

California Speech Bulletin

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CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION

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CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION
STATE SPEECH COUNCIL
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Once again the University of California has published its list of acceptable courses. Once again counselors are not reading carefully. Once again counselors are telling students that the University of California will not count drama, journalism or speech as English credit. Once again, some school districts are threatening to drop drama, journalism and speech on the vague justification that the University does not count them as English classes. (Why school districts allow the University to dictate curriculum remains a mystery. Certainly not all high school graduates go to the University.)

In 1976-77 CHSSA, the drama people and the journalism people, along with some excellent help from the Los Angeles Times caused the Board of Admissions to reconsider its original decision not to count courses in journalism, speech and drama. The letter from Lyle C. Garnsley, Director of Admissions and University Registrar, is quite clear. (See reprint of letter.)

The University of California continues to accept speech, drama and journalism for English credit as long as the courses contain "substantial recurrent practice in writing expository prose compositions of some length".

Note especially that principals at each high school submit a list yearly of all courses deemed acceptable for University of California entrance requirements. Speech teachers should be sure that speech class courses of study are written to include all the usual writing skills such as outlining, organizing, research, selection of main idea, argument and example which meet the 500 word expository composition requirement.

It should be pointed out to every principal that speech preparation needs as much (if not more) attention to those skills as does writing a 500 word composition on "My Favorite Sport" or "What I Did This Summer".

There is no reason any speech course in the state should be dropped from the curriculum or downgraded because counselors can't read or because principals aren't aware or because the University of California makes capricious and uninformed decisions.

Larry Smith
President CHSSA

December 25, 1976

To the Principal:

Last June, I wrote to you about the certification of courses to be used in satisfaction of the University's admission requirements. My letter stated that, "Such courses as drama, journalism, and speech will no longer be acceptable for admission purposes if completed after June 1977." This change was approved by the Board of Admissions and Relations with Schools (BOARS).

In recent weeks, the University has received numerous comments and suggestions about this modification. Taking note of the many comments, BOARS has acted to clarify its description of the English requirement, which now reads as follows:

(b) English - - - 3 units.

These must consist of six semesters of English composition and literature, university preparatory in nature. All English courses certified to meet this requirement must have substantial, recurrent practice in writing expository prose compositions of some length.

Note: Courses in drama, journalism, and speech will no longer be acceptable for admission purposes if completed after June 1977 unless they also have substantial, recurrent practice in writing expository prose compositions of some length.

Minimum Performance Objectives

The minimum performance objectives after three years of high school English should be:

1. The ability to write a composition of at least 500 words demonstrating:
 - a. the selection of a main idea and the development of that idea through argument and example;
 - b. control of diction (appropriate word choice) and clear sentence construction (the avoidance of vagueness and ambiguity);
 - c. command of mechanics (standard spelling and punctuation).
2. Literature. The ability to analyze a literary passage, to determine theme and methods of characterization.

PRESIDENT'S MESSAGE

Please note that courses in drama, journalism, and speech will continue to be acceptable provided, however, that they contain "substantial, recurrent practice in writing expository prose compositions of some length." As in the past, the responsibility for certifying the courses to be used in assessing eligibility for admission to the University rests with the high school principal.

I regret any misunderstanding caused by my June letter and any inconveniences it may have created for you or your staff. I will be most grateful for your continued assistance and your advice about the University's admission program.

Sincerely,

Lyle C. Gainsley
Director of Admissions and
University Registrar
University of California
Systemwide Administration

All of us have breathed a sigh of relief. The state tournament is over and the end of school is in sight. This Bulletin contains the names of all those contestants who placed in the 1978 California State Finals. Congratulations to all.

A special thanks also goes to all those contestants and coaches who coped with the problem created by the missing results for dramatic and humorous interpretation. Contestants were superb in their patience and understanding, and coaches were superb in their willingness to help judge extra hours and rounds. Your cooperation was deeply appreciated by those who had the responsibility of operating the tournament.

A special thanks is in order for Peggy Lawyer, Vice President, Curriculum who is leaving that office this year. Peggy has been a dynamic and energetic booster of the curriculum materials development program of CHSSA. She has spent thousands of hours developing a very comprehensive library of materials which are available to all CHSSA schools. Most importantly, she has placed curriculum development on an equal basis with forensic competition direction for CHSSA. And that is as it should be. Thank you Peggy.

