

This is the May 2007
edition of the
CHSSA BULLETIN

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California Speech Bulletin

California High School Speech Association

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CHSSA MISSION STATEMENT

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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

Consider this my official letter of resignation. I actually think I've been resigned to this for several months, and have just been unwilling to completely sever myself from that which has been so much a part of my life for so many years, both professionally and personally. After 20 years, which on the one hand seems like a long time, but when compared to those whom I consider my mentors, Andara Macdonald, Ron Underwood, Donovan Cummings Debbie Simon, Gay Brasher, Randy McCutcheon, it is but a short time, and now it is time that I move on. The last few years not coaching have allowed me time to follow some other pursuits and, as I move further from the competitive side of the profession, it is becoming harder to keep my focus on the activities that drive this organization.

Over the years I have enjoyed working on the curriculum committee and feel that I have contributed some small part to keeping speech a viable activity across the curriculum. I have enjoyed writing for the Bulletin, and even the long hours in IE tab or running judges at State because all of these have provided rich experiences that have made me a better person.

Speech itself is a passion and that spills over into life outside the competitive realm. I have seen this in both competitors and coaches. As former competitors become leading national figures, like Myisha Patterson who competed for me in LD and interps in the 90s and who is now the NAACP National Health Coordinator, or lawyers, or teachers or coaches, they continue to be passionate about their careers and their lives and they all remain exceptional communicators. I recently attended a wedding of a former competitor who fifteen years ago attended State and Nationals. In some ways it was like stepping back in time as Emily, Troy, Alisha, Andrea and I reminisced about those 5:45 AM bus trips and debate rounds. They are all still close friends and still believe that their speech experience was one of the best and most rewarding in which they could have participated.

I know that there are thousands and thousands of former competitors out there who are in better positions, jobs, lives due to the training they received at the hands of those of you who are dedicated professionals. Over the years, I have lauded your accomplishments, and I have to say, even though I know what the job requires and have done it myself, I am in awe of all of you for continuing to uphold such a high level of excellence in the face of growing adversity of budget cuts, emphasis on test scores, lack of support by administrators and fewer and fewer teachers willing to come in to coaching due to the long hours, long weekends, and short pay.

I would like to thank all of those who have helped to make the past 20 years so memorable. I would like to thank the council, both present and past, who have helped to make my job as league president, area chair, VP Activities, curriculum rep and editor much easier. Though I do not miss the early morning busses, and I won't miss the deadlines and paperwork, I will miss every wonderful person (too numerous to list here) who has made my life richer for his/her friendship, compassion, and wisdom.

My hat is off to all of you as I hang up my hat!

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 (kmeredith@lusc.net) or snail-mail (Lincoln High School, 6844 Alexandria Place, Stockton, CA 95207).

From CHSSA President Sharon Prefontaine

Thanks for the memories....

Dear Colleagues,

As another season of speech and debate ends, it is time to remember that, as exhausted as we may be, we have the privilege of doing something we love for students who love it, too. And, through it all, we continue to learn. Hopefully, part of what we learn is brand new and part of what we learn is a new and better way to do something we've done before. As for my first year as CHSSA president, I've learned, too – my learning was more the kind that Mark Twain describes: “A man [or woman] who carries a cat by the tail learns something he can learn in no other way.” I've learned and hope to carry those lessons on into next year. For now, we must celebrate the good deeds that so many have done on behalf of the students.

ORCHIDS GO TO....

- Suzanne Munsell, Andara MacDonald, Greg Osborn, David Chamberlain, Karen Barry, Bob Stockton and the rest of the team who gave endless hours to the success of the 2007 State Championship.
- Sal Tinejero and Fullerton High School for welcoming CHSSA to their site and providing spectacular effects for an awesome awards ceremony. A special orchid to the Culinary Arts students who provided such good meals (and desserts!).
- Dr. Doug Kresee at Fullerton Junior College for providing more rooms and for being “on-call” during the entire tournament.
- Andara MacDonald who is resigning as chair of Area IV to take care of her family and herself. We cannot thank her enough for her unwavering dedication to CHSSA and the work she has done. She has been a great friend and our thoughts will be with her. Thanks, Andara, for all you've done and all you are.
- To Greg Munsell whose touching and accurate description of Hall of Fame recipient, Suzanne Munsell, his wife, was a highlight of the awards program as was her heartfelt acceptance speech. Congratulations, Suzanne!
- The Area I and II chairs, Shirley Keller and Linda Darling, who stayed the whole tournament at the information desk to help those who needed information.
- Donovan Cummings whose beautiful tributes to Sandy Berman and Ernie Poletti graced the pages of the program for the state tournament.
- Carmendale Fernandes for making arrangements with hotels to take huge numbers of teenagers.
- Natalie Weber for arranging a dinner dance with excellent food and music that the students liked.
- Nermin Kamel for her boundless effort in streamlining registration and handling dispassionately the endless details of the State tournament.
- Rita Prichard and Eugene Kolkey for hours of effort to get just the right film for a DVD about Student Congress to be distributed to CHSSA members.
- Chuck Ballingall, Karen Meredith, Derek Yuill, Bob Stockton and Dave Matley for keeping things moving in the debate, IE, and Congress tab rooms.
- Neil Barenbaum for sitting for a whole day to write refund checks for judging fees – and bringing his wife to help!
- Karen Meredith who produced, virtually single-handedly, quality publications as editor of the CHSSA Bulletin for so many years and who has announced her well-earned retirement from that job.
- All of the students for whom speech and debate is a passion.
- All of the coaches, volunteer judges, and parents who donate the long hours to make speech and debate competition possible.

Let us continue in the next season to work toward the goal of improving the status of high school speech education throughout the state.

Sincerely,

Sharon Prefontaine
President, CHSSA, 2007

"Why did I do it?"

by Andara Macdonald

Dear California Speech Council,

In 1995, when you honored me by voting me into the CHSSA Hall of Fame, I wrote a speech for the induction with the title "Why *do* I do it." Today, I find myself writing "Why *did* I do it." After a 45 year involvement in speech competition and coaching, it is time for me to retire from the council and possibly from coaching. It is time for me to take care of myself and my family.

In 1995, I spoke of how the awards won were not the important things; it was the people I had encountered on the journey that kept me involved in the endeavor for better than half of my life. That has not changed. In my 37 year involvement with CHSSA, the people have been and will remain the important things. I have made life long friends because of this organization. Some of them are sitting around this table today. I thank you for your friendship and want you to know that I will always treasure the time we have spent in the pursuit of speaking excellence. You are a group of honorable people who have the interest of their students at heart, who never lose site of the fact that you are here for and because of your students. I hope this vision never wavers. You and my students are the reason I have spent better than two thirds of my life with competitive speaking.

Thank you CHSSA members, both past and present, for making me a better person. I will miss you and think of all of you often.

If you will allow me to once again quote the Great Russian writer Dostoevsky who put it better than I ever could in his work *The Brothers Karamazov*. After spending long days at school together, Karamazov remarks to his brothers: "We shall soon part ... and whatever happens to us later in life... if we attain great honor or fall into utter despair let us remember how good it was once here when we were all together united by a good and kind feeling that made us for the time we were here perhaps better than we are."

Sincerely
Andara Macdonald, Ph.D.
CHSSA Past President
Hall of Fame Member

Keeping discourse civil

Editorial in The Stockton Record, April 19, 2007

As we endure the ongoing decline of civil discourse in these partisan and polarized times, there is at least some hope:

High school speech and debate.

While pundits natter on about foul-mouthed shock jocks and yell and scream at each other under the guise of reasoned discussion, many young Americans spend their school year learning how to think and express themselves clearly, concisely and reasonably.

They have to be articulate, humorous, dramatic and expositive. They have to create, advocate, orate, interpret, think very quickly and be able to convincingly argue both sides of complicated issues.

It's an extracurricular activity that enhances self-esteem, self-expression, public poise and high school learning and provides a solid foundation for higher education and successful lives and careers.

Unfortunately, not all students are afforded the opportunity.

Sadly, competitive speech and debate are low priorities at too many high schools. It's not even offered at too many others. Sometimes, students try to start teams on their own.

The speech budget for this year at one Stockton high school? \$600. And administrators tried to reduce that.

Too often, the tireless dedication and energy of one individual - a teacher or adviser - is required to create and develop a speech-and-debate program. When there is no such individual, there is no program.

You won't see that happening with basketball or football.

This weekend, California's best high school speech-and-debate students are competing in the state championships in Fullerton.

Thirty of them are from San Joaquin County schools.

It's reassuring to know so many young people still are being exposed to critical thinking and rational, reasoned discourse.

There's still hope.

Focusing on the Good Things

by Roey Rahmil
Santa Clara University

With all that's gone on recently, it's difficult to pick out a single most important issue and dispassionately argue it. With this column, I'm hoping to give you a glimpse into a world you may not be familiar with — a little segment of high school society in which genuinely good people do genuinely good things. So let me set the scene:

The auditorium was packed. Nervous chatter dominated the air. Suddenly, triumphant music drowned out the crowd's murmurs. The curtain rose, and hundreds of trophies gleamed in the bright stage lights. The crowd went silent as the awards ceremony of the California State Speech Tournament began.

For the next two hours, hardworking high school students and their devoted coaches — many of them full-time teachers — received awards for dramatic monologues, extemporaneous speeches and impassioned debates they had been perfecting all year.

