

This is the February 2005
edition of the
CHSSA BULLETIN

submitted by
Tammy Dunbar
Songbird61@AOL.com
(209) 838-0674

Karen,
I am formatting the MOTIONS section so it has
all the strikethrough, boldface, etc. :)



California Speech BULLETIN

California High School Speech Association

CHSSA Executive Council / CHSSA Mission Statement	inside cover
Letter from Editor	1
Autobiographies	
<i>Carmendale Fernandez and Shirley Keller</i>	2
Hall of Fame Speech	
<i>by Inductee Robert Stockton</i>	5
Coaching Policy Debate	
<i>by Hoon Ko</i>	6
CHSSA on the World-Wide Web	7
Parli, Contro or Debate, Worth the Hard Work	
<i>by Marshall Neal</i>	8
CHSSA Dinner/Dance	9
History Lessons - A Review	9
Why Extemp Requires Many Difficult Skills	
<i>By Hoon Ko</i>	10
Historian's Report	
<i>by Donovan Cummings</i>	12
Speaking Across the Curriculum	13
Motions from the January 2005 CHSSA Meeting	14
Ad Reservation Form for 2005 CHSSA State Speech Tournament	16



President -- Bob DeGross
Colton High School
777 W. Valley Blvd.
Colton, CA 92324
909-580-5005 x2403
robertdegross@cs.com

VP, Activities -- Nermin Kamel
La Mirada High School
13520 Adelfa Drive
La Mirada, CA 90638
562-868-0431 x3563
kamel_nermin@nlmusd.k12.ca.us

VP, Curriculum -- Rita Prichard
Granite Bay High School
#1 Grizzly Way
Granite Bay, CA 95746
916-786-8676 x5157
rprichard@rjuhsd.k12.ca.us

Secretary -- Maggie DeGross

Treasurer -- Neil Barembaum
Belmont High School
1575 W. 2nd Street
Los Angeles, CA 90026
Nbarembaum@aol.com

Editor -- Karen Meredith
Lincoln High School
6844 Alexandria Place
Stockton, CA 95207
kglahn@lusd.net

V.P. Public Relations
Carmendale Fernandes, *Retired*
20200 Lucille Ave., Suite 102
Cupertino, CA 95014

Historian
Donovan Cummings, *Retired*
1719 Monte Diablo Avenue
Stockton CA 95203

Website:
www.cahssa.org

CHSSA MISSION STATEMENT

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

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

A Letter From the Editor

Editor's Letter Feb 2005

Reality shows! It seems that everywhere you look on TV there is another new reality show. I am not a big fan of the reality show. Why do I need to watch someone else put cockroaches in their mouths, be buried in snakes, or drive a car down the side of a building? Who wants to see "Joe Millionaire" when we know he's really not, and then it's just a cat-fight to the end? I just don't get it-maybe I'm not their target audience. Is "The Apprentice" going to help me get a job? Is "The Simple Life" helping to make me feel better that I am not an heiress? I'm not sure what the purpose of these shows is when there is so much reality out there to experience. I find it ironic that these reality shows even call themselves that-how many of us are going to be stranded on some island in the South Pacific with a camera and nine best friends? Society takes itself out of life by watching the unreality of the reality show.

Not only do reality shows not ask us to participate in life, neither do they ask us to think. As well as taking an active role in life, all students need to be given opportunities to actively think. I read an editorial recently that spoke of the lack of rational discourse in our society. Thomas Sowell proposed that we seem to have moved into an era where we veer away from those who disagree with us and simply label them as "conservative" or "liberal" (or worse) and don't actually carry on an intellectual exploration of the issues. Sowell went on to say that "Unfortunately, our educational system isn't only failing to teach critical thinking, it's often itself a source of confused rhetoric and emotional venting in place of systematic thinking." (*The Record*, January 23, 2005). I would like to invite Mr. Sowell to watch a few debate rounds, listen to our students as they sit and wait for the next round to begin, or even sit on the bus ride home as our students take up the latest issues that face our country, as they intelligently discuss them without just calling each other a liberal or a conservative for having a particular viewpoint. These students are learning how to deal with the world not by watching reality shows, but by creating their own reality.

So maybe our students won't become the next "American Idol," but being the next State Champion, or just participating in a tournament, is going to take them a lot further in life. And when the next new "American Idol" comes along, our students won't be yesterday's news, but the shakers and movers who have training and intelligence to lead us to a better future.

My hat is off to those of you who make every day a reality for our students.

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 Meredith by e-mail (kglahn@lusd.net) or snail-mail (Lincoln High School, 6844 Alexandria Place, Stockton, CA 95207).

Autobiographies

*Autobiography of Shirley Keller Firestone
CHSSA and NFL Hall of Fame member*

I, Shirley Anne Burke Keller Firestone, was born on January 25, 1937 in Rapid City, South Dakota. I grew up on a sheep and cattle ranch in the Northwest corner of the state. Since our ranch was 45 miles from town, my dad built a house in Newell when I started high school. I first encountered debate as a sophomore. In those days a debate team consisted of four people—two debated affirmative and two negative. I still keep in touch with girls who were my partners. We were in state finals twice.

My college years were spent at the University of South Dakota, Vermillion. My major was speech-radio-TV. I became interested in that field after winning a radio speaking contest through 4-H. During my junior and senior years, I had 15 minute children's show, Candy Cane Lane, on the college radio station. I would read stories and then talk about them with the kids. I debated a couple of times and played minor parts in plays.

After I graduated, I went to work for WNAX in Yankton, SD. This is the radio station where Lawrence Welk got his start. Because of my job, my sister, my mother and I got tickets to see his show when we were on a trip to California. From Yankton, I moved to a Fort Dodge, Iowa TV station. I was working in traffic and copy (typing logs and writing commercials). I woke up one morning and the snow had drifted to my second story window. I went in to work and turned in my resignation. My older sister lived in Fresno, so I decided that I would come to California and get a job. As it happened, KFRE in Fresno was looking for someone in copy. I was given a "promotion" to traffic a couple of months later. The man who took my place had been a disc jockey and the company cut back. I found out he was making twice as much as I was and doing the same work I had been doing. I went in to talk to the manager and asked for a raise. The boss said that at the end of the year they would give me a \$5.00 a week raise. I told them where they could put the job and gave notice.

My dad had always wanted me to be a teacher, so he insisted that I get an education minor during my undergraduate years. Of course, in California, I needed another year of school. I called him and asked if he would help me. He was delighted. I enrolled in Fresno State and my advisor was in Drama, so he had me in his department. I worked part time as the Speech and Drama secretary. The professors would write out letters and I would type them. The Dean gave me a letter with a misspelled word, so I changed it. He called me into his office and demanded to know why I had changed the spelling. I explained that I didn't think he would want a letter to be sent with a word spelled wrong. Because I am not a good speller, I checked questionable words in the dictionary before the days of "Spell Check."

My first teaching job was at Mt. Whitney in Visalia. Maude Prigg, long time drama teacher, had decided that doing drama was too

much for her and I took over. The Dean of Girls read and censored all of my plays. It was an interesting year. In one class I had a boy with cerebral palsy, a boy who stuttered, a boy with epileptic seizures, and a non-English speaking boy. That same class of 30 had two girls- one who was socially challenged and one blond cheerleader who had failed the year before. The room was a small auditorium and nine times out of ten the blond would arrive just as the bell rang or later and proceed from the back down the center isle to her front row seat. Needless to say, the boys were paying more attention to her than to my direction for the day. I was the youngest faculty member and continually questioned about being in the faculty line for meals. They had a wonderful system of English teachers mentoring newcomers. I learned so much. During the year, I met and married Gordon Keller. He wanted to move to Santa Clara, so I turned in my resignation and went with him. (Larry Smith took the job in Visalia.) I did the substitute route until Christmas. I think it might be a good idea for young teachers to have to sub in different areas for at least 6 months. I found out that I definitely didn't want to teach junior high school. I also learned about the different districts. In January, I was hired full time in Gilroy because the head of the English department had died from cancer. By the time I got there, all of his classes except for public speaking had been assigned to other department members and I had the low track kids on the sophomore, junior and senior level. I had five classes and five preps plus a study hall. That, too, was a learning experience. In the Spring, the art department had a show in the faculty room, and teachers could buy paintings. I walked in to find that one of the boys had used my head as a model when I had substituted earlier in the year, the rest of the picture was a nude. Actually, I would have liked to have had that body!