At the May CSSC meeting league presidents received new sheets for the Constitution and By Laws. Presidents are urged to make every possible effort to distribute those prior to the end of the school year, and coaches are urged to make every possible effort to put those replacement pages into their Constitution and By Laws before the end of the year. This would be especially important if the coach is leaving his position. Any newly hired coach certainly would not know exactly what to do with the change sheets if they were just stuck in some file drawer.

Thank you all for a very good year.

As I took office this year I established several goals I wanted to accomplish before the end of the year. The first was to update and print a readable and usable version of the CHSSA Constitution and By Laws for every member school. That goal was accomplished.

The second goal was to discover why the State Department of Education had never adopted the Speech Communication Framework that CHSSA had spent so much time and money developing. That goal is only partially completed. I found out there was another new man in charge in Sacramento, and that he had never heard of the Framework. I did manage to stimulate the gears of government, however, and that is something.

The third goal was to develop a viable and active Curriculum Development half of CHSSA. Peggy Lawyer has done a tremendous job with that, and I hope it becomes an ongoing goal for CHSSA for every year.

The fourth goal, which is an ongoing one, was to have the California State Final Tournament be one of the finest in the nation and for it to be a pleasant experience for all. The extent to which that goal was reached is still in doubt in my mind.

I have established the following goals for the 1978-79 year. If any of you have ideas for additional goals CHSSA should be working towards, please drop me a line before school is out.

Goal #1 Get the CHSSA Speech Curriculum Framework adopted by the State Department of Education.

Goal #2 Develop speech communication as a basic skill requirement for all students.

Goal #3 Refine and streamline the operation of the California State Final Tournament to eliminate delay and error.

Goal #4 Continue development of curriculum materials and make them available to all schools.

Goal #5 Have CHSSA send a delegate to the National Activities Association meeting when the debate resolution is chosen.

Larry Smith
President

I personally congratulate every contestant who competed in the California State Finals at Fresno. Thousands of students and hundreds of coaches work towards competing in the State Tournament each year. The 700 contestants who qualify to compete represent the brightest and finest students in the State.

Unfortunately, and too often, a few people acting for reasons only known to them can destroy what should be a positive and productive experience. Competitive activities seem to bring out the worst in some people. Paranoia, bitterness, revenge, win-at-any-cost attitudes, and sour grapes behavior all surface as the competitive stakes get higher.

We will never know what motivated the person or persons responsible for stealing the first round results of humorous and dramatic interpretation. It was a vicious, cruel, and irrational act. The tournament time schedule was thrown completely off. The contestants in those two events suffered the risk of having to compete an extra round in their quest for a state championship. Hundreds of judges from the community had their volunteer time tainted by the image of corruption the act placed on the California State Finals. The contestants who had to stay the long hours to the awards, the coaches who had to judge the extra rounds and hours, and the community people who volunteered their time all had the State Final experience changed from a positive to a negative one.

I firmly believe that any competition would be fun, fair, educational and enthusiastic. Those who make it something else have no business being in the activity. Winning at any cost to boost one's ego is not nor should it ever be a part of forensic competition. Our nation recently suffered through a national political turmoil caused by paranoia, revenge, bitterness, and win at any cost attitudes. I would hate to think those attitudes were being taught to students competing in forensics.

by Don Vettel*

Whether you "love um" or "hate um", commercially produced handbooks and summer debate institutes are becoming an ever increasing element in high school forensics. Realizing this fact, the California High School Speech Association commissioned a survey of both at its October meeting. Over 270 C.H.S.S.A. member schools with active debate programs were asked to respond to extensive questionnaires written and approved by a State curriculum committee. I was pleased to chair the group which included prominent coaches of debate from all geographic regions of the State: John Wassenburger (Soquel), Gerald Schamke (Poway), Sandy Gray (Tustin) and Chuck Johnson (Patrick Henry). Additionally, institute directors were invited to supply supplementary comments. The committee found those of William Southworth (Redlands), Dixie Howell (U.C.L.A.) and Jeff Pash (Harvard) extremely helpful in determining overall institute philosophies. Finally Dr. Stephen Koch of Cal State Bakersfield lent invaluable assistance in formulating the questionnaires and offering suggestions for this article.