After the ceremony, almost everyone headed straight to a hotel ballroom for a dinner and dance; some took advantage of the disc jockey (creating awkward high school dance moments) while others, exhausted from three days of nonstop work, sat and talked quietly.

I've been coaching high school speech and debate for four years. I spent last weekend in Orange County judging rounds, tabulating results, giving reassuring advice and shuttling my students to and from our hotel. Apparently, sleeping was not on the agenda. And through it all, I was happy to be there.

The dozens of professional teachers who made the tournament possible deserve praise. They give significant portions of their lives — often for laughably little, if any, extra pay — to help students excel. Some have been involved with the activity for almost 50 years. They work tirelessly and often thanklessly, but they know that what they do can change people's lives. Thanks to their efforts, students find new interests and new motivation that will shape the rest of their lives.

Last week was hard. In the wake of the Virginia Tech tragedy, we all tried to make sense of an intrinsically irrational act. This proved to be a futile enterprise. The attendant frustration spilled over into policy debates about gun control, mental health policies and media ethics. These are important issues, and we need to talk about them. But if we only do so in the context of tragedy, I fear that we will never come to sound, workable conclusions, for our judgments will be surrounded by the powerful emotions we are all feeling.

So while we sort through the tragedy, I think it might be helpful to focus, if just for a moment, on other things — in this case, by highlighting one of the good things that happens every day.

Roey Rahmil is a senior political science and philosophy double major.



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Donovan Orvis Cummings

CHSSA “Founders Hall of Fame” – 1987
NFL Hall of Fame – 1988

Although I was present, I have no personal memory of these early life facts: I was born premature in the hospital in Rice Lake, Wisconsin. Since there were no incubators, I was kept alive and warm with canning jars wrapped in towels and filled with hot water. I was named Donovan after a character in a story my mother had been reading; Orvis was the name of the son of my parents’ best friends. At the time of my birth, my father Tracy was a farmer and my mother Martha, a housewife. I didn’t know it on March 29, 1934, but I could have earned the average wage of \$1,601, and then I could have purchased a new car for \$625, a gallon of gas for ten cents, and a loaf of bread for eight cents. A new house was available for \$3,400.

My early years were spent on farms in northern Wisconsin. Both my mother and father had been teachers. (They had graduated from Wisconsin State Teachers College in Eau Claire; my father had been born in Chetek, Wisconsin, and my mother had been born in Humbird, Wisconsin. The 1985 NFL Nationals were held on the same campus known as a University of Wisconsin site.) My father had left teaching with the hopes of making a fortune raising sheep. Unfortunately, a disease depleted the herd. Those early years of my life gave me experiences that would never be forgotten: pumping water from a well for a bath that would be heated on a wood burning stove, lighting kerosene lamps in the evening, using the “outhouse,” learning to milk a cow by hand, using a warm milk and bread poultice to draw out a sliver or using pine pitch on an open wound.

My parents returned to teaching when they moved to Kenosha, Wisconsin, a city on the shores of Lake Michigan between Milwaukee and Chicago. My father taught social studies at a junior high (the same one I later attended where he was one of my teachers) during the school day, worked as a clerk at Sears after school, and then worked on airplane motors in the factory producing motors for World War II fighters. My mother taught grade school during the day and worked as a clerk at Montgomery Wards after school.

I suspect my flair for performance came from my mother. She was continually having her students produce programs for the parents. I became involved at junior high where I participated in the school play productions. My favorite role was the lead in *Rip Van Winkle*. My forensic life began when I entered Kenosha High School (actually named Mary D. Bradford High).

MY CARRER AS A SPEECH TEACHER AND SPEECH COACH WAS INSPIRED BY THE EXPERIENCES I HAD IN HIGH SCHOOL

My high school coach was John Davies (one of the original NFL Hall of Fame inductees 1978). The competitive season in Wisconsin was only in debate. I remember that my first debates were held after school one day at St. Catherine’s High School in Racine; it was not the most positive experience of my life; my partner and I were defeated mercilessly by our opponents. Yet, I loved debate and was determined to become a winner. I became an NFL member in December, 1949. My father consistently drove my parents and me to out-of-town tournaments and then served as a judge. Because the 1950 National Tournament was held at my high school, we were permitted to enter. We went 2-2 debating Resolved: the President of the United States should be elected by the direct vote of the people. As a junior I qualified in dramatic for the National Tournament held at Pepperdine. (Selection: “The American Way” by Kaufman and Hart.) I placed eighth. Many, many years later, Joe Lagnese, one of our CHSSA Hall of Famers, told me he had judged me at Pepperdine.

In my senior year, I qualified for the Nationals at Boston University – the events: team debate, boys’ extemporaneous speaking, and original oratory. The final debate round of the National Qualifying Tournament was broadcast on a radio station in Milwaukee; I believe the opponent was Marquette. The topic – Resolved that all American citizens should be subject to conscription for essential services in time of war. During the spring before Nationals, I was one of three students featured in the April, 1952, ROSTRUM. At Nationals, contestants were guaranteed only two rounds in an event; I made it beyond preliminaries in all three events. (One of my extemp. topics: Should Alaska become a state?) My partner and I placed third in team debate, losing a 2-1 decision in the semis. My team members and I, disappointed because we had not made the finals, went to a burlesque theatre in the evening. (The award for third in debate was a medal smaller than a fifty-cent piece.)

In the September, 1952, ROSTRUM, in the article “Convention Tail-Lights,” it was noted: “Donovan Cummings of Kenosha had a rough time Thursday afternoon trying to appear in Debate, Extemp, and Oratory in successive rounds. He made it in all but the semi-final Extemp round and that put him out of the contest. He was still high point man in the 1952 National. (My point total was 129. At the end of my senior year, I had 649 points, eighth in the country. The number of points a student could earn in non – NFL tournaments was very limited; only two rounds were guaranteed in an event at Nationals.) I received a note from Bruno Jacob, Executive-Secretary of NFL, indicating I would be the last student permitted to compete in three main events at Nationals.

My under-graduate work was done at Northwestern University. I tried out (yes, they had try-outs) for the debate team and was chosen. I did not, however, debate in college. I was taking courses in the oral interpretation department in the School of Speech. I was influenced by Charlotte Lee and in love with interp performances on campus. I was graduated with a bachelor of science degree in speech education. My practice teaching was done at New Trier High School in Winnetka,

Illinois. My first hand teaching position was at North Chicago Community High School in North Chicago. I taught English, drama and speech and directed the school's productions. The school did not belong to any speech league; I was in the process of getting the school involved in competitive speech when I decided to move to California.

I accepted a teaching position at Edison Senior High school in Stockton, in the fall of 1959. During the years at Edison, I coached the speech team and at one time or another taught English, drama, and student government. When the speech coach at Amos Alonzo Stagg High School resigned, I volunteered to coach at Stagg as well as Edison... at least until the District found a coach. That was in 1976; I was still coaching at both schools when I retired in 1997. For a year and a half, I also coached Franklin High School.

Teaching in Stockton was a totally new experience in my life: working with minority students that constituted the majority of the school enrollment. There were no minority students in my high school; I had seen a Negro mechanic at a garage near my home and an Oriental couple who ran a laundry in Kenosha. (Italians were the Kenosha "minority.") My first Negro students were among a very small minority in North Chicago. When I arrived in Stockton, I rented an apartment; I purchased food at a neighborhood grocery. The owners asked me where I was going to teach; when I told them at Edison, they warned me to watch out for the razor blades the Mexican girls hid in their beehive hairdos. Well, from the beginning of my years at Edison to the end, the Afro-American, Asian (including Japanese, Chinese, Filipino, Vietnamese, Cambodian, Laotian, Samoan), Latino, white students and parents enriched my life beyond anything I could have done for any one of them. What dedicated contestants, too!!!

THERE'S A MISCONCEPTION THAT I WAS PRIMARILY SUCCESSFUL AS A COACH IN INTERPRETIVE EVENTS. I suppose that came about because I had two National Champions in Dramatic Interpretation by the end of ten years of coaching. In reality, over the years, I had State Finalists in every event except congress and team debate. Included among those finalists were two firsts and three seconds in original oratory, a first and fourth in original advocacy, two firsts and two thirds in Lincoln-Douglas debate, a first and three seconds in dramatic interpretation. At Nationals, I coached two third place orators, a first place expository speaker and a sixth place impromptu speaker. A congress entry was elected permanent presiding officer. My Edison teams placed third twice and fourth once in State Tournament Sweepstakes; my Stagg team placed fourth in overall sweepstakes and first twice in limited entry sweepstakes at State. One Edison team placed second in sweepstakes at the Berkeley Invitational.

OFFICIAL PARTICIPATION IN THE CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION. It was my pleasure to serve in a variety of offices during my coaching years. I was president of the Yosemite Forensic League. I became a voting member of the Council in 1963 and have remained a voting member since. (That's the longest tenure as a voting member

since our beginning in 1958. Carmendale Fernandes has been a Council member from the beginning; however, she served as ACSA liaison for a few years, which was a non-voting position.) As a Council member I served in a variety of offices: Area Two Chairperson, Bulletin editor, Curriculum Coordinator, Vice President – Curriculum, Vice President – Activities, President, Historian. (I served three years as president – 1969-1972; four years – 1986-1990). What an enormous honor and privilege to have had all those years to contribute directly to speech in California.