The 45 minute commute to Gilroy was difficult, so I applied to districts in and around San Jose. The principal of Fremont High School was also a former resident of South Dakota. I like to think that I would have gotten the job anyway, but who knows. Someone from the district called and asked if I wanted to teach summer school and thus, I became a member of a teaching team. We also had flexible scheduling which came around again the last year of my career. I was assigned to help Carmendale Fernandes with the speech team and direct the musical. The rest is history as they say. When Lynbrook opened, I interviewed for the job of TV director, but the principal thought it should go to a man. The next year, the speech director job opened up and I applied. My junior debate team went to the state tournament my second year at Lynbrook. I had just had my daughter, and in those days, the school wouldn't let me be in charge of the kids. The State Championship Tournament was at Stanford that year, so I got someone to drive me up for one day. The same team qualified the next year, again beating a Fremont team. There was at least one qualifier from Lynbrook to State every year for the 34 years I continued to coach. My second husband, Jerry Firestone, became my assistant coach. Several students have come back and told me that speech and debate was the most valuable activity they did in

high school. One girl even gave Jerry and me a Caribbean cruise as a retirement gift.

The champions I have coached have all been in Student Congress. In 1974, Mike Zimmerman was the California champion and Jey Young the National Forensic League House of Representatives winner. Twice a student from Lynbrook won the Presiding Officer trophy in California. In 1995, Boris Bershteyn was elected as the Outstanding Stennis Representative. Both Jey and Boris graduated from college with honors in 1999. During the 34 years I coached at Lynbrook, students qualified to nationals in debate, oratory, extemp, student congress, and drama. In California, students qualified in all events except Duo and OI. Finalists were in extemp, impromptu, oratory, and OA. Among the many occupations my former students hold are lawyers, doctors, news correspondents, ministers and teachers.

My daughter, Kami, never competed in speech or debate, but she was a great performer in both the choir and a sextet. She and Sean, my son, were excellent athletes-Kami in soccer and Sean in football and wrestling. I finally got Sean to take an Oral Composition class because he had promised years before that he would do speech if I let him compete in PAL football. Carmendale helped my cause by telling Sean how beneficial an Oral Comp class would be. He did a TI at State Quals and was first alternate. He ended up majoring in communication at Fresno State, getting a credential in English and a master's degree in Special Education. He married Marci, the speech coach from Watsonville. Thus speech and debate, or at least performance, runs in the family.

I have been league president, area chair, VP of Congress in the league, curriculum rep, and NFL district chair. I consider it an honor and a privilege to have been voted into the California Hall of Fame and the National Forensic League Hall of Fame for speech and debate.

My greatest hope is that I have helped younger coaches master the details that have made them great coaches. I thank my dad for pushing me into education; I thank my family for supporting me; and I thank my colleagues for great memories.

Historian's note: Carmendale Fernandes was selected as one of the original ten coaches inducted into the National Forensic League Hall of Fame in 1978. She was also selected as one of the original ten coaches indicated into the California High School Speech Association Hall of Fame in 1987. She is the only California coach to have served as President of NFL and President of CHSSA. The following autobiography was written in 2004.

I have nothing but pleasant memories as I look back on my forty-three very special years as a Forensic Director. I had wanted to be a court room attorney, but the field didn't want females in those years.

I started with speech as a student in Turlock High School. I entered the Lions' Club, American Legion and Native Sons' Oratory Contests and also took elocution lessons. My father was a

natural public speaker and spoke at numerous conventions. He encouraged me in my pursuits. Music was my original major at San Jose State University, and I played a pretty mean sax at that time. I switched, however, to speech partially due to the example of my father and partially because I realized the importance of communication. At San Jose I entered individual events and debate. With models such as Marie Carr, who showed me what women could attain, and Wallace Murray who gave me an appreciation for detail, I became a generalist, one who could encompass just about the whole field and feel competent enough to teach whatever was required for secondary students - be it voice and diction, oral interpretation, rhetoric, discussion, debate, acting, or theatrical production.

After college I taught one year in Gustine in the Central Valley where I started their first speech program and taught drama as well as three levels of English. I directed plays and built sets.

As a second year teacher at a time when the troops were returning from World War II, I was very lucky to receive a job at Fremont High School in Sunnyvale. I was thrilled to be back with my friends on the San Francisco Peninsula and near my college where, in free moments, I worked on my Masters Degree. Once again I started a forensic program as well as directed four dramatic shows a year, taught three levels of English and started the first Rally Committee. I enjoyed having my students present many programs for the community and elementary schools which, in turn, helped build our program.

Betty Perkins of Merced and Mary Ritter of Modesto introduced me to the National Forensic League and were my true mentors. We joined NFL, and shortly after, the main office at school called and said Bruno Jacob, the founder of NFL, had come to see me. I was shocked and scared. I wasn't even sure how to record all the points and records. My recorded point sheets from the national office were full of red ink marks. Bruno was wonderful and guided me. Later I became a member of San Francisco Bay Area and the District Chair.

I served on the California State Council when CHSSA was formed from the existing North and South groups and later became President. I also served on various committees for the Western Speech Association coordinating high school and college activities. Later, I became the only high school teacher to be President of the Western Speech Association. A few years later I was presented with Western's Outstanding Communication Service Award. In summers I taught at Northwestern and Georgetown Universities and the University of Kansas.

I served on the NFL National Council for 30+ years as council member and had the opportunity to work with Senator Karl Mundt who was one of the original sponsors of NFL. Later I served as Vice President and President. I thoroughly enjoyed doing public relations for NFL and was responsible for getting the NFL tournament accepted by the National Secondary Principals' Association. I also received a fifth diamond.

Jim Copeland and I are the only two coaches from the original NFL Hall of Fame who are still alive. I loved all the traveling for

NFL and the opportunity to meet so many from all areas of the country. While I was traveling for NFL, I worked with hotels, and now I do hotels for the California High School Speech Association and Santa Clara University. I am a meeting planner and my company is called Ferndate.

When I was traveling for NFL, I became English Department Chair at my school and served for many years. I had twenty-three teachers in the department; the advantage of being chair was that I could select my teachers and handle the budget and teacher assignments. I was able to place four speech teachers in the program. It was very hard for me to resign because I loved the job so, but I knew the area was changing and it was time for me to leave while we were still winning in Bank of America, Service Club Contests and my department was a leader of new curriculum programs. I was also serving on and chairing many state accreditation teams.

I am in contact with many of my former students who are keeping up with their debate because so many are lawyers and judges. My first students used to be ministers and teachers but changed to law, engineering and medicine because, as I imagine, financial income was required. My former students are also serving as mayors and legislators. Several have gone on to political positions. They invite me to reunions, baseball games, the theatre and now they have contacted my past speech students and are having an all-class speech reunion in the fall.

A group of my former students took me to Fremont High recently to see the rebuilding opening of Fremont; they wanted to see their old speech room and speech library. One had just returned from Washington, D.C., and had seen Supreme Court Judge Steven Brydon who remembered that as a senior at Lowell HS in San Francisco, he had debated her and her partner when they were sophomores and the girls had defeated him. He said it was one of the hardest losses he had taken.

