

California Speech Bulletin

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STATE SPEECH COUNCIL
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CHSSA CURRICULUM

Dear Colleagues,

The curriculum committee has been busy and there is much good news. We hope we have something new and interesting to offer each of you.

The University of California Decision

The most crucial issue for many of us is, of course, the recent University of California decision to exclude speech, drama, and journalism from the A to F requirements for the Fall of 1977. In an effort to avoid immediate problems, we were advised to change course titles to exclude the words speech, drama and journalism. However, it now appears that that action was, after all, unnecessary. In a letter to the principals dated December 23, the University registrar has, in essence, rescinded that action. Although they are still concerned about the amount of expository writing that takes place in English classes, they have left all A to F requirements in the hands of the school principals. If you have not seen the letter or the California Notes on the subject, I will quote verbatim from the text:

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

Congratulations to all of you who helped in our struggle to again verify the recognition of speech as an academic discipline.

New Classroom Units

We have completed our unit collection of "fatigue" assignments. These units are designed to help us through the many classroom hours after the year's competition has come to a close. At present we have included assignments on banquet speaking, mock trials, radio and T.V. speaking, storytelling, and non-verbal communications.

There is also a new and exciting unit on Reader's Theatre for those of us who haven't already developed these skills. There are helpful classroom assignments, script suggestions, references and teaching aids as well. Many of the ideas were brought home from workshops provided at Western States Speech Convention in San Francisco last November.

The materials are available through your area curriculum representatives or through your Vice-President of Curriculum.

Extra Curricular Aids

Although it is not the actual domain of the curriculum committee to develop competition materials, I had many requests from members for a coaches handbook. The primary need seemed to be for new coaches who were blindly walking from tournament to tournament. They seemed to be guided by many of us who are equally dazed by the imminstity of our task. As I perused the many materials available through our curriculum offerings and publications, I discovered that what most coaches needed was indeed available, but very scattered. I attempted to collect and organize it. The results were well received at the State Council meeting in January.

It was believed that the materials would be useful to every coach. Perhaps even schools who do not have a program could utilize these materials to become involved. I have fired up my Gestetner and I am soon to have copies for everyone. As a preview, I have listed the Table of Contents.

- I. General Information to Coaches
 - A. Handbook of terms, organizations, suggestions, advice, tournament orientation, community activities
 - B. List of Helpful Textbooks and Publishers
 - C. Fund Raising Ideas
- II. Information on Competitive Events
 - A. CHSSA Constitution and Supplements
 - B. General Rules and Judging Criteria for all Events
 - C. Oratory Section
 1. Preparing an Original Oratory
 2. Examples of Original Oratory
 3. Examples of Expository
 - D. Interpretation Section
 1. Interpretation vs. Acting
 2. Examples of Programmed Reading
 3. List of Selections
 - E. Extemp and Impromptu Section
 1. General Suggestions
 2. Sample Topics
 3. References
 - F. Student Congress Manual from NFL Debate Section
 1. General Suggestions
 2. Novice Debate Unit by Linda Church, Lowell
 3. Advanced Debate Theory Outline (Northwestern Institute)
 4. Cross Examination Explanation and Exercises
 - H. Instructions on How to Run a Tournament

The books are constructed with loose leaf bindings so that additions can be made easily. If paper, ink and arm hold out, they should be available after Easter Vacation.

Work Still in Progress

The curriculum representatives are still busy. We are updating our selections list and busily working on a new unit in career communication or "Speech for the Job." If you have any units with a clear vocational emphasis, we would really like to share them. There is a real need growing for units in this area.

We are also planning to have a textbook display at the State Tournament. It should be located somewhere in the registration area. If you have special needs for textbooks, let me know.

