

# ***California Speech Bulletin***

---

VOL. XVI NO. 1 OCTOBER 1, 1979  
CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION

---

STATE SPEECH COUNCIL OFFICERS .....	1
PRESIDENT'S LETTER .....	2
CHSSA CURRICULUM, Vice-President's Letter .....	3
Curriculum Materials Available .....	4
CHSSA SPRING MEETING - MINUTES .....	5
AREA ALLOCATIONS FOR STATE QUALIFIERS - 1979-1980 .....	8
STATE AREAS .....	9
CHSSA MEMBERSHIP FORM .....	10
CHSSA STATE CHAMPIONSHIP TOURNAMENT - 1979 RESULTS .....	11
SPEECH EDUCATION SURVEY .....	14
CALIFORNIA AT THE NFL NATIONALS - 1979 .....	24
STUDENT SPEECHES - STATE TOURNAMENT - 1979	
Original Oratory .....	25
Expository Speaking .....	28

CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION  
STATE SPEECH COUNCIL  
Officers

President . . . . .	Larry A. Smith Hoover High School Fresno 93710
Vice-President, Activities . . . . .	Jim McDonnell La Canada High School La Canada 91011
Vice-President, Curriculum . . . . .	Ron Underwood Beyer High School Modesto 95355
Secretary . . . . .	Cheri Dallas West Covina High School West Covina 91791
Treasurer . . . . .	Jack Mansfield Monte Vista High School Danville 94526
A.C.S.A. Liaison . . . . .	Carmendale Fernandes Fremont High School Sunnyvale 94087
Editor . . . . .	David P. Jack Turlock High School Turlock 95380

PRESIDENT'S LETTER

Welcome back to what should prove to be an interesting and fruitful year for CHSSA and its member schools.

I believe the year will prove interesting, particularly in the area of debate. By now every coach should be well aware of the C.S.S.C.'s nearly unanimous passage of the "no note taking" rule for debate. Some coaches and debaters will greet the rule with cheering and applause. Others will be something less than supportive.

The action is a noble experiment. Judging from the spate of articles on the status of debate in the N.F.L.'s Rostrom and other forensic publications, debate had become as troublesome as the weather. Like the weather, everyone talked about debate, but no one ever did anything about it. Now CHSSA has taken a bold step (choose one) a. forward b. backward c. sideways.

Some will claim the C.S.S.C. threw the baby out with the bath water. Others will claim the action will be a salvation for the event. Some revision or amendment may become necessary. There is always middle ground between any two extremes. It is certain, however, that 1979-80 will become a memorable year in debate in California. What type of memory will be forthcoming remains to be seen. It will be interesting.

One of CHSSA's long standing projects, the adoption of our long lost and neglected Framework for Speech Communication Instruction may become a reality this year. My latest communication from the layrlnch of the State Department of Education indicates speech, along with drama and journalism, will be included as separate sections in the new, revised edition (1981-82) of the English/Reading Framework. That is not what we wanted originally in 1973 when we spent considerable time, talent and money developing the comprehensive Speech Framework. On the other hand, the interminable delay in adoption of that Framework has not worked to the advantage of speech communication instruction in this state. Thus, inclusion in the new English/Reading Framework gives us a half loaf where none had existed before. I'm afraid we will have to settle for that.

If you have had trouble getting the University of California to accept student work in speech for English credit, read this paragraph carefully. The June Bulletin from U.C., sent to all school districts and school guidance departments is supposed to clearly state the University's position, as it has been in effect since 1976. The University of California will accept for English credit any speech courses AS LONG AS those courses appear on the approved list submitted by each school principal/district. That list is supposed to be submitted in June. Ask your school guidance officer/counselor or principal for a copy of the U.C. Bulletin. Attend to the matter of getting your courses certified to U.C. yourself! This issue has damaged too many high school speech programs to be left to the oversight, lack of interest, or lack of concern of some school administrator. Only a pushy speech teacher will save his program. No one will do it for you.

I hope the year does prove interesting and fruitful for you. Any time you have questions or suggestions drop me a line. With luck to all of you, I will expect to see you at the state tournament in San Jose in May.

Cordially,  
Larry A. Smith  
President, CHSSA

CHSSA CURRICULUM

Dear Speech Colleagues:

One of the goals of the California High School Speech Association is to assist the classroom teacher of speech. We try to do this each year with a variety of printed materials for you.

The following list includes many items from last year that some of you may be interested in. There are also ten new offerings with an asterisk\* by each. These new materials are designed for greatest practical application.

To be of the utmost assistance to you, I need to know your needs. Let me know the areas where we can serve in the future. We'll try hard to meet those needs.

Also, if you have a unit you'd like to share with others, let us know. This is the only way we can keep this going.

Sincerely yours,

Ron Underwood  
Vice-President, Curriculum

CHSSA CURRICULUM LIST

If you wish any of the following speech curriculum material, complete the form below and send it to either your Area Representative or Vice-President, Curriculum.

Ron Underwood  
Beyer High School  
1717 Sylvan Ave.  
Modesto 95355

Area One  
Jack Stafford  
Del Norte High School  
1301 El Dorado  
Crescent City 95531

Area Two  
Neborah Simon  
Lincoln High School  
6844 Alexandria Place  
Stockton 95207

Area Three  
Bill Black  
Norwalk High School  
11356 Leffingwell Rd.  
Norwalk 90650

Area Four  
Rob Stockton  
South Jr. High  
2320 E. South Street  
Anaheim 92806

CURRICULUM LIST (CONT.)

Name (Mr. Mrs. Ms.) \_\_\_\_\_

School \_\_\_\_\_

Phone \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Zip \_\_\_\_\_

Please check any of the items you would like and DO NOT already have. \* = new this year. The dates on others indicate the first year that item was offered.

- \_\_\_\_\_ \*Scripts of the '79 State Finals in Original Oratory (all 7)
- \_\_\_\_\_ \*Scripts of the '79 State Finals in Expository (all 7)
- \_\_\_\_\_ \*Scripts of the '79 State Finals in Advocacy (all 7)
- \_\_\_\_\_ \*Scripts of the '79 State Finals in Original Prose Poetry (all 7)
- \_\_\_\_\_ \*Gesture drill
- \_\_\_\_\_ \*Oral Communications drills
- \_\_\_\_\_ \*A "different" sales speech unit
- \_\_\_\_\_ \*How To Run A Tournament Handbook
- \_\_\_\_\_ \*Debate Unit revised to the Foreign Policy topic
- \_\_\_\_\_ \*Speech Handbook ('76)
- \_\_\_\_\_ \*Speech/Listening/"Basics" to be assessed
- \_\_\_\_\_ \*Debate Coach as Reading Teacher" ('78)
- \_\_\_\_\_ \*Patemp Speaking, An Intro" ('78)
- \_\_\_\_\_ \*Developing the Debate Program" ('78)
- \_\_\_\_\_ \*The Negative Block" ('78)
- \_\_\_\_\_ \*Revised Interpretation Source List ('78)
- \_\_\_\_\_ \*Some Unusual Speech Activities" ('78)
- \_\_\_\_\_ Mini Course in Interp Communications/Jr Hi ('78)
- \_\_\_\_\_ Exchange Program between High School speech and elementary classes ('79)
- \_\_\_\_\_ Extended course outline for 8th grade speech ('78)
- \_\_\_\_\_ Brief Radio/TV Unit outline ('73)
- \_\_\_\_\_ Rational for a Unit on Sales Unit ('73)
- \_\_\_\_\_ Storytelling unit outline ('73)

S P E C I A L

High quality cassette recording of the 1979 State Champions in Oratory, Advocacy, Expos, Original Prose-Poetry, Girls Extemp and Boys Extemp

\$5.00 -- Only available from Curriculum V.P. (See above address)

We are not set up to take Purchase Orders.