My students say that after they have had me as a teacher, they live by the outline which I stressed. They say they dress by the outline, eat by the outline, think in outline form and in general live in an outlined order. They also say debate was hard but great because it taught them good research techniques and how to reason.

As I stated earlier, I started speech courses at Fremont in 1947. In 1955 our district was very lucky as Natalie Weber chose our district's new school, Sunnyvale High, to teach speech and drama. She selected us even though she had six offers for schools in the Bay Area. Natalie later transferred to Homestead HS when it opened. We were instrumental in having a semester Basic Oral Course required for all students in the District. We were also instrumental in having the District selected by the Western Speech Association as the Superior Education Speech Program in the Western States.

Shirley Keller-Firestone came to our district from South Dakota as my assistant. Later she moved to Lynbrook, another new school in our District, to be in charge of forensics there. All three of us are members of the California High School Association's Hall of Fame as well as the National Forensic League's Hall of Fame.

Many individuals have asked me how I achieved so much success in the field of speech when I was working in the era of male. My answer was and is that everyone helped me, male and female. I thank the individuals I mentioned as well as all the people who helped me throughout my career.

I have served longer than any other coach as a member of the State Speech Council; in fact, my involvement with speech began well before C.H.S.S.A. was formed.

I am a lucky individual. I have had the opportunity to be an active participant in the changing dynamics of our field of speech-communication and have been fascinated by the many diverse ways in which it has developed.

My recommendation to all who are entering the field of speech communication, BECOME INVOLVED IN PROFESSIONAL ORGANIZATIONS. I attribute a major part of my professional success to SCA and to my university colleagues who helped and encouraged me. I remember the first paper I ever presented when my now dear friend, Bob Kully, turned to me and sneered, "You're not really going to read that, are you?" implying, of course, that I really ought to be skillful enough to deliver it extemporaneously. I have been an active participant in SCA, the American Forensic Association, NFL, CHSSA, CATE, CTA, Western States Communication Association, Commonwealth Club.

Those who are a part of CHSSA and NFL, continue with an eagerness to learn- to exchange ideas with those from all levels and branches within our field and whenever possible, surround yourself with the best, never putting others down, and the best will fight for you and with you.



A reminder to all students and coaches attending the CHSSA State Speech Championships:

Any student who will be receiving an award at the awards ceremony on Sunday evening must be in appropriate tournament dress. This includes ALL semi-finalists, finalists, those debaters eliminated after round five or beyond.

The intent is to have a dignified awards ceremony worthy of the competition set forth by the students who represent their schools from across the state of California.

CHSSA Hall of Fame Speech

By Inductee Robert Stockton

delivered May 2004

Editor's note: Robert Stockton was inducted into the CHSSA Hall of Fame in May of 2004. The following is his acceptance speech. Mr. Stockton was introduced by Dr. Andara Macdonald, chairperson of Area 4 and coach at Holtville H.S.

Thank you, Andi. First let me thank CHSSA and the State Speech Council for this tremendous honor. When I was first hired and began coaching in 1969 at South Junior High, I never dreamed that I would be coaching and directing speech long enough to be eligible to receive this award. I am especially pleased to receive this honor because it comes from my fellow coaches. Like other award recipients, I have hundreds to thank who have helped me along the journey. I know I may forget to mention many of them, however they are no less important in getting me to where I am today.

To my wonderful wife Pam, who I am happy to say really does exist but was unable to attend today, Pam, I thank you. After 34 years of marriage, you still allow me the freedom to do this thing that feeds my soul, this monster that pulls me away most weekends, and you are behind me 100%. You truly are my rock and my light, my muse and my partner.

As a young, green, want to be teacher with rose colored glasses, my speech professor at Chapman University, Bill Womack, demanded more of me than anyone else had. You taught me more than just how to compose and deliver a speech. You taught me to communicate. You taught me that relationships and people are the most important elements to a man. You helped to mold me into a better teacher, and especially a better person.

David Price; what can I say. You are more than my master teacher, you are the best man. You convinced me to teach speech when I began teaching. You gave me options beyond my wildest imagination. Mostly, you showed me that education is less about teaching and the perfect lesson plan, it's more about the individual. It's about caring, it's about friendship, and it's really about those kids.

To my Congress buddies: Tom Roper, who on a Friday night would hold a mock Congress. You managed to get three rounds under five hours, a feat not often equaled. Gary Reed and John Denike, you taught me to love congressional debate, and you allowed me to grow within the event. And Robert DeGroff, my partner in congress, you are without question a director, a mover and a model for me and us all.

I have spent my entire career in Orange County, and the Orange County Speech League has become a home. To Greg Munsell, you gave us the rules, you helped to streamline procedures, you improved our tab room. Jackie Reedy, you gave us order, guidelines, and a model to follow. Without question you drove me to succeed, although sometimes the path was painful for us both. Kestin Blake, you made us all better coaches and better individuals. And John Hufford, with your "creeping Huffordisms", those words of wisdom and tidbits of knowledge kept us laughing and sane, but always thinking.

To the women of my "speech" life:

Myrna, Gay, Andi, Natalie, Carmendale, Sandra, Sandy, Shirley, Suzi and Molly I am grateful to have your friendship, your trust, your brutal honesty, and to have been surrounded by such strong individuals who support me unconditionally.

None of my success in speech was possible without my students. From South to Western to Katella, my students have meant the world to me. They're my children, they are my friends, and this award would mean nothing without them.

Years ago I competed in what today is called Thematic Interp. The subject for one of these programs was time. My closing went something like this "Time was and I could spend it. Time was and it was free. Time is and it is passing and now there is no more time for me." I look forward to new times, new speakers, and new challenges. In gratitude, thank you and thank you for allowing me to be part of this incredible speech family.



COACHING POLICY DEBATE

by Hoon Ko

As educators and as forensics coaches, we can change the lives of our students by teaching them how to succeed in the classroom, and in the real world. Policy debate is an excellent way to help high school students gain the valuable skills they will need to do well at a competitive college, or to immediately come up to speed in their first job after college. However, policy debate is perceived as a difficult event to coach, because of the knowledge some think it takes to coach policy debate, or the belief that debaters must accumulate tremendous amounts of evidence to win rounds. In reality, especially in California, policy debate can be started in a forensics program with some hard work, but without the inordinate levels of research and time some believe is required.

OVERVIEW

Policy debate involves debating a resolution which suggests a plan or policy be adopted, usually by the United States federal government. Each school year, a new resolution is used for policy debate. The resolution guides the debaters to come up with a specific plan, supported by evidence and facts, that the government should adopt. For example, in the 1995-96 debate season, the resolution asked students to debate foreign policy toward China. Plans offered under that resolution included trade policies toward China, military action directed toward China, and changing the U.S. stance towards human rights violations in China. In each debate, there is an affirmative team and a negative team. The affirmative team proposes a specific plan, falling under the resolution, and the negative team must show why that plan is undesirable or does not meet the basic requirements of a worthy plan. A debate team competing at a tournament must debate on both the affirmative side and the negative side, in different rounds during a tournament, so it must be prepared to offer a plan it is prepared to defend, as well as be able to oppose any plan offered by the affirmative team in their round, when they are the negative team. Debaters are expected to provide evidence for their claims, as well as use logic, analogies and historical events to prove specific points, or to persuade the judge of the power of their positions.

WHAT YOUR TEAMS ARE AIMING FOR

In order for your debaters to start competing, they need to:

- a) learn about the topic,
- b) start analyzing specific key areas and arguments,
- c) decide on their affirmative case,
- d) research that case,
- e) write that case,
- f) decide what they want to say on that case, in addition to the initial case structure they wrote out.