It was not our desire to editorialize on the data collected but rather to print what we learned and identify a few of the more obvious conclusions. Because sample size is so important in identifying the validity of any survey, the number of individual respondents evaluating each institute and handbook is given along with the data collected. Over all 92 schools returned one or more of the questionnaires.

First, concerning handbooks, the data seems to indicate that generally they are of only supplementary value to the serious debaters. Few were given credit for making substantial contributions to the affirmative, while only Second Thoughts, Ithaca, Georgetown and Harvard earned top marks as being of great negative value. These facts should be greeted with enthusiasm by those detractors of debate who feel handbooks have become a substitute for research.

Acknowledging then their supplementary nature, it would seem the respondents favored those handbooks with good coverage, organization and accuracy. Redlands, Second Thoughts, Ithaca, and Harvard scored highest in these areas among the most purchased books.

Students were asked to not only evaluate books from a list formulated at the committee meetings, but also to judge others they found of particular merit. Notably Pacific Research and Mike H. Miller Research scored very well among these.

Conclusions on summer institutes are somewhat more difficult to make. One which does emerge clearly is that students generally feel they do an excellent job. Although the sample was small, California students attending Harvard, Northwestern and Georgetown seemed to feel both the debate and individual events instruction were superior in most respects. Inside the State, the rating of Redlands is made impressive by the relatively large sample of respondents. Students commented frequently that they enjoyed the highly competitive environment. Although judging from smaller samples, Loyola, U.C.L.A. and U.S.C. all seem to be offering quality programs with Stanford being well rated in individual events.

A notable statistic for Redlands, Harvard and Stanford was the dissatisfaction over debate partner assignments. Redlands pairs team members on a high-low basis using speaker points. After every two rounds of competition, new teams are made up on this basis. Harvard and Stanford use variations of this format. Dr. Southworth justified this approach by noting that debaters of lesser abilities are able to work with the more gifted and that it fosters a greater exchange of ideas.

Philosophies play a great role in institute selection. Redlands encourages a great deal of sharing of materials and direct blocking of arguments. Northwestern discourages the communal approach and stresses individual research. Georgetown beckons teams from all over the country by encouraging debaters to enter the institute tournament with their partner for the coming year. Dr. Howell explained that U.C.L.A. strives for a humanistic approach with competition taking a secondary role. With such a variety of philosophies governing various institutes, it is no wonder the students feel them worthwhile.

Handbooks and institutes surely emerged as much more positive in the minds of our students than they have seemed to many coaches. Certainly handbooks have not replaced research, nor have institutes destroyed debate. The growing number of participants at all the major statewide tournaments will attest to this fact.

* Don Vettel is Director of Debate at West Bakersfield High School

	IRA	USC	NTB	UCLA	2NDT	REDL	BAYL	TEXD	PACR	ITH	SPRG	SQRK	HARV	GTWN	MHM	JAYH	LOY
Coverage of Case Areas	4.6	2.4	2.6	2.3	1.9	1.4	2.1	2.1	2.2	1.7	3.0	2.8	1.8	2.4	2.0	1.3	3.7
Organization	4.3	3.6	3.1	3.1	2.0	1.3	2.4	2.2	1.7	1.1	4.0	2.7	2.9	1.8	3.1	2.1	3.8
Sources of Evidence	4.5	2.6	3.1	2.7	1.8	1.5	2.4	3.6	1.9	1.2	3.5	2.8	2.7	2.1	1.2	1.7	2.7
Accuracy of Evidence	2.1	2.6	2.4	3.2	1.2	1.4	3.0	2.9	2.7	1.1	2.6	2.9	2.0	2.2	1.2	1.5	3.7
Argument Analysis	4.1	4.7	3.2	4.0	1.1	1.3	3.3	4.1	2.9	1.7	3.5	3.6	2.4	3.2	NA	1.6	4.1
Availability of Evidence (1=unavailable elsewhere; 5=easily available)	2.6	3.1	3.3	3.1	1.9	3.8	2.1	3.6	2.6	3.5	4.6	3.2	2.7	2.5	1.0	3.1	2.6
Value on the Affirmative (1=critical; 5=supplementary)	4.1	4.1	3.4	4.6	3.2	3.2	2.1	3.6	2.9	NA	4.2	4.3	3.0	4.7	1.0	3.2	4.1
Value on the Negative (1=critical; 5=supplementary)	4.1	4.1	3.1	4.4	1.5	3.9	3.4	2.7	2.6	2.1	4.3	3.5	2.3	2.1	2.2	2.1	4.0
No. of respondents in survey	6	7	28	6	27	44	38	31	10	28	11	25	56	26	22	5	26