Book Reviews

Speaking of books, there are many new and exciting materials that have crossed my desk lately. The curriculum committee decided to start a new feature in the Bulletin. We are adding a book review section. We shall be writing brief summaries with emphasis on how the material can be used in the classroom. There are some to follow my letter. If you have found materials that you use and think might be helpful to others, please pass the titles and publishers on to me or Mary Lee Schoendorf, Cupertino High School, Chairman of our Book Review Committee.

Before I close, I just want you to know how much we have to share with one another. I have been so pleased with the response I've received from so many of you. The things you do in the classroom are marvelous. The more we share, the more we learn and the more we can do for our students. Keep the "goodies" coming. If I can help you, please write me.

From the desk of V.P. Curriculum,
Peggy Lawyer
Camarillo High School
4660 East Santa Rosa Road
Camarillo, California 93010

BOOK REVIEWS Peggy Lawyer

I. Books for the Classroom

Oral Interpretation: The Meeting of Self and Literature by Teri Gamble and Michael Gamble, National Textbook Company, Skokie, Illinois, 1976. Price: \$9.50.

This is one of the most exciting new books in oral interpretation I have found. The authors discuss the theory only briefly while devoting most of their work to involvement exercises with sample selections. The discussions seem well suited for the beginning interpreter on the high school level. The selections are varied as well as contemporary. I have found that they act as useful samples for those who are unable to cut their own works and they serve as springboards for the most talented students. The materials covered include oral interp definitions, awakening the body, discovering the voice, and basic sensory training. The projects discussed by chapter include descriptive prose, narrative prose, drama, poetry, children's literature, documentary materials, ensemble approaches, and programs. There are over 175 different authors represented among the selections given for practice. The two greatest problems I have experienced in teaching classes in oral interpretation are the inability of students to find and cut selections for practicing various techniques and the concentration of most materials on broad theory discussion and sweeping exercises covering several skills. This book solved both those problems for me.

Extemporaneous Contest Speaking by Joe McAdoo, Mid-America Research, Springfield, Missouri, 1975. Price: \$3.50.

This book is geared to those interested in tournament contest speaking. It assumes the reader knows little or nothing about the tournament experience or about extemp as an event. Before the event is discussed, the author describes the organization of the tournament, the format for extemp draw and the criteria used by the judges. Separate chapters are then devoted to topics, reading preparation, fitting, organization and delivery. This book goes one step further with chapters on getting it all together and providing examples of both topics and speeches. Any student who has difficulty in understanding extemp initially or improving his technique can profit from this book.

II. Professional Books

Communication Education for Careers by James H. Mcbath and David T. Burtrams, Jr., Clearinghouse on Reading and Communication Skills, 1111 Kenyon Road, Urbana, Illinois 61801, 1975. Price: \$4.50.

Many of us are often in a position to advise our students about careers in speech communication. In addition we are often put in the position of integrating communication curriculum into vocational programs. Because these numerous professional tasks are outside coaching and classroom teaching, often we lack the time to research. This book provides a concentration of research of speech skills used in the real world. Perhaps an even more useful part of the book is an extensive coverage of communication careers in the past decade and the opportunities for the future. A college and university course offering survey for developing skills necessary for the job is included, along with a complete career planning guide. I found the book useful in several of these areas. As a bonus, it also gives a number of suggestions for additional research that could be done by master or doctoral candidates in communication. Although it is too difficult and technical for the high school student, much of the information could be passed on by the instructor. Intro classes seem to relate very well to the ideas I found on ways to use speech training in various non-academic jobs.

Forensics as Communication: The Argumentative Perspective, edited by James McBeth, National Textbook Company, 1975. Price \$5.75.

