicentennial Youth Debate program.

For six years in the 60's and 70's I was the National Forensic League District Chair for a district that included northwestern California, San Francisco and the Santa Clara Valley. In 1971 we were the number one district in the nation, and I was the host for the National NFL Tournament which was held at Stanford University. I remember that my student placed 8th in the event that Oprah Winfrey won. We attended many National tournaments, and for two years I was in charge of the Impromptu events there. Over several years I also worked in the tabulation room at the Nationals as I had for countless tournaments in California. With Donovan Cummings I co-chaired the extensive Bradley Foundation curriculum-video taping NFL project.

As far as personal recognition is concerned, I was named as Mentor Teacher for the Fremont Union High School District in 1987, and the same year was selection for the original CHSSA Hall of Fame and then named to the NFL Hall of Fame in 1989. I was listed in Who's Who of American Women. In 1990 I was presented with the Sunnyvale Showcase Award as the outstanding high school teacher of the community.

All of this tells you really what my philosophy of speech is all about. From the beginning I have felt that high school was a time for students to be "generalists" not "specialists." In my classes, everyone participated in all types of communication, so in competition I had double qualifiers in Drama and Debate and in LD and Thematic. When I first started teaching, I had planned my play rehearsals in coordination with the athletic coaches and journalism and music directors so that students were able to try a little of everything. As a result when I concentrated on speech, I had students who went to college on combined football and speech

scholarships, and who were both wrestling and humorous interpretation champions. The editor of the school newspaper could also be our top debater. I firmly believe that speaking skills are necessary for all educated students and the teaching of them should be a fundamental part of any high school program. With that in mind the 21st Century Fund was established to help CHSSA support these endeavors.

I have had as many as fifty novice teams at one time debating the national topic, most of whom never went to a tournament but who had all the experience and benefits that come with the development of debating skills. I must admit that reviewing and evaluating all those cases was an incredible job, but somehow I found myself repeating the assignment in succeeding years because I so totally believe in the field.

The Santa Clara Bar Association's roster includes the name of countless of my former students, but graduates of our school's programs include leaders in government, education, business and social concerns at the highest levels. The list is far too extensive to name those with whom I worked extensively and closely over the thirty-eight years I both taught and coached. These, however, are the ones no teacher ever forgets and the one who make it all worth while.

After graduation one June, when I was closing my classroom and all the graduates were leaving for their party, one of the seniors came by to say he wanted to thank me. I thought he meant for all the trips and trophies he had earned under my tutelage. Quietly he said, no, that wasn't it. What he had to say was "Thank you; you taught me to think."

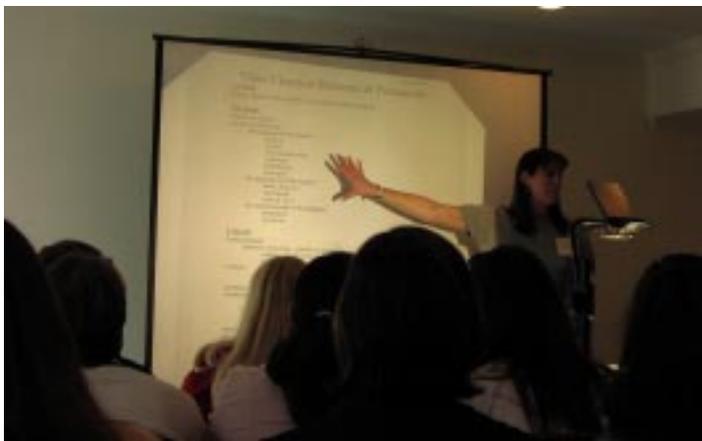
**Check out CHSSA
on the World-Wide
Web at
www.cahssa.org**



A Look At the 2004 CATE Conference



Karen Meredith, of Lincoln High (Stockton) and CHSSA Hall of Famer, takes her hat off and expounds upon the joy of speech to a rapt audience.



To make her point, Karen uses slightly old-fashioned visual aids, as we say in the "ed biz."



Hall of Famer Rita Pritchard enjoys a quiet moment or two relaxing just out of the spotlight.

Motions

From the Jan. 2004 CHSSA Meeting

MOTIONS CONSIDERED BY THE CALIFORNIA STATE SPEECH COUNCIL on January 3, 2004

MOTION: Keller -Firestone, 2nd Willford
To compensate Lynette Williamson at the rate of \$30 per hour for her work over the holidays .

PASS: *Unanimous*

MOTION: Macdonald, 2nd Underwood
To hold the Winter 2005 CSSC meeting at the Hyatt Islandia in San Diego on Jan. 6-8, 2005.

PASS: *voce, 3 dissent*

MOTION: Ballingal, 2nd Underwood
To adopt new, written debate guidelines for Policy Debate. Guidelines occupy both sides of one legal-size sheet: rules and by-laws for the event on one side; guidelines for judging the case, plan, evidence, argumentation, and presentation on the other side.

PASS: *Unanimous*

***** NOTE:** *A similar sheet will be devised for Controversy Debate. This sheet will include the NFL rules, as well as judging guidelines for evidence, argumentation, and presentation.*

MOTION TO REVISE BY-LAWS 03-09-E:

Kamel, 2nd Corey
Article XI, Section 4, Paragraph C, #1 (new text in bold, deleted text stricken):
Debaters are responsible for the validity of all evidence read in the debate. In all rounds of debate, all debaters shall orally deliver shall have available, if challenged during each round by the opponent, complete citations for each piece of evidence introduced to include the name of the author, qualifications, complete source title, complete date and page number. Lack of a full citation shall void any effect of that piece of evidence in the round. Should two or more quotations be used from the same source, the complete citation need be given only for the first piece of evidence used from that source. Either no internal ellipsis (ellipses occur after the first word of the quotation and before the final word) may be used in evidence cited on a card, or ellipses may be shown on cards, if the original source or a Xerox copy is present. The evidence may be

read in ellipsed form, but the entirety of the evidence must be available in one of the two ways cited. Personal letters or telegrams shall not be admissible as evidence.