Make checks payable to R. Underwood - V.P. Curriculum

\*\*\*\*\*

CSSC motions passed

"To skip the Spring Bulletin because of the cost and because it arrives while we are on vacation and we don't see it anyway."

"To raise entry fees in I.E.'s to \$8.00, Congress to \$10.00 and Debate raised to \$15.00 for the State Tournament."

"To set the date of the 1980 State Tournament at San Jose State University to be held May 1-3."

"To set the 1981 State Tournament to be held on April 30, May 1-2 in Area III."

"To set the 1982 State Tournament to be held April 29-30, May 1 in Area II."

"To keep the events at the next State Tournament the same as they were this year."

"To accept the NFL chosen debate topic for 1979-80. RESOLVED: THAT THE UNITED STATES SHOULD SIGNIFICANTLY CHANGE ITS FOREIGN TRADE POLICIES."

CONSTITUTION AND BY-LAWS CHANGES - MAY 1979

Article II, Section I, and Article IV, Section III E

I. Residence Eligibility

A student fulfills residence eligibility requirements provided that he or she resides within the recognized school attendance area of his or her parent's or legal guardian's residence and he or she enters:

A. The ninth grade of any CHSSA school from the eighth grade of any elementary or junior high school, or

B. The tenth grade of any CHSSA high school from the ninth grade of a junior high school, or

C. Any CHSSA secondary or high school as a legally sponsored foreign exchange student.

II. Transfer Eligibility

For the purposes of interscholastic speech competition, eligibility of a student who transfers from one school to another shall be determined as follows:

A. For students who have never participated in interscholastic speech activities: A student who transfers from school A to school B shall become eligible immediately.

B. For students who have participated in interscholastic speech activities:  
1. A student who transfers from school A to school B as a result of a change in residence by his or her parents or guardians, would become eligible immediately.

2. A student who transfers from school A to school B without a change of residence on the part of the parents or legal guardians from school attendance area A to school attendance B shall become eligible in school B after one year.  
a. Exception: District mandated transfer.  
b. Exception: Approved transfers from school attendance area A to school attendance area B within the same school district.

C. If a student who transfers from school A to school B in advance of an anticipated change of residence by his or her parents or legal guardian, he or she shall become eligible when the parents or legal guardian actually complete a bona-fide change of residence to that school's attendance area.

D. Private-Public School Transfer: A transfer may be made once from a private school to another school, or visa-versa without affecting eligibility.

III. The above rules regarding residence and transfer eligibility for participation in interscholastic speech activities shall be in force at all interscholastic league and/or CHSSA related activities held during a school year.

Article I, Section II, D., 1., page 8

Delete: "...at 15c a mile...."

Add: "...at 20c a mile...."

Article IV, Section II, page 12

Delete: "...college campus...."

Add: "...location...."

Article IV, Section IV, C., 2., page 19

Delete: "everything after "...resolution.""

Add: "Debate teams shall be made up of two members."

Article IV, Section IV, 3., a-13, page 19

Delete: "ten minutes"

Add: "eight minutes"

Article IV, Section IV, page 20, to be added as 5., b.

"No persons other than contestants shall be allowed to take written notes in any debate."

Article IV, Section IV, page 20, to be added as 5., c.

"Note taking by judges during a debate round will be a violation."

Article IV, Section III, G., page 17

Delete: "...not fewer than ten school days prior to the State Tournament."

Add: "...not later than April 1, beginning in 1981"

Article IV, Section III, B., page 37  
 Add: Call or mail the names and codes of individual event and debate entries and the double entry form to the V.P. Activities, and call or mail the names of student congress entries to the Director of Student Congress so that they arrive no later than April 15.

Article IV, Section VII, B., page 37  
 Add: 4. Assign no more than four rounds of judging at the State Tournament to coaches or the approved designees not assigned to work at the tournament.

Article IV, Section III, D., 8., page 16  
 Delete:....(Including names of students and their schools for finalists and semifinals)....  
 Add: ....complete copies of tabulation cum sheets of the qualifying tournament and a list of participating schools....  
 Delete: Entire section of 8., c.

Article I, Section I, B., 5., page 6  
 Delete: "The coaches.....at the State Tournament."  
 Add: .....in the State Tournament....after "entered"  
 Add: .....refundable judging....after "\$50.00"

Article III, Section IV, C., 1., page 36  
 Add: Substitute judges must be approved in advance by the appropriate A.C. at the time of pre-registration, not at the final registration at the tournament.

AREA ALLOCATIONS FOR STATE QUALIFIERS FOR '79-'80

	00	HI	DI	BEX	GEX	EXP	PR	OPP	ADV	IMP	DEB	Congress
<u>Area I</u>												
GFL	6	5	6	6	5	6	5	6	6	6	6	10+1 p.o.
GGSA	6	6	6	5	6	6	6	6	5	6	6	10+1 p.o.
<u>Area II</u>												
Southern Valley	5	5	4	5	5	5	5	5	4	5	5	8+1 p.o.
YFL	3	3	4	3	4	3	3	3	4	3	3	6+1 p.o.
Sacto	3	3	3	3	3	3	4	3	3	3	3	6
<u>Area III</u>												
SCDL	5	5	5	4	4	4	5	4	5	5	4	6
Mar Monte	2	2	2	2	3	2	2	2	2	2	3	3
Bay	2	3	2	3	3	3	2	3	3	3	3	4
SFVFL	2	2	2	2	2	2	2	2	2	2	2	3+1 p.o.
Western	3	2	3	3	2	3	3	3	2	2	2	4
<u>Area IV</u>												
Citrus	4	3	3	4	3	3	4	3	4	3	3	6
Orange County	4	5	4	4	5	5	4	4	4	5	4	7+1 p.o.
San Diego	4	5	5	5	4	4	4	5	5	4	5	7+1 p.o.

ATTENTION SPEECH TEACHER/FORENSIC COACH

If you received this Bulletin you also should have received an assessment form since the same mailing list and mailing labels are used for both. If by some strange quirk of the U.S. Postal Service you did not receive an assessment form, you will find a copy on the following page. You may use this copy in lieu of the triplicate form you apparently did not receive. Make two copies of the membership form which follows, complete the forms, and send two copies and your check to the Area Chairman indicated on the membership form.

In order for your school to be eligible for competition in the California State Final Speech Tournament the school will have to have paid the proper assessment to the correct area chairperson by December 15.