All too often we are asked by district superintendents, school administrators, or professional groups to explicitly describe the objectives and goals of forensics. While most of us understand exactly what we are about, it is often hard to delineate it exactly. This book helps us do just that. The book contains a summary of the proceedings, process and findings of the National Developmental Conference on Forensics. The discussions include current trends in forensics, comparison of programs, evaluation of outcomes and a variety of related questions. High school as well as college programs are dissected, criticized and defended, both in theory and in practice. This book verbalizes very well the complexity of our forensics programs, the problems and the future. But what's more important it gives us positive recommendations for the future. As I fought the University of California decision, this book helped me verify my forensic program. As I prepared for panel participation on summer institutes at Western States Speech Convention, this book provided me with valuable research. And as I wrote the objectives and future goals for an accreditation report for my district, this book gave me useful suggestions. Because many of you have similar tasks, I highly recommend this book.

OCTOBER MEETING OF THE STATE SPEECH COUNCIL

The State Speech Council (governing body of the CHSSA) met in San Francisco at the Holiday Inn on Saturday, October 9, 1976. Committee meetings were held on Friday evening at the Drake Wiltshire. Officers and committee reports were made; Constitutional amendments and By-law amendments were proposed. Action taken by the Council is included below.

CSSC motions passed:

"Delete Girls' Original Oratory as an event and add a new State event entitled Original Persuasion and call the National qualifying event Original Oratory."

"The president shall appoint a committee to formulate procedures to carry out Article VI on Page 3 of the Constitution. This committee shall develop procedures ensuring due process and right of appeals for all parties. The committee shall report back to the State Council on January 8, 1977."

Amendments to the CONSTITUTION:

The following amendments, proposed at the May, 1976, meeting, were passed:

DELETE on p. 2, Article IV, Section II, H., 1.:

"The immediate past-president of CHSSA."

ADD on p. 2, Article IV, Section II:

"I. The immediate past-president of CHSSA."

ADD on p. 2, Article IV, Section II:

"J. No member of the CSSC may hold more than one voting position. A proxy vote will be allowed only to a non-CSSC member who has been properly designated by the absent CSSC member."

The following amendment was proposed at the October meeting:

ADD on p. 2, Article IV, Section II, I.:

".....for a period of no more than two years."

BY-LAWS CHANGES - OCTOBER, 1976

The following By-laws changes were passed by the CSSC at the October meeting. All page numbers are in reference to the January, 1976 printing of the CHSSA CONSTITUTION AND BY-LAWS.

DELETE on p. 14, Article IV, Section IV, E., 5.:

"All teams will debate two rounds."
SUBSTITUTE and ADD on p. 14, Article IV, Section IV, E., 5. (before "hereafter"):

"All teams will debate three rounds. After round two, all teams with two losses will be matched against each other for a third round only."

SUBSTITUTE on p. 15, Article IV, Section IV, E., 9.:

"The results of rounds one, two, and three shall be posted after round three, before round four begins. Thereafter, the results of each round shall be posted before the next round begins."

SUBSTITUTE on p. 15, Article IV, Section IV, F., 1., a.:

".....three preliminary rounds" for ".....two preliminary rounds."

DELETE on p. 18, Article IV, Section IV, F., 2., b.:

"Round I - International topics; Round II - National topics; Semi-Finals - General analytical topics; Finals - International topics."

SUBSTITUTE on p. 18, Article IV, Section IV, F., 2., b.:

"Round I - International topics; Round II - National topics; Round III - General analytical topics; Semi-finals - International topics; Finals - National topics."

ADD on p. 19, Article IV, Section IV, F., 5.:

".....and Original Persuasion"
(Change wording throughout entire document to "Original Oratory and Original Persuasion.")

DELETE on p. 19, Article IV, Section IV, F., 4., a.:

"Round II - general topics" through "....thought-provoking quotations."
ADD on p. 19, Article IV, Section IV, F., 4., a.:

"Round II - one word abstract topics such as, "thrift," "charity," "fear;" Round III - general topics of current importance and interest such as "How is TV affecting our culture?" This rotation will be repeated in following rounds."

ADD on p. 20, Article IV, Section IV, F., 6., a., (7):
"7. Photocopies of the original interpretation selections shall be submitted with each school's state tournament entry. Additionally, all updating and transitional material shall be inserted in the selection and underlined clearly. To certify that such additions do not change the author's intent, the coach must sign the selection."