On the negative, they need to

- a) understand some key affirmative cases,
- b) understand the flaws and weaknesses,

- c) find the evidence they need to attack these points,
- d) formulate an attack that includes these attacks, but also includes logical points they want to make, and how to anticipate how the affirmative will respond to the negative's points and turn them around

STARTING OUT COACHING POLICY DEBATE

For a coach starting out in a forensics program, or even a coach experienced with individual events, policy debate seems to require knowing a vast amount of information, and being able to intelligently discuss many aspects of a large area of policy. However, even in the most competitive areas of California, debaters who have done a moderate amount of research, and have thought through their arguments, often can do well without the enormous amounts of research and time many think is required to do well in policy debate.

The most important success factors for a beginning policy coach are to formulate an approach to coaching policy debate, then taking specific steps regularly to progress, both for the coach getting a feel for what they want to emphasize and teach, and for the new debaters who are figuring out how to debate.

The basic steps to coaching policy debate might be summarized as follows:

- * Gain a basic understanding of the topic
- * Understand the basic mechanics of policy debate
- * Establish specific, attainable goals for debaters
- * Emphasize the lessons learned and progress made weekly, rather than looking for immediate success and wins
- * Remind the debaters, and themselves, that the most important points are made when they are direct, concise and straightforward
- * Above all, encourage them to have faith in their gut instincts, especially when logically they seem like they see the round better than their opponents

1. Gain a basic understanding of the topic

Again, you don't need to be an expert, nor should you aim to be, at least at first. Find some articles on the general area of the topic. The best articles would be comprehensive yet not too in-depth in any one area of the topic. If you get this general knowledge, discussing specific points, even if most of them are new to you, at least gives you the foundation to discuss. Plus, you probably will see the big picture better when your debaters are mired in the details.

2. Understand the basic mechanics of policy debate

The specifics and details of how policy debate works are also in the coaches' Handbook (see <http://www.cahssa.org>), but the best way to understand this is to ask other coaches. It's not rocket science but there are some key rules and conventions. Once you understand the topic and the format, you'll start seeing ways for your debaters to improve their strategy.

3. Establish specific, attainable goals for debaters

If you feel pressure to win immediately, you'll never be able to guide your debaters step by step and give them a solid foundation they can build on. Before you even take them to their first tournament, if you have some time to plan this out, start small

with what seems intuitive and the first step. Don't worry that you are not progressing fast enough or that they won't be ready for that first tournament. Just getting them up to speed on the topic is a big achievement.

Some ideas to get them started:

* Form pods of students (works best in a classroom setting, would work with diligent eager new kids), maybe six to a pod. Each week, assign one of the students an easy assignment, like research a specific area and come back with a three-page outline summary and be prepared to brief everyone for 10 min.

* Find some good background articles, pass them out, then ask them to come up with five possible affirmative cases from the articles.

* Ask each student to choose an affirmative case area and be ready to answer five questions about the affirmative case: what is the problem now, if it's a problem why isn't the government doing anything, what would we gain as additional benefits by solving the problem besides solving the problem, why are opponents' objection to the case wrong, and how exactly would the plan work.

* Once they get familiar with the different cases, do drills where each student stands up in front of the group, you throw an affirmative case at them, then they have a minute to think about it before standing up and giving three reasons (in a mini-speech) why the affirmative plan should be passed, or three reasons why the affirmative plan is a bad idea.

4. Emphasize lessons learned and progress made, de-emphasize winning at first

The best path to a solid policy debate program is to grow slowly and keep them motivated. There's no point in focusing right away on winning or racing to become a winning program right away. Instead, if you debrief after every tournament with your students, identify specific laudable progress, identify specific things to work on and come up with attainable steps to fix those issues, your students will continue to get better and eventually winning will take care of itself. There are so many things to be proud of in young up and coming debaters, if you properly celebrate those achievements, you'll get a lot of mileage out of it.

5. Getting back to the basics - emphasizing intuitive skills and straightforward debating - being able to explain their points very well

You should trust your instincts and tell your debaters to trust theirs. Good policy debate teams are intuitive and sound logical. When discussing a problem or possible plan, ask the tough intuitive questions - if this is such a big problem, why is the government refusing to do the plan - there must be a better reason. Ask them the questions that any quick adult would ask if they wanted to make sure that a plan should be passed and understand why they should pass the plan. If you keep focusing them on being concise and direct, with very clear thesis statements to start out a point, and using logic, reasoning, examples and analogies, they will be strong fundamental debaters and once

they pick up on the nuances and strategies, they can become very good debaters.

You shouldn't aim for winning Nationals in your first year of coaching. Concentrate on starting out, and enjoy your first year and how much they improve each time you meet. Many of the top policy programs started out from scratch, but by applying common sense and stressing fundamentals and intuition, your debaters can enjoy policy debate and reap the rewards from this valuable activity.

**Check out CHSSA
on the World-Wide
Web at**

www.cahssa.org



**Would you be interested
in receiving The Bulletin
via e-mail rather than by
snail-mail? Contact Karen
Meredith with your
feelings: kglahn@lusd.net**

Parli, Contro or Team Debate, Worth the Hard Work

by Marshall Neal, Garces Memorial High School, Bakersfield

Some scientists postulate that sixty-five million years ago, a great meteor slammed into the earth casting billions of tons of soot and ash into the air. The ensuing environmental change was so catastrophic that within a few months, all of the great dinosaur species were extinct. A similar event is underway in the world of policy debate. Brought about by the convergence of frustrated coaches and judges, innovative ideas, and debaters who have consistently failed to adapt to the all-too-often less than experienced judging pools.

This meteor has two names, “controversy” and “parliamentary debate.” Only a few years ago nearly all students did either Policy or LD debate. Now, our league in Kern County, has a policy entry of only a dozen teams while the entries for contro and parli are much larger.

I suspect there is a misconception that has fueled this change. Many perceive policy debate as too hard to teach and require extensive special knowledge. Parli and contro seem to be far easier to understand, and are believed to teach students the communication skills that they need for success, whereas the rapid style of policy only benefits those who aim to become auctioneers or snake-oil peddlers. There is some truth to these statements, but neither of them are entirely true.

First, teaching isn’t easy, and it is never going to become that way (we all know that!) so there is little point to avoiding challenging teaching work. More importantly, I wish to shatter the myth that parli and contro require less special knowledge than policy debate. Anyone who wishes to do well in either event should be doing a lot of outside reading and research. For parli, competitors should be familiar with proper parliamentary procedure and argumentation theory, which is made even more pressing by the lack of evidence in the debates. Parli and contro both require extensive research into current events and history to provide the ideas and framework for the cases they will be presenting. The parli and contro teams that do this and also adapt to their critics should do very well. As a result of these beliefs, I find the idea that parli and contro require less work is almost laughable.

The reality that we see however is far more dismal. Warrant-less claims, squirrel cases, and an overall lack of understanding of events and the world in which we live makes some of these events bankrupt. I fail to see the benefit to the students and the judges to watch rounds that are little more than ad hominem sparring matches. Don’t think for an instant this plague applies only to parli and contro either, as sadly, I’ve seen its equivalent in policy debate too.

The root of the problem is that people have become disgusted with policy debate. So we now have two new venues for debate. The misconception is that they require less work and knowledge in order to achieve success. I suppose that is true on some level, after all someone has to win . . . But now the exodus from policy debate has begun, and students are not learning the research skills they need. I would dare to say that many don’t even know what a warranted argument is. And coaches may excuse themselves, by explaining that the division of time mandated by so many events prevents the kind of detailed and intensive coaching that these events require. And beyond that, policy debate, which is misconceived as requiring exponentially more time and energy than all others is bearing the brunt of this exodus.

The sad fact is that, like parli and contro, policy debate has incredible value. In policy debate students should learn to do research, construct cases and make arguments that are backed by the students’ own research. They need to learn how to adapt to both the slow and fast judges, and to the variety of knowledge levels that are out there. But this isn’t happening. And our reaction? Allow students to do less rigorous events.