If your school has not had a forensic program before and you wish to join CHSSA, and you are in doubt about which area chairperson you should send a check to, call or write to Larry A. Smith, President, CHSSA, Hoover High School, 658 N. First Street, Fresno, CA 93710.

State Areas for California High School Speech Association membership

Counties in Area One

Mendocino  
Trinity  
Humboldt  
Del Norte  
Lake  
Napa  
Sonoma  
Marin  
Siskiyou (West of Yreka)  
Solan (SW of Hwy. 12)

Counties in Area Two

Hodoc  
Shasta  
Lassen  
Tehama  
Plumas  
Glenn  
Butte  
Sierra  
Nevada  
Placer  
El Dorado  
Colusa  
Solan (NE of Hwy 12)  
Siskiyou (Yreka and east)  
Inyo  
Kern

Counties in Area Three

Santa Barbara  
Ventura  
Los Angeles (West of Kellogg Hill)

Counties in Area Four

San Bernardino  
Riverside  
San Diego  
Los Angeles (East of Kellogg Hill)

197 - Membership in CHSSA

CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION  
(CALIFORNIA STATE SPEECH COUNCIL)  
STATEMENT

NAME OF SCHOOL \_\_\_\_\_ PHONE \_\_\_\_\_

ADDRESS \_\_\_\_\_ (Street) \_\_\_\_\_ (City) \_\_\_\_\_ (Zip)

NAME OF SPEECH INSTRUCTOR OR SPEECH COACH \_\_\_\_\_

SPEECH LEAGUE (if school is a member of one) \_\_\_\_\_ (check one)

Senior High School \_\_\_\_\_ Junior High School \_\_\_\_\_

October 1 Average Daily Attendance (ADA) \_\_\_\_\_ at 1¢ per student \$ \_\_\_\_\_

Assessment to every school . . . . . \$ 8.00

TOTAL AMOUNT DUE . . . \$ \_\_\_\_\_  
(\$20.00 delinquent fee due after December 15 of the current school year)

Please make check payable to the California High School Speech Association.

\_\_\_\_\_  
Coach's Signature

\_\_\_\_\_  
Principal's Signature

MAIL TWO COPIES OF THIS FORM WITH YOUR CHECK TO THE APPROPRIATE PERSON LISTED BELOW.

AREA 1  
Mrs. Shirley Keller  
Lynbrook High School  
Box 9000  
Cupertino, CA 95014

AREA 3  
Mr. Mike Miller  
Notre Dame High School  
13645 Riverside Drive  
Sherman Oaks, CA 91403

AREA 2  
Mr. Bob Jones  
Fresno High School  
1839 Echo Avenue  
Fresno, CA 93704

AREA 4  
Dr. Louis Cockerhan  
Claremont High School  
1601 N. Indian Hill Blvd.  
Claremont, CA 91711

CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION  
 STATE SPEECH CHAMPIONSHIP TOURNAMENT  
 SAN DIEGO STATE UNIVERSITY  
 MAY 3-5, 1979

TOURNAMENT SWEETSTAKES

One hundred sixty-seven schools participated in the State Tournament; ninety-nine of those schools earned sweetstakes points by having students place in the semi-finals and/or the finals.

- FIRST . . . . . BELLARMINI PREP, SAN JOSE . . . . . 47 points  
 Coached by James Harville
  - SECOND . . . . . DAHLEN HIGH SCHOOL, LA VERNE . . . . . 30 points  
 Coached by Barbara Russe
  - THIRD . . . . . BAKERSFIELD HIGH SCHOOL, BAKERSFIELD . . . . . 25 points  
 Coached by Ron Reel
  - FOURTH . . . . . HIGHLAND HIGH SCHOOL, BAKERSFIELD . . . . . 24 points  
 Coached by Hazel Rees
  - FIFTH . . . . . HARVARD HIGH SCHOOL, NORTH HOLLYWOOD . . . . . 23 points  
 Coached by Ted Woods
- DEBATE
- FIRST . . . . . PAUL MUNCH and BRYAN ST. AMANT . . . . . DAHLEN HS, LA VERNE  
 Coached by Barbara Russe
  - SECOND . . . . . TED SPANOS and KERN HAWKINS . . . . . BAKERSFIELD HS, BAKERSFIELD  
 Coached by Ron Reel

- Semi-Finalists
- Will Estes and Mike Long . . . . . Bellarmine HS, San Jose
  - Bryan Pori and Craig Richardson . . . . . Highland HS, Bakersfield
- Quarter-Finalists
- Henry Weissman and Bart Williams . . . . . Harvard HS, North Hollywood
  - Pat Hicks and David Pillsbury . . . . . Marysville HS, Marysville
- Octo-Finalists
- Evan Gaminke and Stuart Price . . . . . Tustin HS, Tustin
  - Marshall Horwitz and Jason Bernardo . . . . . La Mirada HS, La Mirada
  - Janet Crawford and David Maddox . . . . . Burroughs HS, Ridgcrest
  - Bill Crowley and Benjamin Ng . . . . . Loyola HS, Los Angeles

BOYS' EXTemporaneous SPEAKING  
National Qualifying Event

- FIRST . . . . . TOM STOEVER . . . . . LA CANADA HS, LA CANADA  
 Coached by Jim McDonell
- SECOND . . . . . BRIAN PORI . . . . . HIGHLAND HS, BAKERSFIELD
- THIRD . . . . . GREG FORLENZA . . . . . HOMESTEAD HS, SUNNYVALE
- FOURTH . . . . . KIRK FORBECK . . . . . HANFORD HS, HANFORD
- FIFTH . . . . . GLENN SUEYOSHI . . . . . MARK KEPPEL HS, ALHAMBRA
- FIFTH . . . . . HENRY OLSEN . . . . . LYNNBROOK HS, SUNNYVALE
- FIFTH . . . . . PATRICK McGRATH . . . . . GRACE DAVIS HS, MODESTO

- Semi-Finalists
- Stuart Gaffney . . . . . Lincoln HS, Stockton
  - John Pollich . . . . . West Covina HS, West Covina
  - Richard Bernhardt . . . . . Fremont HS, Sunnyvale
  - Kelvin Latta . . . . . Cupertino HS, Cupertino
  - Jim Mason . . . . . Mt. Carmel HS, San Diego
  - Will Estes . . . . . Bellarmine HS, San Jose
  - Bill Jones . . . . . La Mirada HS, La Mirada

GIRLS' EXTemporaneous SPEAKING  
National Qualifying Event

- FIRST . . . . . GINGER WILBER . . . . . BEYER HS, MODESTO  
 Coached by Ron Underwood
- SECOND . . . . . JONI HIRAKOTO . . . . . KENNEDY HS, RICHMOND
- THIRD . . . . . MARTHA MERRITT . . . . . REDLANDS HS, REDLANDS
- FOURTH . . . . . ELLEN SCHNED . . . . . ROYAL HS, SIMI VALLEY
- FIFTH . . . . . JUDY LINDENEAU . . . . . MONTE VISTA HS, SPRING VALLEY
- FIFTH . . . . . SHARON VINICK . . . . . FREEMONT HS, SUNNYVALE
- FIFTH . . . . . CHERYLL MANNES . . . . . FOUNTAIN VALLEY HS,  
 FOUNTAIN VALLEY