1 = superior 2 = good 3 = average 4 = below average 5 = poor NA = Not applicable

IRA = Information Research Assoc.
 USC = Univ. of So. California
 NTB = National Text Book
 UCLA = Univ. of Ca. Los Angeles
 2NDT = Second Thoughts
 REDL = Redlands

BAYL = Baylor
 TEXD = Texas Debate
 PACR = Pacific Research
 ITH = Ithaca
 SPRG = Springboards
 SQRK = Squirrel Killers

HARV = Harvard & Supplement
 GTWN = Georgetown
 MHM = Mike H. Miller
 JAYH = Jayhawk
 LOY = Loyola

	FRESNO	STANFORD	GTWN	UCLA	HRVD	REDL	LOYOLA	NTWN	USC
Quality of Debate Instruction	2.8	2.6	1.8	1.5	1.3	1.8	1.6	1.0	2.3
Quality of I.E. Instruction	NA	1.3	2.0	2.0	1.3	1.8	1.7	2.2	1.2
Access to Indiv. Instruction	2.5	2.6	1.8	3.5	1.3	1.7	2.2	1.3	1.3
Quality of Lab Instructor	2.5	2.3	1.1	2.0	1.3	1.7	1.5	1.1	2.6
Quality of Institute Tournament	3.2	NA	1.6	2.1	4.0	1.7	2.8	1.3	2.5
Applicability of Knowledge to H.S. Debate	2.2	2.3	1.6	2.1	1.3	2.4	1.5	1.2	1.5
Research Supervision/Instruction	3.7	3.6	2.0	4.5	2.0	2.7	3.0	1.3	1.4
Access to Research Facilities	1.5	2.0	1.4	1.3	1.0	2.7	3.0	2.1	1.5
How well able to meet individual needs?	3.3	2.6	1.6	2.1	1.0	2.7	2.1	1.1	2.4
Assigning of Debate Partners	3.2	4.3	1.6	2.2	4.0	3.8	3.1	1.1	2.3
Living Arrangements	2.0	3.0	2.6	2.5	1.0	2.8	3.2	1.1	2.1
Food	2.7	4.3	3.8	3.5	1.0	2.4	3.0	3.1	2.3
Moral Environment	2.2	1.0	3.4	2.0	3.0	2.2	2.0	1.2	3.0
Recreational Activities	2.1	1.6	4.4	4.5	1.3	2.2	2.1	1.8	1.3
Overall impact on Debate	2.2	2.6	1.5	2.0	1.3	2.0	1.3	1.6	2.0
Overall impact on Individual Events	NA	2.3	2.0	3.1	1.3	2.4	2.1	2.0	1.3
Size of labs	8	5	22	15	10	16	12	8	8
Hours of labs daily	3	3	4	4	6	4	4	3	4
Hours of lecture daily	3	3	1	1½	3	3	4	4	3
Hours of personal instruction total	15	30	15	20	25	12	35	15	20
Number of Practice Debates before Tournament	3	6	6	5	8	5	2½	7	5
Total Money Spent (all/expenses)	\$130	\$260	\$700	\$150	\$820	\$500	\$250	\$900	\$475
No. of respondents in survey	9	7	13	6	3	32	20	6	4

1 = superior 2=good 3=average 4=below average 5=poor NA=not applicable

FRESNO
 Stanford
 GTWN = Georgetown
 UCLA
 HRVD = Harvard
 REDL = Redlands
 LOYOLA
 NTWN = Northwestern
 USC

1978 CALIFORNIA STATE FINAL TOURNAMENT

ORIGINAL ADVOCACY

Finalists

Cindy Drumme
Castle Park High School
Coach: Gail Brunson

Margie Waltrip
Todd Bull
Wendy Kamp
Susan Vega
Jon Tigar
William Aaron
Ramona High School
Del Norte High School
West Bakersfield High School
Sweetwater High School
Marshall High School
Stagg - Stockton