All the events we do should be rigorous. Parli, contro, and team debate, should all require the same amount of work. The work will be different, but should not be less with one or the other. We must make the time to coach these events well. If we do not have the time, then we should consider a new solution, which is having fewer events not more.

We must teach students research skills. In policy debate, camp evidence is okay, but it is just that: okay. Debaters must do and use their own original research in their rounds. The added benefit here is that policy debate teaches students to make arguments that are supported by research, which is a skill all students must master when writing for their professors at the university.

Debaters must learn the importance of adaptation. It is nice to do well at the TOC qualifiers, but league performance is just as important. The students in their future careers will use these adaptation skills. A lawyer who talks fast before a jury is likely to lose a lot of credibility. Conversely, before a scholarly panel a person must be able to keep pace intellectually with their professional peers. Possessing political and philosophical knowledge is also of inestimable value.

As coaches, we are responsible for the performance of our students. We must also hold their long-term success paramount in our minds. Setting up our kids for future success should be more

important to us than winning league championships. A league championship then is a happy and occasional byproduct of this, but is not a guaranteed result, nor should it be a primary goal.

I argue that we should not permit our students to shy away from rigorous debate work. Certainly contro and parli should not be viewed as an alternative or escape from policy debate, they should require every bit as much work. As coaches we must steer our kids to doing what is hard, even if it is also hard for us. To seek the easy path teaches the worst lesson, which is that sloth is excusable and clever speech is the only skill needed to succeed.

Perhaps there is some good that will come of all this. Those same scientists, who claim a meteor wiped out the dinosaurs, also hold that the environmental changes this brought about led, over millions of years, to the evolution of humans. We too can hope for a better future, but we must also work, and work hard, for I do not trust fate or nature to follow our current trends to some possible future good, as it is we who are the creators of what will come of this.

History Lessons

by Dana Lindaman and Hyle Ward

The New Press / 2004

Reviewed by Reed Neemi, The Athenian School

Perspective is a tough concept to teach students. While sometimes it clicks like a light switch, other times one may feel as if they are teaching post-colonial studies to a group of colonists. I have often used the news magazine *World Press Review* as an example of the subjectivity of both writing and reporting. A recent book by Dana Lindaman and Hyle Ward makes the lesson on perspective a lot of fun to read and share with students. *History Lessons: How Textbooks from Around the World Portray U.S. History* (New Press - 1565848942) is an invaluable tool for the curious as well as for the individual teaching any type of history or writing (or one in need of extemp and impromptu introductions - heck there might even be an HI in there somewhere!). As the title describes, the authors have pieced together a mosaic of American history as told by non-Americans. Everything from Columbus, as taken from a Cuban and Canadian textbook, to the USS Pueblo Incident, as reported by a North Korean textbook, to the Cuban Missile Crisis as portrayed by Soviet sources, are shown. Each chapter has a short introduction noting the source of the text as well as an indication of the perspective. The chapter concerning the Treaty of Versailles is juxtaposed by both a French and German selection with notes on the different areas of focus. This is a fun and rewarding read that requires no bookmark or orderly reading. Historical narrative has never been more simply exposed.

2005 CHSSA CHAMPIONSHIP DINNER DANCE

WARNER CENTER MARRIOTT

21850 Oxnard Street
Woodland Hills, California

Sunday, May 1, 2005, 9-12 midnight

\$19 per person by advanced purchase only

Mail checks with reservation to:

CHSSA Dinner Dance c/o Natalie Weber
69-411 Ramon Rd. #189, Cathedral City, CA 92234
please use US Postal Service;
send one or two checks for your whole group

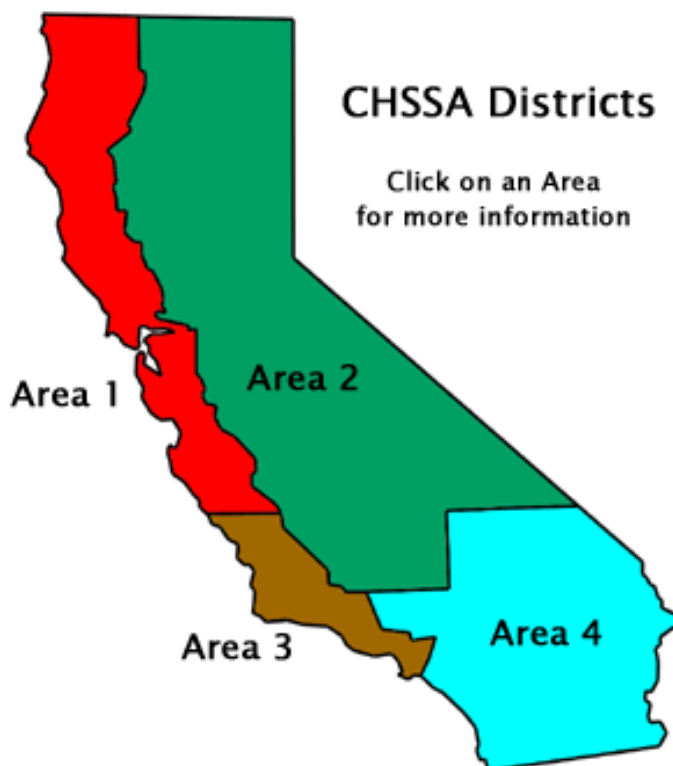
Tickets and maps will be distributed
by Area at registration

Enclose stamped self addressed
envelope if you require a receipt
emergency contact email: CHSSAdinner@aol.com

RESERVATION DEADLINE: APRIL 8, 2005

(tickets are limited)

Any tickets still available after April 8 will be \$ 25 each



Why Extemp requires many difficult skills

by Hoon Ko

Extemporaneous speaking should be exciting to listen to. I know that will come as some surprise to many involved in speech and debate, but it should be exciting and interesting. Ideally crowds would flock to extemp rooms to watch final rounds, because they are entertaining and captivating. However, even some of the best extempers in California are missing opportunities to showcase extemp as the crowd-pleasing event it should be.

A great extemporaneous speech should reflect the fundamental principles of English, social studies and science. It should offer tight organization and thesis statements, like any strong English composition. It should provide historical background that is relevant, while answering the question asked with powerful logic, solid facts, and insightful evidence, as AP history teaches. And it should draw upon cause-effect relationships and scientific methods of proof and research, as science teaches us.

At the same time, a brilliant extemper should do this while understanding that an entertaining extemp speech should integrate various rhetorical devices and analogies to help the average intelligent listener feel drawn into the message of the speech. Often extemp speeches can be boring to parent judge because they present a series of quotes from news sources without a compelling story, or without an awareness of what can make the topic interesting and meaningful to that judge. A great extemper should be many things in one: a great story teller, a helpful tour guide, an expert in US or international affairs, a play-by-play sportscaster highlighting the last play, and a witty commentator mixing updates on important news with references to pop culture and movies - in a relevant way.

A solid extemp will always have these strong components:

- solid thesis statement that answers the question
- two to four areas with well-developed subthesis statements, that support the overall thesis
- strong introduction that supports the thesis statement
- tight transition from introduction that shows the extemper knows exactly why he wanted to use that introduction for this question
- mini-intros for each area that highlight the subthesis statement for that area of analysis
- witty phrasing, creative sentence structure, effective pausing and emphasis

THESIS STATEMENT

A great extemp, like a great essay, is built upon a strong thesis statement that is carefully and tightly worded. A rambling or loose thesis statement will result in areas of analysis that ramble or don't answer the question. Even if the extemper does not articulate the entire thesis statement in his speech, formulating the thesis statement will help the entire speech stay on track.