INSERT on p. 12, Article IV, Section III, G.:

Insert between ".....State Tournament." and Failure.....": "photocopy material will include a copy of title page and the first page of the selection from the original source."

SUBSTITUTE on p. 23, Article IV, Section IV, G., 9., c.:

"c. In the unicameral final session, there shall be three Official Scorers in each half of the final session."

ADD on p. 24, Article IV, Section IV, G., 11.:

"Speakers will be recognized on a priority system based on color-coded cards as used to indicate how many times a student has spoken. Example: Green card - first speech recognized over all other colors; yellow card - second speech recognized over all but green; blue card - third speech recognized over all but green and yellow; etc."

CHSSA - BUDGET 1976-1977

PREVIOUS BALANCE: \$ 8,000.00

INCOME: CHSSA Assessment \$5,500.00
State Tournament 3,500.00

TOTAL INCOME 17,000.00

EXPENSES: President \$ 500.00
Bulletin 2,000.00
Curriculum 1,500.00
Area Chairmen 1,200.00
State Officers 2,100.00
Legal Counsel 500.00
Phone Calls 600.00
Tax Preparation 150.00
State Tournament 2,000.00
USC State Tournament Fee 1,700.00

TOTAL EXPENSES 12,250.00
BALANCE \$ 4,750.00

JANUARY MEETING OF THE STATE SPEECH COUNCIL

The State Speech Council met at the Sheraton Inn - Airport in San Diego on Saturday, January 8, 1977. Committee meetings were held on Friday evening, January 7, 1977.

CSSC motions passed and recommendations made:

"CHSSA will authorize funds for 1,500 copies of the Coaches Handbook for distribution to members of CHSSA with the remainder to be distributed to potential member schools. The Coaches Handbook will be exempt from the restriction that only member schools receive curriculum materials in order to promote membership in CHSSA."

"Allow San Luis Obispo to continue to compete in the Mar Monte League and to enter their state qualifiers and to follow proper procedural requirements to transfer for next year. A letter from the CHSSA president is to be sent to the coach of San Luis Obispo and Arroyo Grande asking them to follow Constitutional procedures."

"To extend until January 31, 1977, or the first state qualifier, whichever comes first, CHSSA dues payment without penalty."

"To establish an eight member committee and a chairman to look into limiting the number of tournaments and/or rounds of competition a student or school can attend."

"To continue the work of the Ethics Committee until the May meeting."

"To continue the work of the Lions and Service Club Speaker Contests Committee."

"To commend Jackie Sagauspe for her work on the Publicity Committee and to request that she continue her work."

"Blank news release forms will be provided to coaches with photos for local news release of the State Tournament."

Amendments to the CONSTITUTION:
The following amendment, proposed at the October, 1976 meeting, was passed:

ADD on p. 2, Article IV, Section II, 1.:

".....for a period of no more than two years."

The following amendment was proposed. It will be voted upon at the May meeting of the CSSC.

ADD on p. 3, Article VI, Section II:
"A request for investigation shall be brought before the committee by any Area Chairperson or officer of the CSSC.
A. All investigations of the committee shall follow a prescribed procedure.
1. The request must be in writing.
2. The request must be made by a representative of a member school.
3. The request must specify the alleged violations.
4. Reasonable notice of not less than two weeks shall be given to all member schools which may be involved. Said notice shall state the nature of the violation to be considered."

5. The committee shall meet with the member school representative initiating the request for the investigation and any other persons involved.
 6. Said meeting shall be held in private without the presence of extraneous persons.
 7. A restatement of the specific violation in question shall be made before the parties concerned at that time.
 8. All parties concerned shall have the right to present any evidence and arguments which may be germane to the violation in question.
 9. The committee shall meet in private after the presentation of information from both sides.
 10. A vote shall be taken, recorded, and the minutes retained by the President of the CHSSA for at least one year.
 11. All concerned parties shall be informed of the decision immediately.
- B. By a majority vote, the committee may censure the coach of a member school by informing him of his violations.
 - C. By a majority vote, the committee may inform a member school's administrator of any action of censure."