Semi Finalists

Claire Van Schaik
Jeff Gennette
Lance Channes
Joe Huster
Eric Segal
Al Aparicio
Laura Eagles
Bullard - Fresno
Valhalla High School
Monte Vista High School
Beyer - Modesto
Hilltop High School
Arcadia High School
Yucaipa High School

EXPOSITORY

Finalists

Randy Marshall
Kennedy - Richmond
Coach: David Dansky

Albert Fan
Duncan Phillips
Mike Gaul
Kellie Wegner
Steve Ferrando
Dave Hill
Monte Vista High School
Harbor High School
Bellarmine High School
Atwater High School
Bellarmine High School
Glendora High School

Semi Finalists

Chris Brogan
Frances Martens
Jon Karesh
Kevin Dixie
Tony Selzer
Scott Montgomery
Rosemary Knodel
Helix High School
McLane - Fresno
St. Ignatius
Mt. Carmel
Harvard High School
Hiram Johnson High School
Del Norte High School

PROGRAMMED READING

Finalists

Jim Bowe
Harbor High School
Coach: Dave Hooper

Chris Wright
Angela Bronstead
Pat Gennings
Maria Caudill
Lestlie Llevanos
Dottie Anstiel
Yucaipa High School
San Diegoito High School
Edison - Stockton
La Jolla Country Day School
Monte Vista High School
Clovis High School

Semi Finalists

Teresa Roberson
Robin Envernizzi
Tricia Metcalf
Stacy Davis
Marilyn Stoll
Scott Rodriguez
Clark Montgomery
Turlock High School
Fresno High School
Harbor High School
Estrancia High School
Mission - S. J.
Newbury Park
Richmond High School

BOY'S IMPROMPTU

Finalists

Lee Smith
Stephen Wilson
Marshall Howitz
Patrick McGrath
Peter Marshall
Tyler Ochoa
Dan Levin
Mission Viejo High School
Coach: Bob Buskirk

Glen Milstein
Kent Hartman
Eric Greenwald
Charles Davis
Leo Cunningham
Tom Stoever
David Chen
Gardena High School
La Mirada High School
Davis - Modesto
Lowell High School
Grossmont High School
Harbor High School

Semi Finalists

Julie Moriarty
Eve Cominos
Michele Lehman
Donna Hunter
Sue Hemberger
Toni Conway
Mary Ann Hartley
Laura Yanick
Rhonda Payton
Laurie Dreyer
Shelly Carthen
Karen Brown
Laurie Tanenbaum
Debra Pynchon
Westmont High School
Poway High School
Harvard High School
Castle Park High School
Los Gatos High School
La Canada High School
Monte Vista High School

GIRL'S IMPROMPTU

Finalists

Tracy High School
Coach: Ernie Poletti

Beverly Hills
Bullard High School
Lyndbrook High School
University High School
Hanford High School
Cupertino High School
Bonta Vista High School
Clavis High School
Kennedy - Sacramento
San Geronio High School
Tracy High School
Claremont High School
Poway High School

Semi Finalists

DRAMATIC INTERPRETATION

Finalists

Tony Forkush
Royal High School
Coach: Drew Lobenstein

Lisa Weldon
Reginaid Gillins
Richard Garvin
Tafi Ashbrook
Jo Ann Byrne
Melissa Tschirgi
Bakersfield High School
Kennedy High School
Edison High School
Valhalla High School
Terra Nova High School
Foothill High School

Semi Finalists

Derek Peideison
Kit Gross
Kevin Connell
Marie McArdle
Cathy Silvers
Robert Helperin
Ed Bergman
Lynbrook High School
Bellarmine High School
Lincoln High School
Beverly Hills
Harvard High School
Gahr High School

HUMOROUS INTERPRETATION

Finalists

Gary Latorraca
Coach: Chemcke

Hayden Hess
Naureen Milton
Adam Long
Jamey Piland
William Wright
Heather Willson

Semi Finalists

Lincoln - Stockton
Valhalla High School
Newbury Park High School
Clovis High School
McLane - Fresno
Amador Valley
Aptos High School
Burrroughs High School
Hiram Johnson - Sacramento
Lowell High School
Mission San Jose
El Camino
Marina High School