PARTICIPATION IN NATIONAL FORENSIC LEAGUE BEYOND COACHING. I had the opportunity to participate in a variety of positions. I was a member of the Lincoln-Douglas Wording Committee. I was a member of the committee that interviewed candidates for the position of Executive-Secretary (we recommended James Copeland.) Natalie Weber (CHSSA and NFL Halls of Fame member) and I chaired the Barclay Tapes Committee that met with outstanding coaches from throughout the country to determine the "educational" tapes should include. I served on the CARE Committee (Coaching Attraction, Retention, Education) which began developing some outstanding ideas for coaching; some loss of funds kept us from completing our task.

Of course, the most important achievement was the writing and "selling" of the speech tab procedure currently used by NFL Nationals. (Prior to the adoption of the system, students were NOT guaranteed six rounds. A student competed until he/she had two "downs" – a rank in the lower half of a panel. The competition continued until there were no more than seven nor fewer than four for finals. There was no way to guarantee how many rounds would be needed to reach finals and the number of rounds might be different in different events.) Tom Montgomery and I wrote the basic system now used at Nationals – a guarantee of six rounds and a set of "out" rounds. It was Tom's suggestion that a contestant be guaranteed two more rounds of competition after each break (after rounds 6,8, 10) with the final round being Round 13. We, of course, believed ranks from rounds 1-13 should count; that later was changed by Council; now only "out" rounds count in determining the National Champion. Tom and I believed new paneling should be done after each round. It took only one year to prove that would be an impossible task for tab; so the first six rounds are pre-set; "out" rounds paneled to be balanced. We suggested that awards should begin with the "out" rounds. I took our proposal to the NFL conference in Minneapolis. It was received with favor. Following adoption, Tom and I chaired the speech tab room until Tom passed away after the Salt Lake City Nationals. I wrote the District Tournament California Plan that we now use at Districts; the plan is based on our California State Tournament procedures.

A FEW UNUSUAL EXPERIENCES.....

Of course, all coaches have had many experiences that are unique. Those I include here are only a few among many. My first National Champion was Albertha Hillmon; her selection was "See How They Run" by Mary Elizabeth Vroman. Albertha was the first African-American to win an interpretation event;

only the second Black to win any event. The tournament was at San Diego University; students roomed in dorms; I was told the coach of Albertha's roommate was not happy her student had to room with a Black. In 1963, Marian Mellgren (Stagg coach) and I drove to Nationals with students. The tournament was held at Rice University in Houston; the evening we arrived, the dorms were not ready; since I had a Black student with me, we were advised we could get rooms only in downtown hotels. When we returned to California, I had arranged with my brother in Las Vegas to get us motel rooms. The morning following, we decided not to continue our trip because the temperature was over 100 and we had no air conditioning. We stopped at a hotel on the way out of Vegas; rented rooms; the students went to the pool. I soon had a call from the front desk: "Is that N..... with you? If he is, get out of here as quickly as you can !!!" My student, Booker Guyton, later became a speech communications teacher at Delta College and at one time president of the Stockton Unified School District Board. Exactly twenty years after Booker qualified for Nationals, his son qualified for Nationals.

In 1968, my contestant Ruben Delgado won Nationals in dramatic Interpretation doing a selection from *The Subject Was Roses*. On the day of the finals, Ruben and I were caught in a drenching downpour; he had to perform in a soaked outfit. That year the National Champions were given a free trip to Europe, the trip did not include the coaches.

WHAT AN HONOR TO KNOW THEM.....

Belonging to the Council and coaching in California have provided me with the opportunity to know innumerable outstanding oral communication teachers/coaches. If I were to list all of them, the list would cover many pages. I am going to name several of them; I realize that is taking the chance that if the reader's name is not on the list, I do not have the highest respect for you. Not true!

Unlike most teachers who have close friends in their own school and community, my most important friends have been among coaches. (These are not in any particular order.) Tom Montgomery, former Lodi coach, was a confidant and fierce competitor. Gay Brasher, Leland High, has shared personal and professional highs and lows; we have called each other more times than anyone could guess. Her successes as a coach are superb! Tommie Lindsey's (of Logan High, Union City) successes are overwhelming; he is number one for me as a coach; and Tommie shares his feelings frequently with me. John Cardoza, Carondelet High, has been one of my closest friends for years. I have seen no one better at handling student emergencies at tournaments; John is responsible for the individual events ballots we use; he is responsible for bringing the State Tournament into the 21st Century. No other CHSSA president served for six consecutive years. Carmendale Fernandes, Fremont, has been a friend for more than thirty years; she encouraged me to run for president both in 1969 and 1986; she always shows special concern for my welfare. Barbara Ferreira, Modesto High, made attending a Yosemite Forensic League tournament a pleasure just to have a chance to share ideas with her.

Every CHSSA Hall of Fame member I had the pleasure of knowing made my life better. Every individual coach who served in speech tab at Nationals with Tom Montgomery and me, made me feel better informed about speech across the country.... And what marvelous individuals each one was.

In California, I have had special admiration for certain individuals: Ron Underwood, Beyer High in Modesto, accumulated more NFL points than any other coach in the country; the amazing feat is he coached all events; he had no assistant coaches (except his wife Sharon who did all of the NFL points for his students). Larry Smith, Hoover High in Fresno, wrote more helpful articles for our Bulletin than any other coach. Natalie Weber, Homestead High in Sunnyvale, was a leader in getting the Council to develop curriculum. In recent years, Shirley Keller-Firestone, Sharon Prefontaine, Lynette Williamson, Rita Prichard, and Karen Glahn-Meredith have written, promoted, and published curriculum that is exceptional.

On the National level, I have had the highest respect for James Copeland. I even liked all of his jokes; I admired his speaking skills. I found working with Jim a challenge and a pleasure; he did much to save NFL at a crucial time in its history. I especially appreciated the friendship extended to me from Frank Sferra and Don Crabtree of the NFL Council. Many years ago, one of the top teams in California was coached by Deborah Simon at Lincoln High School in Stockton; she moved to teach and coach at Milton Academy in Massachusetts; she has remained a close friend across the miles; she continues to coach at the highest level!

POST RETIREMENT INVOLVEMENTS

Since retiring in 1997, I have taught speech to Migrant Education students in San Joaquin County. Eager learners. The students come from several high schools; many do not have speech teams and do not belong to CHSSA or NFL; thus the students can't compete. What a shame!

I also returned to Stockton Civic Theatre; the theatre is more than fifty years old in presenting productions. In the 1960's and 1970's, I directed more than a dozen productions and acted in several others. Since retiring, I have directed such shows as *One Flew Over The Cuckoo's Nest*, *Fences*, and *Proposals*. I have acted in the *Fantasticks* and played the lead in *A Christmas Carol*. (During the '70's, I directed the Black Theatre productions – including *No Place To Be Somebody* and *The River Niger* – at San Joaquin Delta College.)

WOULD I DO IT ALL OVER AGAIN?

The answer is emphatically YES !!! When I was in high school and when I began college, I had not decided on my future. As a result of being highly active in my Methodist church, I contemplated becoming a minister. My debating encouraged me to consider law. When I was a teenager, I worked a lot with younger children, especially doing dramatic productions. Maybe grade school teacher would be rewarding. Fortunately, the whole high school competitive experiences dominated... I chose teaching and eventually coaching. BRILLIANT DECISION !!! I CANNOT CONCEIVE OF ANY PROFESSION MORE REWARDING !! Beautiful students, caring parents, brilliant coaching friends !

Great Communicator— Carmendale Fernandes is still influencing her former students

By Cody Kraatz, *Cupertino Sun*

“My students have said to me that they live by the outline,” says Carmendale Fernandes, 82. “They eat by the outline and they speak by the outline.”

The longtime speech and debate coach hammered organization, preparation and planning into their young minds, and it stuck.

For Fernandes, in the outline she lives by, there is no room for a listless retirement and no time to slow down.

Those who know Fernandes say her assertive, brisk conversation commands as much attention as it did when she coached speech and debate at Fremont High School for 40 years. She retired in 1988.

“She’s alive and kicking and just as feisty as she was when we were back in school,” says Mark Utley, a local lawyer who graduated from Fremont in 1967 after four years on the debate, or forensics, team. He compares her style to the Socratic method he encountered at law school.

“She was very much a person who tried to teach with a little bit of respect and a little bit of fear. If you weren’t on top of your game, she was going to rip you apart.”

Speech and debate was crucial for him and other students, he says. It was a time when they developed a lot of the self-confidence and abilities they use personally and professionally today, many as lawyers, judges, teachers, writers and politicians.

“[Speech and debate] didn’t drive me to want to be an elected official. But definitely being able to speak extemporaneously and gather your thoughts on the spur of the moment was one of the biggest assets where I ended up,” says Sandy James, a former Cupertino city councilwoman and two-time mayor.

Fernandes, the only woman to ever be president of the National Forensic League and one of the first people inducted into its hall of fame, pushed James to get into speech and debate during her senior year at Fremont, and she competed in debate, and extemporaneous speaking. James says she became comfortable speaking in front of any size group or in a CEO or governor’s office.

“She has this thing she does,” says James fondly, but with a hint of the trepidation held over from high school. Fernandes used to take notes on her students’ performance during competitions, and started doing it again when James ran for city council.