REMANDED TO DEBATE COMMITTEE: *League feedback requested.*

MOTION TO REVISE BY-LAWS 04-01-B:

Ballingal, 2nd Niemi
Article XI, Section 4, Paragraph C, #1 (new text in bold, deleted text stricken):

Debaters are responsible for the validity of all evidence read in the debate. In all rounds of debate, all debaters shall orally deliver during each round place upon all evidence material complete citations for each piece of evidence introduced to include the name of the author, qualifications, complete source title, complete date and page number in a manner that will readily disclose that information to anyone reviewing the item of evidence used in the round. In all rounds of debate, all debaters shall orally deliver during each round when an item of evidence is read: the full name of the author, the author's qualifications, the name of the book or magazine or other published source from which the evidence was derived. Though the title of a magazine article is not required to be given, where the source is the internet, the debater may state "from the internet" without giving full web locator citation. The debater shall disclose the book or magazine or other published source cited within the web site if the web site is quoting information from a secondary source. Page citations need not be given orally and the publisher need not be given orally unless it is the sole means of identifying the magazine or book or other printed material. A judge shall disregard any evidence as to which either of these rules regarding evidence citation is violated. Lack of a full citation shall void any effect of that piece of evidence in the round. Should two or more quotations be used from the same source, the complete citation need be given only for the first piece of evidence used from that source. Either no internal ellipsis (ellipses occur after the first word of the quotation and before the final word) may be used in evidence cited on a card, or ellipses may be shown on cards, if the original source or a Xerox copy is present. The evidence may be read in ellipsed form, but the entirety of the evidence must be available in one of the two ways

cited. Personal letters or telegrams shall not be admissible as evidence.

REMANDED TO DEBATE COMMITTEE: League feedback requested.

MOTION TO REVISE BY-LAWS 03-09-B:

Kamel, 2nd Chertok

Article XIV, Section 3, ParagraphB, #2 (new text in bold, replacing previous text):

2. Team Debate/Lincoln-Douglas Debate:

	a. Team Debate	b. Lincoln-Douglas
1st=	10 points	7 points
2nd =	9 points	6 points
SemiFinalist=	8 points	5 points
QuarterFinalist=	4 points	3 points
OctoFinalist=	3 points	2 points
DoubleOctoFinalist =	2 points	1 point

FAILED: *voce*

MOTION TO REVISE BY-LAWS 04-01-A:

Ballingal, 2nd Cullen

Article VIII, Section 1, Paragraph4, #2 (revision of by-law revision 03-09-C; new text in bold, deleted text is stricken):

...A special survey will be given and collected from all head coaches attending the 2004 State Tournament. The responses on the surveys will be compiled in a report to be presented at the May CHSSA meeting. At which time the council will decide which, if any events will be added on a permanent basis. The same survey will also be provided to all League presidents and shall be completed in a manner that reflects a vote count within the League of each head coach of each school within a League as to each form of debate listed in the survey. The survey shall inquire as to the preference as between the following debate events and would express that preferences could lead to adoption as a permanent State event a form of debate that is not presently a permanent State event and could also result in an existing permanent State event being eliminated as a permanent State event in favor of another form of debate: A. Policy (Team) Debate, B. Lincoln Douglas Debate, C. Parliamentary Debate, D. Contro (Ted Turner/Public Forum) Debate. The survey will also state that room and judge restraints may only permit two, possibly three, forms of debate as permanent State events. The survey will be created by the Debate Committee or by an ad hoc committee created for that purpose. The responses on the surveys will be compiled in a report by the Debate Committee or an ad hoc committee appointed for that purpose at the May CHSSA meeting at which time the council will decide the number of debate events and nature of the debate events that will be added or retained on a permanent basis.

FAILED: *voce*

A Look At the 2004 CATE Conference Part II



Kate Schuster is sitting pretty as she entertains questions from the CATE Conference attendees.



Following in Karen's visual aid footsteps, Kate explains just how many speech coaches it REALLY take to screw in a light bulb ...

Summer Workshop Opportunity

fU.N. in the sU.N.

CHSSA Policy and L/D Debate Workshop

**Friday September 17th, 2004 from 9:00-5:00
Los Angeles Airport Radisson - Cost \$75**

- * Want to incorporate debate into your classroom?**
 - * New speech coach?**
 - * Inheriting an existing debate team?**
- * Interested in expanding your speech program to include debate?**
 - * Beginning an entirely new speech program?**
- * Excited about the United Nations peacekeeping topic? (You know you are!)**

If you answered yes to any of these questions, then this workshop is for you!! Debate is an exciting, stimulating, intensely educational activity whether done in the classroom or in competition. CHSSA (the California High School Speech Association) is offering a one day workshop that will teach the basics of coaching both policy and L/D debate to new speech coaches. Six one hour sessions will cover :



**Introduction to Debate
Intro. of United Nations Topic
Affirmative case construction
Negative case construction
Value and Value Criteria in L/D
Case construction in L/D**



You will leave this intense, activity filled day with a binder full of lesson plans and sample videos YOU can use to teach debate in your class!

Hotel rooms are available at the Radisson for a discounted group rate.

*For more information, or to reserve a spot, please contact
Sharon Smith at 408-356-8572 (sesmith@lghs.net) by September 12th*

Don't know who we are? Take a gander at our website! www.cahssa.org



CHSSA

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