Semi-Finalists

Julia Moriarty . . . . . Tracy HS, Tracy  
 Lynn Finkel . . . . . Bullard HS, Fresno  
 Cynthia Lee . . . . . Freemont HS, Sunnyvale  
 Nina Gee . . . . . Bakersfield HS, Bakersfield  
 Martha Schreiber . . . . . Lincoln HS, Stockton  
 Sonia Loesch . . . . . Palos Verdes HS, Palos Verdes  
 Shelly Blanton . . . . . West HS, Bakersfield

ORIGINAL ORATORY

National Qualifying Event

FIRST . . . . . JULIE PATTERSON . . . . . EDISON HS, STOCKTON  
 Coached by Donovan Cummings  
 SECOND . . . . . JACKIE CROSS . . . . . MONTE VISTA HS, CUPERTINO  
 THIRD . . . . . NANCY LARGE . . . . . WESTMONT HS, CAMPBELL  
 FOURTH . . . . . KEVIN CONNELL . . . . . BELLARMIINE HS, SAN JOSE  
 FIFTH . . . . . MARIA CAUDILL . . . . . LA JOLLA COUNTRYREY DEY, LA JOLLA  
 FIFTH . . . . . DENISE PINKSTON . . . . . LOWELL HS, SAN FRANCISCO  
 FIFTH . . . . . JULIE SECOR . . . . . WEST HS, BAKERSFIELD

Semi-Finalists

Adam Berns . . . . . Bellarmine HS, San Jose  
 Maureen O'Herin . . . . . Atwater HS, Atwater  
 Chris Kelly . . . . . Mark Keppel HS, Alhambra  
 Lisa Allred . . . . . Burroughs HS, Los Angeles  
 Cindy Tester . . . . . Mark Keppel HS, Alhambra  
 Valerie Hardie . . . . . Sweetwater HS, National City  
 Craig Richardson . . . . . Highland HS, Bakersfield

continued on pg. 18

1979-80 SURVEY OF THE STATUS OF

SPEECH-COMMUNICATION EDUCATION IN CALIFORNIA SECONDARY SCHOOLS

SCHOOL: \_\_\_\_\_ Do not write here (1-3)

We would greatly appreciate your cooperation in helping us gather complete and accurate information regarding the status of speech-communication education in your school. In filling out the following questionnaire, please check the most appropriate response whenever possible and base responses on the current school year.

\* \* \*

I. THE SPEECH-COMMUNICATION CURRICULUM

A. THE "BASIC" (INTRODUCTORY SPEECH-COMMUNICATION) COURSE:

Title: \_\_\_\_\_

Duration: \_\_\_\_\_ semester \_\_\_\_\_ year \_\_\_\_\_ other (please specify) \_\_\_\_\_ (5)

Frequency: \_\_\_\_\_ each semester \_\_\_\_\_ each year \_\_\_\_\_ other (please specify) \_\_\_\_\_ (6)

Available to: (check grades) \_\_\_\_\_ 7 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_ (7)

Required \_\_\_\_\_ Flective \_\_\_\_\_ (8)

Average number of students per class: \_\_\_\_\_ (9,10)

Number of meeting days per week: \_\_\_\_\_ (11)

Number of classes (sections) offered per semester: \_\_\_\_\_ (12)

Length (in minutes) of class period: \_\_\_\_\_ (13-15)

Textbook: \_\_\_\_\_ (Author) \_\_\_\_\_ (Title) \_\_\_\_\_ (Pub. Date) \_\_\_\_\_ (16-17)

How much is the textbook used in the "basic" course? \_\_\_\_\_ (18)

\_\_\_\_\_ regularly \_\_\_\_\_ infrequently \_\_\_\_\_ never



How would you describe your "basic" course? Primarily: (19) \_\_\_\_\_

- \_\_\_\_\_ public speaking
- \_\_\_\_\_ interpersonal communication
- \_\_\_\_\_ activities (debate, discussion, oral interpretation)
- \_\_\_\_\_ combination of the above
- \_\_\_\_\_ other (briefly describe): \_\_\_\_\_

How are students graded in your course: (20) \_\_\_\_\_

- \_\_\_\_\_ written exam only
- \_\_\_\_\_ oral presentations only
- \_\_\_\_\_ combination of exams and presentations
- \_\_\_\_\_ other (briefly describe): \_\_\_\_\_

What other speech courses are offered by your school?

- \_\_\_\_\_ Advanced Speech (21) \_\_\_\_\_
- \_\_\_\_\_ Debate (22) \_\_\_\_\_
- \_\_\_\_\_ Drama (23) \_\_\_\_\_
- \_\_\_\_\_ Oral Interpretation (24) \_\_\_\_\_
- \_\_\_\_\_ Radio/Television (25) \_\_\_\_\_
- \_\_\_\_\_ Film (26) \_\_\_\_\_
- \_\_\_\_\_ Discussion (27) \_\_\_\_\_
- \_\_\_\_\_ Interpersonal Communication (28) \_\_\_\_\_
- \_\_\_\_\_ Other (please specify): \_\_\_\_\_ (29) \_\_\_\_\_

Is speech combined with another course? (30) \_\_\_\_\_

- \_\_\_\_\_ Yes \_\_\_\_\_
- \_\_\_\_\_ No \_\_\_\_\_

What extra-curricular activities are available to your students?

- \_\_\_\_\_ Forensics (31) \_\_\_\_\_
- \_\_\_\_\_ Debate (32) \_\_\_\_\_
- \_\_\_\_\_ Discussion/Student Congress (33) \_\_\_\_\_
- \_\_\_\_\_ Theatre (34) \_\_\_\_\_
- \_\_\_\_\_ Other (please specify): \_\_\_\_\_ (35) \_\_\_\_\_

II. THE TEACHER

A. EDUCATION

Undergraduate: \_\_\_\_\_ (36, 37) \_\_\_\_\_  
(Name of School)

Year of Graduation: \_\_\_\_\_ (38, 39) \_\_\_\_\_

Majors: \_\_\_\_\_ (40, 41) \_\_\_\_\_  
\_\_\_\_\_ (42, 43) \_\_\_\_\_

Minors: \_\_\_\_\_ (44, 45) \_\_\_\_\_  
\_\_\_\_\_ (46, 47) \_\_\_\_\_

Graduate Work: \_\_\_\_\_ (48, 49) \_\_\_\_\_  
(Name of School)

- \_\_\_\_\_ Work in progress (50) \_\_\_\_\_
- \_\_\_\_\_ M.A. complete
- \_\_\_\_\_ Work beyond master's