“The most dramatic thing she ever said was at the last state of the city speech I did in 2004,” says James. Fernandes, whom she honored in her speech, sat at her table that night, and she still remembers her teacher’s praise after the speech.

“I sat down and she reached over and handed me this little piece of white paper, and I opened it up and it was blank. She said she wouldn’t have changed a thing. It was like the biggest compliment I ever got from her.”

James kept that piece of paper to remember the moment.

Reunited

“A lot of my friends came out of the program, some of my best friends,” says Utley. A friend from the Fremont team was the best man at his wedding.

Several years ago, Utley decided an all-class Fremont speech and debate reunion was in order and spent three years tracking down and calling former students to assemble a database of contacts. But he knew one person would be essential.

“No reunion was going to be complete without her. She was the glue,” he says of Fernandes. So in 2003 he brought her on board. She helped a lot with the planning of the reunion at the San Jose Hyatt, something she does regularly as a volunteer for the California High School Speech Association.

The reunion in April 2005 naturally turned into a celebration of how much her teaching had affected the minds and lives of the 65 or so people who came. Many showed up because they knew she would be there, says Utley.

Fernandes has a legacy that is not forgotten among current speech and debate coaches, some of whom worked with her and know her personally.

“Everybody feared Fremont-everybody,” said Shirley Keller-Firestone, speech and debate coach at Homestead High School. She started her teaching career at Fremont in 1963 as Fernandes’ assistant speech coach.

After Fernandes left, the school went through several coaches. The size and success of Fremont speech and debate teams fluctuated along with the changes in coaching and team make-up.

“She was probably the most successful coach at Fremont High School. She had an extremely big program that was extremely successful for a number of years,” says Sheila McKay, the current speech and debate club coach at Fremont. When a popular coach leaves, it takes students awhile to get used to a new, perhaps less experienced coach, she says.

“They kind of cycle. Sometimes they do extremely well, then they sort of level off, then they get smaller.” The club is a lot smaller than it was when Fernandes was running it, but it can boast some nationally ranked debate teams in recent years.

“We have people competing, and competing successfully,” says McKay.

Speak and learn

Fernandes sees speech and debate as a robust foundation for many other academic and professional pursuits and is not surprised her former students became highly successful.

“They’re pretty secure about what they’re going to say. They can get up and express themselves, while other people just sit there and they go home frustrated,” she says.

Fernandes’ favorite type of public speaking is extemporaneous speech and debate, in which a speaker is given a topic and a short amount of time to prepare before they debate. It requires a lot of reading and keeping up on current events.

“That’s what kept me aware. I often tell students that’s what keeps you alert.”

She travels a lot, but keeps up on local, national and international news by reading Google News, *the San Jose Mercury News* website and *U.S. News and World Report* regularly.

She has checked off Japan, China, Africa, Europe, Puerto Rico, Australia and New Zealand from her list. A trip to Russia may be in her plans, and she can't get enough of the northern Italian lake country or the French countryside.

Besides teaching at Fremont and various university summer school programs around the country, Fernandes has worked as a consultant to business groups and real estate agents. She has helped Lockheed Martin engineers present the results of their research, a notorious public speaking challenge, she says.

She continues consulting, and for four years has augmented her social life at the Cupertino De Oro Club, where local women in the community meet regularly in an old school building on Homestead Road near De Anza Boulevard. They gather for tea, lectures and cultural programs.

Classical music plays softly in Fernandes' Cupertino apartment, revealing its continuing presence among her passions. She studied at the Carmel Summer School of Music in 1942 just before she enrolled at San Jose State University.

"I originally wanted to be a director. I like the classics, but I love musicals," she says. She directed theatrical productions and musicals at Fremont before she started coaching full time.

She came from her hometown of Turlock to study music, but soon changed her mind and decided she wanted to be a lawyer. The major law schools were not receptive to women at the time, she says. She harbors no bitterness, because she found speech and debate and started teaching locally after she graduated in 1946.

Scene Change

Students may be different now, but what makes the real difference in high school forensics today is what Fernandes sees as a decrease in parent involvement from when she was teaching. McKay explains that these days not all parents can afford to give up weekends to volunteer as debate judges, either because of work or having other children at home.

The fact that some parents are not native English speakers and the students speak another language at home can also pose a challenge. But this only serves to help speech and debate students, who are usually high achievers already and that much more driven to succeed. And, they can speak and debate in multiple languages.

"Speech classes help them learn English because they have pressure, because they have to," says Fernandes. So when it comes time to express themselves in writing, they have learned how to organize information and can transfer what they've learned into writing, she says.

McKay agrees that many students find the ability to organize their thoughts is helpful when they have to organize short essays for the written part of the SATs. The Fremont team has two English-language learners right now. McKay says students who are learning English should have a chance to speak out and be heard.

"The club is open to anyone. People can use it for whatever they want. They never have to compete if they don't want to."

IE, DEBATE, AND CONGRESS, OH MY!

(Reflections on the state tournament, 2007)
by Linda Darling, Area II Chair

As I sit at the help desk, waiting for the last round to come back, I find myself at a crossroads. It is 10:20 on Saturday night; I've been here since 7:30 this morning; the round just got out, and, barring any problems, we still have an hour to go...

I wonder why I'm here. I could be home in my nice warm bed, with my new cat; I could have graded research papers, put away books, or rearranged knick-knacks; I could have slept.

Instead, I sit here on 4 hours of sleep in the past 2 days, freezing my tail off, dealing with inane idiotic teenagers, inane idiotic adults, with stupid questions. We are all punchy, exhausted, and sick to death of hassles.

Why am I here? I see the future of the world; I see doctors, lawyers, teachers, engineers, Nobel Prize winners; I see presidents, congress people, college professors, and day care providers; I see writers, actors, coaches, and caring, committed parents.

I see the effects of speech, the poise, passion, and possibilities it provides; I hear articulate, informed, intelligence; I know, and breathe a sigh of relief, that the world is a better place because of these kids.

As I sit here freezing, so tired that I ache everywhere, I reflect on my years at this tournament. From newbie, deer in the headlights panic, to working judges, to sitting at the help desk, I see friends, colleagues, acquaintances; I greet; I comfort; I direct; I answer. The kids talk to walls, to each other, to parents, coaches and the nearest tree. They play; they laugh; they cry.

They are children; they are adults; they are confused; they are focused; they are hormones; they are glorious; they are a royal pain in the rear.

Why am I here? I learn from them as much as I teach them. I want to quit; I need to quit, but something draws me, holds me, and doesn't let me quit.

As I sit here, facing my crossroads, my mid-life crisis, I wonder how to stream-line my life, how to make things easier. I think about what I can take off my plate; I think about what I can give up or lose, and I come to the conclusion that, if I clear speech off my plate, I will lose far more than I will gain. Students who participate in competitive speech are the future of the world and my life is richer and more full because of my involvement in it and I thank my higher power for those inane, idiotic questions. Keep them coming!

2007-08 National High School Debate Topic

by Chuck Balligall

Following are the final results for the 2007-2008 national high school debate topic balloting. Ballots were first sent to states, the District of Columbia, the National Forensic League, National Debate Coaches Association and the National Catholic Forensic League last August. After a period of discussion of the two final topic areas, states conducted balloting in December and January. Results were sent to NFHS headquarters by January 3, 2007. Africa was chosen with 17 of the 34 votes cast for the topic. Following is a breakdown of how the states voted, as well as NCFL, NDCA and NFL.

Africa

California, Florida, Georgia, Idaho, Michigan, Mississippi, Missouri, Montana, Nebraska, North Dakota, Ohio*, Oregon, Utah, Washington, Wisconsin, Wyoming, NDCA, NFL.

Pandemics

Alabama, Alaska, Arkansas, Hawaii, Illinois, Indiana, Iowa, Kansas, Minnesota, New Jersey, Ohio*, Oklahoma, Pennsylvania, South Dakota, Texas, Virginia, NCFL.

*** The vote in Ohio was a tie.**

Resolved: The United States federal government should substantially increase its public health assistance to Sub-Saharan Africa.

The 2007 Topic Selection Meeting will be held in San Diego, California, August 3-5. Specific information regarding lodging, travel arrangements and daily schedules will be sent to your office at a later date. You may also check our Web site at: http://www.nfhs.org/web/2006/08/speech_debate_theater_association.aspx <http://www.nfhs.org/web/2006/08/speech_debate_theater_association.aspx>

AFRICA

Resolved: The United States federal government should substantially increase its public health assistance to Sub-Saharan Africa.

There is perhaps no issue more timely and critical than the status of people living in poverty in Sub-Saharan Africa. While world attention has once again focused on this crisis, attention has not translated to sufficient action. Despite the promise of the G-8 to end African poverty, the World Development Movement calls the current solutions “a disaster for the world’s poor.” The public health problem in Africa is an essential topic, with current research and a wide array of potential solutions for both affirmatives and negatives to consider. Potential affirmatives on this topic include access to education and pharmaceuticals for AIDS, public health education of women and direct aid, and nutritional information — since it relates to public health. Negative ground will be preserved with a strong array of specific and broadly applicable arguments, including whether the United States is the best agent to engage with Sub-Saharan Africa as opposed to, for example, other African nations or the European Union or Asia. There are critique-based arguments of development, and the idea of colonialism. And there are a myriad of economic and international cooperation arguments and disadvantages.