STRONG AREAS OF ANALYSIS

The areas of analysis often follow a boring formula that extempers think they need to follow. In International Extemp, for example, extempers often use the same old areas, like political, economic and military. Sometimes they dress up these areas with bigger words like geopolitical, or even with longer sentences, but the sentences still are the same every round, whether the country is Kenya, Japan or Canada. Strong areas of analysis come from the extemper thinking about what they want to say, and honing down to three parallel areas of analysis that are essential to answer the question. Extempers also often make one area "background", to set up the real analysis, but that takes away from answering the question directly, and any background information needed should only be referenced to prove an important point.

Sub-clauses for background information can be a very effective way of bringing up the needed background, without spending too long on background, or detracting from answering the question. For example, if it's important to note that Japan's banks have loaned out too much money, in order to then understand why Japanese businesses made careless decisions in spending, a nice way to sub-clause this background information would be, "Because Japanese banks loaned money out like it grew on trees, Japanese business never understood how tight capital could be until banks suddenly tightened capital requirements."

This is much more compact, and a better way to explain the relationship, than a sentence, which often will become three or four sentences, explaining the past problems with Japanese banks, when the only reason this is important is to explain Japanese corporate investment trends.

The analysis itself should also try to build the necessary logic and proof to substantiate the points being made, but also give analysis that is beyond the obvious or expected. A great extemper should be able to answer the same question as the previous speaker, but make the average extemper speaking beforehand seem simple and ordinary in their analysis.

MANY-FACETED INTRODUCTION

Too often, the introduction to the extemp speech is a canned joke or story that either is used for any speech about a country, no matter what the question, or sometimes any speech period. Then the extemper tries to make it work for that country. For example, it might be a story about how a past leader tried to bring his country out of economic depression, but failed. However, this approach misses the power and the purpose of an introduction. An amazing introduction to an extemp speech will be all of the following: set up the thesis statement, bring the listener to a particular mindset, entertain the listener because it's a unique way of looking at the question/thesis, and get the listener very interested in why this thesis, and ultimately the speech itself, matters to them and to us as a whole.

The best way to come up with the right introduction is to carefully formulate the tight thesis statement first, then come up with an introduction that best serves this thesis statement. Introductions

about how Russians drink a lot of vodka never really give us insight about any problem in Russia, especially political, whereas if the thesis statement was, “Putin is walking a careful tightrope between steering Russia away from the West, yet not antagonizing important allies”, a nice introduction could be a story in a movie where a crafty character wants to reject a potential love interest, but needs her help in order to save a building. The story line behind this introduction is very relevant to how Putin is thinking and plotting in Russia.

The ideal introduction is both relevant and entertaining. Some of the best introductions don’t necessarily have to be a hilarious story or joke, but can be something subtle that brings out the humor and the revelation behind a thesis statement. It can be a fact directly from a science textbook, a movie, a book, or the latest gossip in E! about Ben Affleck. It’s effective if it brings out the power behind the thesis statement. A well-told story about how black widows eat their mate after mating, could be used to talk about a leader in a war-torn African republic, who uses a powerful opponent to accomplish some important milestone, then turns around and has that opponent jailed.

TRANSITION

Too often the transition from the introduction to the thesis statement is proof that the introduction really had nothing to do with the thesis statement or after an introduction about a US president who gave a bad speech, a transition that says, “That president wished he never gave that speech, just like John Kerry wishes he hadn’t opposed the War on Iraq”, shows how the introduction didn’t help answer the question at all.

A strong transition will show exactly why this introduction was insightful and analogous. It is an opportunity to elaborate concisely and briefly about what the introduction really tells us, and then tie it in to the point the listener should grasp. If the introduction about leading on a lovesick woman shows how people sometimes use others when it’s very useful to their cause, then the transition should also mention how difficult that is when Putin is negotiating with President Bush and Prime Minister Blair. Yet the transition should only be one or two sentences, leading up to the question to be answered, so the extemper must be able to quickly formulate this transition so it is effective and powerful, yet not too wordy or take too long to give. The transition is a very important way that the extemper can separate themselves from others by showing that they not only understand the situation, but can relate why it is important.

MINI-INTROS

In addition to the introduction, the mini-intro is a great opportunity to help the listener understand an important point, as well as entertain the listener with the message through the mini-intro. Before discussing an area of analysis, it is effective to use a shortened anecdote or story, in comparison to the longer introduction, to bring the listener to a certain point. Since the extemper will have transitioned between the end of the previous area of analysis, and the new area of analysis, a dynamic extemper will want to help the listener “shift gears” by bringing them to a different mindset for the new area of analysis. If the extemper just discussed the power-play between the West and Russia in

their agendas for the Ukraine elections, that extemper may next want to explain why the different regions in the Ukraine have deep-rooted loyalties to each candidate. A strong mini-intro, maybe about a similar situation about loyalties, maybe more subtly about how these regions of Ukraine took divergent paths historically, can help the listener grasp the importance of the situation.

In order to come up with just the right mini-intros, the extemper must both be able to pull in a variety of interesting and relevant stories, and be able to tell the story in just the right way. These skills are very different from the expected skills of analyzing foreign policy and domestic politics. I actually have asked my top extempers to watch ESPN SportsCenter, and read ROLLING STONE and SPORTS ILLUSTRATED magazines. While some students would be glad to “have to” watch SportsCenter regularly for a school assignment, the typical extemper often finds this to be the last thing he’d want to watch on TV. Yet ESPN SportsCenter is actually great preparation for extemp, since the sportscasters always introduce a story with some clever witty anecdote that sets up the story. These ESPN sportscasters use the same thought progression as a smart extemper - what’s the thesis I want to draw out, and then, what’s a great story to bring that thesis out.

WITTY PHRASING, CREATIVE SENTENCE STRUCTURE, EFFECTIVE PAUSING

Following all of the above guidelines definitely will result in effective, well-developed extemp speeches that answer the question asked. However, the speech can be more effective by also employing clever techniques to make the speech more interesting and captivating for the listener.

Within the areas of analysis, it can be helpful to make a point by using a memorable way of phrasing the point made. A witty sentence to bring something home to the listener is memorable.

Varying the sentence structure also helps to make the speech more interesting and easier to listen to. Long sentences are difficult to understand, but short sentences with a subclause preceding the main part of the sentence can add to the message at the time.

Pausing can be overly dramatic if used too often or for no purpose, however for the critical parts of the speech, it can be effective. A pause to emphasize a very important point can also convey to the listener that the extemper understands exactly how to drive the point home to the listener.

The combination of these skills and various styles can help an extemper go much further in standing out for the judge and in helping the listener to understand the subtle nuances of the points being made. If more extempers followed these ideas, extemporaneous speaking could be a dynamic event. Even those people who are not particularly interested in current events might want to watch extemp rounds because the extempers are adept at making the analysis relevant and powerful.

Historian's Report

The following information was compiled from minutes and other sources (some from dittos barely legible) from Natalie Weber, Ron Underwood, Mike Gonzalez, and historian Donovan Cummings.

Forty Years Ago.....1964-1965

President - Duane Johnson
Secretary-Treasurer - Ted Moore

State Tournament Results - 1965

Sweepstakes:	First	Mt. Miguel	38 points
	Second	Grossmont	30 points
	Third	Stagg, Stockton	28 points
	Fourth	Edison, Stockton	28 points

State Champions:

Debate - Dick Hyland/ Stu Wahrenbrock - Grossmont HS
Unlimited Oratory - Jeff Wall - McLane HS, Fresno
Girls' Oratory - Charlene Groggin - Lowell HS, San Francisco
Boys' Extem. - Pat Mills - Mt. Miguel HS
Girls' Extemp. - Cathy Cambell - Mt. Miguel HS
Dramatic - Cynthia Avila (*Medea*) - Stagg HS, Stockton
Humorous - Mike Duran (*A Midsummer's Night Dream*)- Coachella
Boys' O.I. - Jeff Brown ("*Stomach Turning Point*" by Jenkin Lloyd Jones, Vital Speeches)- Grossmont HS
Girls' O.I. - Gloria Rodriguez ("*The New Pines*" by Jose Marti, Anthology of Spanish/Amer. Lit.) - Roosevelt, Fresno.
Boys' Impromptu - Dave Reid - Mt. Miguel HS
Girls' Impromptu - Dennis Powell - Western HS, Anaheim.