Year received master's degree: \_\_\_\_\_ (51, 52) \_\_\_\_\_

Majors: \_\_\_\_\_ (53, 54) \_\_\_\_\_  
\_\_\_\_\_ (55, 56) \_\_\_\_\_

Minors: \_\_\_\_\_ (57, 58) \_\_\_\_\_  
\_\_\_\_\_ (59, 60) \_\_\_\_\_

B. PROFESSIONAL AFFILIATIONS

- \_\_\_\_\_ California H.S. Speech Association (61) \_\_\_\_\_
- \_\_\_\_\_ Western States Speech Association (62) \_\_\_\_\_
- \_\_\_\_\_ Speech Communication Association (63) \_\_\_\_\_
- \_\_\_\_\_ Others (please specify): \_\_\_\_\_ (64) \_\_\_\_\_

C. TEACHING RESPONSIBILITIES

How many years have you been involved in: (65, 66) \_\_\_\_\_  
\_\_\_\_\_ teaching speech classes (67, 68) \_\_\_\_\_  
\_\_\_\_\_ directing speech activities \_\_\_\_\_

What courses other than speech courses do you teach? (69, 70) \_\_\_\_\_  
\_\_\_\_\_ (71, 72) \_\_\_\_\_  
\_\_\_\_\_ (73, 74) \_\_\_\_\_

In helping us determine whether speech-communication trained teachers actually teach in their major area, please indicate:

- \_\_\_\_\_ the number of speech-communication trained teachers in your school (75, 76) \_\_\_\_\_
- \_\_\_\_\_ the number of those teachers teaching ONLY speech-communication courses (77, 78) \_\_\_\_\_
- \_\_\_\_\_ the number of those teachers teaching BOTH speech-communication courses (79, 80) \_\_\_\_\_

If you are interested in receiving a copy of the results of this survey, please provide us with your name and address:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

*Thank you for your cooperation.*

Please return all surveys to:

Sandra Gray  
Justin High School  
1171 Laguna Road  
Tustin, CA 92680

Editor's Note: This survey has been placed at the top of the fold for your convenience in mailing. I hope you will be able to participate in this effort to obtain information to improve speech communication education.

DRAMATIC INTERPRETATION

National Qualifying Event

FIRST . . . . . LISA WELDON . . . . . BAKERSFIELD HS, BAKERSFIELD  
Coached by Ron Reel

SECOND . . . . . ALAN SKINNER . . . . . PROSPECT HS, SARATOGA

THIRD . . . . . DORIFN WILSON . . . . . LOMPOC HS, LOMPOC

FOURTH . . . . . MICHAEL SCHLITT . . . . . KENNEDY HS, RICHMOND

FIFTH . . . . . JOHN DORAN . . . . . NOTRE DAME HS, SHERMAN OAKS

FIFTH . . . . . CHRIS WRIGHT . . . . . YUCAIPA HS, YUCAIPA

FIFTH . . . . . YVONNE MILLS . . . . . CARSON HS, CARSON

Semi-Finalists

George Acevedo . . . . . Montebello HS, Montebello

Vincent Champ . . . . . Edison HS, Stockton

Rick Racigaludi . . . . . Bellarmine HS, San Jose

Stacey Slaughter . . . . . Monte Vista HS, Spring Valley

Christine Dugger . . . . . Clovis HS, Clovis

Jackie Antaramian . . . . . Hoover HS, Fresno

Jenifer Stivers . . . . . Royal HS, Simi Valley

HUMOROUS INTERPRETATION

National Qualifying Event

FIRST . . . . . ALEX SCHAFIR . . . . . BELLARMINE HS, SAN JOSE  
Coached by James Harville

SECOND . . . . . KEVIN DIXEY . . . . . MT. CARMEL HS, SAN DIEGO

THIRD . . . . . TONY KIENITZ . . . . . LA CANADA HS, LA CANADA

FOURTH . . . . . KIT GROSS . . . . . BELLARMINE HS, SAN JOSE

FIFTH . . . . . ERIC KNUITSEN . . . . . LINCOLN HS, STOCKTON

FIFTH . . . . . JULIAN DIRBELL . . . . . CLAREMONT HS, CLAREMONT

FIFTH . . . . . SHAWN SCHEPPS . . . . . BEVERLY HILLS HS, BEVERLY HILLS

Semi-Finalists

Jennifer Reid . . . . . Rurroughs HS, Ridgecrest  
 Larry Radden . . . . . Foothill HS, Sacramento  
 Tom Keane . . . . . Bellarmine HS, San Jose  
 Katie Buckland . . . . . Agoura HS, Agoura  
 Richard Nagareda . . . . . Kennedy HS, Richmond  
 Rayburn Easter . . . . . Kennedy HS, Richmond  
 Steve Burright . . . . . Fremont HS, Sunnyvale

ORIGINAL ADVOCACY

FIRST . . . . . MINDY CARLISLE . . . . . MONTE VISTA HS, CUPERTINO  
 Coached by Maureen Gilbert  
 SECOND . . . . . WENDY LITTLE . . . . . SIMI VALLEY HS, SIMI VALLEY  
 THIRD . . . . . DON WAGNER . . . . . NEWBURY PARK HS, NEWBURY PARK  
 FOURTH . . . . . WENDY KUMP . . . . . WEST HS, BAKERSFIELD  
 FIFTH . . . . . VALERIE KANE . . . . . MONTE VISTA HS, CUPERTINO  
 FIFTH . . . . . CATHY ANDRE . . . . . DEL NORTE HS, CRESENT CITY  
 FIFTH . . . . . DAVID LOPEZ . . . . . EDISON HS, STOCKTON

Semi-Finalists

Debbie Jorritsma . . . . . Yucaipa HS, Yucaipa  
 Les Yamagata . . . . . McClatchy HS, Sacramento  
 Marie McDonald . . . . . Lincoln HS, Stockton  
 Claire Austin . . . . . Sunnyvale HS, Sunnyvale  
 Susie Ganci . . . . . Helix HS, La Mesa  
 Cathleen Civiello . . . . . Kerman HS, Kerman  
 Mark Chavez . . . . . El Camino HS, OceanSide

ORIGINAL PROSP-POPPY

FIRST . . . . . ROBERT HELPRIN . . . . . HARVARD HS, NORTH HOLLYWOOD  
 Coached by Ted Wood  
 SECOND . . . . . MARK COHEN . . . . . SAN MARINO HS, SAN MARINO  
 THIRD . . . . . CHRIS NICHOLAS . . . . . LINCOLN HS, STOCKTON  
 FOURTH . . . . . BILL DOEFLER . . . . . CLAREMONT HS, CLAREMONT  
 FIFTH . . . . . ROSS TADOVSKY . . . . . AMADOR VALLEY HS, PLEASANTON  
 FIFTH . . . . . PHIL LINDSEY . . . . . SANTANA HS, SANTEE  
 FIFTH . . . . . MARY GILBERT . . . . . FL TORO HS, EL TORO

Semi-Finalists

Robert Baskett . . . . . Claremont HS, Claremont  
 Lisa Mortensen . . . . . San Dieguito HS, Encinitas  
 Kent Brewster . . . . . Fremont HS, Sunnyvale  
 Travis Hatton . . . . . Stagq HS, Stockton  
 James Dattilo . . . . . Lynbrook HS, Sunnyvale  
 Cathy Arcolio . . . . . Foothill HS, Santa Ana  
 Pauline Lepor . . . . . Crawford HS, San Niego