The resolution is confined by public health initiatives, since that encompasses much of the education and nutrition ground on which last year’s potential topic was focused.

Given the important dimension of this problem for this and generations to come, there is no better topic for the brightest of our students to tackle. Debating this topic would provide students a unique opportunity to advocate solutions for people too often ignored in our policy discussions and debates, and give Africa the significance it deserves.

The meeting of the National Federation Debate Topic Wording Committee will take place in San Diego, from August 3-5. I am both the meeting host and the Wording Committee Chair! Sharon Prefontaine will also be representing us, and Bob Stockton, Suzanne Munsell and Greg Osborn have expressed an interest in helping with the host duties. Anyone is welcome to attend and participate in the discussions about the 08-09 topic. Please contact me if you wish further information.

Curriculum Corner

CATE 2007

The curriculum committee once again manned a booth at the annual CATE conference in Fresno this year. The committee had strong support from the Southern Valley League. Chad Hayden, Hoover HS, Milla Smith, McClane HS, LeAnn Richards, Edison Computech, and Erin Bray, Reedley HS, spent many hours on Friday and Saturday putting forth a good face for CHSSA. A number of *Speaking Across the Curriculum* books were sold and many lesson plans using speech activities were passed out.

Next year, the committee would like to focus efforts on having member coaches present at CATE. Much of what we do in the classroom covers many of the English standards; this is obviously a focus for CATE. If you are interested in presenting what you do in the classroom, or have an idea for a presentation, please contact Rita Prichard. You can also go on-line to look at the CATE website for more information regarding being a presenter.

Curriculum Corner

The Original Advocacy DVD has been mailed out to member schools. If you received a DVD, and have any problems with the quality, please contact Rita Prichard. If you would like to order either the Expository or the Original Advocacy DVD, please visit the CHSSA website (cahssa.org) for ordering information.

The latest DVD, coming in September 2007, will cover Student Congress. A preview of the DVD was shown to the CHSSA Council at the May meeting. This time there will be two DVDs, one will show an hour-long session of Congress and the other will contain the accompanying instructional material. If the trailer is any indication of the quality of this DVD, you are in for a real treat! As one coach remarked, "The DVDs just keep getting better and better."

The curriculum committee's next focus will be on developing a DVD for Thematic Interpretation.

CHSSA Curriculum Committee and IDEA publishers
present

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and listening activities aligned with
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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 accompany the activities in the book.

"One good thing about music is that when it hits you, you don't feel no pain" (Brainy Quote 1). The real music ain't the notes, but in the story those notes tell. I wrote me one song, about my life. Boy did that song buy me some real pretty things.

The blues is one of the only true American art forms that we have today. To write about blues they say you have to feel it deep inside. You write of love, of hate, of good times, and, of course, of bad, or else it wouldn't be called the blues. This is my story of Melvin Jackson, a man who wrote about his life, and wrote about the blues, in my original piece entitled "Backdoor Blues".

It sho' was hard growin' black and poor in Willachoochie, Louisiana. I was so damn poor I would go to K.F.C just to lick other people's fingers. I know what you're thinking, bout' me being black. Well as you can see, I'm just about as white as a bowl of mornin' grits. Well, one day I asked pappy "Pap, why are my brothers Teshan, Marquita, Rwhana, Lamango, Orangelo, and Trayton so much darker than me?" Pa, just told me, "You see, Melvin, yo momma was only pregnant for bout' six weeks when she gave birth to ya. We tried to put you back in, but you didn't fit none. You just wasn't done cookin' yet" I said, "ok pa," but I always did swear I looked a little too much like that white milkman.

But anyway how I got to playing this here guitar. You see, I always used to hear old Blind Belly Johnson play at church on Sunday. Sometimes in church today I can still hear Blind Belly's voice singin'. He was so ole' I swear when we would read the bible he would sit back and reminisce, like he sat behind Jesus in the third grade or something.

Blind Belly in church laughing, and shouting "Amen!". He sho' was crazy. I came up one day and asked him to, I said, "Blind Belly, you sho' do play that guitar real fine, I wanna' learn how to play just like you. Can you teach me?"

"You must be out your God damn mind. Boy, you so damn poor I once saw you put a cheeseburger on layaway. How the hell you spect' to pay me?"

It was true; so I figured I would pay off the lessons with maual labor and work out in his fields. Next day I got to workin', and everydayn I'd work, his wife Ms. Johnson, would be working out in the garden next to me. She would be giving me some real funny looks.

"Hey, boy, you keep doing that work real good. After you done, come and get some sweet tea. Sixteen and strong as an ox." Mmmmmmm boy was that a fine looking glass of chocolate milk. See I was sixteen and she was twenty-six, she married Blind Billy cause' he had a fortune put away for when he died. Well, when I was finally around sixteen years old, she came up to me and said "Boy, I'm gonna need to clean out the chimney upstairs".

"Ok, Mrs. Johnson, I'll be right upstairs".

Then it hit me, there was no chimney upstairs "hot damn!" I ran upstairs and there she was lying on the bed naked. Then she said "take my, country boy!" And there we made love mmmmmmm like two chickens when the roosters were a crowin' and the pigs were cookin' bacon on a blind man's stove. Owwww, I'm an ole' man, I can't be tellin' stories like dis'.

When that bed was a rockin', I heard a knock on the door. I knew it was Blind Belly, and he was yellin' "Martha, you got a man in there?" Then he broke the door down. And I didn't have time to put on my clothes so leaned my naked butt cheeks against the wall cause I knew he couldn't see me none. And then he stopped and listened. It's like he could smell me or somtin'. Then he grabbed my hammock "AHHHHHH"

"Boy who the hells are ya?" He picked me up like I was his dummy in a ventriloquism act. So I ran out of the house as fast as I could, naked, with my body parts flappin' everywhere left and right. I knew I could never come back to Willacoochie, Louisiana. So I put some clothes on my back, packed up my guitar and headed straight to New York City. To make me a name for myself.

So I took the first train down to New York City, and the bright lights there-mmmmmmm, boy, they sho' did hurt my eyes. I got off and there was a beautiful black woman walking right there in front of me. I knew I could turn on my ole' southern charm; so I told her the same line I always used back home "If I said you had a nice body ... would you hold it against me?" (Pathetic). She gave me a laugh, and I knew I was in. Then I said, "Back home they call me African Thunder."

"Excuse me cracka' ... I know you didn't step up to me talking bout being black."

"My chocolate dip please shhhh." Next thing I know I was on the floor. That's when I learned my first lesson... In the city if you ain't black, don't act like you is.

So I started walking to find a bathroom with blood dripping off my lip, and some fella came up to me and said "Sweetie are you ok?"

I said "Yes, I'm fine."

Then he said "Yes, you are mmmmmmmmm. I love this whole country motif you got going on it's delicious, I could just eat up with a spoon. So how 'but this you come with me and I'll but us some drinks." I sho was thirsty,; so I did go with the fella and we sat down and I drank like a hobo back home in Willacoochie. Then I felt him touch my leg and say, "So, cowboy, where did you buy these rugged old clothes. They are delicious." It hit me all the sudden, I remembered that Pap told that people in the city would just take the wallet straight out of your pocket. So I got up and said "Don't you dare try to take my money." I slugged the fella and ran out as fast as I could. Lesson number two in the city. I later found out he was what you call a homosexual. That means even though he is a fella he still likes other fellas. I didn't mind much cause' his hands was soft and he sho did smell pretty.

So I was gonna call it quits and check into a motel, but I couldn't, cause I had that jones in my bones. Then I remembered that my pap told me about these women when he was in the army down in the Philippines. He said that there were women that would make love to you real fine if ya paid them the right amount; he called them "Manila Thrillas." So I was walkin' and I saw this lovely lady that was nice and tan and looked like she was ready to shack up, and I didn't know what to say. So I just pulled out a five dollar bill and looked at her. Then she said, "Excuse me, I hope you don't think I'm no prostitute, baby, just because I dress like one?" I didn't know what to say; so I just grabbed her breast, and she slapped one good across my face. Then she said "tu tienes sangre en tu

boca, Aye Dios Mio!... O sorry mijo, that's my bad, and jes, I am a prostitute, I didn't mean to hurt you, I tell you what, I'm gonna give a free one because you're kinda' cute." WE started walking to the motel and she told me wasn't no Asian lady named Thrilla, but she was "Cubana!", and her name was "Joseta Felipe Dinero Demacro Chiquita Bunnana the Third Jr.", but that I can call her "Esperanza." I rented a motel and we walked upstairs and she asked me "So ju ever ben with a mang before?"

Lesson number three in the city... there are these people called Tramsvestides. That means even thou he or she may look all pretty like a lady, sho don't mean he or she is a lady.

I sho was a crazy day in the city. So I went up to my motel alone, but I couldn't sleep none. And all the sudden I felt a melody in my heart and heard lyrics whispered in my ear. I wrote me a song about all the things I knew. I wrote about Ma, Pa, Blind Belly, Mrs. Johnson, the tramsvestide fella, Esperanza, and of course Willacoochie. I got up the next morning and put my song on waz. Next thing I know I was sitting on top of the world with my guitar in my hand.

Well, that's my story. I sho do hope ya'll like it. You know sometimes when I'm walking around the streets today I still hear people singing that song. Sho is a pretty song.