CHSSA ACTIVITIES

Dear Colleagues,

There is a memorable scene in the movie *Butch Cassidy and the Sundance Kid* where two contestants take time to establish the rules of a fight. Hopefully this message will not be as painful as that delivered by *Butch Cassidy*. On the other hand, some sort of blunt message is important if the 1977 state tournament is to function effectively and efficiently.

The State Speech Council has provided a third round of competition for all students in individual events and debate. This is a noble experiment, indeed. Coaches have long grumbled about the two round guarantee. Coaches will be responsible if the experiment fails.

That is blunt and to the point. Before dozens of letters in protest occur, however, let me continue. A careful reading of the proposed time schedule to accommodate a third round will indicate that the tournament will operate on an extremely tight schedule. Let me point out some realities.

The first reality is that to panel and send out 105 judges per section of individual events takes a minimum of 45 minutes if everything works perfectly. That means not all events will start at precisely the moment indicated on the time schedule.

The second reality is that, if past tournaments are any indication, the judge paneling process will most often be held up because coaches who are assigned to judge are not present and available in the judge assignment room.

This lack of availability manifests itself in two general ways. The first is the coach who is in the room precisely on schedule but does not hear his name called immediately. Somewhere during the long paneling process he decides to 1) go to the bathroom, 2) go see how his students are surviving, 3) go check into/out of his hotel or any of a dozen other

possibilities. The second is the coach who takes care of all those "necessities" first, knowing the paneling process will take some time. Then he rushes up breathlessly as the last judge goes out the door and demands to have his card validated because he was there but not used.

Coaches, you now have the three rounds. In return, please make it a point to be on time and available for things like registration, judging, and other tournament commitments. I will not be able to guarantee a perfect "on time" tournament, but at least we will get close with your conscientious cooperation. Thanks to all of you for your cooperation.

Sincerely,
Larry Smith
Vice-President, Activities

INDIVIDUAL EVENTS BALLOTS

The ballots for all individual events will be the same this year. A copy of that ballot appears below. Specific instructions for an event will be printed on the reverse side of ballots.

CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION

EVENT _____ ROUND _____ PANEL _____ ROOM _____

Complete instructions for judging this event are on the reverse side of the ballot. Please read them carefully.

At the conclusion of the round please rank all speakers in the round first through seventh, first being the best ranking. Do not tie any position. You must award a first, second, third, fourth, fifth, sixth, and seventh.

Please make your own decision. Do not confer with other judges regarding your decision until all ballots have been returned to the time-keeper. In case you feel there must be an interpretation of the rules before you may render a decision, please accompany the timekeeper back to the judges' room and ask for a clarification from a tournament official. Do not ask contestants or other judges for rules clarifications.

Please do not reveal your decision to any of the contestants. The tournament time schedule does not allow time for oral critiques. Please sign your ballot.

Judge's signature

Rank	Contestant Code #	Title/Topic/Selection

NUEA REPORT

The following is the NUEA topic area choice for next year:

National High School Problem Area 1977-78

How can the health care of United States citizens best be improved?

Debate Resolutions

Resolved: That the federal government should guarantee comprehensive medical care for all citizens in the United States.

Resolved: That the federal government should establish a national program of malpractice insurance for all health care professionals.

Resolved: That the federal government should establish a comprehensive program to regulate the health care system in the United States.

The following is a record of the votes cast for next year's problem area and debate resolutions. (Problem Area III is the one selected. The Debate Resolutions vote indicates that I (Medical care for all citizens) was favored slightly over III (Regulate the health care system)).