EXPOSITORY SPEAKING

FIRST . . . . . JAMES BANK . . . . . HOLTVILLE HS, HOLTVILLE  
 Coached by Andy Macdonald  
 SECOND . . . . . JOHN ZEIDLER . . . . . HARROR HS, SANTA CRUZ  
 THIRD . . . . . NANCY CAMERON . . . . . LOMPOC HS, LOMPOC  
 FOURTH . . . . . SHAWNAH VANGRONIGEN . . . . . CLOVIS HS, CLOVIS  
 FIFTH . . . . . TOM VALLIN . . . . . MODESTO HS, MODESTO  
 FIFTH . . . . . ED STEELE . . . . . REVER HS, MODESTO  
 FIFTH . . . . . JOHN SUBRATO . . . . . ST. FRANCIS HS, MT. VIEW

Semi-Finalists

David Marlino . . . . . Yucapipa HS, Yucapipa  
 Lisa Curtain . . . . . La Mirada HS, La Mirada  
 Ralph Rossi . . . . . Bellarmine HS, San Jose  
 Laura McGee . . . . . San Marcos HS, San Marcos  
 Todd Friesen . . . . . Roosevelt HS, Fresno  
 David Christopher Hill . . . . . Glendora HS, Glendora  
 Paul Ratzky . . . . . Borroughs HS, Los Angeles

PROGRAMMED READING

FIRST . . . . . MARIA PORTER . . . . . MARSHALL HS, LOS ANGELES  
 Coached by Kathy Rattay  
 SECOND . . . . . JESS RORGESON . . . . . NEWBURY PARK HS, NEWBURY PARK  
 THIRD . . . . . DOUG DELL'OMO . . . . . BELLARHINE HS, SAN JOSE  
 FOURTH . . . . . JON MICHAEL HERNANDEZ . . . . . HANFORD HS, HANFORD  
 FIFTH . . . . . LEWIS NEAL . . . . . BAKERSFIELD HS, BAKERSFIELD  
 FIFTH . . . . . KAY CAMPBELL . . . . . YUCAIPA HS, YUCAIPA  
 FIFTH . . . . . GAIL STORY . . . . . CLOVIS HS, CLOVIS

Semi-Finalists

Tammy Eaton . . . . . Monte Vista HS, Spring Valley  
 Lisa Zenoff . . . . . La Jolla HS, La Jolla  
 Julie Lovell . . . . . Yucapipa HS, Yucapipa  
 Jo Nel Nicholson . . . . . Canyon HS, Anaheim  
 Emanuel Felarca . . . . . Mt. Miguel HS, Spring Valley  
 Irene Rosek . . . . . Lincoln HS, Stockton  
 Ninez Ponce . . . . . Mercy HS, San Francisco

IMPROMPTU SPEAKING

FIRST . . . . . BILL SIMON . . . . . FL CAMINO HS, OCEANSIDE  
 Coached by Cliff Roach  
 SECOND . . . . . MARSHALL HORVITZ . . . . . LA MIRADA HS, LA MIRADA  
 THIRD . . . . . RUSSELL DPAEGER . . . . . HARRYSVILLE HS, MARYSVILLE  
 FOURTH . . . . . PETER MARSHALL . . . . . LOVELL HS, SAN FRANCISCO  
 FIFTH . . . . . SHFELY STINE . . . . . MT. CARMEL, SAN DIEGO  
 FIFTH . . . . . DAVID KAPLAN . . . . . PATRICK HENRY HS, SAN DIEGO  
 FIFTH . . . . . TAINY CHRY . . . . . WILLARD HS, FRESNO

Semi-Finalists

Piper Gaubatz . . . . . Monte Vista HS, Cupertino  
 Manuel Carrasco . . . . . Ramona HS, Ramona  
 Mike Krohn . . . . . Bellflower HS, Bellflower  
 Chris Block . . . . . Bellarmine HS, San Jose  
 Chris Walters . . . . . Agoura HS, Agoura  
 Joe Alvarnas . . . . . Bellarmine HS, San Jose  
 Stephen Johnson . . . . . Aviation HS, Redondo Beach

CONGRESS

National Qualifying Event

FIRST . . . . . HOWARD SLAVITT . . . . . REVERLY HILLS HS, REVERLY HILLS  
 Coached by Ronita Miller  
 SECOND . . . . . JEFF HORVITZ . . . . . HARVARD HS, NORTH HOLLYWOOD  
 THIRD . . . . . CLIFFORD STEVENS . . . . . HIGHLAND HS, BAKERSFIELD  
 FOURTH . . . . . MARY IVES . . . . . BIRROUGHS HS, RINGCREST  
 FIFTH . . . . . ANDREW KAHNG . . . . . CRAWFORD HS, SAN DIEGO  
 FIFTH . . . . . RAY WHITMER . . . . . EL CENTRO HS, EL CENTRO  
 FIFTH . . . . . MIKE APARICIO . . . . . YUCAIPA HS, YUCAIPA

FINALISTS

BOB BRACCO . . . . . ST. IGNATIUS HS, SAN FRANCISCO

DONNA DELAGE . . . . . TRACY HS, TRACY

PETER DESSAN . . . . . BELLARMIANE HS, SAN JOSE

CRAIG WALL . . . . . BEYER HS, MODESTO

BILL ROTHSCHILD . . . . . TRACY HS, TRACY

GREG LANIER . . . . . BELLARMIANE HS, SAN JOSE

NATHAN SCHMIDT . . . . . HIGHLANDS HS, BAKERSFIELD

PRESIDING OFFICER

FIRST . . . . . DON GREENE . . . . . ARCADIA HS, ARCADIA

SECOND . . . . . DAN ANDERSON . . . . . PROSPECT HS, SARATOGA

Semi-Finalists

Mark Louden . . . . . College Prep HS, Oakland

James Sutton . . . . . Marshall HS, Los Angeles

Kevin Kelly . . . . . Newbury Park HS, Newbury Park

Mike Martin . . . . . Helix HS, La Mesa

Joel Diamond . . . . . Lincoln HS, Stockton

David Tam . . . . . Alhambra HS, Alhambra

Walter Shepard . . . . . Camarillo HS, Camarillo

Marshall Rose . . . . . Jesuit HS, Sacramento

Terri McGarrity . . . . . Louisville HS, Woodland Hills

Andrew Brooks . . . . . Ramona HS, Ramona

Leigh Schmidt . . . . . Redlands HS, Redlands

Alan Wong . . . . . Mark Keppel HS, Alhambra

Lorraine Graham . . . . . La Reina HS, La Reina

Kathy Seider . . . . . Helix HS, La Mesa

Presiding Officers

Eli Veitzer . . . . . Crawford HS, San Diego

Lisa Boyajian . . . . . Palos Verdes HS, Palos Verdes

CALIFORNIA AT THE NFL NATIONALS - CINCINNATI, OHIO 1979

The National Forensic League Speech Tournament was held at Princeton High School in Cincinnati, Ohio, on June 18-22, 1979. Congratulations to the contestants and their coaches who brought national honors to their schools and to our State.