I'm gonna cross that big ole Mississippi River
Try to find a life that's ten times bigger
Oh, when I get my arms round her

I don't know what I've been told
But I gotta find her arms before my heart gets cold
Oh, I love that city life

And no matter where I may roam
Willacoochie is till my home
Even though the lights sure were pretty
Way down, in New York City

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Original Oratory State Tournament 2006
First Place Ananth Srinivasan
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"Nonfiction for Fictional Times"

For no matter what you think of Michael Moore, you have to agree, "We live in fictional times," (Moore). We watch the news with the assumption that it's, well ...TRUE. And that's not to say that Dan Rather was lying to you...all the time. But the fact is that many of us see the political pundits of primetime news as prophets-spreading the truth.

Does anyone remember the Tsunami crisis of 2004? I can't blame you if you don't. In the weeks following the incident, the media rallied our nation together to donate

millions in aid. For a while, we focused. We prayed and we gave. But when was the last time you saw a report on the crisis? According to NPR, there are still hundreds of thousands of displaced people all across Southeast Asia (NPR). The Tsunami was on the air for only a few weeks. And then it got old, it got boring, it got unusable. The fact news stories are chosen. They're aired, or not aired, on the basis of what's catchy and what sells as opposed to what's important. And as a result, we the viewers are left with an incomplete view of what's really going on.

According to sociologist Steve Hannaford, the news has become an oligopoly of different institutions, each trying to convey their own version of reality (Hannaford). And even though I never thought I'd use the word oligopoly successfully in an oratory, I have to agree. According to press critic A.J Leibling, "freedom of the press is guaranteed only to those who own one" (Bartleby). Fewer than ten media corporations now control most of the news and information we get in the U.S (Babich). And that number is constantly shrinking. Moreover, as journalist Robert Kaiser notes, "The amount of money spent on reporting a story today, supersedes the cost of finding out the information" (Kaiser, 214). The news is no more than propaganda- designed by the few who appeal to the many.

On September 18, 2005, FOX news ran a story proclaiming that the war on terror was a sweeping success for democracy and the future of Iraq ("Sean"). On the same day, the NY times reported that the war was at it's deadliest: claiming lives of 30 ("Thirty"). And their divergence illustrates an important point. When the news focuses exclusively on America's success in Iraq, it is to the exclusion of the number of innocent Iraqi civilians and American troops dying. And if the news exclusively condemns the attempts of the U.S. in Iraq, it ignores the struggle for ideals like liberty, democracy, and direct representation- neither side giving a full version of the story.

But that's just my point. An exit poll from the 2004 election indicated that more than half of Bush's voters saw FOX news as unbiased, but more than half of Kerry's voters didn't. ("Voters"). Clearly we rely on the news and its ability to give us information in a quick bite-sized capsule, but I have to wonder what exactly are we swallowing? Because on Jan 3rd twelve miners survived a terrible explosion and then the following day, we found out that the news was dead wrong ("12"). How do you explain that to the family members of the victims?

We have a problem. Reality is a far too complex and intricate thing to sum up in a two minute segment on the 11 o'clock news. And when we allow that segment to form our opinions about life, we give the news the power to shape our conception of reality- a reality that isn't always very objective or informative or true. If we continue down our current path- relying solely on the media to politically inform us, then we will have a population that struggles to elect a leader accurately represents our views. We will forget the important issues of humanity: the injustices of the third world, the genocide's or the victims of natural disasters.

I'm not saying that we should abandon all forms of the modern media, but let us remember what sociologist Norman Solomon wrote. The original conception of the free press was rooted in the notion that somehow the media could help us become informed. That the news could help us govern ourselves

(Solomon). The news has this amazing potential to show us what we can't see from our living room couches. It can get politicians off their guards and the pointed questions we all want answers to. In this democracy we are the government. So if we want our country to function in a manner that represents its peoples, we must keep our critical faculties going all the time.

We must challenge the shrunken, capsulated view of the world that the news presents us. We must have the confidence to take the news (the supposed truth) with a grain of salt. Don't be afraid to change your opinion about something. Don't be afraid to think twice. And I'm not asking that we never pick sides on an issue; that's even more unrealistic than Ann Coulter talking to a liberal. All I'm asking is that we see the news for what it really is : A PERSPECTIVE. A side. An opinion. A part of the story. as Joe Easton, MIT Professor of Journalism, explains: objectivity is not an end in itself (Easton). WE need to keep room for conflicting perspectives because that's how we find the real nonfiction in life. The more we challenge the validity of information, the more we arrive at something closer to reality.

In a recent New York Times column, Stephen Holden asked America "How much longer can we continue to live inside a bubble where Jennifer Aniston's broken heart and Tom Cruise's public meltdown compete with the war in Iraq, famine in Sudan and the catastrophe in New Orleans as headline news?" (New York Times). Well we don't have to live in that bubble any longer, but it's up to each of us to make that choice. It's very easy to watch CNN and assume it's telling you everything. But, as Harold Pinter noted in his Nobel acceptance speech "To define the real truth of our lives is a crucial obligation which devolves upon us all...If that determination is not embodied by our political vision, then we have no hope of restoring that which is so nearly lost to us –the dignity of man" (Pinter).

But if we keep at it...if we take in information with a critical eye and ear...if we form fully educated opinions, then the news ceases to be fiction. It's non-fiction. And we will finally live in...non-fictional times.

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Original Advocacy State Tournament 2006
First Place Victoria Hargis
St. Francis High School
"How Do You Feel Today?"

There are five seasons in a year: spring, summer, fall, winter and our favorite time of all ... Flu season. So, how do you feel today? Is your throat kind of scratchy? Do you have a pounding headache? OR, does your body just hurt? Well, what you need is a warm cup of tea, a long nap and good dose of Dimetapp. By the end of the week you are dead.

Ok, now is that a little melodramatic? No, actually it's not as far from reality as you might think. You are the victim of the fatal avian flu virus. Now, if I told you this was a bio-warfare terrorist scheme, you'd be much more concerned. But,

because I'm calling it the "flu", you think that it's just that season again, but really it's much more dangerous. Last time we had a flu pandemic, people had normal symptoms of the common flu, but died in a matter of days. And now, the experts say it's not a matter of if we have another outbreak, but when.

"A flu epidemic is the next big catastrophe that we can reasonably expect, and the country is phenomenally unprepared," said Irwin Redlener, director of the National Center for disaster preparedness at Columbia University (Harris). Another expert, Secretary of Health and Human Services, Michael Leavitt, warned that urgency is needed because a pandemic could kill up to two million people (Harris) in the United States alone in a very short period of time. Hospitals would become overwhelmed, riots would engulf vaccination clinics, power and food would be in short supply, and social chaos would ensue (Harris). Initial costs in the United States alone would exceed \$450 billion dollars (Harris)... that's more than 8 times the U.S.' budget for education.

Therefore, I propose that the U.S Congress enact immediate legislation for a crash program of prevention, control, and vaccination to: 1) prevent the spread of the current lethal avian flu virus; 2) control the impacts of a flu pandemic, and 3) develop an effective vaccine.

The world has already experienced the devastating results of a flu pandemic. The 1918 Spanish flu virus swept the planet, rapidly killing over fifty million people. A dramatic research breakthrough recently found that this lethal virus was a bird flu that jumped directly to humans (Kolata). It took just minor mutations in a few amino acids to turn this virus into a mass killer. Dr. Richard Elbright, a molecular biologist at Rutgers, called the 1918 flu virus, "perhaps the most effective bio weapons agent ever known" (Kolata).

The virus spread and killed with incredible speed, and it's main target was the young and healthy. Unlike other flu viruses, it directly attacked cells deep in the lungs of patients. Some victims literally turned blue over night and drowned from their own blood as fluids leaked into their lungs. It was highly contagious, and entire communities were destroyed in a matter of days.

Now, another similar killer virus has emerged on the world stage. The H5N1 bird, or avian, flu virus has killed over 300 million birds (Grady) in over eleven Asian countries and is rapidly spreading around the world as flocks migrate. Just in the last few days, the first cases have been reported in Europe and Africa (Rosenthal and Rosenthal). It does not often affect humans, but it can, and when it does, it is lethal. One out of every two people (Grady) who have contracted the virus, has died. In the fall of 2005, in Vietnam's poor Mekong Delta, Ngoan died within 6 days of contracting the deadly flu (Appenzler). She was only 10 years old, but nothing and no one could have helped her. And just last week, children began dying in Turkish villages (Rosenthal) on the border of Europe. There is currently no known vaccine to prevent the virus' attack against humans.

We've seen dangerous flu outbreaks on a regular basis: 1918, 1957, 1968...and now, unfortunately, is our long-delayed turn. The only thing the avian flu hasn't done is to become an efficient transmitter amongst humans (Grady). Dr Bruce Gellin, director of the National Vaccine Program Office, said, "it has

done all the other things that are steps towards becoming a pandemic virus" (Grady)

The cold, hard reality is that we are completely unprepared to deal with this fast approaching disaster. After ten long years of planning, the government finally released a draft plan to deal with this impending crisis, but the critics say the plan does not even begin to address the enormity of the problem. Who is going to be in charge when the pandemic strikes? Who? Will it be FEMA? State government? Local law enforcement? We don't know. The current government plan is sure to produce mass chaos.