National Office, NUEA Committee on Discussion and Debate Official Referendum Vote

State	Problem Areas			Debate Resolutions		
	I	II	III	I	II	III
Arizona	2	1	3	2	3	1
Arkansas	3	2	1	2	3	1
California	3	2	1	1	3	2
Colorado	3	2	1	1	2	3
Connecticut	3	1	2	1	3	2
Florida	3	2	1	1	3	2
Illinois	3	2	1	1	3	2
Indiana	3	2	1	1	3	2
Iowa	3	2	1	1	3	2
Kansas	3	2	1	1	3	2
Kentucky	2	3	1	2	3	1
Maryland	2	3	1	3	2	2
Massachusetts	3	2	1	3	3	2
Michigan	3	2	1	1	3	2
Minnesota	3	2	1	1	3	2
Mississippi	3	2	1	1	3	2
Missouri	3	2	1	3	2	2
Montana	3	2	1	3	2	2
Nebraska	1	3	2	3	2	1
New Mexico	2	3	1	3	2	1
North Dakota	3	2	1	2	3	1
Ohio	3	1	2	1	3	2
Okla homa	3	2	1	2	3	1
Oregon	3	2	1	1	3	2
Pennsylvania	3	2	1	1	3	2
South Carolina	3	1	2	2	3	1
South Dakota	3	1	1	1	3	2
Texas	3	2	1	1	3	1
Utah	3	1	1	1	3	1

State	Problem Areas			Debate Resolutions		
	I	II	III	I	II	III
Vermont	2	3	1	1	3	2
Virginia	3	2	1	1	3	2
Washington	3	2	1	-	-	-
Wisconsin	3	2	1	1	3	2
Washington, D. C.	2	3	1	1	3	2
NCFL	3	2	1	2	3	1
NFL	3	2	1	2	3	1
	100	71	43	50	88	53
	(3)	(2)	(1)			
	Agri c	Econ	Health			

TOPICS FOR CONGRESS

The resolutions for debate at the State Congress will be selected from the following topic areas:

NUEA 1: What should be the domestic agricultural policy of the United States?

NUEA 2: What domestic economic policies should the federal government adopt?

NUEA 3: How can the health care of United States citizens best be improved?

Wild Card A: What should the United States policy be toward Vietnam? (Admission to the U.N., establishing diplomatic relations, war reparations, trade policy.)

Wild Card B: What should be the California policy towards mass transit? (Limiting auto use, freeways versus transit systems, funding.)

Wild Card C: What should be the United States policy toward illegal aliens? (Rights of illegal aliens, deportation, employment.)

"A NEW SPACE FOR A NEW GROUP"
Ray Schaefer
Symar High School
Syamar, CA 91342

Great American plays are not being written because young playwrights have nowhere to produce their works. In our secondary schools, I question whether the motivation for thinking and writing should be for the all important grade. When a student has the opportunity to produce his own written work, he is more apt to write and excel for his own improvement. The level of communication is often more profound. Ultimately success breeds success.

As a former drama teacher, I encouraged and experienced great delight in producing theme shows which included the presentation of student written poetry, monologues, and scenes. Our criterion was the writings and presentations had to be good enough; they had to have an impact. It is my contention that in our respective leagues we should encourage the development of events that allow for the creative writer - the poet, the dramatist, the novelist or storyteller. The objective would be not only to provide an impetus for developing thinking and writing skills,

but also to provide an impetus for developing oral communication skills.

Why not consider, for example, competitive events on the local level to include original dramatic or humorous monologues or dual dramatic or humorous scenes. Why not consider original poetry and/or prose presentations. These creative writing events would be both student written and student presented like other original events.

I do not wish to diminish the value of all the State original events, nor do I wish to diminish the value of students presenting cuttings from the literary masters. However, it seems to me that far too many talented students find little reason for creative writing because they have no substantive audience. Creative writing, oral interpretation, and storytelling are skills and talents which need to be encouraged and developed.