Tournament Sweepstakes

Third . . . . . Bellarmine Prep

Original Oratory

Fourth . . . . . Julie Patterson - Stockton-Edison

Boys' Extemporaneous Speaking

Fourth . . . . . Greg Forlenza - Sunnyside-Homestead

Dramatic Interpretation

Eighth . . . . . Alex Schafir - Bellarmine Prep

Humorous Interpretation

Second . . . . . Kit Gross - Bellarmine Prep

Impromptu Speaking

Fourth . . . . . Marshall Horwitz - La Mirada

Twelfth . . . . . Glenn Sueyoshi - Mark Keppel

Congress

Superior Representative - House III - Joseph Plager - Harvard

Superior Representative - House IV - Alan Weil - Berkeley

Superior Member - House I - Matt George - Turlock

Coaches receiving Diamond Awards

Second Diamond

Max L. Freifield . . . . . La Habra

Shirley A. Keller . . . . . Sunnyside-Lynbrook

Larry A. Smith . . . . . Fresno-Hoover

Third Diamond

Donovan Cummings . . . . . Stockton-Edison

David Dansky . . . . . Richmond-Kennedy

Norman Murray . . . . . Clovis

Ron Underwood . . . . . Modesto-Beyer

STUDENT SPEECHES - STATE TOURNAMENT, 1979

The complete scripts of the winning speeches in Original Oratory and Expository are printed on the following pages as an example of the quality of student speeches. If you would like to order all the final round speeches from the original events refer to the CHSSA Curriculum List on page four.

THE GOOD OLD DAYS AND THE AMERICAN DREAM

First Place Original Oratory

by

Julie Patterson

Edison High School, Stockton

Wait a minute, are we all crazy? Lummies? Have we all gone Saturday Night Live or what? What is becoming of us Americans? Whatever happened to that baseball, hotdog, apple pie, and Chevy life style we used to live? Whatever happened to the good old days?

The days of slavery, child labor, and women suffrage? Death by yellow fever, polio, and black lung? Whatever happened to the world wars and depressions? Where are the days of struggle, hardship and short life? Where has it all gone? I don't know but I sure hope it's a long way from here. Why in the world do they call those the good old days? I'll tell you why.

They were the good old days not because life was particularly convenient or enjoyable for those people but because they came to this land seeking freedoms and rights their mother countries could not provide. They were the good old days not because American problems were any less significant back then but because as Americans they were ready and willing to take stands on behalf of their country's interests. They were the good old days because whether these people were Italian, Chinese, or Irish, they were proud to be Americans even when faced by adversities.

Now if you feel like standing up and singing your national anthem and saluting the flag, I wouldn't do it. Chances are another American will laugh in your face. Now if you're an American who would prefer not being laughed at and really feel like ah, so what, you're going to discover in this speech why it is you have a legitimate reason for feeling that way.

Let's face it, our people and life style simply aren't what they used to be in the good old days. We are far more civilized today.

We are the civilized people who gasp when the National Geographic informs us that the Ubangies in Africa eat white worm grubs and then we proceed to swallow a can of caffeine, saccharin, and phosphoric acid and then give the civilized concoction the name Doctofor Pepper.

The fact is if more Americans ate white worm grubs instead of our civilized concoctions Americans wouldn't be 2.3 billion pounds overweight. Furthermore, I've never heard of a Ubangie yet with indigestion.

We civilized Americans can comfortably sit in our three bedroom, two bath cracker boxes and gawk at their primitive way of life but there isn't

a Ubangie on the African plains that was killed in an auto accident last year while every three days we lose as many people as we did in Jonestown on the American highways. The Ubangies are so primitive they don't have to deal with things like heroin addicts, pollution and crime rates.

And while we sit there glued to our boob tubes, which is a problem within itself and ask ourselves how can those Ubangie women STAND to go braless? It should be noted that it is the American woman who pays ten to twenty dollars to lift and separate.

We can then turn to our children and say something highly intellectual like, "Do you see how much farther advanced we are than they?" Then when a commercial comes on we can watch Mr. Whipple squeeze the Charmin and an American improperly spell relief R-0-L-A-1-D-S.

And when National Geographic is over and our civilized American family begins to discuss how wonderful their media is to bring them educational programming. Our media is truly wonderful. Why without my publications of the National Enquirer and the Star I'd never know who was doing it with what or where.

We are so far advanced to people like the Ubangies and so much more ignorant too; for any Ubangie could have told us that the earth isn't capable of producing natural resources forever.

Ah, so what if the Ubangies have more know-how about natural resources. We Americans have it all. We are the wealthiest, healthiest, prettiest, smartest folks that ever walked the face of the earth. And better yet, everyone of us Americans is an individual, right on down to my John Travolta disco dance shoes to my Farrah Fawcett hairdo. And by reading self-help books like How to be Somebody, How to be Your Own Best Friend, and Looking Out for Number One, I have learned how to come in touch with my own cosmic senses. I realize now that I am the most important person in the whole wide world because there is only one me. I am perfect in every way and every day I get better and better. Now if you were one of those born imperfect, don't worry. With our medical technology we can lift your face, transplant your hair, and if for some reason you're not satisfied with your present sexual gender, why we can even change that. We can have you up and looking like a Barbie Doll in no time.

It is the Ubangies and the people of the good old days who understood what life was really supposed to be all about. They understood that it's nice to be an individual but that it is powerful to be an individual and stand unified with your fellow man. They could comprehend that wealth and outer beauty and all the technology and intelligence we can muster are meaningless if we don't understand that the world is for us to live on, not to rape and mutilate. It is these primitive people who were truly civilized. We are the primates because we take for granted the rights they held so dear; because we are so concerned for number one and our own individual rights that it's impossible for us to stand unified and defeat our problems; because we aren't proud to be Americans anymore. I know it may sound hokey but why can't we be proud?

It is because family has become the name of a television series we watch every Thursday night at 10:00 instead of something we come home to every night. It is because in 1977 1,100,000 married couples divorced one another. It is because 10 million of our adults are alcoholics. It is because the elderly are no longer the heads of our families, they are the outcasts of our societies. It's because in 1978 there was a 48% increase in the number of teenagers who found life unbearable here and

committed suicide. Americans can't be proud when "10% of all adolescent girls will become pregnant this year and there is no other medical condition besides acne that affects teenagers more frequently." It's because the American taxpayer spent 120.1 billion dollars last year for education and their children can't read and write. It is because Richard Nixon slid into the millionaire tax bracket this year and O. J. Simpson earned 800,000 dollars for running a pigskin up and down astro-turf this year, not to mention what earns running through airports.

Personally I can see why Americans are having difficulty taking pride in their civilized life style.

We Americans face a dilemma. The difference between what we want and what we need. A desire to return to the simplicity and unity of the good old days and a persistent urge to civilize, modernize, and love ourselves. We Americans do not need to return to the good old days. We need only to recapture the essence of their American character. We need to regain their ability to face and solve problems for the good of all. We need to revive the American Dream the people of the good old days shared.