Speed is of the essence in preparing for this impending disaster. Because of the realities of modern day travel, a localized outbreak of a lethal flu strain in Asia will almost certainly infect a significant number of Americans within a matter of weeks. And to make matters worse, it takes 10 to 12 months to develop a flu vaccine (New York Times, 11/2/05), and years more to make enough of it to protect everyone in the world. We just don't have the production capacity.

For all these reasons, I propose immediate enactment of a four-part legislative program to prevent and control a pandemic of lethal avian flu virus.

First, we must help prevent the problem at the source. Initially, when flocks of birds were infected with the disease in Asia, all chickens and ducks in a certain radius were slaughtered to contain the spread of the virus. Now, governments are cutting back on these programs, and farmers are hiding their sick birds because they do not want to receive adequate compensation for their losses. The estimate is that as little as 200 million (New York Times, 11/2/05) would be required to combat the spread of the disease amongst birds at the source. I propose immediate allocation and a significant increase of funds to these countries.

Second, we must develop economic incentives for drug manufacturers to speed up the drug production and research for an effective vaccine. An existing drug, called Tamiflu, shows promise, but it is very expensive and in short supplies. The virus is also showing increased resistance to this drug. Also, the only manufacturer of the Tamiflu has halted distribution (Pollack) of the drug because of panicked hoarding. Our current supply of this drug will only protect 2% of the population (Shreene). Who decides who lives and who dies? We need clear rules about drug distribution, especially in a time of emergency.

Third, we must develop a clear command structure and lines of authority, especially for the first few critical months of the pandemic. Do we want the chaos of Katrina to be repeated? One element of the plan needs to include a detailed quarantine program which specifies who would be responsible for enforcement. Mary Selecky, Washington State's secretary of health, described the government's new plan as "out of wack" because there's still no direction or money coming from Washington (Harris). We need a clear local, regional and national coordination plan.

Fourth and finally, we must fight this pandemic with a full-scale international effort. I propose that the United States lead the creation of a global avian flu monitoring and rapid response team dedicated to halting and mitigating the impacts of a rapidly progressing disease.

When a full-scale pandemic strikes, it will be incredibly fast and lethal. The consensus indicates that it is only

a matter of time before we face a disaster of huge proportions, producing death and suffering on an unimaginable scale. The terrorist attack of 9-11 killed more than 2000 people. This virus has the potential to kill over 2 million people in the United States alone. And, who's to say terrorists won't use this virus? But, it's not a matter of if we can do this, but we must prevent this virus from fulfilling its monstrous potential. A few random genetic mutations in an isolated village will easily produce a global nightmare. Observers of the 1918 flu pandemic described the disease as a "dark angel hovering over us" (Kolata). We cannot allow this dark angel to be unleashed on our society a second time. The time for action is now. How do you feel today?

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Expository State tournament 2006

First place Lauren Kido

Leland High School

"Something to Smile About"

You never get a second chance to make a first impression. Well, I hope I don't disappoint you, so here's my great first impression.

Whether it's shown as a reaction or gladly revealed just for the fun of it, the smile is more than a mere facial expression we display. So today, there's no need to grin and bear it, because from the influences of smiles in our everyday lives, to grinning

through the ages, and the health benefits of flashing those pearly whites, my speech will really give you something to smile about.

As a matter of fact, Dale Carnegie tells us in his book, *How to Win Friends and Influence People*, that smiling is ranked second in six ways to make people like you. According to Elaine Blechman, professor of psychology at the University of Colorado, "when you smile, people are more likely to perceive you as friendly, confident, and outgoing." ("Smiling")

In addition, a simple smile can cause others around you to feel better, too. Research shows that seeing someone else's smile can make you feel happier than eating chocolate or receiving money ("One Smile"). Better yet, smiling has even proven to be contagious! One look at a smiling face, and viewers can't help but to smile in return ("Happiness")

Interestingly enough, telemarketers and advertisers are also well aware of the power of smiles and their effect on others. Telemarketers are trained to smile while they are on the phone so customers can hear the smile in their voices. (Carnegie 68) Likewise, advertisements always portray people smiling, because people respond well to smiles as they are eye catching and no translation is necessary ("Are Smiles"). Everyone smiles in the same language (Gray 47). No matter what language you speak, or what culture you're from, a smile is probably the only universal facial expression that everyone understands.

Even though our smiles have generally looked the same, their treatment has evolved through history. During the mid 19th century in Victorian England, smiling was unacceptable ("Evolution"). You see, most people's teeth weren't very attractive due to lack of dental hygiene, so it makes sense that people would not want to smile ("Evolution") Napoleon Bonaparte's wife Josephine was so embarrassed by her smile that she never smiled in public. (Wynabrandt 75) but throughout the years with advancements in dental technology, our smiles have become more acceptable, or made more obsessed over?

Nowadays, in our society where straight white teeth are preferred, we spend a great amount of money trying to perfect our teeth to get that perfect smile. Shows like *Extreme Makeover* and other appearance-based reality shows helped to popularize the cosmetic dentistry fad. Within the last five years, teeth whitening has increased over 300 percent, and a complete smile makeover can cost around \$40,000! (Zizzo 140)

From those who feel self-conscious about their smiles, to those who simply want a new one, people go to great lengths to get that perfect grin. Did you know that men make up most of the patients who have smile makeovers? Men say that "presence and appearance are important in the business world, and we judge a person by their smile." Thus, that smile appears to be an important asset to businessmen. So in order to compete with younger workers and appear younger, older men look toward cosmetic dentistry to help improve their smile. A straight, pearly white smile not only boosts self confidence, but it can also help improve your looks and even move you up the corporate ladder (Zizzo 140).

But business success aside, a good smile may even help you win that ever elusive date! Both men and women agree that a good-looking smile is a feature that makes another person attractive (Gutfeld 98). Well, all you guys out there, I guess you

should start smiling more. Quit buffin' it up at the gym and put on that magnificent grin. But don't worry, because it isn't that hard. It only takes 17 muscles to smile, while it takes 43 muscles to frown (Gray 13-14). And every muscle on your face to sit through that ridiculous advice... In fact, women actually smile more than men, eight times more to be precise, and surprisingly, they end up living about eight years longer (Gutfeld 98). I guess a smile truly is, a curve that sets things straight (Gray 46)

While we might take our smile for granted, there are those who suffer from the inability to smile. People with the brain disorder Parkinson's disease are unable to smile and make facial expressions. Also certain stroke victims display the inability to smile as well ("Anatomy"). Now it is a sad thing that people cannot smile, but it's perhaps even more sad that criminals abuse the smile and use it to get away with crime.

In a phenomenon known as the smile leniency effect, smilers and non-smilers are found to be equally guilty under the law. However, those who smile, end up receiving less severe punishments than those who do not smile (McNeil 205). Clearly, this shows a smiling person is perceived to be more sociable, competent, pleasant, and innocent. So, in the everlasting words of Nike, smile, just do it.

And when you do choose to put on a happy face, you'll find that a smile can work wonders for your health. Smiling prompts the brain to release endorphins, the body's natural painkiller ("Smiling"). This decreases the level of stress hormones that can make the blood thinner and thus can reduce the risk of heart diseases, diabetes, high blood pressure and obesity ("Smile a day"). Furthermore, smiling can boost your immune system and improve your complexion ("Smiling"). It's even been found that smiling can change breathing patterns which causes the brain to cool and sets off pleasurable and satisfying feelings. Even if you don't feel like it, smiling can make you feel really great. (Smile) Ahhh... So smile, it's free therapy, (Gray 46) and maybe that smile a day really can keep the doctor away ("Smile a day").

Surprisingly, smiling benefits you to the same degree, even if your pearly white are less than genuine! The fact is, your body can't differentiate between real and fake smiles, so your body responds as if the smile were real ("Smiling"). Stupid body. When will you ever learn? In research conducted by the facial expression expert Paul Ekman, evidence has shown that there are over 50 different types of smiles. There's a Mona Lisa smile, the Cheshire cat smile, the 'I took a 20 from your wallet smile', the 'trophy acceptance smile', the 'Miss America smile', the 'this joke is getting really old smile', and many, many more. Now I'm sure at one time or another, we've probably all used one of these smiles as a mask to conceal another emotion. ("Face it!")

Moving on, in one study done at the University of California, Berkeley, psychologist, Daner Keltner viewed women's year book pictures dating back to 1960. Years later in follow-ups with the women, he discovered the ones with real smiles were happier than the ones with fake smiles (Lemonick A29). You see, they ended up having happier marriages and had less fake smiles (Lemonick A29). You see, they ended up having happier marriages and had less stress in their lives. Which makes you wonder what these desperate housewives hide behind their smiles.

But desperate housewives or not, we are never fully dressed without a smile. We've seen how smiles can change our image, dictate opinion and often influence health. From Mona Lisa, to people like you and me, the smile undoubtedly influences our lives in subtle, yet sometimes unnoticeable ways. Like my smile, I hope my speech has left one lasting impression on you. So now I encourage you to get more smile out of life and just take the time to put on that welcoming grin. With that being said, I think I've just found the 51st smile for Paul Ekman's list, the 'I think I've managed through research and poise to get a roomful of strangers to re-appreciate the smile.'