In the drama program I discovered that students who enjoyed creative writing responded well to the idea that there was space for them on stage. Many write volumes of material reflecting honest statements and feelings of the human condition. These moments were often more warmly received than the masters because of the honesty and relevance. The audience could easily relate to what was happening.

There is a large population of creative thinkers in every school who remain in the shadow of silence. Their profound thoughts seldom touch anyone. Let's encourage these students to come forward; let's find space for them at the speaker's platform; let's allow them the opportunity to touch our lives. As Benjamin Franklin wrote, "Tell me and I will forget; teach me and I will remember; involve me and I will learn."

"SOME CHANGES ARE NEEDED"
Dorovan Cummings
Edison Senior High School
Stockton, CA 95206

As a competitive speech coach in California for eighteen years, I have initiated or supported a number of changes in the structure of the CHSSA and the rules for events. I believe we have made progress; we probably have the finest high school speech organization in the country. To merely continue to make change doesn't imply greater progress. However, to make no changes merely because we have progressed can be dangerous. Therefore, I would appreciate your consideration of the following items before the next meeting of the Speech Council.

The art of communication is being relentlessly destroyed by our high school debaters. (Someone has established the concept that the only good judge is one who flows the debate. That concept is suspect to me.) When I attempt to flow a debate and the speakers talk so rapidly that I cannot make notes without superior shorthand training, communication is not of primary concern to the debaters involved. Where does the blame lie for "rapid fire" delivery? Institutes, coaches, or elsewhere? I'm not sure placing the blame will solve the problem. Instead, we can "hit the debaters where it hurts most." We can, during judge orientation, encourage judges to give automatic losses to teams that speak too rapidly. Furthermore, we can give losses to teams when we judge - and emphasize on the ballot that the loss is due to poor communication. I continue to regret that I gave wins to two teams at the Fullerton Invitational - both teams were superior in knowledge of the subject but disgracefully rapid in delivery. I was shocked when judges in the finals at the UC Berkeley Invitational took nearly an hour to make a decision - much of that time was spent reading evidence that had been presented so rapidly the judges

could not possibly comprehend the content.

Invitations provide a definite educational experience for speakers - especially debaters. The number of rounds guaranteed is usually greater than the number of rounds we can guarantee in a league tournament. The variety of competition is obviously greater than we can provide within a league. However, the value is obtainable only by those schools which can afford numerous trips. Furthermore, some teams accumulate as many as fifty to one hundred rounds of experience beyond the number of rounds available to teams which are not permitted to travel so excessively. Thus, some teams have a distinct advantage in experience when State Qualifying, State, and NFL District tournaments take place. I believe it is time for us to set some limits. Because some squads are very large, limits on a school might be educationally unsound. A limit of four invitations per debater or speaker may be reasonable -- and far fairer than our current open policy.

In individual events, I would like to see a couple of rules written into the By-Laws. First, the same speech and/or topic area used in original oratory cannot be used in expository - either during the same year or subsequent years. Second, any selection or source (specific poem, play, story, novel, essay) used in dramatic or humorous cannot be used in a programmed reading - either during the same year or in subsequent years; any selection or source (as above) used in a programmed reading cannot be used for dramatic or humorous - either during the same year or in subsequent years. (These rules, of course, would apply to individual speakers.)

Perhaps discussion of these issues among coaches in all leagues would lead to action at the May Council Meeting. Invariably, Council members refuse to take action because they have had no opportunity to present the issues to their constituents. I intend to talk about these matters at the May meeting. If the Council does take action, remember you have been informed of the possibilities in advance.

If you wish to express an opinion, please feel free to contact me at the State Tournament (University of Southern California, May 5-7) or to write me at Edison Senior High School, 1425 South Center Street, Stockton, California, 95206.

California High School Speech Association
Edison Senior High School
1425 South Center Street
Stockton, California 95206

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