Total expense for State Tournament, including trophies and medals: \$540.78

At the end of the 1964-1965 school year, the CHSSA financial balance: \$248.73

A motion to establish dues for all schools was defeated.

Council Representatives for NFL District Chairs were eliminated.

Voted for equal Council representation from north and south of the Tehachapis.

Increased League assessment from \$15 per League qualifier to \$30 per qualifier. (If a league qualified three in each event, the league would be assessed \$90.)

The Council's spring meeting was held at the State Tournament. Duty assign- for State were made at that time. Area Chairs of Conference Areas were approved by the Council through the 1965-1966 season; then the Area Chairs would be chosen by the League Presidents. The four Conference Areas were: Bay Area, Valley, Los Angeles, San Diego-Citrus Belt.

The distribution of entries for 1965-1966 were set: eleven per

event for Areas One and Three; ten per event for Areas Two and Four.

A minimum requirement for retention of a State Qualifying Tournament was set: Eight schools competing in each event or twenty schools competing in the tournament as a whole.

Thirty Years Ago....1974-1975

President- Richard Mira, Costa HS
Secretary - Patricia Casteles
State Tournament- California State Polytechnic, Pomona

Proposed Budget: Bulletin (3 issues)/ Constitution.....	\$3,000
State Tournament.....	\$3,250
Total Expenses.....	\$12,000

Council determined that the BULLETIN would take no editorial position without the approval of the CSSC.

Approved change of extemporaneous events from boys' and girls' to International and National.

The CSSC proposed the Area Reps-At-Large be given the responsibility of an extensive public relations program to enhance the statewide prestige of the California State Speech Championship Tournament and its winners. All media to be properly informed before, during, and after the event.

Determined no school code letters would be listed on ballots or postings.
...debaters to use first names only.

School moneys were to be returned to any schools who enrolled other schools. A letter was to be sent stating that it is not our policy to accept money from one school for another school.

Two committees were to be appointed to hear protests. They would alternate duty throughout the tournament. Their decisions would be final. The first committee would be composed of the President and two Area Chairs; the second committee of the Vice-President Activities and the other two Area Chairs...
CHSSA Assessment Forms must include the signatures of the speech instructor/ forensic coach and the school principal.

There was a motion to require "typewritten" manuscripts.

Passed: All contestants shall be accompanied by a certificated personnel or person employed by his/her school district for the duration of the State Tournament.

In expository, items of dress necessary to the presentation may be added during the speech. These must be considered as props and removed as with other props.

Impromptu: The speaker shall remain outside the contest room until time to draw. The speaker must remain in the contest room after he has completed competition in each specific speaking round.

Twenty Years Ago - 1984-1985

President - Jim McDonnel - La Canada HS
Secretary - Bernice Whiteleather
State Tournament - Alhambra High School

Debate sweepstakes were changed to: 14, 12, 10, 8, 6, 6, (8th thru 14th place) 4 points.

A tie for sweepstakes to be broken by counting the most number of firsts; still tied, most seconds; etc.

All topics for extemporaneous speaking to be drawn from articles from 3:00 PM, January 1, to the tournament date.

Voted to return to allowing judges to flow if they choose; strike the section in the By-laws that say no flow.

Topics for Congress:

How can the privacy of American citizens be guaranteed?
How can the electoral process be improved?
How can forms of gambling best be used to raise public revenue?
How can American interests in the Carribean best be served?
How can American health best be improved?
How can teacher performance best be performed?

Fictitious topics/subjects forbidden in expository speaking.

Council determined that State winners be printed in the Fall BULLETIN each year. Selections and subjects to be included.

Change in sweepstakes awards: Ten (first thru tenth) to be awarded.

An award of commendation to the three small entry (four or fewer entries) accumulating the most sweepstakes points.

At this time CHSSA was writing its own Lincoln-Douglas topics; one topic through December 31; new one beginning January 1.



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

Speaking Across the Curriculum
ISBN 1932716009 is available for \$24.95 via:

1) barnesandnoble.com
2) Books International
PO Box 605
Herndon, VA 20172
(703) 661-1500
Fax (703) 661-1501
Email: mgreenwald@sorosny.org

For the DISCUONTEDED PRICE of \$9.98/each:

League Presidents, rather than individual coaches, are asked to order in bulk through Lynette Williamson. If you are interested in getting the discounted price for your coaches or schools, please do the following:

- 1) Ask your coaches and schools how many books to order.
- 2) Email Lynette (db8coach@hotmail.com) with the number of books to order and one central address where all books will be shipped.
- 3) Lynette will contact the book distributor on your behalf (hence the discount) and order the books. She will then return your email with an invoice.
- 4) You send a check and copy of invoice to Books International at the above address.
- 5) The shipment will be sent to the central address for distribution to your league and/or schools.

This book is an excellent resource that puts all of the individual Speaking Across the Curriculum packets into a centralized book. The activities have been refined and updated, so that the latest version of them is in the book. We would hope that once coaches have these that they share them with the various departments at their schools as the purpose of the book is to help infuse speaking in all aspects of the curriculum. The CHSSA Curriculum Committee is currently working on production of video tapes to accompanly the activities in the book.

Motions

From the January 2005 CHSSA Meeting

MOTIONS CONSIDERED BY THE CALIFORNIA STATE SPEECH COUNCIL on September 18, 2004

MOTION TO REVISE BY-LAWS 04-09-A: Willford, 2nd Stockton

Article VI, Section 3, Paragraph B (new next in bold, deleted text stricken):

Nominations must be submitted in writing to the President of the CHSSA ~~by the end of roll call at the Fall Meeting each year.~~ **by November 1st each year.** Nominations may be mailed or delivered personally to the President. Nominations must be submitted on the appropriate form.

Passed: unanimous

MOTION TO REVISE BY-LAWS 04-09-B: Stockton, 2nd Cullen

Article XIII, Section 6, Paragraph A (new next in bold, deleted text stricken):

Twenty-eight members shall be selected for semi-final competition based on low cumulative scores on all judges' ballots in the four preliminary sessions. Ties shall be resolved ~~by the same method used in individual events.~~ with the following criteria:

1. Greatest number of individual judges' firsts, seconds, etc. in all preliminary rounds.

2. If the speakers are still tied and have met in a preliminary round, the tie shall be resolved by the judges' preference in that round.

3. If ties cannot be resolved by the above methods, those tied shall advance to the semi-final round.

Passed: unanimous

MOTION TO REVISE BY-LAWS 04-09-C: Stockton, 2nd Prichard

Article XIII, Section 4, Paragraph D (new next in bold, deleted text stricken):

The Congress Director shall meet with the Congress Committee at the winter CSSC meeting. The Congress Committee shall select ~~12~~ **8** bills/resolutions to be distributed to the coaches of qualified delegates. The Congress Director shall prepare the Student Congress Handbook inclusive of the ~~12~~ **8** selected bills/resolutions and ~~distribute an adequate number to each Area Chairperson by April 1.~~ **The Area Chairperson shall distribute the Handbooks and 12 bills/resolutions to the League Presidents for distribution to League qualifying contestants. have it posted online 30 days prior to the first day of the State Tournament.**

Passed: voce

MOTION TO REVISE BY-LAWS 04-09-D: Stockton, 2nd Fernandes

Article XIII, Section 6, Paragraph E (new next in bold, deleted text stricken):

The two semi-final sessions shall consist of ~~one hour and twenty~~ **ninety** minutes each.