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Ernest George Poletti

Modesto Bee obituary

ERNEST GEORGE POLETTI Coach Ernest George Poletti of Modesto, California died peacefully at his home at the age of 92 on Wednesday, March 21, 2007. Born in 1914 in Stockton, California, he led a deliberate and earnest life committed to education, sportsmanship and citizenship.

As a youth, he participated in public oratory performances, fueling a lifelong passion for speech and debate. He graduated from Stockton High School in 1932, and went on to attend University of Pacific where he competed on the debate team for four years. He graduated in 1936, Magnum Cum Laude, with a B.A. and M.A. in Political Science.

Upon graduation, he started his career as a teacher and debate coach, which culminated in his induction in 1987 into the California High School Speech Association (CHSSA) Hall of Fame as one of the ten founding coaches. In 1979, the California State Senate honored him with a commendation for his contributions to speech education.

He started his teaching career at Ripon High School, where he taught civics, social science, debate, and public speaking from 1937 to 1961. He then taught at Tracy High School from 1961 to retirement in 1978. He also taught at the Junior Statesman summer program at the Montezuma School for Boys for 11 years, and as a guest lecturer for the San Raphael High School summer sessions.

As a coach, he drove the organization of formal debate competition for high schools, and became a founder of the Northern California Speech and Debate League. He developed his own methodology, based on his college thesis, called

Streamlined Speech. His well-honed coaching system included perpetual intramural tournaments to help prepare students for interschool competition. While his program yielded many state and national champions, he took pride in raising the ability of his entire team. Elements of his debate system are still in use in California High Schools today.

His passion for coaching was perhaps only eclipsed by his love of hunting. His father sparked his interest in the outdoors, to which he then applied his own rigorous system for self-improvement and accuracy. He was a conservationist at heart, finding solace walking the levees of the Stanislaus River. It's the one of the few activities where he competed only with himself.

He was fiercely patriotic and embraced his role as a citizen. Based on his rich knowledge of political history, he cherished the political freedom and rights enjoyed in America. He remained engaged with current affairs throughout his life, always ready for a debate.

While ranked #1 on the men's debate team at U.O.P., he met Ellice Schuler (d.2002), of Modesto, who was ranked #1 on the women's debate team. While rules prohibited mixed gender competition, they joined forces and married in 1938 and were married for 64 years. They shared an intense commitment to family, education and competition. They raised their two daughters, Ernice Morse (d.1994) and Marlene Johnston. Ernie and Ellice were both passionate teachers for forty years, and they retired together the same year. In their fifties, they took up tennis and won a number of club tournaments.

He is survived by the many students he taught, and his brother, Felix Poletti of Stockton, daughter and son-in-law, Ted Morse of Reno, five nieces and nephews, four grandchildren, and seven great-grandchildren.



Motions From Spring '06 and '07 CHSSA Meetings

By-Law changes from Spring 2006 CHSSA meeting

MOTION TO REVISE THE BY-LAWS 06-05-A: M/Chertock, S/Macdonald

Article X, Section 2, Paragraph D, Page 2 (new next in bold, deleted text stricken):

D. Computing rankings

~~1. Whenever a judge has marked a contestant lower than fifth, such a rank shall be changed to fifth before tabulation begins.~~

~~This~~

~~adjustment shall not be made when tabulating ranks for the final round.~~

~~However, after a sixth or seventh has been tabulated as a fifth and a~~

~~tie occurs between contestants for a rank, the sixth and seventh shall~~

~~be used to determine judges' preference.~~

(Replace with the following:)

1. Judges shall rank competitors first through seventh. No ties shall be allowed. No adjustment shall be made to ranks in any round.

Motion fails, by voice vote.

MOTION TO REVISE THE BY-LAWS 06-05-B: M/Kamel, S/Grabner

Article II, Section 3, Paragraph 1, Page 1 (new next in bold, deleted text stricken):

~~The Presidents of the Leagues within each Area shall elect an Area~~

~~Chairperson for the coming year at the annual CSSC meeting held in the~~

~~spring after the State Tournament, and so inform the CHSSA President and~~

~~CHSSA Secretary at said meeting. Area Chairpersons may be reelected.~~

~~The term of office shall be one year: July 1 to June 30 of the following year.~~

(Replace with the following:)

Individuals wishing to run for Area Chairperson must declare their candidacy to the CHSSA President by the conclusion of the Winter meeting of the CSSC. Those

declaring their candidacy must be affiliated with a school from within that Area. Those individuals will provide to the President no later than April 1 of that year a statement of no more than 200 words. Each candidate's statement will be printed on a ballot and posted on the CHSSA website. The member schools of each Area will then popularly elect Chairpersons at the State Tournament through a ballot box at registration. Schools not attending the State Tournament may submit their ballots by mail. The CHSSA Historian or his/her designee should handle ballot collection.

Motion passes, by hand count, 16 in favor, 4 opposed, 2

By-law changes from January 2007 CHSSA meeting:

MOTION TO REVISE THE BY-LAWS 07-01-A: M/Kamel, S/Munsell (as revised and amended)

Article IX, Section 5, Page 19 (new next in bold, deleted text stricken):

A stopwatch will be issued to each judging panel.

The judges will be instructed to show that the time is cleared prior to each speech. At the conclusion of each speech the judge will announce the speaker's time. At that time, the stopwatch will be shown to the other judges, if requested. Each judge will record the speaker's time on his/her ballot.

Motion passes, voice vote

D. 06-09-F

MOTION TO REVISE THE BY-LAWS 06-09-F: M/Kamel, S/Wolf

Article VII, Section 3, Page 3 (new next in bold, deleted text stricken):

G. No motion to increase the number of entrants in the State Tournament in a particular event will be considered unless accompanied by answers to the following questions:

1. Revisions to the schedule necessary to facilitate extra entries.

2. How many more rooms will be needed? How will we provide those?

3. How many more judges will be needed? How will we provide those?

4. Additional logistical components required by addition.

5. Rationale for addition of this event or increase in entry numbers?

Motion passes 14-11.

**MOTION TO REVISE THE BY-LAWS 07-05-A:
M/Darling, S/Underwood**

Article IV, Section 1, Paragraph A1, Page 1 (new next in bold, deleted text stricken):

1. CSSC members shall meet with and participate in the activities of a committee of their choice, **so long as each Area is represented. In the event that an Area is unrepresented on any standing committee, the Area Chair will assign a representative from their Area to fill the vacancy.**

Passes, unanimously

**MOTION TO REVISE THE BY-LAWS 07-05-B: M/
Pinza, S/Underwood**

Article VII, Section 5, Paragraph A, Page 10 (new next in bold, deleted text stricken):

A. The president of each League shall forward to the appropriate Area Chairperson by certified mail postmarked not later than ~~April 4~~ **thirty (30) calendar days before the start of the State Tournament.**

Without objection, remanded to IE Committee

**MOTION TO REVISE THE BY-LAWS 07-05-C: M/
Pinza, S/Fernandes**

Article XIV, Section 1, Paragraph B3, C3, Page 1 & 2 (new next in bold, deleted text stricken):

B.
3. Prepare all contestant cards and other required documents for the State Tournament and submit the cards and documents to the Vice President-Activities.

C.
3. The Vice President-Activities shall prepare all contestant cards and other required documents for the State Tournament.

Passes, unanimously

**MOTION TO REVISE THE BY-LAWS 07-05-D: M/
Pinza, S/Graber**

Article III, Section 5, Paragraph A4, Page 6 (new next in bold, deleted text stricken):

4. distributing to League presidents all required materials for registration and entry in the State Tournament.

Passes, unanimously

**MOTION TO REVISE THE BY-LAWS 07-05-E: M/
Pinza, S/Munsell**

Article X, Section 2, Paragraph A, Page 2 (new next in bold, deleted text stricken):

3. If a contestant is added to the ballot that is NOT on the posting, that contestant's scores shall not count, and other scores shall be adjusted as if the 'extra' student never spoke in that round.

4. "No shows" are recorded as such, kept in the tournament, but shall not be allowed to advance further in the tournament.

a. The tab room shall immediately contact the coach of the absent contestant.

b. Once the coach has been consulted and the circumstances surrounding the "no show" have been thoroughly investigated, the Tournament Director or his/her designee has the authority to order additional adjustments to scores if warranted.

Without objection, remanded to IE Committee

M/Kamel, S/Wolf:

To provide \$1500 to Brent Hinkle of Joy of Tournaments (\$500 stipend, \$1000 for expenses), for the 2008 State Tournament. *Passes, unanimously*

M/Kamel, S/Fernandes:

For the Council to authorize a book detailing the history of CHSSA, under the direction of VP Activities Kamel, with a budget of \$7250, to be paid for in part by raising school fees at the State Tournament from \$20 per school to \$30 per school. *Passes, voce*

M/Prichard, S/Underwood:

For the Council to approve the following method of distributing the Student Congress DVD, currently being produced by the Curriculum Committee:

It will be provided as a benefit of membership to all paid CHSSA member schools ('07-'08 school year), whether the payment is made on time or not. *Passes, unanimously*

M/Prichard, S/Munsell:

To authorize the Curriculum Committee to begin work on the 2008 DVD, with Thematic Interpretation as the subject. The Committee will meet on Thursday and Friday in September to organize and plan the content. *Passes, unanimously*

M/Prichard, S/Munsell:

For the Council to authorize a budget for the Thematic Interpretation DVD of \$7000. *Passes, unanimously*

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