ORIGINAL ORATORY

Finalists

Xavier Gonzales
Belmont High School
Coach: Michael Thorpe

Leah Halper
Julie Patterson
Mike Schlitt
Diane Gallant
John Bartay
John Starr

Semi Finalists

Hoover High School
Edison - Stockton
Kennedy - Richmond
Monta Vista High School
St. Ignatius
McLane - Fresno
Bellarmine High School
Monta Vista High School
West Bakersfield High School
Camarillo High School
Monta Vista High School
Schurr High School
Notre Dame

GIRL'S EXTAMP

Finalists

Claudia Burke
Lincoln - Stockton
Coach: Deborah Simon

Joni Hiramoto
Lisa Pilscou
Becky Bogert
Shermin Chow
Lisa Bagby
Jenny Lipow

Semi Finalists

Kennedy - Richmond
Holtville High School
Monta Vista High School
Fremont High School
El Toro High School
Berkeley High School
Cupertino High School
La Mirada High School
Lincoln - Stockton
Cypress High School
Alhambra High School
Homestead High School
El Camano High School

BOY'S EXTAMP

Finalists

Stanley Young
Tranquillity High School
Coach: Floyd Feaver

Bob Stankus
Richard Lund
Alex Mackendrick
Randolph Bucklin
Kirk Forbeck
Greg Forlenza
Bellarmine High School
Hogan High School
Harvard High School
Acalanes High School
Hanford High School
Homestead High School

Semi Finalists

Berkeley High School
Mark Keppel High School
Lompoc High School
Patrick Henry High School
Bellarmine High School
Tustin High School
Highland - Bakersfield

STATE CONGRESS

Finalists

Scott Whitley
West Bakersfield High School
Coach: Don Vettel

Nathan Law
Greg Stern
Alan Hoffman
Paul Shaafsma
Henry Olsen
Lewis Hawthorne
Bob Bracco
Martha Merritt
Daryl Young
Chris Walters
Robert Briley
Phil Ross
Jan Braslour
Beverly Hills High School
Harvard High School
Crawford High School
Stagg - Stockton
Lyndbrook High School
Ventura High School
St. Ignatius
Redlands High School
Fremont - Sunnyvale
Agoura High School
Burrroughs High School
La Canada High School
Crawford High School

Presiding Officer - Ourstanding - Scott Ratzen Agoura High School

Superior - Stephen Richardson San Geronio

Semi Finalists

Chris Lowner
Kevin Morrison
Jim Richardson
Rick Savatni
Rick Cameron
Chris Rokas
Bill Shipley
Len Connell
Andy Levin
Ted Spanos
David Peterzall
Nancy Morgan
Doug Rittenhouse
Barbara Jean Clune
Presiding Officer - Gary Watts Beyer High School
Felittia Walker
St. Ignatius
Bullard High School
Beverly Hills High School
Thousand Oaks
Branham High School
Clovis High School
Ramona - Riverside
Harbor High School
Bakersfield High School
Harvard
Bonita Vista
Dowey High School
Patrick Henry
Beyer High School
McClatchy High School

DEBATE

1st

Peter Seville-Jones
Sandra Seville-Jones

Soquel High School
Coach: John Massenberger

2nd

Joe Osterhaus
Leah Halper

Hoover - Fresno
Coach: Larry Smith

Semi Finalists

Mary Guttieri
Claudia Burke

Lincoln - Stockton
Coach: Debbie Simons

Brian Wright
Daniel Goodman

Harvard High School
Coach: Ted Wards

Quarter Finalists

Dan Levin
Duncan Phillips

Harbor High School
Coach: David Hooper

Chuck Ballingall
Cheryl Manes

Fountain Valley High School
Coach: Jim Carforio

Octo Finalists

Mark Brown & Ken Perez

West Bakersfield High School

White & Sueyoshi

Mark Keppel High School

Bob Stankus & Will Estes

Bellarmine High School

Boro & Katerndahl

St. Ignatius High School

SWEEPSTAKES

1st Harvard 30 points

2nd Harbor
Lincoln - Stockton 26 points

4th Bellarmine 25 points

5th West Bakersfield 24 points

BULK RATE
U. S. POSTAGE
PAID
BAKERSFIELD, CA
Permit No. 318

Speech Department
Stagg High
1621 Brookside Rd
Stockton, Ca 95207