Some time ago I went to the city dump with my father and it is this place which reminds me of the American situation today. This is the place where man carves a hole in his earth so that he can back his pick-up truck to the edge and rid himself of his civilized life style. I looked down into that hole and I wanted to cry. Not because of man's lack of respect for his planet, not because of the ugliness of the sight. But because down there in the rot and the refuse was a flower that someone had thrown away and in the face of all adversities the persistent little flower was growing in the garage. The little flower is the remembrance of the land that was once there and for us it is that last ray of hope. A ray of hope which helps me to believe that we will recapture that American Character and regain our ability to solve for the good of all. A ray of hope which helps me to believe that we will recapture that American Dream.

I have to believe because that garbage dump is the country where I live and that flower is the last ray of hope for my people.

I have to believe that we will not uproot that ray of hope or smother it with refuse for it lives on a pile of garbage now and it would not take much to kill it for good. That little flower could be an epitaph-----ours----

## FENCING

First Place Expository

by

James Ranks

Holtville High School

From the dawn of history, man has felt the need to defend himself. And hence, being creative, he employed a diverse assortment of weapons for such purposes. Oftentimes the wielding of these weapons was crude and barbaric, sometimes ingenious, other times notorious. But of all the great number of weapons ever invented, the use of one alone developed into an art. You've seen it in the movies, you've read about it in the classics, and perhaps you've watched it in the Olympics--but how many of you have actually experienced it first hand? I'm speaking of the art of swordsmanship, or as otherwise known today, fencing.

Many aspects of modern fencing are direct results of changes in the form of the sword throughout history.

Through the years, heavy and difficult to wield swords once used to bludgeon the adversary into submission became lighter and easier to maneuver, thus favoring a quicker and neater form of combat. Additionally, the use of the point of the sword as opposed to the entire blade gained favor also. Fashion changes in the court of France's Louis XIV made the sword even smaller, and the French school of fencing thus became the most prominent throughout Europe.

In the past, proficiency in the use of the sword was regarded as the indispensable accomplishment for every true gentleman. It was chivalrous sentiments such as these which gave to the sport a high code of honor, and modern fencing or fencing as we know it today--was born.

There are basically three different weapon types utilized in the modern bout: the foil, epee and sabre. Our studies will be mainly concerned with the French foil and school thereof, it usually being the primary weapon for the novice.

The weapon itself weighs approximately 12.5 ounces and consists of five basic parts: the blade, guard, cushion, handle andommel. The blade is quadrilateral and for purposes of safety tapers to a blunt point. The stronger section of the blade near the guard is termed the forte, and the more narrow section the foible. The guard, made of either steel or aluminum, serves as a shield for the hand, while the cushion serves as a shield for the fingers. The handle of the French foil is made of wood, wrapped in leather, and conforms slightly to the shape of the hand. Theommel, directly at the end of the weapon, serves as both a counter-balance and holds the pieces of the weapon together. It is important to note that the shape of the handle depends greatly upon the fencer's preference for an Italian, French, Spanish, or orthopaedic grip. These grips, with the exception of the orthopaedic, are a direct result of the different teaching philosophies or the various schools.

Without doubt, it is imperative that one acquire the proper clothing and equipment before actually beginning fencing. In addition to a worthy foil, one should also for his or her own protection purchase a wire gauge mask. An athletic, flexible shoe greatly facilitates movement, while a special

padded glove serves as ample protection for the wrist. In tournament fencing, one is required to wear a protective padded canvas jacket and special trousers. The articles of clothing previously described are required to be white in color, and have greatly reduced the danger factor in the sport; making it, in fact, one of the safest in the world.

When one first begins fencing, the first thing learned is a concrete knowledge of the more basic movements. They are simple to perform, and can be mastered within a short period of time. Proven by hundreds of years of trial in life and death situations, they should be learned with conviction to the letter.

The first position to be learned is the initial position, which is used at the beginning and end of the bout in the salute toward the opponent.

To execute, one's profile should be directed toward the opponent, the feet at right angles with the heels touching, the weapon arm and foil forming a straight line toward the ground, and the other arm creddling the mask thusly. Being considered common courtesy to salute the opponent prior to and at the close of every bout, the salute is performed in the following manner.

Once you have finished, don the mask and assume the on guard position. This is one of, if not the most important position in fencing. In order to assume the on guard position, bend the arms thusly for ultimate balance and protection, and the legs in this manner for complete poise and control. The entire on guard position can be assumed from the initial position with a Flourish, as follows.

A thorough knowledge of distance is essential to the good fencer. At times, you may find yourself too far away from your opponent, and may wish to advance. In order to do so, from the on guard position merely place the leading foot forward a step and follow with the trailing foot. In order to retreat, merely repeat the procedure in reverse order.

The lunge is the most basic movement for attacking the opponent. To perform the lunge, extend the sword arm at shoulder height while simultaneously placing the rear foot with energy. Additionally, the other arm should be straightened for purposes of balance to a position parallel with the rear leg. For example, . . . If the lunge has been performed correctly, the leading knee should be directly above the instep and the body leaning slightly forward from the hip.

Good point control is another essential achievement for the accomplished swordsman, especially in the lunge. Such a skill can only be acquired after long hours of practice lunging at a stationary object, such as. . .

Now that we've learned a more basic attack, it's time to move on to the primary defenses or parries, which are used in deflecting the adversary's blade. However, let us first define the target which you shall be defending. The torso is divided into four quadrants, with the arms, head and neck excluded. Each section is given a name with respect to the hand, high outside, high inside, low outside, low inside. . . Each of the parries, of which there are eight, defends one of the four quadrants. The parry for the defense of each is listed on the chart. As you can see, there are two parries for each quadrant, making for greater variation in play. The name of each parry in consecutive order is prime, seconde, tierce, quarte, quinte, sixte, septime, and octave, or one, two, three, etc. . .

Because all eight of the parries could not be given proper explanation in such a short expense of time, I shall demonstrate the four used most often in actual combat, thus the four most essential to the beginner. DEMONSTRATING: For the upper outside, quarte, a simple movement. Sixte, upper inside, is



performed in the opposite direction. Septime, in defense of the lower inside, is performed by turning the hand in supination and lowering the point, describing as small a semi-circle as possible. For seconde, which defends the lower outside, merely repeat the procedure in the opposite direction, this time turning the hand in pronation.

With the close of the explanation of the aforementioned parries, I also draw to a close. Though the basic ground covered here may have seemed simple, it is important to note that I have barely skimmed the surface of the art. True championship fencing can best be described as a game of chess played at lightning speed and drawing on all of your faculties. A game where only the superior survive. The movements become so rapid, complex and strenuous that one has not time for a second thought, and must act on subconscious impulse alone-which in itself is the result of many hours of tedious practice. But even if you're not an aficionado, fencing can be pursued as an excellent occupation of leisure time. The total concentration required during the bout makes for complete relaxation afterwards.

Yes, you've seen it in the movies. You've read about it in the classics, such as the Three Musketeers, and you may have even seen it in the Olympics. This skill, once solely practiced by the nobility, is now available to all. Truthfully, all one has to do, is be able to come ON GUARD!!!