Passed: unanimous

MOTION TO REVISE BY-LAWS 04-09-E: Stockton, 2nd Meredith

Article XIII, Section 8, Paragraph E (new next in bold, deleted text stricken):

Each scorer shall choose 1st through 14th best speaker for each semi-final session and for the final session.

Passed: unanimous

MOTION TO REVISE BY-LAWS 04-09-F: Kamel, 2nd Minick (as amended)

Article IX, Section 6 (new next in bold, deleted text stricken):

Public Forum will be held at the 2005 State Tournament with 32 entries using the April 2005 NFL topic. Each Area will be given 8 entries to be divided amongst their member leagues based on the allocation tables.

Passed: voce

MOTION TO REVISE BY-LAWS 04-09-G: Willford/Wolf, 2nd Underwood

Article IX, Section 1, Paragraph A7 (new next in bold, deleted text stricken):

Finals: For the final contest or the qualifying round at the qualifier, each speaker shall be assigned a position in the speaking order. Drawing shall take place at twelve-minute intervals. Thirty minutes after speaker one has drawn, the last speaker shall enter the contest room. First speaker shall deliver a speech and the last speaker will listen and may take notes. At the conclusion of the first speaker's speech, last speaker ~~shall pose a question of not more than one minute in length.~~ **First speaker shall have two minutes to answer. will cross-examine the first speaker according to the procedure followed at the NFL National Tournament.** Upon the conclusion of the first speaker's answer, last speaker shall return to the prep room and first speaker shall stay to listen and question the second speaker. Second speaker shall question speaker three, etc. Questioners may take notes during the speaker's speech but may not use them in questioning.

Passed: unanimous

MOTION TO REVISE BY-LAWS 04-09-H: Meyers, 2nd Keller-Firestone

Article VIII, Section 1, Paragraph A2 (new next in bold, deleted text stricken):

The CSSC shall determine ~~one year~~ **at least fourteen months** in advance the events which shall be offered at any ~~subsequent~~ **the** State Tournament from among the following:

Tabled and remanded to the Executive Committee, 16-7

MOTION TO REVISE BY-LAWS 04-09-I: Meyers, 2nd Stockton

Article II, Section 4 (new next in bold, deleted text stricken):

For the purpose of conducting meetings and any and all business, the presence of a quorum shall be established at the roll call, which quorum shall be sufficient for the continuance of the meeting and conduct of business until such time as the meeting is adjourned. Should the members present at any time after the establishment of a quorum be fewer than ~~three-fourths~~ **two thirds** of the **total** voting membership **possible**, the meeting may continue at the discretion of a majority of the members present, ~~and but~~ business may **no longer** be conducted ~~provided that a majority or other proper number of the established quorum concur in the passage of motions~~ **until a quorum is re-established.**

Vote: Passed, 18-6

MOTION TO REVISE BY-LAWS 04-09-J: Underwood, 2nd Minick

Article VII, Section 4, Paragraph H3 (new next in bold, deleted text stricken):

No student may participate in more than one individual event at the State Tournament. Should an individual qualify in more than one event, s/he shall choose which qualification s/he shall retain and so inform the League president and/or the Area Chairperson no more than three days after the qualification tournament. This rule does not apply to debate with the exception that a student may not qualify for the State Tournament in both policy debate and Lincoln-Douglas debate. A student may compete in one individual event and one type of debate at the State Tournament. **Students may double enter at the State Tournament in Parliamentary debate and an Individual Event or Public Forum and an Individual Event.** Students in congress at the State Tournament may not compete in either individual events or either type of debate, and vice versa. If an Area Chairperson is not notified of a student's choice of individual events, the Area Chairperson shall select the event for the student and notify the League president of the decision.

Passed: voce

MOTION TO REVISE BY-LAWS 04-09-L: Johnson, 2nd Underwood

Article IX, Section 3, Paragraph D1 (e) (new next in bold, deleted text stricken):

No selection shall be the contestant's own work; the contestant shall suggest the thoughts, emotions, the ideas and the purposes of the author. No costumes or props [the use of something extraneous to the body] ~~with the exception of the intact manuscript~~, shall be permitted in thematic interpretation. Although gestures or pantomime may be used, they should be used with restraint.

Article IX, Section 3, Paragraph D2 (c) (new next in bold, deleted text stricken):

Performance: ~~The thematic selections must be interpreted from a manuscript in the hands of the contestant.~~ Introductory, explanatory, and connective material shall include the name of the author and title of each selection and appropriate source cites, and must be delivered in the contestant's own words.

Remanded to the Individual Events Committee

MOTION TO REVISE BY-LAWS 04-09-N: Johnson, 2nd Jardine

Article XI, Section 4, Paragraph E (new next in bold, deleted text stricken):

E. Prompt Commencement of Round; No Discussion of Judging Philosophy.

1. The Round will commence within five minutes after all debaters and judges have arrived in the room. If any debater(s) is/are responsible for any delay beyond five minutes, the judge(s) will warn that/those debater(s) that the round must begin and that the judge(s) will commence to time the delay and that any delay time will be deducted from the first constructive speech of the participant(s) responsible for the infraction. The Judge(s) shall deduct the computed time consistent with the warning if the offending party(ies) has/have not immediately completed preparation to allow the round to begin. If both sides are responsible for delay both sides will be given the same warning and shall both be subject to the same penalty pursuant to the foregoing terms.

2. Students shall not ask for disclosure at any time, and judges shall not disclose, judging philosophy or judging "paradigm". Any time expended by a student in asking for judging philosophy or "paradigm", either before, during, or after, the five minute set up time, shall be warned that any further effort to address judging philosophy will be timed and deducted from the first constructive speech of the participant responsible for the infraction. The Judge(s) shall deduct the computed time consistent with the warning if the offending party continues such inquiry. If both sides are responsible for an infraction of this provision, then both sides will be given the same warning and shall both be subject to the same penalty pursuant to the foregoing terms.

Fails: voce

MOTION Prichard, 2nd Willford: that the Curriculum Committee be allowed an extra day at the Jan meeting in SD, and that they be given an amount of no more than \$1500 for the purpose of constructing instructional and educational tapes for the good of the organization.

Passed: unanimous

MOTION Underwood, 2nd Minick: "At the State Championship Tournament, sweepstakes points should be awarded for Public Forum and Parliamentary Debate"

Referred to the Debate Committee

MOTION Johnson, 2nd Underwood: to accept the proposed cover sheet. (appended)

Tabled, issue referred to ad hoc committee consisting of the following members: Chair: Kamel; Members: Marcucilli, Stockton, Chertock, Johnson, Barenbaum, Jardine.



The 2005 CHSSA State Championship Speech Tournament Program AD RESERVATION FORM

School/Speech Association: _____

Contact: _____

Address: _____

City: _____ Zip: _____

Phone: _____

Ad Size (check size): *Full page (\$225)* _____ *Half page (\$125)* _____
 Quarter page (\$75) _____ *Business card (\$50)* _____

(Check all that apply)

- _____ Same ad as last year.
- _____ Same ad as last year with changes, see attached.
- _____ New ad, camera-ready, enclosed.
- _____ New ad, see attached, needs typesetting.
- _____ Black-and-white picture(s) with ad (*add \$25 for half-toning, which makes pictures look right.*)

Ad reservations MUST be received by April 8, 2005

Please mail to: **CHSSA State Speech Tournament Program**
 c/o DUNBAR PROMOTIONS & PUBLICATIONS
 1549 Ullrey Avenue, Escalon, CA 95320

Questions? Please call! (209) 480-1428
Or E-mail your question or ad reservation to: Songbird61@AOL.com

CHSSA
Lincoln High School
6844 Alexandria Place
Stockton, CA 95207

PRE-SORTED
STANDARD
U.S. POSTAGE
PAID
Stockton, CA
Permit No. 22

